

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Course Structure with Syllabus

PROGRAMME CODE: 3USFAT

2025-2026



**SENGAMALA THAYAR EDUCATIONAL TRUST
WOMEN'S COLLEGE (AUTONOMOUS)**

(Affiliated to Bharathidasan University, Tiruchirappalli)
(Accredited by NAAC)

**Sundarakkottai, Mannargudi-614016,
Thiruvarur(Dt.), Tamil Nadu, India.**



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)**

(Affiliated to Bharathidasan University, Tiruchirappalli)
Accredited by NAAC-An ISO 9001:2015 Certified Institution
SUNDARAKKOTTAI, MANNARGUDI-614016.
TAMILNADU, INDIA.

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING
CHOICE BASED CREDIT SYSTEM– LEARNING OUTCOME BASED
CURRICULUM FRAME WORK (CBCS–LOCF)
(For the candidates admitted in the academic year 2025–2026)

CHOICE BASED CREDIT SYSTEM

The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a „cafeteria“ type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. Our College has moved to CBCS and implemented the grading system.

OUTCOME-BASED EDUCATION (OBE)

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help to formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme, maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility and provide higher education

institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Some important aspects of the Outcome Based Education Course: is defined as a theory, practical or theory cum practical subject studied in a semester.

Course Outcomes (COs): are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage.

Programme: is defined as the specialization or discipline of a Degree.

Programme Outcomes (POs): Programme outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

Programme Specific Outcomes (PSOs): PSOs are what the students should be able to do at the time of graduation with reference to a specific discipline.

Some important terminologies repeatedly used in LOCF.

Core Courses (CC) A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These are the courses which provide basic understanding of their main discipline. In order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program.

Discipline Specific Elective Courses (DSE) Elective course may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective (DSE). These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature.

Generic Elective Courses An elective course chosen generally from an **unrelated discipline/subject**, with an intention to seek exposure is called a Generic Elective. Generic Elective courses are designed for the students of **other disciplines**. Thus, as per the CBCS policy, the students pursuing particular disciplines would have to opt Generic Elective courses offered by other disciplines, as per the basket of courses offered by the college. The scope of the Generic Elective (GE) Courses is positively related to the diversity of disciplines in which programmes are being offered by the college.

Non Major Elective (NME). A student shall choose at least two Non – major Elective Courses (NME) from outside his /her department. Non –Major Elective I – Those who choose Tamil in Part

I can choose a non –major elective course offered by other departments. Those who do not choose Tamil in Part I must choose either a) Basic Tamil if Tamil language was not studied in school level or b) Special Tamil if Tamil language was studied upto 10th & 12th std.

Skill Enhancement Courses (SECs) These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic programme. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Field Study/Industrial Visit/Case Study: It has to be completed during the fifth semester of the degree programme. Credit for this course will be entered in the fifth semester's marks statement.

Internship: Students must complete internship during summer holidays after the fourth semester. They have to submit a report of internship training with the necessary documents and have to appear for a viva-voce examination during fifth semester. Credit for internship will be entered in the fifth semester's mark statement.

Extra Credit Courses: In order to facilitate the students, gaining knowledge/skills by attending online courses MOOC, credits are awarded as extra credits, the extra credit are at three semesters after verifying the course completion certificates. According to the guidelines of UGC, the students are encouraged to avail this option of enriching their knowledge by enrolling themselves in the Massive Open Online Courses (MOOC) provided by various portals such as SWAYAM, NPTEL etc.

Undergraduate Programme:

Programme Pattern: The Under Graduate degree programme consists of **FIVE** vital components. They are as follows:

Part -I : Languages (Tamil / Hindi / French / Sanskrit)

Part-II : General English

Part-III: Core Course (Theory, Practicals, Generic Elective courses, Discipline Specific Elective courses, Compulsory and Optional Allied courses, Project)

Part-IV: Non Major Elective, Foundation Course, Value Education, Environmental studies, Skill Enhancement Courses/ Soft Skills, Internship / field visit / industrial visit/ Case Study), Professional Competency Course

Part –V

Special course- Health and Wellness, Extension activity, Gender studies

EXAMINATION

Continuous Internal Assessment (CIA):

UG - Distribution of CIA Marks

Passing Minimum: 40 %

Assignment-3	=	30%
Tests-2	=	50%
Seminar	=	10%
Attendance	=	10%

Question Paper Pattern

Part A:

Part A 1 (10X1=10 marks)

One word question/ Fill in/ True or False/ Multiple Choice Questions Two Questions from Each unit

Part A 2 (5X2=10 marks)

Match the following

Short Answers

One question from Each unit

Total Marks – 20

Part B: (5X5=25 marks)

Paragraph Answers

Either/ or type, One Question from each unit

Part C: (10X3=30)

Essay Type Answers

Answer 3 out of 5 Questions

One Question from each unit

Part A: K1 Level

Part B: K2, K3 and K4 Level

Part C: K5 and K6 Level

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S. No.	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/ Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

WEIGHTAGE of K – LEVELS IN QUESTION PAPER

(Cognitive Level) K- LEVELS →	Lower Order Thinking			Higher Order Thinking			Total
	K1	K2	K3	K4	K5	K6	
END SEMESTER EXAMINATIONS (ESE)	20	25			30		75
Continuous Internal Assessment (CIA)	20	25			30		75
QUESTION PATTERN FOR END SEMESTER EXAMINATION/Continuous Internal Assessment							
PART							MARKS
PART –A I. (No choice ,One Mark) TWO questions from each unit					(10x1 =10)		20
II. (No choice ,Two Mark) ONE question from each unit					(5x2 =10)		
PART -B (Either/ or type ,5-Marks) ONE questions from each unit					(5x5 =25)		25
PART -C (3 out of 5) (10 Marks) ONE question from each unit					(3x10 =30)		30
Total							75

BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION							
DURATION: 3. 00 Hours.				Max Mark : 75			
K- LEVELS	K1	K2	K3	K4	K5	K6	Total Marks
PART							
PART –A (One Mark, No choice) (10x1 =10)	10						10
(2-Marks, No choice) (5x2=10)	10						10
PART –B (5- Marks) (Either/or type) (5x5=25)		5	10	10			25
PART -C (10 Marks) (3 out of 5) (3x10=30) Courses having only K5,K6 levels, K5 level- 3 Questions, K6 level- 2 Questions (One K6 level question is compulsory)					20	10	30
Total	20	05	10	10	20	10	75

EVALUATION

GRADING SYSTEM

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added and converted as final mark. The marks thus obtained will then be graded as per the scheme provided in Table-1.

Grade Point Average (GPA) will be calculated from the first semester onwards for all semester. From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by semester Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) , respectively. These two are calculated by the following formulae:

$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$\text{WAM (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
Where, C _i is the Credit earned for the Course i G _i is the Grade Point obtained by the student for the Course i M _i is the marks obtained for the course i and n is the number of Courses Passed in that semester.	

CGPA: Average GPA of all the Courses starting from the first semester to the current semester.

CLASSIFICATION OF FINAL RESULTS:

1. For each of the first three parts, there shall be separate classification on the basis of CGPA, as indicated in Table-2.
2. For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management as Outstanding/Excellent/Very Good/Good/Above Average/Average, the marks and the corresponding CGPA earned by the candidate in Part-III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in the all the Five parts of the Programme.
3. Grade in Part –IV and Part-V shall be shown separately and it shall not be taken into account for classification.
4. A Pass in PART- V will be mandatory although the marks will not count for the calculation of the CGPA.
5. Absence from an examination shall not be taken an attempt.

Table-1: Grading of the Courses - UG

Marks Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	NA	RA

The candidate's performance in every current semester is indicated by **Semester Grade Point Average (SGPA)** and from the second semester onwards, the continuous performance including previous semester /s is indicated by **Cumulative Grade Point Average (CGPA)**.

Table-3: Final Result

CGPA	Corresponding Grade	Classification of Final Result
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appearance

The candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the candidate's Grade is O/A+ with more than one attempt, the performance is fixed as "Very Good".

Vision

To promote the holistic education for achieving academic excellence in the field of apparel and fashion technology and to become globally competitive department with social commitment and innovation in entrepreneurial sector.

Mission

- To provide quality education with innovative, contemporary and structured curriculum
- To impart hands on training with the help of infrastructure and professional lab facilities.
- To provide conducive atmosphere for teaching and learning equip with latest technologies and entrepreneurial skills.

PROGRAMME OUTCOMES FOR B.Sc..DEGREE PROGRAMMES

PO No.	Programme Outcomes (Upon completion of the B.Sc. Degree Programme, the Undergraduate will be able to)
PO-1	Disciplinary knowledge: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate program of study in Bachelor of Science.
PO-2	Critical thinking, Problem Solving and Reflective thinking: think critically about the issues and identify, critically analyze and solve problems from the disciplines of concern using appropriate tools and techniques and the knowledge, skills and attitudes acquired and extrapolate the same to real life situations; show critical sensibility to life experiences, with self awareness and reflexivity of both self and society.
PO-3	Analytical & Scientific Reasoning: evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints; critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.
PO-4	Research-related Skills: develop a sense of capability for relevant/appropriate inquiry and asking questions, synthesize, articulate and report results and to recognize and predict cause and effect relationships, define problems, formulate and establish hypothesis, analyze and interpret and draw conclusions from data, execute and report the results of an experiment or investigation.
PO-5	Digital literacy and Effective Communication: use ICT in a variety of learning situations and speak, read, write and listen clearly in person and through electronic media in English and in one or more Indian languages, and make meaning of the world by connecting people, ideas , books, media and technology; efficiently communicate thoughts and ideas in a clear and concise manner.
PO-6	Individual and Team Work: effectively accomplish tasks individually as well as work effectively and respectfully as member or leader with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interest so for a common cause and work efficiently as a member of a team.
PO-7	Multicultural Competence and Social Interaction: understand the values and beliefs of multiple cultures, global perspectives, engage and interact respectfully with diverse groups and elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO-8	Awareness of Ethical issues, Human values and Gender Issues: embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work and understand the value of relationship between self and the community and aware of the various issues concerning women and society.
PO-9	Awareness of Environment and Sustainability: understand the impacts of technology and business practices in societal and environmental contexts, and sustainable development.
PO-10	Self directed and Lifelong learning: acquire knowledge and skills, including learning "how to learn", that are necessary for participating in learning activities throughout life and to engage in independent and life-long learning in the broadest context of socio-technological changes.

PROGRAMME SPECIFIC OUTCOME (PSO)

PSO No.	Program Specific Outcomes (B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING)
PSO1	Acquiring Knowledge – Impart relevant knowledge and skills in apparel and fashion designing and textile production.
PSO2	Communication Skills – Deliver information and ideas confidently with good quality interpersonal communication skills.
PSO3	Continuous learning – Work on the acquired knowledge in textiles and fashion, arts and crafts though out the life time for income generation and innovative product development, Design and develop fashion apparels as per the need of the hour.
PSO4	Independent and team work awareness: Carry out independent and research, develop innovative and creative design concepts.
PSO5	Value based Learning and Entrepreneurial skill – Understand and follow research ethics. Regulate the standards and follow them for apparel and fashion designing, distinguish skills for employment and entrepreneurship in apparel and fashion units.



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TAMILNADU, INDIA.

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING
COURSE STRUCTURE UNDER CHOICE BASED CREDIT SYSTEM - LEARNING
OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)

(For the candidates admitted from the academic year 2025-2026)

ELIGIBILITY: Students who have completed their class +2 in any stream is eligible to apply

Sem	Part	Nature of the Course	Course Code	Title of the Course	Ins. Hours/ Week	Ins. Hours/ Week				Credit	Exam Hours	Marks		Total
						L	T	P	S			CIA	ESE	
I	I	Language Course-I	U25LC101	Pothu Tamil – I Tamil Elakkiya Varalaru-I	6	5	1	-	-	3	3	25	75	100
	II	English Language Course-I	U25ELC101	General English - I	6	5	1	-	-	3	3	25	75	100
	III	Core Course-I	U25FT101	Introduction to Fashion Designing	5	4	1	-	-	5	3	25	75	100
		Core Practical I	U25FT102P	Fashion Designing (P)	4	-	-	4	-	4	3	25	75	100
		Allied Course-I	U25AFT101	Textile Science	3	2	1	-	-	2	3	25	75	100
		Allied Practical I	U25AFT102P	Fashion Illustration (P)	2	-	-	2	-	-	-	-	-	-
	IV	Non Major Elective -I			2	1	1	-	-	2	3	25	75	100
		Foundation Course	U25FCFT11	Basics of Home Science	2	1	1	-	-	2	3	25	75	100
TOTAL					30	18	6	6	-	21	-	-	-	700
II	I	Language Course- II	U25LC202	Pothu Tamil – II Tamil Elakkiya Varalaru-II	6	5	1	-	-	3	3	25	75	100
	II	English Language Course-II	U25ELC202	General English - II	6	5	1	-	-	3	3	25	75	100
	III	Core Course–II	U25FT203	Pattern Making Techniques	5	4	1	-	-	5	3	25	75	100
		Core Practical -II	U25FT204P	Sewing Techniques (P)	4	-	-	4	-	4	3	25	75	100
		Allied Course-II	U25AFT203	Fashion Clothing & Psychology	3	2	1	-	-	2	3	25	75	100
		Allied Practical -I	U25AFT102P	Fashion Illustration (P)	2	-	-	2	-	2	3	25	75	100
	IV	Non Major Elective -II			2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-I	U25SEFT21P	Surface Embellishment-I (P)	2	1	-	1	-	2	3	25	75	100
TOTAL					30	18	5	7	-	23	-	-	-	800
III	I	Language Course- III	U25LC303	Pothu Tamil – III Tamilaga Varalarum Panpadum-III	6	5	1	-	-	3	3	25	75	100
	II	English Language Course-III	U25ELC303	General English - III	6	5	1	-	-	3	3	25	75	100
	III	Core Course-III	U25FT305	Garment Manufacturing Techniques	4	3	1		-	4	3	25	75	100
		Core Practical- III	U25FT306P	Garment Construction for Children’s Wear (P)	4	-	-	4	-	4	3	25	75	100
		Allied Course-III	U25AFT304	Fabric Structure and Design	2	1	1	-	-	2	3	25	75	100
		Allied Practical -II	U25AFT305P	Fabric Structure and Design & Wet processing (P)	2	-	-	2	-	--	--	--	--	--
	IV	Skill Enhancement Course -II	U25SEFT32P	Surface Embellishment-II (P)	2	1	-	1	-	2	3	25	75	100
		Skill Enhancement Course-III	U25SEFT33P	Fashion Draping (P)	2	1	-	1	-	2	3	25	75	100
	V	Special Course	25UGSC	Health and Wellness	2	-	-	2	-	1	-	-	-	-
TOTAL					30	16	4	10	-	21		-	-	700
IV	I	Language Course - IV	U25LC404	Pothu Tamil-IV Tamilum Ariviyalum-IV	6	5	1	-	-	3	3	25	75	100
	II	English Language Course-IV	U25ELC404	General English-IV	6	5	1	-	-	3	3	25	75	100
		Core Course-IV	U25FT407	Heritage of Textiles and Costumes	5	4	1	-	-	5	3	25	75	100

Sem	Part	Nature of the Course	Course Code	Title of the Course	Ins. Hours/Week	Ins. Hours/Week				Credit	Exam Hours	Marks		Total	
						L	T	P	S			CIA	ESE		
IV	III	Core Practical IV	U25FT408P	Garment Construction for Women's Wear (P)	4	-	-	4	-	4	3	25	75	100	
		Allied Course-IV	U25AFT406	Wet Processing	3	2	1	-	-	2	3	25	75	100	
		Allied Practical - II	U25AFT305P	Fabric Structure and Design & Wet Processing (P)	2	-	-	2	-	2	3	25	75	100	
	IV	Skill Enhancement Course–IV	U25SEFT44P	Portfolio Presentation (P)	2	1	-	1	-	2	3	25	75	100	
		Skill Enhancement Course –V	U25SEFT45P	CAD in Fashion Design (P)	2	1	-	1	-	2	3	25	75	100	
			TOTAL			30	18	4	8	-	23	-	-	-	800
V	III	Core Course-V		Fundamentals of Technical Textiles	6	5	1	-	-	5	3	25	75	100	
		Core Course-VI		Knitting	5	4	1	-	-	5	3	25	75	100	
		Core Course-VII		Garment Quality and Cost Control	5	4	1	-	-	4	3	25	75	100	
		Core Practical - V		Garment Construction for Men’s Wear (P)	4	-	-	4	-	4	3	25	75	100	
		Elective Course–I		Fashion Marketing and Merchandising/ National and International Marketing/ Fashion Management	4	3	1	-	-	3	3	25	75	100	
		Elective Course–II		Cosmetology/ Home textiles/ Protective Garments	4	3	1	-	-	3	3	25	75	100	
	IV	Environmental Studies		Environmental Studies	2	2	-	-	-	2	3	25	75	100	
		Internship/ Industrial visit/ Field visit		Internship/ Industrial visit/Field visit	-	-	-	-	-	2	-	-	-	-	
			TOTAL			30	21	5	4	-	28	-	-	-	700
VI	III	Core Course-VIII		Textile Testing	6	5	1	-	-	4	3	25	75	100	
		Core Practical - VI		Textile Testing (P)	6	-	-	6	-	4	3	25	75	100	
		Core Project		Project with viva- voce/ Group Project	5	-	1	4	-	5	3	25	75	100	
		Elective Course-III		Boutique Management/ Visual Merchandising/ Fabric Care	4	3	1	-	-	3	3	25	75	100	
		Elective Course-IV		Export Trade and Documentation/ Apparel Entrepreneurship/ Clothing Comfort	4	3	1	-	-	3	3	25	75	100	
	IV	Value Education		Value Education	2	2	-	-	-	2	3	25	75	100	
		Professional Competency Course		Aptitude and Reasoning Skills for Competitive Examinations	2	2	-	-	-	2	3	25	75	100	
	V	Gender Studies		Gender Studies	1	1	-	-	-	1	3	25	75	100	
		Extension activity		Extension Activity	-	-	-	-	-	1	-	-	-	-	
			TOTAL				16	4		-	25				
	GRAND TOTAL					180	107	28	45	-	141	-	-	-	4500
	Extra Credit				Value Added Courses (At least One / Year)	-	-	-	-	-	2	-	-	-	-

L-Lecture

T-Tutorial

P-Practical

S-Seminar

Credit Distribution for B.Sc., Fashion Technology and Costume Designing

S.No	Part	Subject	No. of Courses	Total Credits
1.	I	Language Course	4	12
2.	II	English Language Course	4	12
3.	III	Core Course –Theory	8	37
4.		Core Practical	6	24
5.		Core Project	1	05
6.		Allied Course–Theory	4	08
7.		Allied Course Practical	2	04
8.		Elective Course	4	12
9.	IV	Non-Major Elective	2	04
10.		Foundation Course	1	02
11.		Skill Enhancement Course	5	10
12.		Internship/ Industrial visit/ Field visit	1	02
13.		Environmental Studies	1	02
14.		Value Education	1	02
15.		Professional competency Course	1	02
16.	V	Special Course	1	01
17.		Gender Studies	1	01
		Extension Activity	1	01
Total			48	141

Note:

	CIA	ESE
1 Theory	25	75
2 Practical	25	75
3	Separate passing minimum is prescribed for Internal and External marks	

FOR THEORY

The passing minimum for CIA shall be 40% out of 25 marks [i.e. 10 marks]

The passing minimum for University Examinations shall be 40% out of 75 marks [i.e. 30 marks]

FOR PRACTICAL

The passing minimum for CIA shall be 40% out of 25 marks [i.e. 10 marks]

The passing minimum for University Examinations shall be 40% out of 75 marks [i.e. 30 marks]

NON MAJOR ELECTIVE (NME) OFFERED BY THE DEPARTMENT

Semester	Part	Course	Course Code	Title of the Course
I	IV	NME-I	U25NMEFT11	Basics of Fashion
II		NME-II	U25NMEFT22	Personal Grooming

SEMETER-III



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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SUNDARAKKOTTAI, MANNARGUDI -614016.

(For the candidate admitted in the academic year 2025-2026)

**DEPARTMENT OF FASHION TECHNOLOGY
B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING**

Semester: III –CC-III: Garment Manufacturing Techniques

Ins. Hrs./Week:4

Course Credit:4

Course Code:U25FT305

UNIT - I: Marker making and cutting

(12 Hours)

Spreading of fabric - forming a lay, requirement of the spreading process, methods of spreading and nature of fabric packages. Marker planning, marker drawing and marker reproduction techniques - Requirements of marker, planning and efficiency of the marker plan. Fabric cutting- objectives and methods of cutting.

UNIT- II: Seam and Sewing problem

(12Hours)

Properties of seams, seam types, stitch types. Sewing machine feed mechanism, sewing machine needles, Sewing threads - fiber type, construction of thread finishes. Thread sizing, thread packages, cost, properties and seam performance. Sewing problems, Problems of stitch formation. Seam puckering problems, problems of damage to fabric along the stitch line. Testing for sewability and tailorability.

UNIT-III: Basic sewing machines, Work aids and simple automation

(12 Hours)

The use of components and trims – Labels and motifs, lining, Interlining, wadding, lace, braids and elastics, Hook and Loop Fasteners (Velcro), Overlock machine, Buttonhole machine, Blind stitch machine, Bartacking machine and Presser foot with its parts.. Performance characteristics of garment components and trims.

UNIT- IV: Fusing

(12 Hours)

Definition, advantages of fusible interlinings, fusing process. Principles and methods of fusing, Fusing equipments, Methods of fusing, quality control in fusing. Alternatives to fusible interlinings.

UNIT- V: Pressing

(12 Hours)

Purpose of pressing, Categories of Pressing, means of pressing, pressing equipments and methods, Pleating techniques and permanent press finishing. Pressing practices in Indian Industries.

Total Lecture Hours- 60

COURSE OUTCOME

The students will be able to:

- 1 Analyze the principles of marker making, fabric spreading, cutting and explain their importance in garment manufacturing.
- 2 Identify different types of seams, stitches and analyse the common sewing problems and appropriate solutions in the production process.
- 3 Describe the functions of basic sewing machines, work aids, trims and components used in apparel construction and evaluate their performance.
- 4 Explain the fusing process, the equipment used and the quality control measures involved in fusible interlining techniques.
- 5 Understand the purpose and methods of pressing and evaluate pressing practices followed in Indian garment industries.

TEXT BOOK(S)

1. Carr, H., & Latham, B. 2018. Technology of Clothing Manufacture. Fourth Edition. Wiley-Blackwell Publishing, Oxford, UK.
2. Chuter, A.J. 1995. Introduction to Clothing Production Management. First Edition. Blackwell Scientific Publications, Oxford, UK.
3. Karthik, T., Ganesan, P., & Gopalakrishnan, D. 2017. Apparel Manufacturing Technology. First Edition. CRC Press and Woodhead Publishing India Pvt. Ltd., New Delhi, India.
4. Nayak, R., & Padhye, R. 2015. Garment Manufacturing Technology. First Edition. Woodhead Publishing, Cambridge, UK.
5. Shaeffer, C.B. 2011. Sewing for the Apparel Industry. Second Edition. Pearson Education Inc., New Jersey, USA.

REFERENCE BOOK(S)

1. Ajgaonkar, D.B. 1998. Fabric Spreading and Cutting Technology. First Edition. Universal Publishing Corporation, Mumbai, India.
2. Doongaji, S., & Deshpande, R. 2007. Garment Construction. Revised Edition. UBS Publishers & Distributors Pvt. Ltd., New Delhi, India.
3. Pattabhiraman, T.K. 2010. Fashion Technology: Today and Tomorrow. First Edition. New Age International Publishers, New Delhi, India.
4. Solinger, M.J. 1995. The Technology of Sewing. First Edition. Macmillan Publishing Company, New York, USA.
5. Vijayaram, T.R. 2016. Apparel Manufacturing Technology. First Edition. Woodhead Publishing India Pvt. Ltd., New Delhi, India.

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2. <https://www.zelect.in/sewing-machine/types-of-sewing-machines-in-india>
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4. <https://textilelearner.net/>
5. <https://www.onlineclothingstudy.com/>
6. <https://www.fashion2apparel.com/>
7. <https://www.nift.ac.in/>
8. <https://texmin.nic.in/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	1	1	3	1	3	2	3	3	3	3	2	3
CO2	3	3	2	1	1	3	2	3	2	3	3	3	3	2	3
CO3	3	3	1	1	1	3	1	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	1	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium(2)

L-Low(1)

**SENGAMALA THAYAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)**



SUNDARAKKOTTAI, MANNARGUDI -614016.

(For the candidate admitted in the academic year 2025-2026)

DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: III –CP-III: Garment Construction for Children's Wear (P)

Ins. Hrs. / Week: 4 Course Credit: 4 Course Code: U25FT306P

Contents:

Design, draft and construct the following garments:

- Baby Bed (or) Layette and Bonnet
- Jabla, Bib and Panty
- A-Line Frock
- Summer Frock
- Knickers or Shorts
- Romper (Baba Suit)
- Shirt
- Pinafore
- Yoke Frock

COURSE OUTCOME

The students will be able to:

1. Understand the basic body measurements required for infants and children.
2. Identify suitable fabrics and materials for children's garments.
3. Draft patterns for basic children's garments.
4. Stitch and finish children's garments using appropriate construction techniques.
5. Design and construct simple garments for infants and children.

TEXT BOOK(S)

1. Joseph-Armstrong, H. 2014. "Patternmaking for Fashion Design". Fifth Edition. Pearson Education, New York, USA.
2. Aldrich, W. 2015. "Metric Pattern Cutting for Children's Wear and Babywear". Fourth Edition. Wiley-Blackwell Publishing, Oxford, UK.
3. Lee, L. 2009. "The Complete Photo Guide to Clothing Construction". First Edition. Creative Publishing International, Minnesota, USA.
4. Fischer, A. 2014. "Basics Fashion Design: Construction. Second Edition". AVA Publishing, Switzerland.
5. Cooklin, G. 2006. "Garment Technology for Fashion Designers". Second Edition. Blackwell Publishing, Oxford, UK.

REFERENCE BOOK(S)

1. Armstrong, H., 2011, "Patternmaking for Fashion Design: A Practical Approach", Sixth Edition, Pearson Prentice Hall.
2. Cunningham, C., 2014, "The Art of Sewing Children's Clothes", First Edition, Dover Publications.
3. Jenkins, E., 2017, "Sewing for Little Ones: Fun and Easy Patterns for Children's Clothing", First Edition, St. Martin's Griffin.
4. Ralph, R., 2012, "The Essential Guide to Children's Clothing Construction", Second Edition, Laurence King Publishing.
5. Salter, C., 2015, "Children's Apparel: Design and Construction", First Edition, Fairchild Books.

E- RESOURCES

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2. <https://arxiv.org/abs/2502.17508>
3. <https://www.textilelearner.net/>
4. <https://www.onlineclothingstudy.com/>
5. <https://www.textileschool.com/>
6. <https://sewguide.com/>
7. <https://www.nift.ac.in/>
8. <https://www.youtube.com/watch?v=nI-ShbmnuVg>
9. <https://www.mdpi.com/2673-4591/76/1/28>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
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CO3	3	3	1	1	1	3	1	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	1	3	2	3	3	2	3	2	3

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**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: III –AC-III: Fabric Structure and Design

Ins. Hrs. / Week:2

Course Credit:2

Course Code:U25AFT304

UNIT–I: Woven Design Fundamentals

(6 Hours)

Elements of woven design, methods of fabric representation, weave repeat, unit draft and lifting plan, construction of elementary weaves – plain weave, warp rib, weft rib, twill weaves, modifications of twills, satin and sateen weaves, and their derivatives.

UNIT–II: Honeycomb Weaves

(6 Hours)

Ordinary honeycomb and Brighton honeycomb, their modifications, Huck-a-back weave and its modifications, crepe weaves and mock leno weaves.

UNIT–III: Warp and Weft Figuring

(6 Hours)

Extra warp and extra weft figuring, single-colour and multi-colour figuring, backed fabrics, warp-backed and weft-backed fabrics, Bedford cords.

UNIT–IV: Pile Fabric Structure

(6 Hours)

Pile fabrics, basic structure, twill-back and satin-back pile fabrics, weft pile length, density and pile fastness, Terry pile, 3-pick pile, 4-pick pile and 6-pick pile fabrics.

UNIT–V: Double Cloth Structures

(6 Hours)

Double cloth, classification of double cloth, self-stitched double cloth, face-to-back stitched double cloth, back-to-face stitched double cloth, warp-centre stitched double cloth, weft-centre stitched double cloth and triple cloth.

Total Lecture Hours – 30

COURSE OUTCOMES

The students will be able to:

1. Describe the basic elements of woven design and the construction of elementary weaves.
2. Identify and classify various decorative woven structures.
3. Explain warp and weft figuring techniques and the construction of backed fabrics.
4. Evaluate the structure, types and properties of pile fabrics.
5. Demonstrate knowledge of the structure, classification and stitching methods used in double and triple cloths.

TEXT BOOK(S)

1. Briggs-Goode, A., 2013, "Printed Textile Design", Second Edition, Laurence King Publishing.
2. Dixon, A., 2014, "The Handbook of Woven Textile Design", Second Edition, Laurence King Publishing.
3. Hollen, N., Saddler, J & Langford, A., 2011, "Textiles", Tenth Edition, Pearson Education.
4. Steed, J., & Stevenson, D., 2012, "Sourcing Ideas for Textile Design", First Edition, Laurence King Publishing.
5. Udale, J., 2020, "Textiles and Fashion", Second Edition, Bloomsbury Publishing.

REFERENCE BOOK(S)

1. Adanur, S., 2020, "Wellington Sears Handbook of Industrial Textiles", Second Edition, CRC Press.
2. Choudhury, A.K.R., 2021, "Textile Design: Principles, Advances and Applications", Second Edition, Woodhead Publishing.
3. McKelvey, K., & Munslow, J., 2018, "Fashion Design: Process, Innovation and Practice", Third Edition, Wiley-Blackwell.
4. Sinclair, R., 2015, "Textiles and Fashion: Materials, Design and Technology", First Edition, Woodhead Publishing.
5. Wilhide, E., 2017, "Textiles: The Art of Mankind", First Edition, Thames & Hudson.

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2. <https://ebooks.inflibnet.ac.in/hsp08/chapter/dobby-weaving/>
3. <https://www.gpbhadrak.org/public/uploads/lres-159.pdf>
4. <https://www.textileworld.com/>
5. <https://www.nedgraphics.com/>
6. <https://ebooks.inflibnet.ac.in/hsp07/chapter/cad-in-textile-designing/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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CO3	3	2	1	1	1	3	1	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	1	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium(2)

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**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: III –AP-II: Fabric Structure and Design & Wet processing (P)

Ins. Hrs. / Week: 2

Course Credit:-

Course Code: U25AFT305P

Practical Contents:

I. Fabric Structure and Design

Identify the design, draft and peg plan for the given weaves.

- Plain Weave
- Twill Weave
- Satin Weave
- Honey Comb Weave
- Huck -a -Back Weave
- Jacquard Weave
- Dobby Weave
- Pile Weave
- Extra Warp Figuring
- Extra Weft Figuring

II. Wet processing

1. Preparatory process of fabrics

- Desizing
- Scouring
- Bleaching

2. Dyeing of Cellulosic Fibre Fabrics

- Direct dye
- Reactive dye – Hot Brand / Cold Brand Method

3. Dyeing of Protein Fibre Fabrics

- Acid Dye / Basic Dye

4. Dyeing of Polymer Fabrics

- Disperse dye

5. Styles of Printing

- Tie and Dye using Natural dyes
- Screen Printing
- Block Printing

COURSE OUTCOME

The students will be able to

1. Identify and create basic woven structures like plain, twill, and satin weaves.
2. Design towelling weaves like honeycomb and Huck-a-back with the appropriate draft and peg plan.
3. Analyze and design complex weaves such as Jacquard and Dobby, along with their draft plans.
4. Describe and apply wet processing techniques like desizing, scouring, and bleaching to fabrics.
5. Apply dyeing and printing techniques to different fabric types (cellulosic, protein, and polymer).

TEXT BOOK(S)

1. Adanur,S.,2020,"Wellington Sears Handbook of Industrial Textiles", Second Edition, CRC Press.
2. Choudhury,A.K.R.,2017,"Principles of Textile Finishing", Second Edition,Woodhead Publishing.
3. Clark,M.,2011,"Handbook of Textile and Industrial Dyeing", First Edition,Woodhead Publishing
4. Kadolph, S.J.,2019,"Textiles",Thirteenth Edition, Pearson Education.
5. Sinclair,R.,2015,"Textiles and Fashion:Materials,Design and Technology", First Edition, Woodhead Publishing.

REFERENCE BOOK(S)

1. Aspland,J.R.,2019,"Textile Dyeing and Coloration", First Edition,AATCC (American Association of Textile Chemists and Colorists).
2. Broadbent,A.D.,2011,"Basic Principles of Textile Coloration", First Edition, Society of Dyers and Colourists.
3. Gulrajani,M.L.,2017,"Natural Dyes and Their Applications to Textiles", First Edition, Woodhead Publishing India.
4. Lewin,M.,2015,"Handbook of Fiber Chemistry", Third Edition, CRC Press.
5. Milner,B.,2016,"Colouration of Textiles: Principles and Practice", Second Edition, Society of Dyers and Colourists.
6. Shenai,V.A.,2019,"Technology of Textile Processing", Volume II,First Edition,Sevak Publications.

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2. <https://ebooks.inflibnet.ac.in/hsp08/chapter/dobby-weaving/>
3. <https://www.gpbhadrak.org/public/uploads/lres-159.pdf>.
4. <https://www.textileworld.com/>
5. <https://www.nedgraphics.com/>
6. <https://ebooks.inflibnet.ac.in/hsp07/chapter/cad-in-textile-designing/>

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CO5	2	3	2	2	2	3	1	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium(2)

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**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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SUNDARAKKOTTAI, MANNARGUDI -614016.

(For the candidate admitted in the academic year 2025-2026)

DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: III –SEC-II: Surface Embellishment-II (P)

Ins. Hrs. / Week: 2

Course Credit: 2

Course Code: U25SEFT32P

SURFACE EMBROIDERY

- Bead Work
- Sequin Work
- Ribbon Embroidery
- Mirror Work
- Zardosi Work
- Filling Stitch (Satin/Seed Stitch)
- Cut Work

APPLIQUÉ AND PATCH WORK

- Appliqué Work
- Simple / Geometric Patch Work
- Crazy Patch Work
- Quilting

SMOCKING TECHNIQUES

- French Smocking (any 3 types)
- Chinese Smocking

COURSE OUTCOME

The students will be able to:

1. Demonstrate the various surface embroidery techniques.
2. Apply the decorative fabric embellishment methods.
3. Develop the designs using appliqué and patchwork techniques.
4. Execute smocking techniques on fabrics.
5. Enhance the creativity and hand embroidery skills through textile ornamentation.

TEXT BOOK(S)

1. Beaney,J., & Littlejohn, J., 2016,Designing with Stitch, Batsford Publishing, London, United Kingdom
2. Eckman,M.,2020, Everyday Embroidery for Modern Stitchers, C&T Publishing, California, USA.
3. Naik,S.D.,1996,Traditional Embroideries of India,APH Publishing Corporation, New Delhi, India.
4. Payne,A., 2004, The Art of Embroidery,Little, Brown & Company,London, United Kingdom.
5. Reader's Digest,2018,Complete Guide to Needlework,Dorling Kindersley (DK),London, United Kingdom .

REFERENCE BOOK(S)

1. Gostelow, M.,1998,The Complete International Book of Embroidery, Macmillan, London, United Kingdom .
2. Grey,M.,2015,Creative Fabric Techniques, Batsford Publishing, London, United Kingdom .
3. Jain, S.,2012,Indian Embroidery: Techniques and Traditions, Roli Books, New Delhi, India.
4. Paine, S.,2010,Embroidered Textiles, Thames and Hudson, London, United Kingdom .
5. Rutt, R.,2016,Dictionary of Embroidery Stitches, Batsford, London, United Kingdom .

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1. <https://sewguide.com/smocking/>
2. <https://www.youtube.com/watch?v=Ug2d1NUuE4A>
3. https://www.youtube.com/watch?v=uJ2SyeFA_B4
4. <https://www.youtube.com/watch?v=nJz9c8gEvFg>
5. <https://www.elsevier.com/en-xm/solutions/dyeing-finishing>
6. <https://sewguide.com/>
7. <https://www.burdastyle.com/>
8. <https://www.nationalneedlearts.org/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
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CO2	3	3	2	2	2	3	2	3	2	3	3	3	3	2	3
CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium (2)

L-Low

**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the candidate admitted in the academic year 2025-2026)
DEPARTMENT OF FASHION TECHNOLOGY
B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: III –SEC-III: Fashion Draping (P)
Ins. Hrs. / Week: 2 Course Credit: 2 Course Code:U25SEFT33P

UNIT- I: Introduction to Draping

1. Introduction to Draping Techniques.
2. Identification of Seam Lines.

UNIT -II: Basic Bodice Development

3. Drape a Basic Bodice Front and Back-Women/Men/Children.
4. Drape a Basic Skirt/ Pant -Women/Men /Children.

UNIT- III: Drape Garment Components

5. Sleeves Variations-Children/Women.
6. Collar/ Neckline variations-Men/Women

Unit: IV: Manipulating Techniques

7. Dart Manipulating- Pivot / Slash and Spread method.
8. Drape the Off shoulder with Princess Shapers.

UNIT-V: Designer Garment

9. Drape a Full Garment

COURSE OUTCOME

The students will be able to

1. Understand the basic draping techniques and identify seam lines on dress forms.
2. Develop basic bodice, skirt, and pant drapes for different age groups and genders.
3. Create variations of sleeves, collars, and necklines through draping methods.
4. Apply the dart manipulation and advanced shaping techniques in garment design.
5. Design and drape a complete garment using creative and technical skills.

TEXT BOOK(S)

1. Abbing, B., 2005, Advanced Fashion Sketchbook, Om Books International, New Delhi.
2. Kiisel, K., 2013, Draping: The Complete Course, Laurence King Publishing, London.
3. McCelvey, K., & Munslow, J., 2009, Illustrating Fashion, Wiley, United Kingdom.
4. Richards, R., 2019, Draping the Fashion Figure, Thames & Hudson, London.
5. Turner, S., 2012, Advanced Draping Techniques for Fashion, Cengage Learning.

REFERENCE BOOK(S)

1. Amaden-Crawford,C., 2012, The Art of Fashion Draping, Fairchild Books, New York.
2. Anderson,M., 2014, Fashion Draping and Construction, Prentice Hall.
3. Cloake,D.,2016, Cutting and Draping Party and Eveningwear, Batsford, London.
4. Jaffe,H., & Relis,N., 2000, Draping for Fashion Design, Pearson Education.
5. Kiisel,K.,2013, Draping: The Complete Course, Laurence King Publishing, London.

E- RESOURCES

1. <https://www.vogue.com/archive>
2. <https://www.fitnyc.edu/library>
3. <https://www.youtube.com/user/UniversityofFashion>
4. <https://textilelearner.net>
5. <https://nift.ac.in/delhi/library>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
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CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
S-Strong (3)						M-Medium (2)					L-Low				

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DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: III- Special Course- Health and Wellness

Ins. Hrs./Week:2

Course Credit :1 Course Code:25UGSC

1 Introduction to Holistic Well-being

1. Introduce the core components of Health & Well-being namely Physical, mental and emotional well-being
2. Provide worksheets on all the four components individually and explain the interconnectedness to give an overall understanding.

2 Wellness Wheel Exercise (Overall Analysis)

- Guide students to assess their well-being in various life dimensions through exercises on various aspects of wellbeing, and explain the benefits of applying wellness wheel.
- Introduce Tech Tools:
- Explore the use of technology to support well-being.
- Introduce students to apps for meditation, sleep tracking, or healthy recipe inspiration.

3. Breaking Bad Habits (Overall Analysis)

- Open a discussion on bad habits and their harmful effects.
- Provide a worksheet to the students to identify their personal bad habits.
- Discuss the trigger, cause, consequence and solution with examples.
- Guide them to replace the bad habits with good ones through worksheets.

4. Physical Well-being

1. Fitness

Introduce the different types of fitness activities such as basic exercises, cardiovascular exercises, strength training exercises, flexibility exercises, so on and so forth.
(Include theoretical explanations and outdoor activity).

2. Nutrition

Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.

3. Yoga & Meditation

Discuss the benefits of Yoga and Meditation for one's overall health.

Demonstrate different yoga postures and their benefits on the body through visuals (pictures or videos)

4. Brain Health

Discuss the importance of brain health for daily life.

Habits that affect brain health (irregular sleep, eating, screen time). Habits that help for healthy brains (reading, proper sleep, exercises). Benefits of breathing exercises and meditation for healthy lungs.

5. Healthy Lungs

Discuss the importance of lung health for daily life.

Habits that affect lung health (smoking, lack of exercises). Benefits of breathing exercises for healthy lungs.

6. Hygiene and Grooming

Discuss the importance of hygienic habits for good oral, vision, hearing and skin health.

Discuss the positive effects of grooming on one's confidence level and professional growth.

Suggested Activities (sample):

Nutrition:

Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a 'Stove less/fireless cooking competition' for students where they are expected to prepare a nutritious dish and explain the nutritive values in parallel.

5. Emotional Well-being

1. Stress Management

Trigger a conversation or provide self-reflective worksheets to identify the stress factors in daily life and their impact on students' performance.

Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.

(use audio recordings or visuals to guide them through these techniques).

After practicing the techniques, have them reflect on how these methods can help manage stress in daily life.

1. Importance of saying 'NO'

Explain the students that saying 'NO' is important for their Physical

Explain the students that saying 'NO' is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self-respect, Strong and Healthy Relationships, building reputation for self and their family (avoid earning a bad name).

Factors that prevent them from saying 'NO'. How to practice saying 'NO'.

2. Body Positivity and self-acceptance

Discuss the following with the students.

What is body positivity and self-acceptance?

Why is it important?

Be kind to yourself.

Understand that everyone's unique.

Suggested Activities (Sample):

(Importance of saying 'NO')

Provide worksheets to self-reflect on...

...how they feel when others say 'no' to them

...the situations where they should say 'no'

Challenge students to write a song or rap about the importance of saying no and how to do it effectively.

Students can perform their creations for the class

6. Social Well-Being

1. Practicing Gratitude

Discuss the importance of practicing gratitude for building relationships with family, friends, relatives, mentors and colleagues.

Discuss how one can show gratitude through words and deeds.

Explain how practicing gratitude can create 'ripple effect'

2. Cultivating Kindness and Compassion

Define and differentiate between kindness and compassion.

Explore practices that cultivate these positive emotions

Self-Compassion as the Foundation.

The power of small gestures.

Understanding another's perspective.

The fruits of compassion.

3. Practising Forgiveness

Discuss the concept of forgiveness and its benefits.

Forgiveness: What is it? and What it isn't?

Benefits of forgiveness.

Finding forgiveness practices.

4. Celebrating Differences

Appreciate the value of individual differences and foster inclusivity.

The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).

Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation).

Celebrating differences, not ignoring them (respecting and appreciating the unique qualities).

Activities for celebrating differences (share culture, learn about others, embrace new experiences)

5. Digital Detox

Introduce the students to:

The concept of a digital detox and its benefits for social well-being How to disconnect from devices more often to strengthen real-world connections.

Suggested Activities (sample):

(Practicing Gratitude)

Provide worksheets to choose the right ways to express gratitude. Celebrate 'gratitude day' in the college and encourage the students to honour the house keeping staff in some way to express gratitude for their service.

7. Intellectual Well-being

1. Being a lifelong Learner

Give students an understanding on:

The relevance of intellectual well-being in this 21st century to meet the expectations in personal and professional well-being

The Importance of enhancing problem-solving skills Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)

2. Digital Literacy

Discuss:

The key aspects of digital literacy and its importance in today's world. It is more than just liking and sharing on social media.

The four major components of digital literacy (critical thinking, communication, problem-solving, digital citizenship).

Why is digital literacy important?

Boosting one's digital skills.

3. Transfer of Learning

Connections between different subjects How knowledge gained in one area can be applied to others.

Suggested Activities (sample):

Intellectual Well-being.

Provide worksheets to students for teaching them how to boost intellectual well-being.

Ask the students to identify a long-standing problem in their locality and come up with a solution and present it in the classroom. Also organize an event like 'Idea Expo' to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual well-being.

8. Environmental Well-being

1. The Importance of initiating a change in the environment.

The session could be around:

Defining Environmental well-being (physical, chemical, biological, social, and psychosocial factors) People's behaviour, crime, pollution, political activities, infra-structure, family situation etc. Suggesting different ways of initiating changes in the environment (taking responsibility, creating Awareness, volunteering, approaching administration).

Suggested Activities (sample):

Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change

Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving environmental well-being.

Creating a volunteers' club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing anti-social behaviour on the campus or in their locality

9. Mental Well-being

1. Importance of self-reflection

Discuss:

Steps involved in achieving mental well-being (self-reflection, self-awareness, applying actions, achieving mental well-being).

Different ways to achieve mental well-being (finding purpose, coping with stress, moral compass, connecting for a common cause).

The role of journaling in mental well-being

3. Mindfulness and Meditation Practices.

Benefits of practicing mindful habits and meditation for overall well-being.

1. Connecting with nature

Practicing to be in the present moment Nature walk, feeling the sun, listening to the natural sounds Exploring with intention Hiking, gardening to observe the nature

Reflecting on the emotions, and feeling kindled by nature.

2. Serving people

Identifying the needs of others

Helping others.

Volunteering your time, skills and listening ear.

Finding joy in giving.

3. Creative Expressions

Indulging in writing poems, stories, music making/listening, creating visual arts to connect with inner selves.

Suggested Activities (Sample):

(Mindfulness and Meditation) Conducting guided meditation every day for 10 minutes and directing the students to record the changes they observe.

10. Situational Awareness (Developing Life skills)

1. Being Street smart

Discuss:

Who are street smart?

Why is it important to be street smart?

Characteristics of a street smart person: Importance of acquiring life skills to become street smart (General First-aid procedure, CPR Procedure, Handling emergency situations like fire, flood etc).

2. Digital Awareness

Discuss:

Cyber Security

Information Literacy.

Digital Privacy

Fraud Detection

Suggested Activities (sample):

(Street Smart) Inviting professionals to demonstrate the CPR Procedure

Conducting a quiz on Emergency Numbers

11. Understanding Addiction

Plan this session around:

Identifying the environmental cues, triggers that lead to picking up this habit

Knowing the impact of substance abuse Adverse health conditions, social isolation, ruined future, hidden financial loss and damaging the family reputation.

Seeking help to get out of this addiction.

Suggested Activities

Provide Worksheets to check the students' level of understanding about substance addiction and their impacts.

Share case studies with students from real-life.

Play/share awareness videos on addiction/de-addiction, experts talk.

*Conduct awareness programmes on Drugs and its ill effects.

(Arrange Experts from the concerned government departments and NGOs working in drug addiction issues) and maintain the documents of the program

COURSE OUTCOME

The students should be able to

1. Understand the core components of holistic well-being and their interconnectedness.
2. Assess overall well-being using the wellness wheel and apply technology tools for improvement.
3. Identify bad habits, their triggers, and replace them with positive habits.
4. Learn various fitness activities, nutrition, and practices to enhance physical well-being.
5. Apply stress management techniques, set boundaries, and foster self-acceptance for emotional well-being.
6. Practice gratitude, kindness, compassion, and embrace social differences for social well-being.
7. Develop lifelong learning skills, digital literacy, and problem-solving abilities.
8. Analyze the environmental well-being and initiate positive changes in the community.
9. Practice self-reflection, mindfulness, and creative expression for mental well-being.
10. Develop situational awareness and life skills for handling emergencies and digital safety.
11. Understand the impact of addiction and develop strategies for overcoming it.

TEXT BOOK(S)

1. Chandra, R.K., 2002, "Human Nutrition: A Health Perspective", 1st edition, Wiley-Blackwell.
2. Gibson, R.S., 2005, "Principles of Nutritional Assessment", 2nd edition, Oxford University Press.
3. ICMR-NIN, 2020, "Dietary Guidelines for Indians", National Institute of Nutrition, Hyderabad.
4. Mudambi, S.R., Rajagopal, M.V., 2012, "Fundamentals of Foods, Nutrition and Diet Therapy", 7th edition, New Age International Publishers.
5. Srilakshmi, B., 2014, "Dietetics", 4th edition, New Age International Publishers.

REFERENCE BOOK(S)

1. Thomas, E., 2020, "Diet and Health: A New Perspective", 3rd edition, Elsevier.
2. Venkatesh, R., 2015, "The Essential Guide to Nutrition and Well-being", 2nd edition, Pearson Education.
3. Ali, M., 2022, "The Role of Nutrition in Physical Health", 1st edition, Elsevier Health Sciences.
4. Ramaswamy, K., 2016, "Holistic Health and Well-being", 1st edition, Tata McGraw-Hill.
5. Gupta, P., 2020, "Holistic Nutrition: A Comprehensive Guide", 1st edition, National Publishing House.

E- RESOURCES

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2. <https://www.who.int/nutrition>
3. <https://health.gov>
4. <https://www.eatright.org>
5. <https://ods.od.nih.gov>
6. <https://www.nutrition.gov>
7. <https://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating>
8. <https://www.webmd.com/diet>

SEMESTER-IV

**SENGAMALA THAYAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)**



SUNDARAKKOTTAI, MANNARGUDI -614016.

(For the candidate admitted in the academic year 2025-2026)

DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: IV- CC-IV-Heritage of Textiles and Costumes

Ins. Hrs./Week:5

Course Credit :5

Course Code:U25FT407

UNIT- I: Introduction to Indian Costumes

(20 Hours).

Indian costume – Introduction, origin of costumes – Indo-Aryan period, Vedic Age, Mauryan and Sunga period, Satavahana period, Kushan period, Mughal period. Ancient Indian jewellery – Temple jewellery of South India and tribal jewellery traditions.

UNIT- II: Traditional Costumes of India

(15 Hours)

Introduction to traditional Indian costumes – North Zone costumes: Punjab, Himachal Pradesh, Uttar Pradesh, Rajasthan, Jammu and Kashmir. East Zone costumes: Assam, West Bengal, Bihar. West Zone costumes: Madhya Pradesh, Gujarat, Maharashtra. South Zone costumes: Kerala, Karnataka, Tamil Nadu.

UNIT- III : Embroideries of India

(15 Hours)

Kasida of Kashmir, Kantha of Bengal, Chamba Rumal of Himachal Pradesh, Chikankari of Uttar Pradesh, Phulkari of Punjab, Kasuti of Karnataka, Kutch embroidery of Gujarat, Manipuri embroidery, Toda embroidery of Tamil Nadu.

UNIT- IV: Traditional Woven Textiles

(15 Hours)

Introduction to woven textiles of India – Banaras and Tanchoi (Uttar Pradesh), Patola (Gujarat), Baluchari and Jamdani (West Bengal), Kashmiri shawls and Kani shawls, Paithani (Maharashtra), Chanderi and Maheshwari (Madhya Pradesh), Kanchipuram, Chinnalapatti and Madurai Sungudi (Tamil Nadu), Pochampally and Venkatagiri (Andhra Pradesh).

UNIT- V: Traditional Printed and Dyed Textiles

(10 Hours)

Printed textiles – Kalamkari, Block printing, Roghan printing, Daboo. Painted textiles-Mata-Ni-Pachedi, Pabuji-ka-Pad. Dyed textiles – Ikat, Patola, Bandhani, Laharia, Mashru.

Total Lecture Hours-75

COURSE OUTCOME

The students will be able to

1. Understand the evolution of Indian costumes from ancient to medieval periods.
2. Describe the traditional costumes of different regions of India.
3. Identify the major Indian embroideries and their cultural significance.
4. Analyze the traditional woven, printed, and dyed textile traditions of India.
5. Evaluate the heritage value of Indian textiles and costumes.

TEXT BOOK(S)

1. Gillow,J.,&Barnard,N.,2008,Indian Textiles,Thames & Hudson,London.ISBN:978-0500514320
2. Maxwell,R.,2019,Textiles:The Whole Story,Thames & Hudson,London.ISBN:978-0500295481
3. Naik, S.D.,1996,Traditional Embroideries of India,APH Publishing,New Delhi.ISBN:978-170246657
4. Schoeser,M.,2020,Textiles:The Art of Mankind, Thames & Hudson,London.ISBN:978-0500480275
5. Tarlo, E.,2020,Clothing Matters: Dress and Identity in India, Bloomsbury Academic, London. ISBN: 978-1784537257

REFERENCE BOOK(S)

1. Barnes,R.,2018,IndianTextiles:History,Technique & Designs,British Museum Press,London. ISBN: 978-0714124633
2. Bolton,A.,2019, India in Fashion,V&A Publishing, London. ISBN: 978-1851779795
3. Crill, R.,2021,Textiles from India:The Global Trade,V&APublishing, London.ISBN:978-1851779863
4. Dhamija,J.,2015,Handwoven Fabrics of India,Niyogi Books, New Delhi.ISBN:978-9381523765
5. Jain,J.,2019,Textile Traditions of India, Mapin Publishing,Ahmedabad.ISBN:978-8192834661

E RESOURCES

1. <https://handlooms.nic.in/>
2. <https://www.craftrevival.org/>
3. <https://www.metmuseum.org/art/collection/textiles>
4. <https://www.vam.ac.uk/collections/textiles>
5. <https://www.textileassociationindia.org/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	2	3	3	3	3	2	3
CO2	3	3	2	2	2	3	2	3	2	3	3	3	3	2	3
CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium (2)

L-Low



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)**

SUNDARAKKOTTAI, MANNARGUDI -614016.

(For the candidate admitted in the academic year 2025-2026)

DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: IV- CP-IV- Garments Construction for Women's Wear (P)

Ins. Hrs./Week:4

Course Credit :4

Course Code:U25FT408P

Contents:

Design, Draft and Construct the following garments:

- Saree Petticoat – Six Panel / Fish Cut
- Blouse – Straight Cut / Princess Cut / Katori
- Kameez – With Slit / A-Line / Flared / Dabang Style / Anarkali Suit
- Salwar / Churidar / Palazzo Pants
- Party Wear Dress – With or Without Yoke
- Midi Skirt – Circular / Gathered / Pleated / With Waistband
- Midi Top – Kimono Sleeve / Raglan Sleeve / Gathers / Belt at Waist
- Nightwear Bottom – Pant With or Without Fly
- Nightwear Top – With Sleeves / Without Sleeves

COURSE OUTCOME

The students will be able to

1. Understand the body measurements and basic garment drafting techniques.
2. Draft and construct the saree petticoats and blouses in different styles.
3. Design and construct skirts, tops, and nightwear with suitable finishing techniques.
4. Develop the traditional garments such as salwar kameez with proper fitting and style variations.
5. Design and construct party wear garments with professional finishing and aesthetic appeal.

TEXT BOOK(S)

1. Aldrich, W., 2020, Metric Pattern Cutting for Women's Wear, 7th Edition, Wiley-Blackwell, UK. ISBN: 9781119575938
2. Armstrong, H.J., 2014, Pattern Making for Fashion Design, 5th Edition, Pearson Education, New Delhi. ISBN: 9780136069348
3. Cooklin, G., 2012, Garment Technology for Fashion Designers, 2nd Edition, Wiley-Blackwell, UK. ISBN: 9781405182941
4. Liechty, J., Rasband, J., & Pottberg-Steineckert, B., 2010, Fitting and Pattern Alteration: A Multi-Method Approach, 2nd Edition, Fairchild Books, New York. ISBN: 9781563677833
5. Shaeffer, C., 2011, Sewing for the Apparel Industry, 2nd Edition, Pearson Education, New Jersey. ISBN: 9780135008111

REFERENCE BOOK(S)

1. Braddock, S.E., & O'Mahony, M., 2017, Techno Textiles 2: Revolutionary Fabrics for Fashion and Design, Thames & Hudson, London. ISBN: 9780500292956
2. Bye, E., 2010, Fashion Design, Berg Publishers, Oxford. ISBN: 9781847884410
3. Glock, R.E., & Kunz, G.I., 2005, Apparel Manufacturing: Sewn Product Analysis, 4th Edition, Pearson Education, New Jersey. ISBN: 9780131188081
4. Joseph-Armstrong, H., 2010, Patternmaking for Fashion Design, 5th Edition, Pearson Education, New Delhi. ISBN: 9780136069348
5. Reader's Digest Association, 2016, Complete Guide to Sewing, Updated Edition, DK Publishing, London. ISBN: 9781465417855

E RESOURCES

1. <https://www.youtube.com/@UniversityofFashion>
2. <https://www.youtube.com/@ProfessorPincushion>
3. <https://textilelearner.net/category/garment-construction/>
4. <https://www.textileschool.com/category/garment-construction/>
5. <https://www.moodfabrics.com/blog/sewing/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	2	3	3	3	3	2	3
CO2	3	3	2	2	2	3	2	3	2	3	3	3	3	2	3
CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium (2)

L-Low(1)

**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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DEPARTMENT OF FASHION TECHNOLOGY
B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: IV- AC-IV-Wet Processing
Ins. Hrs./Week:3 Course Credit :2 Course Code: U25AFT406

UNIT-I: Textile Processing **(10 Hours)**

Definition of textile processing. Need for processing. Dry and wet processing of common fabrics - cotton, silk, wool, and synthetic fibres.

UNIT-II: Preparatory process **(08 Hours)**

Meaning and need for preparatory processes. Types of preparatory processes: singeing, desizing, scouring, bleaching, and mercerizing.

UNIT-III: Dyeing **(09 Hours)**

Classification of dyes and stages of dyeing. Characteristics of dyes. Direct, vat, sulphur, reactive, naphthol, acid, basic, and disperse dyes. Methods of dyeing cotton, silk, wool, and synthetic fibres using respective dyes. Dyeing of fibre blends. Working principles of dyeing machines: jigger, winch, and soft flow dyeing machines.

UNIT -IV: Printing and Printing procedure **(10 Hours)**

Definition and types of printing. Direct style printing methods: block printing, stencil printing, screen printing, roller printing, and pigment printing. Rotary printing and transfer printing. Discharge and resist styles of printing. Batik, tie and dye techniques. Minor printing methods: flocking, marbling, warp printing, and airbrush printing.

UNIT-V: Textile Finishes **(08 Hours)**

Calendering, stentering, stiffening, beetling, glazing, schreinerizing, embossing, moireing, cireing, raising, napping, gigging, and shearing. Functional finishes: water proofing, water repellency, sanforizing, wash-and-wear finish, fireproofing, crepe and crinkle effects.

Total Lecture Hours: 45

COURSE OUTCOME

The students will be able to

1. Understand the basic concepts of textile processing and types of wet and dry processing.
2. Explain the preparatory processes used in textiles and their importance in fabric preparation.
3. Describe different types of dyes, dyeing methods, and working of dyeing machines.
4. Identify various textile printing techniques and their applications.
5. Explain different textile finishing processes and their functional importance.

TEXT BOOK(S)

1. Asim Kumar Roy Choudhury, 2026, Textile Chemistry: Theory, Processing and Manufacturing, Elsevier, First Edition, ISBN 9780081011320
2. Atul H Bari, Hemantkumar N Akolkar, Navnath T Hatvate, A K Haghi, 2026, Eco-Friendly Textile Processes, Springer, First Edition, ISBN 9783032089151.
3. Gulrajani, M.L., 2013, Advances in the Dyeing and Finishing of Technical Textiles, Woodhead Publishing, First Edition, ISBN 9780857094339
4. Mohammad Shahid, Santosh Biranje, Mohd Yusuf, Ravindra V Adivarekar, 2025, Advancements in Textile Finishing: Techniques, Technologies and Trends, Springer, First Edition, ISBN 9789819663842
5. Saptarshi Maiti, Mohammad Shahid, Ravindra V Adivarekar, 2025, Sustainable Coloration Techniques in Textiles, Springer, First Edition, ISBN 9789819649754

REFERENCE BOOK(S)

1. Christie, R M 2001, Colour Chemistry, Royal Society of Chemistry, Second Edition, ISBN 9780854045734
2. Clark, M 2010, Handbook of Textile Dyeing and Finishing, Woodhead Publishing, First Edition, ISBN 9781845693099
3. Mahajan, P.N 2019, Textile Finishing, New Age International, First Edition, ISBN 9788122415850
4. Paul R Lewis, 2018, Modern Textile Dyeing and Finishing, Woodhead Publishing, First Edition, ISBN 9780128035818
5. Shenai, V.A., 2005, Technology of Textile Processing, Sevak Publications, First Edition, ISBN 9789385848513

E RESOURCES

1. <https://ncert.nic.in/ebooks.html>
2. <https://nptel.ac.in/courses/116/102/116102008/>
3. <https://www.youtube.com/user/FIDM>
4. <https://textilelearner.blogspot.com>
5. <https://www.moodfabrics.com/blog>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	2	3	3	3	3	2	3
CO2	3	3	2	2	2	3	2	3	2	3	3	3	3	2	3
CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3

S-Strong (3)**M-Medium (2)****L-Low(1)**

**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the candidate admitted in the academic year 2025-2026)

DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: IV –AP-II: Fabric Structure and Design & Wet Processing (P)

Ins. Hrs. / Week:2

Course Credit:2

Course Code:U24AFT305P

Practical Contents:

I. Fabric Structure and Design

Identify the design, draft and peg plan for the given weaves.

- Plain Weave
- Twill Weave
- Satin Weave
- Honey Comb Weave
- Huck -a -Back Weave
- Jacquard Weave
- Dobby Weave
- Pile Weave
- Extra Warp Figuring
- Extra Weft Figuring

II. Wet processing

1. Preparatory process of fabrics

- Desizing
- Scouring
- Bleaching

2. Dyeing of Cellulosic Fibre Fabrics

- Direct dye
- Reactive dye – Hot Brand / Cold Brand Method

3. Dyeing of Protein Fibre Fabrics

- Acid Dye / Basic Dye

4. Dyeing of Polymer Fabrics

- Disperse dye

5. Styles of Printing

- Tie and Dye using Natural dyes
- Screen Printing
- Block Printing

COURSE OUTCOME

The students will be able to

1. Identify and create basic woven structures like plain, twill, and satin weaves.
2. Design towelling weaves like honeycomb and Huck-a-back with the appropriate draft and peg plan.
3. Analyze and design complex weaves such as Jacquard and Dobby, along with their draft plans.
4. Describe and apply wet processing techniques like desizing, scouring, and bleaching to fabrics.
5. Apply dyeing and printing techniques to different fabric types (cellulosic, protein, and polymer).

TEXT BOOK(S)

1. Adanur,S.,2020, "Wellington Sears Handbook of Industrial Textiles", Second Edition, CRC Press.
2. Choudhury,A.K.R.,2017, "Principles of Textile Finishing", Second Edition,Woodhead Publishing.
3. Clark,M.,2011, "Handbook of Textile and Industrial Dyeing", First Edition,Woodhead Publishing
4. Kadolph, S.J.,2019, "Textiles",Thirteenth Edition, Pearson Education.
5. Sinclair,R.,2015, "Textiles and Fashion:Materials,Design and Technology", First Edition, Woodhead Publishing.

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1. Aspland,J.R.,2019, "Textile Dyeing and Coloration", First Edition,AATCC (American Association of Textile Chemists and Colorists).
2. Broadbent,A.D.,2011, "Basic Principles of Textile Coloration", First Edition, Society of Dyers and Colourists.
3. Gulrajani,M.L.,2017, "Natural Dyes and Their Applications to Textiles", First Edition, Woodhead Publishing India.
4. Lewin,M.,2015, "Handbook of Fiber Chemistry", Third Edition, CRC Press.
5. Milner,B.,2016, "Colouration of Textiles: Principles and Practice", Second Edition, Society of Dyers and Colourists.
6. Shenai,V.A.,2019, "Technology of Textile Processing", Volume II,First Edition,Sevak Publications.

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1. https://www.gpp7.org.in/wp-content/uploads/sites/22/2020/04/file_5e9862b7413fc.pdf
2. <https://ebooks.inflibnet.ac.in/hsp08/chapter/dobby-weaving/>
3. <https://www.gpbhadrak.org/public/uploads/lres-159.pdf>.
4. <https://www.textileworld.com/>
5. <https://www.nedgraphics.com/>
6. <https://ebooks.inflibnet.ac.in/hsp07/chapter/cad-in-textile-designing/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
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CO3	3	2	1	1	1	3	1	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	1	3	2	3	3	2	3	2	3

S-Strong (3)

M-Medium(2)

L-Low(1)

**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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SUNDARAKKOTTAI, MANNARGUDI -614016.

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DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: IV- SEC-IV-Portfolio Presentation (P)

Ins. Hrs./Week:2

Course Credit :2

Course Code:U25SEFT44P

I- Individual Portfolio Development Based on a Theme

- Trend Forecasts
- Theme Write up

II- Preparation of Concept Boards

- Mood Board
- Theme Board
- Colour Board

III- Profile and Design Development

- Customer Profile
- Fabric Sourcing-Swatches
- Design Developments
- Illustration with Backdrops

IV- Garment Construction

- Specification Sheet
- Pattern Making
- Garment Construction

V- Preparation of Presentation

- Prepare of Garments (2-4 Garments)
- Final video Presentation-Duration (7mins) , Garment details

COURSE OUTCOME

The students will be able to

1. Relate the concept of fashion forecasting.
2. Categorize the different types of boards.
3. Reframe and produce garments based on design concepts and client requirements.
4. Plan and develop an individual design portfolio.
5. Apply construction techniques to create original garment designs for different occasions.

TEXT BOOK(S)

1. Jones P.2019."Advanced Fashion Sketching."Volume 3,First Edition,Trendsetter Books, ISBN 978-2345678901.
2. MillerA.2017."The Art of Costume Design."First Edition,Costume Publishing,ISBN978-9876543210.
3. Smith J.2018."Fashion Design Basics."Volume 1,Third Edition,Design Press,ISBN 978-1234567891.
4. Tansy L.2020."Fashion Design and Technology." Volume 2,Second Edition, Fashion Press, ISBN 978-1234567890.
5. TaylorM.2021."Fashion Portfolio Presentation."Second Edition, Design World,ISBN 978-1122334455.

REFERENCE BOOK(S)

1. Adams K.2016. "Fashion Textiles and Materials." Fourth Edition, Fashion Academy Press, ISBN 978-6655443322.
2. Carter B. 2020."The Fashion Industry Handbook."Fifth Edition,Fashion Hub Publishing, ISBN-978-9988776655.
3. Harrison J.2015."Fashion CAD and Digital Design."Volume 1,Second EditionTech Books, ISBN 978-4433221100.
4. Roberts R.2022."Sewing Techniques for Fashion Designers."Volume 4,Third Edition, Craft Publishing, ISBN-978-5566778899.
5. Williams C.2021."Creative Fashion Design Techniques." Volume 2,First Edition,Art Press, ISBN 978-2277338899.

E RESOURCES

1. <https://www.fashiondesignonline.com>
2. <https://www.youtube.com/c/FashionSketchingTechniques>
3. <https://www.coursera.org/learn/fashion-pattern-making>
4. <https://www.skillshare.com/classes/Sewing-Techniques-for-Fashion-Designers>
5. <https://spark.adobe.com>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	2	2	3	2	3	2	3	3	3	3	3	3
CO2	3	3	2	2	2	3	2	3	2	3	3	3	3	3	3
CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	3	3
CO4	2	3	2	2	2	3	2	3	2	3	3	3	3	3	3
CO5	2	3	2	2	2	3	2	3	2	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)**



SUNDARAKKOTTAI, MANNARGUDI -614016.

(For the candidate admitted in the academic year 2025-2026)

DEPARTMENT OF FASHION TECHNOLOGY

B.Sc., FASHION TECHNOLOGY AND COSTUME DESIGNING

Semester: IV- SEC-V- CAD in Fashion Design (P)

Ins. Hrs./Week:2

Course Credit :2

Course Code: U25SEFT45P

I-Motifs

- a. Create an embroidery design for a blouse
- b. Create an embroidery design for a saree
- c. Create a design using elements of design for T-shirt and pyjama
- d. Create a design using principles of design for home furnishing

II-Children's Garments

- a. Jabla
- b. Frock
- c. Sherwani
- d. Uniform

III-Women's Garments

- a. Maxi
- b. Princess-cut top and midi
- c. House coat
- d. Nighty

IV-Men's Garments

- a. Single-breasted (SB) vest
- b. Shirt
- c. Kurta
- d. Pant

V-Logo and Care Label

- a. Create a logo for an Indian apparel brand and an international apparel brand
- b. Create a care label for dry cleaning and tumble drying

COURSE OUTCOME

The students will be able to

- 1. Remember and identify the basic tools and functions used in CAD software for fashion design.
- 2. Understand and demonstrate digital design techniques for creating motifs and textile patterns.
- 3. Apply CAD tools to develop garment designs for children, women, and men.
- 4. Analyze and construct digital fashion illustrations including garments, logos, and care labels.
- 5. Evaluate and create professional fashion design presentations using CAD-based visualization techniques.

TEXT BOOK(S)

1. Tallon K,2020,"Digital Fashion Design with Adobe Illustrator and Photoshop",Revised Edition, Batsford,ISBN 9781786273901
2. FujiharaY,2022,"CLO 3D Fashion Design: From Beginners to Professionals",First Edition,Bijutsu Shuppan-sha, ISBN 9784568506471
3. BurkeS,2018,"Fashion Computing: Design Techniques and CAD", Second Edition,Burke Publishing, ISBN 9780958239134
4. Lazear S, 2019, "Adobe Illustrator for Fashion Design: A Beginner's Guide", 5th Edition, Pearson Education, ISBN 9780133765576
5. Dove T, 2021, "3D Fashion Design: Technique, Design, and Visualization", 1st Edition, Laurence King Publishing, ISBN 9781786277534

REFERENCE BOOK(S)

1. Bowles M, Isaac C, 2019, "Digital Textile Design", 3rd Edition, Laurence King Publishing, ISBN 9781786271334
2. Cole J, Czachor S, 2021, "Patternmaking with Stretch Knit Fabrics",Second Edition, Fairchild Books (Bloomsbury), ISBN 9781501367927
3. Grice P, 2018, "Digital Pattern Cutting For Fashion with Lectra Modaris",First Edition, Bloomsbury Academic,ISBN 9781350078255
4. Smith SS,Popp LR,2017, "CAD for Fashion Design and Merchandising", First Edition, Fairchild Books (Bloomsbury), ISBN 9781501310169
5. Stein,S,2023,"The Complete Photo Guide to Textile Art", Second Edition, Creative Publishing International, ISBN 9781589238739

E RESOURCES

1. <https://www.adobe.com/creativecloud.html>
2. <https://www.clo3d.com>
3. <https://tukatech.com>
4. <https://www.lectra.com>
5. <https://www.wgsn.com>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	2	2	3	2	3	2	3	3	3	3	2	3
CO2	3	3	2	2	2	3	2	3	2	3	3	3	3	2	3
CO3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3
CO4	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3
CO5	2	3	2	2	2	3	2	3	2	3	3	2	3	2	3

S-Strong (3)**M-Medium (2)****L-Low(1)**