

**Program Name** : Diploma in Fashion and Clothing Technology  
**Program Code** : DC  
**Semester** : Fourth  
**Course Title** : Fashion Accessories  
**Course Code** : 22467

### 1. RATIONALE

Fashion accessories are important component of fashion industry. According to the recent report total fashion accessories retail market is growing at a very high rate. Fashion accessories are enhancing the elegance of a person and also serve the personal needs. Traditional and innovative accessories are important for fashion designers. Development of accessory design and making skills in students is very important. Different types of accessories are used for Indian and Foreign costumes. This course aims to develop the abilities of designing, making and costing of different types of custom made accessories.

### 2. COMPETENCY

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

- Prepare suitable fashion accessories using different materials & techniques.

### 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:

- Select the fashion accessories for various situations.
- Develop traditional and innovative designs of handbags and shoes.
- Develop traditional and innovative designs of gloves and belts.
- Develop traditional and innovative designs of hats and neckwear.
- Apply construction techniques for making traditional and contemporary jewellery.

### 4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme												
L	T	P		Theory						Practical						
				Paper Hrs.	ESE		PA		Total		ESE		PA		Total	
					Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
3	-	2	5	3	70	28	30*	00	100	40	25@	10	25	10	50	20

(\*): 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 cognitive domain 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.

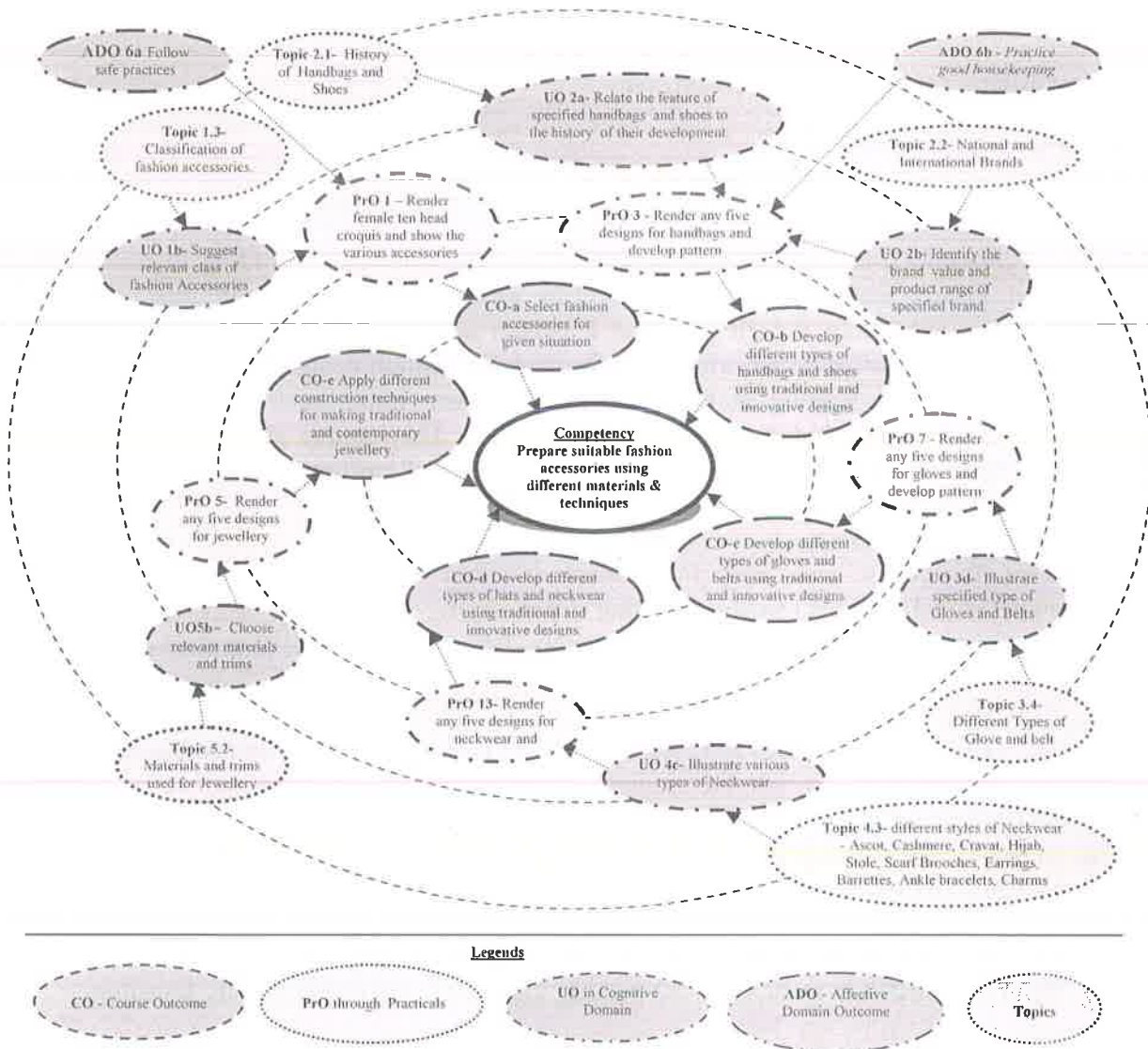


Figure 1 - Course Map

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.	Render female ten head croquis and show the various accessories i.e. handbag, footwear, jewellery, hat	I	2*
2.	Render male ten head croquis and show the various accessories i.e. sunglass, belt, gloves, shoes	I	2
3.	Render any five designs for handbags and develop pattern for any one design.	II	2*
4. 2	Develop the handbag designed in PrO no. 3 and prepare the cost sheet.	II	2*
5.	Render any five designs for shoes and develop pattern for any one	II	2



S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. Required
	design.		
6.	Develop the shoes designed in PrO no. 5 and prepare the cost sheet.	II	2
7.	Render any five designs for gloves and develop pattern for any one design.	III	2*
8.	Develop the gloves designed in PrO no. 7 and prepare the cost sheet.	III	2
9.	Render any five designs for belts and develop pattern for any one design.	III	2
10.	Develop the belt designed in PrO no. 9 and prepare the cost sheet.	III	2
11.	Render any five designs for hat and develop pattern for any one design.	IV	2*
12.	Develop the hat designed in PrO no. 11 and prepare the cost sheet.	IV	2
13.	Render any five designs for neckwear and develop pattern for any one design.	IV	2
14.	Develop the neckwear designed in PrO no. 13 and prepare the cost sheet.	IV	2
15.	Render any five designs for jewellery	V	2*
16.	Develop the jewellery designed in PrO no. 15 using relevant method and prepare the cost sheet.	V	2
	<b>Total</b>		<b>32</b>

**Note**

- i. 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 12 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.
- ii. 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.	Appeal and Innovativeness in design	20
2.	Accuracy and proportions in rendering figures and accessories	20
3.	Sketching layouts, components and colour selection	30
4.	Accuracy of pattern	20
5.	Timely completion of the task and term-work.	10
	<b>Total</b>	<b>100</b>

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:

- a. Follow safety practices.
- b. Practice good housekeeping.
- c. Demonstrate working as a leader/a team member.
- d. Maintain tools and equipments.
- e. 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 1<sup>st</sup> year
- 'Organizing Level' in 2<sup>nd</sup> year
- 'Characterizing Level' in 3<sup>rd</sup> 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	PrO No.
1	Pencils – HB, 2B, H, 2H	1,2,3,5,7,9,11,13,15
2	Colours – water colours, poster colours, colour pencils	1,2,3,5,7,9,11,13,15
3	Brown paper	1,2,3,5,7,9,11,13,15
4	Tracing wheel	1,2,3,5,7,9,11,13,15
5	Scissors – Zigzag scissor, Knives	3 to16
6	Materials used such as – cotton, leather, fur, wool, net, felt, wood, plastic	4,6,8,10,12,14,16
7	Trims used such as – buttons, zippers, laces, threads, labels, rivets, buckles	4,6,8,10,12,14,16
8	Embellishments – stones, beads, feathers, gems, pearls, sequins, bows, tassels and charms	4,6,8,10,12,14,16
9	Sewing machines – SNLS, DNLS, Overlock machine, Bartack machine	4,6,8,10,12,14,16

### 8. UNDERPINNING THEORY COMPONENTS

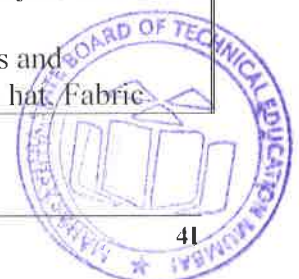
The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
<b>Unit – I Fashion Accessories</b>	1a. Relate the features of specified accessories to the history of their development. 1b. Suggest relevant class of fashion accessories with justification. 1c. Compare the specified fashion with respect to the current fashion trends. 1d. Compare the features of the given historical and current fashion accessories.	1.1 Introduction to accessory - Definition, History. 1.2 Classification of fashion accessories. Head gears, Footwear, Neck wear, Belts, Hand bags, Gloves, Scarves, Stoles, Stocking and Sun glasses 1.3 Current trends in fashion accessories 1.4 Comparison of historical and current fashion accessories.
<b>Unit– II Handbag</b>	2a. Relate the feature of specified handbags and	2.1 History of Handbags and Shoes 2.2 National and International Brands





Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
<b>s and Shoes</b>	shoes to the history of their development. 2b. Identify the brand value and product range of specified brand with justification. 2c. Develop a design of relevant type of handbags and shoes for the given purpose 2d. Describe the construction details of the given type of handbags and shoes. 2e. Recommend the measures for care of specified type of handbags and shoes	2.3 Materials and trims used for Handbags and Shoes - Fabric, Fur, Leather, Zippers, Buttons, Design of different styles of Handbags - Athletic bag, Backpack, Box , Bucket, Hobo bag, Envelope, Drawstring, Tote bag, Clutch, Satchel, Sling bag , Design of different styles of Shoes - Aerobics, Boot, Flip-flop, Sneaker, Ballet flats, Mules, Deck shoe, Loafer, Sandal, Slipper, Thong 2.4 Construction details of Handbags and Shoes, Marketing position of Handbags and Shoes - Product promotion of handbags and shoes 2.5 Care measure taken for maintenance - Care and maintenance
<b>Unit– III Gloves and Belts</b>	3a. Recall the history of the given type of gloves and belts 3b. Evaluate the given type of gloves and belts with the national and international brands of. 3c. Choose relevant materials and trims with justification 3d. Describe the construction details Gloves and Belts. 3e. Identify promotion ways for the given type of Gloves and Belts. 3f. Select relevant care measures with justification.	3.1 History of Gloves and Belts. 3.2 National and International Brands of Gloves and Belts. 3.3 Materials and trims used for gloves and belts - Fabric, wool, Fur, Leather, Buttons, Rivets, Mallets, Buckles. 3.4 Design of different styles of Gloves - Mitton, Shorty, Driving, Gauntlet, Mousquetaire, Slip on, plastic and Fingerless gloves, Design of different styles of Belts - Cinch, Contour, Cumberbund, Link, Rope, Sash, Self Cowboy, Braided, D-Ring, Elastic 3.5 Construction details of Gloves and Belts. 3.6 Marketing position of gloves and belts - Product promotion of gloves and Belts. 3.7 Care measure taken for maintenance - Care and maintenance
<b>Unit– IV Hats and Neckwear</b>	4a. Relate the history of Hats and Neckwear to given situation 4b. Choose relevant materials and trims for the given situation 4c. Illustrate given types of Hats and Neckwear 4d. Describe the construction details of given Hats and Neckwear. 4e. Identify promotion ways for the given Hats and	4.1 History of Hats and Neckwear., National and International Brands. 4.2 Materials and trims used for hats and neckwear - Fabric, wool, Fur, Leather, Net, buttons, laces, feathers, brooch 4.3 Design of different styles of hats - Baseball cap, Beanie, Beret, Bucket hat, Cowboy, Top Hat, Ascot, Panama, Design of different styles of Neckwear - Ascot, Cashmere, Cravat, Hijab, Stole, Scarf 4.4 Construction details of Hats and Neckwear – Felt hat, Straw hat, Fabric



Unit	Unit Outcomes (UOs) (in cognitive domain)	Topics and Sub-topics
	Neckwear 4f. Select the relevant care measures with justification	hat, Knitted hat Fabric neckwear, 4.5 Marketing position of Hats and Neckwear - Product promotion of hats and neckwear 4.6 Care measure taken for maintenance - Care and maintenance
<b>Unit- V Jewellery</b>	5a. Relate the history of jewellery to the given situation 5b. Choose relevant materials and trims for making the given type of jewellery. 5c. Illustrate the given types of jewellery 5d. Describe the given jewellery construction techniques. 5e. Identify promotion ways for the given type of jewellery 5f. Select relevant care measures with justification.	5.1 History of Jewellery., National and International brands 5.2 Materials used for Jewellery - Metals, Stones, Gems, Glass, Gold, Silver, Platinum, Brass, Beads, Wood, Paper, Plastic 5.3 Design of different styles of Jewellery - Rings, Bracelets, Necklace, Brooches, Earrings, Barrettes, Ankle bracelets, Charms 5.4 Construction details of Jewellery - Jewelry construction methods , Stone setting methods 5.5 Marketing position of Jewellery - Product promotion of Jewellery 5.6 Care measure taken for maintenance - Care and maintenance

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

## 9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

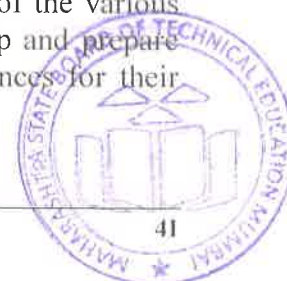
Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Fashion Accessories	8	2	2	6	10
II	Handbags and shoes	10	2	6	8	16
III	Gloves and belts	10	2	4	8	14
IV	Hats and neckwear	10	2	4	8	14
V	Jewellery	10	2	6	8	16
<b>Total</b>		<b>48</b>	<b>10</b>	<b>22</b>	<b>38</b>	<b>70</b>

**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 students 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: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:



- a. Student should maintain a notebook where all the new words related to fashion accessories which are used in the fashion market will be noted with meanings.
- b. Students should organize exhibition cum sale of low cost accessories made by them.
- c. Student will visit a accessory manufacturing unit to understand about the production process.

## 11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES

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

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

## 12. SUGGESTED MICRO-PROJECTS

*Only one micro-project* is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably 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. In special situations where groups have to be formed for micro-projects, the number of students in the group should *not exceed three*.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. 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. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects are given here. Similar micro-projects could be added by the concerned faculty:

- a. **Classification of fashion accessories:** Each student of the batch will collect the pictures of Indian and International accessories and prepare catalogs with their brief details of each.
- b. **Accessory making:** Each group of students will collect some waste material and prepare the accessories such as handbags and jewellery (each 2 designs) from that material.
- c. **Accessory making:** Each group of students will collect some waste material and prepare the accessories such as hats and belts (each 2 designs) from that material.
- d. **Thematic jewellery making using natural products:** Each group of students will collect some natural materials as flowers, leaves, wood, spices, shells and prepare the fashion accessories such as handbags, hat, jewellery and belts from that material.

## 13. SUGGESTED LEARNING RESOURCES



S. No.	Title of Book	Author	Publication
1.	Simple Accessories	Sone, Jeff & Gros, Johnson	Alfred A. Knopf, New York, 1996 ISBN No. 978-0679445777
2.	Fashion From Concept to Consumer	Frings, Gini Stephens	Pearson; 9 edition, 2007 ISBN No. 978-0131590335
3.	Fashion accessories - The complete 20th Century Source Book	Peacock, John	Thames and Hudson , 2000 ISBN No. 978-0500019979
4.	Fashion Accessories	Gerval, Olivier	Firefly Books , 2010 ISBN No. 978-1554076659
5.	Fashion Design Course: Accessories	Schaffer Jane Sue Saunders	Barrons Educational Series Inc. 2012 ISBN No. 978-0764147548
6.	Drawing Fashion Accessories	Miller, Steven Thomas	Laurence King ,2012 ISBN No.- 9781856697880

#### 14. SUGGESTED SOFTWARE/LEARNING WEBSITES

- a. [www.elle.com/fashion/accessories/](http://www.elle.com/fashion/accessories/)
- b. [ww.wikipedia.org/wiki/Fashion\\_accessory](http://ww.wikipedia.org/wiki/Fashion_accessory)
- c. [www.fashion-history.lovetoknow.com/fashion-accessories](http://www.fashion-history.lovetoknow.com/fashion-accessories)
- d. [www.fashionandyou.com/accessories](http://www.fashionandyou.com/accessories)
- e. [www.pandahall.com/articles/sub-category-38-jewelry-making-videos-p1.html](http://www.pandahall.com/articles/sub-category-38-jewelry-making-videos-p1.html)
- f. [www.youtube.com/watch?v=yIuN52Ju57A](http://www.youtube.com/watch?v=yIuN52Ju57A)

