

SANT GADAGE BABA AMRAVATI UNIVERSITY, AMARAVATI

Teaching Learning Scheme for the Degree of Bachelor (Three years: Six Semester Bachelor Degree Program)

Bachelor of Fashion Designing

As per National Education Policy (NEP)2020

Syllabus

Three-years Six Semester Bachelor Degree Programme

Teaching, Learning and Evaluation Scheme: For the Degree of **Bachelor in Fashion Designing (BFD)**

FIRST YEAR: SEMESTER –I & II

Level : 4.5

Subject CODE - 805

Effective from Academic year **2024 - 25**

Board of Studies in Interdisciplinary faculty

Faculty: Interdisciplinary Studies

Major: Fashion Designing

Programme Outcomes:

After completion of the programme,

Student will be

1. Equipped with the necessary knowledge, technical, creative and managerial skills in fashion designing.
2. Communicate effectively through speaking, reading, writing and listening clearly in one Indian language and thereby express themselves to the world.
3. Able to communicate effectively with the industry hierarchy.
4. Able to undertake responsibility either as an individual or as a team member
5. Understand the historic costumes and textiles for efficient fashion designing.

Programme Specific Outcomes (PSO)

Students will be

1. Able to make a design collection, prepare prototype garments for the collections and evaluate the design development process
2. Able to maintain their work area, tools & machines
3. Able to maintain health, safety and security at workplace
4. Able to start their own business
5. Able to market their products effectively
6. Accredited with skills of drawing and usage of various art mediums.
7. Competent to develop a good design through application of elements of design
8. Able to create compositions using various color schemes
9. Identify a trend (through trend research forecast) and recognize its movement in local markets as affected by global market.
10. Perform independent researches of small scale and apply them in design project.

Employability Potential of the Programme:

Employability: The course will enable the students to develop creative, innovative and determine individuals having knowledge and awareness of the fashion market requirements. The set off skills ranging from market research and creativity to sketching and fabric selection enables them to enter into the profession that requires designers to constantly be in tune with market trends. They can opt for jobs requiring sketching fashion ideas, cutting out and sewing the clothing item, attending fashion shows, using tailoring skills to perfect the fit, drawing patterns to create garments, selecting fabrics and any special additions for the outfit and reading magazines to keep up with the latest fashions.

Fashion Designer

There are various job profiles for fashion designers after pursuing bachelor degree in fashion designing. However, taking job will depends on interest and skills. Following some of the jobs and profile for fashion designer.

Retail Buyer

As a retail buyer, He/ She can build up own store and sell own products or can get the products from other designers as well. This field is pretty lucrative if done right.

Retail Manager

Getting a job at a boutique, departmental store can be highly satisfactory. A retail manager is accountable for setting up daily targets for the staff and ensures that marketing and promotions are functioning in a proper way or not. He/ She also heads the human resources and finance department in smaller enterprises.

Fashion Stylist

This is one of the toughest and the most exciting job profile when we talk about a career in this field. Being a Fashion stylist, the job is to select the right pieces from the designers' collection or wardrobe to pick the best outfits with respect to clients' body type, preferences, and tastes. A stylist takes care from makeup, accessories, hairstyles to the overall look of a person.

Textile Designer

A textile designer designs 2D unique or repetitive patterns for printed fabrics, weave, and knit patterns. These fabrics may be used in the interiors to make clothes or as soft furnishing. Textile designers either work as a part of the team in industrial and non-industrial settings or even work independently. Most of the textile designers use CAD to design textures and patterns.

Jewellery and Footwear Designing

Jewelry and footwear is a whole distinct market in the industry that compliments the textile sector. After all, without the right footwear and the right fashion accessories, even the perfect dress remains incomplete.

Personal Shopper

A personal shopper is an expert who helps brides, celebrities, and even everyday snappy dressers to pluck out the best dresses from the hangers. But remember! He/ She must be a professional so that He/ She can hammer out the best deals, best shops, and pick the most suitable designs and brands as per the client's requirements.

Makeup Artist

A makeup artist takes care of the skincare, hairstyling, grooming, and anything related to an additional appearance of the body. However, it's important to note that makeup artists are different from beauticians as they are not limited to normal beauty treatments. Makeup artists are hired for weddings, pre-wedding photoshoots, bridal makeup, fashion events, celebrities, and models.

Fashion Model

A model is the one who acts and walk on a ramp to show the new trends in order to promote commercial products in the market. Some fashion designers wear their own clothes to represent themselves or sometimes they hire models to promote their work.

Fashion Consultant

As a fashion consultant, one has to keep close eye on latest trends of market. The role of fashion consultant also requires individual to be keen observer of the changing fashion trends.

Fashion Coordinators

Fashion Coordinators look after the advertising and promotions of the brand. They work closely with fabric dealers to bring out the best of product.

Sketching Assistant

Sketching assistant is responsible for making technical sketches of garments for various presentation. These sketches are used as a specification on the designing and fabrication of the garments.

Fashion Journalist

Fashion journalist has a job to write a report about latest fashion trends for a magazine. To be fashion journalist one should to know the latest fashion trends and be in touch with the news of the fashion world.

Teaching and Research:

After pursuing a course in Fashion Designing, candidates also have teaching options. Provided, the applicants have to pursue a master's degree in Fashion Designing to become a teacher at the graduate-level, lecturer post, one must have cleared the UGC NET exam after completing a master's degree in Fashion Designing. The research positions are also open for the applicants if they clear the NET exam as per the JRF cut off score.

**Three Years-Six Semesters Bachelor’s Degree Programme in Fashion Designing
Major- Fashion Designing (BFD)**

Syllabus-FIRST YEAR: SEMESTER-1

| Theory:DSC I - Introduction to fashion Illustration | | | | | | | |
|---|-----|-------------|---|---------|--------------|---------------|-----------------|
| Level | Sem | Course Code | Course Name | Credits | Teaching Hrs | Exam Duration | Max Marks |
| 4.5 | I | 805200 | DSC I (T) Introduction to fashion Illustration | 2 | 30 | 2 Hrs | Th 30 Int 20 |

Objective:

- 1) To Impart knowledge about the illustration related to the fashion
- 2) To know about apparel design and lifestyle technology.

Course outcomes: After successfully completing the course, student will be able to:

- 1) Learn the basics of illustration
- 2) Aware of the importance of illustration in the fashion industry
- 3) Learn about the human anatomy and fashion figures
- 4) Learn to present observations, results, and analysis in the illustration of different human proportion

| Unit | Content | Periods |
|----------|--|---------|
| Unit-I | <ul style="list-style-type: none"> • Fashion terminology. • Basic terminology • Theory of fashion • Fashion cycle | 7 |
| Unit-II | <ul style="list-style-type: none"> • Fashion trends in fashion and changes. • Factors influencing on fashion • Color, its sensitivity and composition in dress • Components of fashion | 8 |
| Unit-III | <ul style="list-style-type: none"> • Historical perspectives of fashion • Introduction to the fashion industry. • Design development – elements and principles. • Design evaluation. | 7 |
| Unit-IV | <ul style="list-style-type: none"> • Basic Anatomy • . Proportion. • Weight distribution. • Heads, hands and feet. | 8 |

Internal Assignment - Design development with element and principles.

1. Principles of figure drawing and sketching of body features.
2. Drawing the human form from different angles – front, side back
3. Use of different media of colours for rendering.
4. Different media for developing prints and textures.
5. Drawing different silhouettes.

References:

1. Fashion design illustrator (men, women, children) - patric john Ireland
2. Fashion design drawing and presentation - patric john Ireland
3. Fashion sketch book – Bina Abling
4. Advanced fashion sketch book – bina Abling
5. Croney, johns, drawing figure movement batsford 19836.
- Everett, felicity, fashion design, usberne, 1987
7. Introduction to fashion design, Patrick john Ireland.
8. Illustration fashion – Kathryn mckelvey * Janine munslow.
9. Fashion design process, Innovation and practice. Kathryn mackelvey and Janine munslow.
10. Fashion drawing basic principles, Anne allen and Julian seaman.

Internal Assessment and External Evaluation and Examination system

| | |
|---|----------|
| Internal Assessment | 20 Marks |
| 1. Class tests–Assessment on any two (Open Book Test/Objective type Test/ Descriptive Test) | 10 Marks |
| 2. Class tests–Assessment on any two (Open BookTest/ Objective type Test/ Descriptive Test) | 10 Marks |
| External Evaluation and Examination system External Theory | 30 Marks |
| Two Short Type questions and Two Long Type questions | |

| Theory 2 :DSC II - Traditional Indian Embroidery | | | | | | | |
|---|------------|--------------------|--------------------------------------|----------------|---------------------|----------------------|-------------------------|
| Level | Sem | Course Code | Course Name | Credits | Teaching Hrs | Exam Duration | MaxMarks |
| 4.5 | I | 805201 | Traditional Indian Embroidery | 2 | 30 | 2 Hrs | Th 30 Int 20 |

Objectives:

- 1) To help the students to acquire conceptual knowledge about traditional embroideries of India
- 2) To develop the skills of Embroidery
- 3) To develop the skill of application as a means of ornamentation

Course Outcomes: After Studying this course, the students would be able to learn:

- 1) Basic introduction to traditional embroidery of India.
- 2) Study of the historical existence of Indian Embroidery
- 3) differentiate between the traditional to contemporary Embroidery.

| Unit | Content | Periods |
|-----------------|---|----------------|
| Unit-I | <ul style="list-style-type: none"> • Introduction of Indian Embroidery. • History of Indian Embroidery • Importance of Embroidery • Embroidery tools | 8 |
| Unit II | <ul style="list-style-type: none"> • Selection of design, • placement of design, • reduction and enlargement of design , • transferring design by different methods. | 7 |
| Unit III | <ul style="list-style-type: none"> • Repeat of design • Types of stitches used in Indian Embroidery; • Steps involved in making Embroidery stitches. • Use of embroidery for value addition | 8 |
| Unit-IV | <ul style="list-style-type: none"> • Regional Embroidery - • Punjab, Kashmir, • Uttar Pradesh, Gujarat • Karnataka, Manipur • Himachal Pradesh, Bengal. | 7 |

Internal Assignment –

1. Reduction and enlargement of design.
2. Making of different Embroidery stitches with suitable designs (make an album)
3. Making of regional Embroidery with traditional designs

References:-

- i) A.V.Deoskar & A.S. Deshmukh ADs Source book of designs and Embroidery. Bajaj Book depot, Amaravti
- ii) K. Dongarkary, Romance of Indian Embroidery; Thakare & Co. Ltd., 1951
- iii) Kamaladevi Chattopadhyaya – “Handcraft on India” Secretary, Indian council of cultural Relations new Delhi.

| Theory 3:DSC III - Color Theory and Composition | | | | | | | |
|--|------------|--------------------|---|----------------|---------------------|----------------------|-------------------------|
| Level | Sem | Course Code | Course Name | Credits | Teaching Hrs | Exam Duration | Max Marks |
| 4.5 | I | 805202 | DSC III (T) - Color Theory and Composition | 2 | 3 0 | 2 hrs | Th 30 Int 20 |

Objectives:

- 1) To acquire knowledge of colour
- 2) To know the role of colour in designing.

Course Outcome:

- 1) After completing course students will be able
- 2) To acquire knowledge of colour
- 3)To know the role of colour in designing.

| Unit | Content | Periods |
|-----------------|---|----------------|
| Unit-I | <ul style="list-style-type: none"> • Definition of colour. • composition of colour and its theory • Psychological impact of colour • Colour dimensions: hue, value, intensity. • Warm colour, cool colours , neutrals. | 8 |
| Unit II | <ul style="list-style-type: none"> • Study of primary colours, • secondary, tertiary , • quaternary colours, • intermediate colours, • colour schemes, • colours mixing.. | 7 |
| Unit III | <ul style="list-style-type: none"> • colour naming, • colour selection, | 8 |
| Unit-IV | <ul style="list-style-type: none"> • role of colour in fashion design, • process and product development. | 7 |

Internal Assessment and External Evaluation and Examination system

| | | |
|--|--|-----------------|
| Internal Assessment | | 20 Marks |
| 1. | Class tests–Assessment on any two (Open Book Test/Objective type Test/ Descriptive Test) | 10 Marks |
| 2. | Class tests–Assessment on any two (Open BookTest/ Objective type Test/ Descriptive Test) | 10 Marks |
| External Evaluation and Examination system External Theory | | 30 Marks |
| Two Short Type questions and Two Long Type questions | | |

Course Material/Learning Resources

References:-

- i) Dyeing and chemical technology of fibers, S.R. Trotman, Charles Gribbin & company ltd.
- ii) Chemistry of synthetic dyes part-I & II, Vyankatraman
- iii) Users handbook of chemical colours, dyers and colorist society, Mumbai

Course Material/Learning Resources

Text books:

Reference Books:

Weblink to Equivalent MOOC on SWAYAM if relevant:

Weblink to Equivalent Virtual Lab if relevant:

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

| Lab1- Introduction to fashion Illustration (P) | | | | | | | |
|---|------------|--------------------|---|----------------|-----------------------|----------------------|---|
| Level | Sem | Course code | Course Name | Credits | Teaching Hours | Exam Duration | Maximum marks |
| 4.5 | I | 805203 | Lab1: Introduction to fashion Illustration | 1 | 30 | 2 Hrs | External -25 Marks Internal- 25 Mark |

Objectives:

- 1) To impart practical knowledge about the illustration related to the fashion industry
- 2) Beneficial for the apparel design and lifestyle technology.
- 3) Aware of the importance of illustration in the fashion industry
- 4) Learn about the human anatomy and fashion figures

Course Out comes: -

- 1) Acquire knowledge of fashion
- 2) Familiarize with fashion terminology.
- 3) Produce fashion sketches of the garments with all details

Lab1-List of Practical in Introduction to fashion Illustration

| | |
|----------|--|
| 1 | Free hand drawing of lines and strokes. |
| 2 | Introduction to 8 head theory and developing a stick figure into block and flesh figures. Understanding the basics of different head theories and application of 10 head theory in illustration. |
| 3 | Rendering of fabric swatches and fabric drapes using different media – color pencils, marker pens, water color, poster colors and drawing ink. |
| 4 | Introduction to flat sketches - different types of skirts, trousers, necklines, collars, sleeves, coats and jackets. |

Internal assessment

- 1** Designing flat sketches for children – female/male - casual wears, night wear, and sportswear and occasional wear.

Course Material/Learning Resources

References:

1. Fashion design illustrator (men, women, children) - patric john Ireland
2. Fashion design drawing and presentation - patric john Ireland
3. Fashion sketch book – bina Abling
4. Advanced fashion sketch book – bina Abling

| Lab2- Traditional Indian Embroidery(P) | | | | | | | |
|---|------------|--------------------|---|----------------|-----------------------|----------------------|------------------------------------|
| Level | Sem | Course code | Course Name | Credits | Teaching Hours | Exam Duration | Maximum marks |
| 4.5 | I | 805204 | Lab 2: Traditional Indian Embroidery | 1 | 30 | 2 Hrs | External- 25 Internal- 25 |

Objectives:

- 1) To develop taste in Traditional embroidery
- 2) To impart skill in Traditional embroidery

Course Out comes:

After completion of the course students will be enable –

- 1) To acquire the knowledge of Indian Embroidery
- 2) To develop the skills of Embroidery
- 3) To develop application as a means of ornamentation

| Lab2-List of Practical in Traditional Indian Embroidery(P) | |
|---|---|
| 1 | Reduction and enlargement of design. |
| 2 | Making of different Embroidery stitches with suitable designs (make an album) |
| 3 | Making of regional Embroidery with traditional designs |
| 4 | Make a album of motifs used in various regional embroideries |

| Internal assessment | |
|----------------------------|---|
| 1 | Make one article using any regional embroidery for value addition |

References :-

- i) A.V.Deoskar & A.S. Deshmukh ADs Source book of designs and Embroidery. Bajaj Book depot, Amaravti
- ii) K. Dongarkary, Romance of Indian Embroidery; Thakare & Co. Ltd., 1951
- iii) Kamaladevi Chattopadhyaya – “Handcraft on India” Secretary, Indian council of cultural Relations new Delhi.

| Lab3- Color Theory and Composition | | | | | | | |
|---|------------|--------------------|---|----------------|---------------------|----------------------|---|
| Level | Sem | Course code | Course Name | Credits | Teaching Hrs | Exam Duration | Maximum marks |
| 4.5 | I | 805205 | Lab 3 : Color Theory and Composition | 1 | 30 | 2 Hrs | External- 25 Marks Internal- 25 Mark |

Objectives:

- 3) To acquire knowledge of colour
- 4) To know the role of colour in designing.

Course outcome:

At the end of the course, students will

- 1) Acquire knowledge of colour
- 2) Know the role of colour in designing

| Lab3- Color Theory and Composition | |
|---|---|
| 1 | Preparation of colors chart. |
| 2 | Mixing of color and their naming. |
| 3 | Use of different color media in developing different textures |
| 4 | Use of colour in fashion design process and product development |

| Internal assessment | |
|----------------------------|---|
| 1 | Prepare any one article for kids using color theory |

References :-

- i) Dyeing and chemical technology of fibres, s.r. trotman, Charles gribbin & company ltd.
- ii) Chemistry of synthetic dyes part-I & ii vyankatraman
- iii) Users handbook of chemical colours, dyers and colourist society, Mumbai

The distribution of marks for the practical examination shall be as follows:

| External Evaluation | | Internal Evaluation based on CAT | |
|------------------------------------|------------|---|------------|
| Performance of any two Experiments | 20M | Attendance & Students performance | 10M |
| Viva-voce | 05M | Practical Record Book | 05M |
| | | Assignment on practical | 10M |
| Total | 25M | Total | 25M |

| AEC- English Language | | | | | | | |
|-----------------------|-----|-------------|-----------------------|---------|--------------|---------------|---------------------------------------|
| Level | Sem | Course code | Course Name | Credits | Teaching Hrs | Exam Duration | Maximum marks |
| 4.5 | I | 805206 | AEC- English Language | 1 | 30 | 2 Hrs | External-30 Marks Internal-20 Mark |

Objectives: 1) To make the students proficient in everyday communication.

2) To provide students a solid understanding of the process of communication.

Course outcome:

After Completion of this course students will able to -

- 1) Define communication/comprehend and describe the process of communication.
- 2) Know Components of Communication.
- 3) Communicate proficiently in everyday life.

| Unit | Contents | Periods |
|-----------------|---|---------|
| Unit -I | Basics of Communication. 1. Introduction 2. Objectives of communication. 3. The Meaning and definitions of communication. 4 The process of communication | 7 |
| Unit -II | Barriers to Effective Communication 1. Introduction 2. Major Barriers to Effective Communication. 3. Effective communication techniques. | 8 |
| Unit-III | Oral Communication – I 1) Exchanging greetings and Taking Leave 2) Introducing oneself and others. 3) Thanking. 4) Wishing | 7 |
| Unit-IV | Oral Communication – II 1) Apologizing and responses. 2) Making request 3) Seeking help. 4) Talking about current-activities. | 8 |

References:

- "Communication Skills Handbook" 2009, by Jane Summers and Brett Smith, John Wiley & Sons; 3rd edition
- "Nonverbal Communication in Human Interaction" 2009, by Mark L. Knapp and Judith A. Hall, Wadsworth Pub Co; 7th edition
- "The Art of Public Speaking" 2014, by Stephen E. Lucas, Macmillan/McGraw-Hill School Div; 12th edition
- "Business Communication: Skills, Concepts, and Applications" 2013, by P. D. Chaturvedi and Mukesh Chaturvedi, Pearson Education India; 3rd edition.
- "English Language Communication Skills" 2010, by Urmila Rai and S.M. Rai, Himalaya Publishing House
- "Developing Communication Skills" 2009, by Krishna Mohan and Meera Banerji, Laxmi Publications; Second edition

- "Communication Skills: A Practical Approach" 2007, by Leena Sen, PHI; 2nd Revised edition

UGC Jivan Kaushallya 2.0

Semester I

| AEC: Marathi Language | | | | | | |
|-----------------------|-------------|-----------------------|---------|---------------|---------------|---|
| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks |
| I | 805207 | AEC- Marathi Language | 1 | 30 | 2 | External- 30 Internal -20 Total- 50 |

Course Objectives:-

- 1) विद्यार्थ्यांना लेखन कौशल्याचे स्वरूप अवगत करून देणे
- 2) विद्यार्थ्यांना लेखन कौशल्याचे विविध प्रकार अवगत करून देणे
- 3) विद्यार्थ्यांमध्ये लेखन कौशल्य क्षमता विकसित करणे
- 4) विद्यार्थ्यांच्या व्यक्तिमत्व विकासाला मदत करणे

Course outcomes:- After completion of this course students will be able to...

1. विद्यार्थ्यांना मूलभूत लेखन कौशल्याचे आकलन होईल
2. विद्यार्थ्यांना लेखन कौशल्याचे प्रकार अवगत होईल
3. त्यांच्या लेखन कौशल्य क्षमता विकसित होईल
4. विद्यार्थ्यांमध्ये रोजगाराच्या संधी निर्माण होईल

| Unit | Course content | periods |
|----------|--|---------|
| Unit I | लेखन कौशल्याची उद्दिष्टे, लेखन कौशल्याचे टप्पे, लेखनाचे प्रकार | 7 |
| Unit-II | जाहिरात लेखन, संवाद लेखन | 8 |
| Unit-III | इतिवृत्त लेखन, पत्रलेखन, टिप्पणी लेखन | 7 |
| Unit-IV | ब्लॉग लेखन, मुलाखत लेखन, बातमी लेखन | 8 |

अंतर्गत मूल्यमापन:अभ्यासक्रमाशी संबंधित घटकांवर गृहपाठ (Assignment)

References (अभ्यासक्रमासाठी नेमलेले पुस्तक)

१. लेखन व संभाषण कौशल्य: संपादक डॉ काशिनाथ बऱ्हाटे
अथर्व पब्लिकेशन्स जळगाव प्रथम आवृत्ती २०२४.

SEMESTER I

Generic open Elective

| Level | Sem | Course Code | Course Name | Credits | Teaching Hrs | Exam Duration | Max Marks |
|-------|-----|-------------|-----------------------------------|---------|--------------|---------------|-----------|
| 4.5 | I | | Indian Knowledge System (Generic) | 1 | 15 | 1Hrs | 25 |

Course Objective: The main objective of the course are

1. Analyze the significance of the Four Vedas and Upanishads in shaping ancient Indian philosophy and culture.
2. Explore the key teachings and historical development of Hinduism, Jainism, and Buddhism.
3. Understand the impact of the concept of zero and the decimal system on mathematics and global scientific advancements.
4. Examine traditional Indian techniques in town planning, architecture, and metalworking and their influence on ancient technologies.

Course Outcomes:

After successfully completing the course, students will be able to:

1. Understand the profound influence of ancient Indian knowledge, culture, and philosophical systems on contemporary thought and practices.
2. Develop an appreciation about the role and importance of Veda, Vedangas, Upanishadas, and Indian Philosophy of Life, 64 art forms, etc.
3. Explore the role of major Indian texts, psychological concepts, and traditional art forms in shaping Indian heritage and wisdom.
4. Explain the role and importance of Science and Technology in India
5. Examine the historical advancements in numerical systems, measurement, and technology, including ancient architectural and metalworking achievements.
6. Analyze the contributions of the Indian calendar system, town planning, and various technological innovations to ancient and modern practices.

| Unit | Content | |
|---------|---|---|
| Unit-I | (Humanities) : Importance of ancient Indian knowledge, Ancient Indian Culture, Introduction to the Four Vedas, vedangas, upanishadas, Vedic schools of philosophy: Samkhya and Yoga darashana, non-vedic philosophical systems: Baudhha school of philosophy and Jain School of philosophy; Indian Religions: Hindu, Jain and Bauddha, Wisdom through: Puranas, Ramayana. Mahabharata, Shrimad Bhagwad Geeta, Indian approach to psychology, the triguna system, sixty-four art forms and occupational skills (64Kalas) | 8 |
| Unit_II | (Science and Technology): Number system and units of measurement, The concept of zero and its importance, decimal system, measurement of time, distance and weight, Elements of the panchanga- the Indian calendar system, Town planning and architecture, irrigation and water management, dyes and painting | 7 |

| | | |
|--|---|--|
| | technology, Vastu Shastra-the science of architecture, amazingstone architectures of temples in India, Metals and metal working technology, iron and steel in India | |
|--|---|--|

References:

Text Books:

1. Introduction to Indian Knowledge System: Concepts and Applications by B.Mahadevan, Vinayak R. Bhat and Nagendra P. R. N., PHI Learning Private Limited, 2022.

e Books:

1. Collection of Vedas (Rigveda, Shukla Yajurveda, Krishna Yajurveda [7 volumes], Samveda, Atharva Veda [5 volumes]), by BrahmarsiMahaMahopadhyayaPanditShreepad DamodarSatvalekar, Publisher: Swadhyayamandal, Pardi (Balsad), Printer: SamvadTradeprints, 1005, Sadashiv Peth, Pune-411030
2. Collection of Four Vedas (Rigveda Samhita, Yajurveda Samhita, Samveda Samhita, Atharva Veda Samhita), by PanditShriRam Sharma Acharya, Motilal Banarasidass 108 Upanishadas Part -1, Part 2 and Part-3 by PanditShriRam Sharma Acharya
4. Gita Press Combo of 11 Upnishad (in set of 3 books) with Shankaracharya Commentary
5. Nair,ShanthaN.EchoesofAncientIndian Wisdom.NewDelhi: HindologyBooks, 2008.
6. Shrimadvalmiki Ramayan (2 Volumes), Sanskrit Text With Translation, Gita Press, Gorakhpur Mahabharata (6 Volumes), Gita Press, Gorakhpur
7. SKDas, TheeducationssystemofAncienthindus, Gyanpublicationhouse, India
8. BLGupta, ValueanddistributionsysteminIndia, Gyanpublicationhouse, India.
9. Reshmiramdhoni, AncientIndianCultureandCivilisation, Starpublication, 2018
10. Supriya Lakshmi Mishra, Culture and History of Ancient India (With Special Reference of Sudras), 2020.
11. Gambirananda, Swami, Tr. *UpanishadswiththeCommentaryofSankarachrya*. Kolkata: AdvaitaAshrama publication Department, 2002.

Semester I

| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks 100 | |
|----------|-------------|---|---------|---------------|---------------|-------------------|--------------------------|
| I | 805208 | SEC (P): (Life Skills: Communication Skills in English.) | 1 | 30 | - | Practical I 25 | Practical Internal 25 |

| | | | |
|--------------------------|--|-----------------------|---|
| Course Objectives | <ol style="list-style-type: none"> To develop proficient communication skills in English, To focus on speaking, reading, and writing skill. To develop professional skill. | | |
| Course Outcomes | <p>The Students would be able to:</p> <ol style="list-style-type: none"> Understanding of good communication skills Exhibit clear and accurate pronunciation Understand the importance of empathetic listening. Apply techniques of effective reading Explain the advantages of nonverbal communication Explore communication beyond language. | | |
| Unit System | Contents | Learning Hours | Incorporation of Pedagogies |
| Unit I | Listening <ul style="list-style-type: none"> Techniques of Effective Listening Listening and Comprehension Probing Questions Barriers to Listening | 7 Hours | <ol style="list-style-type: none"> Demonstration Experiential learning Identification Participative learning Observation method Practice method |
| Unit II | Speaking <ul style="list-style-type: none"> Pronunciation Enunciation Vocabulary Fluency Common Errors | 7 Hours | |
| Unit III | Reading <ul style="list-style-type: none"> Techniques of Effective Reading Gathering Ideas and Information from a Given Text <ol style="list-style-type: none"> Identify the Main Claim of the Text Identify the Purpose of the Text Identify the Context of the Text Identify the Concepts Mentioned Evaluating These Ideas and Information <ol style="list-style-type: none"> Identify the Arguments Employed in the Text | 8 Hours | |

| | | | |
|----------------|---|----------------|--|
| | <ul style="list-style-type: none"> ii. Identify the Theories Employed or Assumed in the Text ● Interpret the Text <ul style="list-style-type: none"> i. Understand What a Text Says ii. Understand What a Text Does iii. Understand What a Text Means | | |
| Unit IV | <p>Non-verbal Communication</p> <ul style="list-style-type: none"> ● Meaning of Nonverbal Communication (NVC) ● Advantages of Using Nonverbal Communication ● Introduction to Modes of Nonverbal Communication i. Open and Closed Body Language ii. Eye Contact and Facial Expression iii. Hand Gestures <ul style="list-style-type: none"> ● Do's and Don'ts in NVC ● Learning from Experts ● Activities-based Learning | 8 Hours | |

References:

- "Communication Skills Handbook" 2009, by Jane Summers and Brett Smith, John Wiley & Sons; 3rd edition
- "Nonverbal Communication in Human Interaction" 2009, by Mark L. Knapp and Judith A. Hall, Wadsworth Pub Co; 7th edition
- "The Art of Public Speaking" 2014, by Stephen E. Lucas, Macmillan/McGraw-Hill School Div; 12th edition
- "Business Communication: Skills, Concepts, and Applications" 2013, by P. D. Chaturvedi and Mukesh Chaturvedi, Pearson Education India; 3rd edition.
- "English Language Communication Skills" 2010, by Urmila Rai and S.M. Rai, Himalaya Publishing House
- "Developing Communication Skills" 2009, by Krishna Mohan and Meera Banerji, Laxmi Publications; Second edition
- "Communication Skills: A Practical Approach" 2007, by Leena Sen, PHI; 2nd Revised edition
- UGC Jivan Kaushallya 2.0

Semester I

| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks 100 | |
|----------|---------------|---|----------|---------------|---------------|---------------------------|----------------------------------|
| I | 805209 | ii. VSEC(P): Communication Skills in Second Language/ MIL: Marathi | 1 | 30 | - | Practical I 25 | Practical Internal 25 |

| | | | |
|--------------------------|--|-----------------------|---|
| Course Objectives | <ol style="list-style-type: none"> 1. मराठी भाषेत बोलण्याचे कौशल्य विकसित करणे. 2. मराठीत ऐकणे, वाचणे, आणि लिहिण्याचे कौशल्य विकसित करणे. 3. मराठी संभाषणाचे कौशल्ये वाढवणे. | | |
| Course Outcomes | <p>विद्यार्थी खलील गोष्टी करण्यात सक्षम होतील:</p> <ol style="list-style-type: none"> 1. चांगले संचार कौशल्य विकसित होतील. 2. स्पष्ट उच्चारण प्रदर्शित करण्याचे महत्त्व समजेल. 3. सहानुभूतीपूर्वक ऐकण्याचे महत्त्व समजेल. 4. परिणामकारक वाचन तंत्राचा वापर करता येईल. 5. गैर-मौखिक संवादाचे फायदे समजतील. 6. भाषेच्या पलीकडच्या संप्रेषणाची अन्वेषण करता येईल. | | |
| Unit System | Contents | Learning Hours | Incorporation of Pedagogies |
| Unit I | श्रवण कौशल्य: प्रभावी श्रवण तंत्रे श्रवण आणि समज विचारलेल्या प्रश्नांची तपासणी श्रवणातील अडथळे | 7 Hours | 5. Demonstration 2. Experiential learning 3. Identification 4. Participative learning 5. Observation method 6. Practice method |
| Unit II | बोलण्याचे कौशल्य: उच्चार स्पष्टता शब्दसंग्रह प्रवाहीपणा सामान्य चुका | 7 Hours | |
| Unit III | वाचन कौशल्य: प्रभावी वाचन तंत्रे दिलेल्या मजकुरातून कल्पना आणि माहिती गोळा करणे i. मजकुराचा मुख्य दावा ओळखणे ii. मजकुराचा उद्देश ओळखणे iii. मजकुराचा संदर्भ ओळखणे iv. उल्लेखित संकल्पना ओळखणे या कल्पना आणि माहितीचे मूल्यांकन करणे i. मजकुरात वापरलेले युक्तिवाद ओळखणे ii. मजकुरात वापरलेल्या किंवा गृहित धरलेल्या सिद्धांतांची ओळख करणे मजकुराचे विश्लेषण | 8 Hours | |

| | | | |
|----------------|--|----------------|--|
| | i. मजकुर काय सांगतो हे समजून घेणे ii. मजकुर काय करतो हे समजून घेणे iii. मजकुराचा अर्थ समजून घेणे | | |
| Unit IV | अव्यक्त संवाद अव्यक्त संवादाचा अर्थ अव्यक्त संवाद वापरण्याचे फायदे अव्यक्त संवादाच्या पद्धतीची ओळख i. दर्शनीय आणि आदर्शनीय शारीरिक भाषा ii. डोळ्यांचा संपर्क आणि चेहऱ्यावरील भाव iii. हाताच्या हालचाली अव्यक्त संवादातील करावे आणि करू नयेत अशा गोष्टी तज्ञांकडून शिकणे क्रियाकलाप-आधारित शिक्षण | 8 Hours | |

संदर्भ ग्रंथ सूची :

- "Marathi Bhasha Shuddhalekhan" by Arun Joglekar
- "Marathi Vyakaran Ani Lekhan" by S. M. Pahinkar
- "Vyavaharik Marathi Vyakaran" by Kamal Gokhale
- "Marathi Lekhan Kala" by Dr. V. P. Desai
- "Marathi Bhasha Prabodhan" by Dr. Madhukar Apte
- "Marathi Vyakaran Ani Rachana" by Manik Gadre
- UGC Jivan Kaushallya 2.0

SantGadge Baba Amravati University, Amravati

FACULTY –Interdisciplinary Studies

Teaching and learning scheme: For the Degree of Bachelor of Fashion

Designing

Three Years- Six Semesters Bachelor’s Degree Programme

FIRST YEAR: SEMESTER-II

| Theory: DSC I (T) - Fundamentals of Apparel Designing | | | | | | | |
|--|------------|--------------------|--------------------|----------------|-----------------------|----------------------|-------------------------|
| Level | Sem | Course Code | Course Name | Credits | Teaching Hours | Exam Duration | Max Marks |
| 4.5 | II | 805212 | DSC I (T) | 2 | 30 | 2 Hrs | Th 30 Int 20 |

Objectives: To enable the students to:

1. Familiarize the essentials of Apparel making.
2. Acquaint with the various steps involved in the apparel making system.
3. To gain skills in making certain garments for personal/ individuals’ measurements.

Course Outcomes: After completion of the course students will

1. Acquire with the various steps involved in the apparel making system and to gain skill in making certain garments for personal/individual measurements.
2. Improve the skill in garment making.

| Unit | Content | Periods |
|----------------|--|----------------|
| Unit-I | <ul style="list-style-type: none">• Body measurements:• Anthropometric measures.• Method of taking body measurements for different garments silhouettes:• Figure types –designing for different figure types. | 8 |
| Unit II | <ul style="list-style-type: none">• Fabrics for garment making• Handing of different types of fabrics.• Estimation of Material required for different garment• Selection of fabrics for different garment | 7 |

| | | |
|-----------------|--|---|
| Unit III | <ul style="list-style-type: none"> • Fitting: Problems and remedies • .Factors affecting clothing selection • .Wardrobe planning • Clothing budget | 8 |
| Unit-IV | <ul style="list-style-type: none"> • Study on different types of fabric available in market. • Layouts for cutting • Basic cutting procedure (markings, tracing, pinning and cutting) • Pattern Envelope and Guide ship | 7 |

Internal assessment

1. Preparation and adaptation of blocks.
2. Drafting and making of any four type of frock.

Course Material/Learning Resources

References:

- 1) Bane A. (1974) Tailoring ,Mcgraw Hill.
- 2) Bray Nathalle (1978) dress pattern designing , London cross by lockwood& staples.
- 3) Bray Nathalle (1970) more dress designing , London crossbylockwood& staples.
- 4) Bray Nathalle (1978) dress Fitting London
- 5) Complete guide to sewing readers digest, readers digest association New York
- 6) Pamela c. stinger pattern drafting for dress making

Internal Assessment and External Evaluation and Examination system

| | |
|---|----------|
| Internal Assessment | 20Marks |
| 1. Class tests–Assessment on any two (Open Book Test/Objective type Test/ Descriptive Test) | 10Marks |
| 2. Class tests–Assessment on any two (Open BookTest/ Objective type Test/ Descriptive Test) | 10Marks |
| External Evaluation and Examination system External Theory | 30 Marks |
| Two Short Type questions and Two Long Type questions | |

| Theory 2 :DSC II (T) - Pattern Designing | | | | | | | |
|---|------------|--------------------|--|----------------|-----------------------|----------------------|-------------------------|
| Level | Sem | Course Code | Course Name | Credits | Teaching Hours | Exam Duration | Max Marks |
| 4.5 | II | 805213 | DSC II (T)- Pattern Designing | 2 | 30 | 2 Hrs | Th 30 Int 20 |

Objective: The objective of this course is to help the students to acquire conceptual knowledge of apparel manufacturing techniques by drafting and pattern making

Course outcomes: After successfully completing the course, students will be able to:

CO1: Learn the appropriate use of clothing for different age groups.

CO2: Understand the importance of dress designing.

CO3: Study the different techniques in pattern making.

CO4: Know the deep understanding of basic block methods of garment construction.

CO5: Construct the basic garments of adults and kids with proper techniques.

| Unit | Content | periods |
|-------------|---|----------------|
| Unit I | <ul style="list-style-type: none"> • Measurements and block patterns. • Concepts of basic pattern and grading, • Rules for developing basic pattern, Pattern materials | 8 |
| Unit II | <ul style="list-style-type: none"> • The bodice block using the bodice block • Introduction to pattern designing. • Dart manipulation: Slash and spread method. Dart control in bodice -yoke styles pleats | 7 |
| Unit III | <ul style="list-style-type: none"> • Skirt block: • Designing skirt block patterns. • Fullness in skirts- pleats, folds Gathers, flares. | 8 |
| Unit IV | <ul style="list-style-type: none"> • Sleeve block: • designing sleeve block. • One piece dress foundation, collars and necklines. | 7 |

Internal assessment

1. Development of bodice, sleeve and skirt block stitching.
2. Low waist and high waist skirt.
3. Stitching of Skirt with yoke.

Internal Assessment and External Evaluation and Examination system

| | |
|---|----------|
| Internal Assessment | 20Marks |
| 1. Class tests–Assessment on any two (Open Book Test/Objective type Test/ Descriptive Test) | 10Marks |
| 2. Class tests–Assessment on any two (Open BookTest/ Objective type Test/ Descriptive Test) | 10Marks |
| External Evaluation and Examination system External Theory | 30 Marks |
| Two Short Type questions and two Long Type questions | |

Course Material/Learning Resources

References:

- 1) Pattern making for fashion design 3rd edition Helen Joseph Armstrong.
- 2) Dress pattern designing Natalie Bray 1961 fifth edition
- 3) Designing dress patterns by Helen Nicol Johnw.

Theory 3 :DSC III (T) - Theory Of Designing

| Level | Sem | Course Code | Course Name | Credits | Teaching Hours | Exam Duration | Max Marks |
|-------|-----|-------------|-------------------------------------|---------|----------------|---------------|-----------------------|
| 4.5 | II | 805214 | DSC III (T)- Theory Of Designing | 2 | 30 | 2 Hrs | Th 30 Int 20 |

Objectives: After completion of the course students will

1. Acquaint about design and motifs .
2. Acquire knowledge of the principles of design.
3. Aware of elements of design.

Course Out comes:

1. Student will perform small scale & Apply them in design project.
2. Student will be able to create design variations in garment.
3. Student will able to create innovative design.

| Unit | Content | Period |
|----------|--|--------|
| Unit I | <ul style="list-style-type: none"> • Design :History of design, • Meaning and definition of design • Structural design, • Surface design. | 8 |
| Unit II | <ul style="list-style-type: none"> • design development : Design motif. • Design unit, • Design repeat, • Design Placement | 7 |
| Unit III | <ul style="list-style-type: none"> • Types and Styles of design: • Stylized Design, • Geometric Design, • Abstract Design | 7 |
| Unit IV | <ul style="list-style-type: none"> • Elements of Design: ,Line ,Form , Colour, • Texture, Pattern, Space, Direction, Shape, Size. • Principles of Design- , Balance , Proportion • Rhythm, Harmony, Emphasis | 8 |

Internal assessment

1. Preparation of colors chart.
2. Mixing of color and their naming.
3. Use of different colour media and develop Principles of design

Internal Assessment and External Evaluation and Examination system

| | |
|---|----------|
| Internal Assessment | 20 Marks |
| 1. Class tests–Assessment on any two (Open Book Test/Objective type Test/ Descriptive Test) | 10 Marks |
| 2. Class tests–Assessment on any two (Open BookTest/ Objective type Test/ Descriptive Test) | 10 Marks |
| External Evaluation and Examination system External Theory | 30 Marks |
| Two Short Type questions and Two Long Type questions | |

Course Material/Learning Resources

References:

1. Premiata mulik, text book textile designing , kalyani publishers, new delhi.
2. Ruth aana haug-home furnishing .
3. G0ld stain – art in every day day life-

| Lab1- Fundamentals of Apparel Designing | | | | | | | |
|--|------------|--------------------|--|----------------|-----------------------|----------------------|---|
| Level | Sem | Course code | Course Name | Credits | Teaching Hours | Exam Duration | Maximum marks |
| 4.5 | II | 805215 | Lab1: Fundamentals of Apparel Designing | 1 | 30 | 2 Hrs | External- 25 Marks Internal- 25 Mark |

Objectives:

To enable the students to:

1. Acquire knowledge of apparel designing.
2. Improve the skill of garment fitting

Course Out comes

After completion of the course students will

1. Acquire with the various steps involved in the apparel making system.
2. Gain skill in making certain garments for personal/individual measurements.
3. Improve the skill in garment making.

| Lab1-List of Practical in | |
|----------------------------------|---|
| 1 | Taking body measurements...Children and Adults. |
| 2 | Drafting Childs bodice and sleeve blocks. |
| 3 | Drafting and making of skirt, churidar, salwar & kameez, night suit, petticoat, blouse. |
| 4 | Stitching, finishing of and display of article. |
| | |

Course Material/Learning Resources

References

1. Bane A. (1974) Tailoring ,Mcgraw Hill.
2. Bray Nathalie (1978) dress pattern designing , London cross by lockwood& staples.
3. Bray Nathalie (1970) more dress designing , London cross by lock wood & staples.
4. Bray Nathalie (1978) dress Fitting London
5. Complete guide to sewing readers digest, readers digest association New York
6. Pamela c. stinger pattern drafting for dress maki

| Lab2-Practical in - Pattern Designing | | | | | | | |
|--|------------|--------------------|---------------------------------|----------------|-----------------------|----------------------|--|
| Level | Sem | Course code | Course Name | Credits | Teaching Hours | Exam Duration | Maximum marks |
| 4.5 | II | 805216 | Lab 2: Pattern Designing | 1 | 30 | 2 Hrs | External-25 Marks Internal- 25 Mark |

Objectives: **To enable the students to:**

1. To help develop skill in pattern making and construction.
2. To get knowledge about dart manipulation.

Course Outcomes

After completion of the course students will

2. be able to develop skills in pattern designing.
3. be able to develop skills in pattern construction.

| Lab2- List of Practical in -- Pattern Designing | |
|--|--|
| 1 | Stitching of Bib, Bonnet |
| 2 | Stitching of Baby frock |
| 3 | Stitching of Ladies Skirt |
| 4 | Stitching of Simple blouse |
| 5 | Stitching of Basic bodies block, Basic sleeves |
| 6 | Slash n spread technique. Fullness Techniques Dart, gather, pleats tucks, shirring, Smocking, and ruffles. |

Course Material/Learning Resources

References

1. Pattern making for fashion design 3rd edition Helen Joseph Armstrong.
2. Dress pattern designing Natalie Bray 1961 fifth edition
3. Designing dress patterns by Helen Nicol Jones.
4. Metric pattern cutting - Winifred Aldrich
5. Pattern making made easy - Gollian Holman
6. Technology of clothing manufacture - Carr & Latham
7. Apparel manufacturers' handbook - Jacob Solinger

| Lab3 – Practical in Theory Of Designing | | | | | | | |
|--|------------|--------------------|---------------------------------|----------------|-----------------------|----------------------|-----------------------------|
| Level | Sem | Course code | Course Name | Credits | Teaching Hours | Exam Duration | Max. marks |
| 4.5 | II | 805217 | Lab 3 – Theory Designing | 1 | 30 | 2 Hrs | External-25 Internal- 25 |

Objectives

- 1) To acquaint about design and motifs.
- 2) To acquire knowledge of the principles of design.
- 3) To aware of elements of design.

Course Out comes:

After completion of the course students will

- 4) Acquaint about design and motifs.
- 5) Acquire knowledge of the principles of design.
- 6) Aware of elements of design.

| Lab3-List of Practical in -Theory Of Designing | |
|---|--|
| 1 | Drawing, sketching and developing different motifs |
| 2 | Developing design units and motifs. |
| 3 | Placements of design motifs and design units. |

| Internal assessment | |
|----------------------------|---|
| 1 | Marking of designs and placements for deferent end uses |

Course Material/Learning Resources

References

- I) Premalata mulik, text book textile designing , kalyani publishers, new delhi.
- II) Ruth aana haug-home furnishing .
- III) G0ld stain – art in every day day life-

The distribution of marks for the practical examination shall be as follows:

| External Evaluation | | Internal Evaluation based on CAT | |
|------------------------------------|-------------|---|-------------|
| Performance of any two Experiments | 20M | Attendance & Students performance | 10 M |
| Viva-voce | 05M | PracticalRecordBook | 05 M |
| | | Assignment on practical | 10 M |
| Total | 25 M | Total | 25 M |

Semester II

| AEC: English Language | | | | | | | |
|-----------------------|---------------|-----------------------|----------|---------------|---------------|----------------|----------------|
| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks | |
| II | 805218 | AEC: English Language | 1 | - | - | External 30 | Internal 20 |

Course Objectives:-

- 1) To give students the knowledge of Various forms of Written communication.
- 2) To make students proficient in written communication

Course outcomes:- After completion of this course students will be able to...

- 1) Write various letters.
- 2) Write commercial Advertisements.
- 3) Write E-mail
- 4) Write effectively on social media.

| Unit | Course content | periods |
|----------|--|---------|
| Unit I | Correspondence (Formal Letter) 1) Letters of enquiry. 2) Letters of order 3) Letters of Complaint- 4) E-mail Writing. | 7 |
| Unit-II | Application Writing (Formal Letter) 1) Application letter for TC 2) Application for Job 3) C V writing. 4) Proposal Writing | 8 |
| Unit-III | Commercial Writing 1) Advertisement- writing. 2) Product- Manual 3) Poster/Brochure writing. | 7 |
| Unit-IV | Social Media and Content Writing 1) Blog Writing. 2) Writing on Facebook. 3) Writing. on Instagram. | 8 |

Paper pattern:

| | | |
|------------|--|-----------------|
| Q.1 | Students will have to answer Two long answer questions out of four of 5 Marks each on unit-I | 5x2 = 10 |
| Q.2 | Students will have to answer Two long answer questions out of four of 5 Marks each on Unit-II | 5x2 = 10 |
| Q.3 | Students will have to answer One long answer questions out of Three of 5 Marks each on Unit-II | 5x1 = 05 |
| Q.4 | Students will have to answer One long answer questions out of Three of 5 Marks each on Unit-II | 5x1 = 05 |

Prescribed Textbook:

**by Board of Editors &
published by**

Semester II

| AEC: Marathi Language | | | | | | |
|-----------------------|-------------|-----------------------|---------|---------------|---------------|---|
| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks |
| II | 805219 | AEC- Marathi Language | 1 | 30 | 2 | External- 30 Internal -20 Total- 50 |

Course Objectives:-

- 1) विद्यार्थ्यांना संभाषण कौशल्याचे स्वरूप अवगत करून देणे
- 2) विद्यार्थ्यांना संभाषण कौशल्याचे विविध प्रकार अवगत करून देणे
- 3) विद्यार्थ्यांमध्ये संभाषण कौशल्य क्षमता विकसित करणे
- §) संभाषण कौशल्याच्या माध्यमातून व्यक्तिमत्व विकास करणे
- %) विद्यार्थ्यांमध्ये सूत्रसंचालन व वक्तृत्व कौशल्य क्षमता विकसित करणे

Course outcomes:- After completion of this course students will be able to...

1. विद्यार्थ्यांना मूलभूत संभाषण कौशल्याचे आकलन होईल
6. विद्यार्थ्यांना संभाषण कौशल्याचे प्रकार अवगत होईल
7. विद्यार्थ्यांच्या संभाषण कौशल्य क्षमता विकसित होईल
8. विद्यार्थ्यांमध्ये सूत्रसंचालन व वक्तृत्व कौशल्य क्षमता विकसित होतील
9. विद्यार्थ्यांमध्ये रोजगाराच्या संधी निर्माण होतील

| Unit | Course content | periods |
|----------|--|---------|
| Unit I | संभाषण कौशल्य संभाषण : व्याख्या प्रकार निवेदन: व्याख्या प्रकार ई भाषण | 7 |
| Unit-II | सूत्रसंचालन: सूत्रसंचालन एक कला, सूत्रसंचालनाची वैशिष्ट्ये, सूत्रसंचालकाने पाळावयाची पथ्ये, कार्यक्रम पत्रिका, सूत्रसंचालकाची भूमिका, मानसिकता | 8 |
| Unit-III | मुलाखत: मुलाखत देणे-घेणे एक कला, वर्तमानपत्रे, आकाशवाणी दूरचित्रवाणी सभा संमेलनामध्ये मुलाखत कशी घ्यावी मुलाखतीतील काही संकेत. | 7 |
| Unit-IV | वक्तृत्व: वक्तृत्वाचे स्वरूप, वक्तृत्व ही एक कला, वक्तृत्व हे एक शास्त्र, बोल ना आणि वक्तृत्व, अष्टपैलू वक्तृत्वपटूचे गुण, वक्तृत्वाचे महत्व | 8 |

अंतर्गत मूल्यमापन:अभ्यासक्रमाशी संबंधित घटकांवर गृहपाठ (Assignment)

References (अभ्यासक्रमासाठी नेमलेले पुस्तक)

१. लेखन व संभाषण कौशल्य: संपादक डॉ काशिनाथ बऱ्हाटे
अथर्व पब्लिकेशन्स जळगाव प्रथम आवृत्ती २०२४.

SEMESTER II

Generic open Elective

| Level | Sem | Course Code | Course Name | Credits | Teaching Hrs | Exam Duration | Max Marks |
|-------|-----|-------------|-----------------------------------|---------|--------------|---------------|-----------|
| 4.5 | I | | Indian Knowledge System (Generic) | 1 | 15 | 1Hrs | 25 |

Course Objective: The main objective of the course are

1. Evaluate the impact of yoga practices on enhancing emotional intelligence and overall well-being.
2. Understand Ayurveda's definition of health, the concept of tridoshas, and their role in maintaining wellness through daily regimens and disease management.
3. Analyze Kautilya's Arthashastra to understand ancient principles of governance and administration.
4. Explore the practices of ancient Indian trade, agriculture, and transportation, including the role of ports and animal husbandry in economic activities.

Course Outcomes:

After successfully completing the course, students will be able to:

1. Assess how integrating yoga into daily life enhances emotional intelligence and overall health.
2. Analyze Ayurveda's holistic approach to health, including tridoshas, daily regimens, and disease management.
3. Evaluate Kautilya's Arthashastra and Vidura Niti for insights into ancient governance and leadership strategies.
4. Understand the role and importance of governance, public administration through Kautilya's Artha Shastra, VidurNiti, etc.
5. Take up a detailed study of some of these topics and explore their application potential.
6. Explore the impact of ancient Indian trade, agriculture, and transportation practices on economic development and business.

| Unit | Content | |
|---------|--|---|
| Unit-I | (Inter-disciplinary): Impact of yoga way of life on emotional intelligence. Ayurveda: definition of health, tridoshas-relationship to health, dinacharya- daily regimen for wealth and wellness, surgical techniques, disease management: diagnostic techniques, sleep and food- importance to health, drugs and physical therapy | 8 |
| Unit_II | (Commerce and Management): Governance and public administration: Kautilya's Arthashastra governance and administration. Vidura Niti: advice to head of the nation, Trading in ancient India. ancient Indian agriculture crops and tools; ways of travelling and business, animal husbandry, ancient Indian ports | 7 |

References:

Text Books:

1. Kapur K and Singh A. K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central Chinmay mission trust, Bombay, 1995.

e Books:

1. Ranganathananda, Swami. *The Message of the Upanishads*. Bombay: Bharathya Vidya Bhaven, 1985.
2. OmPrakash, Religion and Society in Ancient India, Bhariya VidhyaPrakashan, 1985
3. J Auboyer, Daily Life in Ancient India from Approximately 200 BC to AD 700, Munshi Ram Manoharlal publication, 1994.
4. DK Chakkrabarty, Makkhan Lal, History of Ancient India (Set of 5 Volumes), Aryan book International publication, 2014
5. Dr. Girish NathJha, Dr. Umesh Kumar Singh and Diwakar Mishra, Science and Technology in Ancient Indian Texts, DK Print World limited,
6. Swami BB Vishnu, Vedic Science and History - Ancient Indian's Contribution to the Modern World, Gosai publication, 2015
7. Chatterjee, S.C. *The Nyaya Theory of Knowledge*. Calcutta: University of Calcutta Press, 1950.
8. Dasgupta, Surendra. *A History of Indian Philosophy*. Delhi: Motilal Banarsidass, 1991. Vols. III & IV. 22.
9. Mercier, Jean L. *From the Upanishads to Aurobindo*. Bangalore: Asian Trading Corporation, 2001. 23.
10. M.Hiriyanna. *Essentials of Indian Philosophy*. London: Diane Publications, 1985.
11. Hume, Robert Ernest, Tr. *The Thirteen Principal Upanishads*. Virginia: Oxford University Press, 1931. 25.
12. Radhakrishnan, S. *Principal Upanishads*. New York: HarperCollins, 1963.
13. Satprakashananda. *The Methods of Knowledge according to Advaita Vedanta*. Calcutta: Advaita Ashram, 2005.
14. Potter, K.H. *Encyclopaedia of Indian Philosophies*, Vol.III. Delhi: Motilal Banarasidass, 2000.

Semester II

| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks 50 | |
|----------|-------------|---|---------|---------------|---------------|--------------------------|-----------------------------|
| II | 805220 | (P) SEC Life skills-II Professional Skills (Career Skills and Team Skills-I)-English Resume Skills, Interview Skills, Group Discussion Skills, Presentation Skills. (UGC-jivan koushalya 2.0) | 1 | - | - | Theory Internal 25 | Practical Internal 25 |

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| Course Objectives | <ol style="list-style-type: none"> 1. To develop essential professional skills 2. To develop skills of resume writing, interview preparation, group discussion proficiency. 3. To develop skill of effective presentation techniques in English. | | |
| Course Outcomes | <p>After successful completion of course students should be able to –</p> <ol style="list-style-type: none"> 1. Prepare the resume on an appropriate template using proper syntax. 2. Participate in a simulated interview. 3. Actively participate in group discussions towards gainful employment 4. Enlist the common errors in an interview. 5. Perform appropriately and effectively in group discussions. 6. Explore both online and offline sources of career opportunities. | | |
| Unit System | Contents | Learning Hours | Incorporation of Pedagogies |
| Unit I | <p>Resume Skills:</p> <p>I. Preparation and Presentation</p> <p>Introduction of resume and its importance Difference between a CV, resume and bio data Essential components of a good résumé</p> <p>II. Common Errors</p> <p>Common errors while preparing a resume Prepare a good résumé considering all essential components</p> | 7 Hours | <ol style="list-style-type: none"> 1. Demonstration 2. Experiential learning 3. Imitation 4. Participative learning 5. Practice Method 6. Command Method |
| Unit II | <p>Interview Skills</p> <p>I. Preparation and Presentation:</p> <ul style="list-style-type: none"> • Meaning and types of interviews (F2F, telephonic, video, etc.) • Dress code, background research, do's and don'ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills, and closure). • Important questions generally asked at a job interview (open- and close-ended questions). <p>II. Simulation:</p> <ul style="list-style-type: none"> • Observation of exemplary interviews. • Comment critically on simulated interviews. <p>III. Common Errors</p> | 7 Hours | |

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| | <ul style="list-style-type: none"> ● Discuss the common errors that candidates generally make at an interview ● Demonstrate an ideal interview | | |
| Unit III | Group Discussion Skills <ul style="list-style-type: none"> ● Meaning and Methods of Group Discussion ● Procedure of Group Discussion ● Group Discussion — Simulation ● Group Discussion — Common Errors | 8 Hours | |
| Unit IV | Exploring Career Opportunities <ul style="list-style-type: none"> ● Knowing yourself — Personal characteristics. ● Knowledge about the world of work, requirements of jobs, including self-employment. ● Sources of career information. ● Preparing for a career based on potential and availability of opportunities | 8 Hours | |

References:

- "The 7 Habits of Highly Effective People" by Stephen R. Covey
- "Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves
- "What Color is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success" by Richard N. Bolles
- "Designing Your Life: How to Build a Well-Lived, Joyful Life" by Bill Burnett and Dave Evans
- "The Five Dysfunctions of a Team: A Leadership Fable" by Patrick Lencioni

"Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

Semester II

| Semester | Course Code | Course Name | Credits | Teaching Hrs. | Exam Duration | Max. Marks 50 | |
|----------|-------------|--|---------|---------------|---------------|-----------------------|--------------------------|
| II | 805221 | (P) Career Skills and Team Skills-II-Second Language / Marathi/ Hindi/ Urdu Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication | 1 | - | - | Theory Internal 25 | Practical Internal 25 |

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| Course Objectives | <ol style="list-style-type: none"> 1. आवश्यक व्यावसायिक कौशल्ये विकसित करणे. 2. जीवनवृत्त लेखन, मुलाखतीची तयारी, गटचर्चा कार्यक्षमतेची कौशल्ये विकसित करणे. 3. मराठीत प्रभावी सादरीकरण तंत्राची कौशल्ये विकसित करणे. | | |
| Course Outcomes | <p>विद्यार्थी निम्नलिखित कार्य करण्यात सक्षम होतील:</p> <ol style="list-style-type: none"> 1. उचित वाक्यविन्यासाचे उपयोग करते वेळी योग्य टेम्पलेटवर जीवनवृत्त तयार करण्यात सक्षम होतील . 2. लाभकारी उपक्रमासाठी समूह चर्चा मध्ये सक्रिय रूपाने भाग घेतील. 3. विचारमंथन क्षमता विकसित करतील आणि समस्यांचे समाधान करण्यात सक्षम होतील. 4. प्रदर्शन दक्षता विकसित करण्यात आणि उत्तरदायित्व घेण्यात सक्षम होतील. 5. संबंधित नोकरी किंवा भूमिके संबंधा मध्ये स्वयं - मुलाखत अनुकरणचा व्हिडिओ बनविण्यात सक्षम होतील. 6. समूह चर्चा मध्ये उचित आणि प्रभावी पणे भाग घेतील. | | |
| Unit System | Contents | Learning Hours | Incorporation of Pedagogies |
| Unit I | <p>जीवनवृत्त कौशल्ये:</p> <p>I. तयारी आणि प्रदर्शन</p> <ul style="list-style-type: none"> ● जीवनवृत्ताचा परिचय आणि त्याचे महत्त्व ● सारवृत्त, जीवनवृत्त आणि बायोडाटा च्या मधले अंतर ● एक चांगले जीवनवृत्त आवश्यक घटक <p>II. सामान्य चुका</p> <ul style="list-style-type: none"> ● जीवनवृत्त तयार करतेवेळी होणार सामान्य चुका ● सर्व आवश्यक घटकांवर विचार करणे एक चांगले जीवनवृत्त तयार करणे | 7 Hours | <ol style="list-style-type: none"> 1. Demonstration 2. Experiential learning |
| Unit II | <p>मुलाखत कौशल्ये:</p> <p>I. तयारी आणि प्रदर्शन:</p> <ul style="list-style-type: none"> ● मुलाखतीचा अर्थ आणि प्रकार (समोरासमोर, टेलिफोनिक, व्हिडिओ, इ.) ● ड्रेस कोड, पार्श्वभूमीचा शोध, काय करावे आणि काय करू नये. ● मुलाखतीचा सामना करण्यासाठी स्थिती, कार्य, क्रिया आणि प्रतिक्रिया (स्टार अंक). ● मुलाखत प्रक्रिया (आरंभ, चार का कौशल, आणि समापन) ● नोकरी के मुलाखतीमध्ये सामान्यतः विचारले जाणारे महत्त्वपूर्ण प्रश्न (खुले आणि बंद प्रश्न) <p>II. अनुकरण:</p> <ul style="list-style-type: none"> ● अनुकरणीय मुलाखतीचे निरीक्षण. ● सरावातील चुकांची आलोचना. | 7 Hours | <ol style="list-style-type: none"> 3. Imitation 4. Participative learning 5. Practice Method 6. Command Method |

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| | <p>सामान्य चुका :</p> <ul style="list-style-type: none"> ● मुलाखती दरम्यान होणाऱ्या सामान्य चुका, त्यावर चर्चा करणे ● एक आदर्श मुलाखत प्रदर्शन करणे | | |
| Unit III | <p>समूह चर्चा कौशल्ये</p> <ul style="list-style-type: none"> ● समूह चर्चा चा अर्थ आणि पद्धती ● समूह चर्चा प्रक्रिया ● समूह चर्चा — सिमुलेशन ● समूह चर्चा — सामान्य चुका | 8 Hours | |
| Unit IV | <p>रोजगाराच्या संधी शोधणे</p> <ul style="list-style-type: none"> ● स्वताला जाणणे - वैयक्तिक वैशिष्ट्ये. ● कार्यक्षेत्र स्वरोजगाराचा समावेश नौकरितील उपकरणाचे ज्ञान. ● कॅरियर संबंधित माहितीचे स्रोत. ● संभाव्यता आणि संधी उपलब्धता आधारावर तयार करणे | 8 Hours | |

References

1. Kumar, R. (2023). Importance of a Resume. *Psychology: Way of Positive Life*.
2. Singh, A. (2022). Differences Between Resume, CV, and Bio-data. *Job Skills Guide*.
3. Sharma, P. (2023). Essential Components of a Good Resume. *Career Advancement Journal*.
4. Desai, K. (2023). How to Avoid Common Resume Mistakes. *Professional Development Quarterly*.
5. Patel, N. (2022). Job Interview Etiquette: Do's and Don'ts. *Workplace Professionalism Guide*.
6. Jadhav, S. (2022). Group Discussion Processes. *Career Advancement Journal*.
7. Reddy, S. (2021). Identifying Job Opportunities Based on Market Trends. *Resume Writing Tips*.