GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

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

Course Title: Indian Traditional Textile
(Course Code: 4335106)

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 basic knowledge of origin, history, design elements, material and methods used in textiles of northern, southern, eastern and western region of India. The knowledge and skills provided by this course will help in designing and making garments/articles for different regions of India as per local needs/customs/traditions.

2.   COMPETENCY

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

Apply appropriate knowledge of traditional/historical textile of India ingiven situations.

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) Describe origin, development and importance of traditional/ historical textiles of India.
b) Justify materials, methods and design elements of Northern region of Indian textiles.
c) Justify materials, methods and design elements of Eastern region of Indian textiles.
d) Justify materials, methods and design elements of Southern region of Indian textiles.
e) Justify materials, methods and design elements of Western region of Indian textiles.

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.

S. No.	Equipment Name with Broad Specifications	PrO.No.
1	Not Applicable	

7.   AFFECTIVE DOMAIN OUTCOMES

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

a) Work as a leader/a team member.
b) Follow ethical practices.
c) Practice environment friendly method and process.

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

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

8.UNDERPINNING THEORY

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

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
Unit –I Origin and History of Indian traditional textiles.	1a. Describe origin and development of Indian traditional textiles. 1b. State importance of traditional textiles.	1.1 Origin and development of Indian traditional/historical textiles. 1.2 Importance of Indian traditional/historical textiles
Unit– II Textiles of Northern Region.	2a. Describe origin and history of Northern region textiles. 2b. Name the materials and methods used for Textiles of Northern region. 2c. Describe the design elements of Textiles of Northern region	2.1 Jamu and Kamir 2.1.1 Various shawls (Jama war, Pashminas, Amilkar, kanikar) 2.1.2 Namda 2.1.3 Gubba 2.2 Himachal Pradesh 2.2.1 Kullu 2.2.2 Kinnauri Shawl 2.3 Uttar Pradesh 2.3.1 Brocade (kinkhab, Tanchoi, Abrawan, Gyasar)
Unit– III Textiles of Eastern Region	3a. Describe origin and history of Eastern region textiles. 3b. Name the materials and methods used for Textiles of Eastern region. 3c. Describe the design elements of Textile of Eastern region	3.1 Assam 3.1.1 Muga, Pattu and Eri silk 3.1.2 Mekhla chaddar 3.2 Manipur 3.2.1 Innaphi 3.3 Meghalaya 3.3.1 Woven textiles 3.4 Nagaland 3.4.1 Naga shawls 3.5 Orissa 3.5.1 Ikkat 3.5.2 Kora-pat sarees 3.6 Sikkim 3.6.1 Carpet weaving 3.6.2 Lepcha fabrics 3.6.3 Tangkha painting

		3.7 Mizoram
		    3.7.1 Woven textiles
		    3.7.2 Mizo Puan
		3.8 Tripura
		    3.8.1 Woven textiles
		3.9 Bihar
		    3.9.1 Woven textiles
		3.10 West Bengal
		    3.10.1 Jamdani sarees and its types (Daccai, tangil, Dhaniakali, Shantipuri etc.)
		    3.10.2 Tussar silk
		    3.10.3 Baluchari Sarees

Unit – IV
 	
Textiles of Southern Region
	4a. Describe origin and history of Southern region textiles.
	4b. Name the materials and methods used for Textiles of Southern region.
	4c. Describe the design elements of Textiles of Southern region
		4.1 Andhra Pradesh
		    4.1.1 Kalamkari
		    4.1.2 Pochampalli, Telia rumal
		    4.1.3 Dharmaveram sarees
		    4.1.4 Venkatgiri sarees
		    4.1.5 Mangalgiri Sarees
		    4.1.6 Gadhwal Sarees
		4.2 Karnataka
		    4.2.1 Ilkal sarees
		4.3 Tamilnadu
		    4.2.2 Kanjiveram
		4.4 Kerala
		    4.4.1 Kasu sari, Set-mundu

Unit – V
Textiles of Western Region
	5a. Describe origin and history of Western region textile.
	5b. Name the materials and methods used for Textile of Western region.
	5c. Describe the design elements of Textiles of Western region.
		5.1 Rajasthan
		    5.1.1 Lehriya and Mothra
		    5.1.2 Kota doria sarees
		    5.1.3 Batik
		    5.1.4 Print- Sanganer, Bagru, Daabu
		    5.1.5 Pichawai
		    5.1.6 Pabujiki phad Dhurries
		5.2 Gujarat
		    5.2.1 Mata-ni-pachedi
		    5.2.2 Asha Vali sarees of Ahmedabad
		    5.2.3 Rogan
		    5.2.4 Bandhani
		    5.2.5 Ajarakh printing
		    5.2.6 Mashru
		    5.2.7 Patola
		    5.2.8 Brocades of Gujarat.
		    5.2.9 Tangaliya

		5.3 Madhya Pradesh
		5.3.1 Chanderi sarees
		5.3.2 Maheshwari sarees
		5.3.3 Bagh prints
		5.3 Maharashtra
		5.3.1 Paithani sarees
		5.3.2 Narayan path Sarees
		5.3.3 Amru & Himru

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	Origin and History of Indian Textiles	02	02	04	00	06
II	Textiles of Northern Region	08	04	04	02	10
III	Textiles of Eastern Region	12	04	12	04	20
IV	Textiles of Southern Region	08	04	04	04	12
V	Textiles of Western Region	12	04	14	04	22
	Total	42	18	38	14	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 theUOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may varyslightly 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/PPT on relevant topics.
   c)   Student will collect photographs from internet which is related to the field.
   d)   Student will visit to Saree shop/ Branded Shops /Mall/ Exhibitions in the town.

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 assessedusing 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 students video films/slides showing traditional garments of different regions of India and discuss their features in class.

h) Arrange visit to nearby saree shop/handy craft exhibition/ state wise handloom store.

(a)   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 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) Design traditional motifs of given region of India and compile in form of scrap book.

b) Prepare one article using traditional motif of given region of India.

c) Create Story board/Mood board /Theme board related to Indian Textile and derived designs of garment for current era.

d) Collect traditional articles from society, Identify and label it.

e) Prepare Chart /History tree of Textile of Northern Region/ Textile of Eastern Region/Textile of Southern Region/ Textile of Western Region etc.

(b)   SUGGESTED LEARNING RESOURCES

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
1	Textile and embroidery of India	John Irvin	Marry Publications, Bombay.
2	Traditional Indian Costume and Textile	Dr. Parul Bhatnagar	Abhishek publication, Chandigarh
3	Hand woven fabrics of India	Jasleen Dhamija and JyotindraJain	Mapin publishing Pvt. Ltd. Ahmedabad
4	Patola and resist dyed fabrics of India		Mapin publishers
5	The Saree	Linda Lyton	Thames and Hudson

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
6	Indian Textiles	John Gillow & Nicholas Barnard	
7	Textile Traditions of North-east India	Shankar K Roy	
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

(c)   SOFTWARE/LEARNING WEBSITE

a) https://www.financialexpress.com/lifestyle/from-vedic-era-to-modern-fabrics-the-fascinating-journey-of-indian-textiles/1610982/

b) http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2015/Traditional_Indi Textile_and_Basic_Pattern_Dev_XII/CBSE_Traditional_Indian_Textiles%20_XII.pdf

c) https://www.youtube.com/watch?v=tdrTL2_aOcM

d) https://study.com/academy/lesson/indian-weaving-history-patterns.html

e) https://textilesofindia.in/

f) https://textontextiles.wordpress.com/tag/north-india-sarees/

g) https://dsource.in/gallery/kullu-and-kinnauri-shawls

h) https://www.hindustantimes.com/photos/india-news/namda-the-traditional-felted-craft-of-kashmir/photo-KuRJVeDIe1EoNgJpRJarDI.html

i) https://grandmaslegacy.wordpress.com/2018/04/01/muga-silk-mekhela-chador-assam/

j) https://www.lifestylefun.net/traditional-dress-of-manipur/

k) https://jkphotosnagaland.blogspot.com/2017/11/naga-traditional-shawls-of-16-naga-tribes-nagaland.html

l) https://bhubaneswarfashion.com/culture/7-different-types-of-sarees-from-odisha/

m) https://www.adimohinimohankanjilal.com/blog/top-ethnic-bengali-sarees-collection-of-west-bengal

n) https://www.esamskriti.com/e/Culture/Traditional-Textiles-India/Handloom-Sarees-of-Andhra-Pradesh-and-Telangana-1.aspx

o) https://textilevaluechain.in/in-depth-analysis/articles/traditional-textiles/traditional-textiles-of-india-%EF%BC%9Arajasthan/

p) https://textilevaluechain.in/in-depth-analysis/articles/traditional-textiles/textiles-of-gujarat/

q) https://textilevaluechain.in/in-depth-analysis/articles/textile-articles/textiles-of-madhya-pradesh/

r) https://textilevaluechain.in/in-depth-analysis/articles/traditional-textiles/traditional-textiles-of-maharashtra/

s) https://www.google.com/search?rlz=1C1CHBF_enIN913IN913&sxsrf=ALiCzsYiJihq gxfoDT0Y3b2uvdb8abkfXQ:1653989703699&q=Woven+textiles+of+India&sa=X&v ed=2ahUKEwix3oDmt4n4AhVX7nMBHbmUAscQ1QJ6BAhYEAE&biw=1366&bih=6 00&dpr=1

t) https://onlypaithani.com/blogs/peeking-into-the-handlooms-of-west-india/peeking-into-the-handlooms-of-west-india

15.   PO-COMPETENCY-CO MAPPING

Semester II	Traditional Textile of India (Course Code:4335106)						
	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	Apply appropriate knowledge of traditional/historical textile of India in given situations.						
Course Outcomes CO a. Describe origin, development and importance of traditional/ historical textile of India.	3	--	--	--	--	--	--
CO b. Justify materials, methods and design elements of Northern regions of Indian textile. CO a.	3	2	2	2	2	2	3
CO c. Justify materials, methods and design elements of Southern regions of Indian textile. CO b.	3	2	2	2	2	2	3
CO d. Justify materials, methods and design elements of Eastern regions of Indian textile.	3	2	2	2	2	2	3
CO e. Justify materials, methods and design elements of Western regions of Indian textile. CO c.	3	2	2	2	2	2	3

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

16. COURSE CURRICULUM DEVELOPMENT COMMITTEE

GTU Resource Persons

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