

**GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)**

**Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)**  
Semester - IV

**Course Title: Fashion Studies**  
(Course Code: 4345101)

<b>Diploma programme in which this course is offered</b>	<b>Semester in which offered</b>
Computer Aided Costume Design and Dress Making	4 <sup>th</sup> Semester

**1. RATIONALE**

Every costume designer should know about fashion and latest fashion trends if he/she wants his/her products to be appreciated by the consumers. This course therefore helps the students to familiarize with fashion capitals, fashion brands, fashion designers and consumer segmentations in order to understand the nuance of fashion as a global phenomenon affecting lifestyle and commerce. This will help to keep themselves updated with knowledge and developments in fashion world.

**2. COMPETENCY**

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

- **Appraise the national and international fashion scenario affecting lifestyle and commerce.**

**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:

- Justify the use of chosen fashion icons and fashion brands.
- Identify fashion capitals and fashion designers of the world.
- Choose the promotion strategy of fashion from designer to closet.
- Distinguish fashion research, ideation and presentation board.

**4. TEACHING AND EXAMINATION SCHEME**

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				
L	T	P		Theory Marks		Practical Marks		Total Marks
			C	CA	ESE	CA	ESE	
3	-	-	3	30*	70	-	-	100

*(\*)*: Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for assessing the attainment 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, 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	Not Applicable	-	-

### Note

- i. 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.
- ii. 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.

Sr. No.	Sample Performance Indicators for the PrOs	Weightage in %
1	Not Applicable	-

## 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 fulfil the development of this course competency.

- a) Work as a leader/a team member.
- b) Follow ethical practices.
- c) **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 Fashion icons</b>	1a. Define fashion icon. 1b. Find various personalities (historic and contemporary) associated with fashion, music, art, film, television, politics, etc. 1c. Appreciate unique style of various personalities that made them popular and had a lasting effect on fashion.	1.1 Study of various personalities (historic and contemporary) associated with fashion, music, art, film, television, politics, etc. who had a unique style that made them popular and had a lasting effect on fashion.
<b>Unit – II Fashion brands</b>	2a. Define Brand. 2b. Introduce various national and international fashion brands. 2c. Observe the signature look and values that the brand promotes. 2d. Explain about kind of consumer segmentation that the brand identifies with, the promotional activities of the brands and how does these advertisements reflect the aspirations of the brand.	2.1 Introduction to various national and international fashion brands 2.2 Observing the signature look and values that the brand promotes 2.3 The kind of consumer segmentation that the brand identifies with, the promotional activities of the brands and how do these advertisements reflect the aspirations of the brand?
<b>Unit – III Fashion capitals of the world</b>	3a. Define fashion capital. 3b. Introduce various fashion capitals of the world. 3c. Explain about cultural and fashion climate of fashion capital. 3d. Observe street fashion. 3e. Aware about fashion weeks and trade shows.	3.1 Introduction to various fashion capitals of the world 3.1.1 Introduction 3.1.2 Cultural and fashion climate 3.1.3 Street fashion observed 3.1.4 Fashion weeks and trade shows
<b>Unit - IV Fashion designers</b>	4a. Appreciate prominent designers in India and their signature style, evolution and current collections. 4b. Appreciate prominent international designers and their signature style, evolution and current collections.	4.1 Prominent designers in India and their signature style, evolution and current collections 4.2 Prominent international designers and their signature style, evolution and current collections
<b>Unit - V Sources and Creator of Fashion</b>	5a. Describe about creator and sources of fashion inspiration. 5b. Promote fashion from designer to closet.	5.1 Creator of fashion inspiration 5.2 Promotion of fashion from designer to closet

<b>Unit - VI</b>  <b>Fashion Research</b>	6a. Analyze Design.	6.1 Design brief analysis.
	6b. Explain key words analysis and mind mapping.	6.2 Key words analysis and mind mapping
	6c. Explain consumer research boards. (Psychographic and demographic)	6.3 Consumer research boards (psychographic and demographic)
	6d. Explain Concept boards.	6.4 Concept boards
	6e. Prepare Brand research boards.	6.5 Brand research boards

## 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 icons	10	04	06	04	14
II	Fashion brands	06	04	04	03	11
III	Fashion capitals of the world	06	04	05	03	12
IV	Fashion designers	10	04	07	03	14
V	Sources and Creator of Fashion	04	02	06	-	08
VI	Fashion Research	06	04	04	03	11
<b>Total</b>		<b>42</b>	<b>22</b>	<b>32</b>	<b>16</b>	<b>70</b>

**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:

- Students will maintain a learning diary.
- Students will prepare presentation boards/charts.
- Student will collect photographs from internet which is related to the field.
- Visit fashion week/fashion shows being arranged in the town/online.

## 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:

- Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.
- Guide student(s) in undertaking micro-projects.
- '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) Show video/animation films about latest fashion development.
- h) Take students to shops of famous brands and discuss latest trends in fashion.
- i) Ask students to visit websites of famous fashion designers and brands.

## 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 microproject 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) **Fashion Designers:** Prepare a chart/poster/catalog of national /international fashion designer.
- b) **Fashion Icons:** Prepare a chart/poster/catalog of fashion icons of India/around the world
- c) **Fashion Trends:** Write report on fashion trends in Movies/Sports/Media and present in class.
- d) **Key word Analysis:** Create chart/poster from particular key word.
- e) **Historically important fashion designers:** Prepare report on historically important fashion designers.
- f) **Fashion Brand:** Analyze the nature of products that fashion brand sell.
- g) **World Costume:** Study and prepare report on different world costumes.
- h) **World Textile:** Study and report on types of world Textiles.

**13. SUGGESTED LEARNING RESOURCES**

<b>Sr. No.</b>	<b>Title of Book</b>	<b>Author</b>	<b>Publication with place, year and ISBN</b>
1	Fashion Design Essentials:100 Principles of Fashion Design	Jay Calderin	Rockport publication-2012 ISBN 13 - 9781592538270
2	The culture of Fashion	Christopher Beward	Manchester university press-1995 ISBN 13- 9780719041259
3	Fashion and Modernity	Christopher Beward	Berg publication-2005 ISBN 13- 9781845200282
4	Fashionology: An Introduction to Fashion Studies	Yuniya Kawamura	Berg publication-2005 ISBN 13 - 9781859738146
5	Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing	Diana Crane	University of Chicago press-2001 ISBN 13 -9780226117997
6	Fashion Cultures: Theories, Explorations and Analysis	Stella Buzzi	Routledge -2013 ISBN 13- 9780415680066
7	Fashion from Concept to consumer	Gini Stephens Pearson	Prentice Hall- 2007 ISBN-13- 9780131590335
8	The Dynamics of Fashion	Elaine Stone	Fairchild Publication-2008 ISBN-13 2901563676863
9	Fashion Source Book	Kathryn McKelvey	Blackwell Publishing New Delhi-1996 ISBN-13- 978-0632039937
10	Individuality in clothing,	Kafgen Mary	Houghton Mifflin Company-1971 ISBN-13 -978-0023621901
11	Elements of Fashion and Apparel Design	Sumathi, G.J.	New Age International Publishers, New Delhi-2002 ISBN-13 - 978-8122413717

**14. SOFTWARE/LEARNING WEBSITES**

- a) [www.rituberi.com](http://www.rituberi.com)
- b) [www.manishmalhotra.in](http://www.manishmalhotra.in)
- c) [www.rohitbal.com](http://www.rohitbal.com)
- d) [www.benetton.com](http://www.benetton.com)
- e) [www.leecooper.com](http://www.leecooper.com)

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

Semester III	Fashion Studies (Course Code: 4345101)						
	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>	Appraise the national and international fashion scenario affecting life style and commerce.						
<u>Course Outcomes</u>							
CO a) Justify the use of chosen fashion icons and fashion brands.	3	2	2	-	2	-	3
CO b) Identify fashion capitals and fashion designers of the world.	3	2	2	-	2	-	3
CO c) Choose the promotion strategy of fashion from designer to closet.	3	2	2	-	2	-	3
CO d) Distinguish fashion research, ideation and presentation board.	3	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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