

GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

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

Semester-III

Course Title: Textile Craft& Ornamentation (4335902)

(Course Code: 4335902)

Diploma Programme in which this course is offered	Semester in which offered
Textile Design	Third

1. RATIONALE

Textile craft or art is the process of making the creative art piece by using different textile materials like fibre, yarn and fabrics. The textile craft/art includes those techniques which are used to embellish or decorate textiles by dyeing and printing to add color and pattern. Embroidery and other types of needle work, tablet weaving and lace making are also used. Construction method such as sewing, knitting, crochet and tailoring, as well as the tool used like looms and sewing needles etc. Different techniques employed like quilting and pleating and the object made such as carpets, hooked rugs and coverlets etc. All these items are under the category of textile arts. Textile designers are expected to be aware of creating various such designs on textiles to create variety, attraction, good looks, and aesthetics. Textile craft occupies an important position for textile designers.

2. COMPETENCY

The course content should be taught and implemented with the aim to develop different types of skills leading so that students are able to acquire following competency.

To create Arts and Crafts of textile materials by using various techniques to construct decorative articles. Also create new craft by using waste to best concept.

3. COURSE OUTCOMES (COs)

The practical exercises, the underpinning knowledge and the relevant soft skills associated with this competency are to be developed in the student to display the following COs:

- a) Identify the different types of the textile craft.
- b) Understand basic raw material like fiber, yarn and fabric for craft.
- c) Apply concept of waste to best in craft making process.
- d) Appreciate the new techniques for the craft making.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (CI+T/2+P/2)	Examination Scheme				Total Marks
L	T	P		Theory Marks		Practical Marks		
			C	CA	ESE	CA	ESE	
0	-	6	3	-	-	50	50	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. *These PrOs need to be attained to achieve the Cos.*

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
1.	Make chart of different crafts.	1	04
2.	Make chart of different textile craft material like fiber, yarn and fabric.	2	04
3.	Make tea coaster by using multi colored jute or any type of yarn.	4	04
4.	Make flowers and roses using stockings/organdy/sponge material.	5	04
5.	Make pen holder box by using fiber/yarn/fabric.	4	04
6.	Make stich art by using anchor kit.	4	04
7.	Make file folder by using any fabric and decorate it.	3	
8.	Make yarn craft by using any dry treebranch of the tree.	4	04
9.	Make fabric quilt art by using any type of waste fabric.	3	
10.	Make a velvet or velveteen craft by using any fabric.	3	04
11.	Make a Leaf craft by using yarn and waste of the tree.	4	04
12.	Make a teddy bear by using velvet or velveteen fabric.	3	04
13.	Make a Collage art craft by using different type of yarn.	3	04
14.	Make a Applique art craft by using different type of fabric.	3	04
15.	Make a fabric painting craft on any fabric by using different colors.	4	04
16.	Make a wooden or metal frame for "roomal" making.	5	04
17.	Make a woolen roomal by using different yarn.	5	04
18.	Make a Napkin holder craft by using jute yarn.	4	04
19.	Make a "hinchko" by using wooden/metal frame and yarn.	4	04
20.	Make emboss painting craft on fabric.	3	04
21.	Make Nib painting on fabric.	3	04
			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..

S. No.	Sample Performance Indicators for the PrOs	Weightage in %
1	Students' understanding and mastery indifferent type of textile craft material and craft types.	20
2	Implementation of various techniques used to make different type ofcraft.	20
3	Willingness and attitude to complete different assignment	10
4	Initiative regarding innovative way to complete the assignment	20
5	Overall preparedness and progress during the assignment.	30
Total		100

6. MAJOR EQUIPMENT/ INSTRUMENTS AND SOFTWARE REQUIRED

These 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 and Tool Name with Broad Specifications	PrO. No.
1	Needles of different sizes	3,5,6,8,9,11,12,13, 14,17
2	Scissors	1 to 20
3	Knitting hook of different sizes	5,6,7,9,12,14, 17,18
4	Metallic rods different sizes	6,9,10,16,17,18,19
5	Wooden frame with hook	14,17,18
6	Wooden and metallic ring	6,9,13,18
7	Sewing machine	6,9,13,18

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 competency.

- a) Follow safety practices.
- b) Practice good housekeeping.
- c) Demonstrate working as a leader/a team member.
- d) Maintain tools and equipment
- e) Follow ethical practices.

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 reformulated 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.

Note: *The Unit Outcomes (UOs) need to be formulated at different level of Revised Bloom's Taxonomy' to accelerate the attainment of the COs and the competency.*

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
Unit I History and fundamental of art and craft	1a. Describe different crafts. 1b. Describe different textile Materials. 1c. Explain use of different Materials for textile craft. 1d. Create objects using different Materials & techniques.	1.1 History of different country's crafts. 1.2 Changes in craft pattern over the period of time 1.3 Basic principle for craft. 1.4 Different types and uses of Textile Craft Materials. 1.5 Craft Exercises based on different Techniques.
Unit II Basic principle, patterns and colours for crafts	2a. Explain techniques of art and craft 2b. Use different colours & patterns in craft 2c. Prepare crafts by using different patterns and colours.	1.1 History of different country's crafts. 1.2 Changes in craft pattern over the period of time 1.3 Basic principle for craft. 1.4 Different types and uses of Textile Craft Materials. 1.5 Craft Exercises based on different Techniques.
Unit III Non loom weaves/card weaves, Cutting, Patching & collage	3a. Explain techniques of weave and card weaves 3.b Explain techniques of cutting and patching for collage 3c. Use different textile materials for making collage.	3.1 Combination of different colour and different weaves 3.2 Weaves and card weaves - Single colour, double colour, cotton yarn, wool yarn, jute yarn. 3.3 Creation of cutting and patching in different ways for making collage. 3.4 Fibre, yarn and fabric for making collage. 3.5 Different creative techniques for collage.
Unit IV Rugs, Roomal, Tea coaster, and waste to best craft	4a. Create variety of crafts according to their uses 4b. Develop new designs for crafting objects. 4c. Combined traditional and new techniques for crafts to create objects. 4d. Develop new craft using waste from textile industry and agriculture waste.	4.1 Craft design according to the traditional method. 4.2 New design development by combining traditional and modern concepts. 4.3 Crafts using out of variety of yarn like fancy yarn, multi coloured dyed yarn, cotton gassed yarn, viscose yarn, jute variety, etc. 4.4 New craft design with variety of fabrics. 4.5 Combination of textile yarn with tree branch, Tree leaves, and other materials.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
Unit V Craft's aesthetic property and finishing techniques	5a. Create effects of different colour combinations on aesthetics of craft. 5b. Create ornamental effects on the craft. 5c. finish crafts using different finishing techniques.	5.1 Textures - Use of different color combinations, colored threads, fibers, fabrics and other articles - pearl, different metallic wires, different lurex yarn like copper, silver, gold, aluminium etc. 5.2 Finishing by hand, m/c or combination of other techniques

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	-		-NA-			

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 slightly vary 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 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:

- Visit industry and identify waste of textile material.
- Undertake micro-projects of makingwaste to best craft
- Develop new craft by collaboration with Rural Artist.
- Visit craft mela and gallery and make a report and documentary for the same

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:

- Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.
- Guide student(s) to take micro-projects.
- Blend the basic concepts with more specialized instruction

- d) Visualization, Cooperative Learning, inquiry based instruction, differentiation, effective use of technology, think-pair and share etc pedagogies can be implemented as per the enlisted course outcomes.
- e) Give at least 10 competitive problems for each course outcomes of this course
- f) Practice, practice and practice - expose students to wide range of problems
- g) About **20% of the craft articles should be made by** students for **self-learning**, but to be assessed using different assessment methods.
- h) Using the concept of waste to best and create many new craft. Also motivate the students for the self-enterprise (Own small start-up) which help to generate employability.
- i) Guide students on how to address issues on environment and sustainability using the knowledge of this course

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 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:

Suggested List of Micro-Project.

1. New product development by using waste from the textile industry.
2. Arrange an exhibition for the craft to motivate the people for purchase.
3. Make collection of different craft other than textile craft and develop new idea for the craft.

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	5000 Years of Arts and Crafts in India and Pakistan	Shanti Swarup	D.B. Taraporevala, Bombay, First edition, January-1, 1968 ISBN : Does not apply
2	Decorative Design and Craftsmanship of India with over 10,000 design and motifs from the craft of India	Kamala Devi Chattopadhyay	KalyaniPublishers ,2008 ISBN:9788127244149
3	Oriental carpet design (A guide to traditional motifs, patterns and symbols)	P.R.J.Ford	Thames and Hudson-1992, ISBN:9780500276648
4	Embroidered Textiles (Traditional pattern from five continents)	Sheila Paine	Thames and Hudson-1990, ISBN:9780500235973
5	Stenciling made easy (A complete beginner's guide)	Joanna sheen	Haldane mason, London-1995 ISBN:0-7525-1087-8

14. SUGGESTED LEARNING WEBSITES

- a) www.thecraftycrow.net
- b) www.craftsforum.co.uk
- c) www.crazymycrafts.co.uk
- d) www.thetextileblogspot.in
- e) www.creativitycraft.com
- f) <https://www.freepik.com/free-photos-vectors/sewing-textile-crafts>
- g) <http://handicrafts.nic.in/>
- h) <https://www.academia.edu/>
- i) <https://www.craftscouncilofindia.in/>

j) 15. PO-COMPETENCY-CO MAPPING

Semester:-III ^d	Textile Craft& Ornamentation						
	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
To create Arts and Crafts of textile materials by using various techniques to construct decorative articles. Also create new craft by using waste to best concept.							
Course Outcomes							
CO a)	3	2	1	-	1	-	3
CO b)	3	3	1	-	1	-	3
CO c)	3	2	3	2	3	2	3
CO d)	3	3	3	2	2	1	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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