

Program Name : Diploma in Fashion and Clothing Technology
Program Code : DC
Semester : Second
Course Title : Principles of Textile and Fashion Design
Course Code : 22236

1. RATIONALE

Textile and fashion designers should have thorough knowledge about basic elements and principles of designing. That includes repetition, alternation, harmony, gradation, balance etc. Fashion is a natural instinct in people. The field of fabric decoration, now commonly called surface design, has seen great deal of growth and development. Interaction of design professional at national and international level requires thorough knowledge. The aspects of design affect differently to human beings of different age groups. The students of diploma course should develop very good skills related to textile and fashion design.

2. COMPETENCY

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

- Use principles of textile and fashion design for development of textile and fashion.

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:

- Apply elements of art and fashion in design.
- Use different principles of design for creating designs.
- Use relevant colour theories and harmonies for developing textile and fashion designs.
- Compose various traditional and innovative textile designs.
- Interpret psychology of clothing for selecting the wardrobes.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme												
L	T	P		Theory						Practical						
				Paper Hrs.	ESE Max	ESE Min	PA Max	PA Min	Total Max	Total Min	ESE Max	ESE Min	PA Max	PA Min	Total Max	Total Min
4	-	4	8	3	70	28	30*	00	100	40	50#	20	50	20	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

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. Required
1	Develop on paper, the natural, decorative, geometrical and abstract motifs (Part-I)	I	02*
2	Develop on paper, the natural, decorative, geometrical and abstract motifs (Part-II)	1	02
3	Develop, on paper, striped shirting design for office wear with	II, III	02*



S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. Required
	achromatic colour harmony (Part-I)		
4	Develop, on paper, striped shirting design for office wear with achromatic colour harmony (Part-II)	II, III	02
5	Develop, on paper, checks shirting design for casual wear with monochromatic colour harmony. (Part-I)	II, III	02
6	Develop, on paper, checks shirting design for casual wear with monochromatic colour harmony (Part-II)	II, III	02
7	Modify, on paper, the given colour on paper based on standard colour modification chart. (Part-I)	III	02*
8	Modify, on paper, the given colour on paper based on standard colour modification chart. (Part-II)	III	02
9	Develop, on paper, curtain material design with analogous colour harmony (Part-I)	II, III	02
10	Develop, on paper, curtain material design with analogous colour harmony (Part-II)	II, III	02
11	Develop, on paper, ladies dress material design with complementary colour harmony.(Part-I)	II, III	02
12	Develop, on paper, ladies dress material design with complementary colour harmony.(Part-II)	II, III	02
13	Develop, on paper, kids wear design with polychromatic colour harmony. (Part-I)	II, III	02
14	Develop, on paper, kids wear design with polychromatic colour harmony. (Part-II)	II, III	02
15	Develop, on paper, the chart for light theory of colour.(Part-I)	III	02
16	Develop, on paper, the chart for light theory of colour.(Part-II)	III	02
17	Develop, on paper, the chart for pigment theory of colour.(Part-I)	III	02
18	Develop, on paper, the chart for pigment theory of colour.(Part-II)	III	02
19	Develop, on paper, tints, tones and shades of any three colours. (Part-I)	III	02
20	Develop, on paper, tints, tones and shades of any three colours. (Part-II)	III	02
21	Develop, on paper, standard colour wheel. (Part-I)	III	02
22	Develop, on paper, standard colour wheel. (Part-II)	III	02
23	Compose all over textile design with diamond or ogee base. (Part-I)	IV	02*
24	Compose all over textile design with diamond or ogee base. (Part-II)	IV	02
25	Compose all over textile design with sateen or half drop base. (Part-I)	IV	02
26	Compose all over textile design with sateen or half drop base. (Part-II)	IV	02
27	Develop, on paper, Indian traditional motif. (Part-I)	V	02*
28	Develop, on paper, Indian traditional motif. (Part-II)	V	02
29	Develop school uniform for kids using pleats. (Part-I)	II, VI	02*
30	Develop school uniform for kids using pleats. (Part-II)	II, VI	02
31	Develop, on paper, party wear for teenager using decorative motif.	II, VI	02

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. Required
	(Part-I)		
32	Develop, on paper, party wear for teenager using decorative motif. (Part-II)	II, VI	02
Total			64

Note

- A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 24 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- The 'Process' and 'Product' related skills associated with each PrO is to be assessed according to a suggested sample given below:

S. No.	Performance Indicators	Weightage in %
1	Preparation of colour	20
2	Choice of motif	20
3	Painting skills	10
4	Choice of colour harmony	20
5	Development of textile design	15
6	Presentation of output	10
7	Submission of report in time	5
Total		100

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- Follow safety practices.
- Practice good housekeeping.
- Demonstrate working as a leader/a team member.
- Maintain tools and equipment.
- Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year and
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.



S. No.	Equipment Name with Broad Specifications	Exp. S. No.
1	Pencil – HB	1 to 16
2	Tracing paper – Gateway quality	1 to 16
3	Drawing sheet – A4 size	1 to 16
4	Poster colours	1 to 16
5	Colouring brush – round (0, 2, 4), flat (1/2")	1 to 16
6	Bow pen	1 to 16
7	Bow compass	1 to 16

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 Elements of Art and Fashion Design	1a. Select/ draw/Identify the given lines according to use. 1b. Identify the given direction and shape with justification. 1c. Select the size and texture for developing the given design with justification. 1d. Describe the effect of different combinations of values and colours for the given situation. 1e. Compare the features of the specified types of designs with respect to designers.	1.1 Line – concept, definition, types of line 1.2 Direction – types 1.3 Shape – definition, types 1.4 Size – concept, types 1.5 Texture – concept and application 1.6 Value – concept, use 1.7 Colour – definition, sensation process and use 1.8 Form – concept, use 1.9 Concept and definition of design 1.10 Designer types – industrial, graphic, textile and fashion
Unit– II Principles of Design	2a. Identify the principle of design in given sample. 2b. Use of principles of design to create the given type of design. 2c. Differentiate between the given structural and decorative design. 2d. Compare the concepts of the given style, fad and trend.	2.1 Repetition – technical concept, Alternation – size, direction, colour, shape, permutation and combination, Harmony – pure and discord, Gradation – shape, size and colour, Contrast – colour and value, Unity – concept development, Balance – formal and informal balance 2.2 Dominance and sub-ordination – concept and application 2.3 Overview: Types of Structural design and Decorative design. 2.4 Concepts of style, fad and classic.
Unit– III Colour Theories and Harmonies	3a. Differentiate between the specified features of the light theory and pigment theory. 3b. Modify the given colours as per the given design.	3.1 Light theory of colour – chromatic circle, colour vision 3.2 Pigment theory of colour – colour wheel, attributes of primary and secondary colours.

Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
	3c. Develop the given design with various colour harmonies. 3d. Evaluate the effect of the specified textile substrate.	3.3 Colour modification – concept, need and requirements. 3.4 Colour harmony – achromatic, monochromatic, analogous, complementary, polychromatic. 3.5 Effect of textile substrate on appearance of colour and simple colour and weave effects.
Unit-IV Composition of Textile Design and Traditional Textile Designs	4a. Compose the given all over textile design. 4b. Construct the given designs with various bases. 4c. Identify the given designs from Indus Valley civilization with justification. 4d. Draw the given traditional textile designs. 4e. Describe the material, weave and colours used in the specified shawls of India.	4.1 All over repeating design. 4.2 Drop based designs – half, full, drop reverse and universe, diamond, ogee, sateen (regular and irregular). 4.3 Indus valley civilization. 4.4 Indian brocades. 4.5 Shawls of India, Indian embroidery, Indian dyed and printed fabrics.
Unit-V Psychology of Clothing	5a. Predict the first impression of specified personality with reference to fashion. 5b. Justify the factors responsible for consumer buying. 5c. Explain the given fashion propagation for specified trend with justification.	5.1 First impression. 5.2 Role of social, psychological and economical aspects of clothing. 5.3 Origin of fashion and fashion propagation

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	Elements of Art and Fashion Design	10	2	4	4	10
II	Principles of Design	16	4	4	6	14
III	Colour Theories and Harmonies	12	2	4	4	10
IV	Composition of Textile Design and Traditional Textile Designs	10	2	6	10	18
V	Traditional Textile Designs	10	4	6	--	10
VI	Psychology of Clothing	06	4	2	2	08
Total		64	18	26	26	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:

- Collect different fashion sketches and identify the types of line and their characteristics from these fashion sketches.
- Identify and compare different principles of designs from different garments.
- Boutique survey for current fashion trends.
- Prepare power point presentation for showing different types of traditional textile designs.
- Conduct a survey of people belonging to different professions to know the psychology of individual about clothing.

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:

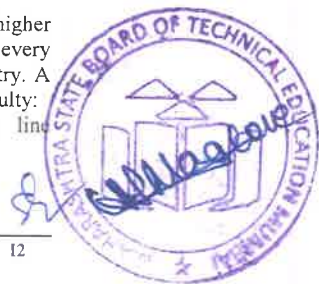
- Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- 'L' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- About 15-20% of the topics/sub-topics which 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).
- With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- Present a seminar on a relevant topic.
- 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. 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:

- Line:** Each batch will develop the decorative motifs using different line characteristics.



- Elements of art:** Each batch will develop the designs using combination of elements of art.
- Elements of fashion design:** Students will select fifty different garments from website or photographs from market and classify the designs as structural and decorative.
- Colour theories:** Students will select fifty different garments and identify the colour harmony.
- Traditional textile design:** Each batch of students will collect 10 pictures for given base of textile design.
- Psychology of clothing:** Each student will conduct survey of mixed group of population of about twenty persons to find out their criteria of selection of purchasing of specific garment such as regular wear, season specific wear or party wear. The students should develop a questionnaire for this purpose.

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	Inside The Fashion Business	Dickerson K. G.	Pearson Education Private Limited, Singapore ISBN-9780130108555
2	Elements of Fashion and Design	Gertrude Lehnert	West Duxbury, Manchester ISBN-9783829020336
3	Watson's Textile Design and Colour	Grosicki Z.	Universal Publishing Corporation – London. ISBN-9781855739956
4	History of Textile Design	Shenai V. A.	Sevak Publication, Mumbai. 1977.
5	Instruction Package on Application of Art and Design to Textile	Sadhale C. R.	Private circulation TTTI, Bhopal and DKTE, Ichalkaranji.

14. SOFTWARE/LEARNING WEBSITES

- www.fibertofashion.com
- www.youtube.com/ light and pigment theory and similar links
- www.wikipedia.com/ colour harmonies and similar links
- www.yepme.com
- www.myntra.com
- www.onlineclothingstudy.com