

दिल्ली विश्वविद्यालय  
**UNIVERSITY OF DELHI**



**Bachelor of Arts (Programme) with  
Apparel Design & Construction  
(Effective from Academic Year 2019-20)**

**SYLLABUS AND SCHEME OF EXAMINATION FOR  
B. A. (PROGRAMME) WITH  
APPAREL DESIGN & CONSTRUCTION**

**THREE YEAR FULL TIME PROGRAMME  
(Choice Based Credit System)**



**Syllabi applicable for students seeking admission  
from 2019 onwards**

**DEPARTMENT OF HOME SCIENCE  
UNIVERSITY OF DELHI  
Approved in AC Meeting 15.07.2019**

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## **Preamble**

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Programme) with Apparel Design & Construction aims at preparing the students for a wide variety of jobs in the garment industry but also focuses on enabling the students to develop and apply their creative mind in the designing and construction of apparel. The theoretical and practical knowledge imparted through this course is also designed and structured to provide a strong foundation for their further studies or professional careers.

The University of Delhi hopes the LOCF approach of the B.A. (Programme) with Apparel Design & Construction will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

# **1. Introduction to B.A. (Programme) with Apparel Design & Construction**

As much as apparel is a basic necessity, the apparel sector is a vital constituent of the economy and a significant provider of employment and self-employment opportunities. The B.A Programme course with Apparel Design & Construction not only aims at preparing the students for a wide variety of jobs in the garment industry but also focuses on enabling the students to develop and apply their creative mind in the designing and construction of apparel. The theoretical and practical knowledge imparted through this course is also designed and structured to provide a strong foundation for their further studies or professional careers.

The Choice-based credit system (CBCS) offers a flexible programme structure that gives the students the option to choose the subjects and courses in which they wish to have in-depth knowledge, acquire interdisciplinary knowledge or attain skill enhancement. The Learning outcomes-based curriculum framework gives both the students and teachers a set of measurable objectives to be achieved at the end of studying the selected courses. It also helps the students in choosing their future path towards higher studies or careers.

The core papers of this course introduce the students to both the art and science of apparel design and construction - essential for understanding and applying the relevant theories, principles and techniques. These also aim at developing the requisite theoretical and practical knowledge required in the apparel design and construction process. The discipline specific elective papers build on the knowledge gained by the students from the core papers and familiarises them with the advanced concepts of apparel design & construction. They are also acquainted with the overall structure and functioning of the Indian garment industry and an overview of the different machineries and systems used in garment manufacturing. The skill-based papers help expand the employability options for the students pursuing B.A Programme course with Apparel Design & Construction. The options available are 1) Fashion Event Management, 2) Effective Dressing Skills, 3) Apparel Retail 4) Apparel Etail, and 5) Design Development Project. Additionally, five different General Elective courses are offered to non-ADC students and these include 1) Fashion: Design and Development, 2) Fashion Accessories, 3) Textiles: Care and Conservation, 4) Appreciation of Textile Crafts and 5) Apparel Design and Construction

## **2. Learning Outcome-based Curriculum Framework in B.A. (Programme) with Apparel Design & Construction**

### **2.1 Nature and Extent of the Programme in B.A. (Programme) with Apparel Design & Construction**

The ADC discipline Course is offered as one of the any two discipline courses that BA Programme students is required to study and accounts for 36 credits out of the total 132 credits required for completing the BA programme. The ADC students have the option to add 16 more

credits by pursuing any four of the five skill enhancement courses. Non-ADC students can avail of any two of the five General Elective courses and earn 12 credits.

As a job/self-employment-oriented Discipline Course, its successful completion depends on how well the students imbibe the knowledge and skills imparted through this course. Student performance is assessed on the basis of both theory and practical examinations combined with internal assessment.

Learning outcomes specify what the students completing a particular course are expected to know, understand and be able to do at the end of their program of study.

This approach allows for flexibility and innovation in program design and syllabi development, teaching learning process, student assessment at different levels and periodic program review.

## **2.2 Aims of Bachelor Degree Programme in B.A. (Programme) with Apparel**

### **Design & Construction**

- Equip the students with the knowledge and skills as well as a basic understanding of the apparel design and construction techniques required for performing well in the various segments of the apparel industry and trade including the fashion industry.
- Familiarise the students with the working of the apparel and fashion industry as also of the fashion designers and markets so as to enable them to become self-employed or play leadership roles in businesses established by others.
- Prepare the students for pursuing advanced diploma courses or Masters programmes for acquiring greater professional specialization.

## **3. Graduate Attributes in B.A. (Programme) with Apparel Design & Construction**

### **Disciplinary knowledge**

Students are able to demonstrate basic knowledge and understanding of

- Fundamental Textile Science
- Textile Design Techniques
- Fashion Design & Development
- Apparel Construction
- Apparel Industry and Quality Assessment

## **Communication Skills**

Apparel design requires the students to express their creative ideas through sketches, garments and fashion shows. They are also required to draw inspirations and observe the fashion trends and listen to the feedbacks.

They also learn to communicate with the help of patterns using standard procedures and terminologies to enable those who are engaged in the actual construction of garments to understand what the designer wants. The students are also familiarized with a large number of terms and terminologies that are helpful in clearly and accurately communicating with their peers and relevant professionals. Students also get to learn to communicate with the help of individual and group presentations.

## **Critical thinking**

Apparel design depends on critical thinking for new trends and innovations. Students are encouraged to critically evaluate every aspect of their designs from the points of view of utility, comfort, aesthetic appeal, price and performance and come up with their own creative alternatives. Sustainable fashion is also becoming another important area for applying critical thinking. Students are given opportunities to redesign and recycle used garments and accessories also.

## **Scientific reasoning**

Apparel construction is as much of a science as it involves art. The students get to learn not only basic textile science relating to fibre and fabrics but also to apply their understanding of the physical and chemical properties fibres and fabrics in the development and construction of garments suited for different seasons, specific climatic conditions, personal comfort and performance requirements.

## **Information/digital literacy**

The students of the ADC course make use of the Internet for gathering design inspirations as well as for understanding the emerging fashion trends. They are also given an introduction to the use of Computer Aided Design (CAD) software. They also get to create and present power point presentations. In addition, students are also encouraged to use email facilities for preparing and submitting project reports, etc.

## **Reflective thinking**

Apparel design involves reflective thinking for making mood boards, creating collection themes based on the sources of their inspiration. At the garment development stage also the students are required to reflect upon the preferences of the target consumers for ensuring acceptability in the marketplace. The students also get the opportunity to develop and apply reflective thinking in several areas such as fashion illustration, dressing up the croquis, block printing, mixing and matching colours and printed patterns, selecting accessories, etc.

## **Problem solving**

Apparel is a basic human need and apparel design and construction helps in protecting the people from problems caused by climatic conditions and other environmental or man-made hazards. Those who design and construct garments are also required to solve the economic problem of producing clothes that are affordable to everyone. Over the years there have been also significant changes in the technologies used in the making fibres and fabrics as well as in the construction of garments. Students of ADC course are constantly looking for garment solutions that address the physiological and psychological needs and are affordable to people.

## **Analytical reasoning**

Garment construction is a complex problem which cannot be solved successfully without the help of analytical reasoning. At every stage in the garment design and construction process, the students are required to make informed choices and the correctness of these choices depends upon analytical reasoning. Apparel construction is also an area of applied science. The students get the opportunity to apply analytical reasoning extensively in the process of using their scientific knowledge of fibres, fabrics, finishes, dyes, etc. for making practically useful garments.

## **Research-related skills**

Research is an integral part of Apparel Design and Construction. The students start their research experience by learning to take body measurements and interpreting these to understand the body types and the adjustments required to be made in the patterns.

They are also exposed to the various aspects of fashion forecasting using different kinds of elementary research methods. The students also get the opportunity to carry out market surveys and field studies, which motivate them to learn through hands on research.

## **Cooperation/Team work**

Although apparel/fashion design relies on the creativity of an individual designer, the garment construction is a process which requires cooperative teamwork of persons with expertise in different areas particularly since no single person can be an expert in the different things that go into creating a garment that does well in the market.

The students learn to work as a team by participating in group assignments and presentations as well as by organising fashion shows and garment exhibitions.

## **Self-directed learning**

Each student of the ADC course is required to design and construct specified types of garments on their own. It involves self-directed learning at various levels such as collecting data about the target clients, drafting patterns, selecting fabrics and trims as well as learning to use the appropriate construction techniques.



### **Multicultural competence**

Students of the ADC course gain an appreciation of not only the rich variety Indian traditional textiles representing the diversity of Indian culture but also the world wide fashion trends and fashion centres. They also learn about both Indian and foreign fashion designers.

The ADC course imparts knowledge about the origins of clothing across a variety of civilisations and socio-political environments.

### **Moral and ethical awareness/reasoning**

Apart from the general requirement of not using unfair means in examinations and avoiding plagiarism in their submissions, the ADC course also instills a sense of environmental responsibility by imparting knowledge about the impact of certain type of dyes and emerging role of sustainability in fashion.

The ADC course also makes students aware of the rights and responsibilities of consumers and the options available for dealing with those who break the rules and regulations in this area.

### **Leadership readiness/qualities**

Students of the ADC course get an opportunity to understand leadership qualities by learning about leading fashion designers and the factors that create successful fashion designers. They also get to develop their own leadership skills by participating in group projects and presentations.

Their leadership qualities are also reinforced by the problem approach of the course which focuses on not only identifying quality problems in fabrics and garments but also on solving the problems through precautions and rectification methods.

### **Lifelong learning**

Apparel/fashion design is a field where change is the norm. The ADC course teaches the students about the need for constantly updating their knowledge about not only fashion trends but also changes in techniques, equipment and technologies.

## **4. Qualification Descriptors for Graduates for B.A. (Programme)**

### **with Apparel Design & Construction**

Following descriptors indicate the expectations from the ADC Course:

- Demonstrate coherent basic knowledge of the subject of Apparel Design and construction
- Demonstrate creative skills required for the design of select categories of garments

- Demonstrate the basic skills required for taking proper body measurements and using them in drafting/adjusting patterns
- Demonstrate the basic skills required for constructing select types of garments. Demonstrate the basic skills required for surface ornamentation of fabrics using dyeing, printing and embroidery.
- Demonstrate skills required for market-based data collection, analysis and interpretation. Demonstrate subject related skills required for employment/self-employment opportunities.

## **5. Programme Learning Outcomes for B.A. (Programme) with Apparel Design & Construction**

### **Learning outcomes of the ADC course:**

- Understand and appreciate the role and functions of clothing
- Understand the properties and characteristics of fibres and fabrics that go into the making of clothing
- Understand the elements and principles of design relevant to garment design
- Acquire knowledge of the processes of garment construction.
- Acquire knowledge of the basic surface ornamentation techniques such as dyeing, printing and embroidery
- Develop skills required for sewing and stitching of select garments as well as proper handling of the different types of fabrics during the garment construction process
- Appreciate the diversity of Indian traditional textiles
- Develop an overview of the Indian and international fashion industry
- Develop a basic understanding of the different aspects of setting up a new apparel enterprise

## **6. Structure Of B.A. (Programme) with Apparel Design & Construction**

All the Courses are offered in a semester mode. Each Academic Year (AY) is divided into two semesters. The BA Programme is of three-year duration spanning a total of six semesters. Each semester will consist of 16 weeks. The programme duration of ADC courses are as given below:

- **ADC Discipline Specific Course** of the BA (Programme) is 24 credits course and is of three-year duration - with students pursuing one Core Course each during the first four semesters.
- **ADC Discipline Specific Elective** of the BA (Programme) is 12 credits course and is of three-year duration - with students pursuing one Elective each during the fifth and six semesters. Each of these Courses involves 6 credits each per semester.

- **ADC Skill Enhancement Courses** of the BA (Programme) account for a total of 16 credits and are offered over a two-year period with students pursuing one Course each during the last four semesters.
- **ADC General Elective Courses** of the BA (Programme) account for a total of 12 credits and are offered over a period of one year with students pursuing one Course each during the last two semesters. Each of these Courses are of 6 credit.

ADC Courses fall within the overall structure of the BA Programme which includes 24 courses comprising 12 Core Courses, 2 Ability Enhancement Courses, 4 Skill Enhancement, 4 Discipline Specific Electives and 2 General Electives. Of these, ADC Courses offer 4 Core Courses, 2 Discipline Specific Electives and an option for selecting any four of the five Skill Enhancement Courses. In addition, Students who do not opt for the ADC Discipline Course may choose any two of the General Electives. The core courses and ability enhancement courses are compulsory.

The ADC Core Courses, Discipline Specific Elective Courses as well as the General Elective Courses carry six credits each comprising four credits of theory and two credits of practicum per course. The Skill Enhancement Courses account for four credits each. For theory classes, one credit indicates a one-hour lecture per week while for practical subjects, one credit indicates a two-hour session per week. Each practical batch will be of twenty students.

All the ADC courses are designed to be job/self-employment-oriented. While the ADC Discipline Courses and ADC Generic Elective Courses have equal focus on theory and practicum with 60 hours of study each, the ADC Skill Enhancement Courses are either fully theory based or practicum based. Theory based Skill Enhancement Courses however, include project work.

The theory classes (Lectures) are of one-hour duration and are delivered using various types of teaching-learning methods including chalk and talk, PowerPoint presentations, audio, video tools, E-learning/E-content, field trips/Industry visits, seminars (talks by experts), workshops, projects and class discussions. Practical based teaching would be done in ADC laboratories having the requisite equipment, tools, instruments and consumables with the support of trained lab assistants.

Performance assessment of students would be done using continuous evaluation based Internal Assessment and Semester-end Examinations. Each theory paper will be of 100 marks with 25% marks earmarked for Internal Assessment and the balance 75% for Semester-end examination. The internal Assessment will be based on continuous evaluation through tests, assignments, oral presentations, short projects, etc. Practical papers of 2 credits will be of 50 marks while those of 4 credits of SEC will be of 100 marks. Assessment of practical examinations would be done on the basis of the correctness of the procedures used and the quality of the result, output, finished work, etc.

## 6.1 Credit Distribution

Category of Paper	Name of Papers	Theory Credits	Practical Credits
<b>Discipline Specific Core Course (DSC)</b>	1. Fundamental Textile Science and Apparel Construction I	4	2
	2. Fundamental Textile Science and Apparel Construction II	4	2
	3. Textile Design Techniques	4	2
	4. Fashion Studies and Design Development	4	2
<b>Discipline Specific Elective Course (DSE)</b>	1. Apparel Industry and Quality Assessment	4	2
	2. Apparel Construction	4	2
<b>Skill Enhancement Course (SEC)</b>	1. Fashion Event Management	4	-
	2. Effective Dressing Skills	4	-
	3. Apparel Retail	4	-
	4. Apparel Etail	4	-
	5. Design Development Project	-	4
<b>Generic Electives (GE)</b>	1. Fashion: Design and Development	4	2
	2. Fashion Accessories	4	2
	3. Textiles: Care and Conservation	4	2
	4. Appreciation of Textile Crafts	4	2
	5. Apparel Design & Construction	4	2

**DISCIPLINE SPECIFIC COURSE (DSC): (4) (One each in Sem I, II, III, IV)**

## 6.2 Semester-wise Distribution of Courses

Semester	Core Course (CC) (12 papers)	Ability Enhancement Compulsory Course(AECC) (2 papers)	Skill Enhancement Course SEC) (4 papers)	Discipline Specific Elective (DSE) (4 papers)	Generic Elective (GE) (2 papers)
I	CC 1: English / MIL (Hindi)	AECC 1: English/MIL (Hindi, Sanskrit) Communication/ Environmental Science	-	-	-
	CC 2: Discipline Course - 01				
	CC 3: Discipline Course -02				
II	CC 4: MIL (Hindi)/ English	AECC 2: English/MIL (Hindi, Sanskrit) Communication/	-	-	-
	CC 5: Discipline Course - 03				

	CC 6: Discipline Course - 04	Environmental Science			
III	CC 7: English / MIL (Hindi)	-	SEC-01	-	-
	CC 8: Discipline Course - 05				
	CC 9: Discipline Course - 06				
IV	CC 10: MIL (Hindi)/ English	-	SEC-02	-	-
	CC 11: Discipline Course – 01				
	CC 12: Discipline Course – 02				
V	-	-	SEC-03	DSE-01	GE-01
				DSE-02	
VI	-	-	SEC-04	DSE-03	GE-02
				DSE-04	

**12 DSC + 2 AECC + 4 SEC + 4 DSE + 2 GE = Total Credits: 132**

## **7. Courses for B.A. (Programme) with Apparel Design & Construction**

**CREDITS – 6 (4 Credit Theory and 2 Credit Practical)**

1. DSC-ADC-01- Fundamental Textile Science and Apparel Construction I (Theory + Practical)
2. DSC-ADC-02- Fundamental Textile Science and Apparel Construction II (Theory + Practical)
3. DSC-ADC-03- Textile Design Techniques (Theory + Practical)
4. DSC-ADC-04- Fashion Studies and Design Development (Theory + Practical)

**DISCIPLINE SPECIFIC ELECTIVE (DSE): (2) (One each in Sem V and VI)**  
**CREDITS – 6 (4 Credit Theory and 4 Credit Practical)**

1. DSE-ADC -01: Apparel Industry and Quality Assessment (Theory + Practical)
2. DSE-ADC -02: Apparel Construction (Theory + Practical)

**SKILL ENHANCEMENT COURSE (SEC): (4) (Any one out of five in Sem III, IV, V, VI)**  
**CREDITS – 4**

1. SEC-ADC-01: Fashion Event Management (Theory Only)
2. SEC-ADC-02: Effective Dressing Skills (Theory Only)
3. SEC-ADC-03: Apparel Retail (Theory Only)
4. SEC-ADC-04: Apparel Retail (Theory Only)
5. SEC-ADC-05: Design Development Project (Practical Only)

**ELECTIVE: GENERIC (GE): (2) (Any one out of five in Sem V and VI)  
CREDITS – 6 (4 Credit Theory and 2 Credit Practical)**

1. GE-ADC-01: Fashion: Design and Development (Theory + Practical)
2. GE-ADC-02: Fashion Accessories (Theory + Practical)
3. GE-ADC-03: Textiles: Care and Conservation (Theory + Practical)
4. GE-ADC-04: Appreciation of Textile Crafts (Theory + Practical)
5. GE-ADC-05: Apparel Design & Construction (Theory + Practical)

**DSC-ADC-01: FUNDAMENTAL TEXTILE SCIENCE & APPAREL CONSTRUCTION-I  
(CREDITS: THEORY 4, PRACTICAL 2)**

**COURSE OBJECTIVES:**

- To familiarise the students with the terminologies and concepts related to apparel and its construction.
- To impart knowledge about textile fibres in terms of their origin and properties.

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Describe the importance and types of fabric grain.  
CO2: Elucidate the basic structure of woven fabrics.  
CO3: Define basic sewing terminologies.  
CO4: Explain the preparatory steps of garment construction such as straightening, layout, marking and cutting of patterns.  
CO5: List the different parts of the sewing machine and their functions.  
CO6: Identify the causes of working defects of sewing machines and suggest their remedies.  
CO7: Describe the fabric characteristics such as construction, texture, hand, weight and width.  
CO8: List the end uses of textiles.  
CO9: State the applications of different types of trims and linings.  
CO10: State the standard sizes and factors influencing the selection of common household linen.  
CO11: Classify the textile fibres based on length and origin.  
CO12: Describe the primary and secondary properties of textile fibres.  
CO13: Identify different types of textile fibres using burning, microscopic and chemical tests.  
CO14: Compare the properties of cotton, linen, wool, silk, rayon, nylon, acrylic and polyester.  
CO15: Make different types of temporary, permanent and decorative stitches.  
CO16: Finish plain seam using various techniques.  
CO17: Prepare different types of seam.  
CO18: Give a neat finish to necklines and attach fasteners.  
CO19: Construct a flanged pillow cover.

## THEORY

### CONTENTS

PERIODS: 60 (CREDITS-4)

#### UNIT I: Introduction to Apparel Construction

12

- Introduction to fabric: Woven fabric structure, Fabric grain – types, identification and importance in apparel construction
- Common terms: Apparel, Seam, Seam Finish, Seam allowance, Basic Blocks, Pattern, Grading, Notch, Stay stitching, Facing, Hem, Yoke, Gusset, Nap
- Tools and equipment required for measuring, drafting, pinning, marking and cutting, sewing, pressing
- Preparation of fabrics for clothing construction- shrinking, straightening, layout, marking, cutting and sewing
- Sewing machine: its main parts and functions, working defects and remedies, care and maintenance, precautions while working on a sewing machine
- Use of different threads and needles for various fabrics

Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc. Chapter 1,2,4, pg 10-134

Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co. Chapter 4 pg 68-70

#### UNIT II: Use and Selection of fabrics

18

- Application of textiles – Apparel, Home, Industry
- Fabric characteristics: Texture, Hand, weight, width
- Trimmings - Types and application
- Project: Market survey of trimmings available in market
- Linings, underling, interlinings and interfacing - their use and selection.
- Home furnishings: Standard size and selection of common household linen- towel, cushion cover, table linen, bed linen

Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc. Chapter 1,2,12 pg 16-55, 84-421

Vanderhoff M., Franck L., Campbell L., (1985). *Textiles for Homes and People*. Massachusetts: Ginn and Company. Chapter 5 pg 348-361

#### UNIT III: Textile Science

25

- Primary and Secondary properties of Textile Fibres
- Fiber classification based on their Origin (natural and man-made) and Length (staple and filament)
- Identification of textile fibers through Feeling test, Burning test, Microscopic test, Chemical test
- Demonstration of Burning, Microscopic and Chemical test.
- Properties related to performance and care of the following fibers: cotton, linen, wool, silk, rayon, nylon, acrylic, polyester
- Demonstration of tests - crease recovery, abrasion resistance and dimensional stability



- Glossary of commonly available fabrics
  - Project on market survey of fabrics: Collection of the swatches of fabrics commonly available in market and presentation of report
- Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co. Chapter 13-22,33 pg 245-586
- Joseph M.L. (1988), *Essentials of Textiles* (5th Edition), Holt, Florida Rinehart and Winston Inc. Chapter 2 pg 31-36, 45-89

## **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Temporary stitches - even, uneven, pin, machine and diagonal basting, thread mark.
- Permanent stitches - hemming, blind hemming, back stitch, fine stitch.
- Decorative stitches – stem, chain, herringbone, running, lazy-daisy, satin, French knot, bullion stitch, buttonhole.
- Introduction to a sewing machine with a practice of learning the running of sewing machine on paper and fabric on straight lines, curved lines and corners.
- Plain seam and seam finishes - Pinking, Turned and Stitched, Edge stitched, hand-overcast, over-locked, piped finish.
- Seams - French seam, run-n-fell seam, lapped seam, top stitching, piped seam.
- Fasteners: button, buttonholes, press buttons, hook-n-eye.
- Necklines and their finishing: bias binding, bias facing, shaped facing with fusing.
- Construction of a flanged pillow cover.

## **COMPULSORY READING:**

- Allec C., Johnson I., Joseph P. (2011). *Fabric Science* (6th Edition). New York: Fairchild Publications.
- Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc.
- Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co.
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy.
- Joseph M.L. (1988), *Essentials of Textiles* (5th Edition), Holt, Florida Rinehart and Winston Inc. Chapter 2 pg 31-36, 45-89
- Vanderhoff M., Franck L., Campbell L., (1985). *Textiles for Homes and People*. Massachusetts: Ginn and Company.

## **ADDITIONAL RESOURCES:**

- Cunningham G. (1976). *Singer Sewing Book*. New York: The Singer Company.
- Gayatri V. (2007). *Cutting and Stitching Practical*. New Delhi: Asian Publishers.
- Joseph M.L. (1988), *Essentials of Textiles* (5th Edition), Holt, Florida Rinehart and Winston Inc.
- Shorie G.P. (2007). *Vastra Vigyan KeMool Siddhant*. Agra: Vinod Pustak Mandir.
- Sinclair R. (2015). *Textiles and Fashion: Materials, Design and Technology*. Cambridge: Woodhead Publishing Limited.

- Smith A., Kindersley D. (1999). *Complete Book of Sewing*. London: Dorling Kindersley Publishers Ltd.
- Stamper A., et al. (2005). *Evaluating Apparel Quality*. New York: Fairchild Fashion Group.
- Tortora G. (2008). *Understanding Textiles (7nd Edition)*. USA: McMillan Co.
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy.

**TEACHING LEARNING PROCESS:**

- Lectures
- Class discussions
- PowerPoint Presentations
- Video Presentations
- Experiential learning through demonstrations and workshop
- Substantial sewing practical component
- Market Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Apparel Design and Construction
- Fundamental Textile Science
- Apparel Construction

**Facilitating the achievement of course learning objectives**

Unit No.	Course Learning Outcomes	Teaching and Learning Process	Assessment tasks
I	CO1, CO2, CO3, CO4, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Experiential learning through	Observation during class discussions, Written examinations, tests, Evaluation of assignments, project

		demonstrations and workshop	reports, Seminar presentation
<b>II</b>	CO7, CO8, CO9, CO10	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Market survey	Observation during class discussions, Written examinations, tests, Evaluation of assignments, project reports, Seminar presentation
<b>III</b>	CO11, CO12, CO13, CO14	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Experiential learning through demonstrations Market Survey	Observation during class discussions, Written examinations, tests, Evaluation of Individual assignments and project reports, Seminar presentation
<b>PRAC</b>	CO15, CO16, CO17, CO18, CO19	Class discussions, PowerPoint Presentations, Experiential learning through demonstrations Substantial sewing practical component	Observation of practical skills, Evaluation of Individual practical file and sewing projects.

\* Assessment tasks listed here are indicative and may vary

**DSC-ADC-02: FUNDAMENTAL TEXTILE SCIENCE & APPAREL CONSTRUCTION-  
II  
(CREDITS: THEORY-4, PRACTICAL-2)**

**COURSE OBJECTIVES:**

- To impart knowledge about yarn production and properties, various fabric construction techniques and the various finishes used in the apparel industry.
- To acquaint the students with the importance of taking correct body measurements and size charts and to introduce the concept of drafting and paper patterns.

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: State the differences between mechanical and chemical spinning
- CO2: Explain yarn properties such as twist, yarn count
- CO3: List the properties of spun and filament yarns
- CO4: Identify simple, complex and textured yarns
- CO5: Identify different parts of a loom and state their functions
- CO6: Explain the general properties of woven and knitted fabrics
- CO7: Compare and identify the different types of simple and fancy weaves
- CO8: Identify common types of yarn and fabric defects
- CO9: Describe basic and special fabric finishes
- CO10: Take body measurements correctly
- CO11: Explain the methods of developing paper patterns
- CO12: State the importance of ease and darts in garments
- CO13: Interpret the information contained in commercial patterns

- CO14: Draft child's bodice and sleeve block  
 CO15: Draft peter pan and shirt collar on a basic neckline  
 CO16: Adapt basic sleeve block to flared and puff sleeve  
 CO17: Prepare samples of pleats, tucks, gathers  
 CO18: Adapt the basic bodice block to construct an A-line frock  
 CO19: Construct a petticoat and a child's skirt and pyjama

**THEORY**

**CONTENTS**

**PERIODS: 60 (CREDITS-4)**

**UNIT I: Yarns 12**

- Basic steps in mechanical and chemical spinning
- Yarn Properties: Yarn twist, Yarn count, Spun and filament yarns
- Simple, Complex, Textured Yarns

Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co. Chapter 2, pg 15-49

**UNIT II: Fabric Construction and Finishes 20**

- Introduction to methods of fabric construction: weaving, knitting, felting, non-woven, laces, braids, and nets- their properties
- Weaving: Basic parts of a loom and their functions
- Basic weaves and variations – Plain, twill, satin
- Fancy Weaves –Dobby, Jacquard, Pile, Leno, Surface figure
- Knitting: General properties of knitted fabrics, basic weft and warp knitted structures
- Blends: Reasons for Blending, properties, common blends available in Market
- Common fabric and yarn defects

Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co. Chapter 4-8, pg 68-156

Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc. Chapter pg 175-178

**UNIT III: Textile Finishes 12**

- Textile Finishes - Introduction, significance and classifications
- Regular finishes- scouring, bleaching, singeing, mercerization, tentering, calendaring
- Special finishes- Crease resistant, flame retardant, water-repellant, moth proofing

Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co. Chapter 9,10, pg 158-200

**UNIT IV: Apparel Construction 16**

- Correct procedure of taking body measurements, size charts.
- Clothing concepts:
  - Garment Ease - type and amount in different garments,
  - Darts - importance and types
- Methods of pattern development: Drafting, Flat pattern making, Draping

- Kinds of paper pattern- basic blocks, commercial pattern
- Pattern information, marking symbols.

Armstrong H. (2009). *Pattern Making for Fashion Design*. New York: Collins Publishers. Chapter 2-4 pg 65-117

Knowles A. (2006). *Patternmaking for Fashion Designers*. New York: Fairchild Publications Inc. Chapter 2 pg 19-33

## **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Child's basic bodice block.
- Child's basic sleeve block.
- Adaptation of child's basic sleeve to flared, puffed sleeve.
- Samples of pleats, tucks, gathers.
- Adaptation of child's bodice block to construct A-Line Frock.
- Construction of child's skirt or pyjama.
- Construction of Petticoat.

## **COMPULSORY READING:**

- Armstrong H. (2009). *Pattern Making for Fashion Design*. New York: Collins Publishers.
- Corbman P.B. (1985). *Textiles-Fibre to Fabric*. New York: McGraw Hill Book Co.
- Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc.
- Knowles A. (2006). *Patternmaking for Fashion Designers*. New York: Fairchild Publications Inc.
- Marsh J.T. (1979). *An Introduction to Textile Finishing*. London: Chapman & Hall Ltd.
- Shorie G.P. (2007). *Vastra Vigyan KeMool Siddhant*. Agra: Vinod Pustak Mandir.

## **ADDITIONAL RESOURCES:**

- Armstrong H. (2009). *Pattern Making for Fashion Design*. New York: Collins Publishers.
- Bains S. and Hutton, J. (1972). *Singer Sewing Book*. London: Hamlyn
- Kindersley D. (1996). *The Complete Book of Sewing*. London: Dorling Kindersley Limited.
- MacDonald M. (2009). *Principles of Flat Pattern Design* (4th Edition). New York: Fairchild Publications Inc.
- Marsh J.T. (1979). *An Introduction to Textile Finishing*. London: Chapman & Hall Ltd.
- Shorie G.P. (2007). *Vastra Vigyan KeMool Siddhant*. Agra: Vinod Pustak Mandir.
- Sinclair R. (2015). *Textiles and Fashion: Materials, Design and Technology*. Cambridge: Woodhead Publishing Limited.
- Tortora G. (2008). *Understanding Textiles* (7nd Edition). USA: McMillan Co.
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy.

**TEACHING LEARNING PROCESS:**

- Lectures
- Class Discussions
- PowerPoint Presentations
- Video Presentations
- Demonstrations and workshop
- Visit to Weaving centres
- Substantial pattern making and sewing practical component
- Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Apparel Design
- Fundamental Textile Science
- Apparel Construction

**Facilitating the achievement of course learning objectives**

Unit No.	Course Learning Outcomes	Teaching and Learning Process	Assessment tasks
I	CO1, CO2, CO3	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Experiential learning through demonstrations	Observation during class discussions, Written examinations, tests, Evaluation of Individual assignments and projects
II	CO4, CO5, CO6, CO7, CO8	Lectures, Class discussions, PowerPoint Presentations,	Observation during class discussions, Written

		Video Presentations, Experiential learning through demonstrations, Visit to weaving centre	examinations, tests, Evaluation of Individual assignments and project reports, Seminar presentation
<b>III</b>	CO9	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations, tests, Evaluation of Individual assignments and project reports
<b>IV</b>	CO10, CO11, CO12, CO13	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Experiential learning through demonstrations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>PRAC</b>	CO14, CO15, CO16, CO17, CO18, CO19	Class discussions, PowerPoint Presentations, Use of Practical manuals, Experiential learning through demonstrations and practice, Substantial pattern making and sewing practical component	Observation of practical skills, Evaluation of practical files and garment projects.

**\*Assessment tasks listed here are indicative and may vary**

### **DSC-ADC-03: TEXTILE DESIGN TECHNIQUES (CREDITS: THEORY-4, PRACTICAL-2)**

#### **COURSE OBJECTIVES:**

- To provide comprehensive knowledge about the concepts of dyeing and printing.
- To create an understanding of the various traditional Indian embroideries and textiles.

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: State the difference between natural and synthetic dyes  
CO2: Describe the steps involved in preparing fabrics for dyeing and printing  
CO3: Classify and select dyes based on suitability and fastness relating to different fabric types  
CO4: Explain the importance and methods of testing colour-fastness of dyes  
CO5: Compare the dyeing and printing processes

- CO6: Differentiate between and explain the styles and methods of printing
- CO7: Identify the common dyeing and printing defects
- CO8: Explain the concept of sustainable fashion and its components
- CO9: List the salient aspects of ethical fashion
- CO10: Describe the important environmental impacts of the fashion industry and the recommended solutions
- CO11: Identify and explain the special features of Indian hand embroideries
- CO12: Identify and explain the special features of traditional Indian textiles
- CO13: Apply direct dyes to cotton, rayon, silk
- CO14: Use reactive dyes for dyeing cotton, wool, silk, nylon
- CO15: Dye wool and silk with acid dyes
- CO16: Make use of tie and dye, block printing and batik for dyeing and printing

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Introduction to Dyes**

**12**

- Classification of Dyes - Natural dyes and Synthetic dyes
- Preparation of fabric for dyeing and printing
- Dye classes: their suitability and fastness on different fabrics-direct, reactive, acid, vat and disperse dyes, pigments
- Stages of dye application and their effect on finished fabric – Fibre, Yarn, Fabric, Garment
- Colorfastness: Factors affecting colorfastness, Testing Wash fastness, Light fastness

Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co. Chapter 11 pg 201-222

#### **UNIT II: Concept of Printing**

**20**

- Dyeing vs. Printing
- Styles of printing – Direct, Discharge, Resist – Tie and Dye, Batik, Mud resist
- Methods of printing – Stencil, Block, Roller, Screen, Rotary screen, Heat Transfer, Digital, Flock
- Common dyeing and printing defects

Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co. Chapter 12 pg 223-244

#### **UNIT III: Sustainable Fashion**

**8**

- Definition and components
- Ethical Issues in Fashion Business
- Fashion Industry's Environmental Impact and Solutions

Farley Gordon K., Farley J., (2015). *Sustainable Fashion: Past, Present and Future*. New Delhi: Bloomsbury Publishing India Private Limited. Chapter 4, pg 91-96, Chapter 5, pg 103-116, Chapter 6, pg 155-159

Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc. Chapter 1, pg 3-9



#### **UNIT IV: Traditional Indian Embroideries and Textiles**

**20**

- Indian Hand Embroideries: Kantha, Phulkari, Kasuti, Kashida, Mirrorwork (Gujarat), Chikankari with reference to Motifs, Color combination, Type of thread used, Stitches
- Traditional Indian Textiles: Brocades, Baluchari, Jamdani, Bandhni, Ikat with reference to: History, production centres, techniques, designs and colours

Das S. (1992). *Fabric Art- Heritage of India*. New Delhi: Abhinav Publications Chapter 2-8, pg 10- 127

Dhamija J., Jyotindra J. (1989). *Hand-woven Fabrics of India*. Ahmedabad: Mapin Publishing Pvt. Ltd. Chapter 4-8, pg 60-83

#### **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Dyeing with direct dyes- cotton, rayon, silk.
- Dyeing with reactive dyes- cotton, wool, silk, nylon.
- Dyeing with acid dyes- wool, silk.
- Tie and dye technique.
- Block printing using single and double coloured blocks, various placements of blocks.
- Batik technique.
- Preparation of an article/garment with a combination of techniques learnt above.

#### **COMPULSORY READING:**

- Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co.
- Das S. (1992). *Fabric Art- Heritage of India*. New Delhi: Abhinav Publications
- Dhamija J., Jyotindra J. (1989). *Hand-woven Fabrics of India*. Ahmedabad: Mapin Publishing Pvt. Ltd.
- Farley Gordon K., Farley J., (2015). *Sustainable Fashion: Past, Present and Future*. New Delhi: Bloomsbury Publishing India Private Limited.
- Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc.
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Akademy

#### **ADDITIONAL RESOURCES:**

- Bhatnagar P. (2004). *Traditional Indian costumes and Textiles*. Chandigarh: Abhishek Publication.
- Chattopadhyaya K. (1975). *Handicrafts of India*. New Delhi: All India Handicrafts Board
- Desai C. (1988). *Ikat textiles of India*. San Francisco: Chronicle Books.
- Miles L. (1994). *Textile Printing* (2nd Edition). England: Society of Dyers and Colourists
- Murphy V., Crill R. (1991). *Tie-Dyed textiles of India*. London: Victoria & Albert Museum
- Shorie G.P. (2007). *Vastra Vigyan KeMool Siddhant*. Agra: Vinod Pustak Mandir.
- Storey, J. (1992). *Manual of Textile Printing*. London: Thames and Hudson publication
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Akademy
- Wardman R. (2018). *An Introduction to Textile Colouration: Principles and Practices*. New Jersey: John Wiley and Sons Ltd.

**TEACHING LEARNING PROCESS:**

- Lectures
- Class discussions
- PowerPoint Presentations
- Video Presentations
- Demonstrations and workshop
- Visit to Craft Fairs and Museums
- Substantial dyeing and printing practical component
- Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Textile Design Techniques
- Dyeing
- Printing

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3, CO4	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and projects.
<b>II</b>	CO5, CO6, CO7	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports

<b>III</b>	CO8, CO9, CO10	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>IV</b>	CO11, CO12	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Experiential learning through demonstrations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>PRAC</b>	CO13, CO14, CO15, CO16	PowerPoint Presentations, Use of Practical manuals, Experiential learning through demonstrations and practice, Substantial dyeing and printing practical component	Observation of practical skills, Evaluation of practical files and dyeing and printing projects.

**\*Assessment tasks listed here are indicative and may vary**

#### **DSC-ADC-04: FASHION STUDIES AND DESIGN DEVELOPMENT (CREDITS: THEORY 4, PRACTICAL 2)**

#### **COURSE OBJECTIVES:**

- To create a fundamental understanding of the concepts related to design and fashion.
- To give the learners a broad overview of the global and Indian fashion industry and fashion designers as well as make them aware of the role of the designers.

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Identify and explain structural and applied design as well as various garment silhouettes.
- CO2: Explain the elements and principles of design with examples drawn from garment design.
- CO3: Explain the various theories of origin and functions of clothing.
- CO4: Describe the roles of individuality and conformity, conspicuous consumption and emulation in fashion.
- CO5: Define basic fashion related terminologies.
- CO6: Explain the various sources of fashion and design inspirations.
- CO7: Illustrate and explain the stages of a fashion cycle curve.
- CO8: Identify fashion consumers belonging to different phases of the fashion cycle.
- CO9: Describe the theories of fashion adoption.

- CO10: Explain the factors favouring and retarding the spread of fashion.
- CO11: State the women's fashion categories in terms of style, size and price
- CO12: List the major fashion centres of the world and their leading designers and brands.
- CO13: Explain the role of designers with respect to design development, sample garment development and costing.
- CO14: Describe the process and sources of fashion forecasting.
- CO15: Draw geometric croquis and muscle croquis of a fashion figure.
- CO16: Illustrate garments or components such as necklines, sleeves, tops and collars, skirts, trousers, etc.
- CO17: Match fabric swatches according to different colours, prints and textures.
- CO18: Sketch a full rendering of dresses of different themes on croqui along with swatches.

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Design Concepts and Social aspects of clothing 20**

- Structural and applied design
- Elements of design and their effects- Line, shape, Color and Texture.
- Principles of design and their effects- Proportion, Balance, Emphasis, Rhythm, Harmony
- Garment Silhouettes
- Theories of origin of clothing, Functions of clothing
- Individuality and conformity, conspicuous consumption and emulation

Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications, Chapter 9, pp. 187-197

Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education, Chapter 3,4, pp. 58-130

#### **UNIT II: Terms and Concepts Related to Fashion 24**

- Fashion terms: Fashion, Fad, Classic, Haute-couture, Prêt-a-porter, Knockoff, Accessory, Toile, Atelier, Boutique, Avant Garde, Empire line, Season
- Sources of design inspiration- printed and electronic media, web resources, historic/traditional costumes, travel, fabrics, nature, streets, architecture, awareness
- Fashion cycle
- Consumer identification with fashion life cycle – fashion leaders, fashion followers, fashion victims, fashion laggards
- Theories of Fashion adoption – trickle down, trickle up, trickle across
- Factors favouring and retarding fashion
- Women's fashion categories in terms of style, size, price
- Major Milestones of 20<sup>th</sup> century fashion.
- Major fashion centers of the world and their leading designers and brands- Paris, Milan, Tokyo, New York, London, India
- Project: Case study of any one Indian and International designer or brand

Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications, Chapter 1, 2, 3, pp. 4- 16, 49, 63-75

### **UNIT III: Design Development**

**16**

- Role of a designer in design development and fabric sourcing
- Development of a sample garment and line
- Specification sheet and cost sheet
- Fashion forecasting, sources of fashion forecasting information

Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications, Chapter 4, 9, 10 pp. 82-94, 201-213

Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education, Chapter 2, pp. 48

### **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Geometric Croqui and muscle figure development.
- Flat sketches: necklines, collars, sleeves, tops, skirts, dresses, trousers, coordinated sets
- Garment Illustration on croqui.
- Concepts of color: Color wheel, Value and Intensity charts.
- Swatch matching according to different colors, prints, textures using various color mediums.
- Illustration of dresses on croqui and rendering using different colouring techniques to match the swatches
- Preparation of a portfolio of at least three themes with one sketch each.

### **COMPULSORY READING:**

- Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications.
- Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education
- Stone E. (2008). *The Dynamics of Fashion*. New York: Fairchild Publication.

### **ADDITIONAL RESOURCES:**

- Jarnow J, Judelle B. (1987). *Inside Fashion Business*. New Jersey: Merill Prentice Hall.
- Shorie G.P. (2007). *Vastra Vigyan KeMool Siddhant*. Agra: Vinod Pustak Mandir.
- Stone E. (2008). *The Dynamics of Fashion*. New York: Fairchild Publication.
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy.

### **TEACHING LEARNING PROCESS:**

- Lectures
- Class Discussions
- PowerPoint Presentations
- Video Presentations

- Fashion Illustration workshop
- Substantial Illustration practical component
- Case studies
- Design-analysis based assignments

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Fashion Studies
- Design Development
- Fashion Illustration

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3, CO4	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Design-analysis based assignments	Observation during class discussions, Written examinations and tests, , Evaluation of Individual assignments and project reports
<b>II</b>	CO5, CO6, CO7, CO8, CO9, CO10, CO11, CO12	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Case study	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>III</b>	CO13, CO14	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project

			reports
<b>PRAC</b>	CO15, CO16, CO17, CO18	PowerPoint Presentations, Experiential learning through illustration demonstrations and workshop, Substantial Fashion Illustration practical component,	Observation of practical skills, Evaluation of practical files and illustration projects.

**\*Assessment tasks listed here are indicative and may vary**

### **DSE–ADC-01: APPAREL INDUSTRY AND QUALITY ASSESSMENT (CREDITS: THEORY 4, PRACTICAL 2)**

#### **COURSE OBJECTIVES:**

- To impart knowledge about the assessment of the quality of readymade garments and create an awareness and understanding of the garment labels as well as the rights and responsibilities of consumers.
- To give the learners an overview of the readymade garment industry, marketing principles and the entrepreneurship process.

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Evaluate the quality of ready-made garments based on various criteria.  
CO2: Interpret the labels attached to garments particularly the wash and care labels  
CO3: State the rights and responsibilities of apparel consumers and the available legal options  
CO4: Explain the methods of construction of components such as necklines, collars, sleeves, plackets, pockets, hemlines  
CO5: Describe the fullness disposal techniques such as darts, tucks, pleats and gathers  
CO6: List the factors influencing designing garments for different seasons, age groups, occasions & professions  
CO7: State the principles and special requirements for designing self-help garments and maternity wear  
CO8: Explain the role of the 4 Ps in apparel marketing  
CO9: List the various criteria used in market segmentation  
CO10: Explain the role of merchandiser and various merchandising techniques  
CO11: Describe the structural changes in the Indian apparel industry  
CO12: Describe the entrepreneurship process and list the entrepreneurship promotion schemes of the Govt. and Banks  
CO13: Draft an adult's basic bodice and sleeve block  
CO14: Draft one piece and two-piece shirt collar, Chinese band collar on a basic neckline.  
CO15: Develop a basic skirt block and adapt these to slim, flared, gored, wrap-around skirts

- CO16: Adapt the basic block to construct skirt, saree blouse, simple kameez  
 CO17: Construct Salwar and Churidar

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Quality Assessment and Consumer Awareness 10**

- Evaluating the quality of readymade garments: overall appearance, fabric, fit, workmanship, finishing, price
- Project work: Visit to readymade garment retail outlets belonging to three different levels (designer outlets, middle class outlets, ordinary outlets) and compare the quality of the garments. Presentation of report by the students
- Garment Labels: Types and importance of labels with special reference to care labels
- Consumer Problems and protection, Rights and Responsibilities

Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education, Chapter 13, pp. 354-357

Stamper A.A. Et al., (1991). *Evaluating Apparel Quality* (2nd Edition). New York: Fairchild Publications, Chapter 2, 12, 13 pp. 14-44, 295- 316

#### **UNIT II: Apparel Design 15**

- Apparel classification and categories
- Study of garment components: necklines, collars, sleeves, plackets, pockets, hemlines
- Disposal of fullness- Darts, tucks, pleats and gathers
- Garment designing according to age, climate, occasion, occupation
- Garment designing for special needs: basic principles and requirements – Self-help, maternity wear

Stamper A.A. Et al., (1991). *Evaluating Apparel Quality* (2nd Edition). New York: Fairchild Publications, Chapter 3, 5, 6, 7, pp. 46-186

Vatsala R. (2003). *Textbook of Textiles & Clothing*. Indian Council of Agricultural Research (ICAR) Publications, Chapter 18, pp. 281-290

#### **UNIT III: Marketing in Apparel Industry 20**

- Introduction to Apparel marketing: Basic 4Ps of Marketing- Product, Price, Place and Promotion
- Product classification, product life cycle and marketing strategies
- Price objectives, Methods of price fixation
- Place – Channels of distribution
- Promotion – Advertising, Publicity, Personal selling, Sales promotion
- Market Segmentation- advantages and types
- Role of a merchandiser - Principles and techniques of merchandising
- Indian Readymade garment industry: Importance in Export and Domestic sector, Recent Structural changes in garment industry, Problems and prospects

Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications, Chapter 14, pp. 321-342



Kotler P and Armstrong G. (2017). *Principles of Marketing* (17th Edition). New Delhi: Prentice Hall of India, Chapter 1, 2 & 7, 9, pp. 4- 44, 160-178, 222-236

Stamper A.A. Et al., (1991). *Evaluating Apparel Quality* (2nd Edition). New York: Fairchild Publications, Chapter 1, pp. 1-12

#### **UNIT IV: Introduction to Entrepreneurship**

**15**

- Entrepreneurship: Concept, Functions and Importance
- Essential Qualities of an Entrepreneur
- Entrepreneurial Process - Basic steps
- Entrepreneurship promotion schemes of Government and Financial Institutions
- Project: Case study of a successful entrepreneur

Sharma Sangeeta. (2017). *Entrepreneurship Development* New Delhi: PHI Learning Private Limited Chapter 2, 5 pg 30-31, 36-37, 51-55, 109-122

#### **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Adult's basic bodice and sleeve block.
- Drafting of collars on basic neck line- shirt collar- one piece, two-piece, Chinese band.
- Basic skirt block. Adaptation to slim, A-Line, flared, gored, wrap-around.
- Adaptation of basic blocks to construct Saree blouse, Simple kameez, Skirt
- Construction of any two lower garments: Salwar, Churidar, Palazzo, Culottes

#### **COMPULSORY READING:**

- Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications
- Kotler P and Armstrong G. (2017). *Principles of Marketing* (17th Edition). New Delhi: Prentice Hall of India.
- Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education
- Sharma Sangeeta. (2017). *Entrepreneurship Development* New Delhi: PHI Learning Private Limited
- Stamper A.A. Et al., (1991). *Evaluating Apparel Quality* (2nd Edition). New York: Fairchild Publications.
- Vatsala R. (2003). *Textbook of Textiles & Clothing*. New Delhi: Indian Council of Agricultural Research (ICAR) Publications

#### **ADDITIONAL RESOURCES:**

- Bharadwaj S.K. and Mehta P.V. (1998). *Managing Quality in the Apparel Industry*. New Delhi: New Age International
- Charantimath Poornima M., (2018). *Entrepreneurship Development and Small Business Enterprises*. NOIDA: Pearson Education India
- Constantino M. (1998). *Fashion Marketing*. London: BT Batsford
- Fritz A and Cant J. (1988). *Consumer Textiles*. Oxford: Oxford University Press.
- Grace E. (1978). *Introduction to Fashion Merchandising*. New Jersey: Prentice Hall

- Jackson T. (2001). *Mastering Fashion and Merchandising Management*. London: Mc Millan Press
- Stone E. (1990). *Fashion Merchandising* (5th Edition). New York: Mc Graw Hill Inc.

**TEACHING LEARNING OUTCOMES:**

- Lectures
- PowerPoint Presentations
- Video Presentations
- Demonstrations
- Substantial garment construction practical component
- Case Study, Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Quality Assessment
- Apparel Industry
- Entrepreneurship
- Apparel Marketing

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Demonstration of Quality in garments, Market Survey	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project

			reports and presentations.
<b>II</b>	CO4, CO5, CO6, CO7	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>III</b>	CO8, CO9, CO10, CO11	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>IV</b>	CO12	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Case study	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>PRAC</b>	CO13, CO14, CO15, CO16, CO17	Experiential learning through demonstrations and workshop, Substantial pattern making and garment construction practical component	Observation of practical skills, Evaluation of practical files and sewing projects.

**\*Assessment tasks listed here are indicative and may vary**

### **DSE–ADC-02: APPAREL CONSTRUCTION (CREDITS: THEORY-4, PRACTICAL-2)**

#### **COURSE OBJECTIVES:**

- To familiarise the students about the concepts related to the handling of special fabrics and create an awareness about the common fitting problems and their correction.
- To create an awareness about the machinery and tools used in the garment making process including the role of Computer Aided Designing (CAD)
- To impart the basic knowledge required for setting up a new enterprise in the garment sector

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Compare the different types of pattern layouts.  
CO2: Describe the marker development process and the relevant calculations.

- CO3: Assess the quality of a women's wear at various stages of its assembly.
- CO4: List the precautions required while working with special fabrics.
- CO5: Suggest garment designs for different figure types.
- CO6: State the factors affecting fit and Identify common fitting problems and suggest pattern corrections.
- CO7: Describe the machinery and tools used in spreading, cutting, sewing, work aids, pressing and finishing.
- CO8: Use the internet for searching design ideas, browsing, collecting information and sending emails.
- CO9: Narrate the 2D and 3D applications of computer-aided designing in fashion.
- CO10: Estimate the resource requirements of a new fashion enterprise.
- CO11: Describe the components of a business plan.
- CO12: List the various funding options of new entrepreneurs
- CO13: Apply basic dart manipulation in pattern making
- CO14: Draft hip length bodice and basic trouser blocks.
- CO15: Draft raglan sleeve, kimono sleeve and cowl neckline.
- CO16: Design and construct a garment involving dart manipulation and handling of different fabrics.

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Layout planning and Handling Special fabrics**

**18**

- Laying patterns on fabric: types of layouts, layout on different fabric widths and types
- Marker development, Calculations of materiel requirements
- Planning assembly of women's wear; Assessing quality at various stages of garment assembly.
- Precautions to be taken while working with different kind of fabrics: sheers, lace, silk & crepe, velvets, wool, plaids and stripes. Handling of fabrics with reference to designing, layout, marking, cutting, stitching, needle sizes, stitch sizes, threads used, seams and other special considerations. Preparation of a sample file.

Brown P. and Rice J. (1998). *Ready-to-wear Apparel Analysis*. Prentice Hall. USA. Chapter 11, Pg. 275-296, Chapter 12, Pg. 301-321

Dora L. (1960). *Clothing Construction and Wardrobe Planning*. The Macmillan Company. USA, Part V, Pg. 424-436

Shaeffer Claire, (2003). *Sew any Fabric*. USA: Krause Publications. Chapter 1 pg 25, 29, 53, 67, 78, 94, 98

#### **UNIT II: Figure types and fitting problems**

**8**

- Figure types-designing for various figure types
- Factors affecting fit
- Common fitting problems and pattern correction

Dora L. (1960). *Clothing Construction and Wardrobe Planning*. The Macmillan Company. USA, Part V, Pg. 409-434

Liechty E., Rasband J. and Pottberg D. (2016). *Fitting and Pattern Alteration: A Multi-Method Approach to the Art of Style Selection, Fitting, and Alteration*. Fairchild Books, USA. Chapter 3, Pg 33-39

Romano C. (2002). *Plan your Wardrobe*. UK: New Holland Publication, Chapter 2, Pg. 23-54

**UNIT III: Industrial machines, tools and equipment** **8**

- Industrial machines: spreading, cutting, sewing, work aids, pressing and finishing

Tyler D. (2008). *Carr and Latham's Technology of Clothing Manufacture* (4<sup>th</sup> Edition). USA: Blackwell Publishing Chapter 2, Pg. 6-51, Chapter 3, Pg. 52-108, Chapter 4, Pg. 138-168, Chapter 7, Pg. 254-274

**UNIT IV: Introduction to Internet & Computer Aided Designing** **10**

- Basic terminology: hardware, software, network, internet, emailing, search engine, browser
- Importance of Internet and using search engines to source fashion and design information. Hands on practice on the internet for using search engines for collecting information, sending email.
- Introduction to the role of Computer Aided Designing (CAD) in garment designing.
- 2D and 3D applications of CAD software in fashion.
- Demonstration of various features and functionalities of various CAD Packages used for garment designing, pattern making and marking

Aspelund K. (2010). *Design Process*. Fairchild Publication. USA. Chapter 4, Pg. 101-103

**UNIT V: Setting up a new Enterprise** **16**

- Types of entrepreneurship
- Resource Requirements: Human, Capital, Technical, Legal and other Resources
- Estimating Financial Resources required.
- Business Plan: Components and Preparation
- Options for funding new enterprises
- Project: Survey on Identification of Business opportunity and preparation of a report

Sharma Sangeeta. (2017). *Entrepreneurship Development* New Delhi: PHI Learning Private Limited Chapter 2, 3, 7 pg 31-33, 69-73, 176-180

**PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Dart manipulation: Single dart series, Two dart series, style lines, Yokes.
- Hip length bodice.
- Basic trouser block.
- Design variations: Raglan Sleeve, Kimono sleeve, cowl neckline.
- Garment Construction: Designing and Construction of two garments covering any age group involving dart manipulation and handling of different fabrics.

**COMPULSORY READING:**

- Aspelund K. (2010). *Design Process*. USA: Fairchild Publication

- Brown P. and Rice J. (1998). *Ready-to-wear Apparel Analysis*. USA: Prentice Hall
- Dora L. (1960). *Clothing Construction and Wardrobe Planning*. USA: The Macmillan Company
- Liechty E., Rasband J. and Pottberg D. (2016). *Fitting and Pattern Alteration: A Multi-Method Approach to the Art of Style Selection, Fitting, and Alteration*. Fairchild Books, USA. Chapter 3, Pg 33-39
- Romano C. (2002). *Plan your Wardrobe*. UK: New Holland Publication
- Shaeffer Claire, (2003). *Sew any Fabric*. USA: Krause Publications.
- Sharma Sangeeta. (2017). *Entrepreneurship Development* New Delhi: PHI Learning Private Limited
- Tyler D. (2008). *Carr and Latham's Technology of Clothing Manufacture* (4<sup>th</sup> Edition). USA: Blackwell Publishing

#### **ADDITIONAL RESOURCES;**

- Anonymous. (1982). *Vogue Sewing*. Hampshire: Butterwick Company.
- Armstrong H. (2012). *Pattern Making for Fashion Design* (5th Edition). New York: Harper Collins Publishers.
- Bains S. and Hutton, J. (1972). *Singer Sewing Book*. London: Hamlyn
- Bray N. (1978) *Dress Fitting*. New Jersey: Blackwell Science Limited.
- Charantimath Poornima M., (2018). *Entrepreneurship Development and Small Business Enterprises*. NOIDA: Pearson Education India
- Verma P. (2003). *Vastra Vigyan Avam Paridhan*. Bhopal: Hindi Granth Academy.

#### **TEACHING LEARNING PROCESS:**

- Lectures
- PowerPoint Presentations
- Video Presentations
- Experiential learning through demonstrations and workshop
- Substantial pattern making and stitching practical component
- Survey and Field-based learning
- Internet supported projects

#### **ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Apparel Construction
- Computer Aided Designing in Fashion
- Entrepreneurship

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3, CO4	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Demonstration of handling of special fabrics	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and sample file.
<b>II</b>	CO5, CO6,	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>III</b>	CO7	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments.
<b>IV</b>	CO8, CO9,	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Demonstration of CAD softwares	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>V</b>	CO10, CO11, CO12	Lectures, Class discussions, PowerPoint Presentations, Market survey	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>PRAC</b>	CO13, CO14, CO15, CO16	Class discussions, use of practical manual and handouts, Experiential learning through pattern making and construction	Observation of practical skills, Evaluation of practical files and garment construction projects.

		demonstrations, Substantial pattern making and garment construction practical component	
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**\*Assessment tasks listed here are indicative and may vary**



**SEC-ADC-01: FASHION EVENT MANAGEMENT  
(CREDITS: THEORY: 4)**

**COURSE OBJECTIVES:**

- To create an understanding of the different types of fashion events and the planning required for their successful organisation.
- To familiarise the students with the various practical steps involved in the organisation of fashion events and their proper coordination
- To develop practical knowledge of the administrative, designing, planning, marketing, operational and risk management aspects of fashion events through project work.

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: List the types and components of fashion events
- CO2: State the principles of event management and define the required roles
- CO3: Create an initial event plan covering theme, duration, target audience and budget
- CO4: Prepare a checklist for venue related activities and their management
- CO5: Describe the steps required for successfully staging the fashion event
- CO6: Explain the process of marketing the event and mobilising sponsorships
- CO7: State the legal compliance and safety requirements.
- CO8: Describe the role of themes, target audience and media communication in successful fashion shows
- CO9: List the logistics arrangements and personnel requirements of a fashion show
- CO10: Prepare a checklist of the organisational requirements of a fashion show
- CO11: Prepare templates for fashion show budgets and duty charts

**THEORY**

**CONTENTS**

**PERIODS: 60 (CREDITS-4)**

**UNIT I: Understanding Fashion Events & their Planning and Management Needs 18**

- Introduction to event management – Types, category
- Principles of Event Management
- Key roles, types and purposes of fashion events – fashion show, fairs & trade show, product launch
- Role of an event coordinator - Administration, Design, Marketing, Operations, Risk
- Creating an event plan
- Initial Planning Requirements: Creating themes, targeting the audience /vendors, Timing the event, Finding a venue, Guest lists and Invitations, Organising the required production team and preparing duty charts, Budget estimation, seeking sponsorships – writing sponsorship letters.

Everett C., Swanson K. (2016). *Guide to Producing a Fashion Show* (3rd Edition). New York: Bloomsbury Publications, Chapter 2, 3 pp. 34 - 79

Silvers J. (2012). *Professional Event Coordination* (2<sup>nd</sup> Edition). New Jersey: Wiley, Chapter 1, pp. 25

## **UNIT II: Designing & Executing Fashion Show 14**

- Venue requirements: Stage/ booth design, Seating patterns and plan, Lighting and allied audio-visual effects, Preparation of Programme Booklet, Catering arrangements, Progress monitoring through checklists
- Catwalk Presentation Requirements: Merchandise selection, Models selection, Music and choreography, Final show sequence and rehearsals, Fitting sessions, Dressing area arrangements, Commentary requirements, Closing and striking the show

Everett C., Swanson K. (2016). *Guide to Producing a Fashion Show* (3rd Edition). New York: Bloomsbury Publications, Chapter 3,5, 6,7, 8 pp. 60, 148-246

Silvers J. (2012). *Professional Event Coordination* (2<sup>nd</sup> Edition). New Jersey: Wiley, Chapter 1, 7 pp. 25, 216

## **UNIT III: Marketing & Managing Fashion events 12**

- Creating a pre and post-event promotion plan
- Building media relations, preparing press release and media kit
- Post Show Evaluation
- Ensuring Legal Compliance, Safety & Security: Licenses and permissions to be obtained, Risk Management for prevention of hazards, Security for people and merchandise

Everett C., Swanson K. (2016). *Guide to Producing a Fashion Show* (3rd Edition). New York: Bloomsbury Publications, Chapter 4, pp. 102

Silvers J. (2012). *Professional Event Coordination* (2<sup>nd</sup> Edition). New Jersey: Wiley, Chapter 3, pp. 63

## **Unit IV: Project work: 16**

- Presentation of a Mock Fashion Show Project: The project should include the following:
  - Description of the theme, the fashion statement of your line, choice of the location and target audience.
  - Budget plans, Duty chart, checklists
  - Sponsorship letter, Media Publicity kit
  - Designing an invitation card, stage and venue design
  - Models and music selection, Script for emcee
  - Catering and menu selection
  - Security arrangements

Silvers J. (2012). *Professional Event Coordination* (2<sup>nd</sup> Edition). New Jersey: Wiley, Chapter 5, 6, pp. 133, 192

## **COMPULSORY READING:**

- Everett C., Swanson K. (2016). *Guide to Producing a Fashion Show* (3rd Edition). New York: Bloomsbury Publications.
- Silvers J. (2012). *Professional Event Coordination* (2<sup>nd</sup> Edition). New Jersey: Wiley.

- Taylor P. (2012). *How to Produce a Fashion Show from A to Z*. New Jersey: Pearson Prentice Hall.

**ADDITIONAL RESOURCES:**

- Berners P. (2017). *The Practical Guide to Organizing Events*. UK: Taylor & Francis Publisher.
- Robinson P., Dikson G., Wale D. (2010). *Event Management: An Introduction*. CABI Publication.
- Taylor P. (2012). *How to Produce a Fashion Show from A to Z*. New Jersey: Pearson Prentice Hall.

**TEACHING LEARNING PROCESS:**

- Lectures
- Class discussions
- PowerPoint Presentations
- Video Presentations
- Workshop
- Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules

For skilled based courses the assessment is based on continuous evaluation

**KEY WORDS:**

- Fashion Event Management
- Catwalk Presentation
- Fashion Show

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2,	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and sample file.
<b>II</b>	CO3, CO4 CO5, CO6,	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, survey and field based learning	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>III</b>	CO6, CO7	Lectures, Class discussions, PowerPoint Presentations,	Observation during class discussions, Written

		Video Presentations	examinations and tests, Evaluation of Individual assignments.
<b>IV</b>	CO8, CO9, CO10, CO11	Class discussions, Mock fashion show project	Observation during class discussions, Evaluation of Individual project reports, seminar presentation

**\*Assessment tasks listed here are indicative and may vary**

## **SEC-ADC-02: EFFECTIVE DRESSING SKILLS (CREDITS: THEORY: 4)**

### **COURSE OBJECTIVES:**

- To provide an understanding of the different aspects of effective dressing that suit different occasions as well as the ways of doing proper wardrobe planning.
- To create an awareness of the body types and the art of selecting styles that improve the overall visual appeal.
- To help develop the ability of the learners to evaluate the quality of garments and also to leverage the various optical illusions for enhancing the impact of clothes and accessories.

### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Explain the psychological and sociological influences of clothing.  
CO2: Analyse different body types and identify problem areas.  
CO3: Assess the personality and personal style preferences  
CO4: Select suitable clothing based on season, body types, occasions, age, occupation  
CO5: Coordinate clothing with accessories  
CO6: Use elements and principles of design effectively in garment designing and illusion dressing.  
CO7 Prepare wardrobe plans and care schedules  
CO8 Describe ways of taking care of and storing garments effectively

### **THEORY**

#### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Psychological and sociological influences of clothing**

**8**

- How dress affects behaviour
- Nonverbal Communication: First impression
- Verbal Communication: Halo Effect, Self-Concept & Image

Marshall S., Jackson H., Stanley S. (2011). *Individuality in Clothing Selection and Personal Appearance* (7th Edition). New Jersey: Pearson. Chapter 3, Pg. 58-101, Chapter 4, Pg. 102-131

## **UNIT II: Evaluating body and style**

**20**

- Body proportions
- Body types and problems
- Personality
- Image and style analysis
- Project: Self body and style analysis

Frings G. (2007). *Fashion: From Concept to Consumer* (9th Edition). New Jersey: Prentice Hall, Chapter 5, Pg. 132-152

Romano C. (2002). *Plan your Wardrobe*. New Holland Publication. UK. Chapter 2, Pg. 23-59

## **UNIT III: Fashion Designing and Dressing concepts**

**20**

- Introduction to elements and principles of design and illusion dressing
- Dressing up according to season and occasion
- Accessories – Common styles of Footwear, Handbags, Jewellery and their coordination with clothing.
- Project on coordinating clothing and accessories.

Frings G. (2007). *Fashion: From Concept to Consumer* (9th Edition). New Jersey: Prentice Hall, Chapter 11, Pg. 239-266

Marshall S., Jackson H., Stanley S. (2011). *Individuality in Clothing Selection and Personal Appearance* (7th Edition). New Jersey: Pearson. Chapter 3, Pg. 58-101, Chapter 4, Pg. 102-131, Chapter 6-9, Pg. 189-286, Chapter 14, Pg. 397-496

Romano C. (2002). *Plan your Wardrobe*. UK: New Holland Publication, Chapter 3, Pg. 61-84

## **UNIT IV: Wardrobe Planning and care of garments**

**12**

- Wardrobe planning- steps in planning an efficient wardrobe
- Storage of garments
- Daily and Periodic care
- Cleaning- Wet and Dry

Dora L. (1960). *Clothing Construction and Wardrobe Planning*. The Macmillan Company. USA, Chapter 11-13, Pg. 176-239, Chapter 17-19, Pg. 326-375

Marshall S., Jackson H., Stanley S. (2011). *Individuality in Clothing Selection and Personal Appearance* (7th Edition). New Jersey: Pearson. Chapter 13-14, Pg. 352-409

### **COMPULSORY READING:**

- Dora L. (1960). *Clothing Construction and Wardrobe Planning*. The Macmillan Company. USA, Chapter 11-13, Pg. 176-239, Chapter 17-19, Pg. 326-375
- Frings G. (2007). *Fashion: From Concept to Consumer* (9th Edition). New Jersey: Prentice Hall.
- Marshall S., Jackson H., Stanley S. (2011). *Individuality in Clothing Selection and Personal Appearance* (7th Edition). New Jersey: Pearson.
- Romano C. (2002). *Plan your Wardrobe*. UK: New Holland Publication.

### **ADDITIONAL RESOURCES:**

- Funder D.C. (2001). *The Personality Puzzle* (2nd edition). New York: W.W. Norton.
- Genova A. (2011). *Accessory Design*. New York: Fairchild Publication.
- Phares J.E. (1991). *Introduction to Personality* (3rd edition). New York: Harper Collins.
- Verma P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy

**TEACHING LEARNING PROCESS:**

- Lectures
- Class room discussions
- PowerPoint Presentations
- Video Presentations
- Experiential learning through demonstration and workshops
- Design projects

**ASSESSMENT METHODS:**

As per University of Delhi rules

For skilled based courses the assessment is based on continuous evaluation

**KEY WORDS:**

- Effective dressing skills
- Wardrobe planning
- Image and style analysis

**Facilitating the achievement of course learning objectives**

Unit No.	Course Learning Outcomes	Teaching and Learning Process	Assessment tasks
I	CO1	Lectures, Class discussions, PowerPoint Presentations, Video Presentations	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and sample file.
II	CO2, CO3	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Workshop on Image analysis	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
III	CO4, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Creative projects	Observation during class discussions, Written examinations and tests, Evaluation of projects, presentation
IV	CO7, CO8	Lectures, Class discussions, PowerPoint Presentations	Observation during class discussions, Evaluation of Individual project reports, seminar presentation

\*Assessment tasks listed here are indicative and may vary

**SEC-ADC-03: APPAREL RETAIL  
(CREDITS: THEORY: 4)**

**COURSE OBJECTIVES:**

- To provide an overview of the evolution as well as the current structure and status of the apparel retailing in India.
- To develop and understanding and appreciation of the principles of marketing, retail operations and the basic principles of visual merchandising and effective customer handling practices.

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: State the importance of retailing in marketing.
- CO2: List the important structural changes in the retailing sector.
- CO3: Describe the unique aspects of apparel retailing
- CO4: Classify the different types of retail outlets.
- CO5: Describe the role of 4 Ps in retail marketing
- CO6: Explain the main operational processes of retail stores
- CO7: Compare the roles and responsibilities of different retail jobs
- CO8: Explain the use of various visual merchandising practices

**THEORY**

**CONTENTS**

**PERIODS: 60 (CREDITS-4)**

**UNIT I: Overview of Retailing**

**15**

- Role of retail in marketing system
- Overview of Indian retail sector
- Retail evolution in India: structural changes and emerging trends
- Uniqueness of apparel retailing
- Classification of Retailing Channels (online, offline, multichannel, cross-channel), Formats (in-store and non-store), and Types of Outlets (ownership and merchandise based)
- Project and presentation: Survey of different types of retail stores.

Levy Michael, Weitz Barton A., (1995). *Retailing Management*. US: Irwin Publishers Chapter 1 pg 32-77

**UNIT II: Retail Marketing & Operations**

**25**

- Product – merchandise assortment and inventory management
- Place – Store Management, store location, Floor layout
- Promotion – in-store and off-store promotion and advertising
- Roles and responsibilities of retail store manager, employee management
- Consumer management

- Project: Comparative study of one organised and one unorganised retail store  
Dunn Patrick, Lusch Robert, Griffith David A., (2002). *Retailing*. USA: Harcourt College Publishers Chapter 4 pg 273-532
- Levy Michael, Weitz Barton A., (1995). *Retailing Management*. US: Irwin Publishers Chapter 2, 3 pg 216-270, 362-400, 476-500

### **UNIT III: Introduction to Visual Merchandising**

**20**

- Introduction and Importance
  - Schedules- Seasons, Promotions, Special sales, Themes
  - Types of Display- Window display, Interior display
  - Elements of Display- Merchandise, forms, props, signage, lighting
  - Merchandise Presentation Techniques- Idea-Oriented Presentation, Style/Item Presentation, Colour Organisation, Price Lining
  - Common problems in display
  - Project: Survey of Window and interior display of retail stores.
- Balley Sarah, Baker Jonathan (2014). *Visual Merchandising in Fashion*. London: Bloomsbury Publishing Chapter 1, 4, 5 pg 10-13, 74-103, 125-145

#### **COMPULSORY READING:**

- Balley Sarah, Baker Jonathan (2014). *Visual Merchandising in Fashion*. London: Bloomsbury Publishing
- Dunn Patrick, Lusch Robert, Griffith David A., (2002). *Retailing*. USA: Harcourt College Publishers Chapter 4 pg 273-532
- Levy Michael, Weitz Barton A., (1995). *Retailing Management*. US: Irwin Publishers Chapter 2, 3 pg 216-270, 362-400, 476-500

#### **ADDITIONAL RESOURCES:**

- Frances D., Spooone H, Greenwald H. (1992). *Retail Fashion Promotion and Advertising*. USA: Macmillan.
- Stone E. (1987). *Fashion Buying*. New York: McGraw- Hill.

#### **TEACHING LEARNING PROCESS:**

- Lectures
- Classroom Discussions
- PowerPoint Presentations
- Video Presentations
- Survey and Field-based learning
- Open-ended project work
- Internship in retail establishments/boutiques etc

#### **ASSESSMENT METHODS:**

As per University of Delhi rules

For skilled based courses the assessment is based on continuous evaluation



**KEY WORDS:**

- Apparel Retail
- Retail Stores
- Visual Merchandising

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3, CO4	Lectures, Class discussions, PowerPoint Presentations, Markey survey	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>II</b>	CO5, CO6, CO7	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Visit to retail stores, Case study, Internships in retail stores	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports
<b>III</b>	CO8	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Survey of retail store display	Observation during class discussions, Written examinations and tests, Evaluation of projects, presentation

\*Assessment tasks listed here are indicative and may vary

**SEC-ADC-04: APPAREL ETAIL  
(CREDITS: THEORY: 4)**

**COURSE OBJECTIVES:**

- To provide an overview of and insights into the evolving business of apparel etailing.
- To create an awareness and understanding of the broad categories of etailing business models and the important factors governing the design and operation of online apparel stores.
- To provide an understanding of the relative strengths and weaknesses of apparel retail and etail operations.

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: State the unique aspects of apparel etailing
- CO2: Compare the strengths & weaknesses of apparel retail &etail from the vendor and consumer points of view
- CO3: List the characteristics and advantages of multichannel retailing
- CO4: Classify the different types of etailing business models
- CO5: Describe etailing challenges in marketing, inventory management and customer service
- CO6: List the steps involved in setting up etail websites
- CO7: Explain the key traits of effective online store design

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Overview of Fashion Etailing**

**15**

- Overview of Indian etail scenario
- Uniqueness of apparel in etailing
- Steps involved in etailing
- Types of fashion etail outlets
- Strengths & weaknesses of apparel retail &etail from vendor and consumer points of view
- Project: Comparative analysis of an etail store with retail store in terms of consumer experiences

Joseph P. T. (2015). *E-Commerce: An Indian Perspective*. New Delhi: PHI Learning Chapter 1, 2 pg 20-27, 36-47

#### **UNIT II: Basics of Etail Business**

**30**

- Broad categories of e-business models: brokerage model, advertising model, intermediary model, merchant, manufacturer, affiliate, community, subscription model
- Managing inventory
- E-business customer service
- Steps in setting up an online store
- Marketing an e-business
- Project: Prepare a branding and product assortment plan for an apparel etail store. Also Design a suitable homepage, sample product page and an advertisement banner.

Joseph P. T. (2015). *E-Commerce: An Indian Perspective*. New Delhi: PHI Learning Chapter 2, 4 pg 47-81, 163-168

#### **UNIT III: Effective online store design**

**15**

- Traits of effective etailing sites
- Essential web content of etailing sites
- Project: Evaluation of a fashion online store

Whiteley D. (2017). *E-Commerce: Strategy, Technologies and Applications*. New York: McGraw Hill Education Chapter 15 pg 191-212,

**COMPULSORY READING:**

- Joseph P. T. (2015). *E-Commerce: An Indian Perspective*. New Delhi: PHI Learning
- Whiteley D. (2017). *E-Commerce: Strategy, Technologies and Applications*. New York: McGraw Hill Education

**ADDITIONAL RESOURCES:**

- Chaffey D. (2013). *E-Business and E-Commerce Management: Strategy, Implementation and Practice* (5th edition). New Delhi: Pearson Education India
- Laudon C., Traver C. (2018). *E-Commerce 13th Edition*. London: Pearson

**TEACHING LEARNING PROCESS:**

- Lectures
- Class discussions
- PowerPoint Presentations
- Video Presentations
- Survey and Field-based learning
- Open-ended project work

**ASSESSMENT METHODS:**

As per University of Delhi rules

For skilled based courses the assessment is based on continuous evaluation

**KEY WORDS:**

- Apparel Etail
- Online fashion stores
- Online Retail

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3	Lectures, Class discussions, PowerPoint Presentations, Markey survey	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>II</b>	CO4, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Visit to retail stores, Project work	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments, project presentation
<b>III</b>	CO7	Lectures, Class discussions, PowerPoint Presentations, Video Presentations, Evaluation of an online store	Observation during class discussions, Written examinations and tests, Evaluation of project presentation

\*Assessment tasks listed here are indicative and may vary

**SEC-ADC-05: DESIGN DEVELOPMENT PROJECT  
(CREDITS: PRACTICAL: 4)**

**COURSE OBJECTIVES:**

- To give the learners practical experience of the design development process.
- To develop the ability of learners to express their inspirations through mood/theme boards and their creative designs through sketches

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Describe the steps in the design research process
- CO2: Explain the process of using a theme as an inspiration for a design.
- CO3: Prepare mood board reflecting the inspiration.
- CO4: Illustrate sketches of garment designs based on the mood/theme board.
- CO5: Select the best designs and develop a garment range.
- CO6: Render final designs on croquis with swatches
- CO7: Make changes in the design based on specific feedbacks
- CO8: Prepare a fabric and trims sourcing plan based on designs developed.
- CO9: Create a portfolio and make a presentation of the design development process.
- CO10: Construct a garment based on the chosen theme

**PRACTICAL**

**PERIODS: 120 (CREDITS-4)**

Design Development in form of Portfolio-

- Inspiration
- Research on chosen inspiration
- Mood board/ theme board
- Sourcing of Fabrics and trimmings
- Design Development
- Feedback and improvement
- Selection of final designs
- Flat sketches and Design Specification sheets of final designs
- Full rendering of final designs on croquis with swatches
- Pattern development and Garment Construction of atleast one of the final designs
- Portfolio presentation

Aspelund K. (2010). *Design Process*. Fairchild Publication. USA. Chapter 1, Pg. 1-9, 15-21, 37-50, 67-79, 91-101, 165-176

Frings G. (2007). *Fashion: From Concept to Consumer* (9th Edition). New Jersey: Prentice Hall. USA. Chapter 9, Pg. 187-197

**COMPULSORY READING:**

- Aspelund K. (2010). *Design Process*. New York: Fairchild Publication

- Frings G. (2007). Fashion: From Concept to Consumer (9th Edition). New Jersey: Prentice Hall.

**ADDITIONAL RESOURCES:**

- Seivewright S., Sorger R. (2016). *Research and Design for Fashion*. New York: Fairchild Books
- Tain L. (2018). *Portfolio Presentation for Fashion Designers*. New York: Fairchild Books

**TEACHING LEARNING PROCESS:**

- Classroom Discussions
- PowerPoint Presentations
- Video Presentations
- Demonstrations
- Illustration workshop
- Field and Technology based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules

For skilled based courses the assessment is based on continuous evaluation

**KEY WORDS:**

- Design Development
- Mood Board
- Portfolio Presentation

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>PRAC</b>	CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8, CO9, CO10	Lectures, Class discussions, PowerPoint Presentations, Demonstration and practice of fashion illustration, Workshop on Illustration techniques, Research based projects	Observation during class discussions, Evaluation of Individual design projects, viva voce, portfolio presentation

**\*Assessment tasks listed here are indicative and may vary**

**GE-ADC-01: FASHION: DESIGN AND DEVELOPMENT  
(CREDITS: THEORY 4, PRACTICAL 2)**

**COURSE OBJECTIVES:**

- To create an understanding of the concepts and terminologies related to fashion design as well as the theories and functions of clothing, and the elements and principles of design.
- To impart the knowledge about Indian and international fashion industry as well as the roles and responsibilities of designers and the process of fashion forecasting.
- To inculcate the skills required for assessing and appreciating the quality of readymade garments.

**COURSE LEARNING OUTCOMES:**

- CO1: Define basic fashion related terminologies.
- CO2: Classify the various sources of design inspirations
- CO3: Illustrate and explain a fashion cycle curve and identify fashion consumers belonging to different phases of the fashion cycle.
- CO4: Describe the theories of fashion adoption
- CO5: Explain the factors favouring and retarding the spread of fashion
- CO6: Give an overview of the major fashion centres of the world and their leading designers
- CO7: State the women's fashion categories in terms of style, size and price
- CO8: Evaluate the quality of ready-made garments in terms of appearance, fabric, workmanship and price
- CO9: Explain the role of designers with respect to design development, sample garment and line development
- CO10: Describe the process and sources of fashion forecasting
- CO11: Do flat sketches of skirts, bodices, sleeves, necklines, collars, accessories
- CO12: Illustrate coordinated garments in simple colouring techniques
- CO13: Style reading and analyse the garments in terms of elements and principles of design

**THEORY**

**CONTENTS**

**PERIODS: 60 (CREDITS-4)**

**Unit I: Fashion Concepts and Fashion Centres**

**35**

- Fashion terms: Fashion, Fad, Classic, Trend, Haute-couture, Prêt-a-porter, Knockoff, accessories, toile, atelier, boutique, bespoke
- Sources of design inspiration- printed sources, historic/traditional costumes, media, travel, fabrics, awareness
- Fashion cycle
- Consumer identification with fashion life cycle – fashion leaders/ followers/ victims

- Theories of Fashion adoption – trickle down, trickle up, trickle across
- Factors favoring and retarding fashion
- Fashion centres and their leading designers and brands: Paris, Milan, London, Tokyo, New York, India
- Project: Case study of any one National and International designer or brand

Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications, Chapter 1, 2, 3, pp. 4- 16, 49, 63-75

## **Unit II: Fashion Categories and Quality evaluation**

**10**

- Women's Fashion categories in terms of style, size, price
- Evaluation of quality of readymade garments in terms of overall appearance, fabric, workmanship, price

Stamper A.A. Et al., (1991). *Evaluating Apparel Quality* (2nd Edition). New York: Fairchild Publications, Chapter 2, 12, 13 pp. 14-44, 295- 316

## **Unit III: Forecasting and Design Development**

**15**

- Fashion Forecasting – Introduction and Process: Colour, inspiration, graphics and labelling, fabrication and silhouette, details, mood boards
- Introduction to elements and principles of design
- Role of a designer in design development and fabric sourcing
- Line development and sample development

Frings G. (1996). *Fashion-From Concept to Consumer* (5th Edition). USA: Prentice Hall Publications, Chapter 4, 9, 10 pp. 82-94, 201-213

Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education, Chapter 2, pp. 48

## **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Flat sketches of fashion details: necklines, collars, skirts, tops, dresses, sleeves
- Flat Sketching of coordinated sets of clothing with basic colouring techniques
- Style reading and analysis of elements and principles of design
- Case study of any one Fashion designer

## **COMPULSORY READING:**

- Fringes G.S. (1999). *Fashion from Concept to Consumer* (6th edition) New Jersey: Prentice Hall.
- Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education.
- Stamper A.A. Et al., (1991). *Evaluating Apparel Quality* (2nd Edition). New York: Fairchild Publications, Chapter 2, 12, 13 pp. 14-44, 295- 316

## **ADDITIONAL RESOURCES:**

- Brown P., Rice J. (1998). *Ready to Wear Apparel Analysis*. New Jersey: Prentice Hall.

- Jarnow, J. Dickerson G. (1987). *Inside the Fashion Business*. New Jersey: Prentice Hall.
- Mc. Kelvey, K., Muslow, J. (2008). *Fashion Forecasting*. New Jersey: Wiley Blackwell
- Tate, S.L. and Edwards, M.S. (2006). *The Complete Book of Fashion Design*. New York: Pearson Education.
- Verma G. (2018). *Fashion Technology*. New Delhi: Asian Publishers.

**TEACHING LEARNING PROCESS:**

- Lectures
- Classroom Discussions
- PowerPoint Presentations
- Video Presentations
- Illustration workshop
- Case study
- Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Apparel Design and Construction
- Fashion
- Design Development

**Facilitating the achievement of course learning objectives**

Unit No.	Course Learning Outcomes	Teaching and Learning Process	Assessment tasks
I	CO1, CO2, CO3, CO4, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video presentation, Case study project	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and projects.
II	CO7, CO8	Lectures, Class discussions,	Observation during class



		PowerPoint Presentations, Experiential learning through demonstration of quality in garments, Video Presentation	discussions, Written examinations and tests, Evaluation of Individual assignments
<b>III</b>	CO9, CO10	Lectures, Class discussions, PowerPoint Presentations	Observation during class discussions, Written examinations and tests, Evaluation of individual assignments
<b>PRAC</b>	CO11, CO12, CO13	Class discussions, Demonstration and practice of Illustration, style-reading, case study	Observation of practical skills, Evaluation of individual files and design portfolio

**\*Assessment tasks listed here are indicative and may vary**

**GE-ADC-02: FASHION ACCESSORIES  
(CREDITS: THEORY 4, PRACTICAL 2)**

**COURSE OBJECTIVES:**

- To give the learners an overview of the accessory design development process and develop the skills required for creating and restyling fashion accessories.
- To impart the basic knowledge about styles and production techniques of select fashion accessories.
- To acquaint the learners with a brief history of the past trends and the current profile of the fashion accessory segment of the fashion industry.

**COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: State the importance of fashion accessories.  
CO2: List the role of an accessory designer.  
CO3: Narrate a brief history of accessory design.  
CO4: Describe the Common styles, materials used and production of handbags, footwear, Jewellery, Belts and Gloves  
CO5: Assess the coordination of accessories with the outfits.  
CO6: Provide a brief description of the sources of design inspiration and research.  
CO7: Identify the emerging trends in accessory fashion  
CO8: Describe the various steps in the accessory design development process.  
CO9: Explain how to design development is used for creating an accessory range.  
CO10: Use illustration, colouring and rendering techniques for designing fashion accessories.  
CO11: Design and construct a tote bag.  
CO12: Adopt restyling techniques creatively for making accessories through recycling.  
CO13: Create a theme/inspiration based accessory collection.

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Role and Significance of fashion accessories** **15**

- Importance of fashion accessories in apparel industry
- History and Overview of accessory design
- Role of an accessory designer
- Leading contemporary accessory designers and brands
- Project: Case Study of one Accessory brand/ designer

Jarnow J. (1987). *Inside the Fashion Business*. Pearson, USA., Chapter 6, Pg. 241-270

#### **Unit II: Understanding fashion accessories** **25**

- Common style, materials used and the production methods of the following accessories:  
Handbags, Footwear, Jewellery, Belt, Hats, Gloves

Frings G. (2007). *Fashion: From Concept to Consumer* (9th Edition). New Jersey: Prentice Hall, Chapter 11, Pg. 240-255

Marshall S., Jackson H., Stanley S. (2011). *Individuality in Clothing Selection and Personal Appearance* (7th Edition). New Jersey: Pearson. Chapter 14, Pg. 397-406

Romano C. (2002). *Plan your Wardrobe*. UK: New Holland Publication. Chapter 3, Pg. 61-80

#### **Unit III: From concept to creation: Key steps in Accessories Design** **20**

- Creative Design Development of accessories
- Inspiration and Research
- Trend forecasting of fashion accessories
- Design development
- Developing a theme-based range
- Presentation techniques

Diamond E. (2007). *Fashion Apparel, Accessories, and Home Furnishings*. New Jersey: Pearson. Chapter 11, Pg. 217-234, Chapter 13, Pg. 251-264

### **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Illustrating fashion accessories - Handbag, Footwear, Jewellery
- Designing and construction of a Tote bag
- Restyling project- Restyling of plain accessories using creative techniques
- Final Project- Based on an inspiration, designing a collection of accessories

### **COMPULSORY READING:**

- Diamond E. (2007). *Fashion Apparel, Accessories, and Home Furnishings*. New Jersey: Pearson.
- Fringes S. (2007). *Fashion: From Concept to Consumer* (9th Edition). New Jersey: Prentice Hall
- Jarnow J. (1987). *Inside the Fashion Business*. New Jersey: Pearson.

- Marshall S., Jackson H., Stanley S. (2011). *Individuality in Clothing Selection and Personal Appearance (7th Edition)*. New Jersey: Pearson.
- Romano C. (2002). *Plan your Wardrobe*. UK: New Holland Publication

#### **ADDITIONAL RESOURCES:**

- Gervail O. (2010), *Fashion Accessories*. USA: Firefly Books publisher
- Lau J. (2012). *Basics Fashion Design 09: Designing Accessories: Exploring the design and construction of bags, shoes, hats and jewellery*. New York: A Publishing
- Peacock J. (2000). *Fashion Accessories: The Complete 20th Century Sourcebook*. London: Thames & Hudson Publisher
- Vilaseca E. (2008). *Essential Fashion Illustration: Color and Medium*. USA: Rockport Publishers

#### **TEACHING LEARNING PROCESS**

- Lectures
- Classroom Discussions
- PowerPoint Presentations
- Video Presentations
- Visits and Workshops
- Substantial creative practical component
- Survey and Case-study

#### **ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

#### **KEY WORDS:**

- Fashion Accessories
- Accessory Restyling
- Accessory Designer

### Facilitating the achievement of course learning objectives

Unit No.	Course Learning Outcomes	Teaching and Learning Process	Assessment tasks
<b>I</b>	CO1, CO2, CO3	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Case study project	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>II</b>	CO4, CO5	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to an accessory manufacturing unit	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments
<b>III</b>	CO6, CO7, CO8, CO9	Lectures, Class discussions, PowerPoint Presentations	Observation during class discussions, Written examinations and tests, Evaluation of individual assignments
<b>PRAC</b>	CO10, CO11, CO12, CO13	Class discussions, Demonstration and practice of Illustration, restyling project, Design project	Observation of practical skills, Evaluation of individual files and design portfolio

**\*Assessment tasks listed here are indicative and may vary**

### GE-ADC-03: TEXTILES: CARE AND CONSERVATION (CREDITS: THEORY 4, PRACTICAL 2)

#### **COURSE OBJECTIVES:**

- To acquaint the learners with the concepts and principles of textile conservation in terms of handling, cleaning, display and storage
- To give the learners a practical understanding of techniques and processes of textile conservation so as to enable them to assess the suitability of the different methods of conservation for select applications
- To familiarise the learners with the current practices and standards of textile conservation museums

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Explain the need and importance of textile conservation  
 CO2: Describe the importance of documentation  
 CO3: Classify the different types of detergents and their suitability to different types of

- fabrics
- CO4: Describe the roles and uses of stiffening and bleaching agents
- CO5: Explain the special fibre and fabric structures requiring specialised wash and care
- CO6: Describe the dry-cleaning process along with its uses
- CO7: Give an overview of industrial cleaning and finishing equipment
- CO8: Provide a brief description of laundromats, drying and ironing equipment
- CO9: Describe the concept of textile conservation in terms of handling, cleaning, display and storage
- CO10: Explain the knowledge and skills required for caring for museum textile collections
- CO11: Use various fabric stain removal processes
- CO12: Assess the impact of softening agents on cotton
- CO13: Test textiles for their washability and shrinkage
- CO14: List the procedures for restoration and stabilisation of textiles
- CO15: Explain the special handling methods required for wool and silk
- CO16: State the principles of textile cleanliness, role of water and cleaning additives, etc.
- CO17: List the materials and processes currently used for maintaining regularly used garments

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Introduction to conservation**

**10**

- What is conservation
- Understanding textile conservation
- Importance and need to conserve textile artifacts
- Introduction to preventive and curative conservation
- Introduction to Documentation and its importance

Landi S. (1991). *Textile Conservator's Manual*. Routledge. London. Chapter 1, Pg. 1-7, Chapter 4, pg. 43-45

#### **UNIT II: Understanding textiles**

**6**

- Identification of fabrics- fibre, weave, finish
- Factors damaging textiles
- Care and maintenance of textiles

Balazsy A. (1998). *Chemical Principles of Textile Conservation*. Routledge. London. Chapter 1, Pg. 19-91, Chapter 3, Pg. 100-111

Landi S. (1991). *Textile Conservator's Manual*. Routledge. London. Chapter 2, Pg. 8-27, Chapter 3, Pg. 28-42

#### **UNIT III: Conservation of textiles in Museums**

**8**

- Practices and ethics in conservation
- Handling of objects
- Storage and display of textiles

Balazsy A. (1998). *Chemical Principles of Textile Conservation*. Routledge. London. Chapter 20, Pg. 330-349

Landi S. (1991). *Textile Conservator's Manual*. Routledge. London. Chapter 9, Pg. 160-174

#### **UNIT IV: Cleaning of textiles**

**20**

- Role of water
- Hardness of water
- Composition and Functions of Detergents, Sequestering agents
- Introduction to types of cleaning methods- Mechanical cleaning, Aqueous cleaning, Solvent cleaning
- Organic solvents
- Stain removal
- Bleaching agents

Balazsy A. (1998). *Chemical Principles of Textile Conservation*. Routledge. London. Chapter 7-13, Pg. 157-241

Landi S. (1991). *Textile Conservator's Manual*. Routledge. London. Chapter 5,6, pg. 67-105

#### **UNIT V: Cleaning Equipment and Restoration**

**16**

- Industrial cleaning and finishing machines
- Laundromats, drying and Ironing equipment
- Need for stabilizing an object
- Stitches used in conservation
- Chemical methods of restoration

Balazsy A. (1998). *Chemical Principles of Textile Conservation*. Routledge. London. Chapter 19, Pg. 304-331

Landi S. (1991). *Textile Conservator's Manual*. Routledge. London. Chapter 7, Pg. 106-148, Chapter 10, Pg. 175-185

#### **PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Preparation of condition reports
- Stain Removal from cotton, silk and wool
- Sample of basic stitches used in conservation
- Various storage technique demonstration
- Visit to textile conservation centre
- Visit to museum to understand, and observe conservation procedure seen on objects in display
- Developing a display plan for a textile artifact

#### **COMPULSORY READING:**

- Agarwal O.P. (1977). *Care and Presentation of Museum projects-II*. Lucknow: NRL.
- Balazsy A. (1998). *Chemical Principles of Textile Conservation*. London: Routledge.
- Landi S. (1991). *Textile Conservator's Manual*. London: Routledge.

**ADDITIONAL RESOURCES:**

- Ambrose T., Pain C. (1993). *Museum Basics* London: Routledge
- Depauw K. (2017) *The Care and Display of Historic Clothing*. Maryland: Rowman and Littlefield
- Finch K., and Putnam G. (1985). *The care and Preservation of Textiles*. New York: Lacis Publications
- Shelley M. (1987). *The Care and Handling of Art Objects*. New York: Metropolitan Museum of Art

**TEACHING LEARNING PROCESS:**

- Lectures and classroom discussions
- PowerPoint Presentations
- Video Presentations
- Demonstrations
- Workshops
- Substantial laboratory-based practical component and experiments,
- Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Textile Conservation
- Conservation of textiles in museums
- Restoration

**Facilitating the achievement of course learning objectives**

Unit No.	Course Learning Outcomes	Teaching and Learning Process	Assessment tasks
I	CO1, CO2	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Case	Observation during class discussions, Written examinations and tests,

		study project	Evaluation of Individual assignments and projects.
<b>II</b>	CO9, CO10	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to an accessory manufacturing unit	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments
<b>III</b>	CO6, CO7, CO8, CO9	Lectures, Class discussions, PowerPoint Presentations	Observation during class discussions, Written examinations and tests, Evaluation of individual assignments
<b>IV</b>	CO16, CO17, CO3, CO4	Lectures, Class discussions, PowerPoint Presentations	Observation during class discussions, Written examinations and tests, Evaluation of individual assignments
<b>V</b>	CO5, CO6, CO7, CO8	Lectures, Class discussions, PowerPoint Presentations	Observation during class discussions, Written examinations and tests, Evaluation of individual assignments
<b>PRAC</b>	CO11, CO12, CO13, CO14, CO15	Class discussions, Demonstration and practice of Illustration, restyling project, Design project	Observation of practical skills, Evaluation of individual files and design portfolio

**\*Assessment tasks listed here are indicative and may vary**

#### **GE-ADC-04: APPRECIATION OF TEXTILE CRAFTS (CREDITS: THEORY 4, PRACTICAL 2)**

#### **COURSE OBJECTIVES:**

- To create an understanding and appreciation of the various traditional Indian textile crafts such as needle crafts, dyeing and printing techniques, and woven sarees.
- To impart knowledge about the places/regions in the Country known for different types of textile crafts and also about the traditional skills of the artisans and the tools used by them.

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

CO1: Explain briefly the origin, history, speciality and popularity of the needle crafts of India such as Kashida, Kasuti, Kantha, Chikankari, Cutch work and Phulkari



- CO2: Explain briefly the origin, history, speciality and popularity of the dyed, painted and printed textiles of India such as Kalamkari, Bandhani, Ikats, Pichwais, Ajrakh and Bagru.
- CO3: Explain briefly the origin, history, speciality and popularity of the woven saris of India such as Brocades, Jamdani, Baluchar, Paithani, Chanderi and Kanjeevarams.
- CO4: Explain briefly the origin, history, speciality and popularity of the shawls and carpets of India
- CO5: List the specific regions of the country having a concentration of artisans practising different types of traditional textile crafts.
- CO6: Describe the traditional tools and skills used in the different types of traditional textile crafts
- CO7: Use the various types of traditional needle crafts.
- CO8: Use the various types of traditional dyeing, painting and printing techniques.
- CO9: Identify various types of traditional woven saris of India.
- CO10: Use traditional textile crafts for making shawls and household items.
- CO10: Prepare handouts explaining traditional textile crafts of India.

## **THEORY**

### **CONTENTS**

**PERIODS: 60 (CREDITS-4)**

#### **UNIT I: Traditional needle craft techniques**

**16**

- Kashida
- Kasuti
- Kantha
- Chikankari
- Kutch work
- Phulkari and Bagh

Chattopadhyaya, K.D. (1995). *Handicrafts of India*. Wiley Eastern Limited. India. Chapter 5, Pg. 53-63

Das S. (1992). *Fabric Art: Heritage of India*. Abhinav Publications. India. Chapter 8,9, Pg. 94-133

Naik S. (1996). *Traditional Embroideries of India*. A.P.H. Publishing Corporation. India. Chapter 1, Pg. 1-12, Chapter 3, Pg. 21-36, Chapter 5-6, Pg. 57-90, Chapter 9, Pg. 103-116

#### **UNIT II: Dyed, Painted and Printed Textiles**

**17**

- Kalamkari
- Bandhani
- Ikat and Patola
- Pichwais
- Ajrakh
- Bagru

Chattopadhyaya, K.D. (1995). *Handicrafts of India*. Wiley Eastern Limited. India. Chapter 5, Pg. 40-48

Das S. (1992). *Fabric Art: Heritage of India*. Abhinav Publications. India. Chapter 5-6, Pg. 44-74

**UNIT III: Woven Saris of India**

**17**

- Brocades
- Jamdani
- Baluchar
- Paithani
- Chanderi
- Kanjeevarams
- Maheshwari

Chattopadhyaya, K.D. (1995). *Handicrafts of India*. Wiley Eastern Limited. India. Chapter 5, Pg. 32-37

Das S. (1992). *Fabric Art: Heritage of India*. Abhinav Publications. India. Chapter 2-3, Pg. 26-34

**UNIT IV: Shawls and Carpets of various centres**

**10**

Chattopadhyaya, K.D. (1995). *Handicrafts of India*. Wiley Eastern Limited. India. Chapter 5, Pg. 38-39, 66-74

**PRACTICAL**

**PERIODS: 60 (CREDITS-2)**

- Bandhej & Laharia: Demonstration of techniques, Handouts and related videos, Development of Home textile products
- Embroidery: Demonstration of traditional hand stitches, Interaction with artisan, Development of bags/pouches yokes/borders for a desired product
- Printing: Demonstration of Block printing/mud resist printing, Visit to craft centre/museum, Development of stole/dupatta

**COMPULSORY READING:**

- Chattopadhyaya, K.D. (1995). *Handicrafts of India*. New Delhi: Wiley Eastern Limited
- Das S. (1992). *Fabric Art- Heritage of India*. New Delhi: Abhinav Publications
- Naik S. (1996). *Traditional Embroideries of India*. New Delhi: A.P.H. Publishing Corporation.

**ADDITIONAL RESOURCES:**

- Crill R., Murphy M. (1991). *Tie-dyed Textiles of India*. London: Victoria and Albert museum.
- Desai C. (1988). *Ikat textiles of India*. San Francisco: Chronical Books
- Dhamija J. (1989). *Hand-woven fabrics of India*. Ahmedabad: Mapin Publishing pvt ltd

**TEACHING LEARNING PROCESS:**

- Lectures and classroom discussions
- PowerPoint Presentations
- Video Presentations

- Seminars
- Demonstrations and Workshops,
- Practicum and project-based learning
- Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Traditional Indian Textiles
- Traditional Indian Embroideries
- Dyed and Printed Textiles

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>II</b>	CO2, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>III</b>	CO3, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project

			reports.
	CO4, CO5, CO6	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>PRAC</b>	CO7, CO8, CO9, CO10	Class discussions, Demonstration and practice of embroidery stitches, Dyeing and printing project, Design project	Observation of practical skills, Evaluation of individual files and design portfolio

**\*Assessment tasks listed here are indicative and may vary**

### **GE-ADC-05: APPAREL DESIGN AND CONSTRUCTION (CREDITS: THEORY 4, PRACTICAL 2)**

#### **COURSE OBJECTIVES:**

- To impart the basic knowledge about the different types of fabrics, their characteristics and uses in making garments.
- To create an understanding of the various aspects of sewing and apparel construction process.

#### **COURSE LEARNING OUTCOMES:**

After completing this course, the learner will be able to:

- CO1: Define the basic sewing and pattern making terminologies
- CO2: Describe the tools used for measuring, drafting, pinning, marking and cutting, sewing and pressing.
- CO3: Explain the preparatory steps of garment construction such as straightening, layout
- CO4: List the different parts of a sewing machine and their functions.
- CO5: Identify the causes of working defects of sewing machines and suggest their remedies.
- CO6: Explain the fabric characteristics such as construction, texture, hand, weight, width and grain
- CO7: State the applications of different types of trimmings.
- CO8: State the apparel categories
- CO9: Take body measurements correctly
- CO10: List the factors influencing designing garments for different seasons, age groups, occasions & professions
- CO11: Describe briefly the basic construction processes of fabrics such as woven, knitted, felt, non-woven, net, lace and braided.

- CO12: Classify fibre types and list examples  
 CO13: Describe the basic processes of dyeing and printing fabrics.  
 CO14: Do basic hand stitches such as basting, hemming, back stitch and running.  
 CO15: Make use of basic seams for constructing garments.  
 CO16 Construct a sample of a women's garment using the direct method of cutting fabrics and sewing.  
 CO17 Use tie and dye technique to design an article.

**THEORY**

**CONTENTS**

**PERIODS: 60 (CREDITS-4)**

**UNIT I Introduction to Sewing 15**

- Common terms: Apparel, basting, seam finishing, Dart, Gathers, Seam allowance, Pattern, Grading, Notch, Stay stitching, Yoke, Gusset, Basic blocks
- Tools and equipment required for measuring, drafting, pinning, marking and cutting, sewing, pressing
- Preparation of fabrics for clothing construction- shrinking, straightening, layout, marking and cutting and sewing.
- Main parts of a sewing machine and their functions, Common sewing problems & remedies, care of machine, safety measures to be taken while sewing

Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc. Chapter 1,2,4, pg 10-134

**UNIT II: Fabric Characteristics 10**

- Fabric grain- types, identification and importance in apparel construction
- Application of textiles – Apparel, Home, Industry
- Fabric characteristics: Hand, Weight, Width
- Trimmings - Types and application

Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc. Chapter 1,2,12 pg 16-55, 84-421

**UNIT III Apparel Design and Pattern Development 25**

- Apparel categories
- Garment Silhouettes
- Garment designing according to age, climate, occasion, occupation
- Body measurements – Correct procedure of taking body measurements.
- Methods of pattern development: Drafting, Flat pattern making, Draping

Armstrong H. (2009). *Pattern Making for Fashion Design*. New York: Collins Publishers. Chapter 4 pg 114-117

Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc. Chapter 2, pg 44-57

Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education Chapter 6, pg 79-88

#### Unit IV: Introduction to Textiles

10

- Sequence of fabric construction
- Fibre types – natural and man-made
- Introduction to methods of fabric construction – woven, knitted, felt, non-woven, net, lace, braided
- Fabric Glossary of commonly available fabrics
- Market survey of commonly available fabrics
- Common methods of dyeing and printing – tie & Dye, Block Printing

Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co. Chapter 11 pg 201-222

Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc. Chapter 2-10, pg 10-34,

#### PRACTICAL

**PERIODS: 60 (CREDITS-2)**

- Basic hand stitches – basting, hemming, back stitch, running
- Seams – plain seam, French seam, Top-stitching
- Construction by direct method: (any one in each category)
- Women's upper garment – Kameez/ kurti/ Blouse
- Lower garment – Palazzo/ Churidar/Petticoat/skirt
- Tie and dye samples
- Preparation of an article by tie and dye

#### COMPULSORY READING:

- Armstrong H. (2009). *Pattern Making for Fashion Design*. New York: Collins Publishers. Chapter 4 pg 114-117
- Corbman, P.B. (1985). *Textiles-Fibre to Fabric*. USA: McGraw Hill Book Co.
- Colton V. (1995). *Reader's Digest- Complete Guide to Sewing*. New York: The Reader's Digest Association, Inc. Chapter 2, pg 44-57
- Joseph M.L. (1988). *Essentials of Textiles* (5th Edition). Florida: Rinehart and Winston Inc.
- Marshall S G, et al. (2009). *Individuality in Clothing & Personal Appearance* (6th Edition). USA: Pearson Education

#### ADDITIONAL RESOURCES:

- Amita, A. Stamper A., et al. (2005). *Evaluating Apparel Quality*. New York: Fairchild publications
- Kindersley D. (1992). *The Complete Book of Sewing*. London: Dorling Kindersley Limited.
- Sinclair R. (2015). *Textiles and Fashion: Materials, Design and Technology*. New York: Woodhead Publishing Limited.
- Verma, P. (2003). *Vastra Vigyan Evam Paridhan*. Bhopal: Hindi Granth Academy
- Zarapkar K. R. (2017). *System of Cutting*. New Delhi: Navneet Education (India) Limited.

**TEACHING LEARNING PROCESS:**

- Lectures
- PowerPoint Presentations
- Video Presentations
- Demonstrations
- Substantial sewing component
- Survey and Field-based learning

**ASSESSMENT METHODS:**

As per University of Delhi rules.

For each course the assessment is as follows:

For theory (maximum marks 100):

- End semester exam: 75 marks
- Internal Assessment: 25 marks (Class test- 10 marks; Assignment- 10 marks; Attendance- 5 marks)

For practical (where applicable) (maximum marks 50):

- End semester practical exam: 25 marks
- Continuous evaluation: 25 marks

Result is declared in terms of letter grade and grade points for each course

**KEY WORDS:**

- Apparel Design
- Sewing
- Fabric Characteristics

**Facilitating the achievement of course learning objectives**

<b>Unit No.</b>	<b>Course Learning Outcomes</b>	<b>Teaching and Learning Process</b>	<b>Assessment tasks</b>
<b>I</b>	CO1, CO2, CO3, CO4, CO5	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and projects.
<b>II</b>	CO6, CO7	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>III</b>	CO8, CO9, CO10	Lectures, Class discussions, PowerPoint Presentations,	Observation during class discussions, Written

		Video Presentation, Visit to Textile museums	examinations and tests, Evaluation of Individual assignments and project reports.
<b>IV</b>	CO11, CO12, CO13	Lectures, Class discussions, PowerPoint Presentations, Video Presentation, Visit to Textile museums	Observation during class discussions, Written examinations and tests, Evaluation of Individual assignments and project reports.
<b>PRAC</b>	CO14, CO15, CO16, CO17	Class discussions, Demonstration and practice of embroidery stitches, Dyeing and printing project, Design project	Observation of practical skills, Evaluation of individual files and design portfolio

**\*Assessment tasks listed here are indicative and may vary**



**B.A. Programme - Apparel Design and Construction**  
**List of Contributors (LOCF)**

**DISCIPLINE SPECIFIC COURSES (DCS)**

<b>Paper Title</b>	<b>Members</b>	<b>Affiliation</b>	<b>Email id</b>
DSC-ADC-01- Fundamental Textile Science and Apparel Construction I	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
DSC-ADC-02- Fundamental Textile Science and Apparel Construction II	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
DSC-ADC-03- Textile Design Techniques	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
DSC-ADC-04- Fashion Studies and Design Development	Coordinator: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 1: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmi Bai College	noopursonee@gmail.com

**DISCIPLINE SPECIFIC ELECTIVE (DSE)**

<b>Paper Title</b>	<b>Members</b>	<b>Affiliation</b>	<b>Email id</b>
DSE-ADC - 01: Apparel Industry and Quality Assessment	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
DSE-ADC - 02: Apparel Construction	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmi Bai College	noopursonee@gmail.com

**SKILL ENHANCEMENT COURSES (SEC)**

<b>Paper Title</b>	<b>Members</b>	<b>Affiliation</b>	<b>Email id</b>
SEC-ADC-01: Fashion Event Management	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmi Bai College	noopursonee@gmail.com
SEC-ADC-02: Effective Dressing Skills	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmi Bai College	noopursonee@gmail.com
SEC-ADC-03: Apparel Retail	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1:	Lakshmi Bai College	sabrinasareen@hotmail.com

	Dr. Sabrina Sareen	College	
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
SEC-ADC-04: Apparel Etail	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
SEC-ADC-05: Design Development Project	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmibai College	noopursonee@gmail.com

### GENERIC ELECTIVE (GE)

Paper Title	Members	Affiliation	Email id
GE-ADC-01: Fashion: Design and Development	Coordinator: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 1: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmibai College	noopursonee@gmail.com
GE-ADC-02: Fashion Accessories	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3:	Lakshmi Bai	megha1612@gmail.com

	Dr. Megha Goyal	College	
GE-ADC-03: Textiles: Care and Conservation	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
GE-ADC-04: Appreciation of Textile Crafts	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr. Megha Goyal	Lakshmi Bai College	megha1612@gmail.com
GE-ADC-05: Apparel Design & Construction	Coordinator: Dr. Rachna Mohan	Bhagini Nivedita College	rm1810@gmail.com
	Working Group Member 1: Dr. Sabrina Sareen	Lakshmi Bai College	sabrinasareen@hotmail.com
	Working Group Member 2: Ms. Radhana Raheja	Bhagini Nivedita College	radhana.raheja@gmail.com
	Working Group Member 3: Dr Noopur Sonee	Lakshmi Bai College	noopursonee@gmail.com