AN ACTION PROJECT ON
"IMPARTING VOCATIONAL TRAINING TO GIRLS THROUGH EMBROIDERY AND LIPPAN ART RESIDING AT GIRLS ORPHANAGE, VADODARA"

April, 2025   **Ms. Hasti Sorathiya**

AN ACTION PROJECT ON
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VADODARA

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CERTIFICATE

This is to certify that the project report entitled AN ACTION PROJECT ON "IMPARTING VOCATIONAL TRAINING TO GIRLS THROUGH EMBROIDERY AND LIPPAN ART RESIDING AT GIRLS ORPHANAGE, VADODARA" 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 "Imparting Vocational Training to Girls through Embroidery and Lipan Art at the Girls' Orphanage, Vadodara" focuses on empowering orphaned girls through culturally significant crafts. Conducted at Harsiddh Education Trust, the initiative aims to foster creativity, self-reliance, and emotional well-being among girls by teaching them embroidery and Lipan art—two traditional forms of artistic expression. The project is structured into three phases: planning, execution, and evaluation.

The planning phase involved assessing the needs of the girls, developing Information, Education, and Communication (IEC) materials, and obtaining consent from the orphanage authorities. By selecting embroidery and Lipan art, the project integrates vocational training with cultural preservation, emphasizing skills that are not only marketable but also deeply rooted in regional heritage.

During the execution phase, the girls participated in rapport-building activities, demonstrations, and hands-on workshops. These training sessions provided them with practical skills in embroidery techniques such as running stitch and satin stitch, as well as the intricate designs of Lipan art, which combines mud and mirror work. Alongside technical training, awareness sessions on entrepreneurship and marketing strategies were conducted to prepare the girls for self-reliance. This blend of creativity and business acumen helps bridge the gap between artistic skills and real-world opportunities. The training also offered an emotionally nurturing environment, encouraging the girls to explore their imagination while building their confidence and resilience.

The evaluation phase monitored skill development and ensured sustained engagement among the participants. By tracking their progress, the project highlighted the transformative power of vocational training in boosting self-esteem and fostering a sense of community. The initiative also underscores the broader significance of vocational education in addressing the socio-economic challenges faced by marginalized groups. Beyond equipping the girls with practical skills, the project instils a sense of empowerment, enabling them to overcome barriers and contribute meaningfully to society.

Overall, this initiative not only transforms the lives of orphaned girls but also celebrates the enduring value of traditional crafts in shaping self-sufficient and culturally rooted individuals.

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INTRODUCTION

In every society, children represent the promise of a brighter future. However, not all children grow up in environments that foster growth, protection and love. Across the globe and especially in India, millions of children are deprived of parental care due to various reasons, rendering them orphans and placing them among the most vulnerable sections of society.

Being an orphan does not just mean losing parents. It also means losing the emotional support, financial help and care that most children receive in a family. Orphaned children may struggle to get a good education, proper healthcare and a safe place to live. They may also feel lonely and emotionally stressed, which affects their overall growth. This makes it important for society and the government to come forward and support them.

1.1 Understanding Orphanhood in India

India is home to a significant population of orphaned and vulnerable children, with estimates suggesting that millions lack parental care due to various circumstances such as poverty, illness, or abandonment. These children often face challenges including limited access to education, healthcare and protection, making them susceptible to exploitation and abuse.

An orphan is a child who has lost one or both parents due to death, abandonment, or separation. These children are categorized as either single or double orphans, based on whether they've lost one or both parents. Additionally, terms like social or economic orphans highlight their specific circumstances.

Orphanhood arises from various causes, such as poverty, diseases like HIV/AIDS, conflict, natural disasters, abuse, neglect and abandonment. In low-income nations,

poverty and disease are the primary contributors, whereas in wealthier countries, abuse and neglect are more prevalent.

The challenges faced by orphans are profound and multifaceted. They often grapple with emotional and psychological issues, including sadness, anxiety and loneliness. Social isolation, limited access to education and healthcare and financial hardships compound these struggles, leaving orphans vulnerable to exploitation. Globally, there are approximately 153 million orphans, with 61 million in Asia and 52 million in Africa. These numbers show that orphanhood is a serious issue across the world, especially in developing regions. In this global picture, India also faces a large number of orphaned children, making it important to understand their situation, needs and challenges in our country.

To address the needs of orphans, various support systems—such as foster care, adoption, orphanages and community-based initiatives—strive to provide emotional, educational and financial assistance. Despite these efforts, many orphans still face significant challenges, including inadequate resources, healthcare access issues, social stigma and a need for emotional support.

Source: https://sansad.in/getFile/BillsTexts/LSBillTexts/Asintroduced/32%20of%202024%20As%20Introduced726202445053PM.pdf

1.2 Demographic Profile of Orphans

1.2.1 Demographic Profiles of Orphans in India

India has the second largest population in the world, with 1.35 billion people. About 158.8 million of the population are children below the age of 6. Of these children, **30 million** are orphans which makes up a significant portion of the youth population. Among the 30 million children, only 370,000 of them are in childcare institutions. The high number of orphans in India is due to multiple issues prevalent in the country.

Among them, 60% are girls who often face additional social and economic hardships, with half lacking proper access to education, further complicating their future prospects. Shockingly, only 0.3% of these children are legally eligible for adoption, underscoring a critical gap in the support system. The Ministry of Women and Child Development (MWCD) conducted one study in 2016-17 and found that there are 9,589 orphanages

(CCI). Of these, 91% are non-governmental which means that only 9% of them receive support from it.

Addressing this issue requires urgent action, including stronger policies, community-driven initiatives and targeted programs aimed at improving the welfare, education and overall well-being of orphaned children in India.

Source: https://gitnux.org/orphans-in-india-statistics/

1.2.2 Scenario of Orphans in Gujrat

In Gujarat, the situation mirrors national concerns. As of March 2022, data presented in the Lok Sabha indicated that Gujarat had approximately 1,990 children living in street circumstances, the second-highest in India after Maharashtra, which reported 4,952 such children. Of these, 1,086 children in Gujarat resided on the streets with their families, 895 spent their days on the streets but returned to nearby slums or settlements at night and 9 were identified as living alone without parental or familial support.

Focusing on Vadodara, the city had a population of 1,670,806 according to the 2011 census. While specific data on the number of orphaned or street children in Vadodara is limited, the city hosts several orphanages and child care institutions aimed at providing shelter and support to these vulnerable groups. As per available records, Vadodara has four registered orphanages, contributing to the total of 51 such institutions across Gujarat.

1.3 Orphanage

An orphanage is a shelter for children who have lost their parents, been abandoned, or neglected. These institutions offer essential care, including food, shelter, education and emotional support, ensuring a safe and nurturing environment for their growth. The primary goal of orphanages is to meet the physical, emotional and mental needs of children while helping them integrate into society.

There are various types of orphanages, such as traditional orphanages, group homes, foster care programs, community-based homes and residential care centers. While they

provide crucial services, these institutions often face challenges like limited resources, overcrowding and addressing the emotional trauma of children. Despite these difficulties, orphanages strive to prepare children for independence and, when possible, reunite them with their families.

Alternative care options, such as foster care, adoption and community-based care, focus on placing children in family-like environments to support their overall development. International frameworks like the UN Convention on the Rights of the Child emphasize the importance of family-based care over institutionalization.

Beyond basic necessities, orphanages also provide education, vocational training and life skills to equip children for adulthood. Many organizations work alongside orphanages to address the root causes of orphanhood, such as poverty, disease and conflict, through targeted support programs. Collaborating with local authorities, NGOs and community groups, orphanages extend their services to include counseling, healthcare and recreational activities.

By fostering a compassionate and supportive atmosphere, orphanages play a crucial role in helping children overcome past hardships and build a stable, self-sufficient future.

1.3.1 Orphanages in Vadodara

- **Bal Bhavan Society**: Offers activities to nurture creativity and physical development for children aged 5 to 16.
- **Missionaries of Charity**: Provides care for children, including those with disabilities.
- **Don Bosco Snehalaya**: Focuses on shelter and education for orphaned boys.
- **Vishnubhai Amin Orphan & Destitute and Single Parents Project**: Run by United Way of Baroda since 2006, this project supports over 15,227 orphaned, destitute and single-parent children in Vadodara district annually, providing educational kits and organizing developmental activities.
- **Nari Sanrakshan Gruh:** Nari Sanrakshan Gruh in Nizampura, Vadodara, is a government-supported women's shelter home dedicated to providing refuge and rehabilitation for women in distress, including orphans, single women,

divorcees, and victims of trafficking. It operates under the Department of Social Justice and Empowerment, Government of Gujarat.

- **Sneha Setu Foundation**: Located in Gorwa, Vadodara (390001), this organization focuses on providing care and support to orphaned children.
- **Bal Gokulam**: Managed by the Baroda District Probation and Aftercare Association, Bal Gokulam is a multi-purpose children's home for destitute children, providing food, shelter, clothing and education.
- **Sevatirth**: This organization focuses on the vocational rehabilitation of disabled individuals, including children. They offer education and skill training to empower the disabled community.

1.4 Challenges Faced by Orphaned Children in India

Orphans face many difficulties in life because they do not have parents to support and guide them. These issues can affect their health, education, emotions and future. Here are some of the major problems they experience:

- **Lack of Basic Needs**

Many orphans struggle to access basic necessities such as food, clean water, clothing and shelter. Some children are forced to live on the streets, which makes them more vulnerable to hunger, illness and unsafe conditions.

- **Malnutrition and Poor Health**

Due to a lack of nutritious food, orphans often suffer from malnutrition, which affects their physical growth and weakens their immune systems. They also have limited access to healthcare services, which makes them more sensitive to diseases and untreated illnesses.

- **No Proper Education**

Many orphaned children are unable to attend school because they cannot afford fees, books, uniforms, or transportation. Some are forced to start working at a young age to survive, which disrupts their education. Even if they do attend school, emotional distress and trauma may affect their ability to concentrate and learn effectively.

- **Homelessness and Unsafe Living Conditions**

Some orphans live on the streets, in overcrowded slums, or in poorly maintained orphanages. These living conditions are often unsafe and expose them to various risks, including violence, drug abuse and exploitation.

- **Child Labor and Exploitation**

A large number of orphans are forced into child labor. They may work in dangerous environments, beg on the streets, or become victims of human trafficking. Some are exploited in factories, made to work as domestic helpers, or pushed into illegal activities.

- **Emotional and Psychological Problems**

Losing one or both parents can cause deep emotional trauma. Orphans often experience sadness, loneliness and a sense of abandonment. Many suffer from mental health issues such as depression and anxiety. Some may also struggle with anger, low self-esteem and difficulty trusting others.

- **Social Stigma and Discrimination**

Orphans are sometimes treated unfairly or looked down upon by society. Those who have lost their parents due to diseases like HIV/AIDS may face even greater discrimination and rejection from their communities.

- **Lack of Guidance and Protection**

Without the guidance and care of parents or guardians, many orphans find it difficult to make good life choices. They are more vulnerable to negative influences such as substance abuse, criminal behavior, or falling into bad company.

- **No Financial or Career Support**

When orphans reach the age of 18 and are required to leave the orphanage, they often do so without any financial support or job skills. As a result, many struggle to find stable employment and may end up homeless or living in poverty.

- **Risk of Human Trafficking and Abuse**

Orphans are at a higher risk of being targeted by traffickers due to their lack of protection and support. Some may become victims of physical, emotional, or sexual abuse.

- **Health Problems**

Due to poor living conditions and lack of access to healthcare, orphans often suffer from untreated illnesses and chronic health issues. Mental health problems like anxiety and depression are also common among orphaned children.

Source: https://www.unicef.org/reports/state-of-worlds-children-2023

Source: https://www.who.int/news-room/fact-sheets/detail/children-reducing-mortality

Source: https://www.savethechildren.org/us/what-we-do/global-programs/protection/orphans-and-vulnerable-children

1.5 Government Initiatives

To address the challenges faced by orphaned and vulnerable children, the Gujarat government has implemented programs like the Kinship Care and Sponsorship schemes. Under the Kinship Care program, as of January 2021, approximately 17,019 orphaned children were placed with relatives or guardians, receiving financial assistance to support their upbringing. Ahmedabad reported about 1,200 children benefiting from this scheme, second only to Banaskantha with 1,600 beneficiaries.

The government has also introduced related initiatives such as the Palak Mata-Pita Yojana (Foster Parents Scheme) and the Mukhyamantri Bal Seva Yojana (MBSY). These schemes offer monthly financial assistance to guardians or foster parents, ensuring access to food, shelter and education for orphaned children. Furthermore, recognizing the needs of youth transitioning into adulthood, Gujarat's After Care provisions extend support up to the age of 24, particularly for those pursuing higher education. These comprehensive welfare efforts reflect the state's commitment to providing stability and opportunity for every child affected by the loss of parental care.

Source : https://sansad.in/getFile/BillsTexts/LSBillTexts/Asintroduced/32%20of%202024%20As%20Introduced726202445053PM.pdf

1.6 Vocational Training

Vocational education, also known as career or technical education, helps people learn practical skills, knowledge and the right mindset for specific jobs or careers. It prepares individuals to work as technicians, tradespeople, artisans, or entrepreneurs, making it easier for them to find work or start their own businesses. This education is hands-on and focused on real-world applications, teaching problem-solving skills and industry-specific knowledge. Vocational education is available at different levels—high school, college, or specialized institutions—and leads to certifications, diplomas, or degrees. By teaching relevant skills, it meets the demands of the job market, reduces unemployment and supports economic growth.

For young girls, vocational education is beneficial in three key ways:

1. **Better Job Opportunities**: Learning practical skills helps girls find stable, rewarding jobs and reduces the risk of unemployment.

2. **Economic Independence**: Vocational training allows girls to become self-employed, start businesses, or pursue jobs that provide financial security.

3. **Career Growth**: Gaining skills helps girls access better career opportunities, build their potential and create brighter futures.

Vocational education also provides security for girls by offering a way to earn a stable income and avoid poverty. Learning practical skills helps girls support themselves and their families, improving their overall quality of life. This financial stability also boosts emotional well-being, giving girls confidence and control over their lives. Without these skills, financial instability can negatively affect girls' mental and physical health, making it harder for them to thrive. Vocational education empowers them to make better decisions and build a secure, fulfilling future.

In addition to technical skills, vocational education helps girls develop important soft skills like communication, teamwork, time management and problem-solving. These skills are valued by employers and help girls succeed in the workplace. Soft skills also contribute to building stronger communities and promoting equality. With better communication and teamwork abilities, girls can achieve academic success, avoid social risks and expand their career choices. This exposure helps them explore new opportunities and enrich their lives.

Learning vocational skills has a life-changing impact on girls, teaching them valuable life lessons like responsibility, discipline and perseverance. These skills boost their confidence and self-esteem, helping them become independent adults capable of supporting themselves. As the demand for skilled workers grows, vocational training programs can create more job opportunities and close the gap in the workforce. Investing in vocational education for girls unlocks their potential, empowers them economically and promotes a fairer and more prosperous society.

Orphans often struggle with loneliness, trauma, anxiety and depression due to the loss of their parents, lack of emotional support and social stigma. Engaging in creative activities like embroidery and Lippan art can provide emotional healing, improve mental well-being and help them build a stable future.

1.7 Embroidery

Embroidery is a timeless and creative art that involves decorating fabric using a needle and thread to form intricate patterns. This traditional craft not only enhances the beauty of textiles but also serves as a powerful medium of self-expression. With patience and practice, individuals can create personalized and meaningful designs that reflect their imagination and cultural heritage.

There are various popular techniques such as running stitch, backstitch, chain stitch, satin stitch and cross-stitch, each bringing its own unique texture and effect. To enhance the beauty of their work, artisans often incorporate embellishments like beads, mirrors, or pearls, adding a touch of elegance and sparkle.

Embroidery can be applied to both practical and decorative items—such as clothing, curtains, table covers, wall hangings and accessories. It is not just a hobby but also a potential livelihood, especially for girls in vocational training programs. Learning embroidery builds concentration, fine motor skills and confidence, offering a fulfilling and joyful experience that encourages creativity and independence.

In the context of this project, embroidery is introduced as a vocational training activity for girls at the orphanage in Vadodara. It helps them develop essential life skills such as concentration, patience and fine motor coordination. More importantly, it empowers

them by providing a creative outlet and a potential source of livelihood, fostering independence and self-confidence.

1.8 Lippan Art

Lippan Art, also known as Chitter Kaam or Lippan Kaam, is a traditional mural craft from the Kutch region of Gujarat, India. The word "Lippan" originates from Gujarati, meaning "dung work," as the art was initially created using a mixture of mud and dung. Over time, it has evolved into a decorative form that uses mirrors, fabric and colorful materials to create intricate, textured designs.

This ancient art form reflects the creativity and craftsmanship of rural communities. Practicing Lippan Art enhances focus, fine motor skills and promotes relaxation, making it an effective medium for self-expression and personal development.

At the orphanage in Vadodara, the Lippan Art project was introduced as a creative and skill-building activity for girls. It provided them with an opportunity to explore their artistic potential, learn traditional techniques and express their imagination. The process also encouraged patience, attention to detail and built self-confidence in a supportive environment.

By participating in this project, the girls not only connected with a valuable cultural tradition but also gained skills that contribute to their overall growth and empowerment.

Understanding the lives of orphaned children and the multifaceted challenges they face is essential for developing effective support systems and long-term solutions. In India and particularly in states like Gujarat, several programs aim to improve the well-being of orphans, but many gaps still remain. Beyond basic needs, orphaned children often require emotional support, educational access and life-skills training to build a better future. Vocational training plays a vital role in this context, as it equips orphans with practical skills, increases their chances of employment and promotes self-reliance once they step out of institutional care.

1.9 Justification

1.9.1 Justification of Project

The situation in India (and all over the world) is that children who grow up without familial care are only guaranteed shelter, food and education till the age of 18. As with all things in India, the numbers are enormous. Each year about 60,000 youth age out of institutional care in India. These teenagers leave after receiving sub-standard schooling, with no money for further education, no employable skills and no family support. In India, fostering creativity and skill development is essential for empowering vulnerable groups, particularly in shelter homes for girls where opportunities for personal growth are often limited. Present vocational training project is valuable because it provides a creative and practical skill that benefits the girls in multiple ways. In future, these skills can open up an opportunity for the girls. They might use embroidery or Lippan art work in their own projects to create custom pieces for others, or even pursue careers in design and fashion. The action project on imparting Vocational Training of Embroidery and Lippan Art among children at a girl's home is crucial in addressing need. It focuses on developing artistic skills through traditional crafts, providing a creative and therapeutic outlet that also promotes cultural preservation. The project involves the girls in hands-on activities like embroidery and Lippan Art, making learning fun and meaningful. By using design principles and cultural motifs, it aims to boost their creativity, attention to detail and patience.

The Action Project focuses on vocational training on Embroidery and Lippan Art, the project supports the holistic growth of the girls, helping them preserve cultural heritage while preparing them for future opportunities. Ultimately, it may help to empower them to thrive both personally and professionally, contributing to their long-term success. The project also teaches marketable skills that can help generate future income, promoting long-term self-sufficiency. Also, it will build their confidence and self-esteem, support their emotional well-being and strengthen their sense of community and belonging, leading to a positive impact on their overall development.

Vocational training in embroidery and Lippan art can significantly benefit adolescent girls in orphanages in mange ways such as:

- Skill Development and Empowerment
- Emotional Well-Being:
- Sense of Belongingness to the Community and Market Opportunities

Thus, vocational training in these traditional crafts not only imparts practical skills but also promotes emotional well-being and empowerment among adolescent girls in orphanages.

1.9.2 Justification of the Target Group

Selecting orphaned girls for vocational training is important because they often do not have financial support or opportunities to learn useful skills. By teaching them embroidery and Lippan Art, they can become independent and create a stable income for themselves.

With proper training, these girls can use their creativity to make beautiful handmade products that can be sold in markets and online. This not only helps them earn money but also keeps traditional arts like Lippan Art alive, which is an important part of their culture.

Giving these girls vocational training helps them escape financial struggles and gives them the confidence to build a better life. It boosts their self-worth, helps them become independent and allows them to contribute to society, empowering them for a stronger future.

1.9.3 Justification of the Project in the Department of Extension and Communication

The Department of Extension and Communication has a long history of implementing community development projects focusing on skill development, education and economic empowerment. Various initiatives have been successfully conducted in the past to enhance livelihood opportunities and uplift marginalized groups.

This action project, "Imparting Vocational Training to Girls through Embroidery and Lippan Art residing at Girls Orphanage, Vadodara," aligns with the department's

mission of empowering communities through skill-based education. The project aims to equip orphaned girls with practical skills in embroidery and Lippan Art, enabling them to generate income and build a sustainable future.

The department plays a crucial role in knowledge dissemination, ensuring that the training is structured, impactful and reaches the right beneficiaries. Through this initiative, the department contributes to economic self-sufficiency, cultural preservation and skill enhancement, ultimately fostering confidence and independence among the orphaned girls.

By implementing such projects, the Department of Extension and Communication continues its commitment to empowering underprivileged communities and promoting vocational skills that lead to sustainable livelihoods.

1.10 Objectives of the project

1. To impart vocational training of basic embroidery techniques and Lippan art to the girls of orphanage, Vadodara.

2. To encourage creativity by allowing girls of orphanage to design and create their own patterns and design through embroidery and Lippan art work as a potential future career.

3. To make the girls aware about various marketing strategies.

CHAPTER 2
REVIEW OF LITERATURE

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REVIEW OF LITERATURE

The project worker conducted the project titled "Imparting Vocational Training to Girls through Embroidery and Lipan Art residing at Girls Orphanage, Vadodara." The project worker visited the library of the Department of Extension and Communication, The Maharaja Sayajirao University of Baroda and various e-resources to collect literature related to the action project.

This chapter presents a review of related literature on studies conducted in the areas of vocational training, skill development and income generation programs for orphaned and underprivileged girls. The literature review provides insights into the effectiveness of skill-based learning, its impact on the economic empowerment of marginalized groups and the role of traditional arts like Embroidery and Lipan Art in preserving cultural heritage while creating sustainable livelihood opportunities.

Hussain (2018) conducted a study on Vocational Training: Hope of Women Empowerment. The objective was to examine the role of Vocational Education and Training (VET) in empowering women through initiatives led by both government and non-governmental organizations. The study emphasized that VET is a crucial driver of economic growth, poverty reduction and sustainable development, particularly for marginalized women. By enhancing employability, productivity and income generation, VET fosters inclusive growth and enables women to participate more actively in economic and social spheres. The research highlighted that investing in women's education and vocational training yields the highest returns in developing countries. Educated women tend to have fewer children, invest more in their families' health and education and contribute to intergenerational economic improvement. VET programs not only provided self-employment opportunities but also equipped women with the skills to exercise greater control over their personal and family lives, improve their decision-making abilities and enhance their overall well-being. The study analysed various government and NGO-led VET programs aimed at women's skill development.

These programs covered diverse vocational fields, including tailoring, handicrafts, food processing, entrepreneurship and technology-based training. The findings suggested that access to vocational training significantly increases women's chances of financial independence and social empowerment. The study concluded that VET plays a transformative role in women's empowerment by fostering self-reliance, improving quality of life and promoting sustainable economic growth.

Singh (2018) conducted a study on the "Skills Development of Women through Vocational Training: A Case Study of CSR Initiatives of a Public Sector Undertaking." The main objective of the study was to assess the impact of vocational training on women's empowerment, particularly in terms of their economic independence and decision-making abilities. The research was centred around a Corporate Social Responsibility (CSR) initiative undertaken by a public sector undertaking (PSU) in New Delhi. The study utilized case studies and intensive interviews to gather detailed experiences from women who had undergone training and also included discussions with resource persons from the training centre involved in the CSR Community Development program. The findings of the study highlighted that skill development plays a critical role in restructuring gender relations both within the family and society, enabling women to achieve economic independence. The study revealed that vocational training not only improved the economic status of women but also helped in enhancing their confidence and decision-making capabilities. The research further emphasized the significance of CSR activities in bridging the gender gap by providing training and opportunities for women to gain skills relevant to local needs. The study showed that women who had received vocational training through CSR initiatives exhibited higher levels of economic self-reliance, which directly contributed to their empowerment. However, the study also identified challenges faced by women even after the completion of the training, such as societal resistance to women's economic participation and difficulties in securing sustainable employment. Singh argued that effective CSR initiatives could play a pivotal role in overcoming these barriers by addressing issues related to women's skill development through targeted interventions. The study concluded that skill development training is essential for gender mainstreaming, as it provides women with the tools necessary to assert their independence. Singh also suggested that strengthening CSR activities and

implementing more comprehensive support structures could further enhance the empowerment of women in contemporary society. Recommendations were made to improve the effectiveness of these CSR programs, ensuring that women can fully benefit from the opportunities for skill development offered by such initiatives.

Diwakar and Ahmad (2015) conducted a study on vocational education and training (VET) in enhancing women's skills and employability, particularly among underprivileged and marginalized groups. The study emphasized that skills and knowledge are fundamental drivers of economic growth and social development. Despite India's vast human potential, the country faces challenges due to a weak knowledge and skills base, as evidenced by a gross enrolment ratio of 12.3%, which is significantly lower than China's 21%, developed countries' 54.6% and the global average of 23.2%. The study highlighted VET's critical role in poverty alleviation, women's empowerment and economic self-sufficiency. Vocational training was shown to enhance household productivity, employability, income generation, food security and environmentally sustainable livelihoods. Diwakar and Ahmad noted that women are a dynamic and valuable workforce segment and equipping them with vocational skills can drive socio-economic transformation. Findings revealed that VET programs resulted in improved employment prospects and higher income levels for women participants. The study covered various skill development areas such as tailoring, handicrafts, beauty services, agriculture-based skills and small-scale entrepreneurship. Utilizing a blended approach of theoretical instruction and practical demonstrations, the research concluded that VET fosters self-reliance, economic stability and lifelong learning, contributing to sustainable development.

Agrawal (2012) conducted a study on vocational education and training (VET) system in India, focusing on its challenges, current status and labour market outcomes. The study aimed to provide an overview of the Indian VET framework, comparing the labour market outcomes of VET graduates with those of general secondary education graduates. Using a nationally representative household survey, Agrawal analyzed employment data and wage levels for VET holders. The findings revealed an unemployment rate of 11% among VET holders aged 15-29, which was higher than the

overall unemployment rate for the same age group but lower than the unemployment rate among general secondary graduates. This indicated that while VET education offered some employment advantages, it faced challenges in achieving full employment for its graduates. The study also found that VET holders, both regular and casual workers, earned higher average daily wages compared to their general secondary counterparts. Agrawal further explored the expansion of Industrial Training Institutes (ITIs) and Centres in India, noting significant growth over recent decades. However, uneven coverage across states created disparities in access to vocational education. The study concluded that although VET led to better wage outcomes for graduates, the high unemployment rate pointed to systemic issues within the VET framework. Recommendations included enhancing the reach, quality and effectiveness of VET programs to improve graduates' employment opportunities.

Patel (2010) conducted a project on Self-Employment through the Making of Tie and Dye Products among the Women of Self-Help Groups in Nalakund Village of Rajpipla (E) District. The objective was to examine the promotion of self-employment through the production of tie and dye products among women in self-help groups (SHGs) in Nalakund Village. The study included a sample of 36 women who participated in SHG initiatives, all of whom started their enterprises within the group and deposited earnings into their SHG accounts. The study emphasized that self-employment offers women the dual advantage of financial independence and family involvement in income generation. By engaging in such economic activities, women contribute not only to national development but also to their personal and family well-being.

The outcome of the project suggested that self-employment initiatives, particularly in tie and dye production, can be an effective tool for women's empowerment it also highlighted the importance of participatory approaches and member accountability in the success of income generation programs.

2.1 Trend Analysis

- The studies covered in the review were conducted between the years 2010 to 2018. All the studies were based in India and focused on different regions such as Delhi, Rajpipla (Gujarat) and other areas with rural and underprivileged populations.

- Most of the studies used interviews, case studies and surveys as tools for collecting data. These studies focused on women from rural areas, marginalized communities and members of self-help groups.

- The sample sizes in these studies ranged from 36 to over 200 participants.

- The main aim of these project was to provide skill training to women so they could earn money and become self-reliant. Training programs included tailoring, handicrafts, tie and dye work, food processing and beauty services.

- The outcome of the project showed that vocational education helps women to earn income, make decisions for themselves and their families and become more confident. Many women were also able to start their own small businesses.

The future recommendation of the project also suggested that government and private organizations should continue offering such training programs. They should also make it easier for women to get loans and land so they can grow their businesses.

2.2 Conclusion

The literature reviewed in this chapter emphasizes the significant role vocational training plays in empowering underprivileged individuals, particularly girls and women from marginalized communities. Studies have shown that skill development not only enhances employability and income-generation opportunities but also fosters self-confidence, independence and improved decision-making abilities. Vocational training serves as a powerful tool to break the cycle of poverty by equipping beneficiaries with practical, market-oriented skills. Specifically, for girls residing in orphanages, such training becomes even more critical. It offers them a sense of purpose, self-worth and the potential for a stable future by enabling them to contribute meaningfully to society. Furthermore, integrating traditional art forms like Embroidery and Lipan Art into vocational programs helps preserve cultural heritage while creating new avenues for

sustainable livelihoods. These insights validate the purpose of the action project and reinforce the need for continued investment in vocational training initiatives for orphaned and underprivileged girls.

CHAPTER 3
METHODOLOGY

CHAPTER: 3

METHODOLOGY

This chapter outlines the methods employed during various stages of planning and implementing the project titled **"Imparting Vocational Training to Girls through Embroidery and Lippan Art at the Girls' Orphanage, Vadodara."**

To ensure smooth execution and achieve the project's goals effectively, careful and systematic planning was essential.

This structured plan served as a guide, outlining specific tasks to be completed within a defined time frame. The chapter also highlights the step-by-step process used to carry out the project, with each stage discussed under separate headings.

Phase I Planning of the Project

Phase II Execution of the Project

Phase III Monitoring and Evaluation the Project

Figure: 1 Phases of the Project

Phase I

3.1.1 Selection of the Area of the Project

3.1.2 Permission for the Action Project at Girls Orphanage

3.1.3 Understanding the Needs of the Target Group

3.1.4 Planning the Training Programme

3.1.4.1 Finalizing the topic of training programme

3.1.4.2 Preparation of IEC

3.1.3.3 Scheduling the Training Process

Phase II

3.2.1 Building Rapport with the Target Group

3.2.2 Conducting Training Sessions

3.2.2.1 Training Session on Embroidery

3.2.2.2 Training Session on Lippan Art

3.2.2.3 Awareness Session on Marketing Strategies

Phase III

3.3.1 Monitoring and evaluation of training program

Phase I Planning of the Project

3.1.1 Selection of the Area of the Project

The Department of Extension and Communication is deeply committed to education, research and the implementation of community-centred initiatives. Over the years, students have undertaken numerous projects focusing on skill development, women's empowerment, education and livelihood enhancement. Collaborating with CSR programs, NGOs and government organizations, the department aims to serve underserved communities and provide meaningful learning opportunities.

For one such project, the Harshiddh Education Trust (Children Home for Girls) were chosen as the training site. This institution offers shelter and education to orphaned girls, but their access to vocational and artistic skill development remains limited. Recognizing the importance of equipping them with creative and income-generating skills, the project introduced Lippan art and embroidery. These traditional crafts provided the girls with a structured platform to explore their creativity and heritage.

3.1.2 Permission for the Action Project at Girls Orphanage

The project aimed at to conduct the training programme providing embroidery training to orphaned girls residing at Harshiddh Education Trust (Children Home for Girls), with the Department of Social Justice and Empowerment. To implement this initiative, official approval was secured from the Department of Social Defence, Vadodara, Gujarat. The project worker (trainer) personally met with the management, presented the objectives and advantages of the training and obtained their consent to conduct sessions within the orphanage premises.

This approval was a critical milestone, enabling the project worker to interact with the girls, gauge their interests and design structured training sessions. The cooperation and backing of the orphanage administration were instrumental in ensuring the smooth execution of the program and encouraging active participation.

3.1.3 Understanding the Needs and interest of the Target Group

The Harsiddh Education Trust offers shelter and holistic support to 40 adolescent girls between the ages of 6 to 18. Approximately half of these girls are orphans, while the others come from families experiencing extreme financial distress. Some are also survivors of abuse and are protected under the Protection of Children from Sexual Offences (POCSO) Act.

The project worker interacted closely with all 40 girls showing great dedication and sincerity. To understand the interest and need of the girls meetings were held with girls and orphanage staff.

During these discussions, the project worker noticed that girls were interested in learning creativity art.

To meet this interest and need of the girls, the project worker arranged structured training programme following systematic method. The focus was on hands-on practice and encouraging creativity, making the sessions fun and interactive. The training was also designed to help the girls develop skills they could use to earn money in the future.

3.1.4 Planning the Training Programme

3.1.4.1 Finalizing the Topic of Training Programme

To make sure the vocational training program was need and interest based of the beneficiaries, the project worker chose embroidery and Lippan art as the main skills for the girls at the orphanage. These crafts were selected because they are culturally important, easy to learn, in high demand and require little money to start.

A market survey was done by the project worker to check how popular handmade products are in local shops, exhibitions and online stores. The results showed that embroidery on hair assessors, tote bag, patch work, etc and Lippan art on Wall piece, Gift Article, etc are liked for home decoration and fashion accessories.

3.1.4.2 Preparation of IEC Material

IEC (Information, Education and Communication) materials are great tools for teaching new skills. Since the orphan girls had little experience with lippan art and embroidery, simple and clear materials were created to make the training easier.

These included step-by-step guides, pictures, booklets and videos that demonstrated basic embroidery stitches and lippan art designs.

3.1.4.3 Scheduling the Training Process

The training was conducted over a period of three months, from 13th September to 10th December, 2024 during the evening hours of 6:00 PM to 8:00 PM on Wednesday, Thursday, Friday and Saturday (as per the permission granted). The schedule was carefully chosen to include rapport building, hands-on vocational training in Embroidery and Lippan Art and awareness sessions on marketing strategies.

The following table presents a breakdown of the training schedule:

Sr. No.	Days	Schedule of Training Programme
1	2 Days	Rapport Building with the Target Group
2	20 Days	Training on Embroidery
3	18 Days	Training on Lippan Art
4	10 Days	Awareness Session on Marketing Strategies

Table: 1 Schedule of Training Programme

Phase II Execution of the Project

3.2.1 Rapport Building with the Target Group

Before starting the vocational training program, it was important to build a strong and friendly relationship with the girls at the orphanage Harshiddh Education Trust in Vadodara. This helped create trust, open communication and a supportive learning environment.

To do this, the project worker took time to understand what the girls liked, their current skills and their dreams about embroidery and Lippan art. Fun and casual discussions were held to make sure they felt comfortable and excited to join the training.

With the help of the orphanage staff, the project worker explained the program's purpose, how the learning would happen step by step and how these art skills could help them earn money in the future.

Because of these efforts, the girls became eager to learn, actively participated and started feeling confident about their skills. This set a strong foundation for their development in embroidery and Lippan art.

3.2.2 Conducting Training Sessions

3.2.2.1 Session on Embroidery Training

A project worker conducted vocational training for girls residing at a girls' orphanage in Vadodara. The training session was organized with the orphanage administration to equip the girls with embroidery skills. Before starting the practical session, the project worker provided an overview of the materials used in embroidery, different stitching techniques and the importance of skill development. The demonstration method was employed to ensure hands-on learning, allowing the girls to practice embroidery under guided supervision. Various embroidery patterns, designs and techniques were introduced using visual aids and brainstorming activities.

The girls were taught to create embroidered patterns on fabric, enhancing their creativity and technical skills. The project worker guided them in preparing different embroidery styles for fabric decoration, such as floral patterns, geometric designs and traditional motifs.

The training program was conducted as per the following schedule.

Sr. No	Date	Activity Name	Time Duration
1	18/9/2024	Basic Stich	2 Hours
2	19/9/2024	Workshop	2 Hours
3	21/9/2024	Basic Stich	2 Hours
4	24/9/2024	Workshop	2 Hours
5	26/9/2024	Decorative Stich	2 Hours
6	27/9/2024	Workshop	2 Hours
7	28/9/2024	Decorative Stich	2 Hours
8	30/9/2024	Workshop	2 Hours
9	1/10/2024	Decorative Stich	2 Hours
10	2/10/2024	Workshop	2 Hours
11	3/10/2024	Decorative Stich	2 Hours
12	4/10/2024	Workshop	2 Hours
13	7/10/2024	Mirror work	2 Hours
14	8/10/2024	Workshop	2 Hours
15	9/10/2024	Mirror Work	2 Hours
16	11/10/2024	Workshop	2 Hours
17	12/10/2024	Workshop	2 Hours
18	24/10/2024	Workshop	2 Hours

| 19 | 25/10/2024 | Workshop | 2 Hours |
| 20 | 26/10/2024 | Workshop | 2 Hours |

Table: 2 Schedule of Embroidery Training Programme

3.2.2.2 Training on Lippan Art

A project worker organized a vocational training program for girls at an orphanage in Vadodara, teaching them the traditional Indian art of Lippan. Before starting the hands-on sessions, the project worker introduced Lippan Art, explaining its cultural importance and the materials needed. The training used demonstrations so the girls could learn by watching and practicing under guidance. They explored different patterns, motifs and designs through pictures and interactive discussions.

The training covered important steps like preparing clay, shaping decorative designs and adding mirror work to make the art more attractive. The girls learned to create beautiful wall hangings, decorative panels and other artistic items.

The expert sessions covered:
- The history and cultural importance of Lippan Art.
- The basic tools and materials needed for Lippan Art designs.
- Step-by-step methods for preparing clay, shaping patterns and adding mirrors.
- Creative tips for exploring new design ideas.
- How to improve quality, apply finishing touches and preserve the artwork.

To give detailed training, two expert sessions were conducted:
- The first session focused on traditional designs and mirror inlay techniques.
- The second session explored modern styles and how Lippan Art can be used for home decor.

These interactive sessions allowed the girls to ask questions, clear doubts and learn practical tips. Experts also shared real-life success stories to inspire them, encouraging them to turn Lippan Art into a source of income and financial independence.

After training programme girls practiced making different types of decorative wall piece of lippan art during training leisure time.

The training program was conducted as per the following schedule.

Sr. No	Date	Activity Name	Time Duration
1	11/11/2024	Basic Information for Lippan Art	2 Hours
2	12/11/2024	learn different proper Margin on different MDF sheets	2 Hours
3	13/11/2024	Workshop	2 Hours
4	14/11/2024	Different design style on MDF	2 Hours
5	15/11/2024	Applying and mixing mud at the roots	2 Hours
6	16/11/2024		2 Hours
7	18/11/2024	Workshop	2 Hours
8	19/11/2024	Workshop	2 Hours
9	20/112024	Decorative Desing with mirror	2 Hours
10	21/11/2024	Workshop	2 Hours
11	22/11/2024	Expert Session	2 Hours
12	23/11/2024	Expert Session	2 Hours
13	25/11/2024	Workshop	1 Hours
14	26/11/2024	Workshop	1 Hours
15	27/11/2024	Workshop	1 Hours
16	28/11/2024	Workshop	1 Hours

17	29/11/2024	Workshop	1 Hours
18	30/11/2024	Workshop	1 Hours

Table: 3 Schedule of Lippan Art Training Programme

3.2.2.3 Awareness Session on Marketing Strategies

As part of the vocational training program on embroidery and Lippan art, a special session was held to teach the girls about marketing strategies. The training focused on four important aspects:

3.2.2.3.1 Product: Helping the girls understand the uniqueness and value of handmade embroidery and Lippan art. They learned how their work could stand out in the market.

3.2.2.3.2 Price: Teaching them how to set fair prices that attract buyers while ensuring they make a profit.

3.2.2.3.3 Promotion: Exploring different ways to showcase their products through local advertisements, social media and online platforms.

3.2.2.3.4 Place: Identifying the best locations and platforms to sell their work, including exhibitions, online stores and retail shops.

The project worker provided detailed insights into two primary ways of selling handmade products Traditional Marketing and E-Marketing to help the girls effectively reach customers and generate income.

- **Traditional Marketing:** Selling items at local exhibitions, fairs, door-to-door and connecting with retail stores.

- **E-Marketing:** Using social media, WhatsApp and e-commerce websites to reach more customers and increase visibility.

The session helped the girls understand how to sell their artwork effectively, ensuring they could turn their skills into a reliable source of income.

Phase III Monitoring and Evaluation of Training Programme

3.3.1 Monitoring and Evaluation

The training program closely tracked the progress of the girls at the orphanage as they learned embroidery and Lippan art. The project worker carefully observed their participation, making sure each girl actively took part in discussions, practical exercises and hands-on work. This helped them feel comfortable asking questions, exploring creative ideas and improving their skills.

Along with checking participation, the project worker also reviewed their completed embroidery and Lippan art designs to see how each girl was improving. A friendly and supportive learning environment was encouraged, where teamwork and helping each other were important. Group activities helped them share ideas and learn new techniques together.

The project also ensured that all necessary materials, tools and resources were available so the girls could practice their skills properly. With a positive and interactive approach, the project worker gave personal guidance and motivation, helping them face challenges and gain confidence in their artistic abilities. Through constant support and structured learning, the project helped these girls build useful skills that could support their future and financial independence.

CHAPTER 4
OUTCOME OF
THE PROJECT

CHAPTER 4

OUTCOME OF THE PROJECT

Table 4: Frequency and Percentage Distribution of the participants According to their Age

(n = 26)

Age (Years)	Frequency	Percentage (%)
6-10	7	26.92
11-15	14	53.84
15-18	5	19.23
Total	26	100

Table 4 presents the age distribution of participants in the project. The majority of the participant (53.84%) fall within the 10-15 age group, indicating that over half of the participants are in their early teenage years. Additionally, nearby twenty-seven percent of the participant were below the age of 10, while 19.23% are above 15. The findings suggest that most participants are young, with a significant concentration in the 10-15 age bracket.
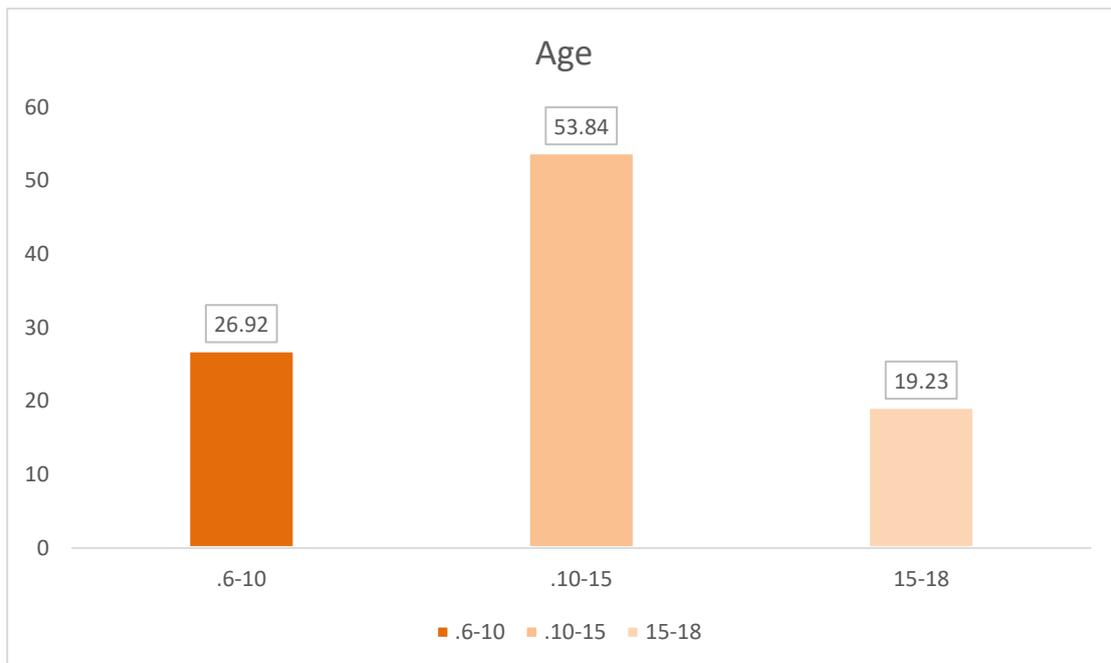
Figure: 3 Percentage Distribution According to their Age

Table 5: Frequency and Percentage Distribution of the participants According to their Educational Status

(n = 26)

Educational Status	Frequency	Percentage (%)
Perusing Education	22	84.61
Not Perusing Education	4	15.38
Total	26	100

Table 5 illustrates the educational stuatu of participants. Majority of the Participant (84.61%) were perusing education, while only 15.38 percent were not perusing education as the moment. This suggests that most participants had access to education, which could positively impact their skill development and future opportunities.
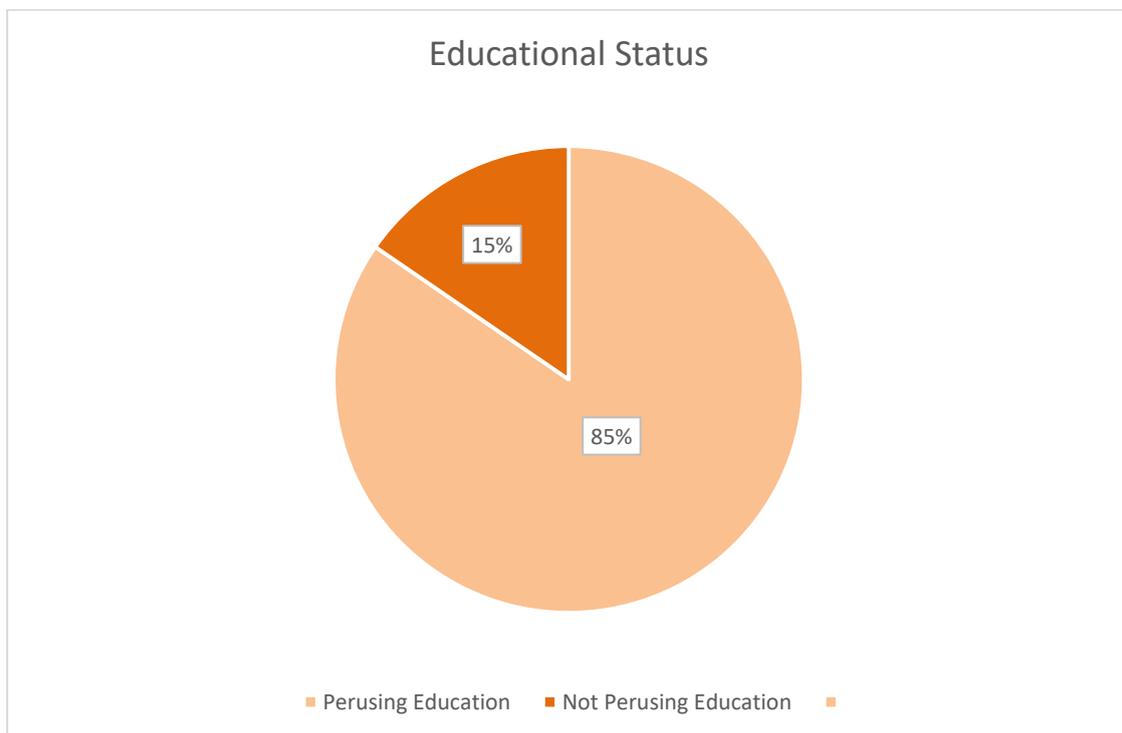
Figure: 3 Percentage Distribution According to their Educational Status

Table 6: Frequency and Percentage Distribution of the participants According to their Educational Qualification

Education Qualification	Frequency	Percentage (%)
Primary	13	50
Secondary	3	11.53
High-Secondary	2	7.69

The data shows that half of the participants (50%) were obtaining Primary Level education, While, 11.53% were in to the Secondary Level and very few (7.69%) were in Higher Secondary.
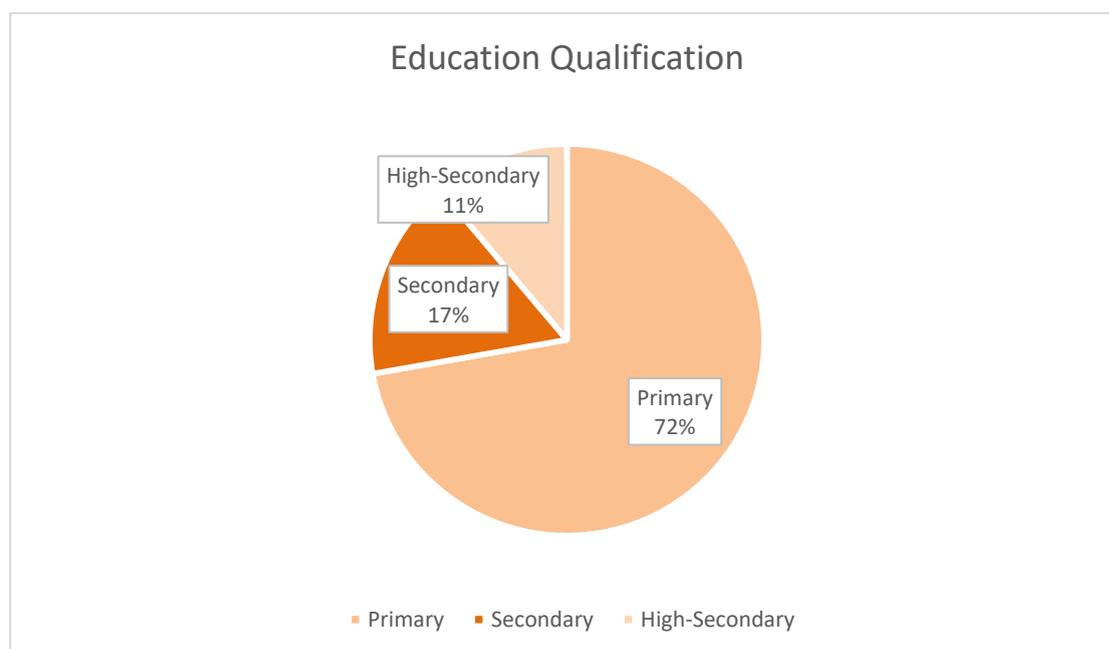
Figure: 4 Percentage Distribution According to their Education Qualification

Table 7: Frequency and Percentage Distribution of the participants According to their Duration of their Stay in the Harshidh Education Trust (Orphanage Home) (n = 26)

Duration of Stay in Orphanage	Frequency	Percentage (%)
Less than 5 months	2	7.69
5-10 months	10	38.46%
More than 1 years	14	53.84%
Total	26	100

Table 7 shows that the duration of stay of participants at Harshidh Trust. The data reveals that more than half of the participants (53.84%) have been residing at the trust for more than a year, indicating long-term association and continuous support. Furthermore, 38.46% of participants have been staying for a period ranging from 5 to 10 months. A very few (7.69) have been at the trust for less than 5 months, representing newly admitted participants.
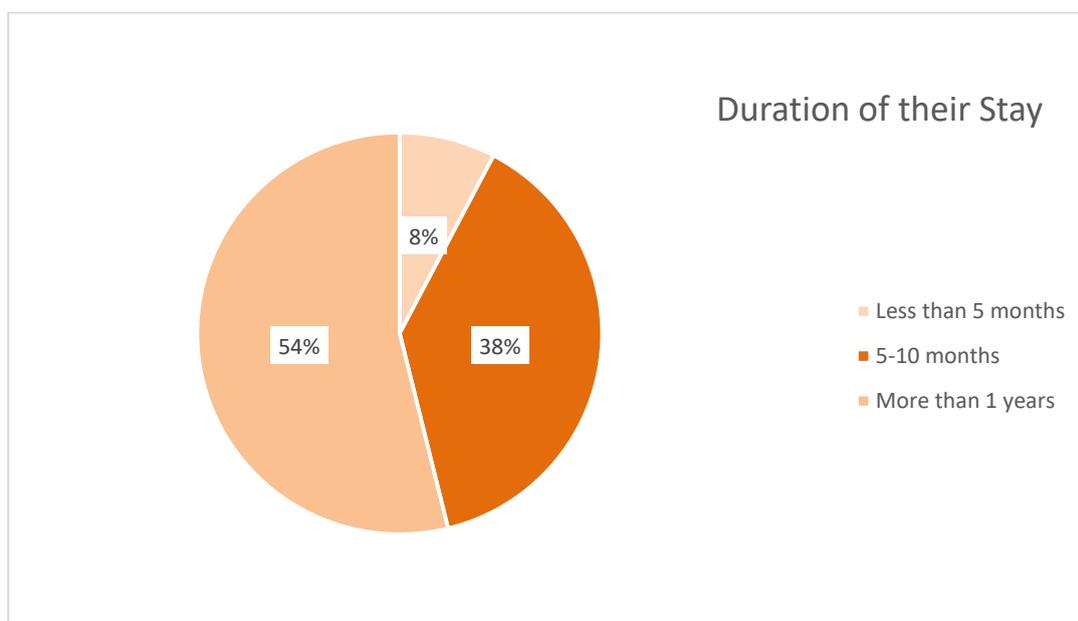
Figure: 5 Percentage Distribution According to their Duration of their Stay in the Harshidh Education Trust (Orphanage Home)

Table – 8: Frequency and Percentage Distribution of the Participants According to Their Reasons for Joining the Training

Reason	Frequency	Percentage (%)
To learn new skills	10	38.46
To increase self-confidence	2	7.69
For financial independence	2	7.69
To utilize leisure time	12	46.15
Total	**26**	**100**

Table 8 highlights the various motivations behind participants active girls in training programs. The majority (46.15%) joined to utilize their leisure time effectively, indicating that many see training as a productive engagement rather than a necessity. Additionally, 38.46% of participants participated in training to learn new skills, showing a strong interest in skill development.
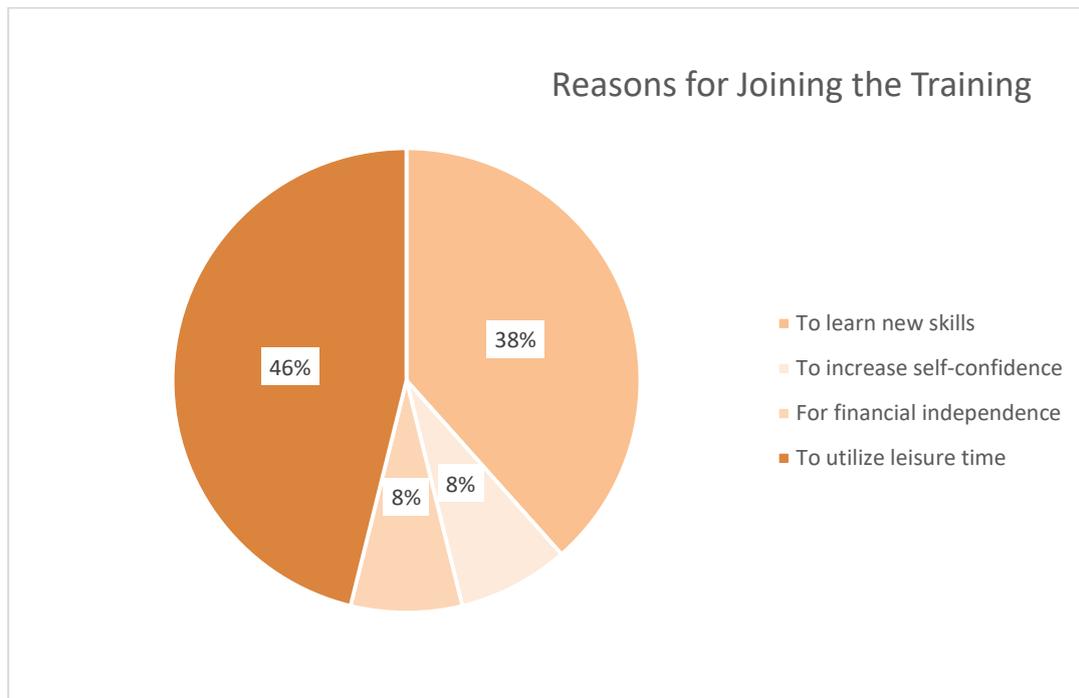
Figure: 6 Percentage Distribution of the Participants According to Their Reasons for Joining the Training

Table: 9Frequency and Percentage Distribution of the participants According to their Appropriateness of the Training Time

Appropriateness of the training time	Frequency	Percentage (%)
Appropriate	25	96.15
Inappropriate	1	3.84
Total	26	100

Table 9 presents participant's perceptions regarding the suitability of training time. A high majority (96.15%) found the training schedule appropriate, while only 3.84% considered it inappropriate. This positive response suggests that the training sessions were structurally planned and aligned with the availability of participants. The minimal dissatisfaction indicates that only a few individuals may have faced scheduling conflicts, possibly due to personal commitments or other engagements.
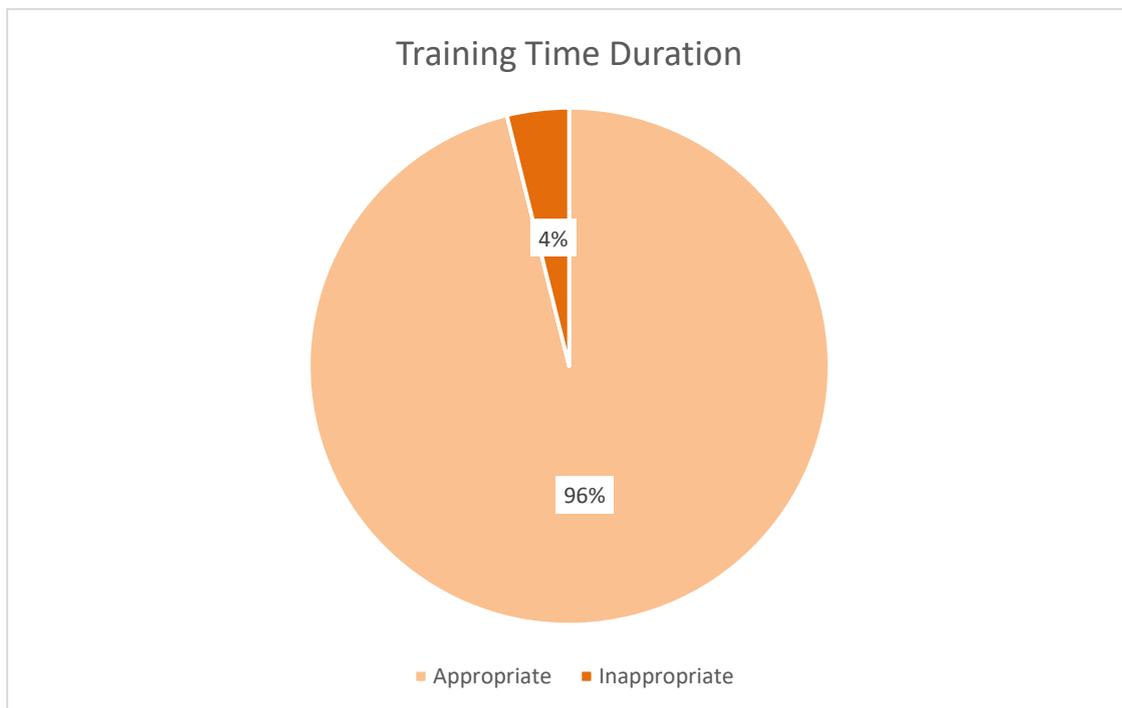
Figure: 7 Percentage Distribution of the Participants According to Their Appropriateness of the Training Time

Table 10: Frequency and Percentage Distribution of the participants According to their Attendance in Training Sessions

(n = 26)

Attendance Status	Frequency	Percentage (%)
Attended Regularly	16	61.53
Not Attended Regularly	10	38.46
Total	26	100

Table 10 highlights the attendance pattern of participants in training sessions. A majority (61.53%) attended all sessions, whereas 38.46% did not complete the full training.

The fact that more than half of the participants attended all sessions indicates a positive level of commitment and engagement. However, the relatively high percentage of incomplete attendance suggests potential barriers preventing full participation. These was because of health issues or scheduling conflicts.

Also, the data indicates that all participants found the training schedule suitable which is was indicating that the timing was convenient for everyone.

Reasons for Joining the Training

38%

62%

■ Attended Regularly　　■ Not Attended Regularly
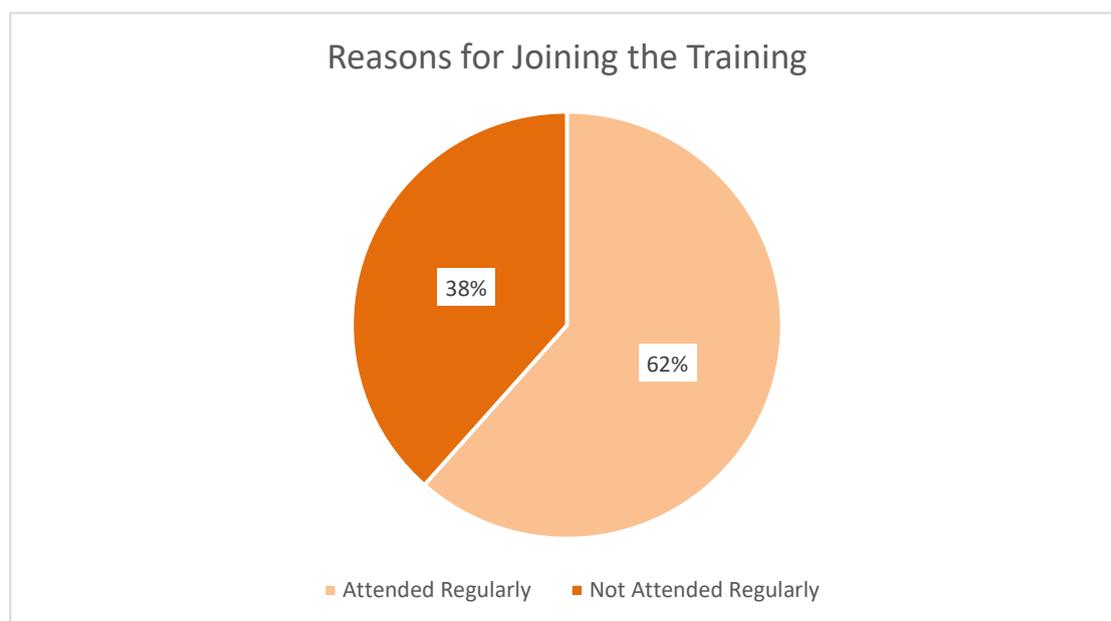
Figure: 8 Percentage Distribution According to their Attendance in Training Sessions

Table 11: Frequency and Percentage Distribution of the participants According to their Experience of attending Training Program

(n = 26)

Experience of attending training program	Frequency	Percentage (%)
Excellent	11	42.30
Good	13	50
Average	2	7.69
Total	26	100

Table 11 provides insights into the participant's experiences with the training program. The majority of participants had a positive experience, with half majority (50%) rating it as "Good" and 42.30% considering it "Excellent." This indicates that most participants found the training beneficial and well-structured. While, very few (7.69%) of the participants rated their experience as "Average," suggesting that a small portion of participants may have had unmet expectations or faced challenges during the training.
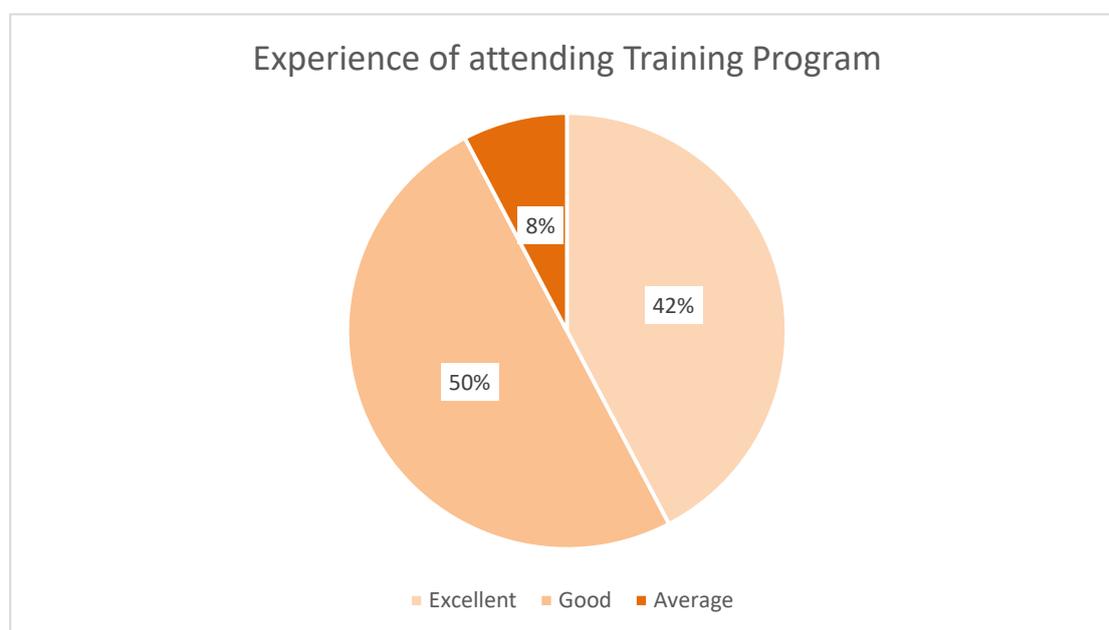
Figure: 9 Percentage Distribution According to their Experience of attending Training programme

Table 12: Frequency and Percentage Distribution of the participants According to their Benefits Gained from Training

(n = 26)

Benefits of training	Frequency	Percentage (%)
Learned methods of new skill development	10	38.46
Gained motivation for business	2	7.69
Increased knowledge and skills	2	7.69
Learned marketing techniques	12	46.15
Total	26	100

The data shows that little more than forty-five per cent of participants (46.15%) reported learning marketing techniques as the key benefit gained from the training. This was followed by 38.46% who stated they learned new methods of skill development. A smaller portion of participants (7.69% each) mentioned gaining motivation for business and an increase in knowledge and skills. Overall, the findings suggest that the training was most effective in enhancing marketing awareness and introducing new skill development methods among the participants.

Benefits Gained from Training

38%

46%

8%   8%

■ Learned methods of new skill development   ■ Gained motivation for business
■ Increased knowledge and skills   ■ Learned marketing techniques

Figure: 10 Percentage Distribution According to their Benefits Gained from Training

Table 13: Frequency and Percentage Distribution of the participants According to their of the training time.

Experience of the training time	Frequency	Percentage (%)
Appropriate	24	92.30
Inappropriate	1	3.84
Incomplete	1	3.84
Total	26	100

Table 13 evaluates participant's perceptions of the experience time during the training. A high majority (92.30%) found the information appropriate, indicating that the content was relevant, well-structured and met their learning needs. An equal (3.84%) per cent participants considered the information inappropriate and found it incomplete. This suggests that while most participants were satisfied, a few may have felt that certain aspects of the training lacked depth or clarity.

Experience of the training time

4% 4%

92%

■ Appropriate ■ Inappropriate ■ Incomplete ■

Figure: 11 Percentage Distribution According to them of the training time.

Table 14: Frequency and Percentage Distribution of the participants According to their ability to attend all classes during the training.

(n = 26)

Able To Attend All Session Of The Training	Frequency	Percentage (%)
Yes	21	80.76
No	5	19.23
Total	26	100

Table 14 assesses the participant's ability to attend all classes during the training. A high majority (80.76%) reported that they could successfully create hand embroidery, indicating that the training was effective in equipping participants with practical skills. However, 19.23% of participants stated that they were unable to create embroidery. This suggests that some participants may have faced challenges in learning the techniques, possibly due to a lack of prior experience, difficulty in mastering the skill or insufficient practice time during training.
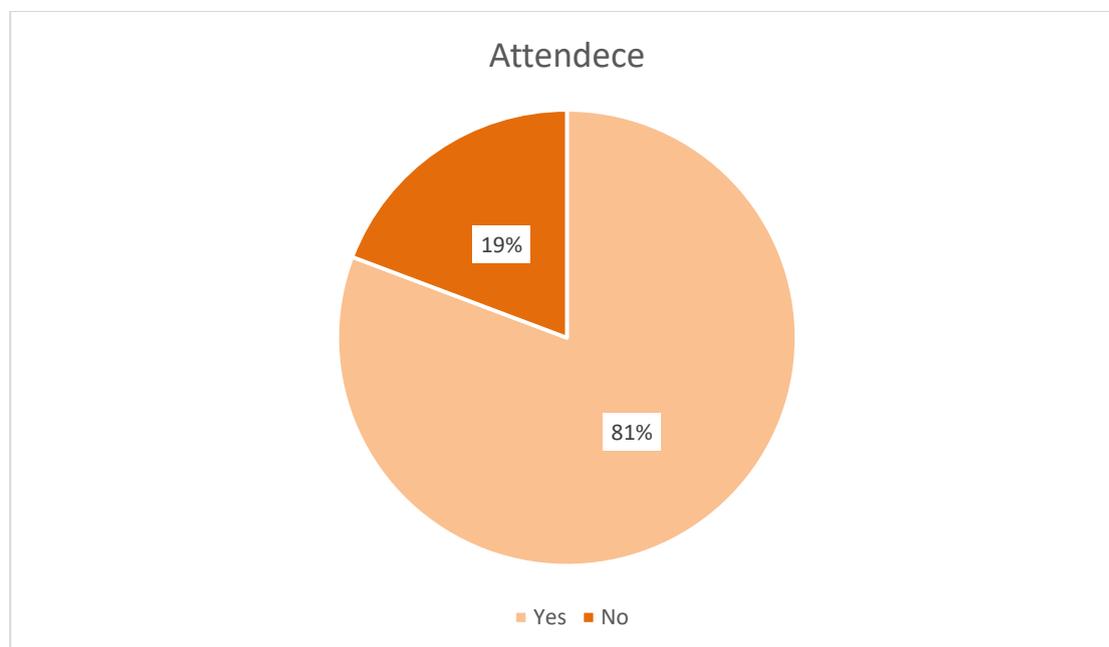
Figure: 12 Percentage Distribution According to their ability to attend all classes during the training.

Table 15: Frequency and Percentage Distribution of the participants According to their experience of the training.

(n = 26)

Experience Of The Training	Frequency	Percentage (%)
Excellent	16	61.53
Good	10	38.46
Total	26	100

The data reveals that a majority of participants (61.53%) rated their experience of the training as "Excellent," while the remaining 38.46% rated it as "Good." This indicates an overall positive response towards the training program, suggesting that the sessions were well-received and met the expectations of the participants in terms of content, delivery and relevance.

experience of the training.

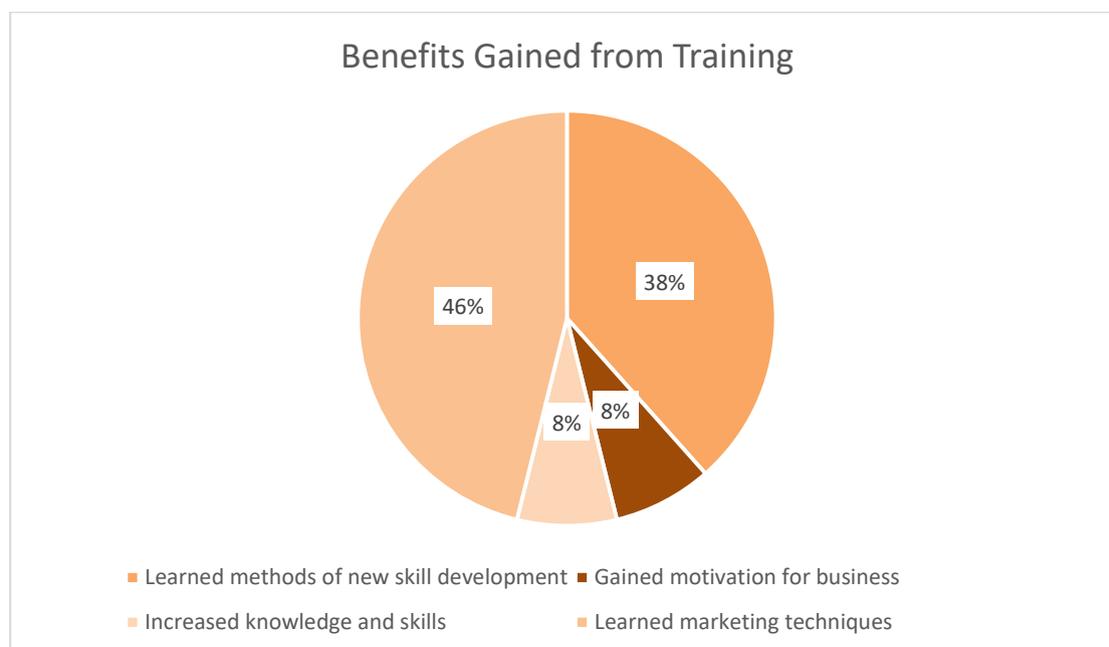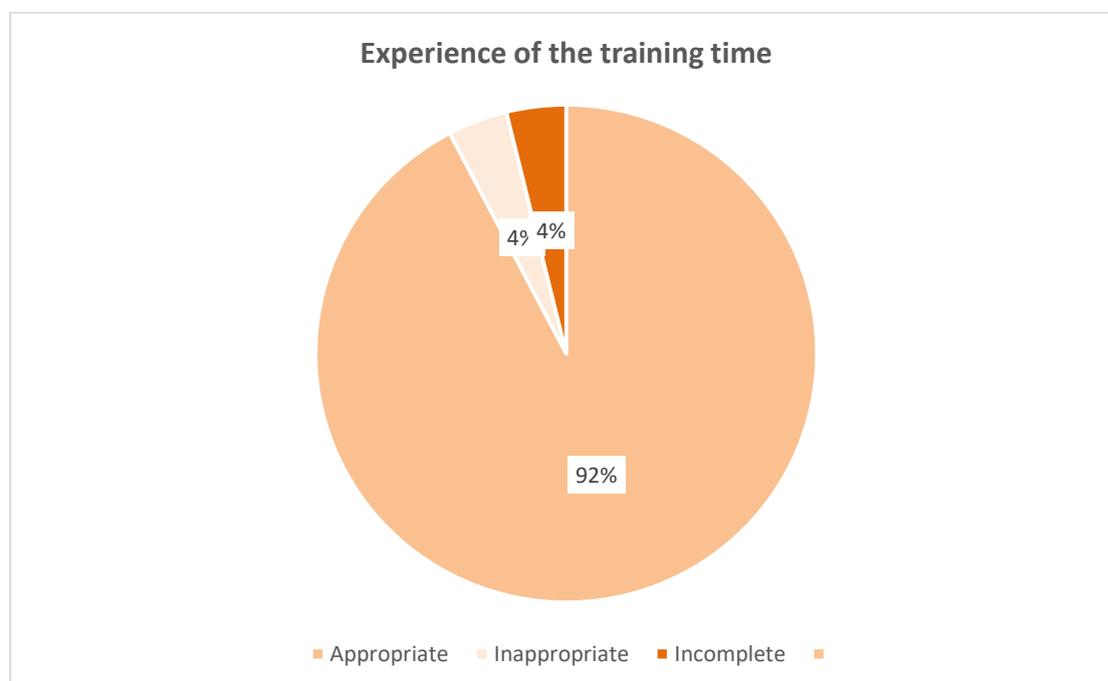38% 62%

■ Excellent ■ Good

Figure: 13 Percentage Distribution According to their experience of the training.

Table 15: Frequency and Percentage Distribution of the participants According to their opinion regarding the statement training was beneficial to them

(n = 26)

Believe the training was beneficial	Frequency	Percentage (%)
Yes	23	88.46
No	3	11.53
Total	26	100

Table 15 revel that participants believed that the training was beneficial to them in the future. A high majority (88.46%) reported that they were able to create Lipan Art, suggesting that the training was highly effective in imparting this skill. While, 11.53% of participants stated that they were unable to create Lipan Art, indicating some challenges in grasping the techniques.
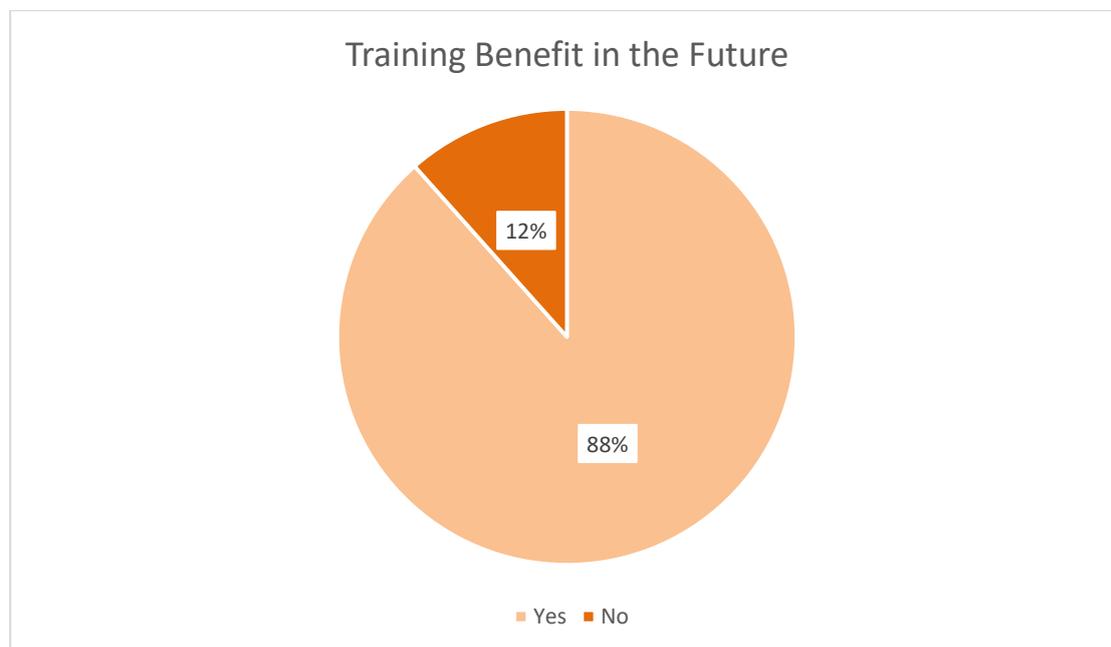
Figure: 14 Percentage Distribution According to them believe the training was beneficial to them believe the training will benefit them in the future.

Table 16: Frequency and Percentage Distribution of the participants According to their Types of Embroidery Stitches Learned

(n = 26)

Type of Stitches learned	Frequency	Percentage (%)
Running Stitch	22	84.61
Back Stitch	20	76.92
French Knot	20	76.92
Fishbone Stitch	19	73.07
Satin Stitch	19	73.07
Lazy Daisy Stitch	19	73.07
Chain Stitch	18	69.23

The data indicates that participants learned a variety of embroidery stitches during the training program. A majority of commonly learned stitch was the Running Stitch, with 84.61% of participants acquiring this skill. This was followed closely by Back Stitch and French Knot, both learned by 76.92% of participants. Fishbone Stitch, Satin Stitch and Lazy Daisy Stitch were equal per cent learned by 73.07% of the participants, while Chain Stitch was acquired by 69.23%. This distribution highlights that the training effectively covered a broad range of basic and embroidery techniques, contributing to the skill enhancement of the participants.

Figure: 15 Percentage Distribution According to their Types of Embroidery Stitches Learned

Table 17: Frequency and Percentage Distribution of the participants According to their practicing embroidery during training

practicing embroidery during training	Frequency	Percentage (%)
Yes	18	69.23
No	8	30.76
Total	26	100

Table 17 shares that participants practicing embroidery during their training sessions. A majority (69.23%) of the participants confirmed that they practiced embroidery which was indicating active participation and hands-on learning. This suggests that the training provided sufficient opportunities for practical application, which is essential for skill development. While, 30.76% of participants did not practice embroidery during the training. This could be due to various reasons, such as lack of confidence, time constraints, difficulty in understanding the techniques or limited access to materials.

Figure: 16 Percentage Distribution According to their practicing embroidery during training

Table 18: Frequency and Percentage Distribution of the participants According to their Types of Embroidery Stitches Practiced

Type of Stitches practiced	Frequency	Percentage (%)
Running Stitch	21	80.76
French Knot	20	76.92
Back Stitch	19	73.07
Chain Stitch	18	69.23
Satin Stitch	18	69.23
Lazy Daisy Stitch	17	65.38
Fishbone Stitch	15	57.69

The data reveals that a majority of participants actively practiced various embroidery stitches during the training program. The Running Stitch was the most commonly practiced, with 80.76% of participants engaging in it. This was followed by the French Knot (76.92%) and Back Stitch (73.07%). Chain Stitch and Satin Stitch were eqal practiced by 69.23% of participants. While, Lazy Daisy Stitch was practiced by 65.38% and Fishbone Stitch by 57.69%.
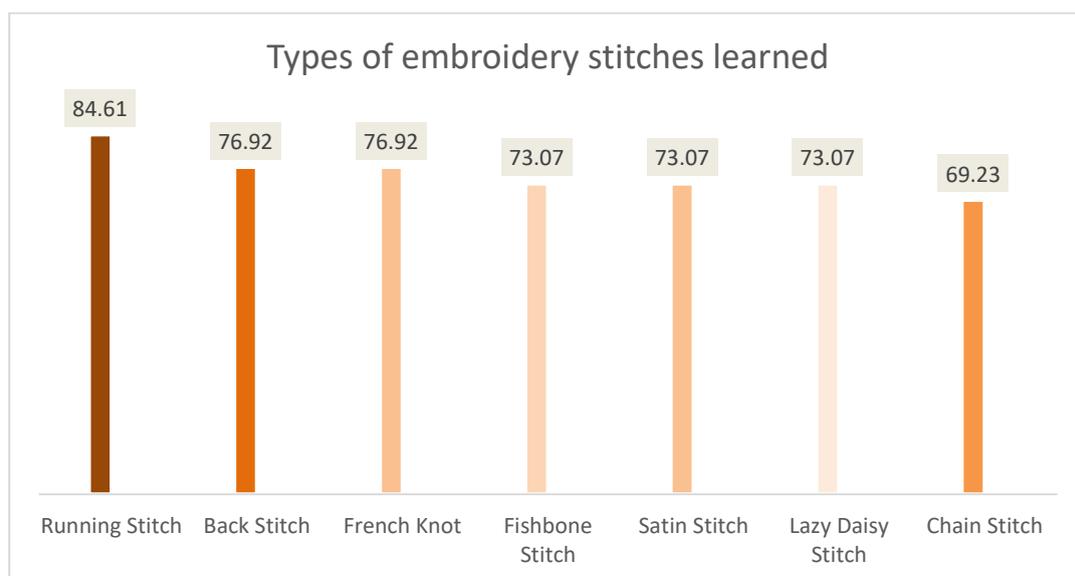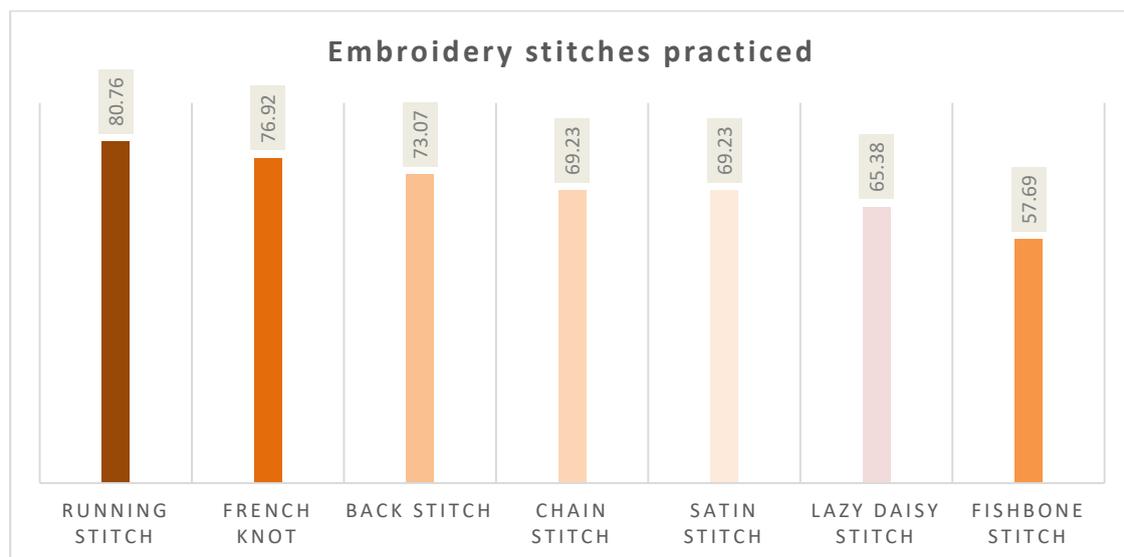

Figure: 17 Percentage Distribution According to their Types of Embroidery Stitches Practiced

Table 19: Frequency and Percentage Distribution of the participants According to their practicing Lipan Art during training

(n = 26)

Practicing Lipan Art During Training	Frequency	Percentage (%)
Yes	24	92.30
No	2	7.69
Total	26	100

Table 19 assesses whether participants practicing Lipan Art during their training. A significant majority (92.30%) reported that they engaged in practical sessions, suggesting strong participation and hands-on learning. This high percentage indicates that the training was well-structured, providing sufficient opportunities for learners to develop their skills effectively.

However, 7.69% of participants did not practice Lipan Art. The overwhelmingly positive response suggests that the training was successful in providing practical exposure, which is essential for skill mastery and long-term retention.
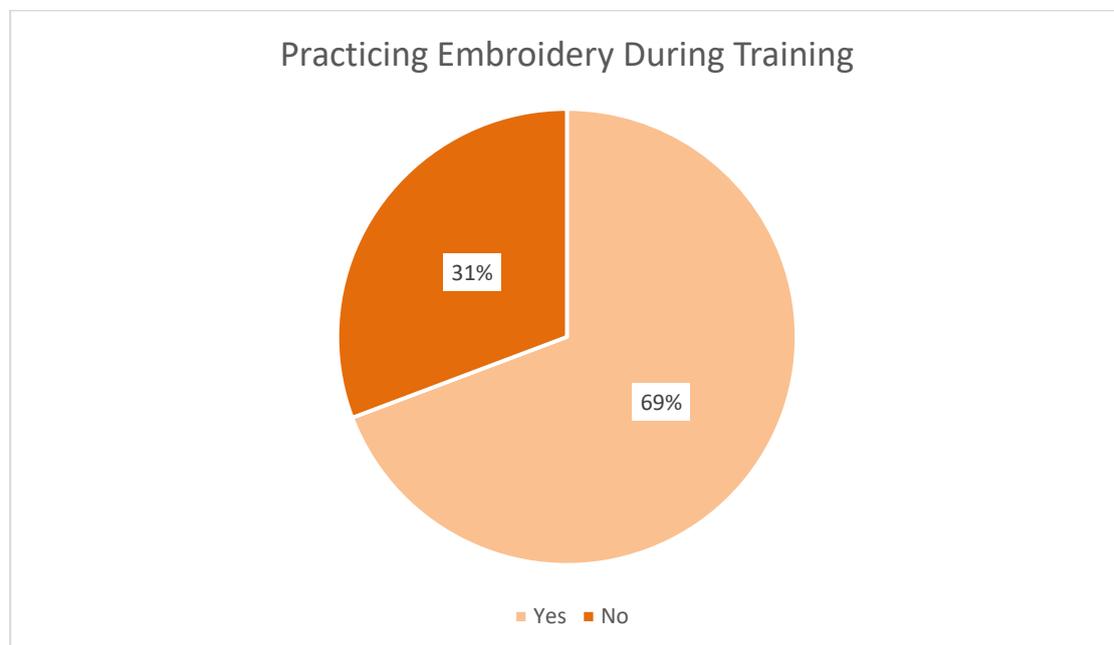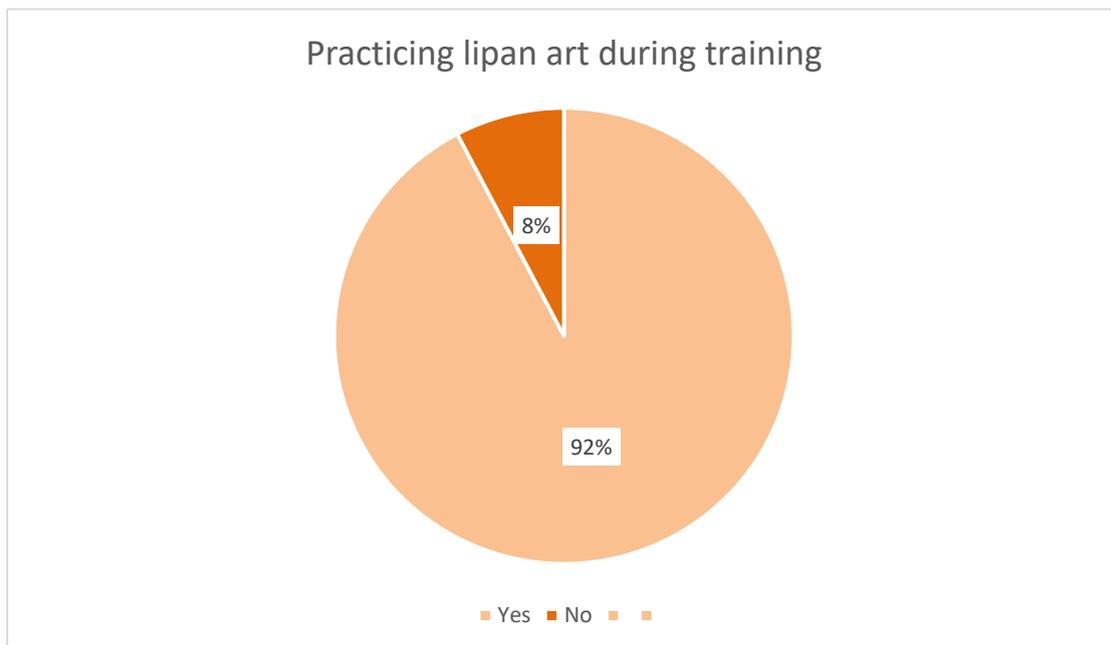

Figure: 18 Percentage Distribution According to their practicing Lipan Art during training

Table 20: Frequency and Percentage Distribution of the participants According to their willingness to participate in similar training programs in the future.

(n = 26)

ticipate In Similar Training Programs In The Future	Frequency	ercentage (%)
Yes	23	88.46
No	3	11.53
Total	26	100

Table 20 shows that participant's willingness to participate in future training programs. A high majority (88.46%) expressed interest in attending future sessions, indicating a positive perception of the training experience and a strong desire for continued skill development.

However, 11.53% of participants were not interested in further training. The high percentage of participants willing to participate in future training suggests that the program was engaging and beneficial.

willingness to participate in training programs in the future

12%

88%

■ Yes ■ No
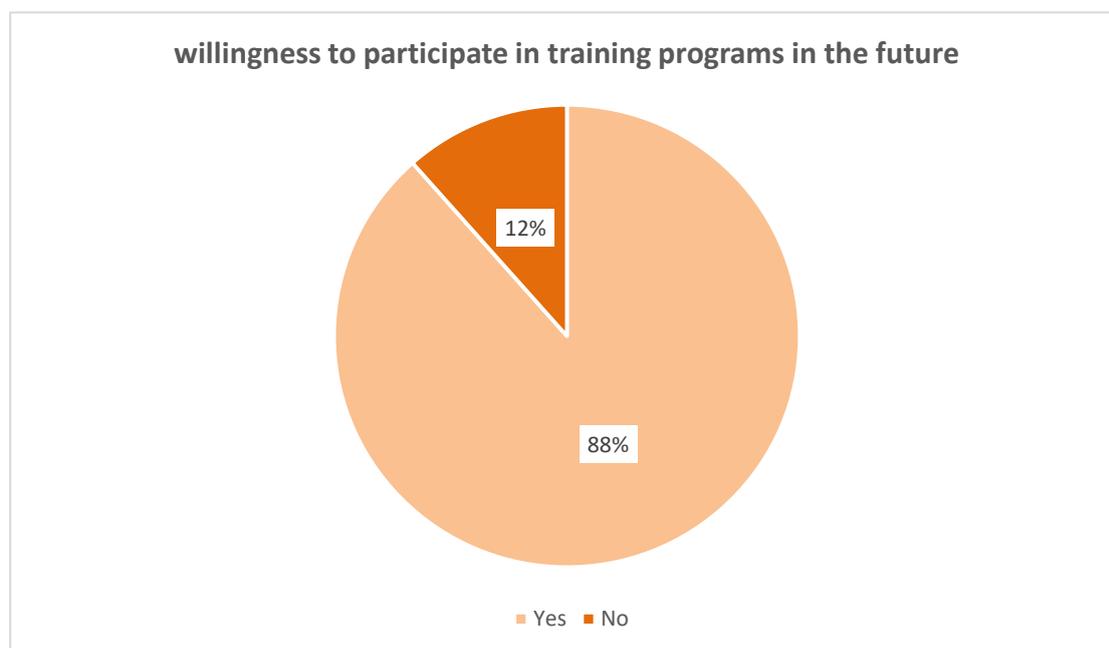
Figure: 19 Percentage Distribution According to their willingness to participate in similar training programs in the future.

Table 21: Frequency and Percentage Distribution of the participants According to their Awareness of Marketing Before the Training Program

(n = 26)

Awareness of Marketing Before the Training	Frequency	Percentage (%)
Yes	5	19.23
No	21	80.76
Total	26	100

The data indicates that a high majority (80.76%) of participants had no prior awareness of marketing before attending the training program. Whereas 19.23% were aware of marketing concepts before training program. This suggests that the training played a crucial role in introducing marketing knowledge to most participants, equipping them with essential skills for promoting and selling their products effectively.
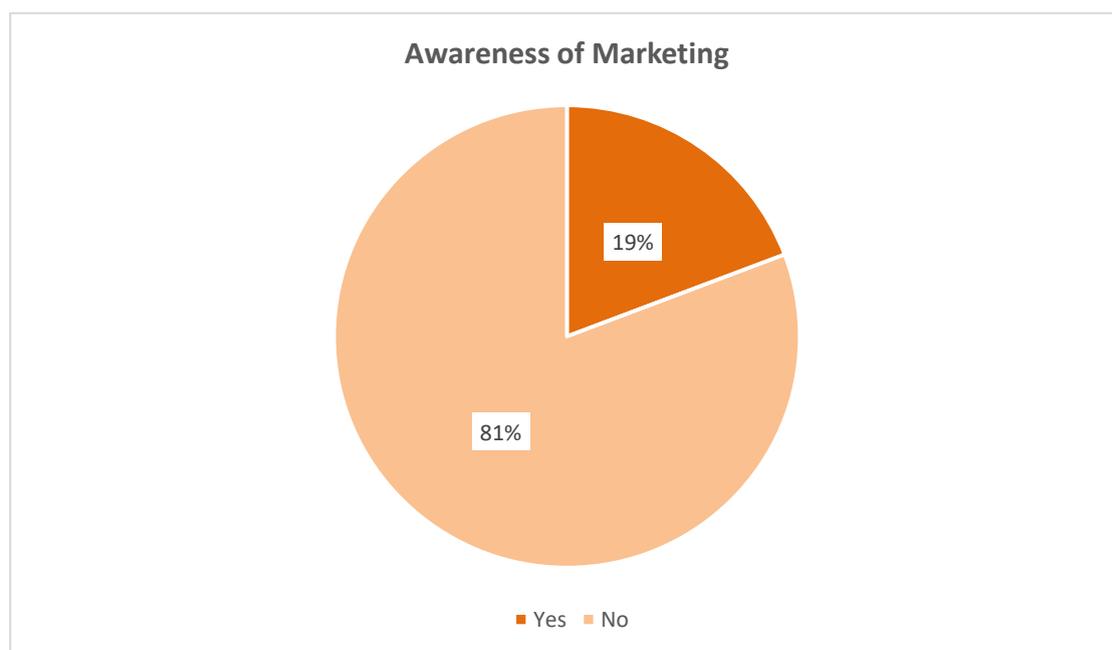
Figure: 20 Percentage Distribution According to their Awareness of Marketing Before the Training Program

Table 22: Frequency and Percentage Distribution of the participants According to their Ease of Understanding Marketing Information Provided by Trainers

Understanding Marketing Information Provided by Trainers	Frequency	ercentage (%)
Yes	24	92.30
No	2	7.69
Total	26	100

The data shows that a high majority (92.30%) of participants Understanding Marketing Information Provided by Trainers. While 7.69% of participants faced difficulties in understanding the information, indicating a need for additional support or alternative teaching methods to ensure complete clarity for all learners.
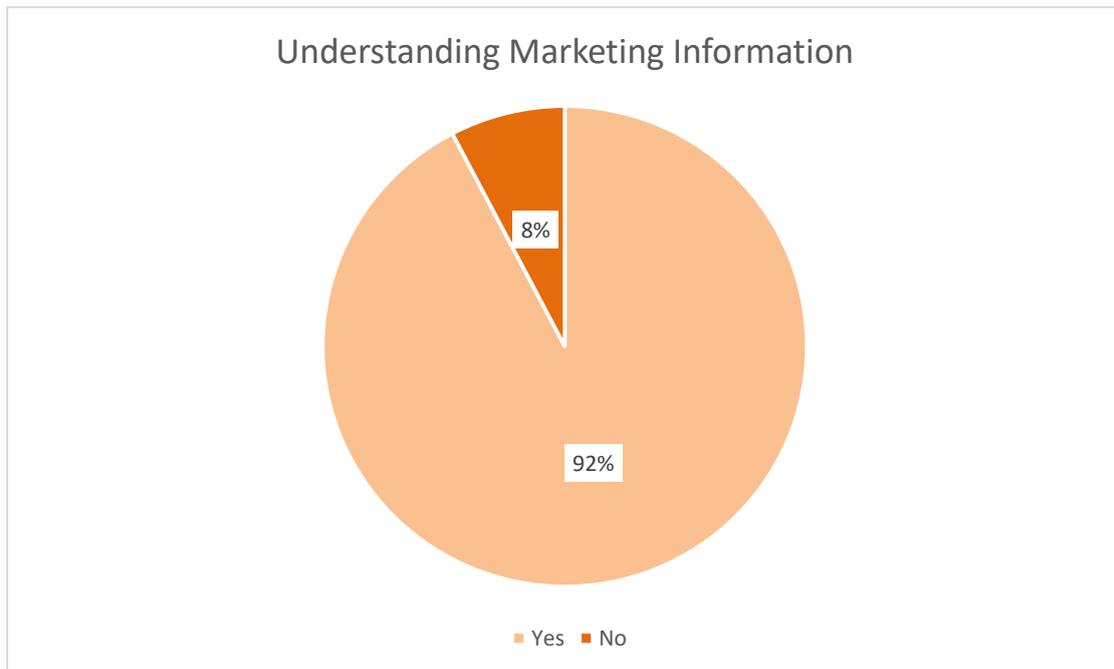
Figure: 21 Percentage Distribution According to their Ease of Understanding Marketing Information Provided by Trainers

Table 23: Frequency and Percentage Distribution of the participants According to their ability to recall Marketing Information Provided by Trainer

(n = 26)

Information Related to Marketing	Frequency	Percentage (%)
Meaning of Marketing	23	88.46
4Ps of Marketing: Product, Price, Place, Promotion	22	84.61
Traditional Marketing	22	84.61
Digital Marketing	21	80.76
Formula for Finding Base Price	22	84.61

The data indicates that high majority (88.46%) of participants were able to recall the information on the Meaning of Marketing, making it the most commonly covered topic. An equal 84.61% were introduced to the 4Ps of Marketing (Product, Price, Place, Promotion), Traditional Marketing and the Formula for Finding Base Price. Additionally, 80.76% of participants could recall about Digital Marketing, suggesting that while it was slightly less emphasized, it remained an integral part of the training.
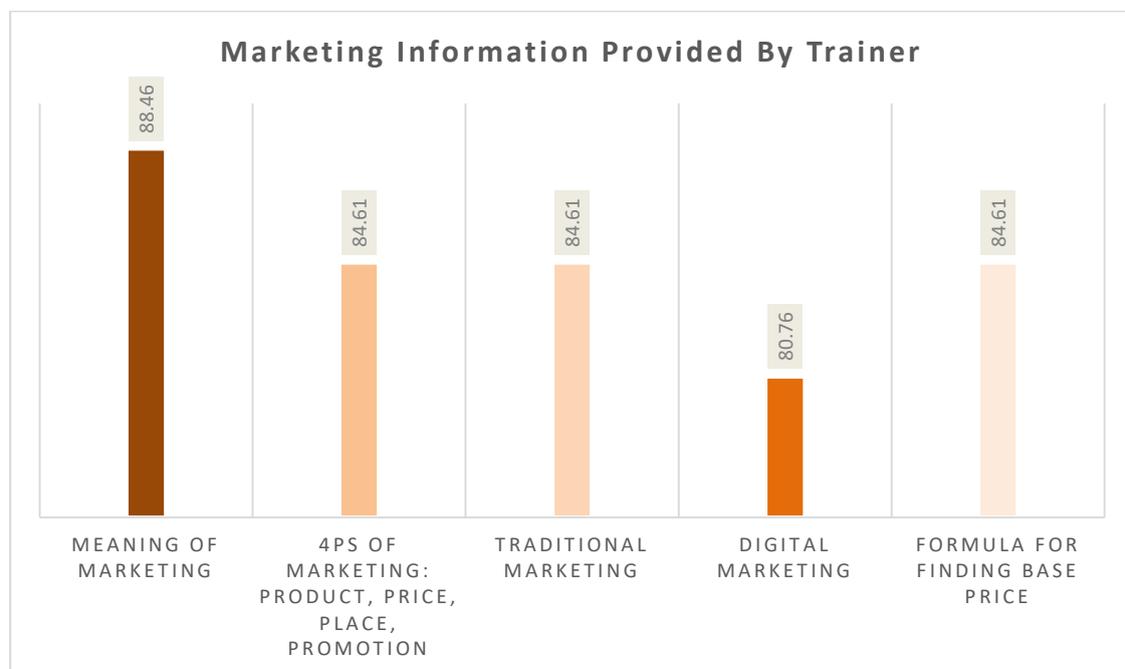
Figure: 30 Percentage Distribution According to their ability to recall Marketing Information Provided by Trainer

Table 24: Frequency and Percentage Distribution of the participants According to their awareness about the different types of marketing

(n = 26)

Awareness about the different types of marketing	Frequency	Percentage (%)
Traditional Marketing	22	84.61
Digital Marketing	23	88.46
Promotional Marketing	4	15.38

Table 24 data shows that high majority 88.46% of participants were received to Digital Marketing, making it the most commonly used type of marketing in training. Traditional Marketing was also widely included with 84.61% of participants learning about it. Whereas 15.38% of the participant used promotional marketing.
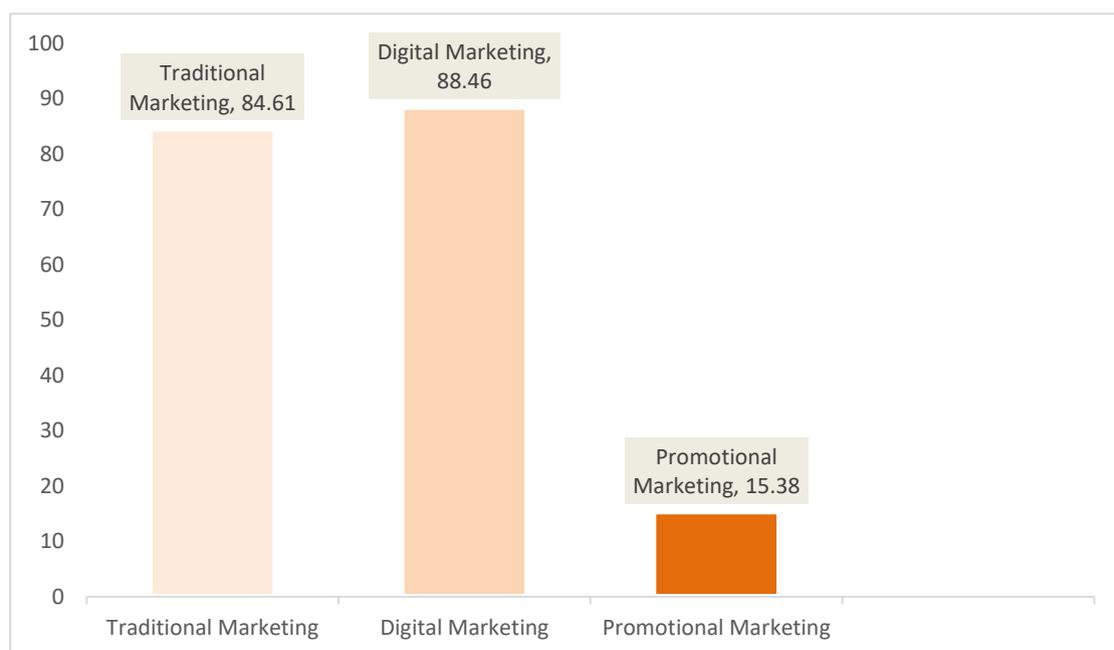
Figure: 23 Percentage Distribution According to their awareness about the different types of marketing

Table 25: Frequency and Percentage Distribution of the participants According to their Types of Traditional Marketing after Attending Awareness Marketing Session on

(n = 26)

Types of Traditional Marketing	Frequency	Percentage (%)
Print Media Marketing	20	76.92
Telemarketing	20	76.92
Radio Marketing	17	65.38
Direct Mail Marketing	16	61.53
Outdoor Marketing	15	57.69

Table 25 reveals that 76.92% of participants could recall Print Media Marketing and Telemarketing, recall used in traditional marketing methods. Radio Marketing was utilized by 65.38%, 61.53% of participants, would recall direct mail marketing.
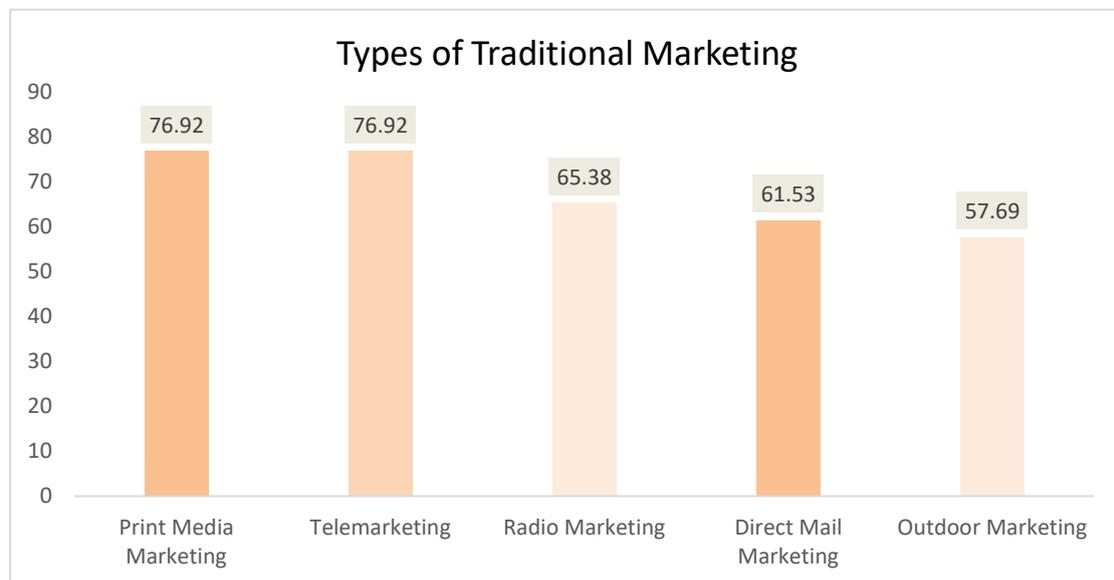
Figure: 24 Percentage Distribution According to their Types of Traditional Marketing after Attending Awareness Session on Marketing

Table 26: Frequency and Percentage Distribution of the participants According to their awareness regarding Types of Digital Marketing after attending awareness session on marketing.

(n = 26)

Types of Digital Marketing Used	Frequency	Percentage (%)
Social Media Marketing	20	76.92
Email Marketing	21	80.76
Digital Advertising	22	84.61
Video Production	20	76.92

Table 26 indicates that 84.61% of participants Digital Advertising was the most widely adopted digital marketing method. Email Marketing followed by 80.76% of participants. Both Social Media Marketing and Video Production were equally practiced with 76.92% of participants engaging in these techniques. These findings suggest that the training provided a balanced approach to digital marketing, covering a range of strategies to enhance participant's knowledge and application of online promotional methods.
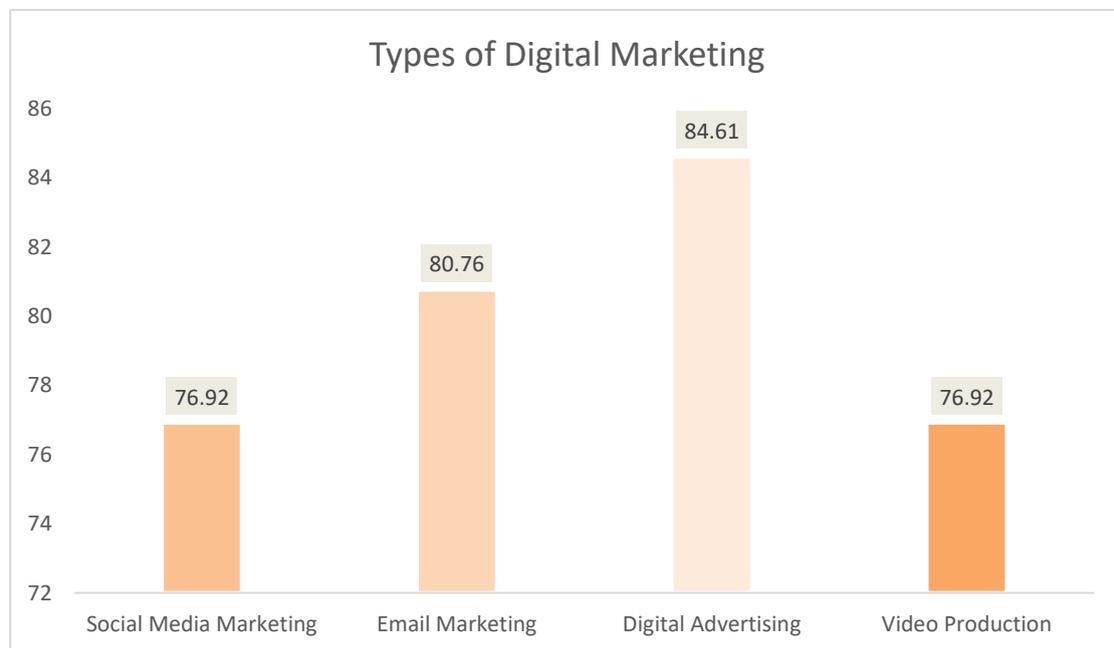
Figure: 26 Percentage Distribution According to their awareness regarding Types of Digital Marketing after attending awareness session on marketing.

Table 27: Frequency and Percentage Distribution of the participants According to their opinion on the language used by the training facilitator.

Opinion on the language used by the training facilitator	Frequency	Percentage (%)
Simple and Clear	22	84.61
Difficult	2	7.69
Hard to Understand	2	7.69
Total	26	100

The majority of participants (84.61%) found the language used by the trainer to be simple and clear, indicating effective communication during training. However, equal per cent 7.69% of participants found the language difficult hard to understand. While the trainer successfully conveyed information to most participants, a small group faced challenges in comprehension, suggesting a need for minor adjustments in language delivery to enhance clarity for all learners.
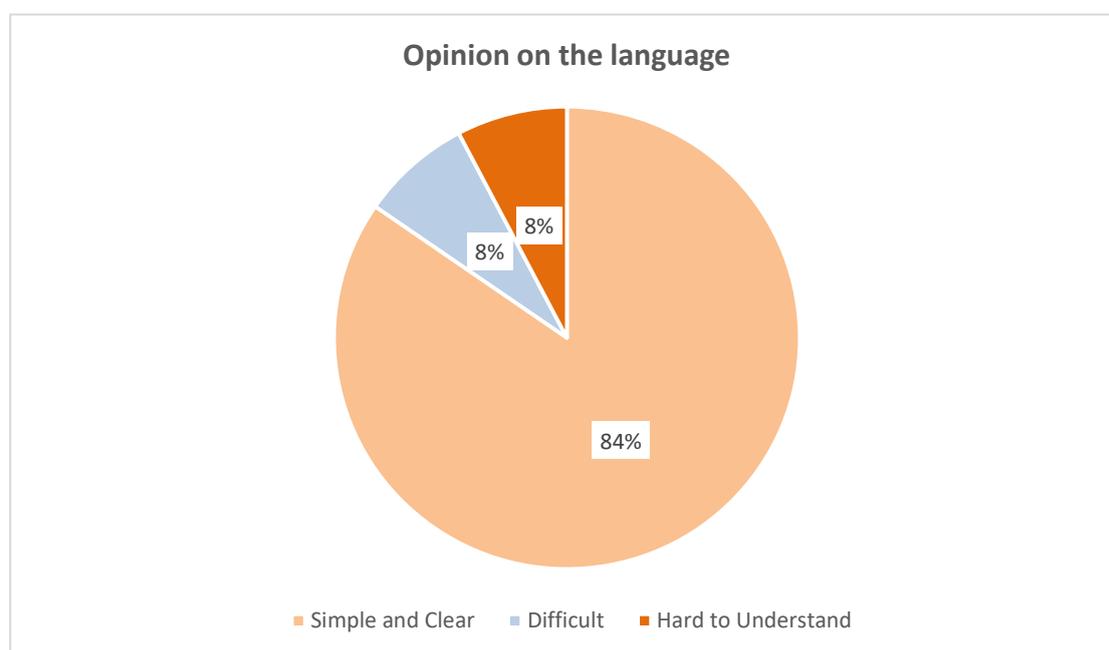
Figure: 26 Percentage Distribution According to their opinion on the language used by the training facilitator.

Table 28: Frequency and Percentage Distribution of the Participants According to their opinion regarding the information provided by the project worker.

Opinion of the information provided by the project worker	Frequency	Percentage (%)
Appropriate	22	84.61
Inappropriate	3	11.53
Incomplete	1	3.84
Total	26	100

The data shows that 84.61% of participants considered the information provided by the trainer to be appropriate. However, 11.53% of participants found the information inappropriate and 3.84% felt it was incomplete. This suggests that while most participants were satisfied with the content delivered, a small proportion perceived gaps in the information provided, indicating areas for improvement in content relevance and comprehensiveness.
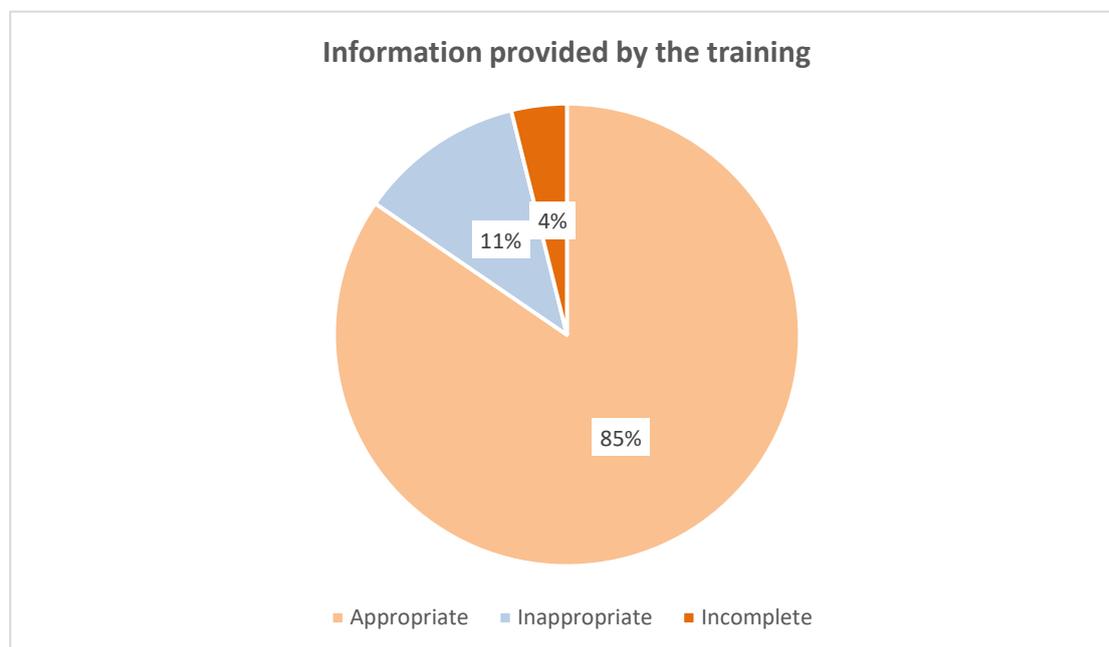
Figure: 27 Percentage Distribution According to their opinion regarding the information provided by the training facilitator.

Table 29: Frequency and Percentage Distribution of the participants According to demonstration of embroidery and Lipan art connected by the trainer

(n = 26)

Demonstration of embroidery and Lipan art connected by the trainer	Frequency	Percentage (%)
Yes	22	84.61
No	4	15.38
Total	26	100

Table 29 The majority of participants (84.61%) confirmed that the trainer provided demonstrations of embroidery and Lipan art, ensuring practical exposure to the skills taught. However, 15.38% of participants reported that no such demonstrations were conducted.

Demonstration of embroidery and lipan art by the trainer

4%

15%

81%

■ Yes ■ No
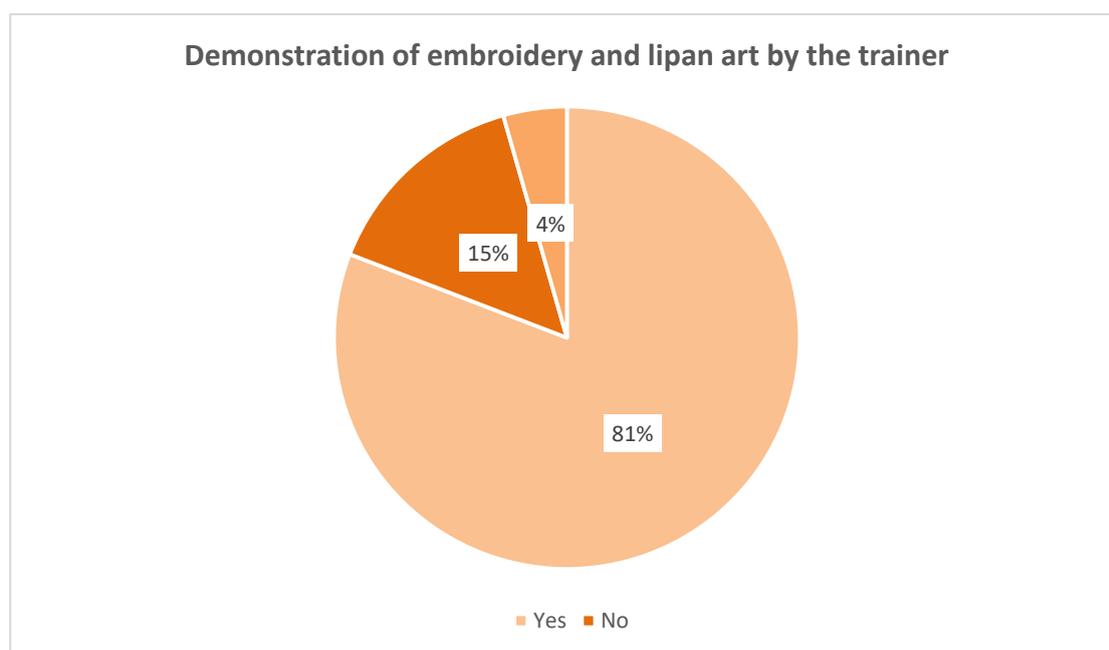
Figure: 28 Percentage Distribution According to demonstration of embroidery and Lipan art by the trainer

Table 30: Frequency and Percentage Distribution of the Participants According to their reaction regarding explanation provide by Project Worker

Explanation by project worker	Frequency	Percentage (%)
Appropriate	18	69.23
Inappropriate	2	7.69
Effective	6	23.07
Total	26	100

The above data indicates that 69.23% of participants found the trainer's explanations appropriate, while 23.07% considered them effective, reflecting the trainer's ability to convey information clearly. However, 7.69% of participants found the explanations inappropriate, indicating that certain aspects may not have met their expectations. Notably, no participants found the explanations difficult to understand, suggesting that the overall delivery was clear and comprehensible.
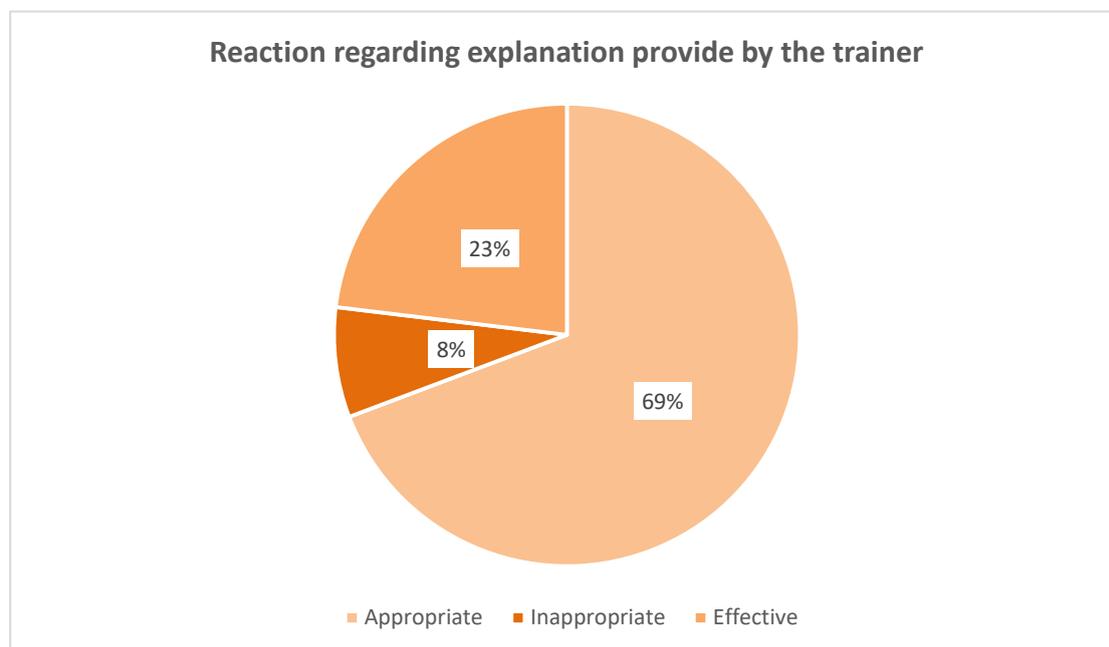
Figure: 29 Percentage Distribution According to their reaction regarding explanation provide by the trainer during training

Table 31: Frequency and Percentage Distribution of the Participants According to their reaction regarding the queries answered by the project worker

Queries answered by the project worker	Frequency	Percentage (%)
Satisfactory	24	92.30
Unsatisfactory	2	7.69
Total	26	100

The majority of participants (92.30%) found the trainer's responses to their questions satisfactory, indicating effective engagement and clarity in addressing queries. However, 7.69% of participants rated the responses as unsatisfactory.
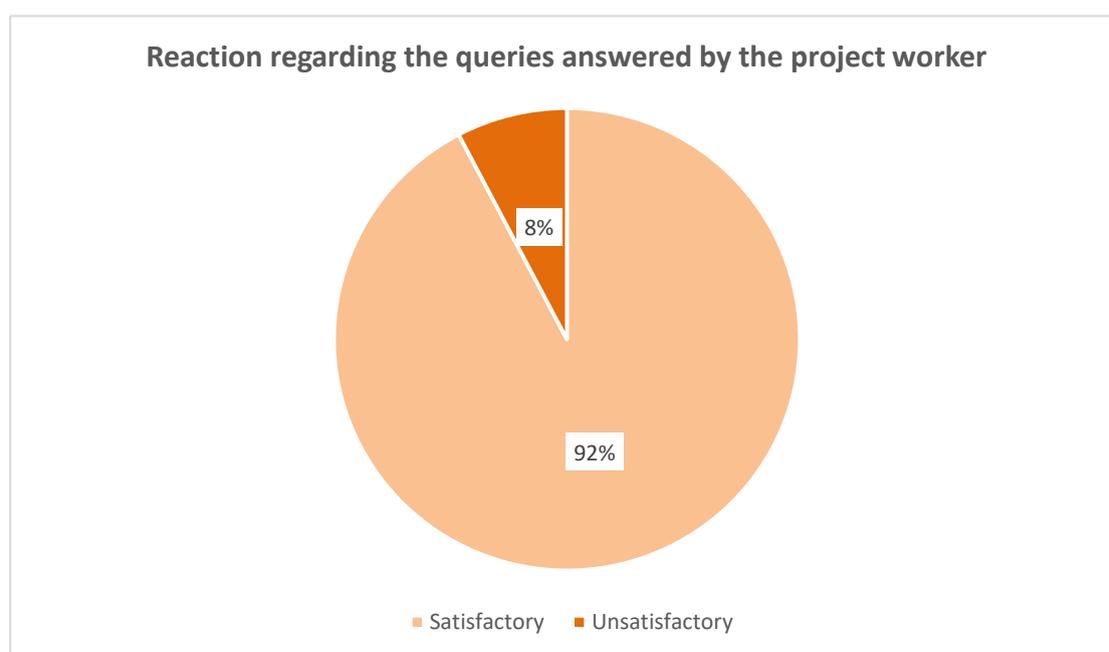
Figure: 30 Percentage Distribution According to their reaction regarding the queries answered by the project worker.

Figure: 30 Percentage Distribution According to their reaction regarding the queries answered by the project worker.

The findings show that all participants (100%) found the IEC materials effective and well-utilized by the trainer, enhancing their understanding. The majority also considered the information, language and illustrations appropriate and clear, ensuring accessibility. This indicates that the IEC materials played a crucial role in supporting the training and effectively meeting participants' learning needs.

4.1 Conclusion

The present project titled *"Imparting Vocational Training to Girls through Embroidery and Lipan Art at the Girls' Orphanage, Vadodara"* was designed with the objective of equipping orphaned adolescent girls with vocational skills that could foster both creativity and financial self-reliance. The project highlighted the challenges faced by vulnerable children, particularly girls residing in institutional care and the role of vocational training as a means to empower and rehabilitate them meaningfully into society.

The Harsiddh Education Trust offered shelter and holistic support to 40 adolescent girls between the ages of 6 to 18. Approximately half of these girls are orphans, while the others come from families experiencing extreme financial distress. Some are also survivors of abuse and are protected under the Protection of Children from Sexual Offences (POCSO) Act.

This project was undertaken to explore how skill training can benefit adolescent girls living at Harshidh Education Trust (Orphanage Home). The training focused on teaching embroidery and lipan Art to Adolescent girls who had never learned these skills before. It was designed not only to impart work-related skills but also to support their personal growth and help them use their free time in a meaningful way.

Out of the 40 adolescent girls most of them were between 11 and 15 years old and were attending school, in Primary section. Many had been living in the orphanage for over a year. The training was well-received by nearly all participants most said the timing was convenient and they enjoyed the sessions. The main reasons they joined were to learn something new and make productive use of their time. They also gained insight into how these skills could be used for future employment or small business opportunities. A few girls missed some sessions due to illness or personal reasons, but overall, they remained interested and actively participated.

In conclusion, the project successfully achieved its goals by helping the adolescent girls learn new skills, build confidence and stay positively engaged. The positive feedback indicates that such training can significantly contribute to the growth and empowerment of adolescent girls living in care homes.

4.2 Challenges Faced by Project Worker

- All the girls belonging different age group and attending different schools, it was difficult for the project worker to gather all of them at the same time for the training sessions.
- During the training, the project worker faced challenges in managing the girls, as they were not properly engaged and lacked focus in the beginning.
- Some girls did not attend the training regularly, so the project worker had to repeat the lessons again and again for those girls.
- Managing time effectively was difficult as the sessions required proper attention and planning to cover both the skills smoothly.

4.3 Suggestions for the Future Project

- A similar action project can be done in other orphanages, shelter homes or girls' hostels in both rural and urban areas.
- The project can be continued with new skills like mirror work, block printing or stitching, which can help girls earn money in the future.
- Training on making small decorative items like rakhis, diyas, agarbatis or handmade jewelry can also be added to support self-employment.
- The project can be done with the help of NGOs, government bodies or craft centers to provide better materials, trainers and support.

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APPENDICES

APPENDICES

Appendix-I(a)

Permission Letter

Department of
Extension and communication
Faculty of Family and Community Sciences
The Maharaja Sayajirao University of Baroda
University Road, Vadodara-390002, INDIA
Ph: (+91-0265)2795522   Email: extensioncommunication@yahoo.co.in

FFCS/EC/

To,   Date: 12th September 2024

The District Social Defence Officer

Mr. Mayank Trivedi s

Subject: **Permission to conduct Vocational Training Programme on Embroidery and Lipan art with Children Home for Girls, Vadodara**

Respected Sir,

I, Hasti Sorathiya Sr.M.Sc. student from the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. As part of my dissertation work, I would like to conduct vocational training programme on Embroidery and Lipan art work with children home for girls, Vadodara.

Details of the training programme are as below:

Duration of the Programme : 3 months (9th September to 10th December 2024)

Selected Days: Wednesday, Thursday, Friday and Saturday (3 Hours per Session, Afternoon at 3:00)

Project Worker: 1student Leading the Project (Project worker)

1 student accompanying the project worker

Material to be used during the project:

1. Hand Embroidery:
   Fabric, Threads, Needles, Hoops and Frames, Scissors and Cutting Tools
2. Lipan Art:
   Mud, Clay, Plywood or MDF Board, Acrylic Binder, Wooden or Metal Spatulas, Clay Modelling Tools, Acrylic Paints, Varnish, Telcom powder
3. Decorative Items(Mirrors, Beads, etc.)
4. Stationary Items(Pencil, Scale, Glue, etc.)
5. Laptop and IEC Materials(Flipbook, Booklet, etc)
6. Department Banner

I kindly requested you to give permission for the same, looking forward to your kind consideration of my request.

Thankyou

Sincerely,

Hasti Sorathiya   **Dr. Sarika Patel**

(Project Worker)   **(Project Guide)**

                                                                        (Assistant Professor)

                                                        Department of Extension and Communication,

                                                        Faculty of Family and Community Sciences,

                                                        The Maharaja Sayajirao University of Baroda,

FFCS/EC/

To,   Date: 30th December 2024

The District Social Defense Officer

Mr. Mayank Trivedi

Subject: Request to Extend dates for Vocational Training Programme on Embroidery and Lipan Art with Children Home for Girls, Vadodara till 10th January 2025

Respected Sir,

I, Hasti Sorathiya Sr.M.Sc. student from the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. I have conducted the training programme with children home for girls Vadodara 9th September to 10th December with your permission.

Finding the interest of the girls I request you to permit extension of the days for 12 days to continue training programme from 30th December 2024 to 10th January 2025.

I will be grateful to you for granting extension of the training programme with children home for girls, Vadodara.

Thankyou

Sincerely,

Hasti Sorathiya
(Project Worker)

Dr. Sarika Patel
(Project Guide)
(Assistant Professor)
Department of Extension and Communication,
Faculty of Family and Community Sciences,
The Maharaja Sayajirao University of Baroda,

Appendix-I(b)

Approval Letter

બાળ લગ્ન પ્રતિબંધક અધિકારી સહ
જિલ્લા સમાજ સુરક્ષા અધિકારીની કચેરી,
રૂમ નં-૧૦૩, સી-બ્લોક, પ્રથમ માળે, જેલ રોડ, નર્મદા ભવન, વડોદરા-૩૬૦ ૦૦૧.
ફોન નં. ૦૨૬૫-૨૪૨૮૦૪૮, Email : dsdo-vad@gujarat.gov.in

જા.નં.સસઅવ/મુલાકાત મંજુરી/૨૦૨૪/૧૩૬૯

તા. ૧૩/૦૯/૨૦૨૪

પ્રતિ,
આસી.પ્રોફેસરશ્રી,
ડીપાર્ટમેન્ટ ઓફ એક્ષટેન્શન એન્ડ કોમ્યુનિકેશન,
ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સ,
એમ.એસ.યુનિ.,વડોદરા.

વિષય - જિલ્લાની ચિલ્ડ્રન ફોર હોમ ગર્લ્સ,સુભાનપુરા સંસ્થામાં મુલાકાત માટે મંજુરી
આપવા બાબત.

સંદર્ભ – (૧) નિયામકશ્રી સમાજ સુરક્ષા ખાતુ, ગાંધીનગરના પરીપત્ર ક્રમાંક
નં.સસખા/સીપીડી/ ૨૦૧૫-૧૬/ ૧૯૬. તા.૧૯/૦૧/૨૦૧૬
(૨) આપશ્રીની કોલેજના તા.૦૬/૦૯/૨૦૨૪ના પત્ર અન્વયે
(૩) આપશ્રીની કોલેજના તા.૧૨/૦૯/૨૦૨૪ના પત્ર અન્વયે

મહોદયશ્રી,

જય ભારત સહ ઉપરોક્ત વિષય અને સંદર્ભ અન્વયે જણાવવાનું કે સંદર્ભદર્શિતપત્ર આપશ્રીની કોલેજની વિદ્યાર્થીની નામે (૧) શ્રી હસ્તી કલ્પેશકુમાર સોરઠીયા ને તા.૧૨/૦૯/૨૦૨૪ થી તા.૧૦/૧૨/૨૦૨૪ સુધી દર અઠવાડીયાના બુધવાર, ગુરુવાર, શુક્રવાર અને શનિવાર (બીજા અને ચોથા શનિવાર સિવાય) ચિલ્ડ્રન ફોર હોમ ગર્લ્સ,સુભાનપુરા વડોદરા ખાતે મુલાકાત લેવા નીચેની શરતોને આધીન આથી મંજુરી આપવામાં આવે છે.

❖ શરતો:-

1. વિદ્યાર્થી/વિદ્યાર્થીનીઓના શૈક્ષણિક અભ્યાસ તાલીમની કામગીરીનું નિયમિત સુપરવિઝન રાખવાની જવાબદારી કોલેજની રહેશે.

2. વિદ્યાર્થી/વિદ્યાર્થીનીના નિવાસ તથા ભોજનની વ્યવસ્થા જાતે કરવાની રહેશે. અત્રેની સંસ્થા દ્વારા આ સગવડ આપવામાં આવશે નહીં.

3. વિદ્યાર્થી/વિદ્યાર્થીનીઓએ સંસ્થાના વડા સાથે પરામર્શ કરી કચેરીની મલાકાત તથા સમય નક્કી કરી લેવાનો રહેશ.

4. સંસ્થાના મુલાકાત દરમ્યાન મેળવેલ માહિતી ખાનગી રાખવાની રહેશ.

5. સંસ્થાની કોઇપણ વિગત લેખિત, મૌખિક કે અન્ય રીતે બહાર ન પાડવાની શરતે આ મંજુરી આપવામાં આવે છે.

6. સંસ્થાની કોઇપણ પ્રકારની માહિતી પ્રિન્ટ, ઇલેક્ટ્રોનિક મીડિયામાં પ્રસિધ્ધ કરવાની રહેશે નહિ કે ફોટોગ્રાફી કરી શકાશે નહિ.

૭. જો મુલાકાત દરમ્યાન આપના દ્વારા કરવામાં આવેલ કોઇપણ કામગીરીથી કચેરીના કર્મચારીઓ કે સંસ્થાના અંતેવાસીઓ પર વિપરીત અસર થતી જણાશે તો તાત્કાલિક અસરથી આ મંજુરી આદેશ રદ કરવામાં આવશે.

૮. સદર બાબતે સંસ્થાની મુલાકાત અર્થે ચેરમેનશ્રી, ચાઇલ્ડ વેલ્ફેર કમીટી, વડોદરાની મંજુરી મેળવી લેવાની રહેશે.

જિલ્લા સમાજ સુરક્ષા અધિકારી
વડોદરા

નકલ સવિનય રવાના :
- માન.નિયામકશ્રી, સમાજ સુરક્ષા ખાતુ, ગુજરાત રાજય,ગાંધીનગરને જાણ સારૂ.
- પ્રતિ, ચેરમેનશ્રી ચાઇલ્ડ વેલ્ફેર કમીટી, વડોદરા તરફ જાણ સારૂ.

નકલ રવાના :
- અધિક્ષકશ્રી, ચિલ્ડ્રન ફોર હોમ ગર્લ્સ,સુભાનપુરા,વડોદરાને ઉપરોક્ત નિધ્યાર્થીનીને આપના સંસ્થા ખાતે શૈક્ષણિક હેતુસરના અભ્યાસ અર્થે રૂબરૂ મુલાકાત/તાલીમ દરમ્યાન માર્ગદર્શન/સહકાર આપવા સારૂ
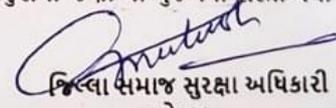
જા.નં.સસઅવ/મુલાકાત મંજુરી/૨૦૨૪/૧૯૬૦

પ્રતિ,
આસી.પ્રોફેસરશ્રી,
ડીપાર્ટમેન્ટ ઓફ એક્ષટેન્શન એન્ડ કોમ્યુનિકેશન,
ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સ,
એમ.એસ.યુનિ., વડોદરા.

તા.૩૦ /૧૨/૨૦૨૪

વિષય:- જિલ્લાની ચિલ્ડ્ન ફોર હોમ ગર્લ્સ,સુભાનપુરા સંસ્થામાં મુલાકાત માટે મંજુરીની મુદત વધારવા બાબત.

સંદર્ભ:- (૧) નિયામકશ્રી સમાજ સુરક્ષા ખાતુ, ગાંધીનગરના પરીપત્ર ક્રમાંક નં.સસુભા/ સીપીડી /૨૦૧૫-૧૬/ ૧૯૬. તા.૧૬/૦૧/૨૦૧૬
(૨) આપશ્રીની કોલેજના તા.૦૬/૦૯/૨૦૨૪ના પત્ર અન્વયે
(૩) આપશ્રીની કોલેજના તા.૧૩/૦૯/૨૦૨૪ના પત્ર અન્વયે
(૪) અત્રેની કચેરીના પત્ર જા.નં.સસઅવ/મુલાકાત મંજુરી/૨૦૨૪/૧૩૬૯, તા.૧૩/૧૨/૨૦૨૪
(૫) આપશ્રીની કોલેજના તા.૩૦/૧૨/૨૦૨૪ના પત્ર અન્વયે

મહોદયશ્રી,

જય ભારત સહ ઉપર્યુક્ત વિષય અને સંદર્ભ અન્વયે જણાવવાનું કે, સંદર્ભદર્શિતપત્રોથી આપશ્રીની કોલેજની વિધાર્થીની નામે (૧) શ્રી હસ્તી કલ્પેશકુમાર સોરઠીયા ને તા.૧૨/૦૯/૨૦૨૪ થી તા.૧૦/૧૨/૨૦૨૪ સુધી દર અઠવાડીયાના બુધવાર, ગુરુવાર, શુક્રવાર અને શનિવાર (બીજા અને ચોથા શનિવાર સિવાય) ચિલ્ડ્ન ફોર હોમ ગર્લ્સ,સુભાનપુરા વડોદરા ખાતે મુલાકાત લેવા માટે મંજુરી આપવામાં આવેલ હતી. વધુમાં સંદર્ભદર્શિત પત્ર નં.૫ થી આપના દ્વારા સદર મંજુરીની મુદત વધારવા માટે માંગણી કરવામાં આવેલ છે. જેના અનુસંધાને સદર વિધાર્થીનીની સંસ્થા ખાતેની મુલાકાત માટે તા.૩૦/૧૨/૨૦૨૪થી તા.૧૦/૦૧/૨૦૨૫ સુધીની મુદત વધારવામાં આવે છે. વધુમાં અત્રેની કચેરીના સંદર્ભદર્શિતપત્ર નં.૪ થી આપવામાં આવેલ મંજુરીમાં જણાવ્યા મુજબની શરતો યથાવત રહેશે. જેની જાણ થવા વિનંતિ છે.

જિલ્લા સમાજ સુરક્ષા અધિકારી
વડોદરા

નકલ સવિનય રવાના :
➤ માન.નિયામકશ્રી, સમાજ સુરક્ષા ખાતુ ગુજરાત રાજ્ય,ગાંધીનગરને જાણ સારૂ.
➤ પ્રતિ, ચેરમેનશ્રી,ચાઇલ્ડ વેલ્ફેર કમીટી, વડોદરા તરફ જાણ સારૂ.

નકલ રવાના :
➤ અધિક્ષકશ્રી, ચિલ્ડ્ન ફોર હોમ ગર્લ્સ,સુભાનપુરા,વડોદરાને ઉપરોક્ત વિધાર્થીનીને આપની સંસ્થા ખાતે શૈક્ષણિક હેતુસરના અભ્યાસ અર્થે રૂબરૂ મુલાકાત/તાલીમ દરમ્યાન માર્ગદર્શન/સહકાર આપવા સારૂ.

Appendix-I(c)

Ethical

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

Ethical Compliance Certificate 2024-2025

This is to certify **Ms. Hasti Sorathiya** study titled; "An Action Project on Imparting Vocational Training to Girls through "Embroidery and Lipan Art" residing at Girls Orphanage, Vadodara." 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./10/2024/13.

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-II (a)

Covering Latter

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

Subject: Tool for Validation

To,

Respected Sir/Madam

I, Ms. Hasti Sorathiya, student of Sr. M.Sc., Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, conducting an action project titled "**Imparting Vocational Training to Girls through Embroidery and Lipan Art" at Girls Orphanage in Vadodara**", As part of it I have created a feedback form to evaluate the effectiveness of the training programme.

I kindly request your help in reviewing this form to ensure its content, structure and response options' appropriateness. Your feedback and suggestions will greatly enhance the quality and impact of this project.

The feedback form is attached for your reference, and I would be grateful if you could spare your precious time and share your inputs at your earliest convenience.

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

Sincerely,

Project Worker   Project Guide

Hasti Sorathiya   Dr. Sarika Patel

[Sr. M.Sc. EC Student]   [Temp. Assistant Professor]

Batch 2023-25   Dept. of Extension and Communication

Appendix-II (b)

Tool to obtain feedback and reaction of

Adolescent Girl

<u>તાલીમ અંગે ની માહિતી</u>

<u>વિભાગ 1 વ્યક્તિગત માહિતી</u>

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

1. ઉંમર:
2. તમે અભ્યાસ કરો છો?
   a. હા   ☐
   b. ના   ☐
3. જો હા તો ક્યાં વર્ગમાં અભ્યાસ કરો છો?

   _____

4. તમે અહીં કેટલા સમયથી રહો છો?

   _____

<u>વિભાગ-2 તાલીમ કાર્યક્રમ અંગેની માહિતી</u>

5. તમે અગાઉ કોઈ પ્રકારની કલા અને હસ્તકલા કરી છે?
   a. હા   ☐
   b. ના   ☐
6. જો હા, તો ક્યાં પ્રકારની હસ્તકલા કરી છે?

   _____

   _____

7. તમે અગાઉ ક્યાં ભરતકામ અથવા લિપ્પન આર્ટ શીખ્યા છો?
   a. હા   ☐
   b. ના   ☐

8. જો હા તો ક્યાં શીખ્યા છો?

    a. ઇન્ટરનેટ   ☐

    b. સ્કૂલ   ☐

    c. ક્લાસીસ   ☐

    d. સંસ્થા   ☐

    e. અન્ય _____

9. આ તાલીમમાં જોડાવવાનું તમારું મુખ્ય કારણ શું હતું?

    a. નવા કૌશલ્ય શીખવા માટે   ☐

    b. આત્મવિશ્વાસ વધારવા માટે   ☐

    c. આર્થિક સ્વતંત્રતા માટે   ☐

    d. નવરાશના સમયનો ઉપયોગ કરવા માટે☐

10. તાલીમ માટે આપવામાં આવેલો સમય કેવો હતો?

    a. યોગ્ય   ☐

    b. અયોગ્ય   ☐

11. શું તમે તાલીમ દરમિયાન તમામ દિવસોમાં હાજરી આપી શક્યા હતા?

    a. હા   ☐

    b. ના   ☐

12. જો ના, હોય તો ક્યાં કારણો સર તમે હાજરી આપી શક્યા ન હતા?

    _____

    _____

13. તમને તાલીમ દરમિયાન કેવો અનુભવ થયો?

    a. ઉત્તમ   ☐

    b. સારો   ☐

    c. ઠીક   ☐

14. શું તમને આ તાલીમથી ભવિષ્યમાં ફાયદો થશે?

    a. હા   ☐

    b. ના   ☐

15. જો હા તો આ તાલીમ દરમિયાન કયા ફાયદા થયા છે?

    (એક કરતા વધારે પસંદ કરી શકો છો)

        a. નવા કૌશલ્ય વિકાસ ની રીતો શીખ્યા   ☐

        b. વ્યવસાય કરવા માટે પ્રેરણા મળી   ☐

        c. નવા જ્ઞાન અને કૌશલ્ય માં વૃદ્ધિ થઇ   ☐

        d. માર્કેટિંગ ની ટેકનીકો શીખવા મળી   ☐

        e. અન્ય _____

16. તમને તાલીમ દ્વારા આપવામાં આવેલી માહિતી કેવી લાગે?

        a. યોગ્ય   ☐

        b. અયોગ્ય   ☐

        c. અધૂરી   ☐

17. તાલીમ લીધા બાદ શું તમે ભરતકામ અને લિપ્પન આર્ટ જાતે બનાવી શકો છો?

        a. હા   ☐

        b. ના   ☐

18. શું આ તાલીમ તમને નાણાકીય આવક ઉત્પન્ન કરવામાં મદદરૂપ થશે?

        a. હા   ☐

        b. ના   ☐

19. શું તમે ભવિષ્યમાં આવી કોઈ પણ પ્રકારની તાલીમમાં ભાગ લેવા ઇચ્છો છો?

        a. હા   ☐

        b. ના   ☐

20. તમને કઈ તાલીમ વધારે પસંદ આવી?

        a. ભરતકામ   ☐

        b. લિપ્પન આર્ટ   ☐

21. તાલીમ દરમિયાન તમે કયા કયા પ્રકારના ભરતકામ કરતા શીખ્યા?

    (એક કરતા વધારે પસંદ કરી શકો છો)

        a. સાદી ટાંકો (Running Stitch)   ☐

        b. બેક ટાંકો (Back Stitch)   ☐

        c. સાંકળી ટાંકો (Chain Stitch)   ☐

        d. સેટિન ટાંકો (Satin Stitch)   ☐

e. લેઝી ડેઝી ટાંકો (Lazy Daisy Stitch) ☐

　　　f. ગાંઠ ટાંકો (French Knot)　　　　☐

　　　g. ફિશબોન ટાંકો (Fishbone Stitch)　☐

22. તાલીમ દરમિયાન તમને કયાં પ્રકારની ભરતકામ ટાંકો વધારે ગમ્યા?

　　(એક કરતા વધારે પસંદ કરી શકો છો)

　　　a. સાદો ટાંકો (Running Stitch)　　　☐

　　　b. બેક ટાંકો (Back Stitch)　　　　　☐

　　　c. સાંકળી ટાંકો (Chain Stitch)　　　☐

　　　d. સેટિન ટાંકો (Satin Stitch)　　　　☐

　　　e. લેઝી ડેઝી ટાંકો (Lazy Daisy Stitch) ☐

　　　f. ગાંઠ ટાંકો (French Knot)　　　　☐

　　　g. ફિશબોન ટાંકો (Fishbone Stitch)　☐

23. તાલીમ દરમિયાન તમે ભરતકામ અને લિપન આર્ટ ની પૂરતી પ્રેક્ટિસ કરી હતી?

　　　a. હા　　　　☐

　　　b. ના　　　　☐

24. તમે તાલીમ કાર્યક્રમ પહેલા માર્કેટિંગ વિશે જાણતા હતા?

　　　a. હા　　　　☐

　　　b. ના　　　　☐

25. તાલીમ કાર્યકર દ્વારા આપવામાં આવેલી માર્કેટિંગ વિશેની માહિતી સમજાવવામાં સરળ હતી?

　　　a. હા　　　　☐

　　　b. ના　　　　☐

26. તાલીમ કાર્યકર દ્વારા તમને માર્કેટિંગ વિશેની કઇ કઇ માહિતી આપવામાં આવી હતી?

　　(એક કરતા વધારે પસંદ કરી શકો છો)

　　　a. માર્કેટિંગ એટલે શું?　　　　☐

　　　b. માર્કેટિંગના 4Ps　　　　　　☐

　　　c. પરંપરાગત માર્કેટિંગ એટલે શું?　☐

　　　d. ડિજિટલ માર્કેટિંગ એટલે શું?　　☐

　　　e. મૂળ કિંમત શોધવાનું સૂત્ર　　　☐

27. માર્કેટિંગ ના પ્રકાર કેટલા અને કયા કયા છે તે જણાવો?

_____

_____

28. પરંપરાગત માર્કેટિંગ ના પ્રકાર જણાવો?

_____

_____

29. ડિજિટલ માર્કેટિંગ ના પ્રકાર જણાવો?

_____

30. નીચેનામાંથી માર્કેટિંગના 4Ps કયા કયા છે?
   a. પ્લેસ, પ્રમોશન, પીપલ, પ્રાઈસ   ☐
   b. પ્રોડક્ટ, પ્રાઈસ , પ્લેસ, પ્રમોશન   ☐
   c. પ્રોડક્ટ, પ્રમોશન, પ્લાન, પ્લેસ   ☐
   d. પ્લેસ, પ્રમોશન, પાર્ટિસિપ્ટ, પ્રાઈસ   ☐

<u>વિભાગ-૩ તાલીમ કાર્યકર અંગેની માહિતી</u>

31. તમને તાલીમ કાર્યકર ની ભાષા સમજવામાં સરળ હતી?
   a. હા   ☐
   b. ના   ☐

32. તમને તાલીમ કાર્યકર દ્વારા આપવામાં આવેલી માહિતી કેવી લાગી?
   a. યોગ્ય   ☐
   b. અયોગ્   ☐
   c. અધુરી   ☐

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33. તાલીમ કાર્યકરએ તાલીમ આપતી વખતે ભરતકામ અને લિપ્પન આર્ટ બનાવવાની નિર્દેશન પ્રક્રિયા બતાવી હતી?

    a. હા   ☐

    b. ના   ☐

34. તાલીમ કાર્યકર દ્વારા સમજાવવામાં આવેલી પદ્ધતિ અસરકારક હતી?

    a. હા   ☐

    b. ના   ☐

35. તમારા પ્રશ્નોના ઉત્તર તાલીમ કાર્યકરએ સંતોષકારક રીતે આપ્યા હતા?

    a. હા   ☐

    b. ના   ☐

વિભાગ-4 IEC મટીરીઅલ અંગેની માહિતી

36. તાલીમ માટે ઉપયોગમાં લેવાયેલ IEC મટીરીયલ અસરકારક હતું?

    a. હા   ☐

    b. ના   ☐

37. તાલીમ માટે ઉપયોગમાં લેવાયેલ આઈસી મટીરીયલ દ્વારા આપવામાં આવેલી માહિતી પૂરતી હતી?

    a. હા   ☐

    b. ના   ☐

38. તાલીમ માટે ઉપયોગમાં લેવાયેલ IEC મટીરીયલ દ્વારા આપવામાં આવેલી માહિતીથી તમને સરળ સમજૂતી મળી?

    a. હા   ☐

    b. ના   ☐

39. તમને IEC મટીરીયલ ની ભાષા સમજવામાં સરળ હતી?

    a. હા   ☐

    b. ના   ☐

40. તમને આઈસી મટીરીયલ માં દર્શાવેલ ચિત્રો કેવા લાગ્યા?

    a. યોગ્ય   ☐

    b. અયોગ્ય   ☐

    c. સમજવામાં મુશ્કેલ   ☐

Appendix-III

Glimpses of the Project Work

Note: Due to the privacy and protection policies concerning the orphaned girls, limited photographs were taken during the training sessions. The images included in this report are intentionally blurred or minimal in number, as per the permission granted by the concerned authorities.

Girls learning Embroidery Stitches

Basic Stitching Practice on Fabric by Girls
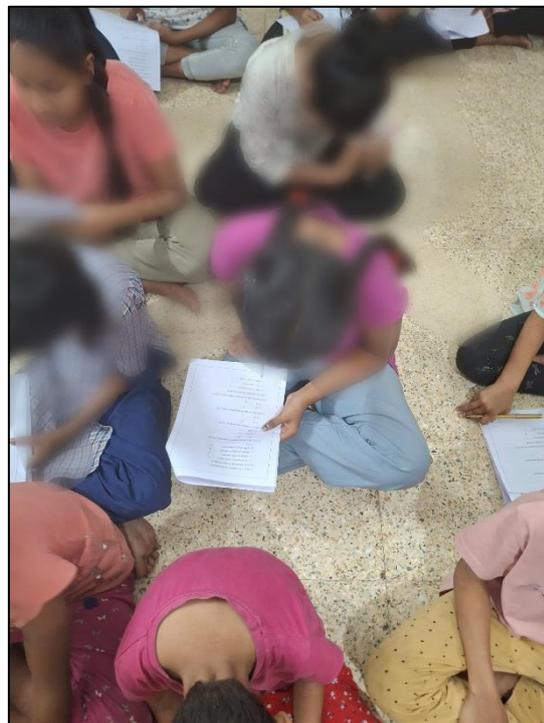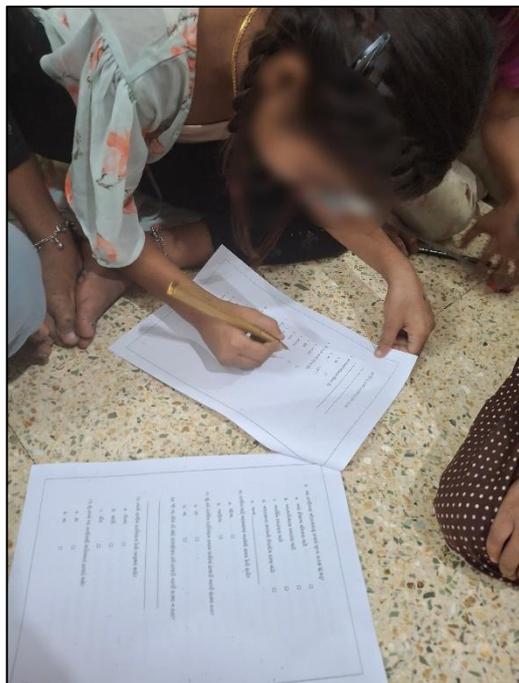
Expert's Session on Lippan art

Final Products of Lippan art

Lippan Art Created by Adolescent girls

Collecting feedback from Beneficiaries

Final Products: Embroidered Items Created by Girls

Final Products: Lippan Art Creations by Adolescent Girls

Exhibition at Department of Extension and Communication, Faculty of Family and Community Sciences.

Appendix-IV

Media Coverage

MSUના એક્સ્ટેન્શન એન્ડ કમ્યુનિકેશન વિભાગમાં વિદ્યાર્થિનીઓનો એકસાથ પ્રોજેક્ટ

વિદ્યાર્થિનીઓએ 100 કિશોરી-ગૃહિણીને ઘરે ઘરે જઈ એન્જાઈરી-લીધી શીખવી સ્વાવલંબન બનાવી

55 દિવસમાં 50થી વધારે ગ્રાહકોને સંદેશ શીખવાડ્યું, પોતાનો પરિવાર સ્થાપવા કર્યા

વડોદરા: મ.સ.યુનિવર્સિટી...

Appendix-V

IEC materials designed to teach marketing

skills to participants

માર્કેટિંગ એટલે શું ?

- માર્કેટિંગ એ ગ્રાહકોની જરૂરિયાતો અને પસંદગીઓને સમજવી અને સંતોષવાની પ્રક્રિયા છે.

- તે માત્ર વેચાણ પુરતું જ નથી, પણ ગ્રાહકોને સારી રીતે ઓળખીને તેમની જરૂરિયાતોને પૂરી પાડવાનું છે. માર્કેટિંગનો મુખ્ય ઉદ્દેશ વેચાણ વધારવો અને પ્રોડક્ટ કે સેવાનો મૂલ્ય વધારવો છે.

- માર્કેટિંગ એ ગ્રાહકોની નફાકારકતા અને જરૂરિયાતોને ઓળખી અને સંતોષવાનું શાસ્ત્ર છે.

- માર્કેટિંગ માત્ર વેચાણ માટેની ક્રિયા નથી, તે તમારા ગ્રાહકોને વધુ સારી રીતે સમજવાની અને તેમની જરૂરિયાતોને પૂર્ણ કરવાની પ્રક્રિયા છે.

- માર્કેટિંગનો મુખ્ય ઉદ્દેશ છે વેચાણમાં વૃદ્ધિ કરવી અને ઉત્પાદનોની મૂલ્યવૃદ્ધિ સુનિશ્ચિત કરવી.

માર્કેટિંગના 4Ps

ઉત્પાદન
(Production)

Place
(સ્થાન)

Promotion
(પ્રમોશન)

Price
(કિંમત)

પરંપરાગત માર્કેટિંગ એટલે શું ?

- પરંપરાગત માર્કેટિંગ એ ઉત્પાદનો અથવા સેવાઓના પ્રચાર માટે ફિઝિકલ અને પરંપરાગત માધ્યમોનો ઉપયોગ કરવાની પ્રક્રિયા છે.

- જેમાં અખબાર, મેગેઝિન, ટેલિવિઝન, રેડિયો, હોર્ડિંગ્સ, અને બેનર્સ જેવા પ્લેટફોર્મનો સમાવેશ થાય છે.

- આ પદ્ધતિ ગ્રાહકો સુધી સંદેશો પહોંચાડવા માટે ફિઝિકલ સંપર્ક અને લોકપ્રિય માધ્યમો પર આધાર રાખે છે.

પરંપરાગત માર્કેટિંગના પ્રકાર

પ્રિન્ટ મીડિયા માર્કેટિંગ

- પત્રિકા, ન્યૂઝપેપર, પેમ્ફ્લેટ, અને મેગેઝિન દ્વારા જાહેરાત.
- ઉદાહરણ: દૈનિક અખબારમાં ફેશન પ્રદર્શન જાહેરાત.

ટેલિવિઝન માર્કેટિંગ

- ટીવી ચેનલ્સ પર વિજ્ઞાપનો દર્શાવવાથી મોટી સંખ્યામાં લોકો સુધી પહોંચવું.
- ઉદાહરણ: સાબુ કે કૉસ્મેટિકની જાહેરાત.

રેડિયો માર્કેટિંગ

- રેડિયો પર વિજ્ઞાપન અથવા સ્પૉન્સરશિપ દ્વારા પ્રોડકટનું પ્રચાર.
- ઉદાહરણ: FM પરનું ધમાકેદાર ઓફરનું જાહેરાત.

ડાયરેક્ટ મેઈલ માર્કેટિંગ

- ગ્રાહકોને લેફ્લેટ, પત્ર કે કૂપન પોસ્ટ દ્વારા મોકલવી.
- ઉદાહરણ: ખાનગી સ્કૂલ દ્વારા ફી માફીની જાણકારી.

આઉટડોર માર્કેટિંગ

- બાહ્ય જગ્યા પર બોર્ડ, હોર્ડિંગ્સ કે પૉસ્ટર્સ લગાવવી.
- ઉદાહરણ: રસ્તા પરના મોટાં બિલબોર્ડ્સ.

ડિજિટલ માર્કેટિંગ

- ડિજિટલ માર્કેટિંગ એ ઉત્પાદન અથવા સેવાઓના પ્રચાર માટે ડિજિટલ પદ્ધતિઓ અને ઓનલાઈન માધ્યમોનો ઉપયોગ કરવાની પ્રક્રિયા છે.

- તેમાં સોશિયલ મીડિયા, વેબસાઇટ્સ, ઈમેઈલ માર્કેટિંગ, જાહેરાતો, અને વેબ ડિઝાઇન જેવા પ્લેટફોર્મનો સમાવેશ થાય છે.

- ડિજિટલ માર્કેટિંગનો મુખ્ય ઉદ્દેશ ડિજિટલ પ્લેટફોર્મનો ઉપયોગ કરીને વૈશ્વિક સ્તરે વધુ પ્રમાણમાં લોકો સુધી પહોંચવાનું છે.

ડિજિટલ માર્કેટિંગના પ્રકાર

સોશિયલ મીડિયા માર્કેટિંગ

સોશિયલ મીડિયા માર્કેટિંગ એ ડિજિટલ માર્કેટિંગની એક પ્રકાર છે જે માર્કેટિંગ અને પ્રમોશન કરવા માટે સોશિયલ મીડિયાનો ઉપયોગ કરે છે.
ઉદાહરણ તરીકે ફેસબુક, ઇન્સ્ટાગ્રામ, વોટ્સએપ, ટ્વિટર, વગેરે.....

ઇમેઇલ માર્કેટિંગ

ઈમેલ માર્કેટિંગ એ ડિજિટલ માર્કેટિંગનો એક પ્રકાર છે જે માર્કેટિંગ અને પ્રમોશન કરવા માટે ઈમેલનો ઉપયોગ કરે છે.

ડિજિટલ જાહેરાત

ડિજિટલ જાહેરાત ડિજિટલ માર્કેટિંગનો એક ભાગ છે, જેમાં માર્કેટિંગ અને પ્રમોશન માટે ઓનલાઈન જાહેરાતોનો ઉપયોગ થાય છે.
ઉદાહરણ તરીકે ગોગલ એડવર્ટાઇઝમેન્ટ.

વિડિઓ ઉત્પાદન

- વિડિઓ ઉત્પાદન એ ડિજિટલ માર્કેટિંગનો એક ભાગ છે, જેમાં વિડિઓ બનાવવામાં આવે છે અને તેને પ્રચાર માટે ઉપયોગમાં લેવાય છે.

સોશિયલ મીડિયા માર્કેટિંગના પ્રકાર
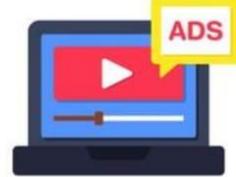
ઇન્સ્ટાગ્રામ વોટ્સએપ ફેસબુક

ઇમેઇલ માર્કેટિંગના
પ્રકાર

ડિજિટલ
જાહેરાતના પ્રકાર

Banner designed for the exhibition

An Action Project on Imparting Vocational Training to Girls through Embroidery and Lippan Art residing at Girls Orphanage, Vadodara.

OBJECTIVES

- To impart vocational training of basic embroidery techniques and Lipan art to the girls of orphanage. To make the girls aware
- about various digital marketing platforms to sell their creation.

Target Group Cater Under the Project

Adolescent Girls of Harshiddh Education Trust (Children Home for Girls) Subhanpura Vadodra

PHASES OF THE PROJECT

Planning

Training Phase 1: Implementation

Training phase 2: Awareness about Digital Marketing

Evaluation & Feedback

OUTCOMES OF THE PROJECT

- A total of 40 adolescent girls participated in the training program. A total of 26
- adolescent girls participated in the embroidery activity. A total of 26
- adolescent girls participated in the Lipan art activity.
- More girls showed interest in the embroidery sessions and expressed their desire to continue learning advanced techniques in the future.

GLIMPSES OF THE PROJECT

Project Worker: Ms. Hasti Sorathiya

Project Guide: Dr. Sarika Patel