

GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)**Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)**

Semester - VI

Course Title: **Portfolio Making**

(Course Code: 4365107)

Diploma programme in which this course is offered	Semester in which offered
Computer Aided Costume Design and Dress Making	Sixth

1. RATIONALE

This course imparts the knowledge of **Portfolio Making** using Portfolios provide a platform to showcase your skills, talents, and achievements. This is particularly important when you are seeking. Portfolios serve as a visual record of professional or personal development over time.

2. COMPETENCY

The course content should be taught with the aim to develop required skills so that students are able to acquire following competency:

- **Develop design, layout, and visual presentation skills.**

3. COURSE OUTCOMES (COs)

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

- a) Select the theme for Portfolio product.
- b) Develop product designs.
- c) Create the specification sheet.
- d) Arrange the portfolio for presentation.

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				Total Marks
L	T	P		Theory Marks		Practical Marks		
			C	CA	ESE	CA	ESE	
0	-	6	3	00	00	50*	50	100

(*): For this practical only course, 50 marks under the practical CA has two components i.e. the

4. TEACHING AND EXAMINATION SCHEME

assessment of micro-project, which will be done out of 10 marks and the remaining 40 marks are for the assessment of practical. This is designed to facilitate attainment of COs holistically, as there is no theory ESE.

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

5. SUGGESTED PRACTICAL EXERCISES

The following practical outcomes (PrOs) are the sub-components of the COs. 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	Select the product (like garment, accessories, household articles etc.) as per the theme of interested area for portfolio.	1	10
2	Collect the pictures and create mood board with description according to the theme.	2	10
3	Develop motif/s and create designs (repetition of motifs) for product (5 motifs and Designs) and select any one design from them.	3	10
4	Prepare designing of product with selected design (Total 25 designs.) and select any one design from them.	3	20
5	Collect fabric swatches according to selected design and develop Specification sheet.	4	20
6	Compile and presentation of portfolio.	5	14
Minimum Practical Hours		84	

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 required which are embedded in the COs and ultimately the competency..

Sr. No.	Sample Performance Indicators for the PrOs	Weightage in %
1	Selection the area of portfolio.	20
2	Selection of suitable technique for design and sketching.	30
3	Develop Specification sheet with appropriate fabric swatches.	30
4	Presentation of created portfolio.	20

Total	100
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6. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

These major equipments 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.	Drawing kit.	
2.	Computer with scanner.	

7. AFFECTIVE DOMAIN OUTCOMES

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

- a) Work as a leader/a team member.
- b) Follow safety practices while using instruments and tools.
- c) Follow ethical practices.
- d) Practice environmentally friendly methods and processes.

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 UOs could be included by the course teacher to focus on attainment of COs and competency.

Unit	Major Learning Outcomes (Outcomes' in Psychomotor Domain)	Topics and Sub-topics

Unit– I Introduction to Fashion Design Portfolio Development	1a. Explore fashion design portfolio. 1b. Explain about research and analysis of fashion trends. 1c. Describe the Portfolio.	1.1 Overview of the course. 1.2 Understanding the purpose of a fashion design portfolio. 1.3 Identifying target product. 1.4 Research and analysis of fashion trends. 1.5 Types of Portfolio. 1.5.1. Personal Portfolio. 1.5.2: Specific Portfolio.
Unit– II Concept Development	2a. Importance of brainstorming. 2b. Explain about design perspective and mood boards. 2c. Explain about theme development.	2.1 Brainstorming and sketching ideas. 2.2 Defining unique design perspective. 2.3 Creating mood boards and concept statements. 2.4 Exploring color palettes and theme development.
Unit– III Design and Sketching	3a. Develop design and sketches. 3b. Uses of feedback for refinement.	3.1 Fashion illustration techniques. 3.2 Designing garments based on concept. 3.3 Creating a mini-collection of sketches. 3.4 Feedback and refinement.
Unit– IV Fabric Selection and Swatching	4a. Select appropriate fabrics. 4b. Execute fabric swatch boards.	4.1 Exploring various fabric types and textures. 4.2 Choosing fabrics that align with design concept. 4.3 Creating fabric swatch boards Budget considerations.
Unit– V Compilation and Presentation	5a. Create Portfolio presentation.	5.1 Compile all designs and prepare presentation.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTIONPAPER DESIGN

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

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

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 perform following activities in group and prepare reports of about 5 pages for each activity. They should also collect/record physical evidences for their (student's) portfolio which may be useful for their placement interviews:

- a) Prepare journals based on practical performed in laboratory.
- b) Explore internet for latest trends in different types of surface embellishments and advances in technique so applying them, prepare a report/ppt based on it and present it in class. (this activity may be in group of four to five students, and topics may be allotted by faculty)

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.

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 micro project should be about **14-16 (fourteen to sixteen) student engagement hours** during the course. The students ought to submit microproject 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) **Garment making:** Prepare a garment according to final selected design as per practical no. 5.
- b) **Collect pictures of current fashion trend:** Prepare a portfolio of any one national/international fashion designer, brand, product etc.
- c) **Editing and retouching photos:** Styling and setting up a photo shoot of current fashion trend and editing & retouching of photo and prepare a presentation.
- d) **Portfolio analysis:** Search any 5 national/international fashion designer's portfolio and analyze them.

13. SUGGESTED LEARNING RESOURCES

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
1	Managing the Design Process Concept Development: An Essential Manual for the Working Designer	Terry Stone	Rockport Publishers: 2010 ISBN-13 - 9781592536177
2	A Designer's Research Manual: Succeed in Design by Knowing Your Clients and What They Really Need (Design Field Guide)	Jennifer Visocky O'Grady	Rockport Publishers: 2009 ISBN-13 - 9781592535576
3	Fashion Thinking: Creative Approaches to the Design Process	Fiona Dieffenbacher	Fairchild Books; 2013 ISBN-13 - 978-1350082755

14. SOFTWARE/LEARNING WEBSITES

- a. <https://beyonddtalentrecruitment.com/blog/fashion-designer-portfolio-for-job>
- b. <https://textilelearner.net/fashion-portfolio-types-how-to-make-and-importance/>
- c. https://www.youtube.com/watch?v=7_f03MwX8BA
- d. <https://issuu.com/anovabooks/docs/fashionportfolio>

15. PO-COMPETENCY-CO MAPPING

Semester V	Portfolio Making (Course Code: 4365107)						
	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 Lifelong learning

Competency	□ Develop design, layout, and visual presentation skills.						
CO a) Select the theme for Portfolio product.	3	2	2	2	2	3	3
CO b) Develop product designs.	3	2	3	3	2	3	3
CO c) Create the specification sheet.	3	2	3	3	2	3	3
CO d) Arrange the portfolio for presentation.	3	2	3	3	2	3	3

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

16. COURSE CURRICULUM DEVELOPMENT COMMITTEE

GTU Resource Persons

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