



**ROYAL SCHOOL OF DESIGN
(RSD)**

**DEPARTMENT OF FASHION DESIGN AND
TECHNOLOGY**

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

**BACHELORS IN DESIGN
(4 YEARS SINGLE MAJOR)**

W.E.F

AY - 2023 – 24

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Preamble:

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet

the needs of the programs. As per the recommendations from the UGC introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

Introduction:

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

2.1.Credits in Indian Context:

2.1.1.Choice Based Credit System (CBCS) by UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

2.2. Definitions:

2.2.1.Academic Credit

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework;

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15-22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

2.2.2. Course of Study:

Course of study indicate pursuance of study in Communication Design. The Communication Design course shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

2.2.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject in Communication Design. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

2.2.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

2.2.5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include

interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

2.2.6. Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

2.2.7. Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands-on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

2.2.8. Value-Added Courses (VAC):

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health,

environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. Health & Wellness, Yoga education, sports, and fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

2.2.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the **summer term**. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

2.2.9.1. Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

2.2.9.2. Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

2.2.10. Indian Knowledge System:

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the **total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits** (i.e. min. 8 credits for a 4 yr. UGP). The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

2.2.11. Experiential Learning:

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

a. Experiential learning as part of the curricular structure of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

b. Experiential learning as active employment (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

APPROACH TO CURRICULUM PLANNING –

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a bachelor's degree (Specialization) programmes are earned and awarded based on (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes, and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

National Higher Educational Qualification Framework based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, NEP in Fashion Design is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions, (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as NEP guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The National Higher Educational Qualification Framework structure for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. Higher Education institute on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

Nature and extent of the B.Des. Fashion Design

Fashion Design is a component of design that uses a collection that strategically convey a message or express information or to solve any issue. Fashion Designers take an approach to engage their viewers and to take a look on the collection developed to bring something new in the market or to solve any problem currently the market is facing, majorly through fashion shows. The key areas of study in Fashion design are:

1. History of costumes
2. Elements and principles of Principles of Design
3. Textiles
4. Surface Design
5. Colour Theory

6. Fashion Branding
7. Mind Mapping
8. Idea generation
9. Entrepreneurial knowledge
10. Development of a collection

To broaden the interest for interconnectedness between formerly separate disciplines one can choose from the list of Generic electives for example one can opt for economics, physics, chemistry or any other subject of interest offered by different departments and schools of the Assam Royal Global University as one of the GE papers. Skill enhancement Courses enable the student acquire the skill relevant to the main subject. Choices from Discipline Specific Electives provides the student with liberty of exploring his interests within the main subject. Communication English and Behavioural Science are compulsory papers for students of B.Des. Communication Design which enable them to be a better communicator and develop better personality.

As a part of effort to enhance employability of design graduates, the well- structured programme empowers the students with the skills and knowledge leading to enhance career opportunities in various sectors of human activities.

3.2. Aims of B.Des. Programme in Fashion Design

The overall aims of B.Des. Fashion Design Programme are:

- To create strong interest in learning and understanding design.
- To be able to unlearn and get rid of societal and cognitive biases.
- To develop broad and balanced knowledge and understanding of the elements and principles of design.
- To enable the learners to familiarize with suitable methods and skill of design to solve specific problems of real world face by the consumers in the market in terms of Apparels.
- To provide sufficient knowledge and skills that enable the learners to undertake further studies in design and the areas on multiple disciplines concerned with design.
- To encourage the students to develop a range of generic skills helpful in employment, internships and social activities.
- To impart research-based knowledge to create interest for further study.
- To enable the students to become entrepreneurs and job creators.

AWARD DEGREE IN BACELORS OF DESIGN

The structure and duration of undergraduate Bachelors in design of study offered by the University as per NEP 2020 include:

Undergraduate programmes of 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students

are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

Table: 1: Award of Degree and Credit Structure with ME-ME

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
4-year UG Degree (Honours with Research):	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

Graduate Attribute

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA 1	Disciplinary Knowledge	Acquire knowledge and understanding of the chosen disciplinary/interdisciplinary areas of study
GA 2	Complex problem solving	Solve different kinds of problems in familiar and non-familiar contexts and apply the learning to Design Process.
GA 3	Analytical & Critical thinking	Apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify problems faced by the customers. Identify logical flaws and holes in garment construction. Analyze and synthesize data from a variety of sources and draw valid conclusions and support them with sample production
GA 4	Creativity	Create, perform, or think in different and diverse ways about the same design or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate designs to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	Listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	Develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate Prototype, test prototype using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.

GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use Design process in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate development of a collection
GA 10	Environmental awareness and action	Mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

Programme Learning Outcomes relating to B.Des Degree programme in Fashion design:

Students graduating with the degree B.Des (Fashion Design) will be able to achieve the following-

PLO1: Knowledge of Fashion design and technology:

The student will recognise and Gain knowledge of the fundamental principles of fashion, apparel, and design.

PLO2: Ability of solving complex problem:

The student will inculcate knowledge and will be able to identify the problem and solve the problems faced by the market.

PLO3: Analytical & critical thinking:

The student will be able to apply analytical thought including the analysis and evaluation of projects, field studies and design development. Ability to understand and skills will be enhanced for identifying problems and issues related to Fashion Design.

PLO4: Develop and demonstrate Creativity:

The students will demonstrate the creative task based on the observation and sketch it into reality and develop theme based ensembles. They will be able to think 'out of the box' and generate designs to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence

PLO5: Enhance and execute Communication skills :

The students will be able to express their design ideas effectively by preparing research boards. They will listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different target audiences in the Fashion field.

PLO6: Formulate research related skills:

The students will be able to develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate Prototype, test prototype using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships.

PLO7: Collaboration:

The student will be able to work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.

PLO8: Develop leadership readiness/ quality:

The student will be able to plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.

PLO9: Execute digital and technological skills

The student will be able to use Design process in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate development of a collection.

PLO10: Identifying Environmental awareness and action :

The students will be able to create designs keeping the cultural and the personal development. They will be able to adapt the changes in the market and will be working according to the market trends.

B.Des Degree Fashion Design Specific Outcomes:

Students who successfully complete the fashion designing & apparel making program will be able to:

PSO1: Apply comprehensive abilities in creating and presenting product for entry-level positions in the fashion industry;

PSO2: Work well together as emerging team players and innovative design thinkers;

PSO3: Understand and implement new technologies relative to design development, material choices, and the manufacture and distribution of fashion;

PSO4: Adapt their inspired knowledge and abilities to ongoing changes in global fashion and related creative industries.

Teaching Learning Process :

Tutorial classes: Tutorials allow closer interaction between students and teacher as each student gets individual attention. The tutorials are conducted for students who are unable to achieve average grades in their weekly assessments. Tutorials are divided into three categories, viz. discussion-based tutorials (focusing on deeper exploration of course content through discussions and debates), problem-solving tutorials (focusing on problem solving processes and quantitative reasoning), and Q&A tutorials (students ask questions about course content and assignments and consolidate their learning in the guiding presence of the tutor).

Flip classroom: flip classroom allow lecture content from face-to-face class time to before class by assigning it as homework. This allows for more interactive forms of learning to take place during class

Remedial classes: The remedial classes are conducted for students who achieve average and above average grades in their weekly assessments. The focus is laid to equip the students to perform better in the exams/assessments. The students are divided into small groups to provide dedicated learning support. Tutors are assigned to provide extra time and resources to help them understand concepts with advanced nuances. Small groups allow tutors to address their specific needs and monitor them. Following methods are adopted for tutorial and remedial classes:

- Written assignments and projects submitted by students
- Project-based learning
- Group discussions
- Home assignments
- Class tests, quizzes, debates organized in the department
- Seminars and conferences
- Extra-curricular activities like cultural activities, community outreach programmes etc.
- Field trip, excursions, study tour, interacting with eminent authors, etc.

Experiential Learning: Experiential learning is a part of the curricular structure of the Fashion Design program. E.g., projects/Craft cluster/internship/industrial attachments etc. This could be either within the program- internship/ summer project undertaken relevant to the program being studied or as a part time employment.

1.8 Assessment Methods:

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
I	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE		MSE shall be of 10 marks	1-3	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				100%

1st SEMESTER

Sl.No.	Subject Code	Names of Subjects	LEVEL	CREDIT
MAJOR/CORE PAPER				
1	FAS082M101	Overview of Fashion (T)	100	3
2	FAS082M112	Fashion Design & Process – I (FDP I)	100	3
MINOR PAPER (offered to other department)				
3	FAS082N114	Fashion Design & Concept	100	3
INTERDISCIPLINARY				
4	IKS992K101	Introduction to Indian Knowledge System- I	100	3
ABILITY ENHANCEMENT COMPULSORY SUBJECTS (AECC)				
4	AEC982A101	Communicative English and Behavioural Science-I	100	2
SKILL ENHANCEMENT COURSE (SEC-1)				
6	FAS082S115	Digital Illustrators	100	3
VALUE ADDITION COURSE (VAC-1)				
7		Choose from basket of courses	100	3
	TOTAL			20

2nd SEMESTER

Sl.No.	Subject Code	Names of subjects	LEVEL	CREDIT
MAJOR/ CORE PAPERS				
1	FAS082M213	Fashion Design & Process – II (FDP II)	100	3
2	FAS082M202	History of World Costumes and Textiles	100	3
MINOR PAPERS (offered to other department)				
3	FAS082N214	Fashion Styling and Photography	100	3
INTERDISCIPLINARY				
		Introduction to Indian Knowledge System- II	100	3
ABILITY ENHANCEMENT COMPULSORY SUBJECTS (AECC)				
4	AEC982A201	Communicative English and Behavioral Science-II	100	2
SKILL ENHANCEMENT COURSE (SEC-1)				
8	FAS082S112	Introduction to Apparel Construction(P)	100	3
VALUE ADDITION COURSE (VAC-1)				
9		Choose from basket of courses	100	3
	TOTAL			20

3rd SEMESTER

Sl.No.	Subject Code	Names of subjects	LEVEL	CREDIT
MAJOR/CORE PAPER				
1	FAS082M311	Study on Textiles & Surface Techniques	200	4
2	FAS082M312	Pattern Making & Garment Construction - I	200	4
MINOR PAPER (offered to other departments)				
3	FAS082N313	Surface Techniques	200	4
INTERDISCIPLINARY				
4	FAS082I314	Elements of Design	200	3
ABILITY ENHANCEMENT COMPULSORY SUBJECTS (AECC)				
5	AEC982A301	Communicative English and Behavioral Science-III	200	2
SKILL ENHANCEMENT COURSE (SEC-1)				
6	FAS082S315	Fashion Design & Process – III (FDP III)	200	3
	TOTAL			20

4th SEMESTER

Sl.No.	Subject Code	Names of subjects	LEVEL	CREDIT
MAJOR/ CORE PAPERS				
1	FAS082M411	Draping - I	200	3
2	FAS082M412	Pattern Making & Garment Construction - II	200	4
3	FAS082M403	Fashion Business Management - I	200	2
4	FAS082K414	Introduction to Indian Knowledge System – Craft Study & Experience	200	3
MINOR PAPERS (offered to other department)				
5	FAS082N415	Sustainable Product Development	200	3
6	FAS082N416	Introduction to Textile Studies	200	3
ABILITY ENHANCEMENT COMPULSORY SUBJECTS (AECC)				
7	AEC982A401	Communicative English and Behavioral Science-IV	200	2
	TOTAL			20

1 st Semester		
Paper 1 Major Course	OVERVIEW OF FASHION L-T-P-C: 3-0-0-3 Credits: 3 Scheme of Evaluation: Theory	Subject Code: FAS082M101 Level: 100

Course Objective:

To equip students with knowledge of the foundational concepts of fashion and fashion terminologies. They will learn about the overview of fashion industry which will enhance their sensibility towards fashion, trends and styling and will understand the concept of fashion as a socio-cultural phenomenon.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Identify the basic terminology of fashion relate to its application, customer types and fashion market segmentation.	BT Level 1
CLO2	Understand the knowledge of clothing culture, communication and fashion expression.	BT level 2
CLO3	Compare and help to sketch the idea of ‘What is Fashion ‘.in a broader sense, through a series of moderated lectures, relevant audio visuals and presentations.	BT Level 3
CLO4	Analyze a simple preview of fashion career which would be useful later in to choose the relevant area of Fashion Career.	BT Level 4

Detailed Syllabus:

Modul es	Topics & Subject Contents	Periods	
		L	P
UNIT I	Fashion Terminology: The Language of Fashion – Introduction to Fashion concept; Fashion - Definitions and meaning, Style, Change, Acceptance, Taste, Fashion Look, Fashion trends, Fashion season; Classification of Fashion. Fashion capitals, Fashion Forecasting agencies, Indian and Western Fashion Designers, Fashion luxury & premium brands.	1 5	
UNIT II	Fashion Cycles & Fashion Motivation: Consumer Identification – Fashion leaders, Fashion Innovators, Fashion motivators or Role models, Fashion victims, Fashion followers; Consumer Buying Motivation; Methods of Fashion Selection – Aesthetic Appeal, Color, Texture,	1 5	

	Style, Price, Fit, Comfort, Appropriateness, Brand or Designer Label, Fabric performance and care, Quality, Convenience.		
UNIT III	Fashion Clothing Categories: Women's Wear- Dresses, Social apparel, Suits, Outer wear, Sportswear, Active wear, Swimwear, Lingerie, Accessories. Styling – Couture, Designer, Traditional Styling. Size Range - Junior, Missy, Petite, Large or Women. Men's Wear – Tailored, Furnishings, Sportswear, Active sportswear, Work cloths, Accessories. Styling – Designer Styling, Traditional Styling, Contemporary. Size Range – Men's suits, Dress shirts. Children's Wear – Girl's dress, Boy's Clothing, Sportswear, Swimwear, Outerwear, Sleepwear, Accessories. Styling – Infants, Toddlers and Young children, older children. Size Range – Newborn, Infant, Toddler, Girls', Boys', Body shapes/Imperfect shapes/Plus sizes	1 5	
UNIT IV	Fashion Career Scope - Work Details, Skills Required: Fashion Designer, Merchandiser, Fashion technologist - Pattern maker, Technical Designer/spec-tech, CAD/Operator, Fashion Research & Development Professionals – Colorist, Fashion Forecaster, Fashion Communication - Fashion Stylist, Fashion Photographer, Fashion Journalist, Fashion Editor. Costume Designer/Coordinator.	1 5	
TOTAL			60

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	60 hours	N/A	30 HOURS
			(STUDY TOUR ACTIVITY – make projects on different types of silhouette and body shape Interaction with Prominent personalities)

Text Book:

1. The Dynamics of Fashion; Elaine Stone; 4th Edition; 2015, Bloomsbury Publishing Inc.
2. From Concept to Consumer; Gini Stephens Frings; 6th Edition; 2016; Prentice Hall Career & Technology, New Jersey.
3. Design as Art by Bruno Munari
- 4.

Reference Books:

1. Inside Fashion Design; Sharon L. Tate & Mona S. Edwards ; 5th Edition; 2014, Pearson Prentice Hall.
2. Design History and the History of Design by Judy Attfield, 1989

1st Semester		
Paper 2 Major Course	Fashion Design & Process - I L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082M112 Level: 100

Course Objective: Students will learn about the basic elements of design which will help them understand the terminologies used in the process of designing and will understand colour and its moods. It will help them combine elements and principles of design to create designs and will help them in creating products or designs based on the principles and elements of design.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Identify knowledge in foundation of design, its rules, laws, principles that they can use throughout their education and career pursuits.	BT Level 1
CLO2	Understand the language of design, how to think like a designer.	BT level 2
CLO3	Judging between good and bad designs and where to go for additional resources of specialised design practice	BT Level 3
CLO4	To calculate the design thinking and orient themselves towards design as a profession.	BT Level 4

Detailed Syllabus:

Modules	Topics & Subject Contents	Periods	
		L	P
UNIT I	Elements of Design: Point, Color, Texture, Line, Silhouette and their varieties and applications in design. Creating composition with the elements of design.	5	15
UNIT II	Color Theory: color perception, dimensions, Prang color system, Pantone Colors, color wheel, color value scale, grey scale, color schemes.	6	15
UNIT III	Color psychology, color and emotions, color harmony, color qualities-tint, tone, shade, pastel, light, dark, bright, or vivid, dull, neutral, warm & cool, color philosophy, color, and fashion.	6	15
UNIT IV	Principles of Design: Balance, Rhythm, Emphasis, Proportion, Harmony	5	15
TOTAL		82	

National Credit Hours for the course :30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			Survey on different types body shapes, Presentations and Quiz

Text Book:

1. Elements of Fashion and Apparel Design; Sumathi G J; 2017, New Age International publishers Pvt Ltd.
2. Elements of Design and the Structure of Visual Relationships; Kostellow Rowena Reed, Gail Greet Hannah; 2nd Edition; 2016; Bloomsbury Publishing.

Reference Books:

1. Inside Fashion Design; Tate L. Sharon& Edwards L Mona ; 5th Edition; 2014, Pearson Prentice Hall.
2. Basic Principles of Design;Manfred Maier; vol 1-4; 2016; Fairchild Books.

1 st Semester		
Paper 3 Minor Course	FASHION DESIGN & CONCEPT L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082N114 Level: 100

Course Objective: Students will be able to learn about basic concepts of fashion along with colour theory and different types of colour schemes.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	To remember about basic terminologies of fashion	BT Level 1
CLO2	To Gather knowledge about colour theory.	BT level 2
CLO3	To paint different schemes of colours	BT Level 3
CLO4	To illustrate the colour theory, different schemes of colour with selected pattern.	BT Level 4

Detailed Syllabus:

Modules	Topics & Subject Contents	Periods	
		L	P
UNIT I	Fashion Terminology: The Language of Fashion – Introduction to Fashion concept; Fashion - Definitions and meaning, Style, Change, Acceptance, Taste, Fashion Look, Fashion trends, Fashion season; Classification of Fashion. Fashion capitals	6	15
UNIT II	Color Theory: color perception, Pantone Colors, color wheel, color value scale, grey scale	6	15
UNIT III	Color schemes: color harmony, color qualities-tint, tone, shade, pastel, light, dark, bright, or vivid, dull, neutral, warm & cool,	5	15
UNIT IV	Color Theory Illustration Complementary, analogous, triadic, and split-complementary color harmonies and Creating visually balanced color compositions	5	15
TOTAL		82	

National Credit Hours for the course :30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on colour theory, presentation on fashion terminologies)

Text Book:

1. Fashion Illustration: Inspiration & Technique; Anna Kiper; 2017; F& W Media International; USA
2. Fashion Sketchbook; Abling Bina; ; 6th Edition; 2016; Fairchild books; USA

Reference Books:

1. Figure study made easy;Chari Aditya; 2013; Grace Publication, Mumbai
2. The Complete Book Of Drawing Human Body; Kumar Keshav; 2016;Adarsh Books New Delhi

1 st Semester		
Paper 4 SEC	Adobe Illustrator L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082S115 Level: 100

Course Objective:

The objectives of the subject is to identify current trends in fashion imagery. Schedule, coordinate and prop multiple model shoots and locations and create a studio still life of a fashion or beauty product.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	To be Well Versed and Relate terms in digital designing and understanding of basic designing software – Adobe Photoshop.	BT Level 1
CLO2	To Examine the Adobe Illustrator application and determine the relationship with other multimedia applications and use Adobe Illustrator as the software to Express computer graphics	BT level 2
CLO3	Apply fundamental drawing and editing techniques to create simple illustrations.	BT Level 3
CLO4	Create Industry-Relevant Artwork and Design Projects Using Adobe Illustrator. Analyze the effectiveness and appropriateness of designs for specific purposes.	BT Level 4

Detailed Syllabus:

Modules	Topics & Subject Contents	Periods	
		L	P
UNIT I	Introduction: <ul style="list-style-type: none"> • Introduction to Adobe Illustrator CS6. • Working with Documents, Making and Saving Selections. 	5	15

	<ul style="list-style-type: none"> • Working with Shapes and Objects. • Working with colour. • Working with outside images. • Applying fill and stroke Using the eye dropper. • Working with pantone chips. • Working with the appearance dialogue box. • Compound paths and building shapes, drawing modes, magic wand, Selection tool, direct selection tool, group selection tool, drawing with path primitives, Rectangle Tool, Ellipse Tool. • Review all other primitive paths apply stroke and fill. • Work with align dialogue box. • Work with pathfinder dialog box. • Work with grid and snap to grid. 		
UNIT II	<ul style="list-style-type: none"> • Drawing straight paths with the Pen tool. • Drawing curved paths with the Pen tool. • Drawing free form paths with the Pencil tool. • Smoothing and erasing paths. • Editing anchor points, joining and averaging paths -Simplifying paths using Offset tool, Path Cleaning up errant paths, Gradients, Pattern Fills, and Blends Working with outside images Applying fill and stroke using the eye dropper. • Working with pantone chips. • Working with the appearance dialogue box. • Compound paths and building shapes, drawing modes. 	6	15
UNIT III	<ul style="list-style-type: none"> • Character setting, paragraph setting, Text Threads Setting text on open paths Setting text on closed paths Text to paths, Fill and Stroke Making more than one stroke Changing stroke color and weight through the appearance panel Changing stacking order through the appearance panel. • Color dialogue box (three locations) Gradients Pattern fills Applying pattern fill to a stroke, Art Boards An art board is what Illustrator refers to as a page. Illustrator will print whatever is visible on a 	6	15

	<p>page. Artboards can be any size or orientation and can all live in one document together.</p> <ul style="list-style-type: none"> • Creating artboards through a new document. • Modifying artboards through the tool bar. Modifying artboards through the artboards dialogue box. Using smart guides to easily align artboards. • Transforming and Positioning Art Moving and copying artwork Scaling or resizing artwork Rotating artwork Reflecting and skewing artwork Using the Free Transform tool Repeating transformations. • Performing individual transforms across multiple objects. • Aligning objects and groups precisely. • Distributing objects and spaces between objects 		
UNIT IV	<ul style="list-style-type: none"> • Working with images: Placing pixel-based content into Illustrator, Managing images with the Links panel relink go to link update link original Converting pixels to paths with Live Trace blur to get a cleaner trace low resolution less work best. • Making Live Trace adjustments live trace default, threshold tracing options dialogue box Controlling colors in Live Trace modifying color by outputting color to swatches working with pre established swatches. • Working Efficiently with Symbols: Managing repeating artwork with symbols Modifying and replacing symbol instances. • Working with Masks, Cropping photographs, Clipping artwork with masks. Defining masks with soft edges, Printing, Saving, and Exporting 	5	15
TOTAL:			82

National Credit Hours for the course :30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on live photography, inside the campus and presentation)

Reference Book :

1. *Illustrator CC Digital Classroom* ; Smith Christopher; 2013; John Wiley & Sons
2. *Adobe Illustrator CC Classroom in a book*, Kordes Kelly, 2018; Adobe Press

2 nd Semester		
Paper 1 Major Course	Fashion Design & Process - II L-T-P-C : 0-0-6-3 Credits : 3 Scheme of Evaluation : Practical	Subject Code: FAS082M213 Level : 100

Course Objective:

The objectives of the subject is to introduce students to the different stages in the design process – from perception of a problem to generating a solution to the problem through investigation, analysis and synthesis and deals with the study of the basic styles and the optical illusion they create the identification of styles – when, where and how to use.

Course Outcomes:

On successful completion of the course the students will be able to :		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	To Define the design process and develop basic design attitudes and skills, which is required to become a design professional, who is a creative thinker having developed perceptual abilities. The students will also be enhancing their Sketching skills by practising Necessary illustration.	BT Level 1
CLO2	To Understand an overview of the process of design and Sketching different fabrics and materials that are required in a proper Fashion Illustration.	BT level 2
CLO3	To Implement the idea of Design Process and Illustration in design based Collection which will later on help to enhance their portfolio.	BT Level 3
CLO4	To Organise a collection of Apparel that introduce the design process and detailed Fashion Illustrations.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Understanding the concept of design process categorized into three stages of analysis, synthesis, and evaluation. Mind mapping, techniques of idea generation, design exploration. Process book development. Selection of theme; create theme Board, depict the inspiration by creating Mood Board digitally.	6	15
UNIT II	Identify colors based on theme and create Color Board. Create an imaginary client and create a Client Board. Drawing body details with different movements. Drawing arms, legs, feet, palm, & different positions. Market sourcing for Swatch Board- Fabric & Trims	6	15

UNIT III	Drawing different face positions such 3/4th, front, side. Facial details like eyes, nose, and lips. Rendering different fabrics to study their fall, fold, drape etc. Prints, stripes, Checks, fur, Denim, leather, Leather, suede, velvet, silk, wool, embroidered fabric etc. Combining various garment details like silhouettes, lengths, drapes, folds, motion & shadows etc. for various Fabrics detailing and understanding the way fabric falls onto body.	5	15
UNIT IV	Drawing various Fashion elements to form a garment such as, types of sleeves, necklines, pockets, cuffs, collars, yokes, waist bands, bows & ties, frills & flounces etc. Drawing and combining different Fashion elements on a Fashion figure to make a good Design.	5	15
TOTAL			82

National Credit Hours for the course :30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on illustration based on chosen theme)

Text Book:

1. Fashion thinking: Creative approach to the Design Process; Dieffenbacher Fiona; 2013; Bloomsburry publishing India Pvt Ltd.
2. Research & Design for Fashion; Seivewright Simon & Sorger Richard; 3rd revised edition; 2016; Fairchild books
3. Fashion Portfolio: Design& Presentation; Kipper Anna; 2015; Batsford Ltd

Reference Books:

1. Costume and Fashion; Laver J; 5th edition;2015;Thames & Hudson publishing
2. Fashion Forecasting; PernaRita; 2nd edition;2015;Fairchild Books
3. Fashion Forecasting: Bundle Book + Studio access card;Brannon Evelyn I; 3rd edition;2015;Bloomsburry

2 nd Semester		
Paper 2 Major Course	History of World Costumes and Textiles L-T-P-C : 3-0-0-3 Credits : 3 Scheme of Evaluation : Theory	Subject Code: FAS082M202 Level : 100

Course Objective:

Students will learn the appropriate vocabulary to describe costume and the influence of culture, art and history on trends and to the various facts fashion and about the ancient western costumes and will develop thorough understanding of history of fashion.

Course Outcome :

On successful completion of the course the students will be able to :		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Define the characteristic styles of each century, thereby enabling them to accurately describe the images.	BT Level 1
CLO2	Discuss the influence of culture, art and history on trends and to the various facts fashion can have in an Indian & western society.	BT level 2
CLO3	Sketch out different traditional woven textiles of different states of India.	BT Level 3
CLO4	Outline the Established an in-depth knowledge about Traditional Textile of India as well as other countries which will later help them as a Designer.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Study on Ancient Indian costumes- Indus Valley civilization, indo Aryan & Vedic Age, Muryan& Sunga period Medieval Indian costumes- Satvahana& Kushan Period, Gupta Period, Mughal Period; Costumes during the rule of British. Presentations and documentation. Ancient western costumes, Renaissance & Victorian period. Presentations and documentation.	15	
UNIT II	Textiles& costumes of different states of India with special emphasis on textiles and costumes of northeast. Presentations and documentation. Western costumes of the modern world-1900s to 2000s. Presentations and documentation.	15	
UNIT III	Introduction - Definition of textile fibers, classification of Textile fibers; Desirable properties of an Ideal Textile fiber– Staple fiber, filament; Natural Cellulosic Fibers - Seed hair fibers- Cotton, Kapok, Coir. Bastfibers- Flax, Ramie, Jute,	15	

	Kenaf, and Hemp, Leaf fibers; Natural Protein Fibers - Animal hair fibers- Wool, Specialty hair fibers, Silk- Sericulture and type of silks. Natural Mineral Fibers, Manmade Synthetic Fibers –Polyamides - Nylon, Types of Nylon- Nylon-6 and Nylon-66, Polyesters, Varieties of Polyester, Acrylic, Modacrylics, Elastomers – Rubber, Spandex; Manmade Regenerated Fibers- Viscose Rayon, Cuprammonium Rayon, Identification of Textile Fibers (Practical testing). The Textile Yarns- Definition of yarns, Classification of yarns; Yarn Manufacturing – Yarn from staple fibers –Fiber preparation - Ginning, Spinning, Alternate spinning process – Rotor air jet, Friction, Twist spinning, Self-twist spinning, Yarn without twist. Filament yarns: manufacturing techniques – Twisted & Textured filaments,		
UNIT IV	Properties of yarns – Yarn count or yarn number – Indirect system, Direct system. Yarn torque – S twist, Z twist, Flexibility. Types of Yarns- Simple and complex yarns, Types of complex yarns, Textured Yarns. Fiber Blends- General characteristics, Production. Threads - Difference between thread and yarn, Sewing threads- Types and properties. The Overview of Textile Industry- Introduction to textiles; Major segments of the textile industry; Market planning for apparels; Primary and secondary sources of fabric buying and selling of finished fabric. Indian & Western textile market.	15	
TOTAL		60	

National Credit Hours for the course :30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	60 hours	N/A	30 HOURS
			(STUDY TOUR ACTIVITY – make projects on different types of costumes of India) (Burning text of different types of fibers and yarns).

Text Book:

1. Indian Costumes; A. Biswas; 2017; Publications Division Ministry of Information & Broadcasting Govt of India
2. Ancient Indian Costumes Vol. I and II; RoshenAlkazi, 2013; Art Heritage
3. The chronicle of Western Costumes; Peacock Joh; ,2010; Thames & Hudson Publications.
4. Clothing Technology, H.eberly Berger; 2012;Verlag Europa LeherMittel

Reference Books:

1. The Dynamics of Fashion; Stone Elaine; 4th Edition; 2015, Bloomsbury Publishing Inc.
2. Indian Costume; Ghurye Govind Sadashiv; 2010; Popular Prakashan

2 nd Semester		
Paper 3 Minor Course	Fashion Styling and Photography L-T-P-C : 0-0-6-3 Credits : 3 Scheme of Evaluation : Practical	Subject Code: FAS082N214 Level : 100

Course Outcome:

The objectives of the subject is to identify current trends in fashion imagery. Schedule, coordinate and prop multiple model shoots and locations and create a studio still life of a fashion or beauty product.

Course Objective:

On successful completion of the course the students will be able to :		
SI No	Course Outcome	Blooms Taxonomy Level
CO1	Recall fundamental concepts and terminology related to fashion styling and photography.	BT Level 1
CO2	Understand the appropriate styling techniques for various fashion contexts.	BT level 2
CO3	Apply styling techniques in practical scenarios, considering different fashion genres and themes	BT Level 3
CO4	Analyze and critique photographs in terms of composition, lighting, and visual storytelling	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		I	P
I.	Introduction to fashion styling, fashion trends and wardrobe. Understanding body types and suitable fashion silhouettes. Types of Fashion Styling	6	15
II.	Definition, meaning & concept, Different types of Photography, camera – types and parts of camera body – aperture, shutter speed, focus , SLR cameras in brief and the various functions , Lenses – types of lenses and the usage. Lights –types; filters, camera techniques, Indoor and outdoor photography, Depth of field.	5	15

III.	To make – Theme board, Inspiration Board, Client Board, Colour Board, Mood Board and Design illustration.	6	15
IV	Students will have to submit two photography project portfolios. In the first project they will submit 5 photographs of each genre with caption and technical details. In the second project they will have to submit a photo story.	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on illustration based on chosen theme)

Text Book:

1. Kumar, Kewal J; Mass Communication in India; Jaico Books; New Delhi; 2012.
2. McCartney, Susan; Mastering Flash Photography; Amphoto Books, 1997.

Reference Books:

1. Fox, Anna, Smith, Richard Sawdon; Langford's Basic Photography: The Guide for Serious Photographers; Taylor & Francis, 2015.

2nd Semester		
Paper 4 SEC	Introduction to Apparel Construction L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082S112 Level: 100

Course objective:

This course is design to increase student's ability to understand the process for creating and constructing garment from ground level.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Define methods of apparel construction	BT Level 1
CLO2	Recognize different components of garments and their applications.	BT level 3
CLO3	Develop real garments with the desired shape, style and fit.	BT Level 3
CLO4	Analyse the garment construction process	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Introduction to basic hand stitches: Even basting, uneven basting, Diagonal basting, Slip basting, Pin basting Permanent stitches: Run stitch, Back stitch, Hemming, Slip stitching, Over handing, Whipping Decorative stitches: Button hole, Blanket stitch, Herringbone, Smocking, Applique Introduction to fabric Woven fabric structure: warp, weft, selvedge	6	15
UNIT II	Introduction to a sewing machine, Parts of sewing machine and their function Demonstration and practice of learning the running of sewing machine on paper on straight lines, curved lines and corners. Seams: Plain seam, Self-finished seam, Special or decorative seam, Types of seam finishes, Suitability for different fabrics	6	15

UNIT III	Darts: straight dart, a double pointed straight dart, general rules for stitching a dart. Tucks: Pin tucks, Plain/Wide, Corded or piped tucks, Shell tucks Criss Crossed tucks, Calculating fabric quantities for tucks and pleats Pleats: Knife or side pleat, Box pleat, Inverted box pleat, Kick pleats, Accordion Pleats , Gathers: Hand Gather, Machine Gathers, Shirring Thread shirrs – Hand and machine, Elasticized Shirrs. Ruffles and frills	5	15
UNIT IV	Neckline finishes, Choice of a neckline, How to cut bias, Marking the bias, Joining bias Importance and uses of bias, Binding, Facings Fitted or Shaped facings Difference between facings and bindings Placket openings Standards of a placket Classification Inconspicuous plackets Continuous Bound placket Bound and faced placket or two piece placket Faced placket Conspicuous plackets	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. Pattern making for fashion design; Armstrong Joseph Helen; 5th Edition; 2016 Pearson
2. Pattern cutting made easy ; Holman Gillian, 2014; Batsford
3. Pattern Cutting; Zarpkar; Zarpkar; 2nd edition, 2013, Navneet Publications
4. Handbook of textile design; Jacquie Wilson, Woodhead; 2015 ; Publishing Limited England
5. The Technology of Clothing Manufacture; Carr- Harold & Latham Barbara; 5th Edition, 2012, Om Books.
6. A Guide to Fashion Sewing; Crawford- Amaden Connie; ; 6th Edition; 2015; Fairchild Books; Bloomsbury.
7. The Practical Encyclopedia Of Sewing; Wood Dorothy; 2011; Om Books International

3 rd Semester		
Paper 1 Major Course	Study on Textiles & Surface Techniques L-T-P-C: 0-0-6-3 Credits: 4 Scheme of Evaluation: Practical	Subject Code: FAS082M311 Level: 100

Course objective:

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Discuss the basic knowledge of the Textile industry and identify behavioral characteristics of various fibers and yarns in relation to their application and end use and Recall various techniques used to impart various decorative skills on fabric through practical exercises.	BT Level 1
CLO2	Identify different types and weaves of fabrics, behavioural characteristics of various fibres and fabrics. They will Develop samples that provide an understanding of basic techniques used in handling fabric.	BT level 3
CLO3	Choose fabrics with knowledge of the properties of Yarns and Fabric. They will be able to Practice an understanding of basic techniques used in handling fabric.	BT Level 3
CLO4	Testing fabrics and will be able to interpret technical aspects of textiles. By Planning and Organizing a portfolio, the students will acquire skills of different techniques of surface ornamentation.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Introduction - Definition of textile fibers, classification of Textile fibers; Desirable properties of an Ideal Textile fiber– Staple fiber, filament; Natural Cellulosic Fibers - Seed hair fibers- Cotton, Kapok, Coir. Bastfibers- Flax, Ramie, Jute, Kenaf, and Hemp, Leaf fibers; Natural Protein Fibers - Animal hair fibers- Wool, Specialty hair fibers, Silk- Sericulture and type of silks. Natural Mineral Fibers, Manmade Synthetic Fibers –Polyamides - Nylon, Types of Nylon- Nylon-6 and Nylon-66, Polyesters, Varieties of Polyester, Acrylic, Modacrylics, Elastomers – Rubber, Spandex; Manmade Regenerated Fibers- Viscose Rayon, Cuprammonium Rayon, Identification of Textile Fibers (Practical testing). The Textile Yarns- Definition of yarns, Classification of yarns; Yarn Manufacturing – Yarn from staple fibers –Fiber preparation -	6	15

	Ginning, Spinning, Alternate spinning process – Rotor air jet, Friction, Twisters spinning, Self-twist spinning, Yarn without twist. Filament yarns: manufacturing techniques – Twisted & Textured filaments,		
UNIT II	Properties of yarns – Yarn count or yarn number – Indirect system, Direct system. Yarn torque – S twist, Z twist, Flexibility. Types of Yarns- Simple and complex yarns, Types of complex yarns, Textured Yarns. Fiber Blends- General characteristics, Production. Threads - Difference between thread and yarn, Sewing threads- Types and properties. The Overview of Textile Industry- Introduction to textiles; Major segments of the textile industry; Market planning for apparels; Primary and secondary sources of fabric buying and selling of finished fabric. Indian & Western textile market.	6	15
UNIT III	Introduction to fabric decoration- Mirror Work - Mirror work places of India, Types of mirrors, stitches and designs. Bead Works – Definition, Bead work places of India, Articles, materials and stitches used for bead work. Metal thread embroidery - Definition, Metal thread embroidery places of India, Articles, materials and stitches used for Metal thread embroidery. Fabric manipulation: Smocking – Definition, stitches used for smocking – Honey comb smocking.	5	15
UNIT IV	Basics of Fabric Embellishment: Dye & Print Artistry - Tie & Dye, Batik, Stencil, Screen, Block Printing. (Practical) Indian Hand-Painted Artistry – Pichvai of Rajasthan, Pad of Rajasthan, Kalamkari of Andhra Pradesh, Patachitra of Orissa. (Theory)	5	15
TOTAL			82

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. Textiles: fiber to fabric, Bernard P. Corbman, 2014; McGraw-Hill Professional
2. Clothing Technology, H.eberly Berger; 2012;Verlag Europa LeherMittel
3. Fabric for Fashion: The Swatch Book; Hallett Clive , Johnston Amanda; 2nd Edition, 2015 ; Laurence King Publications Ltd; London,
4. Technology of Textile Processing Vol III Textile Fibres; Shenai V.A.; 2010;Sevak Publications

3 rd Semester		
Paper 2 Major Course	Pattern Making & Garment Construction - I L-T-P-C: 0-0-6-3 Credits: 4 Scheme of Evaluation: Practical	Subject Code: FAS082M302 Level: 100

Course objective:

The objective of the subject is to help the students to learn patterns and the practical process of garment construction. They will understand the importance of garment Construction and will understand and learn pattern preparation.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Discuss and Observe the skills of developing the ideas into real garments by pattern making to get the required style, shape and fit.	BT Level 1
CLO2	Identify and develop basic bodice blocks, sleeve blocks, yokes, collars, and dart manipulation.	BT level 3
CLO3	Practice and Establish different patterns of yoke, pleats construction by creating blocks.	BT Level 3
CLO4	Planning and organizing a portfolio presentation by implementing the different types of necklines for construction of a dress and will understand plotting of pattern.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Basic elements to make drafts or patterns, Pattern making tools; Workroom terminology, Accurate measurements Pattern making methods; Types of patterns; Standard body measurements; Master patterns: Giving details like grain, notches, style marks, dart marks, balance marks, seam allowances, turnings etc, Dart manipulation	6	15
UNIT II	Drafting of Bodice Block and variations; Basic necklines; Centre front openings. Drafting of skirt block and variations, Drafting different types of pockets & of Sleeves & Collars	6	15
UNIT III	Introduction to sewing machine. Basic stitches and seams with hand and sewing machines. Types of Seam- its Properties, Appearance and performance.	5	15

UNIT IV	Fabric manipulation like fullness, trims & attachment	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. Pattern making for fashion design; Armstrong Joseph Helen; 5th Edition; 2016 Pearson
2. Pattern cutting made easy ; Holman Gillian, 2014; Batsford
3. Pattern Cutting; Zarpkar; Zarpkar; 2nd edition, 2013, Navneet Publications
4. Handbook of textile design; Jacquie Wilson, Woodhead; 2015 ; Publishing Limited England
5. The Technology of Clothing Manufacture; Carr- Harold & Latham Barbara; 5th Edition, 2012, Om Books

3 rd Semester		
Minor Course	Surface Techniques L-T-P-C: 0-0-6-3 Credits: 4 Scheme of Evaluation: Practical	Subject Code: FAS082N313 Level: 100

Course objective:

The objective of the subject is to help the students develop a thorough understanding of various techniques used to impart various decorative skills on fabric through practical exercises. The subject will also help the students explore fabric towards surface generation and provide an understanding of basic techniques used in handling fabric.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	The objective of the subject is to help the students develop a thorough understanding of various techniques used to impart various decorative skills on fabric through practical exercises.	BT Level 1
CLO2	The subject will also help the students explore fabric towards surface generation and provide an understanding of basic techniques used in handling fabric.	BT level 3
CLO3	Students will learn about the different embellishments and decorations of the fabric.	BT Level 3
CLO4	They will be able to handle various materials in different technical ways for different artistic and design purposes. They will acquire skills of different techniques of surface ornamentation.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Basic Hand & Surface Embroidery Stitches- Run stitch, chain stitch, back stitch, satin stitch, bullion knots, French knot, herringbone stitch, blanket stitch, long & short. Quilting, patchwork, appliqué.	6	15
UNIT II	Introduction to fabric decoration- Mirror Work - Mirror work places of India, Types of mirrors, stitches and designs. Bead Works – Definition, Bead work places of India, Articles, materials and stitches used for bead work. Metal thread embroidery - Definition,	6	15

	Metal thread embroidery places of India, Articles, materials and stitches used for Metal thread embroidery.		
UNIT III	Hand Embroideries & cultural textiles of Different states of India with special emphasis on surface techniques and textiles of North East India. Fabric manipulation: Smocking – Definition, stitches used for smocking – Honey comb smocking.	5	15
UNIT IV	Dye & Print Artistry - Tie & Dye, Textile Natural & Chemical Dyeing, Batik, Stencil, Screen Printing, Hand Block Printing Indian Hand-Painted Artistry – Pichvai of Rajasthan, Pad of Rajasthan, Kalamkari of Andhra Pradesh, Patachitra of Orissa	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. *The Practical Guide to Sewing* ; Wood Dorothy;2014; Om Books International; New Delhi
2. *A guide to fashion sewing*; Crawford Connie Amanda; 6th Edition; 2013; Fairchild books ; London
3. *Practical Sewing Techniques*; Sleigh Johnson Ruth; 2016, A&C Black Publishers; London
4. *The Sewing Book*; Smith Alison; 2012; Dorling Kindersley Limited; London

3rd Semester		
Interdisciplinary	Elements of Design L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082I314 Level: 100

Course objective:

The objective of the subject is to give students a foundation understanding of design rules, laws, and guidelines that they can use throughout their education and career pursuits.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Students will learn the language of design, how to think like a designer, how to judge between good and bad design execution, and where to go for additional resources of specialized design practice. . The subject will help sensitize and orient the students towards ‘design thinking and design as a profession.	BT Level 1
CLO2	Students will learn about the basic elements of design which will help them understand the terminologies used in the process of designing and will understand color and its moods	BT level 3
CLO3	It will help them combine elements and principles of design to create designs.	BT Level 3
CLO4	It will help them in creating products or designs based on the principles and elements of design.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Point, Color, Texture, Line, Silhouette and their varieties and applications in design. Creating composition with the elements of design.	6	15
UNIT II	Color Theory: Color perception and dimensions. Prang color system. Pantone Colors. Color wheel, color value scale, grey scale, color schemes.	6	15

UNIT III	Color psychology. Color and emotions. Color harmony. Color qualities-tint, tone, shade, pastel, light, dark, bright or vivid, dull, neutral, warm & cool. Color philosophy. Color and fashion	5	15
UNIT IV	Principles of Design: Balance, Rhythm, Emphasis, Proportion, Harmony	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. *Elements of Fashion and Apparel Design*; Sumathi G J; 2017, New Age International publishers Pvt Ltd.
2. *Elements of Design and the Structure of Visual Relationships*; Kostellow Rowena Reed, Gail Greet Hannah; 2nd Edition; 2016; Bloomsbury Publishing.
3. *Inside Fashion Design*; Tate L. Sharon & Edwards L Mona ; 5th Edition; 2014, Pearson Prentice Hall.
4. *Basic Principles of Design*; Manfred Maier; vol 1-4; 2016; Fairchild Books.

3rd Semester		
SEC – I Course	Fashion Design & Process - III L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082S315 Level: 100

Course objective:

The objectives of the subject is to introduce students to the different stages in the design process – from perception of a problem to generating a solution to the problem through investigation, analysis and synthesis. The subject will sensitize and orient students towards visual skills through observation, experience, perception and representation

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	They will develop the ability to reconsider concepts, ideas, design issues and evaluate them. They will also develop the ability to transmit ideas through different medium.	BT Level 1
CLO2	Develop the level of understanding and comprehension, linking new learning to the existing knowledge for better organization of information. Ability to understand concepts comprehensively, remember and articulate them.	BT level 3
CLO3	Students will learn to illustrate detailing of fabrics on a fashion figure. They will learn to render fabrics to give a realistic appeal.	BT Level 3
CLO4	They will learn how to develop a collection and create a design portfolio	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Trend forecasting and its types, selection of target market, developing style directions based on selected market trends. Create a process book for idea generation/designs/techniques	6	15
UNIT II	Create 10 technical sketches- detailed with trims, seams lines etc Design a range of 5 ensemble based on the selected theme. Create a design portfolio.	6	15

UNIT III	Rendering of different fabric types- velvet, denim, chiffon, net, sheer fabric, silk, suede, fur, leather, knits Rendering of prints- plaids, floral, animal prints etc	5	15
UNIT IV	Flat sketch of garments Ensemble illustration on fashion figure. Create a design portfolio	5	15
TOTAL			82

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/ Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. *Fashion thinking: Creative approach to the Design Process*; Dieffenbacher Fiona; 2013; Bloomsbury publishing India Pvt Ltd.
2. *Research & Design for Fashion*; Seivewright Simon & Sorger Richard; 3rd revised edition; 2016; Fairchild books
3. *Fashion Portfolio: Design & Presentation*; Kipper Anna; 2015; Batsford Ltd
4. *Fashion Illustration: Inspiration & Technique*; Anna Kiper; 2017; F& W Media International; USA
5. *Advanced Fashion sketch book*; Bina Abbing; 2nd Edition; 2017; OM Book Service.

4 th Semester		
Paper 1 Major Course	Draping - I L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082M411 Level: 100

Course objective:

The objective of the student is to learn material handling and understand and visualize design, proportion and styling. Students will have an understanding of converting 2D material into 3 D form. They will have hands on experience of material handling & converting a design ketch in actual garment.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Discuss and Observe the basics of draping and to be able to drape and manipulate fabric to achieve the desired fit and style.	BT Level 1
CLO2	Identify and Develop basic bodice blocks, sleeve blocks, yokes, collars, and dart manipulation.	BT level 3
CLO3	Practice and Establish different draping techniques of yokes, pleats construction by creating blocks.	BT Level 3
CLO4	Plan and Organize a portfolio presentation by implementing the different types of necklines for construction of a dress and Advertise a Collection of garments.	BT Level 4

Detailed Syllabus:

Modules	Topics & Subject Contents	Periods	
		L	P
UNIT I	Tools & supplies for draping, aligning grain lines, finding the cross grains, draping shortcuts, facings, padding the dress form, establishing the side seam & princess lines, the dress form cover- stitch or baste the first drape, armhole & neckline shaping. Closure options, stitching facing, finishing the bottom, Draping the basic dress, three draping principles, three draping techniques, pinning & marking, front bodice drape, draping neckline & shoulder, bridging hollows, armhole ease, folding seams, back bodice drape, centre alignment of the bodice, armhole, gap above mid armhole, gap below mid armhole, trueing front & back bodice	6	15
UNIT II	Basic skirt drape: front skirt drape, back skirt drape, pinning draped bodice to the skirt, trueing front & back skirt, transferring front & back skirt to paper, outlying front & back skirt seamless pattern, seamed pattern, Basic sleeve: sleeve draft,	6	15

	seamed & seamless sleeve patterns, cap ease & notch placements, increase & decrease cap ease, setting sleeve into arm hole,		
UNIT III	Dart manipulation: French dart, armhole dart, shoulder dart, dividing dart excess, waist/ side dart, waist/shoulder dart, gathers, pleats , tucks, curved dart, intersecting dart, asymmetric darts, design with flare overlay, lily dart bodice, gathered dart leg.	5	15
UNIT IV	Bodice styles: princess design, armhole princess, the basic empire, panel bodice, halter style lines- halter with V neck, torso halter, surplice, off shoulder designs.	5	15
TOTAL			82

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. Draping for Apparel Design; Armstrong Joseph Helen; 5th Edition;2016; Pearson
2. Draping The Complete Course;Kiisel, Karolyn; 2013; Lawerence King Publishing: London, United Kingdom
3. Sewing for the apparel industry; Shaeffer, C. 2001; Pretince-Hall; New Jersey

4 th Semester		
Paper 2 Major Course	Pattern Making & Garment Construction - II L-T-P-C: 0-0-6-3 Credits: 4 Scheme of Evaluation: Practical	Subject Code: FAS082M412 Level: 100

Course objective:

The objective of the subject is to learn to make the pattern for different variety of women's wear according to standard body measurements. On completion of this subject students will be expected to, develop practical skill of garment construction for Women's wear and will also be expected to develop patterns for different designs

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Define methods of pattern making and Understand garment construction.	BT Level 1
CLO2	Recognize different types and components of garments their patterns.	BT level 3
CLO3	Develop real garments with the desired shape, style and fit.	BT Level 3
CLO4	Analyse the complex factors that can affect the garment construction process.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Style lines & fullness- classic princess line, armhole princess line, panel style line, fullness on princess line, at semi yoke above bust, to dart leg, gathers on a style dart, to insets, design variations. Yokes, pin tucks, pleats: Basic front yoke-slash & spread technique, pivotal & transfer, back yoke with inverted box pleat, back yoke with added fullness and gathers, yoke design variations, Pleat tucks, pin tucks.	6	15
UNIT II	contour guide patterns, cutout neckline, cutout armholes, armhole ease, empire style line, contour between the busts, strapless designs, surplice or wrap design, off shoulder designs- gathered shoulders, halters- V neck halter, Stovepipe neckline, built up bateau neckline, rounded inset band, inset band variation, types of cowls, back cowls, one piece armhole cowl, pleated cowl Contouring.	6	15

UNIT III	Construction of Dress using a combination of the above techniques (sloper block to be submitted with the final garment for evaluation)	5	15
UNIT IV	Study of jewellery, bags, shoes, belts and scarves, Design Research, market survey, Experiment with materials, Design Presentation, final concept, Sample exploration, surface ornamentation	5	15
TOTAL			82

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

Pattern making for fashion design; Armstrong Joseph Helen; 5th Edition; 2016 Pearson
 Pattern cutting made easy; Holman Gillian, 2014; Batsford

4th Semester		
Paper 3 Major Course	Fashion Business Management L-T-P-C: 0-0-6-3 Credits: 2 Scheme of Evaluation: Practical	Subject Code: FAS082M403 Level: 100

Course objective:

The objective of the subject is to develop and enhance the management skills of the students by teaching them the importance of branding, marketing and communications.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	On completion of this subject students will learn the designing of fashion brand in terms of branding, planning etc.	BT Level 1
CLO2	Develop and design brand promotion strategies. Understand brand marketing concepts and strategies	BT level 3
CLO3	Identify the elements of fashion communication Recognize how fashion communication is related to and influences advertising and fashion consumption	BT Level 3
CLO4	Perform effective communication solutions for the fashion lifestyle industry. Analyse fashion media, fashion thinking and related genres of these areas.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Review of brand management and brand leadership ideas, Review branding and the marketing mix. Marketing communications overview, Understanding customer-based brand equity. Building strong brands Developing marketing and communication programs for brands, Leveraging brand associations, Social Media and the branded customer experience	6	15
UNIT II	Measuring brand performance, Introducing the brand audit, Understanding the role of emotion and affect in brand building, Branding research and brand measurement, Brand design and structures, Brand extensions, Managing brand equity for long-term success.	6	15
UNIT III	Introduction to Written Communication. Consumer Behaviour in Fashion, factors affecting consumer decision making, Attitudes and values in fashion	5	15

UNIT IV	Communication Concepts & Processes Fashion Advertising and their importance, types of advertises	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. Uncovering Fashion: Fashion Communications Across the Media; Marian Frances Wolbers, 2015; Fairchild Books; USA

4th Semester		
Paper 4 Major (IKS) Course	Introduction to Indian Knowledge System – Craft Study & Experience L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082K414 Level: 100

Course objective:

The objective of the subject is to demonstrate specific ways in which the project work deepens their understanding of the knowledge and skills gained through traditional subject work.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Students will learn about traditional motifs, textiles and crafts of India	BT Level 1
CLO2	Understand the influence of the specific craft and work with the artisans	BT level 2
CLO3	Apply their learning of the crafts into design development	BT Level 3
CLO4	Analysis on the traditional craft study and how to promote to the current market	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Study of indigenous craft of an area	6	15
UNIT II	Inspiration for product development	6	15
UNIT III	Identification of USP, Limitations and scope	5	15
UNIT IV	Documentation & Presentation	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

The Craft of Research; Wayne C. Booth, Gregory G. Colomb, Joseph Bizup, William T. FitzGerald; 2016

4 th Semester		
Minor Paper 1	Sustainable Product Development L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082N415 Level: 100

Course objective:

The objectives of the subject is to help the students study and understand sustainable clothing and its influence in today's fashion industry and modern life.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Identify basic sustainability principles relevant to product development	BT Level 1
CLO2	Analyze and recognize the environmental and social impacts of different product design choices.	BT level 3
CLO3	Design and develop sustainable products by integrating eco-friendly materials and manufacturing processes	BT Level 3
CLO4	Implement sustainable product development practices by analyzing the environmental impact of various design choices, selecting materials and manufacturing processes that minimize resource consumption and waste generation	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Overview of Sustainability. Understanding the impacts of environment, resource consumption, depletion, resource choices. Key issues faced by the fashion and textiles industry. Ethical issues within the fashion design industries associated to: labour, conditions, health & safety, remuneration, waste management.	6	15
UNIT II	Up-cycling and recycling within the fashion design industries. Study and research the principles of slow fashion. The fashion supply chain 'lifecycle of a fashion product'. Case Study on successful sustainable fashion initiatives/brands/labels. Future trends within sustainable fashion. Innovations in sustainable materials and technologies associated to the fashion design industries: cotton/linen/silk – peace silk/Bamboo/pineapple/other innovative materials, Recycled and up-cycled materials. Research presentation and documentation.	6	15

UNIT III	Selection of a theme- theme board, inspiration board, colour board, mood board, client board. Design 2 sustainable garments on the given theme (textile recycling options) along with sustainable accessories	5	15
UNIT IV	Making the prototype of complete look - the garments and accessories by using only sustainable methods with zero waste. Portfolio presentation.	5	15
TOTAL		82	

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1.A Practical Guide to Sustainable Fashion (Basics Fashion Design); Gwilt Alison; Reprint Edition; 2018; Bloomsbury Visual Arts

2.Sustainable Fashion and Textiles: Design Journeys; Fletcher Kate; 2016; 1st Edition; Routledge

1. *The Green is the New Black: How to Change The World with Style* 2008 Michael Braungart and William McDonough
2. *ReFashioned: Cutting Edge clothing from Recycled Materials* 2013 Elisabeth Cline
3. *The Green is the New Black: How to Change The World with Style* 2008 Michael Braungart and William McDonough
5. *ReFashioned: Cutting Edge clothing from Recycled Materials* 2013 Elisabeth Cline

Cline

4 th Semester		
Minor Paper 2	Introduction to Textile Studies L-T-P-C: 0-0-6-3 Credits: 3 Scheme of Evaluation: Practical	Subject Code: FAS082N416 Level: 100

Course objective:

The objective of the subject is to help the students to gain knowledge about two major technologies of fabric manufacturing – Woven and Knits that develop the foundation for fabric application in fashion. Students will learn about the different embellishments and decorations of the fabric. They will be able to handle various materials in different technical ways for different artistic and design purposes.

Course Outcome:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CLO1	Discuss the basic knowledge of the Textile industry and identify behavioral characteristics of various fibers and yarns in relation to their application and end use and Recall various techniques used to impart various decorative skills on fabric through practical exercises.	BT Level 1
CLO2	Identify different types and weaves of fabrics, behavioural characteristics of various fibres and fabrics. They will Develop samples that provide an understanding of basic techniques used in handling fabric.	BT level 3
CLO3	Choose fabrics with knowledge of the properties of Yarns and Fabric. They will be able to Practice an understanding of basic techniques used in handling fabric.	BT Level 3
CLO4	Testing fabrics and will be able to interpret technical aspects of textiles. By Planning and Organizing a portfolio, the students will acquire skills of different techniques of surface ornamentation.	BT Level 4

Detailed Syllabus:

Module s	Topics & Subject Contents	Periods	
		L	P
UNIT I	Introduction to textiles and its influence in fashion Different sources of fabrics and fiber properties, yarns Introduction to weaving and its focus in northeast	6	15
UNIT II	The Overview of Textile Industry- Major segments of the textile industry Indian & Western textile market.	6	15

UNIT III	Introduction to dyeing and printing industry. Introduction to surface ornamentation – state embroideries, basic stitches and designs. Introduction to Tie & Dye, Batik, Indian Hand-Painted Artistry.	5	15
UNIT IV	Create a fabric and embroidery portfolio	5	15
TOTAL			82

National Credit Hours for the course : 30 x 3 = 90

Total Credits in the Paper	Lecture/Tutorial	Studio/Practical	Experiential Learning
3	22 hours	60 hours	8 hours
			(Project on different types of seams)

TEXT Book:

1. Textiles: fiber to fabric, Bernard P. Corbman, 2014; McGraw-Hill Professional
2. Clothing Technology, H.eberly Berger; 2012;Verlag Europa LeherMittel