

GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)

Semester -V

Course Title: Household Articles

(Course Code: 4355109)

Diploma programmes in which this course is offered	Semester in which offered
Computer Aided Costume Design and Dress Making	5 th Semester

1. RATIONALE

The focus of the course is to develop skills among the students for design and preparing suitable household articles through innovative techniques of surface embellishment. It is useful for students for industrial and presentation purposes. It imparts the knowledge of properties of fabric for household articles to influence their performance.

2. COMPETENCY

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

- **Develop household articles using suitable fabric.**

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:

- Design kitchen linen and table linen illustrating suitable fabric for various end uses.
- Design comfort featured bedroom linen creating effect of functional materials.
- Design living room furnishing illustrating suitable and comfortable materials.
- Apply innovative techniques of surface embellishment to enrich decorative house hold furnishing.

TEACHING AND EXAMINATION SCHEME

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	-	4	2	0	0	50*	50	100

(*): For this practical only course, 50 marks under the practical CA have two components i.e. the assessment of the 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 the 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. *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	Design kitchen linens and table linens. (Any four designs from following with detailing in A3 size sheet) 1.1 Kitchen linens 1.1.1 Apron 1.1.2 Potholder 1.1.3 Mittens 1.1.4 Dish clothes 1.1.5 Other (if any) 1.2 Table linens 1.2.1 Runner 1.2.2 Table skirting 1.2.3 Table mats 1.2.4 Tea cozy 1.2.5 Other (if any)	I	10*
2	Design bedroom linens (Any four designs from following with detailing in A3 size sheet) 2.1 Bedsheet 2.2 Bed skirt 2.3 Bedspread 2.4 Pillow cover 2.5 Throw 2.6 Duvet 2.7 Comforter 2.8 Other (if any)	II	10*
3	Design living room furnishing (Any four designs from following with detailing in A3 size sheet) 3.1 Curtain 3.2 Sofa back 3.3 Pillows covers. 3.4 Curtains. 3.5 Cushions Covers 3.6 Rugs & Carpets. 3.7 Mats. 3.8 Wall hanging 3.9 Corner table light lamp 3.10 Other (If any)	III	10*
4	Prepare minimum any three articles of kitchen linens and table linens/ bedroom linens/ living room furnishing using any specific theme. (For example: Batik/ Tie and Dye, Floral, Any color tint and shade, any ancient art, any particular fabric etc.)	I to III	26
	TOTAL		56

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	Prepare a plan for design/article after analysis of the given task	20
2	Create the designs/article as per the laid down procedure	50
3	Finishing the final design/article	20
4	Presentation of the design/article	10
	Total	100

4 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	Sewing Machine	4
2	Embroidery machine	4

5 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/ team member.
- b) Follow ethical practices.
- c) **Practice environment-friendly methods and processes.**

The ADOs are best developed through 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 the development of the COs and competency. If required, more such higher-level UOs could be included by the course teacher to focus on the attainment of COs and competency.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
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<p>Unit – I Introduction to kitchen Linens and table linens</p>	<p>1a. Define kitchen Linen and table linen 1b. Explain the History of Kitchen Linen and table linen 1c. Describe the Importance of Kitchen Linen and table linen 1d. Identify the type of Kitchen Linen and table linen 1e. Apply suitable fabric for Kitchen Linen and table linen 1f. Explore uses and care of kitchen Linen and table linen</p>	<p>1.1 Define kitchen Linens and table linens 1.2 History of Kitchen Linens and table linens 1.3 Importance/ Uses of Kitchen Linens and table linens 1.4 Type of Kitchen Linens and table linens 1.5 Fabric used for Kitchen Linens and table linens 1.6 Care of Kitchen Linens and table linens</p>
<p>Unit – II Introduction to bed Linens</p>	<p>2a. Define bedroom linen 2b. Explain the History of bedroom linen 2c. Describe the Importance of bedroom linen 2d. Identify the type of bedroom linen 2e. Apply suitable fabric for bedroom linen 2f. Explore uses and care of bedroom linen</p>	<p>2.1 Define bedroom Linens 2.2 History of bedroom Linens 2.3 Importance/ Uses of bedroom Linens 2.4 Type of bedroom Linens 2.5 Fabric used for bedroom Linens 2.6 Care of bedroom Linens</p>
<p>Unit – III Introduction to living room furnishing</p>	<p>3a. Define living room linen 3b. Explain History of living room furnishing 3c. Describe Importance of living room furnishing 3d. Identify type of living room furnishing 3e. Apply suitable fabric for living room furnishing 3f. Explore uses and care of living room furnishing linen</p>	<p>3.1 Define living room furnishing 3.2 History of living room furnishing 3.3 Importance/ Uses of living room furnishing 3.4 Type of living room furnishing 3.5 Fabric used for living room furnishing 3.6 Care of living room furnishing</p>

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
Not Applicable						

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

Note: This specification table provides general guidelines to assist students 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 the above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than classroom and laboratory learning, the following are the suggested student-related **co-curricular** activities that can be undertaken to accelerate the attainment of the various outcomes in this course. Students should conduct following activities in groups 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 portfolio of A-3 Vertical size.
- b) Students will produce designs and perform innovative techniques.
- c) Assign internet-based assignments.
- d) Undertake a market survey/ visit the mall /branded showrooms on relevant topics.
- e) Assign teacher-guided self-learning 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 of opportunities and provisions for **co-curricular activities**.
- f) **Guide students on how to address issues on environment and sustainability.**
- g) Make students understand with the relevant topic using animation, videos and presentations.
- h) Students should be guided to visit shops in the town/online.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to her at 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 a dated work diary consisting of individual contributions to 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 a 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) **Creative Corner:** Make lamp from used glass bottle, candle or candle stand, plant holder, etc.
- b) **Theme based wall hanging:** Create wall hanging by using theme like Bohemian, Warli, Kalamkari, Madhubani, Mandala etc. Use any surface embellishment techniques like painting, hand embroidery, printing, tie & dye or any other.
- c) **Best from Waste:** Pen or mobile holder from old jeans, door mat etc.
- d) **Just for Table:** Make table runner from old sari or dupatta, Pen holder /Mobile Holder, Make Photo frame or tea coaster from newspaper etc.
- e) **Market survey:** Survey of different brands of household linens and home furnishing.

13. SUGGESTED LEARNING RESOURCES

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
1	Home Textiles	Gopalakrishnan, D & T Karthik	Daya Publishing House 2016 ISBN:9351309215, 9789351309215
2	The Book of Fine Linen	Francoise de Bonneville	Flammarion 1994 ISBN-13:978-2080135575
3	Linens: For Every Room and Occasion	Jane Scoot Hodges	Rizzoli (2014) ISBN-13: 978-0847842162
4	Home Furnishing	Dr. V. Rameshbabu & S. Sundaresan	Woodhead Publishing India ISBN: 9789385059759

14. SOFTWARE/LEARNING WEBSITES

- a) <https://www.livspace.com/in/magazine/decor-curtain-fabric>
- b) <https://freedomtree.in/collections/home-fabrics>
- c) <https://sewguide.com/best-fabrics-to-make-curtains/>
- d) <https://blog.kwikhang.com/guide-to-the-different-types-of-curtains>
- e) <https://www.overtime.com/variety-benefits-of-kitchen-linen-uses-of-different-types-kitchen-towels/>
- f) <https://www.overtime.com/why-cotton-home-textiles-are-best-among-other-textile-products/>
- g) <https://www.overtime.com/affordable-bedding-styles-with-bed-linen/>
- h) <https://goodmaison.com/blogs/journal/everything-you-should-know-about-kitchen-linen-towels>
- i) <https://www.ellementry.com/blog/how-to-elevate-your-home-with-kitchen-linen/>
- j) <https://www.fibre2fashion.com/industry-article/155/demand-for-kitchen-linen-items>
- k) https://www.slideshare.net/himanshu_07/bed-and-bath-linen
- l) <https://www.aanyalinen.com/blogs/aanya-blog/what-is-bed-linen>
- m) <https://biohomecares.com/discover-biohomekeeping/different-types-bed-linen-clean/>
- n) <https://textilelearner.net/carpet-types-properties-manufacturing/>

15. PO-COMPETENCY-CO MAPPING

Semester V	Household articles (Course Code:4355109)						
	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
<u>Competency</u>	Develop household articles using suitable fabric.						
Course Outcomes							
CO a. Design kitchen linen and table linen illustrating suitable fabric for various end uses.	3	2	2	2	2	2	3
CO b. Design comfort featured bedroom linen creating effect of functional materials.	3	2	2	2	2	2	3
CO c. Design living room furnishing illustrating suitable and comfortable materials.	3	2	2	2	2	2	3
CO d. Apply innovative techniques of surface embellishment to enrich decorative living room furnishing	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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