

GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

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

Course Title: History of Textile Design & Aesthetics

(Course Code: 4335903)

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

1. RATIONALE

Textile design is very important in our world due to varying geographical conditions, variety of cultures, religions, psychological factors, attitudes, etc. The Textile designers should have knowledge of the history of Textile Art in India as well as development of textiles from ancient times. The Textile designers should have knowledge of the ornamentation of textiles done by different ways in Indian Textiles. This course provides basic knowledge regarding Scheme for studying history of textiles of a country, brief idea about development of textiles from ancient time's w.r.t. different civilization and time period.

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 the knowledge of history of textile of any specific country/region by studying various aspects of it, for the design development for textiles**

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:

- Understand various aspects to study history of textile of a country.
- Describe history of Indian textiles region wise
- Outline historical developments of textiles in various countries around the world.
- Relate to the influence of foreign events & motifs on worldwide textiles developments.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T/2+P/2)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	T	P	C	CA	ESE	CA	ESE	
3	0	3	3	30*	70	-	-	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 the 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) that are the sub-components of the COs. Some of the PrOs marked ‘*’ are compulsory, as they are crucial for that particular CO at the ‘Precision Level’ of Dave’s Taxonomy related to ‘Psychomotor Domain’.

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required

Note

- 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.
- 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 %
	Total	-

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 practicals in all institutions across the state.

S. No.	Equipment Name with Broad Specifications	PrO. No.
1.		

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 competency.

- Work as a leader/a team member.
- Follow ethical practices.
- Practice environmental friendly methods and processes. (Environment related)

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:

- ‘Valuing Level’ in 1st year
- ‘Organization Level’ in 2nd year.
- ‘Characterization Level’ in 3rd year.

8. UNDERPINNING THEORY

Only the major Underpinning Theory is formulated as higher level UOs of Revised Bloom's taxonomy in order development of the COs and competency is not missed out by the students and teachers. 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 Application and above level)	Topics and Sub-topics
Unit – I History of Indian Textiles	1a. Understand textile related history for any specific country 1b. Understand factors affecting history of textiles of specific region 1c. Study history of Indian Textiles based on various factors	1.1 Scheme to study history of textiles 1.2 History of Indian brocades 1.3 History of Indian Shawls 1.4 History of Indian Embroidery 1.5 History of Indian painted/printed textiles
Unit – II History of Egyptian Textiles	2a. Study history of textiles in Egypt 2b. Understand ancient History of the Egyptian Textile 2c. Development of Egyptian Textile during different time period.	2.1 Introduction to history of Egyptian Textiles 2.2 Important fibres of Egyptian Textiles Motifs of Egyptian Textiles 2.3 Egyptian textiles under Coptic period Egyptian textiles under Islamic period
Unit– III History of Greek Textiles	3a. Study history of textiles in Greek 3b. Understand ancient History of the Greek Textile 3c. Development of Greek Textile during different time period.	3.1 Introduction to history of Greek Textiles 3.2 Important fibres of Greek Textiles Motifs of Greek Textiles 3.3 Study of ancient Greek looms
Unit– IV History of Japanese Textiles	4a. . Study history of textiles in Japanese 4b. Understand ancient History of the Japanese Textile 4c. Development of Japanese Textile during different time period.	4.1 Introduction to history of Japanese Textiles 4.2 Important fibres of Japanese Textiles Motifs of Japanese Textiles 4.3 Influence of different religions on Japanese Textiles 4.4 Plangi work
Unit– V History of Chinese Textiles	5a. Study history of textiles in Chinese 5b. Understand ancient History of the Chinese Textile 5c. Development of Chinese Textile during different time period.	5.1 Introduction to history of Chinese Textiles 5.2 Influence of different religions on Chinese Textiles 5.3 Important fibres of Chinese Textiles Discovery of silk in china 5.4 Motifs of Chinese Textiles

Note: The UOs need to be formulated at the 'Application Level' and above of Revised Bloom's Taxonomy' to accelerate the attainment of the COs and the competency.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A	Total Marks
I	History of Indian Textiles	06	6	6	2	14
II	History of Egyptian Textiles	08	6	6	2	14
III	History of Greek Textiles	08	6	6	2	14
IV	History of Japanese Textiles	10	6	6	2	14
V	History of Chinese Textiles	10	6	6	2	14
Total		42	30	30	10	70

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

Note: 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 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, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- Explore library/internet for various textiles of different country
- Visit to any shop, which is dealing in traditional textiles
- Visit small town or clusters where still traditional textiles are made with original pattern
- Give seminar on any relevant topic.

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) in undertaking micro-projects.
- 'L' in *section No. 4* means different types of teaching methods that are to be employed by teachers to develop the outcomes.
- 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.
- With respect to *section No.11*, teachers need to ensure to create opportunities and provisions for co-curricular activities.
- Guide students on how to address issues on environment and sustainability
- Guide students for using data manuals.

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. However, in the fifth and sixth semesters, it should be preferably be *individually* undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, 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 total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course. The student 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:

- **Visit to any textile museum & prepare report of with respect to History of Textile (Duration: 6-8 hours)**
- **Make presentation on region wise history of textile of different country (Duration: 6 hours)**

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	5000 Years of Textiles	Jennifer Harris	Smithsonian Books, [2010] ISBN : 0714117153
2	World Textiles Collections-12	John Gillow & Bryan Sentance	Kyoto Shoin International [1992] ISBN : 4763681052
3	Textile Art of India : Kokyo Hatanaka Collection	Kyoto Shoin & Super Book House	Books Nippan [1993] ISBN ; 4763660489
4	History of Textile Design	VA Shenai	Bombay : Sevak Publications, [1985]
5	Indian Embroidery	Kamaladevi Chattopadhyay	Wiley Eastern Ltd, New Delhi [1977] ISBN-0-85226-111-x
7	Traditional Indian Costumes and Textiles	Parul Bhatnagar	Abhishek Publications, Chandigarh (2004) ISBN-81-8247-002-1
8	Ancient Indian Costume	Roshan Akazi	National Book Trust, New Delhi (2009) ISBN-81-237-1687-7

14. SOFTWARE/LEARNING WEBSITES

- <https://risdmuseum.org/exhibitions-events/exhibitions/chinese-textiles-ching-dynasty-1644-1911>
- https://www.metmuseum.org/art/metpublications/Chinese_Textiles_An_Introduction
- https://www.kimonoboy.com/short_history.html
- <https://artsandculture.google.com/story/YAUROUQuPAXOJw>
- <https://youtu.be/E3aNbNxKS6s>
- <https://youtu.be/Qa-6trNcG-Q>
- <https://youtu.be/ErngpjuJCs>

15. PO-COMPETENCY-CO MAPPING

Semester III	HISTORY OF TEXTILE DESIGN & AESTHETICS (Course Code: 4335903)								
	POs and PSOs								
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	PSO 1	PSO 2
<i>Competency</i>	Apply the knowledge of history of textile of any specific country/region by studying various aspects of it, for the design development for textiles								
Course Outcomes									
CO a)	3	2	2	-	1	1	3	1	1
CO b)	3	2	2	-	1	1	3	2	1
CO c)	3	2	2	-	1	1	2	2	2
CO d)	3	2	3	-	1	2	3	1	1

Legend: '3' for high, '2' for medium, '1' for low or '-' for the relevant correlation of each competency, CO, with PO/PSO

16. COURSE CURRICULUM DEVELOPMENT COMMITTEE

GTU Resource Persons

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