

M.Design – Fashion Technology (HITS, 2021-22) — Comparative Syllabus Analysis vs UGC / NEP-2020 / NAAC / OBE / Bloom's Taxonomy

Single-page reference: Policy alignment · Outcome tracking · Industry relevance · Assessment · Digital monitoring · Faculty training · Shortcomings

Framework	Mandate / Key Tenets	Reflection in M.Des Syllabus	Gap / Action Required
UGC (PG Regulations 2018, LOCF)	CBCS, Choice-Based Credits, LOCF (Programme/Course Outcomes), Research Methodology & IPR mandatory, mentor-mentee, 70-credit PG norm.	70 credits across 4 sem; PEOs, 11 POs, 4 PSOs declared; RM&IPR; (2 cr) present; Open Elective + Seminar + Internship included; PC (52.9%), PE (17.1%), MLC (12.9%), Project (17.1%).	CO-PO-PSO mapping matrix not visible per course; LOCF descriptors weak; mentor log absent.
NEP-2020	Multidisciplinary, multiple entry/exit, ABC credit bank, Indian Knowledge Systems, experiential & project-based, internship, holistic + skill, digital learning, research culture.	Industry Design Project (12 cr Sem-IV), Summer Internship, Traditional Textiles & Costume (IKS link), Open Elective, Mini & Major Projects support experiential learning.	No multiple entry/exit (PG Diploma after Yr-1) declared; ABC ID linkage absent; SWAYAM/MOOC credit transfer not formalised; IKS limited to one elective.
NAAC (Revised Framework)	Curricular aspects (CO-PO attainment), Teaching-Learning, Research output, Infrastructure, Student support, Governance, Best practices, ICT use.	Vision/Mission/PEO/PO/PSO documented; Lab-heavy practical credits (25.8%); Seminar + Internship + Major Project enable research metrics.	Direct/Indirect attainment data, course-exit surveys, alumni & employer feedback loop, value-added & add-on certificate courses not specified.
OBE (Outcome-Based Education)	Backward design: PEO→PO/PSO→CO→Unit Outcomes; measurable verbs; rubric-based assessment; attainment thresholds (≥60%).	Three-tier outcomes (PEO/PO/PSO) listed; courses split L-T-P-C-S-TCH showing self-study weight.	Course-level COs not published; rubric templates and attainment calculation method missing; closing-the-loop evidence absent.
Bloom's Taxonomy (Revised)	Remember→Understand→Apply→Analyze→Evaluate→Create across cognitive, affective, psychomotor domains.	Lower order: Fabric Study, Fashion Studies (theory). Higher order: Design Thinking, Portfolio, Industry Project, Major Project (Create level). Psychomotor: Pattern Making, Draping, Garment Construction.	Affective domain (ethics, sustainability) under-assessed; level-wise question blueprinting not enforced; 'Create' verbs dominate but lower-order scaffolding for non-design entrants weak.

Sem	Core Subjects (per syllabus)	Bloom Level & OBE Stage	Industry Relevance / Theory↔Practice	Assessment Pattern (Progressive)	Digital Outcome Tracking
I	Fabric Study, Fashion Studies, Design Concepts, Fashion Illustration, Pattern Making & Garment Construction, Draping, CAD.	Remember + Understand + Apply (foundation). Psychomotor: imitation→manipulation.	Mill / sourcing labs, swatch libraries, vendor visits — direct relevance to merchandising & buying houses.	CIA-1 (10) MCQ + Quiz; CIA-2 (15) Sketchbook + Viva; ESE (50) Jury + Portfolio; Lab continuous (25).	LMS quizzes, e-portfolio (Behance/Coursera), CO-attainment dashboard, digital swatch repository.
II	Surface Ornamentation, Textile Science, Knitwear, Digital Design, Portfolio Development, Pattern Making & Garment Construction-II, Mini Project.	Apply + Analyze. Psychomotor: precision. Affective: valuing craft & sustainability.	Tie-ups with weavers/printers; CLO Virtual / Adobe Substance for digital sampling — relevant to fast-fashion & D2C brands.	Rubric-based jury, peer review, CIA assignments + Mini-Project defence, comparative critique sessions.	Trello/Notion project boards, version-controlled CAD files, SWAYAM badge integration, attendance + outcome heat-map.
III	Professional Electives (Group A/B): Traditional Textiles & Costume, Fashion Styling & Photography, PMGC-II, Sustainable Fashion etc.; Seminar; RM&IPR; Open Elective; Internship (Summer).	Analyze + Evaluate. Research methodology introduces meta-cognition. Affective: ethics/IPR.	Internship in export houses, design studios, e-commerce; IKS bridge via traditional textiles; sustainability links to GOTS/ZDHC industry compliance.	Seminar (literature review + presentation 25); Internship report + employer rubric (50); RM&IPR; open-book + IPR case study; Elective term paper.	Plagiarism check (Turnitin/Ouriginal), Mendeley/Zotero for bibliography, internship logbook on LMS, Google Scholar profile.
IV	Industry Design Project / Major Project (12 credits).	Create / Synthesize — highest Bloom tier. Psychomotor: naturalisation. Affective: characterisation.	Live brief from sponsoring brand; collection / capsule / tech-pack delivered to industry standard. Direct placement linkage.	Three reviews (Concept-25, Mid-25, Final-50) + Industry mentor evaluation + Plagiarism + Publication / patent encouraged.	GitHub-style design repo, BIM/PLM tools (Optitex, Centric), online jury via MS-Teams with external examiners; outcome score auto-fed to NAAC AQAR.

Bibliography Relevance & Theory↔Concept Check	Faculty Training Required	Scope for Student Extension (Diversified, Up-to-date)	Effective Policy Implementation + Shortcomings of Syllabus
Recommended texts (Gerry Cooklin, Helen Joseph-Armstrong, Winifred Aldrich, Sara Pendergast, Frings) cover classical pattern-making & history but are 2005–2015 editions. Need current journals: <i>Int. J. of Fashion Design Tech & Edn (Taylor & Francis)</i>, <i>Fashion Practice</i>, <i>Vogue Business</i>, <i>WGSN</i>, <i>BoF Insights</i>. Theory↔Practice check: map each unit to (a) a published case study, (b) a live industry brief, (c) a measurable artefact (tech-pack, collection, report). Use comparison rubric: Concept clarity / Material logic / Market fit / Sustainability / Innovation. This converts the programme into a utility-oriented applied study verifiable against industry KPIs.	• OBE & Bloom's blueprinting workshop (AICTE-NITT modules). • Digital tools: CLO 3D, Browzwear, Adobe Substance, Optitex, Centric PLM. • Sustainability & Circularity (Cradle-to-Cradle, Higg Index). • Research methodology + IPR for designers (NPTEL). • Pedagogy: design studio critique, rubric design, flipped classroom. • FDPs in collaboration with NIFT, NID, FDCI; industry immersion every 2 years. • Assessment moderation & question-paper scrutiny training.	• MOOCs (SWAYAM, Coursera-Parsons, FutureLearn-LCF, Domestika) — credit transfer via ABC. • Hackathons, design competitions (Lakmé GenNext, Vogue YTL, Circular Design Challenge). • Cross-disciplinary minors: data-viz, AI for fashion, marketing analytics. • International student exchange, virtual studios. • Maker-space, weaver-cluster residency, museum study tours. • Publication in student journals; conference presentations; start-up incubation cell.	Implementation: Constitute BoS with 30% industry; annual syllabus refresh; CO-PO attainment software (e.g., MyKlassRoom, Camu); IQAC-driven AQAR; outcome dashboards visible to students; alumni/employer feedback every cycle; MoUs with apparel parks; mandatory NPTEL credit; mentor-mentee 1:15. Shortcomings: (1) No published CO-PO mapping or attainment method; (2) bibliography outdated, lacks digital/AI/sustainability sources; (3) no multi-exit per NEP; (4) limited IKS & multidisciplinary breadth; (5) rubrics & question blueprints not appended; (6) digital fashion (3D, metaverse, AI generative design) absent; (7) entrepreneurship beyond a single Mini-Project under-developed; (8) industry-mentor evaluation weight unclear; (9) no add-on / value-added certificates; (10) inclusivity, gender, accessibility outcomes not articulated.