



Effectiveness of Training Programmes on Textile Designing and Clothing among Rural Women

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ABSTRACT

Providing technical knowledge to the rural women through various training programmes is imperative for the development of women. Krishi Vigyan Kendras play an important role in providing knowledge about the improved practices of home Science technologies through its various training programmes. The present study was conducted with the aim to study the effectiveness of the training programmes in terms of gain in knowledge of the trainees. The focus was however on the trainings related to textile designing and clothing construction. The data were collected from 75 trainees who attended the training programmes through a set of questionnaire administered to them both before and after the conduct of the training. Test scores were calculated and gain in scores was obtained. Percentage improvement was calculated to study the improvement in scores. The t-test scores indicated that the trainings have made significant ($p < 0.05$) differences in the gain in the knowledge test scores of the trainees.

Key Words: Knowledge test, Krishi Vigyan Kendra, Garment Construction, Trainings.

INTRODUCTION

Bringing rural women to the forefront is essential for the overall development and upliftment of the society. Increase in the knowledge about the improved practices through various training programmes is one of the critical inputs for the development of women particularly in the rural areas. Krishi Vigyan Kendra (KVK) conducts training programmes on improved practices of various home science technologies including preservation of fruits and vegetables, stitching and garment construction and soap and detergent making. Among the various training programmes conducted by the KVK for the rural women, trainings related to textile designing and clothing construction has immense potential in the rural areas. The rural women have basic knowledge about garment construction but often lack knowledge about the techniques of value addition of clothing such as tie and dye, fabric painting, block printing and hand embroidery. Thus, providing the knowledge about these technologies is important to enhance

their income. The training programmes conducted by KVK comprised of lectures, demonstrations and hands-on training on various aspects of textile designing and garment construction. For better execution and implementation of training programmes the study on the qualitative gain in the knowledge of beneficiaries is important. The present study therefore, aims to calculate the effectiveness of training programmes on stitching, garment construction and textile designing in terms of change in knowledge of the beneficiaries after attending the training programmes.

MATERIALS AND METHODS

Criteria of parameter selection

For studying the impact of training programmes on the change in the knowledge of the beneficiaries, a knowledge test comprising of 30 questions divided in three sections was prepared. The first part dealt with the equipments and supplies used in sewing, sewing machine and its care and recording of body measurements. The second section comprised of

textiles related questions such as different textile fibers and finishing techniques, different methods of developing a design, principles of designs, elements of design, selection of suitable clothing and care and storage of clothing and the third dealt with the basic of colours, tie and dye and methods for removal of different stains from different types of fabric. The present study is based on the data collected from 75 rural women who attended 5 training programmes on stitching and garment construction and fabric designing at KVK Fatehgarh Sahib during 2016 to 2018.

Criteria of Knowledge Test

This test was administered to the respondents before starting the training programme. Pre-test scores were calculated on the basis of the existing knowledge of rural women related to stitching and fabric designing. Same set of questions were asked post training as well. Gain in scores and percent improvement was calculated using following equations:

Gain in Scores= Score of post test-Score of pretest

Per cent improvement= $\frac{\text{Gain in scores}}{\text{Pre test scores}} \times 100$

RESULTS AND DISCUSSION

Socio-economic Profile

Majority of the respondents (20%) were in the age group of 20-25 yr and 66.7 per cent belonged to SC category. The educational status of the respondents indicated that four out of every five respondents had education of metric and above, of them 6.7 per cent were post-graduate (Table 1). About two-fifths of the respondents had monthly income between Rs.20,000 to Rs.30,000/-.

Impact of the training programmes on the knowledge

The first section dealt with the questions related to the equipments and selection of fabric. The data indicated that the mean score of pre-test was 6.29 which improved to 8.05 when the same set of questions was administered to the respondents after

Table 1. Socio Economic Profile of the Respondents.

Sr. No.	Parameter	Percentage
A.	Age (yr)	
	15-20	13.3
	20-25	20
	25-30	14.7
	30-35	16
	35-40	18.7
	>40	17.3
B.	Caste	
	General	33.3
	SC	66.7
C.	Education	
	Primary	10.7
	Middle	9.3
	Matric	26.7
	Senior Secondary	20
	Graduate	26.6
	Post Graduate	6.7
D.	Monthly Income (in Rs.)	
	10,000 to 20,000	22.6
	20,000 to 30,000	42.7
	30,000 to 40,000	20.0
	40,000 to 50,000	14.7

the training (Table 2). Thus, the gain in score of the respondents was 1.13. The knowledge test scores indicated that the knowledge of the respondents regarding the equipments and selection of the fabric increased by 18 per cent points during the post-test. During the pre-test only 28 per cent of the respondents were aware of different methods of developing design while after the training about half of the respondents had knowledge on this aspect. Only one-fourth of the respondents knew about the defects of sewing machine before the training while their proportion increased and three-fourths of the respondents had knowledge about this aspect after the training. Care and maintenance of sewing machine was known to only 13 per cent

Effectiveness of Training Programmes

Table 2. Impact of training on the Knowledge of the respondents.

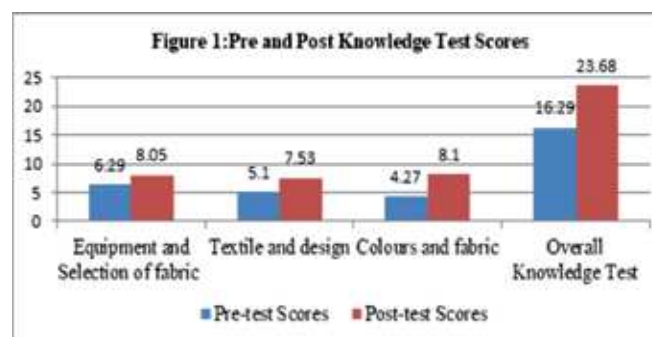
Sr. No.	Knowledge aspect	Pre-test Scores	Post-test Scores	Gain in Scores	% Improvement
1	Equipment and Selection of fabric	6.29	8.05	1.13	17.96
2	Textile and design	5.1	7.53	2.43	47.64
3	Colours and fabric printing	4.27	8.1	3.83	89.69
	Overall Knowledge Test	16.29	23.68	7.39	45.36

of the respondents during the pre-test while their proportion improved to 38 per cent at the end of the training.

The second section of the questionnaire dealt with the questions related to textile and design. The pre-test scores of the respondents on this aspect was 5.1 which improved by 2.43 scores and thus the post-test score was 7.53 with percentage improvement of 47.64 in the scores. During the pre-test, only two out of every ten respondents were aware of the properties of natural and man-made fibers while after the training seven out of every ten respondents had knowledge on this aspect. Only 15 per cent of the respondents knew about role of elements of design in fabric designing before the training but after the training this proportion improved to 38 per cent. The role of different lines in designing a fabric was known to 13 per cent of the respondents before the training but after the training 48 per cent respondents had knowledge on this aspect.

The third section of the questionnaire dealt with the questions related to colours and fabric printing. It can be noted here that the pre-test scores on this aspect was 4.27 which improved by 3.83 points with the post-test scores of 8.1 (Figure 1). The knowledge scores on this aspect improved by 89.69 per cent which was highest among the three sections. This may be due to the fact that the knowledge on this aspect was lower during the pre-test and rural women although know stitching and garment construction but lacked knowledge on different techniques of value addition of fabric such as block printing, tie and dye and fabric painting. Only a few respondents (30%) were able to answer

the questions related to primary and secondary colours especially before the training but after the training the knowledge on this aspect was enhanced and about seven out of every ten women knew about it.



Overall, the scores of the knowledge test of the respondents were 16.29 which increased to 23.68 after imparting training while the gain in scores was 7.39. The impact of the training programmes can be viewed from the fact that the percent improvement in the scores of the respondents was 45.36. This is indicative that the training programmes have been effective in improving the knowledge of the trainees. The findings of the present study were in line with the study conducted by Malabasari and Hiremath (2016) which revealed that the training programmes conducted by KVK help in empowerment of rural women and enable them with technical knowledge.

Distribution of respondents based on knowledge test scores

In case of pre- test the majority of the respondents (58.6 %) obtained knowledge scores between 40 to 60 per cent while about 36 per cent of the respondents scored less than 40 per cent (Table

Table 3. Distribution of respondents based on percentage knowledge scores.

Scores (%)	Knowledge			
	Pre test		Post test	
	Number	Per cent	Number	Per cent
<20	8	10.6	-	-
20-40	19	25.3	-	-
40-60	44	58.6	22	29.3
60-80	4	5.3	36	48
80-100	-	-	17	22.6

3). The effectiveness of the training programmes was indicated from the fact that after the training none of the respondents scored less than 40 per cent (Figure 3). The scores of the majority of the respondents were more than 60 per cent during the post-test.

To test the null hypothesis that there is no difference in the pre and post test scores of the trainees, t-test was applied. The alternative hypothesis was that there is difference in the pre and post test scores of the trainees. The t-test score of 7.29 was significant at 5 per cent level of significance which indicated that mean score after the test was higher and thus it can be inferred that the knowledge of the trainees have improved after the training. Thus we reject the null hypothesis and accept the alternate hypothesis that there were differences in the post test scores at 5 per cent level of significance. The study of Bathla *et al* (2018) reported that the vocational training programme conducted by KVK on Preservation of Fruits and Vegetables had made positive effect on the trainees. Thus, it can be concluded that the trainings had made significant differences in the gain in the knowledge test scores of the trainees.

CONCLUSION

It was evident from the findings that the training programmes on stitching and garment construction and fabric designing made significant impact on the change in the knowledge of the respondents. These training programmes provided the technical knowledge to the rural women and were effective in bringing qualitative gain in the knowledge of the beneficiaries.

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