

Assessment of the knowledge of college going girl students about apparel construction

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ABSTRACT

According India's constitution, women are legal citizens of the country and have equal rights with men. There are mainly six rights for women in the Indian constitution. Right to life, reproductive right, right to education, economic rights, political rights, right to life with dignity. Women, who now represent 48.2% of the population, are getting access to education, and then employment. Statistics say that close to 245 million Indian women lack the basic capability to read and write, which is a large number. Only 13.9% women are employed in the urban sector, and 29% in the domestic and agriculture sector. This study is based on to assess the knowledge of college going girl students about apparel construction. In this study data were collected from college going girl students of B.A. second year and B.A. third year (age group 18-24) of V.K.M. and Arya Mahila P.G. College of Varanasi district. There was multi stage sampling method. Selection of college was purposive sampling method and selection of sample was complete enumeration. Total 237 respondents were selected for this study. Data were collected through self structured questionnaire. Finally it can be concluded that respondents had correct knowledge about general sewing but they have less knowledge about different methods and application were used in sewing.

Key Words : Population, Employment, Apparel Construction, Enumeration

INTRODUCTION

According India's constitution, women are legal citizens of the country and have equal rights with men. There are mainly six rights for women in the Indian constitution. Right to life, reproductive right, right to education, economic rights, political rights, right to life with dignity. Women, who now represent 48.2% of the population, are getting access to education, and then employment. Statistics say that close to 245 million Indian women lack the basic capability to read and write, which is a large number. Only 13.9% women are employed in the urban sector, and 29% in the domestic and agriculture sector. From 5.4 million girls enrolled at the primary level in 1950-51 to 61.1 million girls in 2004-05. At the upper primary

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level, the enrolment increased from 0.5 million girls to 22.7 million girls. Girl dropout rates have fallen by 16.5% between the year 2000 and 2005. Programs like ‘Sarva Shiksha Abhiyan’ and ‘Saakshar Bharat Mission for Female Literacy’ has helped increase the literacy rates from less than 10 percent . As Kofi Annan said that “There is no tool for development more effective than the empowerment of women.” Education is more powerful weapon to empower women.

It is something which has to be acquired through a continuous, slow and conscious process called education. The term education is mainly used in, three senses to indicates a ‘process’, a ‘system’ and a goal. It can be conceived as a “planned process of purposeful learning”. This process is often, carried on within a system. Schools and colleges ‘lead’ children to education while students try to acquire education. Thus it becomes a goal. If education is to be effective it should result in changes in all the behavioral components. The behavioral changes must be directed towards a desirable end. Education should be based on to empower students and to make them skilled. This study is based on to assess the knowledge of college going girl students about apparel construction.

METHODOLOGY

In this study knowledge were assessed of college going girl students about apparel construction. Data were collected from college going girl students of B.A. second year and B.A. third year (age group 18-24) of V.K.M. and Arya Mahila P.G. College of Varanasi district. There was multi stage sampling method. Selection of college was purposive sampling method and selection of sample was complete enumeration. Total 237 respondents were selected for this study. Data were collected through self structured questionnaire.

RESULTS AND DISCUSSION

The analysis of observation regarding knowledge of different part and its function of sewing machine is given in Table 1. It elucidates that majority 87.3% and 84.4% of students had knowledge about different parts of sewing machine and bobbin. Similarly 70.5% and 50.2% were aware about function of pressure foot and stitch regulator respectively only 44.3% of student had correct knowledge regarding feed dog.

The Table 2 illustrates that 48.1% respondents had known about tools for taking body measurement, 52.7% had correct knowledge about marking tools, 62.4% knowledge about

Sr. No.	Knowledge regarding different parts of sewing machine	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Knowledge about pressure foot, stitch regulator liver, needle plate	207	87.3	30	12.7	237	100.0
2.	Knowledge about stitch regulator	119	50.2	118	49.8	237	100.0
3.	Knowledge about feed dog	105	44.3	132	55.7	237	100.0
4.	Knowledge about bobbin	200	84.4	37	15.6	237	100.0
5.	Function of pressure foot	167	70.5	70	29.5	237	100.0

other tools of sewing. It was observed that 42.2% and 29.1% were having knowledge about length of tape used for body measurement and correct no. of needle used for cotton fabrics.

Sr. No.	Knowledge about sewing tools	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Tools for taking body measurement	114	48.1	123	51.9	237	100.0
2.	Marking tools	125	52.7	112	47.3	237	100.0
3.	Other tools of sewing	148	62.4	89	37.6	237	100.0
4.	Length of tape used for body measurement	100	42.2	137	57.8	237	100.0
5.	No. of needle used for cotton fabrics	69	29.1	168	70.9	237	100.0

The Table 3 shows that 44.3% respondents were having knowledge about how to upper thread gets break in sewing machine, 42.6%, 60.8% were known about how to lower thread gets break in sewing machine and how needle gets break in sewing machine. It was also observed that 37.6% and 27.8% students had correct knowledge about when Stitching comes uneven and when Stitching spread over the clothes.

Sr. No.	Knowledge regarding sewing machine problems	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Why upper thread gets break in sewing machine	105	44.3	132	55.7	237	100.0
2.	Why lower thread gets break in sewing machine	101	42.6	136	57.4	237	100.0
3.	Why needle gets break in sewing machine	144	60.8	93	39.2	237	100.0
4.	Stitching comes uneven	89	37.6	148	62.4	237	100.0
5.	Stitching spread over the clothes	66	27.8	171	72.2	237	100.0

Inference drawn from the findings in the Table 4 indicated that maximum 70% respondents have knowledge about sequence of taking measurement and only 15.6% respondents were having knowledge about how much should keep loose tape in round while taking upper body measurement whereas 39.2% and 31.2% respondents were knew that which method used in taking measurement and required measurement of the lower body and only (31.6%)

Sr. No.	Knowledge about taking measurement	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Sequence of taking measurement	166	70.0	71	30.0	237	100.0
2.	How much should keep loose tape in round measurement	37	15.6	200	84.4	237	100.0
3.	Method used in taking measurement for fabric construction	93	39.2	144	60.8	237	100.0
4.	Required measurement of the lower body	74	31.2	163	68.8	237	100.0
5.	Calculation of fabric for its construction	75	31.6	162	68.4	237	100.0

respondents had being known about calculation of fabric for its construction.

On the basis of Table 5, it was seen that 54.9% respondents had being known adopted process before cutting fabrics, 30.8% had known that how much length of dress maker scissor for cutting fabrics 94.9% have been knowing the right place for cutting, 89.9% and 32.5% have knowledge in material used for marking on fabrics before cutting and how much seam allowance should be left.

Table 5 : Distribution of respondent's knowledge regarding cutting of fabrics							
Sr. No.	Knowledge regarding cutting of fabrics	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Process adopted before cutting fabrics	130	54.9	107	45.1	237	100.0
2.	Length of dress maker scissor for cutting fabrics	73	30.8	164	69.2	237	100.0
3.	Right place for cutting fabrics	225	94.9	12	5.1	237	100.0
4.	Material used for marking on fabrics before cutting	213	89.9	24	10.1	237	100.0
5.	Measurement of seam allowance should be left	77	32.5	160	67.5	237	100.0

It is indicated in Table 6 that about $\frac{3}{4}$ of the respondents above table shows the distribution of respondents knowledge regarding drafting 44.7% respondents knew the definition of drafting, 27.4% and 74.3% had known that which Precautions should consider about to make drafting and required equipments of drafting, 36.7% were having knowledge about types of drafting and only 27.0% have been knowing the direction of grain line.

Table 6 : Distribution of respondent's knowledge regarding drafting							
Sr. No.	Knowledge about drafting	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Definition of drafting	106	44.7	131	55.3	237	100.0
2.	Precautions should consider about to make drafting	65	27.4	172	72.6	237	100.0
3.	Required equipments of drafting	176	74.3	61	25.7	237	100.0
4.	Type of drafting making on paper	87	36.7	150	63.3	237	100.0
5.	Knowledge about grainline	64	27.0	173	73.0	237	100.0

The Table 7 assessed that 69.6% and 52.7% respondents were having knowledge about paper pattern definition and tools use for making paper pattern respectively. Out of which 55.3% respondents had known the guide symbol of paper pattern and whereas 61.6%

Table 7 : Distribution of respondent's knowledge about paper pattern making							
Sr. No.	Knowledge about paper pattern making	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Definition of pattern	165	69.6	72	30.4	237	100.0
2.	Tools used for making paper pattern	125	52.7	112	47.3	237	100.0
3.	Parts of paper pattern	169	71.3	68	28.7	237	100.0
4.	Guide symbol of paper pattern	131	55.3	106	44.7	237	100.0
5.	Benefit to make paper pattern	146	61.6	91	38.4	237	100.0

knew about benefit to make paper pattern.

In Table 8 it was founded that 74.3% and 86.1% respondents have knowledge about definition of seam and types of seam, similarly 74.7% have been knowing about types of hand stitches, whereas 87.5% had known that how many threads needed to make stitches and 46% had being known about in which seam, stitches are having close.

Sr. No.	Knowledge about seam	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Definition of seam	176	74.3	61	25.7	237	100.0
2.	Types of seam	204	86.1	33	13.9	237	100.0
3.	Types of hand stitches	177	74.7	60	25.3	237	100.0
4.	How many threads needed to make stitches	205	87.5	32	13.5	237	100.0
5.	in which seam, stitches are having close	109	46.0	128	54.0	237	100.0

It is indicated in Table 9 that 56.1% respondents were having knowledge about reason for using darts in fabric whereas 64.1% and 45.1% had known about types of darts and in which clothes darts can be use. 46.4% and 78.1% have knowledge behind reason for using tucks in fabric and types of tucks.

Sr. No.	Knowledge regarding dart and tucks	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Reason for using darts in fabric	133	56.1	104	43.9	237	100.0
2.	Types of darts	152	64.1	85	35.9	237	100.0
3.	In which clothes darts can be use	107	45.1	130	54.9	237	100.0
4.	Reason for using tucks in fabric	110	46.4	127	53.6	237	100.0
5.	Types of tucks	185	78.1	52	21.9	237	100.0

Table 10 clearly illustrate that 68.4% respondents had correct knowledge about reason for using pleats in fabric, whereas 75.9% had known about types of darts, 24.1% were having knowledge for using gathers in fabrics. 54.4% and 46.0% were having knowledge in which types of clothes, gathers can be used and about Types of gathers.

Sr. No.	Knowledge regarding pleats and gathers	Correct		Incorrect		Total	
		No.	%	No.	%	No.	%
1.	Reason for using pleats in fabric	162	68.4	75	31.6	237	100.0
2.	Types of pleats	180	75.9	57	24.1	237	100.0
3.	Reason for using gathers in fabrics	57	24.1	180	75.9	237	100.0
4.	in which types of clothes gathers can be use	129	54.4	108	45.6	237	100.0
5.	Types of gathers	109	46.0	128	54.0	237	100.0

Conclusion :

In this present study it was founded that maximum (87.3%) and (84.4%) respondents

had knowledge about parts of sewing machine, parts of supply lower thread, (70.5%), (62.4%), (60.8%), were having knowledge about function of pressure foot, other tools of sewing, reason of needle break, whereas (70.0%), (94.9%), (89.9%), (74.3%) had known among sequence of taking measurement, right place of cutting fabrics, marking materials, required equipments of drafting and (71.3%), (61.6%), (74.7%), (64.1%), (75.9%) also had knowledge about parts of paper pattern their benefits, seams, stitches, darts and pleats. They had less knowledge (29.1%), (42.2%), (27.8%), (15.6%) about right no. of needle used for cotton fabrics, length of tape used for sewing, sewing problems and taking body measurement, whereas (32.5%), (27.0%), (36.7%) had being known seam allowance, grain line and types of drafting also (45.1%), (46.4%), (24.1%) have been knowing reason for using darts, tucks, and gathers in fabrics. Finally it can be concluded that respondents had correct knowledge about general sewing but they have less knowledge about different methods and application were used in sewing.

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