

**GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)****Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)**  
Semester -IIICourse Title: **Garment Representation Methods**  
(Course Code: **4335102**)

Diploma programmes in which this course is offered	Semester in which offered
Computer Aided Costume Design and Dress Making	Third

**1. RATIONALE**

The course focuses on imparting the knowledge of illustrating clothing and clothing details for industrial and presentation purposes. The course forms proficiency in drawing and detailing garments on human figures. The focus of the course is on development of skills among the students for representing garment on human body and designing for industry purpose.

**2. COMPETENCY**

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

- Draw garments with detailing for given human figures.

**3. COURSE OUTCOMES (COs)**

The practical exercises, the underpinning knowledge and the relevant soft skills associated with the identified competency are to be developed in the student for the achievement of the following COs:

- Illustrate garment silhouette on male, female and child croquis.
- Illustrate garment details on male, female and child croquis.
- Select appropriate medium for rendering while designing.
- Develop flat drawing and specification sheet of garment.

**TEACHING AND EXAMINATION SCHEME**

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	T	P	C	CA	ESE	CA	ESE	
0	-	4	2	0	0	50*	50	100

(\*): For this practical only course, 50 marks under the practical CA has two components i.e. the assessment of micro-project, which will be done out of 10 marks and the remaining 40 marks are for the assessment of practical. This is designed to facilitate attainment of COs holistically, as there is no theory ESE.

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

**5. SUGGESTED PRACTICAL EXERCISES**

The following practical outcomes (PrOs) are the sub-components of the COs. Some of the **PrOs** marked ‘\*’ (in approx. Hrs column) are compulsory, as they are crucial for that particular CO at the ‘Precision Level’ of Dave’s Taxonomy related to ‘Psychomotor Domain’.

Sr. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
1	Represent garments with details on the croquis as mentioned in theory. (Total 15 drawings)	I & II	16*
2	Perform media exploration for rendering with different mediums as mentioned in theory. Use different mediums for Men’s wear, women’s wear and kid’s wear. (Total 10 drawings)	III	16*
3	Prepare flat drawings and specification sheets –3 sets Men’s, Women’s and kid’s wear.	IV & V	16*
4	Prepare 1 ensemble/ Illustration of the ensemble, flat drawing, specification sheet, measurement sheet, embellishment sheet.	VI	08*
	<b>TOTAL</b>		56

#### Note

- More **Practical Exercises** can be designed and offered by the respective course teacher to develop the industry relevant skills/outcomes to match the COs. The above table is only a suggestive list.
- The following are some **sample** ‘Process’ and ‘Product’ related skills (more may be added/deleted depending on the course) that occur in the above listed **Practical Exercises** of this course which are embedded in the COs and ultimately the competency.

S. No.	Sample Performance Indicators for the PrOs	Weightage in %
1	Prepare a plan for drawing/sketch after analysis of given task	20
2	Create the designs as per laid down procedure	50
3	Finishing of the final design	20
4	Presentation of the design	10
	<b>Total</b>	100

## 6. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

This major equipment with broad specifications for the PrOs is a guide to procure them by the administrators to usher in uniformity of practical in all institutions across the state.

Sr. No.	Equipment Name with Broad Specifications	PrO. No.
1	Not Applicable	

## 7. AFFECTIVE DOMAIN OUTCOMES

The following **sample** Affective Domain Outcomes (ADOs) are embedded in many of the above-mentioned COs and PrOs. More could be added to fulfill the development of this course competency.

- Work as a leader/a team member.
- Follow ethical practices.
- Practice environment friendly method and process.

The ADOs are best developed through the laboratory/field-based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- i. 'Valuing Level' in 1<sup>st</sup> year
- ii. 'Organization Level' in 2<sup>nd</sup> year.
- iii. 'Characterization Level' in 3<sup>rd</sup> year.

## 8. UNDERPINNING THEORY

The major underpinning theory is given below based on the higher level UOs of *Revised Bloom's taxonomy* that are formulated for development of the COs and competency. If required, more such higher level UOs could be included by the course teacher to focus on attainment of COs and competency.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
<b>Unit – I Clothing Silhouette Representation</b>	1a. Represent silhouettes of Men's wear on the croquis. 1b. Represent silhouettes of women's wear on the croquis. 1c. Represent silhouettes of kid's wear on the croquis.	Represent garment silhouettes: 1.1 Shirts 1.2 Kurta 1.3 Tunics 1.4 Kameez 1.5 Bridal wear: Choli, Ghaghra, Lehengha 1.6 Saris and stoles with print and surface embellishments 1.7 T-Shirts with engineered prints 1.8 Polo T-Shirts with logos and trims 1.9 Pullovers, other knitwear article 1.10 Trousers 1.11 Pants 1.12 Jeans 1.13 Cargos 1.14 Casual Jackets 1.15 Formal jacket
<b>Unit – II Clothing Detail Representation</b>	2a. Represent garment details for Men's wear on the croquis. 2b. Represent garment details for women's wear on the croquis. 2c. Represent garment details for kid's wear on the croquis.	Represent garment details such as- 2.1 Collars 2.2 Plackets 2.3 Cuffs 2.4 Different necklines 2.5 Waist bands and belt loops 2.6 Pockets 2.7 Drawstrings 2.8 Hemline finishes 2.9 Pleats 2.10 Tucks 2.11 Gathers
<b>Unit– III Rendering technique</b>	3a. Perform media exploration for rendering technique 3b. Use various mediums for rendering technique	3.1 Represent fabric quality, surface embellishments, prints and details using different mediums like-Pencil, Sketch pens, Felt tip pens, Water colour, Wax colour etc.

		3.1.1 Men's wear 3.1.2 Women's wear 3.1.3 kid's wear
<b>Unit– IV Flat drawings</b>	4a. Prepare flat drawings and specification sheets of the garments.	4.1 Place embellishments/prints, garment with mitering, woven stripes, embellished yokes and necklines, allover embellishment 4.2 Surface embellishment and print design: producing artwork for embellishments: specification of placement of motifs on yardage, specification of materials and color coding 4.2.1 Shirts 4.2.2 Kurtas 4.2.3 Tunics 4.2.4 Kameez 4.2.5 Bridal wear: Choli, Ghaghra, Lehengha 4.2.6 Saris and stoles with print and surface embellishments 4.2.7 T-Shirts with engineered prints, polo T-Shirts with logos and trims 4.2.8 Pullovers, other knitwear articles 4.2.9 Trousers, pants, jeans, cargos 4.2.10 Jackets, formal and casual
<b>Unit– V Specification Drawing</b>	5a. Make specification sheets for small scale and large-scale production houses. 5b. Interpret specification sheets for small scale and large-scale production houses.	5.1 Interpretation of the specification sheets sent by buyers: altering and decision making to improve/suite the production for cost effective results
<b>Unit– VI Compilation</b>	6a. Compile Specification sheets 6b. Present Specification sheets	6.1 Specification sheets to be compiled in a presentable format and layout for efficient communication of technical details

## 9. SUGGESTED SPECIFICATION TABLE FOR QUESTIONPAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
Not Applicable						

**Legends:** R=Remember, U=Understand, A=Apply and above (Revised Bloom's taxonomy)

**Note:** This specification table provides general guidelines to assist student for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions to assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary slightly 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. They also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- a) Students will maintain a portfolio of A-3 Vertical size.
- b) Students will produce specification sheets, flat drawings and tech-packs.
- c) Students will produce drawings and perform rendering techniques.
- d) Assign internet-based assignments.
- e) Undertake market survey/ visit garment industry on relevant topics.
- f) Assign teacher guided self-learning activities.

## 11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

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) Guide student(s) in undertaking micro-projects.
- c) '**L**' in **section No. 4** means different types of teaching methods that are to be employed by teachers to develop the outcomes.
- d) About **20% of the topics/sub-topics** which are relatively simpler or descriptive in nature is to be given to the students for **self-learning**, but to be assessed using different assessment methods.
- e) With respect to **section No.10**, teachers need to ensure to create opportunities and provisions for **co-curricular activities**.
- f) Guide students on how to address issues on environment and sustainability.
- g) Make students understand with the relevant topic using animation, videos and presentations.
- h) Students should be guided to visit drawing-painting exhibitions/ fashion week/fashion shows being arranged in the town/online.

## 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 is group-based (group of 3 to 5). However, **in the fifth and sixth semesters**, 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 duration of the micro project should be about **14-16 (fourteen to sixteen) student engagement hours** during the course. The students ought to submit micro-project by the end of the semester to develop the industry-oriented COs.

A suggestive list of micro-projects is given here. This has to match the competency and the COs. Similar micro-projects could be added by the concerned course teacher:

- a) **Types of Silhouettes:** Prepare various silhouettes of a particular garment or of different garments.
- b) **Creation of effect using various mediums :** Design six garments using different effects of water colour for male, female and child
- c) **Rendering techniques:** Prepare media exploration poster/chart for rendering technique using different mediums other than mentioned in unit 3.1.
- d) **Costume design:** Design any five traditional costumes/western costumes / state costumes / sportswear / business casuals and render it through appropriate medium.

### 13. SUGGESTED LEARNING RESOURCES

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
1	Basic Fashion Design 05: Fashion Drawing	John Hopkins	Bloomsbury Publishing India Private Limited ISBN-9782940411153
2	Fashion Design Drawing Course	Caroline Tatham, Julian Seaman	Thames & Hudson ISBN-9780500284360
3	Figure Drawing for Fashion Design	Elisabetta Drudi	Pepin Press; illustrated edition Isbn-9789054960805
4	Technical Drawing for Fashion Design	Alexandra Suhner	Pepin Press; Multilingual edition ISBN-9789054961604

### 14. SOFTWARE/LEARNING WEBSITES

- a) <https://textilelearner.net/silhouette-in-fashion-design/>
- b) [https://sewguide.com/dress-silhouettes/#1\\_sheath\\_silhouette](https://sewguide.com/dress-silhouettes/#1_sheath_silhouette)
- c) <https://www.youtube.com/watch?v=sViMHgJyLF8>
- d) <https://www.youtube.com/watch?v=E63F0IZvZeM>
- e) <https://www.threadsmagazine.com/2014/12/04/essentials-for-a-fashion-sketching-tool-kit>
- f) <https://techpacker.com/blog/design/what-is-a-garment-spec-sheet/>
- g) <https://www.onlineclothingstudy.com/2020/09/how-to-make-spec-sheet-for-apparel-item.html>

**15. PO-COMPETENCY-CO MAPPING**

Semester II	Garment Representation Methods (Course Code:4335102)						
	POs						
Competency & Course Outcomes	PO 1 Basic & Discipline specific knowledge	PO 2 Problem Analysis	PO 3 Design/ development of solutions	PO 4 Engineering Tools, Experimentation & Testing	PO 5 Engineering practices for society, sustainability & environment	PO 6 Project Management	PO 7 Life-long learning
<u>Competency</u>	Draw garments with detailing for given human figures.						
Course Outcomes							
CO a. Illustrate garment silhouette on male, female and child croquis.	3	2	2	2	2	2	3
CO b. Illustrate garment details on male, female and child croquis.	3	2	2	2	2	2	3
CO c. Select appropriate medium for rendering technique while designing.	3	2	2	2	2	2	3
CO d. Develop flat drawing and specification sheet of garment	3	2	2	2	2	2	3

Legend: '3' for high, '2' for medium, '1' for low and '-' for no correlation of each CO with PO.

**16. COURSE CURRICULUM DEVELOPMENT COMMITTEE****GTU Resource Persons**

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