

# 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 खिले आशा की धूप  
अब किसी कोमल-से मन पर  
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।  
नई राह पर चलकर मंज़िल को हमें पाना है  
इस नए प्रयास को हमने 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.....





# Fashion Studies



Textbook

CLASS

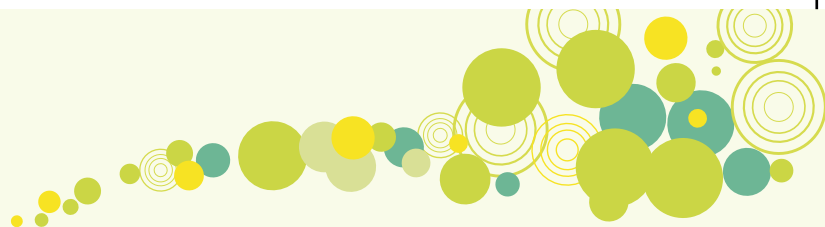
**XII**



**CENTRAL BOARD OF SECONDARY EDUCATION**

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# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण <sup>1</sup>[ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य ] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और <sup>2</sup>[ राष्ट्र की एकता और अखंडता ]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

## भाग 4 क

## मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- <sup>1</sup>(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान ( छयासीवां संशोधन ) अधिनियम, 2002 की धारा 4 द्वारा ( 12.12.2002 ) से अंतः स्थापित।

# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a <sup>1</sup>[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<sup>2</sup> [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;
- <sup>1</sup>(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)



# Foreword

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**F**ashion 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





# Preface

---

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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Dr. Sadhna Parashar, Prof. & Director (ART & I)  
Ms Kshipra Verma, Education Officer

## NIFT

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Sr. Prof Banhi Jha, Dean(Academic)

## Anchor

Prof. Kripal Mathur

## Contributors

- |                              |   |   |
|------------------------------|---|---|
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| 2. Basic Pattern Development | : | Prof. Vandana Narang                            |
| 3. Elements of Fashion       | : | Ms. Nayanika Thakur Mehta<br>and Ms. Anu Sharma |
| 4. Basics of Garment Making  | : | Prof. Vandana Narang and Ms. Anu Jain           |









## Overview

### 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 fit 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





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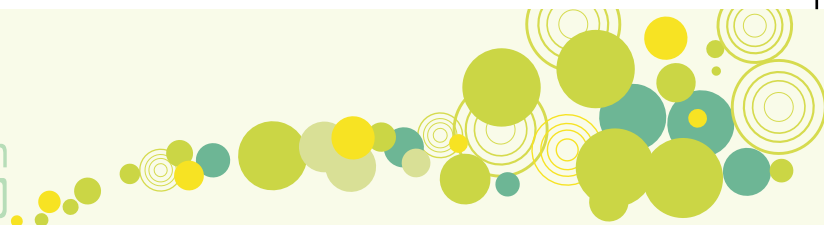
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