Program Name : **Diploma in Fashion and Clothing Technology**
Program Code : **DC**
Semester : **Second**
Course Title : **Basics of Fashion and Apparel**
Course Code : **22235**

1. RATIONALE

Basics of Clothing Technology are the language of fashion technologist. The concepts of fashion and clothing are used in expressing the ideas, conveying the instructions that are used in carrying out the jobs on the shop floor, industries, assembly units, designing units etc. This course covers the knowledge and application of fashion and clothing concepts and finally enables him to use these concepts in different departments of fashion and clothing industry. The curriculum aims at developing the ability to identify the various clothing styles and use them in further adaptations or styles he is aiming to design. The subject focuses on developing imagination and translating ideas into sketches it also helps to develop the idea of visualizing the actual object or part on the basis of drawings. This preliminary course aims at building a foundation for the further courses related to fashion and clothing technology and other allied courses in coming semesters.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Interpret the basic concepts from fashion and apparel industry.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following industry oriented COs associated with the above mentioned competency:

a. Apply the concept of fashion and clothing to given design / production related situation.
b. Identify designs relating to fashion theories
c. Classify the given garments on basis of clothing and fashion terminologies.
d. Compare /correlate the types of market and fashion theories.
e. Identify the process sequence of the garment industry.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme											
				Theory						Practical					
L	T	P		Paper Hrs.	ESE		PA		Total		ESE		PA		Total	
					Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
3	-	-	3	3	70	28	30*	00	100	40	--	--	--	--	--	--

(*): Under the theory PA, Out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: ***L****-Lecture;* ***T*** *– Tutorial/Teacher Guided Theory Practice;* ***P*** *- Practical;* ***C*** *– Credit,* ***ESE*** *- End Semester Examination;* ***PA*** *- Progressive Assessment.*

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

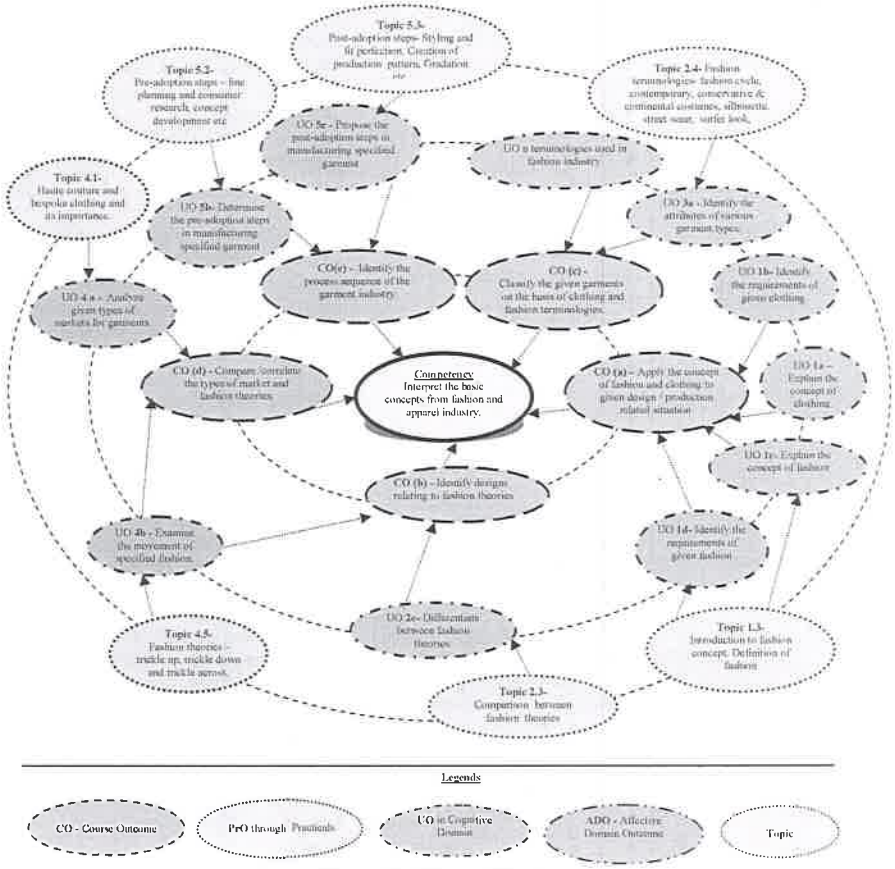

Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

- Not Applicable -

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

- Not Applicable -

8. UNDERPINNING THEORY COMPONENTS

The following topics/ subtopics are to be taught and assessed in order to develop UOs for achieving the COs to attain the identified competency:

Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
Unit – I Concept of clothing and fashion	1a. Explain the concept of clothing. 1b. Identify the requirements of clothing. 1c. Explain the concept of fashion. 1d. Identify the requirements of fashion.	1.1 Introduction to clothing concept. Definition of clothing 1.2 Introduction to clothing technology. Objectives of clothing technology 1.3 Introduction to fashion concept. Definition of fashion 1.4 Introduction to fashion technology. Objectives of fashion technology
Unit– II Fundamentals of Fashion	2a. Describe various stages of fashion cycle. 2b. Explain fashion theories. 2c. Differentiate between fashion theories. 2d. Describe the given fashion terminologies used in fashion industry.	2.1 Fashion cycle 2.2 Fashion theories – trickle up, trickle down and trickle across. 2.3 Comparison of fashion theories 2.4 Fashion terminologies: boutique, brand, collection, couture house, designer label, prêt-a-porter, silhouette, custom made, domestic market, fashion innovator, franchise, ethnic, haute couture, high fashion, knock offs, wardrobe, fashion year, fashion season, fashion followers, fashion forecast.
Unit– III Apparel Terminologies	3a. Identify various apparel categories of men's wear, women's wear, kid's wear and innerwear. 3b. Identify given garment for women's wear category 3c. Identify given garment for men's wear category 3d. Identify given garment for kid's wear category	3.1 Apparel categories of Men's wear: shirts, polos, t-shirts, tanks, jeans, pants, joggers, shorts, bell- bottom, sweatshirts, hoodies 3.2 Apparel categories of Women's wear: Blouses, coats, jackets, , Kurti, halter top, tank top, tunics, crop tops, leggings, jeans, shorts, capris, trousers, palazzos, salwar, herum, baggies, hipster, circular skirt, wrap around skirts, gored skirt, trumpet, jumpsuit, evening gowns. 3.3 Apparel categories of Kids wear: Romper, dungarees, sleep suit, pinafore. 3.4 Apparel categories of Inner wear: lingerie
Unit– IV Overview of Fashion Market	4a. Identify different types of markets for garments. 4b. Differentiate between different market types. 4c. Describe importance of boutique. 4d. Examine the movement of fashion.	4.1 Haute couture/ bespoke clothing and its importance. 4.2 Prêt -a-porter and its importance. 4.3 Mass production and its importance. 4.4 Boutique and its importance.

Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
Unit– V Organizing the Apparel Production Process	5a. Evaluate the organizational structure for clothing industry. 5b. Determine the pre-adoption steps in garment manufacturing. 5c Propose the post-adoption steps in garment manufacturing. 5d. Identify the role of merchandisers.	5.1 Organizational structure of Garment industry. 5.2 Pre-adoption steps – line planning and consumer research, concept development, quick costing, pattern development, preparing samples for various purpose, Line reviews- check on check, 5.3 Post-adoption steps- Styling and fit perfection, Creation of production pattern, Gradation, Production marker development, Final costing, Ware housing. 5.4 Merchandising – role of Merchandisers

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Concept of Clothing and Fashion	06	04	06	-	10
II	Fundamentals of Fashion	12	04	06	08	18
III	Apparel Terminologies	08	02	03	05	10
IV	Overview of Fashion Market	06	02	03	05	10
V	Organizing the Apparel Production Process	16	06	06	10	22
Total		**48**	**18**	**24**	**28**	**70**

Legends: *R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)*
Note: *This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.*

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related ***co-curricular*** activities which can be undertaken to accelerate the attainment of the various outcomes in this course:

a. Student should maintain a notebook where all the new words which are used in the fashion market will be noted with meanings.
b. Students should visit the clothing market where he will be familiar with various new trends in the market.
c. Student will visit a garment manufacturing unit to understand about the production process sequence.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

a. Massive open online courses (***MOOCs***) may be used to teach various topics/sub topics.
b. ***'L' in item No. 4*** does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
c. About ***15-20% of the topics/sub-topics*** which is relatively simpler or descriptive in nature is to be given to the students for ***self-directed learning*** and assess the development of the COs through classroom presentations (see implementation guideline for details).
d. With respect to item No.10, teachers need to ensure to create opportunities and provisions for ***co-curricular activities***.
e. Guide student(s) in undertaking micro-projects.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student assigned to him/her in the beginning of the semester. S/he ought to submit it by the end of the semester to develop the industry oriented COs. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than ***16 (sixteen) student engagement hours*** during the course.

In the first four semesters, the micro-project could be group-based in groups of size 5-6. However, in higher semesters, it should be individually undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. A suggestive list is given here. Similar micro-projects could be added by the concerned faculty:

a. **Classification of garments**: Each student of the batch will classify the garment based on different looks such as surfer look, masculine, feminine, mod look.
b. **Market Survey:** Survey of different types of markets using various style-lines: Each student of a batch will select one style-line and classify garment types for the same.
c. **Manufacturing Analysis:** Identify the process sequence for given garment: The teacher will assign one garment and the students will identify the process sequence in manufacturing.
d. **Fashion Analysis:** Discover the movement of fashion for given style-line: Each batch will choose one style-line and students will discover the movement of fashion
e. **Picture Collection:** Collect pictures of historical costumes for Harappa, Mohenjodaro, Vedic Age
f. **Picture Collection:** Collect pictures of historical costumes for Egyptian, Greek, Roman and Chinese dresses
g. **Picture Classification:** Classify the garments according to wears such as formal wear, party wear etc, from images collected by students themselves.

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1.	Inside the fashion business	Dickerson K.G.	Pearson Education Pvt. Ltd., Singapore. ISBN: 9780130108555
2.	Fashion from Ancient Egypt to the present day	Mila Contini	West Duxbury; Manchester ISBN No. 9780517099872
3.	History of Fashion in 20th Century	Gertrud Lehnert	West Duxbury; Manchester ISBN No. 9783829020336

14. SOFTWARE/LEARNING WEBSITES

a. https://www.youtube.com
b. https://www.fibertofashion.com
c. https://www.yepme.com