



**EVALUATION SCHEME**  
**DETAIL SYLLABUS**  
**I & II SEMESTER**  
**DIPLOMA IN**  
**FASHION DESIGNING**

**Branch Code : 10**







**UTTARAKHAND BOARD OF TECHNICAL EDUCATION  
INSTITUTE OF RESEARCH DEVELOPMENT & TRAINING  
(STUDY AND EVALUATION SCHEME FOR DIPLOMA PROGRAMME)**

**BRANCH NAME : FASHION DESIGN  
BRANCH CODE : 10**

**SEMESTER – I  
(w.e.f. 2025-26)**

Course Code	Course Title	EVALUATION SCHEME												Total Marks	Credit Points
		Periods Per Week			Internal			External							
		TH	T	P	TH	PR	MM	TH	MM	Hrs	MM	Hrs	PR		
-	English and communication skills - I *	2	1	2	5	50	25	50	2:30	20	3:00	20	3:00	145	2
101002	Fabric Study	3	-	3	6	50	25	50	2:30	20	3:00	20	3:00	145	3
101003	Fashion Illustration I**	-	-	4	4	-	90	-	-	50	3:00	50	3:00	140	3
101004	Basic Design**	-	-	4	4	-	90	-	-	50	3:00	50	3:00	140	3
101005	Garment Construction I	-	-	4	4	-	90	-	-	50	3:00	50	3:00	140	2
101006	Pattern Making, I	-	-	4	4	-	90	-	-	50	3:00	50	3:00	140	2
101007	Basic Computer Education I***	-	-	3	3	-	20	-	-	25	3:00	25	3:00	45	1
101008	Thinking skills & Creativity	-	-	3	3	-	20	-	-	35	3:00	35	3:00	55	1
101051	General Proficiency#	-	-	3	3	-	25	-	-	-	-	-	-	25	1
101052	Industrial Exposure (Assessment at Inst. Level)+	-	-	-	-	-	25	-	-	-	-	-	-	25	1
	<b>TOTAL</b>	<b>5</b>	<b>1</b>	<b>30</b>	<b>36</b>	<b>100</b>	<b>500</b>	<b>100</b>	<b>-</b>	<b>300</b>	<b>-</b>	<b>100</b>	<b>-</b>	<b>1000</b>	<b>19</b>

\*Common with other Engineering diploma programmes.

\*\*Common with GT.\*\*\* Common with GT & TD

#General Proficiency will comprise of various co-curricular activities like games, hobby clubs, seminars, declamation contests, extension lectures, NCC, NSS, cultural activities and discipline etc.

+ Industrial visit compulsory at minimum 2 industry or department.

Note: 1. Each period will be of 60 minutes. 2. Each session will be of sixteen weeks. 3. Effective teaching will be at least 12.5 weeks.



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**BRANCH NAME : FASHION DESIGN  
BRANCH CODE : 10**

**SEMESTER – II  
(w.e.f. 2025-26)**

Course Code	Course Title	EVALUATION SCHEME										Total Marks	Credit Points
		Periods Per Week				Internal			External				
		TH	T	P	Total	TH	PR	MM	TH	MM	PR		
-	English And Communication Skills-II*	2	1	2	5	50	25	25	50	2:30	25	3:00	2
102002	History of Costume	3	-	3	6	50	25	25	50	2:30	25	3:00	3
102003	Fashion Illustration II**	-	-	4	4	-	60	-	-	-	50	3:00	3
102004	Design Development	-	-	4	4	-	60	-	-	-	50	3:00	2
102005	Garment Construction-II	-	-	4	4	-	60	-	-	-	50	3:00	2
102006	Pattern Making II	-	-	4	4	-	60	-	-	-	50	3:00	2
102007	Basic Computer Education II***	-	-	3	3	-	60	-	-	-	50	3:00	2
102008	Elements of Design	3	-	-	3	50	-	-	50	2:30	-	-	1
102051	General Proficiency#	-	-	3	3	-	25	-	-	-	-	-	1
102052	Industrial Exposure (Assessment at Inst. Level)+	-	-	-	-	-	25	-	-	-	-	-	1
	<b>TOTAL</b>	<b>8</b>	<b>1</b>	<b>27</b>	<b>36</b>	<b>150</b>	<b>400</b>	<b>150</b>	<b>150</b>	<b>-</b>	<b>300</b>	<b>-</b>	<b>19</b>

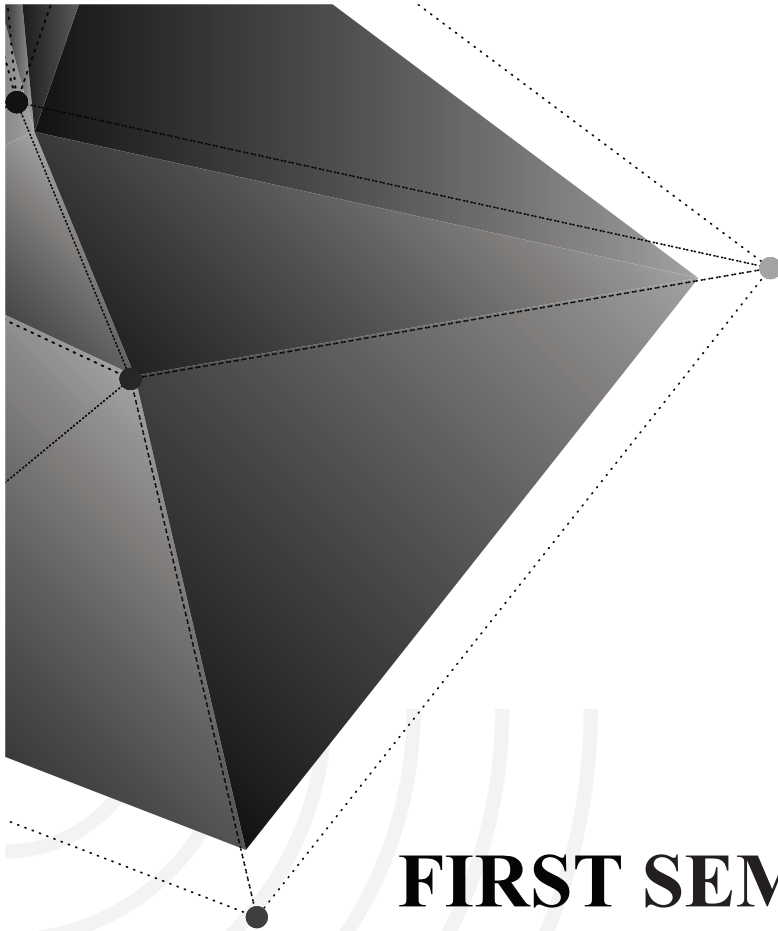
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#General Proficiency will comprise of various co-curricular activities like games, hobby clubs, seminars, declamation contests, extension lectures, NCC, NSS, cultural activities and discipline etc.

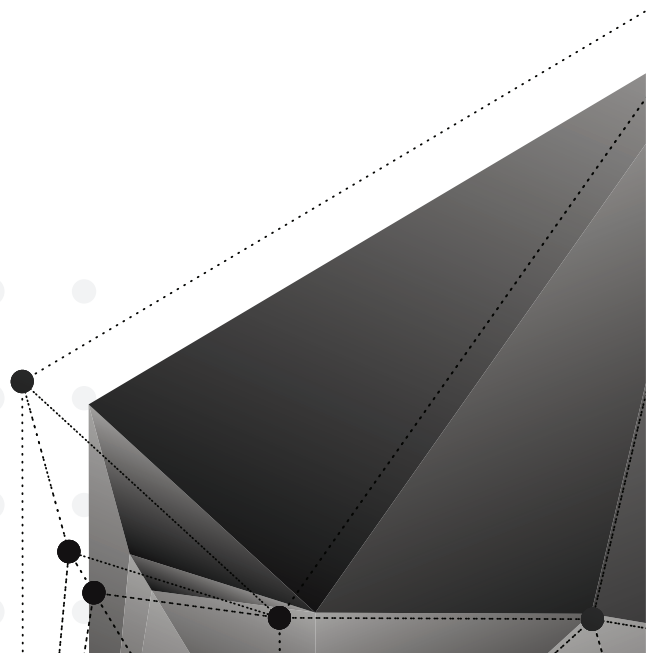
+ Industrial visit compulsory at minimum 2 industry or department.

Note: 1. Each period will be of 60 minutes. 2. Each session will be of sixteen weeks. 3. Effective teaching will be at least 12.5 weeks.



**FIRST SEMESTER  
(Detailed Syllabus)**

**'FASHION DESIGN'**





# **ENGLISH AND COMMUNICATION SKILLS-I**

**Subject Code :**

**No. of Credits : 2 (TH:2,T:1,P:2)**

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## **I. RATIONALE:**

In the era of globalization, the most commonly used medium to express oneself is the English language, especially in the industry, where almost all the service manuals, installation and commissioning manuals of the various equipment are in English and the technologist has to interpret them correctly. English is the dire need, not only for the Indian industry, but also worldwide, where the diploma engineers have the opportunity to take up jobs. Therefore, the basic English reading and writing skills have become almost mandatory for employment in the industry. Hence, English language has become quite a necessity for engineering diploma students. This course is therefore designed to help the students to learn the correct grammatical structures and use the relevant vocabulary while reading and writing.

## **II. INDUSTRY/EMPLOYER EXPECTED OUTCOME:**

The aim of this course is to help the student to achieve the following industry identified outcome through various learning experiences: "Communicate in written and oral form of English effectively at workplace".

## **III. COURSE LEVEL LEARNING OUTCOMES (COS) FOR ENGLISH AND COMMUNICATION SKILLS-I:**

Students will be able to achieve & demonstrate the following COs on completion of course based learning:

CO1 - Develop an understanding of Basic English grammar and sentence structure.

CO2- Enhance vocabulary and language proficiency to accurately comprehend and interpret professional and technical texts.

CO3- Develop skills to create impactful speeches utilizing persuasive language.

CO4 - Use relevant words in writing and delivering short and long speeches.

CO5- Deliver effective presentations in English using appropriate body language.

#### IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT FOR ENGLISH AND COMMUNICATION SKILLS-I

Sr. No	Theory Learning Outcomes (TLOs) aligned to COs		Learning content mapped with Theory Learning Outcomes (TLOs) and COs.	Suggested Learning Pedagogies.	No of Lecture	CO
1	<p>Writing Skills (Theory)</p> <p>1a. Use relevant articles in constructing sentences.</p> <p>1b. Apply prepositions to construct meaningful sentences.</p> <p>1c. Identify Conjunctions to connect phrases and clauses in the specified sentences.</p> <p>1d. Use correct form of tenses in given situation.</p> <p>1e. Identify the active and passive voice from the specified passage/list.</p> <p>1f. Apply direct and indirect speech for the given situation</p>	<p>Speaking Skills (Practical)</p> <p>1g. Formulate grammatically correct sentences for the specified situation.</p> <p>1h. Use relevant Prepositions for the situation mentioned.</p> <p>1i. Apply relevant conjunctions to use idiomatic language for the given situation.</p> <p>1j. Apply the relevant voice in formal communication for the given passage.</p> <p>1k. Use relevant narrations for the given situation.</p>	<p><b>UNIT – I Applied Grammar</b></p> <p>1.1 Articles: definite and indefinite</p> <p>1.2 Prepositions: Definition, Types and usage</p> <p>1.3 Conjunctions: Definition, coordinating and subordinating.</p> <p>1.4 Active and Passive voice.</p> <p>1.5 Direct and Indirect Speech.</p> <p>1.6 Tenses: Present Tense (Simple, Continuous, Perfect)</p> <p>1.6.1 Past Tense (Simple, Continuous, Perfect)</p> <p>1.6.2 Future Tense (Simple)</p> <p>1.7 Connectors: And, But, Or, Nor, Though, Although, If, Unless, Otherwise, Because, as, Therefore, So, Who, Whom, Whose, Which, Where, When, why, What</p>	<p>Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration</p>	11	CO 1



2	<p>2a. Answer the given questions of the specified passage.</p> <p>2b. Formulate sentences using the given new words.</p> <p>2c. Describe in a paragraph about the given object / product.</p> <p>2d. Use correct syntax to construct meaningful sentences for the given situation.</p> <p>2e. Answer the questions on the given unseen passage.</p> <p>2f. Improve language skills &amp; expand vocabulary</p>	<p>2f. Pronounce the words correctly in the given passage.</p> <p>2g. Give oral instructions with correct pronunciation and intonation for the given situation.</p> <p>2h. Answer the questions orally on the given unseen passage with correct pronunciation.</p>	<p><b>UNIT – II</b></p> <p><b>2.1 Comprehension Passages</b> Unseen passages from different sources.</p> <p><b>2.2 Translation</b> Translate- Hindi to English (Vice-Versa)</p>	Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration	8	CO 2
3	<p>3a. Differentiate the given types of paragraphs with justification.</p> <p>3b. Formulate a paragraph in words with synchronized sentence structure on the given situation/topic.</p> <p>3c. Explain the theme of given paragraph precisely.</p>	<p>3d. Summarize the given paragraph with correct pronunciation and intonation.</p> <p>3e. Take part in debates with correct pronunciation, intonation and using verbal and non-verbal.</p>	<p>UNIT – III Paragraph and Dialogue Writing</p> <p>3.1 Paragraph writing</p> <p>3.2 Types of paragraphs</p> <p>i. Technical</p> <p>ii. Descriptive</p> <p>iii. Narrative</p> <p>iv. Compare and contrast</p> <p>3.3 Dialogue writing</p> <p>i. Greetings</p> <p>ii. Development of dialogue</p> <p>iii. Closing sentence</p>	Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration	8	CO 3

4	<p>4a. Use relevant words to correctly express for the given themes/ situation.</p> <p>4b. Use correct synonyms and Antonyms to write paragraphs for given themes/situations.</p> <p>4c. Use the correct collocations in the given sentences.</p> <p>4d. Use the correct prefix and suffix in the given Sentences.</p>	<p>4e. Speaking specified formal situations with correct pronunciation.</p> <p>4f. Speak in specified informal situations with correct Pronunciation.</p>	<p><b>Unit–IV Vocabulary Building</b></p> <p>4.1. Words often confused</p> <p>4.2. Collocations</p> <p>4.3. Prefix and suffix</p> <p>4.4. Synonyms and Antonyms</p>	<p>Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration</p>	10	CO 4
5	<p>5a. Cultivate / Develop habit of being presentable</p> <p>5b. Formulate speeches for occasions</p> <p>5c. Prepare power point presentation</p> <p>5d. Use appropriate body language for effective communication</p>	<p>5e. Undertake public speaking with correct pronunciation, intonation and using verbal and non-verbal gestures for the given theme / situation.</p> <p>5f. Give extempore talks with correct pronunciation, intonation and using verbal and non-verbal gestures for the given theme / situation.</p>	<p><b>Unit- V Presentation Skills</b></p> <p>5.1 Dressing &amp; Grooming:</p> <p>i. Dressing for the occasion</p> <p>ii. Proper grooming</p> <p>5.2 Speech Writing:</p> <p>i. Situation</p> <p>ii. Salutations</p> <p>iii. Introduction of the topic</p> <p>iv. Description/Bod</p> <p>v. Conclusion</p> <p>5.3 Power Point Presentation:</p> <p>i. Layout</p> <p>ii. Font size</p> <p>iii. Color combination</p> <p>5.4 Kinesics:</p> <p>i Facial expressions</p> <p>ii Eye contact</p> <p>iii Postures</p> <p>iv Gestures</p>	<p>Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration</p>	11	CO 5

**V. LABORATORY LEARNING OUTCOME (LLO) ENGLISH AND COMMUNICATION SKILLS-I:**

<b>Sr. No.</b>	<b>Practical / Laboratory Learning Outcome (LLO)</b>	<b>Laboratory Experiment / Practical Titles</b>	<b>No. of Hrs.</b>	<b>Relevant Cos</b>
1	<b>LLO 1.1</b> Use transcription in correct form <b>LLO 1.2</b> Learn to differentiate vowel, diphthong and consonants	Write 20 words using phonetic transcription	4	CO1
2	<b>LLO 2.1</b> Learn correct pronunciation by using headphones in language lab	Practice pronunciation as per RP using language lab	4	CO1
3	<b>LLO 3.1</b> Articulate ideas clearly and effectively. <b>LLO 3.2</b> Improve grammar, punctuation	a. Write two paragraphs of 75 words each b. Extempore	4	CO2
4	<b>LLO 4.1</b> Promote the development of effective communication skills <b>LLO 4.2</b> Improve non –verbal communication Skills <b>LLO 4.3</b> Enhance interpersonal skills <b>LLO 4.4</b> Build confidence	Enact Role Plays as per situation and context	4	CO5
5	<b>LLO 5.1</b> Acquire the ability to convey complex ideas in clear and concise manner <b>LLO 5.2</b> Expand technical vocabulary <b>LLO 5.3</b> Enhance the written communication Skills	Describe any three technical objects using correct grammar	4	CO4
6	<b>LLO 6.1</b> Notice and articulate specific elements, colors, shapes, & other visual aids <b>LLO 6.2</b> Express observations & interpretations clearly and concisely <b>LLO 6.3</b> Enhance vocabulary	Describe a given picture (Any Two)	4	CO4
7	<b>LLO 7.1</b> Express information in coherent and engaging manner <b>LLO 7.2</b> Build confidence	Introduce oneself and others	4	CO3
8	<b>LLO 8.1</b> Build confidence in public speaking <b>LLO 8.2</b> Enhance the skills in planning and prioritization	Deliver oral presentations using correct grammar and appropriate body language	4	CO3

**VI. SUGGESTIONS OF WEIGHTAGE TO LEARNING FOR ASSESSMENT PURPOSE:**

Sr. No.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Applied Grammar	CO1	11	20
2	II	Introduction (self & Others), Comprehensive Passage	CO2	08	15
3	III	Paragraph And Dialogue Writing	CO3	08	20
4	IV	Vocabulary Building	CO4	10	20
5	V	Presentation Skills	CO5	11	25
<b>Grand Total</b>				<b>48</b>	<b>100</b>

**VII. SUGGESTED COS - POS MATRIX FORM:**

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	1	1	-	-	-	2	1
CO2	1	1	-	-	-	2	1
CO3	1	1	-	-	-	2	1
CO4	1	1	-	-	-	2	1
CO5	1	1	-	-	-	2	1

**VIII. SUGGESTED LEARNING RESOURCES:**

Sr. No.	Author	Title	Publisher with ISBN Number
1	Effective English with CD	Kumar, E. Suresh; Sreehari, P.; Savithri, J.	Pearson Education, Noida, New Delhi, 2009 ISBN:978-81-317-3100-0
2	English Grammar At Glance	Gnana murali, M.	S. Chand and Co. New Delhi, 2011 ISBN:9788121929042
3	Essential English Grammar	Raymond murphy	Cambridge University Press, New Delhi, III edition, 2011, ISBN:9780-0-521-67580-9
4	Living English Structure	Allen, W.S.	Pearson Education, New Delhi, Fifth edition, 2009, ISBN:108131728498,99

**IX. SOFTWARE / LEARNING WEBSITES:**

- a. <https://www.britishcouncil.in/english/learn-online>
- b. <http://learnenglish.britishcouncil.org/en/content>
- c. <http://www.talkenglish.com/>
- d. [languageabsystem.com](http://languageabsystem.com)
- e. [www.wordsworthelt.com](http://www.wordsworthelt.com)

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# **FABRIC STUDY**

**Subject Code : 101002**

**No. of Credits : 3 (TH:3,T:0,P:3)**

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## **I. RATIONALE:**

A diploma holder in fashion designing has to interact with skilled labour on one hand and assist seniors in procurement of raw materials and various types of fabrics on the other. Therefore, he/she should be equipped with the technique of selecting textile and synthetic fibres by visual inspection and laboratory tests, processing of fabrics, dyeing of fabrics, etc.

The knowledge and skills related to textile science are essential to provide foundation for further learning and industrial application.

## **II. INDUSTRY/EMPLOYER EXPECTED OUTCOME:**

This course is designed to enable students to identify and analyze various fibres and fabrics used in fashion and textile industries. It also aims to impart practical skills for testing and processing fabrics relevant to the garment industry.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Students will be able to achieve and demonstrate the following COs on completion of the course:

CO1 – Understand classification and properties of textile fibres.

CO2 – Comprehend yarn processing and distinguish types of yarns.

CO3 – Identify and analyze different types of fabrics.

CO4 – Understand hardness of water and its effect on fabric washing.

**IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT FOR FABRIC STUDY:**

S. N.	Theory Learning Outcomes (TLOs)	Learning content mapped with TLOs	Suggested Learning Pedagogies.	No of Lecture	CO
1	<b>TLO1.1</b> Define and classify textile fibres. <b>TLO1.2</b> Explain properties of natural and synthetic fibres.	<b>Unit I.</b> Introduction to Textile Fibres Classification of fibres: Natural and Synthetic Properties of cotton, jute, linen, wool, silk, polyester, nylon, acrylic, viscose	Lecture, Charts, Samples	10	CO1
2	<b>TLO2.1</b> Describe yarn manufacturing processes. <b>TLO2.2</b> Differentiate types of yarn.	<b>Unit II.</b> Yarn Processing Manufacturing of cotton and wool yarns Simple, novelty, textured, stretch, bulk, and blended yarns	Lecture, Demonstration	15	CO2
3	<b>TLO3.1</b> Identify types of fabrics. <b>TLO3.2</b> Describe properties and usage of common fabrics.	<b>Unit III.</b> Different Types of Fabrics Acrylic, Damask, Jeans, Worsted, Blended, Cambric fabrics	Samples, Fabric Swatches, Presentation	15	CO3
4	<b>TLO4.1</b> Define soft and hard water. <b>TLO4.2</b> Describe methods to remove hardness. <b>TLO4.3</b> Explain impact of hard water on washing.	<b>Unit IV.</b> Water Hardness and Its Effect Soft water and hard water Disadvantages for washing clothes Methods for removing hardness	Lecture, Demonstration	8	CO4

**V. LABORATORY LEARNING OUTCOMES AND ALIGNED PRACTICAL EXPERIENCES:**

S. N.	Practical Learning Outcomes (LLO)	Laboratory Experiment / Practical Title	Hrs.	COs
1	<b>LLO1.1</b> Visually identify fibres and fabrics	Visual examination of fibre/fabric	10	CO1
2	<b>LLO2.1</b> Conduct burning tests on fibres	Burning test of fibres (cotton, wool, silk, etc.)	10	CO1

3	<b>LLO3.1</b> Use microscope to identify fibres	Microscopic test of fibres	10	CO
4	<b>LLO4.1</b> Apply chemical tests to identify fibres	Chemical test of fibres	9	CO1
5	<b>LLO5.1</b> Measure pH of water and chemicals	Introduction to pH value: water, acid, caustic soda	9	CO4

## VI. SUGGESTED MICRO PROJECT / ASSIGNMENT / ACTIVITIES

- Create a fibre identification chart using collected fabric swatches.
- Prepare a flowchart on yarn processing techniques.
- Visit a local textile unit and prepare a report on fabric manufacturing.
- Test and record hardness of water samples from different sources.
- Create posters explaining the impact of water hardness on garment quality.

## VII. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Introduction to Textile Fibre	CO1	10	20
2	II	Yarn Processing	CO2	15	30
3	III	Different Types of Fabrics	CO3	15	30
4	IV	Water Hardness and Its Effect	CO4	08	20
<b>Total</b>				<b>48</b>	<b>100</b>

## VIII. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability & Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	1	1	2	1	2
CO2	3	3	2	2	2	1	2
CO3	3	2	2	1	3	1	2
CO4	2	3	2	3	3	1	2

**Legends :-** High:03, Medium:02, Low:01



**IX. SUGGESTED LEARNING RESOURCES:**

S.N.	Author	Title	Publisher with ISBN Number
1	Corbman, B.P.	Textiles: Fibre to Fabric	McGraw-Hill Education, ISBN: 9780070672183
2	Kadolph, Sara J.	Textiles	Pearson Education, ISBN: 9780132129032
3	Gohl, E.P.G. & Vilensky, L.D.	Textile Science	CBS Publishers, ISBN: 9788123908940
4	Wynne, A.	Textile Fibres: Natural and Synthetic	Woodhead Publishing, ISBN: 9781855734849
5	Trotman, E.R.	Dyeing and Chemical Technology of Textile Fibres	B.I. Publications, ISBN: 9788172250340
6	Seema Sekhri	Textbook of Fabric Science	PHI Learning, ISBN: 9788120345465
7	Gupta, V.	Textile Processing	New Age International, ISBN: 9788122423987
8	Murphy, W.S.	Textile Finishing	Woodhead Publishing, ISBN: 9781855735730

**X. LEARNING WEBSITES & PORTALS:**

S.N.	Link / Portal	Description
1	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Free online courses from IITs including topics on textile technology
2	<a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>	Global textile and apparel industry portal for trends, fibres, and yarns
3	<a href="https://www.textilelearner.net">https://www.textilelearner.net</a>	Technical articles and tutorials on fabric, fibres, processing & dyeing
4	<a href="https://www.teonline.com">https://www.teonline.com</a>	Textile engineering educational portal for fibre and fabric technology
5	<a href="https://www.textileschool.com">https://www.textileschool.com</a>	Online resource for textile design, materials, and manufacturing
6	<a href="https://textilefocus.com">https://textilefocus.com</a>	Industry updates, research news, and innovations in textile field
7	<a href="https://www.tekstilportal.com">https://www.tekstilportal.com</a>	Portal for textile machinery, fabrics, and job opportunities

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# **FASHION ILLUSTRATION - I**

**Subject Code : 101003**

**No. of Credits : 3 (TH:0,T:0,P:4)**

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## **I. RATIONALE:**

The skill in fashion illustration is essential for the student of fashion designing so as to develop in them the creativity and ability to illustrate different types of figures and dresses in different colour medium. After going through this subject, the student of fashion design will be able to illustrate different types of figures and dresses.

Without understanding, practice, and experience in “fashion illustration and model drawing” a fashion designer/technologist can never achieve success. The subject has been graded in four successive parts to achieve the desired objectives.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Create well-proportioned fashion figures and illustrations using various techniques and colour media.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Students will be able to achieve & demonstrate the following COs on completion of course-based learning:

CO1: Achieve & apply basic knowledge and skill in drawing the fashion figure and how it is used for fashion design.

CO2: Understand the theory of various colour treatments and colour coordination in sketching.

CO3: Understand the concept of flats, spec sheets, and placing of swatches.

CO4: Use the appropriate terminology of different styles, design cuts etc.

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to Cos	Learning Content	Suggested Learning Pedagogies.	CO
1	<b>LLO1.1</b> Draw still life sketches with shading techniques. <b>LLO1.2</b> Practice colour mediums (wet & dry).	Still life drawing Pencil shading Colour medium - wet & dry	Demonstration, Practice, Sheet Work	CO1
2	<b>LLO2.1</b> Understand fashion vs. human figure drawing. <b>LLO2.2</b> Draw croquis and views.	Difference between human & fashion figure Basic ten head croque Stick & flesh figures Front, back, 3/4th view	Demonstration, Practice, Observation	CO2
3	<b>LLO3.1</b> Shade figures using various materials. <b>LLO3.2</b> Practice body parts rendering.	Pencil, micro tip, and water colour shading Shaping of hands, feet, hairstyles, arms, legs	Practice, Drawing Exercises	CO3
4	<b>LLO4.1</b> Draw fashion accessories. <b>LLO4.2</b> Create themed project sheets.	Study and draw accessories – Hats, gloves, bags, shoes, belts, jewellery Project / Sheet work for above study	Project Work, Peer Review	CO4

#### V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I		CO1	16	20
2	II		CO2	16	30
3	III		CO3	16	25
4	IV		CO4	16	25
				<b>64</b>	<b>100</b>

## VI. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	1	2	1	2
CO2	3	2	3	1	1	1	2
CO3	3	2	3	2	1	1	2
CO4	3	2	3	2	2	2	2

**Legends :-** High:03, Medium:02, Low:01

## VII. SUGGESTED LEARNING RESOURCES:

S.N.	Author	Title	Publisher
1	Kathryn Hagen	Fashion Illustration for Designers	Pearson Education, ISBN: 9780132781810
2	Bina Abling	Fashion Sketchbook	Fairchild Books, ISBN: 9781501395362
3	Anna Kiper	Fashion Illustration: Inspiration and Technique	David & Charles, ISBN: 9780715336182
4	Carol A. Nunnally	Fashion Illustration Techniques	Bloomsbury Publishing, ISBN: 9781563678176
5	Steven Stipelman	Illustrating Fashion: Concept to Creation	Fairchild Publications, ISBN: 9781501328193
6	Bina Abling	Fashion Illustration	
7		Fashion Drawing Design	Magazine (Thailand)
9		Fashion Drawing	Anne Allen and Julion Seaman

## VIII. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.skillshare.com">https://www.skillshare.com</a>	Offers courses in fashion sketching, croquis drawing, and colour rendering

2	<a href="https://www.pinterest.com">https://www.pinterest.com</a>	Reference platform for fashion figure templates and illustration ideas
3	<a href="https://www.youtube.com">https://www.youtube.com</a>	Free video tutorials on figure sketching, croquis, and illustration tools
4	<a href="https://www.udemy.com">https://www.udemy.com</a>	Online courses on digital and manual fashion illustration
5	<a href="https://www.fashionary.org">https://www.fashionary.org</a>	Offers croquis books, figure templates, and sketching tools
6	<a href="https://www.vogue.com">https://www.vogue.com</a>	Fashion trends and design inspirations
7	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Design and drawing basics through Indian MOOCs (limited to design courses)

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# **BASIC DESIGN**

**Subject Code : 101004**

**No. of Credits : 3 (TH:0,T:0,P:4)**

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## **I. RATIONALE:**

A student of fashion designing must have a well-developed aesthetic sense to recognize beauty in objects and a capability to make best use of the experience in designing and developing fashion objects. This paper aims to develop such capability in the students by essential knowledge and practice.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Apply design principles, color theory, and visual aesthetics to create basic and appealing fashion compositions.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Students will be able to:

CO1: Apply basic principles of line, shape, and color theory in fashion design.

CO2: Develop geometric and compositional arrangements using basic forms and angles.

CO3: Create color-based visual compositions including color wheels and tints/shades.

CO4: Interpret and represent optical illusions and color interactions in design.

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to Cos	Learning Content Mapped with LLOs and Cos	Suggested Learning Pedagogies.	Relevant Cos
1	<b>LLO1.1</b> Identify and draw various line types. <b>LLO1.2</b> Create compositions using line directions and styles.	Lines – Horizontal, Vertical, Zigzag, Diagonal, Curved; Thick/thin, wavy, straight, aspect & role in design.	Demonstration, Sketching, Practice Sheets	CO1
2	<b>LLO2.1</b> Apply geometric shapes to design fashion elements. <b>LLO2.2</b> Use angles in design compositions.	Shapes – Circle, Square, Triangle, Rectangle; Geometric pattern compositions.	Hands-on practice, Design Tasks	CO2
3	<b>LLO3.1</b> Construct and use color wheels. <b>LLO3.2</b> Apply tints, tones, shades, and analogous/complementary colors.	Color wheel – Primary, Secondary, Tertiary; Hue, value, intensity; Warm/cool colors, polychromatic, complementary & split complementary colors.	Coloring Exercises, Group Activities, Color Mixing	CO3
4	<b>LLO4.1</b> Create visual illusions using color and shape. <b>LLO4.2</b> Compare transparent vs. opaque and represent optical illusions.	Optical illusions using lines, checks, polka dots; Transparent vs. opaque; Visual contrast & vibrancy.	Demonstrations, Applied Visual Art Tasks	CO4

#### V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I		CO1	12	20
2	II		CO2	12	20
3	III		CO3	20	30
4	IV		CO4	20	30
				<b>64</b>	<b>100</b>

## VI. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	1	1	1	2
CO2	3	2	3	1	1	2	2
CO3	3	2	3	2	2	1	3
CO4	3	3	3	2	2	2	2

**Legends :-** High:03, Medium:02, Low:01

## VII. SUGGESTED LEARNING RESOURCES:

S.N.	Author	Title	Publisher with ISBN Number
1	Maitland Graves	The Art of Color and Design	Kessinger Publishing, ISBN: 9781169838031
2	Johannes Itten	The Elements of Color	Wiley, ISBN: 9780471289296
3	Aaris Sherin	Color Fundamentals for the Graphic Designer	Rockport Publishers, ISBN: 9781592538089
4	Wong, Wucius	Principles of Two-Dimensional Design	Van Nostrand Reinhold, ISBN: 9780442212041
5	Stephen Pentak, David A. Lauer	Design Basics	Cengage Learning, ISBN: 9781285858227

## VIII. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.canva.com/colors">https://www.canva.com/colors</a>	Interactive tools for color wheel, palettes, and harmony principles
2	<a href="https://www.sessions.edu/color-calculator">https://www.sessions.edu/color-calculator</a>	Color theory calculator and visualizer for complementary/analogous colors
3	<a href="https://www.kuler.adobe.com">https://www.kuler.adobe.com</a>	Adobe color wheel tool for creating custom palettes



4	<a href="https://www.skillshare.com">https://www.skillshare.com</a>	Online courses on color theory, design elements, and fashion sketching
5	<a href="https://www.pinterest.com">https://www.pinterest.com</a>	Visual inspiration for line art, patterns, geometric design
6	<a href="https://www.behance.net">https://www.behance.net</a>	Showcases professional design and color application projects
7	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Design & visual communication modules by Indian institutions

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# **GARMENT CONSTRUCTION - I**

**Subject Code : 101005**

**No. of Credits : 2 (TH:0,T:0,P:4)**

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## **I. RATIONALE:**

The objective of this paper is to familiarise the student regarding fabrication of garments for children and various types of stitches, seams, trimmings, finishing of garments, different types of opening, plackets, fasteners, yokes and fittings etc.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Use various Engineering tools for performing shop floor activities. (Adapted from source for relevance to Garment Construction)

## **III. COURSE LEVEL LEARNING OUTCOMES (COS):**

Students will be able to achieve & demonstrate the following COs on completion of course based learning:

- CO-1 Identify different types of materials and their basic properties. (Shop wise) (Adapted from source for relevance to Garment Construction)
- CO-2 Use and take measurements with the help of basic measuring tools/equipment. (Shop wise) (Adapted from source for relevance to Garment Construction)
- CO-3 Select proper tools for a particular operation. (shop wise) (Adapted from source for relevance to Garment Construction)
- CO-4 Select materials, tools, and sequence of operations to make a job as per given specification / drawing. (Adapted from source for relevance to Garment Construction)
- CO-5 Prepare job using different tools in [Relevant Shop for Garment Construction - e.g., Garment Fabrication Shop]. (Adapted from source for relevance to Garment Construction)

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to COs.	Learning content mapped with Theory Learning Outcomes (LLOs) and COs.	Suggested Learning Pedagogies.	CO
1	<b>LLO 1.1</b> Identify garment tools and equipment's.	<b>Unit - I. Garment Construction Tools and Equipment</b> <b>1.1</b> Tools and equipment used in measuring, marking, cutting, sewing and finishing of garment. <b>1.2</b> Introduction to sewing machines and it's part.	Demonstrations and job practice.	CO1
2	<b>LLO 2.1</b> Identify the different types of garment seams/ stitches.	<b>Unit - II. Seams and Stitches</b> <b>2.1</b> Classifications of seam stitches. <b>2.2</b> Seam with hand and machine- Plain, French, Flat, Lapped, Crossed, Curved, Angled, Pinking, binding etc. <b>2.3</b> Seam finishes- bound, over locking, French etc.	Demonstration / video / job preparation.	CO2
3	<b>LLO 3.1</b> Introduction of garment elements.	<b>Unit - III. Plackets and Fasteners</b> <b>3.1</b> Plackets. <b>3.2</b> Fasteners- zip, hook and eye, snap buttons, buttons and buttons hooked.	Demonstration / video / job preparation.	CO3
4	<b>LLO 4.1</b> Selection of different types of garment pockets/ details.	<b>Unit-IV Pockets and Detailing</b> <b>4.1</b> Pockets- Side pockets, patch pockets, bound, well etc. <b>4.2</b> Darts, pleats, tucks gathers. <b>4.3</b> Button folder.	Demonstration / video / job preparation.	CO4

#### V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Garment Construction Tools & Equipment	CO1	20	30
2	II	Seams and Stitches	CO2	16	30
3	III	Plackets and Fasteners	CO3	14	20
4	IV	Pockets and Detailing	CO4	14	20
<b>Total</b>				<b>64</b>	<b>100</b>

## VI. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	3	2	1	2
CO2	3	2	3	2	2	1	2
CO3	3	2	3	2	2	2	2
CO4	3	2	3	2	2	2	2

**Legends :-** High:03, Medium:02, Low:01

## VII. SUGGESTED LEARNING RESOURCES:

S.N.	Author	Title	Publisher with ISBN Number
1	Sherie Doongaji	Basic Processes and Clothing Construction	Unique Educational Books / Raj Prakashan, New Delhi
2	K. R. Zarakar	System of Cutting	Navneet Education (India) Limited (Bombay/Mumbai) ISBN: 978 8124301999
3	Evelyn A. Mansfield	Clothing Construction	Houghton Mifflin Company (Boston) ISBN: 978 0395167281
4	Betty Foster	Betty Foster Fashion Maker	Butterworth Heinemann / Elsevier Science & Technology ISBN: 978 0434906284
5	Gerry Cooklin	Introduction to Clothing Production Management	Wiley-Blackwell, ISBN: 9780632030782
6	Winifred Aldrich	Metric Pattern Cutting for Women's Wear	Wiley, ISBN: 9781119953445
7	Claire Shaeffer	The Complete Book of Sewing Shortcuts	Sterling Publishing, ISBN: 9780806986001

## VII. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.burdastyle.com">https://www.burdastyle.com</a>	Sewing tutorials, patterns, and construction tips

2	<a href="https://www.sewguide.com">https://www.sewguide.com</a>	Basics of sewing tools, stitches, and garment construction
3	<a href="https://www.threadsmagazine.com">https://www.threadsmagazine.com</a>	Advanced sewing and finishing techniques
4	<a href="https://www.youtube.com">https://www.youtube.com</a>	Practical videos on plackets, seams, pockets, and machine parts
5	<a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>	Industry-focused garment construction processes
6	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Technical education modules on textiles and garment technology
7	<a href="https://www.udemy.com">https://www.udemy.com</a>	Paid and free courses on sewing, fashion design, and garment making

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# **PATTERN MAKING - I**

**Subject Code : 101006**

**No. of Credits : 2 (TH:0,T:0,P:4)**

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## **I. RATIONALE:**

The students should know various considerations in making of garments, incorporation of standard measurements, scope and importance of drafting and pattern making so that they are able to take measurements, interpret the style of any given design and make the pattern. The subject, therefore deals with basics of pattern making and styling of garments.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

- Use various Pattern making and drafting tools for creating garment patterns.
- Interpret design styles and apply standard measurements to pattern creation.
- Draft various garment components like bodices, collars, necklines, skirts, and sleeves.

## **III. COURSE LEVEL LEARNING OUTCOMES (COS):**

Students will be able to achieve & demonstrate the following COs on completion of course based learning:

CO-1 Identify and use various tools and terms for pattern making and drafting.

CO-2 Understand and apply measurement charts for garment patterns and Draft basic bodice blocks.

CO-3 Draft various types of collars and necklines.

CO-4 Draft different styles of skirts and sleeves.

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to COs.	Learning content mapped with Theory Learning Outcomes (LLOs) and COs.	Suggested Learning Pedagogies.	CO
1	<b>LLO 1.1</b> Identify and utilize pattern making and drafting tools.	<b>Unit - I Introduction to Pattern Making</b> <b>1.1</b> Pattern making & drafting tools. <b>1.2</b> Pattern making terms.	Demonstrations and job practice.	CO1
2	<b>LLO 2.1</b> Apply measurement charts for various garment types.	<b>Unit - II Measurement and Basic Blocks</b> <b>2.1</b> Measurement charts. <b>2.2</b> Drafting the basic bodice block.	Demonstration / video / job preparation.	CO2
3	<b>LLO 3.1</b> Draft different types of collars. <b>LLO 3.2</b> Draft various neckline styles.	<b>Unit - III Collars and Necklines</b> <b>3.1</b> Drafting of collars- Peterman, 1pc, 2pc, cape, Sailor, Chinese, and Shirt. <b>3.2</b> Drafting of necklines- Square, Round, V-shape, U-shape, off shoulder.	Demonstration / video / job preparation.	CO3
4	<b>LLO 4.1</b> Draft different styles of skirts. <b>LLO 4.2</b> Draft various sleeve designs.	<b>Unit - IV Skirts and Sleeves</b> <b>4.1</b> Drafting of skirts- Straight, A-line skirt, Umbrella, Gather, Pleats. <b>4.2</b> Drafting of sleeves- Plain, Puff, Leg-o-mutton, Tulip sleeve, Flaired, Raglan, Kimono, Dolman, Cap, Cape, Magyar.	Demonstration / video / job preparation.	CO4

#### V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Introduction to Pattern Making	CO1	08	15
2	II	Measurement and Basic Blocks	CO2	16	25
3	III	Collars and Necklines	CO3	20	30
4	IV	Skirts and Sleeves	CO4	20	30
<b>Total</b>				<b>64</b>	<b>100</b>

## VI. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	3	2	1	2
CO2	3	2	3	2	2	1	2
CO3	3	2	3	2	2	2	2
CO4	3	2	3	2	2	2	2
CO4	3	2	2	3	1	1	2

**Legends :-** High:03, Medium:02, Low:01

## VII. SUGGESTED LEARNING RESOURCES:

S.N.	Author	Title	Publisher with ISBN Number
1	Helen Joseph	Pattern making for fashion design	
2	Bernard Zankoft	Basic Pattern skills for fashion design	
3	Martin Shobeni	Pattern cutting and making up	

## VII. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.sewguide.com">https://www.sewguide.com</a>	Comprehensive guides on pattern drafting, measuring, collars, sleeves, and skirts.
2	<a href="https://www.instructables.com">https://www.instructables.com</a>	DIY tutorials on drafting bodice, sleeve, skirt, and neckline patterns.
3	<a href="https://www.craftsy.com">https://www.craftsy.com</a>	Paid/free video tutorials on garment fitting, pattern creation, and sewing techniques.



5	<a href="https://www.moodfabrics.com/blog">https://www.moodfabrics.com/blog</a>	Free sewing patterns and step-by-step drafting guides from industry professionals.
6	<a href="https://www.youtube.com">https://www.youtube.com</a>	Channels like "Sewing with Michelle", "Made to Sew", and "Professor Pincushion" offer visual demonstrations of pattern making.
7	<a href="https://www.patternlab.london">https://www.patternlab.london</a>	Offers digital pattern drafting tools and tutorials based on body measurements.
8	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Government-backed portal offering textile and apparel design modules from Indian institutions.

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# **BASIC COMPUTER EDUCATION - I**

**Subject Code : 101007**

**No. of Credits : 1 (TH:0,T:0,P:3)**

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## **I. RATIONALE:**

Basic computer education has great influence in all aspects of life. Almost all workplaces and living environments are being computerized. In order to prepare diploma holders to work in these environments, it is essential that they are exposed to various aspects of information technology such as understanding the concept of information technology and its scope, operating a computer, using various tools of MS Office, using the internet, etc. This exposure will enable the students to enter their professions with confidence, live in a harmonious way, and contribute to productivity.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Employers expect individuals to possess foundational digital literacy skills, including the ability to effectively operate a computer, manage files, utilize common office applications for document creation and communication, and navigate the internet securely and efficiently for information retrieval and correspondence.

## **III. COURSE LEVEL LEARNING OUTCOMES (COS):**

Students will be able to achieve & demonstrate the following COs on completion of course based learning:

CO1: Understand Computer Fundamentals

CO2: Operate and Manage Files within an Operating System

CO3: Perform Basic Word Processing Operations

CO4: Utilize Computer Communication and Internet Services

#### IV. THEORY CONTENT COVERED IN LAB LECTURE BEFORE THE PRACTICAL.

S. N.	Theory Learning Outcomes (TLOs) aligned to COs	Learning content mapped with Theory Learning Outcomes (TLOs) & COs.	Suggested Learning Pedagogies.	CO
1	<p><b>TLO1.1</b> Define a computer, its characteristics, and various applications in daily life and professional settings.</p> <p><b>TLO1.2</b> Identify and describe the major components of a computer system, including input/output devices, and differentiate between various types of memory and storage devices.</p>	<p><b>Unit I. Computer:</b> Definition, Characteristics, Applications, Components of Computer System, Input/Output Devices, Concept of Memory, Magnetic and Optical Storage Devices.</p>	Hands-on Activity, Tutorials	CO1
2	<p><b>TLO2.1</b> Explain the definition and core functions of an operating system (e.g., Windows).</p> <p><b>TLO2.2</b> Demonstrate proficiency in navigating the Windows environment, including exploring the computer, managing files and folders, and customizing display properties and system settings.</p>	<p><b>Unit II. Operating System Windows:</b> Definition &amp; Functions of Operating System, Basic Components of Windows, Exploring Computer, Icons, taskbar, desktop, managing files and folders, Control panel – display properties, add/remove setting date and time, screen saver and appearance</p>	Hands-on Activity, Tutorials	CO2
3	<p><b>TLO3.1</b> Create, edit, and format documents using word processing software (e.g., MS Word).</p> <p><b>TLO3.2</b> Utilize features like spell checking, printing, tables, and mail merge to produce professional documents.</p>	<p><b>Unit III. Word Processing:</b> Introduction to Word Processing, Menus, Creating, Editing &amp; Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge.</p>	Hands-on Activity, Tutorials	CO3
4	<p><b>TLO4.1</b> Understand the basics of the Internet and its various applications.</p> <p><b>TLO4.2</b> Demonstrate the ability to surf the Internet using web browsers and effectively manage email, including creating an email ID, sending, receiving, attaching files.</p>	<p><b>Unit IV. Computer Communication:</b> Internet and its applications, Surfing the Internet using web browsers, Creating Email Id, Viewing an E-Mail, Sending an E-Mail to a single and multiple users, Sending a file as an attachment.</p>	Hands-on Activity, Tutorials	CO4

**V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL EXPERIENCES:**

<b>S. N.</b>	<b>Practical/Tutorial/Laboratory Learning Outcome (LLO)</b>	<b>Laboratory Experiment/ Practical Titles / Tutorial Titles</b>	<b>Relevant Cos</b>
1	<p><b>LLO 1.1</b> Identify physical components of a computer system including CPU, monitor, keyboard, mouse, printer, and speakers.</p> <p><b>LLO 1.2</b> Demonstrate correct method of connecting peripheral devices to the CPU.</p> <p><b>LLO 1.3</b> Classify devices as input or output and explain their functions.</p>	Identify and connect various components of a computer system (CPU, Monitor, Keyboard, Mouse, Printer, Speakers, etc.). Differentiate between input and output devices.	CO1
2	<p><b>LLO 2.1</b> Demonstrate proper procedure to start and shut down a computer system safely.</p> <p><b>LLO 2.2</b> Identify elements of the Windows desktop such as icons, taskbar, and start menu, and explain their functions.</p> <p><b>LLO 2.3</b> Open and close commonly used software applications using desktop or start menu shortcuts.</p>	Start and shut down the computer properly. Identify and describe the functions of the Desktop, Taskbar, and Icons. Practice opening and closing applications.	CO2
3	<p><b>LLO 3.1</b> Create, rename, move, copy, and delete files and folders using the Windows interface.</p> <p><b>LLO 3.2</b> Demonstrate the use of the Recycle Bin to restore or permanently delete files.</p> <p><b>LLO 3.3</b> Navigate file structures and drives using "My Computer" or "This PC" interface.</p>	Create, rename, move, copy, and delete files and folders. Understand the concept of "Recycle Bin" and restore/empty it. Use "My Computer" or "This PC" to navigate drives.	CO2
4	<p><b>LLO 4.1</b> Open and navigate a word processing application such as MS Word or Libre Office Writer.</p> <p><b>LLO 4.2</b> Identify and describe the functions of common menus and toolbars in the word processor interface.</p> <p><b>LLO 4.3</b> Create a basic document, input text, and save it to a specified location.</p>	Open word processing software (e.g., MS Word). Identify common menu items and toolbars. Type and save a basic document.	CO2
5	<p><b>LLO 5.1</b> Apply editing operations such as cut, copy, and paste to modify text in a document.</p> <p><b>LLO 5.2</b> Perform table operations such as inserting, deleting rows/columns, and merging/splitting cells.</p>	Practice basic editing (cut, copy, paste) and text formatting (font type, size, bold, italic, underline, text alignment).	CO3

	<b>LLO 5.3</b> Demonstrate formatting consistency and readability in a structured document.		
6	<b>LLO 6.1</b> Create and insert a table in a word processing document. <b>LLO 6.2</b> Format text using different font types, sizes, and styles (bold, italic, underline). <b>LLO 6.3</b> Enter data into table cells and apply formatting (alignment, font style, borders, etc.).	Create a table, insert/delete rows and columns, and merge/split cells. Enter and format data within the table.	CO3
7	<b>LLO 7.1</b> Insert and customize Word Art in a word processing document. <b>LLO 7.2</b> Insert, resize, and reposition an image within a document using appropriate formatting tools.	Insert Word Art into a document. Insert and resize a simple image.	CO4
8	<b>LLO 8.1</b> Establish a connection to the internet using available network options (wired/wireless). <b>LLO 8.2</b> Open a web browser and navigate to search engines (e.g., Google). <b>LLO 8.3</b> Use effective keywords to search for specific information and interpret the search results.	Connect to the internet. Use a web browser (e.g., Chrome, Firefox) to search for information using keywords on search engines (e.g., Google).	CO4
<p><b>Note: Out of above suggestive LLOs -</b> Minimum 70% of the above listed lab experiments are to be performed. Judicious mix of LLOs is to be performed to achieve desired outcomes.</p>			

**VI. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE**  
(Specification Table):

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Computer	CO1	09	20
2	II	Operating System Windows	CO2	09	20
3	III	Word Processing	CO3	15	30
4	IV	Computer Communication	CO4	15	30
<b>Total</b>				<b>48</b>	<b>100</b>

## VII. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	1	1	2	-	2
CO2	3	2	1	2	2	-	2
CO3	3	3	2	2	2	-	2
CO4	3	2	2	2	2	-	2

**Legends :-** High:03, Medium:02, Low:01

## VIII. SUGGESTED LEARNING RESOURCES:

S.N.	Author	Title	Publisher
1	P.K. Sinha	Computer Fundamentals	BPB Publications
2	Anita Goel	Computer Fundamentals	Pearson Education
3	V. Rajaraman	Fundamentals of Computers	PHI Publications
4	D.J. Rosenkrantz	Fundamental Problems in Computing (5th Ed.)	Springer
5	Ron Faile et al.	Libre Office - The Documentation Foundation	LibreOffice
6	Arti Rathore	Microsoft Office 2010 Course (Hindi)	BPB Publications
7	Krishna Kumari	Computer Fundamentals	Book World, Dehradun

## IX. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	NPTEL materials on computer fundamentals
2	<a href="https://tutorialspoint.com">https://tutorialspoint.com</a>	Basics of computing and MS Office tutorials
3	<a href="https://www.libreoffice.org">https://www.libreoffice.org</a>	LibreOffice documentation and downloads
4	<a href="https://www.bpbpublications.com">https://www.bpbpublications.com</a>	Access to BPB-published computer books

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# **THINKING SKILLS AND CREATIVITY**

**Subject Code : 101008**

**No. of Credits : 1 (TH:0,T:0,P:3)**

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## **I. RATIONALE:**

Thinking skills are the mental activities you use to process information, make connections, make decisions, and create new ideas. You use your creativity in creating new ideas. Thinking skills lead to a creative approach to the design process, which leads to critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Critical thinking skills allow you to use thoughtful analysis to make informed decisions.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

- Apply critical thinking and creative problem-solving to real-world scenarios.
- Generate innovative solutions by connecting diverse information and ideas.
- Demonstrate traits of risk-taking, open-mindedness, and determination in professional contexts.

## **III. COURSE LEVEL LEARNING OUTCOMES (COS):**

Students will be able to achieve & demonstrate the following COs on completion of course based learning:

- CO1: Demonstrate the ability to think creatively using various thinking skills and identify key traits such as open-mindedness, risk-taking, and determination.
- CO2: Apply formal training techniques and real-world exposure to enhance creativity and innovative thinking.
- CO3: Identify and creatively utilize both natural and manmade waste materials to develop theme-based and eco-friendly projects.
- CO4: Plan, execute, and present individual and group creative projects using waste materials, integrating sustainability and innovation.

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to COs.	Learning content mapped with Theory Learning Outcomes (LLOs) and COs.	Suggested Learning Pedagogies.	CO
1	<b>LLO 1.1</b> Practice and develop creative thinking abilities.	<b>UNIT - I Fundamentals of Thinking and Creativity</b> <b>1.1</b> Practicing creative thinking. <b>1.2</b> Major creative traits are risk taking, open mindedness and determination. <b>1.3</b> Thinking skills are the mental activities you are to process information, make connections, make decision and create new ideas.	Demonstrations and job practice.	CO1
2	<b>LLO 2.1</b> Enhance creativity through formal training and exposure.	<b>UNIT - II Developing Creativity</b> <b>2.1</b> Formal training. <b>2.2</b> Dress experience and exposed to the world. <b>2.3</b> Creativity development / thinking skill and creativity.	Demonstration / video / job preparation.	CO2
3	<b>LLO 3.1</b> Identify and utilize various waste materials for creative projects.	<b>UNIT - III Creative Application and Projects</b> <b>3.1</b> Identification of waste material. <b>3.2</b> Natural-pebbles, shells, dry leaf, plants, and remnants. Manmade-Bangles, fabric, button etc. <b>3.3</b> Thematical based -use of waste materials. <b>3.4</b> Eco lessons.	Demonstration / video / job preparation.	CO3
4	<b>LLO 4.1</b> Execute individual and group creative projects.	<b>UNIT - IV Project - Based Learning</b> <b>4.1</b> Assignments- Minimum 3 individual projects using natural and manmade waste. <b>4.2</b> Minimum 1 group project.	Demonstrations and job practice.	CO4



**V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)**

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Fundamentals of Thinking and Creativity	CO1	10	20
2	II	Developing Creativity	CO2	10	20
3	III	Creative Application and Projects	CO3	14	30
4	IV	Project-Based Learning	CO4	14	30
<b>Total</b>				<b>48</b>	<b>100</b>

**VI. SUGGESTED COS - POS MATRIX FORM:**

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	1	2	1	3
CO2	3	2	2	1	2	1	3
CO3	3	2	3	2	3	2	3
CO4	3	2	3	2	3	3	3
CO4	3	2	2	1	2	1	3

**Legends :-** High:03, Medium:02, Low:01

**VII. SUGGESTED LEARNING RESOURCES:**

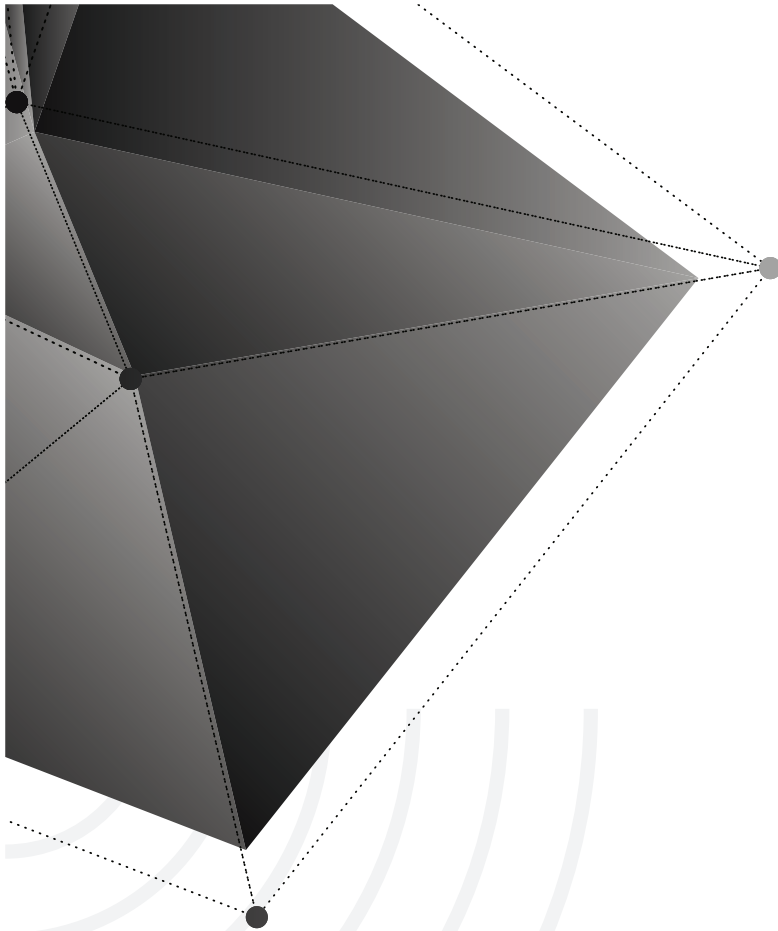
S.N.	Author	Title	Publisher with ISBN Number
1	Edward de Bono	Lateral Thinking	Penguin Books, ISBN: 9780141033079
2	Michael Michalko	Thinkertoys: A Handbook of Creative-Thinking Techniques	
3	Tony Buzan	The Mind Map Book	

3	Ken Robinson	Out of Our Minds: Learning to be Creative	Capstone Publishing, ISBN: 9781907312472
4	David Kelley, Tom Kelley	Creative Confidence	Crown Business, ISBN: 9780385349369
5	Tina Seelig	in Genius: A Crash Course on Creativity	HarperOne, ISBN: 9780062020703
6	Papanek, Victor	Design for the Real World	Thames & Hudson, ISBN: 9780500203579

## VII. LEARNING WEBSITES & PORTALS:

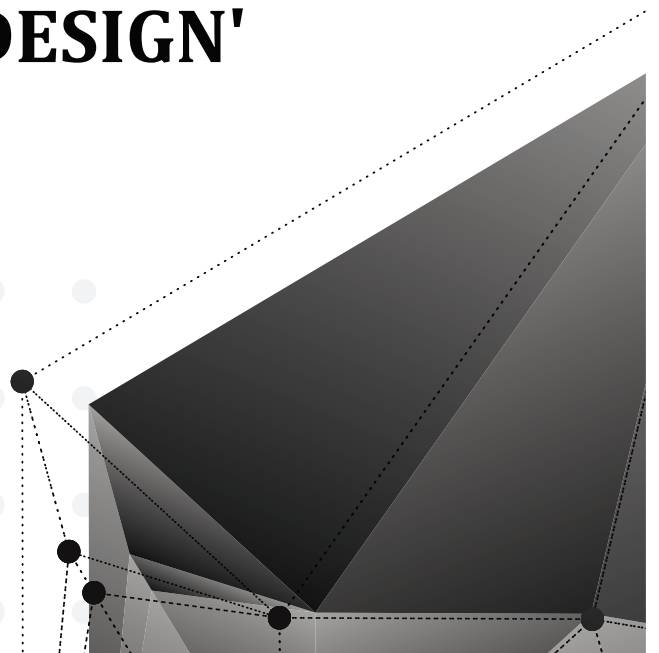
S.N.	Link / Portal	Description
1	<a href="https://www.ideo.com">https://www.ideo.com</a>	Online platform offering courses on creative thinking and human-centered design (IDEO).
2	<a href="https://www.designthinkingbootcamp.com">https://www.designthinkingbootcamp.com</a>	Courses and activities to practice innovation and creativity.
3	<a href="https://www.instructables.com">https://www.instructables.com</a>	Creative DIY and upcycling projects using every day and waste materials.
4	<a href="https://www.edutopia.org">https://www.edutopia.org</a>	Resources for creative education and project-based learning.
5	<a href="https://www.skillshare.com">https://www.skillshare.com</a>	Hands-on courses in creative thinking, sustainability, and art-based projects.
6	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Indian MOOCs offering design and creativity-related content.
7	<a href="https://www.ecowatch.com">https://www.ecowatch.com</a>	Articles on sustainability, reuse, and eco-friendly practices.

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**SECOND SEMESTER  
(Detailed Syllabus)**

**'FASHION DESIGN'**



# **ENGLISH AND COMMUNICATION SKILLS - II**

**Subject Code :**

**No. of Credits : 2 (TH:2,T:1,P:2)**

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## **I. RATIONALE :**

In the era of globalization, the most commonly used medium to express oneself is the English language, especially in the industry, where almost all the service manuals, installation and commissioning manuals of the various equipment are in English and the technologist has to interpret them correctly. English is the dire need, not only for the Indian industry, but also worldwide, where the diploma engineers have the opportunity to take up jobs. Therefore, the basic English reading and writing skills have become almost mandatory for employment in the industry. Hence, English language has become quite a necessity for engineering diploma students. This course is therefore designed to help the students to learn the correct grammatical structures and use the relevant vocabulary while reading and writing.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

The aim of this course is to help the student to achieve the following industry identified outcome through various learning experiences: "Communicate in written and oral form of English effectively at workplace".

## **III. COURSE LEVEL LEARNING OUTCOMES (COS) FOR ENGLISH AND COMMUNICATION SKILLS –II:**

Students will be able to achieve & demonstrate the following COs on completion of course based learning:

CO1 - Practice workplace etiquettes and professionalism in communication.

CO2 - Cultivate soft skills like teamwork and empathy in work environments.

CO3 - Explore digital communication tools and techniques for professional interaction.

CO4 - Demonstrate the ability to write clear and concise business and technical documents.

CO5 - Formulate grammatically correct sentences.

**IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT FOR ENGLISH AND COMMUNICATION SKILLS-II:**

Sr. No	Major Theory Learning Outcomes		Learning content mapped with Learning Outcomes (LOs) and COs.	Suggested Learning Pedagogies.	No of Lecture	CO
1	<b>WRITING SKILLS</b> 1. Understand professional digital communication etiquette 2. Write clear, concise emails and professional documents 3. Use workplace communication platforms effectively	<b>SPEAKING SKILLS</b> 1. Practical exercises on writing emails and reports 2. Role playing digital communication scenarios 3. Hands- on session with platforms like Microsoft teams, zoom and meet	<b>UNIT - I: Digital Communication</b> 1. E mail writing (format, subject lines, tone, structure) 2. Writing professional reports (report types, structure, style) 3. Digital platforms for communication (zoom, teams, meet etiquette)	Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration	8	CO3
2	1. Write clear and professional business documents 2. Understand the tone and structure required for business communication 3. Enhance the ability to write concise emails, memos and proposals.	1. Writing practice assignments (letters, memos) 2. Case studies to develop proposals 3. Peer editing for feedback and improvement	<b>UNIT - II: Business Correspondence</b> 1. Business letters (structure, formal tone, clarity) 2. Memos and proposals (formats, purpose- driven writing) 3. Executive summaries (condensing information, clarity)	Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration	9	CO4
3	1. Develop key interpersonal skills for workplace success	1. Group projects to foster teamwork	<b>UNIT - III: Soft Skills for Employability</b> 1. Teamwork and collaboration	Chalk and board, Improved lecture, Tutorial,	12	CO2

	<p>2. Enhance teamwork, leadership and decision-making abilities</p> <p>3. Improve problem-solving and critical thinking in communication</p>	<p>2. Leadership role play exercises</p> <p>3. Problem-solving scenarios and case studies</p>	<p>(importance of cooperation)</p> <p>2. Leadership communication (persuasion, delegation)</p> <p>3. Problem solving techniques (decision-making frameworks)</p>	<p>Assignment and Demonstration</p>		
4	<p>1. Develop effective verbal and non-verbal communication abilities</p> <p>2. Understanding communication barriers.</p> <p>3. Improve ability to overcome barriers.</p> <p>4. Develop effective listening skills.</p>	<p>1. Role-playing effective communication</p> <p>2. Case studies on successful overcoming of communication barriers.</p> <p>3. Group discussions on real-life conflict examples.</p>	<p><b>UNIT - IV: Communication Skills</b></p> <p>1. Definition and Process of effective communication.</p> <p>2. Barriers to communication- Definition, types, Overcoming barriers</p> <p>3. Conflict resolution (active listening, empathy)</p>	<p>Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration</p>	9	CO1
5	<p>1. Write and understand subject-verb agreement rules.</p> <p>2. Write and understand noun-pronoun agreement rules.</p> <p>3. Identify the common errors in English.</p>	<p>1. Writing practice exercises for identifying misplaced modifiers and common errors in English.</p> <p>2. Assigning exercises to identify subject-verb and noun-pronoun agreement in sentences</p>	<p><b>UNIT - V: Identifying Common Errors in Writing</b></p> <p>1. Subject-verb agreement</p> <p>2. Noun- Pronoun Agreement</p> <p>3. Misplaced Modifiers</p> <p>4. Common English Errors</p>	<p>Chalk and board, Improved lecture, Tutorial, Assignment and Demonstration</p>	10	CO5

**V. LABORATORY LEARNING OUTCOME (LLO) ENGLISH AND COMMUNICATION SKILLS-I:**

Sr. No.	Practical / Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles	No. of Hrs.	Relevant Cos
1	LLO 1.1 Enhance the understanding of word formation LLO 1.2 Enrich word power LLO 1.3 Construct words with the specific meanings	Formulate 20 words using Prefix and suffix	4	CO5
2	LLO 2.1 Use words and phrases effectively LLO 2.2 Enrich vocabulary LLO 2.3 Develop overall language skills	Construct sentences using 20 collocations	4	CO5
3	LLO 3.1 Add depth to narratives LLO 3.2 Form grammatically correct sentences	Compose situational dialogues (Any Two)	4	CO5
4	LLO 4.1 Develop skills in story telling LLO 4.2 Connect with the audience	Narrate anecdotes of various situations in English	5	CO2
5	LLO 5.1 Present complex information in a clear & concise manner LLO 5.2 Develop public speaking skills and presentation skills	Prepare a Power point presentation on a given topic	6	CO3
6	LLO 6.1 Reflect on thoughts, feelings, and experiences	Write your experience of an industrial visit in 50 words on (Four) given situations (Diary Entry)	4	CO4
7	LLO 7.1 Express information incoherent and engaging manner LLO 7.2 Build confidence	Mock Team Meeting Presentation	5	CO1

**VI. SUGGESTIONS OF WEIGHTAGE TO LEARNING FOR ASSESSMENT PURPOSE:**

Sr. No.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Digital Communication	CO1	08	15
2	II	Business Correspondence	CO2	09	20
3	III	Soft Skills for Employability	CO3	12	25
4	IV	Negotiations and Conflict Resolution	CO4	09	20
5	V	Identifying Common Errors in Writing	CO5	10	20
<b>Grand Total</b>				<b>48</b>	<b>100</b>

## VII. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	1	1	-	-	-	2	1
CO2	1	1	-	-	-	2	1
CO3	1	1	-	-	-	2	1
CO4	1	1	-	-	-	2	1
CO5	1	1	-	-	-	2	1

## VIII. SUGGESTED LEARNING RESOURCES:

Sr. No.	Author	Title	Publisher with ISBN Number
1	Effective English with CD	Kumar, E. Suresh; Sreehari, P.; Savithri, J.	Pearson Education, Noida, New Delhi, 2009 ISBN:978-81-317-3100-0
2	English Grammar At Glance	Gnana murali, M.	S. Chand and Co. New Delhi, 2011 ISBN:9788121929042
3	Essential English Grammar	Raymond murphy	Cambridge University Press, New Delhi, III edition, 2011, ISBN:9780-0-521-67580-9
4	Living English Structure	Allen, W.S.	Pearson Education, New Delhi, Fifth edition, 2009, ISBN:108131728498,99

## IX. SOFTWARE / LEARNING WEBSITES:

- a. <https://www.britishcouncil.in/english/learn-online>
- b. <http://learnenglish.britishcouncil.org/en/content>
- c. <http://www.talkenglish.com/>
- d. [languagelabsystem.com](http://languagelabsystem.com)
- e. [www.wordsworthelt.com](http://www.wordsworthelt.com)

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# **HISTORY OF COSTUME**

**Subject Code : 102002**

**No. of Credits : 3 (TH:3,T:0,P:3)**

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## **I. RATIONALE:**

The evolution of fashion is closely tied to the socio-cultural developments across different periods and geographies. This course is designed to help students of fashion design develop a deeper appreciation for Indian and Western civilizations' historical contributions to costume design. It provides insight into traditional Indian attire, Western fashion eras, and the current structure of the fashion industry, enabling students to draw meaningful inferences that inform contemporary fashion design.

## **II. INDUSTRY/EMPLOYER EXPECTED OUTCOME:**

This course aims to equip students with foundational historical and cultural knowledge of fashion, which is essential for innovation and authenticity in fashion design. Students will be able to identify, analyze, and draw inspiration from traditional and historical attire, contributing creatively to the modern fashion industry.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Upon completion of this course, students will be able to:

**CO1:** Recognize key events and influences in Indian history that shaped fashion.

**CO2:** Describe the regional diversity in traditional Indian costumes.

**CO3:** Analyze major developments in Western fashion from ancient to modern times.

**CO4:** Identify significant fashion eras and their lasting impact on contemporary clothing.

**CO5:** Understand the structure and working of the present-day fashion industry.

#### IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Theory Learning Outcomes (TLOs)	Learning content mapped with TLOs	Suggested Learning Pedagogies	No of Hrs	Relevant Cos
1	<b>TLO1.1:</b> Describe major civilizations and periods in Indian history with their fashion characteristics.	<b>Unit I: Indian History:</b> Ancient Indian history Indus valley civilization Mauryan and Sunga period Kushan dynasty, Gupta dynasty Mughal dynasty	Lecture, Charts, Presentation	8	CO1
2	<b>TLO2.1:</b> Identify traditional costumes from various Indian states.	<b>Unit – II: Traditional Costumes of India:</b> clothing of different states	Lecture, Demonstration, Samples	12	CO2
3	<b>TLO3.1:</b> Explain key aspects of historical Western costumes including materials, styles, and accessories.	<b>Unit – III: History of Western Fashion:</b> <b>Egyptian Costume</b> – study of dates, jewellery, hairstyles and footwear. <b>Greek Costume</b> – study of dates, significant development, costumes, jewellery, hairstyle, and footwear. <b>Roman Costume</b> - study of dates, significant development, costumes, jewellery, hairstyle, and footwear. <b>Byzantine</b> - study of dates, significant development, costumes, jewellery, hairstyle, and footwear.	Lecture, Demonstration, Samples, Presentation	12	CO3
4	<b>TLO4.1:</b> Recognize prominent fashion eras and their cultural influence.	<b>Unit – IV: Fashion Eras And Name:</b> Victorian, French revolution 20th century fashion	Lecture, Demonstration, Samples, Presentation	8	CO4
5	<b>TLO5.1:</b> Describe the present-day structure and functioning of the fashion industry	<b>Unit – V: Present Structure of The Fashion Industry:</b> Overview of modern fashion ecosystem	Lecture, Demonstration, Samples, Presentation	8	CO5

## V. LABORATORY LEARNING OUTCOMES AND ALIGNED PRACTICAL EXPERIENCES:

S. N.	Practical / Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Title	No of Hrs	Relevant Cos
1	<b>LLO 1.1:</b> Identify visual elements of ancient Indian fashion through image analysis.	Study and document fashion features from images of Indus Valley to Mughal period.	16	CO1
1	<b>LLO 2.1:</b> Compare traditional costumes across Indian states using reference material.	Create a comparative costume chart for different Indian states.	16	CO2
1	<b>LLO 3.1:</b> Analyze the differences in costume components across Western civilizations.	Sketch or present a comparison between Egyptian, Greek, Roman and Byzantine costumes.	16	CO3
1	<b>LLO 4.1:</b> Illustrate fashion changes over time in Western societies.	Create a timeline with illustrations of Victorian, French Revolution and 20th Century fashion.	16	CO4
1	<b>LLO 5.1:</b> Study the structure and operation of different components of the fashion industry.	Conduct a field visit or case study on a local fashion business or online platform.	16	CO5
1	<b>LLO 1.2:</b> Interpret historical significance of fashion through visual storytelling.	Prepare a collage or storyboard of fashion evolution in India or the West.	16	CO1, CO3
1	<b>LLO 2.2:</b> Evaluate how climate, region, and culture influenced Indian attire.	Group project to map clothing styles with geographic and cultural factors.	16	CO2
1	<b>LLO 4.2:</b> Develop presentation skills through fashion history topics.	Present a group seminar on an assigned fashion era or civilization.	16	CO4

## VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES

### MICRO PROJECTS:

1. Create a timeline chart of key fashion developments from the Indus Valley Civilization to the Mughal period with illustrations.
2. Prepare traditional costume models or paper dolls dressed in attire from different Indian states using colored papers or fabrics.
3. Design an illustrated booklet comparing ancient Egyptian, Greek, Roman, and Byzantine costumes including hairstyles, footwear, and accessories.

4. Develop a poster or digital presentation on fashion during the Victorian era or French Revolution, highlighting its influence on modern fashion.
5. Create a mind map showing the structure of the present fashion industry and interconnections among its components (design, production, retail, marketing).
6. Conduct an interview or case study with a local fashion boutique or designer to understand how historical fashion influences modern designs.
7. Make a digital collage showcasing 20th-century fashion trends by decade using historical fashion photographs or magazine clippings.

### ASSIGNMENTS:

1. Write a comparative essay on Indian vs. Western costume evolution with historical examples.
2. Create a presentation on regional attire of India, explaining how geography and culture influenced clothing styles.
3. Research and report on how Mughal or Gupta era fashion has influenced modern ethnic wear in India.
4. Draw and label traditional costume elements such as the sari, dhoti, chiton, toga, and stola with historical context.
5. Analyze a movie or TV show set in a historical period and critique its accuracy of costumes based on what you've learned.
6. Prepare a glossary of fashion terms used in Indian and Western historical costume study.
7. List and describe five modern fashion designers whose work is inspired by historical costumes or fashion eras.

### VII. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Indian History	CO1	8	16
2	II	Traditional Costumes of India	CO2	12	25
3	III	History of Western Fashion	CO3	12	25
4	IV	Fashion Eras And Name	CO4	8	17
5	V	Present Structure of The Fashion Industry	CO5	8	17
<b>Total</b>				<b>48</b>	<b>100%</b>

**VIII. SUGGESTED COS - POS MATRIX FORM:**

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability & Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	1	1	2	1	2
CO2	3	2	2	1	3	1	2
CO3	3	3	2	2	2	1	2
CO4	3	3	3	2	2	2	2
CO5	3	2	3	3	3	2	3

**Legends:** - High:03, Medium:02, Low:01

**IX. SUGGESTED LEARNING MATERIALS / BOOKS:**

S.N.	Author	Title	Publisher with ISBN Number
1	D.H.R. & Parameters	Costumes of India	N/A
2	S.N. Dhar	Costumes of India and Pakistan	N/A
3	Roshan Alkazi	Ancient Indian Costumes	N/A
4	Boucher	History of Costume in the West	N/A
5	Browioyn	Costume and Fashion	N/A
6	Peacock	Costume: 1066–1990s	N/A
7	Various Authors	Man's Costumes – Dresses, Jewellery, Hair Style etc.	N/A

**X. LEARNING WEBSITES & PORTALS:**

S.N.	Link / Portal	Description
1	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Offers relevant humanities and design courses including fashion history, culture, and art from IITs.
2	<a href="https://fashionhistory.fitnyc.edu">https://fashionhistory.fitnyc.edu</a>	The Fashion History Timeline by the Fashion Institute of Technology (FIT), an academic resource featuring curated articles on Indian and Western fashion history.
3	<a href="https://www.metmuseum.org/art/collection">https://www.metmuseum.org/art/collection</a>	The Costume Institute at the Metropolitan Museum of Art, New York, showcases historical costumes from various eras and regions including India and Europe.

4	<a href="https://www.vam.ac.uk">https://www.vam.ac.uk</a>	Victoria and Albert Museum's Fashion section offers rich visuals and documentation on global historical costumes and fashion eras.
5	<a href="https://www.textilevaluechain.in">https://www.textilevaluechain.in</a>	Information on traditional Indian textiles, costumes of Indian states, and contemporary fashion industry insights.
6	<a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>	Detailed articles and trend insights, including present-day fashion industry structure.
7	<a href="https://www.britishmuseum.org">https://www.britishmuseum.org</a>	Explore artifacts and illustrations of ancient civilizations like Egyptian, Greek, and Roman which are relevant to Western costume history.

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## **FASHION ILLUSTRATION- II**

**Subject Code : 102003**

**No. of Credits : 3 (TH:0,T:0,P:4)**

### **I. RATIONALE:**

The skill in fashion illustration is essential for students of fashion design to foster their creativity and technical ability. Upon completion of the course, students will be able to illustrate different types of figures and dresses using various colour mediums. This includes learning to draw from live models, photos, and applying rendering techniques like light and shade to different clothing types.

### **II. INDUSTRY/EMPLOYER EXPECTED OUTCOME:**

Students will be equipped to visualize and communicate fashion ideas through accurate and creative fashion illustrations. They will demonstrate skill in drawing garments on stylized figures and using a variety of color mediums to express fashion concepts.

### **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

**CO1:** Draw from a live model or three-dimensional body form.

**CO2:** Convert photographic references into stylized fashion figures.

**CO3:** Apply techniques of reduction and enlargement for fashion figures.

**CO4:** Illustrate garments with detail, texture, and light/shade effects using pencil, water colour, poster colour, etc.

**CO5:** Render thematic fashion figures in various styles: sportswear, casual, beachwear, winter, formal, indo-western.

### **IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:**

<b>S. N.</b>	<b>Practical / Laboratory Learning Outcome (LLO)</b>	<b>Laboratory Experiment / Practical Title</b>	<b>No of Hrs</b>	<b>Relevant Cos</b>
1	<b>LLO1.1:</b> Draw fashion figures from a live model or mannequin.	Drawing from a live model or three-dimensional body.	6	CO1
2	<b>LLO2.1:</b> Transform photographs into fashion illustrations.	Drawing from photos & converting them into fashion figures.	6	CO2

3	<b>LLO3.1:</b> Apply scale techniques to adjust figure proportions.	Reduction and enlargement of fashion figures.	6	CO3
4	<b>LLO4.1:</b> Use pencil and charcoal to render dresses with proper light and shade. <b>LLO4.2:</b> Render garments using various colour mediums (poster colour, waterproof ink, pencil, water colour) to express fabric texture, fall, and drape in fashion illustration.	1. Detail study in pencil light & shade with different types of dresses and drapes. 2. Garments in different colour mediums- poster colour water proof, pencil, water colour.E.g. a) Draw different types of gathered dresses and shades them with pencil. b) Draw different types of pleated dresses and shades them with pencil (charcoal) c) Draw different types of pant shirt and shade them with pencil.	22	CO4
5	<b>LLO4.2:</b> Illustrate garments using different colouring mediums.	Rendering dresses using poster colour, waterproof inks, pencil and water colour.	6	CO4
6	<b>LLO5.1:</b> Render fashion figures in seasonal and theme-based attire.	Flesh figure illustrations in: a) Sportswear b) Summer casual (water colour) c) Beachwear (poster colour) d) Winter wear (steadlers) e) Summer formal f) Indo-western	18	CO5

## V. SUGGESTED MICRO PROJECT / ASSIGNMENT / ACTIVITIES

- Sketchbook Project:** Create a themed sketchbook of 10 fashion figures based on a chosen season (e.g., Monsoon/Resort/Fall).
- Style Analysis Assignment:** Collect fashion magazine clippings and re-illustrate any 5 looks with different media.
- Portfolio Assignment:** Design and present a 4-look mini collection using different rendering techniques.
- Creative Draping Study:** Illustrate how fabrics like silk, denim, chiffon, and wool behave using pencil shading and watercolour.
- Pose & Movement Chart:** Prepare an action figure board showing 5 dynamic poses to demonstrate fabric fall.



**VI. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE  
(Specification Table):**

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Drawing from live model or mannequin	CO1	6	10%
2	II	Drawing from photographs and converting into fashion figures	CO2	6	10%
3	III	Scale techniques for proportion (enlargement/reduction)	CO3	6	10%
4	IV	Rendering with pencil, charcoal and color mediums	CO4	22	35%
5	V	Illustration of garments in different colour mediums	CO4	6	10%
6	VI	Seasonal and theme-based fashion rendering	CO5	18	25%
<b>Total</b>				<b>64</b>	<b>100%</b>

**VII. SUGGESTED COS - POS MATRIX FORM:**

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	1	1	1	2
CO2	3	2	3	2	1	1	2
CO3	3	1	2	2	1	1	2
CO4	3	2	3	3	2	2	3
CO5	3	2	3	2	3	3	3
<b>Legends :-</b> High: 03, Medium: 02, Low: 01							

**VIII. SUGGESTED LEARNING MATERIALS / BOOKS:**

S.N.	Author	Title
1	Magazine of Thailand	Fashion Drawing Design
2	Anne Allen & Julion Seaman	Fashion Drawing– The Basic Principles
3	Beena Abling	Fashion Illustration

## IX. LEARNING WEBSITES & PORTALS

S.N.	Link / Portal	Description
1	<a href="https://www.pinterest.com">https://www.pinterest.com</a>	For mood boards, color combinations, and illustration references
2	<a href="https://www.behance.net">https://www.behance.net</a>	View portfolios and fashion rendering inspiration
3	<a href="https://www.ninalee.co.uk/blog">https://www.ninalee.co.uk/blog</a>	Fashion design tips and figure sketch tutorials
4	<a href="https://fashionary.org">https://fashionary.org</a>	Free templates and fashion illustration tools
5	<a href="https://www.skillshare.com">https://www.skillshare.com</a>	Online courses on figure drawing, rendering and garment illustration
6	<a href="https://www.udemy.com">https://www.udemy.com</a>	Fashion illustration and digital sketching courses
7	<a href="https://www.textilelearner.net">https://www.textilelearner.net</a>	Insight on fabrics, folds, and texture rendering

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# DESIGN DEVELOPMENT

**Subject Code :** 102004

**No. of Credits :** 2 (TH:0,T:0,P:4)

## I. RATIONALE:

The design process in fashion product development is both complex and challenging. Creating a design that is aesthetic, creative, and innovative requires a deep understanding of the design language. This course aims to develop students' aesthetic sense, creativity, and technical drawing skills by introducing them to various elements of fashion design.

## II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:

Apply fashion illustration techniques to communicate design concepts effectively. Demonstrate ability to illustrate various garment elements and accessories, while integrating aesthetic and functional details in themed collections.

## III. COURSE LEVEL LEARNING OUTCOMES (COs):

Students will be able to:

**CO1:** Illustrate various garment components (necklines, sleeves, collars, etc.).

**CO2:** Develop themed fashion illustrations using technical and creative approaches.

**CO3:** Produce production sheets including swatches, costing, and style detailing.

## IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to COs	Learning Content Mapped with LLOs and COs	Suggested Learning Pedagogies	No of Hrs	Relevant Cos
1	<b>LLO1.1:</b> Illustrate various garment parts such as neckline, collars, sleeves, skirts, pants, coats, cuffs, waistlines, bodice styles. <b>LLO1.2:</b> Illustrate fashion accessories.	Illustration of necklines, collars, sleeves, skirts, pants, coats, cuffs, waistlines, bodice styles. Illustrating different type accessories, bags, shoes, caps, shots etc.	Demonstration, Practice Sheets, Reference Sketches	20	CO1
2	<b>LLO2.1:</b> Develop and execute fashion illustration	Various projects using above illustration based on	Hands-on projects,	24	CO2

	<b>LLO2.1:</b> Develop and execute fashion illustration projects based on specific themes and occasions such as elements of design, body contours, and design detail, integrating multiple garment features and accessories.	Various projects using above illustration based on different themes and occasions  Various theme like • Elements of design • Body contours • Design detail	Visual Research,		
3	<b>LLO3.1:</b> Create production sheets with complete design development details.	Producing production sheet with the design developed and design details like style no, swatches, costing etc.	Production Sheet Practice, Fabric Sampling	20	CO3

**V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):**

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Illustration of garment parts and accessories	CO1	20	30%
2	II	Thematic fashion illustration projects	CO2	24	40%
3	III	Production sheet with design development and costing	CO3	20	30%
<b>Total</b>				<b>48</b>	<b>100</b>

**VI. SUGGESTED COS - POS MATRIX FORM:**

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	3	2	2	1	2
CO2	3	3	3	3	2	2	3
CO3	3	2	3	2	2	3	2

**Legends :-** High: 03, Medium: 02, Low: 01

## VII. SUGGESTED LEARNING MATERIALS / BOOKS:

S.N.	Author	Title	Publisher
1	Laura Volintesta	Language of Fashion Design	
2	Jay Calderin	Fashion Design	
3	Can Akdeniz	The Design Book	

## IX. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.pinterest.com">https://www.pinterest.com</a>	Theme boards, garment illustration inspiration, accessory sketches
2	<a href="https://www.behance.net">https://www.behance.net</a>	Portfolios of professional illustrators and production sheet layouts
3	<a href="https://www.skillshare.com">https://www.skillshare.com</a>	Online classes on fashion illustration, accessories, and production sheets
4	<a href="https://www.vogue.com">https://www.vogue.com</a>	Fashion trends, garment silhouettes, and accessory combinations
5	<a href="https://www.youtube.com">https://www.youtube.com</a>	Practical tutorials on sketching necklines, sleeves, fashion figures
6	<a href="https://www.fashionary.org">https://www.fashionary.org</a>	Fashion templates and guides for design development and production sheets
7	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Free online courses on design principles and textile applications

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# **GARMENT CONSTRUCTION - II**

**Subject Code : 102005**

**No. of Credits : 2 (TH:0,T:0,P:4)**

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## **I. RATIONALE:**

The objective of this course is to familiarize students with the basic techniques involved in the fabrication of garments for children. Emphasis is placed on constructing key components such as necklines, collars, sleeves, and cuffs through sampling and practice. This will help develop foundational skills in garment construction and design application.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Apply foundational garment construction techniques to develop basic children's wear components like sleeves, collars, cuffs, and necklines. Demonstrate precision in sampling using professional sewing standards and tools.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Students will be able to:

**CO1:** Prepare various basic neckline samples used in children's garments.

**CO2:** Construct different types of collars including Peter Pan, Chinese, Sailor, Shawl, and Stand-and-Fall.

**CO3:** Create samples of different types of sleeves and cuffs.

**CO4:** Organize and compile lace and fabric folders for design reference.

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to COs	Learning Content Mapped with LLOs and COs	Suggested Learning Pedagogies	No of Hrs	Relevant Cos
1	<b>LLO1.1:</b> Prepare samples of different neckline shapes.	Basic shapes of necklines: round, square, V, U, boat, etc.	Hands-on practice, Demonstration, Stitching Assignments	16	CO1
2	<b>LLO2.1:</b> Prepare collar samples in various styles.	Peter Pan, Chinese, Sailor, Shawl, Stand-and-Fall collars.	Pattern making, Fabric cutting, Practical execution	16	CO2
3	<b>LLO3.1:</b> Construct sleeves & cuffs in varied designs.	Puff, set-in, raglan sleeves; closed/open	Drafting, Cutting, Construction exercises	16	CO3
4	<b>LLO4.1:</b> Compile design reference folders.	Lace and Fabric folder preparation.	Collection, Documentation, Presentation	16	CO4

#### V. SUGGESTED MICRO PROJECTS / ASSIGNMENTS / ACTIVITIES (08 Hrs.):

- 1. Prepare a neckline style chart:** Collect and document pictures or stitched samples of 5 types of necklines with fabric swatches.
- 2. Collar sample booklet:** Design and compile a stitched reference folder of at least 4 collar types with fabric and pattern details.
- 3. Sleeve and cuff combination project:** Stitch a mini garment showing at least two sleeve styles and two cuff types.
- 4. Lace & fabric folder:** Prepare a presentation folder with different lace types and fabric samples categorized by fiber type and use in garments.
- 5. Presentation:** Create a PowerPoint or physical display on garment parts with illustrated design inspiration.

#### VI. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Basic Neckline Shapes	CO1	16	25%
2	II	Collar Styles	CO2	16	25%
3	III	Sleeves and Cuffs Construction	CO3	16	25%
4	IV	Design Reference Folder (Lace/Fabric)	CO4	16	25%
<b>Total</b>				<b>64</b>	<b>100%</b>

## VII. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability & Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	3	2	1	1	2
CO2	3	2	3	2	2	1	2
CO3	3	2	3	2	2	2	2
CO4	3	1	2	1	2	2	3

**Legends :-** High: 03, Medium: 02, Low: 01

## VIII. SUGGESTED LEARNING MATERIALS / BOOKS:

S.N.	Author	Title	Title
1	Doongaji	Clothing Construction	Raj Book Enterprises; ISBN: 9788186208945
2	Zarapkar	System of Cutting	Zarapkar & Co.; ISBN: 9789385569432
3	Evelyn Mansfield	Clothing Construction	Macmillan; ISBN info may vary by edition
4	Betty Foster	Fashion Maker	Butterick Publishing; ISBN info varies

## IX. SUGGESTED LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Online lectures on textile and garment technology from IITs.
2	<a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>	Insights into fashion, fibers, garment parts, and construction techniques.
3	<a href="https://www.textileschool.com">https://www.textileschool.com</a>	Tutorials and examples related to garment parts and sewing methods.
4	<a href="https://www.threadsmagazine.com">https://www.threadsmagazine.com</a>	Expert tips on collars, sleeves, necklines, and garment construction.
5	<a href="https://www.sewguide.com">https://www.sewguide.com</a>	Basic sewing tutorials and garment construction techniques.
6	<a href="https://www.youtube.com">https://www.youtube.com</a>	Channels like “Sewing with Nancy” or “Made to Sew” for practical stitching.

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# **PATTERN MAKING - II**

**Subject Code : 102006**

**No. of Credits : 2 (TH:0,T:0,P:4)**

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## **I. RATIONALE:**

The student should be equipped with foundational knowledge of garment construction processes, including standard measurements, pattern development, and the interpretation of garment styles. This subject introduces the principles and practice of drafting, fabric calculation, and styling elements, enabling students to convert design ideas into wearable patterns.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Apply pattern making principles to create accurate layouts, calculate fabric consumption, and integrate stylistic elements such as frills, yokes, and pleats in garment development. Demonstrate understanding of measurements and styling for various garment types.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Students will be able to:

**CO1:** Interpret styles and take body measurements for garment drafting.

**CO2:** Draft and layout patterns for basic garments.

**CO3:** Calculate fabric requirement for different styles.

**CO4:** Apply stylistic elements like frills, yokes, pleats, and overlapping in patterns.

#### IV. LAB LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Lab Learning Outcomes (LLOs) aligned to COs	Learning Content Mapped with LLOs and COs	Suggested Learning Pedagogies	No of Hrs	Relevant Cos
1	<b>LLO1.1:</b> Take body measurements & interpret styles for drafting.	Body measurements and standard charting for pattern development.	Demonstration, Practice, Group Exercises	10	CO1
2	<b>LLO2.1:</b> Draft and layout patterns for children's garments.	Pattern layout and cutting for A-line frock, casual frock, top styles.	Drafting Practice, Fabric Placement	18	CO2
3	<b>LLO3.1:</b> Calculate fabric consumption for designed patterns.	Fabric estimation and layout planning for varied garment styles.	Calculation Sheets, Hands-on layout	18	CO3
4	<b>LLO4.1:</b> Integrate design details in pattern construction.	Use of overlapping effects, frills, style lines, yokes, pleats, and tucks.	Pattern Modification, Sample Prototyping	18	CO4

#### V. SUGGESTED MICRO PROJECT / ASSIGNMENT / ACTIVITIES (08 Hrs.)

1. Prepare a measurement chart for 3 different age groups of children (e.g. 2-4 years, 5-7 years, 8-10 years).
2. Design and stitch a child's casual frock or shirt incorporating yokes or pleats.
3. Create a pattern book with mini patterns (1/4 scale) for 3 children's garments.
4. Estimate fabric requirements for two different garment styles using layout techniques.
5. Prepare a costing sheet including material, thread, trims, and labor for a child's garment.
6. Visit a children's apparel store and prepare a report analyzing current trends, styles, and fabric usage.

#### VI. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Body Measurement and Interpretation	CO1	10	15%
2	II	Drafting and Layout of Children's Garments	CO2	18	30%
3	III	Fabric Estimation and Layout Planning	CO3	18	30%
4	IV	Design Detailing and Integration in Patterns	CO4	18	25%
<b>Total</b>				<b>64</b>	<b>100%</b>

## VII. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability & Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	2	3	1	2
CO2	3	2	3	3	3	2	2
CO3	3	2	3	3	3	2	2
CO4	3	2	3	3	2	2	3

**Legends :-** High: 03, Medium: 02, Low: 01

## IX. VIII.SUGGESTED LEARNING MATERIALS / BOOKS:

S.N.	Author	Title	Publisher with ISBN Number
1	Helen Joseph Armstrong	Pattern Making for Fashion Design	Pearson Education; ISBN: 9789332582705
2	Bernard Zamkoff	Basic Pattern Skills for Fashion Design	Fairchild Books; ISBN: 9781563673700
3	Martin Shoben	Pattern Cutting and Making Up	Newness/Elsevier; ISBN: 9780750646191

## IX. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.nptel.ac.in">https://www.nptel.ac.in</a>	Offers textile and apparel-related video lectures from top institutions.
2	<a href="https://www.textilelearner.net">https://www.textilelearner.net</a>	Extensive articles on garment construction, sewing techniques, and fabric knowledge.
3	<a href="https://www.sewguide.com">https://www.sewguide.com</a>	A comprehensive guide on drafting patterns, sewing tips, and children's wear construction.
4	<a href="https://www.patternscissorscloth.com">https://www.patternscissorscloth.com</a>	Focuses on pattern making and garment construction for professionals and students.
5	<a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>	Industry trends, market data, and resources for apparel professionals.
6	<a href="https://textilevaluechain.in">https://textilevaluechain.in</a>	Textile industry portal with fashion education, trends, and design content.
7	<a href="https://www.instructables.com">https://www.instructables.com</a>	User-generated projects including kids' garments and DIY clothing tutorials.

# **BASIC COMPUTER EDUCATION - II**

**Subject Code : 102007**

**No. of Credits : 2 (TH:0,T:0,P:3)**

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## **I. RATIONALE:**

Basic computer education has great influence on all aspects of life. Almost all workplaces and living environments are being computerized. In order to prepare diploma holders to work in these environments, it is essential that they are exposed to various aspects of information technology such as understanding the concept of information technology and its scope, operating a computer, use of various tools of MS Office, using the internet, etc. This exposure enables students to enter their profession with confidence, live in a harmonious way, and contribute to productivity.

## **II. INDUSTRY / EMPLOYER EXPECTED OUTCOME:**

Use modern computing tools such as spreadsheets, presentation software, internet services, and basic networking knowledge to accomplish professional communication, documentation, and data management tasks effectively.

## **III. COURSE LEVEL LEARNING OUTCOMES (COs):**

Students will be able to:

**CO1:** Operate spreadsheet software and apply formulas, functions, and charting tools.

**CO2:** Design and deliver presentations using multimedia elements and templates.

**CO3:** Understand basic ICT concepts including networks and topologies.

**CO4:** Use advanced internet services such as file transfer, storage, and conferencing.

#### IV. THEORY CONTENT OUTLINE:

S. N.	Theory Learning Outcomes (TLOs) aligned to COs	Learning content mapped with Theory Learning Outcomes (TLOs) & COs.	Suggested Learning Pedagogies.	CO
1	<b>TLO1.1:</b> Explain the elements and operations of spreadsheet software.	<b>Unit I: Spread Sheet:</b> Elements of Electronics Spread Sheet, Applications, Creating and Opening of Spread Sheet, Menus, Manipulation of cells: Enter texts numbers and dates, Cell Height and Widths, copying of cells, Mathematical, Statistical and Financial function, Drawing different types of charts.	Demonstration, Hands-on lab sessions, Practice worksheets.	CO1
2	<b>TLO2.1:</b> Create and enhance multimedia presentations.	<b>Unit II: Presentation Software:</b> Creating, modifying and enhancing a presentation, delivering a presentation, Using sound, animation and design templates in presentation	Instructor-led demos, Peer evaluation, Project-based presentation.	CO2
3	<b>TLO3.1:</b> Describe the fundamentals of ICT and computer networks.	<b>Unit III: ICT Fundamentals:</b> Basics of Information Communication Technology, Computer Networks and their advantages, Types of Computer Network, Network Topologies, Basics of Transmission Media.	Lecture, Visual diagrams, Concept mapping.	CO3
4	<b>TLO4.1:</b> Use advanced internet services for file sharing and communication.	<b>Unit IV: Internet Advanced Services:</b> Downloading/uploading files using ftp/telnet, Chatting, Video conferencing, Online storage of data on Google and Yahoo.	Practical demonstrations, Group discussions, Real-time exploration.	CO4

**V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL EXPERIENCES:**

<b>S. N.</b>	<b>Practical/Tutorial/Laboratory Learning Outcome (LLO)</b>	<b>Laboratory Experiment/ Practical Titles / Tutorial Titles</b>	<b>No of Hrs</b>	<b>Relevant Cos</b>
1	<b>LLO1.1:</b> Create and format spreadsheets using cell operations, formulas, and functions.	Generate an electricity bill, salary statement, and student mark sheet using spreadsheet software.	8	CO1
2	<b>LLO1.2:</b> Apply statistical and financial functions in spreadsheet tools.	Use formulas like SUM, AVERAGE, IF, PMT, etc., to perform data analysis in Excel.	8	CO1
3	<b>LLO2.1:</b> Design a structured presentation using templates and multimedia elements.	Create a presentation on “College Education System” using three methods: blank, template, auto content wizard.	8	CO2
4	<b>LLO2.2:</b> Enhance presentation with animations and transitions.	Make a presentation on “Wildlife” applying color schemes and animation effects.	8	CO2
5	<b>LLO3.1:</b> Explain and demonstrate basic ICT components and network topologies.	Identify LAN, WAN, star, and ring topology through diagrams and demonstrations.	10	CO3
6	<b>LLO4.1:</b> Demonstrate the use of advanced internet services.	Upload/download files using FTP, explore Google Drive, perform video conferencing using Zoom or Meet.	6	CO4

**VI. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table):**

<b>S. N.</b>	<b>Unit</b>	<b>Unit Title</b>	<b>Aligned COs</b>	<b>Learning Hours (L+T)</b>	<b>Weightage %</b>
1	I	Spreadsheet Software	CO1	16	30%
2	II	Presentation Software	CO2	16	30%
3	III	ICT Fundamentals	CO3	10	25%
4	IV	Internet Advanced Services	CO4	6	15%
<b>Total</b>				<b>48</b>	<b>100</b>

## VII. SUGGESTED COS - POS MATRIX FORM:

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability & Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	3	2	2	2
CO2	3	2	3	3	2	2	2
CO3	2	3	2	2	3	1	2
CO4	2	3	2	3	3	2	2

**Legends:** - High:03, Medium:02, Low:01

## VIII. SUGGESTED LEARNING RESOURCES:

S.N.	Author	Title	Publisher
1	BPB Publications Russell A. Stultz	Microsoft Office – Complete Reference	BPB Publication; ISBN varies by edition
2	P.K. Sinha &	Learn Microsoft Office	BPB Publication; ISBN varies
3	Priti Sinha	Computer Fundamentals	BPB Publication; ISBN: 9788176567527

## IX. LEARNING WEBSITES & PORTALS:

S.N.	Link / Portal	Description
1	<a href="https://www.nptel.ac.in">https://www.nptel.ac.in</a>	Government portal offering free IT and computer science courses
2	<a href="https://www.microsoft.com/en-us/learning">https://www.microsoft.com/en-us/learning</a>	Microsoft Office tutorials and certifications
3	<a href="https://www.khanacademy.org">https://www.khanacademy.org</a>	Computer fundamentals and internet basics
4	<a href="https://www.gcflearnfree.org">https://www.gcflearnfree.org</a>	Free lessons on Office, Internet, and email
5	<a href="https://www.tutorialspoint.com">https://www.tutorialspoint.com</a>	Online tutorials on Excel, PowerPoint, and networking basics
6	<a href="https://www.youtube.com">https://www.youtube.com</a>	Practical videos and tutorials for spreadsheet, PowerPoint, FTP, etc.
7	<a href="https://www.w3schools.com">https://www.w3schools.com</a>	Additional tutorials for internet and basic web technologies

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# ELEMENTS OF DESIGN

**Subject Code :** 102008

**No. of Credits :** 1 (TH:3,T:0,P:0)

## I. RATIONALE:

Students of fashion design must understand various aspects of fashion and its associated terminology to effectively function in the industry. This course aims to equip students with foundational knowledge of fashion evolution, vocabulary, theories, forecasting, and the role of designers and leaders in shaping trends. A strong grasp of fashion terminology helps in better communication, interpretation, and participation in the global fashion ecosystem.

## II. INDUSTRY / EMPLOYER EXPECTED OUTCOME

Upon completion of this course, students will be able to communicate effectively using appropriate fashion terminology and concepts. They will understand fashion evolution, interpret styles and design elements, identify key fashion trends, and recognize the contributions of renowned designers. This foundational knowledge will support their integration into fashion communication, merchandising, styling, and design roles across the fashion industry.

## III. COURSE LEVEL LEARNING OUTCOMES (COs):

Students will be able to:

**CO1:** Explain the concept, definition, and evolution of fashion.

**CO2:** Differentiate between fashion, style, and design with clarity.

**CO3:** Identify and apply key fashion terminologies and theories.

**CO4:** Interpret the fashion cycle and forecasting process.

**CO5:** Recognize the contributions of Indian and international designers and fashion influencers.

## IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT:

S. N.	Theory Learning Outcomes (TLOs) aligned to COs	Learning Content mapped with TLOs and Cos	Suggested Learning Pedagogies	No of Hrs	Relevant Cos
1	<b>TLO1.1:</b> Describe the origin and evolution of fashion and define it accurately.	Introduction to fashion and its evolution, definition of fashion	Lecture with timeline visuals, discussion on historical context.	6	CO1



2	<b>TLO2.1:</b> Differentiate clearly between the concepts of style and design.	Style vs. Design – definitions and applications in fashion.	Comparative analysis, illustrated examples, group discussion.	6	CO2
3	<b>TLO3.1:</b> Use basic fashion terminologies appropriately.	Glossary of fashion terms and industry vocabulary.	Flashcards, fashion dictionary exercises, real-world product analysis.	8	CO3
4	<b>TLO4.1:</b> Explain fashion theories, the fashion cycle, and influencing factors.	Trickle-up, trickle-down, trickle-across theories, fashion cycle stages, socio-cultural influences.	Charts, group projects, trend analysis.	8	CO4
5	<b>TLO4.2:</b> Interpret fashion forecasting and its industry role.	Forecasting agencies, trend prediction, market influences.	Journals (e.g. Vogue, WGSN), research assignments.	6	CO4
6	<b>TLO5.1:</b> Recognize the contributions of Indian and international designers.	Overview of designers: Indian (e.g., Sabyasachi, Manish Malhotra) and International (e.g., Dior, McQueen).	Video profiles, case studies, presentation.	8	CO5
7	<b>TLO5.2:</b> Identify fashion leaders and followers in market dynamics.	Influencers, trendsetters, early/late adopters.	Role-play, group discussions, analysis of current influencers.	6	CO5

**V. SUGGESTED WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE  
(Specification Table)**

S. N.	Unit	Unit Title	Aligned COs	Learning Hours (L+T)	Weightage %
1	I	Introduction and Evolution of Fashion	CO1	6	15%
2	II	Fashion, Style, and Design	CO2	6	15%
3	III	Fashion Terminologies	CO3	8	15%
4	IV	Fashion Theories and Cycle	CO4	8	20%
5	V	Forecasting	CO4	6	10%
6	VI	Indian & International Designers	CO5	8	15%
7	VII	Fashion Influencers	CO5	6	10%
<b>Total</b>				<b>48</b>	<b>100%</b>

## VI. SUGGESTED CO-PO MATRIX

Course Outcomes (COs)	Programme Outcomes (POs)						
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability & Environment	PO-6 Project Management	PO-7 Life long Learning
CO1	3	2	2	1	2	1	2
CO2	3	2	3	2	2	1	2
CO3	3	2	3	2	1	1	2
CO4	3	2	3	2	2	1	3
CO5	2	2	3	1	2	2	3

**Legend:** 3 – High, 2 – Medium, 1 – Low

## VIII. SUGGESTED LEARNING MATERIALS / BOOKS

S.N.	Author	Title	Publisher
1 2	Sydney Packard et al.	Fashion Buying and Merchandising	Fairchild Books, ISBN varies
3	Jauice Harrison, Hebet Grumwald	Retail Fashion Promotion & Advertising	Delmar Learning, ISBN varies
	Helen Gowrick	Fashion Buying	Wiley-Blackwell, ISBN: 9781405139528
	Jarnow, Guerrcic, Judille	Inside Fashion Business	Pearson, ISBN: 9780131187696
	Elaine Stone & A. Samples	Fashion Merchandising	McGraw-Hill, ISBN: 9780070672743

## IX. LEARNING WEBSITES & PORTALS

S.N.	Link / Portal	Description
1	<a href="https://nptel.ac.in">https://nptel.ac.in</a>	Free fashion and design courses from IITs
2	<a href="https://www.businessoffashion.com">https://www.businessoffashion.com</a>	Articles and trend reports on fashion industry
3	<a href="https://www.vogue.com">https://www.vogue.com</a>	Global fashion trends and designer features
	<a href="https://www.wgsn.com">https://www.wgsn.com</a>	Fashion forecasting and analytics (subscription-based)
	<a href="https://www.fibre2fashion.com">https://www.fibre2fashion.com</a>	Industry portal for news, design, and sourcing
	<a href="https://www.notjustalabel.com">https://www.notjustalabel.com</a>	Platform for emerging fashion designers
	<a href="https://www.pantone.com">https://www.pantone.com</a>	Color trends and forecasting in fashion

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