

**AN ACTION PROJECT ON
“ELEVATE AND CREATE: EMPOWERING RURAL
WOMEN AND ADOLESCENT GIRLS THROUGH
FUSION JEWELLERY”**

April, 2025

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**AN ACTION PROJECT ON
“ELEVATE AND CREATE: EMPOWERING RURAL
WOMEN AND ADOLESCENT GIRLS THROUGH
FUSION JEWELLERY”**

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The Maharaja Sayajirao University of Baroda, Vadodara

Project Worker

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**DEPARTMENT OF EXTENSION AND COMMUNICATION,
FACULTY OF FAMILY AND COMMUNITY SCIENCES,
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA,
VADODARA**

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**DEPARTMENT OF EXTENSION AND COMMUNICATION
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VADODARA**

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The examiners are requested to keep following in mind while evaluating the student's project papers report of either the dissertation or the action project.

The master students can choose a dissertation work or action project for 10 credits. The written report or a dissertation can be of 120 to 130 pages, while the report of an action project can be of 60 to 80 pages. The dissertation can have hypotheses and qualitative/ quantitative statistical analysis while action project can have field try type evaluation using only percentages.

An action project must be accompanied by appendices, giving an account of physical proof of having conducted the actual project, e.g., maps, photographs, drawings, samples, attendances, records, booklets, etc.

At the time of viva, a students who has carried out an action project may present actual models, charts, equipment, objects, etc. used in carrying out the project as further proof of the project.

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CERTIFICATE

This is to certify that the project report entitled "ELEVATE AND CREATE: EMPOWERING RURAL WOMEN AND ADOLESCENT GIRLS THROUGH FUSION JEWELLERY" has been carried out by the candidate under my supervision and guidance. The matter presented in this report has not been submitted for the award of any other degree or diploma.

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ABSTRACT

The project titled *"Elevate and Create: Empowering Rural Women and Adolescent Girls through Fusion Jewellery"* aimed at enhancing the livelihoods of rural women and adolescent girls by providing them with the skills necessary to create fusion jewellery, a unique blend of traditional craftsmanship and modern design elements. In collaboration with Reliance CSR, Vadodara, this initiative focused on harnessing the untapped economic and creative potential of rural women, drawing insights from a previous internship that highlighted the opportunity for skill development in the jewellery making sector.

A total of 35 women and adolescent girls from the villages of Angadh and Karodiya participated in the project. The project was implemented through a series of interactive training sessions that introduced the rural women and adolescent girls to techniques such as bead work, mirror work, fabric jewellery etc. creation of fusion jewellery that combined traditional techniques with touch of modernity. Each training phase was structured to ensure progressive skill acquisition from basic to advanced techniques with a focus on practical hands-on learning.

The methodology of the project encompassed rural women and adolescent girl's identification, the design and delivery of the training demonstration and post-training feedback collection. To expand the scope of the project, the initiative also introduced participants to digital platforms like Mahila E-Haat, Instagram page marketing and WhatsApp, encouraging them to engage in e-marketing entrepreneurship. This aspect of the training was crucial in equipping the rural women and adolescent girls with the necessary tools to market their creations and build their own small businesses.

Impact evaluation focused on assessing the rural women and adolescent girl's skill acquisition, their confidence levels and their preparedness for income generation through fusion jewellery making. The findings revealed notable positive changes among the rural women and adolescent girls, including enhanced self-confidence, upgraded skills and a strong motivation to pursue jewellery-making on their own. A

considerable number of the rural women and adolescent girl's showed interest in launching their own ventures, highlighting the promise of creative entrepreneurship as a pathway to sustainable income generation.

The outcomes of this project not only contributed to the skill enhancement of the rural women and adolescent girl's but also played a vital role in promoting economic self-reliance and social empowerment. By combining traditional techniques with modern touch and marketing strategies, the project highlighted how fusion jewellery making can serve as a sustainable and empowering pathway for the rural women and adolescent girl's to achieve financial independence and break socio-economic barriers. This project exemplifies the intersection of skill development, marketing strategies, digital entrepreneurship and women's empowerment demonstrating its potential as a model for rural empowerment initiatives across India.

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CHAPTER 1

INTRODUCTION

“While cities are filled with tall buildings and busy life, rural areas stay rooted in tradition, simplicity and self-sufficient living. These villages, located beyond urban and industrial areas are the backbone of the country's economy. They mainly depend on farming, animal care and small-scale industries”.

~ Inspired by the philosophy of Mahatma Gandhi and rural development narratives (Ministry of Rural Development, Government of India)

The term ‘rural’ refers to a region situated on the surrounding area of urban, commercial or industrial zones. Rural regions generally have a lower population density compared to urban areas. The primary livelihood of residents in these areas is agriculture and animal husbandry, while cottage industries also serve as a significant source of income.

In India, according to the Planning Commission, any town with a population of fewer than 15,000 inhabitants are classified as rural. These areas are managed by the Gram Panchayat instead of a municipal board. Additionally, a large proportion of the male population in rural communities is engaged in agriculture and related activities. <https://keydifferences.com/difference-between-urban-and-rural.html>

Rural women and girls play a pivotal role in sustaining these communities, contributing significantly to agriculture, household management and cottage industries. Despite their vital contributions, they often face barriers such as;

- Limited access to education,
- Lack of proper skill development programs,
- Lack of awareness about government schemes,
- Limited access to digital resources and technology,
- Lack of health care facilities,
- Lack of employment opportunities.

These challenges restrict their ability to achieve financial independence and improve their quality of life. Empowering rural women and adolescent girls through skill development and creative expression plays a vital role in fostering economic independence and social growth. In many parts of the world, rural women and girls face

significant barriers to economic independence, education and social empowerment. However, opportunities for empowerment through creativity, entrepreneurship and skill-building can dramatically change their lives.

India is celebrating 75 years of independence through the '*Azaadi Ka Amrit Mahotsav*', emphasizing the vision of "Empowered Women – Empowered Nation". According to the 2011 Census, 54.6% of India's total workforce is engaged in agriculture and related activities whereas the workforce participation rate for rural women stands at 41.8%, which is notably higher than the 35.31% participation rate for urban women (MoSPI, 2017). To bridge the gap between rural challenges and sustainable solutions, skill-based training plays a crucial role.

One such transformative approach is fusion jewellery, a blend of traditional techniques and modern design that not only creates unique pieces but also fosters economic opportunities, self-expression and community development among rural areas. Jewellery-making has long been an integral part of traditional craftsmanship in India. The fusion of modern design techniques with traditional art forms creates a unique and commercially viable craft that caters to contemporary market demands. This project is designed to provide comprehensive training in fusion jewellery-making, integrating elements such as beadwork, terracotta, metalwork, resin art and fabric-based designs. By blending traditional aesthetics with modern trends, this program seeks to empower women and young girls to create marketable products and establish sustainable income sources.

The initiative primarily focuses on skill development, entrepreneurship and market linkage, ensuring that the beneficiaries not only acquire technical expertise but also gain knowledge in business management, branding and digital marketing. By enabling access to local and online markets, the project encourages beneficiaries to transition from artisans to entrepreneurs, contributing to both individual economic growth and community development. The fusion jewellery training Project is a transformative initiative that provides rural women and adolescent girls in Vadodara's villages with an opportunity to learn, grow and achieve economic independence. By blending tradition with modern design, this project fosters creativity and entrepreneurship, paving the way for a sustainable and prosperous future.

In this context, the fusion jewellery training programme for rural women and adolescent girls residing in nearby villages of Vadodara is a strategic initiative aimed at equipping the rural women and adolescent girls with specialized skills in fusion jewellery-making while fostering entrepreneurship and financial stability.

1.1 Transforming from Traditional to Fusion Jewellery

Indian jewellery has a deep-rooted cultural significance that dates back thousands of years. Indian jewellery was traditionally made with gold, silver and valuable gemstones that frequently reflected local traditions, religious confidence and familial history. The designs were complex and symbolic with bangles, kamarbandh, nath and mangalsutra serving as specific meanings. Each piece was carefully made using techniques like *Kundan*, *Meenakari*, *Jadau* and *filigree* (wire-work).

These traditional designs were often reserved for special occasions such as weddings, festivals and religious ceremonies which is emphasizing their elegance and decorative appeal. While traditional jewellery continues to hold sentimental and cultural value but changing lifestyle trends have influenced design preferences over time. Adding charm to it new design is introduce in market one such trend is of fusion jewellery.

Fusion jewellery refers to a style of jewellery that combines elements from different cultures, materials or design traditions to create unique and innovative pieces. This type of jewellery often blends traditional and contemporary styles, incorporating various influences such as ethnic motifs, modern aesthetics and a mix of metals and gemstones. The goal of fusion jewellery is to offer a fresh and versatile look that appeals to a wide range of tastes and can be worn on multiple occasions, from casual to formal.

Many designers now incorporate elements of sustainability and ethical sourcing of materials. A growing trend is the demand for customized jewellery designed to match individual preferences. People now look for unique pieces that showcase their personal style. The modern jewellery industry also heavily features the use of diamonds, platinum and coloured gemstones, with consumers moving toward more versatile, daily-wear pieces such as simple earrings, bracelets and rings.

In this context, fusion jewellery serves as a powerful medium for entrepreneurship and skill development, especially when introduced through structured training programs. By combining traditional craftsmanship with modern design elements. fusion jewellery

can offers income-generating opportunities while promoting artistic innovation. Training in fusion jewellery making not only enhances creativity but also equips individuals; especially rural women and adolescent girls with the skills needed to establish sustainable livelihoods.

1.2 Skill Development amongst Rural Women and Adolescent Girls

Developing practical skills plays a vital role in empowering rural women, enabling them to overcome economic challenges and improve their quality of life. Skill development programs equip rural women and adolescent girls with the knowledge and techniques needed to generate income, build confidence and foster independence. Skill development initiatives bridge this gap by equipping them with practical knowledge, technical expertise and entrepreneurial skills.

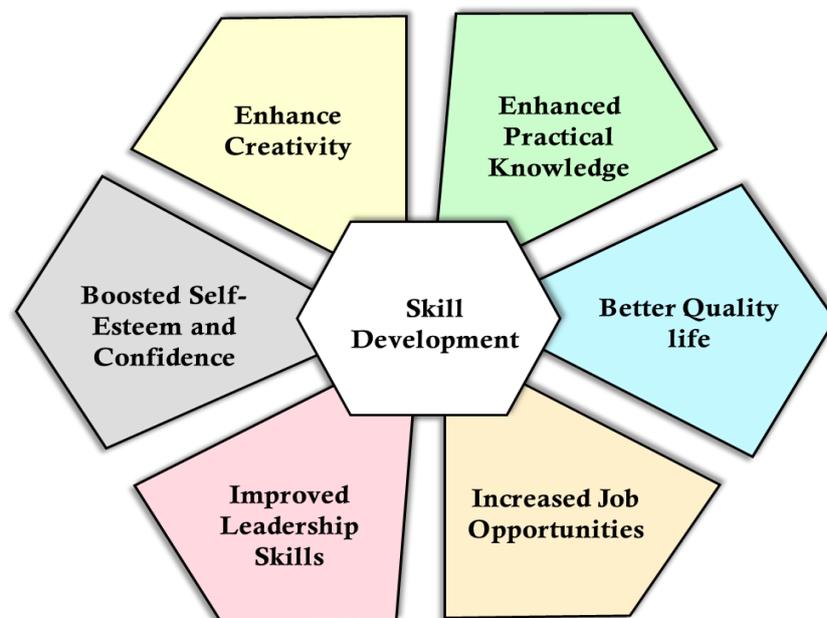


Figure 1: Skill Development in India

This empowerment not only transforms their individual lives but also brings positive changes to their families, communities and society at large. By providing them with relevant skills, rural women and adolescent girls can gain access to better livelihood opportunities, improve their financial stability and contribute more actively to their families and communities. Skill development not only enhances their technical abilities but also builds confidence, improves decision-making skills and empowers them to become self-reliant. By investing in skill development, rural women and adolescent girls are empowered to break free from traditional constraints and work toward achieving greater independence and social recognition.

In India, skill development is vital for empowering marginalized/ weakened groups, especially rural women and adolescent girls. Training programs that focus on crafts, entrepreneurship and digital literacy enable women to access better job opportunities, generate income and participate actively in economic growth.

Skill development initiatives provide a pathway to overcome many challenges by offering training in areas such as:

- Empowering rural women and adolescent girls through creative skills like beading, fusion jewellery making, embroidery etc. that can allow them to generate income from home.
- Traditional marketing skills enables them to connect with consumer and promote their products effectively.
- Skill development helps women build leadership qualities, decision-making skills and social confidence. This encourages active participation in community activities and promotes gender equality in society as whole.

\By expanding skill building opportunities in these areas, rural women and adolescent girls can achieve personal growth, economic independence and improved their social status. When rural women and adolescent girls receive inspiration, support and encouragement, they can run successful and sustainable businesses. In India, both the central and state governments have many programs to promote and support rural women and adolescent girl’s entrepreneurs. The Indian government has also implemented policies to create a supportive environment for rural women and adolescent girls through financial and social measures and ensuring they have equal access to social, political and economic development. The Ministry of Labour and Employment has introduced various vocational training and income generation programs for rural women and adolescent girls, setting up regional vocational training centres to enhance entrepreneurial skills. Some of the key income-generating activities supported through these programs include: <https://msde.gov.in/en/schemes-initiatives/schemes-initiatives-through-DGT/vocational-training-programme-for-women>

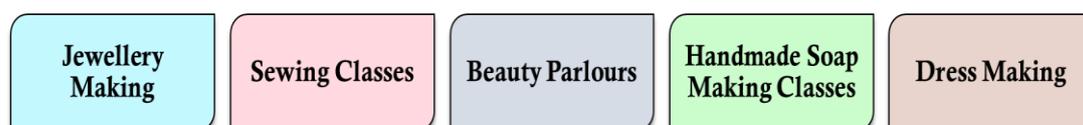


Figure 2: Key Income-Generating Activities

One of the significant income-generating activities supported under these initiatives is jewellery making. One such transformative avenue is **fusion jewellery**, a blend of traditional craftsmanship and modern design that not only creates stunning, unique pieces but also fosters economic opportunities, self-expression and community development.

Fusion jewellery, which combines traditional materials, techniques and cultural elements with contemporary design, is gaining popularity as both an art form and a business model. For rural women and girls, this art form presents an opportunity to learn new skills, develop their creative talents and generate income while preserving their cultural heritage. This initiative focuses on empowering rural women and girls by offering them the tools and knowledge to design and produce fusion jewellery.

1.3 Significance of Fusion Jewellery in Modern Times

Fusion jewellery holds a special place in today's fashion industry as it seamlessly blends traditional artistry with contemporary trends. This unique combination allows for the creation of versatile, stylish and culturally rich accessories that appeal to a wide range of customers. The use of diverse materials such as beads, threads, metal wires, stones and fabric not only enhances the aesthetic appeal but also makes the jewellery lightweight, comfortable and suitable for daily wear. Additionally, incorporating recycled and eco-friendly materials promotes sustainability, aligning with modern consumers' growing preference for ethical fashion.

One of the key advantages of fusion jewellery is its adaptability to various fashion trends and occasions. Whether paired with ethnic attire or modern outfits, these accessories add a distinctive charm, making them a preferred choice for customers looking for unique, handcrafted pieces. <https://www.matterofform.com/news/articles/jewellery-industry-trends>

In today's world, jewellery plays a significant role in a woman's life, serving as more than just an accessory. It is a powerful means of self-expression, emotion and style. From enhancing everyday outfits to celebrating milestones, jewellery holds immense value for the modern woman, serving as a powerful medium of self-expression and identity. From delicate necklaces to bold statement rings, each

piece reflects personal style, preferences and confidence. It enhances outfits, adds elegance and helps women feel more polished and self-assured. Jewellery also carries emotional significance, often tied to important life moments such as birthdays, anniversaries, or family traditions. Pieces that are passed down through generations or exchanged during special occasions hold deep sentimental value, representing love, commitment and shared memories.

Beyond appearance, jewellery has cultural and social importance, symbolizing heritage and connecting women to their roots. In many traditions, specific pieces are worn during festivals, weddings, or religious ceremonies, reinforcing social identity and family values. Additionally, modern women are increasingly drawn to sustainable and ethically made jewellery, crafted using eco-friendly materials and fair labour practices. Choosing such pieces allows them to align their fashion choices with their commitment to environmental responsibility and social ethics.

1.4 Characteristics of Fusion Jewellery

Fusion jewellery is a unique blend of traditional and modern styles, making it a popular choice for those who value creativity and innovation. It combines cultural influences, diverse materials and contemporary designs to create visually appealing and meaningful pieces.

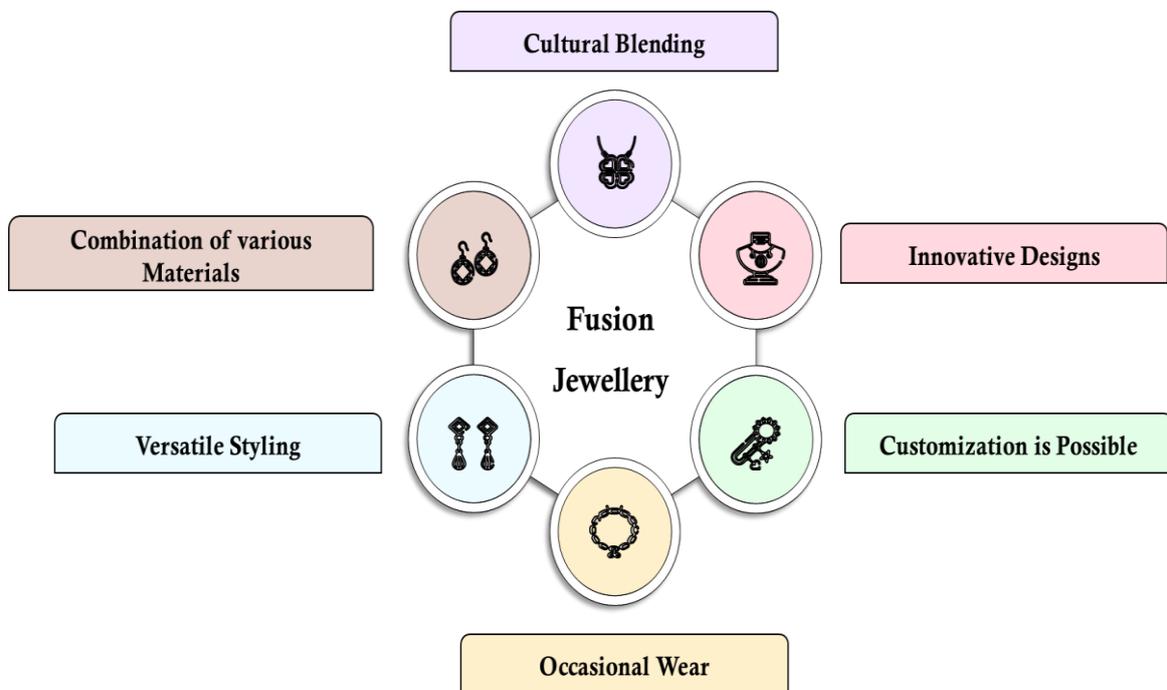


Figure 1: Characteristics of Fusion Jewellery

A key feature of fusion jewellery is cultural blending. It merges design elements from various traditions—such as Indian motifs like mandalas and fancy patterns—with minimalist European styles, resulting in jewellery that is both timeless and fashionable. Another notable aspect is the use of mixed materials. Traditional metals like gold and silver are combined with non-traditional elements such as wood, ceramics, glass and synthetic materials. This makes the jewellery lightweight, affordable and distinctive. Fusion jewellery is also recognized for its bold and experimental designs. It often features asymmetrical patterns, modern aesthetics and innovative shapes that push creative boundaries. Customization and personalization further enhance its uniqueness. Many pieces reflect personal stories or cultural heritage through selected gemstones, initials, or meaningful symbols.

Beyond aesthetics, fusion jewellery carries symbolism and storytelling. Designs often represent cultural values, emotions, or life experiences, giving each piece deeper meaning. Its versatility allows it to be worn for both casual and formal occasions, complementing traditional as well as modern outfits. Skilled craftsmanship is essential in fusion jewellery-making. Artisans blend traditional techniques with modern tools to create durable, high-quality pieces. The fine attention to detail adds to the uniqueness of each creation. Overall, fusion jewellery celebrates diversity and artistic expression. It balances tradition with innovation and evolves with changing fashion trends while preserving cultural essence, making it a valuable part of modern jewellery design.

1.5 Marketing: A Key Driver for Entrepreneurial Growth

Marketing is the backbone of any successful business, helping to bridge the gap between products and potential customers. It involves understanding consumer needs, market trends and effective strategies to promote and sell products. A well-planned marketing approach enhances brand visibility, builds customer trust and ultimately drives business growth. <https://www.professionalacademy.com/blogs/marketing-theories-the-marketing-mix-from-4-ps-to-7-ps/>

In today's digital age, marketing has evolved beyond traditional advertising to include online platforms, social media engagement and e-commerce integration making it more accessible and impactful. Platforms such as Instagram, Facebook and WhatsApp enable small business owners to showcase their products, engage with customers and expand their reach beyond local markets. Digital marketing tools, including content marketing,

influencer collaborations and paid advertisements, provide cost-effective ways for entrepreneurs to promote their offerings and generate leads. Marketing facilitates business growth by creating opportunities for networking and partnerships. Entrepreneurs can participate in trade shows, exhibitions and online marketplaces to connect with potential customers, investors and business collaborators. These opportunities not only increase sales but also open doors for scaling the business through new collaborations and market expansions. Entrepreneurs can explore partnerships, collaborations and new market opportunities by analysing consumer behaviour and market trends.

Marketing is especially transformative for rural women and adolescent girls, empowering them with opportunities to reach a broader audience, increase their income and achieve financial independence. By equipping rural women with marketing skills, they can effectively decide price, promote and sell their products which will leading to financial independence and sustainable entrepreneurship. By integrating marketing education, digital literacy and business strategy, these women and adolescent girls will not only be transforming their lives but they will also be contributing to the economic development of their communities. Therefore, marketing plays a pivotal role in turning their skills into thriving businesses, helping them achieve financial independence, self-reliance and a promising entrepreneurial journey.

In addition, marketing education equips entrepreneurs with critical decision-making skills, enabling them to assess market demand, evaluate competitors and strategically position their products. Understanding these market dynamics helps in identifying niche opportunities and adapting offerings to changing consumer preferences. For rural women and adolescent girls, this knowledge fosters confidence in navigating the business world, encourages innovation in product development and strengthens their ability to make informed choices. As a result, they become proactive contributors to their own growth and that of their communities.

1.6 Justification

1.6.1 Justification of the Project

In India, rural women and adolescent girls face significant socio-economic challenges including unemployment, financial dependence, lack of skills and restricted access to opportunities for economic growth. Despite constituting a major portion of the population, their involvement in development activities remains low due to societal norms, financial constraints and limited awareness about available support systems. Many rural women rely on male family members for financial stability, which increases their vulnerability and restricts their independence. Adolescent girls often have limited access to skill-based education and economic opportunities.

In recent years, the jewellery industry has witnessed a notable change in consumer behaviour, particularly in India. While traditional jewellery, characterized by gold, silver and precious stones was once the preferred choice, contemporary fashion trends, altering lifestyles and increasing economic awareness have led to a growing preference for unique, handcrafted and eco-friendly jewellery. Modern consumers seek jewellery that stands out and fusion jewellery- blending traditional techniques with modern designs perfectly aligns with this trend by offering a unique fusion of cultural heritage and modern looks. Rising gold prices have led many consumers, particularly young professionals, women and youth to opt for affordable yet stylish jewellery that can be worn daily. This shift in consumer behaviour has resulted in increased investment in multiple fashion pieces rather than a few expensive ornaments. Social media platforms like Instagram, Pinterest and Facebook have played a pivotal role in shaping jewellery trends. Customers today prefer visually appealing, Instagrammable jewellery that complements their outfits and enhances their social media presence. Influencers and celebrities promoting unique jewellery styles have further driven interest in fusion jewellery.

To address these challenges, skill development through income generation opportunities is essential for empowering rural women and adolescent girls. Providing hands-on training can help them develop skills, gain financial independence and contribute to their families and society. This project focuses on empowering rural women and adolescent girls through fusion jewellery-making skills such as creating necklaces, earrings, bracelets, bangles and more. The project aims to enhance their

economic status, encourage self-reliance and promote sustainable livelihoods, while also providing them with the opportunity to earn from home.

1.6.2 Justification of the Sample

In rural areas, financial responsibility often falls primarily on male members of the household, while women remain financially dependent despite their potential to contribute. As the cost of living continues to rise, it is becoming increasingly essential for women to engage in income-generating activities. However, a lack of access to education, limited employment opportunities and restricted financial resources prevent many rural women from achieving economic independence. The selected sample—rural women and adolescent girls represents a demographic that, if provided with the right training and support, can significantly contribute to their family’s financial stability while fostering personal and community growth. Skill-based entrepreneurship has emerged as a powerful tool for empowering marginalized communities, particularly women, by equipping them with the necessary tools for self-sustenance.

This project focuses on training rural women and adolescent girls in fusion jewellery making, equipping them with a valuable skill to generate income from home. Jewellery production requires minimal financial investment yet offers significant economic potential. The flexibility of this trade allows women to balance household responsibilities while earning, enhancing their self-confidence and financial independence. This, in turn, strengthens their role in household and community decision-making.

Rural women often face limited formal employment opportunities due to educational barriers and cultural constraints that restrict work outside the home. By introducing a home-based livelihood, this project offers a practical alternative that enables women to work within their comfort zones and on their own terms. Engaging adolescent girls prepares them for future independence and reduces their vulnerability to early marriage and dependency. Early skill development lays the foundation for generational change. Women’s earnings are often reinvested into their families, improving education, healthcare and overall household well-being. Thus, the initiative not only empowers individuals but also contributes to broader community development.

In conclusion, the selection of rural women and adolescent girls for this project is both strategic and impactful. Their inclusion ensures that economic opportunities are extended to those traditionally marginalized, allowing them to become self-reliant and active contributors to their families and communities. By focusing on this specific demographic, the project maximizes its potential for social and economic impact, paving the way for a future where rural women and adolescent girls can develop independently.

1.6.3 Justification for Selecting Fusion Jewellery as the Product

Fusion jewellery has been chosen for this project due to its unique ability to blend traditional craftsmanship with modern aesthetics, making it both culturally meaningful and highly marketable. This combination preserves the rich artistic heritage of jewellery-making while aligning with contemporary fashion trends, appealing to a broad customer base. The success of any income-generation initiative relies heavily on selecting a product that is in demand and commercially viable—fusion jewellery meets both criteria.

A significant advantage is the easy and affordable availability of raw materials such as metals, beads and stones, which can be sourced locally. This reduces production costs and supports local economies, making the process accessible and sustainable. The minimal financial investment required further adds to its suitability, as the craft can be practiced from home without expensive infrastructure or machinery. This makes it ideal for rural women and adolescent girls who may lack access to traditional employment opportunities. The market potential for fusion jewellery is also strong. With rising demand for handcrafted, custom-designed pieces that reflect both tradition and innovation, artisans can tap into local as well as online markets. Platforms like social media and e-commerce sites enable them to reach a broader audience and generate consistent income. Moreover, the techniques involved are simple and can be mastered through short-term training, even by beginners. The growing demand for handcrafted jewellery in local and online markets makes this skill highly marketable and sustainable. The learning process focuses on design principles, material handling and finishing skills, enabling beneficiaries to create quality products within a short span. The craft's simplicity, coupled with creative expression, makes it an effective medium for empowerment and skill development. A structured training and mentorship system

further strengthens the initiative, ensuring rural women and adolescent girls not only learn the craft but also understand basic business practices, marketing strategies and product innovation. This holistic approach builds entrepreneurial confidence and long-term sustainability. By choosing fusion jewellery, the project promotes self-reliance, creativity and financial independence among rural women and girls. It also helps preserve traditional techniques while meeting modern market demands.

1.6.4 Justification for selecting Fusion Jewellery Project in Department of Extension & Communication

The Department of Extension and Communication is dedicated to enhancing education, communication and community development. Through a variety of action-oriented projects, the department strives to create better livelihood opportunities and improve the overall quality of life, especially for women in rural areas.

The department's work is broadly categorized into two key areas: Extension and Communication. The Extension aspect focuses on organizing skill development and income-generation training programs. These initiatives aim to bring about positive behavioural and practical changes, particularly among rural women, by equipping them with relevant knowledge and marketable skills. On the other hand, the Communication segment is concerned with strengthening the flow of information and knowledge sharing through effective and creative communication strategies.

In alignment with these objectives, the Fusion Jewellery Project serves as a powerful tool for women's empowerment. By teaching women, the art of crafting fusion jewellery that combines traditional techniques with modern aesthetics, the project encourages creativity while also offering a sustainable income source. It not only helps in preserving cultural heritage through artistic expression but also supports the department's vision of fostering self-reliance and economic independence among women, thus contributing to community development in a meaningful way.

1.7 Objectives of the Project

1. To **equip women and adolescent girls** with the technical skills required for **fusion jewellery making**.
2. To **foster a sense of empowerment** among women and adolescent girls by providing them with opportunities for **economic self-sufficiency** and **creative expression**.
3. To **train** women and adolescent girls in **blending traditional jewellery** making techniques with **contemporary designs**.
4. To establish a **supportive community** where women and adolescent girls can **share knowledge, collaborate** and **inspire** each other through their craft.
5. To facilitate **access to markets (offline and online)** and opportunities for the **sale of their jewellery creations**, thereby **generating income** and **promoting entrepreneurship**.

1.8 Operational Definition

Fusion Jewellery: A unique and innovative type of jewellery that combines traditional craftsmanship with modern design elements, incorporating a blend of different materials, techniques and styles to create a distinctive and artistic piece.

CHAPTER 2

REVIEW OF LITERATURE

A literature review critically examines existing research to understand past studies and identify gaps in knowledge. It provides a foundation for the present action project, "Elevate and Create: Empowering Rural Women and Adolescent Girls through Fusion Jewellery." The project worker explored relevant studies and projects from the Department of Extension and Communication Library and reliable online sources like Google Scholar.

This chapter is divided under the two categories:

- 1. Studies & Projects conducted in India**
- 2. Studies & Projects conducted in Abroad**

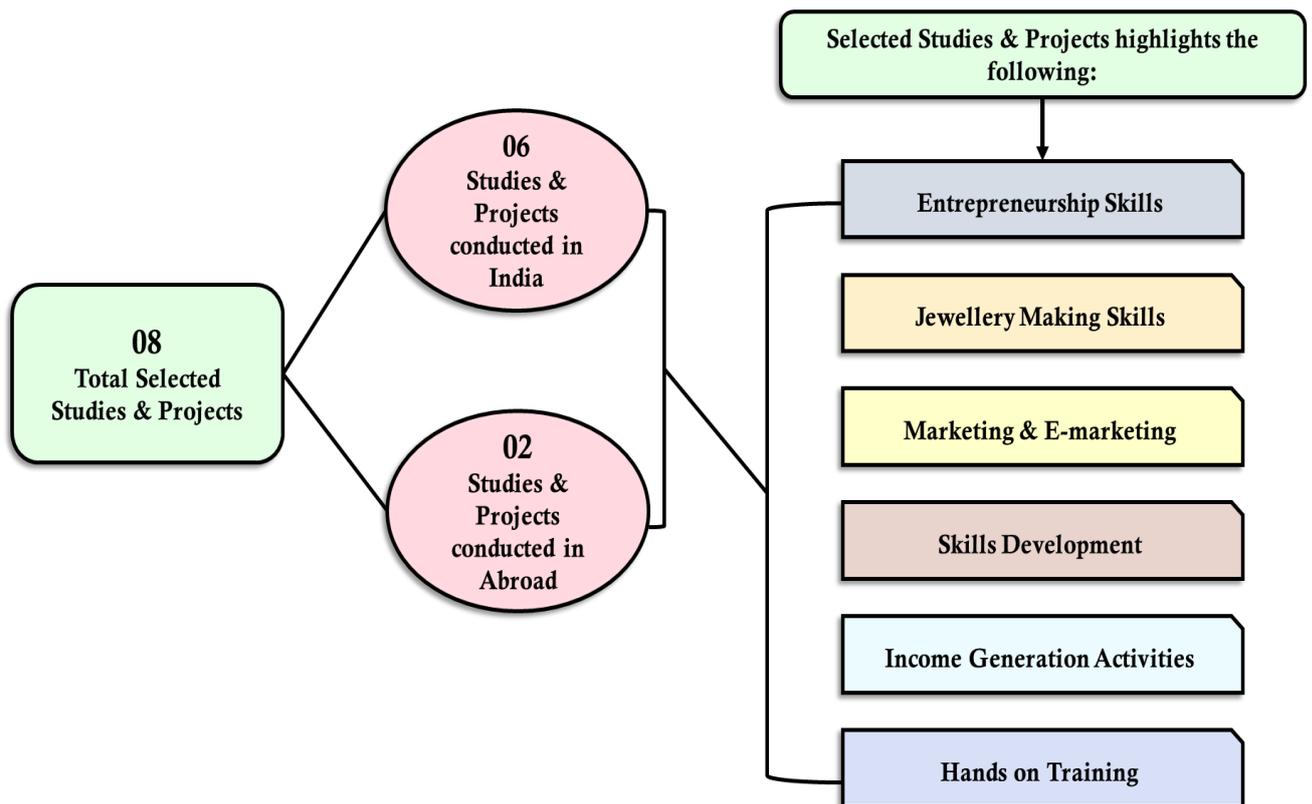


Figure 4: Selected Studies and Projects Highlights

2.1 Studies & Projects conducted in India

 **Jain (2024)**, conducted A Study on *Skill Development Among Rural Women for Establishing Enterprise through the Development of Handmade Jewellery*. The objective of the study was to empower rural women by providing skill development training in handmade jewellery making. A purposive random sample of 30 respondents from Nela Village, Udaipur was selected as sample for the study. A month-long training program was conducted to teach respondents various jewellery making skills. To help respondents in learning, a booklet and a video instruction called Handmade Jewellery: A Step-by-Step Guide was created and the video was posted on YouTube also. Data was analysed using frequency, percentages and mean percentage scores from a self-developed skill evaluation test to evaluate the efficacy of the intervention package.

Findings of the study revealed that 63.33% of respondents were between the ages of 26–35 years, with 73.33% being uneducated. All participants belonged to the scheduled caste category, with 80% being housewives and 20% students. The mean rating score for the intervention package ranged between 3.5 and 4.0 out of 5, indicating that it was considered "very good" in all evaluation criteria.

The study focused on different types of handmade jewellery, including Gotta Patti jewellery, mirror-embroidered jewellery, artificial flower jewellery, beaded jewellery and silk thread bangles. The training was conducted using a lecture-cum-demonstration method and the skill assessment results showed a remarkable 92.82% improvement in overall skill development among the respondents. The participants demonstrated a strong willingness to learn new skills, which significantly contributed to their successful training outcomes.

<https://krishikosh.egranth.ac.in/server/api/core/bitstreams/253d3200-4b16-472c-93df-f93832e00d3c/content>

 **Patel & Parmar (2024)** conducted *A study on Women Entrepreneurs in Vadodara* to examine the characteristics, challenges and opportunities faced by female business owners in the Vadodara city. The study aimed to understand the financial, social and institutional factors contributing to the rise of women entrepreneurs in Vadodara. A sample of 30 women entrepreneurs from various industries including, healthcare, education, fashion, agro-food processing and information technology was

selected for the study. The study utilized both primary and secondary data sources. Primary data was collected through structured questionnaires distributed among female entrepreneurs, while secondary data was obtained from government reports, industry publications, academic studies and online sources focusing on women's entrepreneurship.

The findings revealed that 60% of respondents were between the ages of 25–40 years, with 68% having at least a basic level of education. The research also highlighted major challenges including limited access to funding (66%), balancing family responsibilities (58%) and market competition (72%). The study examined various government initiatives, financial aid programs, mentorship opportunities and business incubators available in Vadodara to support women entrepreneurs. The role of non-profit organizations and trade associations in fostering a supportive ecosystem for women-led businesses was also explored. The study concluded that networking opportunities, digital marketing strategies and skill development programs play a pivotal role in the success of women entrepreneurs. The participants expressed a strong willingness to expand their businesses through e-marketing and online platforms. The research emphasized the need for continued policy support, training initiatives and access to financial resources to sustain and grow women-led enterprises in Vadodara. <https://ijrpr.com/uploads/V5ISSUE4/IJRPR24824.pdf>

 **Raval (2019)** conducted An Action Project on *Training Rural Women in Using Marketing and E-Marketing Techniques for Income Generation*. The objective of the project was to empower rural women by providing training in marketing and e-marketing techniques to help them sell their products and generate income. A sample of 33 women from Karodiya village of Vadodara was selected as sample for the project. A training program was designed as part of the project to teach women how to market their products effectively using online platforms. The training focused on WhatsApp, Facebook and online shopping applications as cost-effective means of expanding business outreach. The effectiveness of the training was assessed through feedback and evaluation with data analysed based on participant's reactions, acceptance levels and business expansion outcomes.

The findings of the project revealed that the participants were between the age group of 26 and 35 years and showed enthusiasm and acceptance towards technology. Women found

e-marketing more convenient as it required minimal investment, time and special skills. The training led to notable outcomes: four women created WhatsApp groups and seven women created Facebook pages for selling their products. The project highlighted that women were able to balance their businesses with household responsibilities and felt more independent and confident after learning marketing skills.

The findings concluded that rural women entrepreneurs, equipped with marketing knowledge and digital skills were able to expand their businesses, increase their customer base and gain financial stability without disrupting their family roles. The project also highlighted the importance of digital literacy and marketing training in empowering women economically and fostering entrepreneurship in rural areas.

 **Panchal (2019)**, conducted An Action Project titled *Training Rural Women for Jewellery Making in Karodiya Village, Vadodara District*. It aimed to empower rural women through income-generating activities. The project focused on training 24 women respondents in artificial jewellery making while assessing their responses to the training program. This project highlighted the critical role of skill development in rural women's empowerment advocating for collaborations between NGOs and Self-Help Groups (SHGs) to create sustainable income opportunities for women.

The findings highlighted that the project had a significant impact on the women's economic empowerment by providing them with skills to generate income, which could be used for children's education, family healthcare and improving their standard of living. The project also emphasized the importance of participatory approaches in extension education and demonstrating that hands-on training in jewellery making enhanced women's self-confidence and financial independence. Additionally, the project revealed that rural women were eager to utilize their leisure time productively rather than engaging in passive activities like watching television or gossiping. It can be concluded from the project that economic independence combined with self-confidence and led to the overall upliftment of women and their communities.

 **Jani (2013)** conducted an action project titled *An Action Project in Limda Village of Waghodia Taluka on Promotion of Income Generation Activities Amongst Selected Women*. The primary objective of the project was to promote income generation through selected handicraft products such as rakhis, friendship bands, copper wire earrings and diyas. A sample of 50 women from Limda Village, Waghodia Taluka, Vadodara was selected for the study. The selection process involved door-to-door visits conducted by the project worker along with a community volunteer. The methodology included home visits, rapport building and selection based on socio-economic status where the families were primarily dependent on a single male earning member. The training aimed to enhance participants' skills, knowledge and motivation toward income generation.

The findings highlighted that the participants learned new handicraft skills and developed an understanding of marketing concepts. The majority of participants showed enthusiasm for the training and the project successfully encouraged them to engage in income-generating activities. It can be concluded from the project that the intervention positively influenced women's economic participation by equipping them with skills in handicraft production. The active involvement of a community volunteer played a crucial role in identifying and motivating the participants ensuring a targeted approach to empowering low socio-economic status women.

2.2 Studies & Projects conducted in Abroad

 **Yesmin, Rahman, Miah and Akhter (2014)** conducted A Study titled *Training Need of Rural Women Participating in Income Generating Activities of SUS* to analyse the scope of training required by rural women involved in Income Generating Activities (IGAs) supported by Sabalamby Unnayan Samity (SUS). The study based on 105 respondents from ten villages in the Sadar Upazila of Netrokona district. Findings of the study reveals that 92% of the women had a high training need, especially in cottage and handicraft production. The study used the descriptive survey method for data collection and analysis. The study further identified that education level, farm size, participation in IGAs and access to credit were positively correlated with training needs whereas age showed a negative correlation- younger women exhibited a higher demand for training compared to older participants.

The findings further suggested that women with higher participation in IGAs required more training and emphasizing the need for continuous and structured skill development programs. Additionally, the study highlighted the role of formal and informal literacy programs in enhancing entrepreneurial success among rural women. This research emphasized the importance of targeted training interventions to maximize the effectiveness of IGAs and promote economic self-sufficiency among rural women. <http://dx.doi.org/10.3329/pa.v18i2.18384>

 **Joseph (2013)**, conducted A Study titled *Effects of Marketing Strategies on Entrepreneurial Development* to examine the impact of marketing strategies on business growth and how much advertising affects sales growth. A survey research method was adopted using a cross-sectional design, where structured Likert scale questionnaires were distributed to four categories of respondents Trading, Service Firms, Manufacturing and Retailing within Ikeja, Lagos State, Nigeria. According to findings of the study, marketing approaches especially promotions had a significant impact on sales growth. It was also observed that enterprises overall profitability was positively affected by direct distribution channels. These findings focused on the crucial role of marketing strategies in entrepreneurial success.

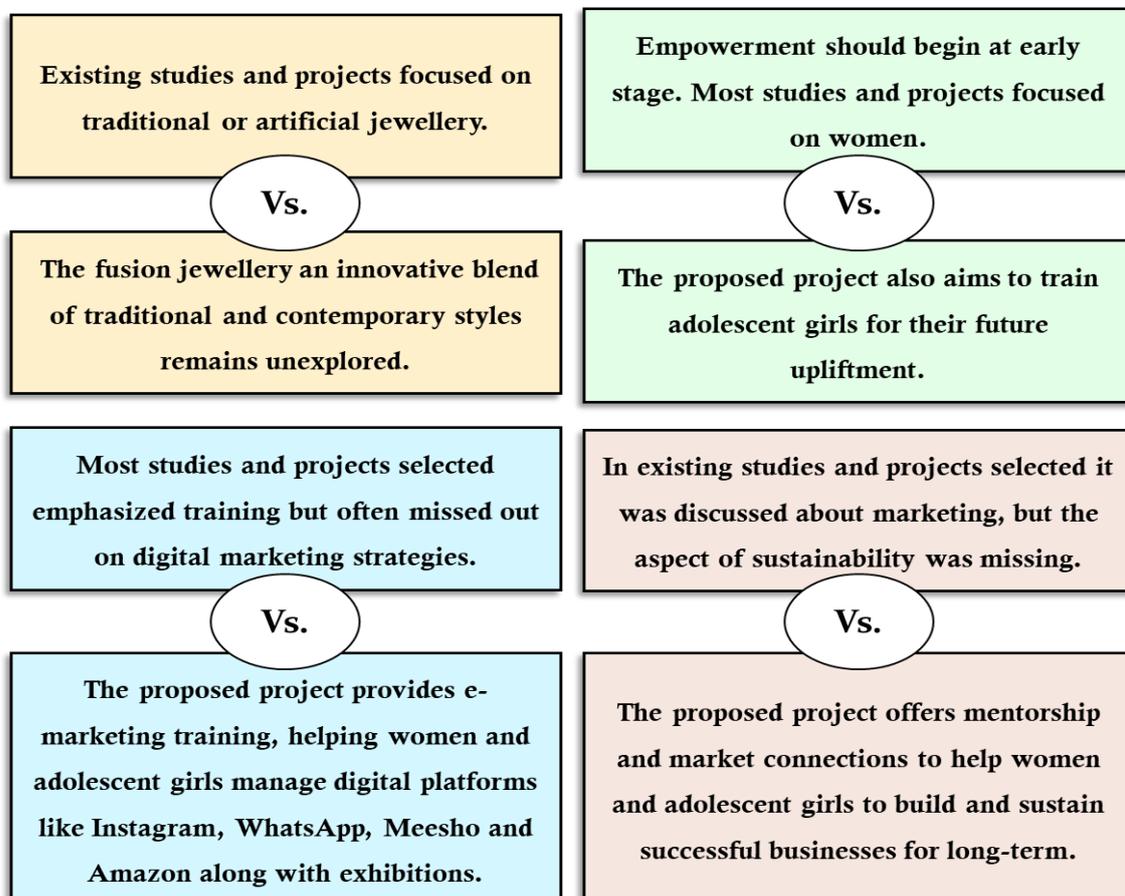
The study concluded that entrepreneurs should prioritize customer satisfaction and engage in aggressive marketing promotions through digital and traditional media and create niche markets for their products. Additionally, it was recommended that the government should develop policies to encourage enterprises to adopt effective marketing strategies as no enterprises can thrive without a strong marketing approach. <https://eprints.covenantuniversity.edu.ng/6595/1/EFFECTS%20OF%20MARKETING%20STRATEGIES%20ON%20ENTREPRENEURIAL%20DEVELOPMENT.pdf>

2.3 Trend Analysis

- The selected studies and projects covered in the review were conducted between the years 2013 to 2024.
- The reviewed studies and projects were carried out in various countries, including India, Bangladesh and Nigeria.
- Sample sizes in the selected studies and projects ranged from 24 to 120 respondents, with participants mostly aged between 21 years to 61 years.

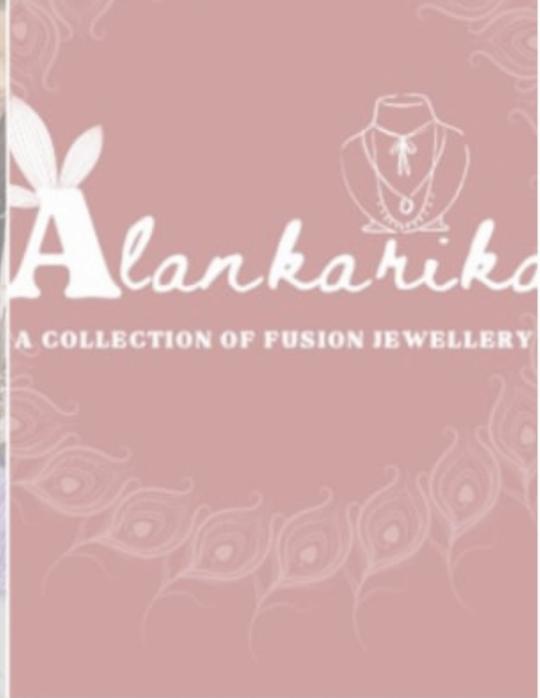
- Survey methods, training interventions and both primary and secondary data sources were used as methods in the reviewed studies and projects. Tools such as structured questionnaires, booklets and video tutorials were commonly used.
- The reviewed studies and project aimed to enhance technical skills in jewellery making, promote entrepreneurial opportunities for women and encourage economic self-sufficiency through skill development.
- The major findings revealed that training in jewellery making significantly enhanced women's entrepreneurial skills and promoted financial independence. Digital promotion strategies, particularly through social media platforms like WhatsApp and Facebook were found to be helpful for rural women to expand their businesses at minimal cost. Additionally, government support, financial aid and mentorship were identified as crucial factors in empowering women entrepreneurs. Hands-on training contributed to improving financial self-reliance, confidence and the ability to support families.

Benchmarking Excellence: A Comparative Review of Selected Studies and Projects Vs. Proposed Project



2.4 Review Conclusion

It can be concluded from the collected reviews that the importance of skill development, digital marketing, and entrepreneurship in empowering rural women and adolescent girls. The selected studies and projects emphasized that hands-on training in jewellery making, e-marketing strategies, and related skill development activities play a crucial role in promoting income generation and self-independence. While many focused on traditional jewellery and marketing, there is a growing need to incorporate fusion jewellery, digital marketing, and early-stage skill development for long-term sustainability. Findings suggest that government support, mentorship, and structured training programs can enhance women's economic participation. This chapter provides a basis for understanding the impact of fusion jewellery training and digital marketing in promoting entrepreneurship among rural women and adolescent girls. The insights gained from the reviewed studies and projects positively support the action project objectives of empowering this demographic through fusion jewellery and e-marketing techniques for sustainable income generation.



METHODOLOGY



CHAPTER: 3

METHODOLOGY

Fusion Jewellery is more than just an ornament- it is an expression of culture, creativity and identity. For many rural women and adolescent girls, it also holds the potential to become a source of livelihood and empowerment. The project "Elevate and Create: Empowering Rural Women and Adolescent Girls through Fusion Jewellery" was designed with the vision in mind of equipping rural women and adolescent girls with skills in fusion jewellery making and fostering their entrepreneurial journey.

The initial phase in implementing a project effectively was to organize its activities in advance. In order to ensure that the objectives were achieved within the specified time frame, this plan of action worked as the road map, guiding the steps of implementation. It included a list of tasks that were set to be completed within a specific time frame.

The steps followed for the successful completion of the project are outlined in the following stages, which are covered in this chapter.

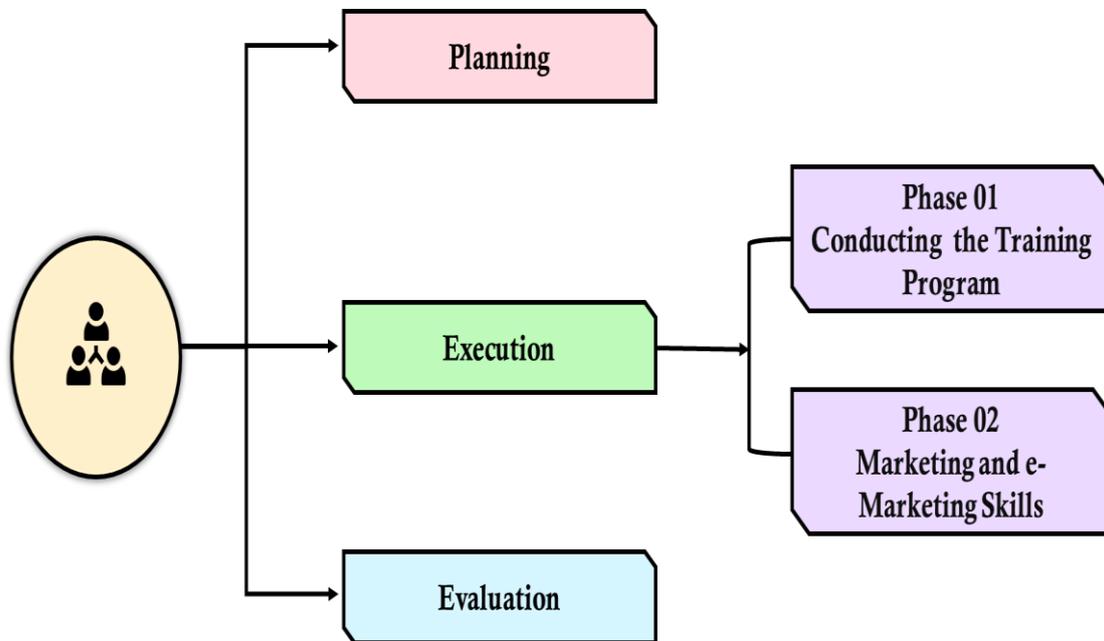


Figure 5: Steps Followed: A Pathway to Success

3.1 Planning of the Project

The foundation of any project lies in effective planning as it plays a vital role in achieving concise and desirable results. To achieve precise and effective results, accurate and methodical planning is essential, which involves establishing clear objectives, formulating strategic work plans to successfully achieve the desired goals. The smooth, orderly and systematic progress of the entire project is ensured by proper planning, which also helps the project managers to effectively supervise and handle a variety of tasks or activities.

Planning is crucial in the success of a project at every level. It provides a framework that ensures all tasks are completed within the allocated time. The project worker must identify what, where, when, how and who for each task to ensure a structured execution process. The project worker followed the specified processes to ensure proper planning and execution of the project. **(Refer Appendix: 1(C) for the Plan of Action)**

3.1.1 The Journey from Internship to Fusion Jewellery: A Collaboration with Reliance (RIL) CSR, Vadodara

3.1.1.1 Undertaking an Internship

The journey towards initiating a fusion jewellery project started with an internship focused on skill development and empowerment. The internship served as a learning phase where interns gained hands-on experience in a specific domain, such as fabric jewellery making, while also understanding the socio-economic landscape of the community.

3.1.1.1 Internship in Collaboration with RIL CSR, Vadodara: The internship was undertaken under the Corporate Social Responsibility (CSR) initiative of a reputed organization, such as Reliance Industries Limited (RIL), Vadodara. The project typically focused on women's empowerment, rural development and sustainable skill-building.

3.1.1.2 On-Ground Learning: The intern works closely with beneficiaries women and adolescent girls from villages like KankariaPura, Angadh. Through practical training sessions, they learn essential techniques related to fabric jewellery.

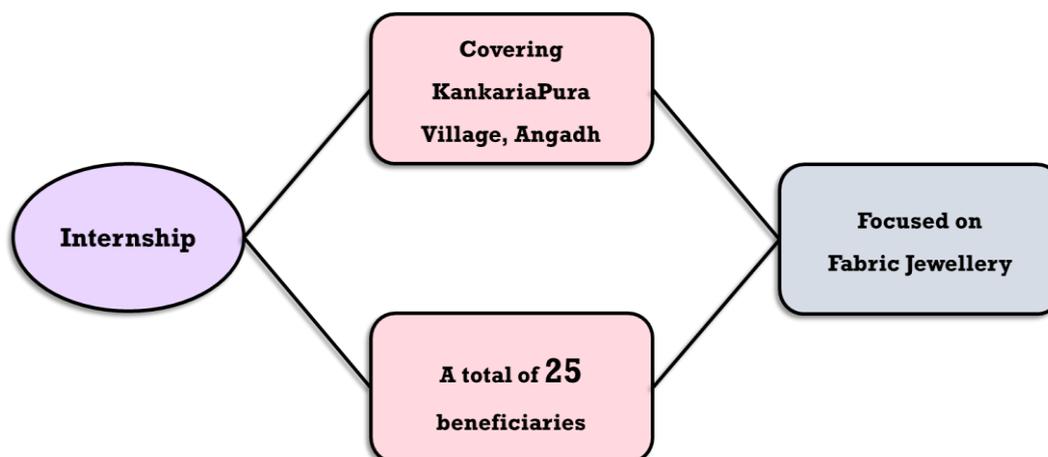


Figure 6: Collaboration with RIL CSR, Vadodara: Internship to Project

3.1.1.3 Understanding Community Needs: During this phase, the intern observed the challenges faced by rural women and adolescent girls and identifies gaps in skills and noted the market potential for handmade jewellery.

3.1.2 Identifying the Scope for a Fusion Jewellery Project

During the internship, the intern identified an opportunity to innovate by blending traditional fabric jewellery with contemporary or fusion designs. Fusion jewellery integrates different materials, techniques and styles thereby making the products more marketable and appealing.

3.1.3 Evaluating Market Trends

During the RIL CSR, Vadodara internship project on fabric jewellery, it was observed that while rural women and adolescent girls showed their great interest but there was a gap in advanced skills and techniques required to refine their jewellery making abilities. This highlighted the need for a more structured training program focusing on jewellery making and led to the expansion of the project from basic fabric jewellery to fusion jewellery techniques to align with evolving market trends. To ensure fusion jewellery could serve as a viable product for income generation and be aligned with market needs a market survey was conducted to assess demand trends and feasibility. The growing popularity of fusion jewellery- a blend of traditional techniques with modern designs emphasized its market potential.

Based on this, a list of fusion jewellery products was finalized for training, considering factors such as ease of learning, raw material availability, target customer preferences, affordability and uniqueness. This strategic approach ensures that rural women and adolescent girls can confidently create and sell high quality fusion jewellery products that cater to market demands.

3.1.4 Selection of Products for the Project

To enhance the jewellery making skills of rural women and adolescent girls, fusion jewellery was chosen as the project's focus. Products were selected based on market trends, customer preferences and cost-effectiveness along with both commercial viability and creative appeal. A structured approach was adopted to make the training accessible and practical, considering factors like raw material availability and ease of learning. By balancing creativity with market demand, the project aimed to equip the rural women and adolescent girls with sustainable skills, enabling them to produce and sell high quality fusion jewellery. The finalized fusion jewellery products for the training program are outlined in the following diagram.

Finalized Fusion Jewellery Products for the Training Program:

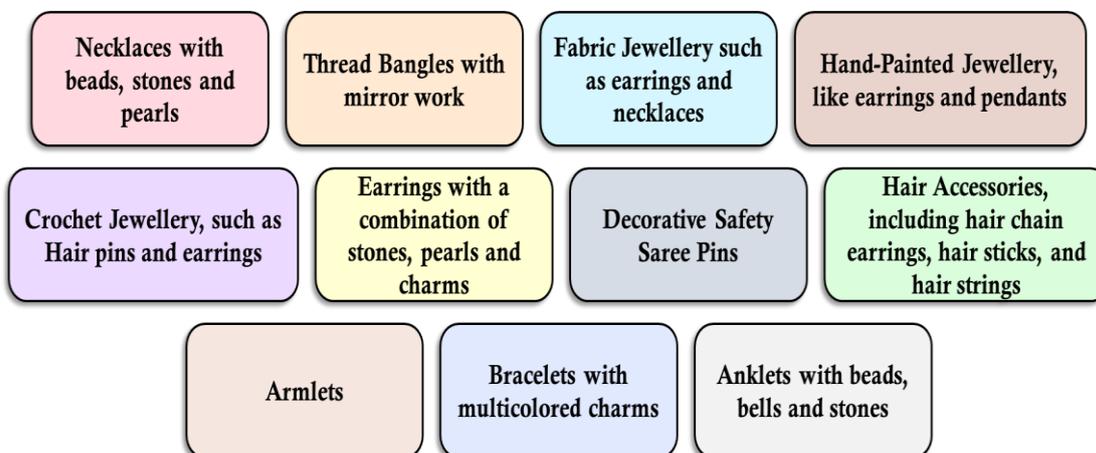


Figure 7: Finalized Fusion Jewellery Products for the Training Program

3.1.5 Preparing the Proposal for the Fusion Jewellery Project

After completing the internship and gathering essential data, the next step involved drafting a formal proposal for a full-scale action project.

This Fusion Jewellery Project aims to train 25-30 women artisans over three months by equipping them with skills to create fusion jewellery such as integrates fabric with

metal, beads and stones The project will be implemented in three phases: Phase 1 – Training Sessions, Phase 2 – Product Development and Phase 3 – Market Linkages

The project requires funding for materials, training and marketing to ensure sustainability. Expected outcomes include economic empowerment, skill enhancement and promotion of rural entrepreneurship through sustainable artisan crafts.

Table 1 Estimated Budget for the Training Program

Sr.No	Title	Total
1	Raw Material (like; beads, stones etc.) for the Fusion Jewellery Making, Packing Material	15,000
2	Developing IEC Materials	4,000
3	Hiring services of Expert in Fusion Jewellery Making	2,000
4	Travel Expense	3,500
	Total	24,500

3.1.6 Seeking Proposal Approval and Support

Once the proposal was drafted, it was submitted to the RIL CSR department and relevant authorities for approval. **(Refer Appendix 01(B) for Permission Letter)**

3.1.6.1 Presentation to Stakeholders: A formal meeting was conducted to present the proposal, showcasing the feasibility and potential impact.

3.1.6.2 Addressing Queries: Questions regarding budget allocation, project sustainability and expected outcomes were clarified.

3.1.6.3 Approval and Funding: the project secured the necessary resources for conducting training sessions, purchasing raw materials and providing mentorship to the identified beneficiaries by seeking financial support.

3.1.7 Selection of the Target Group and Villages

The women and adolescent girls, selected from the initial internship batch along with new beneficiaries, were enrolled. The beneficiaries were selected based on their interest for fusion jewellery making and their need for skill development. The villages chosen for this initiative were adopted by RIL CSR, Vadodara, ensuring that women and

adolescent girls from these areas could benefit from skill-building opportunities and help them in empowering with the knowledge to achieve financial independence.

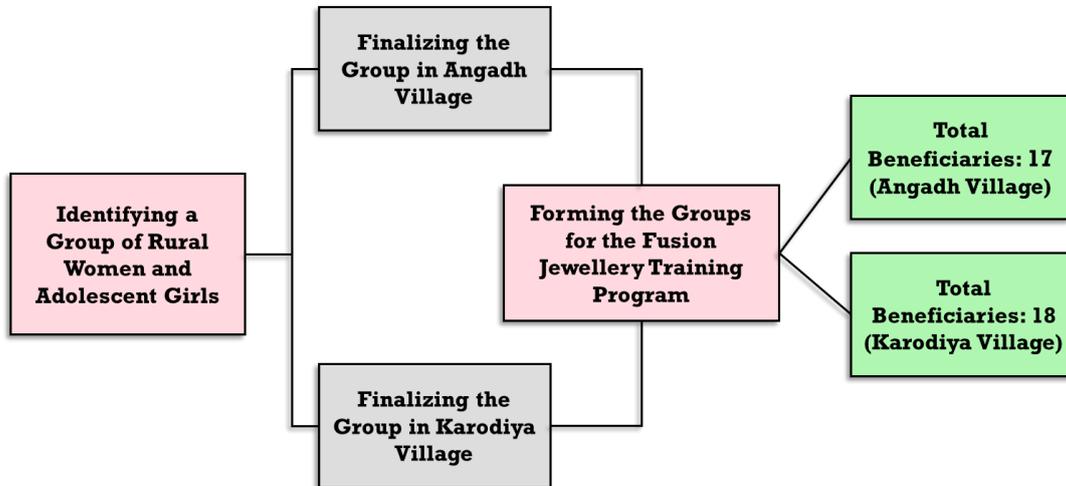


Figure 8: Selection of Target Group and Villages for Project

The project's main beneficiaries were women and adolescent girls from the adopted villages of RIL CSR, Vadodara Angadh and Karodiya. This collaboration aimed to empower them by providing training in fusion jewellery making. The project team, in collaboration with RIL CSR, Vadodara, identified interested rural women and adolescent girls and organized interactive meetings in both villages to introduce the training program. These sessions helped them to understand how the initiative could equip them with valuable jewellery making skills and create income-generating opportunities. As a result, 17 women and adolescent girls from Angadh and 18 from Karodiya came forward to participate in the training program, demonstrating enthusiasm for learning and economic empowerment.

3.1.8 Schedule of the Training Program

A well-structured training schedule was designed to ensure an effective learning experience for rural women and adolescent girls. These preparations focused on key aspects such as the training location, time schedule and teaching methods.



Figure 9: Schedule of Training Program

Training Location: The training sessions were conducted at a convenient venue close to the homes of rural women and adolescent girls. The location was carefully selected to provide a comfortable learning environment with proper seating arrangements and adequate lighting.

Time Schedule: The training sessions were scheduled in the afternoon from 2:00 to 5:00 p.m., three days a week. Time was chosen to suit rural women and adolescent girls' daily routines, ensuring they could attend without disruption.

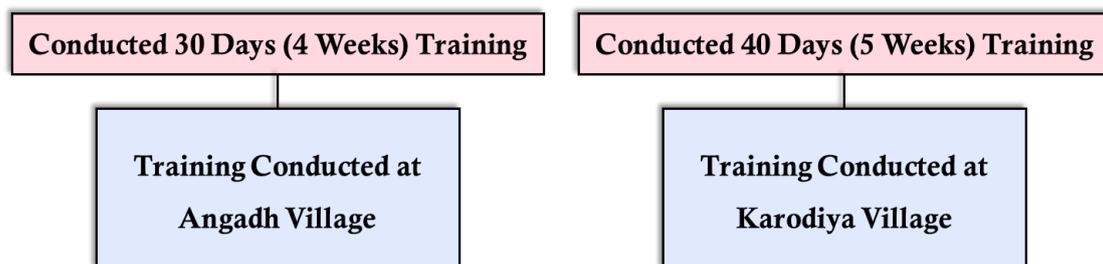


Figure 10: Training Schedule

Methods and Materials: Selecting appropriate methods for teaching was crucial for achieving the objectives of learning. The project worker ensured clarity and enhanced understanding by using a variety of methods for teaching including; workshops, demonstrations and illustrative talks. In addition, audio-visual aids were used to enhance training and make the sessions more engaging and effective.

3.1.9 Development of IEC Materials for Training

Learning is more interactive and interesting when it combines listening activities, visual aids and hands-on experiences. Learning materials serve as an essential for improving understanding and simplifying difficult concepts. For the Fusion Jewellery project, IEC (Information, Education and Communication) materials such as posters, videos, illustrative images and written content were prepared to:

- Capture the attention of women and adolescent girls, sparking their interest in making fusion Jewellery.
- Break down complex concepts into easily understandable visual representations.
- Encourage women and adolescent girls to actively participate in the Jewellery making process.

- Make quick and effective summarization of content and making revision easier.

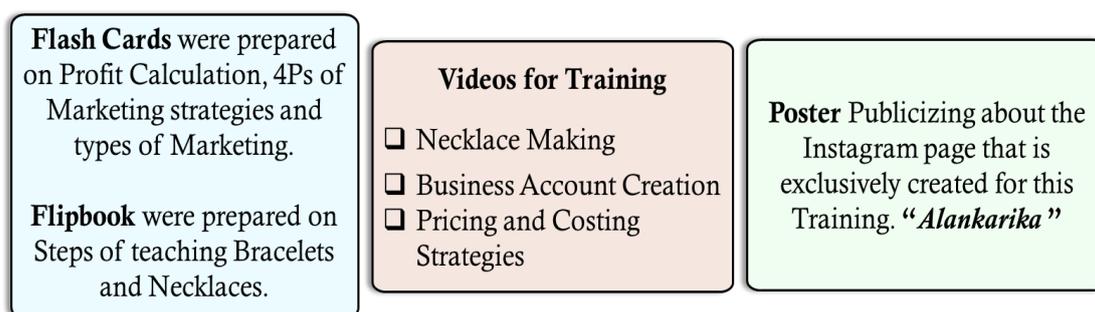


Figure 11: IEC materials Prepared for Training

By incorporating these IEC materials, the project aimed to provide long-term knowledge and practical skills in fusion jewellery making and marketing skills. **(Refer Appendix 02(D) for the prepared IEC Materials)**

3.1.10 Rapport Building with the Target Group

Before beginning the training project, establishing a strong rapport with the rural women and adolescent girls was an essential step in ensuring the success of the training program. Building positive trust and fostering open communication helped to create a positive and supportive learning environment. To achieve this, the project worker dedicated two days in engaging with the rural women and adolescent girls to understand their needs, expectations and interests.

The project worker along with the RIL CSR, Vadodara team and local leaders conducted discussions to elaborate on the various phases of training, income-generating opportunities and long-term benefits of the fusion jewellery training program. This interactive approach encouraged enthusiasm and active participation among the rural women and adolescent girls.

3.1.11 Ethical Consideration

The ethical approval for the project was obtained from the Institutional Ethical Committee for Human Research (IECHR), Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, under the ethical approval number [IECHR/FCSc/M.Sc./10/2024/11]. The purpose and process were clearly explained in simple language. Confidentiality of personal data was ensured, and

all questionnaires were shared only after consent. The committee reviewed and approved the project proposal and the consent form. A written consent was obtained from all the rural women and adolescent girls before the commencement of training. The questionnaires and training evaluations were distributed only after receiving their informed consent. The confidentiality of all data collected was maintained throughout the project. **(Refer: Appendix 01(A) for Ethical Letter)**

3.1.11 Pre-Survey

A pre-survey was conducted to assess the skills and understanding of the rural women and adolescent girls about fusion jewellery, market and their interest in pursuing entrepreneurship. This assessment helped tailor the training to the specific needs of the group and set a baseline for measuring progress of the project.

The following information was gathered through Pre-Survey:

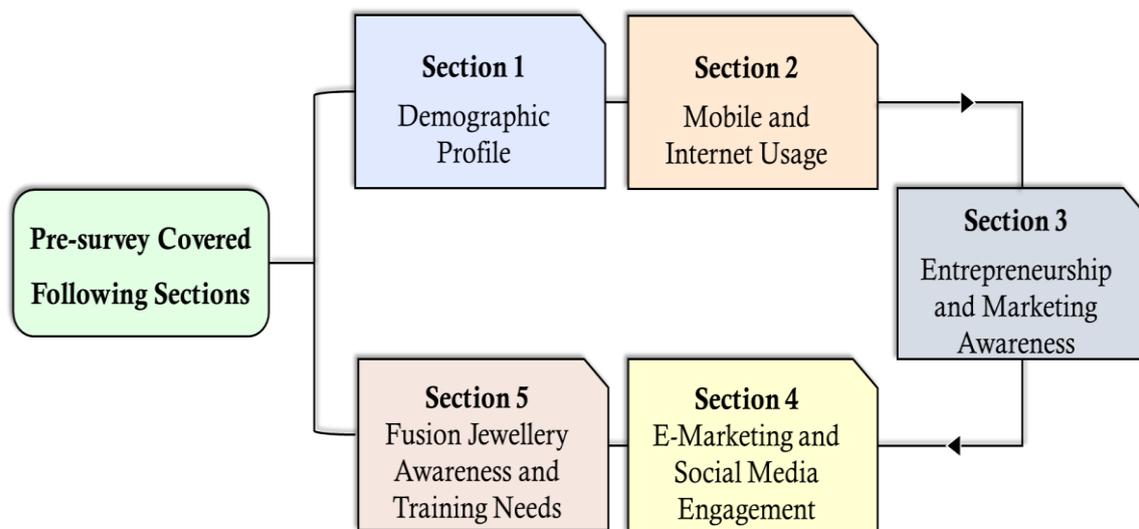


Figure 12: Overview of Pre-Survey Sections

3.1.11.1 Findings of the Pre-Survey

(Refer to Appendix 03(A) for the list of rural women and adolescent girls in the Pre-Survey and Appendix 04(A) for the data collection tool used)

Demographic Profile Analysis

- A majority of the rural women and adolescent girls were in the 15-24 age group, highlighting an opportunity to engage young women in skill development programs.

- The marital status data shows that 48% of the beneficiaries were married women, while 52% were unmarried adolescent girls.
- The educational background shows that most of the rural women and adolescent girls had at least secondary or higher secondary education, which suggests they may be capable of learning new skills efficiently.
- The employment status revealed that most of the rural women and adolescent girls are housewives or students, indicating a potential interest in learning new skills for income generation.

Mobile and Internet Usage

- The data revealed that while mobile phone ownership is common (76%), a significant proportion (24%) still do not own mobile phone, which may impact their access to digital learning.
- Almost (96%) rural women and adolescent girls knew about using mobile phones and 84% had internet access, making digital training feasible.
- While 76% of rural women and adolescent girls used social networking apps, WhatsApp was the most popular platform making it an effective tool for communication and training.
- However, a lack of experience in product advertising (64%) and exhibition participation (60%) suggested a need for training in marketing and showcasing products.

Entrepreneurship and Marketing Awareness

- Nearly half of the rural women and adolescent girls (52%) had attended some form of training in product making, but 48% lacked formal training, highlighting the need for structured learning programs. The survey revealed that while some rural women and adolescent girls were already involved in small-scale product-making activities, many lacked marketing and advertising skills to expand their reach.
- Nearly more than sixty (64%) per cent of the rural women and adolescent girls did not had prior experience in product advertising, indicating a gap in knowledge regarding market promotion strategies. Participation in exhibitions was low (40%), which revealed that more efforts were needed to encourage engagement in public sales events.

E-Marketing and Social Media Engagement

- Almost sixty-five (64%) per cent of rural women and adolescent girls had some prior marketing knowledge while more than fifty-five (56%) per cent were aware of e-marketing highlighting a need for awareness campaigns and digital literacy training.
- Little more than thirty (32%) per cent of the rural women and adolescent girls had used social networking platforms for product sales. This emphasized the need to introduce structured training on online business and digital marketing strategies.
- WhatsApp was the most preferred platform for selling products (80%), followed by Instagram (44%), which indicated that social media training should be focused.

Fusion Jewellery Awareness and Training Needs

- Nearly seventy-five per cent (76%) of rural women and adolescent girls were unaware of fusion jewellery, while only 24% had prior knowledge about it. Majority (64%) of the rural women and adolescent girls had no such experiences in making fusion jewellery.
- All the rural women and adolescent girls showed an interest in fusion jewellery as an income-generating activity but required guidance on material selection, design innovation and market trends.

The findings highlight a strong potential for skill development among rural women and adolescent girls by equipping them with fusion jewellery making skills. While many rural women and adolescent girls had a basic educational background and access to mobile technology still they face challenges in marketing knowledge and product advertising which limit their ability to generate income. The lack of prior experience in fusion jewellery further emphasizes the need for structured training programs that focus on design techniques, material selection and market trends. Addressing these gaps will empower rural women and adolescent girls with sustainable skills that enhance their income generation opportunities.

3.2 Execution of the Project

Empowering rural women and adolescent girls through training and education is crucial for sustainable development and achieving gender equality (United Nations, 2010). When rural women and adolescent girls are provided with proper training and resources, they can transform their lives and make significant contributions to the economy (FAO, 2011). To ensure this empowerment, a structured approach was adopted to equip them with essential skills and market knowledge. To make it possible a fusion jewellery training was carried out in two phases:

Phase 1: Conducting the Training Program

Phase 2: Marketing and e-marketing Skills

The training phase aimed to empower rural women and adolescent girls by equipping them with essential fusion jewellery-making skills. The sessions provided hands-on learning opportunities, fostering creativity, innovation and confidence in designing unique fusion jewellery pieces.

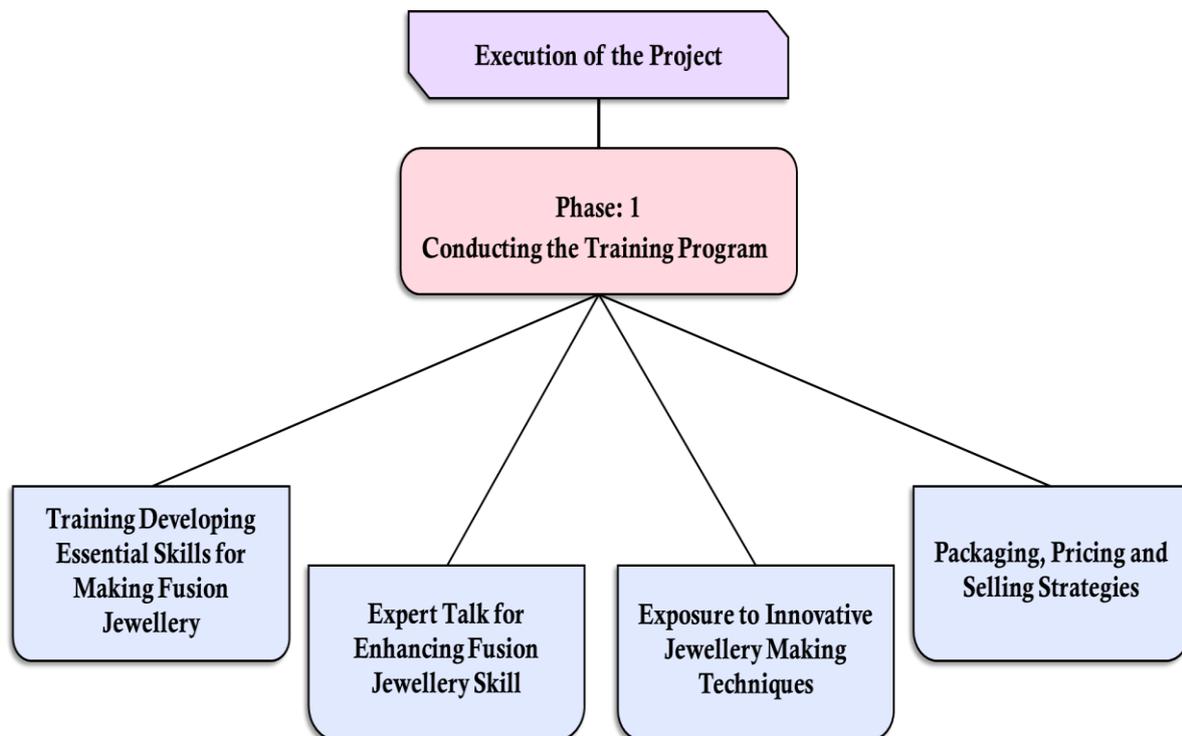


Figure 13: Phase 1 Conducting the Training Program

3.2.1.1 Training and Developing Essential Skills for Making Fusion Jewellery

For this project, a total of 35 rural women and adolescent girls were selected to acquire training in fusion jewellery making. The objective to empower rural women and adolescent girls to increase their employability through skill development is essential. They frequently face multiple challenges when trying to access skill based opportunities. like; limited chances to advance their careers, lack of resources, household duties.

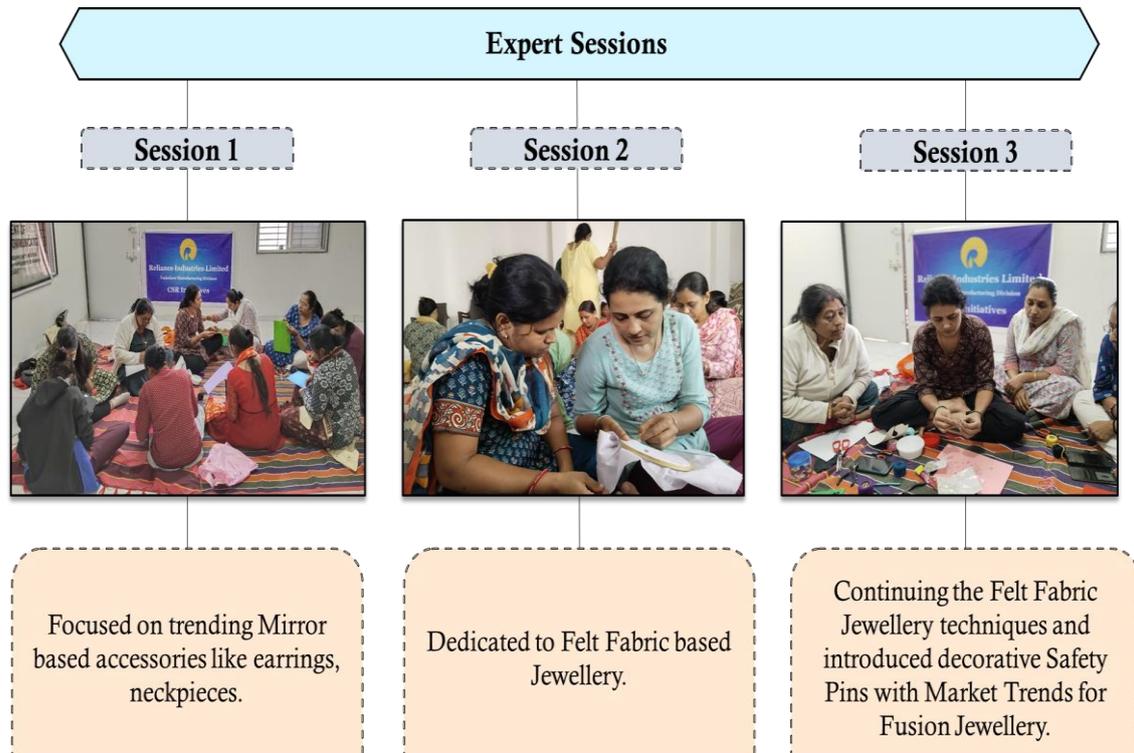
The first phase of the training project focused on teaching rural women and adolescent girls the basics of fusion jewellery making. This involved making basic products like; thread bangles, bracelets, anklets, tiny stone earrings and bead earrings after that gradually, rural women and adolescent girls were trained to make fabric jewellery, beaded neckpieces, hair accessories and more jewellery products. To ensure a better understanding of the fusion jewellery making process, IEC materials and online videos were used as learning tools. These resources helped rural women and adolescent girls to grasp different techniques effectively and provided visual demonstrations for better comprehension. They were given access to use essential jewellery making tools like wires, cutters, *pakkad* (pliers) and other correlated tools that ensured quality and simplicity of creating fusion jewellery. These tools were essential in teaching rural women and adolescent girls how to properly bend, cut and assemble jewellery components. Additionally, the training emphasized the importance of final finishing to enhance the overall appearance of the fusion jewellery products. Rural women and adolescent girls were encouraged to experiment with different designs and combinations and allowing them to develop their creativity and unique styles.

The project worker guided the rural women and adolescent girls on selecting suitable markets for purchasing raw materials. Also the project worker shared information regarding reliable local markets that offer materials at wholesale costs including; Vadodara's Mandvi Bazaar, Fatehpura and Raopura. They were also briefed about online trading platforms like Amazon and Meesho, which provide innovative and affordable raw materials. Practical exercises, such as comparing material prices and quality from different sources were also conducted to help rural women and adolescent girls make informed purchasing decisions. This knowledge empowered them to ensure

both affordability, variety of buying materials and enabling them to sustain their jewellery making practices beyond the training period. (Refer Appendix 02 (A&B) for Training Glimpses)

3.2.1.2 Session by an Expert for Enhancing Fusion Jewellery Skills

Specialized expert talk sessions were integrated into the training program to enhance the knowledge and skills of rural women and adolescent girls in fusion jewellery making. Expert sessions were organized as part of the training program. Mrs. Ketana Patel, a certified professional in embroidery and jewellery designs, was invited to conduct these sessions. The expert sessions were organized on 21st October, 2024 and 11th & 12th December, 2024 where she demonstrated advanced techniques and shared insights on design innovation, material usage and market trends. The aim was to ensure that rural women and adolescent girls not only learned the basics of fusion jewellery making but also understood the business aspects enabling them to turn their skills into a sustainable source of income.



The expert sessions focused on key areas such as:

- Latest trends in fusion jewellery design and the importance of innovation.
- Techniques for creating and making fusion jewellery.

- Basics of quality control, finishing techniques, packaging style and cost-effective material usage to produce attractive yet affordable fusion jewellery for selling in market.
- To enhance rural women and adolescent girl's skills and knowledge, expert conducted three sessions and each session focused on different aspect of fusion jewellery and market trends.

A three-day expert session was conducted to enhance the fusion jewellery-making skills of rural women and adolescent girls. The session took place in the afternoon for 2 hours per day. These interactive and practical sessions encouraged rural women and adolescent girls to ask questions, clarify doubts and gain experience in fusion jewellery making. Real-life success stories and case studies were shared by expert to inspire rural women and adolescent girls and boost their confidence in pursuing fusion jewellery making as a potential livelihood opportunity. By the end of these sessions, rural women and adolescent girls had a clear understanding of the creative and business aspects of fusion jewellery. **(Refer Appendix 02 (C) for Expert Sessions Glimpses)**

3.2.1.3 Exposure to Innovative Jewellery Making Techniques

In today's competitive market, fusion jewellery making depends significantly on creativity and invention. Training sessions were conducted to encourage rural women and adolescent girls to try new styles and uncommon combinations to help them adjust to shifting trends.

The project worker highlighted concepts that combine both traditional and contemporary designs and emphasized the importance of keeping themselves updated on market trends. To get new ideas and techniques for fusion jewellery rural women and adolescent girls were also taught to search websites and online platforms such as Google, Pinterest, Instagram.

3.2.1.4 Packaging, Pricing and Selling Strategies

3.2.1.4.1 Packaging

Enhancing product attractiveness and engaging customers requires effective packaging. Training sessions were conducted emphasizing simple yet effective packaging processes to assist rural women and adolescent girls in showcasing fusion jewellery in a professional manner. Through the use of customized logos, thank you notes, stickers, and uniquely designed jewellery cards, they learned how to package products in an organized and innovative way for the market. These thoughtful ideas added a personal touch, increasing customer engagement and brand loyalty.



Additionally, a special batua-style pouch was offered to customers purchasing more than two products, adding a traditional yet elegant element to the packaging and making the purchase feel more special and personalized.

3.2.1.4.2 Pricing

Pricing plays a key role in marketing as it directly affects income. During the training, the project worker guided rural women and adolescent girls on how to calculate product prices using IEC materials helping rural women and adolescent girls to understand cost breakdowns. They were trained to calculate the retail and wholesale prices too. Further, they were trained to decide product pricing by considering key factors such as;

- The cost of raw materials
- Packaging expenses
- Labour charges
- Market demand and competition.

Additionally, rural women and adolescent girls were guided on setting competitive prices that ensure profitability while maintaining affordability of the products.

Table 2: Jewellery Pricing & Profit Breakdown: A Comprehensive Analysis

A small profit margin was maintained for each product to ensure affordability for customers, while supporting a steady income for the rural women and adolescent girls involved in the project. Please note that all prices and profit figures were finalized using rounded values.

Sr. No.	Name of the Jewellery	No. of Total Products	Per Product Actual Price (INR)	Per Product Selling Price (INR)	Per Product Profit
1	Necklace	17	190	250	60
2	Hair sticks	8	25	40	15
3	Hairpins(small)	10	35	40	5
4	Hairpins (big)	17	55	60	5
5	Safety Pins	15	40	60	20
6	Tiny Earrings	12	15	20	5
7	Crochet Earrings	15	25	40	15
8	Hair Chain Earrings	8	82	100	18
9	Anklets	10	10	20	10
10	Bracelets with Hooks	10	20	30	10
11	Bracelets	36	30	40	10
12	Fabric Earrings (small)	13	50	70	20
13	Fabric Earrings (big)	9	60	80	20

Based on the sale of 180 fusion jewellery items, each product contributes a specific profit margin based on its individual selling price. The total profit generated from the complete sale amounts to 3,004. This figure is obtained by calculating the unit profit (Selling Price × Number of Units Sold) for each type of fusion jewellery and summing the results. This fair and transparent profit-sharing model reflects the collaborative efforts and contributions of all members involved in the creation and sale of the jewellery products.

3.2.1.4.3 Selling

Selling is the final stage of the marketing process, where products are sold for income generation. To support rural women and adolescent girls in maximizing their sales, the

project worker introduced various strategies to expand their customer reach and enhance their earnings.

These strategies included:

- Selling through social media platforms like WhatsApp, Instagram
- Door-to-door selling
- Participating in exhibitions
- Selling through local retailers

Learning and implementing effective marketing and selling strategies played a crucial role in empowering rural women and adolescent girls to establish themselves in the jewellery market. Through training sessions, expert guidance and hands-on practice during training, rural women and adolescent girls gained a deeper understanding about how to prepare, present, promote and sell fusion jewellery to a wider customer group. Along with this, rural women and adolescent girls also received training on pricing strategies to make sure that they can set competitive yet profitable prices in future. They also learned to calculate production costs, set account for material expenses and set appropriate profit margins. By understanding the value of fusion jewellery, they gained confidence in negotiating with customers and justifying prices of the products.

Traditional and digital marketing techniques were introduced to enable rural women and adolescent girls to showcase their jewellery effectively. They learned how to:

- Display fusion jewellery attractively in local exhibitions to catch the attention of potential buyers.
- Use word-of-mouth marketing to build a group of loyal customer within their communities.
- Using social media platforms like Instagram, Facebook and WhatsApp for online promotion to reaching a broader audience.
- Create visually appealing packaging to enhance the perceived value of their products.

By applying these strategies, they can gradually become able to built a sustainable livelihood, gain financial independence and contribute to their household income. The training empowered them with both the knowledge and confidence needed to establish themselves as skilled artisans in the jewellery market.

3.2.2 Marketing and e-Marketing Skills

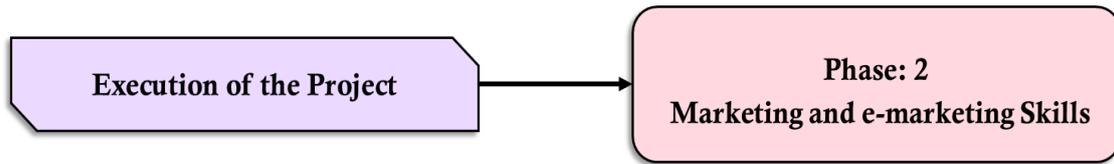


Figure 14: Phase 2 Marketing Skills

Marketing plays a crucial role in the successful sale of fusion jewellery and in expanding the reach to a broader customer base. As part of the training program, rural women and adolescent girls were introduced to both traditional and e-marketing techniques to promote their products effectively. The training covered the importance of utilizing both physical and digital marketplaces to maximize their business potential.

To enhance their sales opportunities, they were trained in using various online platforms such as WhatsApp, Instagram, Meesho, Amazon and Facebook. These platforms were identified as powerful tools for reaching a wider audience and for directly engaging with customers. In addition to digital marketing, they also explored local exhibitions and traditional selling avenues to increase their market presence.

3.2.2.1 The Four Key Aspects of Marketing (4Ps)

The training emphasized four critical components of marketing, often referred to as the "4Ps of Marketing." These include:

3.2.2.1.1 Product

The training helped rural women and adolescent girls understand the importance of product value, uniqueness, and quality. They learned to focus on innovative designs, thoughtful material selection, and fine finishing to align their jewellery with market trends and customer preferences.

3.2.2.1.2 Price

The rural women and adolescent girls were trained in setting appropriate prices that balance affordability and profitability. They learned how to calculate costs, apply competitive pricing, and use value-based pricing to ensure long-term business sustainability.

3.2.2.1.3 Place

The training emphasized selecting suitable selling platforms, including local markets, exhibitions, and online options. They were introduced to digital platforms like Instagram, Facebook, Meesho, Amazon, and Mahila E-Haat to expand their customer reach.

3.2.2.1.4 Promotion

Promotion plays a vital role in attracting customers and boosting sales. The training covered various promotional techniques, including advertising, social media marketing and word-of-mouth strategies. The rural women and adolescent girls were learned how to engage customers and build brand visibility using cost-effective tools, especially on social media.

3.2.2.2 Market Integration

The concept of Market Integration was highlighted as an essential element in successfully entering and sustaining a business in the jewellery industry. The training aimed to provide rural women and adolescent girls with the knowledge and confidence to establish themselves as skilled artisans in the market. By equipping them with marketing strategies and digital tools, they were empowered to independently promote and sell their products, ensuring a sustainable source of income.



Figure 15: Key Strategies for Market Expansion and Visibility

3.2.2.2.1 Marketing Approaches and Mahila E-Haat: Unlocking Entrepreneurial Opportunities

To strengthen their market presence, rural women and adolescent girls were introduced to two key components: Mahila E-Haat, Traditional Marketing and E-Marketing

strategies. These platforms were selected not only for their accessibility but also for their potential to expand market outreach and boost independent sales.

Mahila e- Haat: An Initiative for Women Entrepreneurs

Mahila E-Haat is an online marketing platform designed to meet the aspirations and needs of women entrepreneurs across India. It is a part of the 'Digital India' and 'Stand Up India' initiatives. This platform enables women to showcase and sell their products, thereby promoting economic empowerment.

Established by the Ministry of Women and Child Development, Government of India, under Rashtriya Mahila Kosh (RMK). Mahila E-Haat serves as a significant step toward financial inclusion and self-reliance for women. By using digital technology, this initiative facilitates direct market access and provides women with a platform to enhance their entrepreneurial opportunities and expand their customers.

Traditional Marketing: Strengthening Local Reach

Traditional marketing involves offline methods that are especially effective in rural settings where digital access may be limited. Key approaches included:

- Word-of-mouth promotion within communities to build trust and familiarity.
- Selling at local markets, exhibitions and fairs, which allowed direct interaction with customers.
- Using printed materials such as brochures, flyers and posters to promote products within villages and neighbouring areas.
- Collaborating with self-help groups and local stores to showcase and sell the jewellery products.

These traditional methods helped rural women and adolescent girls build strong personal connections with customers and encouraged community-level support for their entrepreneurial efforts.

E-Marketing: A Step towards Digital Entrepreneurship

E-Marketing focuses on using digital platforms for promotion and sales, allowing women to expand their reach beyond local buyers. Key aspects covered in the training included:

- Using social media (Instagram, Facebook, WhatsApp) to display and sell fusion jewellery.
- Learning about online marketplaces like Mahila E-Haat, Meesho and Amazon to list products.
- Creating engaging content with attractive visuals, captions and hashtags to attract online customers.

By understanding traditional and digital marketing methods, rural women and adolescent girls were able to choose the most effective marketing strategy based on their resources and target audience. They were taught how to use popular social media platforms like Instagram, Facebook and WhatsApp to advertise their fusion jewellery. They also learned the importance of creating visually appealing posts, writing engaging captions and using relevant hashtags to attract customers.

Through these e-marketing sessions, the rural women and adolescent girls gained confidence in using social media and developed strategies for building their brand identity and establishing an online presence. This initiative bridged the gap between traditional skills and modern marketing strategies, opening new avenues for income generation and self-reliance.

As part of the training, an Instagram page named *Alankarika* was created. This page served as a learning tool and a live demonstration platform for the rural women and adolescent girls. They were shown how to upload pictures, create reels and interact with followers through chats. *Alankarika* promoted posts showcasing the fusion jewellery made during the training sessions. **(Refer Appendix 02(G) for Overview of Instagram Page)**



3.3 Evaluation

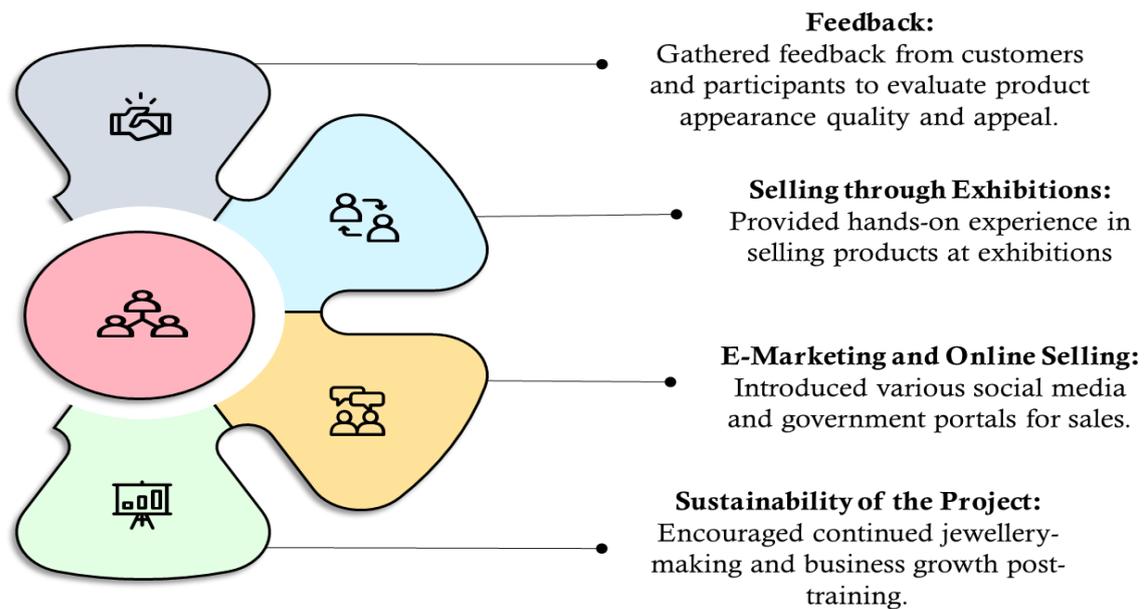


Figure 16: Post-Training Activities and Impact Areas

After the training, to assess its effectiveness, feedback was collected from the rural women and adolescent girls. This feedback helped evaluate their learning experiences, skill development and confidence in applying e-marketing strategies. It also provided insights into areas for improvement, ensuring that the training was impactful and aligned with their needs.

After the training, to assess its effectiveness, feedback was collected from the rural women and adolescent girls. This feedback helped evaluate their learning experiences, skill development and confidence in applying e-marketing strategies. It also provided insights into areas for improvement, ensuring that the training was impactful and aligned with their needs.

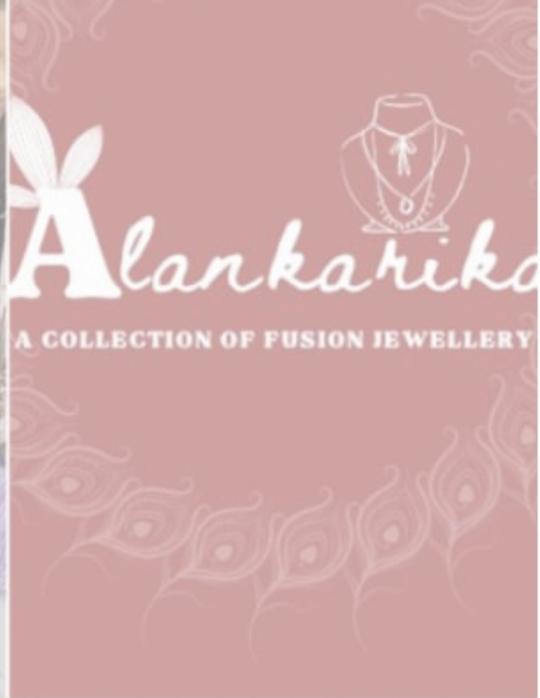
The final phase of the project focused on evaluating its overall impact on rural women and adolescent girls who participated in the fusion jewellery training program. The evaluation process aimed to measure their learning experiences, skill development and the project's contribution to enhancing their income generation opportunities. Various assessment methods were used, including collecting feedback, observing participant engagement, analysing sales performance through exhibitions and understanding their adaptability to digital marketing platforms. By examining these aspects, the project worker was able to assess the effectiveness of the training and identify areas for future improvement.

Role of Project Worker

The project worker played a vital role in the successful execution and sustainability of the Fusion Jewellery Making Action Project by actively engaging rural women and adolescent girls. They provided hands-on training in design, material selection, quality control, and finishing techniques, empowering rural women and adolescent girls with essential skills to create market-ready jewellery. In addition to technical guidance, the project worker offered support in pricing, marketing, and customer interaction. As part of the initiative, the project worker motivated rural women and adolescent girls to take part in exhibitions, providing them with a valuable platform to display their creations, connect with customers, and attract potential buyers. These opportunities helped boost the confidence and visibility of rural women and adolescent girls. Even after the project's completion, the project worker ensured ongoing mentorship through regular follow-ups, addressing challenges and helping them adapt to market trends. Their continued support contributed to the skill refinement, business growth, and financial independence of rural women and adolescent girls, making the initiative a lasting success.

Role of Reliance CSR, Vadodara in the Project

Reliance CSR, Vadodara played a significant role in the successful implementation and sustainability of the Fusion Jewellery Making Action Project. Their support began with identifying and organizing groups of rural women and adolescent girls, ensuring they received proper training and guidance. A major contribution was financial assistance, which enabled the purchase of essential raw materials like beads, metal wires, and fabric, easing the financial burden and allowing them to focus on skill development and jewellery creation. In addition to funding, Reliance CSR helped promote the project by organizing exhibitions in malls, giving rural women and adolescent girls access to a wider market, including urban customers. These events not only boosted sales but also provided valuable exposure, feedback, and confidence. Through consistent support in training, resources, and market access, Reliance CSR significantly contributed to the empowerment and long-term success of rural women and adolescent girls involved in the project.



EVALUATION AND FEEDBACK



CHAPTER 4

EVALUATION AND FEEDBACK

As part of the evaluation process, structured feedback was collected from the rural women and adolescent girls who participated in the training. The feedback gathered insights on several key aspects, including the training duration, its overall effectiveness, the teaching methods and communication style of the trainer, the relevance of marketing strategies and the usefulness of the IEC materials shared during the sessions. Rural women and adolescent girls were also asked about the skills they gained and their willingness to join similar training programs in the future.

Also, the evaluation included feedback on the exhibitions where rural women and adolescent girls showcased their fusion jewellery. They shared their experiences regarding product presentation, customer interactions and sales opportunities. This helped assess their confidence, marketing skills and overall preparedness for future exhibitions and highlighting the practical application of the training.

4.1 Feedback Collection from Rural Women and Adolescent Girls of Angadh and Karodiya Villages



Figure 16: Sections of Feedback Form

Section 1: Background Information of Rural Women and Adolescent Girls

Table 3: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages according to their Age

(n=35)

Age (In Years)	<i>f</i>	(%)
10-20 Years	6	17.14
21-30 Years	17	48.57
31-40 Years	9	25.72
41-50 Years	3	8.57
Total	35	100

Table 3 reveals that 17.14 % of the rural adolescent girls were in the age group of 10-20 years. Whereas nearly half (48.57%) of rural women and adolescent girls belonged to the age group of 21-30 years. Furthermore, it was revealed that 25.71% of the women were in the age group of 31-40 years and less than ten per cent (8.57%) of rural women were in the age group of 41-50 years.

Table 4: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Educational Qualification

(n=35)

Education Qualification	<i>f</i>	(%)
Primary Education	4	11.43
Secondary Education	5	14.29
Higher Secondary Education	14	40
Graduate	10	28.57
Other	2	5.71
Total	35	100

Table 4 presents the educational qualifications of women and adolescent girls from Angadh and Karodiya villages. The data shows that 40% rural women and adolescent girls had completed their higher secondary education, while only 28.57% adolescent girls were graduates. Nearly fifteen per cent (14.29%) of the rural women and adolescent girls had completed secondary education, whereas 11.43% of rural women had only primary education. A small proportion (5.71%) of rural adolescent girls reported having other educational qualifications such as M.A., BHMS. This indicates that most respondents had a strong educational background, which could help

them to understand and apply the skills taught in the training program. Furthermore, findings suggest that most of the rural women were homemakers, while adolescent girls were students. Whereas women were involved in farming, jobs and other income-generating activities. This diverse occupational background highlights the potential for fusion jewellery making skills to serve as an additional source of income.

Table 5: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Marital Status

(n=35)

Marital Status	<i>f</i>	(%)
Unmarried	19	54.29
Married	16	45.71
Total	35	100

Table 6 shows that nearly fifty-five per cent (54.29%) of the rural adolescent girls were unmarried and 45.71% rural women were married. This suggests that a higher number of unmarried adolescent girls took part in the training program, possibly due to fewer household responsibilities and greater flexibility in their schedules.

Section 2: Fusion Jewellery Training Program related Information

Table 6: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Source of acquiring Information About the Training Program

(n=35)

Source of Acquiring Information	<i>f</i>	(%)
Reliance CSR, Vadodara	33	94.29
Neighbours	2	5.71
Total	35	100

Table 6 shows that high majority (94.29%) of rural women and adolescent girls got information about the training program through Reliance CSR, Vadodara, while very few (5.71%) received information from their neighbours. This indicates that Reliance CSR, Vadodara played a key role in promoting the fusion jewellery training program.

Table 7: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Reason for Joining the Training Program

(n=35)

Reasons	<i>f</i>	(%)
For learning new skills	21	60
For contributing to the family income	8	22.86
For using free time	9	25.71
For personal independence	4	11.43
For increasing self-confidence	4	11.43

*(Multiple Choice)

Table 7 reveals that majority (60%) of the rural women and adolescent girls joined the fusion jewellery training program to learn new skills. Twenty-five per cent rural women and adolescent girls joined fusion jewellery training program to use their free time whereas less than quarter (22.85%) of the rural women and adolescent girls joined training program for contributing in their family income. Whereas little more than ten per cent (11.43%) of the rural women and adolescent girls gained personal independence and self-confidence through attending fusion jewellery training program. This shows that rural women and adolescent girls were motivated by both skill development and personal growth.

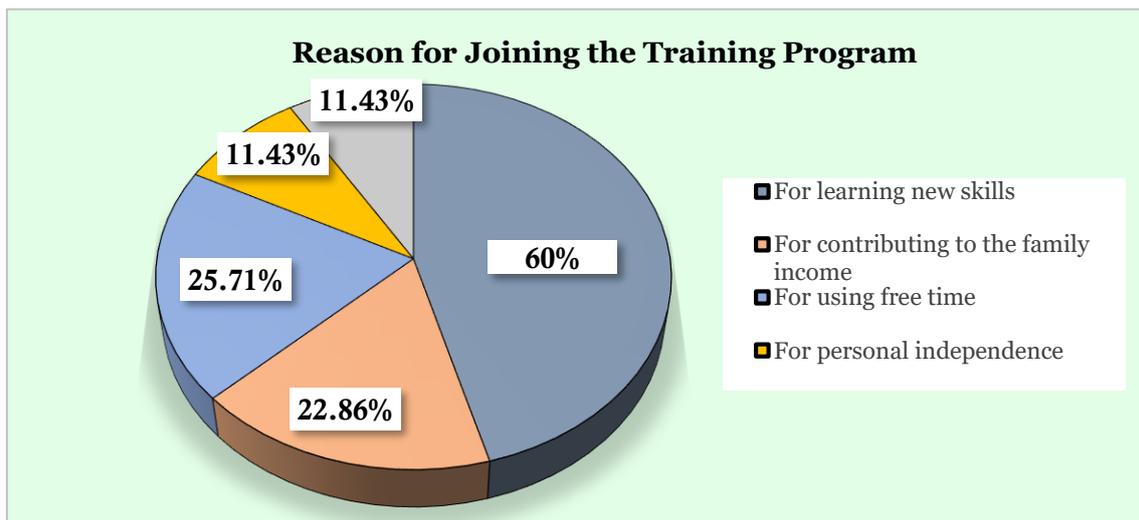


Figure 17: Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Reason for Joining the Training Program

Table 8: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to having Prior Information about the Training

(n=35)

Information	<i>f</i>	(%)
They had prior information	34	97.14
Sometimes, they did not had prior information	1	2.86
Total	35	100

Table 8 indicates that high majority (97.14%) of rural women and adolescent girls had prior knowledge about the training sessions, whereas only 2.86% were occasionally informed. This indicates that most of the rural women and adolescent girls were well-aware of the training schedule, which may have contributed to their preparedness and active participation.

Further, findings revealed that all rural women and adolescent girls (100%) found the training timings and venue suitable. This suggests that the training schedule was effectively planned which allowed rural women and adolescent girls to attend the training without difficulty. The accessibility of the training venue supported their participation and making it convenient for all. These findings highlight that clear communication about training details along with proper scheduling and an accessible venue.

Table 9: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Attendance in all Training Sessions

(n=35)

Attendance	<i>f</i>	(%)
Regular	25	71.43
Irregular	10	28.57
Total	35	100

Table 9 shows that little more than seventy per cent (71.43%) of the rural women and adolescent girls attended training sessions regularly, while twenty-eight per cent of them did not attended the sessions regularly. This indicates that most of the rural women and adolescent girls maintained consistent attendance and some faced challenges in attending it regularly. Among those who missed the sessions, little less than seventy-

five (74.43%) per cent of rural women and adolescent girls reported that they were unaware of the training schedule, while thirty per cent faced health issues and twenty per cent reported other reasons such as attending family events like weddings and household responsibilities due to which they were unable to attend the training sessions regularly.

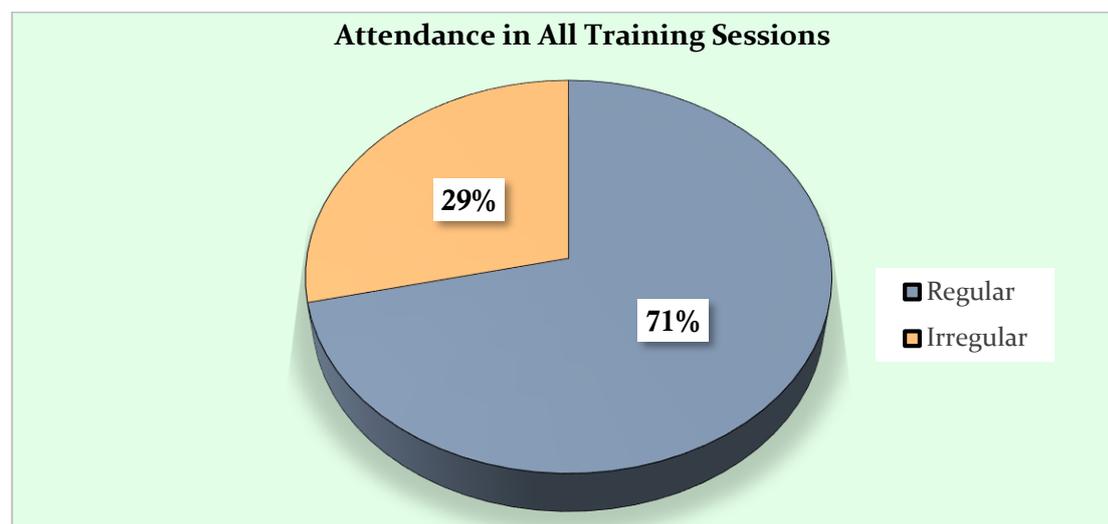


Figure 18: Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Attendance in all Training Sessions

Table 10: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Opinion regarding various Benefits Gained from Training

(n=35)

Benefits Gained	<i>f</i>	(%)
Learned new techniques for making fusion jewellery	34	97.14
Got inspired to start a business	14	40
To support the family financially	13	37.14
Gained new knowledge and skills	11	31.43
Increased self-confidence	6	17.14

*(Multiple Choice)

The findings revealed that all rural women and adolescent girls (100%) reported gaining benefits from the fusion jewellery training program. This indicates that the training program successfully met the expectations of the rural women and adolescent girls and helped them in improving their skills. Furthermore, above table shows that high majority of (97.14%) the rural women and adolescent girls learned new fusion jewellery

making techniques. While forty per cent of rural women and adolescent girls felt inspired to start a business, little more than thirty-five per cent (37.14%) stated that training will help them to support their family financially. Whereas 31.43% reported gaining new knowledge and skills from training program as a benefit and very few (17.14%) rural women and adolescent girls reported improved self-confidence as a benefit.

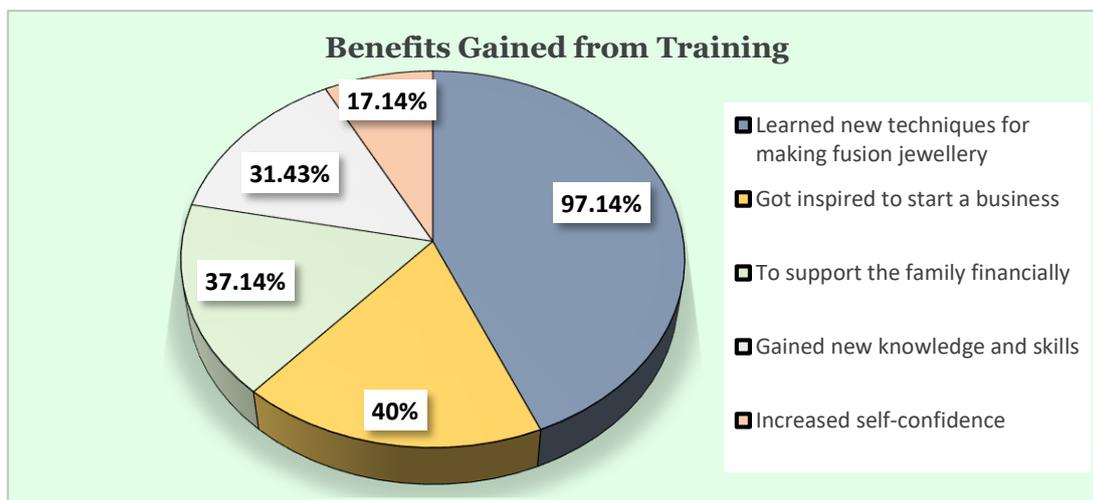


Figure 19: Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Opinion regarding various Benefits Gained from Training

Table 11: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to the Experience Gained from the Training

(n=35)

Experience Gained	<i>f</i>	%
Excellent	22	62.85
Good	13	37.14
Total	35	99.99

Table 11 reveals that little more than sixty per cent (62.85%) of the rural women and adolescent girls reported having an excellent experience of attending the training, while thirty-seven per cent rated their experience as good. This indicates that the rural women and adolescent girls were highly satisfied with the training which suggested that the content and delivery were effective and engaging.

Table 12: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to the Preferences of Training Content and Topics Covered

(n=35)

Topics Covered in Training	<i>f</i>	(%)
Purchasing raw materials	28	80
Market trends and designs in fusion jewellery	21	60
Fusion jewellery making process	32	91.43
Deciding price and profit calculation	18	51.43
Marketing strategies	23	65.71

*(Multiple Choice)

The findings highlights that all rural women and adolescent girls (100%) found the information provided during the training to be accurate, clear and well explained. Furthermore, high majority (91.43%) of rural women and adolescent girls reported that the training covered the fusion jewellery making process in detail. Whereas 80% mentioned that they received information about raw materials used in jewellery making. Further, the findings revealed that more than sixty per cent (65.71%) of rural women and adolescent girls gained understanding of marketing and sales strategies, while 60% learned about design trends and market demand. Little more than half (51.43%) of rural women and adolescent girls understood pricing and profit calculation methods which were crucial for setting up their enterprise/ business.

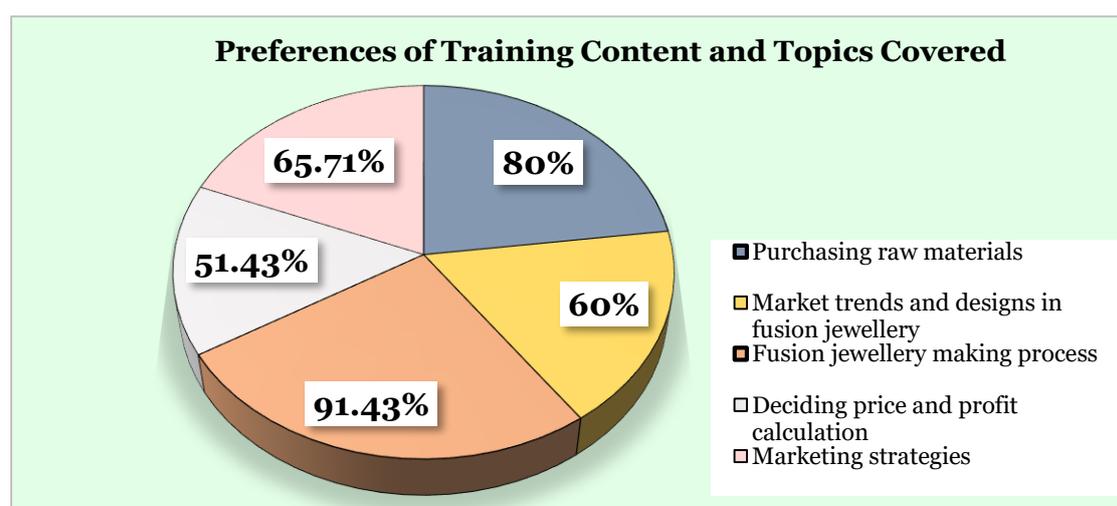


Figure 20: Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to the Preferences of Training Content and Topics Covered

Table 13: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Preferred Learning Method used by Trainer during the Training Sessions

(n=35)		
Preferred Learning Method	<i>F</i>	(%)
Demonstration	11	31.43
Expert Talk	14	40
Videos	3	8.57
All the methods used during training program	21	60

*(Multiple Choice)

Table 13 indicates that majority (60%) of rural women and adolescent girls preferred learning through multiple methods like demonstrations, expert guidance and videos. Whereas forty percent of the rural women and adolescent girls preferred expert guidance and 31.43% preferred only demonstration method for learning. This suggests that combining different teaching methods enhanced rural women and adolescent girls understanding and learning experience.

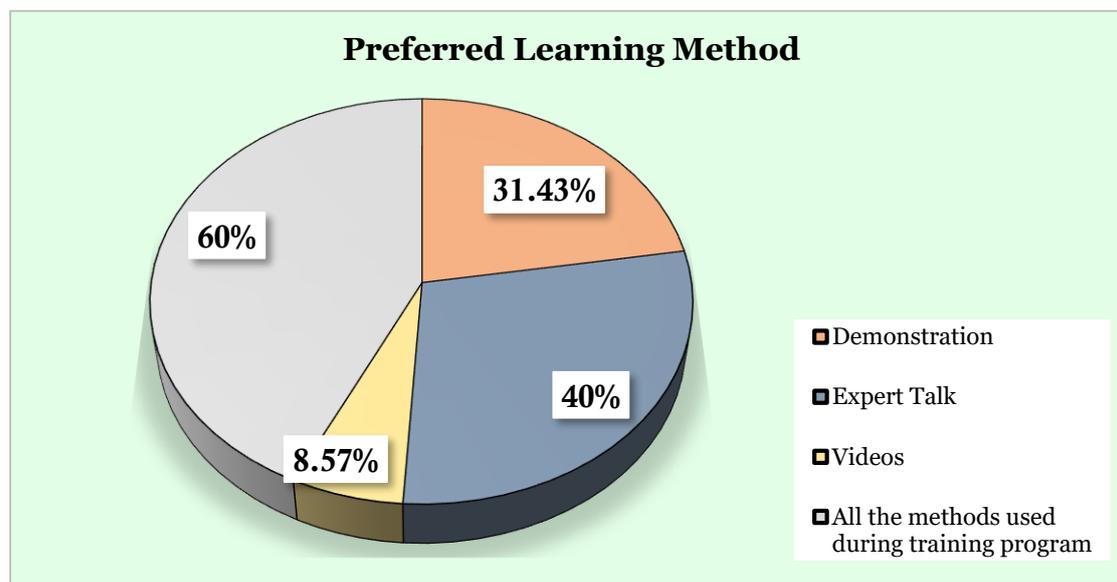


Figure 21: Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Preferred Learning Method used by Trainer during the Training Sessions

Table 14: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Confidence for gained Making Fusion Jewellery after Training

(n=35)

Confidence	<i>f</i>	(%)
Gained confidence	22	62.86
Still need to learn more	13	37.14
Total	35	100

Table 14 reveals that little more than half of the majority (62.86%) of rural women and adolescent girls felt confident in making fusion jewellery after attending training program, while 37.14% felt that they still needed more practice in making fusion jewellery confidently. This shows that the training successfully built confidence among most of the rural women and adolescent girls.

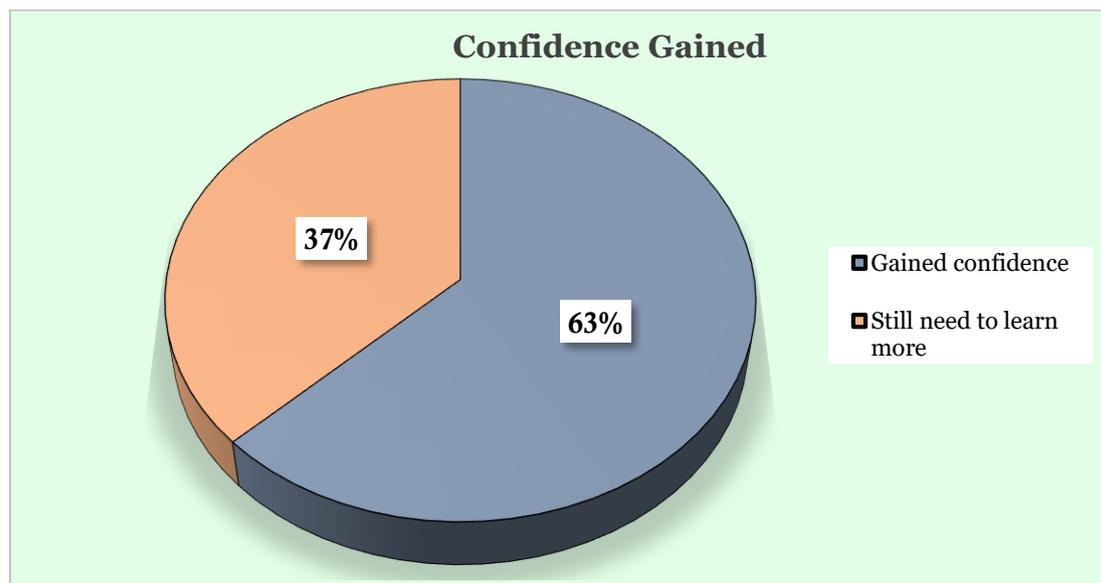


Figure 22: Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their gaining Confidence in Making Fusion Jewellery after Training

Table 15: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages according to their Expectation of Generating Income from Training

(n=35)

Income Generation	<i>f</i>	(%)
Expecting to generate income	32	91.43
Not sure about it	3	8.57
Total	35	100

Table 15 shows that a high majority (91.42%) of the rural women and adolescent girls had expectations that they will be able to generate income through the skills learned from training program, while a very few (8.57%) of were not sure about it. This reflects a positive view from rural women and adolescent girls showing their readiness to use their skills for financial gain.

Table 16: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Satisfaction of the Fusion Jewellery Training Program

(n=35)

Level of Satisfaction	<i>f</i>	%
Highly satisfied	26	74.29
Somewhat satisfied	9	25.71
Total	35	100

Table 16 indicates that nearly seventy-five per cent (74.29%) of the rural women and adolescent girls were highly satisfied with the training. Whereas 25.71% were satisfied to some extent. Their satisfaction is further reflected in their enthusiasm for future learning opportunities. All (100%) the rural women and adolescent girls expressed interest in attending future jewellery making training programs. This highlighted their eagerness to enhance their skills and continue learning. It suggested that the training was not only addressed for immediate learning needs but also encouraged long term engagement in jewellery making as a valuable skill for income generation. The rural women and adolescent girls showed a particular interest in creating beaded necklaces, earrings, hooked bracelets, fabric jewellery, decorative safety pins and hair sticks. These items became their favourite crafts, as they enjoyed the creativity and intricacy involved in making them.

Section 3: Trainer related Information

All 35 of the rural women and adolescent girls were responded positively to the trainer’s guidance.

- They clearly understood the trainer’s language and found the teaching methods effective.
- The trainer successfully explained the fusion jewellery making process through demonstrations and provided hands-on learning opportunities.
- Additionally, rural women and adolescent girls confirmed that they learned jewellery packaging techniques and received detailed information on essential aspects such as sourcing raw materials, jewellery-making methods, design ideas, profit calculation, product selling strategies and digital marketing.

Table 17: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Preferred Fusion Jewellery Selling Methods Taught during the Training Program

(n=35)		
Preference of Selling Methods	<i>f</i>	(%)
Through social media applications like WhatsApp, Instagram	30	85.71
Online like Amazon, Meesho	23	65.71
Door to door selling	19	54.29
Sales through shopkeepers	14	40
Sales through or retailer	10	28.57

*(Multiple Choice)

The findings revealed that all rural women and adolescent girls (100%) were aware of the selling methods introduced during the training. This reflects the effectiveness of the training in teaching practical marketing strategies.

Further, the above table revealed that high majority (85.71%) of rural women and adolescent girls preferred selling through social media platforms like WhatsApp and Instagram. Majority (65.71%) chose online marketplaces such as amazon. Whereas nearly fifty-five per cent (54.29%) of rural women and adolescent girls preferred door-to-door selling and 40% of them chose to sell through shopkeepers, while 28.57% preferred retail outlets. This indicated that rural women and adolescent girls gained

understanding about various selling techniques with digital platforms emerging as the most preferred option.

Table 18: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Understanding of Key Considerations in Fusion Jewellery Packaging
(n=35)

Key Considerations	<i>f</i>	(%)
Packaging of the item should be neat	1	2.86
Quality of packaging should be good	2	5.71
Price should be mentioned on the packaging	1	2.86
Packaging should be attractive	1	2.86
All of the above	31	88.57

*(Multiple Choice)

The findings reveal that all (100%) rural women and adolescent girls successfully learned fusion jewellery packaging methods during the training. This highlights the trainer's effective guidance in teaching proper packaging techniques and ensuring that rural women and adolescent girls understand that practical skills to present their products professionally and attractively.

Further, the table highlights that high majority (88.57%) of rural women and adolescent girls understood the importance of neat, attractive and properly labelled packaging. Whereas an equal per cent (2.86%) of the women and adolescent girls reported that neatness, quality and attractive packaging should be taken into consideration. While 5.71% highlighted the importance of maintaining good quality in packaging. These findings indicate that the training successfully equipped rural women and adolescent girls with comprehensive knowledge of fusion jewellery packaging and emphasizing the importance of attractive appeal and proper labelling to enhance the selling of fusion jewellery products.

Section 4: Expert Sessions and their impact related Information

Table 19: Frequency and Percentage Distribution of the Women and Adolescent Girls in Angadh and Karodiya Villages According to their guidance gained from the sessions conducted by Expert

(n=35)

Knowledge gained	<i>f</i>	(%)
Colour Combination of Product	32	91.42
Finishing and Packaging	29	82.86
Marketing and Sales	21	60
Designing Process of Product	20	57.14
Market Demand and Trend Information	19	54.29

*(Multiple Choice)

The findings indicate that all (100%) rural women and adolescent girls found the expert's information to be simple and clear, the expert effectively conveyed key concepts and (ensured) ensure that rural women and adolescent girls understood the content properly.

Further, the above table reveals that a high majority (91.42%) of rural women and adolescent girls reported that colour combination of products was essential while more than eighty (82.86%) per cent of the rural women and adolescent girls recognized the importance of finishing and packaging, whereas majority (60%) considered the value of marketing strategies. More than fifty-five per cent (57.14%) of rural women and adolescent girls learned that product designing techniques were important. While nearly fifty-five per cent (54.29%) of rural women and adolescent girls gained an understanding of market demand and trends. This indicates that the expert sessions provided complete guidance in enhancing rural women and adolescent girls skills in both creative design and market awareness. These findings highlight that the expert sessions provided comprehensive guidance, equipping rural women and adolescent girls with both creative and marketing strategy related skills essential for producing and selling fusion jewellery successfully.

Table 20: Frequency Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Opinion/ Satisfaction on the Expert Sessions

(n=35)

Opinion/ Satisfaction on the Expert Sessions	GE		SE		LE	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Explanation was effective.	31	88.57	4	11.43	-	-
The information about the Fusion jewellery was effective.	14	40	20	57.14	1	2.86
The expert's answers to your questions were satisfactory.	25	71.43	10	28.57	-	-
The demo given by the expert was effective.	34	97.14	1	2.86	-	-

Table 20 presents the satisfaction level of the rural women and adolescent girls regarding the expert session conducted on fusion jewellery making. High majority (88.57) of rural women and adolescent girls found the expert's explanation to be effective. While 11.43% mentioned it as somewhat effective. Along with this little more than seventy per cent (71.43%) believed that the information about fusion jewellery was effective. While 28.57% found somewhat effective information. More than fifty-five per cent (57.14%) of rural women and adolescent girls were satisfied with the experts answers to their questions. Whereas only 11.43% had a lower level of satisfaction. Furthermore, high majority (97.14%) of rural women and adolescent girls considered that demonstration provided by the expert was highly effective while only few (2.86%) rated it as a less effective.

Section 5: Traditional Marketing and E- Marketing related Information

Table 21: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Awareness of E-Marketing Applications and for exploring new Jewellery Trends

(n=35)

Applications	Awareness of E-Marketing Platforms/ Applications		Applications for exploring new Jewellery Trends	
	<i>f</i>	(%)	<i>f</i>	(%)
WhatsApp	21	60	8	22.86
Facebook	30	85.71	11	31.43
Instagram	30	85.71	24	68.57
Mahila E-Haat	17	48.57	-	-
Amazon, Flipkart, Meesho	15	42.86	-	-
Pinterest	18	51.43	19	54.29
YouTube	25	71.43	22	62.86

*(Multiple Choice)

The findings revealed that all (100%) rural women and adolescent girls agreed that e-marketing applications can make fusion jewellery sales easier. This highlights their positive point towards using e-marketing applications to expand their small businesses.

Further, the above table it can be revealed that rural women and adolescent girls were aware of popular e-marketing platforms for selling jewellery. In which, high majority of rural women and adolescent girls (85.71%) were aware of popular social media applications like Facebook and Instagram for selling jewellery, while majority (60%) of rural women and adolescent girls were familiar with WhatsApp. Whereas little less than fifty per cent (48.57%) knew about Mahila -E-Haat and forty-two per cent were aware of applications like Amazon, Flipkart and Meesho. This indicates that rural women and adolescent girls gained considerable awareness of e-marketing application with social media (Instagram, Facebook) as the most convenient option for promoting and selling their fusion jewellery.

The above table further reveals (68.57%) of rural women and adolescent girls were aware of Instagram as a platform for exploring new jewellery trends. Whereas YouTube was the second most mentioned platform with sixty-two per cent of them using it. Little

less than fifty-five per cent (54.29%) of them identified Pinterest as a useful source for discovering new trends. While, 31.43% rural women and adolescent girls were aware of Facebook and only 22.86% mentioned WhatsApp. This indicates that rural women and adolescent girls actively used multiple e-marketing application to stay updated on evolving jewellery trends in which Instagram and YouTube being the most popular choices. The findings suggest that fusion jewellery training programs should placed greater emphasis on strategic e-marketing applications to enhance rural women and adolescent girls marketing and product innovation skills.

Table 22: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Easiest Applications/ Platforms for Selling Fusion Jewellery After Training

(n=35)

Easiest e-marketing applications for selling	GE		SE		LE	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
WhatsApp	30	85.71	1	2.86	-	-
Facebook	32	91.43	2	5.71	-	-
Instagram	32	91.43	4	11.43	-	-
Mahila E-Haat	20	57.14	-	-	2	5.71
Amazon, Flipkart, Meesho	12	34.29	-	-	3	8.57

*(Multiple Choice)

Table 22 presents the rural women and adolescent girls from Angadh and Karodiya villages regarding their preferred e-marketing applications for selling fusion jewellery after training. The data reveals that an equally high majority (91.43%) of the rural women and adolescent girls preferred Facebook and Instagram for their ease of use, visual appeal and broad customer reach. Whereas 85.71% preferred WhatsApp. Little more than half (57.14%) of the rural women and adolescent girls identified Mahila E-Haat as a viable option which reflecting an awareness of government-supported platforms aimed at empowering women entrepreneurs. While lower proportion (34.29%) opted for Amazon, Flipkart and Meesho for selling products. The findings indicate that social media applications and platforms are the most accessible and convenient tools for rural women and adolescent girls to market and sell their fusion jewellery.

Table 23: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Marketing and Sales Skill Development and Knowledge Gained Through Training

(n=35)

Applications	Developing Marketing and Selling Skills		Knowledge Gained Marketing and Selling Concepts	
	<i>f</i>	(%)	<i>f</i>	(%)
Fully Developed/Gained	32	91.43	33	94.29
Need for further learning	3	8.57	2	5.71
Total	35	100	35	100

Table 23 indicates that the majority of rural women and adolescent girls successfully developed marketing and sales skills through the training. A high majority (91.43%) of rural women and adolescent girls felt confident in promoting and selling their fusion jewellery, while only 8.57% believed they needed further learning. Further, high majority (94.28%) of rural women and adolescent girls gained valuable knowledge about marketing concepts, its various types and benefits. Whereas a small proportion (5.71%) had limited understanding of marketing and selling concepts. These findings highlight that the training not only provided hands-on skills for selling fusion jewellery but also enhanced theoretical knowledge of marketing strategies. This combination of practical and conceptual learning makes sure that rural women and adolescent girls are better prepared to expand their business and reach a wider market.

Table 24: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Understanding of Key Factors to be Valued While calculating a Profit

(n=35)

Key factors for profit calculation	<i>f</i>	(%)
Cost of Raw Materials	34	97.14
Labour Costs	24	68.57
Packing Material Costs	26	74.29
Time Taken to Manufacture Product	22	62.86
Transportation Costs	17	48.57

*(Multiple Choice)

Table 24 reveals that high majority (97.14%) of rural women and adolescent girls mentioned that raw material costs as a crucial factor in profit calculation. While, more

than seventy per cent (74.29%) recognized packaging costs as an essential component, whereas 68.57% considered labour costs significant in calculating profit. Moreover, a majority (62.86%) of the rural women and adolescent girls valued the time taken for product manufacturing as an important factor in profit calculation. In contrast, less than fifty (48.57%) per cent accepted transportation costs as part of the profit calculation. This indicates that rural women and adolescent girls gained a clear understanding of cost management, which is vital for achieving profitability in their fusion jewellery making business.

Section 6: IEC (Information Education Communication) Material related Information

Table 25: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Feedback on IEC Material (Language, Visual Clarity, Usefulness and Design & Colour Combination)

(n=35)

Feedback on IEC Material								
	Language of IEC Material		Visual Clarity		Usefulness		Design & colour combination	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Highly Satisfied	35	100	35	100	28	80	31	88.57
Satisfied	-	-	-	-	7	20	4	11.43
Total	35	100	35	100	35	100	35	100

Table 25 depicts that all (100%) rural women and adolescent girls found the language, illustrations and images in the IEC material to be simple, clear and easy to understand. Whereas 80% of rural women and adolescent girls found the IEC material very helpful, while only 20% considered it somewhat helpful, indicating its effectiveness in improving their understanding of fusion jewellery making and marketing concepts through IEC material. While, the design and colour combination of the IEC material were appreciated by more than eighty-five per cent (88.57%) of rural women and adolescent girls who reported it to be attractive and easy to understand, whereas 11.43% rated it as satisfactory.

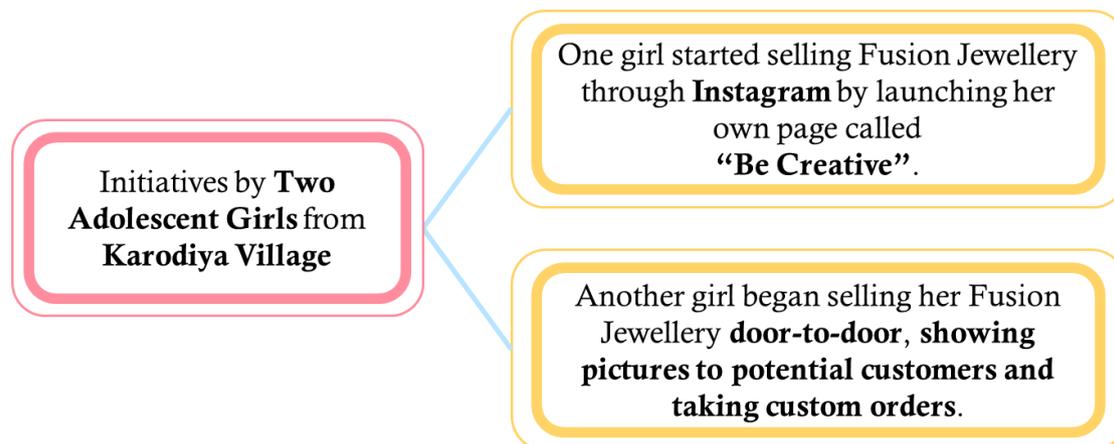
Section 7: Exhibition Related Information

Table 26: Frequency and Percentage Distribution of the Women and Adolescent Girls residing in Angadh and Karodiya Villages According to their Participation in Exhibition

(n=35)		
Participation in Exhibition	<i>f</i>	%
Active participation	7	20
No participation	28	80
Total	35	100

Table 26 shows that eighty per cent of the rural women and adolescent girls did not participate in exhibitions while only 20% of the rural women and adolescent girls participated in exhibitions. Further, findings highlight that more than forty-five per cent (46.43%) of the rural women and adolescent girls mentioned that they were out of town as the reason whereas more than twenty per cent (25%) of the rural women and adolescent girls reported health issues as not participating in exhibitions. Also, few of the rural women and adolescent girls mentioned other reasons such as forgetting about the exhibition, lack of transportation services or family obligations.

From Skill to Sales: Empowering Adolescents in Fusion Jewellery Selling



4.2 Selling through Exhibitions

As a crucial part of evaluating the project's impact, the exhibitions played a significant role in assessing the marketability of handcrafted fusion jewellery made by rural women and adolescent girls. These exhibitions provided an opportunity to analyse their sales performance, customer engagement and overall experience in product presentation. Exhibitions are an important part of traditional marketing. They offer an effective way

of presenting and selling products to the public. As part of this project, several exhibitions were organized to provide rural women and adolescent girls with a platform to display their creations, engage with potential buyers and acquire practical marketing experience. **(Refer Appendix: 02(E) for Glimpses of Exhibitions)**

A total of **three exhibitions** were organized to showcase the fusion jewellery made by rural women and adolescent girls. Two exhibitions were organized with logistical support from Reliance CSR, Vadodara which provided guidance on display strategies



First Exhibition organized on **August 16–18, 2024** at **Reliance Mall, O.P. Road, Vadodara**, from 11:00 AM to 7:00 PM.

Second Exhibition organized on **October 25, 2024** at **Reliance Mall, O.P. Road, Vadodara**, from 11:00 AM to 7:00 PM.

Third Exhibition organized on **March 11, 2025** at **Dept. of Extension and Communication**, from 10:00 AM to 4:00 PM.

and ensured a professional setup to attract consumers and visitors. The third exhibition was organized by the Department of Extension and Communication. These exhibitions helped rural women and adolescent girls to gain hands-on experience in presenting their products, understanding customer preferences and learning essential skills such as pricing and packaging

1st Exhibition [August 16th to 18th, 2024]

- The first exhibition was organized under the **RIL CSR initiative** at **Reliance Mall, O.P. Road, Vadodara**.
- A variety of fusion jewellery pieces, including necklaces, bracelets, earrings, anklets and bangles were displayed and highlighting a blend of traditional touch with modern designs.
- The exhibition resulted in high product sales with many visitors appreciating the unique expertise of rural women and adolescent girls. Additionally, **two**

customized orders were received and which indicated positive step towards expanding sales opportunities through the exhibition platform that can help rural women and adolescent girls to generate income.

2nd Exhibition [October 25th, 2024]

- The second exhibition was organized under the **RIL CSR initiative at Reliance Mall, O.P. Road, Vadodara.**
- The stall featured an improved fusion jewellery collection, incorporating customer feedback and trending designs based on insights from the first exhibition. New additions included stylish hair sticks, stone and bead combination necklaces, bracelets, seed beads earrings and Ajrakh fabric earrings which enhancing the product variety. **One customized order was received** from a customer in Dwarka, requesting a personalized purple necklace with pearl earrings, indicating a growing interest in handcrafted and fusion style jewellery accessories.

3rd Exhibition [March 11th, 2025]

- The third exhibition was organized by the **Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.**

A variety of products were showcased, including crochet pins, decorative safety pins, painted earrings, fabric neckpiece, hair chain earrings and tiny silver cowrie earrings. In which fabric neckpiece and decorative safety pins received notable attention from visitors and faculty members, who showed a special appreciation for these unique items. The exhibition resulted in **two customized orders** which is indicated positive response to the fusion jewellery collection.

The success of three exhibitions demonstrated the future of fusion jewellery as a sustainable income source for rural women and adolescent girls. Each exhibition provided valuable insights into customer preferences, sales patterns and evolving trends. The product line was refined based on exhibition reviews, with an emphasis on:

- Enhancing design elements based on customer feedback.
- Expanding product variety to meet market demand.
- Encouraging customized fusion jewellery options to boost sales.

These exhibitions not only facilitated income generation for rural women and adolescent girls but also empowered them with entrepreneurial skills for long-term sustainability in the handcrafted fusion jewellery market.

Table 27: Exhibition-wise Product Display and Sales Summary

Exhibitions	Total Products	Sold Products
1	120 Products	32
2	145 Products (Including above)	06
3	180 Products (Including above)	72
Total	180 Products	110 Sold Products

4.2.1 Outcomes of the Exhibitions

*The designs/products that captured attention and won hearts
#mostlikedproducts*



The above showcased designs and products gained immense appreciation for their unique appeal and craftsmanship. The *necklace*, with its mix of bold red, yellow and pink beads and oxidized pendant beautifully blends tradition with modern style. The *bracelets*, crafted with black and grey beads with butterfly charms were loved by customers for their simplicity and versatility. The *decorative safety saree pins* added a creative touch to ethnic wear with their beautiful details. While, the *crochet hair pins*, present vibrant floral designs noticeable for customer. ***“These products not only captured attention but also won the hearts of customers.”***

Shades that attracted the most attention and preference.
#popularcolorcombinations



Colorful Cowrie Shell Silver Earrings



Bracelet with colorful charms



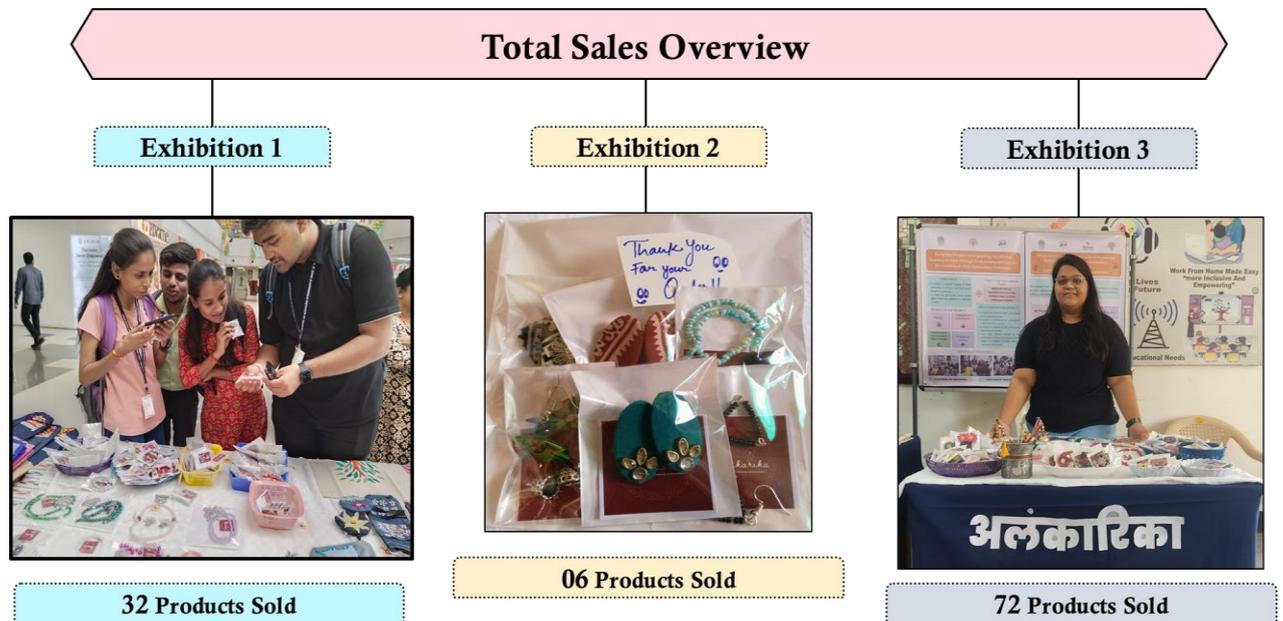
Ajrakh Fabric Earrings



Fabric Earring

The above showcased products were popular for their vibrant and elegant colour combinations. The colourful *cowrie shell silver earrings* beautifully blended white, green and purple shades, creating an eye catching contrast. The *magnate bracelet* with colourful charms paired black magnate and white beads with a delicate purple charm offering modern appeal. The *ajrakh fabric earrings* showcased earthy red and beige tones embracing traditional craftsmanship. Whereas, the *fabric earrings* combined deep green with soft pink fringes, adding a unique and attractive touch. These colour choices played a key role in attracting customer attention and appreciation.

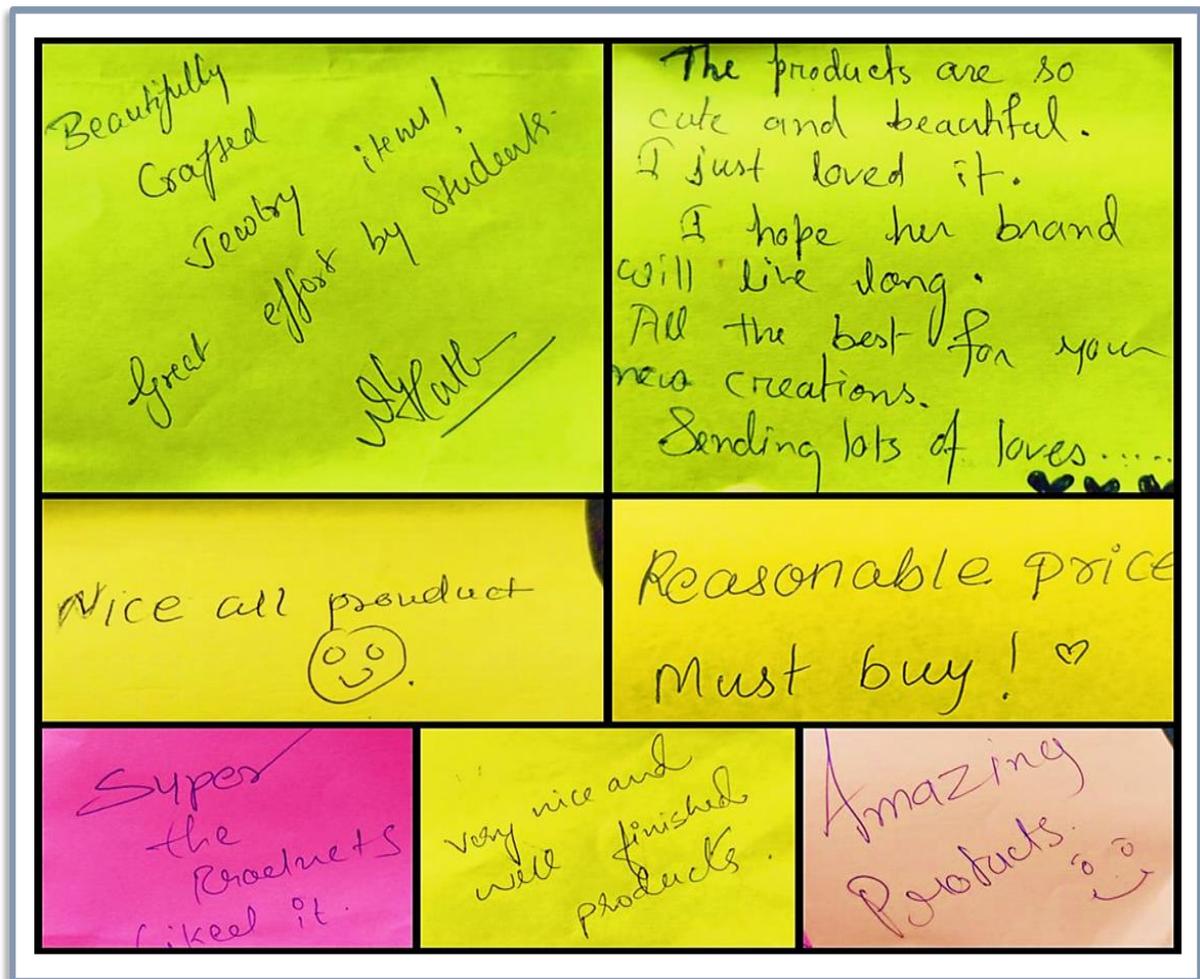
4.2.2 Total Sales Overview



The total sales overview highlights the sales performance across three exhibitions, showcasing the number of products sold at each exhibition. In Exhibition 1, a total of 32 products were **sold**, reflecting a moderate response from customers. Exhibition 2 recorded the lowest sales, with only 6 products sold. However, Exhibition 3 saw the highest engagement with an impressive 72 products sold by attracting strong customer interest and demand.

Out of the 180 products produced, a total of 110 products were successfully sold across all three exhibitions, achieving a sales rate of approximately 65%. These results provide valuable insights into customer preferences and can help in refining strategies for future exhibitions to maximize sales and outreach.

4.2.3 Exhibitions Feedback



During the exhibition, visitors shared positive feedback on various aspects of the fusion jewellery collection. Their responses highlighted appreciation for:

- Customers loved the beautifully crafted and well-finished jewellery pieces, describing them as "cute," "amazing" and "unique."
- Many visitors found the pricing reasonable and considered the products a "must-buy."
- The Batua-style packaging was a major highlight, attracting attention for its uniqueness and aesthetic appeal.
- Customers showed interest in following the brand @alankarika on Instagram for more updates and new designs.
- Visitors praised the creativity and efforts of the project worker and rural women and adolescent girls expressing best wishes for the brand's growth.

Challenges Faced by the Project Worker

- One of the major challenges experienced was the inconsistent attendance of rural women and adolescent girls during training sessions. This disrupted the smooth progression of the project.
- Since the number of beneficiaries in one village was relatively low, the project worker had to conduct the training twice—in Angadh and Karodiya to achieve required number of beneficiaries.
- Gathering women for the evaluation phase proved particularly difficult. Despite continuous efforts, ensuring their presence for feedback and assessment remained a significant challenge.
- Many rural women and adolescent girls struggled with time constraints due to household responsibilities, academic commitments or personal reasons which was leading to irregular attendance during the training sessions.
- Limited phone access further complicated communication, causing some beneficiaries to miss crucial updates regarding session timings, venue changes or additional instructions.

Suggestions

To further enhance the impact of the project, the following suggestions can be considered:

- Conduct follow-up sessions with rural women and adolescent girls to assess their progress in jewellery making and address any challenges they face.
- Establish a local support network where trained women can collaborate, share ideas and support each other in growing their businesses.
- Encourage participation in exhibitions and fairs to boost sales, increased visibility and build confidence in selling their products.
- Provide financial literacy workshops to help them manage earnings, set prices effectively and reinvest in their businesses.
- Seek long-term partnerships with NGOs, government initiatives or private enterprises for continued support and funding opportunities.

Sustainability of the Project

After implementing and evaluating any project, it is requiring to check its sustainability. Success of project depends on its sustainability aspects. The project on "Elevate and Create: Empowering Rural Women and Adolescent Girls Through Fusion Jewellery" is considered sustainable based on the following aspects. The Reliance CSR, Vadodara can further support these efforts by providing continued mentorship, digital marketing guidance, and linking the women with broader market networks—enabling long-term sustainability and growth of their entrepreneurial journey.

(Refer Appendix1 (F) for Instagram page highlights and Appendix 4(A) for Booklet)

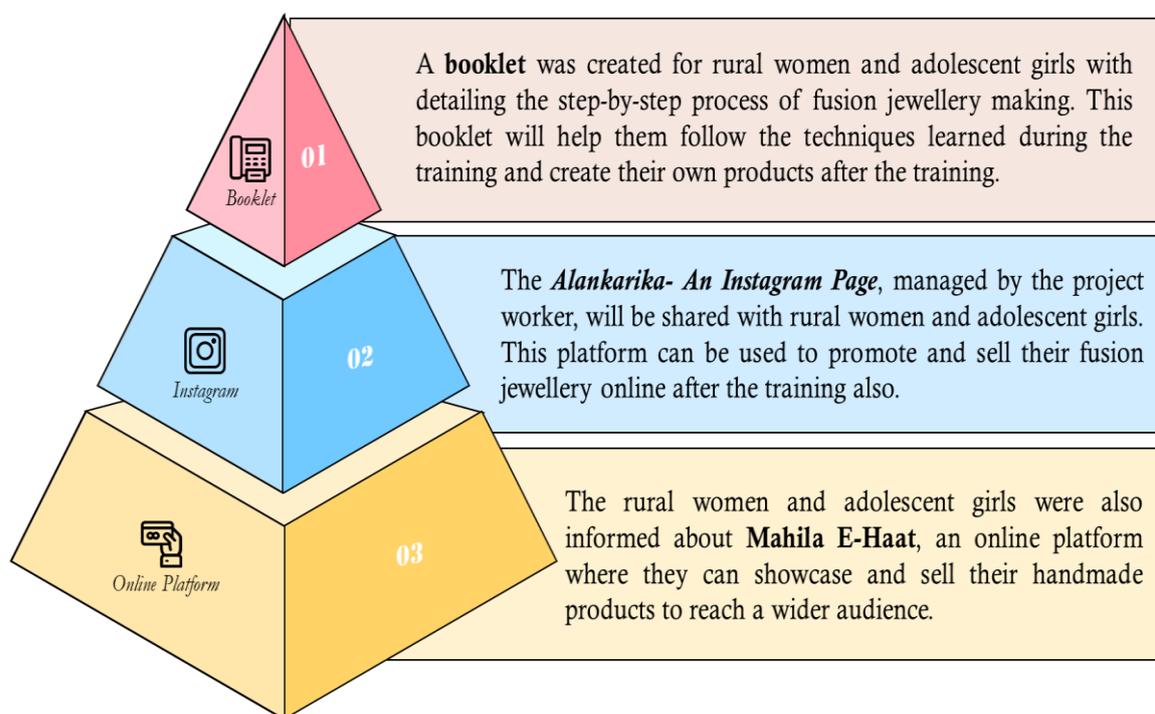


Figure 23: Initiatives to Support and Promote Fusion Jewellery Post-Training

Conclusion

The action project titled *“Elevate and Create: Empowering Rural Women and Adolescent Girls through Fusion Jewellery”* successfully addressed the core objectives of skill development, entrepreneurship and empowerment among rural women and adolescent girls. Rooted in the understanding of the socio-economic barriers faced by these women—ranging from lack of training opportunities to limited market access—the initiative offered a structured intervention that combined traditional knowledge with modern techniques of jewellery making, particularly focusing on fusion designs that blend embroidery with modern aesthetics.

The project was implemented through a multi-phase approach that included community engagement, skill-based workshops and e-marketing training. A key innovation was the use of a hands-on, learner-centric methodology that built confidence and encouraged creativity among the rural women and adolescent girls. The integration of digital platforms such as Instagram and Mahila E-Haat into the training opened avenues for market expansion and income generation, highlighting the potential of e-commerce in rural entrepreneurship.

Findings from the post-training evaluations indicated a significant increase in the rural women and adolescent girl’s confidence, design skills and awareness about online platforms. Most of the rural women and adolescent girl’s expressed willingness to continue jewellery-making as a source of income, marking a shift from dependency to self-reliance. The project also fostered a sense of collective identity and community support, which are essential components of sustainable empowerment.

In essence, the action project not only met its stated objectives but also illuminated the transformative power of skill-based interventions with digital literacy and market integration. This serves as a replicable and scalable framework for empowering rural women in other communities, affirming that with the right resources, mentorship and platforms, women can emerge as change-makers in their own lives and communities.

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APPENDICES

Appendix 01(A)
ETHICAL LETTER

Ethical letter Certificate



Institutional Ethics
Committee for Human
Research
(IECHR)

FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Ethical Compliance Certificate 2024-2025

This is to certify Ms. Dhruvi Shah study titled; "An Action Project on "Elevate and Create: Empowering Rural Women and Adolescent girls through Fusion Jewellery."" from Department of Extension and Communication has been approved by the Institutional Ethics Committee for Human Research (IECHR), Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. The study has been allotted the ethical approval number IECHR/FCSc/M.Sc./10/2024/11.

Prof. Komal Chauhan
Member Secretary
IECHR

Prof. Mini Sheth
Chairperson
IECHR

Chair Person
IECHR
Faculty of Family & Community Sciences
The Maharaja Sayajirao University of Baroda

Appendix 01(B)
PERMISSION LETTER



Date: 15/10/2024

To,
Dr. Krutika Bhate
Dr. Shivani Mehta
Mr. Chandrik Rajdeep
Department of Extension and Communication,
Faculty of Family and Community Sciences
The Maharaja Sayajirao University of Baroda
University Road, Vadodara – 390002

Subject: Approval of the proposed projects

Respected Sir/Madam,

We are pleased to inform you that Reliance Industries Limited, Vadodara, has approved three of the proposals of master students Ms. Nisha Singh, Ms. Dhruvi Shah and Ms. Arohi Melani from the Department of Extension and Communication for conducting action projects in the nearby villages of RIL-VMD. These proposals have undergone a thorough review.

The approved proposals are as follows:

1. An action project on skill development & income generation through embroidery among rural women and young girls.
2. An action project on “Elevate and Create: Empowering Rural Women through Fusion Jewellery”
3. An action project on providing basic English literacy to upper primary school children at Dhanora primary school, Vadodara.

We look forward to working closely with your team and ensuring the successful completion of these projects.

Regards,
For Reliance Industries Ltd,

Pawan Somani
Sr. General Manager
Vadodara Manufacturing Division.

Appendix 01(C)
Time-Plan of The Action Project

Phase and Time Duration	Phases	Activities
Phase 1 10 Days	Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration with RIL CSR, Vadodara <input type="checkbox"/> Need Identification and Situation Analysis <input type="checkbox"/> Selection of Products for the Project <input type="checkbox"/> Market Survey and Product Finalization <input type="checkbox"/> Estimated Budget <input type="checkbox"/> Proposal Approval <input type="checkbox"/> Selection of the Target Group and Villages <input type="checkbox"/> Schedule of Training Program <input type="checkbox"/> Development of IEC Materials for Training <input type="checkbox"/> Rapport Building with the Target Group <input type="checkbox"/> Pre-Survey
Phase 2 75 Days	Execution	<p>Phase 1 Conducting Training Program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training and Developing Essential Skills for Making Fusion Jewellery <input type="checkbox"/> Expert Talk for Enhancing Fusion Jewellery Skill <input type="checkbox"/> Innovation and Designing <input type="checkbox"/> Packaging, Pricing and Selling Strategies <p>Phase 2 Marketing and e-marketing Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Marketing <input type="checkbox"/> Traditional Marketing and E-Marketing
Phase 4 5 Days	Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> Collecting Feedback <input type="checkbox"/> Selling through Exhibitions <input type="checkbox"/> E-Marketing and Online Selling <input type="checkbox"/> Sustainability of the Project

APPENDIX: 02(A)

**Glimpses of the
Fusion Jewellery Training
Sessions Conducted in
Angadh Village**

Pre-Survey and Identification of Interested Women and Adolescent Girls was carried out in Angadh Village as Part of the Fusion Jewellery Training Program



Group Formation and Project Briefing Session in Angadh Village with Mrs. Mehernaz Nair, RIL CSR, Vadodara



Project worker briefing on jewellery making tools and materials



Women and Adolescent Girls Participating in Pre-survey



Glimpses of the Fusion Jewellery Training Program



Women and Adolescent Girls Learning Bracelet Making in the initial training phase



Women and Adolescent Girls learning to design Bracelets along with the Project Worker



Women and Adolescent Girls Learning about making Fabric earrings



Women and Adolescent Girls making fabric earrings using waste cardboard and fabrics



Making Fabric Bangles



Using various jewellery tools to create fusion jewellery such as Pakkad, Pliers and Cutters



Women and adolescent girls watching a video on various marketing strategies that can be used for social media handles



project worker conducting a session on explaining about fusion jewellery packaging techniques

Packaging of Fusion Jewellery



Glimpses of final Fusion Jewellery Products made by Women and Adolescent Girls of Angadh Village



Bracelets



Fabric Earrings



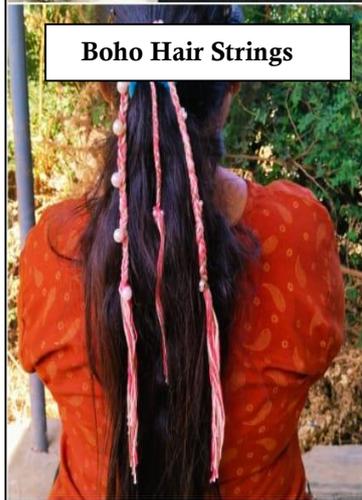
Tiny Earrings



Fabric Bangles



Fabric Earrings with mirror work



Boho Hair Strings



Final Packed Products

APPENDIX: 02(B)

**Glimpses of the
Fusion Jewellery Training
Sessions Conducted in
Karodiya Village**



Group formation and fusion jewellery training session in Karodiya Village



Filling the forms of Pre-survey



Fabric Jewellery Making



The project worker showing videos on the process of making fabric jewellery with Beadwork



Braided fabric choker crafted by women and adolescent girls during the training



The project worker taught techniques for crafting mirror work jewellery



Used jewellery-making tools like pakkad, pliers, and cutters to craft unique fusion jewellery pieces



Making Fabric Neckpieces



Women and Adolescent girls making stuffed felt fabric earrings



Women and adolescent girls making decorative hair sticks



Women and Adolescent Girls Making Hair Chain Earrings



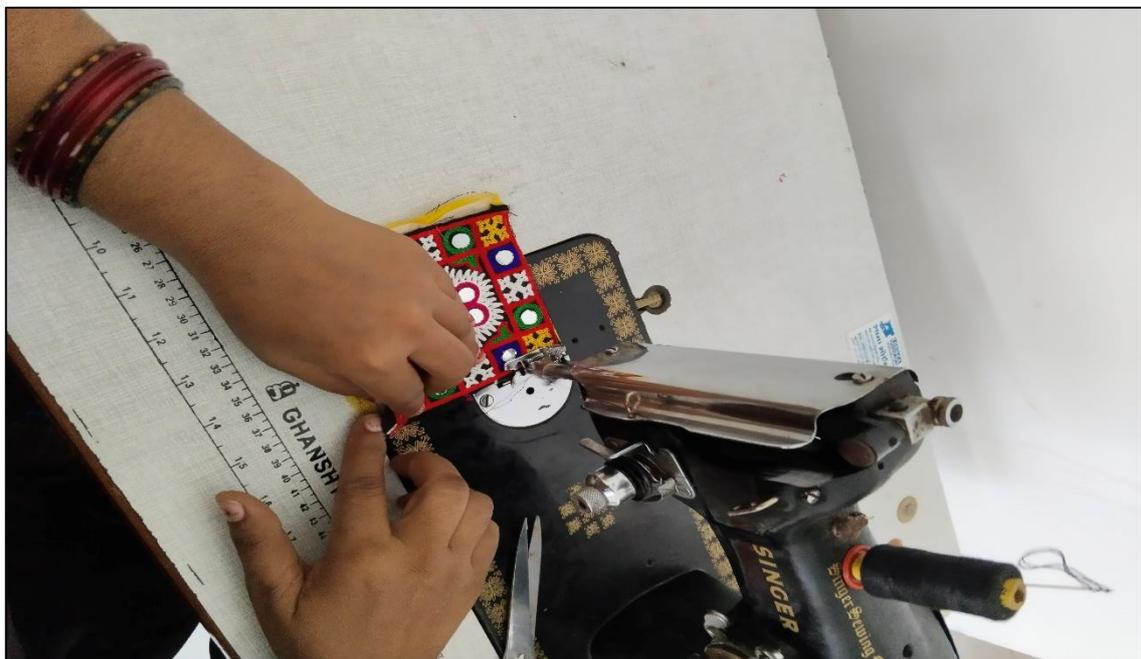
Women and Adolescent Girl making Tiny Stone Earrings and Bracelets



Crystal and Beaded bracelets making

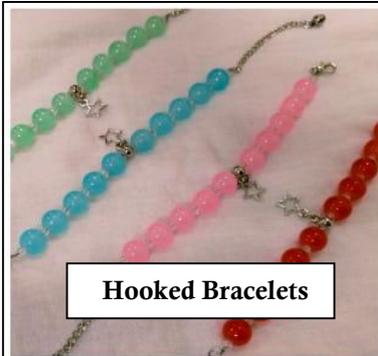


Crafting beautifully stuffed necklaces with creativity BY Adolescent Girl



Using sewing skills to craft intricate and elegant fusion jewellery pieces

Glimpses of final Fusion Jewellery Products made by Women and Adolescent Girls of Karodiya Village



Hooked Bracelets



Crochet Flower



Hair Stick



Beaded Necklace



Stuffed Necklaces



Seed Beads Earrings



Fabric Earrings



Decorative Saree Pin

APPENDIX: 02(C)

Glimpses of Expert Sessions

First Session



The First Session focused on creating trendy Mirror-based accessories, such as Earrings

Second Session



The Second Session focused on learning to create Felt Fabric-based Jewellery

Third Session

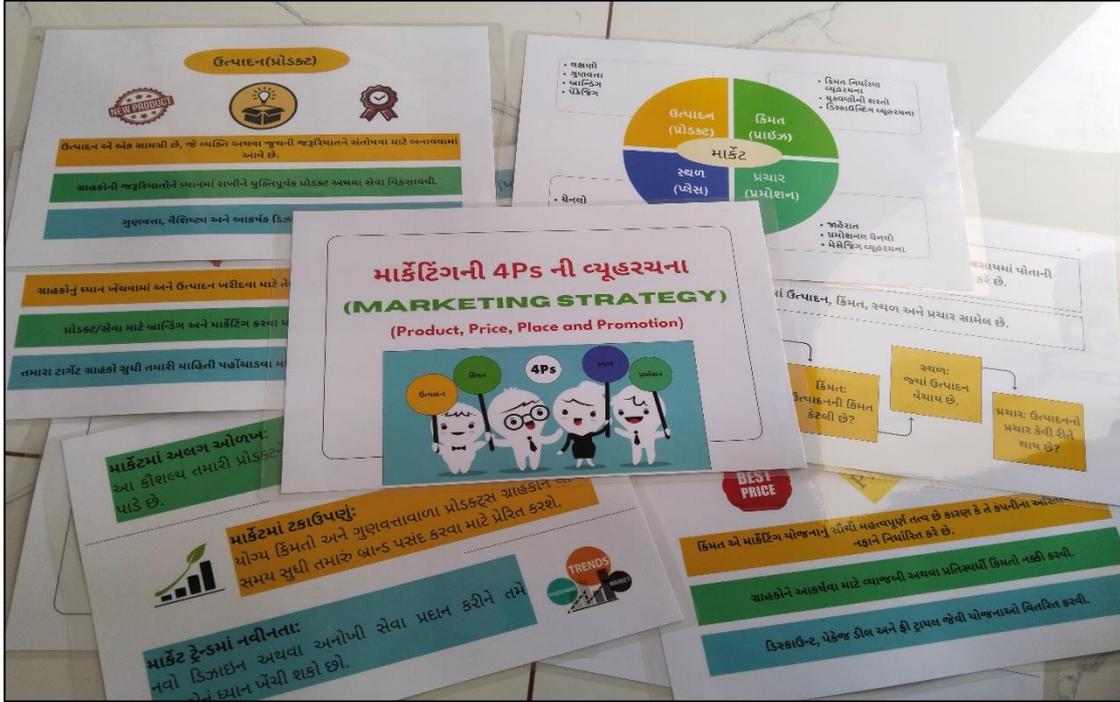


The Third Session focused on making Decorative Safety Saree Pins and understanding Market Trends for Fusion Jewellery

APPENDIX: 02(D)

IEC Material using for Training Sessions

Project Worker Briefing on the 4Ps of Marketing Strategy



Flashcards on Profit Calculation

જવેલરીની કિંમત નક્કી કરવા માટેના પગલાં (Steps to Calculate the Price of Jewellery)

1

ઉદાહરણ: નેકલેસની કિંમત નક્કી કરવા માટે

- 1 સામગ્રી (Raw Materials): મણકાં, દોરી, હૂક અને અન્ય કાચા માલનો ખર્ચ.
- 2 મહેનત (Labor): તમારું કામ કરવા માટેનો સમય અને પરિશ્રમ માટે મળવાપાત્ર રકમ.

$$\begin{array}{c} \text{ખર્ચ} = \text{સામગ્રી (કાચા માલનો ખર્ચ)} + \text{મહેનત} \\ \text{₹150} + \text{₹100} = \text{₹250 (કુલ ખર્ચ)} \end{array}$$

2

જવેલરીની કિંમત નક્કી કરવા માટેના પગલાં (Steps to Calculate the Price of Jewellery)

▶ પગલું ૧: કિંમત નિર્ધારણની ઓળખ ◀

જ્યારે તમે બ્રેસલેટ, એરિંગ અથવા નેકલેસ બનાવો છો,
ત્યારે તમે તેની કિંમત કેવી રીતે નક્કી કરશો?

3

▶ પગલું ૨: ખર્ચની ગણતરી (કુલ ખર્ચ) ◀

તમારા ઉત્પાદનની કિંમત નિર્ધારિત કરતા પહેલા, તમારે કુલ ખર્ચની ગણતરી કરવી મહત્વપૂર્ણ છે.

✓ સૂત્ર:

$$\text{ખર્ચ} = \text{સામગ્રી (કાચા માલનો ખર્ચ)} + \text{મહેનત}$$

4

▶ પગલું ૩: જથ્થાબંધ ભાવની ગણતરી ◀

(Wholesale Price)

જો તમારે દુકાનદારને મોટા પ્રમાણમાં વેચાણ કરવું હોય, તો જથ્થાબંધ ભાવ નક્કી કરવો જરૂરી છે.

✓ સૂત્ર:

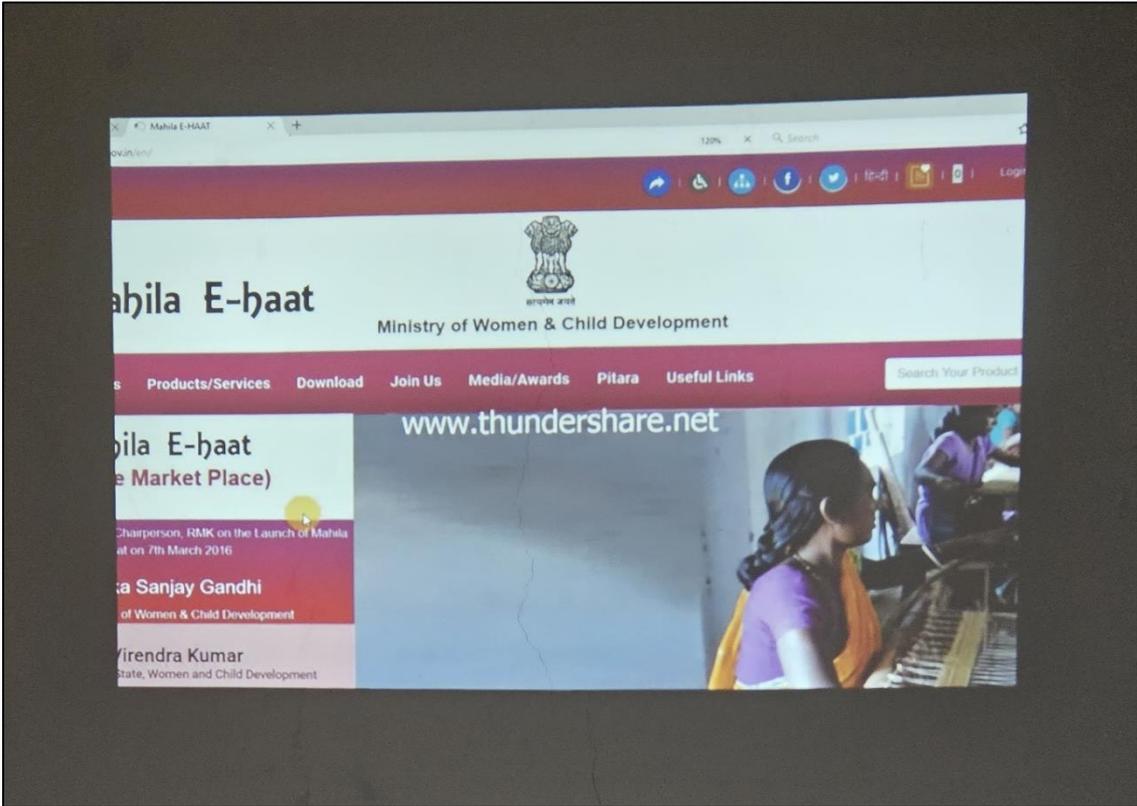
$$\text{જથ્થાબંધ ભાવ} = \text{કુલ ખર્ચ} \times 2$$

ઉદાહરણ: નેકલેસનો જથ્થાબંધ ભાવ ગણતરી કરવા માટે

$$\text{કુલ ખર્ચ ₹250} \times 2 = \text{₹500 (જથ્થાબંધ ભાવ)}$$

5

The project worker showed videos to explain on creating a Mahila E-Haat account and its features





APPENDIX: 02(E)

**Showcasing Talent: Exhibition & Market
Reach**

1st Exhibition [August 16th to 18th, 2024]



Customers exploring and appreciating the fusion jewellery showcased during the exhibition



2nd Exhibition [October 25th, 2024]



3rd Exhibition [March 11th, 2025]



The exhibition display of **Alankarika** highlights its commitment to empowering rural women and adolescent girls through fusion jewellery-making. Alankarika serves as the branding for this project, representing the fusion jewellery created by rural women and adolescent girls.

The Reliance CSR team visited the department's exhibition and appreciated the efforts put into the project.



Project worker presenting key highlights and outcomes of the fusion jewellery initiative to department teachers





Visitors appreciated the product finishing and shared positive feedback on the project displays



Smiles say it all – satisfied with Alankarika's fusion jewellery!
Happy Customer

**Banner created by the project worker,
showcasing the essence of the project**



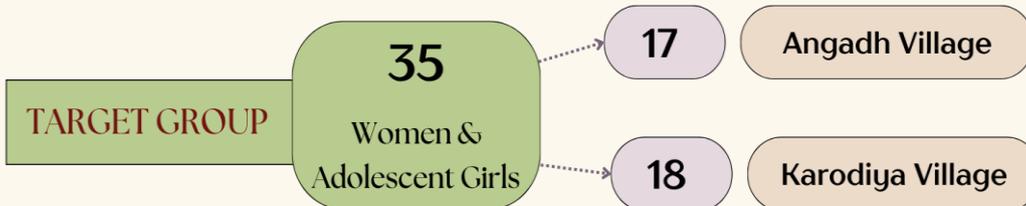
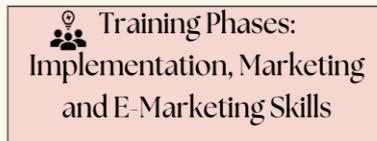
Elevate and Create: Empowering Rural Women and Adolescent Girls through Fusion Jewellery
An Action Project in
Collaboration with Reliance CSR, Vadodara



MAJOR OBJECTIVE

To empower rural women and adolescent girls through skill development in fusion jewellery making that helps fostering creativity in economic self-sufficiency, community collaboration and market access for entrepreneurship.

PHASES OF THE PROJECT



OUTCOMES

- Trained rural women and adolescent girls (15-45 years) in fusion jewellery making and enhancing income opportunities for their better future.
- Many rural women and adolescent girls gained confidence in entrepreneurship and marketing skills.
- Rural women and adolescent girls expressed interest in learning advanced jewellery-making techniques.



@ALNKARIKAA

Alankarika:
An Instagram Page Showcasing Fusion Jewellery by Rural Women and Adolescent Girls.

A Milestone of 100+ Followers!

Project Worker: Ms. Dhruvi Shah

Project Guide: Dr. Shivani Mehta

APPENDIX: 02(F)

Evaluation and Feedback of the Project

Women and Adolescent Girls filling Feedback Forms in Angadh and Karodiya villages



APPENDIX: 02(G)

An Instagram Page Overview

Alankarika: Empowering Women and Adolescent Girls Through Fusion Jewellery

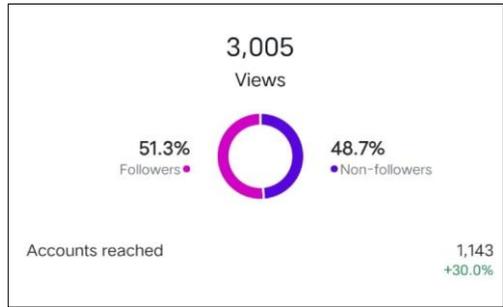


alankaarika



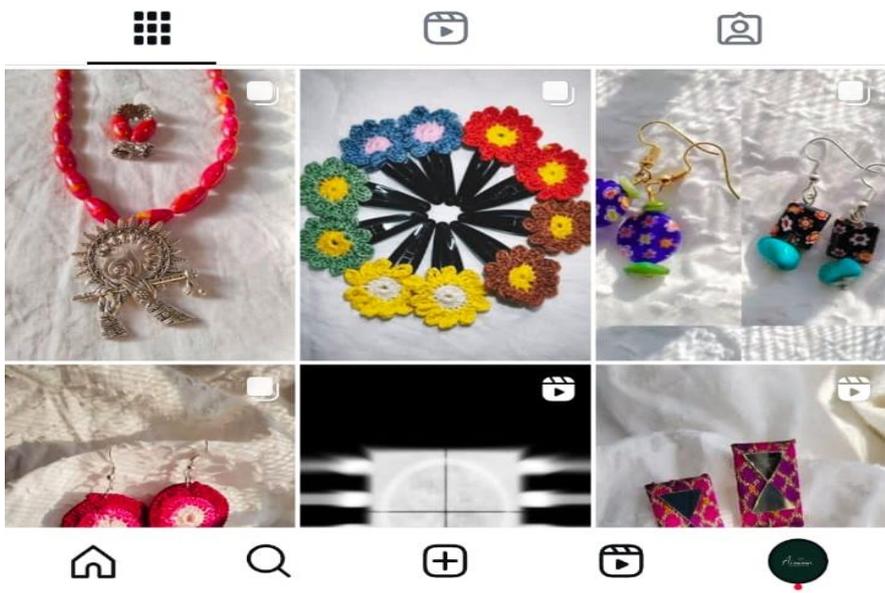
Alankarika
20 posts 105 followers

Digital creator
ଅର୍ଦ୍ଧଶତାବ୍ଦୀ
Collections Of Fusion Jewellery
Empowering Rural Women ★
Handcrafted with Love 🌸 ... more



Professional dashboard
707 views in the last 30 days.

Edit profile Share profile



The Page Features Posts and Stories highlighting Rural Women and Adolescent Girls' unique creations, behind-the-scenes glimpses of the making process and their journey of empowerment through Fusion Jewellery showcasing a blend of tradition and innovation.

APPENDIX: 03(A)

**List of Rural Women and Adolescent Girls
Who Participated in the Pre-Survey**

**Pre-Survey Participants: Rural Women and
Adolescent Girls from Angadh and Karodiya
Villages**

Sr. No	Name of the Respondents
1.	ગોહિલ અર્પિતાબેન
2.	ગોહિલ તૃષ્ણાબેન
3.	ગોહિલ અનિતાબેન
4.	ગોહિલ માધુરીબેન
5.	ગોહિલ કાજલબેન
6.	ગોહિલ દિવ્યાબેન
7.	ગોહિલ અંજલીબેન
8.	ગોહિલ પ્રિયાંશી
9.	ગોહિલ પ્રિયંકાબેન
10.	ગોહિલ દિવ્યાબેન એમ.
11.	ગોહિલ ધુવીકા
12.	પંચાલ હિતેશ્વરી
13.	રાજપુત ગીતાબેન
14.	નાયક મોનાબેન
15.	પરમાર દક્ષાબેન
16.	જાદવ અગમ્પ્યારીબેન
17.	પરમાર દિવ્યાબેન
18.	પરમાર શીતલ

19.	પરમાર કોમલ
20.	નાયક કિરણબેન
21.	નાગર ઇન્દિરાબેન
22.	ચૌહાણ હેતલબેન
23.	પરમાર વિલાસબેન
24.	ડૉ. હિરલબેન પરમાર
25.	જાદવ હેમાલી

APPENDIX: 03(B)

**List of Rural Women and Adolescent Girls
Who Participated in the Fusion Jewellery
Training Sessions**

**Training Session Participants: Rural Women and
Adolescent Girls from Angadh and Karodiya
Villages**

Sr. No	Name of the Respondents
1.	ગોહિલ અર્પિતાબેન
2.	ગોહિલ તૃષ્ણાબેન
3.	ગોહિલ અનિતાબેન
4.	ગોહિલ માધુરીબેન
5.	ગોહિલ કાજલબેન
6.	ગોહિલ દિવ્યાબેન
7.	ગોહિલ અંજલિબેન
8.	ગોહિલ અમીષાબેન
9.	ગોહિલ પ્રિયાંશી
10.	ગોહિલ દ્રષ્ટિ
11.	પંચાલ હિતેશ્વરીબેન
12.	પરમાર ગોપીબેન
13.	પરમાર તુલસીબેન
14.	ગોહિલ માનસીબેન
15.	ગોહિલ દિવ્યાબેન એમ.
16.	પરમાર દિશા
17.	ગોહિલ ધૃવિકા
18.	રાજપૂત ગીતાબેન
19.	નાયક મોનાબેન
20.	પરમાર દિક્ષાબેન

21.	જાદવ અગમબેન
22.	પરમાર દિવ્યાબેન
23.	પરમાર શીતલબેન
24.	પરમાર કોમલબેન
25.	નાયક કિરણબેન
26.	નાગર ઇન્દિરાબેન
27.	ચૌહાણ હેતલબેન
28.	પરમાર વિલાષબેન
29.	ભાભોર ઉષાબેન
30.	પરમાર વૈશાલીબેન
31.	પરમાર હસુમતીબેન
32.	ડૉ. હિરલબેન પરમાર
33.	વાઘેલા અનિતાબેન
34.	સોલંકી મનિષાબેન
35.	જાદવ હેમાલીબેન

APPENDIX: 03(C)

**Attendance Sheet of Rural Women and
Adolescent Girls in Training Sessions**

KARODIYA VILLAGE

Date

Sr. No	Name	22-10-2024	28-11-2024	29-11-2024	30-11-2024	10-12-2024	11-12-2024	12-12-2024	13-12-2024	17-12-2024	18-12-2024	19-12-2024	20-12-2024	23-12-2024	26-12-2024	01-01-2025	28-01-2025	29-01-2025	30-01-2025	18-02-2025
1.	રાજપૂત ગીતાબેન	Ab	Ab	Ab	Ab	Ab	Ab	p	p	p	p	p	p	p	p	p	p	p	Ab	p
2.	નાયક મોનાબેન	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p
3.	પરમાર દિક્ષાબેન	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	Ab	Ab	Ab	Ab
4.	જાદવ અગમબેન	Ab	p	p	Ab	Ab	P	Ab												
5.	પરમાર દિવ્યાબેન	p	p	Ab	p	p	p	p	p	P	P	P	P							
6.	પરમાર શીતલબેન	p	Ab	Ab	Ab	Ab	p	p	p	p	p	p	p	p	p	p	P	P	P	P
7.	પરમાર કોમલબેન	Ab																		
8.	નાયક કિરણબેન	p	p	p	p	Ab	Ab	Ab	p	p	p	p	p	p	p	p	P	P	P	P
9.	નાગર ઇન્દિરાબેન	p	p	p	p	p	p	p	p	p	p	p	p	p	p	p	P	P	P	P
10.	ચૌહાણ હેતલબેન	Ab																		
11.	પરમાર વિલાષબેન	Ab	p	p	Ab	Ab	p	p	p	p	p	p	p	p	p	p	Ab	A B	Ab	Ab
12.	ભાભોર ઉષાબેન	Ab																		
13.	પરમાર વૈશાલીબેન	Ab																		
14.	પરમાર હસુમતીબેન	Ab	Ab	p	Ab															
15.	ડૉ. હિરલબેન પરમાર	Ab	Ab	Ab	Ab	p	p	p	p	p	p	p	p	p	p	p	P	Ab	P	P
16.	વાઘેલા અનિતાબેન	p	Ab	Ab	Ab	Ab	p	p	p	Ab	Ab	Ab	Ab	p	p	p	P	Ab	P	P
17.	સોલંકી મનિષાબેન	p	p	p	p	p	p	p	p	p	p	Ab	Ab	Ab	p	p	P	P	P	P
18.	જાદવ હેમાલીબેન	Ab	Ab	Ab	Ab	Ab	Ab	p	p	p	p	p	p	p	p	p	P	Ab	P	P

APPENDIX: 04(A)

Pre- Survey

વ્યક્તિગત માહિતી

1. નામ: _____
2. ઉંમર: _____
3. ગામનું નામ: _____
4. પરણિત: _____ અપરણિત: _____
5. શૈક્ષણિક લાયકાત:
 - પ્રાથમિક શિક્ષણ
 - માધ્યમિક શિક્ષણ
 - ઉચ્ચ શિક્ષણ
 - અન્ય
6. તમારી રુચિ અને શોખ: _____
7. વ્યવસાય:
 - ગૃહિણી/ ઘરકામ
 - સ્વરોજગાર
 - નોકરિયાત
 - અન્ય

મોબાઇલ અને ઈન્ટરનેટ વપરાશ અંગેની માહિતી

8. શું તમારી પાસે મોબાઇલ છે?
 - હા
 - ના

9. શું તમને મોબાઇલ નો ઉપયોગ કરતા આવડે છે?

હા

ના

10. શું તમારા મોબાઇલ માં ઈન્ટરનેટની સુવિધા છે?

હા

ના

11. શું તમે સોશિયલ નેટવર્કિંગ એપ્લિકેશનનો ઉપયોગ કરો છે?

હા

ના

12. જો હા, તો કઈ કઈ સોશિયલ નેટવર્કિંગ એપ્લિકેશનનો ઉપયોગ કરો છો?

વોટ્સઅપ

ફેસબુક

ઈન્સ્ટાગ્રામ

ગૂગલ

અન્ય _____

વસ્તુની બનાવટ અને વેચાણ અંગેની માહિતી

13. તમે કોઈ વસ્તુ બનાવો છો?

14. તમે વસ્તુ બનાવવા માટે ટ્રેનિંગ (તાલીમ) લીધી છે?

હા

ના

15. શું તમે વસ્તુ પોતાના વપરાશ માટે બનાવો છો કે વેચાણ માટે બનાવો છો?

16. શું તમે ક્યારેય તમારી વસ્તુની જાહેરાત કરી છે?

હા

ના

17. શું તમે ક્યારેય એક્સહિબીશન માં ભાગ લીધો છે?

હા

ના

18. શું તમે કોઈ સખીમંડળના ભાગીદાર છો?

હા

ના

18. (A) જો હા, તો કઈ સખીમંડળમાં ભાગીદાર થયા છો?

18. (B) સખીમંડળમાં શું શીખવાડવામાં આવે છે?

ઈ માર્કેટિંગ અને ન્યુ એજ મીડિયા અંગે માહિતી

19. શું તમે માર્કેટિંગ વિશે જાણો છો?

હા

ના

20. શું તમે ઈ માર્કેટિંગ વિશે જાણો છો?

હા

ના

21. શું તમે વસ્તુનું વેચાણ કરવા સોશિયલ નેટવર્કિંગ એપ્લિકેશનનો ઉપયોગ કરો છો?

હા

ના

22. જો હા, તો કઈ સોશિયલ નેટવર્કિંગ એપ્લિકેશનનો ઉપયોગ કરો છો?

વોટ્સઅપ

ફેસબુક

ઈન્સ્ટાગ્રામ

ગૂગલ

અન્ય _____

23. તમે નવી વસ્તુ બનાવવા માટેના નવા વિચારો કઈ સોશિયલ નેટવર્કિંગ એપ્લિકેશનનો ઉપયોગ કરો છો?

Google (ગૂગલ)

YouTube (યુટ્યુબ)

ઈન્સ્ટાગ્રામ

ફેસબુક

અન્ય

ઉપરમાંથી એક પણ નહિ

24. શું તમે ક્યારેય ઓનલાઇન તાલીમ (ટ્રેનિંગ) લીધી છે?

હા

ના

25. શું તમે નવી વસ્તુ શીખવામાં રસ ધરાવો છો?

હા

ના

26. શું તમને Fusion Jewellery વિશે જાણો છો?

હા

ના

27. જો હા, તો તમે કોઈવાર જાતે બનાવવાનો પ્રયાસ કર્યો છે?

હા

ના

28. તમારા મતે fusion Jewellery એટલે શું ?

APPENDIX: 04(B)

Consent Letter and Covering Tool Letter



डिपार्टमेंट ओफ़ એક્સ્ટેન્શન્સ એન્ડ કોમ્યુનિકેશન
ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયનસીસ
ધ મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા



તાલીમ કાર્યક્રમ પર પ્રતિસાદ આપવા માટે

તારીખ:

પ્રતિ,

વિષય: તાલીમ કાર્યક્રમ પર પ્રતિસાદ આપવા માટે માટે વિનંતી

આદરણીય મેડમ,

હું, ધ્રુવી શાહ, માસ્ટર વિદ્યાર્થીની, ડિપાર્ટમેન્ટ ઓફ એક્સ્ટેન્શન્સ એન્ડ કોમ્યુનિકેશન, ફેમિલી એન્ડ કોમ્યુનિટી સાયનસીસ ફેકલ્ટી, મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા, એક પ્રોજેક્ટ પર કામ કરી રહી છું. જેનું શીર્ષક છે: "એલિવેટ એન્ડ ક્રિએટ: ફ્યુઝન જ્વેલરી દ્વારા ગ્રામીણ મહિલાઓ અને કિશોરીઓનું સશક્તિકરણ" નામના એક્શન પ્રોજેક્ટ પર કામ કરી રહી છું.

આ પ્રોજેક્ટ હેઠળ, તમે ફ્યુઝન જ્વેલરી કૌશલ્ય વિકાસ તાલીમ કાર્યક્રમમાં ભાગ લીધો હતો, જેનો હેતુ ગ્રામીણ મહિલાઓ અને કિશોરીઓમાં ફ્યુઝન જ્વેલરી દ્વારા કૌશલ્ય વિકાસ અને આવક નિર્માણને પ્રોત્સાહન આપવાનો હતો. પ્રોજેક્ટની અસરકારકતા સુનિશ્ચિત કરવા અને તમારા અનુભવને સમજવા માટે, મેં એક પ્રતિસાદ ફોર્મ તૈયાર કર્યું છે.

તાલીમ સત્રોનું મૂલ્યાંકન કરવા અને ભાવિ કાર્યક્રમોને સુધારવામાં તમારો પ્રતિસાદ અત્યંત મૂલ્યવાન છે. તમારા સયોટ જવાબો અને સૂચનો અમને આ પ્રોજેક્ટને વધુ અસરકારક બનાવવા માટે મદદ કરશે.

હું તમારી સહભાગિતા અને સહકારની નિષ્ઠાપૂર્વક પ્રશંસા કરું છું. તમારા મૂલ્યવાન સમય અને સમર્થન બદલ આભાર.

આભાર સહ.

ધ્રુવી શાહ

પ્રોજેક્ટ વર્કર

[સિનિયર એમ.એસ.સી વિદ્યાર્થીની]

ડૉ. શિવાની મહેતા

માર્ગદર્શિકા

ડિપાર્ટમેન્ટ ઓફ એક્સ્ટેન્શન્સ એન્ડ કોમ્યુનિકેશન

ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયનસીસ,

ધ મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા,

વડોદરા



Department of Extension and Communication,
Faculty of Family and Community Sciences,
The Maharaja Sayajirao University of Baroda, Vadodara.



Date:

Covering Letter for Tool Validation

To,

Respected Madam/ Sir,

I am Dhruvi Shah, Master's student in the Department of Extension and Communication, Faculty of Family and Community Science, The Maharaja Sayajirao University of Baroda, Vadodara. I am working on an action project titled "Elevate and Create: Empowering Rural Women and Adolescent Girls through Fusion Jewellery", which focuses on promoting skill development and income generation through fusion jewellery among rural women and adolescent girls.

As part of my project, I have developed evaluation form to assess the effectiveness of the training provided to the beneficiaries and to evaluate their training outcomes. The attached evaluation form is aimed to understand the knowledge level of the women and adolescent girls involved in the project and ensuring the quality of the training provided.

I request you to kindly validate the tool in terms of its content and response system. Your suggestions will significantly contribute in making this action project more effective and impactful.

I extend my sincere gratitude in advance for your time and valuable suggestions.

Thanking you.

Sincerely,

Ms. Dhruvi Shah
Project Worker
(Sr. M.Sc. Student)

Dr. Shivani Mehta
Guide
Department of Extension and Communication,
Faculty of Family and Community Sciences,
The Maharaja Sayajirao University of Baroda,
Vadodara

APPENDIX: 04(C)

Feedback Form

તાલીમ અંગેનો પ્રતિભાવ

વિભાગ 1: વ્યક્તિગત માહિતી

નીચે આપેલા પ્રશ્નો તાલીમ અંગેના પ્રતિભાવ માટેના છે. કૃપા કરીને યોગ્ય વિકલ્પ પસંદ કરી ટીક (✓) કરો અથવા યોગ્ય જવાબ લખો.

1) નામ: _____

2) ગામનું નામ: _____

3) ઉંમર (વર્ષમાં):

a) 15-20

d) 41-50

b) 21-30

e) 51 થી વધુ

c) 31-40

4) ફોન નંબર _____

5) શૈક્ષણિક લાયકાત:

a) નિરક્ષર

b) પ્રાથમિક શિક્ષણ

c) મધ્યમિક શિક્ષણ

d) ઉચ્ચતર માધ્યમિક

e) ગ્રેજ્યુએશન

f) અન્ય (સ્પષ્ટતા કરો) _____

6) વ્યવસાય: _____

7) વૈવાહિક દરજ્જો:

a) વિવાહિત

b) અવિવાહિત

c) વિધવા

અન્ય _____

8) પરિવારમાં સભ્યોની સંખ્યા: _____

વિભાગ - 2: જવેલરી તાલીમ કાર્યક્રમ અંગેની માહિતી

- 9) તાલીમ કાર્યક્રમની જાણકારી તમને કોના દ્વારા પ્રાપ્ત થઈ?
- a) તાલીમ કાર્યકર દ્વારા
- b) રિલાયન્સ દ્વારા
- c) પાડોશીઓ દ્વારા
- d) અન્ય _____
- 10) તાલીમ કાર્યક્રમમાં જોડાવવાનું તમારું મુખ્ય કારણ શું હતું?
- a) નવા કૌશલ્ય શીખવા માટે
- b) આર્થિક સ્વતંત્રતા માટે
- c) આત્મવિશ્વાસ વધારવા માટે
- d) કુટુંબની આવકમાં મદદરૂપ થવા માટે
- e) નવરાશના સમયનો ઉપયોગ કરવા માટે
- f) અન્ય _____
- 11) શું તમને તાલીમ કાર્યક્રમના તમામ સત્રની જાણકારી અગાઉથી કરવામાં આવી હતી?
- a) હા
- b) ના
- c) ક્યારેક
- 12) તાલીમ આપવા માટે પસંદ કરાયેલ સમય કેવો હતો?
- a) યોગ્ય
- b) અયોગ્ય
- 13) તાલીમ આપવા માટે પસંદ કરાયેલ સ્થળ કેવું હતું?
- a) યોગ્ય
- b) અયોગ્ય
- 14) શું તમે તાલીમ કાર્યક્રમના તમામ સત્રોમાં હાજરી આપી શક્યા હતા?
- a) હા
- b) ક્યારેક નથી આપી શક્યા
- a) જો " ક્યારેક નથી આપી શક્યા ", તો કૃપા કરીને એનું કારણ જણાવો;
- a) તાલીમ કાર્યક્રમ વિશે જાણકારી ન હતી
- b) બહારગામ જવાના કારણે
- c) સ્વાસ્થ્ય સારું ન હતું
- d) અન્ય _____

15) તમે તાલીમ દરમિયાન પ્રાપ્ત થયેલા અનુભવને કેવી રીતે આંકશો?

a) ઉત્તમ

b) સારો

c) ઠીક

16) શું તમને તાલીમ કાર્યક્રમથી ફાયદા થયા?

a) હા

b) ના

a) જો "હા" તો તાલીમ કાર્યક્રમથી તમને કયા- કયા ફાયદા થયા? (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

a) જ્વેલરી બનાવવાની નવી તકનીકો શીખ્યા

b) વ્યવસાય કરવા માટે પ્રેરણા મળી

c) નવા જ્ઞાન અને કૌશલ્યમાં વૃદ્ધિ

d) આત્મવિશ્વાસમાં વધારો થયો

e) કુટુંબને આર્થિક રીતે પગભર કરવા માટે

17) તમને તાલીમ કાર્યક્રમમાં આપવામાં આવેલી માહિતી કેવી લાગી?

a) યોગ્ય

b) અયોગ્ય

c) અધૂરી

18) તાલીમ સત્રોમાં શીખવવામાં આવેલા મુદ્દાઓ પર નિશાની કરો. (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

a) કાયા માલની માહિતી

b) ડિઝાઇન અને માર્કેટિંગ ટ્રેન્ડ અંગેની માહિતી

c) જ્વેલરી બનાવવાની ક્રમવાર રીત

d) ભાવ અને નફો ગણતરીની રીત

e) માર્કેટિંગ અને વેચાણના અભિગમ

19) તમને તાલીમ લેતી વખતે કઈ પદ્ધતિ વધારે સહાયક લાગી? (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

a) ડેમો દ્વારા શીખવેલી પદ્ધતિ

b) એક્સપર્ટ દ્વારા

c) વિડિયો દ્વારા શીખવેલી પદ્ધતિ

d) ઉપરોક્ત તમામ પદ્ધતિઓ

20) તાલીમ કાર્યક્રમ બાદ શું તમે જ્વેલરી પ્રોડક્ટ્સ આત્મવિશ્વાસ સાથે જાતે બનાવી શકો છો?

a) હા

b) ના

c) હજુ થોડું શીખવાની જરૂર છે

21) શું આ તાલીમ કાર્યક્રમ તમને સ્વ-રોજગાર/ આવક પેદા કરવામાં મદદ કરશે?

a) હા

b) ના

22) તમને તાલીમ કાર્યક્રમથી કેટલા અંશે સંતોષ થયો છે?

a) મહદ અંશે

b) સાધારણ અંશે

c) ઓછા અંશે

23) તાલીમ કાર્યક્રમ દરમિયાન તમને કઈ જ્વેલરીની પ્રોડક્ટ્સ બનાવવાનું વધુ ગમ્યું?

	મહદ અંશે (GE)	સાધારણ અંશે (SE)	ઓછા અંશે (LE)
a) બ્રેસલેટ			
b) રેશમી દોરાની બંગડીઓ			
c) એન્કલેટ્સ			
d) નેકલેસ			
e) સ્ટ્રફ્ડ નેકલેસ			
f) આર્મલેટ			
g) હેર સ્ટીક્સ			
h) ઇયરિંગ્સ (બુટ્ટીઓ)			
i) હેર યેન ઇયરિંગ્સ			
j) પેઇન્ટેડ જ્વેલરી (નેકલેસ, ઇયરિંગ્સ)			
k) ફેબ્રિક જ્વેલરી (નેકલેસ, ઇયરિંગ્સ)			
l) ક્રોશિયા થ્રેડ જ્વેલરી (નેકલેસ, ઇયરિંગ્સ)			
m) ડેકોરેટીવ સેફ્ટીપીન			

24) ભવિષ્યમાં, તમે જુવેલરી બનાવવાના કાર્યક્રમમાં ભાગ લેશો?

a) હા

b) ના

વિભાગ - ૩: તાલીમ કાર્યકર અંગેની માહિતી

25)

ક્રમ	પ્રશ્નો	હા	ના
1.	તમે તાલીમ કાર્યકરની ભાષા બરાબર સમજી શક્યા હતા?		
2.	તમને તાલીમ કાર્યકરની માહિતી આપવાની પદ્ધતિ અનુકૂળ લાગી હતી?		
3.	તાલીમ કાર્યકરે જ્વેલરી બનાવવાની રીત વ્યવસ્થિત રીતે સમજાવી હતી?		
4.	તાલીમ આપતી વખતે તાલીમ કાર્યકરે જ્વેલરી બનાવવાનો ડેમો કરીને બતાવ્યો હતો?		
5.	શું તાલીમ કાર્યકરે જ્વેલરીનું પેકિંગ કરતા શીખવાડ્યું હતું?		
6.	શું તાલીમ કાર્યકર દ્વારા નીચે આપેલ બાબતો વિશે જાણકારી આપવામાં આવી હતી?		
	a) કાચા માલની ખરીદી માટેના માર્કેટ/ દુકાન		
	b) જ્વેલરી બનાવવાની રીત		
	c) ડિઝાઇન શોધવાની રીત		
	d) નફો ગણતરી કરવાની પદ્ધતિ		
	e) માલ વેચવા અંગેની માહિતી		
	f) ડિજિટલ માર્કેટિંગ અંગેની માહિતી		

26) તાલીમ કાર્યકરે બનાવેલી જ્વેલરી કઈ રીતે વેચાણ કરી શકાય તેના વિષે જાણ કરી હતી?

a) હા

b) ના

a) જો "હા" તો, કઈ રીતે વેચાણ કરી શકાય તેના સામે નિશાની કરો. (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

a) સોશિયલ મીડિયા દ્વારા જેમકે, વોટ્સએપ, ઇન્સ્ટાગ્રામ

b) ઘરે ઘરે જઈને

c) ઓનલાઇન માધ્યમથી જેમકે, એમેઝોન, મીશો...

d) દુકાનદાર થકી વેચાણ

e) છૂટક વિકેતા દ્વારા વેચાણ

27) શું તાલીમ કાર્યકરે જ્વેલરી પેકિંગ કરતા શીખવાડ્યું હતું?

a) હા

b) ના

a) જો "હા"તો, પેકિંગ કરતી વખતે શું ધ્યાન રાખવું જોઈએ તેના સામે નિશાની કરો. (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

a) વસ્તુનું પેકિંગ વ્યવસ્થિત હોવું જોઈએ

b) પેકિંગમાં મુકેલ જ્વેલરીની ગુણવત્તા સારી હોવી જોઈએ

c) પેકિંગ પર જ્વેલરીની કિંમત લખેલી હોવી જોઈએ

d) પેકિંગ આકર્ષક હોવું જોઈએ

e) ઉપરોક્ત તમામ

વિભાગ - 4: એક્સપર્ટ અંગેની માહિતી

28) એક્સપર્ટ દ્વારા આપવામાં આવેલ માહિતી કેવી હતી?

- a) સરળ અને સ્પષ્ટ
- b) સમજવામાં મુશ્કેલ
- c) અયોગ્ય

29)

ક્રમ	વાક્યો	મહદ અંશે (GE)	સાધારણ અંશે (SE)	ઓછા અંશે (LE)
1.	એક્સપર્ટ દ્વારા સમજાવવાની પદ્ધતિ અસરકારક હતી.			
2.	જૂવેલરી વિશેની માહિતી અસરકારક હતી.			
3.	તમારા પ્રશ્નો માટે એક્સપર્ટના ઉત્તરો સંતોષકારક હતા.			
4.	એક્સપર્ટ દ્વારા આપવામાં આવેલ ડેમો અસરકારક હતા.			

30) તાલીમ દરમિયાન એક્સપર્ટ જૂવેલરી બનાવતી વખતે કઈ બાબતો ધ્યાનમાં રાખવી જોઈએ તેની જાણકારી આપી હતી? (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

- a) રંગનું સંયોજન (કલર કોમ્પીનેશન)
- b) ફિનિશિંગ અને પેકેજિંગ
- c) ડિઝાઇનિંગ પ્રક્રિયા
- d) બજારની માંગ અને ટ્રેન્ડ અંગેની માહિતી
- e) માર્કેટિંગ અને વેચાણ

વિભાગ – 5: માર્કેટિંગ અને ઇ-માર્કેટિંગ વેચાણ અંગેની માહિતી

31) શું તમે માનો છો, ઇ- માર્કેટિંગથી જ્વેલરીનું વેચાણ સરળ બની શકે છે?

a) હા

b) ના

a) જો હા હોય તો, નીચેનામાંથી કઈ ઇ-માર્કેટિંગ એપ્લિકેશન્સ વિશે તાલીમ દ્વારા શીખ્યા છો? (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

a) વોટ્સએપ

b) ફેસબુક

c) ઇન્સ્ટાગ્રામ

d) મહિલા ઇ-હાટ

e) એમેઝોન, ફ્લિપકાર્ટ, મીશો

અન્ય _____

32) નીચેનામાંથી કઈ ઇ-માર્કેટિંગ એપ્લિકેશન્સ વેચાણ માટે તમને સરળ લાગે છે? (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

એપ્લિકેશનનું નામ	મહદ અંશે (GE)	સાધારણ અંશે (SE)	ઓછા અંશે (LE)
a) વોટ્સએપ			
b) ફેસબુક			
c) ઇન્સ્ટાગ્રામ			
d) મહિલા ઇ-હાટ			
e) એમેઝોન, ફ્લિપકાર્ટ, મીશો			

33)

ક્રમ	પ્રશ્નો	હા	ના
1.	શું તમે તાલીમ દ્વારા માર્કેટિંગ અને વેચાણમાં તમારી કુશળતા વિકસાવી શક્યા?		
2.	તમને તાલીમ કાર્યક્રમ દરમિયાન માર્કેટિંગ તથા તેના પ્રકાર અને ફાયદા વિશે જાણકારી પ્રાપ્ત થઈ?		

34) નફો કાઢતી વખતે કઈ વસ્તુઓની કિંમત આંકવી જોઈએ? (એક કરતાં વધુ જવાબ પસંદ કરી શકો છો)

- a) કાયા માલ ની કિંમત
- b) વસ્તુ બનાવતી વખતે લાગતો સમય
- c) મજૂરી ખર્ચ
- d) પેકિંગની સામગ્રી નો ખર્ચ
- e) ટ્રાન્સપોર્ટેશનનો ખર્ચ
- f) ઉપરોક્ત એક પણ નહીં

35) નીચેનામાંથી કઈ વેબસાઈટ સરકાર દ્વારા મહિલાઓને વિનામૂલ્યે ઓનલાઇન ધંધા માટેની સુવિધા પૂરી પાડે છે?

- a) એમેઝોન
- b) ફ્લિપકાર્ટ
- c) મહિલા ઇ- હાટ
- d) ઉપરોક્ત એક પણ નહીં

36) જુવેલરી અંગેનો નવો ટ્રેન્ડ જાણવા માટે તમે કઈ એપ્લિકેશનનો ઉપયોગ કરી શકો છો?

- a) વોટ્સએપ
- b) ફેસબુક
- c) ઇન્સ્ટાગ્રામ
- d) પ્રિન્ટરેસ્ટ
- e) યૂટ્યૂબ
- f) ટ્વીટર
- g) ઉપરોક્ત તમામ



વિભાગ – 6: IEC (Information, Education and Communication)

મટીરીઅલ અંગેનો પ્રતિભાવ

37) IEC મટીરીઅલની ભાષા કેવી હતી?

a) સરળ અને સ્પષ્ટ

b) સમજવામાં મુશ્કેલ

c) અયોગ્ય

38) IEC મટીરીઅલ માં ઉપયોગ કરાયેલ ચિત્રો સમજવામાં કેવા હતા?

a) સરળ અને સ્પષ્ટ

b) સમજવામાં મુશ્કેલ

c) અયોગ્ય

39) તમારા માટે IEC મટીરીઅલ કેટલું મદદરૂપ હતું?

a) ખૂબ મદદરૂપ

b) થોડીક મદદરૂપ

c) વધારે મદદરૂપ ન હતું

40) IEC મટીરીઅલની ડિઝાઇન અને રંગોનું સંયોજન તમારા માટે કેવું હતું?

a) આકર્ષક અને સમજવામાં સરળ

b) ઠીક

c) અયોગ્ય

વિભાગ – 7: પ્રદર્શન(એક્ઝિબિશન) અંગેની માહિતી

41) શું તમે એક્ઝિબિશનમાં ભાગ લીધો હતો?

a) હા

b) ના

A) જો હા તો, શું એક્ઝિબિશન વાલદાયી હતું?

a) હા

b) ના

B) જો હા તો, તમે એકિઝબિશન માંથી શું શીખ્યા?

C) જો ના તો, કયા કારણોસર આવી શક્યા ન હતા?

- a) બહારગામ જવાના કારણે
- b) સ્વાસ્થ્ય સારું ન હતું
- c) એકિઝબિશન અંગેની જાણ ન હતી
- d) અન્ય _____

APPENDIX: 05(A)

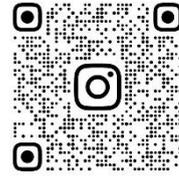
Glimpses of Booklet

ALANKARIKA

અલંકારિકા

fusion jewellery

ફ્યુઝન જવેલરી બનાવવા માટેની માર્ગદર્શિકા



@ALNKAARIKAA

કનેક્ટ થવા માટે અમને
Instagram પર ફોલો કરો....

ફ્યુઝન જવેલરી શું છે?

જવેલરી આપણા સંસ્કૃતિ અને ફેશનનો મહત્વનો ભાગ છે. તે માત્ર શણગાર જ નહીં, પણ સજ્જતા અને ઓળખની અભિવ્યક્તિ પણ છે. સમય સાથે નવા ડિઝાઇન અને શૈલીઓ વિકસતી ગઈ છે, જેમાં પરંપરાગત અને આધુનિક તત્વોનું સંયોજન થાય છે. એવી એક અનન્ય શૈલી છે **ફ્યુઝન જવેલરી**.

ફ્યુઝન જવેલરીએ પરંપરાગત અને આધુનિક ડિઝાઇનનું સુમેળ છે, જે પરંપરાગત મોટિફ્સ અને આધુનિક ફેશનને જોડે છે. જે ભૂતકાળની સુંદરતા અને વર્તમાનની નવીનતાને સમર્થન આપે છે. આ પ્રકારની જવેલરી વિવિધ સંસ્કૃતિઓ, સામગ્રી અને ડિઝાઇનને જોડે છે, જે એક અનન્ય અને આકર્ષક દેખાવ બનાવે છે. ફ્યુઝન જવેલરી કોઈ ચોક્કસ શૈલી પર આધારિત નથી; તે પરંપરાગત તકનીકોને આધુનિક ડિઝાઇન સાથે જોડે છે. આ જવેલરી સ્ટાઇલિશ, મોડર્ન અને વિવિધ પ્રસંગો માટે યોગ્ય છે.

આજના ફેશન ટ્રેન્ડમાં ફ્યુઝન જવેલરી ખૂબ લોકપ્રિય બની રહી છે. તે પરંપરાગત અને આધુનિક બંને વસ્ત્રો સાથે સુસંગત રહે છે. તેમજ પર્યાવરણને અનુકૂળ સામગ્રીનો ઉપયોગ કરીને ગ્રાહકોને આકર્ષી શકાય છે.

સરસું અને ટકાઉ: પરંપરાગત અને રિસાયકલ કરેલ સામગ્રીઓ સાથે પર્યાવરણને અનુકૂળ અને બજેટ-ફ્રેન્ડલી છે.

સાંસ્કૃતિક અને શૈલીનું ફ્યુઝન: પરંપરાગત અને આધુનિક ડિઝાઇનનું સુમેળ.

વિશિષ્ટ અને આકર્ષક: સામાન્ય જવેલરી કરતાં અલગ અને સ્ટાઇલિશ.

ફ્યુઝન જવેલરીનો ઉદ્દેશ્ય નવીન અને બહુપયોગી લૂક આપવાનો છે, જે જુદા જુદા પસંદગીના લોકો માટે આકર્ષક હોય અને કેજ્યુઅલ થી લઈને ફોર્મલ તમામ પ્રસંગે પહેરી શકાય.

ફ્યુઝન જવેલરી માત્ર શણગાર નથી; તે કલા, સંસ્કૃતિ અને વ્યક્તિત્વનું મિશ્રણ છે.

આ બુકલેટ તમારા માટે ફ્યુઝન જવેલરી બનાવવા અને પોતાના વ્યવસાય શરૂ કરવા માટે સહેલું માર્ગદર્શન પૂરું પાડશે.



ફ્યુઝન જ્વેલરી બનાવવા માટે જરૂરી સાધનો અને સામગ્રી



ફ્લેટ પ્લાયર્સ - વાયરને
દબાવવા અને સીધું કરવા
માટે

પ્લાયર્સ - વાયરને વાળવા
અને આકાર આપવા માટે

કટર - ધાતુના તાર અને
દોરા કાપવા માટે.



વિવિધ પ્રકારના મોતી



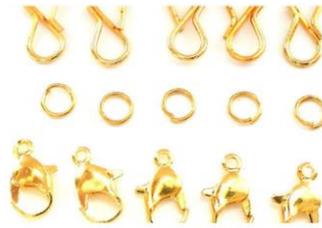
ગુંદર



પ્લાસ્ટિક થ્રેડ



આઈપીન
(પિનના ટોચ પર ગોળ
આકાર)



વિવિધ આકારના- એસ
હૂક, લોબસ્ટર ક્લાસપ



જમ્પ રિંગ્સ



હેડપીન
(ટોચ પરથી ચપટી)



કટર



કાતર, સોય- દોરા



વાયર (અલગ-અલગ કદ
અને રંગ)



પંચિંગ પ્લાયર્સ



અલગ અલગ પ્રકારની ચૈન



સિલ્વર- ગોલ્ડન પેન્ડન્ટ



ચામ્સ



મિરર (અલગ આકાર)

QR કોડ કેવી રીતે સ્કેન કરવો?

- તમારું મોબાઇલ ફોન લો.
- કેમેરા એપ્લિકેશન ખોલો (ઘણા ફોનમાં સીધા કેમેરાથી ક્યૂ.આર. કોડ સ્કેન થઈ જાય છે).
- કેમેરાને QR કોડની સામે મૂકો – સ્ક્રીન પર કોડ દેખાવા દો.
- થોડી સેકન્ડમાં સ્ક્રીન પર એક લિંક દેખાશે.
- એ લિંક પર ટચ કરશો એટલે સીધું યુટ્યુબ વિડિઓ ખુલી જશે

■ જો તમારા ફોનમાં સ્કેનર કામ ન કરે, તો Google Lens કે QR Scanner App ડાઉનલોડ કરી શકો છો. (મોબાઇલના Play Storeમાંથી).

સામગ્રી અને ખરીદી વખતે ધ્યાનમાં રાખવાની બાબતો

- મજબૂત અને ટકાઉ મોતી અને તાર પસંદ કરો, જેથી જવેલરી લાંબા સમય સુધી સારી રહે.
- સસ્તી અને નબળી દોરી કે વાયર ન લો, કારણ કે તે સરળતાથી તૂટી શકે અને મહેનત વ્યર્થ જાશે.
- ધાતુ (મેટલ) વાપરતી વખતે એની ગુણવત્તા તપાસો, જો તે નીચી ગુણવત્તાની હોય, તો સમય જતાં કાળી પડી શકે.
- હૂક અને ક્લાસ્પ માટે સ્ટીલ કે પિત્તળ પસંદ કરો, જેથી જવેલરી મજબૂત રહે અને પહેરતી વખતે તૂટી ન જાય.
- પથ્થરના મોતી ખરીદતી વખતે તેની ધાર ચેક કરો, જો તીક્ષ્ણ હોય તો વાપરતા પહેલાં તેને ગોળ કરી લો.
- ખરીદી કરતા પહેલાં કિંમત અને ગુણવત્તાની તુલના કરો, બજારમાં જુદી-જુદી જગ્યાએ તપાસો કે ક્યાં સસ્તું અને સારું મળશે.
- ઓનલાઇન ખરીદી કરતા પહેલાં વિશ્વસનીય વેપારીઓ પાસેથી જ સામગ્રી મંગાવો, જેથી નકલી માલ ન મળે.

વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો



આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

નીચે આપેલો QR કોડ યુ ટ્યુબ સાથે જોડાયેલો છે, જેમાં જવેલરી બનાવવામાં ઉપયોગ થતી આવશ્યક સામગ્રી અને ટૂલ્સની સરળ અને સ્પષ્ટ રીતે ઓળખ આપી છે. દરેક ટૂલ અને તેના ઉપયોગ વિશે માહિતી આપવામાં આવી છે, જેથી તમે સરળ રીતે તેનો ઉપયોગ કરી શકશો.

■ માત્ર મોબાઇલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!

સામગ્રી વાપરતી વખતે ધ્યાન રાખવાની બાબતો

- પ્લાયર્સ અને કટિંગ ટૂલ્સ યોગ્ય રીતે વાપરો, નહીં તો દોરી અને વાયર બગડી શકે.
- દોરી અથવા તાર બાંધીને ચેક કરો કે તે ખૂબ જાંખો (ટૂંકો) કે ઢીલો ન રહે.
- પ્લાસ્ટિક અને કાચના મોતી વાપરતી વખતે દબાણ ન આપો, નહીં તો તૂટી શકે.
- મણકા ગોઠવતા પહેલા ડિઝાઇન વિચારવી, જેથી જ્વેલરી સમતોલ લાગે.
- ડૂક અને કલાસ્પ યોગ્ય રીતે બંધ કરો, જેથી પહેરતી વખતે ખૂલી ન જાય.
- જો એડહેસિવ ગુંદર વાપરી રહ્યા હોવ, તો ઓછું લો અને સંપૂર્ણ સૂકાઈ જાય પછી જ ઉપયોગ કરો.



જ્વેલરીના સંગ્રહ અને જાળવણી માટે સરળ ટિપ્સ

- જો તમે આ જ્વેલરી વેચવા માટે બનાવી રહ્યા છો, તો તેની પેકિંગ સુંદર, સ્વચ્છ અને આકર્ષક હોવી ખૂબ જ મહત્વપૂર્ણ છે. આથી ગ્રાહકને પણ સારો અનુભવ મળે છે.
- કાચ, પથ્થર અને મેટલ જેવા મણકા અલગ-અલગ રાખવા ખૂબ જરૂરી છે, જેથી તે એકબીજાને ઘસીને સ્ક્રેચ ન કરે અને તેમની ચમક ટકી રહે.
- માળા, કંગણ અથવા હાર જેવી નાજુક જ્વેલરી માટે પ્લાસ્ટિક ડબ્બો અથવા અન્ય થેલી નો ઉપયોગ કરવો. આ રીતે જ્વેલરીના સમાનને વધુ સમય ટકી શકે છે.
- મેટલ જ્વેલરીને પાણી, ભેજ અથવા પસીનાવાળી જગ્યાથી દૂર રાખો. ભેજથી ધાતુમાં કાળાશ આવી શકે છે, જેને ટાળવી જરૂરી છે.
- પેકેજિંગને આકર્ષક રાખો અને ઊંચા ભાવને બદલે ન્યૂનતમ કિંમત રાખો.



ફ્યુઝન જ્વેલરી બનાવવાની રીત સ્ટેપ-બાય-સ્ટેપ

બ્રેસલેટ બનાવવાની રીત

સામગ્રી

- મણકા (પસંદની ડિઝાઇન મુજબ – પ્લાસ્ટિક, કાચ, પથ્થર)
- ઇલાસ્ટિક દોરી અથવા સ્ટ્રેચ વાયર
- કર્ટિંગ માટે કટર અથવા કાતર
- પ્લાયર્સ અને જમ્પરિંગ્સ – જો હૂક લગાવવું હોય તો
- એક નાનો હૂક અથવા ક્લાસ્પ



બનાવવાની રીત:

કાગળ પર પહેલા વિચારો કે મણકા કયા ક્રમમાં ગોઠવવાના છે. રંગ અને કદની સાચવણી રાખવી. (સામાન્ય રીતે 20-25 મણકા લેવા)

દોરી કે સ્ટ્રેચ વાયરના એક છેડે ટેપ લગાવો જેથી મણકા બહાર ન નીકળી જાય.

એક પછી એક મણકા દોરીમાં પરોવો.

હાથમાં પહેરીને ચેક કરો કે બ્રેસલેટ ખૂબ ટૂંકો કે ઢીલો ન રહે.

બંને છેડા સારી રીતે ગાંઠ લગાવી દો . જો હૂક લગાવવો હોય તો પ્લાયરના ઉપયોગથી જમ્પરિંગ લગાવીને બંધ કરો.

વધેલી દોરી કાપી દો.

વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો



આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

આ કોડ સ્કેન કરીને તમે વિવિધ પ્રકારના બ્રેસલેટ કેવી રીતે બનાવવાના છે તે જોઈ શકો છો. વિડિઓમાં તમે અલગ અલગ ડિઝાઇન, રંગોની ગોઠવણી અને જુદી જુદી ટેકનિક સરળ રીતે શીખી શકો છો. તમને જે ડિઝાઇન પસંદ આવે તે પ્રમાણે તમે તમારી જ્વેલરી બનાવી શકો છો.

☑ માત્ર મોબાઈલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!

ફ્યુઝન જ્વેલરી બનાવવાની રીત સ્ટેપ-બાય-સ્ટેપ

ઈયરિંગબનાવવાની રીત

સામગ્રી

- મણકા (પસંદ પ્રમાણે – કાચ, પ્લાસ્ટિક, પથ્થર, મિરર)
- હેડપિન અથવા આઈપિન
- ફિશહૂક
- પ્લાયર (લૂપ માટે)
- કટર (હેડપિન કાપવા માટે)
- જમ્પરિંગ્સ (જોડાણ માટે – જો જરૂરી હોય તો)



બનાવવાની રીત:

કાગળ પર પહેલા વિચાર કરો કે કયા પ્રકારની ઈયરિંગ બનાવવી છે – લટકતી, ઝુમકા કે નાની સ્ટડ.

હેડપિન અથવા આઈપિનમાં મણકા પરોવો. રંગ અને કદ મુજબ ગોઠવણી રાખવી.
(લટકનવાળી ઈયરિંગ માટે આઈપિનનો ઉપયોગ કરવો)

ઉપરથી થોડો ભાગ છોડી લૂપ બનાવવા માટે પ્લાયરની મદદ લો.

લૂપ બનાવી તેને ફિશહૂક અથવા સ્ટડ સાથે જોડો.

પ્લાયરની મદદથી લૂપ સારી રીતે બંધ કરો જેથી મણકો સરકીને પડી ન જાય.

બીજી ઈયરિંગ પણ સમાન રીતે બનાવો અને બંને સરખી છે કે નહીં તે ચેક કરો.

જો ઇચ્છો તો મિક્સ મટિરિયલ (ઘૂઘરી, મોતી) ઉમેરીને ફ્યુઝન લુક આપી શકાય.

વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો



આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

આ કોડ સ્કેન કરીને તમે વિવિધ પ્રકારના ઈયરિંગ કેવી રીતે બનાવવાના છે તે જાણી શકો છો.
વિડિઓમાં તમે અલગ અલગ ડિઝાઇન, રંગોની ગોઠવણી અને જુદી જુદી ટેકનિક સરળ રીતે શીખી શકો છો.
તમને જે ડિઝાઇન પસંદ આવે તે પ્રમાણે તમે તમારી જ્વેલરી બનાવી શકો છો.

■ માત્ર મોબાઇલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!

ફ્યુઝન જવેલરી બનાવવાની રીત સ્ટેપ-બાય-સ્ટેપ મોતીનો/બીડ નેકલસ બનાવવા

સામગ્રી

- વિવિધ રંગ અને આકારના મોતી
- નાયલોન થ્રેડ અથવા પ્લાસ્ટિક થ્રેડ
- લૉક (ક્લાસ્પ)
- કટર
- સોય (જો જરૂર હોય તો)
- સ્ટોપર બીડ (મોતીને જગ્યાએ રાખવા માટે)
- ચૈન અથવા દોરી (પહેરવા માટે યોગ્ય લાગે તે ઉપયોગ કરવું)



બનાવવાની રીત:

નેકલસની ડિઝાઇન નક્કી કરો તે માટે કાગળનો પણ ઉપયોગ કરી શકો છો. તેની સાથે કલર કોમ્બિનેશન પણ નક્કી કરવું

જરૂરી બીડ્સ, થ્રેડ કે વાયર અને ક્લાસ્પ(હુક) જેવી સામગ્રી ભેગી કરો. (આશરે 30-40 બીડ્સ/ મોતી જોઈશે)

ગળાના આકાર પ્રમાણે થ્રેડ/વાયરને માપીને કાપો અને થોડી વધારે લંબાઈ રાખો જેથી મોતી પરોવતી વખતે સરળતા રહે. થ્રેડના એક છેડે સ્ટોપર બીડ લગાવો કે જેથી બીડ સરકી ન જાય અથવા આઈપીનનો ઉપયોગ કરી નાની ગાંઠ પણ મારી શકો છો.

પસંદ કરેલા ક્રમ મુજબ મોતી થ્રેડ/વાયરમાં પરોવો (તમારા પસંદના રંગ અનુસાર ક્રમ બનાવી શકો). આકર્ષક અને અલગ બનાવવા વચ્ચે પેન્ટ કે અલગ શેપની બીડ્સ પણ મૂકી શકો છો(તમારા પસંદ મુજબ).

આખું ગોઠવી લીધા પછી બંને છેડાએ ક્લાસ્પ લગાવો જેથી હાર પહેરવામાં સરળ રહે અથવા ચૈન કે દોરી લગાવો. (છેડા પર મજબૂત ગાંઠ બાંધો કે જેથી મોતી ન ખુલે તેમજ નેકલસ પહેરીને જોવો જેથી માપની ચકાસણી થઈ જાય)

ફિનિશિંગ ચોક્કસપણે ચકાસો અને વધેલો થ્રેડ/વાયર કાપી નાખવું.

વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

વધુ ડિઝાઇન જોવા માટે સ્કેન કરો!

માત્ર મોબાઇલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



ફ્યુઝન જવેલરી બનાવવાની રીત સ્ટેપ-બાય-સ્ટેપ ફેબ્રિક નેક્લેસ બનાવવા

સામગ્રી

- જૂના કાપડ કે સ્ક્રેપ ફેબ્રિક (કોટન, સિલ્ક, ડેનિમ વગેરે પણ ફાટી જાય તેવા પાતળા કાપડનો ઉપયોગ ટાળવો).
- મોતી, સ્ટડ અને ડેકોરેટીવ મટીરીયલ
- MDF શીટ અથવા હાર્ડ પૂઠું
- સોય અને દોરા
- કટર અથવા કાતર
- કલાસ્પ / હૂક (જો જરૂર હોય તો)
- ફેબ્રિક ગ્લૂ



બનાવવાની રીત:

જૂનાં કાપડ અથવા ફેબ્રિક પસંદ કરો. પસંદ કર્યા પછી MDF શીટ કે હાર્ડ પૂઠાને તમારા નેક્લસના કદ મુજબ ફેબ્રિક ને કાપી લો. (બજારમાં જુદા જુદા કદની મદફા શીટ રેડી મળે છે)

ત્યારબાદ ફેબ્રિકને કદના મુજબ વચ્ચે મૂકીને આજુબાજુથી કાપા કરો જેનાથી ગ્લૂ લગાવતી વખતે સરળતાથી ચોંટી જાય.

ગ્લૂ લગાવતી વખતે ધ્યાન રાખવું. (જો કદની આગળ ગ્લૂ લગાવશો તો તે દેખાવાની શક્યતા રહેશે તેથી કદની પાછળ અને ફેબ્રિક પર ગ્લૂ લગાવવું તેનું ખાસ ધ્યાન રાખવું)

સરખી રીતે કાપાને ચોંટાડી તેને થોડી વાર સૂકાવા દો. ગ્લૂ સૂકાઈ ગયા બાદ કદના માપનું ફેબ્રિક કાપીને અથવા પાતળું સફેદ કેન્વાસ કાપડ લગાવવું જેનાથી કપ દેખાય નહિ અને પાછળથી પણ નેક્લસનું ફિનિશિંગ આવે.

હવે, નેક્લસને આકર્ષક બનાવવા મોતી, ટેસલ, સ્ટડ , મિરર વર્ક પણ કરી શકો છો. (જેને ગ્લૂ અથવા સોય-દોરાની મદદથી સરળતાથી લગાવી શકો છો.)

આ સ્ટેપ ફેબ્રિક એચરિંગ બનાવવા માટે પણ ઉપયોગી છે.

વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

વધુ ડિઝાઇન જોવા માટે સ્કેન કરો!

■ માત્ર મોબાઇલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!!



ફ્યુઝન જવેલરી બનાવવાની રીત સ્ટેપ-બાય-સ્ટેપ ફેબ્રિક બેંગલ્સ બનાવવા

સામગ્રી

- જૂના કે પ્લાસ્ટિકની બંગડીઓ
- રંગીન ફેબ્રિક અથવા ફેબ્રિકના સ્કેપ
- ફેબ્રિક ગ્લૂ , કટર અને કાતર
- જીના મોતી, ઘુંધરૂ, સ્ટડ, મિરર કે ટેસલ્સ (ડેકોરેશન માટે જરૂર હોય તો)



બનાવવાની રીત:

પસંદ કરેલ ફેબ્રિક લો અને તેને લગભગ 1-1.5 ઇંચ પહોળા અને લંબાઈના પટ્ટામાં કાપી લો જેનાથી તે બંગડી પાર વીંટી શકાય.

ફેબ્રિકના છેડાને ફેબ્રિક ગ્લૂના મદદથી અંદરની બાજુએ બંગડી પર ચોંટાડો અને પછી ધીમે ધીમે ફેબ્રિકને બંગડીની આસપાસ કસીને (ટાઈટ અને જગ્યા ના રહે તે રીતે) ગોળ લપેટતા જાઓ.

લપેટતી વખતે વચ્ચે જગ્યા ના રહે અને ફેબ્રિક છૂટું ન પડે તેનું ધ્યાન રાખવું. ખાસ ધ્યાન રાખવું કે ગ્લૂ વાળા હાથ આગળની બાજુએ ન લાગે, જેનાથી ફિનિશિંગ બગડી શકે છે.)

છેલ્લે જે ભાગ વધે ત્યાં થોડું ફેબ્રિક ગ્લૂ લગાવીને ફેબ્રિક કાપી દો. (ધ્યાન રાખવું કે ગ્લૂ અંદરની બાજુએ જ લગાવવું)

વધુ આકર્ષક બનાવવા માટે મિરર વર્ક, મોતી, સિક્વિન્સ, સ્ટડ જેવા મટીરીઅલનો ઉપયોગ કરી શકો છો. (જેને ગ્લૂ અથવા સોય-દોરાની મદદથી સરળતાથી લગાવી શકો છો.)

આ સ્ટેપ તમે કોટન દોરા, રીબીન અને લેસ થી પણ સુંદર બંગડીઓ બનાઈ શકો છો.

વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ ચુ ત્યુબ લિંક સાથે જોડાયેલો છે.

વધુ ડિઝાઇન જોવા માટે સ્કેન કરો!

માત્ર મોબાઇલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



ફ્યુઝન જવેલરી બનાવવાની રીત સ્ટેપ-બાય-સ્ટેપ વિવિધ પ્રકારની ફ્યુઝન જવેલરી બનાવવાની રીતો

ફ્લોરલ જવેલરી



વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

માત્ર મોબાઈલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



મિરર વર્ક જવેલરી



વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

માત્ર મોબાઈલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



સ્ટડ વર્ક જવેલરી



વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

માત્ર મોબાઈલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



સીડ બીડ્સ વર્ક જવેલરી



વધુ સરળતાથી શીખવા માટે, નીચેના QR કોડને સ્કેન કરો

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

માત્ર મોબાઈલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



તમારું પોતાનું હેન્ડમેડ જ્વેલરી બિઝનેસ કેવી રીતે શરૂ કરી શકાય?

- ઘરમાં બેઠા જ્વેલરી બનાવવાની સ્કિલ શીખવામાં આવે તો તે આવકનો સારો સ્ત્રોત બની શકે છે.
- શરૂઆતમાં ઓછા સાધનો અને મટિરિયલથી સરળ વસ્તુઓ બનાવવી શરૂ કરવી.
- બજારની માંગ પ્રમાણે પ્રોડક્ટ્સ બનાવવી – જેમ કે ફેશન વેર, ટ્રેડિશનલ, ફેબ્રિક બેઝડ, સ્ટોન, વગેરે.
- મિત્રો, પરિવાર અને લોકલ મેળાઓમાં પ્રોડક્ટ્સ બતાવીને ઓર્ડર મેળવવાનો પ્રયાસ કરવો.
- કસ્ટમ ઓર્ડર્સ માટે લોકોની પસંદ અને બજેટ મુજબ ડિઝાઇન આપવી.
- વધુ લોકો સુધી પહોંચવા માટે Instagram, WhatsApp, Mahila E-Haat જેવી ઓનલાઇન પ્લેટફોર્મનો ઉપયોગ કરવો.

★ મોટા સપનાની શરૂઆત એક નાની કલાથી... ★

- ઘણા સ્થળોએ એવી મહિલાઓ જોવા મળે છે જેમણે માત્ર 5-10 ઓર્ડરથી શરૂઆત કરી અને આજે દરેક મહિને ઘણી બધી જ્વેલરી વેચે છે.
- કેટલીક મહિલાઓએ સ્થાનિક બજારમાં સ્ટોલ લગાવીને શરૂઆત કરી, પછી વોટ્સએપ/ઇન્સ્ટાગ્રામથી નવા ગ્રાહકો મેળવ્યા.
- આવા વિડિઓઝ દ્વારા જાણી શકાય છે કે કેવી રીતે એક નાની શરૂઆતથી મોટો ફેરફાર લાવી શકાય છે.

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

વિડિઓમાં બતાવવામાં આવ્યું છે:

- “શરૂઆત કેવી રીતે કરી”
- “સામગ્રી ક્યાંથી લાવવી”
- “પ્રથમ ઓર્ડર કેવી રીતે મળ્યો”
- “ઓનલાઇન વેચાણ શું છે”
- “આજના રોજ તે કેટલી પોતે કમાય છે”

■ માત્ર મોબાઇલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



આ QR કોડ એક ખૂબ જ પ્રેરણાદાયક વિડિયો સાથે જોડાયેલો છે, જે “શાર્ક ટાંક ઇન્ડિયા” કાર્યક્રમમાં રજૂ કરાયેલ જ્વેલરી સંબંધિત પ્રોજેક્ટ વિશે છે.



હેન્ડમેડ જ્વેલરી બિઝનેસ શરુ કરવાનાં 7 સરળ પગલાં

- 1 ઘરમાંથી નાની શરૂઆત કરો: ઘરની સાદી સામગ્રી અને સરળ ડિઝાઇનથી પ્રેક્ટિસ શરૂ કરો. નિયમિત રીતે નવું શીખતા રહો.
- 2 તમારું બિઝનેસ નામ પસંદ કરો: યાદગાર અને સરળ નામ વિચારો – જે તમારા ડિઝાઇન અને ઓળખ સાથે જોડાયેલ હોય.
- 3 તમારું ડિઝાઇન અને ઓર્ડર નોટબુક રાખો: પ્રતિએક ડિઝાઇનનું નામ, ફોટો અને કિંમતો સાથે રેકોર્ડ રાખો. એ તમને વ્યવસ્થિત રાખવામાં મદદ કરશે.
- 4 મિત્રો અને પરિવારથી ઓર્ડર લેવાની શરૂઆત કરો: તેમને ભેટ આપો અથવા સેમ્પલ બતાવીને ઓર્ડર માટે કહો.
- 5 આકર્ષક પેકિંગનો ઉપયોગ કરો: કાપડ પાઉચ કે કસ્ટમ લેબલથી વધુ વ્યાવસાયિક લાગણી આવે છે.
- 6 Instagram/WhatsApp પેજ બનાવો અથવા QR કોડથી શેર કરો: તમારું કામ વધારે લોકો સુધી પહોંચે એ માટે ફોટા અને માહિતી ડિજિટલ રીતે વહેંચો.
- 7 ભાવ નક્કી કરતા પહેલા બજાર તપાસો: સામગ્રીનો ખર્ચ, મહેનત અને માર્કેટ રેટ પ્રમાણે ભાવ નક્કી કરો – એ પણ ગ્રાહકને સમજાય એ રીતે.

"ઘરમાંથી શરુ થતી કળા- મહેનત અને આત્મવિશ્વાસ સાથે વિકાસ પામે છે, તમે પણ એક નાની શરૂઆતથી તમારી સફળતાની યાત્રા શરૂ કરી શકો છો."

ઉપયોગી રીસોર્સ: YOUTUBE પર ફ્રી જ્વેલરી મેકિંગ કોર્સ

YOUTUBE (@ANUARTY) પર એક મફત ઓનલાઇન કોર્સ ઉપલબ્ધ કરવામાં આવ્યો છે, જેમાં વિવિધ પ્રકારની જ્વેલરી બનાવવાની રીતો શીખવાડવામાં આવે છે – જેમ કે પાર્ટી વેર, કુલો વડે બનેલી, કાચના કટકા વાળી, સ્ટોન આધારિત અને અન્ય અનેક પ્રકારની ઇયરિંગ્સ.

પ્રત્યેક વિડિઓમાં જ્વેલરી બનાવવાની પ્રક્રિયા સરળતાથી બતાવવામાં આવે છે, જેથી ઘરમાં બેઠા શીખવામાં સરળતા રહે.

કોર્સમાં બનાવટ પછી માર્કેટ ટ્રેન્ડ્સ પણ સમજાવવામાં આવે છે – હાલમાં કઈ ડિઝાઇનની માંગ વધી રહી છે, કેટલા રૂપિયામાં વેચાણ થઈ શકે છે અને ઓનલાઇન વેચાણની રીતો કેવી રીતે અપનાવી શકાય તે પણ શીખવવામાં આવે છે.

આ તાલીમના વિડિઓ દર અઠવાડિયે ચાર દિવસ પોસ્ટ કરવામાં આવે છે, જેથી નિયમિત રીતે નવી માહિતી પ્રાપ્ત થઈ શકે.



@ANUARTY

આ QR કોડ યુ ટ્યુબ લિંક સાથે જોડાયેલો છે.

આ કોડ સ્કેન કરીને તમે વિવિધ પ્રકારની જ્વેલરી કેવી રીતે બનાવવી તે જોઈ શકો છો. વિડિઓમાં તમે અલગ અલગ ડિઝાઇન, રંગોની ગોઠવણી અને જુદી જુદી ટેકનિક સરળ રીતે શીખી શકો છો. તેમજ આ વીડિઓની મદદ થી તમે ઓનલાઇન વેચાણ અંગેની માહિતી પણ પ્રાપ્ત કરી શકો છો. તમને જે ડિઝાઇન પસંદ આવે તે પ્રમાણે તમે તમારી જ્વેલરી બનાવી શકો છો.

■ માત્ર મોબાઈલના કેમેરાથી સ્કેન કરો અને શીખવાની મજા માણો!!



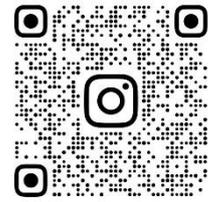
આ પુસ્તિકા નીચેના પ્રોજેક્ટ હેઠળ તૈયાર કરવામાં આવી છે,
"ઉત્તર કરો અને બનાવો:
ફ્યુઝન જ્વેલરી દ્વારા ગ્રામીણ મહિલાઓ અને કિશોરીઓનું સશક્તિકરણ"

ડિઝાઇનર: ધ્રુવી શાહ (પ્રોજેક્ટ વર્કર)

પ્રોજેક્ટ માર્ગદર્શિકા: ડૉ. શિવાની મહેતા

ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કોમ્યુનિકેશન
ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સીસ,
મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા
વડોદરા

શૈક્ષણિક વર્ષ: 2024-2025



@ALNKAARIKAA

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APPENDIX: 06 (A)

Press Note and News Coverage

Press Note

“એલિવેટ એન્ડ ક્રિએટ: ફ્યુઝન જ્વેલરી દ્વારા ગ્રામીણ મહિલાઓનું અને કિશોરીઓનું સશક્તિકરણ”

ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કોમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સિસ, ધ મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા વડોદરા ની સિનિયર એમ.એસસી.ની વિદ્યાર્થીની ધ્રુવી શાહ દ્વારા એક્શન પ્રોજેક્ટ " એલિવેટ એન્ડ ક્રિએટ: ફ્યુઝન જ્વેલરી દ્વારા ગ્રામીણ મહિલાઓનું અને કિશોરીઓનું સશક્તિકરણ " શીર્ષક હેઠળ સફળતાપૂર્વક અમલમાં મૂકાયો હતો. આ પ્રોજેક્ટ ડૉ. શિવાની મહેતાના માર્ગદર્શન હેઠળ અને રિલાયન્સ ઇન્ડસ્ટ્રીઝ લિમિટેડના **CSR** વિભાગના સહયોગથી હાથ ધરાયો.

આ પ્રોજેક્ટ અંતર્ગત અનગઢ ગામમાંથી 17 અને કરોડિયા ગામમાંથી 18, એમ કુલ 35 મહિલાઓ અને કિશોરીઓએ ભાગ લીધો હતો. ત્રણ મહિના (કુલ 90 દિવસ) આ તાલીમ કાર્યક્રમમાં મહિલાઓ અને કિશોરીઓને તબક્કાવાર રીતે ફ્યુઝન જ્વેલરી બનાવવા સાથે તેની માર્કેટિંગ અને વેચાણ સંબંધિત વિવિધ પદ્ધતિઓ અંગે માર્ગદર્શન આપવામાં આવ્યું હતું.

તાલીમ દરમિયાન વિવિધ પ્રકારની ફ્યુઝન જ્વેલરી જેવી કે ઈયરિંગ, નેકલેસ, બ્રેસલેટ, હેર સ્ટીક, હેર પીન એન્કલેટ જેવી આકર્ષક અને ઉપયોગી પ્રોડક્ટઓ તૈયાર કરાવવામાં આવી હતી. ખાસ વાત એ છે કે આ પ્રોડક્ટ્સ બનાવવામાં રીયુઝેબલ અને સસ્ટેનેબલ મટીરિયલ— જેમાં ફેબ્રિક, મેટલ પેન્ડન્ટ, કોશે દોરા વર્ક, મિરર વર્ક, મણકા જેવા મટીરિયલનો ઉપયોગ કરવામાં આવ્યો હતો.

કુલ 180 પ્રોડક્ટ્સ તૈયાર કરાઈ હતી.

મહિલાઓ અને કિશોરીઓને માર્કેટિંગ અને વેચાણ સાથે જોડવા માટે, પ્રોજેક્ટના અંતર્ગત 3 પ્રદર્શનો (**Exhibitions**) નું આયોજન પણ કરવામાં આવ્યું હતું.

તાલીમ સાથે જોડાયેલી માહિતી સરળ ભાષામાં પહોંચાડવા માટે ધ્રુવી દ્વારા એક વિશિષ્ટ **IEC (Information, Education and Communication)** બુકલેટ પણ તૈયાર કરવામાં આવી. આ બુકલેટની અંદર તબક્કાવાર રીતે ફ્યુઝન જ્વેલરી બનાવવાની રીતોનું માર્ગદર્શન આપવામાં આવ્યું છે. સાથે જ, વિવિધ ડિઝાઇન અને સ્ટાઇલ બનાવવા માટે સહાયરૂપ બને

એવા વિડિઓઝનો એક QR કોડ પણ આપવામાં આવ્યો છે, જેને સ્કેન કરીને ભાગ લેનારાઓ ઘરે બેઠા સરળતાથી શીખી શકે છે અને પોતાનું કૌશલ્ય વધુ વિકસાવી શકે છે.

આ પ્રોજેક્ટના પરિણામરૂપે કરોડિયા ગામની બે કિશોરીઓએ ફ્યુઝન જ્વેલરી ક્ષેત્રે આત્મનિર્ભર બનવા તરફ પહેલ કરી. તેમાં એક કિશોરીએ “Be-Creative” નામે ઇન્સ્ટાગ્રામ પેજ શરૂ કરીને પોતાના બનાવેલા પ્રોડક્ટ્સનું ઓનલાઇન વેચાણ શરૂ કર્યું છે, જ્યારે બીજી કિશોરી લોકલ લેવલે ઘરે ઘરે જઈને ફ્યુઝન જ્વેલરી વેચે છે.

આ પ્રયત્નને વધુ વ્યાપક અને વ વ્યવસાયિક બનાવવા માટે “Alankarika” નામે એક ઇન્સ્ટાગ્રામ પેજ શરૂ કરવામાં આવ્યું છે. આ પેજ પર મહિલાઓ અને કિશોરીઓ દ્વારા બનાવવામાં આવેલી ફ્યુઝન જ્વેલરીના ફોટોગ્રાફ અને વિડિઓ અપલોડ કરવામાં આવે છે, જેને આધારે પ્રોડક્ટનું ઓનલાઇન પ્રમોશન અને વેચાણ કરવામાં આવે છે

**News coverage in Madhya Gujarat Headline
Newspaper on 11th April, 2025 (Page No. 07)**

M.S. યુનિ.ની છાત્રા દ્વારા ફ્યુઝન જ્વેલરી પ્રોજેક્ટ દ્વારા ગ્રામિણ મહિલા સશક્તિકરણ સોશિયલ મીડિયા થકી અને ડૉર ટૂ ડૉર જ્વેલરીનું વેચાણ



ડૉ. શિવાની મહેતા MS. ધ્રુવી શાહ

હેડલાઈન ન્યૂઝ | વડોદરા

એમ.એસ યુનિ.ના ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કોમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સિસ, સિનિયર એમ.એસસી.ની વિદ્યાર્થીની ધ્રુવી શાહ દ્વારા એક્શન પ્રોજેક્ટ "એલિવેટ એન્ડ ક્રિએટ: ફ્યુઝન જ્વેલરી દ્વારા ગ્રામીણ મહિલાઓનું અને કિશોરીઓનું સશક્તિકરણ" શીર્ષક હેઠળ સફળતાપૂર્વક અમલમાં મૂકાયો હતો. આ પ્રોજેક્ટ ડૉ. શિવાની મહેતાના માર્ગદર્શન હેઠળ અને રિલાયન્સ ઇન્ડસ્ટ્રીઝ લિમિટેડના CSR વિભાગના સહયોગથી હાથ ધરાયો હતો. આ પ્રોજેક્ટ અંતર્ગત અનગઢ ગામમાંથી 17 અને કરોડિયા ગામમાંથી 18, એમ કુલ 35 મહિલાઓ અને કિશોરીઓએ ભાગ લીધો હતો. ત્રણ મહિના (કુલ 90 દિવસ) આ તાલીમ કાર્યક્રમમાં મહિલાઓ અને કિશોરીઓને તબક્કાવાર રીતે ફ્યુઝન જ્વેલરી બનાવવા સાથે તેની માર્કેટિંગ અને વેચાણ સંબંધિત વિવિધ પદ્ધતિઓ અંગે માર્ગદર્શન આપવામાં આવ્યું હતું.

તાલીમ દરમિયાન વિવિધ પ્રકારની ફ્યુઝન જ્વેલરી જેવી કે ઈયરિંગ, નેકલેસ, બ્રેસલેટ, હેર સ્ટીક, હેર પીન એન્કલેટ જેવી આકર્ષક અને ઉપયોગી પ્રોડક્ટ્સ તૈયાર કરાવવામાં આવી હતી. ખાસ વાત એ છે કે આ પ્રોડક્ટ્સ બનાવવામાં રીયુઝેબલ અને સસ્ટેનેબલ મટીરિયલ-જેમાં

ફેબ્રિક, મેટલ પેન્ડન્ટ, કોશે દોરા વર્ક, મિરર વર્ક, મણકા જેવા મટીરિયલનો ઉપયોગ કરવામાં આવ્યો હતો. મહિલાઓ અને કિશોરીઓને માર્કેટિંગ અને વેચાણ સાથે જોડવા માટે, પ્રોજેક્ટના અંતર્ગત 3 પ્રદર્શનોનું આયોજન પણ કરવામાં આવ્યું હતું.

તાલીમ સાથે જોડાયેલી માહિતી સરળ ભાષામાં પહોંચાડવા માટે ધ્રુવી દ્વારા એક વિશિષ્ટ IEC બુકલેટ પણ તૈયાર કરવામાં આવી. આ બુકલેટની અંદર તબક્કાવાર રીતે ફ્યુઝન જ્વેલરી બનાવવાની રીતોનું માર્ગદર્શન આપવામાં આવ્યું છે. આ પ્રોજેક્ટના પરિણામરૂપે કરોડિયા ગામની બે કિશોરીઓએ ફ્યુઝન જ્વેલરી ક્ષેત્રે આત્મનિર્ભર બનવા તરફ પહેલ કરી. તેમાં એક કિશોરીએ "Be-Creative" નામે ઇન્સ્ટાગ્રામ પેજ શરૂ કરીને પોતાના બનાવેલા પ્રોડક્ટ્સનું ઓનલાઈન વેચાણ શરૂ કર્યું છે, જ્યારે બીજી કિશોરી લોકલ લેવલે ઘરે ઘરે જઈને ફ્યુઝન જ્વેલરી વેચે છે. આ પ્રયત્નને વધુ વ્યાપક અને વ વ્યવસાયિક બનાવવા માટે "Alankarika" નામે એક ઇન્સ્ટાગ્રામ પેજ શરૂ કરવામાં આવ્યું છે. આ પેજ પર મહિલાઓ અને કિશોરીઓ દ્વારા બનાવવામાં આવેલી ફ્યુઝન જ્વેલરીના ફોટોગ્રાફ અને વિડિઓ અપલોડ કરવામાં આવે છે, જેને આધારે પ્રોડક્ટનું ઓનલાઈન પ્રમોશન અને વેચાણ કરવામાં આવે છે.

MSUના કમ્યુનિટી સાયલ્સ એન્ડ એક્ટેન્ડેડ કોમ્યુનિકેશનની વિદ્યાર્થીનીઓનો પ્રોજેક્ટ

ગામડાંના બાળકોને અંગ્રેજી શીખવ્યું, મહિલાઓને સરતકામ, ફ્યુઝન જવેલરી બનાવતા શીખવાડી

અનગઢ અને કસોડિયાની મહિલાઓએ ઈન્ટરગ્રામ પેજ પર પ્રોડક્ટ્સના ફોટો મૂકી ઓનલાઇન વેચાણ શરૂ કર્યું

સંદેશ
MSUની ફેકલ્ટી એન્ડ ફેલોશી એન્ડ કોમ્યુનિટી સાપ્લસ એક્ટેન્ડેડ-શન એન્ડ કોમ્યુનિકેશન વિભાગની સિનીયર MSC વિદ્યાર્થીનિ નિસા દ્વિવ દ્વારા અનગઢ-કસોડિયા ગામની મહિલાઓ અને કિશોરીઓ માટે ભરતકામ કુશળતા અને તેના દ્વારા આવક ઉત્પાદન સિપ્પક એકશન પ્રોજેક્ટ ડો. કૃતિકા ભાટેના માર્ગદર્શન અને ખાનગી કંપનીના CSR ના સહયોગથી અમલમાં મુકાયે હતો. જે અંતર્ગત અનગઢ ગામની ૧૭ અને કસોડિયાની ૧૮ યુવતીઓને ૯૦ દિવસની તાલીમ અપાઈ હતી. જેમાં અનગઢમાં બેઝિક નોલેજ, પ્રોડક્ટ્સ બનાવવાની તાલીમ આપવી તેમજ માર્કેટિંગ અને વેચાણની રીતો શીખવી હતી. જેમાં ટોટ બેંગ, પાઉચ, ફૂલન કવર,



કાવરાળા દરમિયાન વિવિધ વસ્તુઓ બનાવતા ગોખી રહેલી ગામની મહિલાઓ.



મહિલાઓને ફ્યુઝન જવેલરી બનાવતા શીખવી

મનસની પ્રાયમિક શાળાના બાળકોને અંગ્રેજી જ્ઞાન આપ્યું

વિદ્યાર્થીની યાત્રી મેલાણીએ પ્રોવાઈડિંગ ઓફિસ દ્વારા વિદેસ્કી ટુ અપર પ્રાઈમરી સ્કૂલ સિડ્ડન એટ ધનોરા પ્રાઈમરી સ્કૂલ વિષયક એક્સામ પ્રોજેક્ટ સંકળિતપૂર્વક પૂર્ણ થયો હતો. જે ડો. ચંદ્રિકા રાખટીયાના માર્ગદર્શન દેઠળ ધરાવો હતો. જેમાં પર વિદ્યાર્થીઓને અંગ્રેજીની તાલીમ આપાઈ હતી. યાત્રીઓ કાલું લવું કે, અમે આફબોટથી શરૂ કરીને વાડા બનાવવા સુધીનો સંપૂર્ણ અભ્યાસક્રમ મોડ્યુલ તૈયાર કર્યો હતો. ૫૫ દિવસના અભ્યાસમાં ૫૦ દિવસ તિમિલા માટે અને ૫ દિવસ મુલાકાત માટે કાળાવાયા હતા.

મહિલાઓને ફ્યુઝન જવેલરી બનાવતા શીખવી
MSC વિદ્યાર્થીનિ ધૃતી શાહે પ્રોજેક્ટ એવિપેટ એન્ડ કિએટ-કમ્યુનિટી બેવેલરી બેસ્ટ ગ્રામીણ મહિલાઓનું સ્પાન્ડિકટરાણ અમ્ય સ્પારે અમલમાં મુક્યો હતો. ડો. શિવાબી મહેતાના માર્ગદર્શન દેઠળ ગામની ૩૫ મહિલાઓને ૩ મહિનાની તાલીમમાં ઘરાઈંગ, નોકલેસ, ઢેર ધિન જેવી કમ્યુનિટી બેવેલરી બનાવતા શીખવી હતી. જેમાં ફેબ્રિક, મેટલ પેન્ડન્ટ, મિટર વર્ક, કોષે યાટ અને મણકાનો ઉપયોગ કરીને કુલ ૧૮૦ પ્રોડક્ટ્સ તૈયાર કરાયા હતા.