# GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

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

## Course Title: Clothing Psychology and Grooming
(Course Code: 4335101)

| Diploma programmes in which this course is offered | Semester in which offered |
|---|---|
| Computer Aided Costume Design And Dress Making | Third |

## 1.    RATIONALE

This course will provide good knowledge of clothing psychology, grooming and wardrobe planning. One must know that clothes have symbolic meanings which influence our psychological state. Whereas proper grooming is important to gain respect in personal as well as professional life. The way you look and carry yourself creates an impression on the people.  Grooming one's outer and inner self in order to make a positive difference in one's life is an important thing.This course is also useful for developing personality which is important aspect of an individual. Now days it is necessary to develop skills of personality and grooming. Effective personality always leads towards achievement of desired results.

### COMPETENCY

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

**Develop skills to interpret clothing psychology and know the importance of personality, grooming and wardrobe planning.**

## 3.    COURSE OUTCOMES (COs)

The practical exercises, the underpinning knowledge and the relevant soft skills associated with the identified competency are to be developed in the student for the achievement of the following COs:
   a) Interpret personality.
   b) Develop personality traits by enhancing beauty, poise, charm and health.
   c) Interpret psychological aspect of clothes.
   d) Differentiate between conformity and individuality.
   e) Attain knowledge about wardrobe planning and selection.

## 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 | |
| 3 | - | 0 | 3 | 30* | 70 | 0 | 0 | 100 |

*(\*):Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for assessing the attainment of the cognitive domain UOs required for the attainment of the COs.*

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

## 5.      SUGGESTED PRACTICAL EXERCISES

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

| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. required |
|---------|---------------------------|----------|-----------------------|
| 1       | Not Applicable.           |          |                       |

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

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

## 6.      MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

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

| Sr. No. | Equipment Name with Broad Specifications | PrO. No. |
|---------|------------------------------------------|----------|
| 1       | Not Applicable                           | ---      |

## 7.      AFFECTIVE DOMAIN OUTCOMES

The following **sample** Affective Domain Outcomes (ADOs) are embedded in many of the above-mentioned COs and PrOs. More could be added to fulfill the development of this course competency.
 a)  Work as a leader/a team member.
 b)  Follow ethical practices.
 c)  Practice environment friendly method and process.

The ADOs are best developed through the laboratory/field-based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:
 i.    'Valuing Level' in 1st year
 ii.   'Organization Level' in 2nd year.
 iii.  'Characterization Level' in 3rd year.

## 8.      UNDERPINNING THEORY

The major underpinning theory is given below based on the higher level UOs of *Revised Bloom's taxonomy* that are formulated for development of the COs and competency. If

required, more such higher level UOs could be included by the course teacher to focus on attainment of COs and competency.

| Unit | Unit Outcomes (UOs) (4 to 6 UOs at different levels) | Topics and Sub-topics |
|---|---|---|
| **Unit – I** **Understanding personality** | 1a. Define personality<br>1b. Identify personality traits<br>1c. Identify different types of personality | 1.1 Introduction to personality- Definition and meaning<br>1.2 Personality traits-Openness, Conscientiousness, Extraversion and Introversion, Agreeableness, Neuroticism and others<br>1.3 Types of personality-Average, Reserved, Role-Model and Self-centered |
| **Unit – II** **Developing personality by enhancing beauty, poise, Charm and health** | 2a. Know importance of cleanliness<br>2b. Take care for cleanliness of body i.e. face, hands, feet, hair and scalp.<br>2c. Enhance personality by poise and charm<br>2d. Understand right methods to clean body.<br>2e. Follow favorable health tips | 2.1 **CLEANLINESS.**<br>  2.1.1 Body cleanliness<br>  2.1.2 Cleaning of the face<br>  2.1.3 Preventing sun-burn and chapping<br>  2.1.4 Preventing body odour<br>  2.1.5 Care of the hands<br>  2.1.6 Care of the feet<br>  2.1.7 Care of the hair & scalp<br>  2.1.8 Washing the hair, styling the hair<br>  2.1.9 Make-up (Powder, rough, lipstick etc. and the final check)<br>2.2 **POISE AND CHARM**<br>  2.2.1 Correct posture<br>  2.2.2 Hand control<br>  2.2.3 Graceful walk<br>  2.2.4 Pausing and standing<br>  2.2.5 Graceful turn<br>  2.2.6 Sitting down and rising<br>  2.2.7 Carrying handbag &handling gloves<br>  2.2.8 Handling the coat<br>  2.2.9 Highlighting interest points of a garment<br>2.3 **HEALTH**<br>  2.3.1 Diet<br>  2.3.2 Exercises<br>  2.3.3 Posture<br>  2.2.4 Rest<br>  2.2.5 Dental health<br>  2.2.6 Medical examination<br>  2.2.7 Clothing |
| **Unit– III** **Clothes as an expression of** | 3a. Analyze clothing message<br>3b. Interpret psychology | 3.1 Non-verbal communication of clothing -Read clothing message<br>3.2 Psychological interpretation of dress |

| **personality** | of clothes | 3.2.1 Self-concept or self-image |
| | 3c. Express own personality by dress | 3.2.2 Values |
| | | 3.2.3 Attitude |
| | | 3.2.4 Interest |
| **Unit– IV Conformity vs. Individuality** | 4a. Explain about individuality<br>4b. Explain about conformity<br>4c. Differentiate between conformity and individuality | 4.1 Meaning of Individuality<br>4.2 Meaning of Conformity<br>4.3 Conformity vs. Individuality |
| **Unit– V Wardrobe Management** | 5a. Define wardrobe planning<br>5b. Explain Importance of wardrobe planning<br>5c. Plan wardrobe<br>5d. Explain basic principles to build a perfect wardrobe<br>5e. Analyze life style<br>5f. Explain Pre-existing wardrobe analysis<br>5g. Interpret factors affecting wardrobe collection | 5.1 Meaning and definition of wardrobe planning<br>5.2 Importance/benefits of wardrobe planning<br>5.3 Basic steps of wardrobe planning<br>5.4 Basic principles to build a perfect Wardrobe<br>5.5 Lifestyle analysis<br>5.6 Pre-existing wardrobe analysis<br>5.7 Factors affecting wardrobe collection (Economical, psychological, sociological and other factors affecting clothing selection |

## 9.     SUGGESTED SPECIFICATION TABLE FOR QUESTIONPAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | R Level | U Level | A Level | Total Marks |
| I | Understanding Personality | 04 | 04 | 02 | 02 | 08 |
| II | Developing Personality by enhancing beauty, poise, charm & Health. | 16 | 06 | 10 | 10 | 26 |
| III | Clothes as an expression of personality | 08 | 04 | 04 | 02 | 10 |
| IV | Conformity vs. Individuality | 02 | 02 | 04 | 02 | 08 |
| V | Wardrobe management | 12 | 02 | 10 | 06 | 18 |
| **Total** | | **42** | **18** | **30** | **22** | **70** |

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

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

## 10.    SUGGESTED STUDENT ACTIVITIES

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

a)  Students will maintain a learning diary.
b)  Students will prepare presentation boards/charts/power point presentations on relevant topics.
c)  Student will collect photographs from internet which is related to the field.
d)  Visit fashion week/fashion shows being arranged in the town/online.

## 11.    SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

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

a)  Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
b)  Guide student(s) in undertaking micro-projects.
c)  *'L' in section No. 4*means different types of teaching methods that are to be employed by teachers to develop the outcomes.
d)  About *20% of the topics/sub-topics* which are relatively simpler or descriptive in nature is to be given to the students for *self-learning*, but to be assessed using different assessment methods.
e)  With respect to *section No.10*, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
f)  Guide students on how to address issues on environment and sustainability.
g)  Students will be guided to attend short term courses on soft skills and communication skills through online/offline mode.
h)  Video clippings of latest fashion shows should be shown to the students and to make them aware with the concepts of grooming.
i)  Group discussion on given topic such as individuality v/s conformity, clothing psychology, non-verbal communication through clothes etc.
j)  Workshop /expert lecture on grooming, beauty care, personality development, health care and nutrition etc.

## 12.    SUGGESTED MICRO-PROJECTS

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

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The duration of the micro project 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) **Personality Development:** Report writing on renowned personalities from Movies/Sports/Media/politics etc. who has influenced your life.

b) **Personality Development:** A study on personality of any contributor.

c) **Wardrobe planning:** Plan wardrobe for any specific age-group such as teenage, adult, old age etc.

## 13.  SUGGESTED LEARNING RESOURCES

| Sr. No. | Title of Book | Author | Publication with place, year and ISBN |
|---|---|---|---|
| 1 | Fashion and Modernity | Christopher Breward | Berg publication-2005 ISBN -9781845200282 |
| 2 | Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing | Diana Crane | University of Chicago press-2001 ISBN -9780226117997 |
| 3 | Hand book of personality | Daniel K. Mroczek | Psychology Press New York |
| 4 | Individuality in clothing, | Mary Kefgan & Phyllis-Touchie-Specht | Houghton Mifflin Company-1971 ISBN-978-0023621901 |
| 5 | A practical guide to beauty therapy | Janet Simms | OUP Oxford ISBN-9780748796052 |
| 6 | How you look and dress | Byrta Carson | Mc Graw-Hill book Company ASIN B000GP7NCC |
| 7 | Clothing construction &-. Wardrobe planning | Dora S. Lewis, Mabel Goode Bowers&Marietta Kettunen | Macmillan Company, New York 1960 ASIN B0007ELJRW |
| 8 | Personality Development & Soft Skills | Barun. K. Mitra | Oxford Uni. Press; Second edition ISBN-9780199459742 |
| 9 | Wardrobe strategies for women | Judith Rasband | Delmar publishers, London. ISBN-9781563672590 |

## 14.  SOFTWARE/LEARNING WEBSITES

a) https://www.brainkart.com/article/Wardrobe-Planning_37460/

b) http://ecoursesonline.iasri.res.in/mod/page/view.php?id=29060

c) https://www.style-makeover-hq.com/wardrobe-planning.html

d) https://www.godrejgenteel.com/how-clothes-can-impact-your-personality

e) https://www.nitinbang.com/your-personality-vs-your-outfits-and-dressing-sense/

f) https://www.godrejgenteel.com/how-clothes-can-impact-your-personality

g) https://www.knowledgekottage.com/discussion/personality-development/

h) https://nios.ac.in/media/documents/vocational/CRM_domestic_661/theory/L-5_crm_domestic_voice_661_theory.pdf

i) https://answerstoall.com/science/what-is-the-importance-of-grooming-in-personality-development/

j) https://www.sparknotes.com/psychology/psych101/personality/section2/

    k) https://www.managementstudyguide.com/importance-of-personality-development.htm

    l) https://www.closetworksinc.com/blog/manage-wardrobe/

    m) https://www.style-makeover-hq.com/wardrobe-planning.html

    n) https://anuschkarees.com/blog/2014/03/16/how-to-build-the-perfect-wardrobe-10-basic-principles

    o) https://www.slideserve.com/varden/unit-1-clothing-society

## 15. PO-COMPETENCY-CO MAPPING

| Semester II | Clothing Psychology and grooming (Course Code:4335101) | | | | | | |
|---|---|---|---|---|---|---|---|
| | **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 | • **Develop skills to interpret clothing psychology and know the importance of personality, grooming and wardrobe planning.** | | | | | | |
| Course Outcomes CO a. Interpret personality. | 3 | 2 | 2 | - | 3 | 2 | 3 |
| CO b. Develop personality traits by enhancing beauty, poise, charm and health. | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO c. Interpret psychological aspect of clothes. | 3 | 2 | 2 | - | 3 | 2 | 3 |
| CO d.Differentiate between conformity and individuality. | 3 | 2 | 2 | - | 3 | 2 | 3 |
| CO e. Attain knowledge about wardrobe selection and planning | 3 | 3 | 3 | 2 | 3 | 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

| Sr. No. | Name and Designation | Institute | Contact No. | Email |
|---|---|---|---|---|
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