

Empowering Women Through Skill Development In Garment Construction

Neeraj Devi, Archana Singh, Poonam Singh and Anjani Kumar Singh

Received 24 Sept. 2015, accepted on 20 Oct.2015

ABSTRACT

In general, home sewing of clothes is well recognized preposition in the present world, as the cost of tailor made and ready-made garment is increasing day by day. Homemade sewing is a good paying and health improving activity. Sewing is a pleasant and self-satisfying activity which creates the added and long lasting enjoyment. This gives a platform for showing their own creativity and assures them the mental satisfaction.

The present research work was undertaken to explore the interest of needy young females in garment construction A training package on garment construction was also developed to encourage the target groups for generating self-employment. Descriptive cum experimental research design was adopted for the study, which is carried out in slum areas available nearby Chandra Shekhar Azad University, Kanpur. Respondents were selected among the age group of 16 to 35 years.

The thirty day training program was implemented for selected respondents. Respondents liked this training program as it would be helpful in setting up their own enterprise. This study reveals that a considerable percentage (40%) of respondents wanted to use this art for their income generation.

Key words: women empowerment, garment construction, training of garment preparation, training package.

INTRODUCTION

-
1. Neeraj Devi, M.Sc. Scholar, Department of T.C.L, Faculty of H. Sc, C.S.A.U.A & T., Kanpur. Email - devineeraj68@ gmail.com
 2. Archana Singh, Assistant Prof. , Department of T.C.L, Faculty of H. Sc, C.S.A.U.A & T., Kanpur. Email- arch-knp@ yahoo.co.in
 3. Poonam Singh, Assistant Prof., Department of F.R.M, Faculty of H. Sc, C.S.A.U.A & T., Kanpur
 4. Anjani Kumar Singh, Assist Prof., Department of Agriculture Economies & Statistics, C.S.A.U.A & T., Kanpur.

Clothing is an important aspect of human being and in the broad sense the term 'Clothing' can be defined as: the study of selecting and making dress to improve one's personal appearance and helps in improving the personality (**Sundram & Apitha1997**)

Clothing in conjugation with food and housing has been regarded as one of the basic consumer goods and services. In the present century, it comprises nearly half of total household expenditures. Clothing is an important aspect of life; one feels happy, cheerful and confident when one is properly dressed up.

The first requisite of good clothing is the proper fitting, which depend on correct body measurements, proper drafting, cutting and good stitching. A properly fitted garment hangs neatly and sets without wrinkles, lagging or poking out and is well balanced (**Doongaji and Raushni 1967**).

The economy will always be an important reason for sewing. However, everyone may not be very good in designing and in the construction. Hence the development of paper pattern for different garments may influence the saving habit and are big assets to women who want to construct the garments themselves.

A child feels physically, psychologically and socially adjusted when he is well dressed. Being well dressed does not mean to be dressed according to their own figure. The dress should go well and balanced with the body (**Rastogi 1996**).

To motivate the women for stitching at home for generating income and also for saving money and to utilize their leisure time, the present study has been planned on training for skill development in garment construction, for knowing their demographic information with their existing knowledge and also prepared a training package to establish an enterprise.

METHODOLOGY

This study was undertaken for empowerment of the women through skill development in garment construction for making different types of garments viz; petticoat, Salwar, Kameez, and blouse. The plan of work is shown here.

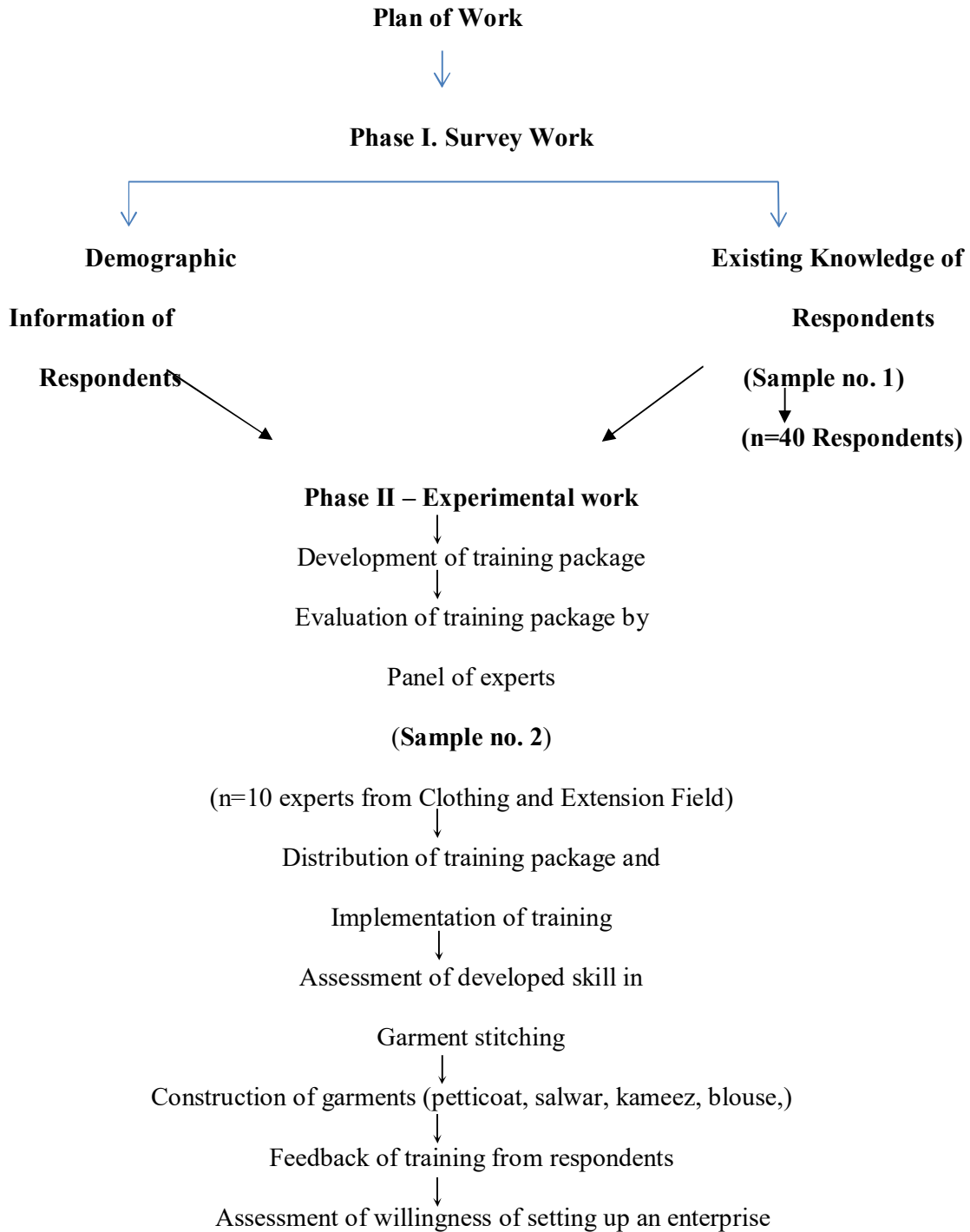


Fig 1

Whereas the data were collected in phase I and phase II under various subheads as shown here. Interview schedule for women, Performa for Evaluation of Training Package, Training schedule, Performa for Assessment of Developed Skills, Interview Schedule to find out the Feedback of Training, Interview schedule for the assessment of willingness for setting up an

enterprise were also developed. The details of training schedule and feedback perform attached as Appendix I & II respectively.

RESULTS AND DISCUSSIONS

Age of the Respondents

As per the table. 1maximum respondents (65 per cent) were belonged to the age group of 16 to20 years. Whereas the 12.5 per cent respondents were belonged to 21to 25years age and similarly 12.5 percent respondents were belonged to 26to30 years age and 7.5 per cent were belonged to 31to 35 years age whereas only 2.5 per cent respondents were form age group of 36years and above.

It is clear from the findings that the respondents of the younger age group are more interested in learning garment construction. They are very much enthusiastic about learning this skill.

Table 1: Distribution of respondents on the basis of their age groups

N=40

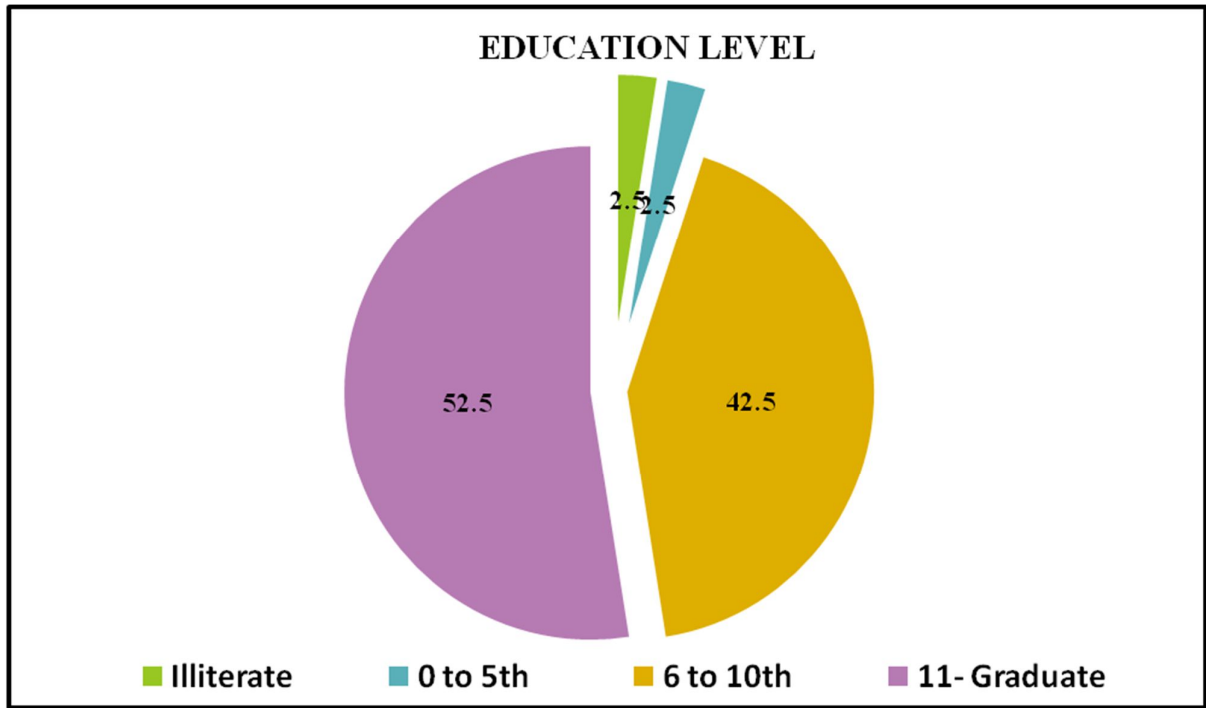
S. No.	Age	Frequency	%
(i)	16-20 years	26	65
(ii)	21-25 years	5	12.5
(iii)	26-30 years	5	12.5
(iv)	31-35 years	3	7.5
(v)	36-years and above	1	2.5

Educational Level of the Respondents

It is clear from the Fig.1 that maximum (52.5 per cent) respondents have an educational level of 11th to graduate. The same and equal percentage of respondents (2.5per cent) have an

educational level form 0 to 5th and illiterate while the rest 42.5 per cent respondents have their education from 6th to 10th class.

Fig. 1: Distribution of respondents on the basis of their educational level



Family Income

The monthly income of the respondents is varied from below Rs.5001/-to Rs.15, 000/- and above. The respondents were categorized into four groups according to their family income (Table.2). The results show that most of the respondents (52.5 per cent) have a monthly income of Rs.5, 001/-to 10,000/-followed by 20per cent, 15 per cent and 12.5per cent who have a monthly family income of below Rs.5000/-, Rs.10, 001/- to15, 0001/- and 15,00/- & above respectively.

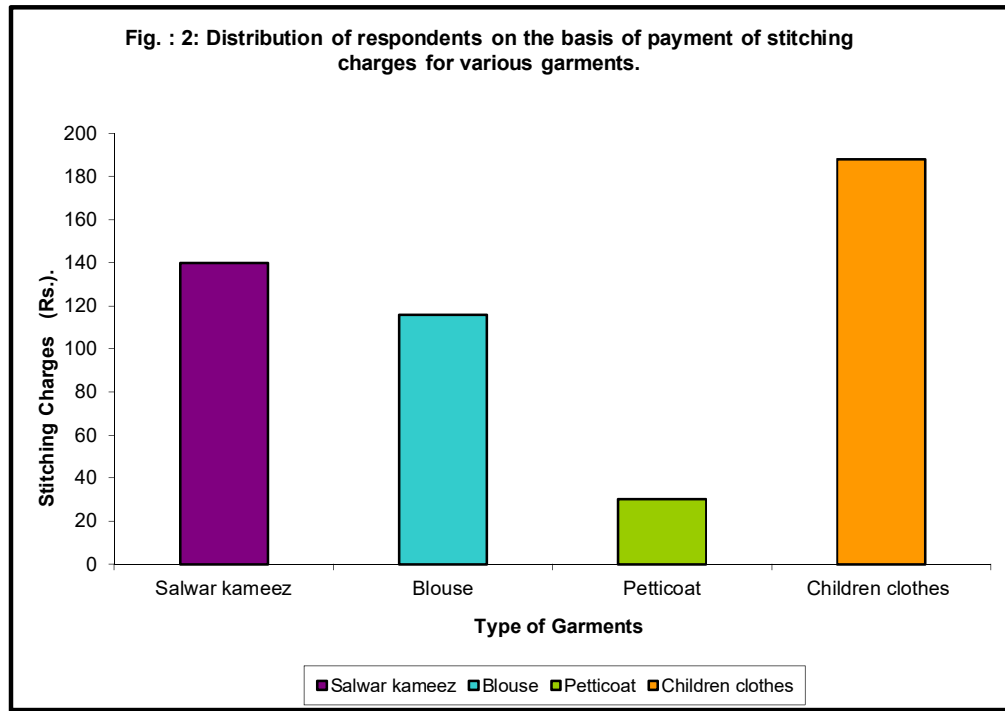
Table. 2: Distribution of respondents on the basis of their monthly family income

N=40

S. No.	Family Income (Rs.)	Frequency	%
(i)	Below Rs.5, 000/-	8	20
(ii)	Rs.5, 001/- to 10,000/-	21	52.5
(iii)	Rs.10, 001/- to 15, 001/-	6	15
(iv)	Rs.15, 001/-& above	5	12.5

Stitching charges for various garments

Fig.2 reveals that respondents were paid Rs. 188/- for stitching of their children’s clothes, Rs.140 /- for kameez, & salwar, Rs. 116/- for stitching of blouse and Rs.30/- for petticoat respectively. Fig.2 clearly shows that maximum rupees were spent for stitching charges on children’s clothes, then for Salwar and Kameez.



Benefit from Training Program

It is evident from the table 3 that maximum respondents (47.5 per cent) had felt that this training program was beneficial as they learned new skills in their leisure time, whereas 16 per cent liked training program because it would be helpful for setting up their own enterprise, followed by 5 per cent respondents who thought that the training was beneficial for saving money only, so they all felt satisfied by one or another reason.

Table 3: Distribution of respondents on the basis of their feedback for benefit from training program

N=40

S. No.	Benefit From Training Program	Frequency	%
(i)	In Setting up an enterprise	16	40
(ii)	Satisfaction by learning new skills	19	47.5
(iii)	For saving money	5	12.5

CONCLUSION

The findings of this study have revealed that skill development in garment construction is useful to make daily wear garments like petticoat, salwar, kameez and blouse etc. by respondents themselves. This is also revealed that more and more respondents (47.5) were liked this training program as it may create the confidence among the women in setting up their own small scale enterprise with lesser inputs.

REFERENCES

1. Doongaji, S. and Raushni, D. (1967). Basic Processes and clothing Construction. Raj Prakashan, New Delhi. 10-49
2. Sundram & Apitha. (1997). Textile and Clothing. Indian. Journal of Home Science 11 (1-4): 93.
3. Rastaogi, P. (1996). Designing and Construction of dress for boys between 5-6 years. Master's Thesis, G.B. Pant Univ. of Agri. & Tech. Pantnagar.

Appendix I

TRAINING SCHEDULE

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
1.	8/4/2015	3hours	Introduction and Informal Conversation between Researcher and Trainees	Introduction about Garment construction and Method of taking measurements	Verbal communication and group discussion	(i) Training package (ii) Display board (iii) Measuring Tape
2.	9/4/2015	3hours	Drafting of Petticoat	Method of Petticoat Marking and Drafting	Demonstration Learning by doing	(i) Brown paper, (ii) Pencil, Eraser,, (iii) Tailor's chalk (iv) Measuring Tape (v) Stitching booklet,
3.	10/4/2015 11/4/2015	3hours	Cutting of Petticoat	Method of Petticoat Cutting	Demonstration	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
						(v) Scissors (iv) Stitching booklet
4.	12/4/2015 13/04/2015 14/4/2015	3hours	Stitching of Petticoat	(i) Method of joining Kali (ii) Nefa attachment (iii) Finishing of the bottom of the petticoat	Demonstration	(i) Sewing Machine, (ii) Scissors (iii) Sewing kit (iv) Stitching booklet
5.	15/04/2015	3hours	Revision of Process (Petticoat Making)	(i) Drafting (ii) Cutting (iii) Sewing	Demonstration and Learning by doing	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk (v) Scissors (vi) Sewing Machine (vii) Sewing kit (ix) Stitching booklet

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
6.	16/4/2015	3hours	Drafting of Salwar	Method of Salwar Drafting	Demonstration and Learning by doing	(i) Brown paper, (ii) Pencil, Eraser, (iii) Tailor's chalk (iv) Measuring, Tape (v) Stitching booklet
7.	17/4/2015 18/4/2015	3hours	Cutting of Salwar	Method of Salwar Cutting	Demonstration	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk (v) Scissors (iv) Stitching booklet
8.	19/4/2015 20/4/2015 21/4/2015	3hours	Stitching of Salwar	(i) Joining of Poncha and kali (ii) Joining of kali with	Demonstration and Learning by doing	(i) Sewing Machine (ii) Scissors (iii) Sewing kit

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
				gusset (iii) Folding of nefa (iv) Joining of both kali and poncho gathering round (v) Gathering in front part of kali and poncha (vi) Joining of belt Making of mohari (vii) Completion of salwar		(iv) Stitching booklet
9.	22/4/2015	3hours	Revision of Process (Salwar Making)	(i) Drafting (ii) Cutting (iii) Sewing	Demonstration and Learning by doing	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
						(v) Scissors (vi) Sewing Machine (vii) Sewing kit (ix) Stitching booklet
10.	23/4/2015	3hours	Drafting of Kameez	Method of Kameez and Drafting	Learning by doing And Demonstration	(i) Brown paper (ii) Pencil, Eraser (iii) Tailor's chalk (iv) Measuring, Tape (v) Stitching booklet
11.	24/4/2015 25/4/2015	3hours	Cutting of Kameez	Method of Kameez Cutting	Demonstration	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk (v) Scissors (iv) Stitching booklet
12.	26/4/2015	3hours	Stitching of Kameez	(i) Joining at the shoulder	Demonstration	(i) Sewing Machine

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
	27/4/2015 28/4/2015			(ii) Finishing of neckline (iii) Joining of sleeve in the arm hole of Kameez (iv) Finishing of sleeve hemline (v) Finishing of chalk (vi) Joining of side seam		(ii) Scissors (iii) Sewing kit (iv) Stitching booklet
13.	29/4/2015	3hours	Revision of Process (Kameez Making)	(i) Drafting (ii) Cutting (iii) Sewing	Demonstration and Learning by doing	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk (v) Scissors (vi) Sewing Machine (vii) Sewing kit (ix) Stitching booklet
14	30/4/2015	3hours	Drafting of Blouse	Method of Blouse Drafting	Demonstration	(i) Brown paper (ii) Pencil, Eraser (iii) Tailor's chalk

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
						(iv) Measuring Tape (v) Stitching booklet
15.	1/5/2015 2/5/2015	3hours	Cutting of Blouse	Method of Blouse Cutting	Demonstration and Learning by doing	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's chalk (v) Scissors (iv) Stitching booklet
16.	3/5/2015 4/5/2015 5/5/2015	3hours	Stitching of Blouse	(i) Stitching of arm scye pleat, waist pleat, side pleat and center pleat (ii) Finishing of strips for fasteners (book and eye) (iii) Finishing of neckline (iv) Joining of sleeve in armhole (v) Finishing of sleeve new line	Demonstration	(i) Sewing Machine (ii) Scissors (iii) Sewing kit (iv) Stitching booklet

S. No.	Date	Time duration	Topics	Contents	Methods	Material Required
				(iv) Finishing of blouse bottom		
17	6/5/2015	3hours	Revision of Process (Blouse Making)	(i) Drafting (ii) Cutting, (iii) Sewing	Demonstration and Learning by doing	(i) Brown paper (ii) Newspaper (iii) Measuring Tape (iv) Tailor's Chalk (v) Scissors (vi) Sewing Machine (vii) Sewing kit (ix) Stitching booklet

Appendix-II

Performa to Find out Training Feedback

1. During training how do you find physical facilities () Tick the option

S. No	Physical Facility	Very Good	Good	Fair
(i)	Sitting			
(ii)	Lighting			
(iii)	Air			

2. Do you think that time provided for various garments stitching is sufficient or insufficient?

S. No	Garment Stitching Products	Time Provided	Sufficient	Insufficient
1	Garment Articles			
(i)	Petticoat	3 hours/4day		
(ii)	Salwar	3 hours/5day		
(iii)	Kameez	3hours/6day		
(iv)	Blouse	3hours/7day		

3. How do you like the method of training adopted by the researcher?

- (i) As a Facilitator
- (ii) As a Demonstrator
- (iii) Both A and B

4. How do you like the behavior of the researcher?

- (i) Very Good
- (ii) Good
- (iii) Average

5. What are the benefits you want to get from this training program?

- (i) To save money
- (ii) To earn money
- (iii) Self satisfaction
- (iv) For all above mentioned reasons