नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिलेआशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मज़िल की हमें पाना है
इस नए प्रयास की हमें सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ..........
Text Book on Fashion Studies Class-XII

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भारत का संविधान
उदेश्यका
हम, भारत के लोग, भारत को एक सम्पूर्ण [प्रभुव-संपन समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनीतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए
tथा उन सब में व्यक्ति की गारिमा

और [राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

वृद्धि और उन्माद द्वारा अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 को एकता द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मनिर्भर करते हैं।

1. संविधान (व्यवस्थित संवीदन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुव-संपन लोकतंत्रात्मक गणराज्य” के स्वातंत्र्य पर प्रतिष्ठापित।
2. संविधान (व्यवस्थित संवीदन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्वातंत्र्य पर प्रतिष्ठापित।

भाग 4 के
मूल कर्त्त्व

51 के, मूल कर्त्त्व – भारत के प्रत्ौयक नागरिक का यह कर्त्त्व होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगत का आदर करें;
(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रस्तुत करने वाले उच्च आदर्शों को हमें लें और उनका पालन करें;
(ग) भारत को प्रभुत्व, एकता और अखंडता की रक्षा करें और उसे अखंड रखें;
(घ) देश की रक्षा करें और आत्मविश्वास किए जाने पर राष्ट्र की सेवा करें;
(ड) भारत के सभी लोगों में समस्तता और समान प्रायोगिक भावना का निर्माण करें जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का लय करें जो हमें समान के विरुद्ध हैं और हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व प्राप्त करें;
(ढ) प्राकृतिक पर्यावरण को जिसके अंतर्गत वन, जीव, नदी, और बन्य जीव हैं, रक्षा करें और उसका संरक्षण करें तथा प्राणिमात्र के प्रति दयाभाव रखें;
(च) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानजन्म तथा सुधार की भावना का विकास करें;
(छ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिस्सा से पूरा रहें;
(ज) व्यवस्था और समूहीक संगठनिक इंटरेस्टों के सभी श्रेणियों में उनकी की ओर बढ़ने का सत्ता प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धता की नई उच्चायों को लाने;
(झ) यदि माना-पिता या संसर्ग है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, पथराधिक, बालक या प्रतिपादन के लिये शिक्षा के अवसर प्रदान करें।

1. संविधान (व्यवस्थित संवीदन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंत: स्वावलम्बित।
THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 1[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity; and to promote among them all
FRATERNITY assuring the dignity of the individual and the 2[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
(c) to uphold and protect the sovereignty, unity and integrity of India;
(d) to defend the country and render national service when called upon to do so;
(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
(f) to value and preserve the rich heritage of our composite culture;
(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
(i) to safeguard public property and to abjure violence;
(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

1(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)
Fashion today is the key driving force in running not just a country’s economy but in linking the country with its partners on different sides of the ‘networked globe’.

The estimated worldwide designer wear market is worth 40 billion dollars with an annual growth rate of 9%. Although, the Indian fashion industry is fairly nascent, it has grown in leaps and bounds over the past decade.

While globalization is not a new process, in India it has accelerated rapidly since the government has opened up the economy to foreign investments, allowing international brands to cater to the Indian domestic retail sector.

The Indian apparel market is calculated to be worth Rs. 20,000 crores but of which only one fourth is of branded apparel. With 81% of young Indian population below 45 years, this organized market share is expected to grow exponentially over the years. The overall apparel sector in India is estimated to grow to $220 billion by year 2020.

Hence, the need of the growing fashion conscious consumer and the ongoing process of globalization, has paved the way for new job avenues and opportunities in the arena of fashion.

In response to the demands of the changing fashion industry, the subject 'Fashion Studies' was introduced in 2006 at Senior Secondary level as an independent elective. Today the apparel sector has taken a paradigm shift and in order to convene global competitiveness, CBSE has upgraded the inputs in the subject with edifying information and additional visuals for better understanding. The units explore fundamental concepts of fashion and its various elements, fashion history, pattern making and basics of garments making.

The student will have the option of electing for this subject in combination with other subjects. The book will be a valuable tool for an introductory course in vocational education or even business. The book can also be considered as an introductory book for those who want to know about fashion and its varied aspects.

(The subject for class XII has been developed in collaboration with NIFT (National Institute of Fashion Technology, Delhi). I place on record the suggest of Sh P. K.Gera, Director General, NIFT and Sr. Professor, Banhi Jha, Dean (Academics). The NIFT Faculty who have contributed as authors of various chapters are Sr. Prof. Banhi Jha, Professor Kripal Mathur, Prof. Vandana Narang, Ms. Nayanika Thakur Mehta, Ms. Anu Sharma and Ms. Anu Jain. Their effort is highly appreciated in this revised edition.

Vineet Joshi
Chairman, CBSE
Fashion theory and practices are built on an academic foundation where history, anthropology, sociology, psychology and economics intermingle to shed light on clothing as one of the three most essential needs of the human race. It is a visual indicator of the cultural identity of a country.

Fashion is a dynamic force which influences lifestyle choices made by consumers. It drives international trends in a multitude of areas from apparel, accessories, automobiles, cuisine, wellness, vacations and more. Glamour notwithstanding, fashion is a serious global business with high financial stakes. The increasing references to Indian textiles, clothing and culture on international fashion scenario are indicative of India being centre-stage on the global fashion map.

The current educational environment provides students with a wide range of subjects that are informative and also encourages individual aptitude. Many want to pursue non-traditional careers where creativity, problem-solving and business acumen integrate into an exciting combination. Fashion Studies introduced by CBSE at the 10+2 level as an elective academic subject, points in the direction of fashion as a creative and challenging career.

Fashion Studies offers insight into the components and processes of design, manufacturing, marketing in apparel and textiles. It encompasses the process from fibre to fabric, from concept to creation of garments. It provides an overview of fashion, an understanding of fabrics and surface techniques, design fundamentals and elements of garment-making.

Fashion Studies as a subject is envisaged to help students to make an informed decision about their future goals.

Sr. Prof Banhi Jha
Dean - Academic
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Mr. Vineet Joshi, IAS, Chairman
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Sr. Prof Banhi Jha, Dean(Academic)

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Contributors
1. History of Fashion : Sr. Prof. Banhi Jha
2. Basic Pattern Development : Prof. Vandana Narang
3. Elements of Fashion : Ms. Nayanika Thakur Mehta and Ms. Anu Sharma
Chapter 1: History of Fashion

Objectives of the course

i. To explain the importance of history as a source of research on fashion
ii. To provide an overview of history of fashion from ancient civilization to the present century
iii. To explain the socio-cultural factors influencing costume
iv. To familiarize students with the terminology of the fashion history

Course Content

i. Introduction to history of fashion, sources of information
ii. Factors affecting clothing - protection, ritualistic, identification, adornment
iii. Origin and development of costume
   a. Draped costume - Indian, Sumerian, Assyrian, Babylonian, Egyptian, Greco-Roman
   b. War costume - Armour, techniques of construction, ancient war costumes, uniforms during World Wars, Oriental and Indian war costumes
iv. Industrial Revolution - mechanical inventions, influence on India
v. Effect of World Wars on fashion
vi. Evolution of modern Indian fashion
vii. Films and fashion

Learning outcome

After completion of the unit, the students shall be able to do the following:

i. Explain the significance of studying fashion history as a source of research for developing new collections
ii. Express their knowledge of history of clothing and costume
iii. Express their understanding of the role of multiple factors influencing costume
iv. Express their understanding of the effect of Industrial Revolution on clothing Industrial Revolution
v. Use appropriate terminology related to fashion history
Chapter 2: Basic Pattern Development

**Objective of the course**

i. To introduce students to Fashion Design through pattern development

ii. To explain the importance of this skill that enables the designer to convert a design sketch into a three dimensional form

iii. To develop basic blocks for bodice, sleeve and skirt

iv. To understand and implement the concept and importance of test fits and to convert paper patterns into muslin ones

**Course Content**

i. Methods of measuring body and dress form

ii. Relationship of sizes and measurements

iii. Tools of pattern making

iv. Common terms used in pattern development

v. Pattern development for womenswear - how patterns are developed; the importance of fit and methods of achieving it.

vi. Basic bodice - how to develop it from standard measurement charts and test fitt on the dress form.

vii. Details like darts, seam allowance, notches, grain lines etc.

viii. Details like armholes, necklines - V, U round, boat, square

ix. How to develop a basic sleeve block

x. How to develop a basic skirt block with one dart or two darts.

xi. How to develop the basics of collar development - basic collars like Peter Pan and Chinese

xii. Dart manipulation

**Learning outcome**

After finishing the course, the student shall be able

i. To demonstrate understanding the basic skills of pattern making

ii. To demonstrate understanding of the concept of fit and balance

iii. To develop basic blocks from measurement charts and body measurements

iv. To test fit and correct the fit of the pattern

v. To develop patterns for simple designs using basic blocks
Chapter 3: Elements of Fashion

Objective of the course
i. To introduce students to the basic segments in fashion clothing
ii. To teach students about fashion, fashion centres, categories of clothing & trims.
iii. To sensitize students about different items of garments in each category i.e. menswear, womenswear and childrenswear
iv. To teach students the difference between high fashion and mass fashion
v. To distinguish between custom made & ready to wear

Course Content
i. Menswear, womenswear and kidswear
ii. Menswear - shirts, trousers, formal jackets, suit and sporty suit
iii. Womenswear - dresses, blouses, skirts, trousers, kameezes, saris & blouses
iv. Kids wear - garments for different age categories (between 0-15) ‘jhabla’ frocks, skirts, blouses, trousers, dungarees, T-shirts highlighting the requirements of the age group for which they are designed.
v. Trims used for the fashion apparel
vi. High fashion - custom made and ready to wear garments
vii. Mass fashion - ready to wear garments

Learning outcome
After finishing the course, the students shall be able to do the following:
I. Demonstrate understanding the segments in fashion clothing
ii. Demonstrate understanding and use of appropriate fashion terminologies
iii. Exhibit knowledge about fashion centres
iv. Demonstrate understanding of various categories of menswear, womenswear and childrenswear
v. Demonstrate understanding of trims used in apparels
vi. Demonstrate understanding of the difference between high fashion and mass-fashion, custom made and ready to wear clothing.
Chapter 4: Basics of Garment Making

Objectives of the course

i. To teach students how to assemble a garment
ii. To construct a bodice using different seams
iii. To stitch a placket for bodice opening
iv. To finish a neckline using piping and facing
v. To set in a sleeve in the arm hole
vi. To gather or pleat the skirt and finish the waistline with a waist band or a bodice

Learning outcome

After finishing the course, the students shall be able

i. To assemble various parts of the garment and stitch a complete garment
ii. To finish a bodice with suitable seam finishes
iii. To set in the sleeve in the armhole
iv. To assemble a skirt and finish the waistline suitably

Course content

i. Understanding fabric types and selection of underlining, interfacing, inter-lining
ii. Pattern making methods and preparing fabric for cutting
iii. Pattern layout and cutting of special fabrics
iv. Assembly of bodice using different seams and appropriate finish for side seam and shoulder seams
v. Slit and seam plackets, type of plackets and placement of fasteners on different parts of garment
vi. Appropriate neckline finishes with piping, bias facing and shaped facing. Important and use of stay stitching
vii. Sleeve attachment to the bodice by setting in the sleeve into armhole
viii. Assembling of skirt, finishing gathers and pleats into a waistband
ix. Final product: Constructing skirt and blouse using pattern template

Teaching tools and techniques

Lectures and demonstrations supplemented with photographs, print clippings, slides, Power Point presentations
CHAPTER 1: HISTORY OF FASHION

1.1 Introduction

1.1.1 Sources of Information

1.1.2 Factors Affecting Clothing

(i) Protection

(ii) Ritualistic

(iii) Adornment

• Adornment through Clothes

• Adornment through Body - Body Modification, Scarification, Tattooing and Body painting

(iv) Identification

• Identification of Social Status

• Identification of Rank

• Identification of Profession

• Identification of Marital Status

• Identification of Individual Status in a Tribe

1.2. Origin and Development of Costume

Draped Costumes

1.2.1 Indian Costume

1.2.2 Ancient Near East costume - Sumerian, Babylonian, Assyrian

1.2.3 Egyptian Costume

1.2.4 Greek Costume

1.2.5 Roman Costume

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- 2.4.2 Evaluating Fit
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### 2.5 Pattern Development
- 2.5.1 Basic Bodice
- 2.5.2 Sleeveless Bodice

### 2.6 Necklines
- 2.6.1 Necklines & Variations
- 2.6.2 Finishing of Neckline

### 2.7 Dart Manipulation
- 2.7.1 Introduction
- 2.7.2 Slash & Spread Method

### 2.8 Skirt
- 2.8.1 Basic Skirt
- 2.8.2 One Dart Basic Skirt
- 2.8.3 A-Line Skirt
- 2.8.4 Flared Skirt

### 2.9 Sleeve
- 2.9.1 Sleeve Block

### 2.10 Collar
- 2.10.1 Principles of Collar Development
- 2.10.2 Mandarin Collar
- 2.10.3 Peter Pan Collar

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- 3.1.1 Understanding Fashion - Definition and Overview
- 3.1.2 Haute Couture
3.1.3 High Fashion Ready-to-Wear
  3.1.3.1 London
  3.1.3.2 Milan
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  3.2.1.2 Categories in Menswear clothing

3.2.2 Colour in Menswear

3.2.3 Fabrics for Menswear

3.2.4 Classic Shirt and its types

3.2.5 Bottom wear - Pants

3.2.6 Shorts

3.2.7 Suits

3.2.8 Indian menswear fashion market today

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- 4.2.9 Computerized Marker Making
- 4.2.10 Cutting Special Fabrics

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- 4.3.2 Simple Shirt Placket
- 4.3.3 Shirt Placket with Facing
- 4.3.4 Buttons Placement

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- 4.4.1 Bias Strip
- 4.4.2 Preparation of Bias Strip
- 4.4.3 Neckline Finished with Bias Binding/Extended Facing
- 4.4.4 Neckline Finished with Bias Facing
- 4.4.5 Neck Line Finished with Shaped Facing

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- 4.5.2 Cuffs