

Creating party wear frock styles for primary school girls.

By

Nishanthi.A

(14PTF007)

A Thesis submitted to the

Avinashilingam Institute for Home Science and

Higher Education For Women

Coimbatore

In Partial Fulfillment of the Requirements for the

Degree of Master of Science

in

Textiles and Fashion Apparel

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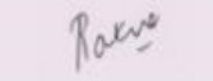
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Certified as Bonafied Research Work


29.4.2016
Signature of the

Head of the Department


Signature of the
Guide

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INTRODUCTION

1.INTRODUCTION

Clothing along with food and shelter, is recognised as one of the most basic needs of mankind. Clothing is an expression of the person, reflecting his personality way of living, way of thinking and especially pride in self or family. It is the reflection of one's taste, one's life and one's value.

(Kaur 2001) says that clothing is one of the fundamental needs of human beings, man from earliest time has worn clothes to overcome his inferiority complex and to achieve a conviction of superiority over the rest of the creatures on earth. clothes not make the man but they certainly have a profound effect on his attitude, in its various sphere, certainly give poise, encouragement, degree of optimism and even generosity, they also help to dispel many fears and for these reasons that clothes integrate our personality, it must be worth while to pay considerable attention in the selection as well as wearing of clothes.

An average person, however feels the need of clothing solely in term of physical or utilitarian ones such as the protection against weather and insect bites. Our values and life styles are reflected more vividly in the clothing one wears. Clothing is symbolic of social, psychological importance to the individual. Thus clothing serves expressive as well as serviceable functions, protecting the individual psychologically as well as physically.

The primary school period is a critical one in the development of child. Not only do physical defect manifest themselves but also faulty attitude, anxiety, insecurity instability and distortion of personality may be produced. (Hurlook 1999) defines childhood as a foundation age of the way the child feels and acts- are developed during this stage.

Children are our future and most precious resources. The quality of tomorrow's world and perhaps even its survival will be determined by the well being, safety and the physical and intellectual development of children today. Since the clothes can make childhood a delightful period and can contribute to the developing character of the child and to his/her self confidence and good cheer, one must pay importance while selecting children's clothes.

Clothing in its relation to the skin, bodily activity and temperature has much do not only with the physical reactions but also with the mental relation of the child. (Pandit 2003)

says that a child who is well dressed has more confidence and better than a child who is poorly dressed.

(Gupta et al 2000) remark that clothing is an extremely important part of Childs world, they may recall great joy and pride in receiving and wearing attractive garments. A well fitted comfortable garment in harmonious colour to the skin worn by a child, its appearance and attractiveness affect the child's personality, emotional stability and contribute to a feeling of well being. Hence there is a need for the selection of clothing based on the developing personality of the child and should analyze more thoughtfully the part that planning , selection of the natural, colour , texture of clothing and design which may help in developing good habits and character traits to make them a responsible member of a family or a social group.

Clothing for primary school children designed with self help features that encourage designed with self help features that encourage the children to dress and undress them self, are believed to contribute to their independence and self confidence and garment should not appear too different from those worn by other children in the group, because the children want to belong to their peer group.

The many factors, besides personality that affect our lives, profession , community, income, cultural development, social life, friendship and family goals, influence our choice of clothes and affect us as individuals state (Helen and Verma 1998). Dress suitable for, primary school girls are designed especially for thesis activity. So the designer of clothing should plan the use of fabric in relation to the pattern and the individual. Apparel design should be aesthetically pleasing but it must also meet the limitation of fashion, comfort and becomingness. Fashion tend to take on a pattern which is similar to characteristic throughout (Rouse 1998) says that fashion is an important influence on what we wear and we think. It is a part of social world we inhabit. Fashion is the widely accepted current version of a style, the seasonal fluctuation, variation and interpretation of different styles, recommends (Harriet 2000). In many instants it is influenced by our mode of living we bow to its edicts graciously accept its changes as a break in the monotony of dress and guided by its decrease in our choice of material and design for our clothes.

A field like clothing construction can step forward and can be made an enjoyable experience by adopting a simplified method of pattern making for garment construction which saves time, money and provide good fitting say (Rajor and Bhalla 1998)

appropriateness of any garment lies chiefly in its graceful expression and usefulness. A well fitted garment which is the product of correct body measurements, can lend grace to the wearer. Correct body measurements can help to develop proper sizes for garments also can be used for designing and making garments.

When designing, making or choosing fashionable clothes, it is helpful to remember that people usually notices the colour of a garment first, the silhouette or shape next and then the various design features or line. Fashion may introduce new styles but often copies or adopts of old styles. Therefore new fashion offer variation of colour fabric and line to satisfy the public desire for novelty and the need of business to create a demand for new merchandise. One must not only understand what quality and good design are the best but must develop creativity and a feeling for the use of the various items that are aesthetically pleasing to our self and to others.

At present, the frock became the fashion of primary school girls all over the world. Frock is a garment worn by girl child from two years onward upto 10 years. Even children prefer to were different wears because now a days so many kinds of party wear dresses are available in shops.

Modern Westerners have a wide number of choices available in the selection of their clothes. What a person chooses to wear can reflect his or her personality or interests. When people who have high cultural status start to wear new or different clothes, a fashion trend may start. People who like or respect these people become influenced by their personal style and begin wearing similarly styled clothes. Fashions may vary considerably within a society according to age, social class, generation, occupation, and geography and may also vary over time. If an older person dresses according to the fashion young people use, he or she may look ridiculous in the eyes of both young and older people. The terms *fashionista* and *fashion victim* refer to someone who slavishly follows current fashions.

One can regard the system of sporting various fashions as a fashion language incorporating various fashion statements using a grammar of fashion.

In recent years, Asian fashion has become increasingly significant in local and global markets. Countries such as China, Japan, India, and Pakistan have traditionally had large textile industries, which have often been drawn upon by Western designers, but now Asian clothing styles are also gaining influence based on their own ideas.

Today's dress include formal, semiformal, sports and casual wear. Within each category there exist an ever increasing number of designs and styles, all available in seemingly unlimited colour, texture and materials. Since original style in frock is changing day by day with the structural variation in the form of fullness, yoke, collars, and sleeve and also variation in decoration in the form of embroidery, applique, lace, ruffles and pockets, the investigator felt the need for developing designs in the frock for party wear which is not only economic but provides interest to the people.

With the following specific objectives are:

- To study the existing styles in frock.
- Standardising the body measurements for frock.
- Developing frock designs for party wear for primary schoolers.
- Constructing and evaluating the frocks.

Review of Literature

2.REVIEW OF LITERATURE

The literature pertaining to the study are reviewed under the following headings

- 2.1 Importance of clothing
- 2.2 Clothing for primary school children
- 2.3 Wardrobe for a primary school
- 2.4 Portfolio
- 2.5 Concept of fashion
- 2.6 Designing a dress
- 2.7 Pattern making
- 2.8 Importance of sewing

2.1 Importance of clothing

(Erwin and Kinchen 2008) remark that the value of clothing in meeting certain human needs- physical protection , modesty and decoration has been recognised. As stated by (Nance 2006), Harris and Huston - clothing lies in the comfort that clothes give and the value to wealth that they possess and their property of protecting the body from sudden changes of temperature.

(Farmer 1999) define that clothing is an extension of the self helping as to define who we are, what we like, how we feel about our self .The people wear clothes for personal satisfaction for group identification and admiration. The desire to decorate appears to be the most compelling notice for wearing clothes, beginning with the child's love of "dressing up" and his continuing need to attract attention to himself says (McJimsey 2002).

(Devadas and Jaya 1998) state that, the psychological importance of looks and grooming is of greater importance to a person's emotional health than any other single trait in general appearance. Rouse(1998) remarks that clothes are worn for modesty, the way we decorate our bodies, we wear and how we wear it, is a part of our culture, our socially learned way of life.

(Sundaram 2000) says that nice clothes enhances one's sociability and impart a sense of worth and power to the wearer. (Paoler and muller 2008) feel that clothing makes up a major part of one's appearance, it plays vital role in the impression people make. The dress transmits the first message because it is seen even before the voice is heard and is therefore, more crucial in forming the first impression, reveals (Singh and Sindhu 2001). (McJimsey2002) observes that clothing makes or mars the appearance of an individual and to a large extent is an index of his character, temperament and disposition.(Pandit 2003) admired the statement given by Locke that he principles of a "sound mind in a sound body" and pointed out that in order to obtain a sound body, clothing should be the first consideration.

2..2 Clothing for primary school children:

(Chamber and Moulton 1999) state that the role of clothing in the child's life assumes added importance because its relation to her growth. Garments for primary schoolchildren should be flexible comfortably warm, easily cleaned, soft, durably constructed to encourage self-reliance, convenient for frequent toileting adjustable to the rapidly growing body and attractive in design and fabric. It should be selected to help the child to develop self-reliance, practices social skills and interact with peers (Gupta et al 2000).

(Pandit 2003) remarks that the activity of the child which is one of the impulses of growth, is definitely affected by the apparel worn. (Hurlock 1999) is of the opinion that clothes can give children pleasure and self-confidence but too much stress on clothes is not healthy

2.3 Wardrobe for Primary schoolgirls:

Planning the wardrobe for the primary school child is important and should receive much thought; care must be taken or too large a portion of the income will be used needlessly for this aged child, (Thompson 2000). (Gupta et al 2000) say that the wardrobe of the primary schoolchild must be chosen with care as that of any family member. (Rathbone and Tarpley 2007) say that the amount of clothes, a child wear is determined by the climatic conditions, the temperature of the house and activity of the child.

(Tate and Glisson 2000) say that buying garments too large with the idea that the child will grow into then is false economy and effect both his physical comfort and personal appearance. (Pandit 2003) suggests that the preschooler age may be characterized as one of rapid and uneven growth. Therefore make only a few garments and wear them often.

(Evane 1999) suggests that when one is shopping for clothing for younger child functional design as well as sturdiness of fabric, construction and price must be kept in mind. Opening will be so constructed that the child can easily put on and take off the garment himself.

(Gupta at al 2000) state that the social status of the parents will determine the quality as well as quantity of child's clothing also depend on the occasion and activities of the child. According to (Hurlock 1999) primary's wardrobe include play clothes, clothing for extra protection specially for cool days, for rainy days, sleep wear and for formal wear.(Thompson 2000) states that children are so quickly out grown during that period, the biggest factor in planning is to select a few garments that will serve for all occasions and purposes.

2.4.1 Portfolio

Creation of a portfolio is one of the most important aspects for a fashion designer to make his presence felt and to carve a niche for himself. Portfolios are a means for the designer to communicate his ideas and concepts about fashion to the people. The portfolio determines the sale quotient of an individual's design. It is a presentation of the range of a designer's skills and his expertise in the field. The process of making a portfolio is a thought provoking as a lot many factors go into making it perfect. The designer has to consider the design sketch and focus on the target customer. For instance, it should be known whether the portfolio is for men's wear, children's wear or for women. Similarly, it should be clearly

defined whether the portfolio caters to contemporary or traditional fashion forms. Portfolios are based on certain themes and have to be made keeping in mind the target product. The making of portfolios not only requires a knack for fashion but also an understanding of the human form.(<https://www.scribd.com/doc/88475362/Fashion-Portfolio-Notes>)

The successful designers are more experimental when it comes to using techniques for making and presenting portfolios. They utilize various techniques such as watercolours, felt tip markers, cut and paste technique or computer aided programs for the presentation of portfolios. A portfolio gives visual evidence about the technical skills of a designer. It shows whether the designer has knowledge of sewing, draping and making of patterns. It also gives an idea about the ability of the designer to make fashion drawings and also highlights his awareness of the past, present and future fashion trends. The portfolio has to be articulate and not redundant, evolutionary and not stagnant. It has to be in sync with the time and a true reflection of a designer's artistic and creative skill (Oscar wilde 2015)

2.5 Concept of Fashion:

(Luster1999) admires that fashion was probably the results of the human desire to imitate social superior- (MeJinsey 2002) remarks that fashion do not exist in a vacuum although the average person may think of the m as something that happens only because of the creative imagination or even the when of a designer. (Chamber and Moulton 1999) states that the term high fashion describes the latest and often the most extreme styles worn by fashion leaders and promoted by high fashion publications. (Harriet 2000) sates that fashion is the widely accepted current version, of a style, the seasonal fluctuation, variation and interpretation of different styles. (Rouse 1998) admires that fashion is a luxury, a trivial and frivolous bit of fun.

(Oerke1998) feels that the history of fashion is also the history of man. It results from the thinking of each generation. (Erwin and Kinchen 2008) say that, if a style is popular at the present times, it is a fashion. According to (singhal 2003) fashion is a purely subjective concept of belief, a philosophy, a way of self expression, an indication of personal psyche, a reflection of current life styles. (Bane2000) found that the fashion cycle is merely the rise culmination and decline in popular acceptance of an style.

Students of fashion have observed that the length of any fashion cycle is influence by the economical political and social conditions of the period. (Goyal 1998) points out that

fashion lay emphasis on the personality of the wearer. (Chamber and Moulton 1999) say that a fashion passes through the cycle of inception, publicity presentation, mass acceptance, decline and final obsolescence. According to (Gupta et al 2000) the prevailing fashion cannot be ignored for dress making but it can seldom be used as a guide for attractive clothes for everyone.

- **Fashion trend**

Fashion trends are influenced by several factors including political, economical, social and technological. Examining these factors is called a PEST analysis. Fashion forecasters can use this information to help determine growth or decline of a particular trend.

The media plays a significant role when it comes to fashion. For instance, an important part of fashion is fashion journalism. Editorial critique, guidelines, and commentary can be found on television and in magazines, newspapers, fashion websites, Social network, and fashion blogs. In recent years, fashion blogging and YouTube videos have become a major outlet for spreading trends and fashion tips, creating an online culture of sharing one's style on a website or Instagram account. Through these media outlets readers and viewers all over the world can learn about fashion, making it very accessible.

At the beginning of the 20th century, fashion magazines began to include photographs of various fashion designs and became even more influential than in the past. In cities throughout the world these magazines were greatly sought after and had a profound effect on public taste in clothing. Talented illustrators drew exquisite fashion plates for the publications which covered the most recent developments in fashion and beauty. Perhaps the most famous of these magazines was *La Gazette du Bon Ton* (<https://www.fashion trend/fashion>)

2.6 Designing a dress:

(Robinson 2008) recommend that both dress designing and dress making are essential living arts that is to say they depend on the hand and eye that work together, the alive sense of fashion, taste and colour and the instinct for the controlled movement of cloth on the human body which can make a dress or a suit into a work of art. (Chamber and Moulton 1999) feels that good design in dress is more than the proper use of line and colour. It is the combination and integration of many factors – colour, line, texture, workmanship, fit, form, shape materials, proportion, balance and scales.

(Latzke and hosteller 2000) consider that a good design is always related to body structure. It emphasis good points and minimizes poor ones in the wearer. (Gupta et al 2000) say that while designing a dress, one has to understand the figure and personality of the wearer also.

2.7 Pattern making:

According to (Mathews2000), (Erwin and kinchen 2008) and (Hollen2003), pattern can be prepared by one of the three method, drafting fabric on a dress form and by flat pattern designing, (Hollen 2003) say that in drafting, success depend on the pattern markers ability to take accurate measurement. (Erwin and Kinchen 2008) state that drafting is a system of drawing pattern with mechanical precision based on body measurements.

(Hollen 2003) and (Erwin and kinchen 2008) remark that draping where pliable cloth is used, the pattern maker must be able to establish good pattern outlines and also refrain from fitting the cloth too tightly to the dress form.Flat pattern designing based on the manipulation of a plain foundation pattern is simple, economical and practical, state (Erwin and kinchen 2008) and (Hollen 2003). The flat pattern designing begins with a basic pattern which may also be called a block, master or a foundation.

(Bakhshi 2000) strongly stress that, the making of paper paper pattern is important for beginners as well as the experienced. It saves time and fabric, ensures better fitting and adds beauty to the finished garment. (Shoben and Ward 2007) say that, block patterns are used in the industry to provide pattern cutters with basic shapes from which to develop many different designs. (Huxley 1996) puts forth that, a block set or sloper includes a bodice front, bodice back, skirt front, skirt back, and sleeve. A pattern maker drafts the sloper, using the measurements from a standardised chart or a dress from having the proportions of a fit model who closely resembles the target customer.

2.8 Importance of sewing:

According to (Iowa Home Economic Association 2001), sewing has become the most popular hobby for teenage girls and course in clothing constructions are in great demand in adult education programme. Home sewing helps to relieve the economic pressure for some women especially those who do not work outside their homes states (Helen2004).

(Mauck 2005) remarks that the women who makes her own clothes is fortunate in that the can be selective about these elements and combines then in any way that most pleasing to her own tastes, also get satisfaction of creating beautiful designs that give the wearer sense of well being.

Preparing a dress in a stimulating experience which will cause oneself to feel very proud of having produced something not only wearable but turning an ugly figure to look for better than original, remarks (Hedge2004). (Shoben 2004) indicates that sewing can be a relaxation, fun and it is easy to learn, a well- dressed women can have more clothes by making them herself.

(Lippman and Erskins1999) consider that the use of colour, the type and quality of fabric, its texture pattern and the shape, cut and fit of a garment are all part of the creative art of dress making and contribute to the final result. (Erwin and Kinchen2008) admire that, sewing is an outlet for creative ability which involves the use of imagination, to find the best solution for problems leading often to new ideas and application.

(Fisher 2001) and (singer company 2000) states that sewing garment at home is possible to provide at a cost that will not only be in keeping with homemakers purse but it will give satisfaction and pleasure to the wearer. (Gotwal 2006) point out that the desire for creativity and self reliance is evident in every segment of our society.

Experimental procedures

3.Experimental procedures

The experimental procedure for “creating party wear frock styles for primary school girls” consisted of the following steps:

- 3.1 Study of existing designs in frock
- 3.2 Standardizing the body measurements
- 3.3 Sketching and evaluating the frock designs
- 3.4 Constructing the selected frock
- 3.6 Evaluating of the constructed frocks

3.1 Study of existing designs in frock:

(Sumathi.G.J 2002), (Lippman and Erskine1999) feel that one should observe ready to wear garments and fashion magazine for recent trends in style and fashion details regarding fabric, colours and design. Keeping this in mind, the investigator studied various design books such as kiddly, kids wear needle and thread, apparel famina. Cloth’s line, classic and also visited malls boutiques exhibitions and did window shopping to get an idea about the latest styles and fashions suitable for the children’s frock

3.2 Standardizing the body measurements:

(Anita Tyagi 2012), (GeryCodkin1997) stated that a product to be designated must have a standard basic quality with established characteristic. Hence the investigator felt the need to standardize body measurements for constructing children’s frock.

The procedure adopted to standardize the body measurements required for constructing the frock for the primary schooler comprised of the following steps,

3.2.1 Selection of the age group

3.2.2 Taking the body measurements

3.2.3 Grouping the body measurements

3.2.4 Standardizing the body measurements

3.2.1 Selection of age group:

(Muralidharan and Bannerji2000) specified that the primary school age is the most impressionable age in one's life where the rate of development is very rapid. The primary school years extremely significant for personality and social development and probably at no other time in life does so much development happen in a short span of time. Since clothes have a great effect on children's personalities and do play an important role in building children's self image. The investigators selected the primary age for this study.

3.2.2 Taking the body measurements:

(SapnaSarkar2010) say that body measurements play an important role in the good fitting of the garment. Therefore accurate body measurements are needed for all garment construction. As pointed out by (Readers Digest 2011) and (Mathews 2000) the vertical measurements were taken first then those in the round pulling the tape snugly but not too tightly.

Much of the success in the garment construction depends upon the taking of accurate measurements, which are the basic for 1) pattern selection and 2) pattern alterations – the (Iowa Home Economic Association 2001). Children are difficult to measure because they are apt to wiggle but they must be measured accurately, say (Farmer and Gotwals 1999). Body measurements are taken over light under cloths with the child bare foot, (Aldrich 2000). All measurements are taken on the right hand side of the body, view (Thomas 2000). Measure the child's height by making him or her stand against a wall remarks (Fisher 2001).

The measurements were taken over the proper foundation garment while the primary school girl was standing erect. Thus the following measurement were carefully taken and recorded by the investigator.

- Frock length was taken from neck at highest point of shoulder to the desired length.
- Back waist length was taken from the highest point of the shoulder to the natural waistline on the back side.
- Sleeve length was taken from the shoulder to the desired length
- Full sleeve length was taken from the shoulder to wrist by passing the tape over elbow bent.
- Chest measurement was taken around the body at the fullest part of the chest by keeping two fingers between the tape and body.
- Waist measurement was taken around the natural waist line by keeping the tape around the waist.
- Upper arm circumference was taken above the elbow around the arm.
- Wrist circumference was taken around the wrist joint.
- Shoulder width was taken from the end of one shoulder blade to another shoulder blade.

3.2.3 Grouping the body measurements:

Similar measurements must be grouped together but measurement is the key to determine pattern size of dressing. Considering the above, the investigator grouped the measurements and presented the same under the chapter results and discussion.

3.2.4 Standardizing the body measurement:

Standardization is important, so that the designer is always working from the same base. When taking body measurements standardisation is important, so that the designer is always working from the same base, remark (Mee and Purdy 2009). Most pattern companies use standard body measurements as a guide for making their basic pattern from which all other pattern are made, says (Bane 2000). According to (Bane 2000) the standards are computed by taking body measurements a large number of primary schoolers and compiling them in a chart form. Thus the investigator standardized the body measurement using mode

in statistics. The value of the variable which occurs most often that is which the highest frequency. When we talk of most common size of sole or readymade garment we have in mind mode not the arithmetic mean and median. Hence the measurements were standardized and the same is presented under the chapter results and discussion.

3.3 Sketching and Evaluating the Frock Designs:

Diagrams are for more easily understood than descriptions. Since stretching is the quickest and easiest way of visualizing an idea and also an easy method of explaining idea to others by most the designers; the investigator too sketched 10 frock designs for party wear. The study of existing designs in frocks by investigator preferences in the choice of their primary scholar's frock formed the basis for designing the 10 frocks.

3.4 Constructing the selected frock design:

3.4.1 Formulating the instruction for basic pattern

3.4.2 Drafting the basic pattern

3.4.3 Developing paper patterns for selected frock design

3.4.4 Selection of materials

3.4.5 Preparation of the fabrics

3.4.6 Cutting the materials

3.4.7 Constructing frock using the developed paper patterns

3.4.1 Formulating the instruction for basic pattern:

Successful dress making begins with a basic patterns as nearly right as possible, state (Erwin and Anmol Ray 2011) in order to prepare a basic pattern, the investigator studied the instruction given by Anmol ray and developed a new instruction for drafting the frock pattern.

3.4.2 Drafting the basic pattern :

Drafting is the most important item in dress making art, point out (Tyagi.A 2012). Mathews states that the drafting is a system of drawing pattern on paper with mechanical precision on the basis of body measurements. By keeping this in mind the investigator drafted the basic patterns for frock using the developed instruction and the standardized body measurements.

3.4.3 Developing paper pattern for selected frock design:

Paper pattern were prepared for the selected 4 frock designs, using the basic pattern and instruction.

3.4.4 Selected of material:

(Diamond.J and Diamond.E 2007) say that for party wear, Heavy cloth and bright colours are preferred by the people. (Fisher 2001) remarks that bold clear colours are best for party wear, pale and pretty pastels and special occasion. Fabric is an integral part of dress making and its proper selection is of the utmost importance. It has to be selected to suit the personality of the wearer, the style of the dress, the occasion for which it is to be worn and for its fit and drape, remarks (Thomas 2000). From the study of the various design books, magazines and by visiting boutiques, exhibition and shopping malls as well as from window shopping's, It was found that the material used for party wear satin, net material, chiffon, polyester, combination of lace, specially treated material were observed. Pure silk was not used for frocks. The colour mostly available was in shades of pink, violet, yellow, purple, blue and combination of white with other colours. Trimmings and decorations were lace, frill, embroidery, bows, satin ribbon, piping, patch work, bead work, gather smocking and cord. The fasteners used were zipper for party wear and press button and books also used. Keeping all these in mind, the investigator purchased suitable materials for frocks.

3.4.5 Preparation of the fabric :

(Sapnasarkar 2010) points out that preparing the fabric is important in constructing a well fitted garment. Fabric will give more satisfactory service if prepared carefully before starting. (Erwin and Kinchen2008) the perfectness of the grain of the material was checked and the fabric ends were stretched for straightening and all the creases were removed by pressing. Hence the fabrics were straightened out, grains were checked for perfection, lining material were pre shrunken and the pressed to remove creases.

3.4.6 Cutting the material:

(Aldrich.W 2007) feels that the manner in which a garment is cut in relation to the grain line of the fabric affects the durability, fit and hang of the garment. Any information given with the patterns should always be written on the pattern pieces which will help us to cut out the pattern correctly. It will also build up our pattern knowledge by constant repetition, say (Foster 2002). Holding the fabric and pattern flat against the table, as one cut, makes it easier to follow the pattern cutting lines smoothly and evenly. Cut with long, smooth strokes along the pattern cutting lines explain (Lyle and Brinkley 2002). Diamond.J and Diamond.E 2007) feels that the fabric must be placed flat on the cutting table. Pins were placed within the seam allowance at right angles to the cutting edges. Marking was done by slipping carbon papers between the layers of fabric and paper patterns by removing the pins. The pins were pinned back to positions. The curved lines were marked by running a tracing wheel in a slightly slanting position towards the centre; a ruler is used firmly along the straight lines for accurate tracing. All the details were marked carefully on the wrong side of the materials. Following the same procedure, all the pattern pieces were cut from the respective materials.

3.4.7 Construction of the frocks:

Garment construction is an art and giving an artistic effect to any garment is a skilful task, say (Verma and Ddev 1999). Making up any garment is a simple straight forward process if properly organised, states (Armstrong 1987). Garment construction is one of the basic content of fashion designing. Even fashion designer should have detailed knowledge of the process of garment construction. Knowledge of garment construction helps in designing, making it more practical knowledge of some basic processes of drafting is necessary in constructing a garment views (Jindal 1998). The workmanship on children's dress must be of good quality so that it can withstand frequent laundering and hard wear. Seams in clothing for small children should be soft and flat to prevent irritation. Fasteners should be as flat as possible. There should be no sharp or pointed edges in the fasteners, remarks (Gahlot and

kaur 2000). The investigator constructed the frock designs following the instruction suggested by Zarakar Doongaji and Deshpande and McCalls.

3.5 Evaluation of the constructed frock designs:

In order to evaluate the constructed frocks, 50 judges comprising of the post-graduate and diploma students majoring in textiles and clothing. Avinashilingam institute for home science and higher education for women (deemed University), Coimbatore were selected.

A score card was prepared to evaluate the frocks. The prepared score cards were given to the selected 50 judges and they were requested to evaluate the constructed frock designs.

The data was collected, consolidated and analysed systematically. The results of the evaluation of the frock designs are discussed under the chapter results and discussions.

TABLE I

Selection of Theme

S.No	Theme Code
1.	Th ₁ . Sea Glass Colours
2.	Th ₂ . Doodling
3.	Th ₃ . Game of Nature
4.	Th ₄ . Cherry Blossom
5.	Th ₅ . Tribal art
6.	Th ₆ . Disney princess
7.	Th ₇ . Emotions
8.	Th ₈ . Lady Gouldian Finch
9.	Th ₉ . Rainbow colours
10.	Th ₁₀ . Orchids

TABLE II

Selection of Party wear designs

S.No	Garment Silhouette Code
1.	PW ₁
2.	PW ₂
3.	PW ₃
4.	PW ₄
5.	PW ₅
6.	PW ₆
7.	PW ₇
8.	PW ₈
9.	PW ₉
10.	PW ₁₀



PLATE :1



PLATE :2



PLATE :3



PLATE :4

RESULT AND DISCUSSION

4.Results and discussions

The results of the study undertaken to develops the designs in frock for primary school girls are discussed under the following heading.

4.1 Grouping of the body measurements

4.2 Standardization of body measurements

4.3 Evaluation of the constructed frock designs

4.1 Grouping the body measurement

The selected 100 primary school girls were grouped on the basis of their chest measurements having four centimetres difference between each group. The details are given in the below table,

TABLE III
GROUPING THE BODY MEASUREMENTS OF PRIMARY
SCHOOL GIRLS

Group No	Chest measurement(In cms)	No of Girls
A	49 – 52	11
B	53 – 56	29
C	57 – 60	53
D	61 – 64	7

From the table it could be seen that the chest measurement of the majority of girls were in the range of 57 – 60 cms (Group C), 29 girls in the range of 53-56 cm (Group B) , 11 girls in the range of 49 – 52 cm (Group A) only 7 girls were in the range of 61 – 64 cm (Group D)

4.2 Standardizing the body measurements of the primary school girls

The various body measurements taken by the investigator for constructing the frock were standardized based on the grouping of the chest measurements. The standardized body measurements are given in the below table,

TABLE IV
STANDARDIZED BODY MEASUREMENTS OF PRIMARY
SCHOOL GIRLS

S No.	Measurements	Group A	Group B	Group C	Group D
1	Chest Circumference	48	52	57	57
2	Waist Circumference	48	50	49	55
3	Shoulder width	24	25	30	34
4	Back waist length	23	24	31	35
5	Sleeve length	12	13	13	14
6	Full sleeve length	30	32	36	36
7	Arm round	15	17	19	20
8	Wrist circumference	11	12	12	13
9	Full length	88	91	94	95

Table clearly shows the model value of body measurements in each group. Since the chest measurements of the majority of the girls were in the range of 57- 60 cm (Group C), the model values of the body measurements of this groups were considered for the study.

4.3 Evaluation of the constructed frocks:

The evaluation of the constructed frock designs are given in following Table

From the above table VI it is clear that all the constructed frock secured maximum scores for good regarding all the aspects namely, general appearance, material used, colour combination, design of the frock, suitability of the design to the purpose, trimmings and decorations used suitability of the design to current fashion.

Hence we conclude that all constructed frock were good in all aspects and frocks PW₂ of party wear frock were the top ones preferred by the judges.

TABLE V

NOMENCLATURE OF THE THEME

S.No	Theme Code	Rank
11.	Th ₁ - Sea Glass Colours	5
12.	Th ₂ - Doodling	2
13.	Th ₃ - Game of Nature	9
14.	Th ₄ - Cherry Blossom	3
15.	Th ₅ - Tribal art	6
16.	Th ₆ - Disney princess	1
17.	Th ₇ - Emotions	10
18.	Th ₈ - Lady Gouldian Finch	8
19.	Th ₉ - Rainbow colours	7
20.	Th ₁₀ - Orchids	4

The 10 theme were evaluated by a panel of 50 judges. The panel included post graduate students majoring in home science. A proforma was prepared to evaluate the party wear theme. A proforma was used to evaluate(Appendix I). In this majority of them preferred the theme(Th₆) was ranked 1st. Theme (Th₂) was ranked 2nd and Theme (Th₄) was ranked 3rd.

TABLE VI

NOMENCLATURE OF THE SKETCHED FROCK

S.No	Garment Silhouette Code	Rank
11.	PW ₁	4
12.	PW ₂	1
13.	PW ₃	10
14.	PW ₄	6
15.	PW ₅	8
16.	PW ₆	3
17.	PW ₇	9
18.	PW ₈	5
19.	PW ₉	7
20.	PW ₁₀	2

The 10 Party wear frock design were evaluated by a panel of 50 judges. The panel included post graduate students majoring in home science. A proforma was prepared to evaluate the party wear frock designs. A proforma was used to evaluate (Appendix II). In this majority of them preferred the frock designs (PW₂) was ranked 1st. (PW₁₀) was ranked 2nd, (PW₆) was ranked 3rd and (PW₁) was ranked 4th. The ranking was based on colour, design, shape and also impressed by story.

TABLE VII**DETAILS ABOUT THE EVALUATION OF FROCK DESIGNS**

S.No	Garment Code	Design			Colour selection			Trimmings and decoration			Overall appearance		
		Excellent	Good	Fair	Excellent	Good	Fair	Excellent	Good	Fair	Excellent	Good	Fair
1.	Ga ₁	90	5	5	70	20	10	60	20	20	70	10	20
2.	Ga ₂	80	10	10	60	10	30	70	10	20	50	25	25
3.	Ga ₃	70	10	20	60	20	20	60	30	10	80	10	10
4.	Ga ₄	60	20	20	50	30	20	50	25	25	90	5	5

- In Ga₁ majority of them quoted EXCELLENT for design (90%), colour selection (70%), Trimmings and decoration (60%) and overall designs (70%)
- In Ga₂ majority of them quoted EXCELLENT for design (80%), colour selection (60%), Trimmings and decoration (70%) and overall designs (20%)
- In Ga₃ majority of them quoted EXCELLENT for design (70%), colour selection (60%), Trimmings and decoration (60%) and overall designs (80%)
- In Ga₄ majority of them quoted EXCELLENT for design (60%), colour selection (50%), Trimmings and decoration (50%) and overall designs (90%)

SUMMARY AND CONCLUSION

5.SUMMARY AND CONCLUSION

Clothing simplifies a grandeur to the individual's life style. Clothing simplifies our perception of people and the total situation. The importance of children and their welfare is a vital one in all countries. Clothing plays a significant role in child's life, assumes added importance to its growth and development has certain influence on the attitude of children and their success in life and also has an effect on child's health and mental well-being.

In the modern world, fashion changes very fast hence the prices of the readymade garments as well as stitching charges have gone up so high that people are becoming inclined to stitch garments at home especially for their children. Therefore there well as information related to garment construction.

Keeping the above statement in mind this research was planned by the investigator with the following objectives.

5.1 Study of existing styles in frock

5.2 Standardizing the body measurements needed for frock for primary school girls.

5.3 Sketching and evaluating frock design.

5.4 Constructing the selected frock design.

5.5 Evaluation of the constructed frock design.

5.1 Study of existing styles in frock:

The investigator studied the various design books and magazines such as kiddy, kids wear, needle and thread, cloth's line, apparel, classic and also visited boutiques, exhibitions and window shopping and got an idea about the latest styles and fashions suitable for the children's frock.

5.2 Standardizing the body measurements needed for frock for primary school girls:

The investigator, through random sampling method, selected one hundred primary school girls between the age group of 5 to 12 year from Avinashilingam Nursery School. The body measurements of these girls were taken carefully and recorded. Then the measurements were grouped based on chest measurement. Mode in statistics was used to standardize the measurement.

5.3.1 Sketching and evaluating the frock designs:

The investigator sketched 10 frock designs; the sketched frocks were evaluated by 50 judges. The first five designs preferred by the judges from each category were considered. Thus 4 frocks were selected for the study.

5.4 Constructing the selected frock design:

The investigator studied the instructions given by Mathews, Zarapkar (- -), Doongaji and Despande and Kumar and formulated a new instruction for drafting the basic patterns needed for frock. Using the formulated instructions and the standardized measurements, a basic paper pattern was drafted by the investigator. A fitting shell was constructed by the investigator using the paper pattern for the purpose of checking the correct and comfortable fitting.

Paper patterns for each frock design was prepared using the basic paper pattern. The selection of the materials for constructing the frock were straightened out, grains were checked for perfection and lining materials were preshrunked. Based on the cutting principles, the fabric was spread on a flat table. Following the rules laid out, all the patterns were cut from the respective materials. Then the frock design were constructed following the instructions given by Zarapakar, Doongaji, Despande and McCalls.

5.5 Evaluation of the Constructed frock:

Fifty judges comprising of post-graduate students majority in Textile and Clothing were selected and requested to evaluate the constructed frock, regarding general appearance, material used, colour combination, design of the frock, suitability of the design to purpose, trimmings and decorations used and suitability of the design to current fashion. The collected data was consolidated and analyzed systematically.

FINDINGS OF THE STUDY:

1. Grouping of Body measurements:

It was found out that the chest measurements of majority of girls are in the range of 57-60 cm (Group - C)

2. Standardizing the Body measurements:

The standardization was done using mode in statistics. The standardized body measurements for preschooler girls 5-12 years were as follows, chest circumference 57 cm, waist circumference 49 cm, shoulder width 30 cm, back waist length 31 cm, sleeve length 13 cm, full sleeve length 36 cm, arm round 19 cm wrist circumference 12 cm and full length 94 cm.

3. Evaluation of the constructed frock designs:

From the evaluation of the constructed frock design it was found that all the constructed frock design were regarded as good in all the aspects namely general appearance material used, colour combination, design of the frock, suitability of the design to the purpose, trimmings and decorations used and suitability of the design to fashion.

CONCLUSION:

Fashion exists in our day-to-day life and manifests in the clothes we selected and lifestyle. The distinctive characteristics or appearance of a garment relates to its style. Design is the composition of garment features such as design, colour and texture which creates specific versions of style.

Designing garment is an art which gives immense satisfaction, joy and pleasure to the designer. Using various flat pattern technique, a designer can create countless number of designs for each category and also bring variation in style and design. Designers require motivation, suggestions and inspiration to design. Primary schoolers is the prime period in ones life. The inspiration for designing primary schoolers frock was taken from children stories.

Today kids wear is a big business and parents are ready to spent for their little ones. Hence the frock design created will have a good market and this can be commercialised sectors.

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APPENDIX

APPENDIX I

PROFORMA USED TO EVALUATE THE THEMES

THEME

NAME OF THE JUDGE

Th₁ Th₂ Th₃ Th₄ Th₅ Th₆ Th₇ Th₈ Th₉ Th



FIG -1



FIG -2



FIG -3

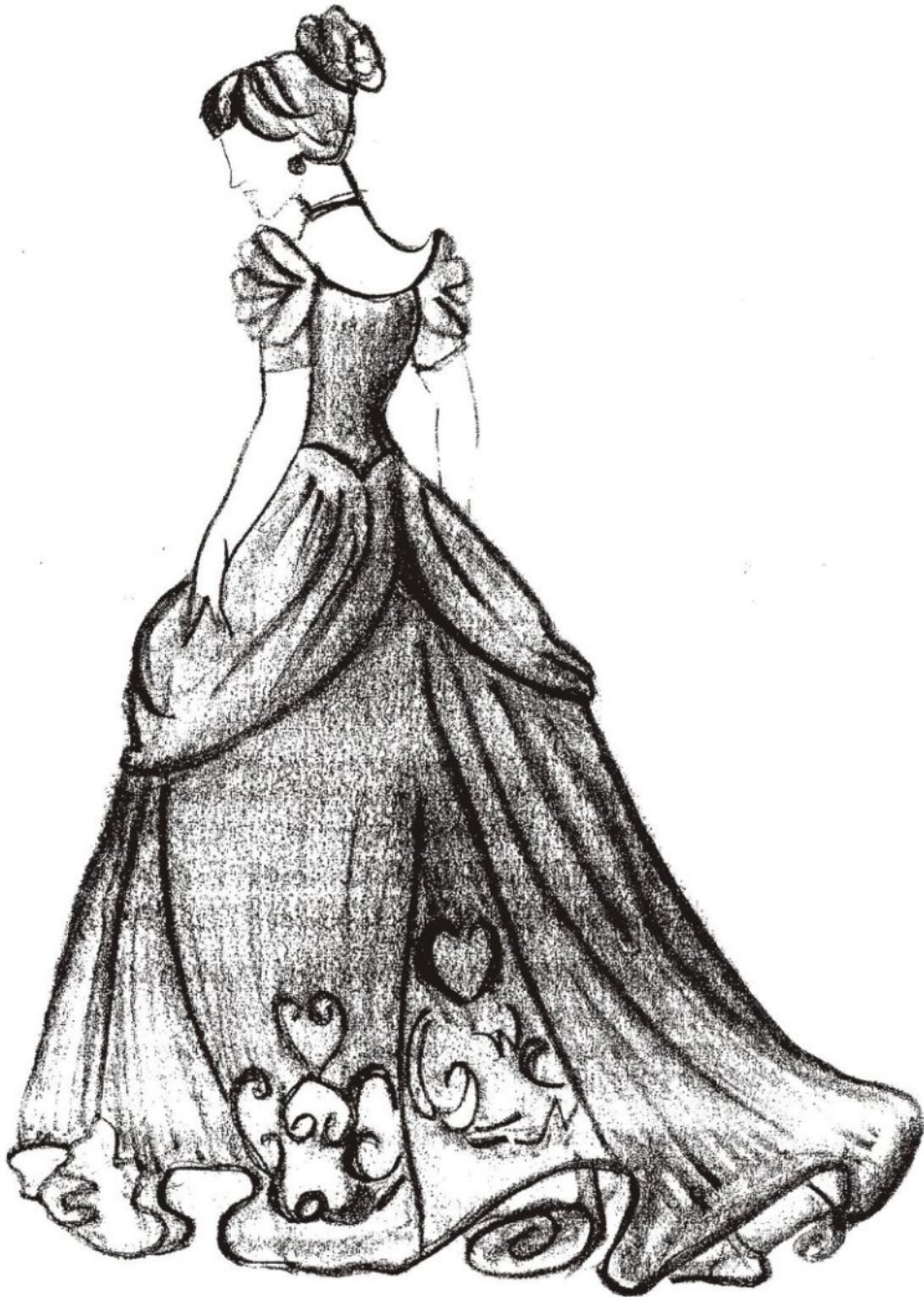


FIG -4