



# National Institute of Fashion Technology Jodhpur

(Ministry of Textiles, Govt. of India)

## Guidelines to Conduct General Elective Subjects

Session: July-December 2022

### 1 Introduction

The new curriculum of NIFT attempts to give the student a rich repertoire of experience and understanding that will hopefully inculcate a desire and a capability for lifelong learning and will stand him or her in good stead in these disruptive times of change. Critical to this new perspective would be the transaction of the general elective subjects. There are over 30 General Electives that a campus can choose from, most or all of which will be undertaken by external resource persons or resource organizations. The responsibility for the academic administration of the general electives vests almost exclusively with the campus. The General Electives fall into two categories – Mandatory and Optional. Students of a particular programme would be required to take the General Electives which are listed as mandatory and optional for the concerned programme.

To deliver these General Elective NIFT campus is inviting expression of interest from Individual resource persons and resource organizations.

### 2 Definitions

**Resource Person:** a Professional who has acquired knowledge and skills through study and/or practice over the years in a particular field or subject.

**Resource Organization:** private and public entities including consulting firms, management firms, universities, colleges, institutes of higher learning, research institutions, government bodies/agencies, private agencies, non-governmental organizations (NGOs) who have professional expertise in any of the subjects identified as General Electives

**General Electives:** General Electives are a basket of subjects, which have been identified by NIFT under the restructured Curriculum as necessary for the overall development of the personality, knowledge and understanding of the student. Through the General Elective, the student will be exposed to a hands-on, applied format of inquiry, which would help the student appreciate the core principles of the particular branch of study and correlate that understanding with the student's environment and work. All the general electives are credited courses, with some of them identified as mandatory for the student to take up. Of the optional courses, the student can choose the courses that he or she would like to take up to complete the requirement of credits. 20% of all credits of any programme (UG/PG degree) would be met from General Electives. Each GE elective (Mandatory and Optional) will be for 28 Hours per Semester and of 2 Credits.

#### Mandatory General Electives

##### A. For UG Programme

The mandatory subjects under General Electives, which are to be taken by all UG students.

- Personality Development
- Critical Thinking
- Indian History of Art, Architecture and Culture
- Professional Ethics and Values

##### B. For PG Programme

The mandatory subjects under General Electives, which are to be taken by the PG programme students are,

- Professional Ethics and Values
- Economics



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The treatment of the subjects, which are offered in both PG and UG, may be different for both, with higher level of complexity and self-study introduced in the PG course. Some of the subjects (like Theatre, Dance, and Leadership etc.) can be taught to UG and PG together. The minimum class size should be 20 students and the maximum class size will be 45 for all GEs.

### 3 Process of selection

- The EOI should indicate
  - Payment norms
  - Timeframe and no. of hours of the course (breakdown of credits)
  - Course description and deliverables including learning outcomes
- The resource organization would be called upon to provide statement of purpose w.r.t offering the course including:
  - Philosophy of approach to the subject,
  - How the organization proposes to deliver the course – content, methodology and evaluation process (to be mapped to the deliverables indicated in the EOI),
  - Details of resource person(s) and his/her/their capabilities and experience of relevance to the course
  - How the learning outcomes will be achieved.
- A committee of faculty members shall assess the soundness of the technical proposal, and select the resource organization(s) to conduct the course.
- On the basis of advertisement all concerned may submit their expression of interest to [cac.jodhpur@nift.ac.in](mailto:cac.jodhpur@nift.ac.in) by 4th July 2022.
- A work-shop will be conducted for all concern who have submitted their EOI the venue and date of this work-shop will be communicated later through e-mail.
- The short-listing and/or final selection of the consultants/experts/Resource Organizations, assessment of the cost estimates, negotiations, finalizing terms of MOU shall be done by the Campus Director and the CAC.

### 4 Payment Norms for Resource Organization/Individuals

As per NIFT Guest Faculty Norms



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### 5 LIST OF GENERAL ELECTIVES

MANDATORY COURSES			
No	Subject	Purpose	Learning outcomes



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1.	<b>Personality Development</b> (Semesters 1-4)	This course will help deepen the student's understanding of self in relation to others. It will enhance self-confidence, enable dealing with barriers in the way of the social expression of individual personality, and infuse the traits of working in a team towards a common goal.	<ul style="list-style-type: none"> <li>Improved self-concept and self confidence</li> <li>Demonstration of understanding of group dynamics; ability to work in a team for common goal.</li> <li>Ability to recognize and regulate stress.</li> </ul>
2.	<b>Critical Thinking</b> (Semester 1-4)	This course aims at improving reasoning ability of participants with skillful analysis, evaluation, assessment and reconstruction by providing the skillsets for organization, correlation, interpretation and evaluation of data, information and arguments.	<ul style="list-style-type: none"> <li>Ability to collect, analyze and interpret data.</li> <li>Ability to make connections between ideas and arguments and assess comparative merits and relevance.</li> <li>Ability to recognize bias, errors and inconsistencies in arguments and to approach a problem on merits without getting swayed by rhetoric.</li> <li>Ability to recognize and question one's own assumptions, values and bias.</li> </ul>
3.	<b>Indian History of Art, Architecture and Culture</b> (Semesters 1-4)	This course will explore facets of Indian art, culture and architecture through the ages through an interdisciplinary approach focusing on the detailed study of representative monument/painting/music/sculpture/artwork/literary work and connecting it to the sociocultural ethos of the time and place.	<ul style="list-style-type: none"> <li>Ability to recognize and relate to works of art and architecture in their cultural and historical setting, integrating people, places and events.</li> <li>Ability to identify distinctive styles and iconography of various Indian art and architectural forms.</li> <li>The ability to reflect on the diverse influences that have shaped sculpture, painting, music, literary works and architecture in India.</li> </ul>
4.	<b>Professional Ethics and Values</b> (Semesters 5-7)	This course will allow students to identify, imbibe and demonstrate the significance of the moral compass, which sets the standards of personal and corporate behavior.	<ul style="list-style-type: none"> <li>Appreciation of the guiding principles of ethical professional behavior, and differentiation of ethical and unethical practice</li> <li>Awareness of the legal and social implications of unethical professional behavior.</li> <li>Ability to apply IPR tools to business scenarios.</li> <li>Perspective on Corporate Social Responsibility.</li> </ul>



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OPTIONAL COURSES			
1.	<b>Design Thinking</b> (Semesters 1-4)	This course introduces the concept of design thinking which is iterative, synthetic, and convergent and discusses the aspects of creativity, empathy, inspiration, and ambiguity which work at the level of multiple cognitive domains – visual, mathematic, auditory etc.	<ul style="list-style-type: none"> <li>• Working knowledge of design thinking and design methodologies.</li> <li>• Ability to appreciate and augment one's own creative and design strengths</li> <li>• Ability to understand and apply the diverse methods employed in design thinking including innovative approaches to design and exploratory methodologies to one's own work</li> </ul>
2.	<b>Research Methodology</b>	To be able to understand the basic principles of research and learn various methods available for collecting and analyzing data to aid critical thinking.	<ul style="list-style-type: none"> <li>• Basic command over qualitative and quantitative research methods.</li> <li>• Sensitivity to different socio cultural and economic contexts.</li> <li>• Ability to apply tools of research methodology appropriately</li> </ul>
3.	<b>Leadership</b>	This course will focus on appreciating the various forms of leadership and the qualities that go into the making of a leader - It will also render the meaning that leadership is more than the position one holds.	<ul style="list-style-type: none"> <li>• Critical and reflective thinking abilities for socially responsible leadership.</li> <li>• Understanding regarding responsible decision-making and personal accountability.</li> <li>• Ability to work effectively with those different from oneself, to acknowledge differences of opinion and work towards producing a common solution.</li> </ul>
4.	<b>World History of Art, Architecture and Culture</b> (Semesters 5-7)	This course will develop an appreciation and meaning making for the art and aesthetics of various epochs and civilizations across the world based on the study of representative objects d'art, establishing connection through visualizations with their past legacies, their present context and to their future inheritance	<ul style="list-style-type: none"> <li>• General knowledge and understanding of the major art historical periods – recognition of styles, iconography and terminology, meaning making and context setting</li> <li>• Understanding the influence of historical, social, political, cultural paradigms that shape individual and collective artistic sensibility and expression towards new creation</li> <li>• Ability to incorporate the exposure to diverse schools of thought and aesthetics into art appreciation</li> </ul>



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5.	<b>Communication</b>	This course will facilitate understanding of the different forms of communication including non-verbal communication. It will facilitate improved vocabulary and verbal expression, listening skills, report and resume writing, and presentation skills for social and professional interactions.	<ul style="list-style-type: none"> <li>• Appreciation of various forms of communication and ability to recognize, interpret and incorporate non-verbal cues (gestures, postures, expressions, etc).</li> <li>• Ability to put forth an idea clearly and concisely</li> <li>• Ability to write an effective application for a job, a scholarship or an SOP for college.</li> <li>• Ability to deliver effective and engaging presentations.</li> <li>• Improved observation and listening skills</li> </ul>
6.	<b>Creative Writing/Story Telling</b>	This course is about appreciating the elements that go into the making of a good story. It entails learning techniques to improve writing processes and explore creativity and expression through writing. This course will also further explore cross-cultural narratives through the art of storytelling.	<ul style="list-style-type: none"> <li>• Appreciation of the techniques of good story telling</li> <li>• Improved writing skills for creative expression</li> <li>• Exposure to oral and written narratives</li> </ul>
7.	<b>Poetry</b>	The course is to serve as an introduction to understanding and appreciating poetry - its imagery, rhythm, cadence, structure and how these add up to conveying thought, feeling and experience. It will compare differing treatments of similar themes or subjects by one or more poets over one or more epochs, or track the growth and changing worldviews of a single poet over a lifetime.	<ul style="list-style-type: none"> <li>• Ability to read poetry and capture its music and movement</li> <li>• Appreciation of the nuances of imagery and expression, and of creative design and inherent structure of poetry</li> <li>• Ability to recognize the cultural and socio-political context of poetry</li> <li>• Ability to enjoy the deeper meaning and connect of words and word patterns</li> </ul>



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8.	<b>Theatre/Dance/ Choreography/ Music</b>	This course will allow students to reach their creative potential by exploring space, narrative, rhythm & movement and understand the nuances of the selected art form.	<ul style="list-style-type: none"> <li>• Developing body flexibility to enjoy the feeling of letting go while still having control over the body.</li> <li>• Demonstrate good voice modulation and control for effective articulation of scale, pitch and rhythm.</li> <li>• Effective use of group dynamics to pursue common goals that shape, influence, and benefit the individual and/or society</li> <li>• Aesthetic Synthesis of ideas, images, or expertise.</li> <li>• Application of improvised visual, auditory and/or performance skills.</li> </ul>
9.	<b>Film Appreciation</b>	This course focuses on helping the students to appreciate cinema by understanding the artistic and practical elements of filmmaking, particularly how narrative and stylistic techniques are used to communicate meaning. It would also provide insight into the nature of research, exploration and technique that go into the making of a film – particularly from the perspective of costume, styling, set design and cinematography. The course would include introduction to some cinematic greats of both Indian and world cinema.	<ul style="list-style-type: none"> <li>• Appreciation of genre, plot structure, creative inputs, character portrayal &amp; progression.</li> <li>• Ability to interpret the socio cultural and humanistic or philosophical commentary in cinema</li> <li>• Understanding of the interplay of content and form in creating meaning and heightening audio visual experience</li> <li>• Recognition and appreciation of design elements in sets, costumes and cinematography</li> </ul>
10.	<b>Fashion Modelling/Beauty and Make up</b>	The course focuses on teaching the intricate details of modelling, hair do, make –up, grooming, floor etiquettes for a fashion showcase.	<ul style="list-style-type: none"> <li>• Understanding of various eras and their overall look and styling.</li> <li>• Understanding facial &amp; body types and how hairstyling &amp; make up can accentuate certain features for image building.</li> <li>• Developing confidence and unique personal style</li> </ul>



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11.	<b>Sports/Fitness</b>	This course will engage students in-group sports/fitness activities to enable holistic development.	<ul style="list-style-type: none"> <li>• Holistic development of the body and mind by focusing upon fitness, strength and concentration.</li> <li>• Understanding benefits of a good diet to achieve better mental and physical health.</li> <li>• Enhanced team spirit, confidence and leadership qualities.</li> <li>• Increased alertness, energy, focus and discipline</li> </ul>
12.	<b>Yoga/Meditation Techniques</b>	This course in Yoga/meditation aims at inculcating rich Indian philosophies guiding individuals to live happier and healthier lives. These techniques empower and strengthen one's body to reduce stress and become more efficient. It also promotes relaxation for clearer minds and better decision-making ability.	<ul style="list-style-type: none"> <li>• Mastery over simple meditation techniques &amp; yoga postures</li> <li>• Positive attitude towards learning &amp; peers</li> <li>• Increased clarity, peace of mind, focus and discipline</li> <li>• Enhanced sense of wellbeing</li> </ul>
13.	<b>Landscaping and Gardening</b>	This course will give a hands-on experience of maintaining functional, aesthetically pleasing outdoor spaces. This course will also engage students in active gardening.	<ul style="list-style-type: none"> <li>• Ability to identify plants (including flowering plants) commonly found in gardens and public spaces</li> <li>• Ability to nurture and tend for garden plants</li> <li>• Ability to undertake basic landscaping design for outdoor spaces</li> <li>• Ability to recognize various landscape modelling designs.</li> </ul>
14.	<b>Nature/ Historical Walk</b>	The course aims at experiential learning of the socio cultural and historical context of the local environment. Alternatively it will undertake walks to discover nature – flora and/or fauna in their natural habitat and explore possibilities of symbiotic relationship between humans and natural systems.	<ul style="list-style-type: none"> <li>• Sharpening of observational skills and ability to relate to flora and fauna of any given geographical location.</li> <li>• Ability to appreciate heritage in the context of history, architecture, people &amp; places and its relevance in contemporary times.</li> <li>• Real time insight into the challenges posed to nature/heritage on account of ongoing human intervention</li> </ul>





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15.	<b>Psychology</b>	The course aims at studying the various aspects of human cognition and their impact on social behavior. It also seeks to relate psychological theory, concepts and methods to real life problems.	<ul style="list-style-type: none"> <li>• Identification, description and classification of the major theoretical perspectives used in psychology.</li> <li>• Application of understanding in interpreting real life problems.</li> </ul>
16.	<b>Economics</b>	This course aims at creating an understanding of core, micro and macroeconomic principles and how they apply to a wide range of real world issues	<ul style="list-style-type: none"> <li>• Understanding of the principles of business, competition and markets</li> <li>• Ability to interpret broad economic principles in real life situations</li> <li>• Basic Knowledge of tools used for business analysis</li> </ul>
17.	<b>Cultural Anthropology</b>	This course outlines the organizational principles of society, and the basis of cultural norms, mores and behavior	<ul style="list-style-type: none"> <li>• Basic skills in interpreting customs and institutions from an anthropological viewpoint</li> <li>• Sensitivity to various forms of cultural expression</li> </ul>
18.	<b>Sociology</b>	This course aims at understanding social relations, institutional structures of society and behavior through debate, dialogue and experiential learning	<ul style="list-style-type: none"> <li>• Ability to decipher the underlying principles at work in social relationships</li> <li>• Ability to apply principles of Sociology to the understanding of institutions and social behavior</li> </ul>
19.	<b>Semiotics</b>	This course will be about the study of signs and symbols in communication and in the narratives of history, culture, mythology etc. It will help the understanding of codes as carrier/ transmitter of meaning, identity and practice across time and across diverse populations	<ul style="list-style-type: none"> <li>• Ability to decipher cultural codes and symbols across narratives and contexts and correlate with fashion</li> <li>• Appreciation of visual representation of main categories used to describe contemporary culture, such as text, signs, fashion etc.</li> </ul>
20.	<b>Media Studies</b>	This course will enable broad awareness and evaluation of the various forms of media and their role in the transmission of information and formation of opinion. It will study the connect between popular trends and entertainment. It will explore the impact of social media and online publishing on the media landscape and the portents for the future.	<ul style="list-style-type: none"> <li>• Understanding the structure and format of expression of various media</li> <li>• Ability to discern the relationship between communication/media theories and journalistic practice.</li> <li>• Ability to ascertain bias and interest in information dissemination</li> <li>• Reflection on the student's own use of media and the role media plays in one's life.</li> </ul>



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21.	<b>Sustainability Studies</b>	The course will juxtapose the planet's ability to sustain life with the factors that derail that ability –like human consumption, waste generation, greenhouse effect, depletion of natural resources, population explosion, poverty and inequity and discuss strategies and case studies. It will apply understanding from science, law, history, and policy making to create informed opinions about how to interact with the environment both personally and socially.	<ul style="list-style-type: none"> <li>• Understanding of primary environmental problems (e.g., species on the verge of extinction, climate change, population explosion, pollution) and potential solutions.</li> <li>• Reflection on the implications of consumption needs and patterns on life on the planet, and appreciation of the challenges to sustainable development and growth</li> <li>• Incorporation of sustainability concerns into the student's design sensibility</li> <li>• Development of sustainable approach and adoption of sustainability principles to problem solving</li> </ul>
22.	<b>Making sense of ....</b>	This is a course which allows the campus flexibility to take a particular topic, which has not been separately listed among the general electives but on which an inspirational expert is available and do a special course. The theme could be expanded as 'Making sense of Humor' or 'Making sense of Numismatics' or 'Making Sense of Ornithology' or 'Making Sense of the Yakshagana' etc. The intention is to provide the student the opportunity to learn from a known expert in a particular domain, so as to push the frontiers of curiosity, sensibility and understanding, and to be inspired by extraordinary minds.	<ul style="list-style-type: none"> <li>• Appreciation of body of knowledge distinct from one's own</li> <li>• Appreciation of unique and lateral perspectives</li> <li>• Inspiration to explore unexplored areas of thought and experience</li> <li>• Appreciation of dedication to a purpose or cause</li> <li>• Opportunity to deepen understanding of humanity and its multifarious aspirations</li> </ul>
23.	<b>Photography</b>	This course allows NIFT students to learn the basic techniques and principles behind good photography	<ul style="list-style-type: none"> <li>• Understanding of the basics features of camera and lenses, exposure, shutter speed, aperture and depth of field, ISO/film speed, etc.</li> <li>• Understanding of composition, background and perspectives, framing and layering</li> <li>• Understanding of basics of landscape and people/relational photography</li> </ul>



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24.	<b>Language</b> <ul style="list-style-type: none"> <li>• Hindi</li> <li>• English</li> <li>• Statespecific</li> <li>• ForeignLanguages</li> </ul>	<p>The language course would mean different things to different people. For the student of English or Hindi, it is an opportunity to improve proficiency in the spoken language and to acquire the vocabulary and grammar to communicate clearly and with ease.</p> <p>For the State specific language, it is an introduction to the language of the local environment surrounding the host campus, and opportunity to develop a functional understanding, which will enable basic interaction with the local community.</p> <p>For the foreign language, it is about acquiring minimum proficiency and working knowledge in a language native to a region where the institute with which the student is desirous of entering into a student exchange programme is situated.</p>	<ul style="list-style-type: none"> <li>• Hindi, English : Ability to articulate opinion and thought in the language</li> <li>• State Language Basic understanding of language to facilitate quotidian interaction within the locality</li> <li>• Foreign language Elementary understanding that will prepare oneself for a course of interest in a foreign institution</li> </ul>
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\*forfurtherinquiry,youmaycontact:

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