Creating Varieties in Dress Styles for Preschool Girls

BY

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A DISSERTATION SUBMITTED TO THE AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN (DEEMED UNIVERSITY) COIMBATORE-43 IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN FAMILY AND COMMUNITY SCIENCE

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Introduction

I. INTRODUCTION

Costly thy habit as thy purse can buy,
But not express'd in fancy, rich not gaudy;
For the apparel oft proclaims the man.

- Shakespeare

Clothing is used as a symbol of distinction, accomplishment and is worn for beauty, rather than for mere protection. Clothing is used as a media for satisfaction of human needs and desires. It is also a medium for realising aesthetic impulses and non-verbal means of communication. Clothes have a very important part in making impressions of people which are often lasting impressions, state Lyle and Brinkley (1983).

Clothing decides the appearance of an individual and to a large extent is an index of his character, temperament and disposition. Being well dressed is not only a social asset but also a personal benefit to the individual. In addition clothing has been used to show status, sex, self expression, role identification and cultural differences.

The preschool period from age three to age five is delightful-a period of enthusiasm, energy, activity and creativity. This is the period when the child learns skills necessary for later life. It is an important transitional

period. Physical development takes place at a slow but steady rate.

Children's clothing is a subject which attracts the attention of all today. Clothing is recognised as the frontier of the child's environment. For a preschool child, clothes are a source of much pleasure and pride and it also gives him a feeling of security and confidence. The aspects of clothing are important to the child, when he has a strong need to win social acceptance. His interest in clothes will be similar to that of his peer group. Clothing will help the child to develop into a well poised individual, ready to take part in group activity or to work without the feeling of self consciousness.

Children's garments should be simple, colourful and easy to wear with ample fullness for stooping, reaching and for his normal growth. The clothes should preferably be of one piece with self-help features which will encourage and initiate self reliance in children. A combination of suitable fabrics and good workmanship will produce pretty, attractive dresses.

Since the child is active in this age his clothing must have great range of adjustability required ease for movement which are very essential. The clothes should be easily

laundered, comfortable to wear, absorbent and also porous to permit circulation of air.

Planning and selecting the wardrobe for the preschool child is an important factor that should receive much thought and attention. The more recent scientific approach to child care and training has focussed attention on the special clothing needs of children which in turn affect health and habit formation.

The fabric chosen should be of the best quality and suitable to the type of garment. The fibre content, colour, pattern, texture, warmthness, durability and wash codes should be taken into consideration, says Coles (1989).

Tailoring is the art of cutting and sewing put together which provides considerable scope for the development of aesthetic skill and dexterity of hand, says Kumar (1962). One is the complement of the other. Sewing develops personal and marketable skills, recognition of quality and self esteem.

The creativity that an individual possesses aids a lot in the sewing process. Creativity does not come as a flash of brilliance but follows an organized, analytical process. It requires flexibility in design, collaboration and evaluation,. states Loker (1987).

Bana (1974) feels that home sewing is a combination of art and science and learning to master these conflicting talents is largely responsible for the challenging as well as the existing rewards of home sewing. Successful home sewing requires thought, effort, concentration and practice. Learning to sew requires motivation and willingness to develop adequate techniques, says Nickell, Dorsey and Budolfsor (1959). An interest in sewing coupled with a knowledge of the present requirements can lead to the creation of a number of dresses to suit different occasions.

Today the choice of smart, practical dresses to suit all occasions has become wider than in the previous years. Wide variety of colours, designs and materials are available in the market. Parents are usually concerned with value of safety, health and economy while selecting clothing for their children. With the complexity of marketing structure and multiplicity of choices available in the market, today's consumer finds decision making difficult and even frustrating.

Keeping these views in mind, the investigator has attempted to find the mothers preferences of clothes for preschool girls and to construct garments based on their preferences.

The specific aims and objectives of the study are:

1. To get the mothers preferences of clothing requirements for preschool girls.
2. To obtain a standard set of body measurements of preschool girls.
3. To create styles in dresses for preschool girls based on the mothers preferences.
4. To find the suitability of the constructed garments, and
5. To find the acceptability of the constructed garments.

Review of Literature

II. REVIEW OF LITERATURE

The literature related to this study is reviewed under the following headings :

A. Concept of Clothing

B. Importance of Preschool Period

C. Clothes for the Preschool Child

D. Designs for Preschooler's Clothes

E. Materials for Preschooler's Clothes

F. Trends in Preschooler's Clothes

G. Importance of Body Measurements

A. Concept of Clothing

The origins of clothing remain obscure since actual garments do not survive in archaeological deposits as do pottery fragments and tools. However, the discovery of bone needles gives evidence that sewing existed as early as 10,000 BC, McJimsey (1973). Farmer and Gotwals (1982) define that clothing is an extension of the self, helping us to define who we are, what we like and how we feel about ourselves.

The current fashion scene is the product of the history that proceeded it, says Prisco (1986). Textiles were part of human life before history was recorded.

According to Nath (1990), clothes and fashion reflect the social, cultural and economic forces in any given historical period.

According to Mitra (1994) clothing is one aspect that has been changing, providing new opportunities and challenges necessitating changes in approach, endeavours and attitudes.

Tate and Glisson (1961) state that clothing has always been important to people because it meets one of the primary needs. It's use is woven into the very fabric of human lives. People wear clothes for specific physical and psychological reasons.

Sutherland (1989) feels, that the first thing that clothes can do for one is to make one happy. If one's clothes are suitable for the occasion, becoming to one in good style and acceptable to one's friends one will have a feeling of well being which contributes greatly to one's happiness.

Ray (1985) suggests that clothes do not necessarily make a person, they go a long way towards building up a feeling of confidence and well being.

B. Importance of Preschool Period

The preschool period from age three through age five is delightful - a period of enthusiasm, energy, activity and creativity feels Smith et al. (1987). This is the age when the child learns skills. During this period the child makes

a slow but immensely important shift from dependable baby to an independent child, opines Bee (1989).

The new skills makes the child more independent as does his growing mobility. As said by Spock and Genll (1961), of all the preschool years, the third year is one of the most fascinating in the growth of the child.

The preschooler is a sturdy child who stands straight and appears tall and thin. The child grows relatively more in height than in weight during these years.

Early childhood is a time of relatively even growth proceeding at a slow rate as compared with the rapid rate of growth in babyhood, says Hurlock (1990). Body proportions change markedly during this period and the baby look disappears.

As said by Devadas et al. (1996) early childhood is the period when the major development is that of control over the environment. Having acquired a workable control of his own body during the first two years of life, the child is now ready to explore his environment.

C. Clothes for the Preschool Child

Clothing that a child wears influences his or her emotional and personal development as well as the physical growth. The clothing for children has gained considerable

importance in the present days, as the recent advances in psychology have emphasised the importance of clothing in the subsequent development of the children, suggest Baruah et al. (1995). In order to provide dresses that fit properly and show good taste, a sound knowledge on the growth pattern of children is of utmost importance along with skills in clothing construction.

According to Young (1938), the wardrobe of the preschool child must be chosen with as much care as that of any family member.

Spock and Genll (1961), say that a child cannot develop good habits of posture unless his body is free to develop normally without being pulled or pressed into unnatural positions by wrong clothing.

According to Todd (1952), clothes should meet the requirements of the child's activity and should permit one to be practically unconscious of it either in repose or in activity. The occasion for which a garment is to be worn should also be an important consideration.

The dress should adapt itself to the child's body, feel easy and comfortable yet be snug enough to have that look of belonging to the wearer, Circular 694 Ohio State University (1979).

D. Designs for Preschooler's Clothes

The attractiveness of the design depends on the suitability to the child's physique and personality rather than upon the fashionable fads of the time, feels Goodman (1958). Fashion changes neither so often nor so drastically for children's garments.

According to Strickland (1956) good design in preschool children's garments is based on the same principles as good design in garments for adults viz., harmony, balance, proportion, rhythm and emphasis in both garment style and fabric.

Clothing properly designed should to a certain extent lend itself to the possibility of small adjustments in size, explains Kumar (1962).

The designs of children's clothes should give an impression of dynamism, health, fun and variety, Clothesline (May, 1995). Clothes should meet the requirements of the child's activity.

According to Young (1938), the structural design of the dress should be suited to the child which implies that it is simple, well proportioned and conforming to the lines of the body.

Brain and Martin (1994), state that the clothes should be designed in single piece with minimum decoration. The design of the dress should be simple, attractive and suitable to the occasion.

E. Material for Preschooler's Clothes

Children give their garments extreme hard wear. The material should be of firm close weave, smooth texture and light in weight.

The fabrics used for preschooler's garments should be washable under ordinary home condition and should be so designed so as to require a minimum care, state Tate and Glisson (1961).

According to Prisco and Moore (1986), the fabric should fulfil is intended purpose. The most suitable materials are fabrics made from natural fibres or a mixture of natural and synthetic fibres.

The fabric used depends mainly on the type of garments to be stitched, but a point to be remembered is that the fabric has appeal, comport and durability, opines Jacob (1994).

According to Coles (1989), the fabric should have a good fibre content as it affects the durability of the

garments. The fabrics should be preferably treated to resist dirt, wrinkles and fires. The fabric should also be colourfast.

The fabric should suit the style chosen and the person who wears it says Kumar (1962).

F. Trends in Preschooler's Clothes

Children today are becoming extremely fashion conscious and select their own wardrobe which reflects their own taste, says Mitra (1994).

The fabric trends for children's fashions-from infants, boys or girls to kids and teenagers are largely in line with the general women's clothe trends, Clothes line (May, 1995).

Girls fashions have a direct link to the dress segment of women with a trend towards blossom and flower prints with a lively pattern, Clothesline (May, 1994).

G. Importance of Body Measurements

Zarapkar (1994) states, that it is very important for a dressmaker to take accurate measurements as garments cutting is based on measurements.

Taking the body measurements is a very important part of pattern drafting. It is a type of work which requires judgement and accuracy. One of the most important points in

the taking of measurements is the necessity of taking all measurements in the position in which they will be reproduced on the pattern.

Goodman (1958) feels, that children's measurements should be taken accurately and more often than those of adults.

According to Mee and Purdy (1987) measurements can be obtained in two ways-taking individual measurements if designing for an individual only or by using measurements representing a standard size if designing for a group. Standardization is important so that the designer is always working from the same base.

Correct standing position is essential to get correct measurements, taking care to see that the measurements are taken over well fitted undergarments, explains Doongaji and Desphande (1988).

The measurements taken on the body should be marked in the corresponding position when making the pattern, suggests Hepworth (1960).

Campbell (1994) says, that the measurements should be taken closely but not tightly with the tape parallel to the spine or centre front for all vertical measurements and parallel to the floor for all horizontal measurements.

Experimental Procedure

III. EXPERIMENTAL PROCEDURE

The experimental procedure for the study involved the following steps.

A. Assessing the Mothers Preferences Regarding their Choice of Dresses for Preschool Girls

B. Standardizing the Body Measurements

C. Drafting the Basic Pattern

D. Preparing the Muslin Patterns

E. Evaluating the Muslin Patterns

F. Developing Patterns for Created Styles of Dresses

G. Evaluating the Constructed Dresses

A. Assessing the Mothers Preferences Regarding their Choice of Dresses for Preschool Girls

Survey refers to the method of securing information from selected number of respondents of the concerned universe. Therefore the investigator conducted a survey to find out the mothers opinions regarding choice of dresses for preschool girls.

The steps involved in the collection of required information were as follows :

1. Selection of the sample
2. Selection of the tool
3. Framing the interview schedule
4. Conducting the interview
5. Consolidation and analysis of the data

1. Selection of the sample

The sample was selected by stratified random sampling. In this procedure, the population is divided into subgroups or strata on the basis of a variable chosen by the researcher such as gender, age, level of education says McMillan and Schumaker (1989). On this basis, the investigator collected information regarding choice of dresses from 100 selected mothers of preschool girls aged between three to four years.

2. Selection of the tool

According to Gupta (1986) in an interview, the investigator obtains the information in person from the informant and it is considered a first hand information. This procedure of data collection is adopted, when the field of enquiry is small and for greater accuracy. Goode and Hatt (1981) quote that "Interviewing is fundamentally a process of social interaction. It is a method of data collection through the verbal interaction between the respondent and interviewer. For these reasons, direct personal interview was selected by the investigator for conducting the study.

3. Framing the interview schedule

The interview schedule is a framed schedule used to obtain the data required to meet the specific objectives of the study and to standardize the situation. The questions are asked exactly as they appear on the schedule. The

schedule should be structured to require a minimum of writing by the interviewer suggests Borg (1983).

In order to conduct the survey, the investigator framed an interview schedule to elicit information regarding mothers opinion on choice of dress styles, materials, textures, fabric designs and decorations on preschool girls dresses. A copy of the interview schedule is given in Appendix I.

4. Conducting the Interview

According to Kothari (1990), conducting the survey is very important which will proceed to correct tones and at the same time the data collected are dependable. Using the finalised interview schedule 100 mothers were interviewed personally by the investigator to obtain the required information which was collected systematically and recorded.

5. Consolidation and analysis of the data

Saravanavel (1989) states that collection of data is followed by arrangement for processing and analysis of the data. Sidhu (1984) states that analysis of the data means studying the tabulated values in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts in new arrangements for interpretation. The investigator consolidated and analysed the collected data. It was found that the yoke frock, A -

line frock, bermuda and pyjamas were the most preferred garments under the formal, casual, play and night wear dresses. Hence the investigator created styles in these four types of dresses for the conduct of her study. Details are given under the chapter 'Results and Discussion'.

B. Standardizing the Body Measurements

The steps involved to standardize the body measurements were as follows,

1. Selection of the sample
2. Taking the body measurements
3. Standardizing the body measurements

1. Selection of the sample

Stratified random sampling was used by the investigator to select the sample. Each stratum is based on a single criterion or on a combination of two or more criterion. Rossi et al. (1983), opine that the use of stratification greatly increases sample efficiency. Three hundred preschool girls between the age group three to four years from Sri Avinashilingam Nursery School, Sri Annai Sarada Nursery School, Sri Annai Kasthuriba Nursery School in Coimbatore city and Florence Nursery School, Tiny Tots Nursery School, Shiksha Sagar, Little Flower Nursery School and Sandeepani Nursery School in Bangalore city were selected as subjects for the study.

2. Taking the body measurements

Mathews (1985) says that in order to construct garments that fit well body measurements must be taken with precision. Lewis (1984) states that accurate body measurements are important. If they are taken properly, time is saved in the overall constructed of the garment and a good fit is also obtained. The body measurements of 300 preschool girls were taken for the conduct of the study. The measurements were taken in a proper order, following certain sequence and were recorded carefully.

The various body measurements taken by the investigator are given below :

- Chest measurement was taken around the fullest part of the chest just under the arms and straight across the back, keeping the tape parallel to the floor.
- Neck measurement was taken around the base of the throat
- Waist measurement was taken round the natural waist line with the tape close, but not tight and parallel to the floor.
- Hip measurement was taken around the widest part of the hips 7 inches below the waist line.
- Front waist length measurement was taken from shoulder to the natural waist with the tape over the fullest part of the chest.

- Back waist length measurement was taken from the nape to the hollow of the waist line taken from back.
- For frock full length measurement was taken from shoulder line to the knee. For pyjama and bermuda, measurement was taken from the waistline to the ankle and knee respectively.
- For back width, with arms resting at side the measurement was taken across the shoulder blade from armscye to armscye.
- Shoulder measurement was taken from the nape to the shoulder end at the sleeve joint.
- Sleeve length measurement was taken from shoulder end to the desired length of the sleeve.
- Upper arm circumference measurement was taken round the fullest part of the arm muscle.
- Lower arm circumference measurement was taken around the bottom of the sleeve.

Figure 1 shows the various body measurements taken.

The various body measurements taken are presented in Appendix II.

3. Standardizing the body measurements

Standardization of the body measurements is necessary to get a specific set of body measurements which is said to be a representation of the whole sample. The mode is often

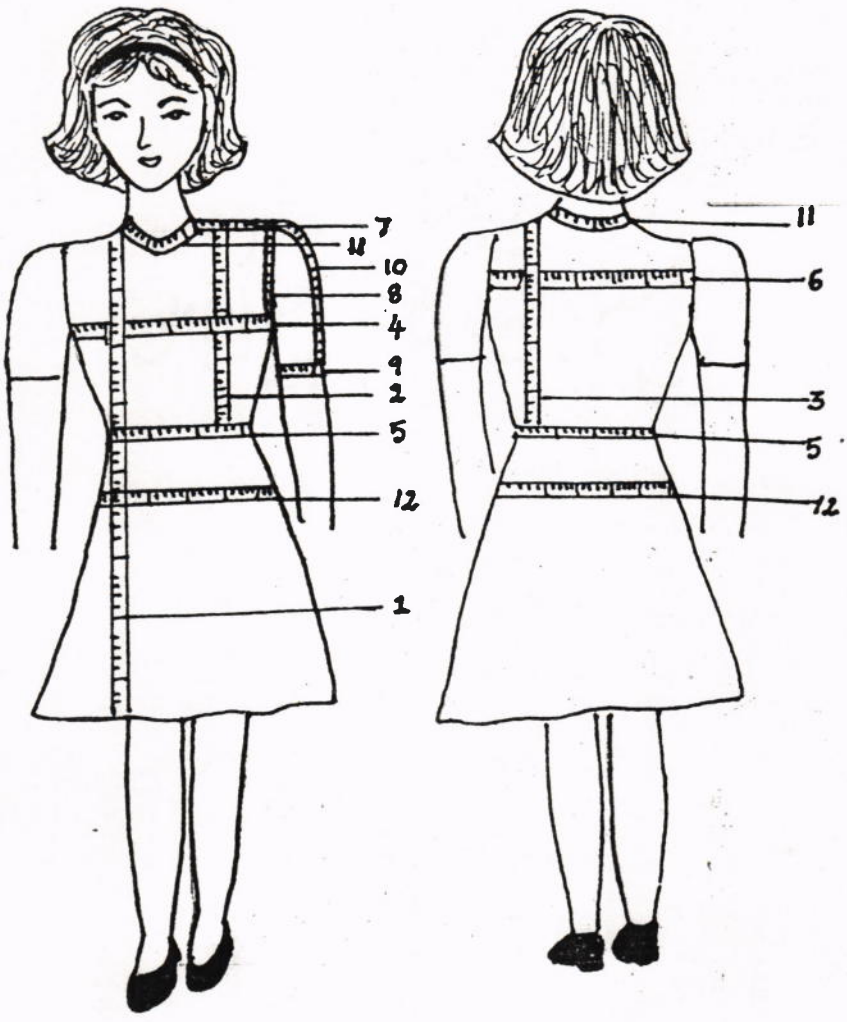


Figure 1.

VARIOUS BODY MEASUREMENTS TAKEN

1. Length
2. Front waist length
3. Back waist length
4. Chest
5. Waist
6. Back width
7. Shoulder
8. Upper arm circumference
9. Lower arm circumference
10. Sleeve length
11. Neck girth
12. Hip

said to the value which occurs most frequently. Gupta (1991) says the mode is the value about which the items are most closely concentrated.

The body measurements were standardized by finding the modal value using the formula

$$M_o = L + \frac{\Delta_1}{\Delta_1 + \Delta_2} \times i$$

where 'L' is the lower limit of the modal class, 'Δ_1' is the difference between the frequency of the modal class and the pre-modal class, 'Δ_2' is the difference between the frequency of the modal class and the post-modal class and 'i' is the class interval of the modal class. A sample calculation of the modal value is given in Appendix III.

The standardized body measurements are presented under the chapter 'Results and Discussion'.

C. Drafting the Basic Patterns

According to Mathews (1985), drafting is the system of drawing patterns on paper with mechanical precision on the basis of body measurements. The instructions for the dresses were obtained after studying the ones suggested by Mathews (1985) and Zarapkar (1994). Based on the instructions, the basic patterns for yoke frock, A - line frock, bermuda and pyjama were made on paper using the standardized body

measurements. The instructions for drafting are given in Appendix IV.

D. Preparing the Muslin Patterns

One of the greatest advantages of the muslin pattern as suggested by Bane (1958) is that it gives an opportunity to check the fit of the garment. Lewis (1984) says that it eliminates hazards in construction and fitting. Keeping this in mind the investigator prepared the muslin patterns which involved the following steps.

1. Preparation of the fabric
2. Cutting the material
3. Constructing the muslin patterns

1. Preparation of the fabric

The material for dresses as suggested by Evans (1952) should be of firm close weaves and smooth yarns. Hence the investigator selected cotton material for stitching the muslin pattern. The fabric was washed, dried and pressed before cutting. Details of the fabric are given in Appendix V.

2. Cutting the material

As suggested by Towers (1960), the entire layout was planned before cutting out any separate part, to ensure that there was sufficient material for the entire garment. The fabric was folded double whenever possible with the right

sides together and on the true grain. The larger pieces of the pattern were placed first followed by the smaller pieces. Adequate seam allowance was left for each piece. The pattern was then pinned onto the fabric with the pins at right angles to the edges. The fabric was held down firmly onto the cutting table with the left hand while the right hand simultaneously, cut the pattern with long even strokes exactly along the cutting line without shifting the position of the fabric. Notches were cut whenever necessary to match the pieces during the construction process. The pattern details such as dart lines, seam lines and cut number were marked on the fabric. Bias strips, placket pieces, waist band and drawstring were also cut and kept aside. Stay stitching was to done prevent the yarns from raveling.

3. Constructing the muslin pattern

A dress should have the look of belonging to the wearer, complimenting the wearer's good points and skillfully hiding the poor ones, Circular (No. 694) published by The Ohio State University. The steps involved in the construction of the basic yoke frock, 'A' line frock, bermuda and pyjama are given below

Yoke Frock

- Darts on the front and back bodice was stitched.
- Placing right sides of bodice front and back, shoulder seams were matched and stitched.

- Side seams of the bodice front and back pattern were matched and stitched.
- Two piece placket was stitched on the back bodice pattern.
- Sleeves were finished separately and attached to the armscye of the bodice block.
- Neckline was finished with a bias strip.
- The skirt was machine gathered and attached to the bodice pattern.
- The hem line was finished by machining.
- Hooks and eyes were attached on the plackets at the appropriate places.

A - Line Frock

- Placing the front and back bodice pieces with right sides together, the shoulder seams were matched and stitched.
- The side seams were matched and stitched.
- The armscye was finished with bias strip.
- Two piece placket was attached on the back bodice pattern.
- Neckline was finished with a bias strip.
- The hem line of the frock was hemmed.
- Hooks and eyes were attached at the right places.

Bermuda

- The front and back patterns were placed with right sides together and the side seams were matched and stitched.
- The inner leg seam was matched and stitched.
- The crotch seam was stitched
- The leg seam was machined.
- Waist band was attached and elastic was inserted before finishing.

Pyjama

- Right sides of the front and back pattern was placed together and the side seams were matched and stitched.
- The inner leg seams were matched and stitched.
- The crotch seam was stitched.
- Leg seam was machined.
- Waist band was attached.
- Drawstring was stitched and inserted.

E. Evaluating the Muslin Patterns

Quality can be evaluated in terms of the characteristics of the completed product as well as the characteristics of the techniques used in the production, opine Lewis (1984). The constructed dresses were evaluated for fitness by trying them out on hundred selected preschool girls whose body measurements were nearer to the standardized body measurements. Details of the evaluation

are presented in the chapter Results and Discussion. The proforma used to evaluate the muslin patterns is shown in Appendix VI.

F. Developing Patterns for Created Sytles of Dresses

The steps involved in the development of styles and construction of yoke frock, 'A' line frock, bermuda and pyjama are given below :

1. Selection of styles for yoke frock, 'A' line frock, bermuda and pyjama
2. Preparation of instructions
3. Drafting the selected patterns
4. Selection of the fabric and fabric design
5. Preparation of the fabric
6. Cutting the fabric
7. Construction of the yoke frocks, 'A' line frocks bermuda and pyjama

1. Selection of styles for yoke frock, 'A' - line frock, bermuda and pyjama

From the survey it was found that almost all the mothers preferred frocks for formal wear, casual wear and play wear. For play wear 75 per cent of the mothers preferred bermudas also. Eighty five per cent of the mothers preferred nighties and 49 per cent of the mothers preferred pyjamas for night wear. Regarding the garment design more

than 50 per cent of mothers preferred puffed sleeve, collars, yoke and fullness. Hence the investigator selected styles, based on the survey for the formal wear, casual wear, play wear and night wear categories which are given below.

Formal Wear

Frock (FA) -Yoke frock with lowered waist, gathered skirt, puffed sleeve and lapel attachment.

Frock (FB) - Yoke frock with gathered skirt, plain sleeve, sailor's collar.

Frock (FC) - Yoke frock with gathered skirt, puff sleeve, ruffle collar and a flat tie belt.

Casual Wear

Frock (CA) - A line frock with inverted box pleat, flat collar and without sleeves.

Frock (CB) - A line frock with magyar sleeve and pleats in the front.

Frock (CC) - Yoke frock with gathered skirt, puff sleeves and a ruffled collar and a flat tie belt.

Play Wear

Bermuda with top (PA) - Bermuda with a slip on top finished with plain sleeves.

Frock (PB) - Yoke frock with straps in the back attached with a bib in front and an elastic waist band.

Frock (PC) - Shirred frock finished with shirred shoulder straps.

Night Wear

Nightie (NA) - Plain sleeveless nightie with a round neckline.

Pyjama Suit (NB) - Shirt with long sleeves finished with elastic and hemline of pyjama also finished with elastic.

Nightie (NC) - Nightie with a wide yoke and a gathered skirt.

2. Preparation of instructions

The instructions used for the preparation of the muslin patterns were used with slight modifications to incorporate collar styles, sleeve styles, belts and a modified waist line.

3. Drafting the selected patterns

The patterns for the selected dresses were drafted by the investigator using the modified instructions.

4. Selection of the fabric and fabric design

The survey revealed that medium textured cotton was the most preferred material for the dresses. Plain fabric was

most preferred by the mothers. Fabrics designed with checks, stripes and small prints were also equally preferred by them.

Keeping all these in mind the investigator selected and purchased suitable materials for the dresses. The selected materials are shown in Appendix VII.

5. Preparation of the fabric

The fabric was washed, dried, grainlines were checked and pressed neatly.

6. Cutting the fabric

The patterns for the yoke frocks, 'A' line frock, bermuda and pyjama were cut from their respective material. The same procedure used for cutting the muslin pattern was followed by the investigator. Necklines, plackets, waist bands, collar and drawstrings were also cut and kept ready.

7. Construction of the yoke frocks, 'A' line frocks, bermuda and pyjama

The investigator constructed the yoke frocks, A - line frocks, bermuda and pyjama by following the instructions. Plate 1 - 3 shows the formal wear dresses. Plate 4-6 shows the casual wear dress. Plate 7 - 9 the play wear and plate 10 - 12 shows the night wear dresses. The steps involved in the construction are given below.

Formal Wear

FA - Yoke Frock

The bodice front and back were stitched along with the lapel. The skirt was gathered and attached to the bodice. The sleeve was finished separately with a band and attached with gathers at the sleeve cap seam line. Neckline was finished by fitted facing. Lace was attached along the lapel piece.

FB - Yoke Frock

The bodice front and back were stitched. The skirt was gathered and attached to the bodice. The sleeve was finished separately and attached to the bodice. Continuous placket was stitched in the front. A sailor's collar was attached and the neckline finished. Embroidery was done on the collar to emphasize it.

FC - Yoke Frock

The bodice front and back were stitched. The skirt was gathered and attached to the bodice. The sleeve was finished separately with gathers at the bottom and attached to the bodice with gathers in the sleeve cap seam line. A ruffle collar was attached before finishing the neckline. Lace was attached at the hemline, a satin sash was attached at the waistline and a bow attached in the front.

CA - A Line Frock

An inverted box pleat was stitched on the bodice front. The front and back bodice were stitched. The armscye was finished with a bias strip. Two piece placket was attached to the back bodice. A flat collar was attached and the neckline finished.

CB - A Line Frock

The front pieces were pleated and attached to the front yoke, panel and back piece. Lace was attached to emphasize the centre front line.

CC - Yoke Frock

The bodice front and back were stitched. The skirt was gathered and attached to the bodice. The sleeve was finished separately with gathers at the bottom and attached to the bodice with gathers in the sleeve cap seam line. Ruffled collar was attached at the neckline. Flat tie belt was attached at the waist line.

PA - Bermuda

Top: The bodice front and back were attached. The sleeves were finished and attached. Neckline was finished with a bias strip.

Bermuda: The side seams and the inner leg seams were stitched. Crotch seam was stitched, waist band was attached and elastic inserted and finished.

PB - Yoke Frock

Yoke was attached to the gathered skirt. The straps and bib were finished separately and the end of the straps were attached to the back waist line. Hooks were attached on to the bib to hold it in place on the yoke.

PC - Frock

Bodice front and back were shirred and joined at the sides. Shoulder straps were shirred and attached to the bodice.

NA - Nightie

Front and back patterns were attached. Armscye was finished with a bias strip. The waistline was gathered at both sides and a band was attached. Continuous placket was stitched in front. Lace was attached at the neckline and armscye. Embroidery was done on the front.

NB - Pyjama Suit

Top: Bodice front and back were attached, sleeves were finished and attached with elastic at the sleeve end.

Botton: Side seams and inner leg seams were stitched. Crotch seam was stitched. Waist band was attached and drawstring was stitched and inserted.

Plate 1.

FORMAL WEAR - FA

Plate 2.

FORMAL WEAR - FB

Plate 3.

FORMAL WEAR - FC

Plate 4.

CASUAL WEAR - CA

Plate 5.

CASUAL WEAR - CB

Plate 6.

CASUAL WEAR - CC

Plate 7.

PLAY WEAR - PA

Plate 8.

PLAY WEAR - PB

Plate 9.

PLAY WEAR - PC

Plate 10.

NIGHT WEAR - NA

Plate 11.

NIGHT WEAR - NB

Plate 12.

NIGHT WEAR - NC

G. Evaluating the constructed Dresses

In order to evaluate the fitness and effectiveness of the constructed dresses, fifty judges comprising of staff and students of Textiles and Clothing and Family and Community Science Departments from Avinashilingam Deemed University, Coimbatore, were selected. Score cards were prepared as shown in Appendix VIII and IX. They were given to the judges and they were asked to evaluate the constructed dresses by checking its fitness and effectiveness on two selected preschool girls.

The selected preschool girls were requested to wear Yoke Frock (FA), Yoke Frock (FB), Yoke Frock (FC) - Formal wear, 'A' Line Frock (CA), 'A' Line Frock (CB) and Yoke Frock (CC) - Casual Wear, Bermuda (PA), Yoke Frock (PB) and Frock (PC) - Play wear and nightie (NA), Pyjama (NB) and nightie (NC) - night wear.

The data was collected carefully, consolidated and analysed systematically. The results collected for fitness and effectiveness of the constructed dresses are given under the chapter Results and Discussion.

Results and Discussion

IV. RESULTS AND DISCUSSION

The findings of the study are discussed under the following headings :

A. Mothers Preferences Regarding Clothes for their Preschool Girls

B. Standardization of Body Measurements

C. Evaluation of the Constructed Muslin Patterns

D. Evaluation of the Constructed Dresses

A. Mother Preferences Regarding Clothes for their Preschool Girls

The information was obtained under the following headings :

1. Factors affecting the choice of dresses for preschool girls,
2. Choice of dress styles for the preschool girls,
3. Materials preferred by the mothers for the dresses,
4. Textures preferred by the mothers for the dresses,
5. Fabric designs preferred by the mothers for the dresses,
6. Garment designs preferred by the mothers for the dresses and
7. Trimmings and decorations preferred by the mothers for the dresses.

1. Factors affecting the choice of dresses for preschool girls

The factors affecting the choice of dresses for the preschool girls are given in Table I and Figure 2.

TABLE I

FACTORS AFFECTING THE CHOICE OF DRESSES FOR PRESCHOOL GIRLS

N=100

S.No.	Factors	Choice in percentage
1.	Cost	99
2.	Comfort	98
3.	Durability	65
4.	Suitability	53
5.	Colour	48
6.	Material	45
7.	Fashion	37

* The total per cent exceeds 100 due to multiple response.

From the above table it was clearly understood that 99 per cent of the mothers expressed that cost was the main factor that affected the choice of dresses. Ninety eight per cent of the mothers emphasized that comfort was the second criteria when selecting dresses. More than 45 per cent of the mothers give importance to durability, suitability, colour and choice of materials. It was also clear that not much importance was given to fashion, while selecting dresses for their children. Thus the table clearly indicates that cost and comfort are given maximum importance when selecting dresses.

2. Choice of dresses styles for the preschool girls

The details regarding choice of dress styles for the preschool girls is shown in Table II and Figure 3.

Figure 2
FACTORS AFFECTING THE CHOICE OF DRESSES FOR PRESCHOOL GIRLS

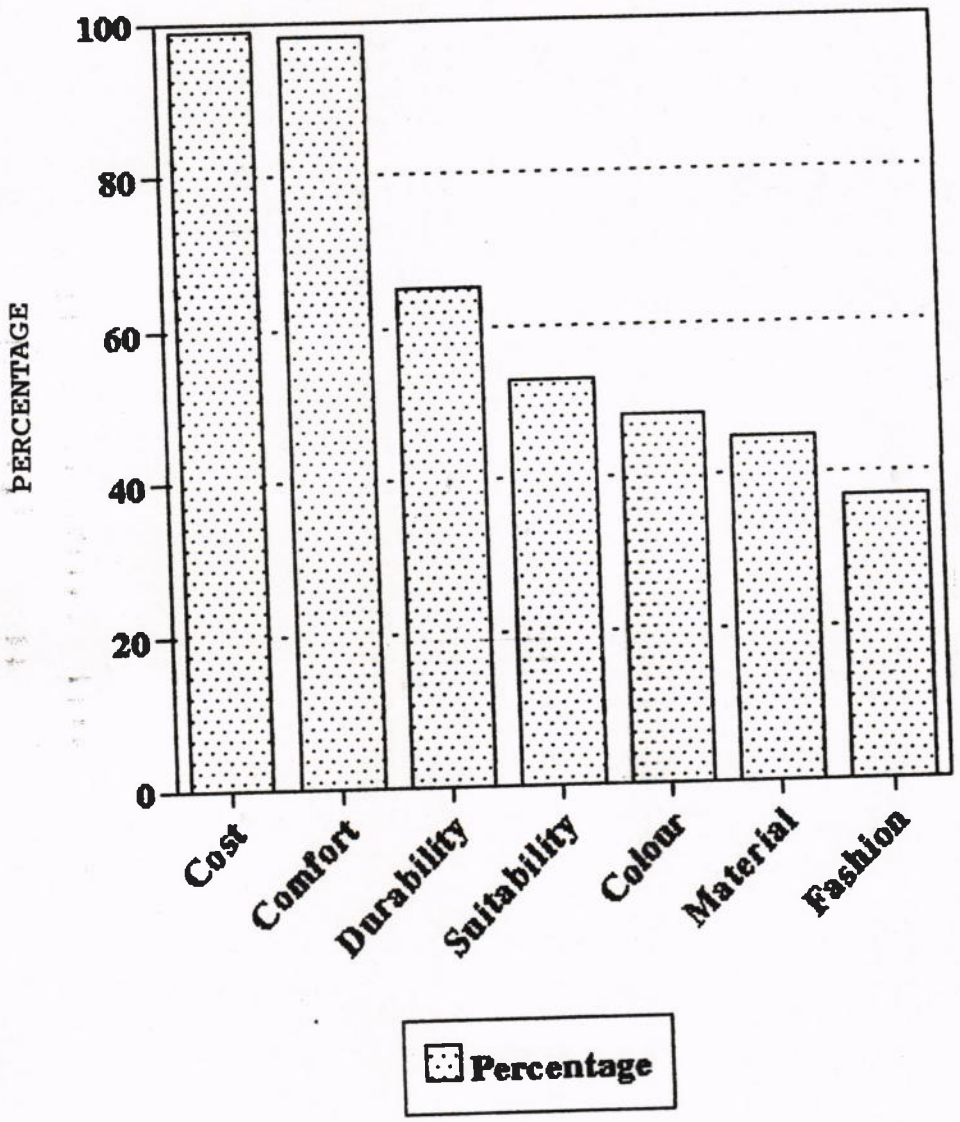


TABLE II

CHOICE OF DRESS STYLES FOR THE PRESCHOOL GIRLS

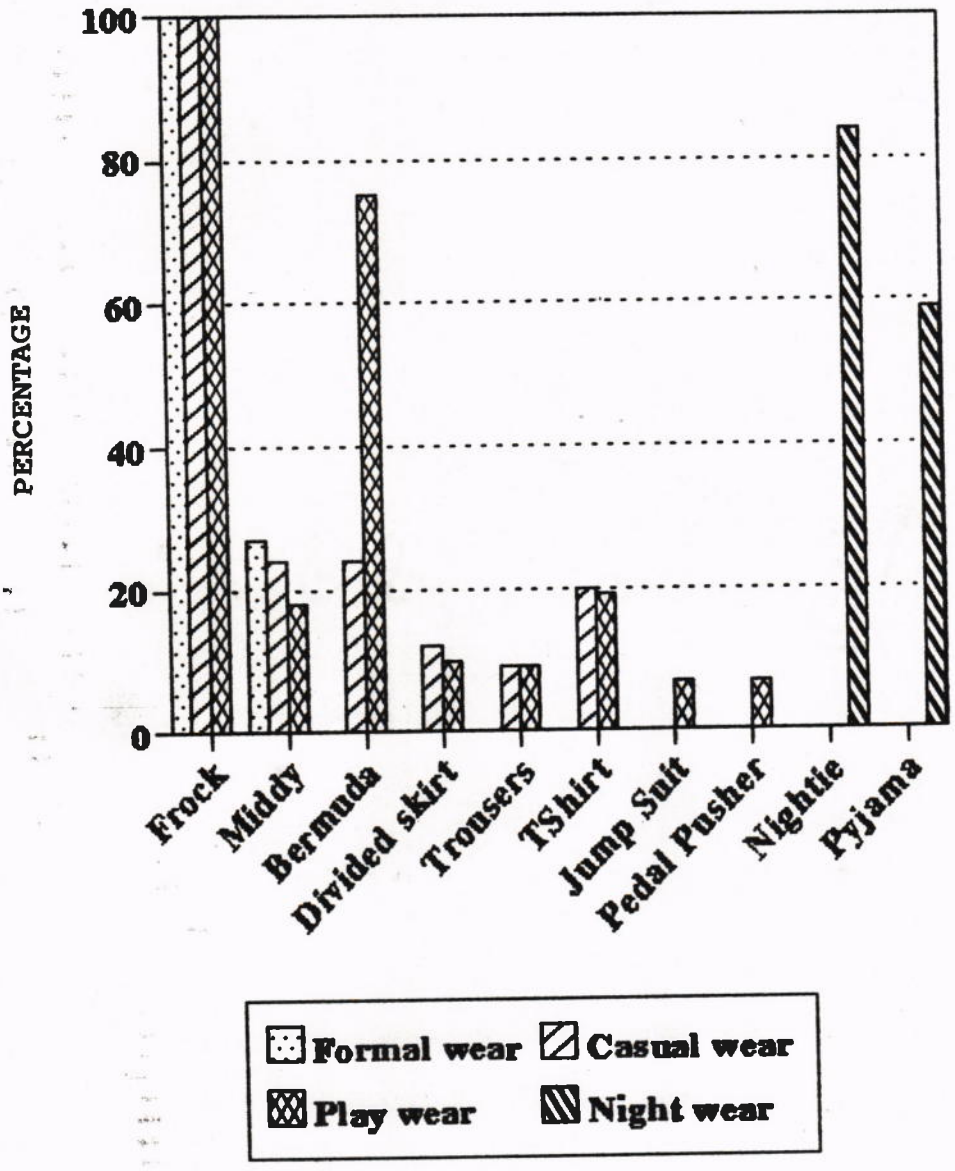
N=100

Types of dresses	Preference of dress styles in percentage*										
	Frock	Churidar	Middy	Bermuda	Divided skirt	Trousers	T-shirt	Jump suit	Pedal pushers	Nighty	Pyjama suit
Formal wear	100	-	27	-	-	-	-	-	-	-	-
Casual wear	100	-	24	24	12	9	20	-	-	-	-
Play wear	100	-	18	75	10	9	19	7	7	-	-
Night wear	-	-	-	-	-	-	-	-	-	85	59

* - The total per cent exceeds 100 due to multiple response.

Figure 3

CHOICE OF DRESS STYLES FOR THE PRESCHOOL GIRLS



From the above table, it was clear that 100 per cent of the mothers preferred frocks for formal, casual and play wear purpose. Regarding casual wear 24 per cent of the mothers preferred middy and bermuda. Seventy five per cent of the mothers considered bermudas for play wear. Nearly 85 per cent of the mothers preferred nighties for nightwear purpose. It was interesting to note from the above table that nearly 60 per cent of the mothers preferred pyjamas also as a dress for night wear purpose for their preschool girls. This is a clear indication of the indiscrimination in dress styles for preschool children.

3. Materials preferred by the mothers for the dresses

The choice of materials for the dresses is shown by Table III and Figure 4.

TABLE III

MATERIALS PREFERRED BY THE MOTHERS FOR THE DRESSES

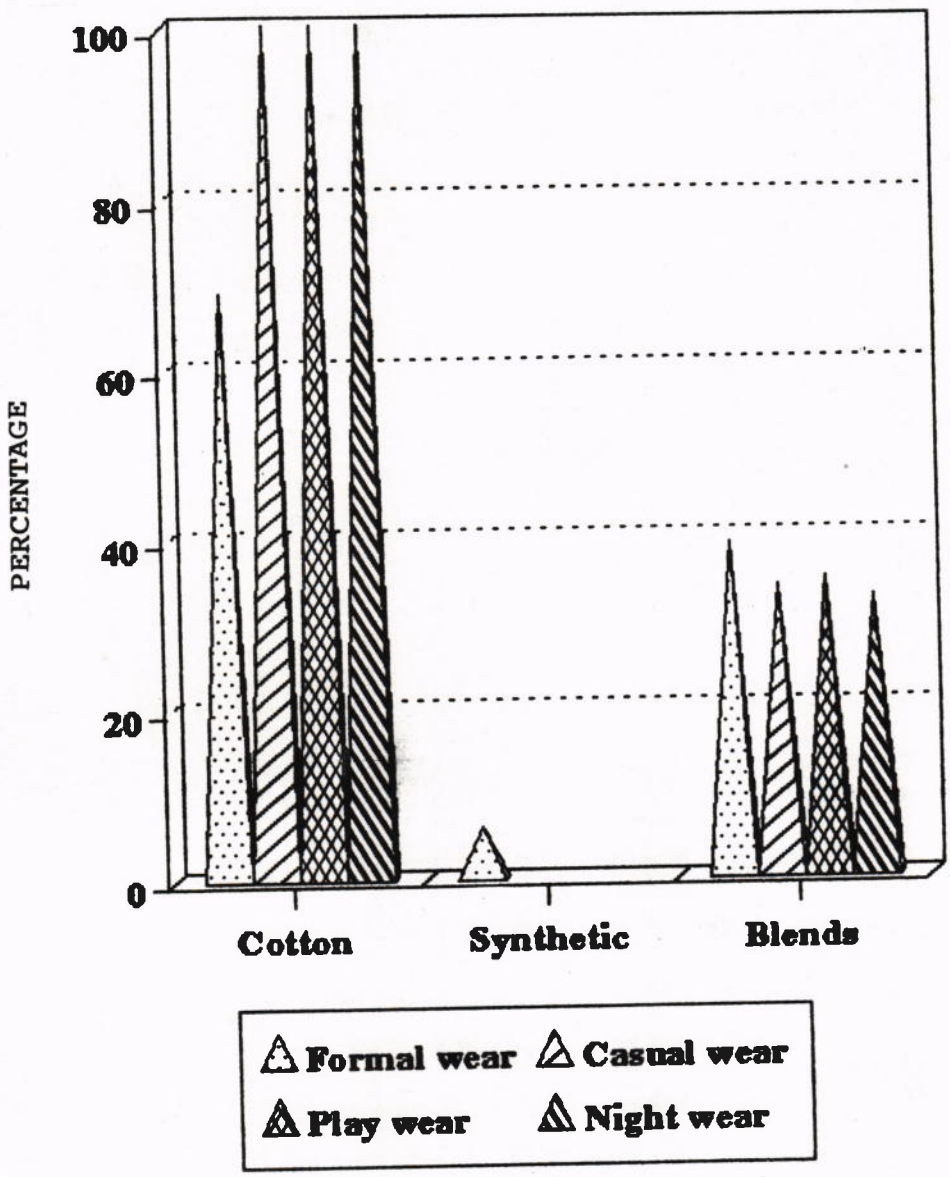
N=100

Types of dresses	Preference of fabric in percentage*		
	Cotton	Synthetic	Blends
Formal wear	69	6	39
Casual wear	100	-	34
Play wear	100	-	35
Night wear	100	-	33

* - The total per cent exceeds 100 due to multiple response.

Table III clearly shows that cotton material was preferred by 100 per cent of the mothers for casual, play and night wear dresses. More than 30 per cent of the mothers preferred blended materials for all types of dresses. Only 6

Figure 4
MATERIALS PREFERRED BY THE MOTHERS FOR THE DRESSES



per cent of the mothers preferred synthetic material for formal wear dresses. It is thus clear that cotton is most preferred for its comfortability and suitability qualities that it renders to children's dresses.

4. Textures preferred by the mothers for the dresses

The textures preferred by the mothers for the dresses of preschool girls is shown in Table IV and Figure 5.

TABLE IV

TEXTURES PREFERRED BY THE MOTHERS FOR THE DRESSES

N=100

Types of dresses	Preference of textures in percentage*		
	Smooth	Medium	Rough
Formal wear	22	78	-
Casual wear	11	89	-
Play wear	-	77	23
Night wear	41	69	-

* - The total per cent exceeds 100 due to multiple response.

Table IV clearly shows that medium textured fabrics were most preferred by the mothers for formal, casual, play and night wear purpose. Smooth textured fabrics were preferred by nearly 20 to 40 per cent of the mothers for formal and night wear purpose. Only 23 per cent of the mothers preferred rough textured fabrics for play wear purpose.

5. Fabric designs preferred by the mothers for the dresses

The details regarding choice of fabric designs for preschool dresses is shown in Table V and Figure 6.

Figure 5
TEXTURES PREFERRED BY THE MOTHERS FOR THE DRESSES

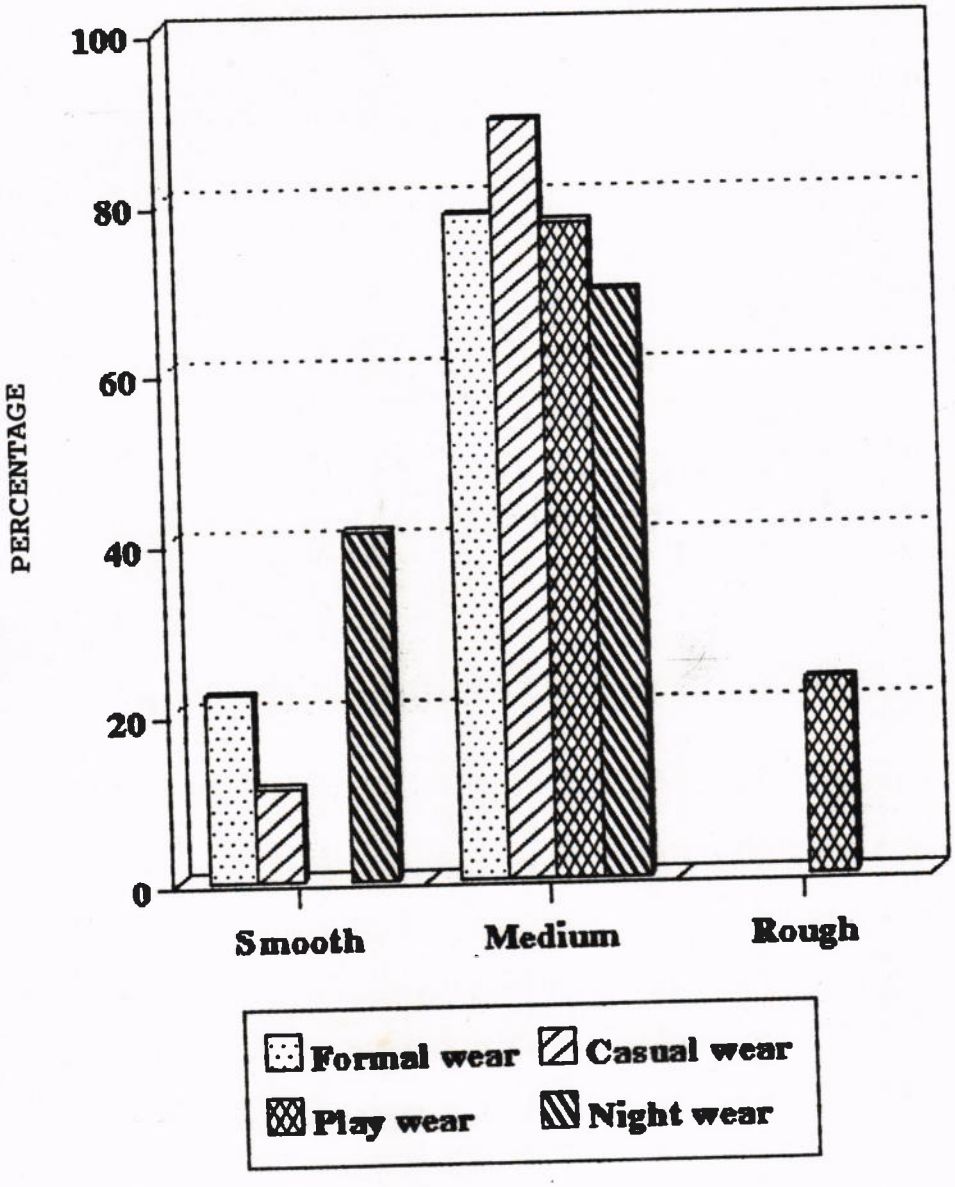


TABLE-V

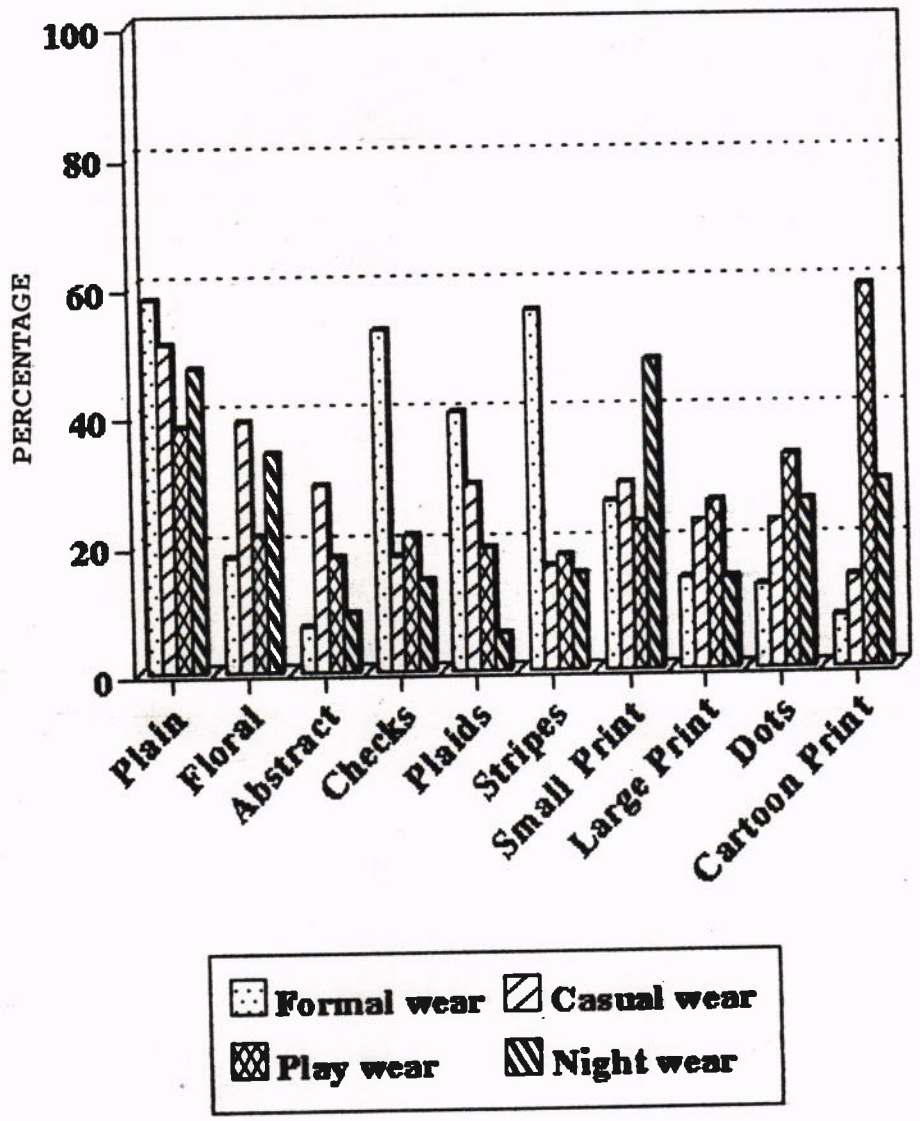
FABRIC DESIGNS PREFERRED BY THE MOTHERS FOR THE DRESSES

N=100

Types of dresses	Preference of fabric designs in percentage*									
	Plain	Floral	Abstract	Checks	Plaids	Stripes	Small print	Large print	Dots	Cartoon
Formal wear	58	19	7	53	40	56	26	14	13	8
Casual wear	51	39	29	18	29	16	29	23	23	14
Play wear	38	21	18	21	19	18	23	26	33	59
Night wear	47	34	9	14	6	15	48	14	26	29

* - The total per cent exceeds 100 due to multiple response.

Figure 6
FABRIC DESIGNS PREFERRED BY THE MOTHERS FOR THE DRESSES



From the above table it was clear that plain and striped materials were given top priority for formal wear dresses by 58 per cent and 56 per cent of the mothers respectively. This was followed by checked material, with a preference of 53 per cent.

Plain fabrics were preferred by 51 per cent of the mothers for casual wear followed by floral prints, abstracts, plaids and small prints with a choice of 39 per cent and 29 per cent respectively.

For play wear, cartoon prints were preferred by 59 per cent of the mothers followed by plain material with a choice of 38 per cent.

Above 45 per cent of the mothers preferred plain materials or materials with small prints for night wear purpose followed by floral and cartoon prints with a choice of 34 per cent and 29 per cent respectively.

Though there are wide variety of fabric designs available in the market mothers give top priority to plain materials for formal casual and night wear purpose. To satisfy the children desire to wear their favourite cartoon prints in their dresses, mothers also select fabrics with these prints for play and night wear dresses.

6. **Garment designs preferred by the mothers for the dresses**

The details regarding choice of garment designs is shown by Table VI and Figure 7.

TABLE VI

GARMENT DESIGNS PREFERRED BY THE MOTHERS FOR THE DRESSES

N=100

Types of dresses	Preference of garment designs in percentage*					
	Yoke	Fullness	Collar	Puff-sleeve	Plain sleeve	Full sleeve
Formal wear	66	41	53	56	51	15
Casual wear	17	53	48	30	28	16
Play wear	18	58	52	30	16	7
Night wear	16	45	37	2	21	39

* - The total per cent exceeds 100 due to multiple response.

The above table clearly shows yoke pattern, puff sleeve and collar styles for formal wear was preferred by 66 per cent, 56 per cent and 53 per cent respectively. Regarding casual wear, play wear and night wear dresses, fullness and collar styles were preferred by more than 45 per cent of the mothers. It was clearly shown that full sleeve styles were preferred only for night wear dresses by 36 per cent of the mothers.

7. **Trimmings and decorations preferred by the mothers for the dresses**

The details regarding choice of trimmings and decoration as preferred by the mothers is shown in Table VII and Figure 8.

Figure 7
GARMENT DESIGNS PREFERRED BY THE MOTHERS FOR THE DRESSES

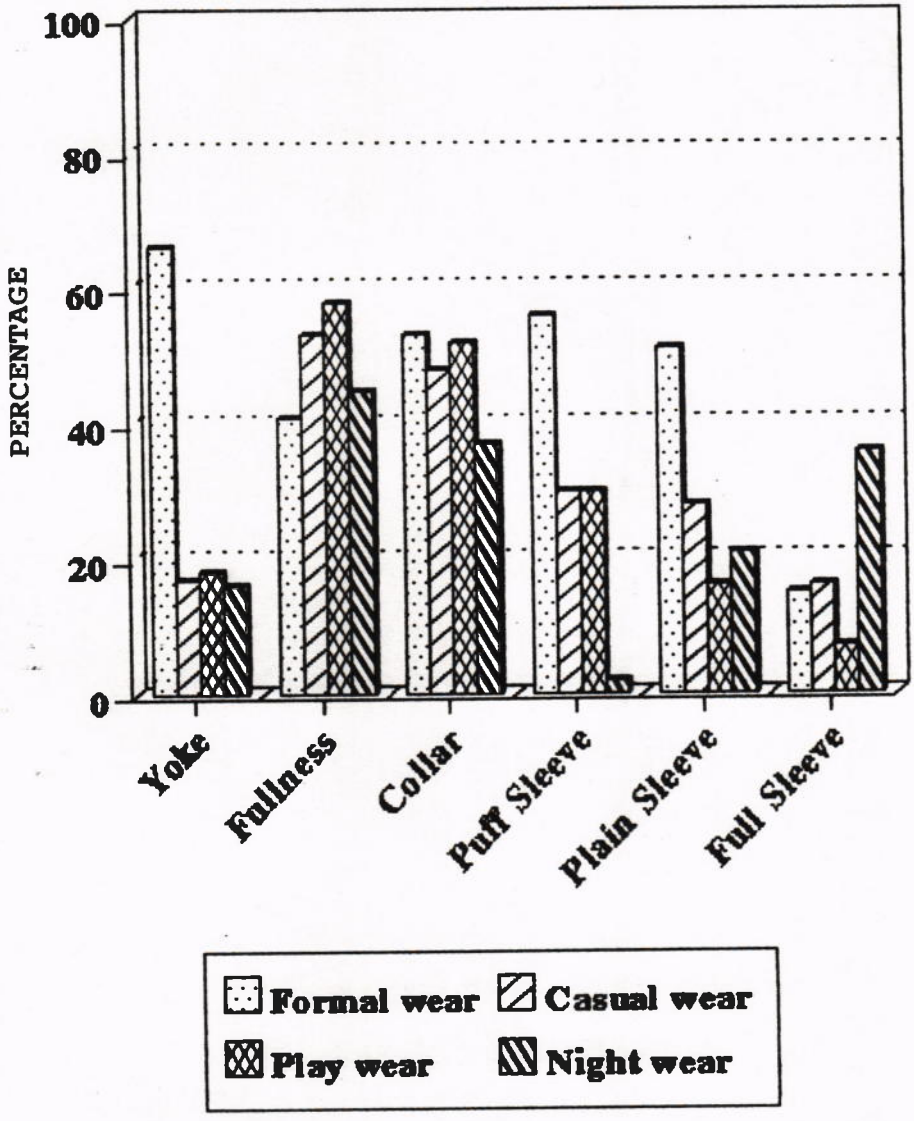


TABLE VII

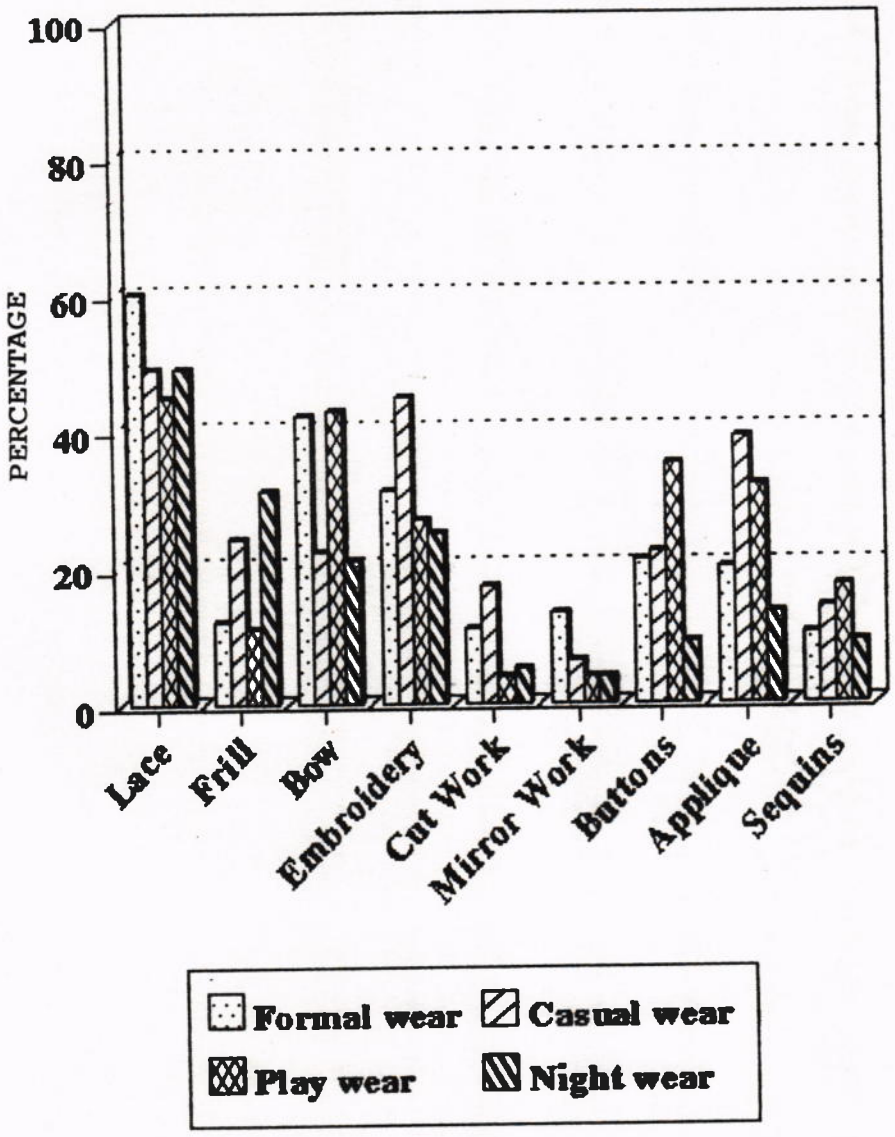
TRIMMINGS AND DECORATIONS PREFERRED BY THE MOTHERS FOR THE DRESSES

N=100

Types of dresses	Preference of trimmings and decoration in percentage*								
	Lace	Frill	Bow	Embroidery	Cut-work	Mirror-work	Buttons	Applique	Sequins
Formal wear	60	12	42	31	11	13	21	20	10
Casual wear	49	24	22	45	17	6	22	39	14
Play wear	45	11	43	27	4	4	35	32	17
Night wear	49	31	21	25	5	4	9	13	9

* - The total per cent exceeds 100 due to multiple response.

Figure 8
TRIMMINGS AND DECORATIONS PREFERRED BY THE MOTHERS FOR THE DRESSES



From Table VII it was clear that lace work was preferred by more than 45 per cent of the mothers for formal, casual play and night wear dresses followed by embroidery with a preference of more than 25 per cent. Thirty nine per cent of the mothers preferred applique designs for casual wear dresses. Regarding play wear 43 per cent of the mothers preferred tie bows and 32 per cent preferred applique decorations.

B. Standardization of Body Measurements

In order to standardize the body measurements, each body measurement was divided into specific class intervals. The body measurements of the selected preschool girls were grouped based on the specific class interval. The details of this is presented in Table VIII.

TABLE VIII

CLASSIFICATION OF THE VARIOUS BODY MEASUREEMENTS OF THE PRESCHOOL GIRLS

Body measurement	Range (in inches)	Number of preschool girls
Length	18 - 20	49
	20 - 22	168
	22 - 24	83
Front waist length	8 - 9	257
	9 - 10	43
Back waist length	8 - 9	267
	9 - 10	53
Chest	18 - 20	2
	20 - 22	230
	22 - 24	68
Waist	20 - 22	178
	22 - 24	118
	24 - 26	4
Back width	8 - 9	200
	9 - 10	100
Shoulder	3 - 3.5	258
	3.5 - 4	42
Upper arm circumference	7 - 8	2
	8 - 9	147
	9 - 10	146
	10 - 11	3
	11 - 12	2
Lower arm circumference	5 - 6	177
	6 - 7	102
	7 - 8	21
Sleeve length	5 - 6	149
	6 - 7	151
Neck girth	10 - 11	115
	11 - 12	181
	12 - 13	4
Hip	19 - 20	95
	20 - 21	60
	21 - 22	143
	22 - 23	2

The measurements were standardized by calculating the modal value using the formula

$$M_o = L + \frac{\Delta_1}{\Delta_1 + \Delta_2} \times i$$

where 'L' is the lower limit of the modal class, ' Δ_1 ' the difference between the frequency of the modal class and the premodal class, ' Δ_2 is the difference between frequency of the modal class and the post modal class and 'i' is the class interval of the modal class.

The standardized body measurements is shown in Table IX.

TABLE IX

STANDARDIZED BODY MEASUREMENTS OF THE PRESCHOOL GIRLS

S.No.	Body measurement	Standardized measurement (in inches)
1.	Length	21.2 (53cms)
2.	Front waist length	8.5 (21.3cms)
3.	Back waist length	8.5 (21.3cms)
4.	Chest	21.2 (53 cms)
5.	Waist	21.5 (53.6cms)
6.	Back width	8.7 (21.8 cms)
7.	Shoulder	3.3 (8.3 cms)
8.	Upper arm circumference	9.0 (22.5cms)
9.	Lower arm circumference	6.0 (15cms)
10.	Sleeve length	7.0 (17.5cms)
11.	Neck girth	11.3 (28.3cms)
12.	Hip	21.4 (53.5cms)

The above table clearly depicts the standardized body measurements of the selected preschool girls. This was obtained by calculating the modal value of their individual body measurements after grouping them. The drafting of the patterns for the selected styles of dresses were made by using the standardized values.

C. Evaluation of the Constructed Muslin Patterns

In order to evaluate the fitness of the constructed muslin patterns, fifty judges comprising of staff and students of Textiles and Clothing and Family and Community Science Departments from Avinashilingam Deemed University, Coimbatore, were selected as they had enough knowledge on textiles. A score card was prepared and was given to the selected judges and they were requested to evaluate the constructed muslin patterns by checking the fit an 100 preschool girls whose measurements were nearer to the standardized body measurements. The data was collected and consolidated. The result is shown in Table X.

TABLE X

EVALUATION FOR FITNESS OF THE CONSTRUCTED MUSLIN PATTERNS

S.No.	Aspect	Statisfactory	Not-satisfactory
A.	**Yoke Frock**		
1.	Length of frock	97	3
2.	Chest circumference	95	5
3.	Waist circumference	98	2
4.	Sleeve length	95	5
5.	Sleeve circumference	100	-
6.	Shoulder width	100	-
7.	Neck circumference	100	-
B.	**'A' Line Frock**		
1.	Length of frock	98	2
2.	Chest circumference	98	2
3.	Shoulder width	100	-
4.	Neck circumference	100	-
C.	**Bermuda**		
1.	Length of bermuda	98	2
2.	Waist circumference	98	2
3.	Crotch length	96	4
D.	**Pyjama**		
1.	Length of pyjama	98	2
2.	Waist circumference	100	-
3.	Crotch length	96	4

From the above table it was found that the length of the yoke frock was found satisfactory by 97 per cent of the judges. The wasit circumference, chest circumference and the sleeve length were found satisfactory by 98 per cent and 95 per cent of the judges respectively. The sleeve and neck

circumference and shoulder width were found satisfactory by almost all.

For the 'A' line frock, the length and the chest circumference were found satisfactory by 98 per cent of the judges. Almost all were satisfied with the shoulder width and neck circumference.

The length and waist circumference of the bermuda were found satisfactory by 98 per cent and the crotch length was found satisfactory by 96 per cent of the judges.

The length of the pyjamas was found satisfactory by 98 per cent, the crotch length by 96 per cent and the waist circumference was found satisfactory by almost all the judges.

D. Evaluation of the Constructed Dresses

The various styles of dresses constructed were evaluated for fitness and effectiveness. The result as scored of the judges are shown in Table XI and Table XII.

TABLE XI

EVALUATION FOR FITNESS OF THE CONSTRUCTED DRESSES

S.No.	Outfit*	Ease			Grain			Set			Line			Balance		
		Correct	Loose	Tight	Straight	True bias	Cross grain	Good	Fair	Poor	Smooth	Fairly smooth	Not smooth	Good	Fair	Poor
1.	FA	98	2	-	100	-	-	98	2	-	98	2	-	100	-	-
2.	FB	98	2	-	100	-	-	98	2	-	97	3	-	98	2	-
3.	FC	100	-	-	100	-	-	100	-	-	100	-	-	100	-	-
4.	CA	100	-	-	100	-	-	100	-	-	100	-	-	100	-	-
5.	CB	99	1	-	100	-	-	97	3	-	98	2	-	97	2	1
6.	CC	100	-	-	100	-	-	99	1	-	99	1	-	99	-	-
7.	PA	100	-	-	100	-	-	98	2	-	99	1	-	99	1	-
8.	PB	100	-	-	100	-	-	100	-	-	98	2	-	100	-	-
9.	PC	100	-	-	100	-	-	98	2	-	100	-	-	98	2	-
10.	NA	100	-	-	100	-	-	100	-	-	100	-	-	100	-	-
11.	NB	100	-	-	100	-	-	99	1	-	98	2	-	99	1	-
12.	NC	100	-	-	100	-	-	100	-	-	100	-	-	100	-	-

* Formal wear Casual wear Play wear Night wear

FA - Style 1 CA - Style 1 PA - Style 1 NA - Style 1
FB - Style 2 CB - Style 2 PB - Style 2 NB - Style 2
FC - Style 3 CC - Style 3 PC - Style 3 NC - Style 3

From Table XI it was clear that almost all the judges expressed that the garments were constructed with required ease. Hundred per cent of the judges felt that the proper grain was used for constructing the garments. With regard to set, line and balance only two to three per cent of the judges felt fairly satisfactory.

TABLE XII

EVALUATION FOR EFFECTIVENESS OF THE CONSTRUCTED DRESSES

S.No.	Outfit*	General appearance			Texture			Colour			Style		
		Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
1.	FA	99	1	-	100	-	-	99	1	-	100	-	-
2.	FB	98	2	-	100	-	-	98	2	-	98	2	-
3.	FC	100	-	-	98	2	-	100	-	-	100	-	-
4.	CA	100	-	-	100	-	-	100	-	-	100	-	-
5.	CB	98	2	-	99	1	-	100	-	-	97	3	-
6.	CC	98	2	-	100	-	-	99	1	-	100	-	-
7.	PA	100	-	-	100	-	-	100	-	-	100	-	-
8.	PB	100	-	-	100	-	-	98	2	-	100	-	-
9.	PC	99	1	-	98	2	-	98	2	-	98	2	-
10.	NA	98	2	-	100	-	-	100	-	-	98	2	-
11.	NB	99	1	-	100	-	-	100	-	-	98	2	-
12.	NC	100	-	-	100	-	-	100	-	-	100	-	-

* Formal wear Casual wear Play wear Night wear

FA - Style 1 CA - Style 1 PA - Style 1 NA - Style 1
FB - Style 2 CB - Style 2 PB - Style 2 NB - Style 2
FC - Style 3 CC - Style 3 PC - Style 3 NC - Style 3

The above table shows that the general appearance and style of the constructed garments were rated as good by 97 per cent of the judges. The colour and texture of the constructed garments were rated as fair by only two per cent of the judges.

Summary and Conclusion

V. SUMMARY AND CONCLUSION

Clothes make lasting impressions of people and help to satisfy the human desire for self adornment and personal expression.

The pre-school child is an enthusiastic active child between the age of three and five years. The child in this period undergoes a transition making him more independent. The clothes that he wears play an important role in his development and adds to his sense of independence and self esteem. It is essential that his clothes fit well without being restrictive.

Selecting a child's dress has become a Herculean task. With the rapid expansion of the textile industry a wide choice dresses are available. Being a consumer one must be a good decision maker regarding selection of their children's garments. A knowledge and understanding of textiles can go a long way in making a wise selection.

However people with an interest in creativity prefer to design and construct their own families clothes which gives them untold satisfaction.

Keeping these views in mind, the investigator has attempted to find the mothers preferences of clothes for preschool girls and to construct garments based on their preferences.

The specific aims and objectives of the study are:

1. To get the mothers preferences of clothing requirements for pre-school girls.
2. To obtain a standard set of body measurements for preschool girls.
3. To create styles in dresses for preschool girls based on the mothers preferences.
4. To find the suitability of the constructed garments, and
5. To find the acceptability of the constructed garments.

A. Assessing The Mothers Preferences Regarding Their Choice of Dresses For Preschool Girls

The investigator personally interviewed one hundred mothers of preschool girls and found their preference regarding choice of dresses, with regard to dress styles, materials, textures, garment designs, fabric designs and trimmings and decorations for preschool girls.

The opinion on dress styles was based on its categorisation into four groups formal, casual, play and night wear. The results showed that Yoke frock, A line frock, bermuda and pyjama were the most preferred styles for formal wear, casual wear, play wear and night wear dresses.

B. Standardising the Body Measurements

The investigator selected three hundred pre-school girls between the age group of three to four years and recorded their body measurements.

For standardisation the investigator divided each body measurement into specific class intervals. Using the formula $M_o = L + \frac{\Delta_1}{\Delta_1 + \Delta_2}$ modal value for each measurement was obtained as the standard value, which was used for drafting the patterns.

C. Drafting The Basic Patterns

The basic patterns for yoke frock, A-Line frock, bermuda and pyjama were drafted by using the standardized body measurements as calculated by using the modal value and following the instructions given by Mathew (1985) and Zarapkar (1994).

D. Preparation of the Muslin Patterns

The investigator prepared the muslin patterns on selected cotton material after following the principles of straightening, marking and cutting. The muslin patterns were stitched and evaluated for fitness by trying them on one hundred preschool girls whose body measurements were nearer to the standardized measurements.

E. Developing The Styles For Dresses

The instruction for preparing the muslin patterns were used with required modifications to incorporate collar styles, sleeve styles, belts and a low waist line. The investigator selected and purchased suitable materials for the dresses, based on the details obtained from the survey.

F. Evaluation of The Constructed Dresses

Judges comprising of staff and students from Family and Community Science and Textiles and Clothing Departments from Avinashilingam Deemed University, Coimbatore, were selected. Score cards were prepared to evaluate the fitness and effectiveness of the constructed dresses. The data was collected, consolidated and analysed systematically.

Findings of The Study

A. Opinion of mother regarding choice of dresses for pre-school girls:

The findings of the survey are as follows:

i. Factors affecting choice of dresses: Cost and comfort were identified as the main factors that affected the choice of dresses by 99 per cent and 98 per cent of the mothers.

ii. Choice of dress styles for preschool girls: Frocks were preferred by almost all the mothers for formal, casual and play wear dresses. Bermuda were preferred by 75 per cent of the mother for play wear dresses while 85 per

cent and 59 per cent preferred nightie and pyjama for night wear dresses.

iii. Choice of materials: Cotton was the most preferred material for casual, play and night wear dresses followed by a choice of blended materials.

iv. Choice of textures: More than 65 per cent of the mothers preferred medium textured fabrics for formal, casual, play and night wear dresses. About 20 per cent of the mothers preferred rough textured fabrics for play wear dresses.

v. Choice of fabric design: More than 45 per cent of the mothers preferred plain fabrics for formal, casual and night wear dresses. Cartoon prints were preferred by nearly 60 per cent of the mothers for play wear dresses. For formal wear plain material was followed by a choice of striped and checked materials, while small prints were preferred for casual, play and night wear dresses

vi. Choice of garment designs: Yoke patterns, puff sleeves and collars were preferred by more than 50 per cent of the mother for formal, casual and play wear dresses

vii. Choice of trimmings and decorations: Lace work was preferred by more than 45 per cent of the mothers for formal, casual, play and night wear dresses followed by a preference of embroidery with a choice exceeding 25 per cent.

b. Standardised body measurements of preschool girls

The standardisation was done by calculating the modal value. The standardised body measurements of the preschool girls were length-21.2", front waist length-8.5", back waist length-8.5", chest-21.2", waist-21.5", backwidth-8.7", shoulder-3.3", upper arm circumference-9.0", lower arm circumference-6.0", sleeve length-7.0", neck girth-11.3" and hip-21.4 inches.

c. Evaluation of the constructed muslin patterns

The constructed muslin patterns for yoke frock, A-Line frock, bermuda and pyjama were found to fit properly.

d. Evaluation of the constructed dresses

The constructed dresses were evaluated for fitness and effectiveness by the judges. The results were as follows:

i. Evaluation for fitness of the constructed dresses : Hundred per cent of the member felt that proper grain was used for constructing all the garments. All judges expressed that the garments were constructed with required ease. More than 97 per cent of the judges felt that the set, line and balance of the constructed dresses were good.

ii. Evaluation for effectiveness of the constructed dresses : Regarding the general appearance, colour, texture and style of the constructed garments, rated as good by 97 per cent of the judges rated it as good.

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Appendices

APPENDIX I

INTERVIEW SCHEDULE TO ELICIT INFORMATION REGARDING MOTHERS PREFERENCES TOWARDS THEIR PRESCHOOL GIRLS CLOTHING ITEMS

I. General Information

1. Name of the Interviewer :
2. Name of the Interviewee :
3. Address :
4. Age of the child :
5. Type of family : Joint |___| Nuclear |___|
6. Educational Qualification of the mother :
7. Occupation of the mother :

II. Expenditure Pattern on the Household

1. Total Income of the family: per month
2. Amount spent for clothing : per month
3. Amount spent for the child's clothing :
4. How much do you spend for the dresses :

Sl. No.	Item	Amount spent			
		Rs. 100	Rs. 100-200	Rs. 200-250	Rs. 250
a.	Formal wear				
b.	Casual wear				
c.	Play wear				
d.	Night wear				

III. Details on Purchase and Stitching of Garments

1. Who purchases clothing for the child ?

   a. Child |__|
   b. Father |__|
   c. Mother |__|
   d. Grand-parents |__|
   e. Siblings |__|

2. How do you get clothes for the child ?

   a. Readymade |__|
   b. Homemade |__|
   c. Tailor made |__|

i. If buying readymades, state reason :

   a. Saves time |__|
   b. No knowledge of stitching |__|
   c. Variety available |__|
   d. Any other |__|

ii. If homemade/tailormade, state reasons :

   a. Gives correct fit |__|
   b. More durable |__|
   c. Less expensive |__|
   d. Can design any variety |__|
   e. Personal satisfaction |__|
   f. Any other |__|

3. How frequently do you get clothes for the child ?

   a. Once in 3 months |__|
   b. Once in a year |__|

c. Twice a year |__|

d. Festival times |__|

e. As per need |__|

IV. Details Regarding Dresses

1. What are the dresses that you would normally include in the child's wardrobe. Mention in order of priority:

i. Formal wear

a. Frock |__|

b. Churidar |__|

c. Middy |__|

ii. Casual wear

a. Frock |__|

b. Churidar |__|

c. Middy |__|

d. Bermuda |__|

e. Divided skirt |__|

f. Trousers |__|

g. T-shirts |__|

iii. Play wear

a. Frock |__|

b. Churidar |__|

c. Middy |__|

d. Bermuda |__|

e. Divided skirt |__|

f. Trousers |__|

g. Pedal pusher |__|

h. Jump suit |__|

i. T-shirt |__|

iv. Night-wear

a. Nighty |__|

b. Pyjama suit |__|

2. What aspects will you consider while getting clothes for the child, Mention in order of priority:

a. Comfort |__|

b. Cost |__|

c. Durability |__|

d. Suitability |__|

e. Fashion |__|

f. Material |__|

g. Colour |__|

3. Indicate the choice of material for clothes :

Sl. No.	Garment	Material		
		Cotton	Synthetic	Blends
a.	Formal wear			
b.	Casual wear			
c.	Play wear			
d.	Night wear			

4. Indicate the choice of design for the garments :

Sl. No.	Garments	Yoke	Fulness	Collar	Puff sleeve	Plain sleeve	Full sleeve
a.	Formal wear						
b.	Casual wear						
c.	Play wear						
d.	Night wear						

5. Indicate the choice of fabric design for the garments

Sl. No.	Garment	Plain	Floral	Abstract	Checks	Plaids	Stripes	Shall print	Large Print	Dots	Cartoons
a.	Formal wear										
b.	Casual wear										
c.	Play wear										
d.	Night wear										

6. Indicate the choice of material texture for the garment

Sl. No.	Garment	Smooth	Rough	Medium
a.	Formal wear			
b.	Casual wear			
c.	Play wear			
d.	Night wear			

7. Indicate the choice of trimmings & decorations in the garments :

Sl. No.	Garments	Lace	Frill	Bow	Embroidery	Cut work	Mirror work	Buttons	Applique	Sequins
a.	Formal wear									
b.	Casual wear									
c.	Play wear									
d.	Night wear									

8. What type of fasteners do you prefer to have for the dressses

a. Buttons |__|

b. Hooks |__|

c. Zippers |__|

d. Velcro tape |__|

9. Your suggestions :

APPENDIX II

THE VARIOUS BODY MEASUREMENTS TAKEN FOR THE PRESCHOOL GIRLS

Sl. No.	Length	Front waist length	Back waist length	Chest	Waist	Back width	Shoulder	Upperarm circumference	Lowerarm circumference	Sleeve length	Neck girth	Hip
1	21.0	8.5	8.5	21.0	20.5	9.5	3.5	9.0	5.5	6.5	11.5	20.0
2	22.0	9.5	8.5	23.0	20.5	9.5	3.5	9.0	6.0	6.5	11.0	21.5
3	20.0	8.5	8.5	22.0	21.0	9.5	3.5	9.0	6.0	6.5	11.5	22.0
4	20.5	8.0	8.0	21.5	21.5	9.0	3.5	10.0	7.0	7.0	11.5	21.0
5	19.5	8.0	8.0	21.0	21.5	9.0	3.0	8.5	6.0	6.0	11.5	21.5
6	21.0	9.0	9.0	21.5	24.5	9.0	3.5	9.5	6.0	5.5	12.0	20.0
7	20.5	8.5	8.5	22.0	21.5	9.0	3.5	9.0	6.5	5.5	11.0	19.0
8	24.0	9.0	9.0	22.0	20.0	10.0	3.5	9.0	6.0	6.0	11.0	19.5
9	21.0	8.0	8.0	21.0	20.0	9.5	3.5	8.5	6.0	6.0	10.0	20.0
10	20.0	8.5	8.5	20.5	21.0	9.0	3.5	8.5	6.0	6.0	11.0	20.5
11	20.5	9.0	9.0	21.0	21.5	9.0	3.5	9.0	6.0	6.5	11.0	21.5
12	21.0	9.0	9.0	21.5	22.0	9.0	3.5	9.0	6.0	6.5	11.5	21.0
13	21.0	9.0	9.0	21.0	21.5	9.0	3.5	8.5	6.0	6.5	11.5	22.5
14	20.0	8.5	8.5	20.5	21.0	9.0	3.5	8.5	6.0	6.0	11.0	22.0
15	19.0	8.5	8.5	20.5	20.0	8.0	3.0	8.0	6.5	6.0	12.0	21.0
16	21.0	9.0	9.0	21.0	20.0	9.0	3.5	8.0	6.5	6.5	11.0	22.0
17	21.0	9.0	9.0	20.5	20.5	9.0	3.5	9.0	6.5	6.0	12.0	22.0
18	21.0	8.5	8.5	21.5	21.5	9.5	3.5	9.0	7.0	6.0	12.0	21.0
19	24.0	9.5	9.5	23.0	26.0	10.0	4.0	10.0	7.0	6.0	12.0	21.5
20	22.0	10.0	10.0	22.0	23.0	10.0	4.0	11.0	7.0	6.0	12.0	22.0
21	21.5	10.0	10.0	24.0	24.0	10.0	4.0	10.0	6.0	6.0	12.0	21.5
22	22.0	8.5	8.5	23.0	25.0	10.0	3.5	9.5	7.5	6.5	12.0	21.0
23	20.0	9.0	9.0	23.0	23.0	10.0	4.0	9.0	7.0	6.0	12.0	21.5
24	21.0	9.0	9.0	22.0	23.0	10.0	4.0	12.0	8.0	6.5	12.0	20.0
25	20.0	9.0	9.0	21.0	21.0	10.0	4.0	8.0	6.0	6.5	12.0	21.5
26	20.0	9.0	9.0	22.0	22.5	10.0	4.0	8.0	6.5	6.0	13.0	20.0
27	20.0	8.5	8.5	21.5	22.0	9.5	3.5	8.0	6.0	6.0	11.0	21.5

(Appendix II Contd..)

28	21.0	9.0	9.0	22.0	22.0	9.5	3.5	8.5	6.0	6.0	11.0	22.0
29	22.0	9.0	9.0	22.0	23.0	10.0	4.0	8.5	6.5	6.0	12.0	19.5
30	21.0	8.5	8.5	21.0	22.5	9.0	3.5	8.0	6.0	6.0	11.0	19.0
31	22.0	9.0	9.0	22.0	23.0	9.5	4.0	9.0	6.5	6.0	12.0	20.0
32	20.0	8.5	8.5	21.0	22.0	9.0	3.5	8.0	6.0	5.5	11.0	20.5
33	19.0	8.0	8.0	20.0	21.0	8.5	3.5	8.0	6.0	6.0	11.0	20.5
34	20.0	9.0	9.0	22.0	23.0	9.0	4.0	8.5	7.0	6.0	12.0	21.5
35	21.0	9.5	9.5	22.0	23.0	9.0	4.0	8.5	7.0	6.0	11.0	21.5
36	21.0	8.5	8.5	21.0	20.5	9.5	3.5	9.0	6.5	6.5	11.0	20.0
37	21.0	9.5	8.5	23.0	20.5	9.5	3.5	9.0	6.0	6.5	11.0	21.5
38	22.0	8.5	8.5	22.0	21.0	9.5	3.5	9.0	6.5	6.5	11.5	20.0
39	20.0	8.0	8.0	21.5	21.5	9.0	3.5	10.0	7.0	7.0	11.5	22.0
40	20.5	8.0	8.0	21.5	21.5	9.0	3.5	10.0	7.0	7.0	11.5	21.5
41	19.5	8.0	8.0	21.0	21.5	9.0	3.5	10.0	7.0	7.30	11.5	22.0
42	21.0	9.0	9.5	22.0	20.5	9.0	4.0	9.5	6	6.5	11.5	21.5
43	22.5	9.5	8.5	21.5	20.5	9.0	3.5	9.5	6.5	6.5	11.0	20.0
44	21.0	9.0	8.5	22.5	21.0	9.5	3.5	9.0	5.5	7.0	11.5	20.0
45	21.5	9.0	9.0	20.5	21.5	9.5	3.5	9.0	6.0	5.5	10.5	20.0
46	21.5	8.5	9.5	21.0	22.0	8.5	3.0	8.5	6.0	6.0	10.0	21.5
47	21.0	8.0	8.5	21.5	24.0	8.0	3.5	8.5	6.0	6.0	12.0	22.0
48	21.5	8.0	8.5	21.0	22.5	8.0	3.5	8.5	6.5	6.5	11.5	20.5
49	22.0	8.5	8.5	22.0	21.5	8.5	3.5	8.5	6.5	6.5	11.0	19.0
50	23.0	8.5	8.0	22.0	22.5	10.0	3.5	8.0	5.5	6.5	11.0	19.5
51	22.5	8.5	8.0	22.5	21.5	9.5	3.5	9.5	6.0	6.0	11.0	21.5
52	24.0	8.5	8.0	21.0	21.5	9.5	3.0	9.5	6.0	6.0	11.0	21.5
53	22.0	8.5	8.5	21.5	21.5	9.0	3.5	9.5	6.0	6.0	12.0	20.5
54	22.5	8.0	8.0	22.0	21.5	9.0	3.5	9.0	6.5	6.5	11.5	21.0
55	21.0	8.0	8.0	22.5	21.0	10.0	4.0	9.0	6.5	6.5	11.5	21.5
56	21.5	9.0	9.0	22.5	22.0	9.5	4.0	9.0	6.0	6.0	11.5	22.0
57	21.5	9.5	9.5	21.0	22.5	8.5	3.5	8.5	6.0	6.0	11.5	21.5
58	21.0	9.0	9.0	21.5	22.5	8.5	3.5	8.5	6.5	6.5	11.5	20.0
59	20.5	8.5	8.5	23.0	20.5	8.5	3.5	8.5	6.5	6.5	11.5	21.0
60	20.0	9.0	9.0	22.5	20.5	8.0	3.5	8.5	6.0	6.5	11.5	21.5
61	19.5	9.0	9.0	22.0	21.0	8.5	3.5	8.5	6.0	6.5	11.0	22.0
62	20.5	9.0	9.5	22.0	22.0	9.0	3.5	9.0	6.0	6.5	11.0	21.0

(Appendix II Contd..)

63	21.0	9.0	9.0	22.5	21.5	9.5	3.5	9.0	6.5	5.5	11.5	21.5
64	21.5	8.5	8.5	21.0	22.0	9.0	3.5	8.5	6.0	7.0	12.0	20.0
65	21.0	8.5	8.5	21.5	22.0	9.5	3.5	8.5	6.0	6.5	10.5	19.5
66	22.0	8.0	8.0	22.0	22.0	9.0	4.0	9.5	6.0	7.0	10.0	19.0
67	22.0	8.0	8.0	22.5	23.0	9.0	3.5	9.5	5.5	7.0	11.0	20.0
68	21.5	8.0	8.0	21.0	22.5	9.5	3.5	9.5	5.0	6.5	11.5	21.0
69	21.5	8.5	8.5	21.5	22.5	9.0	3.5	9.0	5.5	6.0	11.5	21.0
70	21.0	9.5	9.5	21.5	22.5	8.0	4.0	9.0	6.0	6.0	12.0	21.0
71	22.5	8.5	8.5	22.0	21.0	8.0	3.5	8.0	6.0	5.5	12.0	22.0
72	20.5	8.5	8.5	22.0	21.0	8.0	3.5	8.0	6.0	6.5	11.5	21.5
73	19.0	8.5	8.5	20.5	21.5	8.0	3.5	8.5	6.0	6.5	11.5	20.5
74	19.5	8.5	8.5	20.5	21.5	8.5	3.5	9.5	6.5	6.5	11.5	21.0
75	20.5	9.0	9.0	20.0	21.5	9.5	3.5	9.0	6.5	6.5	11.0	21.0
76	21.0	9.5	9.5	20.5	20.5	9.0	3.5	9.5	6.5	7.0	11.5	21.5
77	22.5	8.5	8.5	21.5	8.5	8.5	3.5	9.5	6.5	6.5	12.0	20.0
78	22.5	8.5	8.5	21.5	22.5	8.5	3.5	9.0	6.5	6.0	12.0	21.5
79	22.0	8.0	8.0	21.5	21.5	8.5	3.5	8.5	6.5	6.5	11.5	20.5
80	21.5	8.0	8.0	21.5	20.5	8.5	4.0	8.0	6.5	5.5	11.0	21.5
81	20.5	8.5	8.5	21.5	20.5	8.5	3.5	8.0	6.0	6.5	11.0	22.0
82	20.0	9.5	9.0	21.5	22.0	9.0	3.0	8.5	6.5	6.5	10.5	22.0
83	20.5	10.0	10.0	22.5	23.0	9.5	4.0	9.0	6.0	6.0	11.0	21.0
84	21.0	8.5	8.5	23.0	22.5	3.5	3.5	8.5	7.0	6.5	11.5	22.5
85	21.5	8.5	8.0	21.5	23.0	9.0	3.5	8.5	7.0	6.5	10.5	21.0
86	22.5	8.5	8.5	20.5	22.5	9.0	3.0	9.0	6.5	6.0	10.0	21.5
87	22.0	8.0	8.0	24.0	21.0	9.5	3.0	9.0	5.5	6.0	11.0	22.0
88	22.5	8.0	8.0	22.0	22.5	9.5	3.0	8.5	6.0	6.5	11.0	22.0
89	21.0	9.0	9.0	22.5	22.0	9.0	3.5	8.5	6.0	6.5	11.5	21.5
90	21.5	9.5	9.5	22.5	22.5	9.0	3.5	8.0	6.5	6.0	11.0	21.5
91	21.0	8.5	8.5	21.0	22.5	9.5	3.5	9.0	6.5	5.5	11.0	22.0
92	21.5	8.5	8.5	21.5	22.0	9.0	3.5	9.0	6.0	5.5	11.5	20.0
93	22.0	8.5	8.5	21.5	22.0	9.0	3.5	9.5	6.0	6.0	12.0	19.5
94	23.0	8.0	8.0	21.0	22.0	9.5	3.0	8.5	6.5	6.5	12.0	19.0
95	20.5	9.0	9.0	21.0	21.5	9.5	3.0	8.5	6.5	6.0	10.5	20.5
96	19.5	9.5	9.5	21.0	21.0	9.0	3.5	8.5	6.0	6.0	10.0	19.0
97	20.0	9.0	9.0	21.0	21.5	10.0	3.5	8.0	6.0	6.5	11.5	21.5

(Appendix II Contd..)

98	21.0	8.5	8.0	21.5	22.0	8.5	3.5	9.0	6.5	6.0	11.3	21.5
99	21.5	8.0	8.5	21.0	22.0	8.5	3.0	9.5	5.5	5.5	11.5	22.5
100	20.5	8.5	8.5	21.5	22.0	9.5	3.5	9.5	6.5	5.5	11.5	22.5
101	19.0	8.5	8.5	22.0	22.5	9.0	4.0	9.0	6.5	6.0	11.0	22.0
102	22.0	8.5	8.5	23.0	22.5	9.0	3.5	9.5	6.5	6.5	11.0	22.0
103	22.0	9.0	9.0	22.0	23.0	9.0	3.5	9.5	7.0	6.5	11.0	21.0
104	22.5	8.5	9.0	22.5	22.5	9.5	3.5	9.0	7.0	6.0	11.0	21.5
105	24.0	9.0	8.5	22.0	22.0	9.5	3.5	9.0	6.5	6.5	10.5	22.0
106	23.0	9.0	8.5	23.0	23.5	9.0	3.0	8.5	6.5	7.0	10.0	20.5
107	23.5	8.5	8.5	21.5	22.0	9.0	3.0	8.5	6.7	7.0	10.0	20.0
108	22.5	8.0	8.0	22.0	22.0	8.5	3.5	8.5	6.0	6.5	11.0	19.5
109	20.5	8.5	8.5	21.0	22.0	8.0	3.5	8.0	6.5	6.0	11.5	20.5
110	19.0	10.0	10.0	21.5	22.0	8.5	3.5	8.0	5.5	6.0	12.0	21.5
111	20.0	8.5	8.5	20.0	21.5	8.5	3.5	8.5	5.5	6.0	11.5	21.5
112	20.5	8.5	8.5	20.0	21.5	8.5	3.5	8.5	6.5	6.5	11.5	20.5
113	21.5	8.5	8.0	21.0	21.5	22.0	8.0	3.5	8.5	6.0	11.5	19.5
114	21.5	8.0	8.0	21.5	22.0	8.0	3.5	9.0	6.0	6.5	12.0	19.0
115	21.5	8.0	8.0	22.0	22.5	8.0	3.5	9.0	6.0	6.5	11.0	19.0
116	21.0	8.0	8.0	22.5	23.0	9.0	3.5	8.5	6.0	6.0	10.5	20.0
117	21.5	8.0	8.0	21.0	21.5	9.5	3.5	9.5	6.0	6.0	10.0	21.5
118	22.0	8.5	8.5	21.5	22.0	8.0	3.5	9.0	6.0	6.5	10.5	21.0
119	22.5	10.0	9.5	23.0	23.0	8.0	3.5	9.0	6.0	6.5	11.5	21.0
120	21.5	9.0	9.0	22.0	22.5	8.5	3.5	8.5	6.0	6.5	11.5	22.0
121	22.0	9.5	9.0	21.5	22.0	8.5	3.0	8.5	6.0	6.5	11.5	21.5
122	23.0	8.0	8.5	20.0	21.5	8.5	3.0	8.0	6.0	6.5	11.5	21.0
123	24.0	8.0	20.0	21.5	8.5	3.5	8.0	6.0	6.5	11.5	11.0	21.0
124	20.5	8.5	8.0	22.0	23.0	9.0	3.5	9.0	6.5	6.5	11.5	22.0
125	21.0	8.0	8.5	22.5	23.0	8.5	3.5	9.5	5.5	6.0	11.0	20.0
126	21.5	8.5	8.0	22.0	23.0	8.0	4.0	8.5	6.5	7.0	12.0	20.5
127	22.0	9.5	9.0	20.5	22.0	8.0	3.5	8.0	6.0	7.5	12.0	21.0
128	23.0	9.5	9.0	19.0	20.0	8.0	3.5	8.5	6.0	6.5	10.5	21.5
129	23.5	9.0	8.5	20.0	21.5	8.5	3.5	8.0	6.5	6.5	10.0	21.5
130	24.0	9.0	8.5	20.0	21.5	8.5	3.5	8.0	5.5	6.0	11.5	21.5
131	22.5	10.0	9.5	22.0	22.5	8.0	3.5	8.5	7.0	6.0	11.5	22.0
132	22.0	9.5	9.0	22.0	22.5	8.0	3.5	7.5	6.5	6.5	11.5	21.5

(Appendix II Contd..)

133	22.5	8.0	8.5	22.5	23.0	8.0	3.5	8.5	6.0	6.0	11.5	21.0
134	21.5	8.0	8.0	22.0	22.5	8.5	3.5	8.0	6.5	6.5	11.5	21.5
135	19.5	8.0	8.0	22.5	22.5	8.5	3.0	8.0	6.5	6.5	11.5	22.0
136	20.0	8.5	8.5	21.0	21.5	8.5	3.5	8.5	5.5	6.0	11.5	22.5
137	21.5	8.5	8.5	21.5	21.0	8.5	3.5	8.5	6.5	6.0	11.5	21.0
138	22.5	8.0	8.0	22.5	22.5	10.0	3.5	8.5	6.5	7.0	11.5	21.5
139	22.5	8.0	8.5	22.0	22.5	9.5	3.5	8.5	6.0	6.5	11.5	22.0
140	21.5	8.5	8.5	22.5	22.5	9.0	3.5	8.5	6.5	5.5	11.5	21.5
141	24.0	9.0	8.5	21.0	21.5	9.5	3.5	8.5	6.0	6.0	11.5	22.0
142	23.5	8.5	8.0	21.5	22.0	8.0	3.5	8.5	6.0	6.5	11.5	21.5
143	23.0	8.5	8.0	22.0	22.5	8.0	3.0	8.5	6.0	6.5	11.5	20.0
144	22.5	8.5	8.0	23.0	22.0	8.0	3.5	8.0	6.0	6.5	11.5	19.0
145	20.0	8.5	8.5	22.0	23.0	9.0	3.5	9.5	6.5	7.0	11.5	20.5
146	20.5	8.0	8.0	22.5	23.0	9.5	3.5	9.0	6.0	7.0	10.0	20.0
147	21.0	8.5	8.5	23.0	23.0	9.0	3.5	9.0	6.5	6.5	10.5	21.5
148	21.5	8.0	8.0	22.5	23.0	8.5	3.5	8.5	6.0	7.0	10.5	21.5
149	22.0	8.0	8.0	21.5	22.5	8.5	3.5	8.5	6.0	7.0	11.0	19.5
150	22.0	8.5	8.5	20.5	21.5	8.5	3.5	8.0	6.0	6.5	11.5	20.0
151	21.5	9.0	9.0	21.5	22.0	8.5	8.5	8.0	6.5	5.5	11.5	21.5
152	22.0	8.5	8.5	22.0	22.5	8.5	3.5	8.5	6.5	6.0	12.0	22.0
153	22.5	8.5	8.5	23.5	23.5	9.0	3.0	9.0	6.5	6.5	10.5	22.0
154	23.0	8.0	8.0	22.0	22.5	9.5	3.0	8.5	6.5	6.5	10.0	21.5
155	24.0	8.5	8.5	20.5	22.0	9.5	3.5	9.5	6.0	6.5	11.5	21.0
156	23.5	9.0	9.0	21.0	21.5	9.5	4.0	9.5	6.0	6.5	11.0	19.0
157	22.0	9.5	9.5	21.5	22.5	9.5	3.5	8.0	6.5	6.0	12.0	20.5
158	23.5	8.5	8.5	21.5	21.5	9.0	3.5	8.5	6.0	6.0	11.5	20.0
159	20.5	8.5	8.5	22.0	22.5	10.0	3.0	10.0	6.0	6.0	10.0	19.5
160	19.5	8.5	8.5	21.5	22.0	8.5	3.5	8.5	6.5	6.0	11.5	20.0
161	23.0	9.0	9.0	22.0	23.0	8.5	3.5	8.0	5.5	6.0	11.5	20.5
162	22.5	8.5	8.5	22.5	23.0	8.5	3.5	8.0	5.5	6.0	11.5	21.0
163	24.0	8.5	8.5	22.0	22.5	9.0	3.5	8.0	6.0	6.0	11.5	22.0
164	23.5	8.0	8.0	20.5	21.0	9.5	3.5	8.0	6.0	6.0	11.5	22.0
165	22.0	8.0	8.0	21.0	21.5	10.0	3.5	8.0	6.0	6.0	11.0	21.5
166	20.5	8.5	8.0	22.0	23.0	9.0	3.5	9.0	6.5	6.5	11.5	21.0
167	21.0	8.0	8.5	22.5	23.0	8.5	3.5	9.5	5.5	6.0	11.0	21.5

(Appendix II Contd..)

168	21.5	8.5	8.0	22.0	23.0	8.0	4.0	8.5	6.5	7.0	12.0	22.0
169	22.0	9.5	9.0	20.5	22.0	8.0	3.5	8.0	6.0	7.5	12.0	21.5
170	23.0	9.5	9.0	19.0	20.0	8.0	3.5	8.5	6.0	6.5	10.5	20.0
171	23.5	9.0	8.5	20.0	21.5	8.5	3.5	8.0	6.5	6.5	10.0	19.0
172	24.0	9.0	8.5	21.5	21.5	8.5	3.5	8.0	5.5	6.0	11.5	19.5
173	22.5	10.0	9.5	22.0	22.5	8.0	3.5	8.5	7.0	6.0	11.5	19.0
174	22.0	9.5	9.0	22.0	22.5	8.0	3.5	7.5	6.5	6.5	11.5	20.5
175	22.5	8.0	8.5	22.5	23.0	8.0	3.5	8.5	6.0	6.0	11.5	21.5
176	21.5	8.0	8.0	22.0	22.5	8.5	3.5	8.0	6.5	6.5	11.5	21.5
177	19.5	8.0	8.0	22.5	22.5	8.5	3.0	8.0	6.5	6.5	11.5	20.0
178	20.0	8.5	8.5	21.0	21.5	8.5	3.5	8.5	5.5	6.0	11.5	19.5
179	21.5	8.5	8.5	21.5	21.0	8.5	3.5	8.5	6.5	6.0	11.5	19.0
180	22.5	8.0	8.0	22.5	22.5	10.0	3.5	8.5	6.5	7.0	11.5	20.0
181	22.5	8.0	8.5	22.0	22.5	9.5	3.5	8.5	6.0	6.5	11.5	21.5
182	21.5	8.5	8.5	22.5	22.5	9.0	3.5	8.5	6.5	5.5	11.5	20.0
183	24.0	9.0	8.5	21.0	21.5	9.5	3.5	8.5	6.0	6.0	11.5	21.5
184	23.5	8.5	8.0	21.5	22.0	8.0	3.5	8.5	6.0	6.5	11.5	20.0
185	23.0	8.5	8.0	22.0	22.5	8.0	3.0	8.5	6.0	6.5	11.5	21.5
186	22.5	8.5	8.0	23.0	22.0	8.0	3.5	8.0	6.0	6.5	11.5	22.0
187	20.0	8.5	8.5	22.0	23.0	9.0	3.5	9.5	6.5	7.0	11.5	19.5
188	20.5	8.0	8.0	22.5	23.0	9.5	3.5	9.0	6.0	7.0	10.0	20.0
189	21.0	8.5	8.5	23.0	23.0	9.0	3.5	9.0	6.5	6.5	10.5	21.5
190	21.5	8.0	8.0	22.5	23.0	8.5	3.5	8.5	6.0	7.0	10.5	22.0
191	22.0	8.0	8.0	21.5	22.5	8.5	3.5	8.5	6.0	7.0	11.0	22.0
192	22.0	8.5	8.5	20.5	21.5	8.5	3.5	8.0	6.0	6.5	11.5	21.5
193	21.5	9.0	9.0	21.5	22.0	8.5	3.5	8.0	6.5	5.5	11.5	21.0
194	22.0	8.5	8.5	22.0	22.5	8.5	3.5	8.5	6.5	6.0	12.0	21.5
195	22.5	8.5	8.5	23.5	23.5	9.0	3.0	9.0	6.5	6.5	10.5	19.0
196	23.0	8.0	8.0	22.0	22.5	9.5	3.0	8.5	6.5	6.5	10.0	20.5
197	24.0	8.5	8.5	20.5	22.0	9.5	3.5	9.5	6.0	6.5	11.5	22.0
198	23.5	9.0	9.0	21.0	21.5	9.5	4.0	9.5	6.0	6.5	11.0	21.0
199	22.0	9.5	9.5	21.5	22.5	9.5	3.5	8.0	6.5	6.0	12.0	21.5
200	23.5	8.5	8.5	21.5	21.5	9.0	3.5	8.5	6.0	6.0	11.5	22.0
201	20.5	8.5	8.5	22.0	22.5	10.0	3.0	10.0	6.0	6.0	10.0	21.5
202	19.5	8.5	8.5	21.5	22.0	8.5	3.5	8.5	6.5	6.0	11.5	21.0

(Appendix II Contd..)

203	23.0	9.0	9.0	22.0	23.0	8.5	3.5	8.0	5.5	6.0	11.5	19.5
204	22.5	8.5	8.5	22.5	23.0	8.5	3.5	8.0	5.5	6.0	11.5	19.0
205	24.0	8.5	8.5	22.0	22.5	9.0	3.5	8.0	6.0	6.0	11.5	19.5
206	23.5	8.0	8.0	20.5	21.0	9.5	3.5	8.0	6.0	6.0	11.5	20.0
207	22.0	8.0	8.0	21.0	21.5	10.0	3.5	8.0	6.0	6.0	11.0	20.0
208	21.5	10.0	10.0	24.0	24.0	10.0	4.0	10.0	6.0	6.0	12.0	21.0
209	22.0	8.5	8.5	23.0	25.0	10.0	3.5	9.5	7.5	6.5	12.0	21.5
210	20.0	9.0	9.0	23.0	23.0	10.0	4.0	9.0	7.0	6.0	12.0	22.0
211	21.0	9.0	9.0	22.0	23.0	10.0	4.0	12.0	8.0	6.5	12.0	22.0
212	20.0	9.0	9.0	21.0	21.0	10.0	4.0	8.0	6.0	6.5	12.0	21.5
213	20.0	9.0	9.0	22.0	22.5	10.0	4.0	8.0	6.5	6.0	13.0	20.0
214	20.0	8.5	8.5	21.5	22.0	9.5	3.5	8.0	6.0	6.0	11.0	20.5
215	21.0	9.0	9.0	22.0	22.0	9.5	3.5	8.5	6.0	6.0	11.0	20.5
216	22.0	9.0	9.0	22.0	23.0	10.0	4.0	8.5	6.5	6.0	12.0	21.0
217	21.0	8.5	8.5	21.0	22.5	9.0	3.5	8.0	6.0	6.0	11.0	22.0
218	22.0	9.0	9.0	22.0	23.0	9.5	4.0	9.0	6.5	6.0	12.0	21.5
219	20.0	8.5	8.5	21.0	22.0	9.0	3.5	8.0	6.0	5.5	11.0	21.0
220	19.0	8.0	8.0	20.0	21.0	8.5	3.5	8.0	6.0	6.0	11.0	21.5
221	20.0	9.0	9.0	22.0	23.0	9.0	4.0	8.5	7.0	6.0	12.0	22.0
222	21.0	9.5	9.5	22.0	23.0	9.0	4.0	8.5	7.0	6.0	11.0	21.5
223	21.0	9.0	9.0	22.0	22.0	8.5	3.5	8.0	6.5	6.5	11.0	22.0
224	21.5	9.0	9.5	22.0	22.5	9.0	4.0	9.0	6.0	6.5	11.5	21.5
225	20.0	9.5	8.0	20.0	21.0	9.0	3.5	8.5	7.0	6.5	11.5	20.0
226	21.0	8.5	8.5	21.0	22.0	9.0	3.5	8.5	7.0	7.0	11.5	20.5
227	21.5	8.5	8.5	21.0	22.5	9.5	3.5	8.0	6.5	7.0	11.5	21.5
228	22.0	8.5	8.5	22.0	21.5	9.5	3.5	9.0	7.0	7.0	11.5	22.0
229	21.0	8.5	8.5	21.0	20.5	9.5	3.5	9.0	5.5	6.5	11.5	20.0
230	22.0	9.5	8.5	23.0	20.5	9.5	3.5	9.0	6.0	6.5	11.0	21.5
231	20.0	8.5	8.5	22.0	21.0	9.5	3.5	9.0	6.0	6.5	11.5	20.0
232	20.5	8.0	8.0	21.5	21.5	9.0	3.5	10.0	7.0	7.0	11.5	21.5
233	19.5	8.0	8.0	21.5	21.5	9.0	3.0	8.5	6.0	6.0	11.5	21.0
234	21.0	9.0	8.0	21.5	22.0	9.0	3.5	9.5	6.0	5.5	12.0	21.5
235	20.5	8.5	9.0	21.5	21.5	9.0	3.5	9.0	6.5	5.5	11.0	19.5
236	24.0	9.0	8.5	20.0	20.0	9.0	3.5	9.0	6.0	5.5	12.0	19.0
237	21.0	8.0	9.0	20.0	20.0	9.0	3.5	9.5	6.0	6.0	11.0	20.0

(Appendix II Contd..)

238	20.0	8.5	8.0	21.0	21.0	9.0	3.5	8.5	6.5	6.0	11.0	21.5
239	20.5	9.0	8.5	21.5	21.5	9.0	3.5	9.0	6.5	6.0	11.5	22.0
240	21.0	9.0	9.0	22.0	22.0	9.5	3.5	9.0	6.5	6.5	11.0	21.5
241	21.0	9.0	9.0	21.5	21.5	9.0	3.5	9.0	6.5	7.0	11.0	20.5
242	20.0	8.5	9.0	21.0	21.0	9.0	3.5	8.5	6.5	6.5	11.5	21.0
243	19.0	8.5	8.5	20.0	20.0	8.5	3.5	8.5	7.0	6.5	11.0	22.5
244	21.0	9.0	8.5	20.0	20.0	7.0	4.0	8.0	7.0	6.5	12.0	21.5
245	21.0	9.0	9.0	20.5	20.5	9.0	3.5	8.5	6.0	6.5	11.5	20.0
246	21.0	8.5	9.0	21.5	21.5	9.0	3.0	9.0	6.5	6.0	11.5	21.0
247	24.0	9.5	8.5	23.0	22.0	9.0	3.5	9.0	6.5	7.0	11.0	21.5
248	22.0	10.0	9.5	22.0	22.0	9.0	3.5	8.0	6.5	7.0	11.5	19.5
249	21.0	9.0	8.5	21.0	20.5	9.5	3.5	9.0	5.5	6.5	11.0	22.0
250	22.0	8.5	8.5	21.0	21.0	9.5	3.5	9.0	6.0	7.0	11.5	21.0
251	20.5	8.5	8.0	22.0	22.5	9.0	3.0	10.0	6.0	7.0	12.0	21.5
252	21.5	9.0	8.0	22.5	21.5	9.0	3.5	8.5	5.5	6.5	10.0	20.0
253	21.0	9.0	9.0	21.5	21.5	9.0	3.5	9.0	6.5	6.0	10.5	21.5
254	21.0	8.5	9.5	22.0	21.0	9.5	3.5	9.5	6.0	5.5	10.0	19.0
255	21.5	8.0	8.5	22.5	22.0	10.0	4.0	9.5	6.0	5.5	11.5	19.5
256	22.0	8.0	9.0	23.0	22.5	9.0	4.0	8.5	5.5	6.0	11.0	20.0
257	22.5	8.0	9.0	22.0	20.5	9.0	3.5	8.5	6.0	6.0	11.0	21.5
258	24.0	8.5	9.5	22.5	22.0	9.5	3.5	8.5	6.0	6.0	12.0	20.5
259	21.0	9.0	9.0	22.0	21.0	9.0	3.5	8.5	6.0	6.5	12.0	19.0
260	21.5	9.0	9.0	21.0	22.5	9.5	3.5	8.5	6.0	6.5	11.5	19.5
261	21.5	8.5	8.0	22.0	22.0	9.0	3.5	8.0	6.5	7.0	11.5	21.0
262	22.0	8.0	8.0	21.5	21.0	9.0	3.0	8.0	6.5	6.5	11.5	21.5
263	21.5	8.0	8.5	22.0	21.0	9.5	3.0	8.5	5.5	6.0	11.5	22.0
264	21.0	8.5	8.0	20.5	20.5	9.5	3.5	8.5	6.0	6.0	11.0	22.5
265	21.0	8.0	8.0	20.5	21.5	9.0	3.0	8.5	6.0	6.0	11.0	22.0
266	21.5	8.0	8.5	21.0	21.5	9.0	3.5	8.0	6.0	7.0	10.5	21.5
267	21.0	8.5	9.0	21.5	20.5	10.0	3.0	8.0	6.0	6.5	11.0	20.0
268	22.0	9.0	9.5	20.5	22.5	8.0	3.5	8.5	6.5	6.5	11.5	19.5
269	22.5	9.5	10.0	21.5	21.5	8.5	3.0	8.5	6.5	6.5	12.0	20.0
270	21.0	10.0	10.0	24.0	24.0	10.0	4.0	10.0	6.0	6.0	12.0	22.0
271	21.5	8.5	9.0	22.0	23.0	10.0	4.0	9.0	6.5	6.5	11.0	21.5
272	20.5	9.5	9.5	23.0	22.5	9.5	4.0	8.5	5.5	6.5	11.5	19.0

(Appendix II Contd..)

273	20.5	9.0	9.0	22.0	21.5	9.5	3.5	8.5	5.0	6.5	11.5	19.5
274	21.0	9.0	9.0	22.5	21.0	9.0	3.0	8.0	5.0	6.0	11.0	20.0
275	21.5	10.0	9.5	21.5	22.5	8.5	3.5	8.0	6.0	6.0	11.5	21.5
276	22.0	9.5	8.5	20.0	22.0	8.5	3.5	8.0	6.0	6.0	11.0	22.0
277	22.5	8.0	8.0	21.0	22.0	9.5	3.5	8.0	6.0	6.0	11.5	22.0
278	21.5	8.5	8.0	20.5	21.0	9.5	3.5	8.0	6.5	6.0	11.0	21.5
279	21.5	8.5	8.5	21.5	22.0	9.0	3.5	8.5	6.5	6.0	10.5	19.5
280	20.5	9.0	9.0	22.0	22.0	9.0	3.5	8.5	7.0	6.0	12.0	20.0
281	21.5	9.5	9.5	22.5	22.0	8.0	3.5	8.5	7.0	6.0	11.5	20.5
282	20.0	8.5	8.0	22.5	22.5	8.5	3.0	8.0	6.5	6.0	11.0	20.0
283	21.5	8.0	8.5	22.0	22.0	8.5	3.5	8.0	6.0	6.0	11.5	21.5
284	20.0	8.0	8.0	23.0	22.5	9.0	4.0	8.5	6.0	6.5	11.0	19.0
285	21.5	9.0	9.0	23.5	23.0	9.0	3.5	9.0	6.5	6.5	11.0	19.5
286	21.5	9.5	9.5	22.0	21.5	9.5	3.5	9.5	7.0	6.5	11.5	20.0
287	22.0	8.0	8.0	21.5	21.5	8.5	3.5	9.0	6.5	7.0	10.5	21.0
288	22.5	10.0	10.0	21.5	21.0	9.5	3.5	8.5	6.5	6.5	10.0	22.0
289	23.0	9.5	9.5	21.5	21.5	10.0	3.5	8.5	6.5	6.0	12.0	22.5
290	22.5	8.5	8.5	22.0	23.0	9.5	3.5	8.5	6.5	7.0	11.0	21.0
291	22.0	9.0	9.0	23.0	23.0	9.0	3.5	9.0	6.0	6.5	11.5	21.5
292	23.0	8.5	9.0	24.5	24.0	8.5	3.5	8.5	7.0	7.0	12.0	20.0
293	23.5	8.0	8.5	22.0	22.5	8.0	3.5	8.0	6.0	7.0	10.5	21.0
294	24.0	8.0	8.5	23.0	23.0	8.5	3.0	9.5	6.0	6.5	11.0	21.5
295	19.5	8.0	8.0	23.5	24.0	8.5	3.5	8.0	7.0	6.0	11.5	22.0
296	20.0	8.5	8.0	22.0	22.5	9.0	4.0	8.0	6.5	6.0	12.0	20.0
297	21.5	8.5	8.0	23.0	22.5	8.5	3.5	8.0	6.5	7.0	12.0	19.5
298	20.0	9.0	9.0	22.5	23.0	8.0	3.5	8.0	6.0	6.5	10.5	19.0
299	21.5	9.5	9.0	20.5	21.0	8.0	3.5	8.0	6.0	7.0	11.0	19.5
300	22.0	8.5	8.0	21.5	22.0	8.0	3.5	8.5	6.0	7.0	11.0	21.5

APPENDIX III

SAMPLE CALCUALTION FOR MODAL VALUE

Measurement	Class interval	Frequent
Length	18 - 20	49
	20 - 22	168
	22 - 24	83

$$M_o = L + \frac{\Delta_1}{\Delta_1 + \Delta_2} \times i$$

L = Lower limit of modal class

Δ_1 = Difference between frequency of modal class and pre-modal class

Δ_2 = Difference between frequency of modal class and post-modal class

i = Class interval of the modal class

$$= 20 + \frac{(168 - 49)}{(168-49) + (168-83)} \times 2$$

$$M_o = 20 + \frac{119}{204} \times 2$$

$$M_o = 21.2$$

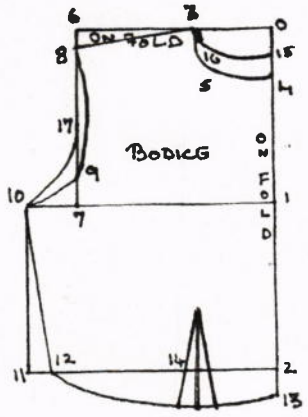
The modal value = 21.2

APENDIX IV

INSTRUCTIONS FOR DRAFTING

1. Yoke frock

Square lines from 0. on a four layer fold, with folds at 2-0 and 6-0.



Front : 1-0 = one-eigth chest plus 6.5 cm

Square out from 1 and 2
3-0 = one-twelfth chest

4-0 = one-eigth chest
Square out from 4 to 5

5-4 = 3 to 0 less 1 cm

Shape 3-5-4 for the front neckline
6-0 = shoulder plus 1 cm
Square down from 6 to 7
8-6 = 1.5 cm. Join 8-3
9-7 = about 2.5 cm
10-1 = one-fourth chest plus 4 cm
Shape scye 8-9-10
Square down from 10 to 11.

2-0 = bodice length plus 1.5 cm

12-11 = 1.5 cm
Shape sideseams 10-12
13-2 = 1.5 cm
Shape bottom 13-12
14-13 = one-twelth chest plus 1.5 cm

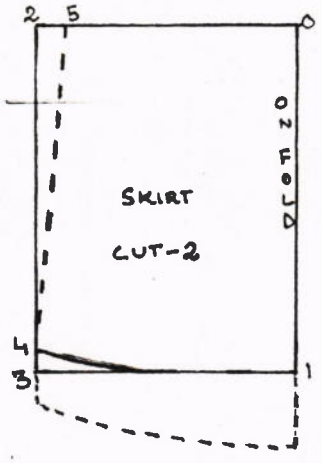
Take 1 cm dart at 14 for front and back.

Back : 15-0 = 2 to 2.5 cm
square out from 15 to 16
Shape 3-16-15 for back neckline
Shape scye 8-17-10 as shown
Allow 2 cm inlays at 12-10

Skirt

Take two layers of cloth (one for the front and other for back), with a fold at 1-0

1-0 = skirt-length plus 1.5 cm
2-0 = half chest or one-fourth skirt round plus 1 cm
3-1 = same as 2 to 0. Join 2-3
4-3 = 2 cm. Shape bottom 1-4
5-2 = 2.5 cm. Join 5-4.
Keep 4 to 7.5 cm, below 1-4 for inside turning

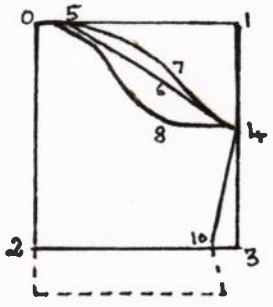


Sleeve

Square lines from 0, fold at 2-0
1-0 = one-eigth chest plus 6.5 cm
2-0 = sleeve length plus 1 cm
3-2 = same as 1 to 0. Join 3-1
4-1 = one-eigth chest
5-0 = 2.5 cm. Join 4.5
6 is midway 4 to 5
7-6 = 2 cm
Shape back-side 4-7-5.0 as shown
Square up from 4 to 8

8-4 = 4 cm

Join 8-5 Taking 1 cm above point 4, shape front-side 4-8-9-0 as shown
10-2 = half sleeve round plus 1.5 cm
Join and shape 4-10
Keep 3 cm inturns at 10-2
Keep 2 cm inlays at 10-4



2. A - Line Froct

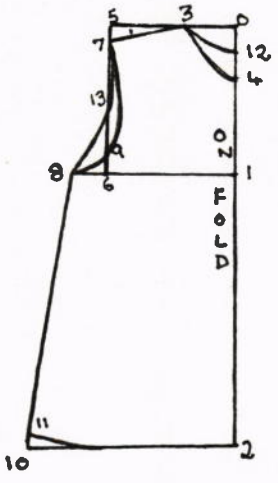
Square lines from 0, on a four layer fold, with folds at 2-0 and 5-0.

Front : 1-0 = one-fourth chest plus 1.5 cm
2-0 = length plus 1.5 cm
3-0 = one-twelth chest plus 1 cm
4-0 = same as 3 to 0 plus 1.5 cm
shape neck 4-3
5-0 = one-fourth chest less 1 cm
or shoulder 1 plus 1 cm
Square down from 5 to 6
7-5 = 1.5 cm. Join 3-7

8-1 = one-fourth chest plus 4 cm

9-6 = 2.5 cm
Shape scye 7-9-8.
10-2 = same as 8 to 1 plus 4 cm. Join 8-10
11-10 = 1.5 cm
Shape bottom 2-11 as shown.

Back : 12-0 = 2 cm
Shape neck 12-3 and scye 7-13-8 as shown.



3. Bermuda

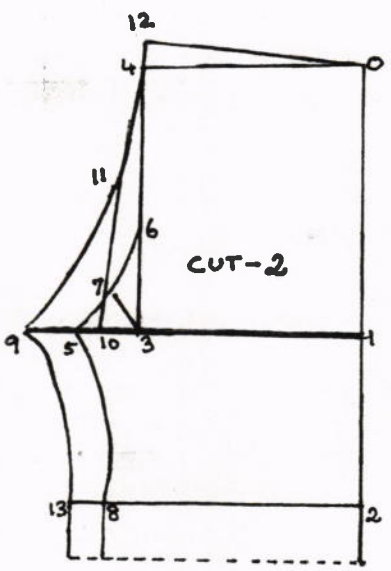
Front : Square lines from 0

1-0 = one-fourth seat plus 7.5 cm
2-0 = full length plus 1.5 cm
3-1 = one-fourth seat plus 4 cm
4-0 = same as 3 to 1. Join 3-4.
5-3 = one-twelth seat
6-3 = one-sixth seat
7-3 = half of 5 to 3 plus 0.75 cm
shape 4-6.7-5.
8-2 = 5 to 1 less 2 cm or half of bottom
shape inside seam 5-8.

Back : 9-5 = 4 cm

10-5 = 2 cm Join 4-10
11-10 = same as 6 to 3
Shape fork 11-9 as shown.
12-4 = 2 cm
Join = 0-12
13-8 = 3 cm

Shape inside seam 9-13
Keep 4 cm above 0-4
and 0-12 for casing
Keep 4 cm below 2-8 and
2-13 for inturns.



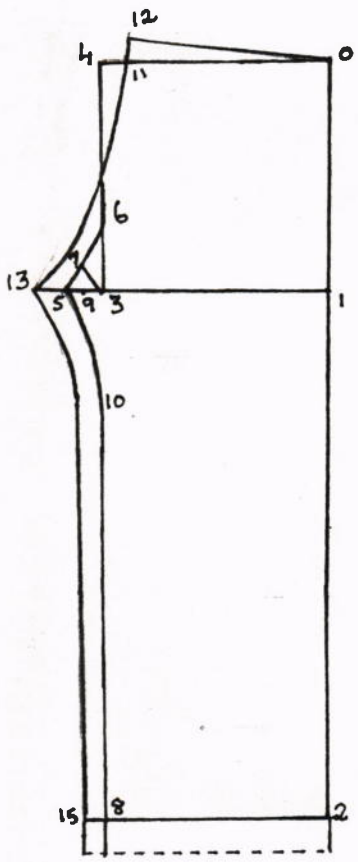
4. Pyjama

Front : Draw line 0-1-2 at a distance of 1.5 cm from the selvedge.

1-0 = one-fourth seat plus 7.5 cm
2-0 = ful length plus 1.5 cm
3-1 = one-fourth seat plus 6.5 cm
4-0 = same as 3 to 1. Join 3-4.
5-3 = one-twelth seat.
6-3 = one-sixth seat.
7-3 = half of 5 to 3 plus 0.75 cm shape fork 6-7-5.
8-2 = same as 5 to 1 less 2 cm or half bottom.
9-5 = 2 cm. Join 9-8 and shape 5-10 as shown

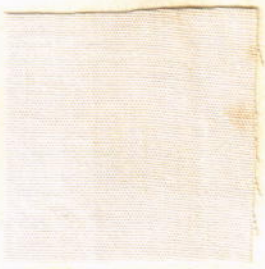
Back : 11-0 = one-fourth seat plus 4 cm
Join 9-11 and produce 3 cm to 12. Join 12-0
13-5 = 4 cm
Shape in seam 13-15.
Keep 4 cm above 0-4 and 0-12 for casing.

Keep 5 cm below 2-8 and 2-15 for inturns.



APPENDIX V

MATERIAL USED FOR MUSLIN PATTERNS



Length : Yoke frock - 100 cms

A line frock - 75 cms

Bermuda - 75 cms

Pyjama - 100 cms

Width : 90 cms

Type : 100 % preshrunk cotton

APPENDIX VI

PROFORMA USED TO EVALUATE THE MUSLIN PATTERNS

S.No.	Aspect	Satisfactory	Not satisfactory
A.	**Yoke frock**		
1.	Length of frock		
2.	Chest circumference		
3.	Waist circumference		
4.	Sleeve length		
5.	Sleeve circumference		
6.	Shoulder width		
7.	Neek circumference		
B.	**A - line frock**		
1.	Length of frock		
2.	Chest circumference		
3.	Shoulder width		
4.	Neek circumference		
C.	**Bermuda**		
1.	Length of bermuda		
2.	Waist circumference		
3.	Crotch length		
D.	**Pyjama**		
1.	Length of pyjama		
2.	Waist circumference		
3.	Crotch length		

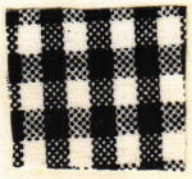
APPENDIX VII

MATERIALS USED TO CONSTRUCT THE SELECTED STYLES OF DRESSES

Formal Wear

Fa - Yoke frock

FB - Yoke frock

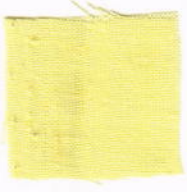


FC - Yoke frock

Casual Wear

CA - A line frock

CB - A line frock



CC - Yoke frock

Play Wear

PA - Bermuda

PB - Yoke frock

PC - Frock

Night Wear

NA - Nightie

NB - Pyjama suit

NC - Nightie

APPENDIX VIII

SCORE CARD USED FOR EVALUATION OF THE CONSTRUCTED DRESSES

S. No.	Outfit*	Ease			Grain			Set			Line			Balance		
		Correct	Loose	Tight	Straight	True bias	Cross grain	Good	Fair	Poor	Smooth	Fairly smooth	Not smooth	Good	Fair	Poor
1.	FA															
2.	FB															
3.	FC															
4.	CA															
5.	CB															
6.	CC															
7.	PA															
8.	PB															
9.	PC															
10.	NA															
11.	NB															
12.	NC															

* Formal wear Casual wear Play wear Night wear

FA - Style 1	CA - Style 1	PA - Style 1	NA - Style 1
FB - Style 2	CB - Style 2	PB - Style 2	NB - Style 2
FC - Style 3	CC - Style 3	PC - Style 3	NC - Style 3

APPENDIX IX

SCORE CARD USED FOR EVALUATION OF EFFECTIVENESS OF THE CONSTRUCTED DRESSES

S.No.	Outfit*	General appearance			Texture			Colour			Style		
		Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor	Good	Fair	Poor
1.	FA												
2.	FB												
3.	FC												
4.	CA												
5.	CB												
6.	CC												
7.	PA												
8.	PB												
9.	PC												
10.	NA												
11.	NB												
12.	NC												

* Formal wear	Casual wear	Play wear	Night wear
FA - Style 1	CA - Style 1	PA - Style 1	NA - Style 1
FB - Style 2	CB - Style 2	PB - Style 2	NB - Style 2
FC - Style 3	CC - Style 3	PC - Style 3	NC - Style 3