

**GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)****Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)**

Semester -IV

**Course Title: Indian Traditional Costumes**

(Course Code: 4345104)

Diploma programmes in which this course is offered	Semester in which offered
Computer Aided Costume Design and Dress making	4 <sup>th</sup> Semester

**1. RATIONALE**

Costume design and dress making course also acquaint the students with Indian Traditional Costumes that requires sufficient knowledge about national, traditional and tribal garments as well as draped and semi draped garments worn by historians, so that it would cater to the needs of fashion revolutionary, fashion leaders and students to design contemporary garments.

**2. COMPETENCY**

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

- Explore various traditional costumes of India and apply appropriate knowledge to create contemporary costumes.

**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:

- State the origin and development of traditional Indian costumes.
- Justify material, wearing style and accessories of traditional costumes of Northern region of India.
- Justify material, wearing style and accessories of traditional costumes of Southern region of India.
- Justify material, wearing style and accessories of traditional costumes of Eastern region of India.
- Justify material, wearing style and accessories of traditional costumes of western region of India.

**4. 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	
2	-	2	3	30*	70	25	25	150

(\*): 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’.

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
1	Draw any one traditional costume of Northern region.	2	2
2	Draw any one Traditional costume of Southern region.	3	2
3	Draw any one Traditional costume of Eastern region.	4	2
4	Draw any one Traditional costume of Western region.	5	2
5	Design four contemporary costumes using combination of traditional costumes from various regions of India.	2,3,4,5	8
6	Construct any one contemporary costume designed in practical no.5	2,3,4,5	12
<b>Total Practical Exercises</b>			<b>28 Hrs.</b>

### 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	Planning of the design/costumes after analysis of given task.	20
2	Preparing the design/costumes as per laid down process.	50
3	Finishing of the design/costume.	20
4	Presentation of the design/costume.	10
<b>Total</b>		<b>100</b>

## 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	Sewing Machine	6

<b>S. No.</b>	<b>Equipment Name with Broad Specifications</b>	<b>PrO. No.</b>
2	Mannequins	6

## 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 t competency.

- a) Work as a leader/a team member.
- b) 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 1<sup>st</sup> year
- ii. 'Organization Level' in 2<sup>nd</sup> year.
- iii. 'Characterization Level' in 3<sup>rd</sup> 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
<b>Unit – I Origin of costumes</b>	1a. Study origin and development of traditional costumes of India. 1b. Describe the Importance of traditional costumes. 1c. Explain different theories of clothing. 1d. Differentiate various theories of clothing.	1.1 Origin and development of traditional costumes of India. 1.2 Importance of traditional Costumes in today's world. 1.3 Theories of Clothing: 1.3.1 Modesty 1.3.2 Immodesty 1.3.3 Ornamentation 1.4 Theory of clothing according to adaptation to climate and weather. 1.5 Theory of clothing according to protection from hazards. 1.6 Theory of clothing according to comfort and convenience.
<b>Unit – II Traditional costumes of Northern region.</b>	2a. Identify different Traditional costumes of Northern region. 2b. Describe the materials and wearing style and accessories used in Traditional costumes of Northern region. 2c. Classify various traditional costumes of Northern region. 2d. Differentiate various traditional costumes of northern region.	2.1 Traditional costumes of Jammu and Kashmir. 2.2 Traditional costumes of Punjab and Himachal Pradesh. 2.3 Traditional costumes of Uttar Pradesh.

	2e. Apply the knowledge of traditional costumes to create contemporary costumes.	
<b>Unit– III Traditional costumes of Southern region.</b>	3a. Identify different Traditional costumes of Southern region. 3b. Describe the materials and wearing style and accessories used in Traditional costumes of Southern region. 3c. Classify various traditional costumes of Southern region. 3d. Differentiate various traditional costumes of Southern region. 3e. Apply the knowledge of traditional costumes to create contemporary costumes.	3.1 Traditional costumes of Andhra Pradesh. 3.2 Traditional costumes of Tamil Nadu. 3.3 Traditional costumes of Kerala.
<b>Unit– IV Traditional costumes of Eastern region.</b>	4a. Identify different Traditional costumes of Eastern region. 4b. Describe the materials and wearing style and accessories used in Traditional costumes of Eastern region. 4c. Classify various traditional costumes of Eastern region. 4d. Differentiate various traditional costumes of Eastern region. 4e. Apply the knowledge of traditional costumes to create contemporary costumes.	4.1 Traditional costume of Assam. 4.2 Traditional costume of Manipur. 4.3 Traditional costume of Nagaland and Mizoram. 4.4 Traditional costume of West Bengal. 4.5 Traditional costume of Bihar. 4.6 Traditional costume of Orissa.
<b>Unit–V Traditional costumes of Western region.</b>	5a. Identify different Traditional costumes of Western region. 5b. Describe the materials and wearing style and accessories used in Traditional costumes of Western region. 5c. Classify various traditional costumes of Western region. 5d. Differentiate various traditional costumes of Western region. 5e. Apply the knowledge of traditional costumes to create contemporary costumes.	5.1 Traditional costume of Gujarat. 5.2 Traditional costume of Rajasthan. 5.3 Traditional costume of Maharashtra and Karnataka. 5.4 Traditional costume of Madhya Pradesh.

### 9. SUGGESTED SPECIFICATION TABLE FOR QUESTIONPAPER DESIGN

Unit	Unit Title	Teaching	Distribution of Theory Marks
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No.		Hours	R Level	U Level	A Level	Total Marks
I	Origin of costumes	2	4	3	0	07
II	Traditional costumes of Northern region.	4	4	3	3	10
III	Traditional costumes of Southern region.	4	4	3	3	10
IV	Traditional costumes of Eastern region.	10	7	11	4	22
V	Traditional costumes of Western region.	8	7	10	4	21
<b>Total</b>		<b>28</b>	<b>26</b>	<b>30</b>	<b>14</b>	<b>70</b>

**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 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) Undertake micro-projects in teams.
- b) Give seminar on any relevant topic.
- c) Prepare showcase portfolios.
- d) Internet based assignments.
- 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 opportunities and provisions for **co-curricular activities**.

#### 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) **Collection & Identification:** Collect pictures of different costumes and prepare scrap book.

- b) **Chart making:** Prepare Chart/History tree of costumes of Northern Region/ Eastern Region/Southern Region/ Western Region.
- c) **Report writing:** Prepare a report on traditional costumes of any one state/community of India.

- d) **Assignment:** Prepare assignment on differences between traditional costumes of any two states/communities.

### 13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	Indian Costume	A. Biswas	Publication division, New Delhi. 1985 ISBN: 81-230-1055-9
2	Traditional costumes of India	Ramnjit Kaur Bajwa	Abhishek Publication, India ISBN-10-9788182474604 ISBN-13-978-8182474604

### 14. SOFTWARE/LEARNING WEBSITES

- [https://en.wikipedia.org/wiki/Clothing\\_in\\_India](https://en.wikipedia.org/wiki/Clothing_in_India)
- [http://www.slideshare.net/NAGASUNDARISENTHILKU/theories-of-clothing-195577506?from\\_m\\_app=android](http://www.slideshare.net/NAGASUNDARISENTHILKU/theories-of-clothing-195577506?from_m_app=android)
- [https://www.brainkart.com/article/Classification,-Functions,-Theories-Of-Clothing\\_1858/](https://www.brainkart.com/article/Classification,-Functions,-Theories-Of-Clothing_1858/)
- [www.kashmirtourpackage.org/traditionally-dresses.html](http://www.kashmirtourpackage.org/traditionally-dresses.html)
- [http://www.indianetzone.com/12/tribal\\_jewellery\\_andhra\\_pradesh.html](http://www.indianetzone.com/12/tribal_jewellery_andhra_pradesh.html)

### 15. PO-COMPETENCY-CO MAPPING

Semester I	Indian Traditional Costumes (Course Code:4345104)						
	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	Explore various traditional costumes of India and apply appropriate knowledge to create contemporary costumes.						
Course Outcomes							
CO a) State the origin and development of traditional Indian costumes.	3	-	-	-	2	2	3
CO b) Justify material, wearing style and accessories of traditional costumes of Northern region of India.	3	3	3	2	2	2	3
CO c) Justify material, wearing style and accessories of traditional costumes of Southern region of India.	3	3	3	2	2	2	3
CO d) Justify material, wearing style and accessories of traditional costumes of Eastern region of India.	3	3	3	2	2	2	3
CO e) Justify material, wearing style and accessories of	3	3	3	2	2	2	3

traditional costumes of western region of India.							
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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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