

Elements of *Design & Fashion*

FASHION DESIGN GARMENT TECHNOLOGY

TEXT BOOK

CLASS

XI



CENTRAL BOARD OF SECONDARY EDUCATION

in collaboration with



NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Elements of Design and Fashion Text Book Class XI

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹[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 ²[राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

वृद्धसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा 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;
- ¹(ट) यदि माता-पिता या संरक्षक है, 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 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 the² [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)

Elements of Design and Fashion

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Note: The Board reserves the right to amend the syllabi and text as and when deemed necessary. The schools are requested to strictly follow the syllabi and the textbooks prescribed by the Board for the academic sessions and examinations concerned. No deviation is possible.

Foreword

The Indian textile and fashion industry contributes substantially to its exports earnings. It is also the second largest domestic employer after agriculture. The garment industry is classified into organized and unorganized sectors catering to a diverse consumer segment. The unorganized segment comprises small-scale readymade apparel stores, independent fabric and tailoring shops etc. The organized sector comprises single-brand or multi-brand retail outlets, designer boutiques etc. to cater to different strata of consumers. The domestic apparel market is expected to grow @ 11% CAGR primarily driven by high value growth due to organized and branded segment. The Indian textile and apparel trade is estimated at USD 662 billion in 2011 and is expected to grow at 5% CAGR by 2021. Employment in the Indian textile and apparel sector stands at 45 million with an additional employment of approximately 50 million in allied sectors.

The Central Board of Secondary Education has taken the initiative of developing a range of vocational courses in areas of emerging interest for the students. In keeping with this objective, the vocational course on Fashion Design Garment Technology (FDGT) for Std. XI and XII offers an option where the student can either move into higher education or can enter the fashion industry after completion of secondary level of education. This course is envisaged that it inculcates theoretical knowledge with practical skills to impart professional competency education in the area of fashion design and garment technology.

The content of the subject is the outcome of consultative discussions among CBSE officials and teachers, senior NIFT faculty members and alumni, industry members representing the export and domestic garment sector including fashion designers.

The Board would like to place on record the support received from Shri P K Gera, IAS, Director General NIFT and Sr. Prof Banhi Jha, Dean - Academic. We also acknowledge the contribution of Sr. Prof Banhi Jha, Prof Vandana Narang - Project Anchor, Prof Anitha Mabel Manohar and Ms Nayanika Thakur Mehta, Associate Professor NIFT for their time and effort in developing the FDGT textbooks for Std XI. The contribution of Dr Biswajit Saha (Associate Professor and Programme Officer), Ms Swati Gupta (Assistant Professor and Assistant Programme Officer- vocational) and other members of the Vocational Education Cell CBSE is also deeply appreciated.

Any suggestions and feedback from the readers for improvement in the future editions of the subject is welcome.

New Delhi
June 2013

Vineet Joshi, IAS
Chairman CBSE

Note for the Teachers

'Elements of Design and Fashion' is a constituent part of the CBSE vocational course on 'Fashion Design Garment Technology' (FDGT). The objective of this textbook is to initiate young learners to fundamental knowledge related to various design and fashion requirements of the fashion industry. It aims to develop a theoretical base including design vocabulary, key fashion concepts and fashion theories. It highlights key moments in fashion history and traces its impact on the evolution of Indian fashion. Simultaneously it enables the practical application of learning of the key aspects of design and fashion through representation in apparel for men, women and children.

The textbook explains the key concepts and theories with textual and visual examples including photographs, illustrations and graphics presented in an interesting manner. Each chapter culminates in objective-type questions, review questions and activities to ascertain the understanding and recap of key ideas, inculcate independent thinking and stimulate classroom discussion. Each chapter has been briefly summarized to enable a learning 'recap'. A glossary to explain essential terms is provided at the end of the book. A reference section with books and websites has been included.

The subject uses a multi-pronged pedagogical approach to ensure that the thrust is on the theoretical component as on the practical aspects. Classroom sessions may be conducted through lecture and demonstration sessions supplemented with additional references like magazines, books, textile or garment samples so that the correlation between the text and the visual – tactile component facilitates a holistic understanding of the subject. Teachers can also assess comprehension of each topic in the form of a quiz. However, the activities at the end of each chapter are meant to encourage individual initiative of the student to demonstrate application-based learning and would not require evaluation. Visits to museums, markets and exhibitions will inculcate experiential learning. This makes the role of the teachers more significant as enablers of design and fashion learning with a focus on contemporary fashion history and the industry in India.

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