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### Training module in textile craft for skill development

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#### Abstract

Skills and knowledge are the driving forces of economic growth and social development of any country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. The level of employment, its composition and the growth in employment opportunities are the critical indicator of the process of development in any economy. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Handicraft production, based on traditional skills and with low investment requirements, is one of the few possibilities which poor people have to help them increase their income. The focus in the last few years has been to build the capacity of SHGs realizing the fact that these are in a more advantageous position to combine their resources and talents for enabling viable income generating activities, as compared to a lone individual's efforts. If the current situation is any indication then there are very few job ready workers available in the market. So, it is not only the growing young workforce that needs to be trained with the market savvy skills but also the middle-aged who lack the require competency to move up the ladder of growth. When these individuals are up-skilled in the current economic space their chances of acquiring better employment opportunity increase. A formal assessment of the available skills and required skills in craft traditions help to incorporate the result in the training curriculum which can also form a part of National occupation standards(NOS).The skill gap study would help to improve existing skills, add missing ones and design better support frameworks for future requirement of the skill. From a livelihoods viewpoint, the challenges faced by persons at different strata on the skills ladder differ considerably for the organised and unorganised sector and would call for different interventions which would be kept in mind while working on the skill development plan.

**Keywords:** Training module, textile craft, skills

#### Introduction

India has a large working age population of 15 to 59 years of age which can make a significant contribution to the country's growth provided it is equipped to be productive. This working age population is estimated to rise by many times over the coming decades. This rise would escalate the number of people in the unorganised sector of work unless they are encouraged to acquire the right set of skills and knowledge and prepared for employability. Also this will ensure India's competitiveness in the global market. There are likely chances of more jobs being created in the future but definitely unlikely that the employers invest in skilling the employees. Also, the employees themselves are constrained to mobilise their own resources for up-skilling themselves.

In rapidly growing economies like India with a vast and ever-increasing population, the problem is two-fold. On one hand, there is a severe paucity of highly trained quality labour, while on the other large sections of the population possess little or no job skills. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of world of work. As India moves progressively towards becoming a 'knowledge economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment.

Handicraft production is an important area of job creation in the informal sector. Textile Handicrafts industry in India is spread all across the country especially in urban and rural areas. The location of the manufacturing units of Textile Handicrafts industry in India is mainly small towns and rural areas. In India, the Textile Handicrafts industry is a major income source for the village communities for it provides employment opportunities to many people. The people who work in Textile Handicrafts industry in India are mainly women and the weaker sections of the society.

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One of the Textile crafts-Block printing usually involves applying colour on one surface and pressing the colour to another. No prior knowledge is required for learning or practising the craft, just a wish to do something extraordinary, a positive attitude is what is required by the student and with a clear mind sky is the limit. A home craft in the beginning with a small investment of 1000/- can be turned into a small scale industry.

SHG is a holistic programme of micro-enterprises covering all aspects of self-employment, organization of the rural poor into self Help groups and their capacity building, planning of activity clusters, infrastructure build up, technology, credit and marketing. The very existence of SHGs is highly relevant to make the people of below poverty line hopeful and self-reliant. SHGs enable them to increase their income, improve their standard of living and status in society. It acts as a catalyst for bringing this section of society to the main stream. A training module is built on a series of carefully designed learning experiences.

**Objectives**

1. To prepare a basic Training Module in Textile craft. (Contents, learning methods, resources)
2. To develop understanding about skill development, skill training, employment (both wage / self) and livelihood improvement.
3. To facilitate and provide guidance to field functionaries.
4. To evaluate the effectiveness of the Training Module.

**Methodology**

Designing compelling and engaging training materials started by analyzing the need for the Training Module. For example, a survey was conducted to determine what information Self Help Groups already have and what additional skills and knowledge they need to perform required tasks. People were interviewed who performed the task well to identify the characteristics of successful performance. Prerequisites were determined before starting the training module.

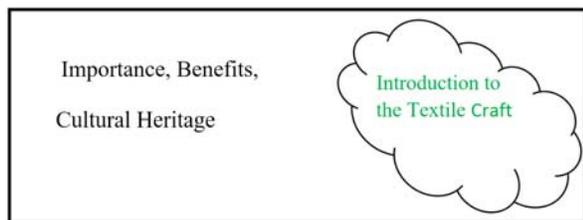
Designing an effective training module involved creating learning objectives that stated specific, measurable, achievable, realistic and time-constrained goals.

Training can contribute significantly to the success of the SHG bank linkage programme. Appropriate training (formal or informal) at each stage of SHGs' growth is one of the essential inputs required.

- **Name of the training module:** Skill Development in Textile Craft
- **Type of participants:** 5 Self Help Groups of 10 members each of Akola city was the sample size for the Training Module.

**Step I-Duration- 2 Days**

Designing a Training Module

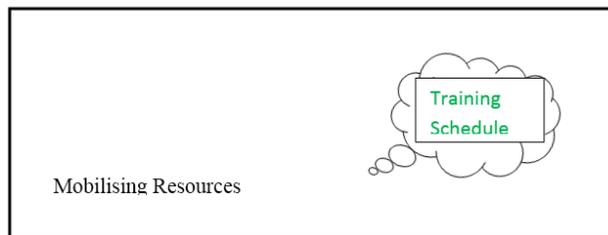


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1. Introduction of the Handicraft sector to the learners.
2. Explaining the Key role of the Textile Handicrafts in the economic development of India.
3. Developing understanding about skill development, skill training, employment (both wage / self) and livelihood improvement.
4. Making the participants understand the concept of skill development and its role in overall economic development of the country
5. Overview of the sustainable Cultural Heritage of India

**Step II Duration -1 Weeks**

Designing a Training Module

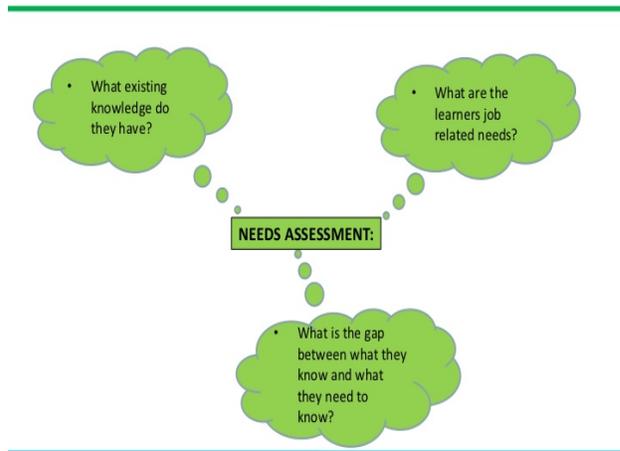


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1. Planning the Training schedule according to the learner's daily household cores
2. Arousing Interest in learners
3. Mobilising Resources
4. Making the participants aware of current scenario of skill development

**Step III Duration -1 Weeks**

Designing a Training Module

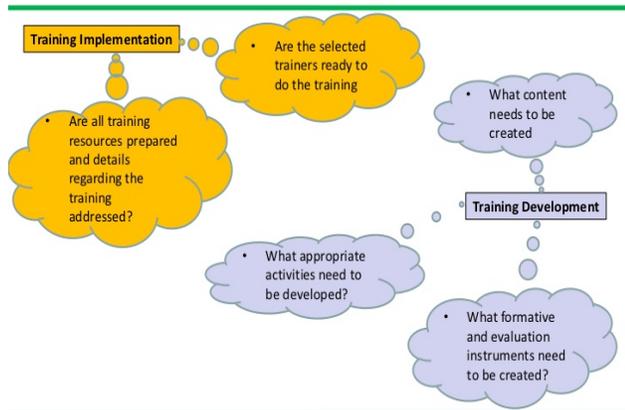


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1. Implementing the Training Module
2. Assessing the learners needs
3. Identifying slow and fast learners

**Step IV Duration -1 Weeks**

**Designing a Training Module**

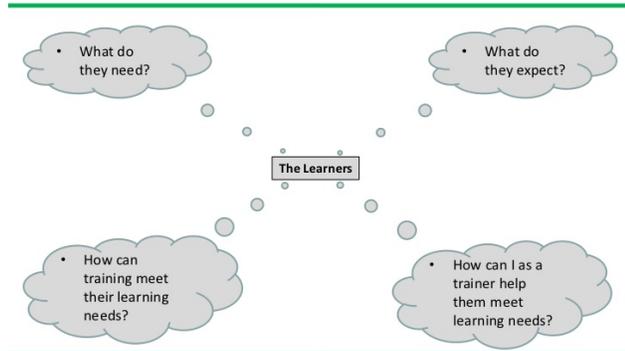


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1. Assessing the willingness of the learners
1. Developing activities and resources for sustaining the Training programme
2. Facilitating and providing guidance to field functionaries

**Step V -Duration 1 Week**

**Designing a Training Module**



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1. Focussing on the expectations of the learners
2. Concentrating on the learning needs of the learners
3. Simultaneous evaluation of the Training programme

**Instructional Plan**

A map that outlined the design of the training module included the following:-

1. Training Program Title
2. Overall Description of the Training
3. Learning Outcomes
4. Length of Training
5. Target Learners
6. Overall Format for Training
7. Participant Requirements
8. Instructional Material and Aids needed
9. Logistical Issues
10. Major Topics to be addressed

11. Brief description for each topic
12. Identification of learning methods used

**Features of the Training Module**

- Nurturing learners as artisans to become technically competent.
- Arranging for consultations with the reputed national experts for appropriate solutions of specific problems.
- Providing continuous guidance and quality control to develop products based on the Textile Craft.
- Helping identify innovators in the group in order to nurture them as a trainer.
- Facilitate learners to carry out training-cum-production programmes

**Table 1:** Contents of the Training Module in Textile craft: Block Printing

S.N.	Topic	Type
1	What is Fabric - Synthetic and natural Fabrics	Informative & decriptive (use of swatches)
2	Historical Background of Block Printing	Informative (slide show)
3	Block Printing of Different Types	Informative, Demonstrative & Participatory
4	Employment Opportunities	Informative (Case studies )
5	Different types of Dyes for Block Printing	Informative & Demonstrative (Swatches)
6	Dyes affinity to Fabrics	Informative
7	Primary Secondary & Tertiary Colours	Informative (Charts & Posters)
8	Preparing your own Colours	Participatory
9	How to make designs for Block Printing	Informative
10	Understanding Placements	Demonstrative & Participatory
11	Tracing and Carving of Blocks	Informative
12	Treatment and Care of Blocks	Informative
13	Tools and equipment for Block printing	Informative & Experimental
14	Usage of tools and equipment	Experimental & Experimental
15	Preparing the Printing Surface	Participatory & Experimental
16	Preparing pastes, dyes and Colours	Participatory & Experimental
17	Preparing Eco friendly Binder	Participatory & Experimental
18	Sampling different dyes & Materials	Participatory & Experimental
19	Treatment of fabric for printing	Participatory & Experimental
20	Learning to make corners	Participatory & Experimental
21	Learning to put registration marks	Participatory & Experimental
22	Single Colour Printing 1	Participatory & Experimental
23	Single Colour Printing 2	Participatory & Experimental
24	Double Colour Printing 1	Participatory & Experimental
25	Double Colour Printing 2	Participatory & Experimental
26	Multi Colour printing	Participatory & Experimental
27	Treatment of Fabric after Printing	Participatory & Experimental
28	Safety precautions	Informative
29	Doing value addition	Participatory & Experimental
30	Leaning Display Techniques	Participatory



**Training Programme**



**Wooden Blocks**



**Display of the value added products**

**Evaluation of the effectiveness of the Training Module**

Evaluation is important for the systematic determination of merit, worth, and significance of the Training Module. Both qualitative and quantitative methods were used, including the study of the demographic characteristics of the learner, willingness and involvement of the learner.

The most widely used and popular model for the evaluation of training programs is known as "The Four Levels of Learning Evaluation." The model was defined in 1959 by Donald L. Kirkpatrick in a series of articles that appeared in the US Training and Development Journal. Kirkpatrick redefined the evaluation model with his 1998 book "Evaluating Training Programs: The Four Levels."(22)

The idea behind the model is for an organization to have meaningful evaluation of learning in the organization. The degree of difficulty increases as you move through the levels. However, the knowledge learned regarding the effectiveness of the training program more than compensates for this.

The four levels of the model are:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behaviour
- Level 4: Results

**Evaluation Tools**

Evaluation tools used for collecting data was a semi-structured questionnaire, questionnaires, interviews, observations, and performance records. The questionnaire was flexible, allowing new questions to be brought up during the interview as a result of what the interviewee said.

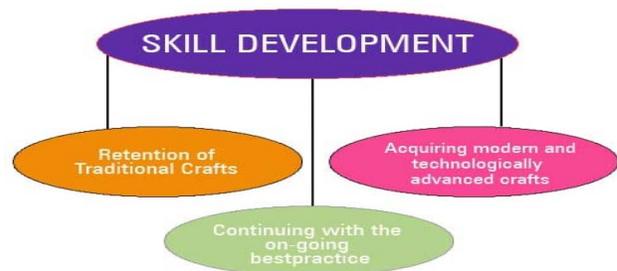
An impact survey was done as an evaluation tool to measure the extent to which skills and knowledge learned in the program have translated into improved expertise and the final results that occurred because the participants attended the training program. Data assessing the Skill development was collected by evaluation of the products prepared by the samples.

Pre/Post Test: The pre/post test was used as a form of evaluating training programs in terms of skill improvement of the participants. Scores were compared before and after the training respectively.

**Result and Discussion**

India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age. India's workforce is the second largest in the world after China's. Crafts present artistic characters and values.

**Skill Development –Ideology**



Assessment is the process of documenting and collecting data- usually in measurable terms—about information, knowledge, skills, attitudes and beliefs.

Assessment is: To facilitate and provide guidance to field functionaries for effective implementation of the component with monitoring and correctional need assessment Content of Training Module

Assessment of the Training Module was done -

- To measure goal accomplishment
- To identify program strengths
- To celebrate successes
- To identify impacts on program participants
- To identify impacts on community
- To identify unmet needs
- To inform planning and decision-making
- To identify opportunities for improvement
- To share lessons learned
- To report to funders
- To tell our stories to stakeholders

The success in this Training Module on Textile Craft is shown in the ability to perform the performance standards found in each learning outcome.

Kirkpatrick defines learning as the extent to which participants change attitudes, increase knowledge, and/or increase skill as a result of attending a program. So to measure learning we need to determine the following:

- What knowledge was learned
- What skills were developed or improved
- What attitudes were changed

### Benefits

#### Benefits to the individual

- Improve 'marketable' skills base.
- Improve ability and willingness to handle problems encountered in skill development electively.
- Improve self confidence.
- See problems as opportunities for personal growth and career development.
- Assist in setting personal / career goal settings.
- Be better prepared for and take advantage of change.
- Success gained from doing activities will improve motivation.
- Improve ability to work with and through other people.

#### Benefits to the employer

- Improved self management skills for employees
- Leads to 'can do' approach to work and work related problems
- Leads to a systematic process orientated approach to work
- Improves attitude towards change and the need for change
- Appropriate and beneficial to all grades
- Improves motivation levels
- Financial return will far outweigh initial costs

### Statistical Analysis

- Statistical Analysis of the Skill Development was done to judge the effectiveness of the Training Programme. Five Judges rated scores to the samples prepared in first week and the last week of the Training schedule. The Kendall's rank correlation on the basis of scores given by judges indicate that there was no agreement between the judges for skill achieved by the trainees as in the first week.. However, there is agreement between the judges for skill upgradation as indicated by Kendall's rank correlation coefficient. Judges are in agreement that the trainees could achieve skill during the period of three weeks.
- The Trainees expressed their views at the end of the Training Programme. For this a semi structured questionnaire was designed. The trainees were satisfied with the Training Module as the objectives of the training were clearly defined. The demonstration and training was

organized and easy to follow with adequate raw materials available

The trainer achieved knowledge and the skills were mastered by most of them. They thought that the time allotted for the training was sufficient and were assertive about the benefits of the skills. The study aimed to bring about a change among trainees by showing them ways of becoming self-sufficient. The trainees can begin to look at life differently as they earn a better livelihood for themselves and their families.

### Conclusion and Recommendations

Small loans (ranging from Rs 1,000 to Rs 10,000) are provided for individuals in SHGs, along with training on management, marketing and investments. As a result of such economic development initiatives, many small businesses expand and become viable. This approach is very powerful in lifting communities from economic poverty, ultimately leading the community to be self-reliant and live with dignity. Many of the SHGs have developed and flourished to become trend setters and peer leaders in their region. The time has now come to consider the transformation of those SHGs which have developed considerable capacity and experience to further expand into larger community based organizations. Such organizations can operate on a bigger scale and therefore take advantage of their economies of scale to bring down costs and become more competitive in the markets; they are also in a position to shift from micro credit to larger credit facilities offered by banking institutions and thus will come into their own as a formidable economic force.

It is in this context National Urban Livelihood Mission (NULM) was launched on 24th September 2013 to cater to the needs of the vulnerable in urban areas so that they could access skilled employment opportunities and succeed in attaining better quality of life on a sustainable basis

- Establishing group support at the end of training sessions and assigning trainees to small groups that will meet regularly for a while after training is recommended. Learners can use these groups to discuss common problems and concerns, how they are doing in applying the new skills, and to perform practice sessions. Group support gives members a sense of unity and security, which they can fall back on when they run into problems.
- Assist trainees as they transfer learned skills and behaviour into their work.

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