

**EDUCATING RURAL YOUNG WOMEN IN  
GARMENT CONSTRUCTION**

**BY**

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## I INTRODUCTION

"From time immemorial, since the advent of the Arian settlement, the village has been the basic unit of India" - says Bajpai (1962)<sup>1</sup>. Nearly 82.7 per cent of the total population of India lives in the villages says Dube (1953)<sup>2</sup>. Therefore as Khosla (1961)<sup>3</sup> states, the village provides the foundation for national economy. Any problem that confronts India, is really the problem of the village says Maidu and Sarathy (1969)<sup>4</sup>.

"India would perish if the village perishes, losing her mission in the world" declared Gandhiji. Ever since India became free, the first Prime Minister Nehru (1958)<sup>5</sup> had repeatedly pointed out the need for improving the rural communities and emphasised the fact that India lives in her villages. Hence any revolution for the improvement in the way of living of people has to start from the villages.

Nearly 70 per cent of the population depends for their livelihood on agricultural occupation says Shastri (1962)<sup>6</sup>. According to the 1961 census, women constitute 50 per cent of the population in our country (1961)<sup>7</sup>. They share the work of men on the farm, while fulfilling their role as mother also. Gandhiji said, "Man is the bread winner. Whereas the woman is the keeper

and distributor of bread. While man's duty is limited to earning the livelihood, it is the responsibility of the homemaker to feed, clothe and maintain health" (1960)<sup>8</sup>.

The comfort and happiness of the home depends on the knowledge, thrift and skill of the home maker. Therefore Gandhi,<sup>7</sup> and Swami Vivekananda assured that a nation with ignorant and untrained wives and mothers cannot dream of prospering. Conversely no country can advance faster than its women. Without the co-operation and utilisation of the time and energy of women, the standard of living of the country cannot be raised.

'Men and women who are engaged in agriculture, have no occupation for at least four months in the year. As such, they live on the border line of subsistence' - says Bajpai (1962)<sup>1</sup>.

If this condition has to be changed, it is essential that the villagers, especially women are given training in some useful crafts. Speaking the importance of crafts, Picken (1946)<sup>9</sup> said that crafts could tell the histories of people; they provide artistic expression for many who can not express themselves in other ways. Skill in crafts provides income for people, giving them trade and in some cases professions to last through their life time. A skilled craftsman is usually in demand even when the unskilled have no work.

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Education in crafts is important for women as the Chinese proverb says "If you educate a woman, you educate a family". Sancheti (1962)<sup>10</sup> feels that educating rural women in some useful crafts is very essential. Gandhiji too in his scheme of multisided village reconstruction attached great importance to the promotion of indigenous crafts like spinning, weaving, embroidery, cutting and sewing of garments.

The Government of India started the Community Development Programme in 1952 to improve the welfare and status of people in the rural areas. According to Krishnamachari (1962)<sup>11</sup> the fundamental aim of the Community Development Movement is that, the people in the villages should be enabled through their own efforts and in co-operation with one another to bring about improvement in all aspects of rural life and rapid betterment of their standard of living.

In bringing about such development, women have a great role to play. They need to be taught suitable crafts for enhancing their income. Sewing is an easy craft which every woman can follow. Hillson (1960)<sup>12</sup> states that the woman who can ply her needle skilfully, is able to replace the family's clothes when necessary. Ryan (1944)<sup>13</sup> considers sewing as a means of obtaining garments inexpensively. Lynch and Sara (1950)<sup>14</sup> are

of the opinion that to women in all walks of life, sewing is a source of lasting personal satisfaction. It is one of the most useful skills a woman can acquire. Further more, any woman can learn to sew if she has sufficient interest and is given proper instruction. Bakshi (1958)<sup>15</sup> considers sewing as a creative art since it gives joy, creativity and service.

Rumar (1962)<sup>16</sup> expresses that most house wives waste a good deal of their time which they can profitably put to use only if they know how to make clothes for themselves.

For teaching rural women clothing construction, every women's club in all the Community Development Block has been provided with sewing machine by the Central Government. The investigator observed that in a village 'Sanichettipalayam' of the Perianayakampalayam Block, in Coimbatore district, the women were not making use of the facilities of the sewing machine given to them by the Government. Hence the investigator was enthused to undertake a project and create a desire among a selected group of rural young women for sewing. It was aimed to stimulate in them an urge to learn to use the sewing machine for their day to day needs, utilising their leisure time profitably and happily through productive hobbies which eventually will contribute towards enhancing the living standards of their families.

## II REVIEW OF LITERATURE

The available literature for this study have been reviewed under the following headings.

1. Role of women in the community and home,
2. The family budget and the clothing budget,
3. Clothing the family,
4. Clothing construction and choice of patterns,
5. Ready-made and tailor-made garments,
6. Home sewing and its advantages.

### 1. Role of Women in the Community and Homes-

Community Development is both a technique as well as a movement, says Lal (1963)<sup>17</sup>. The three essential means of making this programme dynamic and self sustaining according to him are the extreme and incessant desire and will for progress on the part of the rural communities, the assurance of an economic adequacy through a continuous and efficient use of all the available resources with the co-operation of government for aids and funds and an efficient organisation and administration from specialised institutions for involving people and their localities into action.

‘In order to awaken the people, it is the woman who has to be awakened’, says Mehru, (1961)<sup>18</sup> the late Prime Minister of our nation. ‘Once she is on the move, the household moves, the village moves, and the country moves’. Through the women the children are brought into

the picture and given opportunities of a healthier life and better training. According to Ehan (1960)<sup>19</sup> without the co-operation and utilisation of the time and energy of women who constitute half of the population, the standard of living in India cannot be raised. In order that women can make their worthy contribution, it is essential for them to recognise the effective use of resources at home and outside the home. Gandhiji (1935)<sup>20</sup> urged that the village women should be taught to economise time, wealth and money. Zutshi (1960)<sup>21</sup> suggests that instilling confidence, elision of views on various welfare programmes and adoption of schemes in consultation with them are the aids in implementing programmes for the rural women.

The (1961)<sup>22</sup> census shows that only 13 per cent of the women of India are literate. The mere ability to read and write is however not enough for a rural woman. The education must provide a basic knowledge of agriculture, poultry, bee keeping, weaving and stitching. According to the report on working women in changing India (1964)<sup>23</sup>, 5,94,01,709 women were in employment till 1961. In fact the nature of work and the total rural culture is such that it is not possible to draw a dividing line between work in the home and work in the farm. Because of the rural women's multiparous duties outside the home and

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due to the lack of knowledge and skill, the home and the children are neglected (1964)<sup>23</sup>. The welfare of women in rural communities therefore need very special attention, for she sets the tone of happiness in the home life.

### 2. The Family Budget and the Clothing Budgets

"The home invariably reflects the manager", says Nickel (1960)<sup>24</sup>. The qualities of the home makers are widely reflected in the work of the household, home life of the family and generally in its social life also. Intelligence, enthusiasm, understanding of human nature, creative imagination, judgement, perseverance, adaptability and self management are some of the good characteristics of a home maker (1960)<sup>24</sup>.

According to the British House keeping Institution (1964)<sup>25</sup>, the basis of good house keeping is careful planning because it not only enables one to keep trace of expenditure but will also help the house wife to organise the work so that time could be allotted for personal interest and hobbies. The planning of a budget is a strictly personal matter, varying according to circumstances, responsibilities and individual taste. A budget must be flexible for readjustments every year to conform to changed circumstances. Kelley (1953)<sup>26</sup> considers the budget as a useful aid for securing more of the economic goods desired to satisfy the wants. According to him budgetary control is a means to an end, mainly to a higher standard of living. Marison (1959)<sup>27</sup> feels that the

**budget is a financial statement of estimated income and expenditure for a set period of time.**

**The primary purpose and major advantage of the budget is to assist in spending the money wisely. A good budget, properly used should make saving easier, discourage unnecessary spending, assist in keeping one out of debt and provide relative freedom from financial worry.**

**Levitt and Marison (1950)<sup>27</sup> opine that clothing, should be given importance in a budget. Feldman (1957)<sup>28</sup> states that clothing is generally the third largest family expenditure. Unlike costs for food and shelter which can be estimated with some degree of accuracy, clothing expenditure tends to be erratic and are much more difficult to fit into family budget plans. Because clothing is a relatively flexible item in the family's budget, it is usually the first to be curtailed if the family has a downward shift in income. Engel in his study of family consumption stated as the second of his laws that, as the family income increases, the percentage spent for clothing remains unchanged even though the actual amount may increase.**

**Bigelow (1953)<sup>29</sup> states that the proportion of the family income spent for clothing varies directly with the size of the community. Farm families spend a much**

smaller percentage of their income for clothing than do families with smaller income. For urban families, the proportion of the family income, spent for clothing varies directly with the size of the community in which they live. This may be due in part to a greater increase in clothing in the large urban centres, where the clothes a person wears have more to do in securing social recognition and positions. According to Nickel and Dorsey (1960)<sup>24</sup>, the clothing budget of a family is affected by factors such as income, occupation, size of the family, location and the fashion prevailing.

Waite (1939)<sup>30</sup> says, "As the family becomes larger, physical necessities require larger expenditure. If the entire family is to have adequate clothing, careful management is usually necessary".

Clothing has a definite bearing on the cost of living. "Clothing expenditures unlike the more regular expenditures such as food and the shelter come in varying amounts at irregular and unexpected intervals", says Bigelow (1953)<sup>29</sup>. He feels that families that may be well dressed at low cost find it essential to give a great deal of thought to their clothing expenditure.

According to him price, climate and occupation have their own effect on the clothing budget of a family. The percentage of income spent for clothing tends to be higher

when prices are higher and lower during periods of falling prices because clothing prices are farther and faster than most other prices except food and decline sooner and more rapidly.

Certain articles of clothing are purchased annually by every family in every income group. Other articles are purchased by only a smaller proportion of families. Some of the reasons for this variation are that some articles last longer than a year, others do not; some articles are universal in use, others are not and some articles have substitutes, others do not have substitutes.

#### Stretching the Clothing Budget:

"Cut your coat according to your cloth" is a maxim most likely to make for a reasonably satisfactory clothing budget, (1964)<sup>25</sup>. According to the British House Keeping Institution's opinion few women are of the view that they have enough money for the clothes they need and the majority of women have to work out with some care a wardrobe that will come within their available resources and at the same time satisfy their minimum requirements. A family can increase its amount for clothing by a number of ways. According to Bigelow (1953)<sup>29</sup> the best method is to find ways of buying to better advantage in the market and also to buy materials and make some of the garments. A family can stretch its

clothing money by purchasing the quality only needed for making the garment last. On the other hand, it can frequently save money in the long run by paying a little more for better than average quality and putting the garment for greater uses. If the members of the family can use the sizes usually found in the season's remainder, clothing can usually be bought at a considerable reduction at the end of the season's sales. In buying clothes for rapidly growing children, it is important to buy garments which will wear reasonably well, but unless there are younger children to whom the garments can be passed on, it is usually economical to buy garments which will wear out about the time they are out grown (1953)<sup>29</sup>. Similarly, for the younger members who want to keep up strictly with fashion it may be of advantage to buy less expensive and less durable garments which will wear out by the time they are out moded. The family can provide itself with many articles of clothing at a saving on money outlay by buying materials and making the garments at home. It is hard now a days to find a family that makes all the clothing items required by the members, but it is also not so common to find a family that makes none of its clothing. Some times a house wife makes articles that could be bought because the savings obtained from garments made at home enables her to purchase improved elaborate types of garments which otherwise are beyond her means. For example,

the money realised out of items such as the house dresses or underwears can be used for purchasing dresses of greater importance.

It is the responsibility of the home maker to see how the clothing money is divided among the family members. Families with smaller income spend a large proportion of their money on the parent's clothing, but in the lower income groups there seems to be a tendency to spend a some what larger proportion of the clothing money on the husband's and boy's clothes. (1964)<sup>25</sup>

### 3. Clothing the Family:-

'Clothing is second in the triumvirate of fundamental necessities' says Sigelov (1953)<sup>29</sup>. Feldman (1957)<sup>28</sup> points out that the basic purpose of clothing is to provide protection against the elements of nature.

Clothes can contribute to charm or personal attractiveness. Being well dressed for the occasion is an advantage physically, psychologically and socially as it gives a feeling of self confidence and a sense of well being.

The decisions, made about clothing choices generally, influence a person's happiness in the family and community living, and also the success in any career seem to be dependant on one's skill and taste in dress" state Erwin and Kinchen (1965)<sup>31</sup>.

Providing the family with clothing is not a simple problem. Making the most of the family's clothing money is largely a matter of planning. Clothing obviously is of varying importance to people and it is the responsibility of the home maker to work out a clear conception of the place of clothing in the family's standard of living. In working out this standard, she should determine the extent to which factors such as fashion, good taste, durability, suitability, quality of materials and workmanship should be emphasized. The working out of suitable standards for each type of clothing would simplify the task. Taste, suitability and durability may be emphasized by her in garments worn daily but she may stress on fashion and suitability in those garments made for social events.

Baker (1967)<sup>12</sup> feels that the success with which a woman clothes her family depends upon her personal taste and in case the income is limited, upon the skill. The maintenance of a clothing budget is exceedingly helpful, specially in assessing each year things that were economical and extravagant.

The clothing budget of any family depends upon the home maker's skill in constructing garments says Bakhshi (1958)<sup>15</sup> because sewing is an easy craft which

every woman can learn easily for stretching her clothing budget. According to Lynch and Sara (1955)<sup>14</sup> the success of any sewing venture depends in large part upon the pattern we select. Bishop and Arch are of the opinion that patterns are the basis for successful sewing.

#### 4. Clothing Construction and the Choice of Patterns:

For the construction of any garment by the home maker, the use of a basic pattern is fundamental. By the choice of a suitable pattern fashionable silhouette and lines that conform to one's figure is successfully obtained. Wingo (1953)<sup>23</sup> considers that money spent on a good pattern is a good investment. It also saves time and effort.

Erwin (1954)<sup>34</sup> opines that successful dress designing for an individual begins with a pattern of the right size based on actual body measurements. Bakhshi (1958)<sup>15</sup> states that the making of paper pattern is important for beginners as well as the experienced. The beginner should select a simple design to follow the style and method of making patterns on white or khaki paper. Meredith (1961)<sup>35</sup> considers pattern as a vital part of sewing equipment. Smith (1959)<sup>36</sup> feels that the selection of pattern is a material help in the construction of clothing.

Bakhshi (1958)<sup>15</sup> classifies patterns into three groups namely, Bought patterns, Block patterns and Fitting patterns.

Bought patterns are commercial ready-made patterns of different sizes and designs in tissue paper. These are available generally in different types, sizes, ranges and colours. Bought patterns are in standard sizes, pertaining to age giving various styles and are helpful to those who sew at home. Garments cut with the aid of these patterns will give a correct hang besides <sup>giving</sup> a perfect design.

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According to Bakhshi (1953) <sup>15</sup>, Block pattern are the basic patterns prepared for the required measurements with no allowance for turnings or fulness for designs. It is a simple paper pattern cut out on paper or in linen cloth from which garment of any style can be made. After cutting, the patterns are basted or pinned on dress forms <sup>m</sup> or figures to make sure that it fits nicely. Any adjustment required is made by grading or by slashing.

Fitting patterns are made to fit stock sizes and are commonly used by the dress manufacturing companies. These are available for standard sizes. These standard patterns can be adjusted to exact size required by reducing a bigger pattern to a smaller size.

The three methods outlined by Hollen (1961)<sup>37</sup> for pattern preparation include, the drafting on paper from body measurements, flat pattern method and draping

fabric on a dress form. Of the above, she considers 'flat pattern' as the best one, since it has several advantages. It starts with a pattern that has specific outlines, definite size and an adequate amount of ease. These are all retained throughout the pattern making process. In draping, where pliable cloth is used, the pattern maker must be able to establish good pattern outlines and also refrain from fitting the cloth too tightly to the dress form. In drafting, success depends on the pattern-maker's ability to make accurate body measurements. Many of the flat pattern procedures can be used in part or in their entirety to adapt commercial patterns to personal type or preference.

Flat pattern work contributes to a better understanding of pattern alteration, garment fitting and the use of fabric grain (1961)<sup>37</sup>. It increases the ability to plan new procedures, organise work efficiently, analyse intelligently the cause of mistakes, make proper corrections and practice economy in the restyling of out of date clothing and old patterns of great importance.

Picken (1954)<sup>38</sup> recommends the following while buying any type of patterns.

- a. The suitability of the pattern to fabric selected.
- b. Suitability of pattern to figure and personality.
- c. The design aspects of the pattern.

##### 5. Ready-made and Tailor-made Garments.

Clothes needed for an individual or for an entire family could be either bought ready - made or made at home. There are also tailors to construct garments for the required measurements. Mauck (1958)<sup>39</sup> says that there are three types of tailoring namely:

- a. Custom tailoring,
- b. Tailoring made to order,
- and c. Tailoring made in the factory.

Custom tailoring is done by an individual tailor who is specialist and a highly skilled craftsman in his field. Usually he works either in men's wear or in women's wear but not in both. The planning of the design and the selection of the fabric are matters of personalised service by the tailor, though the customer may take design or fabric to him and ask to have a garment made. Individual measurements are taken. Custom tailoring carries a high initial cost, but the customer receives individuality of design and fit and a high degree of durability of shape.

The second type of tailoring namely, tailoring made to order or done mostly by the retail stores. Retail stores usually handles the customer and takes the measurements. The design is selected from a book of available designs. There are no fittings until the finished garment is delivered to the stock and to the customer, when alterations may be found necessary. There is less hard work in

such products. The price is medium, certainly lower than that for custom tailoring.

A third type is the factory made garment which is made with no one purchaser in mind. The finished garment is selected in the retail shop and refitted if necessary. The price of such garments is less than that of either of two types above for comparable quality of products.

Rathbone and Tarpley (1959)<sup>40</sup> state that if one has the ability to sew and the time for it, she will find many advantages in making her own clothes. On the other hand she may have little time for recreation. By buying ready made clothes one may have more time for recreation but probably must content himself with fewer garments because of the cost.

According to Rathbone and Tarpley (1959)<sup>40</sup> the advantages in buying ready-made clothes are:

- a. They are handy for immediate use,
- b. They save time,
- c. The special decorations and finishes present in ready-made garments cannot be so easily duplicated at home.

Bane (1958)<sup>41</sup> states that the credit for making attractive ready-made garments goes to the designer at the expense of a lot of time. The designer in this case conside:

the role the garment may have to play in the lives of the customers and chooses suitable fabrics, which are essential for sales appeal.

But as Erwin (1960)<sup>31</sup> points out, mass production has removed much individuality of design from ready to wear clothes.

For tailor made garments accuracy in tailoring details is absolutely essential in securing a well made garment. Much of the work involved in a tailor made garment is hidden from the eye, but it is important that sufficient time should be given for the construction of a garment (1956)<sup>32</sup>.

#### 6. Advantages of Home-Sewing

Home sewing has several advantages over ready to wear garments. "Making clothes at home is one way of family members using their time and ability to contribute to the real income of household groups" stated Fitzsimmons (1961)<sup>43</sup>. Tarpley and Rathbone (1959)<sup>40</sup> feel that there are many advantages in making clothes at home. By home - sewing, it is possible to have better quality of material and better workmanship for less money. Furthermore, garments made at home fit well and they rarely need alteration.

In addition to cost, style and fit, time is sometimes saved by home-sewing. Erwin (1965)<sup>3</sup> considers

sewing as a time saving device because while sewing, one can also listen to radio, supervise children and attend to telephone calls.

Ryan (1944)<sup>13</sup> says that a person who sews can have many clothes inexpensively. This will enable him to have more money for the important garments in his wardrobe. Carson (1955)<sup>46</sup> feels that home-sewing is very useful for those who have figure irregularities.

Speaking about the importance of Home Sewing Fitzsimon (1958)<sup>43</sup> states, "choosing to make a garment that is needed for ourselves or for another person helps us to be sure that our work is not wasted." According to Erwin (1963)<sup>31</sup> the knowledge of clothing construction helps any one to appreciate more fully beautiful designs, fabrics, styles and workmanship.

Carson (1955)<sup>44</sup> states that the material needed for a home-made garment will cost about one third to half of the cost of a ready - made garment of comparable quality. "Even though the family would have spent some money on purchasing of sewing a sewing machine the saving from each additional garment made represents more dividends upon family's investment in capital equipment" says Nickell and Dorsey (1967)<sup>24</sup>. He also adds that there are several disadvantages in buying ready to wear clothes.

Because in the retail stores and to some extent in the wholesale market as well, there is but little relationship between quality and price. Some stores charge a moderate price for garments carefully made from good materials. Other more fashionable stores charge a much larger price not so much for superior materials and workmanship as for the styling of the garment and for prestige of the label bearing their name.

Moreover, a variety of new ready-made garments are coming in the market. It is the duty of the buyer to judge the suitability and durability of materials. Very often, consumers are misguided by false advertisements regarding ready-made clothes. (1965)<sup>31</sup>

Ervin (1965)<sup>31</sup> prefers home - made garments better than ready - made garments. She feels that one can derive maximum personal satisfaction through home - sewing because sewing may prove a stabiliser in time of distress, a bond for knitting family ties closer together, an outlet for thinking through problems while the hands are busy.

Bane (1959)<sup>41</sup> considers sewing as an art but one which has a very distinct mathematical basis. According to her it is an art which one can constantly use to give pleasure and comfort to those around us. Whether it be the construction of some article or garment, or

only the darning of the stocking or the sewing of a button, one can tell that she has added to the comfort and well being of some one else. It is also excellent as a hobby, a cure for many ills both in children and grown-ups, a change for the mind and rest from other occupation. Due to all the above advantages, home sewing can be recommended for the rural women as it will help in raising their standards of living.

### **III EXPERIMENTAL PROCEDURE**

The experimental procedure for this study on educating rural women in garment construction consisted of the following steps:

**A. Conducting survey to find out the Family Background and sewing practices of Rural Young Women;**

1. Selection of the village.
2. Selection of the sample.
3. Selection of the method.
4. Conducting the survey.

**B. Organisation of the Sewing Class;**

1. Selection of Place for the sewing class.
2. Selection of the garments to be stitched.
3. Organising the sewing class.

**C. Evaluation of the Sewing Class;**

1. Evaluation in terms of the performance of the members in the sewing class.
2. Conducting competition among the members.
3. Evaluation in terms of the satisfaction derived by the members.

**A. CONDUCTING SURVEY TO FIND OUT THE FAMILY BACKGROUND AND SEWING PRACTICES OF RURAL WOMEN**

**1. Selection of the Village:**

The investigator was interested in selecting a village in the Perianayakanpalayan Block which would be accessible to her for frequent visits. She discussed this need with the Block Development Officer, Mukyasevika and Gram Sevika of the Perianayakanpalayan Block. With their suggestions, she selected "Semichettipalayan village" which is situated at a distance of 12 miles from Coimbatore.

Semichettipalayan has facilities such as electricity and bus transport. A school and women's club are functioning thereactively. The Block has provided the village a sewing machine. The Panchayat president was willing to help the investigator and the people were interested and co-operative.

**2. Selection of the Samples:**

Girls in the age range of 12 to 17 years were selected for this study since they were members of the local youth club. They were comparatively free in the household.

**3. Selection of the Method:**

The method selected for collecting the data was the interview because of its several advantages. It

helps to develop good rapport between the interviewer and the interviewee. Varma (1965)<sup>45</sup>, Young (1956)<sup>46</sup>, Hawker (1957)<sup>47</sup> consider the interview method as the best method for obtaining information, since it allows the interviewer to go behind mere outward behaviour and helps him in studying motivations, emotional responses and social progress. Moreover, the information obtained by the interview method is more likely to be correct than that obtained by any other method because the interviewer can clarify the doubts easily and develop confidence in the minds of the interviewee.

The interview schedule drawn by the investigator to elicit information regarding the sewing practices of the rural young women is shown in appendix I.

#### 4. conducting the surveys

In order to give importance for the project, get introduced to the villagers and start the survey, formal inauguration was held in the "samichettipalayam village", on 29th July 1968. The block Development Officer, the Extension Officers, the Panchayat President, the leader of the women's club and the members and the public in the village were invited for the function. The founder of Sri Avinashilingam Home Science College, presided over the function. He stressed the importance of the project undertaken by the investigator.

At this function, the Headmaster of the rural school explained to the people how the investigator is going to elicit information by the interview method. The introduction, thus made helped the investigator to gain popularity among the villagers.

For establishing rapport, with the villagers, three visits were made during the month of August. Each homemaker was interviewed carefully. Information regarding her family background, expenditure pattern, purchasing habits with regard to clothing and sewing practices were collected.

## B. ORGANISATION OF THE SEWING CLASS

### 1. Selection of Place for the Sewing Class

The investigator met all the members of the sewing class individually and asked their suggestions for a place to conduct the sewing class. Since the members wanted the sewing class to be organised at a common place, a room near the village tank was selected. It had good ventilation and electricity.

### 2. Selection of the Garments to be Stitched

The survey showed that 90 per cent of the young women were interested in learning the method of constructing women's garments such as bodices, Blouse, and skirt. Keeping their interests in mind, these garments were selected for teaching.

### **3. Organising the sewing class:**

By interviewing the families, the investigator found out that the members could attend the class only in the afternoons because they were to help their parents in weaving in the mornings. Hence the classes were organised from 1-30 p.m. from 6-9-68 for three times a week.

Twenty five members joined the sewing class. Ten were below 13 years and because they were short, they found it difficult to do treadling. Hence they were taught hand sewing and embroidery work while the remaining girls learned machine sewing.

During the first two classes, the investigator explained to each member,

1. The parts of the sewing machine,
  2. How to thread the machine and wind the bobbin,
- and 3. Oiling and cleaning of the machine.

In order to manage the two groups of members, those who were learning machine sewing and those who were learning embroidery, the investigator suggested that the members should select a leader for embroidery section.

They selected a girl who had some skill in embroidery. She was trained for to teach others embroidery stitches such as chain stitch, stem stitch, satin stitch, cross stitch and French knot. (Appendix No. II)

The members were asked to bring a square material of  $40\text{cm} \times 40\text{cm}$  size, to learn the different kinds of stitches. They made a row of each kind of stitch on that material. Thereafter they started doing embroidery work on either a hand kerchief or a table cloth according to their preference. The members were provided with a design book, carbon paper and pencil to copy the desired design on the material. On the designs they copied, they did embroidery work, using colour threads. Three designs were selected as shown in Appendix III, namely Rose, flower with leaf, butter fly and parrot. Figure I shows some of the students in the class doing embroidery work on the material.

The other group, after practicing treading well, brought their old blouse as a pattern, and a newspaper. They removed the stitches at the shoulderline, sides, neckline, darts, waistline and at the armcye. Thus the front and back bodice blocks and the sleeve blocks were obtained separately. In the sleeve block, the stitches at the heeline and the underarm were also removed.

Each block was placed on the newspaper and the outline was taken. After including a seam allowance of  $1\text{cm}$  for the sides, armcye and shoulder, and  $\frac{1}{2}\text{cm}$  for the neckline, the members cut the front and back bodice separately on the paper. The three blocks were kept ready for placement on the new material.

FIGURE - 1.



STUDENTS DOING EMBROIDERY WORK.

The members brought a neat, well pressed pre-shrunk material of about 75 c.m. length. In the fabric, factors such as;

Right and wrong side,

Design,

Grain and

Fold were given emphasis since they would affect the durability of the garment. The placement of pattern on the material and the method of cutting the material were clearly explained and shown. Under the supervision of the investigator, the members cut the pattern of the material carefully as shown in figure 2. The construction details are explained next in the following steps.

1. In order to prevent the material from stretching the curved parts of the bodice block such as armhole neckline and sleeve cap were stay stitched  $1\frac{1}{2}^{th}$  above the raw edge of the material.

2. The front and back shoulder lines and the two sides were joined by the members first by tacking and then by a plain seam keeping the right sides together.

3. Using the original pattern, the position of the dart lines were located on both the front and back bodice block. The material was folded on these lines and the dart was stitched first by tacking and then by a row of machining.

1942-2.



STUDENTS CUTTING THE PAPER AND  
ON THE MATERIALS

4. The under arm seam of the sleeve was joined together by a plain seam.\* The raw edges at the sleeve neckline was folded  $\frac{1}{2}$  in. first, then to the required width and finished by hemming as shown in Figure 3. The other sleeve was also finished in the same way.

5. The sleeves were placed on either side of the bodice block as shown in Figure 4.

6. Sleeves were inserted into the corresponding armholes. Keeping the centre of the sleeve on the shoulder line of the bodice, the sleeves were attached to the bodice block by first tacking and then by machining on the wrong side.

7. For the front facing two strips of materials were cut. The width of one strip was one inch and the other was one and a half inches. Since in lady's garments the right side has to overlap the left side, the members attached the one inch strip to the right facing line and the one and a half inch strip to the left facing line of the blouse, keeping the right sides together. The strip attached to the left facing line was turned completely to the wrong side and finished by hemming. The other strip was turned partially to the wrong side to form a binding and finished by hemming.

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\* Plain seam: Place right sides together and cut edges even. Baste and stitch along the seam line.

FIGURE - 3 .

SLEEVE

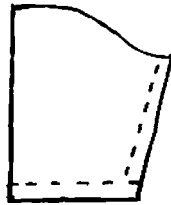
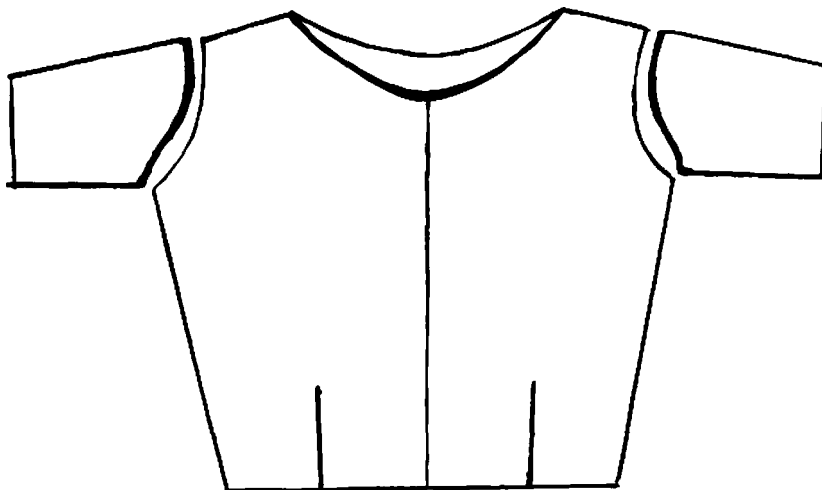


FIGURE - 4 .

PLACEMENT OF SLEEVE ON THE BODICE BLOCK



8. A strip of 52<sup>cm</sup> width was cut for the waist band. Its length was 31<sup>cm</sup> greater than that of the actual waist circumference of the blouse. The two ends of the strip were folded  $\frac{1}{4}$ <sup>cm</sup> and placed on the waist line of the blouse, keeping the right sides together. After machining the strip was turned to the wrong side. The turned edges were pressed neatly. The raw edge of the strip was folded  $\frac{1}{4}$ <sup>cm</sup> on the wrong side and finished by hemming.

9. For the neckline, long bias strips were cut following the crosswise grain of the material as shown in Figure 5. The ends of the bias strip were folded  $\frac{1}{4}$ <sup>cm</sup>, one edge of the strip was placed on the neckline of the blouse, right sides together and the strip was attached to the neckline. Later it was turned to the wrong side. The turned edge was pressed neatly. The raw edge was folded on the wrong side  $\frac{1}{4}$ <sup>cm</sup> and finished by hemming.

10. When the entire construction part was completed, the members were asked to remove the tacking and the threads hanging. They were given choice in selecting fasteners. Since press buttons were available, all the members used them. Thus the members completed the construction of the blouse neatly within four classes.

11. All the cut edges on the wrong side were finished by pinking with a pinking scissors.

12. The garments were then pressed neatly with an iron.

FIGURE . 5

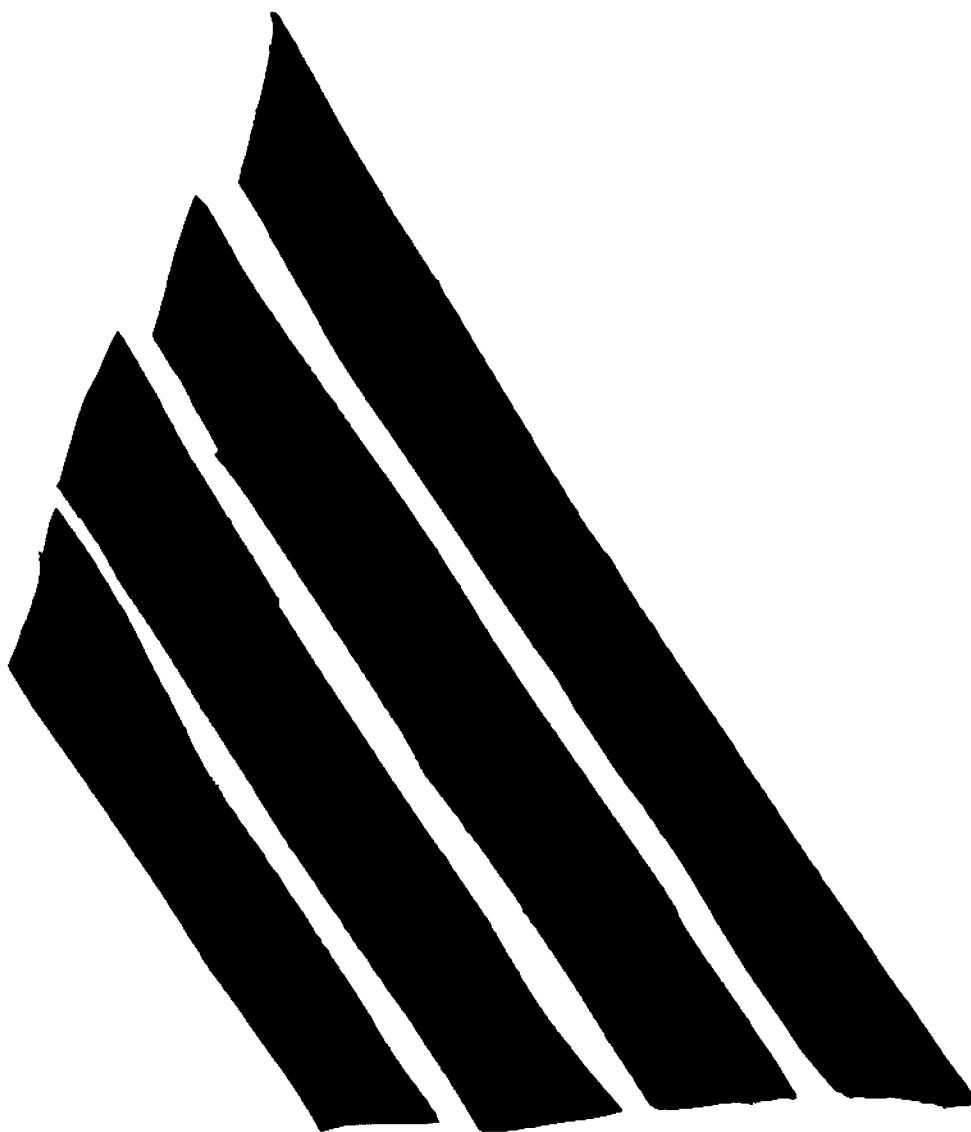
*Bias Strips*

FIGURE-6.



SOME STUDENTS CUTTING THE SKIRT  
PATTERN ON THE MATERIAL AND  
ONE STITCHING THE SAME.

## BODICE

For the construction of bodice, the members brought their own old bodice as a model. The instructions and the construction details given by the investigator are given in Appendix IV.

## SKIRT

Since the investigator felt that the gathered skirt is easy to construct, she selected 'Gathered skirt for teaching. The instructions and construction details followed for the construction of skirt are given in Appendix V.

Figure 6 shows some students cutting the skirt pattern on the material and one student constructing the skirt. Some of the garments constructed and the embroidery done by the students are shown in Figure 7.

FIGURE - 7.



DISPLAY OF SOME OF THE GARMENTS  
CONSTRUCTED AND THE EMBROIDERY  
WORK DONE BY THE STUDENTS.

### C. EVALUATION OF THE SEWING CLASS

The sewing classes organized by the investigator were evaluated on the following basis.

1. Evaluation in terms of the performance of the members in the sewing class.

The investigator evolved score cards following Baxter and Alphaletzte (1949)<sup>45</sup> as shown in Appendix VI and VII. Using these score cards, she rated each student's performance at the end of each month.

2. Conducting competition among the members.

In order to study the progress of the members in sewing and embroidery work, the investigator conducted a competition on 19th January 1969. One group of members was provided with a metre of cloth each. They were asked to construct a blouse for their size within three hours. Since there was only one machine in the sewing class, the members were asked to do hand stitching.

The other group of members who had learned embroidery was provided with 12"X12" size square material each. They were asked to finish the raw edges by hemming and then do a floral design within three hours.

Three members of staff of the Textiles and clothing department of Sri Avinashilingam Home Science College evaluated the garments and the embroidery work on the following basis:

1. General appearance,
2. Workmanship,
3. Neatness.

**3. Evaluation in terms of the satisfaction derived by the members:**

In order to evaluate the sewing class in terms of the satisfactions and benefits derived by the members, the investigator evolved an interview schedule as given in Appendix VIII. Each member was carefully interviewed to collect information.

#### IV RESULTS AND DISCUSSIONS

The purpose of this study was to teach garment construction and embroidery work to 25 members of a Young Women's Club in Samichattipalayam for a period of five months, and evaluate the efficiency of the work done by the members. The results of the study are discussed under the following headings:

##### A. The Status of the Members.

1. Family background of the members,
2. Annual expenditure on clothing,
3. Sewing practices.

##### B. Evaluation of the Sewing Class.

1. Periodical evaluation of the machine sewing,
2. Evaluation of the Embroidery class,
3. Quantity stitched,
4. Evaluation of the benefits and satisfaction according to the members,
5. Evaluation made by the elders,
6. Change in preferences,
7. Suggestion made for the future by the members,
8. Satisfactions of the investigator.

**A. The Status of the Members**

**1. Family background of the 25 young women:**

There were 151 members in the 25 families. Forty per cent of the 150 members, namely 60 belonged to the age group 11-20 years. Twenty members were in the age group below ten years and 30 were above 40 years. Only six members were above 51 years. Hence the age group 11-20 years was predominant.

The occupation for 20 out of 25 families was weaving, the heads of two families were shop keepers, two worked in mills for wages and one was engaged in agriculture in the village itself.

The level of literacy among the members of the 25 families is satisfactory in that only five were illiterate, 70 had studied up to fifth class, 24 up to 5th to 8th class and 16 upto 11th class. Five had gone upto college and the remaining 30 were small children.

The monthly income range of the twentifive families is given in Table I.

TABLE I

MONTHLY INCOME RANGE OF THE  
25 FAMILIES

| Income Range<br>Rs. | No. of families |
|---------------------|-----------------|
| 50 - 100            | 5               |
| 100 - 150           | 2               |
| 150 - 200           | 14              |
| 200 - 250           | 1               |
| 250 - 300           | 1               |
| 300 - 350           | 1               |
| 350 - 400           | 1               |

Fifty six per cent of the families belonged to the income group of Rs. 120 - 200 per month. Only one family each was in each of the higher income categories. But seven families received income less than Rs. 150 per month.

None of these families planned family budgets. But they were able to indicate their expenditure on clothing approximately.

## 2. Annual expenditure on clothing:

The details of the expenditure of the 25 families on clothing are presented in Table II.

TABLE II

**DETAILS OF CH. 25 YOUNG WOMEN'S ANNUAL  
EXPENDITURE ON CLOTHING**

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**Expenditure in Rupees.**

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| Range for<br>men's cloth-<br>-ing | No. of<br>fami-<br>-lies | Range for<br>women's<br>-clothing | No. of<br>fami-<br>-lies | Range for<br>children's<br>-clothing | No. of<br>fami-<br>-lies |
|-----------------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------------------|--------------------------|
| 1 - 25                            | 2                        | 50-100                            | 7                        | 1-25                                 | 10                       |
| 25 - 50                           | 6                        | 100-200                           | 3                        | 25-50                                | 8                        |
| 50 - 75                           | 10                       | 200-300                           | 10                       | 50-75                                | 7                        |
| 75 - 100                          | 5                        | 300-400                           | 5                        |                                      |                          |
| 100 - 125                         | 2                        |                                   |                          |                                      |                          |

---

Nearly 40 per cent of the families were found to spend Rs. 50 - 75 per year on men's clothing. Eight per cent spent Rs. 100 - 120 per year on men's wear. In contrast, the expenditure on women's clothing of 40 per cent of the families ranged from Rs. 200 - 300 per year and of 12 per cent between Rs. 100 - 200. The money spent on children's clothing per year, by 40 per cent of the families ranged below Rs. 20/month. Thus the expenditure on women's clothing was higher than for any other group.

The money spent on tailor - made garments ranged between Rs. 5 - 10 per month for 10 families and four families spent Rs. 10 - 15.

On ready - made garments one family spent Rs. 10-15, four families spent more than Rs. 15 per month. The expenditure on ready - made garments was thus higher than on tailor - made garments.

### 3. Sewing practices:

The survey also revealed that none of the 25 members of the Rural Young Women's Club know sewing but were interested in learning sewing. The club had been provided with a sewing machine by the Block. But none of the members could use the sewing machine because they did not know how to sew. Twenty of them did not know that a sewing machine was available in their village. They could not use the sewing machine for another reason - because it was not placed in a common place. All the members were now eager to join the sewing class. They wanted to learn the method of constructing women's garments such as: bodice, blouse and skirt.

### B. Evaluation of the Sewing Class

#### 1. Periodical evaluation of the Machine Sewing:

After the class started, at the end of each month, the investigator evaluated the progress of the members using score cards shown in Appendix No. VI and VII.

#### First Month:

The evaluation made at the end of the first month revealed that ten members were very poor in treading. They

needed the investigator's help for winding the bobbin and treading the machine. Five members were able to handle the machine fairly well. They could wind the bobbin and thread the machine without the help of the investigator. None however, constructed any garment in the first month.

### Third month:

The third month's evaluation showed that seven members were good in treading, whereas eight had to exert much effort and pain to treadle fairly well.

The materials selected by 10 members were very poor in quality, because they were loosely woven and not preshrunk. The materials brought by five members were fairly good being closely woven and preshrunk.

The workmanship and fit of the garments constructed by six members were good and only fairly good in the case of five members. The fasteners were not tightly attached to the garment. The length of the waist band was found to be greater than the actual waist circumference. Hence the garment did not fit the person closely.

Fit and workmanship were very poor in the case of four members, because the neckline was not properly finished and the sleeves were not properly attached to the bodice. As a result the entire garment looked unbalanced.

Finished garments were neat and clean in the case of ten members, but not so in the case of five members. Threads were found to be hanging at the neckline, sleeves and at the end of each dart.

Evaluation at the end of the period:

The investigator's evaluation in the last month showed great progress in the learning process of the members. All the members were able to do treadling excellently. All of them realised the need for selecting proper material for garment construction. Hence they selected good material for constructing the garment.

The workmanship and fit, in the case of 80 per cent of the members were excellent. Neckline, sleeves and waistline were neatly hemmed. The attachment of sleeve to the bodice block was very perfect. Fit and workmanship of the 20 per cent member's garments were good. All their garments were well pressed. Hence the entire garment looked neat and tidy without any wrinkle. All the members were careful in removing the knots, hanging threads and tacking from their garment. The progress shown by the members is given in the table below:

TABLE III

PROGRESS SHOWN BY THE MEMBERS OF THE SEWING CLASS FROM FIRST TO FIFTH MONTH IN VARIOUS ASPECTS OF SEWING

| Months       | Aspects of Sewing |                       |                     |                                     |
|--------------|-------------------|-----------------------|---------------------|-------------------------------------|
|              | Treadling         | Selection of material | Fit and workmanship | Neatness of the garment constructed |
| First month  | 5                 | -                     | -                   | -                                   |
| Second month | 6                 | 2                     | 3                   | 6                                   |
| Third month  | 7                 | 7                     | 6                   | 10                                  |
| Fourth month | 11                | 10                    | 9                   | 11                                  |
| Fifth month  | 15                | 15                    | 12                  | 15                                  |

By comparing the findings of evaluation made in the first and third months, the members had improved a great deal in treadling. The workmanship, fit and neatness of their garments were still unsatisfactory. But the last month's evaluation, proved that the members had learned treadling very well and showed vast improvement in the selection of material, workmanship, fit and neatness of the finished garment. Figures 8 - 11 illustrate the progress showed in all these aspects in terms of the marks awarded.

FIGURE - 8.

IMPROVEMENT IN TREADLING FROM THE FIRST TO THE LAST MONTH

Scale

x - 2cm - 1 month  
y - 1cm - 5%

IMPROVEMENT IN PERCENTAGE

X AXIS - MONTH

Y AXIS - IMPROVEMENT  
IN PERCENTAGE

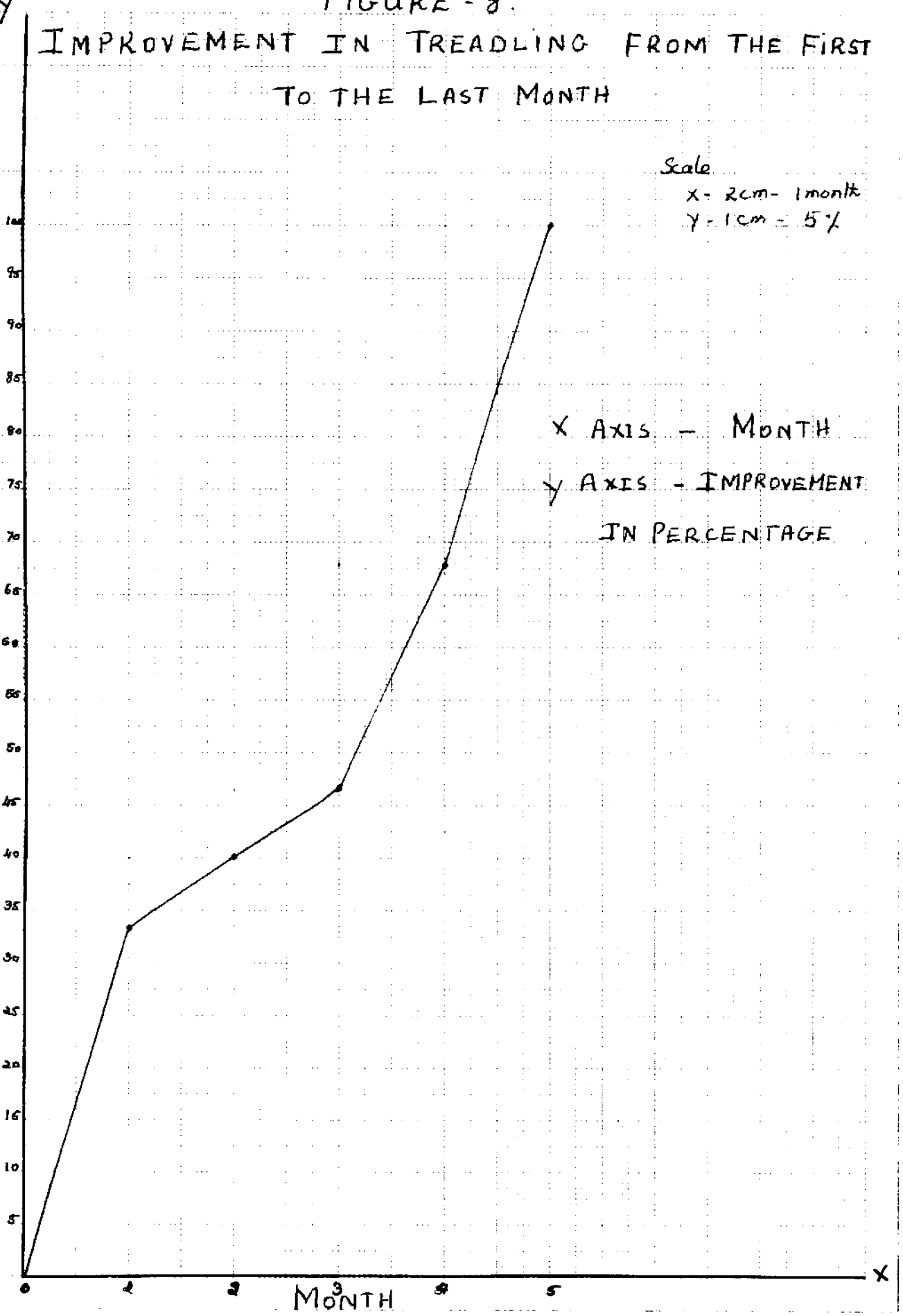


FIGURE - 9

IMPROVEMENT IN SELECTION OF MATERIAL  
FROM FIRST TO LAST MONTH

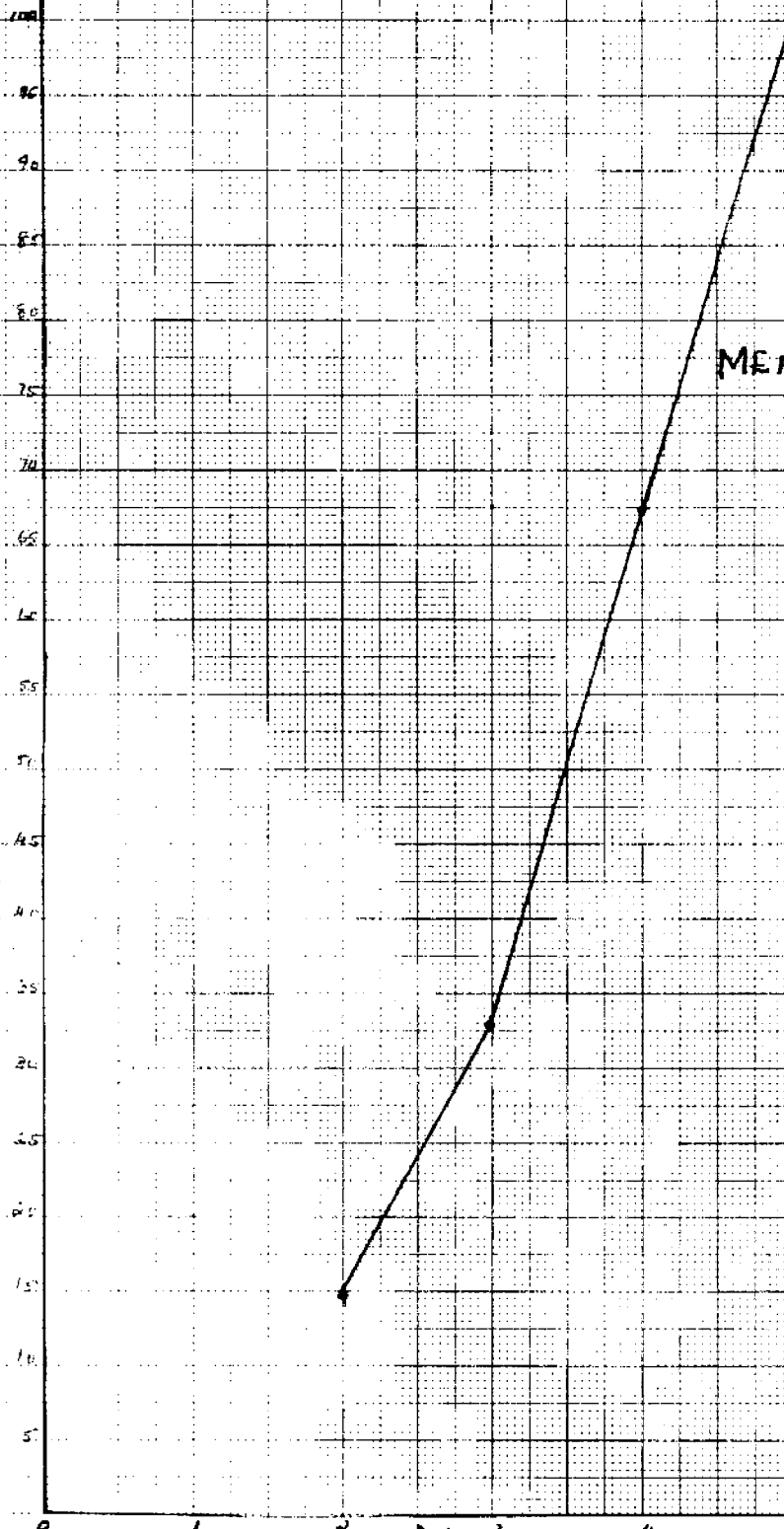
IMPROVEMENT IN PERCENTAGE

Scale

X - 2cm. 1 month  
Y - 1cm. 5%

X AXIS - MONTH

Y AXIS - IMPROVEMENT IN PERCENTAGE



MONTH

X

FIGURE - 10

IMPROVEMENT IN WORKMANSHIP FROM THE FIRST TO LAST MONTH

Scale.

X = 2cm - 1month  
Y = 1cm - 5%

IMPROVEMENT IN PERCENTAGE

X AXIS - MONTH  
Y AXIS - IMPROVEMENT  
IN PERCENTAGE

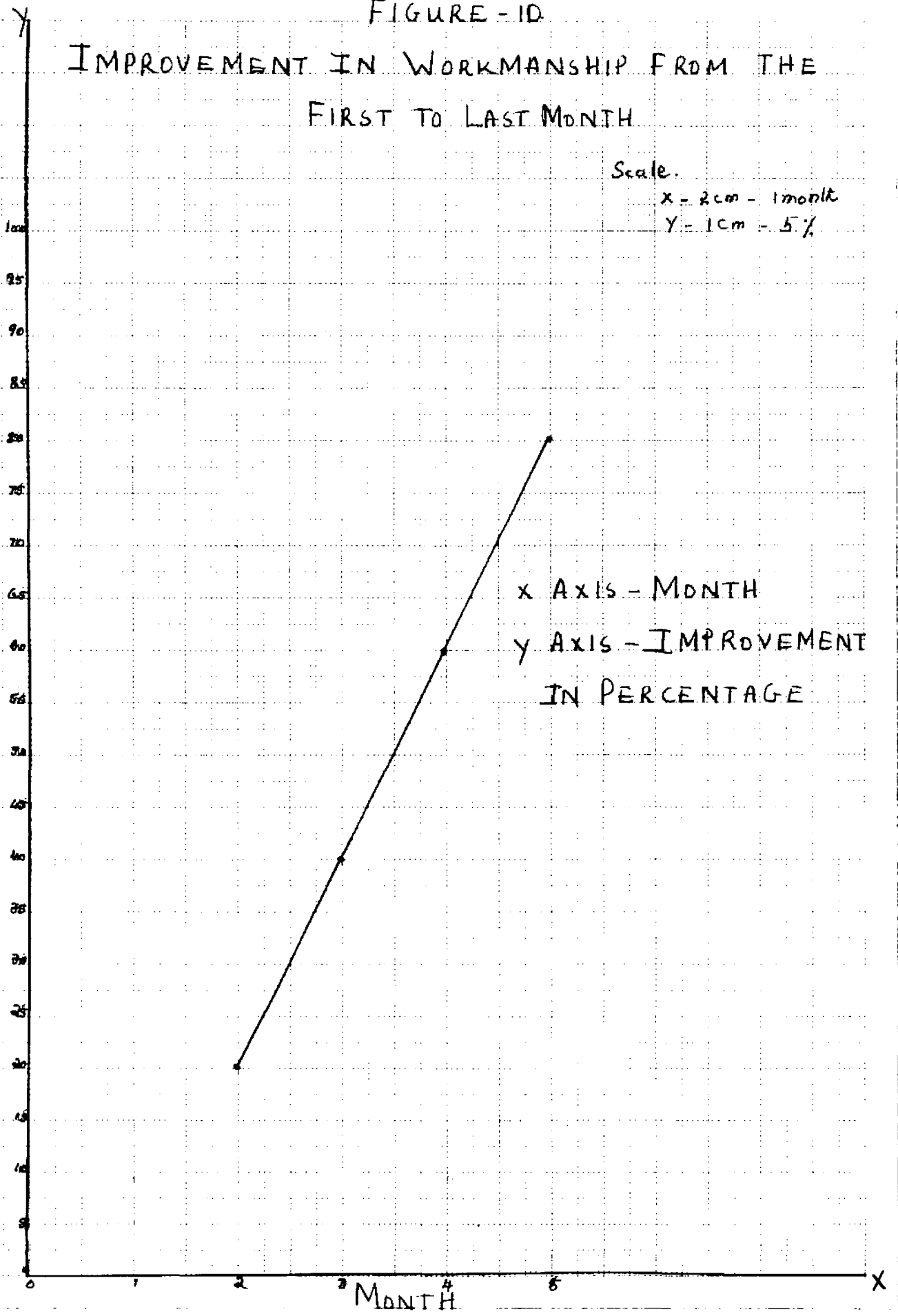
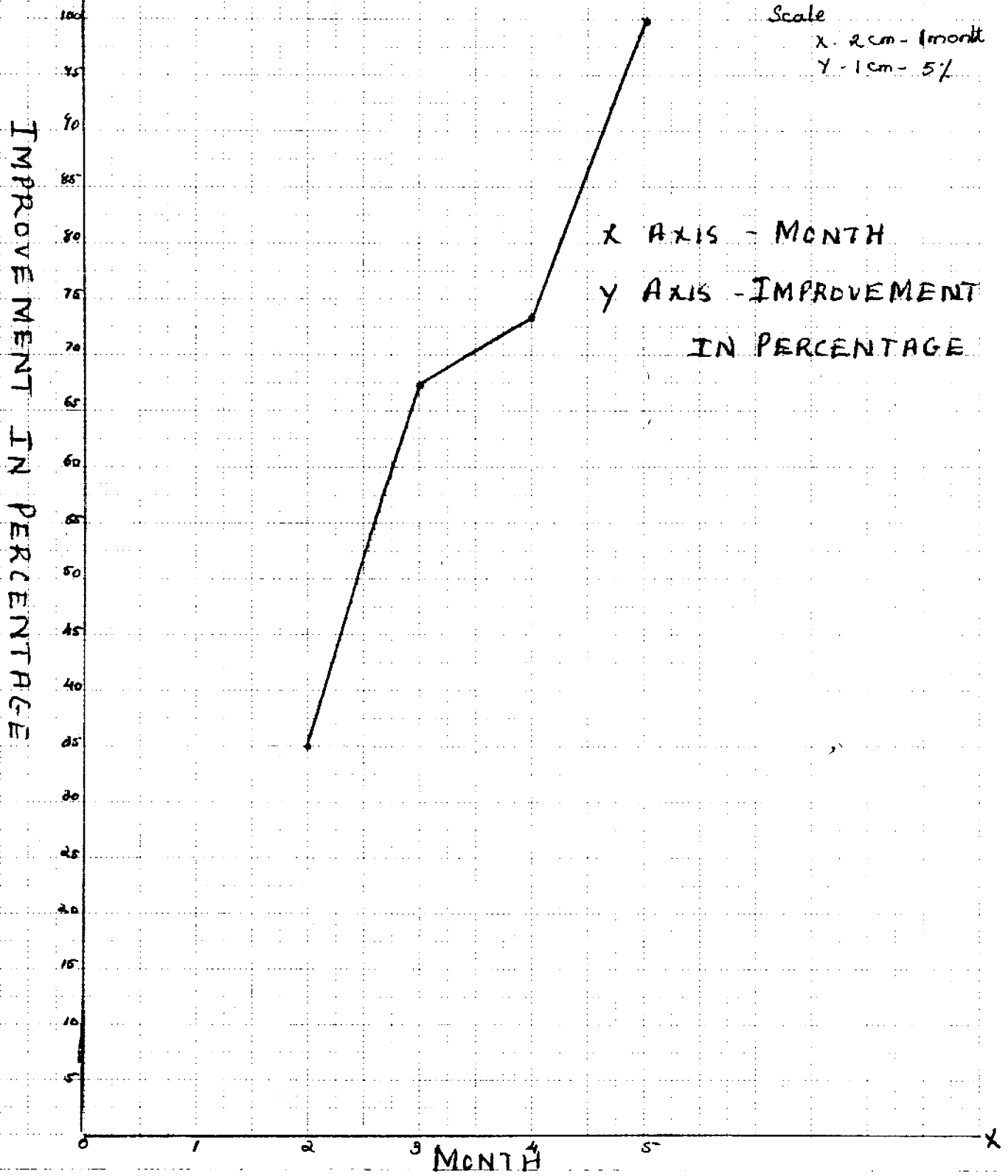


FIGURE - 11 .

IMPROVEMENT IN THE NEATNESS OF THE GARMENT CONSTRUCTED FROM THE FIRST TO LAST MONTH



## 2. Evaluation of the embroidery class.

The ten members who learned embroidery also showed progress every month. The evaluation of the first month showed that the selection of material, the suitability of the design and workmanship were poor in the case of eight members. The materials brought by them were wrinkled. The thickness of the thread was even greater than that of the material. But the material selected by two members was fairly good, closely woven and well pressed. They used a matching colour thread for the material.

The handkerchieves completed by ten members, at the end of the third month were found to be good in appearance and workmanship. But eight had selected the same designs.

The evaluation made in the last month revealed the fact that the members had learned to use proper thread in thickness and colour for the various kinds of designs. The embroidery work done by them on the table cloth and dress material were excellent.

## 3. Quantity stitched:

Fifteen members, who were learning machine sewing finished the construction of three garments within 15 classes. Ten members who were learning embroidery work were found to have acquired satisfactory knowledge in the art of embroidery within 15 classes. Thus the

members had derived maximum benefit from the sewing classes. All had improved in their work.

4. Evaluation of the benefits and satisfaction according to the members.

To evaluate the sewing class in terms of the benefits and satisfaction derived by the members, the investigator interviewed each member carefully. The reasons given by the 25 members for joining the sewing class were:- Six stated to learn the new art, ten stated to earn money and nine to spend the leisure time usefully. Thus ten members had joined the sewing class with the idea of constructing garments for others earning money there from. For the others, it was helpful to use the leisure time properly by learning a new art.

The amount of money saved by the members, by constructing garments themselves ranged from Rs. one to nine in which nine out of the 15 had saved upto Rs. seven.

The satisfaction derived by the members are depicted in table IV.

TABLE IV

## SATISFACTION DERIVED THROUGH THE SEWING CLASS

| S.No. | Satisfaction  | No. of members<br>stating |
|-------|---|---------------------------|
| 1.    | Decorated home with fine table-cloth.                 | 6                         |
| 2.    | Saved money   | 5                         |
| 3.    | Spent time usefully                                   | 5                         |
| 4.    | Learned the art of sewing                             | 4                         |
| 5.    | Gave a fresh look to old garments by doing embroidery | 4                         |
| 6.    | Got many friends                                      | 1                         |

Thus the members were happy that they were able to decorate their homes with fine table clothes, give a fresh look to old garments by doing embroidery, learned the art of sewing, were proud of the fact that they had spent their leisure time usefully, saved money and got new friends.

5. Evaluation made by the elders.

By interviewing the other members in their families, the investigator found that the elders in the family were very much satisfied with the performance of their children. They appreciated the work done by the investigator and all expressed that such efforts

must be continued for atleast three or four years, only then, all could obtain the maximum benefit out of the sewing class.

#### 6. Change in preferences

As for preferences of the families for home-made, tailor - made and ready - made garments, all the 25 families preferred tailor - made garments before the starting of the sewing class. Five families preferred in addition ready - made garments also. All the families stated that they could not prefer home - made garments, due to the lack of knowledge in sewing. However, after the starting of the sewing classes, 15 families preferred home - made garments, seven preferred tailor - made garments and three ready - made garments. Thus the sewing class had created interest in the families to prefer home - made garments, with corresponding reduction in the preferences for tailor - made and ready - made garments.

#### 7. Suggestions made for the future by the members

The suggestions given by the members for making use of the knowledge acquired in sewing in the future are presented in Table V.

TABLE IV  
SUGGESTIONS FOR THE FUTURE

| No. | Suggestions   | No. of<br>members |
|-----|---|-------------------|
| 1.  | To select a leader and construct garments as per instruction                      | 15                |
| 2.  | To attend the sewing class regularly even in the absence of the investigator.     | 10                |
| 3.  | Never give garments to tailor for construction                                    | 10                |
| 4.  | Try to own a sewing machine and help all the others who are in need of their help | 5                 |

8. Satisfaction of the investigator:

From these results, the investigator came to the conclusion that her attempt was of great use to both herself and the rural families. She gained a new experience and broadened her horizon by teaching the rural women sewing.

## V. SUMMARY AND CONCLUSION

The aim of this study was educating 25 selected rural young women in garment construction and embroidery work, by organising a sewing class in the village, Sani-chettipalayan in Coimbatore District. The classes were conducted for a period of five months from August to December 1968. Fifteen of selected young women studied garment construction and ten learned hand embroidery. Within the limited time of five months, all the 15 members were able to construct garments of good qualities such as bodice, blouse and skirt. At the same time, the ten members in the embroidery section, became experts in doing simple hand embroidery on their garments, household items and accessories.

With the help of a score card the efficiency in sewing of the members was evaluated. At the end of the five months classes the members expressed their interest in attending the sewing classes continuously and their desire to study construction details of men's garments and all other garments for the families to help them save money.

From these results it is clear that the work started by the investigator, if followed up will be of great help to the villagers. The follow up work would also strengthen the Young Women's Club and help village women in saving money and satisfying their clothing needs. Thus the standard of living of rural families can be raised.

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**APPENDICES**

**APPENDIX I**

**SRI AVINASHILINGAM HOME SCIENCE COLLEGE  
COIMBATORE-11**

**INTERVIEW SCHEDULE TO ELICIT INFORMATION REGARDING SAVING  
PRACTICES IN A SELECTED VILLAGES (SAMICHETTIPALAYAM)**

- I. Details about the young women's club members:**
  - a. Name:**
  - b. Address:**
  - c. Educational qualifications:**
  - d. Occupation:**
  - e. Income:**

**II. Family Background:**

---

| <b>S.No</b> | <b>Member</b> | <b>Relationship<br/>to the young<br/>women's club<br/>members</b> | <b>Age</b> | <b>Sex</b> | <b>Educa<br/>-tion</b> | <b>Occupa<br/>-tion</b> | <b>In-<br/>come</b> |
|-------------|---------------|---|------------|------------|------------------------|-------------------------|---------------------|
|-------------|---------------|---|------------|------------|------------------------|-------------------------|---------------------|

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**III. How much do you spend on clothing per year?**

b. Give details about your expenditure on clothing:

---

| Expenditure on<br>Men's clothing<br>per year | Expenditure on<br>Women's cloth-<br>ing per year | Expenditure on<br>Children's clo-<br>thing per year | Total expen-<br>diture for<br>a year |
|--|--|---|--------------------------------------|
| Rs.  | Rs.  | Rs.   | Rs.                                  |

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IV. What type of garments do you prefer generally?

| a. | Home Made                | Tailor Made              | Ready Made               |
|----|--------------------------|--------------------------|--------------------------|
|    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b. How much do you spend on each of the following?

---

Expenditure on  
Home made gar-  
ments/month

Expenditure on  
Tailor made  
garments/month

Expenditure on  
Ready-made gar-  
ments/month.

---

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V. Sewing Practices:

a. Do you like to construct garments yourself:

Yes

No

**b. Have you ever constructed garments yourself?**

Yes  No

**c. Do you possess a sewing machine?**

Yes  No

**d. If yes, how did you manage to buy the machine?**

1. On cash basis
2. On credit basis
3. Through chit funds
4. On Hire
5. Others

**e. If no, do you get help from the following?**

Neighbours

Madar Sangam

Schools

Others

6. If so, since when are you getting the help?

VIIa. Are you a member of the rural young women's club?

Yes  No

b. Do you have a sewing machine in your club?

Yes  No

c. Are you able to make use of the sewing - facilities available in your Maóar Sangam?

Yes  No

d. If no, specify your problems.

1. It is far away

2. No proper guidance

3. Inability to buy material

4. Have to use it in turns

5. Others

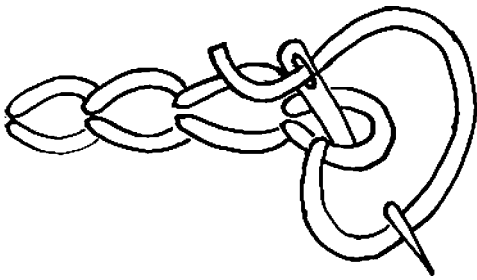
VIII. a. Would you like to join a sewing class?

Yes  No

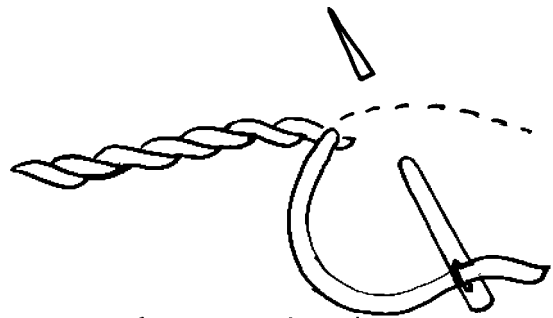
b. If yes, which garments would you like to learn to stitch?

APPENDIX II

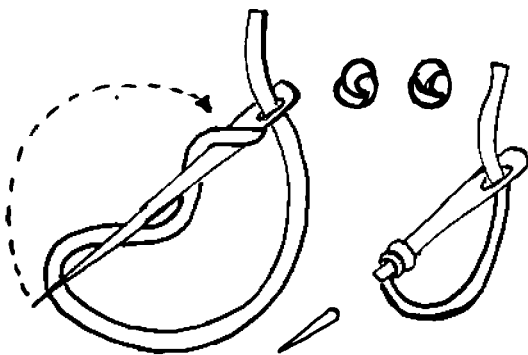
EMBROIDERY STITCHES



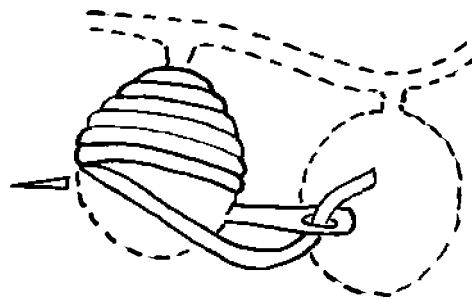
CHAIN STITCH



STEM STITCH.



FRENCH KNOT



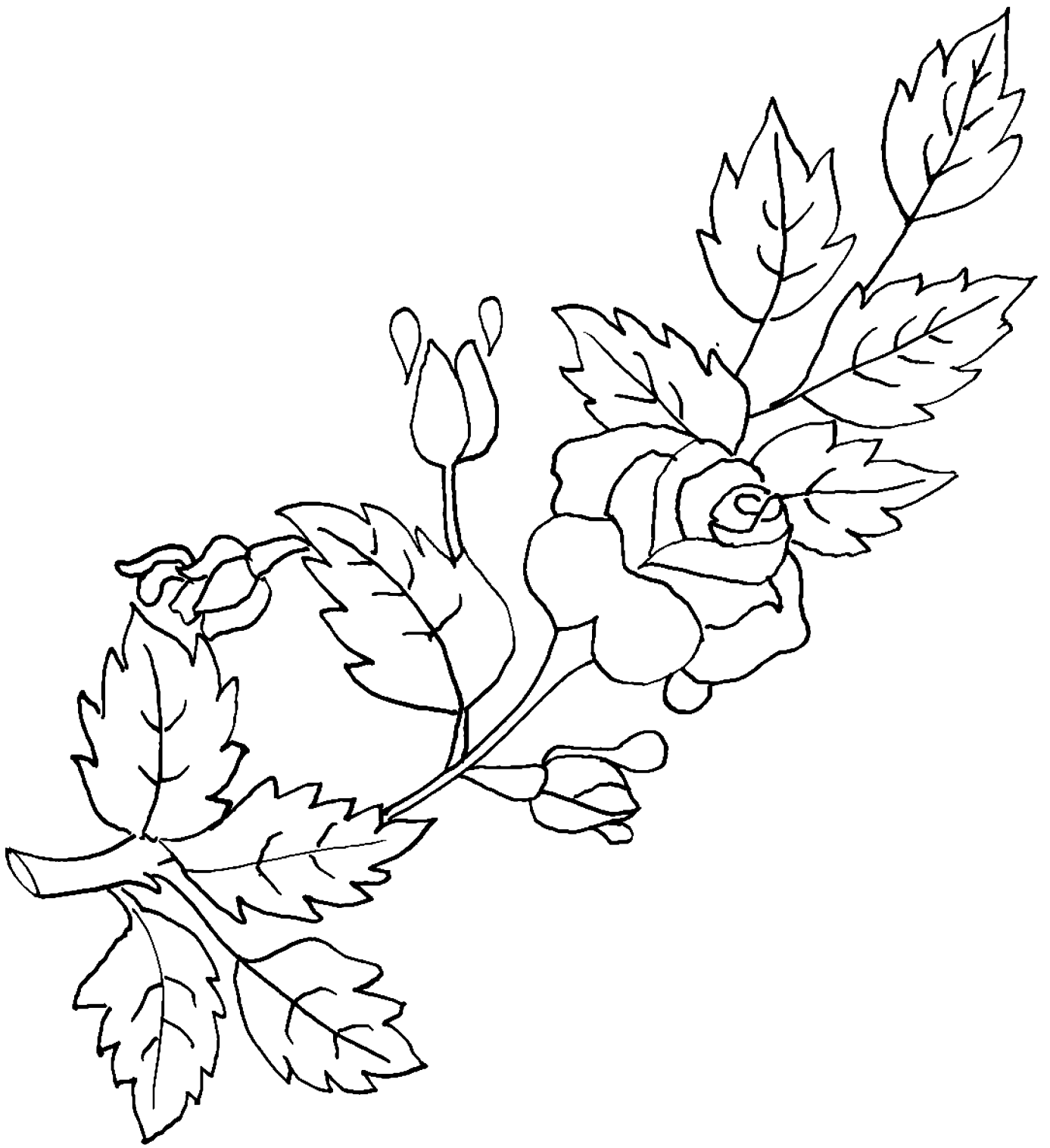
SATIN STITCH.

**APPENDIX · III**

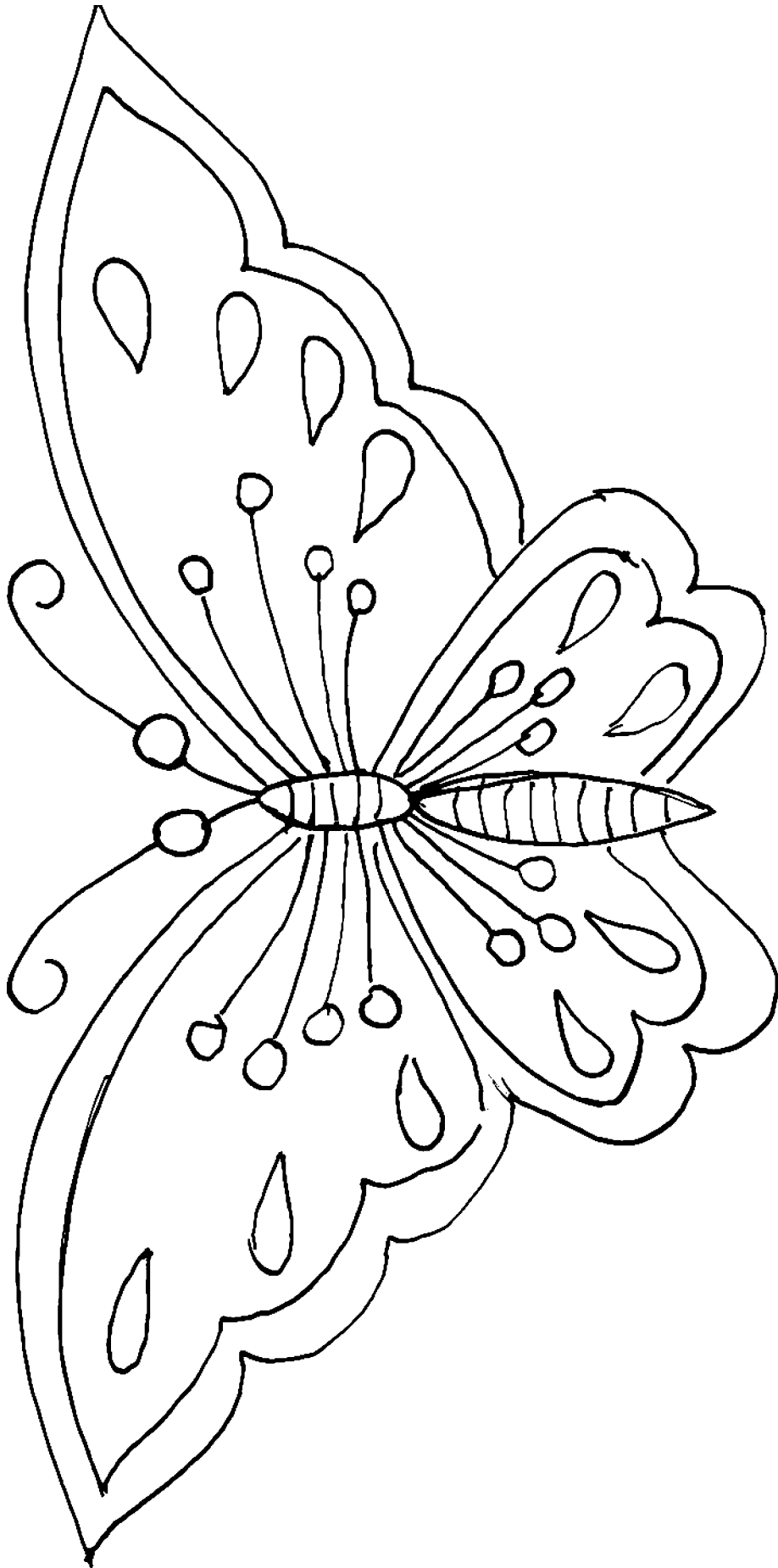
**SOME OF THE EMBROIDERY STITCHES CHOSEN BY THE STUDENTS**

**TO STITCH ON THE MATERIAL**

- 1. Rose with leaves**
- 2. Birds**
- 3. Butterfly**







## APPENDIX IV

### INSTRUCTION FOR BODICE

1. Fold the model body in such a way that the neckline and armcye would lie one over the other.
2. Fold the material lengthwise first and then crosswise.
3. Place the folded bodice on the material. See that the fold of the bodice lie on the fold of material.
4. Take the outline of the bodice block on the material.
5. Add  $\frac{1}{4}$ cm seam allowance to the sides, neckline and armcye.
6. Cut the bodice pattern on the material.

#### Construction details:

1. Join the front and back shoulder and the sides.
2. Fold the raw edge at the armhole, neckline, centre front and waistline  $\frac{1}{4}$ cm and finish the folded edge by machining.
3. Place the two centre front facing one over the other and do a row of machining  $2$ cm to join the two centre front facings together.

## APPENDIX ▼

### INSTRUCTION FOR SKIRT

1. Have a material of one and a half metre length.
2. Measure the length of the skirt on the length-wise grain of the material.
3. Leave  $3\frac{1}{2}$  cm seam allowance for the hem line and cut the material on this line, so that you will get two pieces of material.
4. Cut a two inch wide strip, the length of which is  $10$  cm greater than that of the actual waistline of the skirt. This forms the waist band for the skirt.

#### Construction details:

1. Join the two pieces of material, keeping the grain in mind.
2. Introduce gathers at the waistline.
3. Fold the raw edge of the material at the sides  $\frac{1}{2}$  cm and do a row of machining - starting from the waistline to the hipline ( $17$  cm).
4. Join the two sides by machining.
5. Finish the hemline by first folding the raw edge  $\frac{1}{2}$  cm and then by hemming.
6. Finish the waist band as for blouse and insert the tape.

APPENDIX VI

SCORE CARD TO EVALUATE THE PERFORMANCE OF THE MEMBERS  
PRACTICING MACHINE SEWING

---

| Item  | Excellent | Good | Fair | Poor |
|---|-----------|------|------|------|
| <b>1. <u>Handling of the sewing machine</u></b> |           |      |      |      |
| Treadling                                       |           |      |      |      |
| Bobbin winding                                  |           |      |      |      |
| Threading                                       |           |      |      |      |
| Oiling  |           |      |      |      |
| Cleaning  |           |      |      |      |
| <b>2. <u>Construction Workmanship</u></b>       |           |      |      |      |
| Seams   |           |      |      |      |
| Hems  |           |      |      |      |
| Neckline  |           |      |      |      |
| -Sleeves  |           |      |      |      |
| Fasteners                                       |           |      |      |      |
| Pressing  |           |      |      |      |
| <b>3. <u>Fit</u></b>                            |           |      |      |      |
| Neck  |           |      |      |      |
| Sleeve  |           |      |      |      |
| Shoulderscans                                   |           |      |      |      |
| Side seams                                      |           |      |      |      |
| At waist line                                   |           |      |      |      |
| <b>4. <u>Cleanliness</u></b>                    |           |      |      |      |
| Free from wrinkles                              |           |      |      |      |

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APPENDIX VII

SCORE - CARD TO EVALUATE THE PERFORMANCE OF THE MEMBERS-  
DOING EMBROIDERY WORK

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| Items | Excellent | Good | Fair | Poor |
|-------|-----------|------|------|------|
|-------|-----------|------|------|------|

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selection of material

Suitability of the design  
to the material

Workmanship

Kind of thread

Colour of thread

Cleanliness

**APPENDIX VIII**

**SRI AVINASHILINGANA HOME SCIENCE COLLEGE**

**COIMBATORE-11**

**INTERVIEW SCHEDULE TO ELICIT INFORMATION REGARDING THE  
BENEFITS AND SATISFACTION DERIVED THROUGH THE SEWING-  
CLASS**

**S.No.**

**Name of the member**

**1. Where you present for all the classes?**

**2. What was your opinion about sewing before joining  
the sewing class?**

**3. What made you join the sewing class?**

**4. Did you find any difficulty in attending the sewing  
class?**

- 5. How much money did you save by sewing garments yourself?**
  
  
  
  
  
  
  
  
  
  
- 6. What is your opinion about the garments you have constructed?**
  
  
  
  
  
  
  
  
  
  
- 7. Are you satisfied with the method of construction?**
  
  
  
  
  
  
  
  
  
  
- 8. What kind of satisfaction do you derive out of the garments you have constructed?**
  
  
  
  
  
  
  
  
  
  
- 9. What do your elders at home feel about the knowledge you have gained in sewing?**
  
  
  
  
  
  
  
  
  
  
- 10. How will you make use of the knowledge you have gained in sewing in the future?**