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Effectiveness of Embroidery Training in Developing Skills among Adolescent Girls

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ABSTRACT

The present study was an endeavor to develop skills in embroidery among rural girls. Four trainings of two days duration each on basic embroidery was organized for rural girls of four villages of Banaskantha district. Total 160 rural girls participated in these training programs. Five basic stitches of embroidery namely Herringbone stitch, chain, stitch, stem stitch, lazy daisy stitch and buttonhole were taught to the girls. The pre and post test research design was used to check the effectiveness of training programmes. Interview technique was used for collecting data. Data was analyzed by using frequency, percentage, mean and t-test. Findings show that training on embroidery was very effective in terms of knowledge enhancement and skill development of the respondents regarding embroidery.

Key words : Embroidery, Knowledge, Skill, Training, Girls

INTRODUCTION

India is the land of rich culture and diverse traditions. Almost every region of India has a distinct style of embroidery based on cultural history of the region. The ethnic hand embroidery is no longer the choice of occupation for the poor Indian artisans alone but is the weakness of the elite both in India and foreign markets. Embroidery is the handicraft of decorating fabric or other materials with needle and thread or yarn. Embroidery may also incorporate other materials such as, pearls, beads, quills, and sequins. Today, embroidery is most often seen on caps, hats, coats, blankets, dress shirts, denim, stockings, and golf shirts. Embroidery is available with a wide variety of thread or yarn color. The basic techniques or stitches on surviving examples of the earliest embroidery chain stitch, buttonhole or blanket stitch, running stitch, satin stitch, cross stitch remain the fundamental techniques of hand embroidery today.

India is still a virgin market for embroideries. Traditionally, embroidery is used for ornamentation of apparel and other products. This a form of embellishment is now getting popular in menswear. There is a huge potential of embroidery in the country, which is still to be tapped. It can be a good avenue for rural women to fight financial crises. Thus, the rural women should be trained in embroidery to initiate income generating activities at household level. Therefore, the efforts had made to develop skills among rural girls in embroidery by organizing training programmes. The present study was conducted to assess the effectiveness of the training on basic embroidery.

Review of Literature

Gupta and Verma (2013) reported that

trainings on supplementary nutrition, balance diet, immunization and smokeless chulha played prime role in influencing technological changes and enhancing knowledge of rural women. They also illustrated that majority of farm women (55.55%) gained medium knowledge.

Ajrawat *et al.* (2013) conducted on-campus and off-campus training programmes and assessed its impact. In on-campus training almost three fourth respondents (73.00%) gained high level of knowledge while in off-campus trainings 74.00 per cent respondents had medium level of knowledge.

Chandra *et al*. (2015) reported that knowledge gain was more in on-campus trainings as compared to off campus trainings. They elaborated that majority of the trainees (71.00%) had high level of knowledge in on-campus trainings whereas medium level of knowledge gained in off campus training (71.0%).

Bala and Jain (2017) reported that most of the respondents (68.89%) of cutting and tailoring trainings acquired high level skills in designing, stitching, surface enrichment, machine care and operation, entrepreneurial education and precautions.

Ahuja *et al.* (2019) reported knowledge enhancement of rural women of Ambala district through dairy trainings in different aspects of dairy farming *viz*. breeding (35.00%), animal housing (11.00%), vaccination (24.00%), balance diet (34.00%), care of new borne calf (29.00%), clean milk production (33.00%) and artificial insemination (25.00%).

MATERIALS AND MATHODS

Present study was conducted in Banaskantha district of Gujarat. Rural girls of four villages namely Samau Mota, Sardarpur, Dalwana and Shivnagar were selected for the present study. Four training programmes of two days duration each were organised on embroidery. Total 160 rural girls participated in these training programs. During the training, various samples were prepared by the respondents by using 5 stitches *i.e*. Herringbone stitch, chain, stitch, stem stitch, lazy daisy stitch and buttonhole stitch. The participatory demonstration method was used for imparting training. Pre and post-test research design was used to check knowledge gain and skill development of respondents on embroidery. Interview technique was used for collecting data. Interview schedule was developed by researcher. Data were analysed by using frequency, percentage, mean and t-test.

RESULTS AND DISCUSSION

Background information of the respondents

The most of the respondents (77.5%) were of the age between 16 to 20 years remaining belonged to OBC caste (90.6%). Less than fifty percent respondents (40.6%) had education up to middle level and 33.1 per cent respondents educated up to secondary. Only six respondents (3.7%) were graduated. Majority of the respondents were from nuclear families (65.0%) having 5-8 members (48.1%) and unmarried (66.9%). Their main family occupation was agriculture (38.1%) and had annual family income less than one lakh (62.5%). Most of the respondents (77.5%) had a medium level of mass media exposure and low participation (100.00%) in social organization.

Reasons for Attending the Trainings

Table 2 provides information regarding reasons for attending the trainings. Data clearly show that three fourth of the respondents attended fruits and vegetables preservation training to learn new things and for their own interest while same number of the respondents (75.0%) attended needle and embroidery training for acquiring new skills. Around 65-70 per cent respondents attended fruits and vegetables preservation and embroidery and needle work trainings for utilizing their free time. Desire to establish an enterprise and contributing in family income have emerged as important factors contributing to participation in training programme as reported by 24-50 per cent trainees. Further data revealed that 11.76- 55 per cent respondents attended trainings as per the

Table 1 : Distribution of the respondents on the basis of reasons for attending training programmes on embroidery n =160*

S. No.	Reasons	f	%
1	To acquire new skills	150	93.8
2	To utilize free time	64	40.0
4	To initiate income generating activity/ enterprise	56	35.0
5	For their own interest	146	91.3
6	As per the advice of friends and neighbours	35	21.9
7	To increase family income	10	6.3

*Multiple responses

Perusal of Table 1 reveals that most of the respondents had attended training due to acquire new skills (93.8%) and their own interest (91.3%). Less than half of the respondents attended training for utilizing their leisure time (40.0%) and initiating income generating activity (35.0%). Some of the respondents (21.9%) participated in the training as per advice by the friends and neighbours. Very few respondents (6.3%) attended training for increasing family income.

Opinion of respondents towards different aspects of embroidery training programme

Data in Table 2 present information pertaining to the opinion of the respondents regarding different aspects of embroidery training. All the respondents were fully satisfied with the training time, materials, methods, practical orientation and technical guidance provided in the training programme. A good number of the respondents had most favourable opinion towards training content (93.8%), training place (90.6%), and training duration (87.5%). Some of the respondents reported that training duration can be increased for better learning and more stitches of embroidery should be taught in the training programmes. Few respondents suggested that such training should organise in the village. Findings get decisive support from the findings of Purohit (2015) that most of the respondents were fully satisfied with the training duration, place, methods, content and technical guidance provided in the training programme on fruits and vegetable preservation.

Table 2 : Opinion of respondents towards different aspects of embroidery training programme n=160*

S.No.	Training aspects	Satisfied f (%)	Some what satisfied f f(%)	Not satisfied f (%)
1	Training time	160(100)	-	-
2	Training duration	140(87.5)	20 (12.5)	-
3	Training Materials	160 (100)	-	-
4	Training Place	145(90.6)	15(9.4)	-
5	Training Methods	160(100)	-	-
6	Training Content	150 (93.8)	10 (6.2)	-
7	Practical orientation	160(100)	-	-
8	Technical Guidance	160(100)	-	-

*Multiple responses

Effectiveness of training on knowledge and skill development of the respondents

An attempt has been made in this study to find out the effectiveness of training on the knowledge gain and skill development of the respondents in embroidery.

Table: 3 Effectiveness of training programme on knowledge and skill development of the respondents n = 160

S. No.	Aspects	Pre knowledge		Post knowledge		Gain	t value
		Mean	SD	Mean	SD	Mean	
1.	Concept of embroidery	1.91	0.29	2.00	0.00	0.09	2.5463*
2.	Knowledge about basic stitches	0.382	0.754	4.816	0.298	4.434	62.226*
3.	Usage of embroidery	2.54	.896	7.46	1.154	4.92	40.039*
4.	Material required for embroidery	2.24	1.025	5.66	1.423	3.42	25.074*
5.	Process of embroidery	1.15	0.358	3.86	0.396	2.71	66.151*
Development of skills in making different stitches							
	Different embroidery stitches	Pre		Post		Gain	t value
		Mean	SD	Mean	SD	Mean	
1.	Herringbone	1.02	0.136	3.34	0.889	2.33	21.7060*
2.	Chain	1.06	0.231	3.51	0.727	2.47	27.1046*
3.	Stem	1.08	0.264	3.34	0.840	2.23	20.5543*
4.	Laisydaisy	1.93	0.254	3.23	1.005	2.16	15.139*
5.	Buttonhole	1.88	0.325	3.07	1.094	2.08	12.817*

* Value significant at 5% level of significant

There is a significant difference between pre and post knowledge of the respondents in all aspects of embroidery as the calculated t-value is higher than tabulated t-value. Data clearly show that the highest gain in knowledge was seen in material required for embroidery (3.42), knowledge of basic stitches (4.434) and usage of

embroidery (4.92). It was found in an informal discussion with respondents that they had heard about embroidery and also seen few embroidered articles but they did not have much knowledge about the stitches of embroidery and the utilization of embroidery for making various articles. Although they knew that cloth, needle and thread required for making any embroidery design but did not know about frame, carbon paper are also required for embroidery work. As they were acquainted with embroidery articles so they already knew the concept of embroidery (0.9). Prior to training one or two respondents had skill in one or two stitches but after the training most of the respondents developed medium to high skill in all the taught embroidery stitches (2.08 to 2.47). Embroidery training depict that training was beneficial in developing skills in embroidery in almost all the respondents. They learnt different stitches and acquired competence in preparing different articles like cushion cover, salwar suit, frock, bedsheet etc by using these stitches. The respondents also reported that they attended training due to acquire skills in embroidery and proper utilization of free time. Overall training is effective in enhancing knowledge and skill in embroidery among rural girls.

Findings are supported by the findings of Veeranjaneyulu *et al* (2014) that apparel making and embroidery training program enhanced knowledge of trainees about 151.6% in the apparel making and embroidery. The beneficiaries got hands on experience during the training program and started individual units in their respective villages and also got employment in the nearby apparel companies.

CONCLUSION

The embroidery training was very effective in developing knowledge and skill in rural girls in embroidery. They can utilize the knowledge gained and skills developed in embroidery for household and commercial purpose. There is a need to organise skill development trainings for women from time to time which helps them in initiating income generating activities to become economically independent.

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