GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

Competency-focused Outcome-based Green Curriculum-2022 (COGC-2021)
Semester - VI

Course Title: **Fashion forecasting and Communication**
(Course Code: 4365103)

Diploma programmes in which this course is offered	Semester in which offered
Computer aided costume design and dress making	Sixth

1.   RATIONALE

This module aims towards developing an intuitive and intellectual approach to predict fashion trends for the coming seasons. It will provide students in depth knowledge about how to interpret fashion forecasting journals to design the appropriate product at the right time and for their target customer.

2.   COMPETENCY

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

  • To analyze current and emerging fashion trends, taking into account cultural, social, and economic influences, to inform fashion communication strategies.

3.   COURSE OUTCOMES (COs)

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

  a) Describe fashion forecasting and its dynamics.
  b) Select Fashion services and resources.
  c) Interpret the Fashion Marketing research.
  d) Explain the Fashion Communication.

4.   TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	T	P	C	CA	ESE	CA	ESE	
4	-	-	4	30*	70	-	-	100

 (*): Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for assessing the attainment of the cognitive domain UOs required for the attainment of the COs.
***Legends: L**-Lecture; **T** – Tutorial/Teacher Guided Theory Practice; **P** - Practical; **C** – Credit, **CA** - Continuous Assessment; **ESE** - End Semester Examination.*

5.   SUGGESTED PRACTICAL EXERCISES

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

Sr. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
1	Nil		

Note

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

Sr. No.	Sample Performance Indicators for the PrOs	Weightage in %
1	Nil	

6.   MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

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

Sr. No.	Equipment Name with Broad Specifications	PrO. No.
1	Nil	

7.   AFFECTIVE DOMAIN OUTCOMES

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

a)   Work as a leader/a team member.
b)   Realize importance of defective garment waste.

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

   i. 'Valuing Level' in 1st year
   ii. 'Organization Level' in 2nd year.
   iii. 'Characterization Level' in 3rd year.

8.   UNDERPINNING THEORY

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

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics

Unit – I
Introduction to Fashion Forecasting
	1a. State the Fashion Forecasting
	1b. Apply the elements and Principles of fashion forecasting
	1c. Describe the steps of fashion forecasting
		1.1. Fashion Forecasting –
		    1.1.1. Definition
		    1.1.2. Types of forecasting
		    1.1.3. Areas of forecasting
		    1.1.4. Advantages of Forecasting
		    1.1.5. Limitations of Forecasting
		1.2. Importance of Fashion Forecasting
		1.3. Elements of forecasting
		1.4. Principles of forecasting.
		1.5. Steps of Developing Fashion Forecasting

Unit – II
Dynamics of Forecasting
	2a. State the Fashion Forecasting process.
	2b. Explain Indian Forecasting scenario
		2.1. The Fashion Forecasting Process
		    2.1.1. Trend forecasting businesses
		    2.1.2. Colour forecasting
		    2.1.3. Textile Development
		    2.1.4. Forecasting of Silhouettes
		    2.1.5. The Range of shows
		    2.1.6. Cultural Indicators
		    2.1.7 Final Stage of fore casting
		2.2. Forecasting fashion in the Indian scenario

Unit – III
Fashion services and resources
	3a. State Fashion services and resources
	3b. Uses of Consulting services
	3c. Explain about Fashion editing
		3.1. Fashion services and resources
		    3.1.1. Fashion industry;
		    3.1.2. Textile design and production
		    3.1.3. Fashion design and manufacturing
		    3.1.4. fashion designer
		    3.1.5. Fashion retailing, marketing, and merchandising
		    3.1.6. Fashion shows
		    3.1.7. Media and marketing
		    3.1.8. World Fashion
		    3.1.9. The Fashion System
		    3.1.10. Trend reports
		3.2 Consulting services
		3.3 Fashion editing

Unit– IV
Fashion Marketing research
	4a. State Fashion Marketing research
	4b. Use of internet for fashion forecasting
		4.1. Fashion Marketing research
		    4.1.1. Consumer Research
		    4.1.2. Market Research
		    4.1.3. Trends for target markets
		    4.1.4. sales forecasting

Unit– V Fashion Communication	5a. Define Fashion Communication
	5b. Explain importance and concept of Fashion Communication
	5c. Describe the Trends of Fashion Communication
	5d. Interpret the Fashion Communication Strategy
		4.2 Role of internet in fashion forecasting
		5.1. Fashion Communication
		5.2. Importance of Fashion Communication
		5.3. Concept of Fashion Communication:
		  5.3.1. Fashion Journalism
		  5.3.2. Fashion Styling
		  5.3.3. Fashion Photography
		  5.3.4. Fashion Event Design
		  5.3.5. Fashion Public Relations
		5.4. Trends in Fashion Communication:
		5.5. Fashion Communication Strategy
		  5.5.1. Calibrate Communication Goals
		  5.5.2. Find the Communication Target
		  5.5.3. Style the Message to Convey
		  5.5.4. Select the Communication Channels
		  5.5.5. Develop a Budget
		  5.5.6. Use an Integral Communication Method
		  5.5.7. Measure the Communication Strategy Results:

9.   SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Introduction to Fashion Forecasting	10	6	4	4	14
II	Dynamics of Forecasting	08	3	7	0	10
III	Fashion services and resources	14	6	3	7	16
IV	Fashion Marketing research	08	3	3	4	10
V	Fashion Communication	16	7	6	7	20
	Total	**56**	**25**	**23**	**22**	**70**

Legends: R=Remember, U=Understand, A=Apply and above (Revised Bloom's taxonomy)
Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions to assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary slightly from above table.

10.   SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course. Students should conduct following activities in group and prepare reports of about 5 pages for each activity. They also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

a)   Students will visit to the nearest garment industry.

b)   Internet based activities.

11.   SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

a)   Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.

b)   Guide student(s) in undertaking micro-projects.

c)   *'L' in section No. 4* means different types of teaching methods that are to be employed by teachers to develop the outcomes.

d)   About *20% of the topics/sub-topics* which are relatively simpler or descriptive in nature is to be given to the students for *self-learning*, but to be assessed using different assessment methods.

e)   With respect to *section No.10*, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.

f)   Guide students on how to address issues on environment and sustainability.

g)   Show video films of different cutting processes used in garment industry.

12.   SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based (group of 3 to 5). However, **in the fifth and sixth semesters**, the number of students in the group should **not exceed three.**

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, Uos and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The duration of the microproject should be about **14-16 (fourteen to sixteen) student engagement hours** during the course. The students ought to submit micro-project by the end of the semester to develop the industry-oriented COs.

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

a)   **Trend Mood Boards:** Create micro mood boards that forecast upcoming fashion trends. Focus on color schemes, textures, and styles that are predicted to gain popularity. Share these mood boards on social media or create a small exhibition showcasing your predictions.

b)   **Mini Trend Forecast Showcase:** Organize a small-scale event or presentation showcasing your forecasted trends. Use visuals, mood boards, and examples to

illustrate your predictions.

c) **Street Style Photography:** Create a project where you capture street fashion in your local area. Compile these images into a portfolio or a social media campaign, showcasing the unique styles of everyday people.

d) **Fashion Editorial Newsletter:** Develop a monthly or bi-weekly newsletter featuring the latest trends, interviews with designers or influencers, and exclusive content for subscribers interested in fashion.

e) **Local Trend Spotting:** Analyze local fashion trends in your area or among a specific demographic. Compile a report or visual presentation highlighting these trends and their potential evolution.

f) **Mini Trend Reports:** Create brief trend reports focusing on specific elements like colors, textures, or styles expected to trend in the upcoming season. Share these reports on social media platforms or within fashion communities.

13.   **SUGGESTED LEARNING RESOURCES**

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
1	Fashion Forecasting	Evelyn L. Brannon	Fairchild Publications, ISBN 13 - 978-1563678202
2	The Trend Forecaster's Handbook	Martin Raymond	Laurence King ISBN 13 - 978-1856697026
3	Fashion Marketing Communications	G Lea-Greenwood	Wiley Blackwell ISBN 13 - 978-8126548408
4	Fashion Futures	Bradley Quinn	Merrell Publishers ISBN 13 - 978-1858945637

14.   **SOFTWARE/LEARNING WEBSITES**

➢ https://textilelearner.net/fashion-forecasting-types-purpose-steps/
➢ https://www.google.co.in/books/edition/Fashion_Forecasting/ZhKTCwAAQBAJ?hl=en&gbpv=1&dq=Introduction%20to%20Fashion%20Forecasting&pg=PA1&printsec=frontcover
➢ https://textilelearner.net/fashion-communication-types-trends/

References:

➢ https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SFDA1302.pdf
➢ Communication office of superintendent of Public instruction. Washington. Retrieved March 14,2008.
➢ O'Shaughnessy, M & Stadler J, Media and society: an introduction, 3rd edn, Oxford University Press, South Melbourne, 2005
➢ How to Develop a Fashion Communication Strategy for Products or Services, Fernando Aguileta De La Garza (Elle Education Business), 26 May 2022
➢ Fashion Communication: Beyond the Stereotypes, https://manavrachna.edu.in/blog/fashion-communication/

> ➢ Top technology and communications trends in fashion industry,
> https://www.rmit.edu.vn/news/all-news/2022/feb/top-technology-and-communications-trends-in-the-fashion-industry-expected-in-2022

15.   PO-COMPETENCY-CO MAPPING

Semester VI	Fashion forecasting and Communication (Course Code:4365103)						
	Pos						
Competency & Course Outcomes	PO 1 Basic & Discipline specific knowledge	PO 2 Problem Analysis	PO 3 Design/ development of solutions	PO 4 Engineering Tools, Experimentation &Testing	PO 5 Engineering practices for society, sustainability & environment	PO 6 Project Management	PO 7 Life-long learning
Competency	To analyze current and emerging fashion trends, taking into account cultural, social, and economic influences, to inform fashion communication strategies.						
Course Outcomes Co-a Describe fashion forecasting and its dynamics.	3	2	2	3	3	3	2
Co-b Select Fashion services and resources.	3	2	2	3	3	3	2
Co-c Interpret the Fashion Marketing research.	3	2	2	3	3	3	2
Co-d Explain the Fashion Communication.	3	2	2	3	3	3	2

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

16.   COURSE CURRICULUM DEVELOPMENT COMMITTEE

GTU Resource Persons

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