

GOVERNMENT POLYTECHNIC, PUNE

‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	COMPUTER AIDED DESIGN
COURSE CODE	DD41206
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	NO

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme					Credits	Assessment Scheme											Total Marks
			Actual Contact Hrs./Week			SLH	NLH		Paper Duration	Theory			Based on LL & TSL				Based on SL			
													Practical							
			CL	TL	LL	FA-TH	SA-TH			Total	FA-PR		SA-PR		SLA					
											Max	Min	Max	Min	Max	Min				
DD41206	COMPUTER AIDED DESIGN		-	-	4	-	-	4	-	-	-	-	25	10	25@	10	-	-	50	

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The Computer Aided Design (CAD) syllabus prepares fashion diploma students with essential skills in digital pattern making, grading, and marker making. It focuses on drafting basic and advanced garment blocks. The grading enables students to master the creation of size-specific patterns, while the marker making ensures efficient fabric usage for different materials and prints. Students will also engage in selecting theme-based garments for digital drafting, grading, and marker preparation, fostering creativity alongside technical expertise. This hands-on approach equips students for industry challenges in fashion production.

COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1:** Understand standard size chart for digital pattern making.
CO2: Apply tools for drafting basic and creative garment blocks.
CO3: Implement grading principles for multi-size garment patterns.
CO4: Analyze and optimize marker layouts for fabric efficiency.

THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
NA				

III. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO1.1: Apply standard size charts to input body measurements and create accurate patterns using software.	Use of Standard Size Chart for Pattern Making <ul style="list-style-type: none"> Understand industry size charts. Input body measurements into software. Apply grading basics. 	2	CO1
2	LLO2.1: Draft a basic block with darts, grainlines, and sewing lines, ensuring proper seam allowances and annotations.	Drafting of any basic block(Upper garment) <ul style="list-style-type: none"> Create front and back blocks with darts, grainline, and sewing line. Add seam allowances and annotations. 	2	CO1
3	LLO3.1: Draft a garment block incorporating construction markings and sewing guidelines.	Drafting of any basic block(Lower garment) <ul style="list-style-type: none"> Create block. Add construction markings and sewing guidelines. 	2	CO1 CO4
4	LLO4.1: Draft and Modify a garment block for a Haute Couture theme.	Drafting of any one Haute Couture theme garment- <ul style="list-style-type: none"> Modify the block to add style lines. 	2	CO1 CO4
5	LLO5.1: Draft a special-purpose garment with line variations.	Drafting of any one special purpose garment- <ul style="list-style-type: none"> Create line variation with seam allowances and joint marks. 	2	CO1 CO4
6	LLO6.1: Draft a garment based on a Celebrity Television Show theme.	Drafting of any Celebrity Television Show theme garment	2	CO1 CO4
7	LLO7.1: Apply size tables and grading techniques to adjust pattern dimensions for multiple sizes in software.	<ul style="list-style-type: none"> Understand and apply the size table for pattern grading. Set up and manage color coding for graded patterns, improving clarity and organization. 	2	CO2
8	LLO8.1: Set up and manage color coding for graded patterns to enhance clarity and organization in the grading process.	Grading a Skirt Block <ul style="list-style-type: none"> Apply grading techniques to the basic skirt block, adjusting for multiple sizes. 	2	CO2
9	LL9.1: Apply the toolbar to estimate marker dimensions while optimizing fabric usage.	Estimate Marker Using Tools <ul style="list-style-type: none"> Understand the importance of fabric usage and efficiency in marker making. 	2	CO3
10	LL10.1: Utilize tools like Material Pattern and Unfold Patterns for accurate marker layout.	Explore Tools for Material Pattern, Unfold Patterns, Cut Pieces.	2	CO3

11	LLO11.1: Design marker layouts for fabrics, ensuring proper grainline alignment for different sizes.	Prepare a Marker – Design a marker layout for fabrics ensuring proper grainline and print matching.	2	CO4
Note: Students will use Rich peace Garment CAD or basic, beginner-friendly software like Seamly2D or Valentina to practice marker-making and pattern layout techniques.				

IV. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

NA

V. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Open-source software	All

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

NA

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Open-source software	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

NA

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Term Work	1. Practical performance

X. SUGGESTED COs- POs MATRIX FORM

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)		
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2	PSO-3
CO1	1	2	2	3	2	-	1	2	3	-
CO2	1	2	3	3	2	-	2	1	2	
CO3	1	2	3	3	3	-	2	3	-	2
CO4	1	2	2	3	2	-	2	-	2	3

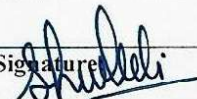
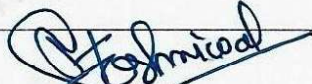
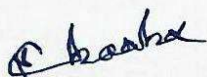

Legends:- High:03, Medium:02, Low:01, NoMapping: -
 *PSOs are to be formulated at the institute level

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	Elizabeth Mansfield	CAD for Fashion Design and Merchandising: Bundle Book + Studio Access Card	Fairchild Books, Bloomsbury Publishing
2	Winifred Aldrich	Metric Pattern Cutting for Women's Wear	Wiley-Blackwell
3	Alison Beazley, Terry Bond	Computer-Aided Pattern Design and Product Development	Wiley-Blackwell

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	https://www.seamly.io/	Official site for Seamly2D – Free and open-source software for pattern making and garment design.
2.	https://valentinaproject.bitbucket.io/	Valentina Project – Beginner-friendly CAD software for creating sewing patterns digitally.
3.	https://www.skillshare.com/	Skillshare – Offers various courses on digital fashion design, pattern drafting, and CAD tools.
4.	https://www.udemy.com/	Udemy – Features paid and free courses on Richpeace CAD, digital pattern making, and fashion tech skills.

<p>Name & Signature: </p> <p>Ms.S.M.Waghchaure Lecturer – DDGM</p>		<p></p> <p>Mrs. P.V. Toshniwal Lecturer – DDGM</p>	
<p>(Course Experts)</p>			
<p>Name & Signature: </p> <p>Dr. Y.V. Chavan (Programme Head)</p>		<p>Name & Signature: </p> <p>Shri. S.B. Kulkarni (CDC In-charge)</p>	

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN DDGM
PROGRAMME CODE	01/02/03/04/05/06/07/08
COURSE TITLE	CAPSTONE PROJECT
COURSE CODE	DD41207
PREREQUISITE COURSE CODE & TITLE	ACQUIRED 60 CREDITS, INCLUDING ALL FIRST YEAR COURSE CREDITS.
CLASS DECLARATION COURSE	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme											
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL		Total Marks		
													Practical								
			CL	TL	LL					FA-TH	SA-TH	Total	FA-PR		SA-PR		SLA				
													Max	Min	Max	Min	Max	Min		Max	Min
	CAPSTONE PROJECT	INP	--	--	--	4	--	2	--	--	--	--	--	50	20	50#	20	--	100		

Total IKS Hrs for Term: 0 Hrs

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3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

Project work at the institute level serves as a vital bridge between theoretical learning and practical application. It offers students a valuable platform to apply the concepts, knowledge, and technical skills acquired in classrooms and laboratories to address real-world problems—ranging from well-defined tasks to complex, open-ended challenges. This experiential learning approach fosters a deeper understanding of engineering and technological principles by encouraging students to design, develop, and implement solutions in realistic contexts.

The course is strategically designed to integrate interdisciplinary knowledge gained throughout the diploma program, thereby enhancing students' ability to approach problems holistically. Furthermore, it plays a crucial role in nurturing essential professional competencies such as critical thinking, problem-solving, creativity, teamwork, project planning, and innovation.

In alignment with industry and societal expectations, students are encouraged to undertake projects that go beyond conventional solutions and aim to provide impactful, sustainable outcomes. By engaging in such projects, students not only reinforce their technical capabilities but also improve their employability by developing a mindset geared towards innovation, collaboration, and continuous improvement.

III. INDUSTRY EXPECTED OUTCOME

This course is designed to enable students to develop the industry-relevant competency of:

Effectively executing innovative solutions to real-world problems through collaborative teamwork, adhering to defined timelines, and delivering a well-documented project report.

IV. COURSE-LEVEL LEARNING OUTCOMES (CO'S)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1:** Identify real-world field problems relevant to the project work conducted at the institute.
- CO2:** Analyse the feasibility and viability of the project by conducting data collection and experiments, as well as evaluating required resources, costs, and support.
- CO3:** Apply technical knowledge and engineering skills to develop effective solutions for real-life or industrial problems.
- CO4:** Evaluate the proposed project work's ethical considerations and societal impacts.
- CO5:** Create a comprehensive project report and present the methodology and results within the institute.
- CO6:** Demonstrate the project outcomes, findings, and achievements effectively through presentations and exhibits.

V. GENERAL GUIDELINES FOR PROJECT WORK

a) Project Selection and Scope

- The project must align with the field of engineering or technology. Interdisciplinary projects are permitted if expected to deliver outcomes aligned with industry relevance or societal needs.

Indicative Project Focus Areas:

i) Fashion Forecasting & Trend Analysis

- Trend forecasting for upcoming seasons
- Cultural, historical, and street-style influences
- Mood boards and color boards
- Predicting silhouettes, fabrics, prints

ii) Sustainable & Ethical Fashion

- Upcycling and zero-waste design
- Natural dyeing and organic fabrics
- Lifecycle assessment of garments
- Ethical sourcing and slow fashion practices

iii) Textile Design & Surface Ornamentation

- Block printing, tie-dye, embroidery
- Digital textile design using CAD
- Experimental fabric manipulation
- Textile art fusion with fashion

iv) Garment Construction & Pattern Making

- Draping vs flat pattern making
- Creative pattern development
- Functional clothing (convertible, modular)
- Industrial vs couture techniques

v) Fashion Illustration & Portfolio Development

- Hand and digital sketching (Adobe Illustrator, CorelDraw)
- Theme-based fashion collection portfolio
- Storyboarding and design development process

vi) Fashion Collection Development

- Concept-to-ramp collection design
- Capsule collection for specific seasons
- Ethnic fusion, avant-garde, or bridal wear
- Collection launch and marketing strategy

vii) Costume Design for Media

- Film, theatre, or television costume design
- Period or fantasy costumes
- Character research and script-based design

viii) Technology in Fashion

- Wearable technology (e.g. sensor-based clothing)
- 3D printing in fashion
- Virtual fitting and AR/VR tools
- Smart textiles

- Students should select projects that match their skills, knowledge and interests. Faculty should support students in identifying suitable topics.
- Study-based (theoretical-only) projects are **not encouraged**. Projects should involve practical implementation.
 - Project diary
 - Final demonstration
 - Assessment based on institutional RUBRICS

i) National Relevance

Projects should ideally address national thrust areas such as:

- Environmental Sustainability
- Digitization and Smart Technologies
- Industrial and Process Automation
- Renewable Energy Systems
- Socio-technical Solutions for Community Development

VI. COURSE IMPLEMENTATION STAGES**1. Orientation Session**

A Project Orientation Session shall be conducted during the last week of the fourth term by the Portfolio In-charge faculty. This session will brief students on:

- Project objectives.
- Scope and expected deliverables
- Guidelines for execution and assessment
- Faculty and institutional support

2. Mapping of Students and Faculty Mentors

Students will be organized into teams and assigned faculty mentors based on the following criteria:

- Alignment of student interests
- Faculty expertise
- Team size and project scope.

3. Problem Identification and Finalisation

Students are required to:

- Conduct a field survey or exploratory study under faculty supervision
- Identify a real-world, relevant, and feasible problem
- present the idea to a group of faculty members for approval
- This activity should commence in the final week of the 4th semester and be completed by the first week of the 5th semester.

A dedicated week is allotted for collecting detailed project requirements, including:

- Estimation of human resources
- Identification of technical (hardware/software) needs
- Feasibility study and cost analysis

Outcome: Students must present their findings to the faculty mentor for approval.

5. Project Planning

Students must prepare a comprehensive project plan covering:

- Task allocation and resource planning
- Time frame and cost estimation
- Team member responsibilities
- Selection of an appropriate development model (e.g., Waterfall, Agile, Spiral)

Deliverables: A clear roadmap including timelines, milestones, and expected outcomes.

6. Project Proposal Submission

The finalized project proposal must be submitted in **soft copy format** and should include:

- Project title and objectives
- Detailed requirement analysis
- Project plan and execution strategy
- Expected deliverables and outcomes
- Development model and tools to be used

7. Project Development, Testing & Report Preparation

Under the continuous guidance of faculty mentors, students shall:

- Develop the project according to the approved plan
- Maintain project documentation throughout the development lifecycle
- Prepare a detailed final report that includes:
 - System design and architecture
 - Implementation details
 - Testing procedures and results
 - Challenges encountered and solutions adopted
 - Final outcomes and evaluation metrics.

8. Project Demonstration

Students must present their project in two stages:

- **Preliminary Demonstration:** A progress review shown to the faculty guide during the development phase.
- **Final Demonstration:** A complete presentation of the working model or application during the End Semester Examination (ESE).

VII. DETAILED WEEKWISE TIMELINE FOR THE COURSE IMPLEMENTATION STAGES:

Week	Activity	Responsibilities
Week 1	Orientation Session (Last week of 4th Term)	Portfolio In-charge Faculty: Brief students on project objectives, scope, deliverables, guidelines, execution, and assessment.
Week 2	Mapping of Students and Faculty Mentors	Portfolio In-charge Faculty: Organize students into teams based on interests, faculty expertise, team size, and project scope.
Week 3-4	Problem Identification and Finalisation	Students: Carry out a field survey or exploratory study under faculty supervision, identify a relevant real-world problem, finalise the issue, and submit a synopsis for faculty approval.
Week 5	Requirement Gathering	Students: Collect detailed project requirements (human resources, technical needs, feasibility study, and cost analysis).
Week 6	Requirements Gathering Presentation	Students: Present findings to the faculty mentor for approval.
Week 7	Project Planning	Students: Prepare a project plan including task allocation, resource planning, timeline, budget, development model, and deliverables. Faculty Mentor: Review plan.
Week 8	Project Proposal Submission	Students: Submit final project proposal (title, objectives, requirements, plan, tools, outcomes). Faculty Mentor: Review and approve.

Week	Activity	Responsibilities
Week 9-12	Project Development, Testing & Report Preparation	Students: Begin project development according to the plan. Maintain documentation. Test and iterate. Prepare final report (design, implementation, testing results).
Week 13	Preliminary Demonstration	Students: Present a progress review to the faculty mentor.
Week 14	Project Finalisation & Report Completion	Students: Finalise development. Prepare a detailed project report with system design, testing results, challenges, and outcomes.
According to the Examination Schedule	Final Demonstration (End Semester Examination)	Students: Conduct final demonstration of the working model/application during the ESE. Faculty: Evaluate the project based on the demonstration and report.

VIII. CRITERIA FOR ASSESSMENT/EVALUATION OF PROJECT WORK

A. Formative Assessment (FA) Criteria

The evaluation of students during the fifth semester for Progressive Assessment (PA), totalling **50 marks**, will be carried out based on the following criteria:

Category	Week(s)	Assessment Criteria	Max Marks	Performance Description (Rubric Scale: 1 to 5)	Group Enrollment Nos.	Group Marks
i) Team Assessment (30 Marks)	Week 3-4	Project Selection & Problem Definition	5	2 – Lacks clarity and relevance 3 – Relevant and defined 4 – Clearly defined and suitable 5 – Innovative and impactful		
	Week 5	Literature Review & Data Collection	5	1 – Insufficient or irrelevant sources 2 – Limited data with unclear relevance 3 – Adequate review with relevant data 4 – Structured, relevant data 5 – Comprehensive and critically evaluated sources		

	Week 6	Project Design / Concept & Execution	10	<p>1–2 Design is poorly structured; minimal or no execution</p> <p>3–4 Weak concept, unclear goals, and limited execution</p> <p>5–6 Basic concept with moderate execution; design may lack innovation or clarity</p> <p>7–8 Solid, functional design with good planning and consistent execution</p> <p>9–10 Creative, technically sound design with excellent planning and thorough execution</p>	
	Week 7	Progress as per Action Plan / Milestones	5	<p>1 – No measurable progress</p> <p>2 – Progress is significantly behind schedule</p> <p>3 – Moderate progress; some tasks completed</p> <p>4 – Mostly on schedule with minor delays</p> <p>5 – Fully on schedule and meeting milestones</p>	
	Week 8	Quality & Presentation of Project Report	5	<p>1 – Poorly organized and unclear</p> <p>2 – Disorganized with formatting issues</p> <p>3 – Fair structure and readability</p> <p>4 – Well-organized and readable</p> <p>5 – Professionally formatted and well-written report</p>	

Category	Week(s)	Assessment Criteria	Max Marks	Performance Description (Rubric Scale: 1 to 5)	Individual Enrollment Nos.	Individual Marks
ii) Individual Assessment (20 Marks)	Week 2–13 (Ongoing)	Individual Contribution to the Team	10	1 -2 Rarely involved or shows minimal effort 3 -4 Occasionally contributes with limited involvement 4 –5 Participates adequately 6 – 7 Active and dependable team member 8 –10 Consistently proactive, often leads initiatives		
	Week 2–13 (Ongoing)	Subject Knowledge & Understanding	10	1–2 Very limited understanding of subject concepts; unable to answer questions 3–4 Basic awareness but with significant gaps in understanding 5–6 Fair knowledge of concepts; can answer general questions correctly 7–8 Good understanding of a subject; explains concepts clearly and applies them logically 9–10 Excellent grasp; demonstrates deep insight, applies concepts to real-world/project scenarios		
Total			50			

i) Total Formative Assessment (FA) Marks

Sr. No.	Assessment Criteria	Marks
1	Team Assessment	30
2	Individual Assessment	20
Total		50

Note: The Total Formative Assessment (FA) Marks for the individual student.

B. Summative Assessment Criteria

The summative assessment for students in the Fifth Semester **SA-PR** will carry a total of **50 marks** and shall be conducted by the faculty. Appropriate rubrics may be developed by the faculty for evaluation.

Course Name :		Course Code :	
Student Name :		Enrollment Number :	
Project Batch Number:		Division :	
Faculty Guide Name:		Term :	

Sr. No.	Week	Assessment Criteria	Max Marks	Performance Description (Score Range)	Marks
1	According to the Examination Schedule	Knowledge and Skill Set Developed	10	1–2: Minimal knowledge gained	
				3–4: Basic understanding with limited skills	
				5–6: Moderate knowledge and practical exposure	
				7–8: Sound knowledge and good skill application	
				9–10: Excellent grasp and skill mastery with advanced application	
2	According to the Examination Schedule	Quality and Potential of the Project	10	1–2: Poor quality, unclear purpose	
				3–4: Basic functionality with low impact	
				5–6: Adequate quality with moderate potential	
				7–8: High-quality, practical utility	
				9–10: Exceptional quality and strong potential for real-world implementation	

3	According to the Examination Schedule	Creativity, Innovation, and Teamwork	10	1–2: Lacks originality, poor collaboration	
				3–4: Limited creativity and uneven teamwork	
				5–6: Shows creativity and fair teamwork	
				7–8: Innovative and well-coordinated efforts	
				9–10: Highly original ideas with exemplary team synergy	
4	According to the Examination Schedule	Project Design, Development, Execution	10	1–2: Poor design and implementation	
				3–4: Basic structure with several gaps	
				5–6: Functional design and moderate execution	
				7–8: Well-planned and executed efficiently	
				9–10: Robust, optimized design with flawless execution	
5	According to the Examination Schedule	Project Presentation	10	1–2: Disorganized and unclear	
				3–4: Lacks confidence and structure	
				5–6: Acceptable delivery with room for improvement	
				7–8: Clear, engaging, and well-structured	
				9–10: Highly professional, confident, and impactful presentation	

Note: The above rubric will be used as the summative assessment framework for evaluating individual student performance.

IX. SUGGESTED COS- POS MATRIX FORM

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes (PSOs)	
	PO1 -Basic and Discipline-Specific Knowledge	PO2- Problem analysis	PO3- Design/ Development of Solutions	PO-4 Engineering Tools, Experimentation and Testing	PO-5 Engineering Practices for Society, Sustainability, and Environment	PO-6 Project Management	PO-7 Lifelong Learning	PSO-1	PSO-2
CO1	2	2	--	--	2	2	2	--	--
CO2	2	3	2	2	--	3	2	2	2
CO3	3	3	3	3	2	2	2	3	3
CO4	--	--	--	--	3	2	2	--	--
CO5	2	2	2	2	--	3	2	--	--
CO6	2	2	2	2	2	3	3	--	--

X. TYPOGRAPHICAL GUIDELINES FOR PROJECT REPORT WRITING:

After the completion of the project work, each student is required to submit a project report. The report should adhere to the following structure and formatting guidelines:

A. STRUCTURE OF THE REPORT

The project report must include the following sections in the given order:

1. **Cover Page** – As per *Annexure I*.
2. **Title Page** – As per *Annexure I*.
3. **Certificate** – As per *Annexure II*.
4. **Acknowledgment** – A brief section in which the student may express gratitude to individuals and organizations who supported the project. As per *Annexure III*.
5. **Abstract** – A one-page summary outlining the objective of the project and the methodology adopted. As per *Annexure IV*.
6. **Table of Contents** – Prepared as per general guidelines. As per *Annexure V*.
7. **List of Figures**-The **purpose of the List of Figures** in a project report is to provide a clear and organized index of all visual representations used throughout the document. As per *Annexure VI*
8. **List of Tables** -The **purpose of the List of Tables** in a project report is to provide a structured overview of all tabular data included in the document. As per *Annexure VI*
9. **Project Description** –
 - Divided into chapters or sections.
 - Each chapter should comprehensively describe a specific phase or component of the project.
 - Include properly labelled diagrams, tables, and flowcharts wherever applicable.
10. **Conclusion** – Summarizes findings and outcomes of the project work.

11. References –

- Begin two spaces below the heading “**REFERENCES**”, aligned to the left.
- Use **single spacing** within entries and list in **alphabetical order**.
- References must be cited in the text using **square brackets []**, numbered according to their first appearance.
- Include author name(s), publication year, and other relevant details.

B. REPORT SPECIFICATIONS

1. **Binding:** Hard-bound only
2. **Cover Color:** Black with gold-embossed text (as per *Annexure 1*)
3. **Number of Copies:** Five – One per student and one departmental copy
- Paper Size:** A4 (portrait orientation)
4. **Margins:**
 - Top: 1 inch
 - Bottom: 1 inch
 - Right: 1 inch
 - Left: 1.5 inches
5. **Font Style:** Times New Roman
6. **Font Sizes:**
 - **Chapter Titles:** 16-point, **Bold, Uppercase**
 - **Headings:** 14-point, **Bold**
 - **Body Text:** 12-point, **Regular**
7. **Line Spacing:** 1.5 throughout the report
8. **Page Numbering:** Bottom center in the format “Page X of N”

Annexure-I



GOVERNMENT POLYTECHNIC, PUNE

(An Autonomous Institute of the Government of Maharashtra)

DEPARTMENT OF DRESS DESIGNING AND GARMENT MANUFACTURING

PROJECT REPORT

ON

"[TITLE OF THE PROJECT IN CAPITAL LETTERS]"

Submitted By

Student name 1 (enrollment no.)

Student name 2 (enrollment no.)

Student name 3 (enrollment no.)

Student name 4 (enrollment no.)

UNDER THE GUIDANCE OF

[Guide's Full Name]

(Designation, e.g., Lecturer, Department of Dress Designing and Garment Manufacturing)

Submitted in Partial Fulfilment

of

The Requirements for the Award of the Diploma in

DRESS DESIGNING AND GARMENT MANUFACTURING

ACADEMIC YEAR: 20__-20__

GOVERNMENT POLYTECHNIC, PUNE, Ganeshkhind Road, Shivajinagar, Pune – 411016

Annexure-II**GOVERNMENT POLYTECHNIC, PUNE***(An Autonomous Institute of the Government of Maharashtra)****DEPARTMENT OF DRESS DESIGN AND GARMENT MANUFACTURING*****CERTIFICATE****This is to certify that**

1) Name of Student	Enrollment Number
2) Name of Student	Enrollment Number
3) Name of Student	Enrollment Number
4) Name of Student	Enrollment Number

has completed the necessary project work and prepared the bonafide report on**“PROJECT TITLE”****in a satisfactory manner as a partial fulfillment of the requirements for the****DIPLOMA IN*****DRESS DESIGNING AND GARMENT MANUFACTURING*****FOR THE ACADEMIC YEAR****20 __ - 20 __****(H.O.D)****(Principal)****(Internal Guide)****(External Examiner)**

Annexure-III

Acknowledgment

(Sample Format)

We would like to express our sincere gratitude to all those who supported and guided us throughout the successful completion of this project.

We are especially thankful to **[Guide's Name]**, our project guide, for their constant encouragement, valuable suggestions, and constructive feedback during the entire duration of this project work.

We would also like to thank **[Head of Department's Name]**, Head of the Department of **[Branch Name]**, Government Polytechnic, Pune, for providing us with the necessary infrastructure and support.

We are deeply grateful to **[Principal's Name]**, Principal, Government Polytechnic, Pune, for providing us with this valuable opportunity and for fostering an academic environment conducive to learning and innovation.

Our heartfelt thanks go to all the faculty members and technical staff of the **[Department Name]** for their help in various ways during this project.

We also wish to acknowledge the support of our classmates, friends, and family members who encouraged and motivated us throughout the journey.

Lastly, we are thankful to the **Government Polytechnic, Pune**, for allowing us to work on this project as a part of our academic curriculum.

Student name 1 (enrollment no.)

Student name 2 (enrollment no.)

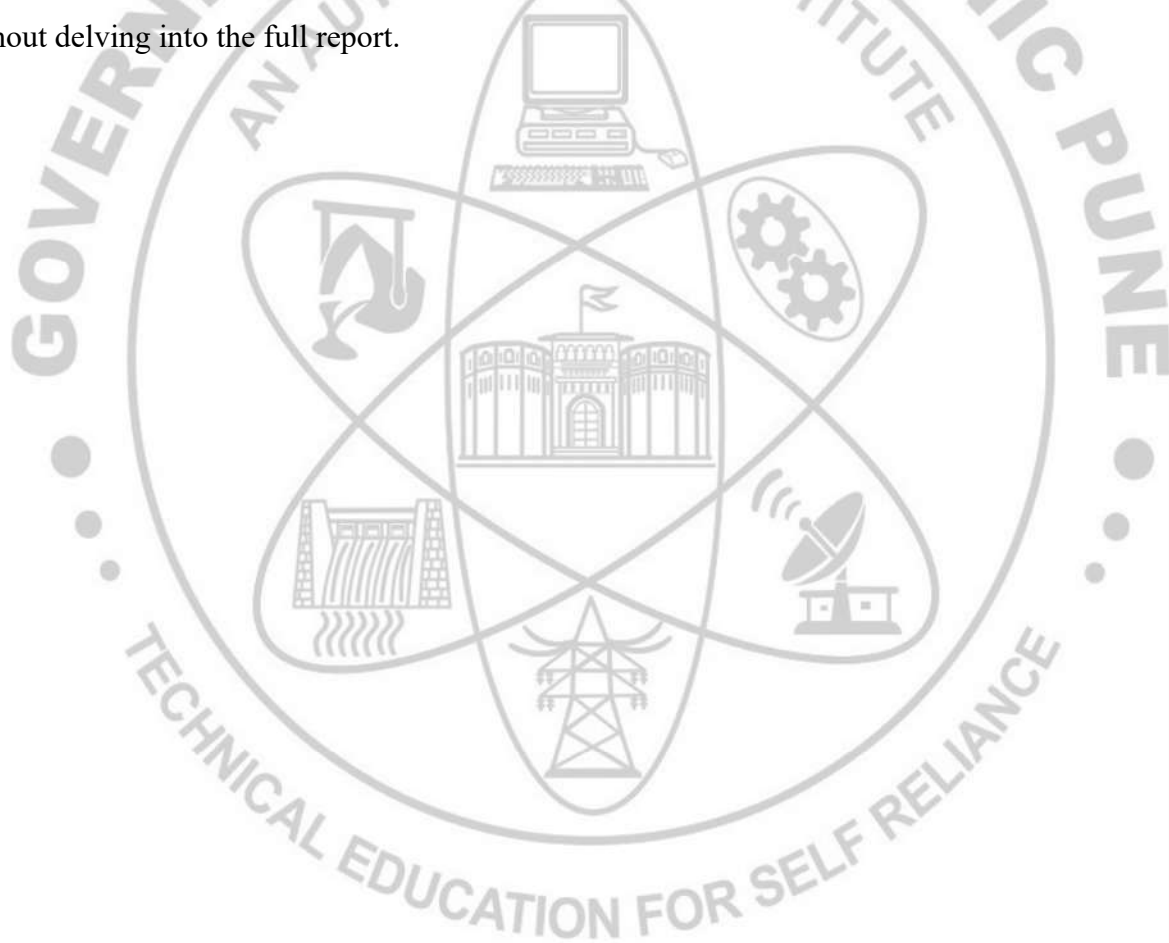
Student name 3 (enrollment no.)

Student name 4 (enrollment no.)

Annexure-IV

Abstract

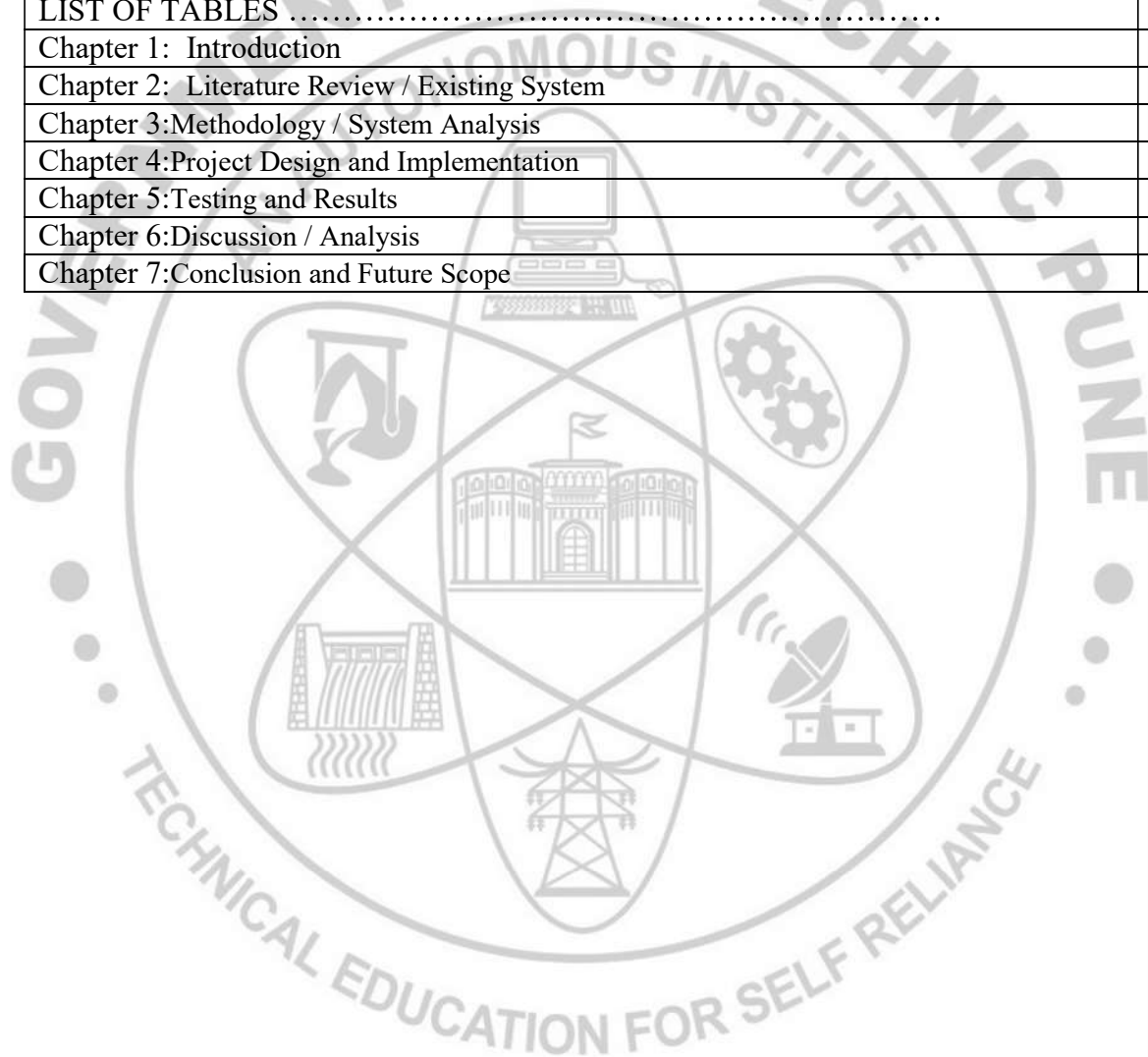
The abstract serves as a one-page comprehensive summary that encapsulates the core aspects of the project. It begins by clearly stating the primary objective or goal of the work, providing the reader with an understanding of the problem being addressed or the purpose behind the study. Following this, the abstract outlines the methodology employed, detailing the approach, techniques, tools, and processes used to achieve the project's objectives. This section may also briefly touch on the scope of the work, key findings, and any conclusions or implications derived from the results. The abstract offers a concise yet informative overview, enabling readers to quickly grasp the essence and significance of the project without delving into the full report.



Annexure-V

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Annexure-VI

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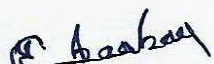

Annexure-VII PROJECT DAIRY

Course code :		Course Name :	
Student Name :		Enrollment Number :	
Project Batch Number:		Division :	
Faculty Guide Name:		Term :	

Date	Enrollment Numbers of Present Students	Work Assigned/Corrections Suggested	Faculty Remarks	Faculty Signature

Signature of Faculty

Signature of HOD

Name & Signature:	
 Lecturer in DDGM	 Shri. S.B. Kulkarni Lecturer in Mechanical Engineering (Course Expert)
Name & Signature:	
 Dr. Y.V. Chavan (Programme Head)	 Shri. S.B. Kulkarni (CDC In-charge)

GOVERNMENT POLYTECHNIC, PUNE

‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	FASHION PRESENTATION AND SHOWCASING
COURSE CODE	DD51203
PREREQUISITE COURSE CODE & TITLE	DD21205 FASHION DRAWING AND ART APPRECIATION
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme					Credits	Assessment Scheme											Total Marks
			Actual Contact Hrs./Week			SLH	NLH		Paper Duration	Theory			Based on LL & TSL				Based on SL			
			CL	TL	LL					Practical						SLA				
										FA-TH	SA-TH	Total	FA-PR		SA-PR					
													Max	Max	Max	Min	Max	Min	Max	
DD51203	FASHION PRESENTATION AND SHOWCASING	DSC	3	0	4	1	8	3	30	70	100	40	25	10	25#	10	25	10	175	

Total IKS Hrs for Term: 2 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment, *# - Online Examination, @\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

Course on Fashion design showcasing involves gaining in-depth knowledge about the art of designing garments and creating prototypes for the fashion events and lifestyle accessories keeping track of the trends in Fashion. This course helps aspiring students to showcase their creativity in the form of saleable fashion products. The course intends to provide insights on fashion trends, forecasting fashion trends to keep the pace with the ever evolving fast moving fashion industry.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

CO1 - Select suitable fashion design processes for various categories of Kid's wear/women's wear/men's wear/Accessories.

CO2 - Design sketches manually and digitally.

CO3 - Create garment lines based on designs and concept boards.

CO4 - Develop various master patterns and construct prototypes.

CO5 - Apply quality check methods and processes on various fashion products.

CO6 - Exhibit various theme based collections with creative presentation techniques.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-I				
UNIT-I Introducing to Creative Fashion Presentation (CL Hrs-12, Marks-14)				
1.	TLO1.1 Enlist the element of creative fashion presentation. TLO 1.2 Summarize the basic skills of observational research TLO1.3 Explain functions of forecasting firms. TLO1.4 Analyze the market research.	1.1 Introducing to Creative Fashion Presentation 1.2. Elements of Creative Presentation 1.2.1 Sources of Inspiration 1.2.2 Observational Research 1.2.3 Past History, Technology 1.2.4 Color forecasting 1.2.5 Services of Fashion 1.2.6 Forecasting firms. 1.3. The Fashion Director 1.3.1 Role of fashion director 1.3.2 Market Research 1.3.3 Professionalism 1.3.4 Fashion Shows 1.3.5 Public Relations Advertising 1.3.6 Responsibilities of Fashion Director 1.3.7 Freelance Fashion Consultants	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO1
UNIT-II Types of Creative Fashion Presentations (CL Hrs-06, Marks-12)				
2	TLO 2.2 Summarize the basic skills of fashion presentation. TLO2.2 Define continuous Informal modeling. TLO2.3 Distinguish still life tableau and market week show. TLO 2.4 Describe market week calendar . TLO 2.5 Compare Trade Event	2.1 Types of Creative Fashion Presentations 2.2 Continuous Informal Modeling 2.3 Still Life-Tableau 2.4 In-house Fashion Shows 2.5 Industry fashion show 2.6 Market Week Shows 2.7 Market Week Calendars 2.8 Trade Event	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO2
UNIT-III Introduction to Fashion Show (CL Hrs-06, Marks-12)				
3	TLO3.1 State the aim of fashion show. TLO3.2 Enlist types of fashion show. TLO3.3 Describe the importance of trunk show. TLO3.4 Compare formal show and Informal modeling. TLO3.5 State features of Bridal fashion shows and Charity shows	3.1 Introduction to Fashion Show 3.2 Aim of fashion Show 3.3 Types of fashion Shows 3.3.1 Trunk Shows 3.3.2 Informal Modeling Show 3.3.3 The Formal Show 3.3.4 In-store Fashion Shows 3.3.5 Bridal Fashion Shows 3.3.6 Charity Shows	Improved Lecture Tutorial Assignment Demonstration Simulation	CO3

SECTION-II

UNIT- IV Fashion Show Scheduling (CL Hrs-07, Marks-08)

4	<p>TLO 4.1 Prepare invitation for fashion show.</p> <p>TLO4.2 State the factors for location choices.</p> <p>TLO4.3 State the functions of Fashion show producer</p> <p>TLO4.4 Determine the feature for Runway.</p> <p>TLO4.5 Describe functions of Garment line up</p>	<p>4.1 Fashion Show Scheduling</p> <p>4.2 Invitations and mailing</p> <p>4.3 Location choices</p> <p>4.4 Working with the Fashion Show producer</p> <p>4.5 The Runway</p> <p>4.6 The Garment Line up</p>	<p>Lecture Using Chalk-Board.</p> <p>Presentations</p> <p>Video</p> <p>Demonstrations</p>	CO4
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UNIT –V Organizing the Show (CL Hrs-08, Marks-12)

5	<p>TLO5.1 Preparation of Polaroid garments for fashion show.</p> <p>TLO5.2 Determine the feature of show chat.</p> <p>TLO5.3 State the criteria for model selection.</p> <p>TLO5.4 Describe the role of Backstage captain.</p> <p>TLO5.5 Explain Trade and public relations.</p> <p>TLO5.6 Summarize fashion directors check list.</p>	<p>5.1 Organizing the Show</p> <p>5.2 Polaroid the Garments</p> <p>5.3 The Show Chat</p> <p>5.4 Accessorizing with Props</p> <p>5.5 Model Selection Fitting</p> <p>5.6 Alterations, Backstage Caption</p> <p>5.7 Rehearsal</p> <p>5.8 Trade and Public Relations & Publicity</p> <p>5.9 The Fashion Directors Check List</p>	<p>Lecture Using Chalk-Board.</p> <p>Presentations</p> <p>Video</p> <p>Demonstrations</p>	CO5
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UNIT –VI Special Events, Promotions and Displays (CL Hrs-06, Marks-12)

6	<p>TLO6.1 Define the term Couture.</p> <p>TLO6.2 Describe the steps in launching a new Product</p> <p>TLO6.3 Analyze fashion trend reporting according to season.</p> <p>TLO6.4 Describe the role of Fashion trend setters in the society.</p> <p>TLO6.5 Explain Fashion Forecasting</p> <p>TLO6.6 State the types of window display.</p>	<p>6.1 Special Events, Promotions and Displays</p> <p>6.2 The couture</p> <p>6.3 Steps in Launching a New Product</p> <p>6.4 Fashion Trend Reporting</p> <p>6.5 Fashion Trend Setters</p> <p>6.6 Fashion Forecasting</p> <p>6.7 Window Display</p>	<p>Lecture Using Chalk-Board.</p> <p>Presentations</p> <p>Video</p> <p>Demonstrations</p>	CO6
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V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	<p>LLO 1.1 Identify the types of themes for the given theme-based design.</p> <p>LLO 1.2 Identify the types of boards for the given theme-based design.</p> <p>LLO 1.3 Identify the types of design for the given theme-based design. .</p> <p>LLO 1.4 Analyze the recent trends by using fashion forecasting websites .</p> <p>LLO 1.5 Select the relevant theme for the given situation.</p> <p>LLO 1.6 Select the relevant board for the given situation.</p> <p>LLO 1.7 Select the relevant design for the given situation.</p> <p>LLO 1.8 Render the Avant Garde theme.</p>	<p>*Theme Based Design:Avant Garde Category</p> <p>Boards- Collage creation (manual/computerized) inspiration board, mood board, color and swatch(fabric) board.</p> <p>Design Development -Illustrate(men/women) the given theme based garment lines with accessories, use mixed media design according to the given theme , with suitable page composition and backdrop(three to five sketches).</p> <p>Concept Board-Draw technical flats and prepare technical specification sheet(manually /computerized).</p>	4	CO1 CO2 CO3 CO4
2	<p>LLO 2.1 Identify the types of themes for the given theme-based design.</p> <p>LLO 2.2 Identify the types of boards for the given theme-based design.</p> <p>LLO 2.3 Identify the types of design for the given theme-based design.</p> <p>LLO 2.4 Analyzing recent trends by using fashion forecasting websites.</p> <p>LLO 2.5 Select the relevant theme for the given situation.</p> <p>LLO 2.6 Select the relevant board for the given situation.</p> <p>LLO 2.7 Select the relevant design for the given situation.</p> <p>LLO 2.8 Render for the identified theme.</p>	<p>*Theme Based Design :Haute Couture Category-Red carpet-High end luxury.</p> <p>Boards- Collage creation (manual/computerized) inspiration board, mood board, color and swatch(fabric) board.</p> <p>Design Development -Illustrate (men/women) the given theme based garment lines with accessories ,use mixed media design according to the given theme, with suitable page composition and backdrop (three to five sketches)</p> <p>Concept Board-Draw technical flats and prepare technical specification sheet (manually /computerized).</p>	4	CO1 CO2 CO3 CO4
3	<p>LLO 3.1 Identify the types of themes for the given theme-based design.</p> <p>LLO 3.2 Identify the types of boards for the given theme-based design</p> <p>LLO 3.3 Identify the types of design for the given theme-based design.</p> <p>LLO 3.4 Analyze recent trends by using fashion forecasting websites.</p> <p>LLO 3.5 Select the relevant theme for the given situation.</p> <p>LLO 3.6 Select the relevant board for the given Stage Event Theme.</p> <p>LLO 3.7 Select the relevant design for the given Stage Event Theme.</p> <p>LLO 3.8 Render the given Stage Event Theme.</p>	<p>*Theme Based Designing: Stage Event(Celebrity singer/dancer)</p> <p>Boards- Collage creation (manual/computerized) inspiration board, mood board, color and swatch(fabric) board.</p> <p>Design Development -Illustrate (men/women) the given theme based garment lines with accessories ,use mixed media design according to the given theme, with suitable page composition and backdrop (three to five sketches)</p> <p>Concept Board-Draw technical flats and prepare technical specification sheet (manually /computerized).</p>	4	CO1 CO2 CO3 CO4

4	<p>LLO 4.1 Identify the types of themes for the given theme-based design.</p> <p>LLO 4.2 Identify the types of boards for the given theme-based design.</p> <p>LLO 4.3 Identify the types of design for the given theme-based design.</p> <p>LLO 4.4 Analyze recent trends by using fashion forecasting websites.</p> <p>LLO 4.5 Select the relevant theme for the given situation.</p> <p>LLO 4.6 Select the relevant board for the given Red Carpet theme.</p> <p>LLO 4.7 Select the relevant design for the given Red Carpet theme.</p> <p>LLO 4.8 Render the given red carpet theme.</p>	<p>*Theme Based Designing :Red Carpet - Fashionable Technology Theme (The intersection of Design, Science and Technology).</p> <p>Boards- Collage creation (manual/ computerized) inspiration board, mood board, color and swatch(fabric) board.</p> <p>Design Development -Illustrate (men/women) the given theme based garment lines with accessories ,use mixed media design according to the given theme, with suitable page composition and backdrop (three to five sketches)</p> <p>Concept Board-Draw technical flats and prepare technical specification sheet (manually /computerized).</p>	4	CO1 CO2 CO3 CO4
5	<p>LLO 5.1 Identify the types of themes for the given theme-based design</p> <p>LLO 5.2 Identify the types of boards for the given theme-based design.</p> <p>LLO 5.3 Identify the types of design for the given theme-based design.</p> <p>LLO 5.4 Analyze recent trends by using fashion forecasting websites.</p> <p>LLO 5.5 Select the relevant theme for the given situation.</p> <p>LLO 5.6 Select the relevant board for the given Indian festival theme.</p> <p>LLO 5.7 Select the relevant design for the given Indian festival theme.</p> <p>LLO 5.8 Illustrate and Render the given Indian festival theme.</p>	<p>*(IKS-Indian Knowledge System)Theme Based Designing: Indian Festival Theme</p> <p>Boards- Collage creation (manual/ computerized) inspiration board, mood board, color and swatch(fabric) board.</p> <p>Design Development -Illustrate (men/women) the given theme based garment lines with accessories ,use mixed media design according to the given theme, with suitable page composition and backdrop (three to five sketches)</p> <p>Concept Board-Draw technical flats and prepare technical specification sheet (manually /computerized).</p>	4	CO1 CO2 CO3 CO4
6	<p>LLO 6.1 Prepare Master Pattern and Mark on fabric.</p> <p>LLO 6.2 Create surface ornamentation using the chosen technique.</p> <p>LLO 6.3 Decide relevant technique and construct final product.</p> <p>LLO 6.4 Construct and Finish the prototype garment as per the theme.</p> <p>LLO 6.5 Check finishes and quality of the final constructed product.</p>	<p>Avant Garde Theme Prototype Garment. Construct One theme based garment. (Construct Any Two Prototype Garment From Sr.No.1 to 5)</p>	4	CO1 CO2 CO3 CO4 CO5
7	<p>LLO 7.1 Prepare Master Pattern and Mark on fabric.</p> <p>LLO 7.2 Create surface ornamentation using the chosen technique.</p> <p>LLO 7.3 Decide relevant technique and construct final product.</p> <p>LLO 7.4 Construct and Finish the prototype garment as per the theme.</p> <p>LLO 7.5 Check finishes and quality of the final constructed product.</p>	<p>Haute Couture Theme Prototype Garment. Construct One theme based garment. (Construct Any Two Prototype Garment from Sr.No.1 to 5)</p>	4	CO1 CO2 CO3 CO4

8	LLO 8.1 Select the relevant theme for the given Collection Presentation. LLO 8.2 Arrange relevant materials for the given Collection Presentation. LLO 8.3 Showcase the theme base collection through Ramp walk/Exhibition/Reels/ Short videos/Exhibit Clippings/Blogs/ Short Movies/Podcasts/Web based online shows (any one media)	Showcase - Avant Garde Theme garment. (use any one Presentation media) Fashion Show/ Short videos /Exhibit Clippings/ Blogs Short Movies/ Podcasts Web based online shows (Select presentation media for above constructed Garment only).	4	CO1 CO2 CO3 CO4
9	LLO 9.1 Select the relevant theme for the given Collection Presentation. LLO 9.2 Arrange relevant materials for the given Collection Presentation. LLO 9.3 Showcase the theme base collection through Ramp walk/Exhibition/Reels/ Short videos/Exhibit Clippings/Blogs/ Short Movies/Podcasts/Web based online shows(any one media)	Showcase - Haute Couture Theme garment . (use any one Presentation media) Fashion Show /Exhibition Reels /Short videos/ Exhibit Clippings Blogs/ Short Movies/ Podcasts Web based online shows (Select presentation media for above constructed Garment only).	4	CO1 CO2 CO3 CO4
10	LLO 10.1 Select the relevant theme for the given Collection Presentation. LLO 10.2 Arrange relevant materials for the given Collection Presentation. LLO 10.3 Showcase the theme base collection through Ramp walk/Exhibition/Reels/ Short videos/Exhibit Clippings/Blogs/ Short Movies/Podcasts/Web based online shows(any one media)	Showcase -:Sustainable clothing theme garment. (Use any one media for Presentation) Fashion Show Exhibition Reels Short videos Exhibit Clippings Blogs Short Movies Podcasts Web based online shows (Select presentation media for above constructed Garment only).	4	CO1 CO2 CO3 CO4
11	LLO 11.1 Select the relevant theme for the given Collection Presentation. LLO 11.2 Arrange relevant materials for the given Collection Presentation. LLO 11.3 Showcase the theme base collection through Ramp walk/Exhibition/Reels/ Short videos/Exhibit Clippings/Blogs/ Short Movies/Podcasts/Web based online shows(any one media)	.Showcase - Celebrity Television Show theme garment. (use any one media for Presentation) Prepare Ramp walk Exhibition Reels Short videos Exhibit Clippings Blogs Short Movies Podcasts Web based online shows (Select presentation media for above constructed Garment only) .	2	CO3
12	LLO 12.1 Select the relevant theme for the given Collection Presentation. LLO 12.2 Arrange relevant materials for Presentation. LLO 12.3 Showcase the theme base collection through Short Movies/Podcasts/Web based online shows .	*Showcase :Accessories Designing Indian Heritage Theme. Short Movies Podcasts Web based online shows (Use any one media for Presentation).	2	CO3
13	LLO 13.1 Select the relevant theme for the given Collection Presentation. LLO 13.2 Arrange relevant materials for the given Collection Presentation. LLO 13.3 Showcase the theme base collection through Ramp walk/Exhibition/Reels/ Short videos/Exhibit Clippings/Blogs/ Short Movies/Podcasts/Web based online shows.	*Showcase Store/Brand – Traditional Handicraft Theme. Ramp walk Exhibition Reels Short videos Exhibit Clippings Blogs Short Movies Podcasts Web based online shows (use any one media for Presentation).	2	CO4

Note: 1. Take any 10 tutorials out of 13 and ensure that all the units are covered. 2. Take the tutorial in a batch size of 20 to 30 students. 3. Give students at least 10 problems to solve in each tutorial.

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- Report on fashion trends Market Survey -1.Visit to a fashion mall for fashion trends Market Survey. 2.Observe the new trends for male, female and kids collections. 3.Prepare a detail report on new fashion trends market survey.
- Prepare a portable Library on trendy Texture - 1.Identify various color fabric swatches for the portable library. 2.Collect various color fabric swatches for the portable library. Prepare a portable Library on trendy Colors- 1.Identify various color pallets for the portable library. 2.Collect various color fabric swatches for the portable library.

Assignment

- Create a video on upcoming Trends -1.Identify the upcoming trends. 2.Observe the new trends for male, female and kids collections. 3.Prepare a video on upcoming fashion trends .
 - Create Short Video Clip on Model Photoshoot of any one collection -1.Identify the upcoming trends collection for the model photoshoot. 2.Select models for the upcoming trendy collection. 3.Select appropriate props and lightings for the model photoshoot. 4.Set camera and backdrops for the model photoshoot. 5. Prepare a short video clip on model photoshoot of any one collection
 - Prepare a Report on TV shows/Stage show Costume -1.Identify suitable TV shows/stage show costume for a report writing. 2.Select a suitable TV shows/stage show costume for a report writing. 3.Observe the new trends for male, female and kids collections of TV shows/stage show costume. 4.Prepare a detail report on TV shows/stage show costume.
 - Prepare a Report on Current movie costume and accessories.-1.Identify suitable Current movie costume and accessories for a report writing. 2.Select a suitable Current movie costume and accessories for a report writing. 3.Observe the new trends for the Current movie costume and accessories for male, female and kids collections. 4.Prepare a detail report on Current movie costume and accessories .
- **Note :** Above is just a suggestive list of microprojects and assignments; faculty must prepare their own bank of microprojects, assignments, and activities in a similar way.
 - The faculty must allocate judicious mix of tasks, considering the weaknesses and / strengths of the student in acquiring the desired skills. If a microproject is assigned, it is expected to be completed as a group activity.
 - SLA marks shall be awarded as per the continuous assessment record. For courses with no SLA component the list of suggestive microprojects / assignments/ activities are optional, faculty may encourage students to perform these tasks for enhanced learning experiences. If the course does not have associated SLA component, above suggestive listings is applicable to Tutorials and maybe considered for FA-PR evaluations

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications			Relevant LLO Number
1	1	Stationery Material: Off-white Drawing Sheets, 2B TO 6 B pencil, erase.		All
	2	Colouring Material :Poster Color, Staddlers, Markers, Ink colors ,Water colors,Oil colors etc	1,2,3,4,5,6,7,8,9,10,11,12	
	3	Camera/Phone Camera: Resolution, pixel size, aperture etc	13,14,15	
	4	Drawing Table: Ms steel square pipe 16 gauge, stand with powder coating paint.		

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
SECTION -I								
1	I	Introducing to Creative Fashion Presentation	CO1	12	2	6	6	14
2	II	Types of Creative Fashion Presentations	CO2	06	0	6	6	12
3	III	Introduction to Fashion Show	CO3	06	4	4	4	12
SECTION -II								
4	IV	Fashion Show Scheduling	CO4	07	2	4	2	08
5	V	Organizing the Show	CO5	08	2	4	6	12
6	VI	Special Events, Promotions and Displays	CO6	06	2	4	6	12
Grand Total				45	12	28	30	70

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work 7. Seminar/Presentation	1. End Term Exam 2. Micro-project 3. Tutorial Performance

X. SUGGESTED COs- POs MATRIX FORM

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	1	0	1	0	1	1	2	2
CO2	3	1	0	0	1	1	1	2	2
CO3	3	0	0	0	0	0	0	2	2
CO4	3	1	1	1	0	1	0	2	2
CO5	3	2	1	1	1	1	1	2	2

Legends:- High:03, Medium:02, Low:01, NoMapping: -

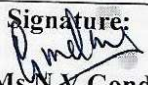
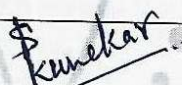
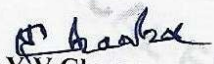

*PSOs are to be formulated at the institute level

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Autho	Title	Publisher
1	Anna Kiper	Fashion Portfolio	Batsford, ISBN-13:978-1849940856
2	Aemiliana Magnus	Pro Fashion Sketch Pad-Design and Build your Pro Portfolio	Create Space Independent Publishing Platform , ISBN-13:978-1719342506
3	Polly Guerin	Creative fashion Presentations	Fairchild Publications,ISBN-1563672502

XIII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	https://za.pinterest.com/mmbeti/sketches-flats-technicalspe cs/	Technical Drawing
2.	https://www.behance.net/search/projects/fashion%20design%20p ortfolio	Fashion Portfolio
3.	https://www.bing.com/videos/search?q=techniques+of+short+ree l+for+fashion+show&qvvt=techniques+of+short+reel+for+fashion +show&FORM=VDRE	Short Reels for Fashion Show Techniques
4.	https://www.bing.com/images/search?q=window+display+techniqu es+for+fashion+garments&qvvt=window+display+techniques+for+f ashion+garments&form=IGRE&first=1	Window display techniques

Name & Signature:  Ms. N.V. Gondane Lecturer – DDGM		Name & Signature:  Mrs. S.E. Kurzekar Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr. Y.V. Chavan (Programme Head)		Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE**‘120 – NEP’ SCHEME**

PROGRAMME	DIPLOMA IN CE/EE/ET/ME/MT/CM/IT/DDGM
PROGRAMME CODE	01/02/03/04/05/06/07/08
COURSE TITLE	FASHION COMMUNICATION
COURSE CODE	DD51204
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	NO

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme										
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL		Total Marks	
			CL	TL	LL					Practical										
						FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA						
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min									
DD51204	FASHION COMMUNICATION	DSC	4	2	-	2	8	4	3	30	70	100	40	25	10	25@	10	25	10	175

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, **IKS** – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment, *# - Online Examination, @\$ - Internal Online Examination

Note:

- 1.FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as 'Detained' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as 'fail' and will have to repeat and resubmit SLA work.
3. Notional learning hours for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. 1 credit is equivalent to 30 Notional hours.
5. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

Fashion communication, is essential for conveying brand identity, engaging consumers, driving trends, and fostering meaningful connections between creators and consumers, ultimately impacting sales and shaping industry dynamics. This course covers the fundamental aspects of fashion communication and the entire life-cycle of fashion product creation to make consumers aware of it. The course equips students with the skills to effectively convey product identity and marketing strategies through a unified platform and appropriate methods.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following COs on completion of course based learning.

CO1 - Use the fundamentals of fashion communication and its role in the fashion industry.

CO2 - Interpret fashion communication, identify key roles, and apply reporting techniques to engage effectively in the industry.

CO3 -Identify specialized areas in fashion communication for promoting fashion products.

CO4 - Implement various fashion communication channels and their applications in promoting fashion products,

CO5 - Analyze promotional strategies and assess fashion marketing types to understand their role in effective fashion communication.

CO6-Apply Fashion Communication and Visual Merchandising in promotion of fashion products.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT - I INTRODUCTION TO FASHION COMMUNICATION. (CL Hrs-10, Marks-12)				
1.	<p>TLO 1.1 Explain the term “Fashion Communication, Trend Forecasting, brands”.</p> <p>TLO 1.2 State the advantages and disadvantages of the Fashion Communication.</p> <p>TLO 1.3 State the structure in given Fashion Communication business.</p> <p>TLO 1.4 Explain the importance of Fashion Communication.</p> <p>TLO 1.5 Explain the Technological advancements in Communication.</p> <p>TLO 1.6 Outline the various carrier opportunities Fashion Communication</p> <p>TLO 1.7 Use Trend Forecasting in Fashion Communication.</p>	<p>1.1 Definition and evolution of fashion communication</p> <p>1.2 Need and demand-based communication.</p> <p>1.3 Advantages and disadvantages of fashion communication.</p> <p>1.4 Structure of fashion communication Organization.</p> <p>1.5 Use of Trend Forecasting in Fashion Communication.</p> <p>1.6 Types of Fashion Communication.</p> <p>1.7 Technological advancements in Communication.</p> <p>1.8 Linkage between Brands and Fashion Communication.</p> <p>1.9 Carrier Opportunities in Fashion Communication.</p>	Classroom Presentations Lecture Using Chalk-Board Collaborative learning	CO1
UNIT - II SCOPE OF THE FASHION COMMUNICATION & FASHION REPORTS. (CL Hrs-12, Marks-11)				
2	<p>TLO 2.1 Explain the term “Fashion Communication Barriers”.</p> <p>TLO 2.2 Identify usage of Fashion Communication.</p> <p>TLO 2.3 Explain the role and responsibilities of fashion communicators.</p> <p>TLO 2.4 Describe Importance of human resources (HR) associated in Fashion Communication.</p> <p>TLO 2.5 List the name of fashion communication change agents and their role.</p> <p>TLO 2.6 Identify the parameters of writing fashion reports.</p>	<p>2.1 Fashion Communication Barriers and Limitations.</p> <p>2.2 Usage of Fashion Communication.</p> <p>2.3 Role and Responsibilities of fashion communicators</p> <p>2.4 Importance of human resources (HR) associated in Fashion Communication</p> <p>2.5 Agents of Fashion Communication:-</p> <p>2.5.1 Fashion Designer</p> <p>2.5.2 Fashion journalist and writers</p> <p>2.5.3 Fashion stylist</p> <p>2.5.4 Public Relations Office/agencies</p> <p>2.5.5 Fashion photographers</p> <p>2.5.6 Fashion magazine and publications</p> <p>2.5.7 Fashion Reporters</p> <p>2.5.8 Magazine and Feature Writing</p> <p>2.5.9 Fashion Association</p> <p>2.5.10 Modeling Agencies</p> <p>2.5.11 Fashion Columnist</p> <p>2.5.12 Fashion Editor</p> <p>2.6 Fashion reports :</p> <p>2.6.1 Purpose of fashion reports</p> <p>2.6.2 Parameters of reports</p> <p>2.6.3 Data collection methods</p> <p>2.6.4 Data analysis for parameter</p> <p>2.7 Types of Fashion Report : Trend Report, Show report</p>	Classroom Presentations Lecture Using Chalk-Board , PPT	CO2

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT - III AREAS OF FASHION COMMUNICATION (CL Hrs-10, Marks-12)				
3	<p>TLO 3.1 Explain the term Fashion styling, Fashion Journalism, Visual Communication, Fashion Brand Management, Fashion Trend Analysis and Forecasting.</p> <p>TLO 3.2 Outline the Importance of Fashion styling, Fashion Journalism, Fashion Photography, Visual Communication, Fashion Brand Management, Fashion Trend Analysis and Forecasting.</p> <p>TLO 3.3 Explain the need of Fashion styling, Fashion Journalism, Fashion Photography, Visual Communication, Fashion Brand Management, Fashion Trend Analysis and Forecasting.</p> <p>TLO 3.4 Differentiate between Fashion Styling and Fashion Journalism.</p>	<p>3.1 Introduction, need and Importance of the following specialized areas of Fashion Communication.</p> <p>3.2 Fashion Styling</p> <p>3.3 Fashion Journalism</p> <p>3.4 Fashion Photography</p> <p>3.5 Visual Communication related to fashion products</p> <p>3.6 Fashion Marketing and Advertising</p> <p>3.7 Fashion Brand Management</p> <p>3.8 Fashion Trend Analysis and Forecasting.</p> <p>3.9 Digital Media and E-Commerce in fashion.</p>	Classroom Presentations Lecture Using Chalk-Board , PPT	CO3
UNIT - IV FASHION COMMUNICATION CHANNELS (CL Hrs-10, Marks-12)				
4	<p>TLO 4.1 Explain the term “Fashion Communication Channels, Fashion Calendar, Fashion Weeks, Look Books”.</p> <p>TLO 4.2 Enlist the various Communication Channels Used.</p> <p>TLO 4.3 Outline the importance of Fashion show in promoting fashion products.</p> <p>TLO 4.4 Explain the importance of Fashion Weeks.</p> <p>TLO 4.5 Explain the importance of Exhibitions, and showcases in Fashion Communication.</p> <p>TLO 4.6 Explain the usage of Look Book used in Fashion Communication.</p> <p>TLO 4.7 Analyse the importance of Websites and Social Media.</p> <p>TLO 4.8 Identify Fashion Communication Channels used for promoting the given fashion product.</p>	<p>4.1 Fashion Communication Channels- Definition, Uses and applications for promoting fashion products.</p> <p>4.1.1 Fashion Shows</p> <p>4.1.2 Fashion Calendar</p> <p>4.1.3 Fashion Weeks</p> <p>4.1.4 Exhibitions and showcases.</p> <p>4.1.5 Window Displays</p> <p>4.1.6 Trade Shows and Fairs</p> <p>4.1.7 Look Books</p> <p>4.1.8 Print Medias</p> <p>4.1.9 Websites and aggregators</p> <p>4.2 Applications of Social Media in Fashion Communication</p> <p>4.2.1 Content Writing</p> <p>4.2.2 Social Media Management</p> <p>4.2.3 Image and Video Creation & Editing</p> <p>4.2.4 Platforms Used: Instagram, Facebook And Snap chat.</p>	Classroom Presentations Lecture Using Chalk-Board , PPT	CO4

Sr. No	Theory Learning Outcomes (TLO's) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant Cos
UNIT - V MARKETING STRATEGIES USED BY FASHION BRANDS (CL Hrs-10, Marks-12)				
5	<p>TLO 5.1 Explain the term, advertising, Guerrilla Marketing.</p> <p>TLO 5.2 Enlist the Promotional Strategies used by fashion brands.</p> <p>TLO 5.3 State the Advantages- and disadvantages of sales Promotion techniques used in Fashion Communication.</p> <p>TLO 5.4 Explain the importance of public relations in Fashion Communication.</p> <p>TLO 5.5 Explain the importance of Personal Selling in Fashion Communication.</p> <p>TLO 5.6 Explain the usage of Direct, Content, Influencer and Affiliated Marketing.</p> <p>TLO 5.7 Explain the Omni Channels in Fashion Communication.</p> <p>TLO 5.8 Identify the Marketing Strategies used by Fashion Brands</p>	<p>5.1 Importance, Advantages and disadvantages of following Promotional Strategies used by Fashion brands</p> <p>5.1.1 Advertising</p> <p>5.1.2 Sales Promotion Techniques for fashion products</p> <p>5.1.3 Public Relations</p> <p>5.1.4 Personal Selling (person to person)</p> <p>5.2 Types of fashion marketing in fashion communication :</p> <p>5.2.1 Direct Marketing</p> <p>5.2.2 Influencer Fashion Marketing</p> <p>5.2.3 Guerrilla Marketing</p> <p>5.2.4 Omni Channels</p>	<p>Video Demonstrations</p> <p>Demonstration</p> <p>Flipped Classroom</p> <p>Presentations</p> <p>Lecture Using Chalk-Board</p>	CO5
UNIT - VI FASHION COMMUNICATION AND VISUAL MERCHANDISING (CL Hrs-12, Marks-11)				
	<p>TLO 6.1 Explain the term, Visual Merchandising.</p> <p>TLO 6.2 Explain role of Store Design and Layout in fashion communication.</p> <p>TLO 6.3 Outline the importance of Fixture and Minimum Display Quantity (MDQ).</p> <p>TLO 6.4 Explain the Types of Communication Using Visual Merchandising.</p> <p>TLO 6.5 Apply Fashion Communication and Visual Merchandising in promotion of the given fashion product.</p> <p>TLO 6.6 Explain different types of communication using visual merchandising.</p>	<p>6.1 Role of Visual Merchandising in Fashion Communication.</p> <p>6.2 Importance of Store Design and Layout in Fashion Communication.</p> <p>6.3 Role of In-store Displays in promoting fashion products.</p> <p>6.4 Importance of Fixture and Minimum Display Quantity (MDQ) used in Visual Merchandising.</p> <p>6.5 Different Types of Communications Using Visual Merchandising :</p> <p>6.5.1 Product communication</p> <p>6.5.2 Brand Communication</p> <p>6.5.3 Promotional Communication</p> <p>6.5.4 Informational Communication</p> <p>6.5.5 Interactive Communication</p>	<p>Video Demonstrations</p> <p>Demonstration</p> <p>Flipped Classroom</p> <p>Lecture Using Chalk-Board</p> <p>Presentations</p>	CO6

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1: Prepare PowerPoint presentation of any brand.	Prepare a PPT on online/Offline channel retailing of any one brand	2	CO1
2	LLO 2.1: Collect information of agencies.	Collect Information of Two identified fashion Agencies	2	CO1,CO6
		Prepare a PPT on Media Laws and Ethics		
3	LLO 3.1: Apply the concept to write a magazine for apparel fashion brand.	Write one page article for magazine for an apparel fashion brand	2	CO1,CO6
		Develop a Blog to promote Indian art and Craft		
		Prepare a report on fashion/apparel trade fair highlights specified aspects		
4	LLO 4.1: Apply the concept of report writing for Film fair Award /Beauty	Write a report on Film fair Award /Beauty pageant by incorporating Photographs and keywords.	2	CO1,CO6
5	LLO 5.1: Apply the knowledge of fashion photography.	Perform Photo shoot of models on live event background.	3	CO1,CO6
		Perform photo editing of photo shoot for enhancing presentation		
		Develop a Portfolio of Edited Photos		
		Write a review of celebrities attire/garment for press release of current trend		
6	LLO 6.1: Apply the concept of look book for client.	Create a look book for a product/Client	3	CO1,CO6
		Group Discussion on Fashion Influencing on society		
		Arrange Display on Nonverbal Communication		
7	LLO 6.1: Apply the knowledge of fashion communication to make a micro projects.	Complete a micro project based on guidelines	2	CO1,CO6

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)**Micro project**

- Analyse a fashion firm for the challenges, opportunities, and current trends shaping the fashion communication landscape of the firm. write a summary of lacuna's and formulate solutions to remove the lacuna
- Produce a fashion editorial spread for a magazine or online publication based on steps of conceptualizing a theme, styling models, selecting locations, and capturing high-quality images that communicate the desired message.
- Create and maintain a fashion blog/online fashion communication platforms to analyze the current fashion trends, review collections, and discuss fashion-related topics.
- Research and analyze a fashion brand's identity, target audience, marketing strategies, and communication channels, also present and discuss findings and recommendations to improve communication
- Develop a social media campaign for a fashion brand or a specific collection using creating content platforms like Instagram, Facebook, TikTok, or Pinterest.

Assignment

- Assignment Identify emerging fashion trends and create a trend forecasting report predicting future trends in apparel, accessories, colors, and styles.
- Attend a local fashion show or watch a recorded fashion show online and write a review analyzing the collection, the designer's inspiration, the styling, and the overall presentation.
- Analyze a past fashion communication campaign (e.g., advertising campaign, runway show, influence r collaboration) and assess its effectiveness in achieving its objectives. Identify strengths and weaknesses and propose alternative strategies for improvement
- Design and create a visual merchandising display for a retail store or window on the basis of factors such as branding, product placement, and customer experience to attract and engage shoppers.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED- NA**VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)**

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
1	I	Introduction to fashion communication.	CO1	12	2	6	6	14
2	II	Scope of the fashion communication & fashion reports	CO2	11	2	4	4	10
3	III	Areas of fashion communication	CO3	12	2	4	4	10
4	IV	Fashion communication channels	CO4	12	2	6	6	14
5	V	Marketing strategies used by fashion brands	CO5	12	2	4	6	12
6	VI	Fashion communication and visual merchandising	CO6	11	2	4	4	10
Grand Total				70	12	28	30	70

IX.ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work	1. End Term Exam 2. Micro-project 3. Oral Examination

X. SUGGESTED COS- POs MATRIX FORM

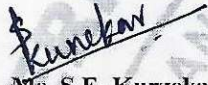

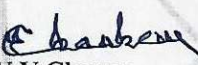
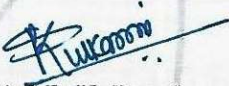
Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	1	-	1	-	1	1	1	1
CO2	3	1	-	-	1	1	1	1	1
CO3	3	-	-	-	-	-	-	1	1
CO4	3	1	1	1	-	1	-	1	1
CO5	3	2	1	1	1	1	1	1	1
CO6		2	1	2	2	2	2	1	1
Legends:- High:03, Medium:02, Low:01, NoMapping: - *PSOs are to be formulated at the institute level									

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	Gaynor Lea-Greenwood	Fashion Marketing Communications	Wiley-Blackwell, ISBN: 9781118496176
2	Mike Easey	Fashion Marketing	Wiley-Blackwell, ISBN: 9781405139533
3	Kenneth H. Mills, Judith E. Paul, Kay B. Moormann	Applied Visual Merchandising	Prentice Hall, ISBN: 9780130433732
4	Joseph Weishar	The Aesthetics of Merchandise Presentation	St Media Group, ISBN: 10 0944094473
5	Mary Lynn Damhorst	Meaning of Dress	Fairchild Publication, ISBN:9781609012786
6	Byoungcho Jin, Elena Cedrola	Fashion Branding and Communication	Palgrave Pivot, ISBN: 13978-1137523426
7	Malcolm Barnard	Fashion as Communication, Second Edition	Routledge, ISBN: 13 978- 0415260183

XIII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	www.videmo.com	For Virtual sample
2.	www..fiber to fashion.com	Latest Fashion Trends and Inf
3.	www.Digital marketing strategies for fashion and luxury brands.	Identify Digital marketing strategies.
4.	http://Social media management	Understand social media management.

Name & Signature:  Ms. S.E. Kurzekar Lecturer - DDGM		Name & Signature:  Mrs. P.V. Toshniwal Lecturer – DDGM	
Name & Signature:  Dr. Y.V. Chavan (Programme Head)		(Course Experts) Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE**'120 – NEP' SCHEME**

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	QUALITY STANDARD IN APPAREL MANUFACTURING
COURSE CODE	DD41205
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Paper Duration	Assessment Scheme										Total Marks
			Actual Contact Hrs./Week			SLH	NLH	Theory				Based on LL & TSL				Based on SL					
			CL	TL	LL			Practical													
								FA-TH			SA-TH	Total		FA-PR		SA-PR		SLA			
														Max	Min	Max	Min	Max	Min	Max	
DD41205	QUALITY STANDARD IN APPAREL MANUFACTURING	DSC	4	0	0	0	4		3	30	70* #	100	40	0	0	0	0	0	0	100	

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The apparel industry is a big business, and the economy benefits greatly from the manufacture of high-quality clothing due to the increased demand for such goods. For students to operate effectively in the clothing manufacturing facility, this course will provide knowledge on adherence to safety standards, labeling laws, garment quality control rules, and production principles and methods in order to satisfy client expectations and standards. The course knowledge will ensure compliance with regulatory requirements, such as safety standards and labeling regulations to meet customer expectations and standards.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

CO1 - Identify the dimension of quality and inspection.

CO2 - Apply various techniques of cutting and marker planning for efficient fabric usage in various garment industries.

CO3 - Analyze the technical details of various apparel sewing based on feed mechanisms and machines in sewing department.

CO4 - Analyze quality data to identify various areas for apparel quality improvement.

CO5 - Select various packaging method based on garment products and labels.

CO6-Evaluate the flammability technique for apparel.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT 1. Introduction of quality and inspection (12hrs,18marks)				
1	<p>TLO 1.1 Explain hierarchy of quality department and its functions.</p> <p>TLO 1.2 Enlist quality elements and its primary & secondary quality indicators.</p> <p>TLO 1.3 Explain quality check points during garment production, pre-shipment and acceptance sampling.</p> <p>TLO 1.4 Explain in brief different stages of quality control in apparel industry .</p> <p>TLO 1.5 Examine fabric quality & differentiate different point systems.</p> <p>TLO 1.6 Collect quality data for identification of areas of quality improvement in the given garment.</p> <p>TLO 1.7 Analyze quality data to identify areas of quality improvement in the given garment</p>	<p>1.1 Introduction of quality</p> <p>1.1.1 Definition of Quality</p> <p>1.1.2 Importance of Quality</p> <p>1.2 Types of Inspection</p> <p>1.2.1 Pre-production inspection</p> <p>1.2.2 Raw material inspection</p> <p>1.2.3 Fabric weight</p> <p>1.2.4 Dimensional stability</p> <p>1.2.5 Pilling resistance and pile retention</p> <p>1.2.6 Stretch recovery</p> <p>1.2.7 Garment accessories components-button, sewing thread</p> <p>1.3 In process inspection</p> <p>1.3.1 Spreading</p> <p>1.3.2 Cutting</p> <p>1.3.3 Sewing</p> <p>1.3.4 Pressing</p> <p>1.3.5 Finishing.</p> <p>1.4 Final Inspection</p> <p>1.4.1 Overall appearance</p> <p>1.4.2 Sizing</p> <p>1.4.3 Garment Fitting</p> <p>1.5 Defects in woven and Knitted Fabrics</p> <p>1.5.1 Bow and skewers in woven and knitted</p> <p>1.5.2 Distortion of yarn</p>	Lecture Using Chalk-Board. Video Demonstrations Presentations	CO1
UNIT 2. Quality Management (12hrs,12marks)				
2	<p>TLO 2.1 Summarize the managing quality through inspection.</p> <p>TLO 2.2 Elaborate the managing quality through testing.</p> <p>TLO 2.3 State the benefits of seven tools of quality.</p>	<p>2.1 Managing quality through inspection</p> <p>2.2 Managing quality through Testing</p> <p>2.3 Seven tools of quality</p> <p>2.3.1 Cause-and-effect diagram</p> <p>2.3.2 Check sheet</p> <p>2.3.3 Histogram</p> <p>2.3.4 Pareto chart</p> <p>2.3.5 Scatter diagram</p> <p>2.3.6 Stratification</p> <p>2.4 Lean manufacturing</p> <p>2.4.1 Benefits of Lean manufacturing</p>	Presentations Lecture Using Chalk-Board Video Demonstrations	CO2

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT 3 Apparel Standards (10hrs,10 marks)				
3	TLO 3.1 State the benefits of standards. TLO 3.2 Identify the sources of standards. TLO 3.3 Describe the ISO 9000 Principles. TLO 3.4 State ISO 9000 Advantages.	3.1 Introduction for Apparel Standards 3.1.1 Benefits of Standards 3.1.2 Levels of Standards 3.1.3 Sources of Standards 3.1.4 ISO 9000 series Standards 3.1.5 ISO 9000 Principles 3.1.6 ISO 9000 Advantages	Video Demonstrations Presentations Lecture Using Chalk-Board	CO3
UNIT 4 Labeling of apparel and Shade sorting (12 hrs,12marks)				
4	TLO 4.1 Enlist the types of labels used in garment. TLO 4.2 State ISO and ASTM Care symbols. TLO 4.3 Define shade sorting. TLO 4.4 Explain the process of shade sorting. TLO 4.5 Name the tools used for color measuring. TLO 4.6 Explain the types and functions of packaging used in apparel industry.	4.1 Types of labels used in garments 4.1.1 ISO Care symbols 4.1.2 ASTM Care symbols 4.1.3 Brand label 4.1.4 Size label 4.1.5 Content / Fiber label 4.1.6 Hang tags 4.2 Fabrics used in labels 4.3 Shade Sorting 4.3.1 Process of shade sorting 4.3.2 Instrumental shade sorting 4.3.3 Color majoring instruments 4.4 Functions of packaging, types of package, garment packaging material. shipment packaging, vacuum packaging. FPT & GPT tests.	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO4

Sr. No	Theory Learning Outcomes (TLO's) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant Cos
UNIT –V Textile Testing (CL Hrs-14, Marks-18)				
5	TLO 5.1 State the types of textile testing. TLO 5.2 Describe chemical testing on garment. TLO 5.3 Explain physical testing on garment. TLO 5.4 Enlist various types of garment testing. TLO 5.5 Describe strength properties of apparel. TLO 5.6 Summarize fabric stretch properties. TLO 5.7 State the process of abrasion resistance. TLO 5.8 State the process of button testing. TLO 5.9 Mention the process of zipper and sewing thread testing.	5.1 Types of Textile Testing 5.1.1 Testing of yarn 5.1.2 Basics of yarn numbering system count-tex-Deniers. 5.1.3 Yarn strength 5.2 Testing of Fabrics 5.2.1 Chemical Testing 5.2.2 Colour fastness to washing , and dry cleaning 5.2.3 Stain release 5.2.3 Water Resistance and Water Repellency. 5.2.4 Physical Testing 5.2.5 Tensile Testing 5.2.6 Tearing Testing 5.2.7 Crease Recovery Testing 5.2.8 Pilling Testing 5.2.9 Drape testing 5.3 Testing of Garments 5.3.1 Precision accuracy of Test method 5.3.2 Strength properties of apparel 5.3.3 Atmospheric conditions for testing 5.3.4 Fabric stretch properties 5.3.5 Dimensional changes in Apparel due to laundering, dry-cleaning, steaming and pressing 5.3.6 Abrasion Resistance 5.3.7 Testing of Buttons 5.3.8 Testing of Zippers 5.3.9 Testing sewing threads 5.4 Flammability of clothing textile	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO5

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

NA

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

NA

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

NA

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
1	I	Introduction of quality and inspection	CO1	12	6	6	6	18
2	II	Quality Management	CO2	12	4	4	4	12
3	III	Apparel Standards	CO3	10	2	4	4	10
4	IV	Labeling of apparel and Shade sorting	CO4	12	4	4	4	12
5	V	Textile Testing	CO5	14	6	6	6	18
Grand Total				60	22	24	24	70

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work 7. Seminar/Presentation	1. End Term Exam 2. Micro-project 3. Tutorial Performance

X. SUGGESTED COs- POs MATRIX FORM

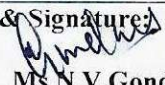

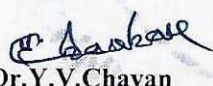

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	-	2	2	2	1	2	3	3
CO2	3	-	2	2	3	1	2	3	3
CO3	3	3	2	2	3	1	2	3	3
CO4	1	-	-	3	3	1	2	3	3
CO5	3	2	2	2	3	1	3	3	3
Legends:- High:03, Medium:02, Low:01, NoMapping: - *PSOs are to be formulated at the institute level									

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Autho	Title	Publisher
1	Pradip V Meheta ,Satish K Bharadwaj -New Age International Publication	Managing Quality in the Apparel Industry	ISBN:9788122434286
2	Harold Carr and Barbara Latham, Blackwell Science, Oxford	The Technology of Clothing Manufacture	ISBN:9780632021932
3	Grover. E.B, Hamby .D.C Textile book publisher,1960	Hand book of Textile Testing and Quality Control	ISBN:9780783734460

XIII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	www.textilelearner.blogspot.com/2012/02/fabric-strength-tester-determination-of.html	Tear test
2.	https://www.textilemates.com/bowing-skewing-problems-fabric/	Bowing test

Name & Signature:  Ms.N.V.Gondane Lecturer – DDGM		 Dr. Mrs. S.N.Shinde Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr.Y.V.Chavan (Programme Head)		Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)	

ELECTIVE-I (ANY 1)

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	BRAND BUILDING
COURSE CODE	DD51205
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme											Total Marks
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL				
													Practical								
			CL	TL	LL					FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA			
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min										
DD51205	BRAND BUILDING	AEC	3	0	2	1	6	3	3	30	70	100	40	25	10	25#	10	25	10	175	

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

Fashion Brand Building plays a crucial role in diploma programmes by providing students with the essential knowledge of creating, developing, and managing strong fashion brands in a competitive market. It fosters understanding of brand identity, equity, positioning, and communication tailored to consumer preferences and cultural contexts. The course sharpens strategic thinking through case studies, market research, and practical branding exercises. It also highlights the significance of sustainability, ethics, and crisis management in modern branding practices. This syllabus prepares students to craft compelling brand stories and lead brand strategies in domestic and international fashion industries.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

CO1 – Define fashion branding concepts and their role in brand identity and perception.

CO2 – Analyze brand elements to craft a distinct positioning strategy.

CO3 – Apply consumer insights and segmentation for targeted brand strategies.

CO4 – Evaluate brand equity and develop loyalty and sub-brand strategies.

CO5 – Compare global vs. local branding and propose culturally aware strategies.

CO6 – Assess ethical branding to address crises and manage brand reputation.

IV.THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
Section-I				
UNIT I- INTRODUCTION TO BRANDING (CL Hrs-10, Marks-12)				
1.	TLO 1.1 Define branding and why it is important in today's market. TLO 1.2 How do various definitions explain the nature of a brand? TLO 1.3 Enlist the different types of brands (e.g., product, service, personal), and how they function. TLO 1.4 Describing the function of brand management within the marketing mix. TLO 1.5 Outlining the primary objectives of brand management, including brand building, positioning, and sustainability. TLO 1.6 Discuss the strategic advantages offered by strong brands in the marketplace. TLO 1.7 Interpret the financial value of brands through concepts like brand equity, price premiums, and customer loyalty. TLO 1.8 Analyse the methods used for the financial valuation of brands and their business relevance.	1.1 Branding: Meaning, Definition, and Nature 1.1.1 Introduction to branding and its significance. 1.1.2 Key definitions and the nature of brands. 1.1.3 Types of brands: Product Brands, Service Brands, Personal Brands, etc. 1.2 Brand Management: Meaning and Objectives 1.2.1 The role of brand management in the marketing mix. 1.2.2 Objectives of brand management: Building, positioning, and sustaining brands. 1.3 Marketing Advantages of Strong Brands and Financial Brand Value 1.3.1 How strong brands contribute to business success. 1.3.2 Financial benefits: Brand equity, price premiums, and customer loyalty. 1.3.3 Valuation of brands in financial terms	Improved Lecture Tutorial Assignment Demonstration Simulation	CO1
UNIT II- CONSUMER PERCEPTION AND BEHAVIOR IN BRANDING (CL Hrs-10, Marks-12)				
2	TLO 2.1 List the Factors Influencing Consumer Perception. TLO 2.2 Explain how consumers perceive brands through sensory and cognitive channels. TLO 2.3 Identify cultural, social, and personal factors that affect brand perception. TLO 2.4 Distinguish between emotional and rational appeals in	2.1 Factors Influencing Consumer Perception 2.1.1 How consumers perceive brands through sensory and cognitive channels 2.1.2 Cultural, social, and personal factors affecting perception. 2.1.3 The role of emotional and rational appeal in branding.	Improved Lecture Tutorial Assignment Demonstration Simulation	CO2

	<p>branding.</p> <p>TLO 2.5 Describe key consumer behavior models relevant to branding.</p> <p>TLO 2.6 Examine the influence of attitudes, beliefs, and motivations on consumer choices</p> <p>TLO 2.7 List the factors that create unpredictability in consumer behaviour.</p> <p>TLO 2.8 Recognise psychological barriers and external influences on buying decisions.</p> <p>TLO 2.9 Suggest strategies to manage unpredictability in branding.</p>	<p>2.2 Models of Consumer Behavior</p> <p>2.2.1 Understanding consumer behavior models in the context of branding (e.g., AIDA Model, Maslow's Hierarchy of Needs, etc.)</p> <p>2.2.2 Influence of attitudes, beliefs, and motivations on consumer choices</p> <p>2.3 Challenges in Predicting Consumer Behavior</p> <p>2.3.1 Factors that make consumer behavior unpredictable in the marketplace</p> <p>2.3.2 Psychological barriers and external influences on behaviour</p> <p>2.3.3 Approaches for managing unpredictability in branding strategy</p>		
<p align="center">UNIT III- BRANDING TOOLS AND STRATEGY (CL Hrs-10, Marks-12)</p>				
3	<p>TLO 3.1 Identify key branding tools such as logo design, packaging, advertising, and sponsorships.</p> <p>TLO 3.2 Explain the role of digital tools like social media and websites in brand building.</p> <p>TLO 3.3 Enlist and explain the 4Ps (Product, Price, Place, Promotion) in branding.</p> <p>TLO 3.4 Explain the BCG chart to check brand growth.</p> <p>TLO 3.5 Explain the basic SWOT analysis used for a brand.</p> <p>TLO 3.6 Compare brands with competitors using benchmarking</p> <p>TLO 3.7 Identify the importance of customer needs.</p> <p>TLO 3.8 Explain how the research helps in making the branding plans.</p> <p>TLO 3.9 List the steps in managing a brand.</p> <p>TLO 3.10 Explain the Long-term brand planning and sustainability.</p> <p>TLO 3.11 Define Brand Equity.</p> <p>TLO 3.12 Explain how to manage Brand Equity to ensure brand value for the future.</p>	<p>3.1 Tools for Marketing and Branding</p> <p>3.1.1 Introduction to key branding tools: Logo design, packaging, advertising, sponsorships</p> <p>3.1.2 Importance of digital tools in brand building (social media, websites, etc.)</p> <p>3.2 Marketing Mix, BCG Charts, SWOT Analysis, Benchmarking</p> <p>3.2.1 Application of the 4Ps in branding strategy</p> <p>3.2.2 Using the BCG matrix to analyse brand growth potential</p> <p>3.2.3 SWOT analysis for strategic brand planning Benchmarking against competitors in brand positioning</p> <p>3.3 Market Research and the Creation of a Branding Strategy</p> <p>3.3.1 Understanding consumer needs and preferences through market research</p> <p>3.3.2 Integrating research into branding strategy development</p> <p>3.3.3 Approaches for data-driven brand decision-making</p> <p>3.4 Strategic Brand Management Process</p> <p>3.4.1 Steps in managing a brand: Brand positioning, brand architecture, brand communication</p> <p>3.4.2 Long-term brand planning and sustainability</p> <p>3.4.3 Managing brand equity over time</p>	Improved Lecture Tutorial Assignment Demonstration Simulation	CO3

Section II

Unit IV- BRAND EQUITY AND LOYALTY

(CL Hrs-10, Marks-12)

4	<p>TLO 4.1 Enlist the components of Brand Equity.</p> <p>TLO 4.2 Differentiate between measuring brand equity in fashion using qualitative and quantitative tools.</p> <p>TLO 4.3 Explain the role of consumer perception and brand awareness.</p> <p>TLO 4.4 Explain brand loyalty and why it is important.</p> <p>TLO 4.5 Show how emotional branding helps connect with customers.</p> <p>TLO 4.6 Identify loyalty programs and ways to keep customers coming back.</p> <p>TLO 4.7 Give examples of successful fashion brand partnerships</p> <p>TLO 4.8 Explain the legal and business points in brand licensing and co-branding.</p>	<p>4.1 Understanding Brand Equity and Its Components</p> <p>4.1.1 Measuring brand equity in fashion using qualitative and quantitative tools</p> <p>4.1.2 Role of consumer perception and brand awareness</p> <p>4.2 Brand Loyalty: Meaning, Benefits, and Strategies</p> <p>4.2.1 Emotional branding and customer connection</p> <p>4.2.2 Loyalty programs and customer retention tactics</p> <p>4.3 Co-Branding, Brand Licensing, and Collaborations in Fashion</p> <p>4.3.1 Case studies of successful fashion collaborations (e.g., H&M x Designer)</p> <p>4.3.2 Legal and strategic considerations in brand licensing.</p>	<p>Improved Lecture Tutorial Assignment Demonstration Simulation</p>	CO4
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UNIT V- BRANDING IN GLOBAL FASHION MARKETS

(CL Hrs-10, Marks-12)

5	<p>TLO 5.1 Differentiate between global and local fashion brand strategies.</p> <p>TLO 5.2 Give examples of international brands and local fashion labels.</p> <p>TLO 5.3 Explain the Challenges and Strategies in branding.</p> <p>TLO 5.4 Identify cultural and legal challenges in global branding.</p> <p>TLO 5.5 Define the terms trademark, copyright and IP Protection.</p> <p>TLO 5.6 Explain the basics of protecting brand ideas.</p>	<p>5.1 Global Fashion Brands vs. Local Fashion Labels</p> <p>5.1.1 Key differences in strategy, positioning, and consumer targeting.</p> <p>5.1.2 Global brand examples vs. niche regional labels</p> <p>5.2 Challenges and Strategies in International Fashion Branding</p> <p>5.2.1 Brand consistency vs. localization</p> <p>5.2.2 Navigating regulatory and cultural differences</p> <p>5.3 Legal Aspects: Trademark, Copyright, and IP Protection</p> <p>5.4 Managing Cross-Cultural Branding and Communication</p>	<p>Improved Lecture Tutorial Assignment Demonstration Simulation</p>	CO5
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UNIT VI- ETHICAL, SUSTAINABLE & CRISIS BRANDING
(CL Hrs-10, Marks-10)

6	<p>TLO 6.1 Explain the role of diversity and inclusion in branding.</p> <p>TLO 6.2 Explain the need for transparency in sourcing and supply chains.</p> <p>TLO 6.3 Identify signs of greenwashing in fashion brands.</p> <p>TLO 6.4 Recognize trusted sustainability certifications and standards.</p> <p>TLO 6.5 Describe how corporate social responsibility (CSR) builds brand image.</p> <p>TLO 6.6 List steps to manage brand crises and respond to public criticism.</p> <p>TLO 6.7 Explain when a brand should rebrand and how to do it.</p> <p>TLO 6.8 Show how old brands can be brought back for modern customers.</p>	<p>6.1 Ethical Issues in Fashion Branding: Inclusivity, Transparency</p> <p>6.1.1 Diversity in branding campaigns</p> <p>6.1.2 Transparency in supply chains and sourcing</p> <p>6.2 Understanding Greenwashing and Authentic Sustainability</p> <p>6.2.1 How to identify greenwashing in fashion</p> <p>6.2.2 Certifications and standards for sustainable fashion</p> <p>6.3 Role of CSR in Fashion Brand Reputation</p> <p>6.4 Handling Brand Crises and Public Backlash</p> <p>6.5 Rebranding and Brand Revival Strategies</p> <p>6.5.1 When and how to rebrand a fashion label</p> <p>6.5.2 Reviving legacy brands for modern consumers</p>		
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V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	<p>LLO 1.1: Identify the target market and positioning strategy of each brand.</p> <p>LLO 1.2: Analyze how product, pricing, and communication differ between the brands.</p> <p>LLO 1.3: Compare how brand values and customer perceptions influence positioning.</p>	Compare the brand positioning of two leading fashion brands (e.g., Zara vs. Fabindia).	2	CO1
2	<p>LLO 2.1: Understand the key elements of a brand story.</p> <p>LLO 2.2: Describe the values and mission of a sustainable brand.</p> <p>LLO 2.3: Create a compelling brand story that appeals to Gen Z consumers.</p>	Draft a brand story for a hypothetical sustainable fashion brand targeting Gen Z.	2	CO1
3	<p>LLO 3.1: Identify the purpose and function of a logo and tagline.</p> <p>LLO 3.2: Use basic design principles to create a simple fashion logo.</p> <p>LLO 3.3: Develop a short tagline that reflects the brand identity.</p>	Design a basic logo and tagline for a new fashion start-up.	2	CO1

4	LLO 4.1: Collect visual elements that reflect a brand's identity. LLO 4.2: Arrange colors, textures, and themes in a cohesive layout. LLO 4.3: Present the mood board to explain brand style and mood.	Create a mood board representing the visual identity of an existing fashion brand.	2	CO2
5	LLO 5.1: Understand what brand archetypes are. LLO 5.2: Match each fashion brand with its corresponding archetype. LLO 5.3: Explain how archetypes shape brand personality and communication.	Identify and explain the brand archetype for 3 fashion labels.	2	CO2
6	LLO 6.1 Identify key personality traits that define a fashion brand. LLO 6.2 Describe the voice, tone, and behaviour of the selected brand. LLO 6.3 Explain how a strong personality builds emotional connections with consumers.	Write a brand personality profile for your chosen or invented brand.	2	CO2
7	LLO 7.1 Identify common traits of the brand's target customers. LLO 7.2 Create detailed personas with demographics and lifestyle details. LLO 7.3 Use the personas to guide branding and communication decisions.	Create customer personas for a niche fashion brand (e.g., streetwear, eco-fashion).	2	CO3
8	LLO 8.1 Draft survey questions focusing on brand awareness and satisfaction. LLO 8.2 Design a simple and user-friendly survey layout. LLO 8.3 Plan how to analyze responses for marketing insights.	Prepare a basic survey to understand consumer perception of a fashion brand.	2	CO3
9	LLO 9.1 Identify market segments based on consumer characteristics. LLO 9.2 Define specific target audiences for each brand. LLO 9.3 Explain how the brands are positioned to appeal to their markets.	Map out the segmentation, targeting, and positioning (STP) for 2 Indian fashion brands.	2	CO3
10	LLO 10.1 Understand key components of brand equity. LLO 10.2 Compare luxury and mass-market brands in terms of value and loyalty. LLO 10.3 Prepare a brief report showing major brand equity differences.	Analyze and report brand equity elements of a luxury vs. mass-market brand.	2	CO4
11	LLO 11.1 Identify the parent brand and define the sub-brand's focus. LLO 11.2 Design brand elements like logo, name, and positioning for the sub-brand. LLO 11.3 Explain how the sub-brand appeals to a new audience while supporting the main brand.	Design a sub-brand under a major fashion house with a distinct target audience.	2	CO4

12	LLO 12.1 Select two suitable brands for a collaborative campaign. LLO 12.2 Develop a creative product or campaign idea for the partnership. LLO 12.3 Explain the mutual benefits and branding outcomes of co-branding.	Propose a co-branding idea between a fashion and a non-fashion brand (e.g., apparel + tech).	2	CO4
13	LLO 13.1 Research brand adaptations made in different regions. LLO 13.2 Identify cultural, legal, and marketing changes in each country. LLO 13.3 Analyze how localization supports global brand success.	Examine how one global brand adapts across three different countries.	2	CO5
14	LLO 14.1 Identify three Indian fashion brands with IP registrations or disputes. LLO 14.2 Understand the importance of trademark and copyright in branding. LLO 14.3 Explain legal issues and how they affect brand value.	Identify 3 Indian fashion brands with registered trademarks or copyright issues.	2	CO5
15	LLO 15.1 Review brand communication on sustainability. LLO 15.2 Identify signs of genuine practices vs. greenwashing. LLO 15.3 Compare and report on how each brand addresses sustainability.	Compare the sustainability claims of two brands and analyze greenwashing indicators.	2	CO6
16	LLO 16.1 Identify possible social media crisis scenarios. LLO 16.2 Draft a step-by-step response plan with messaging. LLO 16.3 Explain how the plan helps maintain brand reputation and trust.	Draft a brand response plan for a hypothetical social media.	2	CO

Note: 1. Take any 15 tutorials out of 16 and ensure that all the units are covered.

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- *Brand Story Compilation:* Research and present the origin and evolution of a renowned fashion brand. Highlight how its story contributes to brand perception.
- *Develop a Fashion Brand Kit:* Design a basic brand kit for a fictional fashion label including logo, tagline, and brand color palette.
- *Fashion Consumer Survey:* Conduct a short survey on fashion buying behavior. Present findings on key factors influencing consumer decisions.
- *Sub-Brand Planning Project:* Propose a sub-brand for an existing fashion company. Define its positioning, target audience, and unique features.
- *Brand Globalization Strategy:* Select an Indian fashion brand and propose a strategy for entering a global market (e.g., USA or Japan).
- *Sustainable Branding Campaign Proposal:* Design a branding campaign around eco-conscious values for a fashion brand, including tagline and social media plan.

Assignment

- Write a short essay on the difference between a brand and a product in the context of fashion. Include relevant examples.
- Analyze and compare brand positioning strategies of two fashion brands targeting different market segments.
- Create three consumer personas for a streetwear fashion brand based on age, lifestyle, and fashion preferences.
- Explain the difference between House of Brands and Branded House using suitable examples from the fashion industry.
- Identify and describe two global branding challenges faced by fashion brands when entering foreign markets.
- Write a report on how a well-known fashion brand handled a brand crisis e.g.backlash over inclusivity, labor issues,etc

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Desktop Computers (minimum i5 processor, 8GB RAM) – 1 per student or in shared mode	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
Section -I								
1	I	Introduction to Fashion Branding – Remembering & Understanding	CO1	10	8	2	2	12
2	II	Brand Identity and Positioning – Analyzing & Creating	CO2	10	4	4	4	12
3	III	Consumer Behavior and Market Understanding – Applying & Analyzing	CO3	10	4	4	4	12
Section -II								
4	IV	Brand Equity and Strategy Development – Evaluating & Creating	CO4	10	4	4	4	12
5	V	Branding in Global Fashion Markets – Understanding & Creating	CO5	10	4	4	4	12
6	VI	Ethical, Sustainable & Crisis Branding – Evaluating & Creating	CO6	10	2	4	4	10
Grand Total				60	26	22	22	70

IX.ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work 7. Seminar/Presentation	1. End Term Exam 2. Micro-project 3. Tutorial Performance

X. SUGGESTED COs- POs MATRIX FORM

Course Outcomes (COs)	Programme Outcomes(POs)							PSO-1	PSO-2
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning		
CO1		2	2	1	1	0	2	3	2
CO2		3	3	2	1	1	2	3	3
CO3		3	3	2	2	1	2	3	3
CO4		3	3	2	2	2	2	3	3
CO5		2	3	2	3	2	2	3	3
CO6	2	2	2	1	3	3	3	3	2

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr. No	Author	Title	Publisher	ISBN
1	Kapferer, Jean-Noël	The New Strategic Brand Management	Kogan Page	ISBN: 9780749465647
2	Wheeler, Alina	Designing Brand Identity	Wiley	ISBN: 9781118099201
3	Aaker, David A.	Building Strong Brands	Free Press	ISBN: 9780743203201
4	Kotler, Philip & Keller, Kevin Lane	Marketing Management	Pearson Education	ISBN: 9780133856460
5	Godin, Seth	This Is Marketing: You Can't Be Seen Until You Learn to See	Penguin Books	ISBN: 9780525540830
6	Hauge, Arne & Høines, Sigrun	Branding: A Very Short Introduction	Oxford University Press	ISBN: 9780199575817
7	Grimes, Anthony & Ferguson, Neil	The Fashion Business: Theory, Practice, and Image	Routledge	ISBN: 9781138678434
8	Phau, Ian & Teah, Min Teh	Luxury Brand Management: A World of Privilege	Palgrave Macmillan	ISBN: 9780230338879

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	www.brandingmag.com	A journal offering expert insights and articles on branding strategy and identity.
2.	www.thebrandingjournal.com	Features global branding case studies and marketing analysis.
3.	www.behance.net	A platform showcasing creative brand identity and logo design projects.
4.	blog.hubspot.com/marketing	Provides practical branding and marketing guides and tools.
5.	www.canva.com/learn	Offers easy tutorials on visual branding, logos, and brand kits.

Name & Signature: 1) Dr. Shubhangi Shinde		2) Ms. Shubhangi Waghchaure	
(Course Experts)			
Name & Signature:		Name & Signature:	
Dr. Y.V.Chavan (Programme Head)		Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE
‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	E-COMMERCE
COURSE CODE	DD51206
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme										
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory				Based on LL & TSL				Based on SL		Total Marks
														Practical						
			CL	TL	LL	FA-TH	SA-TH			Total		FA-PR		SA-PR		SLA				
Max	Max	Max	Min	Max	Min	Max	Min	Max	Min											
DD51206	E-COMMERCE	DSE	3	2	-	1	6	3	3	30	70	100	40	25	10	25#	10	25	10	175

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The course "E-Commerce" is designed to equip students with necessary skills and knowledge to thrive in the rapidly evolving digital fashion retail industry. As the fashion industry increasingly moves online, understanding e-commerce fundamentals, digital marketing strategies, and online business operations is crucial for success. This course provides information related to creating and managing an online store, along with the theoretical insights into consumer behavior and emerging trends. The student will be able to gather insights related to launching and sustaining fashion businesses in the digital age.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

CO1- Identify various business models and structures of the digital fashion retail industries.

CO2-Develop various digital marketing strategies tailored for the fashion industries.

CO3-Create digital contents focused towards development of cohesive brand identities for various online fashion business.

CO4-Identify the legal and ethical considerations in e-commerce, ensuring compliance and ethical conduct in various professional practices.

CO5-Explore current and emerging trends in e-commerce focusing on adaptability and innovativeness in rapidly evolving fashion industries.

CO6-Analyze Global E-commerce Markets and apply cross-Border E-commerce Strategies

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-I				
UNIT I – INTRODUCTION TO E-COMMERCE (CL 8 Hrs.- Marks-10)				
1.	TLO 1.1: Define E-Commerce. TLO 1.2 Outline the importance of online business. TLO 1.3 Outline the evolution of e-commerce in fashion industry. TLO 1.4 Collect the historical information about e-commerce. TLO 1.5 List the types of e-commerce models. TLO 1.6 Differentiate between the types of e-commerce Models. TLO 1.7 Enlist the e-commerce platforms and technologies. TLO 1.8 Identify the business model and structure of the given digital fashion retail industry. TLO 1.9 Enlist Advantages and Disadvantages of E-Commerce.	1.1 Definition and Scope of E-Commerce 1.2. Evolution and history of E-commerce in fashion industry 1.3. Types of E-commerce models (B2B, B2C, C2C, etc) 1.4. E-Commerce platforms and technologies 1.5. Advantages of E-commerce (B2B, B2C, C2C) 1.6. Disadvantages of E-commerce (B2B, B2C, C2C)	Lecture with media Lecture with questions and answers Group Discussions Flipped Classroom Demonstration	CO1
UNIT II – DIGITAL FASHION RETAIL AND SETTING UP AN ONLINE STORE (CL Hrs. -8, Marks-10)				
2	TLO 2.1 Define digital fashion retail. TLO 2.2 Compare offline and online fashion stores. TLO 2.3 Identify the popular platforms having digital fashion store. TLO 2.4 Analyze the trends in online	2.1 Overview of the digital fashion retail landscape. 2.2 Key players and platforms (e.g., Amazon, Shopify, Etsy). 2.3 Trends in online fashion retail. 2.4 Consumer behavior in online fashion shopping.	Lecture using Chalk board, Video Demonstrations presentation, Case Study Group	CO2

	<p>fashion retail for the given product.</p> <p>TLO 2.5 Analyze the consumer behaviour in online fashion shopping for the given product.</p> <p>TLO 2.6 Compare the various platforms for e-commerce.</p> <p>TLO 2.7 Select the appropriate e-commerce platform for designing the website for the given product.</p> <p>TLO 2.8 Write the steps in planning for designing the given user-friendly website.</p> <p>TLO 2.9 Identify the products for e-commerce.</p> <p>TLO 2.10 Formulate the photography plan and make presentations for the given product.</p> <p>TLO 2.11 Differentiate between the given inventory management techniques.</p> <p>TLO 2.12 Identify the payment gateways.</p> <p>TLO 2.13 Analyze the various security issues in digital fashion.</p> <p>TLO 2.14 Implement effective digital marketing strategies tailored to the fashion industry.</p>	<p>2.5 E-commerce platforms.</p> <p>2.6 User-friendly website designing.</p> <p>2.7 Product photography and presentation.</p> <p>2.8 Inventory Management and Logistics.</p> <p>2.9 Payment gateways and security.</p>	discussions	
UNIT III –DIGITAL MARKETING STRATEGIES, CONTENT CREATION AND MANAGEMENT (CL Hrs. 8, Marks-15)				
3	<p>TLO 3.1: Enlist the basic styling process</p> <p>TLO 3.2: Explain the importance of studying Character Profile Character Profile</p> <p>TLO 3.3: State the features of Style selection</p> <p>TLO 3.4: Explain the Reference board</p> <p>TLO 3.5: Describe the shoot day and last-minute requirement</p> <p>TLO 3.6: Explain the role of makeup and hair style</p> <p>TLO 3.7: Differentiate between Single product Promotion and Runway Styling Promotion</p> <p>TLO 3.8: Explain the role of Budget constraints.</p>	<p>3.1 Fundamentals of digital marketing.</p> <p>3.2 Search Engine Optimization (SEO) for fashion websites.</p> <p>3.3 Pay-Per-Click (PPC) Advertising and Social Media Marketing.</p> <p>3.4 Email Marketing and Customer Engagement.</p> <p>3.5 Influencer Marketing and affiliate programs.</p> <p>3.6 Developing a Brand Voice And Identity.</p> <p>3.7 Content strategies for e-commerce (blogs, videos, social media).</p> <p>3.8 Visual Content Creation (photos, videos, graphics).</p> <p>3.9 Managing and Updating website content.</p>	<p>Lecture Using chalk-board</p> <p>Lecture with Q&A Flipped Video</p> <p>Demonstrations</p> <p>Case Study</p> <p>Group discussions</p>	CO3

(SECTION-II)

**UNIT IV – DATA ANALYTICS, CUSTOMER INSIGHTS, LEGAL AND ETHICAL CONSIDERATIONS
(CL Hrs. - 8, Marks-15)**

4	<p>TLO 4.1 Define Web Analysis.</p> <p>TLO 4.2 Outline the importance of Web Analytics.</p> <p>TLO 4.3 Study the customer behaviour of the given e-commerce fashion retailers.</p> <p>TLO 4.4 Explain the process to track the given user behaviour</p> <p>TLO 4.5 Update the business decisions as per the analysis.</p> <p>TLO 4.6 Explain the role of customer relationship.</p> <p>TLO 4.7 Enlist the tools and techniques to manage customer relationship.</p> <p>TLO 4.8 Explain e-commerce laws and regulations.</p> <p>TLO 4.9 List the privacy policies and consumer rights.</p> <p>TLO 4.10 Write the essential factors in the given privacy policies wrt Consumer Rights.</p> <p>TLO 4.11 List the ethical practices to be adopted in digital marketing and data usage.</p> <p>TLO 4.12 Identify the legal and ethical considerations in e-commerce, ensuring compliance and ethical conduct in professional practices</p>	<p>4.1 Introduction to web Analytics.</p> <p>4.2 Tracking and analysing user behaviour.</p> <p>4.3 Utilizing data for business decisions.</p> <p>4.4 Customer Relationship Management (CRM) tools and techniques.</p> <p>4.5 E-commerce laws and regulations.</p> <p>4.6 Privacy policies and consumer rights.</p> <p>4.7 Ethical practices in Digital Marketing and data use.</p>	<p>Lecture with Q&A, Video Demonstrations presentation, Case Study, Group discussions</p>	CO4
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UNIT V –FUTURE TRENDS IN FASHION E-COMMERCE (CL Hrs. - 8, Marks- 10)

5	<p>TLO 5.1 Explain the role of emerging technologies in Future fashion.</p> <p>TLO 5.2 Explain the importance of sustainability in e-commerce.</p> <p>TLO 5.3 Define the personalization trends.</p> <p>TLO 5.4 List the customization trends in the given e-commerce.</p> <p>TLO 5.5 Outline the vital aspects of national expansion in e-commerce.</p> <p>TLO 5.6 Outline the vital aspects of international expansion in e-commerce.</p> <p>TLO 5.7 Explore current and emerging trends in e-commerce wrt adaption and</p>	<p>5.1 Emerging Technologies (AR/VR, AI, blockchain).</p> <p>5.2 Sustainable e-commerce.</p> <p>5.3 Personalization and customization trends.</p> <p>5.4 Global expansion and Cross-border e-commerce.</p>	<p>Lecture using Chalk-board with media Video Demonstrations Presentations Flipped Classroom</p>	CO5
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	innovation in the given rapidly evolving industry.			
UNIT VI – E-COMMERCE IMPACT ON INTERNATIONAL BUSINESS (CL Hrs. - 8, Marks- 10)				
6.	<p>TLO 6.1 Explain the traditional business model.</p> <p>TLO 6.2 Explain the international trade</p> <p>TLO 6.3 Define the customer experience.</p> <p>TLO 6.4 Explore personalized marketing.</p> <p>TLO 6.5 Outline the supply chain Optimization.</p> <p>TLO 6.6 Outline the vital aspects of Security and Privacy</p> <p>TLO 6.7 Explore cross border legal and regulatory challenges.</p> <p>TLO 6.8 Explain E-commerce laws and regulations.</p> <p>TLO 6.9 Write the essential factors of infrastructure and technology</p> <p>TLO 6.10 Define opportunities SMEs.</p> <p>TLO 6.11 Explain the managing customer relationship</p>	<p>6.1. Traditional business models in international trade</p> <p>6.2. Enhanced customer experience and personalized marketing</p> <p>6.3. Disintermediation and supply chain optimization</p> <p>6.4. Security and Privacy concerns</p> <p>6.5. Cross-border legal and regulatory challenges</p> <p>6.6. Infrastructure and technological requirements.</p> <p>6.7. Opportunities for small and medium-sized enterprises (SMEs)</p> <p>6.8. Building trust and managing customer relationship in the online environment.</p>	<p>Learning Lecture with Q&A, Flipped Classroom, Video Demonstrations Case Study Group discussions</p>	CO6

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	<p>LLO 1.1 List out various national and international E-commerce- Fashion brands</p> <p>LLO 1.2 Prepare a Presentation national and international E-commerce- Fashion brands</p>	Prepare the informative presentation of 10 Slides on E-commerce - Fashion	02	CO1
2	<p>LLO 2.1 List out National & international E-Com. Brands which serve B2B, B2C, D2C, C2C, C2B</p> <p>LLO 2.2 Prepare a report on comparison of types of mentioned e-commerce models.</p> <p>LLO 2.3 Select the relevant e-commerce models for your e-commerce fashion store.</p>	<p>Experiment on Categorizing in E-Commerce Services survey (Any one)</p> <p>B2B Business to business</p> <p>B2C Business to Customer</p> <p>D2C Direct to Customer</p> <p>C2C Customer to customer</p> <p>C2B Customer to business and their product range</p>	02	CO1 CO2 CO3
3	<p>LLO 3.1 Set up account on E-commerce platform</p> <p>LLO 3.2 Choose product Category.</p> <p>LLO 3.3 Customize layout.</p> <p>LLO 3.4 Add product with details</p> <p>LLO 3.5 Link social media pages to the E-Commerce Site</p>	Design and Create an Online store layout/Social media page for E-commerce Store	04	CO4

4	LLO 4.1 Prepare a product for photography LLO 4.2 Take professional photographs of product LLO 4.3 Edit image for web use	Product photography and image optimization	04	CO5
5	LLO 5.1 Demonstrate how to add inventory. LLO 5.2 Demonstrate the inventory updating process. LLO 5.3 Identify steps to manage stock levels in an online store of any popular E-commerce apparel/ fashion industry brand. LLO 5.4 Prepare a report on inventory management done by any one popular e-commerce fashion industry brand. LLO 5.5 Prepare the spread sheet considering few various products for different age groups. LLO 5.6 Identify the shortcomings of inventory management and prepare the report.	Prepare Spread sheet for inventory management	04	CO5
6	LLO 6.1 Create social media profiles for a fashion brand LLO 6.2 Develop and schedule social media posts.	*Prepare poster/flyer/video/reels for Digital marketing Campaign (Any one) 1. New arrival product. 2. Festive Product 3. Seasonal Product	06	CO5
7	LLO 7.1 Create an email list and segment the audience. LLO 7.2 Design email templates and write compelling content. LLO 7.3 Schedule and send email campaigns using email marketing tools LLO 7.4 Track and analyze email campaign performance	Design and Create data for E-Mail Marketing Campaign	04	CO4 CO5 CO6
8	LLO 8.1 Identify the low performing products LLO 8.2 Prepare discounting Plan for Selected low performing products	Design and Create Discounting scheme Flyers/video/reels/Poster/Photographs for low performing products.	06	CO4 CO5 CO6
9	LLO 9.1 Write the Script LLO 9.2 Select the characters LLO 9.3 Practice the Skit/Drama LLO 9.4 Dress up the Character LLO 9.5 Shoot the Skit LLO 9.6 Publish/Present the skit in Online/Offline mode	*Create a skit to promote a sustainable fashion accessory in online mode	06	CO4 CO5 CO6
Note: 1. All the above practical are compulsory and should be performed in a group of three or four students. *Any one from 6 and 9				

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS/ DEVELOPMENT

Micro project

- Students will create a functional online fashion store using platforms like Shopify or WordPress, including product listings, design layout, and basic marketing setup.
- Develop a comprehensive digital marketing plan for a fashion brand, covering SEO, social media strategies, content creation, and advertising.
- Conduct a study on consumer behavior in purchasing patterns. online fashion shopping, analyzing factors such as website usability, product presentation, and purchasing pattern
- Create a portfolio showcasing digital content, including blog posts, social media graphics, product photography, and videos
- Prepare a comprehensive e-commerce business plan for a fashion brand, incorporating all aspects learned during the course.

Assignment

- Case Study on E-Commerce Trends: Analyze a case study on a successful e-commerce fashion brand, focusing on their business model. marketing strategies, and customer engagement techniques. (Various brands in group)
- Prepare blog posts for the product you want to sale on line
- Create reels for the product you want to sale for promotion.
- Develop manual posters/collage pattern/craft pattern etc. showing offers/scheme

LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr. No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Drawing Table Board.	All
2	Color Media-Poster color,12/24 Stadler's, Pencil color and drawing material	All
3	Dress form of Size 8 ,10,12	All
4	Computer with laser Printer	All
5	Digital Camera with good resolution and Zoom	All

VII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
SECTION-I								
1	I	INTRODUCTION TO E-COMMERCE	CO1	8	6	2	2	10
2	II	DIGITAL FASHION RETAIL AND SETTING UP AN ONLINE STORE	CO2	8	3	3	4	10
3	III	DIGITAL MARKETING STRATEGIES, CONTENT CREATION AND MANAGEMENT	CO3	8	6	5	4	15
SECTION-II								
4	IV	DATA ANALYTICS, CUSTOMER INSIGHTS, LEGAL AND ETHICAL CONSIDERATION	CO4	8	6	5	4	15
5	V	FUTURE TRENDS IN FASHION E-COMMERCE	CO5	8	3	3	4	10
6	VI	E-COMMERCE IMPACT ON INTERNATIONAL BUSINESS	CO6	8	2	4	4	10
Grand Total				64	26	22	22	70

VIII. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Midterm Test 2. Lab. Performance- Draping/Photo shoot/Digital presentation (Term Work)	1. End Term Examination (Theory) 2. End Term Practical Examination

IX. SUGGESTED COs- POs MATRIX FORM

Course Outcomes (CO's)	Programme Outcomes (POs)								
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	2	2	1	2	1	2	2	2
CO2	3	2	2	2	1	1	2	2	2
CO3	3	2	2	2	2	2	2	2	2
CO4	2	-	-	-	-	-	2	2	2
CO5	3	2	2	1	2	1	2	2	2
CO6	2	2	2	2	2	2	3	2	2

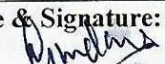
X. SUGGESTED LEARNING MATERIALS/BOOKS

Sr. No	Author	Title	Publisher
1	P.T.Joseph	E-Commerce an Indian Perspective	Paperback PHI learning Pvt. Ltd., ISBN-13:9789389347272
2	Brett Standard	E-Commerce Business, Shopify and Drop Shipping	Paperback, ISBN-13:978-1951345068
3	Janice Reynolds	The Complete E-Commerce Book	CRC Press, ISBN-13:978-1578203123
4	Jenni Romanniuk, Bryon Sharp	How Brands Grow	Oxford University, ISBN-13:9780190330026
5	Kenneth C. Laundon, Carol Guercio Traver	E-Commerce 2020-2021: Business, Technology and Society.	Pearson, ISBN-13:978-1292343167
6	Amir Manzoor	E Commerce 2018: An Introduction	Amir Manzoor Publication, ISBN-13:978-1976071515
7	Jeff Larson, Stuart Draper	Digital Marketing Essentials	Stukent Publication, ISBN-13: 978-0998713816
8	Brad Stone	The Everything Show: Jeff Bezos and the age of Amazon	Corgi Books, ISBN-13: 978-0552167833
9	David Whiteley	E-Commerce strategies, Technologies and Application	McGraw Hill Education, ISBN-13:1978-0070445321
10	Kenneth C. Laundon, Carol Guercio Traver	E-Commerce Essentials	Pearson Prentice Hall, ISBN-13:978-0133544985
11	Kelly Goetsch	E-Commerce in the Cloud: Bringing Elasticity to Ecommerce.	O'Reilly Media, ISBN-13:978-1491946633

XII. LEARNING WEBSITES & PORTALS

Sr. No	Link/Portal	Description
1.	https://www.shopify.com/in/blog	E-commerce website builder for your online store.
2.	https://www.bigcommerce.com/blog/	A leadership community to get e-com. Tips.
3.	https://www.bigcommerce.com/blog/	E-com. Marketing and trends report
4.	https://www.bigcommerce.com/blog/	Intelligent data collection/ measurement tool and analysis
5.	https://neilpatel.com/blog/	Website to analyze SEO errors, keyword opportunities & competition
6.	https://moz.com/blog	Website that helps you to level up your SEO and develop your marketing skills
7.	https://econsultancy.com/articles/	Analysts & experts for digital marketing & e-commerce
8.	https://www.digitalcommerce360.com/	Fast track to digital excellence.
9.	https://www.wix.com/blog/ecommerce	AI in e-commerce, today's tools and tomorrows possibilities
10.	https://www.semrush.com/blog/	Competitor analysis, keyword research, website audit, advertising and social media.


Name & Signature:


 Ms. N.V. Gondane
 Lecturer – DDGM


 Mrs. P.V. Toshniwal
 Lecturer – DDGM

(Course Experts)

Name & Signature:


 Dr. Y.V. Chavan
 (Programme Head)

Name & Signature:


 Shri. S.B. Kulkarni
 (CDC In-charge)

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	FASHION ACCESSORIES
COURSE CODE	DD51207
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme											
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL		Total Marks		
			CL	TL	LL					Practical											
										FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA			
												Max	Max	Max	Min	Max	Min	Max		Min	Max
DD51207	FASHION ACCESSORIES	DSE	3	2	-	1	6	3	3	30	70	100	40	25	10	25#	10	25	10	175	

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

- 1.FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The Fashion Accessory Course is designed to meet the growing demand for skilled professionals in the expanding global fashion and lifestyle industry. As accessories such as bags, footwear, jewelry, belts, hats, eyewear, and scarves become essential components of personal style and branding, this course equips students with the creative, technical, and market-oriented knowledge needed to design and develop innovative and commercially viable fashion accessories.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1 - Trace the historical development and evolution of accessories.
- CO2 - Design and create functional, stylish headgear by blending design principles, cultural influences, and trends.
- CO3 - Design fashionable, functional handbags using design principles and trends.
- CO4 - Explore fashion jewellery styles, materials, trends, and cultural significance
- CO5 - Develop belts as fashion accessories using design principles.
- CO6 -Create footwear, ties, bow ties, scarves, and shawls.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION - I				
UNIT - I INTRODUCTION TO ACCESSORY DESIGN (CL Hrs-10, Marks-12)				
1.	<p>TLO 1.1 Identify the historical and cultural significance of accessories.</p> <p>TLO 1.2 Outline the role of accessories in fashion and their impact on overall look.</p> <p>TLO 1.3 Apply design principles to accessory creation.</p> <p>TLO 1.4 Conduct market research and trend analysis for accessory design.</p> <p>TLO 1.5 Classify the given types of fashion accessories.</p> <p>TLO 1.6 Evaluate the role of fashion accessories in different cultural contexts with respect to the role of accessories in communication of cultural values, traditions, and status.</p> <p>TLO 1.7 Analyze the given fashion accessory designs by considering the impact of cultural and societal factors.</p>	<p>1.1 Definition of Accessories</p> <p>1.2 History and Evolution of Accessories.</p> <p>1.3 Role of Accessories in Fashion.</p> <p>1.4 Accessory Design Principles and elements</p> <p>1.5 Market Analysis and Trend Forecasting.</p> <p>1.6 List of Fashion Accessories.</p> <p>1.7 Purposes of Fashion Accessories.</p> <p>1.8 Fashion Accessory Brands - Louis Vuitton, Gucci, Chanel, Hermès, Prada, Fossil, Bottega Veneta</p> <p>1.9 Iconic Fashion Accessories Designers: Judith Leiber, Manolo Blahnik, Charlotte Olympia.</p>	<p>Flipped Classroom</p> <p>Lecture Using Chalk-Board</p> <p>Video Demonstration</p>	CO1
UNIT - II HEADGEAR DESIGN (CL Hrs-12, Marks-11)				
2	<p>TLO 2.1 Outline the Historical Evolution of Headgear.</p> <p>TLO 2.2 Analyze different headgear styles and their suitability for various occasions.</p> <p>TLO 2.3 Apply design principles to create the given functional and aesthetically pleasing headgear.</p> <p>TLO 2.4 Select appropriate materials and techniques for headgear production.</p> <p>TLO 2.5 Create designs of headgear, Handbags, belts based on distinct themes, incorporating various materials.</p>	<p>2.1 Introduction to Headgears</p> <ul style="list-style-type: none"> ➤ Definition ➤ Classification based on - ➤ History and evolution of Headgear- Evolution from ancient to modern times, Headgear s in Egypt, Victorian Civilization <p>2.2 Types of Headgear s</p> <ul style="list-style-type: none"> ➤ Caps ➤ Hats ➤ Functional Headgears ➤ Fashion Vs Utility headgears <p>2.3 Design elements in headgears- Form, shape, balance, proportion, colour, texture, embellishment, materials and fabrics</p> <p>2.4 Functionality and Ergonomics- Fit and comfort, Weather resistance and ventilation, Weight and stability</p> <p>2.5 Role of headgear in fashion editorials and runways</p> <p>2.6 Headgear Designers and Brands</p>	<p>Classroom Lecture Using Chalk-Board</p> <p>Video Demonstration</p>	CO2

UNIT - III HANDBAG DESIGN (CL Hrs-10, Marks-12)

3	<p>TLO 3.1 Outline the historical development of handbags.</p> <p>TLO 3.2 Identify the types of handbags.</p> <p>TLO 3.3 Analyze the structural components and construction techniques of the given handbag.</p> <p>TLO 3.4 Apply design principles to create the given functional and fashionable handbag.</p> <p>TLO 3.5 Select appropriate materials for production of the given handbag.</p>	<p>3.1 Introduction to handbags design.</p> <p>3.2 History and Evolution of Handbags</p> <p>3.3 Types of handbags and their functions</p> <p>3.4 Influence of cultural, social, and technological changes on handbag design</p> <p>3.5 Types of Handbags: Tote bags, clutches, cross-body bags, satchels, backpacks, hobo Bags, shoulder bags,</p> <p>3.6 Materials and Fabrics Used in Handbag Design</p> <p>3.7 Design Principles and Elements for Handbags:Form, shape, balance, proportion, colour, texture, embellishment</p> <p>3.8 Ergonomics and Functionality:Comfort and usability ,Storage and organization features</p> <p>3.9 Handbags designer and brand:Coco Chanel,Jane Birkin,Marc Jacobs,Kate Spade,Miuccia,Prada,Hermès,Chanel, Louis Vuitton,Gucci,Prada,Dior</p>	<p>Classroom Lecture Using Chalk-Board Video Demonstration</p>	CO3
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SECTION - II**UNIT - IV JEWELLERY DESIGN (CL Hrs-10, Marks-12)**

4	<p>TLO 4.1 Outline the historical and cultural significance of jewelry.</p> <p>TLO 4.2 Analyze different types of jewelry and their design elements.</p> <p>TLO 4.3 Apply design principles and techniques to create the given jewelry piece.</p> <p>TLO 4.4 Evaluate the jewelry design process from concept to production for the given jewelry.</p> <p>TLO 4.5 Identify jewelry design principles, materials, and techniques to create the given innovative piece.</p>	<p>4.1 Definition and significance of jewellery</p> <p>4.2 History and evolution of jewellery (Indian and global)</p> <p>4.3 Types of jewellery: ethnic, traditional, modern, fine, fashion, Costume</p> <p>4.4 Elements and Principles of Jewellery Design</p> <p>4.5 Materials and Tools</p> <p>4.6 Manufacturing Techniques</p> <p>4.7 Cultural and Regional Jewellery: Indian traditional jewellery (Temple, Kundan, Meenakari, Polki, etc.),Global jewellery traditions (Egyptian, African, Native American, etc.)</p> <p>4.8 Fashion Jewellery designers and famous brands: Kenneth Jay Lane, Betsey Johnson, Misho Designs, Ettika, BaubleBar,ALDO Accessories,H&M / Zara / Mango Jewellery,Forever21,Claire's, Swarovski (Fashion Line)</p>	<p>Classroom Lecture Using Chalk-Board Video Demonstration</p>	CO4
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Sr. No	Theory Learning Outcomes (TLO's) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant Cos
UNIT –V BELTS AND ACCESSORIES (CL Hrs-10, Marks-12)				
5	<p>TLO 5.1 Outline the historical and functional aspects of belts.</p> <p>TLO 5.2 Analyze different belt styles and design elements.</p> <p>TLO 5.3 Select appropriate materials and hardware for the given belt production.</p> <p>TLO 5.4 Explore the design and production of other accessories.</p> <p>TLO 5.5 Organize exhibition of mentioned accessories for promotional activities.</p>	<p>5.1 Introduction to Belts</p> <p>5.2 Historical evolution of belts</p> <p>5.3 Role of belts in fashion styling and silhouette shaping</p> <p>5.4 Types and Styles of Belts</p> <p>5.5 Materials and Components</p> <p>5.6 Design Elements and Principles</p> <p>5.7 Construction Techniques</p> <p>5.8 Belts designers and famous brands</p>	<p>Classroom</p> <p>Lecture Using</p> <p>Chalk-Board</p> <p>Video</p> <p>Demonstration</p>	CO5
UNIT –VI FOOTWEAR, TIES & BOW TIES, AND SCARVES & SHAWLS: ESSENTIAL ACCESSORIES FOR COMPLETE FASHION STYLING (CL Hrs-12, Marks-11)				
6	<p>TLO 6.1 Outline the historical and functional aspects of footwear, ties and bows and scarves and shawls.</p> <p>TLO 6.2 Analyze different footwear, ties and bows and scarves and shawls styles and design elements.</p> <p>TLO 6.3 Select appropriate materials for the footwear, ties and bows and scarves and shawls production.</p> <p>TLO 6.4 Explore the design and production of other accessories.</p> <p>TLO 6.5 Organize exhibition of mentioned accessories for promotional activities.</p>	<p>6.1 Footwear:</p> <p>6.1.1 Introduction to Footwear</p> <p>6.1.2 Historical significance of footwear in fashion.</p> <p>6.1.3 Role in fashion and function.</p> <p>6.1.5 Types of Footwear:casual, formal, sportswear, luxury footwear</p> <p>6.1.6 Materials and Construction Techniques</p> <p>6.2 Ties and Bow Ties:</p> <p>6.2.1 Introduction to ties and bow</p> <p>6.2.2 Evolution of Ties and Bow Ties</p> <p>6.2.3 Function and Purpose of Ties</p> <p>6.2.4 The Role of Ties and Bow Ties in Personal Branding</p> <p>6.2.5 Types and Styles of Ties</p> <p>6.2.6 Materials and Fabrication</p> <p>6.2.7 Tying Techniques of ties:Four-in-Hand Knot,Windsor Knot,Half Windsor Knot,Pratt Knot (Shelby Knot)</p> <p>6.3 Scarves and shawls:</p> <p>6.3.1 Introduction to Scarves and Shawls</p> <p>6.3.2 role of scarves and shawls in both functional and aesthetic aspects of fashion</p> <p>6.3.3 The history of scarves and shawls in fashion, from ancient civilizations to modern-day trends</p> <p>6.3.4 Function and Purpose</p> <p>6.3.5 Types of Scarves and Shawls</p>	<p>Classroom</p> <p>Lecture Using</p> <p>Chalk-Board</p> <p>Video</p> <p>Demonstration</p>	CO6

Sr. No	Theory Learning Outcomes (TLO's) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant Cos
		6.3.6 Materials Used in Scarves and Shawls 6.3.7 Cultural and Social Significance of Scarves and Shawls		

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1 Identify the different sources of inspiration for Accessories designing. LLO 1.2 Experiment to select appropriate texture, colour, material and other techniques to create the given designs according to trends and forecast interpretations. LLO 1.3 Design the given fashion accessories for women. LLO 1.4 Develop the given fashion accessories for women.	Market survey for different types of textures, colors, materials and documentation of accessories based on different themes: - tribal, ethnic, contemporary, traditional, and fusion.	1	CO1 CO2 CO3 CO4 CO5 CO6
2	LLO 2.1 Identify the key trends / patterns in the accessory market, including emerging styles, materials, and consumer preferences. LLO 2.2 Create a visually compelling brand identity for an accessory product or line, including logo design, color palette, typography, and imagery. LLO 2.3 Develop effective visual merchandising strategies to enhance product presentation and drive sales for the given product.	Execute an accessory product promotion & presentation strategy to drive sales.	1	CO1 CO2 CO3 CO4 CO5 CO6
3	LLO 3.1 Illustrate the given head gear as per theme. LLO 3.2 Illustrate the given hand bag as per theme. LLO 3.3 Illustrate the given hand belts as per themes. LLO 3.4 Experiment with different textures, colours, materials and other techniques to create design according to trends and forecast interpretations for the given sample.	Design a collection of head-gears, handbags, and belts based on at least three distinct themes. Each theme should include a minimum of ten unique designs.	1	CO1 CO2 CO3 CO4 CO5 CO6
4	LLO 4.1 Construct the given Head Gear with relevant seams. LLO 4.2 Experiment with different textures, colours, materials and other techniques to create various designs according to trends and forecast interpretations for the given sample.	Select one headgear design from the previously developed theme and construct a physical prototype of the accessory.	2	CO2
5	LLO 5.1 Construct the given Head Gear with relevant seams.	Select one handbag design from the previously developed theme and construct a	2	CO3

	LLO 5.2 Experiment with different textures, colours, materials and other techniques to create various designs according to trends and forecast interpretations LLO 5.3 Apply appropriate construction techniques and finishing processes to create the given high-quality handbag accessory	physical prototype of the accessory.		
6	LLO 6.1 Construct the given Belt with relevant seams. LLO 6.2 Apply appropriate construction techniques and finishing processes to create the given durable and high-quality belt accessory. LLO 6.3 Demonstrate the ability to design and create the given functional and aesthetically pleasing belt accessory that complements the overall belt design.	Select one belt design from the previously developed theme and construct a physical prototype of the accessory	2	CO5
7	LLO 7.1 Prepare neck lace, arm let and toe ring. LLO 7.2 Demonstrate creativity and originality in designing the given jewelry pieces across various themes and styles. LLO 7.3 Select appropriate materials and techniques to construct the given high-quality jewelry pieces. LLO 7.4 Analyze the design process and identify areas for improvement in the given jewelry creation.	7.1 Design and render at least ten unique jewelry pieces across two different themes.(e.g., minimalist, bohemian, Victorian, futuristic). 7.2 Construct one jewelry accessory based on a selected design from the previous assignment.	2	CO4
8	LLO 8.1 Apply the principles of sustainable design to accessory creation for the given sample. LLO 8.2 Demonstrate creativity and innovation in designing the given accessory using recycled materials. LLO 8.3 Develop skills in material selection, preparation, and construction techniques for creating the given accessory from recycled materials.	Design and create one accessory piece utilizing sustainable materials. The accessories should demonstrate creativity, functionality, and a strong commitment to environmental responsibility.	2	CO1 CO2 CO3 CO4 CO5 CO6
9	LLO 9.1 Demonstrate creativity and originality in designing the given scarf / stole across various themes and styles. LLO 9.2 Select appropriate fabrics and embellishments for the given scarf and stole design. LLO 9.3 Apply various construction techniques for the given scarf and stole, ensuring quality and finish. LLO 9.4 Analyze the design process and identify areas for improvement in the given scarf and stole creation.	Design at least five scarf and five stole, designs based on different themes. Select one design and construct a physical prototype.	1	CO6
10	LLO 10.1 Design the given mirror choker based on personal preferences and aesthetic considerations. LLO 10.2 Select appropriate materials	Design and create a unique choker necklace incorporating mirror work, Kodi or shell. The choker should reflect personal style and demonstrate	2	CO4

	and tools for the creation of the given choker. LLO 10.3 Develop a step-by-step plan for construction of the given choker.	proficiency in jewelry making techniques.		
11	LLO 11.1 Develop and implement effective marketing strategies to promote accessory exhibitions and attract a targeted audience for the given product. LLO 11.2 Create visually appealing and engaging exhibition displays that showcase accessories effectively.	Promote above constructed accessories by arranging exhibition.	01	C01 C02 C03 C04 C05 C06

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- 1) Prepare recycled, reused, up-cycled or repurposed objects into nice fashion accessories.
- 2) Prepare DIY fashion accessories.
- 3) Restyling the accessories with creative techniques.
- 4) Recycled fashion upcycling sweater refashion.
- 5) Make a scrap book of types of Fashion Accessories.
- 6) Make a Paper Fashion Clothes with an accessory.
- 7) Visit to various shops of accessories brand near to your place and make library collection with every detail. (name/type/cost/material etc.)

Assignment

- 1) Make a power point presentation on given topics (make a group of 4-5 students for presentation) -Any Four Given Points
 - Meaning and importance of Fashion Accessories.
 - Designer collection and brands of Accessories.
 - Footwear & Components of a basic shoe & Production Process.
 - Footwear styles & Care of footwear.
 - Components of a Hat, care of hat & Hat Styles.
 - Components of an Umbrella & Umbrella Styles.
 - Components of a basic glove & Production Process & Sizes and Length of gloves.
 - Glove Styles & Care of Gloves.
 - Jewelry & Stone settings for Jewelry.
 - Hand Bags, Parts of a hand bag & Styles in Handbags
 - Belt, its components, material used & styles
 - Scarfs & styles.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Rulers:- 12"/24" wooden, metal or plastic rulers. It is used for drawing straight lines per as measurements. The marking and divisions on the ruler should be clear and accurate.	1
2	Pin Holder:- Plastic/Wood material is used to hold pins and needles for easy accessibility and storage.	2
3	Scissors:- It is a cutting tool, having a size of 8" to 12", with two sharply pointed straight blades. Used to cut paper patterns and fabric.	3

4	Paper-cutting scissors and cloth-cutting scissors are different.	4
5	Notcher :- It is a punching tool that makes 'U' shaped notch marks. It is used to make 'U' shaped notch marks, which indicate seam allowance, central lines, etc. It looks like a single-punch machine.	5
6	Tailors' Chalk: These chalks can be rubbed off easily on the fabric surface.	6
7	Pins & Pin Holder:- Pins and small stuffed pillows are also required in pattern-making.	7
8	Thick Brown Paper: These are brown paper rolls or sheets of various sizes and thicknesses. Used for preliminary pattern drafting and the development of the final pattern. - Strong and thick ones are used for making patterns that can be used repeatedly.	8
9	Sewing Thread: A thread is a long strand of material, often composed of several filaments or fibers, used for sewing cloth.	9
10	Hand A hand needle, used for hand-sewing, is a long, slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread.	10
11	Machine Needle: A sewing machine needle is a specialized needle used in a sewing machine.	11
12	Iron: A clothes iron is a small appliance that, when heated, is used to press clothes to remove wrinkles and unwanted creases. Iron An ironing board is generally a large, flat piece of board or metal covered with heat-safe padding on which clothing or linens may be safely ironed.	12
13	The single- needle lock stitch machine (Singer/Zuki): - A sewing machine used to stitch fabrics and materials together with thread. Sewing speed — 3500 rpm. Max. Stitch length — 5 mm. The presser foot by hand lifter, with 5.5mm.	13
14	Overlock sewing machine (Singer/Zuki): - These are specialized sewing machines. Overlocks form interlocking stitches using one or two needles, and one or two loopers help prevent puckering of the fabric pieces. 1) Machine R.M.P=2850 • 2) Power = 250 watt • 3) Voltage = 220V • 4) HP= 3/4 HP.	14

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
SECTION-I								
1	I	Introduction To Accessory Design)	CO1	12	2	6	6	14
2	II	Headgear Design	CO2	11	2	4	4	10
3	III	Handbag Design	CO3	12	2	4	4	10
SECTION-II								
4	IV	Jewellery Design	CO4	12	2	6	6	14
5	V	Belts And Accessories	CO5	12	2	4	6	12
6	VI	Footwear, Ties & Bow Ties, And Scarves & Shawls: Essential Accessories For Complete Fashion Styling	CO6	11	2	4	4	10
Grand Total				70	12	28	30	70

IX.ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work	1. End Term Exam 2. Micro-project 3. ESE Practical Examination

X. SUGGESTED COs- POs MATRIX FORM

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	1	-	1	-	1	1	1	1
CO2	3	1	-	-	1	1	1	1	1
CO3	3	-	-	-	-	-	-	1	1
CO4	3	1	1	1	-	1	-	1	1
CO5	3	2	1	1	1	1	1	1	1
CO6	3	2	2	1	1	1	1	1	1

Legends:- High:03, Medium:02, Low:01, NoMapping: -
 *PSOs are to be formulated at the institute level

XI.SUGGESTED LEARNING MATERIALS/BOOKS

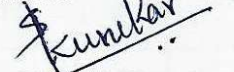
Sr.No	Author	Title	Publisher
1	Helen Banes	Fiber & Bead Jewelry: Beautiful Designs to Make & Wear Hardcover	Chapelle, ISBN-13-978-0806960821
2	Genova Aneta (2011)	Accessory Design	Fairchild Publication, ISBN-9781563679261.
3	Patricia Larson	All My Jewelry Making Shit: DIY Project Planner Organizer Crafts Hobbies Home Made Paperback — Organizer	CrPatricia Larson, ISBN-13-978-1649303431
4	Yamini Jhanji Dhir	Fashion Accessories: A Complete Guide to Raw Materials, Construction Methods and Styles 1st Edition	CRC Press, ISBN-13-978-1032630045
5	Natalio Martin	The Book of Fashion Accessories	Loft Publications, ISBN-8499369081,9788499369082
6	Celia Stall-Meadows	Know Your Fashion Accessories	Fairchild Books, ISBN-13-978-1563672453
7	Jane Schaffer & Sue Saunders	Fashion Design Course ACCESSORIES - Hats Bags Belts Gloves Shoes and Other Fashion	Paul Carslake, ISBN- 978-0-7641-4754-8


		Accessories	
8	Abling, Bina. (2004)	Fashion Sketchbook, Parson School of Design & Fashion Institutes of Technology.	Fairchild Publication, ISBN 13-9781563670169
9	Ireland, Patrick. John.	Introduction to Fashion Design	London : Batsford, ISBN 9780713460179

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link / Portal	Description
1	https://www.youtube.com/watch?v=2vwK8I3RjUU	Accessories From Bottle Cap Recycle Bottle Cap
2	https://www.youtube.com/watch?v=If86K89S3Ec	Leather Belt (Easy Diy!)
3	https://www.youtube.com/watch?v=7T7G3W7ssFU	A Fashion Design Inspiration Mood Board
4	https://www.pinterest.co.uk/thestylemine/creative-explosion/	Creative Explosion
5	https://www.behance.net/search/projects/fashion%20accessories	Fashion Accessories
6	https://www.projectcece.com/blog/383/recycled-fabric-and-upcycled-clothes/#:~:text=Upcycled%20fashion%20means%20transforming%20unwanted,come%20from%20other%20recycled%20fabrics.	Recycled Fabrics & Upcycling Fashion
7	https://www.youtube.com/watch?v=Rqw8k-Y-Dn4 https://www.youtube.com/watch?v=xZgoIfkuCq8&list=TLPQMDgwODIwMjTvLRU08EDG4g&index=1	Navratri special Jewellery
8	https://www.youtube.com/watch?v=aatv2KPI8rs https://www.youtube.com/watch?v=RNGqLjHLdxA	Kodi jewellery
9	https://www.youtube.com/watch?v=58IAOxVzJOE https://www.youtube.com/watch?v=vVkjKVVwAOo https://www.youtube.com/watch?v=nKzORYEYKVg	Haldi Jewellery
10	https://www.youtube.com/watch?v=TRwSXRnNh-c	Bracelet or Kada Making Accessory
11	https://www.youtube.com/watch?v=GOSzd_tAoZA	Silk Thread Necklace
12	https://www.youtube.com/watch?v=b4HBllqfyA4	Liberty Fabric Beads Necklaces

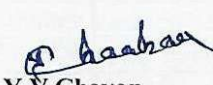
Name & Signature:


 Ms. S.E. Kurzekar
 Lecturer - DDGM



 Mrs. S.M. Waghchaure
 Lecturer – DDGM

(Course Experts)

Name & Signature:


 Dr. Y.V. Chavan
 (Programme Head)

Name & Signature:


 Shri. S.B. Kulkarni
 (CDC In-charge)

ELECTIVE-II (ANY 1)

GOVERNMENT POLYTECHNIC, PUNE

‘120 – NEP’ SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	CRAFT STUDY
COURSE CODE	DD51209
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme										
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory			Based on LL & TSL				Based on SL		Total Marks	
			CL	TL	LL					Practical										
										FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA		
												Max	Max	Max	Min	Max	Min	Max		Min
DD51209	CRAFT STUDY	DSE	3	0	2	1	6	3	3	30	70	100	40	25	10	25#	10	25	10	175

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

This subject introduces students to the rich heritage of Indian crafts, their cultural significance, and their role in regional identity. It covers the classification of crafts, historical evolution, and the influence of geography, climate, and community. Students explore global art movements and key artists to enhance their visual literacy. The syllabus includes the concept of cluster development and its benefits for artisans. Government schemes supporting clusters are discussed to build awareness of policy frameworks. The subject also explains patents and intellectual property rights relevant to the fashion and craft sectors. Common IPR challenges faced by artisans are highlighted to promote responsible design. Overall, the course builds cultural sensitivity, design understanding, and entrepreneurial awareness.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1 – Describe meaning, types, and cultural value of traditional crafts; distinguish from art.
- CO2 – Explain Indian craft classification and factors shaping craft identities.
- CO3 – Identify avant-garde and post-modern art movements and assess their impact on visual culture.
- CO4 – Explain cluster development and its role in sustaining the craft sector.
- CO5 – Discuss government schemes and their role in supporting clusters and artisans.
- CO6 – Define patents/IPRs and analyze their importance and challenges in fashion and crafts.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-I				
UNIT-I Introduction to Crafts (CL Hrs-10, Marks-11)				
1.	<p>TLO 1.1: Define the term "craft" in the Indian context.</p> <p>TLO 1.2: List characteristics of traditional Indian crafts.</p> <p>TLO 1.3: Differentiate between craft and art.</p> <p>TLO 1.4: Identify types of Indian crafts (handicrafts, handlooms, folk crafts).</p> <p>TLO 1.5: Explain the role of artisans in preserving craft traditions.</p>	<p>1.1 Definition of Craft</p> <p>1.1.1 Meaning of 'Craft'</p> <p>1.1.2 Characteristics of traditional crafts</p> <p>1.1.3 Types of crafts (handicrafts, handlooms, folk crafts)</p> <p>1.1.4 Role of the artisan</p> <p>1.2 Craft vs. Art</p> <p>1.2.1 Definitions and conceptual differences</p> <p>1.2.2 Functional vs. aesthetic value</p> <p>1.2.3 Examples highlighting the distinction</p> <p>1.3 Cultural and Social Significance of Crafts.</p> <p>1.4 Crafts as a reflection of regional identity and heritage.</p>	<p>Interactive Lecture with visual examples</p> <p>Group discussion on craft vs. art</p> <p>Picture-based quiz on types of crafts</p> <p>Video screening on traditional artisan life.</p>	CO1
UNIT-II Folk & Utility-Based Crafts (CL Hrs-12, Marks-12)				
2	<p>TLO 2.1 Define crafts and explain their cultural significance in Indian heritage.</p> <p>TLO 2.2 Classify Indian crafts based on materials like metal, stone, wood, textile, leather, clay, and glass.</p> <p>TLO 2.3 Explain the influence of geography, climate, religion, and community on regional craft identities.</p>	<p>2.1 Definition and significance of crafts in Indian cultural heritage.</p> <p>2.2 Classification of crafts: material-based (metal, stone, wood, textile, leather, etc.)</p> <p>2.3 Role of geography, climate, religion, and community in shaping craft identities</p> <p>2.4 Historical evolution of Indian crafts: from ancient civilizations to colonial and post-independence eras.</p>	<p>Interactive Lecture with visual examples</p> <p>Group discussion on craft vs. art</p> <p>Video screening on traditional artisan life.</p>	CO2
UNIT III. Avant Grade & Post Modern Visual Art (CL Hrs-14, Marks-12)				
3	<p>TLO 3.1 Identify key avant-garde and post-modern art movements.</p> <p>TLO 3.2 Describe features of Dada, Surrealism, Pop Art, and related styles.</p> <p>TLO 3.3 Compare major visual art movements by their themes and styles.</p> <p>TLO 3.4 Name key artists like Duchamp, Picasso, Pollock, and Malevich.</p> <p>TLO 3.5 Explain the influence of these artists on modern visual art</p>	<p>3.1 Various Art and movements</p> <p>3.1.1 Dada,</p> <p>3.1.2 Abstract- Expressionism,</p> <p>3.1.3 Surrealism,</p> <p>3.1.4 Pop Art,</p> <p>3.1.5 Op Art,</p> <p>3.1.6 Minimalism,</p> <p>3.1.7 Photorealism,</p> <p>3.1.8 Neo Expressionism,</p> <p>3.1.9 Digital Art</p> <p>3.2 Street Art Artist</p> <p>3.2.1 Marcel Duchamp,</p> <p>3.2.2 Pablo Picasso,</p> <p>3.2.3 Jackson Pollock &</p> <p>3.2.4 Kasimir Malevich</p>	<p>Interactive Lecture with visual examples</p> <p>Group discussion on craft vs. art</p> <p>Video screening on traditional artisan life.</p>	CO3

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-II				
UNIT- IV Introduction to Cluster Development and Its Role in the Craft Sector (CL Hrs-12, Marks-12)				
4	<p>TLO 4.1 Define the term 'cluster' in the context of craft and industry.</p> <p>TLO 4.2 Explain the importance of cluster development in skill preservation, employment, and innovation.</p> <p>TLO 4.3 List and describe various benefits of cluster development such as economies of scale, market access, and government support.</p> <p>TLO 4.4 Classify different types of clusters: artisan-based, industrial, natural resource-based, and urban.</p> <p>TLO 4.5 Identify and explain the drawbacks and limitations of cluster development.</p>	<p>4.1 Introduction to Cluster Development –</p> <p>4.1.1 Definition of Cluster</p> <p>4.1.2 Importance of Cluster Development –</p> <ul style="list-style-type: none"> • Skill Preservation and Promotion • Economies of Scale • Market Access • Employment and Livelihood • Support for Innovation • Government Support <p>4.2 Types of Clusters</p> <ul style="list-style-type: none"> • Artisan-Based Clusters • Industrial Clusters • Natural Resource-Based Clusters • Urban Clusters <p>4.3 Drawbacks and Limitations of Clusters.</p>	Interactive Lecture with visual examples.	CO4
Unit-V Government Support and Schemes for Cluster Development (CL Hrs-8, Marks-12)				
5	<p>TLO 5.1 Identify and explain the key government schemes that support cluster development (e.g., SFURTI, MSE-CDP, KVIC).</p> <p>TLO 5.2 Describe the objectives and functions of major government schemes like SFURTI, MSE-CDP, and KVIC.</p> <p>TLO 5.3 Analyze the benefits of government support schemes for cluster development</p> <p>TLO 5.4 Evaluate the limitations and challenges faced by clusters under government schemes.</p> <p>TLO 5.5 Differentiate between national and state-level cluster support initiatives and their impact.</p>	<p>5.1 Introduction to Government Support for Clusters</p> <p>5.2 Overview of Major Government Schemes</p> <ul style="list-style-type: none"> • SFURTI (Scheme of Fund for Regeneration of Traditional Industries) • MSE-CDP (Micro and Small Enterprises – Cluster Development Programme) • KVIC Schemes (Khadi and Village Industries Commission) • DCH (Development Commissioner Handicrafts) Schemes • Handloom Cluster Development Programme (Ministry of Textiles) • State-level Cluster Support Initiatives <p>5.3 Benefits and limitations of Government Schemes to Clusters</p>	Interactive Lecture with visual examples	CO5

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
Unit-VI Intellectual Property Rights and Patents in Fashion and Craft Sectors (CL Hrs-8, Marks-11)				
6	<p>TLO 6.1 Define patent and explain its importance in the fashion and craft sectors.</p> <p>TLO 6.2 Describe the process of patent registration in India.</p> <p>TLO 6.3 Define Intellectual Property Rights (IPRs) and list their major types.</p> <p>TLO 6.4 Differentiate between copyright, trademark, design rights, and geographical indications (GIs).</p> <p>TLO 6.5 Identify common challenges artisans face in registering and protecting their IPRs.</p>	<p>6.1 Definition of Patent</p> <p>6.2 Importance of Patent in Fashion and Craft Sectors</p> <p>6.3 Process of Patent Registration in India</p> <p>6.4 Definition of Intellectual Property Rights</p> <p>6.5 Types of Intellectual Property Rights (IPRs)</p> <ul style="list-style-type: none"> •Copyright: •Trademark •Design Rights •Geographical Indications (GIs) <p>6.6 Common Challenges Faced by Artisans in Registration</p>	Interactive Lecture with visual examples	CO6

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1: Apply knowledge of raw materials, tools, techniques, and products to create a detailed chart representing the selected regional craft.	<p>Regional Craft Chart Preparation (Selection of Craft)</p> <ol style="list-style-type: none"> 1. Choose one regional craft 2. Prepare a detailed chart showcasing the raw materials, tools, techniques, and products of the selected craft. 	2	CO1 CO2 CO3 CO4 CO5 CO6
2	LLO 2.1: Analyze the historical evolution and socio-cultural significance of the selected craft, demonstrating an understanding of its heritage and the role of artisans in preserving it.	<p>Case Study Discussion on Selected Craft Heritage</p> <ol style="list-style-type: none"> 1. Research the origins and historical evolution of the selected craft. 2. Investigate the socio-cultural significance and role of artisans in preserving the craft. 3. Prepare a report summarizing the findings, including any relevant visual examples (photos, videos) 	2	CO1 CO2 CO3 CO4 CO5 CO6
3	LLO 3.1: Investigate how an Indian designer or fashion label integrates the selected craft into their collections and illustrate this integration through a comprehensive report.	<p>Study Designer Profile (Craft in Fashion)</p> <ol style="list-style-type: none"> 1. Select an Indian designer or fashion label known for incorporating the chosen craft 2. Research the designer's work, focusing on how the selected craft is integrated into their collections. 3. Prepare a report including visuals, to showcase the designer's use of the craft in their fashion collections. 	2	CO1 CO2 CO3 CO4 CO5 CO6

4	LLO 4.1: Design a visually engaging poster to promote an organization that supports the selected craft, highlighting its role, mission, and impact on artisans.	Poster-Making on Craft Promotion Organizations 1. Research organizations like the DC Handicrafts, Dastkari Haat Samiti, or CCIC that support the chosen craft. 2. Design a poster highlighting the organization's role, mission, and support for artisans.	2	CO1 CO2 CO3 CO4 CO5 CO6
5	LLO 5.1: Synthesize information from previous assignments to compile a detailed, cohesive report on the selected craft cluster, showcasing all aspects of the craft's production, techniques, and significance.	Detailed Report on Selected Craft Cluster 1. Compile the information gathered from the previous assignments into a final, cohesive report.	2	CO1 CO2 CO3 CO4 CO5 CO6
6	LLO 6.1: Compose an article exploring the selected craft's history, evolution, influence on fashion, and current challenges, demonstrating a deep understanding of its cultural relevance and contemporary applications.	Article on Selected Craft 1. Prepare an article that explores the selected craft's history, evolution, influence on fashion, and current challenges. 2. The report and article should reflect a deep understanding of the craft, incorporating the insights from case studies, designer profiles, and organizational support. 3. Submit the final report and article as a complete project, including visuals, and make a brief presentation to the class.	2	CO1 CO2 CO3 CO4 CO5 CO6

Note: All assignments must be completed in groups of 4 to 5 students.

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- **Virtual Craft Exhibition Exploration**-Visit online exhibitions (such as Google Arts & Culture, National Handicrafts and Handlooms Museum). Write a short report about the exhibition and the craft, focusing on its representation and digital presence.
- **Social Media Campaign for Craft Promotion**-Choose a regional craft to promote digitally (e.g., Madhubani, Kutch embroidery). Create posts (images, videos, or infographics) using design tools like Canva. Post on a class or group social media account, and discuss the effectiveness of the campaign after one week. Write a short report on reviews.

Assignment

- **Digital Craft Documentation and Blogging**-Interview a local artisan (in person or virtually) about their craft process. Capture video or photographs documenting the process. Write a blog post showcasing the artisan's work, history, and challenges. Share the blog post on a class website or blog and engage with the audience by answering comments.
- **Virtual Workshop for Craft Learning**- Choose a craft technique that can be easily demonstrated online (e.g., simple block printing or folk art). Create a presentation or tutorial video explaining the process.
- **Designing a Craft Promotion Website**-Collect information on the history, artisans, materials, techniques, and current market trends related to the craft. Using website design tools like WordPress, Wix, or Google Sites, design a website.
 - A homepage with an introduction to the craft.
 - A page detailing the history, techniques, and significance of the craft.
 - A section showcasing artisans and their work (possibly including interviews or photographs).
 - A marketplace or links to platforms where the craft can be purchased.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	NA	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
SECTION-I								
1	I	Introduction to Crafts	1	10	5	6	-	11
2	II	Folk & Utility-Based Crafts	2	12	4	6	2	12
3	III	Avant Grade & Post Modern Visual Art	3	14	2	6	4	12
SECTION-II								
4	IV	Introduction to Cluster Development and Its Role in the Craft Sector	4	12	2	4	6	12
5	V	Government Support and Schemes for Cluster Development	5	08	4	4	4	12
6	VI	Intellectual Property Rights and Patents in Fashion and Craft Sectors	6	08	-	4	7	11
Grand Total				64	17	30	23	70

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work 7. Seminar/Presentation	1. End Term Exam 2. Micro-project 3. Tutorial Performance

X. SUGGESTED COs- POs MATRIX FORM

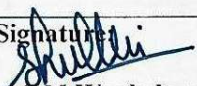
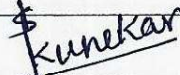


Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)		
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2	PSO-3
CO1	1	2	1	2	1	2	1	2	1	2
CO2	2	2	2	2	2	2	2	2	2	2
CO3	1	3	1	3	1	3	1	3	1	3
CO4	2	2	2	2	2	2	2	2	2	2
CO5	1	2	1	2	1	2	1	2	1	2
CO6	1	2	1	2	1	2	1	2	1	2
Legends:- High:03, Medium:02, Low:01, No Mapping: - *PSOs are to be formulated at the institute level										

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Autho	Title	Publisher
1	A. K. Narayan	Indian Crafts	National Book Trust
2	Laila Tyabji	The Crafting of India: A History of Indian Craftsmanship	Roli Books
3	Shirley Nadeau	Textile Traditions of India	Thames & Hudson

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	National Handicrafts and Handlooms Museum	A government portal showcasing India's rich handicraft and handloom heritage, with resources on various regional crafts.
2.	Dastkari Haat Samiti	A portal dedicated to promoting traditional Indian crafts through exhibitions, events, and training programs.
3.	The Revival of Craft	An online platform for craft revival and conservation, providing valuable insights on various traditional crafts and their role in contemporary contexts.
4.	Textile and Fashion Studies	A comprehensive resource for learning about textiles, fabrics, and their applications in fashion, with a focus on Indian crafts.

Name & Signature:  Ms. S.M. Waghchaure Lecturer – DDGM		Name & Signature:  Ms. S.E. Kurzekar Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr. Y.V. Chavan (Programme Head)		Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN CE/EE/ET/ME/MT/CM/IT/DDGM
PROGRAMME CODE	01/02/03/04/05/06/07/08
COURSE TITLE	FASHION JOURNALISM
COURSE CODE	DD51208
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme					Credits	Assessment Scheme												Total Marks
			Actual Contact Hrs./Week			SLH	NLH		Paper Duration	Theory			Based on LL & TSL				Based on SL				
			CL	TL	LL					Practical											
										FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA			
												Max	Max	Max	Min	Max	Min	Max	Min	Max	
DD51208	FASHION JOURNALISM	DSC	3	2	-	2	8	4	3	30	70	100	40	25	10	25#	10	25	10	175	

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

- 1.FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as 'Detained' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as 'fail' and will have to repeat and resubmit SLA work.
3. Notional learning hours for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. 1 credit is equivalent to 30 Notional hours.
5. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The Course “Fashion Journalism” is designed to equip students with necessary skills and knowledge to thrive in the rapidly evolving digital in documenting, analysing, and shaping trends in the global fashion industry. It bridges the gap between designers, brands, and consumers by delivering insightful content through various media platforms. As fashion continues to influence culture and identity, journalism helps contextualize its impact within social, political, and economic frameworks. With the rise of digital platforms, fashion journalism has evolved to include blogging, social media, and multimedia storytelling. This field empowers communicators to not only report on style but also to critique, inspire, and drive meaningful conversations in fashion.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following COs on completion of course based learning.

- CO1- Identify role of journalism in shaping the Society.
- CO2-Understand different styles of news writing and their application
- CO3- Identify role of print journalism in the media industry
- CO4- Understand and apply the core principles of reporting
- CO5-Explain the role and evolution of photojournalism and apply the basic principles of digital photography
- CO6-Understand various radio and TV formats.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-I				
UNIT I – INTRODUCTION TO FASHION JOURNALISM (CL 8 Hrs.- Marks-10)				
1.	<p>TLO 1.1: Define journalism and explain its evolution, purpose, and functions in society.</p> <p>TLO 1.2 Distinguish between news, views, and information.</p> <p>TLO 1.3 Understand the role of journalism in a democratic society.</p> <p>TLO 1.4 Understand how journalism can support national development and public awareness.</p> <p>TLO 1.5. Understand characteristics of development reporting and analyze case studies.</p> <p>TLO 1.6. Identify the critical role of journalism in shaping public opinion, ensuring transparency, and supporting democratic processes.</p> <p>TLO 1.7. Implement knowledge of media-related laws</p>	<p>1.1 Concept of Journalism</p> <p>1.2. Type of Journalism</p> <p>Development Journalism</p> <p>Citizen Journalism</p> <p>Photo Journalism</p> <p>Online Journalism</p> <p>1.2 Importance of Journalism</p> <p>1.3 Role and Responsibility of a Journalist</p> <p>1.4 Ethical Aspects of Print & Broadcast Journalism.</p> <p>Media Policies and Law.</p>	<p>Lecture with media</p> <p>Lecture with questions and answers</p> <p>Group Discussions</p> <p>Flipped Classroom</p> <p>Demonstration</p>	CO1
UNIT II – MEDIA AND COMMUNICATION (CL Hrs. -8, Marks-10)				
2	<p>TLO 2.1 Define and explain the concept of news, identify its key elements.</p> <p>TLO 2.2 Categorize various types of fashion-related news and evaluate their specific content, tone, and target audience.</p> <p>TLO 2.3 Explain a news story using essential components:</p> <p>TLO 2.4 Compare different styles of journalistic writing</p> <p>TLO 2.5 Analyze different journalistic formats</p> <p>TLO 2.6 Explain the characteristics of effective press releases</p> <p>TLO 2.7 State then features of journalistic ethics</p>	<p>2.1 News:</p> <p>Definition</p> <p>Concept</p> <p>Elements</p> <p>2.2 Types of News</p> <p>Trending Report</p> <p>Designer and brand News</p> <p>Fashion Show Coverage</p> <p>Industry News</p> <p>Celebrity and Red carpet Fashion</p> <p>Street Style</p> <p>Fashion Editorials and Features</p> <p>Beauty and Life style</p> <p>Historical & Retrospective Pieces</p> <p>2.2. Component of News Writing</p> <p>Headline</p> <p>Lead</p> <p>Body</p> <p>Quotes</p>	<p>Lecture using Chalk board, Video</p> <p>Demonstrations presentation, Case Study</p> <p>Group discussions</p>	CO2

		<p>Facts and data</p> <p>Transitions</p> <p>Conclusion</p> <p>2.3 Styles of News Writing</p> <p>2.4 Different Forms of Journalistic Writing</p> <p>News Writing(Hard News)</p> <p>Feature Writing</p> <p>Editorial</p> <p>Column</p> <p>Interview (Q&A or Narrative)</p> <p>Review/Critique</p> <p>Investigative Reporting</p> <p>2.5 Press note and Press Release</p> <p>Characteristics</p> <p>Structured format – Headline, dateline, lead, body, and boilerplate.</p> <p>Newsworthy</p> <p>Clear and concise</p> <p>Includes quotes credibility</p> <p>Third-person perspective – Written like a news article to make it easy for journalists to adapt.</p> <p>Objective tone</p> <p>Contact Information – Ends with media contact details for follow-up.</p> <p>Branding or boilerplate – Brief paragraph about the company or organization.</p>		
Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT III–PRINT JOURNALISM (CL Hrs. 8, Marks-15)				
3	<p>TLO 3.1: Enlist familiarity with essential print journalism</p> <p>TLO 3.2: Explain the scope, relevance, and influence of print journalism</p> <p>TLO 3.3: State the challenges faced by print journalism</p> <p>TLO 3.4: Explain skills to edit news and feature content</p> <p>TLO 3.5: Describe proofreading techniques</p> <p>TLO 3.6: Explain editing style for layout</p> <p>TLO 3.7: Differentiate between Proof reading and Content writing</p> <p>TLO 3.8: Explain print Journalism</p>	<p>3.1 Scope of Print Journalism</p> <p>3.2 Challenges in Print Journalism</p> <p>3.3 Terminology of print Journalism</p> <p>3.3.1. General Terms</p> <p>Byline</p> <p>Headline</p> <p>Lead</p> <p>Inverted Pyramid</p> <p>Dateline</p> <p>Body</p> <p>3.3.2. Page Layout</p> <p>Column.</p>	<p>Lecture Using chalk-board</p> <p>Lecture with Q&A Flipped Video</p> <p>Demonstrations</p> <p>Case Study</p> <p>Group discussions</p>	CO3

		Gutter. Spread Folio Masthead 3.3.3. Editorial and Content- Op-Ed Editorial Feature Sidebar Pull Quote Caption 3.4. Editing Style and Layout 3.5. Copy Editing 3.6. Proof Reading		
(SECTION-II)				
UNIT IV– NEWS REPORTERS (CL Hrs. - 8, Marks-15)				
4	TLO 4.1 Define the fundamental concepts of news reporting TLO 4.2 Outline the importance of gathering news TLO 4.3 Differentiate between various types of reporters TLO 4.4 Explain the essential qualities of Reporter TLO 4.5 Explain the purpose of editing TLO 4.6 Explain the editor's role in managing newsroom operations TLO 4.7 Enlist reporters' contribution to public knowledge, media credibility TLO 4.8 Explain fashion-specific reporting skills, TLO 4.9 Understand and apply ethical practices	4.1. The Basics of Reporting. 4.2. Types of Reporters 4.3. News Gathering Techniques 4.4. Qualities of Reporter 4.5. Meaning, Objective and Principles of Editing 4.6. Function and Responsibility of the Editor 4.7. Role and Importance of News Reporters 4.8. Skills and Qualities of Fashion Reporters 4.9. Challenges in Fashion Reporting 4.10. Ethical Considerations and Brand Relations.	Classroom Presentations Lecture Using Chalk-Board , PPT	CO4

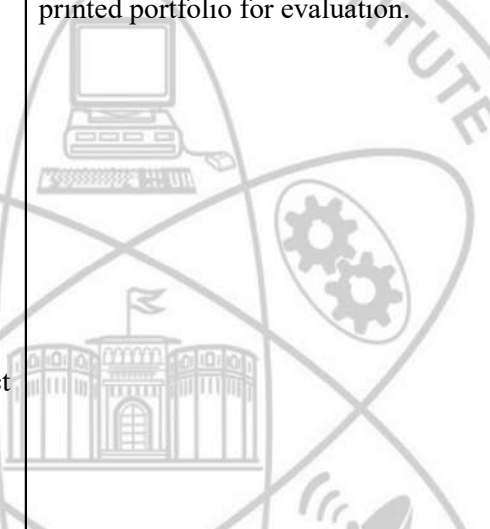
Sr. No	Theory Learning Outcomes (TLO's) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant Cos
UNIT V –PHOTO JOURNALIST (CL Hrs. - 8, Marks- 10)				
5	TLO 5.1 Explain photojournalism importance TLO 5.2 Explain the importance of TLO 5.3 Define the key historical developments TLO 5.4 List the basics of digital photography, TLO 5.5 Outline principles of photojournalism TLO 5.6 Outline the vital aspects of Quality of photograph TLO 5.7 Explain clear, concise, and informative captions	5.1. The role and importance of photojournalism in media. 5.2. History of photojournalism 5.3. Digital photography 5.4. Photography elements and principles 5.5. Role of subject and quality of photographs 5.6. Caption writing 5.7. Clubbing and grouping 5.8 Advantages and Disadvantages 5.9 Career path	Video Demonstrations Demonstration Flipped Classroom Presentations Lecture Using Chalk-Board	CO5
UNIT - VI BROADCASTING (CL Hrs. - 8, Marks- 10)				
	TLO 6.1 Explain the principles of broadcast writing TLO 6.2 Explain the structured scripts for radio TLO 6.3 Explain the structured scripts for TV TLO 6.4 Explain features of TV news. TLO 6.5 Outline the stages of TV production TLO 6.6 Explain the Design and interpret storyboards TLO 6.7 Define key production roles TLO 6.8 Explain Writing style for TV TLO 6.9 Define Writing Style for TV Programme	6.1 Different Types of Radio Formats Broadcast Writing Style for Radio Programme Script Writing and Layout for Radio 6.2. Characteristics of TV News 6.3. Different Types of TV Formats 6.4. Broadcast Writing Style for TV Programme 6.5. Script Writing and Layout for TV 6.6 TV Programme Production 6.7. Developing Storyboard for TV Programme 6.8. TV Programme Production 6.9. Basic Terminology Used in Broadcast Journalism	Video Demonstrations Demonstration Flipped Classroom Lecture Using Chalk-Board Presentations	CO6

V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	LLO 1.1 Identify and analyze current street fashion trends through real-life observation and documentation. LLO 1.2 Capture and select appropriate photographs that visually represent diverse fashion styles. LLO 1.3. Describe clothing, accessories, and styling details using clear and descriptive language. LLO 1.4 Organize visual and written content effectively in a slide presentation format. LLO 1.5 Demonstrate basic photography and layout skills for storytelling through images.	Prepare the informative presentation of 10 Slides on Street style photo Report	2	CO1

2	<p>LLO 2.1 Record and organize responses accurately for use in a written report.</p> <p>LLO 2.2 Write a structured interview report in either Q&A or narrative format.</p> <p>LLO 2.3. Use direct quotes and background information effectively to enhance the story.</p> <p>LLO 2.4. Develop communication and interpersonal skills through real-world interaction.</p> <p>LLO 2.5. Understand insights into current fashion trends and industry practices from a professional perspective.</p>	Prepare report of Interviewing a Fashion insider	2	CO1,CO6
3	<p>LLO 3.1. Identify key elements of a fashion event (such as venue, theme, designers, audience, and collections) through observation or research.</p> <p>LLO 3.2. Collect and organize factual information, quotes, and visuals to support the report's credibility and storytelling.</p> <p>LLO 3.3. Write a clear, engaging, and structured report following journalistic standards (headline, lead, body, and conclusion).</p> <p>LLO 3.4. Use descriptive language and fashion-specific terminology to convey the style, mood, and highlights of the event.</p> <p>LLO 3.5. Design the layout of the report using visuals and formatting to enhance readability and visual appeal for print or digital presentation.</p>	Design and Create a Fashion Event Report	04	CO1, CO2, CO3, CO4, CO5
4	<p>LLO 4.1 Evaluate the brand's product quality, pricing, design aesthetics, and customer experience using critical thinking and observation.</p> <p>LLO 4.2. Identify the brand's strengths and weaknesses through comparison with competitors or market trends.</p> <p>LLO 4.3. Write a structured and objective review report that includes an introduction, analysis, findings, and conclusion.</p> <p>LLO 4.4. Use appropriate language, visuals, and data to support the review and present it in a clear, engaging, and professional format.</p>	Prepare a report on brand review	04	CO1,CO 2, CO3,CO 4, CO5
5	<p>LLO 5.1 Organize ideas and structure content clearly in blog format, including an introduction, main content, and conclusion.</p> <p>LLO 5.2. Write an engaging, reader-friendly article using conversational tone, simple language, and fashion-related vocabulary.</p> <p>LLO 5.3. Incorporate at least one relevant visual (photo, graphic, or illustration) to</p>	Prepare blog-style article (minimum 300 words) on a seasonal trend, fashion tips, or style guide. Include at least one visual.	04	CO1,CO 2, CO3,CO 4, CO5

	support the content and enhance visual appeal. LLO 5.4 Apply basic digital formatting skills such as subheadings, bullet points, or hyperlinks to present content in a blog-friendly layout.			
6	LLO 6.1. Understand the purpose and structure of a press release, including headline, lead, body, and contact details. LLO 6.2. Write a clear and attention-grabbing headline relevant to the fashion product or collaboration. LLO 6.3. Draft a concise and informative lead paragraph that answers the key questions: Who, What, When, Where, and Why. LLO 6.4. Develop the body of the press release with supporting details, quotes, and brand background in a professional tone. LLO 6.5. Use proper formatting and third-person journalistic style suitable for media distribution and publication.	Write a press release for a fashion product launch or designer collaboration. Follow standard format: headline, lead, body.	06	CO1, CO2, CO3, CO4, CO5
7	LLO 7.1 Analyze the key features of the trend, including colors, styles, fabrics, or cultural influences. LLO 7.2 Write a clear and concise report explaining the trend and its relevance in the fashion industry. LLO 7.3. Select and include 3–5 supporting images that visually represent the trend. LLO 7.4. Present the report in a visually appealing and organized format suitable for print or digital display.	Identify a current or upcoming fashion trend and create a visual and written report (with 3–5 supporting images).	04	CO1, CO2, CO3, CO4, CO5
8	LLO 8.1 Choose a relevant and current fashion topic (e.g., fast fashion, sustainability, genderless fashion) and research it thoroughly. LLO 8.2 Develop a clear and concise argument or opinion on the chosen topic, supported by facts or examples. LLO 8.3 Write in a persuasive and engaging tone, ensuring the editorial piece reflects personal insights while maintaining professionalism. LLO 8.4. Ensure proper structure and formatting, including an introduction, body with key points, and a conclusion that reinforces the opinion.	Write an editorial piece (200–300 words) expressing an opinion on a relevant fashion topic (e.g. fast fashion, genderless fashion, sustainability).	06	CO1, CO2, CO3, CO4, CO5

9	<p>LLO 9.1 Write a clear and concise script in a radio or TV format, ensuring it is suitable for a 2–3 minute segment.</p> <p>LLO 9.2. Maintain a professional and engaging tone while scripting, adhering to broadcast writing style and structure.</p> <p>LLO 9.3. Record the news update clearly and confidently, practicing good voice modulation, pacing, and enunciation.</p> <p>LLO 9.4. Edit and finalize the recording, ensuring smooth transitions between stories and a polished final product</p>	Script and record a short 2–3 minute fashion news update in radio or TV format, covering 2–3 recent stories.	06	CO1, CO2, CO3, CO4, CO5
10	<p>LLO 10.1 Select and curate 3–5 of your most impactful works (e.g., articles, interviews, photo essays) that showcase your skills in fashion journalism.</p> <p>LLO 10.2 Organize the selected works in a cohesive and professional format, ensuring clarity and ease of navigation.</p> <p>LLO 10.3 Present each piece with a brief description explaining the context, process, and significance of the work.</p> <p>LLO 10.4 Format the portfolio for digital or print with attention to layout, design, and visual appeal.</p> <p>LLO 10.5. Demonstrate your ability to reflect on your work and present it in a manner that highlights your strengths and growth as a fashion journalist.</p>	<p>Compile 3–5 of your best works (articles, interviews, photo essays) into a digital or printed portfolio for evaluation.</p> 		CO1, CO2, CO3, CO4, CO5

Note: 1. All the above practical are compulsory and should be performed in a group of three or four students.

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- Capture street style photographs of people (friends, peers, or individuals) and create a short-written report (300–500 words) discussing the fashion trends, influences, and style details observed. Develop a comprehensive digital marketing plan for a fashion brand, covering SEO, social media strategies, content creation, and advertising.
- Write a 300–400-word news article covering a recent fashion event, product launch, or celebrity style update
- Develop a digital lookbook featuring 5–10 outfits or styles based on a theme (e.g., street style, office wear, or seasonal trends). Include brief descriptions and explanations of each look.
- Create a week-long social media campaign (Instagram or Twitter) covering fashion-related content, such as a trend, fashion event, or designer. Provide regular updates and engagement strategies.

Assignment

- Watch a live or recorded fashion runway show and write a detailed review (400–500 words) analyzing the collections, themes, colors, fabrics, and overall atmosphere of the show.
- Write a 500-word article analyzing the sustainability efforts of a fashion brand, collection, or designer. Discuss eco-friendly materials, ethical practices, and the brand's impact on the environment.
- Create a mock layout for a fashion magazine spread (one or two pages) that includes articles, images, and advertisements. Provide a design rationale.
- Write a 500-word weekly column on a recurring fashion topic (e.g., fashion history, new designers, style tips). Include personal insight, expertise, and recommendations.
- Create a photo essay (5-7 photos) on a chosen fashion topic, such as street style, fashion subcultures, or runway shows. Include captions that provide context to each image.
- Design a 7-day fashion-related social media campaign (Instagram, Twitter, or TikTok). Plan posts, captions, hashtags, and visuals to engage the audience around a specific fashion topic (e.g., eco-friendly fashion, seasonal trends, or styling tips).

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr. No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Drawing Table Board.	All
2	Color Media-Poster color, 12/24 Stadler's, Pencil color and drawing material	All
3	Dress form of Size 8, 10, 12	All
4	Computer with laser Printer	All
5	Digital Camera with good resolution and Zoom	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
SECTION -I								
1	I	INTRODUCTION TO FASHION JOURNALISM	CO1	8	6	2	2	10
2	II	MEDIA AND COMMUNICATION	CO2	8	3	3	4	10
3	III	PRINT JOURNALISM	CO3	8	6	5	4	15
SECTION -II								
4	IV	NEWS REPORTERS	CO4	8	6	5	4	15
5	V	PHOTO JOURNALISM	CO5	8	3	3	4	10
6	VI	BROADCASTING	CO6	8	2	4	4	10
Grand Total				64	26	22	22	70

IX.ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work	1. End Term Exam 2. Micro-project 3. Oral Examination

X. SUGGESTED COs- POs MATRIX FORM


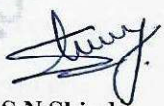
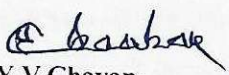
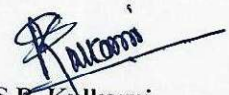
Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	1	1	1	-	2	2	2	2
CO2	3	2	2	2	-	1	2	2	2
CO3	3	2	2	2	-	1	2	2	2
CO4	1	2	2	2	-	2	2	2	2
CO5	2	1	1	1	-	1	2	2	2
CO6	2	2	2	2	-	2	2	2	2
Legends:- High:03, Medium:02, Low:01, NoMapping: - *PSOs are to be formulated at the institute level									

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Author	Title	Publisher
1	Julie Bradford	Fashion Journalism (2nd Edition)	Routledge ISBN-13: 9780815386842
2	Kate Nelson Best	The History of Fashion Journalism	Bloomsbury Academic ISBN-13: 9781350174634
3	Sanda Miller	Fashion Journalism: History, Theory, and Practice	Bloomsbury Academic ISBN-13: 9781474269650
4	Joanne Roberts	Fashion Writing: Journalism and Content Creation	Bloomsbury Academic ISBN-13: 9781529419956
5	Francesca Granata	Fashion Criticism: An Anthology	Bloomsbury Academic,ISBN-13: 9781350058814
6	P.V.L. Narasimha Rao	Style in Journalism	Readworthy Publications,ISBN: 9789350180259

XII. LEARNING WEBSITES & PORTALS

Sr. No	Link/Portal	Description
1.	https://thefashionglobe.com/Fashion-Journalism	Introduction to Fashion Journalism
2.	https://www.researchgate.net/publication	Introduction to Fashion Journalism
3.	https://www.cogitatiopress.com/mediaandcommunication	Fashion Journalism
4.	https://ebooks.inflibnet.ac.in/chapter/media-of-communication	Media and communication
5.	www.petapixel.com/photojournalism	Photo journalism
6.	https://egyankosh.ac.in/bitstream/123456789/86147/1/Unit-17.pdf	Photo journalism
7.	www.photojournalism.in	Photo journalism
8.	https://egyankosh.ac.in/bitstream/123456789/8890/1/Unit-13.pdf	Broadcasting

Name & Signature:  Mrs. P.V.Toshniwal Lecturer - DDGM		Name & Signature:  Dr.S.N.Shinde Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr. Y.V.Chavan (Programme Head)		Name & Signature:  Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	INTERNATIONAL FASHION BUSINESS
COURSE CODE	DD51210
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme												
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory				Based on LL & TSL				Based on SL				Total Marks
			CL	TL	LL					Practical				SLA								
										FA-TH	SA-TH	Total		FA-PR		SA-PR		SLA				
										Max	Max	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	
DD51210	INTERNATIONAL FASHION BUSINESS	AEC	3	0	2	1	6	3	3	30	70	100	40	25	10	25#	10	25	10	175		

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment,*# - Online Examination,@\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as 'Detained' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as 'fail' and will have to repeat and resubmit SLA work.
3. Notional learning hours for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. 1 credit is equivalent to 30 Notional hours.
5. * Self-learning hours shall not be reflected in the Timetable.
- 6.* Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

International Fashion Business plays a vital role in diploma programmes by equipping students with the knowledge of global marketing dynamics, trade practices, and export procedures relevant to the fashion industry. The course fosters awareness of international market trends, consumer behavior, and cultural preferences essential for global business success. It develops practical skills in branding, pricing, distribution, and digital tools used in international trade. By integrating sustainability, ethics, and government support systems, it ensures a holistic understanding of the global fashion ecosystem. This course prepares students to become competent professionals in international fashion marketing and trade environments.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1 – Understand international marketing concepts for solving fashion business problems.
 CO2 – Analyze global marketing processes and trade frameworks in fashion.
 CO3 – Evaluate market segments and consumer behavior for global fashion strategy.
 CO4 – Identify entry and distribution strategies for international fashion expansion.
 CO5 – Apply product, branding, and pricing strategies to enhance export performance.
 CO6 – Use digital platforms and government tools for promoting global fashion marketing.

IV.THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
Section-I				
UNIT I- INTRODUCTION TO INTERNATIONAL MARKETING (CL Hrs-10, Marks-12)				
1.	<p>TLO 1.1: Define international marketing and explain its scope in the fashion industry.</p> <p>TLO 1.2: Describe how marketing shifts from domestic to international levels.</p> <p>TLO 1.3: Identify key differences between selling and marketing.</p> <p>TLO 1.4: Compare features of domestic sales with international sales.</p> <p>TLO 1.5: Explain the EPRG framework and its use in global market thinking.</p> <p>TLO 1.6: List the benefits of exporting and the reasons for entering global markets.</p>	<p>1.1 Basic Concepts of International Marketing</p> <p>1.1.1 Definition and scope of international marketing</p> <p>1.1.2 Evolution from domestic to global marketing</p> <p>1.2 International Marketing Philosophies</p> <p>1.2.1 Overview of EPRG framework (Ethnocentric, Polycentric, Regiocentric, Geocentric)</p> <p>1.2.2 Global standardisation vs. local adaptation</p> <p>1.3 Difference between Selling and Marketing</p> <p>1.4 Domestic Sales vs. International Sales</p> <p>1.5 Reasons and Benefits of Exporting and Entering International Markets</p> <p>1.5.1 Access to larger customer bases</p> <p>1.5.2 Diversification of business risk</p> <p>1.5.3 Gaining global competitiveness and reputation</p>	Improved Lecture Tutorial Assignment Demonstration Simulation	CO1
UNIT II- INTERNATIONAL MARKETING MANAGEMENT & ENVIRONMENT (CL Hrs-10, Marks-12)				
2	<p>TLO 2.1: Describe the stages of the international marketing management process.</p> <p>TLO 2.2: Explain the functions of planning, strategy, and evaluation in global marketing.</p> <p>TLO 2.3: Identify features of EPRG orientations in international business.</p> <p>TLO 2.4: State the roles of the WTO and name major global trade blocs.</p> <p>TLO 2.5: List types of trade barriers and their impact on the fashion business.</p> <p>TLO 2.6: Differentiate between Balance of Trade and Balance of Payments with India's examples.</p> <p>TLO 2.7: Recognise key social, ethical, and environmental concerns in international marketing.</p>	<p>2.1 International Marketing Management Process</p> <p>2.1.1 Stages: Planning, Implementation, and Control</p> <p>2.1.2 Role of market analysis, strategy development, and performance evaluation</p> <p>2.1.3 Importance of coordination among international departments</p> <p>2.2 EPRG Orientation</p> <p>2.2.1 Definition and features of Ethnocentric, Polycentric, Regiocentric, and Geocentric orientations</p> <p>2.3 WTO, Trade Blocs, and Trade Barriers</p> <p>2.3.1 Key objectives and roles of the WTO</p>	Improved Lecture Tutorial Assignment Demonstration Simulation	CO2

		<p>2.3.2 Examples and functions of major trade blocs (e.g., EU, ASEAN, MERCOSUR)</p> <p>2.3.3 Types of trade barriers: tariff, quota, and non-tariff barriers</p> <p>2.4 Balance of Trade and Balance of Payment – India's Position</p> <p>2.4.1 Difference between BoT and BoP</p> <p>2.4.2 India's major exports and imports</p> <p>2.4.3 Current trends in India's trade balance and foreign exchange reserves</p> <p>2.5 Social, Ethical, and Environmental Issues in International Marketing</p>		
UNIT III- MARKET ANALYSIS AND CONSUMER TARGETING (CL Hrs-10, Marks-12)				
3	<p>TLO 3.1: Identify bases for international market segmentation and criteria for target selection.</p> <p>TLO 3.2: Explain how to develop an international market positioning strategy.</p> <p>TLO 3.3: Describe challenges faced in cross-cultural market research.</p> <p>TLO 3.4: Illustrate the 4Ps of marketing in an international context, including adaptation and standardization.</p> <p>TLO 3.5: Define push and pull theories and explain their use in global marketing campaigns.</p> <p>TLO 3.6: Describe the role of intermediaries in push strategies and branding in pull strategies.</p>	<p>3.1 International Market Segmentation, Targeting & Positioning</p> <p>3.1.1 Bases for segmentation: geographic, demographic, psychographic, behavioral</p> <p>3.1.2 Criteria for selecting target markets</p> <p>3.1.3 Developing an international positioning strategy</p> <p>3.2 Challenges in cross-cultural research</p> <p>3.3 Marketing Mix – 4Ps of Marketing</p> <p>3.3.1 Product: adaptation vs. standardization</p> <p>3.3.2 Place: logistics and distribution in international trade</p> <p>3.3.3 Promotion and Price strategies for foreign markets</p> <p>3.4 Push and Pull Theory</p> <p>3.4.1 Definition and strategic use in global campaigns</p> <p>3.4.2 Role of intermediaries in the push strategy</p> <p>3.4.3 Advertising and branding in the pull strategy</p>	<p>Improved Lecture Tutorial Assignment Demonstration Simulation</p>	CO3
Section-II UNIT VI- MARKET ENTRY AND DISTRIBUTION STRATEGIES (CL Hrs-10, Marks-12)				
4	<p>TLO 4.1: List different modes of international market entry and factors affecting their choice.</p> <p>TLO 4.2: Explain risks and control levels involved in various entry modes.</p> <p>TLO 4.3: Identify types of intermediaries and their roles in international distribution.</p>	<p>4.1 International Marketing Entry Decisions</p> <p>4.1.1 Modes: Exporting, Licensing, Franchising, Joint Ventures, Wholly-Owned Subsidiaries</p> <p>4.1.2 Factors influencing choice of entry mode</p>	<p>Improved Lecture Tutorial</p>	CO4

	<p>TLO 4.4: Describe selection criteria and management of distribution channels.</p> <p>TLO 4.5: Recognize common causes of channel conflict and ways to resolve them.</p> <p>TLO 4.6: Outline key elements of export agency agreements and legal responsibilities.</p>	<p>4.1.3 Risk and control analysis for each mode</p> <p>4.2 Channels of Distribution in International Markets</p> <p>4.2.1 Types of intermediaries (agents, distributors, wholesalers)</p> <p>4.2.2 Selection criteria and channel management</p> <p>4.2.3 Channel conflict and resolution</p> <p>4.3 Export Agency Agreements</p> <p>4.3.1 Key components of export contracts</p> <p>4.3.2 Legal aspects and compliance issues</p> <p>4.3.3 Responsibilities of exporters and agents</p>	<p>Assignment Demonstration Simulation</p>	
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UNIT V- INTERNATIONAL PRODUCT, BRANDING, AND PRICING STRATEGIES
(CL Hrs-10, Marks-12)

5	<p>TLO 5.1: Describe the stages of the International Product Life Cycle (IPLC).</p> <p>TLO 5.2: Identify India's key export products and services.</p> <p>TLO 5.3: Explain the importance of packaging, labeling, and branding in exports.</p> <p>TLO 5.4: Compare different pricing strategies used in international markets.</p> <p>TLO 5.5: Define INCOTERMS and their role in price quotations.</p> <p>TLO 5.6: Outline basics of transfer pricing and tax regulations in international trade.</p> <p>TLO 5.7: Recognize the role of H.S. nomenclature and EAN barcodes in exports.</p>	<p>5.1 International Product Life Cycle (IPLC)</p> <p>5.1.1 Stages: Introduction, Growth, Maturity, Decline</p> <p>5.2 Products and Services for Export (India & Abroad)</p> <p>5.2.1 India's key export sectors (e.g., textiles, IT, pharma)</p> <p>5.3 Packaging, Labeling, and Branding</p> <p>5.3 Pricing Process and Strategies</p> <p>5.4.1 Cost-based, demand-based, and competition-based pricing.</p> <p>5.4 Price Quotations and Transfer Pricing</p> <p>5.4.1 INCOTERMS and their importance in quotations</p> <p>5.4.2 Methods and regulations of transfer pricing</p> <p>5.4.3 Tax implications and avoidance of double taxation</p> <p>5.6 H.S. of Nomenclature & EAN Barcode</p>	<p>Improved Lecture Tutorial Assignment Demonstration Simulation</p>	CO5
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UNIT VI- PROMOTION, GOVERNMENT SUPPORT, AND DIGITAL TOOLS
(CL Hrs-10, Marks-10)

6	<p>TLO 6.1: Compare adaptation and standardization in international advertising.</p> <p>TLO 6.2: Describe key characteristics of services and strategies for global service marketing.</p> <p>TLO 6.3: Explain major government regulations affecting international marketing.</p>	<p>6.1 International Advertising – Adaptation vs. Standardization</p> <p>6.2 Marketing of Services in an International Context</p> <p>6.2.1 Characteristics of services: intangibility, variability, perishability</p> <p>6.2.2 Global service strategies</p> <p>6.2.3 Service quality and customer</p>		
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	<p>TLO 6.4: Identify government organizations that support exporters and their roles.</p> <p>TLO 6.5: List export incentives, schemes, and roles of special economic zones (SEZs).</p> <p>TLO 6.6: Recognize online tools and digital platforms used by exporters.</p>	<p>relationship management</p> <p>6.3 Government Regulations Affecting International Marketing</p> <p>6.3.1 Export-import laws and documentation</p> <p>6.3.2 Foreign Exchange Management Act (FEMA)</p> <p>6.4 Government Organizations Helping Exporters</p> <p>6.4.1 Functions of DGFT, ECGC, FIEO, APEDA</p> <p>6.4.2 Export incentives and schemes</p> <p>6.4.3 Role of SEZs and export promotion councils</p> <p>6.5 Online Tools, Websites & Sources of Information for Exporters</p> <p>6.5.1 Role of digital platforms in market entry (B2B platforms, e-commerce)</p>		
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V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	<p>LLO 1.1: Identify key differences in marketing strategies used by domestic and international fashion brands.</p> <p>LLO 1.2: Analyze factors influencing branding and customer targeting in local vs. global contexts.</p> <p>LLO 1.3: Present findings through a structured comparison report or presentation.</p>	Prepare a report comparing domestic vs. international fashion marketing strategies of an Indian brand (e.g., FabIndia vs. H&M in India).	2	CO1
2	<p>LLO 2.1: Classify global fashion brands under the EPRG orientations.</p> <p>LLO 2.2: Illustrate EPRG concepts through brand-specific visual charts.</p> <p>LLO 2.3: Evaluate how EPRG influences branding and positioning in global markets.</p>	Create a chart showing how different global fashion brands (e.g., Zara, Uniqlo, Louis Vuitton) align with EPRG orientations.	2	CO1
3	<p>LLO 3.1: Investigate reasons why Indian fashion businesses expand internationally.</p> <p>LLO 3.2: Identify challenges and benefits experienced by small exporters.</p> <p>LLO 3.3: Present findings from field visits, interviews, or case studies of exporters.</p>	Interview, research or visit to a small Indian fashion exporter. Identify the reasons they entered international markets and their benefits/challenges.	2	CO1
4	<p>LLO 4.1: Design a flowchart representing the steps of international marketing management.</p> <p>LLO 4.2: Break down each stage—planning, implementation, and control—</p>	Design a flowchart of the international marketing management process for launching a new Indian fashion product in a foreign country.	2	CO2

	of global product launches. LLO 4.3: Demonstrate the role of coordination in cross-border marketing efforts.			
5	LLO 5.1: Identify the role of the WTO and trade blocs in India's fashion exports. LLO 5.2: Explain how regional trade agreements influence global market access. LLO 5.3: Analyze India's position in the global textile and fashion trade.	Prepare a presentation or report on how India's fashion exports are impacted by WTO agreements and regional trade blocs (e.g., SAARC, ASEAN).	2	CO2
6	LLO 6.1: Conduct a brand audit focused on sustainability and ethics. LLO 6.2: Evaluate international brands on transparency, sourcing, and ethical marketing. LLO 6.3: Reflect on environmental responsibility in global fashion strategies.	Conduct a brand audit (e.g., Patagonia, Stella McCartney) to assess how they address ethical and environmental issues in international marketing.	2	CO2
7	LLO 7.1: Apply segmentation and positioning strategies to selected international markets. LLO 7.2: Compare how cultural, economic, and demographic factors affect STP. LLO 7.3: Propose suitable target market strategies based on case analysis.	Choose two global fashion markets (e.g., UAE and Germany) and identify how segmentation and positioning strategies differ for each.	2	CO3
8	LLO 8.1: Draft and structure a basic international consumer preference survey. LLO 8.2: Identify factors influencing purchase behavior in global markets. LLO 8.3: Analyze hypothetical or real responses to guide marketing direction.	Design a short consumer survey (real or hypothetical) to study international preferences for Indian ethnic wear or sustainable fashion.	2	CO3
9	LLO 9.1: Compare international 4Ps strategies of a brand in two different countries. LLO 9.2: Identify which elements of the marketing mix require localization. LLO 9.3: Analyze the effectiveness of global vs. localized strategies.	Compare the 4P strategy of an Indian fashion brand operating in two countries — what changes in Product, Price, Place, Promotion?	2	CO3
10	LLO 10.1: Investigate market entry modes of fashion brands in India. LLO 10.2: Identify risks and benefits associated with different entry strategies. LLO 10.3: Present a case-based analysis of joint ventures or franchises.	Choose a global fashion brand (e.g., H&M, Zara, Mango) and analyze its market entry strategy in India — franchise, joint venture, etc.	2	CO4
11	LLO 11.1: Draw and label distribution channel diagrams for global markets. LLO 11.2: Identify types of intermediaries involved in fashion exports. LLO 11.3: Explain the role of logistics in international trade.	Draw a visual diagram of international distribution channels for Indian garments exported to the US.	2	CO4

12	LLO 12.1: Draft key components of an export agency agreement. LLO 12.2: Recognize legal obligations in international contracts. LLO 12.3: Analyze responsibilities of exporters and agents.	Draft a mock export agency agreement for a fictional Indian fashion exporter entering the EU market.	2	CO4
13	LLO 13.1: Map out the international product life cycle for a fashion item. LLO 13.2: Identify factors influencing each stage across markets. LLO 13.3: Explain how fashion products evolve in different regions.	Map the International Product Life Cycle of a fashion product (e.g., organic cotton T-shirt) in two different markets.	2	CO5
14	LLO 14.1: Compare international labeling and packaging standards. LLO 14.2: Identify key differences in regulatory compliance. LLO 14.3: Explain the use of barcodes and classification systems.	Collect or research international fashion product packaging and labeling standards — compare with Indian norms (e.g., EU regulations, EAN barcodes).	2	CO5
15	LLO 15.1: Analyze global advertising campaigns for adaptation or standardization. LLO 15.2: Compare creative messaging and brand consistency. LLO 15.3: Identify cultural elements in campaign variations.	Find two international ad campaigns of the same fashion brand — analyze how they were adapted or standardized across markets.	2	CO6
16	LLO 16.1: Explore government export portals and identify key tools. LLO 16.2: Demonstrate how to use HS codes and export documentation. LLO 16.3: Summarize findings from online trade resources.	Explore DGFT, ICEGATE, or Ministry of Commerce portals to identify HS codes, export policies, or trade analytics.	2	CO6
Note: 1. Take any 15 tutorials out of 16 and ensure that all the units are covered.				

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)

Micro project

- **Global vs. Local Brand Study:** Study any one Indian fashion brand and one international brand. Compare their business models, customer base, and marketing approach.
- **Trade Policy Impact Report:** Research India's trade policies or WTO agreements and analyze how they influence the fashion/textile industry.
- **Fashion Market Segmentation Report:** Segment an international fashion brand's consumer base and propose **targeting and positioning** strategies for a new market (e.g., UAE or France).
- **Market Entry Plan:** Prepare a simple entry plan for an Indian fashion startup planning to expand into another country (e.g., via franchise, export, joint venture).
- **Product Lifecycle Study:** Choose one exportable fashion product (e.g., sarees, scarves, khadi shirts) and analyze which stage it's in (Introduction, Growth, Maturity, Decline) in 2 countries.
- **International Ad Campaign Analysis:** Compare 2 ad campaigns of the same brand in different countries (e.g., Levi's in India vs. the USA). Discuss differences in tone, design, and messaging.

Assignment

- Make a comparison chart- “Selling vs. Marketing – What’s more important in international markets?”
- Design and run a **5-question consumer preference survey** for fashion styles or brands, and summarize key findings.
- Create a **flowchart or dramatization** showing how a fashion product moves through international distribution channels.
- Take a traditional Indian fashion product and **redesign its packaging and branding** to make it appealing for an international market.
- Explore export websites (DGFT/Ministry of Commerce) and take notes/screenshots of **useful tools like HS code finder, trade analytics, etc.**
- Create a **simple business plan** for exporting an Indian fashion product internationally. Include product selection, target market, pricing, branding, promotion, and distribution strategy.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications	Relevant LLO Number
1	Desktop Computers (minimum i5 processor, 8GB RAM) – 1 per student or in shared mode	All

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE
(Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
Section -I								
1	I	Introduction to International Marketing	CO1	10	8	2	2	12
2	II	International Marketing Management & Environment	CO2	10	4	4	4	12
3	III	Market Analysis and Consumer Targeting	CO3	10	4	4	4	12
Section -II								
4	IV	Market Entry and Distribution Strategies	CO4	10	4	4	4	12
5	V	International Product, Branding, and Pricing Strategies	CO5	10	4	4	4	12
6	VI	Promotion, Government Support, and Digital Tools	CO6	10	2	4	4	10
Grand Total				60	26	22	22	70

IX.ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work 7. Seminar/Presentation	1. End Term Exam 2. Micro-project 3. Tutorial Performance

X. SUGGESTED COs- POs MATRIX FORM

Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	3	3	1	1	1	1	2	3	2
CO2	3	3	2	2	1	1	2	3	2
CO3	3	3	3	1	1	1	2	3	2
CO4	3	3	3	2	1	1	2	3	2
CO5	3	3	2	2	2	1	2	3	2
CO6	3	2	2	3	2	1	3	3	3

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr. No	Author	Title	Publisher	ISBN
1	Sak Onkvisit & John J. Shaw	International Marketing: Analysis and Strategy	Routledge	ISBN: 9781138101447
2	Cateora, Gilly, Graham	International Marketing	McGraw-Hill Education	ISBN: 9781259712357
3	Warren J. Keegan	Global Marketing Management	Pearson Education	ISBN: 9780134129945
4	Rakesh Mohan Joshi	International Marketing	Oxford University Press	ISBN: 9780198073878
5	Francis Cherunilam	International Marketing	Himalaya Publishing House	ISBN: 9789352625554
6	Varshney & Bhattacharya	International Marketing Management	Sultan Chand & Sons	ISBN: 9788180549664
7	Justin Paul	International Business	McGraw-Hill Education	ISBN: 9789353162348
8	Bhattacharya B.	Export Marketing: A Practical Guide	Himalaya Publishing House	ISBN: 9789352628944

XII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	• https://nptel.ac.in/courses/110105099/	<i>Online Learning Initiatives by IITs and IISc</i> International Business – NPTEL course covering trade theories, WTO, international marketing, and globalization.
2.	• https://swayam.gov.in/nd1_noc20_mg78/	<i>SWAYAM – Government of India MOOC platform</i> Marketing Research and Analysis – Useful for Unit 3 (Market Research, Segmentation, Targeting).
3.	• https://www.export.gov/	<i>U.S. Department of Commerce Export Portal</i> Export procedures, trade compliance, and market entry strategies – relevant for Units 2, 4, and 6.
4.	• https://www.dgft.gov.in/	<i>Directorate General of Foreign Trade (India)</i> Live database and policies for Indian exporters, used in Unit 6 – tools, regulations, schemes.
5.	• https://www.wto.org/	<i>World Trade Organization</i> Essential source for Unit 2 – WTO rules, trade barriers, global trade frameworks.
6.	https://ocw.mit.edu/courses/sloan-school-of-management/	<i>MIT OpenCourseWare □ Sloan School of Management</i> Courses on global markets, marketing management, and business strategy useful across all units.

Name & Signature: 1) Dr. Shubhangi Shinde		2) Ms. Shubhangi Waghchaure	
(Course Experts)			
Name & Signature: Dr. Y.V. Chavan (Programme Head)		Name & Signature: Shri. S.B. Kulkarni (CDC In-charge)	

GOVERNMENT POLYTECHNIC, PUNE

'120 – NEP' SCHEME

PROGRAMME	DIPLOMA IN DRESS DESIGNING AND GARMENT MANUFACTURING
PROGRAMME CODE	08
COURSE TITLE	SPECIAL PURPOSE CLOTHING
COURSE CODE	DD51211
PREREQUISITE COURSE CODE & TITLE	NA
CLASS DECLARATION	YES

I. LEARNING & ASSESSMENT SCHEME

Course Code	Course Title	Course Type	Learning Scheme						Credits	Assessment Scheme												Total Marks
			Actual Contact Hrs./Week			SLH	NLH	Paper Duration		Theory				Based on LL & TSL				Based on SL				
			CL	TL	LL					Practical				FA-PR		SA-PR		SLA				
										FA-TH	SA-TH	Total		FA-PR	SA-PR	SLA						
												Max	Min			Max	Min	Max	Min			
DD51211	SPECIAL PURPOSE CLOTHING	DSE	3	0	2	1	6	3	3	30	70	100	40	25	10	25#	10	25	10	175		

Total IKS Hrs for Term: 0 Hrs

Abbreviations: CL-Classroom Learning, TL-Tutorial Learning, LL-Laboratory Learning, SLH-Self Learning Hours, NLH-Notional Learning Hours, FA - Formative Assessment, SA -Summative assessment, IKS – Indian Knowledge System, SLA- Self Learning Assessment

Legends: @-Internal Assessment, # - External Assessment, *# - Online Examination, @\$ - Internal Online Examination

Note:

1. FA-TH represents an average of two class tests of 30 marks each conducted during the semester.
If a candidate is not securing minimum passing marks in FA-PR (Formative Assessment - Practical) of any course, then the candidate shall be declared as '**Detained**' in that Course.
2. If a candidate does not secure minimum passing marks in SLA (Self Learning Assessment) of any course, then the candidate shall be declared as '**fail**' and will have to repeat and resubmit SLA work.
3. **Notional learning hours** for the semester are (CL + LL + TL + SL) hrs. * 15 Weeks
4. **1 credit** is equivalent to **30 Notional hours**.
5. * Self-learning hours shall not be reflected in the Timetable.
6. * Self-learning includes micro-projects/assignments/other activities.

II. RATIONALE:

The Specialized Clothing Construction course aims to equip students with the knowledge and abilities they require to design and fabricate garments for the user's specified operation, activities, and environments. By exploring the unique requirements of various industries, such as healthcare, sports, and protective wear, students will acquire the knowledge and abilities they require to conceptualize and execute specialized clothing design.

III. COURSE LEVEL LEARNING OUTCOMES (CO's)

Students will be able to achieve & demonstrate the following CO's on completion of course-based learning

- CO1 - Outline the various technological advancements in special purpose clothing with respect to various purposes.
- CO2 - Identify the various types of clothing required for various wears (protective wear, sportswear, health care) application.
- CO3 - Apply principles of design in accordance to the physical/organizational ergonomics, incorporate industry standards and sketch patterns for the various subject based special purpose clothing.
- CO4 - Choose suitable pattern making techniques for developing the paper patterns required to make the garments.
- CO5 - Stitch well finished garments with relevant trims and technology for various special purpose clothing.

IV. THEORY LEARNING OUTCOMES AND ALIGNED COURSE CONTENT

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
SECTION-I				
UNIT-I Introduction to Specialized Purpose Clothing (CL Hrs-08, Marks-12)				
1.	<p>TLO1.1 Define specialized purpose clothing and explain its significance in various fields.</p> <p>TLO1.2 Describe the historical evolution of functional apparel.</p> <p>TLO1.3 Differentiate between general fashion wear and functional/specialized clothing.</p>	<p>1.1 Introduction to Specialized Purpose Clothing.</p> <p>1.2 Definition and scope.</p> <p>1.3 Importance of functionality and safety.</p> <p>1.4 Historical development of functional apparel.</p> <p>1.5 Importance in modern society.</p>	<p>Lecture Using Chalk-Board.</p> <p>Presentations</p> <p>Video</p> <p>Demonstrations</p>	CO1
UNIT-II Categories of Specialized Clothing (CL Hrs-08, Marks-16)				
2	<p>TLO2.1 Identify and describe various categories of specialized clothing.</p> <p>TLO2.2 Analyze the functional requirements of occupational, sports, protective, medical, and climatic clothing.</p> <p>TLO2.3 Provide real-world examples of each category and explain their unique design features.</p>	<p>2.1 Categories of Specialized Clothing</p> <p>2.1.1 Occupational Clothing</p> <p>2.1.2 Examples: firefighter suits, healthcare uniforms, police and military gear</p> <p>2.2 Sports and Performance Wear</p> <p>2.2.1 Athletic wear (swimwear, cycling gear, compression garments)</p> <p>2.2.2 Extreme sports (skiing, diving, mountaineering)</p> <p>2.3 Protective Clothing</p> <p>2.3.1 Chemical suits, radiation suits, bulletproof vests</p> <p>2.3.2 Personal protective equipment (PPE)</p> <p>2.4 Climatic and Environmental Clothing</p> <p>2.4.1 Cold-weather clothing, desert wear, waterproof apparel</p> <p>2.5 Medical and Therapeutic Clothing</p> <p>2.5.1 Compression garments, surgical wear, adaptive clothing for disabilities</p> <p>2.6 Smart and Wearable Technology Clothing</p> <p>2.6.1 Embedded sensors, heating/cooling systems, biometric data garments</p>	<p>Lecture Using Chalk-Board.</p> <p>Presentations</p> <p>Video</p> <p>Demonstrations</p>	CO2

Sr. No	Theory Learning Outcomes (TLO'S) aligned to CO's.	Learning content mapped with TLO's.	Suggested Learning Pedagogies	Relevant COs
UNIT-III Materials and Fabric Technologies (CL Hrs-08, Marks-12)				
3	<p>TLO3.1 Identify key fabric types and materials used in specialized clothing.</p> <p>TLO3.2 Explain the functions of performance and smart textiles in enhancing garment utility.</p> <p>TLO3.3 Describe textile treatments and finishes that contribute to protection and comfort.</p>	<p>3.1 Materials and Fabric Technologies</p> <p>3.1.1 Performance fabrics: moisture-wicking, thermal, UV-protective.</p> <p>3.1.2 Smart textiles: shape memory, conductive fabrics Laminates, coatings, and finishes for added functionality.</p> <p>3.1.3 Testing and standards (ISO, ASTM, EN, NFPA)</p>	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO3
SECTION-II				
UNIT- IV Design and Construction Principles (CL Hrs-07, Marks-08)				
4	<p>TLO4.1 Understand ergonomic and functional design principles in specialized clothing.</p> <p>TLO4.2 Analyze the importance of fit, mobility, and seam placement in garment construction.</p> <p>TLO4.3 Apply knowledge of construction methods to suggest improvements in design for specific applications.</p>	<p>4.1 Design and Construction Principles</p> <p>4.1.1 Ergonomic design and mobility.</p> <p>4.1.2 Seam placement and durability.</p> <p>4.1.3 Fit and comfort considerations.</p> <p>4.1.4 Customization for user needs.</p>	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO4
UNIT –V Manufacturing and Industry Practices (CL Hrs-07, Marks-12)				
5	<p>TLO5.1 Outline the processes involved in manufacturing specialized clothing.</p> <p>TLO5.2 Compare mass production and customized approaches to functional garments.</p> <p>TLO5.3 Discuss challenges and sustainability considerations in the industry.</p>	<p>5.1 Manufacturing and Industry Practices</p> <p>5.1.1 Production techniques and challenges</p> <p>5.1.2 Mass production vs. bespoke solutions</p> <p>5.1.3 Sustainability in specialized clothing</p>	Lecture Using Chalk-Board. Presentations Video Demonstrations	CO5
UNIT –VI Emerging Trends and Innovations (CL Hrs-07, Marks-10)				
	<p>TLO 6.1 Explain the principles and processes of 3D body scanning in garment development.</p> <p>TLO6.2 Evaluate real-world applications of 3D scanning in fields such as military, sports, and industrial safety wear.</p> <p>TLO 6.3 Define nanotechnology and its relevance in textile engineering.</p> <p>TLO 6.4 Identify types of nanomaterials used in special</p>	<p>6.1 Emerging Trends and Innovations</p> <p>6.1.1 3D body scanning and custom fit for special purpose gear</p> <p>6.1.2 Nanotechnology and intelligent fabrics</p> <p>6.1.3 Case studies on innovations in firefighting suits, hazmat gear, etc.</p>		CO5

<p>purpose textiles (e.g., silver nanoparticles, nano-coatings). TLO6.5 Discuss the benefits of nanotechnology in creating self-cleaning, UV-resistant, or antimicrobial garments. TLO 6.6 Analyze recent technological innovations in firefighting suits and hazmat clothing. TLO6.7 Compare performance parameters such as thermal resistance, breathability, and mobility in advanced designs. TLO6.8 Interpret case studies showcasing collaborative research and development in protective clothing. TLO 6.9 Critically assess the impact of innovations on safety, comfort, and operational efficiency in high-risk professions.</p>		<p>Lecture Using Chalk-Board. Presentations Video Demonstrations</p>	
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V. LABORATORY LEARNING OUTCOME AND ALIGNED PRACTICAL/TUTORIAL EXPERIENCES.

Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
1	<p>LLO 1.1 Identify the requirement of specialized clothing for the given end use. LLO 1.2 Select the technical garments as per given requirement. LLO 1.3 Create a short video of specialized clothing.</p>	<p>Survey report on the given specialized clothing categories useful for the clothing industry, feasible for the market addressing customer need.</p>	2	CO1
2	<p>LLO 2.1 Identify technical clothing with high performance fibre and fabrics. LLO 2.2 Develop design of technical clothing as per the given application. LLO 2.3 Select engineering patterns for technical clothing. LLO 2.4 Use the appropriate trims for technical pattern development. LLO 2.5 Develop a design sheets for the given style. LLO 2.6 Show the step wise flow chart to garment construct.</p>	<p>Technical Clothing :- Develop design for technical clothing with high performance fibre and fabrics, also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)</p>	2	CO1
3	<p>LLO 3.1 Identify various hazardous environment clothing. LLO 3.2 Develop design for hazardous environment clothing as per the given requirement. LLO 3.3 Select engineering patterns for</p>	<p>Hazardous environment clothing:- Develop design for hazard environment clothing (material requirement, design, features, production techniques, clothing fitness, functionality, thermal, explosive contact with hot, cold, object parts, electrical</p>		CO1

	hazardous environment clothing. LLO 3.4 Use the appropriate trims for hazardous environment pattern development . LLO 3.5 Develop a design sheets for the given style. LLO 3.6 Show the step wise flow chart to construct the develop pattern.	noise and vibration, chemical substance, radiation, biological, flame and fire-retardants garments.) requirement. Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	
4	LLO 4.1 Identify protective clothing. LLO 4.2 Develop design for protective clothing as per the given requirement. LLO 4.3 Select engineering patterns for protective clothing. LLO 4.4 Use the appropriate trims for protective pattern development. LLO 4.5 Develop a design sheets for the given style. LLO 4.6 Construct the develop pattern.	Protective Garments:- Construct the design pattern (anyone) base on the given situation mentioned. (hot environment, radiation protective clothing, cold climate clothing, Personal protective devices, clothing for foul weather conditions, snow clothing, water vapour permeable/ waterproof clothing, Military protective clothing, Armour guard biological and chemical warfare protection.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	CO1
5	LLO 5.1 Identify the types of Industrial Workwear clothing. LLO 5.2 Develop design for Industrial Workwear clothing as per the given requirement. LLO 5.3 Select engineering patterns for Industrial Workwear clothing. LLO 5.4 Use the appropriate trims for Industrial Workwear pattern development LLO 5.5 Develop a design sheets for the given style. LLO 5.6 Construct the develop pattern.	Industrial Workwear:- Construct the designed Workwear clothing pattern (anyone) base on the given situation mentioned. (office for workers, functionality types, structure safety, health protection, personal protective equipment.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	CO1
6	LLO 6.1 Identify the types of Hi-Tech clothing. LLO 6.2 Develop design for Hi-Tech clothing as per the given requirement. LLO 6.3 Select engineering patterns for technical Hi-Tech clothing. LLO 6.4 Use the appropriate trims for Hi-Tech pattern development . LLO 6.5 Develop a design sheets for the given style. LLO 6.6 Prepare a portfolio of Hi-Tech clothing.	Hi-Tech Garments:- Develop design for smart clothing base on the given situation mentioned. (colour changing clothes, built-in sensor clothing, touch sensor socks with pressure sensor, close for communication, wearable technology for clothing, 3D printed garments concept and application) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	CO1
7	LLO 7.1 Identify types of sports wear clothing. LLO 7.2 Develop design for sports wear clothing as per the given requirement. LLO 7.3 Select engineering patterns for sports wear clothing. LLO 7.4 Use the appropriate trims for sports wear pattern development.	Sports wear:- Construct the designed sports wear base on the given situation mentioned. (sports application, fundamental requirement and qualities material requirement, design features, production techniques, clothing fitness, functionality, level of breathability, moisture, vapour transfer, heat insulation,	2	CO2

	LLO 7.5 Develop a design sheets for the given style. LLO 7.6 Construct the develop pattern.	wind proofing, waterproofing, sports and environment requirements.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)		
8	LLO 8.1 Identify Medical and health care clothing. LLO 8.2 Develop design for specific Medical and health care clothing per the given requirement. LLO 8.3 Select engineering patterns for Medical and health care clothing. LLO 8.4 Use the appropriate trims for Medical and health care pattern development. LLO 8.5 Develop a design sheets for the given style. LLO 8.6 Construct the develop pattern.	Medical and health care clothing: Construct the designed, the Medical and health care clothing base on the given situation (surgical gowns, isolation gowns, and coveralls) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	CO2
9	LLO 9.1 Identify types of physiological adaptive /functional clothing. LLO 9.2 Develop design for physiological adaptive clothing as per the given requirement. LLO 9.3 Select fabric material accessories and trimming. LLO 9.4 Select engineering patterns for physiological adaptive clothing. LLO 9.5 Develop designs and sizing, pattern engineering. LLO 9.6 Construct the pattern by assembling of garment component. LLO 9.7 Testing of clothing for functionality.	Adaptive/Functional clothing:- Physiological requirement Construct the designed, physiological adaptive (anyone) garment as per the human physiology and anatomy base on the given situation. (shape size, mass, strength and metabolic activities of the body and the need of the human body to feel comfortable in a clothing system. These factors determine the shape, size, feel, and design of the garment material selected and their response to freezing, heat, rain, sand, or snow.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	CO2
10	LLO 10.1 Identify types of the biomechanical adaptive/ functional clothing. LLO 10.2 Develop design for biomechanical adaptive clothing as per the given requirement. LLO 10.3 Select engineering patterns for biomechanical adaptive clothing. LLO 10.4 Select fabric material accessories and trimming. LLO 10.5 Develop a design sheets for the given style. LLO 10.6 Construct the develop pattern. LLO 10.7 Testing of clothing for functionality.	Adaptive/Functional clothing:- Biomechanical requirement. Construct the designed, the biomechanical garment as per base on the given situation. (The mechanical characteristics of human body as well as the Kinetic dynamic and behavioural analysis of human activity, mechanical structure strength and mobility of human for unusual posture and moment of user. Such as crawling, crouching, fire fighting, flood relief, climbing, zero gravity and manipulating object.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)	2	CO3

11	<p>LLO 11.1 Identify the types of psychological adaptive /functional clothing.</p> <p>LLO 11.2 Develop design for psychological adaptive clothing as per the given requirement.</p> <p>LLO 11.3 Select engineering patterns for psychological adaptive clothing.</p> <p>LLO 11.4 Select the appropriate trims for pattern development.</p> <p>LLO 11.5 Develop a design sheets for the given style.</p> <p>LLO 11.6 Construct the develop pattern.</p> <p>LLO 11.7 Testing of clothing for functionality.</p>	<p>Adaptive/Functional clothing:-</p> <p>1. Psychological requirement.</p> <p>Construct the designed, the psychological garment as per base on the given situation. (considering human being feeling think, act and interact under a given set of circumference., considering human responses to events, people environment acceptance by pear group, pride, identification being important etc.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)</p>	2	CO3
Sr. No	Practical/Tutorial/Laboratory Learning Outcome (LLO)	Laboratory Experiment / Practical Titles /Tutorial Titles	Number of hrs.	Relevant COs
13	<p>LLO 13.1 Identify types of Ergonomic adaptive /functional clothing.</p> <p>LLO 13.2 Develop design for Ergonomic adaptive clothing as per the given requirement.</p> <p>LLO 13.3 Select engineering patterns for Ergonomic adaptive clothing.</p> <p>LLO 13.4 Select the appropriate trims for pattern development.</p> <p>LLO 13.5 Develop a design sheets for the given style.</p> <p>LLO 13.6 Construct the develop pattern.</p> <p>LLO 13.7 Testing of clothing for functionality</p>	<p>Adaptive/Functional clothing:-</p> <p>Ergonomic requirement.</p> <p>Construct the designed, the Ergonomic garment as per base on the given situation. (psycho-social aspect of the working situation of an individual, considering the mechanical characteristic of a clothing match the motion, degree of freedom, range of motion, force, and moment of human joint.) Also prepare the required technical document (fabric, engineering pattern, developed technical sheets, production flow chart.)</p>	2	CO3
14	<p>LLO 14.1 Use the mixing of the different adaptive/ functional clothing</p> <p>LLO 14.2 Develop design collection for multifunction fashion clothing.</p> <p>LLO 14.3 Prepare a client profile for multifunctional fashion clothing.</p> <p>LLO 14.4 Shoot a video or short film on multifunction fashion clothing.</p>	<p>Multifunction fashion clothing:-</p> <p>Present the constructed multifunctional garments for the given situation. (ramp walk, designer collection, emerging materials and technology, while considering Lifestyle and social group with functional clothing.) Also prepare the required technical document (Clint profile, fabric, engineering pattern, developed technical sheets, production flow chart.)</p>	2	CO4
<p>Note: 1. Take any 15 tutorials out of 23 and ensure that all the units are covered. 2. Take the tutorial in a batch size of 20 to 30 students. 3. Give students at least 10 problems to solve in each tutorial.</p>				

VI. SUGGESTED MICRO PROJECT/ASSIGNMENT/ACTIVITIES FOR SPECIFIC LEARNING/SKILLS DEVELOPMENT (SELF-LEARNING)**Micro project**

- Prepare a report on Sensorised garment for biomedical monitoring.
- Make a presentation on need for smart clothing Development.
- Make a presentation on types of fibres and fabrics used for speciality clothing
- Make a reel to present on Instagram of medical and health care clothing.
- Make a collection of photos for adaptive clothing as per market need.

Assignment

- Submit study report on anyone hazardous environment garment and its benefit.
- Survey report on biomechanical garment and its benefits.
- Submit a report on Hi-tech garment use.
- Prepare a Scrapbook for adaptive /functional clothing used for differently abled person.
- Make a report and collection of clothing on Expendable Garment Functionality through embedded Electronic Technology.

Note :

- Above is just a suggestive list of microprojects and assignments; faculty must prepare their own bank of microprojects, assignments, and activities in a similar way.
- The faculty must allocate judicial mix of tasks, considering the weaknesses and / strengths of the student in acquiring the desired skills.
- If a microproject is assigned, it is expected to be completed as a group activity.
- SLA marks shall be awarded as per the continuous assessment record.
- For courses with no SLA component the list of suggestive microprojects / assignments/ activities are optional, faculty may encourage students to perform these tasks for enhanced learning experiences.
- If the course does not have associated SLA component, above suggestive listings is applicable to Tutorials and maybe considered for FA-PR evaluations.

VII. LABORATORY EQUIPMENT/INSTRUMENTS/TOOLS/SOFTWARE REQUIRED

Sr.No	Equipment Name with Broad Specifications			Relevant LLO Number
1	No	Equipment Name with Broad Specifications	Relevant LLO Number	All
	1	Single needle lock stitch machine used for swing fabric and material together using thread stitch length 5 mm	All	
	2	overlock sewing machine- specialized for overlock from interlocking stitches using one and two needles power 250 watt	All	
	3	Iron Board, is generally a large flat piece of board of metal covered with heat shape padding on which clothes iron safely	All	
	4	Automatic top loaded washing machine with dryer	All	
	5	Automatic overlock Stitch machine- Three or fourth thread with interlocking and automatic fabric cutting	All	
	6	Steel Stands for drying cloths-HOUSEWARE Stainless Steel Heavy Duty Double Pole 3 Layer Cloth Drying Stand for Balcony Clothes Stand for Drying Cloth Stand.	All	
	7	Iron- Ceramic Continuous Steam Output, 25 gm/min Steam Boost, 100 gm Water Tank Capacity, 200 ml Power Consumption.	All	

VIII. SUGGESTED FOR WEIGHTAGE TO LEARNING EFFORTS & ASSESSMENT PURPOSE (Specification Table)

Sr. No	Unit	Unit Title	Aligned COs	Learning Hours	R-Level	U-Level	A-Level	Total Marks
SECTION-I								
1	I	Introduction to Specialized Purpose Clothing	CO1	08	2	4	6	12
2	II	Categories of Specialized Clothing	CO2	08	2	4	6	16
3	III	Materials and Fabric Technologies	CO3	08	2	4	6	12
SECTION-II								
4	IV	Design and Construction Principles	CO4	07	2	4	6	08
5	V	Manufacturing and Industry Practices	CO5	07	2	4	6	12
6	VI	Emerging Trends and Innovations	CO6	07	2	4	4	10
Grand Total				45	12	24	34	70

IX. ASSESSMENT METHODOLOGIES/TOOLS

Formative assessment (Assessment for Learning)	Summative Assessment (Assessment of Learning)
1. Tests 2. Rubrics for COs 3. Assignment 4. Midterm Exam 5. Self-Learning 6. Term Work 7. Seminar/Presentation	1. End Term Exam 2. Micro-project 3. Tutorial Performance

X. SUGGESTED COs- POs MATRIX FORM



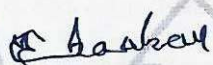
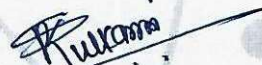
Course Outcomes (COs)	Programme Outcomes(POs)							Programme Specific Outcomes *(PSOs)	
	PO-1 Basic and Discipline Specific Knowledge	PO-2 Problem Analysis	PO-3 Design/ Development of Solutions	PO-4 Engineering Tools	PO-5 Engineering Practices for Society, Sustainability and Environment	PO-6 Project Management	PO-7 Life Long Learning	PSO-1	PSO-2
CO1	2	2	2	3	2	2	3	2	2
CO2	2	3	3	3	2	2	3	3	3
CO3	2	2	3	3	2	2	3	2	2
CO4	2	2	3	3	2	2	3	2	2
CO5	3	2	3	3	2	2	3	2	2
Legends:- High:03, Medium:02, Low:01, NoMapping: - *PSOs are to be formulated at the institute level									

XI.SUGGESTED LEARNING MATERIALS/BOOKS

Sr.No	Autho	Title	Publisher
1	Praburaj Venkatraman, Steven George Hayes	Materials and Technology for Sportswear and Performance Apparel	CRC Press, ISBN No. 1482220512
2	Dr. R. Kavita	Adaptive Clothing for Disabled	Archers & Elevators Publishing House, ISBN No. 9789383241057
3	Marie Eve Faust, Hyejeong Kim	Designing Apparel for Consumers: The Impact of Body Shape and Size	Woodhead Publishing, ISBN- 978-0857095397

XIII. LEARNING WEBSITES & PORTALS

Sr.No	Link/Portal	Description
1.	https://www.fibre2fashion.com/industry-article/9843/inclusivity-in-adaptive-wear https://textilevaluechain.in/in-depth-analysis/adaptive-clothing/	Adaptive clothing
2.	https://iastate.pressbooks.pub/adaptiveapparel/front-matter/introduction/	Adaptive apparel design and product development
3.	https://nopr.niscpr.res.in/bitstream/123456789/13230/1/IJFTR%2036(4)%20358-365.pdf	Special engineering garments

Name & Signature:  Ms. N. V. Gondane Lecturer – DDGM		 Mrs. P. V. Toshniwal Lecturer – DDGM	
(Course Experts)			
Name & Signature:  Dr. Y. V. Chavan (Programme Head)		Name & Signature:  Shri. S. B. Kulkarni (CDC In-charge)	