

GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

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

Course Title: Basics of Fashion
(Course Code: C4325103)

Diploma programmes in which this course is offered	Semester in which offered
COMPUTER AIDED COSTUME DESIGN AND DRESS MAKING	SECOND

1. RATIONALE

This course helps in understanding concept of fashion and the factors that affect fashion. It enables the students to familiarize with fashion terminology. Understanding of the fashion trends is must for garment designers to make their designs acceptable in market. Thus, this is very important course for students of CACDDM program.

2. COMPETENCY

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

- **Demonstrate the understanding of fundamental aspects of fashion and theories related to fashion.**

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:

- Distinguish between fashion, style and trend.
- Interpret fashion theories and fashion cycle.
- Apply different elements of fashion on garments.
- Interpret factors affecting fashion.
- Choose the clothing / fashion to suit the occasion.

TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				Total Marks
L	T	P		Theory Marks		Practical Marks		
			C	CA	ESE	CA	ESE	
3	-	0	3	30*	70	0	0	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'.*

S. 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.

S. 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.

S. 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 1st year
- ii. 'Organization Level' in 2nd year.
- iii. 'Characterization Level' in 3rd 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
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Unit – I Introduction to fashion	1a. Define fashion 1b. Explain principles of fashion. 1c. Identify intangibles of fashion. 1d. Differentiate between fashion, style and trend.	1.1 What is fashion 1.2 Principles of fashion 1.3 Intangibles of fashion 1.4 Trends in fashion 1.5 Difference between fashion, style and trend.
Unit – II Fashion Theory	2a. Explain Veblen’s theory of leisure class. 2b. Interpret various fashion terminologies. 2c. Identify fashion adoption theories 2d. Explain fashion cycle/ bell curve 2e. Assume reasons for changes in fashion cycle 2f. Analyze lengths and breaks in fashion cycle.	2.1 Veblen’s theory of leisure class 2.2 Fashion terminologies- 2.2.1 Avant-garde 2.2.2 Bespoke 2.2.3 Brand 2.2.4 Bridge fashion 2.2.5 Classic 2.2.6 Couture 2.2.7 Couturier 2.2.8 Diffusion line 2.2.9 Ensemble 2.2.10 Fad 2.2.11 Fashion follower 2.2.12 Fashion leader 2.2.13 Haute couture 2.2.14 High fashion 2.2.15 In Vogue 2.2.16 Knock off 2.2.17 Label 2.2.18 Mass manufactured 2.2.19 Prêt-e-porter 2.2.20 Silhouette 2.3 Fashion adoption theories 2.3.1 Trickle up 2.3.2 Trickle down 2.3.3 Trickle across theory 2.4 Fashion cycle / Bell curve. 2.4.1 Stages of fashion cycle 2.4.2 Changes in fashion cycle 2.4.3 Lengths and breaks in fashion cycle
Unit– III Elements of Fashion	3a. Use appropriate elements of fashion for making garment. 3b. Choose appropriate fabric in given situation. 3c. Suggest colour and its effects. 3d. Explain importance of fitness in garment. 3e. Analyze fabric fall. 3f. Distinguish between shape and proportion.	3.1 Fabric: fabric quality, weave, texture, ornamentation etc. 3.2 Color 3.3 Fit 3.4 Fall 3.5 Shapes and Proportions
Unit– IV Factors	4a. List factors affecting fashion 4b. Differentiate accelerating and	4.1 Factors affecting fashion 4.1.1 Accelerating factors

Affecting Fashion	retarding factors of fashion movements 4c. Explain accelerating factors of fashion movements. 4d. Explain retarding factors of fashion movement 4e. Analyze the given situation for identification of factors affecting fashion	4.1.2 Retarding factors 4.2 The factor of age and gender 4.3 The factor of geography 4.4 The factor of culture 4.5 The factor of economy and class 4.6 The factor of technology 4.7 The factor of 'icon' 4.8 The factor of popularity (fashion leaders and fashion followers) 4.9 The factor of taste 4.10 Time period
Unit– V Apparel Categorization	5a. List apparel categories. 5b. Categorize clothing / fashion on the basis of given criteria 5c. Distinguish various apparel categories. 5d. Suggest the category of apparel for any given situation	5.1 Street wear 5.2 Formal wear (business formals) 5.3 Business casuals 5.4 Ethnic wear 5.5 Bridal wear (Western, Indian) 5.6 Kids wear 5.7 Denim wear 5.8 Lounge wear 5.9 Resort wear 5.10 Beach wear 5.11 Sports wear 5.12 Active sports wear

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	Introduction to fashion	08	8	6	2	16
II	Fashion theory	12	4	10	6	20
III	Elements of fashion	8	4	4	4	12
IV	Factors affecting fashion	6	2	6	2	10
V	Apparel categorization	8	2	4	6	12
Total		42	20	30	20	70

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 learning diary.
- b) Students will prepare presentation boards/charts.
- c) Student will collect photographs from internet which is related to the field.
- d) 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:

- 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) Students should be guided to visit the market and do surveys on latest fashion trends and give presentation in class.
- h) Video clippings from latest fashion shows should be shown and discussed to make concepts of fashion clear to students.

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 (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 in Movies/Sports/Media – Case Study
- b) Draw garment designs as per apparel categorization as mentioned in unit no. 5.
- c) Report on fashion changes during past 3 decades. Students will include following contents - Political influence - Social influence - Environmental influence - Geographical influence - Cultural influence
- d) A study on fashion of any specific era.
- e) Draw different types of silhouettes and garments showing various silhouettes.

- f) Comparison of fashion between any two eras.

13. SUGGESTED LEARNING RESOURCES

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
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

- <http://www.purushu.com/2010/08/elements-of-design-in-fashion.html>
- <https://www.proprofs.com/quiz-school/story.php?title=elements-principles-design-1>
- <https://www.khanacademy.org/humanities/ap-art-history/start-here-apah#elements-of-art-apah>
- <http://www.invisionapp.com/design-defined/principles-of-design/>
- <https://www.femina.in/fashion/how-to/common-fashion-terms-and-their-meaning-68484.html>

15. PO-COMPETENCY-CO MAPPING

Semester II	Basics of Fashion (Course Code:C4325103)						
	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>	<ul style="list-style-type: none"> Demonstrate the understanding of fundamental aspects of fashion and theories related to fashion. 						
<u>Course Outcomes</u>							
CO a. Distinguish between fashion, style and trend.	3	-	-	-	-	-	2
CO b. Interpret fashion theories and fashion cycle.	3	2	2	-	2	-	3
CO c. Apply different elements of fashion on garments.	3	2	2	2	2	2	3
CO d. Interpret factors affecting fashion.	3	2	2	-	2	-	3
CO e. Choose the clothing / fashion to suit the occasion.	3	3	3	3	3	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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