



IMPACT ASSESSMENT STUDY OF SAMARTHYA PROJECT

JANUARY, 2025

Submitted to:

GMDC-Gramya Vikas Trust

Submitted by:

Institute of Rural Management Anand (IRMA)

PO Box 60, Anand 388 001, Gujarat, India

Phone: (02692) 221989, Mobile: +91-9974072693

URL: <https://www.irma.ac.in>

Research Team**Prof. Ruchi Mishra**

Project Co-ordinator

Prof. Janak Suthar

Project Investigator

Raj Parvadiya

Research Associate

Hemant Kumar

Research Associate

Priyanka Gopalakrishnan

Research Associate

Published by:

Institute of Rural Management Anand

Author Contacts:

ruchimishra@irma.ac.in

janaksuthar@irma.ac.in

hemant@irma.ac.in

Publisher Contacts:

Institute of Rural Management Anand

Post Box No:60, Gujarat-388001, India

Submitted to:

GMDC- GVT

Date:

January 2025

Acknowledgement

The successful completion of the Samarthya Project impact assessment study, implemented under the GMDC-Gramya Vikas Trust (GVT) initiative, reflects the collaborative efforts and dedication of many individuals and organizations. We sincerely thank everyone whose contributions made this project insightful and impactful.

First and foremost, we express our profound appreciation to GMDC-GVT for their steadfast commitment to skill development and community upliftment. Their visionary approach to bridging the gap between education and employment has been pivotal to the success of this initiative.

We are deeply grateful for the leadership and guidance of Shri Roopwant Singh, IAS, Managing Director of GMDC and Chairman of GVT, whose strategic direction and support have been instrumental in advancing this project. We also acknowledge the efforts of Smt. Veena Padia, Chief Executive Officer of GMDC-GVT, and her dedicated team, including Smt. Shaila Trivedi and Smt. Shruti Shukla, whose tireless work ensured the smooth execution of the program.

Special thanks are due to Shri Pratik Sutariya, Shri Mahobat Singh Manek, Shri Ismail Lakdawala Project Coordinator, for the on-ground coordination and problem-solving, which significantly contributed to the seamless implementation of the Samarthya Project.

We are immensely grateful to the local implementing partners, community leaders, and training institutions for their cooperation and support in facilitating data collection and program evaluation. Their active engagement enabled us to gain valuable insights into the program's impact.

Our heartfelt thanks also go to the respondents, including trainees, trainers, and employers, whose candid feedback during interviews and discussions enriched this study. Their voices provided the depth and perspective necessary for assessing the effectiveness and opportunities of the Samarthya Project.

Lastly, we appreciate the research team's contributions at the Institute of Rural Management Anand (IRMA) for their dedication to this study. Their expertise and commitment to excellence have ensured the credibility and comprehensiveness of the findings.

This report is a testament to the collective efforts of all stakeholders. We hope the insights gathered will guide further enhancement of the Samarthya Project, fostering more significant impact and inclusivity in the future.

Janak Suthar
(Project Investigator)

Executive Summary

The Samarthya Employment-Oriented Skill Training Program, initiated by GMDC-Gramya Vikas Trust (GVT) on January 1, 2023, aims to address skill gaps and unemployment in rural and tribal communities across six districts of Gujarat: Chhotaudepur, Bhavnagar, Bharuch, Kutch, Panchmahal, and Surat. The program has trained 2,172 participants, with a remarkable placement rate of 86.20%, enabling many to transition from irregular, low-paying jobs to stable employment in industries like healthcare, renewable energy, logistics, and technical trades. Structured, three-month courses, such as CNC Operation, Electrical Technician, and General Duty Assistant (GDA), equipped participants with practical and technical skills aligned with industry needs, complemented by soft skills training to boost workplace adaptability.

The initiative has driven significant socio-economic progress, particularly for youth aged 18 to 22, who comprised 78% of the beneficiaries, most of whom were unemployed before the training. Placement success has been noteworthy, with participants earning the maximum reported salary of ₹23,000 and an average salary of ₹14,000, with a minimum of ₹9,000 per month. This data is based on our sample. Despite the program's inclusivity goals, gender disparities remain evident, with 80.71% male participation, though districts like Chhotaudepur showed promising trends with 48% female beneficiaries. Additionally, participants from low-income households (97% earning below ₹1,00,000 annually) reported improved financial stability and enhanced social standing due to their newfound skills and stable employment.

While the program has achieved substantial milestones, challenges persist. Infrastructure issues like inadequate transportation and limited access to advanced equipment have hindered training effectiveness in some districts. The contractual nature of many job placements raises concerns about job security, and the alignment between training content and actual job roles requires strengthening to meet industry-specific demands better. Cultural barriers and safety concerns also continue to limit women's participation, particularly in conservative families.

To maximize its impact, the program should focus on expanding community outreach to foster greater participation. Introducing gender-specific courses, increasing employer collaboration for permanent job placements, and incorporating advanced tools and curricula will further improve outcomes. The Samarthya Project has laid a strong foundation for skill development and economic empowerment, and with targeted improvements, it has the potential to become a model for sustainable and inclusive development in India.

Table of Contents

Acknowledgement	2
Executive Summary	4
List of Tables	8
List of Figures	9
Acronyms	10
Chapter 1: Introduction	11
1.1 Background	11
1.2 Samarthya: Employment Oriented Skill Training Program	12
1.3 Estimated Target	15
1.4 Objectives of the Project	16
1.5 Scope of the Study	16
1.6 Limitations of the Study	17
Chapter 2: Research Methodology	19
2.1 Research Approach	19
2.2 Study Region	19
2.3 Qualitative Studies	20
2.3.1 Data Collection Methods	20
2.3.2 Protocol and Execution	21
2.3.3 Sampling Technique	21
2.3.4 Purpose of SSIs and FDGs	22
2.4 Data Analysis Method	23
2.5 Quantitative Analysis	24
2.5.1 Sampling Technique	25
2.5.2 Data Collection Process	26
2.5.3 Data Analysis by Theme	26
2.6 Limitations of the Study	26
Chapter 3: Findings from Qualitative Studies	28
3.1 Thematic Analysis by Location	28
3.1.1 Location: Chhotaudepur	28
3.1.2 Location: Bharuch	34
3.1.3 Location: Bhavnagar	39
3.1.4 Location: Kutch	41

3.1.5 Location: Surat	46
3.2 Limitations of the Study	49
3.3 Common Findings	49
Chapter 4: Quantitative Analysis	51
4.1 Demographic Characteristics	51
4.1.1 Age.....	52
4.1.2 Gender	53
4.1.3 Educational Qualification	54
4.1.4 Social Group	55
4.1.5 Residential Location	56
4.2 Socio-Economic Background of the Respondents	57
4.2.1 Household Income	57
4.2.2 Main Source of Occupation	59
4.2.3 Family Size	60
4.2.4 Land Ownership	61
4.2.6 Type of House	63
4.2.7 Pre-Training Employment	64
4.2.8 BPL Card	66
4.3 Training Details.....	67
4.3.1 Course Enrolment	67
4.3.2 Training Duration	69
4.3.3 Distance of Training	69
4.3.4 Training Quality	70
4.3.5 Practical Session	72
4.3.6 Certificate after Completion of Training	73
4.3.7 Trainer Competence	75
4.3.8 Training Infrastructure.....	76
4.3.9 Placement Assistance Received.....	77
4.4 Impact Assessment.....	78
4.4.1 Employment Status after Training.....	78
4.4.2 Income before Training	79
4.4.3 Income after Training	81
4.4.4 Additional Benefits Associated with the Job.....	82

4.4.5 Social Status and Life Improved	83
Chapter 5: Training Institutions and Employers	85
5.1 Training Organizations Overview	85
5.1.1 Dr. Reddy Foundation (NGO)	85
5.1.2 Quess Corp (Excelus Learning Solution)	87
5.1.3 ADS Foundation	94
5.2 Employer Perspective.....	99
Chapter 6: Conclusion and Recommendations	101
6.1 Key Findings	101
6.2 Recommendations	103
Bibliography	106
Appendix 1: Beneficiaries questionnaire	107
Appendix 2- Trainer Questionnaire	114
Appendix 3- Trainer Questionnaire	115
Appendix 3: FGD Questionnaire	117

List of Tables

Table 1. 1 Skill Development Program Overview	13
Table 1. 2 District-wise Candidate Registration and Approval	14
Table 1. 3 Blockwise Number of Candidates Approved Batches.....	14
Table 1. 4 Courses Offered by the GMDC Samarthya Project.....	15
Table 2.2 Total Number of Interviews Conducted	22
Table 5. 1 Facilities Constructed by the DRF	86
Table 5. 2 Facilities Constructed by the Quess Crop.....	90
Table 5. 3 Facilities Constructed by ADS Foundation	95

List of Figures

Figure 2. 1 Map of the Study Region.....	20
Figure 2. 2 Image of Focused Group Discussion.....	21
Figure 2. 3 Pictures taken during the FGDs.....	23
Figure 2. 4 Data Analysis Process	24
Figure 3. 1 Pictures taken during SSIs in Bharuch	34
Figure 3. 2 Pictures taken during Field Visit in Bhavnagar.....	39
Figure 3. 3 Picture taken during FGD in Kutch.....	42
Figure 3. 4 Pictures taken during FGDs in Surat	46
Figure 4. 1 Age Classification of the Respondents.....	52
Figure 4. 2 Gender of the Respondents.....	53
Figure 4. 3 Educational Qualification of the Respondents	55
Figure 4. 4 Social Group Classification of the Respondents	56
Figure 4. 5 Household Income Classification of the Respondents	58
Figure 4. 6 Family's Main Source of Income.....	59
Figure 4. 7 Family Size Classification of the Respondents	60
Figure 4. 8 Land Ownership	61
Figure 4. 9 Landholding Classification of the Respondents	62
Figure 4. 10 Type of House Classification of the Respondents.....	64
Figure 4. 11 Employment Status before the Training.....	65
Figure 4. 12 BPL Card Status of the Respondents.....	66
Figure 4. 13 Type of the Course Enrolled in Training.....	68
Figure 4. 14 Distance of the Training Institution from House.....	69
Figure 4. 15 Training Quality Rating.....	71
Figure 4. 16 Practical Session Relevant to Required Skill.....	72
Figure 4. 17 Certificate after Completion of Training	74
Figure 4. 18 Trainer Competence	75
Figure 4. 19 Infrastructure and Facilities	76
Figure 4. 20 Placement Assistance Received.....	77
Figure 4. 21 Current Employment Status.....	78
Figure 4. 22 Income of the beneficiaries before Training.....	80
Figure 4. 23 Income of the beneficiaries after Training.....	81
Figure 4. 24 Benefits Associated with the Job.....	83

Acronyms

ADS	Aspiring Disruptive Skill Foundation
CNC	Computer Numerical Control
DRF	Doctor Reddy Foundation
GDA	General Duty Assistant
GMDC	Gujarat Mineral Development Corporation Limited
GVT	Gramya Vikas Trust
SSC	Sector Skills Councils
VMC	Vertical Machining Center

Chapter 1: Introduction

1.1 Background

The Gujarat Mineral Development Corporation (GMDC) established the Gramya Vikas Trust (GVT) to implement transformative initiatives for rural communities in Gujarat. GVT is focused on holistic development and operates across various sectors, including education, healthcare, infrastructure, and livelihood enhancement. In line with its Corporate Social Responsibility (CSR) policy, the trust aims to reduce disparities between rural and urban areas by ensuring equitable access to essential resources and opportunities. This includes skill training programs designed to improve employment prospects for young men and women, as outlined in CSR Schedule VII (Section 135).

It is widely recognized that skill development is essential for enhancing productivity and serves as a key driver of growth and improved living standards (ILO, 2008; DFID, 2008; Christoph & Berg, 2009; Sanghi & Srija, 2015). Effective skill development systems must connect education with technical training, link technical training to labor market entry, and facilitate workplace and lifelong learning. This connection is crucial for countries to maintain productivity growth and, ultimately, to create more and better jobs that help alleviate poverty (ILO, 2008; 2011). The significant role of skills in improving productivity, increasing income, and providing equitable access to employment opportunities is particularly evident (Bennell, 1999). There are numerous assertions regarding the fundamental importance of skill development and capacity building in the development process. Knowledge, skills, and competencies have become the foundation for employability, enterprise competitiveness, and both economic and social sustainability.

The economic value of education and skills in promoting economic development is widely recognized, and these factors have significant spill over benefits. Salvanes and Forre (2003) argue that individuals with limited skills or education are more likely to remain unemployed, as both education and skills are essential for human resource development. The impact of education and skills extends beyond productivity and employability; it significantly influences human capital formation and has a positive effect on poverty reduction. Research consistently demonstrates a direct correlation between poverty and the level of human capabilities. Therefore, enhancing the knowledge and skills of economically vulnerable and socially excluded groups is essential for advancing socio-economic progress. Skill-building can also empower individuals and improve their social acceptance and values (GoI, 2012).

GVT is concentrating on skill development to combat unemployment and enhance the employability of rural and tribal youth. By providing skill training, GVT aims to bridge the gap between education and employment, equipping individuals with the necessary tools to improve their economic status. The Samarthya Employment Oriented Skill Training Program, launched on January 1, 2023, directly addresses these critical needs.

The initiative is based on GMDC's long-standing commitment to community development. It offers customized skill training to meet local and national employment needs. The program explicitly targets youth in Gujarat and Odisha, providing them with opportunities to earn certifications and secure jobs in emerging industries. By nurturing local talent, the program ensures that development is inclusive and sustainable, transforming the lives of thousands and contributing to regional economic growth.

1.2 Samarthya: Employment Oriented Skill Training Program

The Samarthya Employment Oriented Skill Training Program is a flagship initiative of GMDC – GVT, designed to provide rural and tribal youth with the skills required to succeed in competitive industries. Officially launched on 1st January 2023, the program aims to train and empower 3,000 individuals over three years. It launched 45 training batches across Gujarat and Odisha, establishing training centres in districts such as Kachchh, Bhavnagar, Surat, Bharuch, Angul, and Sundargarh.

The Samarthya Project offers courses designed to meet the demands of various industries. These programs cover healthcare, renewable energy, logistics, manufacturing, construction, and customer service. Participants can choose from vocational training options, including roles like General Duty Assistant, CNC Operator (Turning), Solar Panel Installation Technician, Electrical Technician, Warehouse Packer, Consignment Booking Assistant, Dumper Tripper Operator, Guest Relationship Manager, and Helper Mason. By focusing on emerging and high-demand sectors, the project ensures trainees acquire skills with tangible employment prospects.

The training modules are thoughtfully developed with industry experts to combine theoretical knowledge with practical application effectively. Participants engage in hands-on training, simulations, real-world case studies, and on-the-job experiences, which prepare them for the challenges of modern workplaces. Additionally, the program goes beyond technical training by incorporating the development of soft skills in areas such as communication, teamwork, and leadership. This approach ensures that graduates are technically proficient and well-rounded professionals.

The project aims to promote inclusivity by providing residential facilities that enable youth from remote and underserved areas to participate without facing logistical challenges. Upon completing their training, participants receive certifications from the Sector Skill Council of the Government of India, widely recognized by employers. Additionally, the program offers placement assistance to connect candidates with reputable companies, helping them transition seamlessly into the workforce.

The Samarthya Project exemplifies GMDC – GVT’s commitment to creating opportunities that empower individuals and uplift communities. By focusing on skill development, this initiative addresses the root causes of unemployment and fosters economic growth in the regions it serves. With its innovative approach, the Samarthya Project transforms lives and significantly contributes to the broader goals of national development. This makes it a cornerstone of GMDC – GVT’s efforts to promote sustainable and inclusive progress.

Table 1. 1 Skill Development Program Overview

Category	Details
Total Candidate Registrations	2,172
Running Courses	12
Total Centers	6
Approved Batches	58
Total Candidates Enrolled	1,740
No. of Candidates Placed	969
Average Salary	₹ 14,000
Highest Salary	₹23000
Completed Batches	56
Total Candidates in Completed Batches	1,680

(Source: GMDC - GVT Samarthya Portal) Retrieved on January 9, 2025.

Table 1.1 summarises key statistics for a Samarthya skill development program, including 2,172 registered candidates, 1,740 enrolled across 58 approved batches, and 969 placements with an average salary of ₹14,000 and the highest salary of ₹23000. The program operates in 6 centres with 12 running courses, and 56 batches have been completed with 1,680 candidates.

Table 1. 2 District-wise Candidate Registration and Approval

District	Registered Candidates	Approved Candidates
Surat	184	180
Bhavnagar	287	180
Kutch	655	510
Bharuch	427	339
Panchmahal	175	151
Chhota Udepur	444	380

(Source: GMDC - GVT Samarthya Portal) Retrieved on January 9, 2025.

Table 1.2 shows that most districts have high approval rates, with Surat, Panchmahal, and Chhotaudepur nearly achieving total approval. Bhavnagar has the lowest approval rate, with 287 registered candidates and only 180 approved. Kutch, Bharuch, and Panchmahal also have gaps, but their rates are better than Bhavnagar's.

Table 1. 3 Blockwise Number of Candidates Approved Batches

Serial No.	Block Name	Number Of Candidates
1	Bhuj	9
2	Jambughoda	10
3	Pavi Jetpur	112
4	Kamrej	7
5	Lakhpat	137
6	Abdasa	118
7	Nakhtrana	163
8	Valia	113
9	Kalyanpur	0
10	Mangrol	6
11	Mandvi	249
12	Bhavnagar	86
13	Ghogha	95
14	Kawant	277
15	Jhagadia	224
16	Halol	134
Total		1740

(Source: GMDC - GVT Samarthya Portal) Retrieved on January 9, 2025.

Table 1.3 presents a significant variation in the number of candidates across different blocks. Kawant has the highest number of candidates at 277, followed by Mandvi with 249 and Jhagadia with 224. In contrast, Kamrej (7), Mangrol (6), and Bhuj (9) report the fewest candidates. Notably, Kalyanpur has zero candidates, indicating a potential anomaly. Most other blocks, such as Abdasa (118), Nakhtrana (163), and Lakhpatt (137), have moderate candidate pools, falling between the highest and lowest counts.

Table 1. 4 Courses Offered by the GMDC Samarthya Project

Sr. No.	Sector	Training Programs
1	Healthcare	General Duty Assistant
2	Technical Trades	CNC Operator Turning, Electrical Technician (500 hours) Dumper Tripper Operator
3	Renewable Energy	Solar Panel Installation Technician
4	Logistics and Warehousing	Warehouse Packers Consignment Booking Operator
5	Construction	Helper Mason
6	Hospitality	Guest Relationship Manager

(Source: GMDC - GVT Official Website)

Table 1.4 lists skill development training programs across sectors like Healthcare, Technical Trades, Renewable Energy, Logistics, Construction, and Hospitality, focusing on industry-specific roles such as General Duty Assistant, CNC Operator, Solar Panel Technician, and Guest Relationship Manager.

1.3 Estimated Target

The Samarthya Project, launched to train and certify 3,000 youth over three years, is on a promising trajectory. The program aims to equip participants with industry-relevant skills across various courses tailored to meet regional and national job market demands. With an emphasis on expanding access to underserved areas, the project has established training centres

in Gujarat districts such as Kachchh, Bhavnagar, Surat, Bharuch, and Panchmahal, as well as in Odisha's Angul and Sundargarh districts.

By May 2024, the program had enrolled 2172 candidates, reflecting significant progress toward its overall target. Out of these, 906 participants (654 male and 252 female) completed their training, showcasing the project's effectiveness in delivering skill development. Placement support is a key component of the initiative, and the results have been commendable. 969 participants have been placed successfully, achieving an impressive placement percentage of 86.20%. The project also demonstrates a strong focus on economic empowerment, with the highest reported salary being ₹23000 and the average salary standing at ₹14000, ensuring meaningful employment opportunities for participants.

These outcomes underscore the program's substantial progress and ability to deliver on its objectives. The combination of robust training modules, holistic skill development, and proactive placement support highlights the potential of the Samarthya Project to meet its ambitious targets by 2026 while significantly contributing to the socio-economic upliftment of marginalized communities.

1.4 Objectives of the Project

The objectives of the Samarthya Project are as follows:

- **Enhance Employability:** A primary goal of the Samarthya Project is to improve the employability of youth from tribal areas.
- **Bridge Skill Gaps:** The project aims to address the skill mismatch between job seekers' capabilities and employers' requirements.
- **Promote Economic Empowerment:** By equipping youth with the skills and resources necessary to secure sustainable livelihoods, the project contributes to the socio-economic development of individuals and their communities.
- **Ensure Inclusive Participation:** Inclusivity is a fundamental principle of the Samarthya Project, which seeks to provide equal opportunities for both males and females.

1.5 Scope of the Study

The purpose of this impact assessment for the Samarthya Project is to provide a comprehensive understanding of its outcomes, effectiveness, and areas for improvement. We utilize a mixed methods approach to collect qualitative and quantitative data, ensuring a thorough evaluation of the initiative. The study addresses the following aspects:

Target Beneficiaries: The study examines youth who have participated in skill training programs under the Samarthya Project in Gujarat. Beneficiaries include individuals who have completed courses such as CNC Operator, Solar Panel Installation Technician, General Duty Assistant, and Warehouse Packer.

- **In-person surveys:** Conducted with beneficiaries, trainers, and employers to assess their insights into the program.
- **Semi-structured interviews (SSIs):** Detailed discussions with stakeholders, including program implementers and employers, to gather insights into the program's operations and impact.
- **Focus group discussions (FGDs):** Conducted with participants to gain a collective understanding of their experiences and challenges.
- **Observation:** Direct observation of training sessions and facilities to assess the quality of training delivery and infrastructure.
- **Secondary data analysis:** Examine enrolment records, course completion rates, and placement logs to measure program effectiveness quantitatively.

The main objective is to evaluate the program's impact on improving youth employability, enhancing their technical and soft skills, and helping them secure sustainable employment. Additional areas of focus include assessing how well the training content aligns with industry needs, evaluating the effectiveness of placement support and certification programs, and understanding the accessibility and inclusivity of the program, especially for participants from underserved regions.

1.6 Limitations of the Study

While this impact assessment aims to comprehensively evaluate the Samarthya Project, several limitations may influence the findings. These include constraints related to time, resources, data quality, and operational challenges.

- **Time and Resource Constraints:** Given the logistical challenges and constraints related to time and resources, our team has found it increasingly difficult to comprehensively analyse all project beneficiaries. As a result, we have opted for a sample-based analysis, which proves to be the most effective and pragmatic approach under these circumstances. This method allows us to capture key characteristics of the beneficiary population while drawing meaningful insights into the project's impact and effectiveness. By carefully selecting representative samples, we can conduct systematic evaluations that are both

focused and manageable, ensuring efficient allocation of our resources. Furthermore, this approach acknowledges the inherent variability among beneficiaries, enabling us to provide findings that contribute to the overall assessment of the Samarthya Project.

- **Sample Size:** In a study with a total target of 3,000 trainees over three years, we will focus on a smaller, representative sample. However, this limited sample size may lead to the underrepresentation of specific groups, such as individuals from remote or tribal areas. Furthermore, differences in socioeconomic backgrounds, regional disparities, and individual challenges might not be fully captured. Although we will strive to ensure that the sample is diverse and randomized, practical constraints may introduce selection bias, which could impact the generalizability of our findings.
- **Data Quality and Availability:** The assessment partly depends on secondary data, including enrolment records, training attendance, and placement statistics maintained by GMDC-GVT and its partner institutions. Variations in record-keeping practices and incomplete documentation at some centres may impact the accuracy and reliability of the data. Additionally, discrepancies between reported outcomes and actual observations in the field may present challenges in reaching definitive conclusions.
- **Operational Challenges:** Fieldwork in rural and remote areas presents several operational difficulties that could hinder the study.
- **Coordination with Stakeholders:** Aligning schedules with training centres, trainers, and employers across multiple districts may result in delays or missed opportunities for data collection.
- **Language and Cultural Barriers:** Communication challenges may arise in regions where local dialects are spoken, potentially affecting the clarity and accuracy of survey responses.
- **Limited Long-Term Impact Assessment:** The project is still in progress, with many participants either undergoing training or having recently completed it. This limits the ability to assess long-term outcomes, such as sustained employment and career progression.

Chapter 2: Research Methodology

This chapter describes the methodology applied to evaluate the outcomes of the Samarthya Project in six districts of Gujarat. A mixed-methods approach was employed to thoroughly assess the project's impact and identify areas for potential improvement.

2.1 Research Approach

A mixed-method approach utilizing both qualitative and quantitative analysis was employed to comprehensively assess the project's impact and achieve a complete understanding of its effects on the beneficiaries. The types of data, encompassing both primary and secondary sources, are detailed here.

- **Primary Data:** The primary data collection involved semi-structured interviews (SSIs) and focus group discussions (FGDs) to gather the perspectives of candidates who participated in the training. Surveys were also conducted to obtain measurable insights into the socio-economic conditions of the candidates, as well as the changes observed before and after the training. Additionally, surveys were administered to training organizations to identify gaps and understand which additional skill development programs are needed to enhance the employability of candidates. Employers were also surveyed to assess the skill sets of the candidates and evaluate their performance.
- **Secondary Data:** Official documents, such as project reports, concept notes, training modules, and progress reports, were reviewed to establish the context and objectives of the project, enhancing the insights gained from primary data.
- This dual approach provided a comprehensive evaluation of the project's quantitative results and qualitative insights.

2.2 Study Region

This impact assessment focuses exclusively on the Samarthya Project, implemented across six districts in Gujarat: Bharuch, Surat, Kutch, Chhotaudepur, Bhavnagar, and Panchmahal. The project aims to enhance the employability of candidates in these regions while driving improvements in income levels, social conditions, and economic stability.

Below figure 2.1 shows the map of Gujarat and the areas in which this study is carried out.



Figure 2. 1 Map of the Study Region

(Source: <https://www.google.com/search?q=gujarat+map&rlz>)

Table 2. 1 Location Visited

District	Location Visited
Kutch	Bhuj
Surat	Tadkeshwar
Chhota Udepur	Kadipani
Bhavnagar	Chitra GIDC
Bharuch	Rajpardi and Valia
Panchmahal	Halol and Shivrajpur

(Source: Primary Survey)

2.3 Qualitative Studies

2.3.1 Data Collection Methods

To collect qualitative data on candidates' subjective experiences, semi-structured interviews (SSIs) and focus group discussions (FGDs) were chosen as the primary methods. This approach

facilitated a thorough examination of the project's impact while allowing the flexibility to modify questions based on respondents' feedback.

- **SSIs:** Conducted with Candidates to elicit personal and reflective insights.
- **FGDs:** Conducted with groups of Candidates to facilitate collective discussions and identify common experiences.



Figure 2. 2 Focused Group Discussion at the Bharuch ADS Center

2.3.2 Protocol and Execution

A comprehensive protocol was created to guide the Semi-Structured Interviews (SSIs) and Focus Group Discussions (FGDs), ensuring that data collection was consistent and flexible. The questions were designed to promote in-depth discussions on key themes, such as the challenges encountered during the training and stakeholder satisfaction with the Samarthya Project. The protocol was refined after pilot interviews to enhance clarity, relevance, and suitability for the rural context.

2.3.3 Sampling Technique

The study adopted a random sampling approach to target key stakeholders directly involved in or affected by the Samarthya Project. Stakeholders were sampled across five districts: Bharuch, Surat, Kutch, Chhotaudepur, and Bhavnagar. The sampling strategy focused on core stakeholder groups:

- In each district, 1-4 FGDs and 1-2 SSIs were conducted with candidates, ensuring the inclusion of diverse perspectives and a broad, representative sample across various rural contexts. This approach provided insights into the unique challenges and outcomes of the Samarthya Project in each region.
- Across the five districts, Bharuch, Surat, Kutch, Chhotaudepur, and Bhavnagar, 6 SSIs and 10 FGDs were conducted. This combination of data collection methods allowed for comprehensive triangulation, where findings from one method were cross validated with

insights from another. Such an approach ensured a robust and nuanced understanding of stakeholder experiences, feedback, and the overall effectiveness of the project.

- The table below illustrates the distribution of FGDs, and SSIs conducted across each district.

Table 1.2 Total Number of Interviews Conducted

Serial No.	District	FGDs	SSIs
1	Chhotaudepur	1	1
2	Bharuch	1	1
3	Kutch	4	2
4	Bhavnagar	3	1
5	Surat	1	1
Total Interviews		10	6

(Source: Primary Survey)

Respondents Profile: The respondents for the Samarthya Project study were carefully selected to ensure a balanced and comprehensive representation of key stakeholders. This approach aimed to capture diverse perspectives on the project's implementation and impact. The stakeholder groups included:

- **Candidates:** Participants in the training programs came from diverse educational and socio-economic backgrounds. Many were young adults from rural areas looking to enhance their skills and improve employment opportunities.

2.3.4 Purpose of SSIs and FDGs

SSIs and FGDs were selected as primary data collection methods for the Samarthya Project study for several key reasons:

- **Open-Ended Discussions:** These methods enabled respondents to share their experiences and perspectives in detail, allowing for a more nuanced understanding of the project's impact. Open-ended questions encouraged stakeholders to freely express their views without being constrained by predefined answers.
- **Flexibility:** The flexible nature of the questioning allowed researchers to explore unanticipated themes that emerged during the discussions, adding depth and richness to the analysis.
- **Comprehensive Understanding:** SSIs provided detailed, individual-level insights, capturing the emotional and experiential dimensions of how the project impacted

candidates, training institutes, and employers. FGDs, on the other hand, encouraged group dialogue, revealing shared perceptions, community-wide sentiments, and collaborative suggestions for improvement.



Figure 2. 3 Focus Group Discussions (FGDs) in Bhuj and Chhotaudepur

2.4 Data Analysis Method

The data analysis involved multiple systematic steps to ensure a comprehensive understanding of the information gathered through FGDs and SSIs. The following methods were employed:

- **Transcription and Familiarization with Data:** The initial step involved transcribing the recorded discussions and interviews into text. This process ensured accurate documentation of the respondents' inputs, including their specific words, expressions, and contextual details. Familiarization involved reading and re-reading the transcripts to gain an in-depth understanding of the content, identifying initial patterns, and noting recurring ideas or standout comments.
- **Data Organization and Coding:** Coding was the second step, where data was categorized into smaller, meaningful units based on recurring ideas or significant responses. Codes were systematically assigned to specific sections of the transcripts to organize the data. This step helped break down complex narratives into more straightforward themes, ensuring that no valuable information was overlooked.
- **Thematic Development:** The data was synthesized into broader themes after coding. These themes represented the key findings and recurring patterns in discussions and interviews. Themes were refined to reflect respondents' core issues and perspectives while eliminating redundancy.
- **Interpretation of Themes:** The themes were analysed regarding the scheme's objectives, implementation processes, and outcomes. This step involved linking respondents' inputs

with the scheme's broader impact and identifying areas of success, gaps, and challenges. Interpretations were guided by the socio-economic and cultural context, ensuring the analysis was grounded in the realities of the beneficiaries and the community.

- **Recommendations Based on Themes:** Insights drawn from the themes were used to formulate actionable recommendations. Each recommendation was tailored to address the specific issues identified during the analysis. The suggestions aimed at enhancing the scheme's effectiveness, improving implementation strategies, and addressing barriers beneficiaries face.

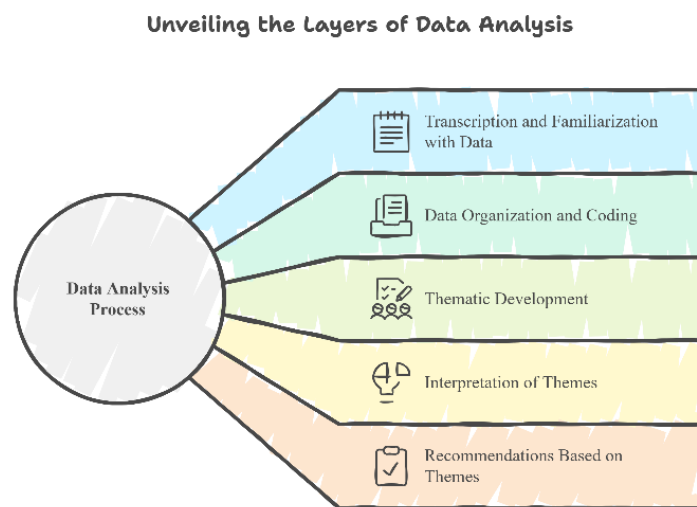


Figure 2. 4 Data Analysis Process

2.5 Quantitative Analysis

The quantitative study was designed to provide detailed statistical insights into the socioeconomic conditions, skill development outcomes, and demographic characteristics of the beneficiaries of the Samarthya Project.

Survey Design: To facilitate a robust quantitative analysis, the survey predominantly used:

- **Candidates:** This group included individuals who had participated in the training programs offered under the Samarthya Project Survey, with candidates aimed to explore the socio-economic benefits of the training for their families and the extent to which the training met their career aspirations.
- **Training Institutes:** Representatives from training institutes involved in delivering the project's programs were Surveyed to assess the project's influence on their operations and educational outcomes.

- **Employers** who had hired candidates trained under the project were surveyed to evaluate the program's effectiveness from an industry perspective.

This stakeholder-driven approach ensured that the study captured a holistic view of the Samarthya Project's implementation and its impact on diverse groups, providing valuable insights for future program enhancements.

The survey includes the following questions to assess the impact of the Samarthya project.

- **Multiple-choice questions:** To capture objective data, such as income ranges, employment, socio-economic conditions, Training details, and participation in the training of the candidates.
- **Likert Scale Questions:** To assess respondents' satisfaction levels, perceptions of program impact, and ease of access to resources and facilities.

This comprehensive approach ensured that the findings provided actionable insights for improving the Samarthya Project's design and delivery while aligning its outcomes more closely with the needs and aspirations of its beneficiaries.

2.5.1 Sampling Technique

A random sampling technique was used to ensure comprehensive representation across all selected districts and to include individuals from diverse socioeconomic backgrounds.

- **Sampling Frame:** The sample comprised three key groups: Individuals who received training under the Samarthya Project. Training institutes responsible for delivering skill development programs. Employer organizations that engaged with or hired trained individuals.
- These groups were included to provide a well-rounded perspective on the training's effectiveness, delivery, and outcomes regarding employment and skill application.
- **Sample Size:** 140 responses were collected from six districts (Bharuch, Bhavnagar, Chhotaudepur, Kutch, Bhavnagar, Panchmahal, and Surat) to ensure a balanced representation. The sample was stratified to include variations in gender, occupational roles, and organizational types to gain a holistic view of the project's implementation and its impact.

2.5.2 Data Collection Process

The data collection process for the Samarthya Project was conducted systematically over a defined period to ensure that insights were captured comprehensively from all key respondent groups. The following steps outline the detailed process undertaken:

Administration of the Survey: To ensure effective engagement, surveys were conducted with Candidates, Training organizations, and Employer organizations. After collection, each survey response was reviewed for accuracy, completeness, and consistency.

2.5.3 Data Analysis by Theme

The quantitative data analysis for the Samarthya Project focused on evaluating socioeconomic conditions, training outcomes, employment-related impacts, and overall project effectiveness.

- **Socioeconomic Background:** Demographic Analysis: Respondents' demographic profiles, including age, gender, education level, and occupation, were examined to create a socioeconomic overview of the beneficiaries.
- **Income and Employment Patterns:** Data on household income levels and employment types highlighted the financial pressures faced by respondents, many of whom belonged to low-income groups.
- **Delivery Mechanism:** The delivery process of the training programs across districts was analysed to evaluate logistical efficiency.
- **Baseline Skills and Employment:** This analysis focused on participants' skill levels and employment status before receiving training.
- **Feedback from Employers:** Employers provided critical insights into the relevance of the skills imparted through the training programs. Their responses helped evaluate the alignment of training content with industry requirements and identified gaps that could be addressed in future sessions.

2.6 Limitations of the Study

While the methodology provided significant insights, several limitations impacted the comprehensiveness and generalizability of the findings. These limitations are critical to consider when interpreting the results:

- **Availability of Beneficiaries:** In remote districts like Chhotaudepur and Panchmahal, it was challenging to access all intended respondents, including training beneficiaries and employers, due to geographical isolation and scattered populations. This restricted the

diversity of the sample and may have skewed the data toward more accessible regions, potentially underrepresenting the most marginalized groups.

- **Secondary Data Gaps:** Although secondary data, such as official reports from training institutes, provided helpful background information, inconsistencies and gaps were evident. For some districts, detailed pre-existing data on the beneficiaries and training programs were unavailable, limiting the scope of comparative analysis.
- **Geographical Reach and Infrastructure Challenges:** Rural and tribal areas, particularly in districts like Chhotaudepur, posed significant logistical challenges. Poor road infrastructure and limited public transportation made it difficult for enumerators to reach beneficiaries, and many respondents were unavailable due to these constraints. Additionally, digital connectivity issues hindered the use of remote data collection methods.
- **Accessibility and Timing Constraints:** Surveys and interviews had to be scheduled around respondents' work and personal commitments, such as employment hours or seasonal agricultural activities. This occasionally resulted in missed appointments or reduced time for in-depth discussions, limiting the richness of the data.

These limitations highlight areas for improvement in future studies, such as expanding outreach efforts, addressing logistical barriers, and adopting culturally sensitive approaches to ensure comprehensive and representative data collection.

Chapter 3: Findings from Qualitative Studies

This chapter presents the findings from qualitative studies conducted across five locations: Chhotaudepur, Bhavnagar, Bharuch, Surat, and Kutch. Through SSIs and FGDs, we captured the experiences and perspectives of key stakeholders involved in the Samarthya Project, which focuses on skill development and employability. The primary stakeholders included candidates (beneficiaries of the training); this chapter aims to provide nuanced insights into the project's impact, highlighting key themes and analysing each location's unique context.

3.1 Thematic Analysis by Location

Each theme was further explored through the lens of its constituent concepts, which will be examined in detail in the following chapter. The data was coded and then categorized into broader categories that encapsulated the key themes, setting the stage for deeper analysis and discussion.

3.1.1 Location: Chhotaudepur

Chhotaudepur, characterized by its rural landscape and predominantly low-income population reliant on agriculture and daily wage labour, served as a critical focus area for the Samarthya Project. The initiative aimed to enhance employability among local youth by providing skill development opportunities, addressing financial challenges, and creating pathways to sustainable livelihoods.

3.1.1.1 Awareness and Communication

Awareness of the Samarthya Project primarily stemmed from outreach efforts by officials from the training organization officials. While respondents appreciated the clarity and quality of information shared by these officials, they highlighted the need for a more robust and widespread communication strategy to ensure the initiative reaches its full potential. This was particularly emphasized for rural and tribal regions, where limited access to information often poses significant barriers to participation. *This was reflected in a participant's response: "We came to know about the Samarthya project from the official training organization; they came to our village and informed us about the enrolment process."*

Parents of beneficiaries emphasized the importance of targeted awareness campaigns, especially those tailored to address community-specific concerns. Sharing success stories of previous participants emerged as a pivotal recommendation for building trust and encouraging

enrolment. These real-life examples could help dispel doubts and foster confidence in the program, particularly in communities where there is hesitation about allowing young people, especially women, to travel to distant locations for training.

Respondents suggested employing a mix of traditional and modern communication channels to bridge these gaps. Grassroots approaches, such as community meetings, door-to-door outreach, and engagement through local influencers or leaders, ensure comprehensive coverage. Such efforts would amplify the program's visibility and strengthen its credibility by showcasing tangible outcomes through relatable narratives.

Adopting a multi-faceted communication strategy, the Samarthya Project can enhance awareness, address community concerns, and ensure inclusivity in its skill development and employability goals.

3.1.1.2 Training Experience

The Samarthya Project's technical training program for electrical technicians, conducted in partnership with Quess Corp in Godhra, has effectively equipped participants with industry-relevant skills through a structured, hands-on curriculum. The program focused on electrical and computer operations for three months with daily sessions from 10 AM to 5 PM. While beneficiaries praised the practical nature of the training, many highlighted challenges stemming from the large class size of 30 students, which limited personalized instruction and access to essential equipment. They suggested reducing the class size to 25 to enhance training quality and facilitate more individualized attention, as noted by one participant who said, *"sometimes we miss instructions and the practical sections of the training."*

The program is performing very well and making a positive impact. It provides essential support, such as food and accommodation, which has greatly relieved financial pressures for participants. This allows them to dedicate themselves fully to their training. Participants, particularly those from low-income backgrounds, have expressed their appreciation for this support.

While feedback has been largely positive, there is a desire for improvements, particularly in equipment availability and the implementation of more personalized teaching methods. Overall, the training program is a key part of the Samarthya Project, significantly aiding in skill development and employability. By incorporating the suggested improvements, the program

can enhance its effectiveness and continue to adapt to the changing needs of participants and the industry.

The nursing training program in Vadodara, facilitated by the Dr. Reddy Foundation, provides a strong foundation for beneficiaries aspiring to work as General Duty Assistants in hospitals. Participants appreciate the program for enhancing their employability and equipping them with essential knowledge and skills. The training includes valuable theoretical components as well as practical experiences. While there are opportunities for hands-on learning during practical sessions, some participants have expressed a desire for more medical equipment to enhance their experience further. Overall, the course effectively prepares individuals for the demands of real-world hospital environments, creating a solid basis for their future careers in healthcare. One participant noted, *“We learn a lot in the training that helps us adapt quickly to the tasks we encounter in the hospital.”*

Respondents expressed their appreciation for the high quality of instruction and noted the faculty's dedication and support during the training. The structured curriculum and supportive learning environment helped alleviate some of the challenges of equipment shortages. The program's conclusion, marked by awarding certificates, was especially valued, as it was an important credential for securing job opportunities.

However, as with the electrical technician training program, respondents noted that the class size was a concern. The relatively large groups often limited individual interaction with trainers, especially during practical sessions, reducing the opportunity for personalized feedback and guidance. Participants suggested that smaller class sizes would enable more effective learning, particularly for a field as hands-on as nursing.

Overall, the nursing training program has been a significant step toward improving job readiness among participants. Addressing the issues of equipment availability and class size would further enhance the program's effectiveness, ensuring that beneficiaries are better equipped to meet the demands of the healthcare sector.

3.1.1.3 Placement and Employment

The Samarthya Project training programs have led to diverse employment outcomes for participants, reflecting both successes and areas for improvement. Respondents from the technical training program in electricians are placed with all trainees securing contractual jobs with GMDC and other Organizations. These positions provided a monthly salary of Rs. 9000

to 14,000, offering participants a sense of financial stability and an opportunity to apply the skills they had gained during the training. *This was reflected in a participant's response: "I got a contractual job, and I am getting 9000 per month"*. Many respondents expressed gratitude for these placements, which marked a significant step in their career journeys. However, concerns were raised regarding the contractual nature of their employment, which lacked long-term job security. While six months of consistent work experience has allowed trainees to gain confidence and financial independence, respondents emphasized the need for permanent roles to ensure sustained livelihood and stability.

Employment outcomes for nursing trainees showed a lack of consistency. While some participants successfully found jobs in hospitals in Vadodara, others faced challenges in securing employment despite completing the program. This disparity indicates gaps in job placement support, especially in the healthcare sector, where there is a high demand for trained personnel but limited effective job-matching resources. Respondents mentioned that although the training equipped them with essential skills, enhanced support for post-training placement could have significantly improved their chances of finding employment.

For those who did find jobs, the certification awarded upon completing the program proved instrumental in gaining recognition from employers. Respondents highlighted that the certification validated their skills and enhanced their credibility in the job market. This underscores the importance of providing participants with tangible credentials as they transition from training to employment. *"This was reflected in participant response "after completion of training we got certificate and that helped us during interview"*.

Overall, the placement outcomes reflect the potential of the Samarthya Project to connect training with employment opportunities. However, addressing concerns about job security for technical trainees and strengthening placement mechanisms for nursing trainees could significantly enhance the program's impact, ensuring more equitable and sustainable outcomes for all participants.

3.1.1.4 Challenges and Barriers

While the Samarthya Project has significantly benefited its beneficiaries, several challenges and barriers were identified during focus group discussions. These issues, if addressed, could further enhance the program's impact and inclusivity.

- **Salary:** One of the main challenges highlighted by respondents, especially those working in urban areas like Vadodara, is that their salaries are insufficient to cover living expenses. While their training helped them secure job opportunities, many noted that their monthly income did not cover rent, transportation, and food expenses. However, some respondents mentioned they might be more satisfied with their salaries if they found jobs closer to home. Additionally, they suggested that salary increases could be implemented with experience and performance over time, helping to alleviate initial financial concerns. This strain is particularly challenging for those who have relocated from rural areas, where the cost of living is lower. Consequently, respondents recommended revising salary structures or providing additional support, such as housing allowances or subsidies, to make urban employment more sustainable for workers.
- **Safety Concerns:** To address the concerns of safety for families, especially for parents of female respondents from rural and tribal areas, we could develop training programs that allow women to learn and work closer to home. By offering localized courses that focus on skills in demand within their communities, women can gain valuable qualifications without having to travel to distant locations.

This approach not only alleviates security concerns but also helps strengthen local economies. Additionally, by collaborating with local businesses and organizations, we can create job opportunities that keep women engaged in their communities while ensuring a supportive network is in place. This way, we empower young women to pursue their careers with confidence, knowing they can work safely near their homes.
- **Trust in Job Security:** The Samarthya Project offers a valuable opportunity for participants and their families, focusing on career growth and skill development. Parents recognize the potential benefits of the employment opportunities provided and are eager to support the program. Enhancing this positive experience would benefit the project by improving communication regarding employment terms, explicitly stating whether the jobs are contractual or permanent. By providing clear information about job stability and career progression opportunities, the Samarthya Project can build trust and confidence among families, reinforcing its commitment to the long-term success of its participants.
- **Addressing the Challenges:** Respondents suggested adopting a more comprehensive approach to program delivery to address these barriers. In addition to skill development, the project should focus on providing post-training support, such as offering stipends for relocation, ensuring safer working conditions, and communicating job opportunities. By

addressing these issues, participant satisfaction would improve, and more families would be encouraged to engage with the project, ultimately ensuring its long-term success and sustainability.

- **Community and Social Impact:** The Samarthya Project has significantly changed how the community views education and employment, especially regarding opportunities for women. By offering skill development and job placement assistance, the program has created new avenues for individuals to attain financial independence and advance their careers. However, cultural and social barriers still exist, particularly within conservative families.

One of the significant impacts of the project has been the positive shift towards accepting women's participation in formal training programs and employment. Many families, especially in rural and tribal areas, increasingly recognise the immense value of empowering women through education and skill development. The sight of women taking on roles in healthcare is inspiring and has encouraged discussions about the vital contributions women can make to household income and community development.

While there are still some challenges, especially among more conservative families, there is a growing awareness of the importance of women's independence and safety. Concerns about sending young women to distant locations for training or employment are being addressed as communities realize that with proper support, these opportunities can be safe and enriching. This shift in perspective is gradually breaking down the traditional norms that have historically limited women's roles.

Parents and community members have suggested launching awareness campaigns led by previous project beneficiaries to promote this positive change further. Sharing success stories of women who have completed training, secured employment, and thrived personally and professionally can help build trust within the community. These inspiring narratives will not only showcase the safety and support measures offered by the program. However, they will also highlight the tangible benefits of participation, encouraging more families to get involved.

Fostering open dialogue between communities and program facilitators can significantly strengthen this momentum. Engaging local leaders, women's groups and alumni of the Samarthya Project to host community meetings will help address any cultural hesitations while providing families with the assurance they need to support their daughters' dreams.

By continuously emphasizing the social and economic value of empowering women through education and employment, the Samarthya Project has the potential to create a lasting cultural transformation. This will lead to more inclusive participation and enhance its positive impact on community development for years.

Summary of Thematic Analysis of the Chhotaudepur District

The Samarthya Project has significantly impacted skill development and employment opportunities while positively changing societal perceptions of women's roles in education and the workforce. By providing industry-relevant skills and certifications through targeted training programs in fields such as technical skills and nursing, the project empowers participants and paves the way for meaningful careers. However, challenges like salary disparities and safety concerns remain, particularly in urban areas, where living expenses are higher, creating both obstacles and opportunities for growth. Many individuals are actively seeking job opportunities closer to home for convenience, and participants, along with their families, are eager for enhanced awareness campaigns, smaller class sizes, and improved infrastructure to further strengthen the initiative. Fortunately, community attitudes are evolving to support the idea of women pursuing education and careers. By addressing these challenges and showcasing the success stories of alumni, the Samarthya Project can continue to drive impactful change and foster inclusivity in skill development initiatives.

3.1.2 Location: Bharuch

This thematic analysis evaluates the effectiveness of the Bharuch Samarthya Project, focusing on insights gathered from candidates who underwent training at the ADS Foundation in Bharuch for the CNC Operator Turning course.



Figure 3. 1 Pictures taken during SSIs in Bharuch

3.1.2.1 Program Awareness and Enrolment

In Bharuch district, particularly in villages Amod, Valia, and Maljipura, awareness about the Samarthya Project primarily reached beneficiaries through the active efforts of ADS staff, who played a pivotal role in promoting the program within the village. Their targeted outreach and communication were instrumental in informing villagers about the opportunities offered by the scheme. Beneficiaries shared that their decision to enrol in the program was driven by a mix of aspirations to gain knowledge, improve their financial situation, and secure a more stable and prosperous future. *This was reflected in participant response “we came to know about the training program from ADS staff they came to our village and give us instructions about how to enrol in a course”.*

Many respondents, particularly those from economically vulnerable households, viewed the training as a transformative opportunity to break free from the cycle of poverty. Before joining the program, several participants highlighted the absence of consistent income or steady employment in their families. It was their first encounter with formal employment avenues for many men, signalling a significant shift from unemployment to skill-based job opportunities. On the other hand, women expressed that the program offered them an escape from the constraints of low-paying and irregular jobs, enabling them to aspire for a better quality of life. This dual narrative underscores how the Samarthya Project has provided skill development and inspired hope and empowerment among its beneficiaries.

3.1.2.2 Impact on Socio-Economic Status

One of the most prominent themes that emerged was the considerable economic upliftment experienced by the beneficiaries. Before enrolling in the Samarthya Project, many respondents, especially male participants, highlighted their lack of steady income and employment opportunities. This financial instability often placed their families in precarious positions, with limited means to meet basic needs or plans. However, post-training, respondents reported securing jobs that had previously seemed unattainable due to their lack of skills or formal employment experience. For many, this marked the first time they could contribute consistently to household expenses, bringing a sense of stability and relief to their families. Beneficiaries frequently attributed this transformation directly to the program, emphasizing that it provided them not only with technical training but also the confidence to seek out and sustain employment. The program's impact on their economic well-being became a cornerstone of its perceived success, as steady income allowed beneficiaries to address long-standing financial

challenges and improve their overall quality of life. *This was reflected in participant response “After completion of training I got the job and now I can help my family member financially”.*

3.1.2.2 Enhanced Social Respect

Another key theme was the notable improvement in beneficiaries’ social standing within their communities. Respondents often described how their ability to earn a livelihood had significantly changed the way they were perceived by others, including their families, neighbours, and peers. Many shared that, before the program, their inability to contribute financially had left them feeling undervalued and, at times, dismissed by those around them. For instance, women highlighted how their new skills and income had challenged traditional gender roles and elevated their position in the household. The respect they gained extended beyond their immediate families, with community members acknowledging their achievements and viewing them as capable and independent individuals. This theme of enhanced social respect was closely tied to their economic empowerment, as financial contribution often translated into greater recognition and validation within the social fabric of the village. *This was reflected in participant response ‘my family is very happy that I got the job and I also felt very happy that I can help my family financially’.*

3.1.2.2 Development of Soft Skills

Another emerging theme was the significant development of soft skills among the beneficiaries, which complemented their technical training. Respondents noted that the program went beyond imparting job-specific knowledge, helping them cultivate essential interpersonal and professional abilities. These included communication skills, workplace etiquette, time management, and teamwork. Beneficiaries frequently expressed that these skills played a crucial role in boosting their confidence, enabling them to navigate workplace environments and social situations with greater ease. Many highlighted how these soft skills not only improved their performance at work but also enhanced their interactions within their families and communities. For instance, participants shared that they could now manage their time more effectively, communicate more assertively, and approach challenges with a structured mindset. This holistic development was viewed as a key factor in their ability to integrate successfully into formal employment settings and achieve a higher degree of personal and professional fulfilment. *This was reflected in participant response we also got training in soft skills and communication skills which help us at workplace”.*

3.1.2.3 Family Support and Gender Considerations

Family Reactions: A prominent theme that emerged was the positive impact of the Samarthya Project on the families of beneficiaries. Many respondents emphasized that their families were highly supportive of the training program, recognizing the tangible benefits it brought to their households. One of the most notable aspects highlighted was the provision of stable job prospects, which significantly reduced the financial strain on families that had previously struggled with irregular income and lack of employment opportunities. Respondents shared that before the program, many families faced economic uncertainty, but the skills acquired through the training opened more reliable and consistent employment options. The provision of food and accommodation during the training period was also a recurring point of appreciation. This support alleviated additional financial burdens, enabling participants to focus solely on their learning without worrying about how they would manage basic living expenses. These factors collectively contributed to a sense of relief and hope within the households, reflecting the broader socio-economic benefits that the program brought to the families of beneficiaries.

Women's Empowerment: Another central theme was the empowerment of women, particularly through the training's ability to help them transition from traditional, low-paying roles to more skilled, higher-paying positions. Female beneficiaries shared compelling testimonies about how the program enabled them to take control of their professional and personal lives.

This shift represents a significant step forward in women's empowerment, as it highlights the program's role in expanding the professional opportunities available to women. By moving into technically advanced roles such as CNC operators, women are stepping into fields that were once dominated by men, challenging traditional gender roles. The financial independence and professional recognition they gain through these opportunities contribute to a broader transformation in their social status and self-perception. This theme reflects how the Samarthya Project is not only addressing immediate employment needs but also fostering long-term changes in gender dynamics, empowering women to pursue and succeed in more diverse career paths.

3.1.2.4 Challenges and Barriers

- **Transportation Barriers:** A key theme that emerged from the discussions was the significant transportation barriers faced by beneficiaries, hindering their ability to maintain stable employment. One respondent shared their experience of working for seven months

after completing training, only to leave the job due to commuting difficulties. The lack of reliable transport options in rural areas, where infrastructure is often limited, poses a major obstacle. For many beneficiaries, especially those in remote villages, the unavailability of accessible and affordable transportation makes consistent commuting extremely challenging. This problem reflects a broader issue in rural regions, where inadequate public transport infrastructure forces individuals to choose between employment and logistical constraints. Without addressing these transportation barriers, beneficiaries risk losing jobs they worked hard to secure, undermining the potential long-term impact of the training program. As one participant expressed, *"When I was working, I used to commute daily from my village, but due to transportation barriers, I had to quit my job."*

- **Post-Employment Struggles:** A recurring theme among participants was the post-employment struggles that some beneficiaries faced after leaving their jobs. For those unable to continue working due to transportation issues, low salaries, or other factors, the sudden loss of income underscored the vulnerability of their financial situations. Many beneficiaries shared the difficulties they encountered after losing their employment, emphasizing how quickly their financial stability deteriorated. One participant expressed, *"After quitting the job, we are now facing difficulties in finding a new one. It would be better if we could get another chance from the training organization for a job."*

This situation highlighted the precariousness of their economic standing, where even a short-term job loss could significantly impact their ability to meet basic needs. In light of these challenges, beneficiaries suggested that GMDC could adopt a more proactive approach in supporting individuals who are forced to leave their initial job placements. They specifically recommended that the organization aid in securing new job opportunities, particularly for those facing transportation barriers or dealing with low wages that hinder long-term job retention. This theme emphasizes the urgent need for a more comprehensive support system for beneficiaries, both during and after their employment, to ensure sustained economic empowerment.

Summary of the Thematic Analysis of the Bharuch District

The thematic analysis of the Bharuch Samarthya Project, particularly the CNC Operator Turning course conducted at ADS Foundation, highlights its transformative impact on beneficiaries. Awareness about the program was effectively raised by ADS staff in villages such as Amod, Valia, and Maljipura, motivating economically vulnerable individuals to enrol with aspirations of achieving financial stability and career growth. The training facilitated

significant economic upliftment, enabling participants to secure steady jobs and contribute consistently to household expenses, thereby alleviating prior financial challenges. Beyond economic benefits, the program enhanced social respect for beneficiaries. Women highlighted newfound financial independence and empowerment, challenging traditional gender roles, and elevating their social status. Additionally, the development of soft skills, including communication, time management, and teamwork, complemented the technical training, boosting participants' confidence and workplace adaptability. Family support was a key enabler, with beneficiaries appreciating the provision of food and accommodation during training, which reduced financial burdens. However, challenges such as transportation barriers and post-employment struggles were significant obstacles. The lack of reliable transportation in rural areas forced some participants to leave their jobs, while others faced financial instability after losing employment. Beneficiaries suggested GMDC provide continued support in securing alternative job opportunities to ensure sustained benefits. Overall, the Samarthya Project has been transformative in fostering skill development, financial stability, and social empowerment, though addressing logistical and post-employment challenges could enhance its long-term impact.

3.1.3 Location: Bhavnagar

This thematic analysis evaluates the effectiveness of the Bhavnagar Samarthya Project, focusing on insights gathered from candidates who underwent training at the ADS Foundation in Bhavnagar for the CNC Operator Turning course.



Figure 3. 2 Pictures taken during Field Visit in Bhavnagar

3.1.3.1 Training and Curriculum: The Samarthya Project's curriculum offers both practical and theoretical training, with a focus on CNC Machining Technology and CNC Setter cum

Operator courses. Although there were plans to introduce a Solar PV Technology course, it had not started by the time of the visit. The structured schedule and eligibility criteria create a conducive learning environment for batches of 30 students, equipping rural youth with skills that are relevant to the industry.

3.1.3.2 Facilities and Support Provided: Training is delivered by the ADS Foundation, which ensures essential facilities like hostel accommodations, meals, and structured classrooms. These provisions, including uniforms and books, contribute to a professional learning atmosphere, particularly benefiting trainees from distant rural areas. *This was reflected in the participant's response: "Our accommodation is taken care of by ads Foundation and during our training from food to hostel, everything is taken care of".*

3.1.3.3 Industry Relevance and Skill Demand: Industry demand for CNC, VMC, and machine skills drives the program. Trainees are equipped with technical knowledge and programming, safety, and troubleshooting skills, essential for modern manufacturing processes. *This was reflected in participant responses to training in CNC. We also got training in programming safety".*

3.1.3.4 Placement Support and Outcomes: The respondents from Bhavnagar and nearby regions affirmed that they got the jobs after completion of training, particularly in Rajkot, enabling graduates to secure higher and better facilities. On-the-job training, during the final 10 days, facilitates smooth transitions into employment, with companies often hiring based on trainee performance. Respondents shared that their CNC programming and operation training was instrumental in securing jobs.

3.1.3.5 Impact on Beneficiaries: Respondents emphasized the transformative impact of the program on their lives. Many highlighted how technical expertise gained during the training empowered them to secure stable jobs in private sector companies, providing financial independence and contributing to their families' well-being. *This was reflected in a respondent's response: "We got the job after completion of training. It gives stability to our life, and we can take our decision financially".*

3.1.3.6 Challenges and Areas for Improvement:

- **Gender Disparity:** Respondents and stakeholders highlighted the lack of vocational courses for female students, recommending the inclusion of sewing machine operation or similar courses.

- **Advanced Training Needs:** Industry experts suggested introducing courses on advanced topics like VMC machine operations to increase employability in evolving sectors.
- **Resource Limitations:** Training centres require more laboratory equipment to improve the hands-on experience for the trainees.

Summary of Thematic Analysis of Bhavnagar District

Under the Samarthya project, practical and theoretical training in CNC operator equipping rural youth with industry-relevant skills. Although a Solar PV Technology course was planned, it had not commenced at the time of the visit. The program's structured schedule and eligibility criteria create a conducive learning environment for 30-student batches. Facilities provided by the ADS Foundation, including hostels, meals, uniforms, and books, ensure a professional atmosphere, mainly supporting trainees from remote rural areas.

The program aligns with industry demand for CNC, VMC, and lathe machine skills, equipping trainees with technical, programming, safety, and troubleshooting abilities essential for modern manufacturing. Placement support is a significant strength; all the respondents got jobs in Bhavnagar and nearby regions. Partnerships with companies, particularly in Rajkot, enable graduates to secure higher salaries and better facilities. On-the-job training during the final 10 days facilitates a smooth transition into employment, with companies often hiring based on trainee performance.

Beneficiaries reported a transformative impact, with the training enabling them to secure stable private-sector jobs, achieve financial independence, and contribute to their families' well-being. However, challenges remain. Gender disparity in vocational courses was noted, with recommendations to include programs like sewing machine operations to benefit female students. Industry experts suggested advanced training in VMC operations to enhance employability in evolving sectors. Additionally, training centres require more laboratory equipment to improve hands-on learning experiences for trainees.

3.1.4 Location: Kutch

This thematic analysis evaluates the effectiveness of the Kutch Samarthya Project, focusing on insights gathered from candidates who underwent training at the ADS Foundation in Kutch for the CNC Operator Turning course and the General Duty Assistant in Doctor Reddy Foundation.



Figure 3. 3 Picture taken during FGD in Kutch

3.1.4.1 General Duty Assistant (Doctor Reddy Foundation)

3.1.4.1.1 Awareness of the Scheme

Beneficiaries learned about the GDA program through various channels, including GMDC-GVT officials, training centre representatives from the Reddy Foundation, as well as friends and villagers. This demonstrates the effectiveness of word-of-mouth and proactive outreach efforts in raising awareness and promoting the program, ensuring its reach to a broader audience. This was reflected in the participant's response: *“We got to know about training from a GMDC-GVT official who came to our village and gave us the information regarding the program”*. The minimum qualification for enrolment in the GDA program is a 10th-grade pass. This criterion was uniformly understood and accepted across respondents.

3.1.4.1.2 Training Content and Facilities

Training for GDA covered healthcare-related technical skills and soft skills like communication, preparing participants for hospital-based roles. *This was reflected in the participant's response, “We also get training in soft skills, and that is very crucial at the workplace, and it built confidence in us.*

Provided Facilities: accommodations, food, and transportation, ensuring accessibility for trainees. However, some respondents mentioned issues like inadequate water facilities in hostels.

3.1.4.1.3 Impact of Training on Beneficiaries' Lives

The training program significantly improved beneficiaries' financial stability by providing assured placements, allowing them to transition from low-paying, labour-intensive jobs, such as agriculture and driving, to more stable roles in the healthcare sector. This shift enhanced their standard of living and provided a reliable source of income. Many participants expressed pride in their ability to contribute financially to their families, easing economic burdens and improving overall household well-being. Additionally, respondents actively shared their positive experiences with peers, serving as advocates for the program and encouraging others to participate.

3.1.4.1.4 Workplace Experience Post-Training

Most GDA beneficiaries work as hospital nurses, handling responsibilities typically associated with nursing roles. They appreciate the training but raised concerns about long work shifts (12 hours) and suggested reducing them to 9 hours. *This was reflected in the participants' responses, "Many times in a month, we have to work for 12 hours a day".*

3.1.4.1.5 Challenges and Suggestions

Beneficiaries highlighted several areas for improvement in the program's support facilities. Inadequate water facilities in hostels were a recurring issue, underscoring the need for better infrastructure to ensure comfortable living conditions. Additionally, respondents suggested that providing uniforms would enhance their professional appearance and foster a sense of discipline. Concerns about salary levels were also raised, with many beneficiaries considering the current pay insufficient to meet their family's needs. They proposed a minimum salary of ₹15,000 to ensure better financial stability and support for their households.

3.1.4.2 Solar Panel Installation (ADS Foundation)

3.1.4.2.1 Awareness and Motivation

Participants were introduced to the solar panel installation course through proactive outreach by the ADS Foundation. Staff members visited their villages to provide detailed information

about the program, its benefits, and the assurance of job placements upon successful completion. This personal engagement was crucial in generating interest and trust in the initiative. The job assurance aspect stood out as a key motivator for most participants, who viewed the program as a pathway to stable employment and better livelihood opportunities. This assurance gave participants confidence in enrolling, as it addressed a significant concern about job security post-training. *This is reflected in the participants' response: "We got to know about this training program from the official of ADS foundation who visited our village and gave us the information about the program".*

3.1.4.2.2 Training Content and Quality

The training program offered a blend of technical and practical learning that participants found highly relevant to their jobs. Practical, hands-on sessions ensured trainees could apply their skills directly in the field, making the transition from training to the workplace seamless. The addition of soft skills training further enhanced their capabilities, enabling them to communicate effectively and function well in professional settings. Participants acknowledged that this holistic approach prepared them for technical tasks and interpersonal interactions, increasing their overall employability. *This is reflected in participant responses the training we got in the centre is beneficial at our work".*

3.1.4.2.3 Challenges and Suggestions

While participants appreciated the quality of training, they identified gaps in the availability of tools and equipment during the course. Specifically, they pointed out the absence of essential tools like digital inclinometers and automatic routers, commonly used in their jobs. Beneficiaries recommended that these tools be available to future batches, as familiarity with such equipment during training would better prepare trainees for real-world job scenarios. Addressing these gaps could significantly enhance the program's effectiveness and ensure a smoother transition to the workplace for new trainees.

3.1.4.2.4 Impact of Training

The program had a transformative impact on participants' lives, particularly regarding financial stability and work-life balance. Several trainees reported moving from labour-intensive or irregular jobs, such as construction work, to stable employment in the solar panel installation sector. This shift led to significant improvements in their economic conditions, allowing them

to support their families and improve their standard of living. Additionally, the structured work schedules in their new roles provided them with better work-life balance than their previous jobs, where long and unpredictable hours were ordinary. *This was reflected in participant responses: “Earlier, I used to work as a construction worker, and my pay was very normal, but after the training in solar panel installation, I got good pay, and I can help my family financially”.*

3.1.4.2.5 Peer Influence and Community Impact

Participants were enthusiastic about the program and actively recommended it to friends and peers. Several shared stories of how their referrals led others to enrol in the course, further amplifying its impact on their communities. This ripple effect demonstrates the program’s positive reputation and potential to create broader social and economic benefits. While most beneficiaries opted for job placements after training, a few chose to delay employment to prepare for better opportunities, reflecting the program’s flexibility to cater to diverse career aspirations. *this was reflected in the participant's response: “ I also recommend this course to my friend who is currently training in the ongoing batch in Bhuj”.*

Summary of Thematic Analysis of Kutch District

The General Duty Assistance (GDA) training program by GMDC has significantly enhanced the livelihoods of participants by providing technical healthcare skills and soft skills training. Awareness of the program was primarily spread through GMDC officials, friends, and local villagers. Beneficiaries meeting the 10th-grade pass eligibility benefitted from comprehensive the facilities provided included food, accommodation, and transportation, although issues with water in the hostels were noted. After the training, most participants secured stable roles in hospitals, successfully transitioning from low-paying jobs in agriculture or driving. This change improved their financial stability, allowing them to support their families and encourage their peers to join the program. However, they recommended increasing salaries to ₹10000 to ₹15,000, implementing shorter work shifts, and providing uniforms to enhance professionalism.

The Solar Panel Installation Training Program by ADS Foundation also proved transformative, with proactive outreach ensuring awareness and trust among participants. The program’s blend of practical technical training and soft skills prepared beneficiaries for stable jobs in the renewable energy sector, improving their economic conditions and work-life balance. Despite its strengths, participants noted the absence of essential tools like digital inclinometers and

automatic routers during training, suggesting these be introduced for future batches. Many beneficiaries have actively encouraged peers to join, amplifying the program's positive impact. Both programs demonstrate their potential for community upliftment, though addressing specific logistical gaps and participant feedback can enhance their effectiveness further.

3.1.5 Location: Surat

This thematic analysis evaluates the effectiveness of the Surat Samarthya Project, focusing on insights gathered from candidates who underwent training at the Quess crop in Surat for the Warehouse Packer.



Figure 3. 4 Pictures taken during FGDs in Surat

3.1.5.1 Awareness and Motivation

Participants learned about the Warehouse Packer Training Program through outreach efforts by GMDC-GVT officials who visited their villages. These visits effectively spread awareness and provided clear information about the program. The key motivator for enrolment was the assurance of job placements after completing the training. This aspect especially appealed to participants, as it offered a pathway to stable employment. Additionally, many joined the program intending to enhance their skills and improve their career prospects, viewing the course as a stepping stone to better opportunities. *This was reflected in the participant's response, "We got to know about the training program from GMDC-GVT officials who visited our village and gave us information regarding the eligibility of the course and its advantages".*

3.1.5.2 Eligibility and Enrolment

The program required a minimum qualification of the 10th-grade pass, which was considered reasonable and inclusive by the beneficiaries. This eligibility criterion ensured that a wide range of candidates from different educational backgrounds could enrol. The simplicity of the enrolment process and the accessibility of the program made it attractive to individuals seeking to upskill and secure a stable livelihood.

3.1.5.3 Training Content and Duration

The training program was designed for three months, providing a combination of technical and soft skills training. Participants were taught product-packing techniques, along with essential soft skills such as communication and confidence-building. While trainees valued the practical and interpersonal skills imparted during the program, many noted that the skills learned during training were rarely utilized in their actual jobs. This feedback suggests a disconnect between the training curriculum and the roles participants were placed into, which were often determined by their qualifications rather than the specific training they received.

3.1.5.4 Facilities Provided

To support participants during the training period, accommodations were fully managed by the training centre. This provision was appreciated, as it reduced the financial and logistical burden on trainees, enabling them to focus entirely on their learning. The well-organized accommodations played a significant role in ensuring that participants could attend the program without additional challenges.

3.1.5.5 Post-Training Outcomes

The course provided us with essential fundamentals that significantly contributed to our development. Participants noted that while the training offered a strong foundation, it primarily enhanced their general knowledge rather than directly aligning with their specific job responsibilities. This foundational training helped us adapt better in the workplace; however, there is a clear need for further alignment between the skills taught and the actual requirements of our jobs. One participant commented, “The training we receive from training organizations doesn't fully align with our job profiles, but we underwent training after our placements at job sites.”

3.1.5.6 Program Closure and Challenges

The training center in Kadodara, located in Surat district, successfully achieved its initial target of five batches. However, the sixth batch, although approved, had to be cancelled due to low attendance, highlighting the challenges of maintaining consistent participation levels in later stages of the program. To address these issues, the center could enhance outreach efforts through social media and local organizations, engage past participants for feedback, and clearly communicate the program's value. Additionally, offering flexible scheduling, creating an alumni network to foster community, and providing incentives for consistent attendance could further improve participation and ensure the long-term sustainability of future initiatives.

Summary of Thematic Analysis of Surat District

The Warehouse Packer Training Program, facilitated by GMDC-GVT through Quess Corp, has successfully raised awareness in local communities through outreach efforts by dedicated officials visiting villages. These visits provided valuable information about the program and offered assurances of job placements, which served as a strong motivator for participants to enrol. With a minimum qualification requirement of a 10th-grade pass, the program is inclusive and accessible to a wide range of individuals. Many participants view this course as an excellent pathway to skill enhancement and stable employment opportunities.

The three-month training consists of both technical skills, such as product packing, and essential soft skills like communication and confidence-building. Participants have expressed appreciation for the training, recognizing its importance in enhancing their skill sets. One beneficiary mentioned is that the organization provides training in both foundational skills. When we join a job after training, we receive comprehensive training to help us develop the necessary expertise. The accommodations provided during the program have successfully addressed logistical challenges and ensured that participants can fully engage in their learning experiences.

The program has successfully achieved its initial target of training five batches, demonstrating its popularity and effectiveness. Even though a sixth batch was temporarily withdrawn due to low attendance, this presents an opportunity to enhance outreach efforts and generate renewed interest. By focusing on aligning training more closely with job requirements, we can further improve outcomes and ensure sustainability. Overall, this program serves as a strong foundation for participants, preparing them for further training and advancement in their careers within the warehouse packing field.

3.2 Limitations of the Study

Sample Size: The analysis for the Samarthya Project is based on a limited number of focus group discussions and interviews, which may not fully capture the diverse perspectives of all stakeholders. A larger sample size could provide a more comprehensive understanding of the program's impact.

Subjectivity: Participants' responses were influenced by their personal experiences and perceptions, which may introduce biases. This limitation highlights that the findings reflect subjective interpretations rather than universal truths about the program.

Temporal Context: The insights are tied to the current socio-economic and policy environment, which might change over time. Shifts in industry demands, government funding, or local priorities may affect the relevance and outcomes of the initiatives.

Scope of Feedback: Some specific areas, such as the long-term career growth of beneficiaries or broader regional impacts, may require additional data collection and analysis for a holistic evaluation.

3.3 Common Findings

- **Financial Relief and Stability:** Across all training programs (e.g., GDA, solar panel installation, warehouse packing, consignment Booking Assistant and Electrical technician), participants consistently reported improved financial stability. Many shifted from irregular, labour-intensive jobs to more structured roles, enabling better economic support for their families.
- **Skill Development:** Beneficiaries appreciated the blend of technical and soft skills training, which improved their confidence and professional readiness. However, a common observation was the partial utilization of these skills in their actual job roles, highlighting a need for alignment between training content and job requirements.
- **Community Awareness and Engagement:** Word-of-mouth and outreach efforts played a critical role in spreading awareness about the initiatives. Participants often shared their positive experiences with peers, encouraging others to enrol, which amplified the program's community impact.
- **Infrastructural and Logistical Challenges:** Across programs, some participants raised concerns about insufficient resources or facilities, such as inadequate water supply, the absence of specific tools during training, or limited accommodation quality. These challenges underline the need for infrastructural improvements to enhance participant satisfaction and program efficacy.

- **Job Placement and Sustainability:** Most beneficiaries expressed gratitude for job placements facilitated by the programs. However, they also emphasized areas for improvement, such as ensuring salary alignment with local cost-of-living standards and providing sustained support for career progression.

These limitations and findings highlight the Samarthya Project's significant contributions to skill development while also identifying areas for improvement to enhance long-term program effectiveness.

Chapter 4: Quantitative Analysis

The present chapter comprises the demographic characteristics, including socio-economic conditions, information regarding training and impact assessment of the beneficiaries across the six districts where impact assessments are conducted. The districts are Kutch, Chhotaudepur, Bharuch, Bhavnagar, Panchmahal, and Surat.

4.1 Demographic Characteristics

This section presents a detailed analysis of the demographic profile of respondents who participated in the training programs under the Samarthya Project. The demographic variables examined include age, gender, educational qualifications, social group affiliation, and residential location. These factors are crucial in understanding the respondents' diverse backgrounds and assessing the training initiative's inclusivity and reach.

- **Age Distribution:** The respondents are categorized based on their age groups to identify the representation of various life stages, such as youth, middle-aged individuals, and older adults. This analysis helps in understanding the target audience's age dynamics and tailoring future programs accordingly.
- **Gender Representation:** Gender data highlights the participation of male, female, and other gender respondents, providing insights into gender inclusivity in the training programs. This analysis helps in identifying whether there are any disparities and areas for improving gender balance in future initiatives.
- **Educational Qualifications:** The educational background of respondents is explored to understand their academic achievements and how it correlates with their participation in the training. This information is valuable for designing training content suitable for varied educational levels.
- **Social Group Affiliation:** The respondents' affiliation with specific social groups, such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and General Category, is studied to assess the project's outreach to marginalized and underprivileged communities.
- **Residential Location:** The study also examines whether the respondents come from rural or urban areas, highlighting the geographical reach of the project. This distinction is important for evaluating the accessibility of training programs in different settings.

Demographic characteristics of the respondents.

4.1.1 Age

The Age group analysis is a crucial component of social research, particularly in programs aimed at skill development and capacity building. Age demographics provide insight into the target population's engagement and the program's alignment with the needs of specific age cohorts. Young adults typically represent a critical group in skill development initiatives, as they are at a formative stage regarding education, employment, and social mobility.

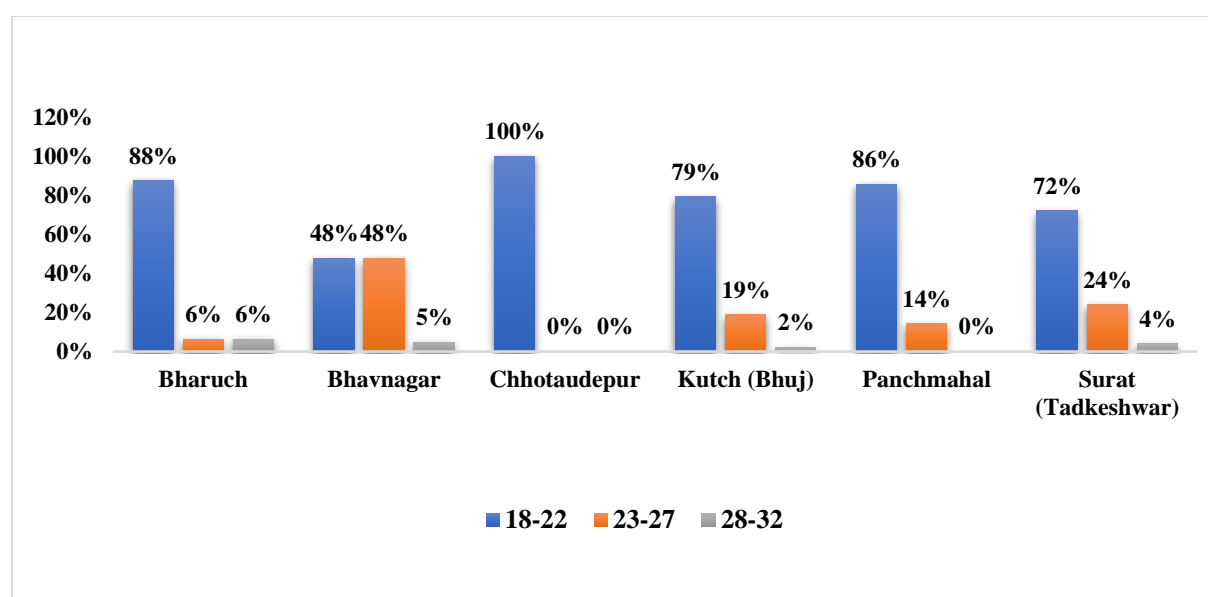


Figure 4. 1 Age Classification of the Respondents

This data is based on a sample of 140 beneficiaries drawn from a total population of 1,400 individuals involved in the Samarthya Project. The sample provides insights into the distribution of beneficiaries by age groups (18–22, 23–27, and 28–32) across six participating districts.

Among the sampled beneficiaries, a significant majority—78%—fall within the 18–22 age group. This suggests that the program effectively engages young adults who are transitioning into higher education or the workforce, a primary objective of the initiative.

The highest representations observed in specific districts, such as Chhotaudepur (100%), Bharuch (88%), and Panchmahal (86%), indicate a strong alignment with the program's goals

within those areas. Bhavnagar presents a more balanced age distribution, with 48% of beneficiaries in both the 18–22 and 23–27 age brackets, which suggests varied engagement.

with younger and slightly older individuals. Additionally, notable proportions of beneficiaries in the 23–27 age group are found in Surat (Tadkeshwar) and Kutch (Bhuj), at 24% and 19%, respectively. However, the representation in the 28–32 age bracket is quite low, at only 3%, highlighting a pronounced focus on younger cohorts.

Overall, while the sampled data reflects the program's success in reaching its target demographic, it also points to potential opportunities for expanding inclusivity to slightly older age groups in future interventions. The findings emphasize the importance of considering the broader context of the entire population of beneficiaries for a more comprehensive understanding of the program's impact.

4.1.2 Gender

Gender analysis is a vital component of social development research, as it provides critical insights into the inclusivity and equity of programs. Analyzing the participation of males and females in developmental initiatives helps assess whether gender disparities are being addressed. Programs such as the Samarthya Project aim to foster equal opportunities for all genders, thereby contributing to broader social equity and empowerment goals.

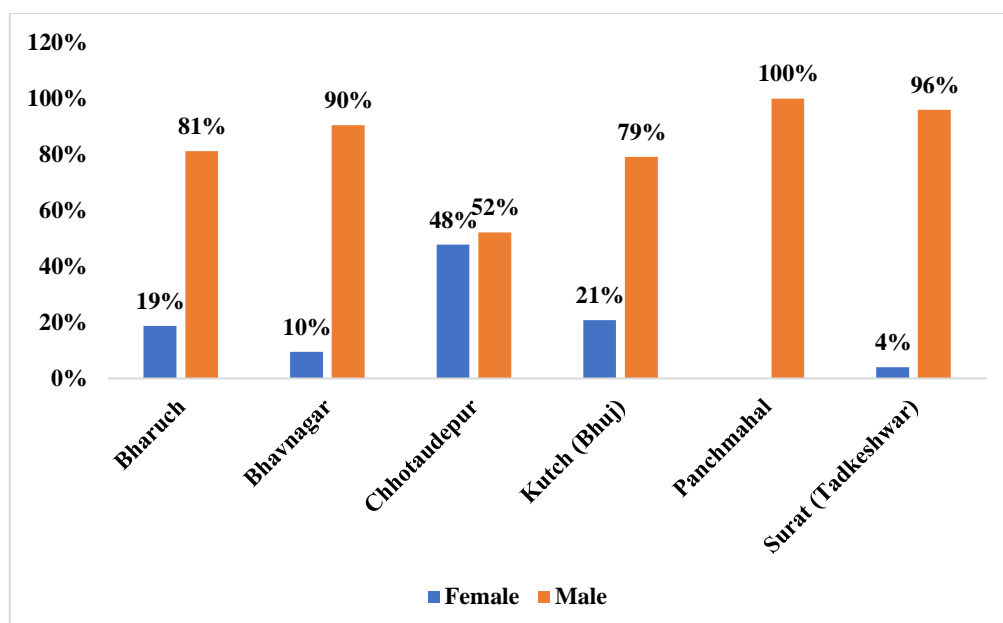


Figure 4. 2 Gender of the Respondents

This data is based on a sample of 140 beneficiaries drawn from a total population of 1400 individuals involved in the Samarthya Project. The data highlights areas of opportunity for

increasing female participation while showcasing notable successes in some districts. Overall, male beneficiaries make up 80.71% of the total sample, with female beneficiaries comprising 19.29%.

Panchmahal and Surat (Tadkeshwar) demonstrate the scope for improvement in inclusivity, as male beneficiaries constitute 100% and 96% of the sample respectively, with limited female representation. Bhavnagar and Bharuch also reflect a male majority, with 90% and 81% male beneficiaries, respectively.

Chhotaudepur stands out for its gender inclusivity, with almost equal representation: 52% of the beneficiaries are male, and 48% are female. Kutch (Bhuj) also demonstrates progress, with women accounting for 21% of the sample, indicating growing female involvement in the program.

This analysis underscores the program's potential to broaden its impact by further engaging women. Building on the progress seen in districts like Chhotaudepur, targeted initiatives such as community outreach, logistical support tailored for women, and incentives for female enrolment can enhance participation. These efforts will ensure the Samarthya Project continues to empower all sections of the community, fostering equitable development and maximizing its reach.

4.1.3 Educational Qualification

Analysing the educational qualifications of beneficiaries is essential to understanding the demographic profile of program participants and assessing the alignment of initiatives with their needs. Educational attainment reflects the beneficiaries' preparedness for skill development programs and their capacity to leverage new opportunities. Insights from such analysis are critical for tailoring program content, ensuring accessibility, and identifying groups requiring additional support to enhance educational outcomes.

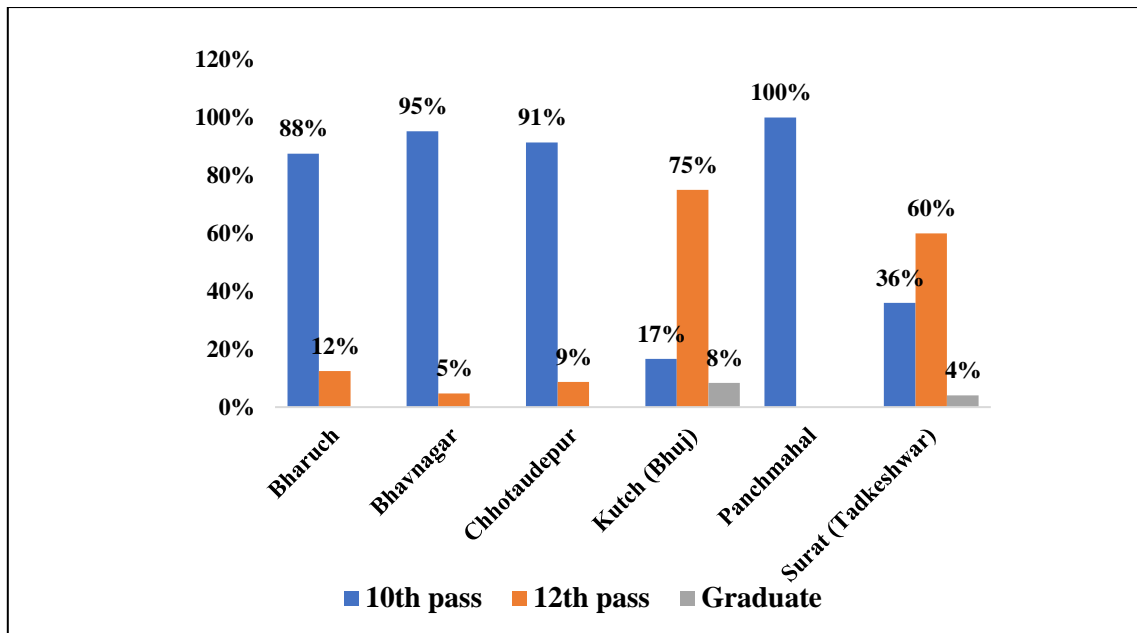


Figure 4. 3 Educational Qualification of the Respondents

Figure 4.3 shows that the distribution of beneficiaries across three educational qualification categories—10th pass, 12th pass, and Graduate in six districts under the Samarthya Project. Among the sampled beneficiaries a majority of beneficiaries (56%) have completed their 10th grade, indicating that the program primarily targets individuals at an early stage of educational attainment. Districts such as Panchmahal, Bhavnagar, and Bharuch show a significant concentration of 10th pass beneficiaries, at 100%, 95%, and 88%, respectively.

In contrast, Kutch (Bhuj) and Surat (Tadkeshwar) display a higher proportion of beneficiaries with 12th-grade qualifications, at 75% and 60%, respectively, reflecting the inclusion of more educationally advanced participants in these districts. Graduate-level representation is minimal, accounting for only 4% of the overall beneficiaries, with the highest concentration observed in Kutch (Bhuj) (8%) and Surat (Tadkeshwar) (4%). This suggests that the program primarily focuses on individuals with secondary education levels rather than those with higher education qualifications.

Overall, the sample data reflects that the Samarthya Project effectively targets beneficiaries with foundational educational qualifications, aligning with its objectives to build skills and capacity among individuals who may lack advanced formal education.

4.1.4 Social Group

The categorization of social groups, including General (GEN), Other Backward Classes (OBC), Scheduled Castes (SC), and Scheduled Tribes (ST), is crucial for evaluating

developmental programs. Analysing the distribution of beneficiaries under the Samarthya Project highlights its outreach and effectiveness in addressing the needs of marginalized communities. This ensures equitable distribution of benefits and promotes inclusivity in program implementation.

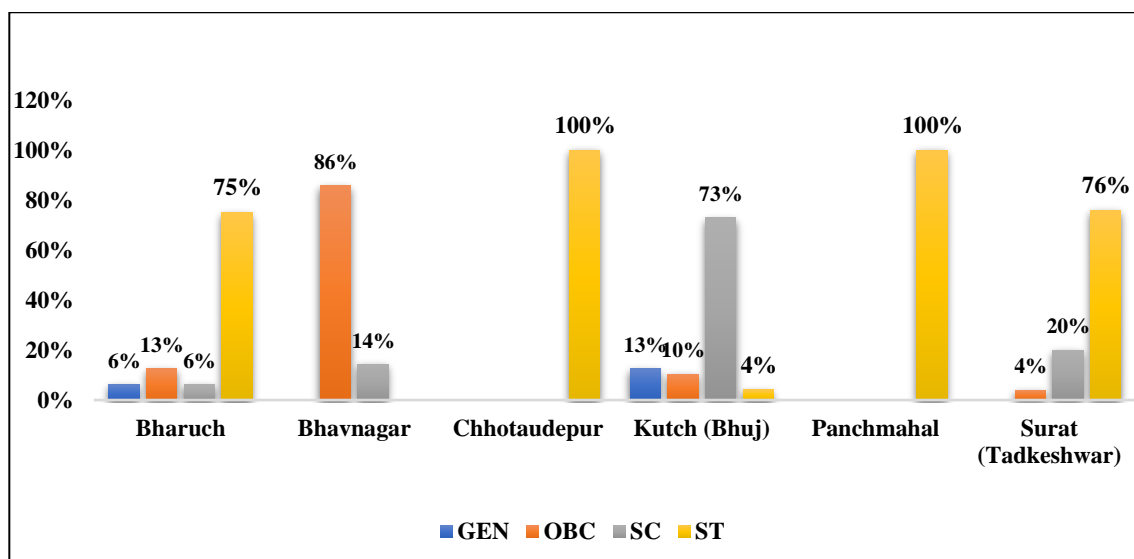


Figure 4. 4 Social Group Classification of the Respondents

Figure 4.4 shows the social group representation of beneficiaries across the districts, based on a sample size of 140 (n=140). The data reveals distinct regional patterns and diversity in social group distribution. Scheduled Tribes (ST) dominate Bharuch and Surat, accounting for 75% and 76% of the respondents, respectively, and are the sole group represented in Panchmahal and Chhotaudepur, reflecting the tribal-dominated demographics of these areas.

In contrast, Bhavnagar is predominantly composed of Other Backward Classes (OBC) at 86%, with Scheduled Castes (SC) as the second-largest group at 14%. Kutch shows a different trend, with Scheduled Castes forming the majority at 73%, followed by smaller proportions of General (GEN) and OBC respondents.

Aggregated data across all districts show that Scheduled Tribes constitute the largest group (45%), followed by Scheduled Castes (31.43%), Other Backward Classes (18.57%), and General category (5%). This analysis reflects the socio-economic diversity and distinct regional trends in beneficiary distribution under the Samarthya Project.

4.1.5 Residential Location

Across the six districts: Bharuch, Bhavnagar, Chhotaudepur, Kutch (Bhuj), Panchmahal, and Surat (Tadkeshwar) all respondents are from rural areas, indicating that the program is

specifically designed to address rural challenges and development needs. Additionally, GMDC has prioritized selecting beneficiaries from its mining-affected areas, reinforcing its commitment to supporting communities impacted by mining activities through targeted rural development initiatives.

Summary of Demographic Characteristics Analysis

The demographic analysis of respondents in the Samarthya Project's training programs reveals a diverse participant profile. The majority (78%) of participants are young adults aged 18–22, with higher concentrations in districts like Chhotaudepur, Bharuch, and Panchmahal. Gender representation is skewed, with males comprising 80.71% of the sample, although districts like Chhotaudepur and Kutch show more balanced participation. Educationally, most respondents have completed their 10th grade (56%), with higher proportions of 12th-grade graduates in districts like Kutch and Surat, while graduate-level representation remains low at 4%. In terms of social group affiliation, Scheduled Tribes (ST) make up 45% of the respondents, with significant representation of Scheduled Castes (31.43%) and Other Backward Classes (18.57%). The respondents are primarily from rural areas, with a notable focus on mining-affected regions, aligning with the program's goals to address rural challenges and support communities impacted by mining. This analysis underscores the program's inclusivity but also highlights areas for further improvement, particularly in gender and age diversity.

4.2 Socio-Economic Background of the Respondents

The socio-economic background of candidates who received training under the Samarthya Project highlights their financial conditions, educational opportunities, and access to resources. This section focuses on understanding the economic status and livelihoods of the beneficiaries, shedding light on how the program supports skill development for individuals from varied socio-economic contexts.

4.2.1 Household Income

Analysing household income levels before training is a critical aspect of assessing the socio-economic background of beneficiaries. Household income serves as an indicator of economic vulnerability and helps in identifying whether programs are effectively targeting economically disadvantaged groups. By evaluating the income distribution of participants, it helps to assess the program's inclusivity and its potential impact on improving the livelihoods of marginalized populations.

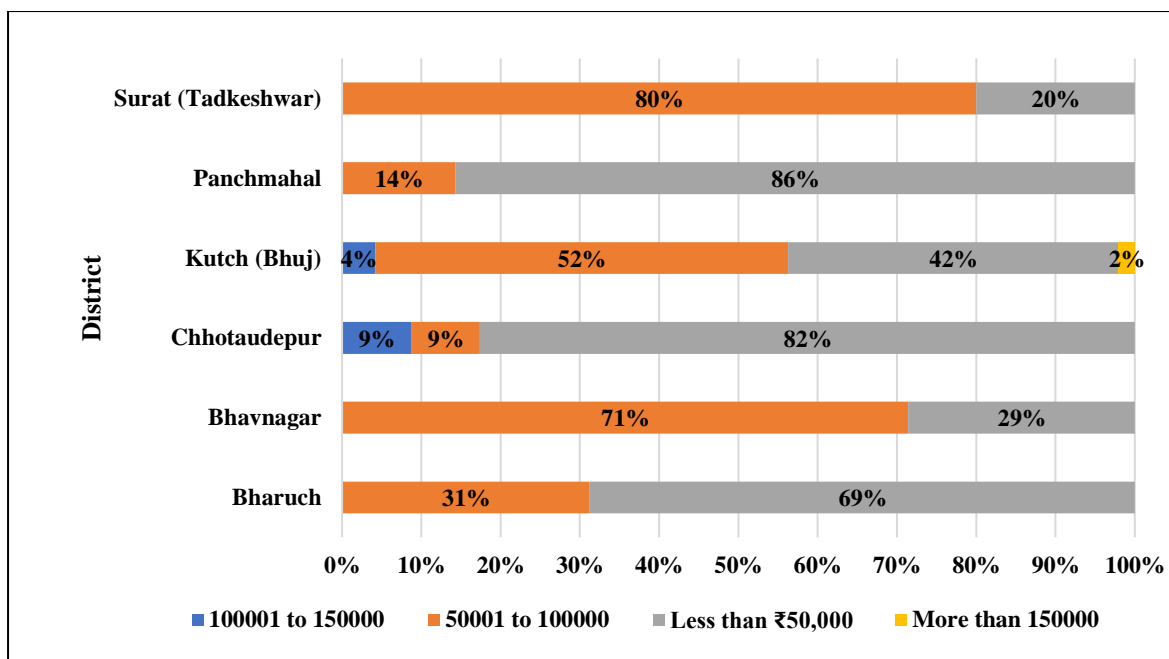


Figure 4. 5 Household Income Classification of the Respondents

The Figure 4.5 shows that household income levels of beneficiaries before training, categorized into four brackets: "Less than ₹50,000," "₹50,001 to ₹1,00,000," "₹1,00,001 to ₹1,50,000," and "More than ₹1,50,000". The data reveals that 48% of beneficiaries fall within the "Less than ₹50,000" category, while an additional 49% are in the "₹50,001 to ₹1,00,000" range. This distribution highlights that most participants come from economically vulnerable households.

District-level analysis shows that Chhotaudepur and Panchmahal have the highest proportion of beneficiaries with household incomes below ₹50,000, at 82% and 86%, respectively. Bharuch also reports a substantial representation in this income bracket (69%). In contrast, Bhavnagar and Surat (Tadkeshwar) have a higher concentration of beneficiaries in the ₹50,001 to ₹1,00,000 range, accounting for 71% and 80%, respectively. Higher income groups are minimally represented, with just 3% of beneficiaries in the ₹1,00,001 to ₹1,50,000 range and 1% in the "More than ₹1,50,000" category. Kutch (Bhuj) exhibits slightly more diversity, with 4% in the ₹1,00,001 to ₹1,50,000 range and 2% in the highest income bracket.

The sample data reflects that the Samarthya Project is effectively targeting low-income households, aligning with its goal of improving socio-economic conditions for economically marginalized groups.

4.2.2 Main Source of Occupation

Understanding the primary source of income for beneficiaries' families is critical in evaluating the socio-economic background of participants and their dependence on various economic sectors. This analysis provides insights into the economic activities prevalent in specific regions and helps assess how skill development programs like the Samarthya Project can uplift the communities.

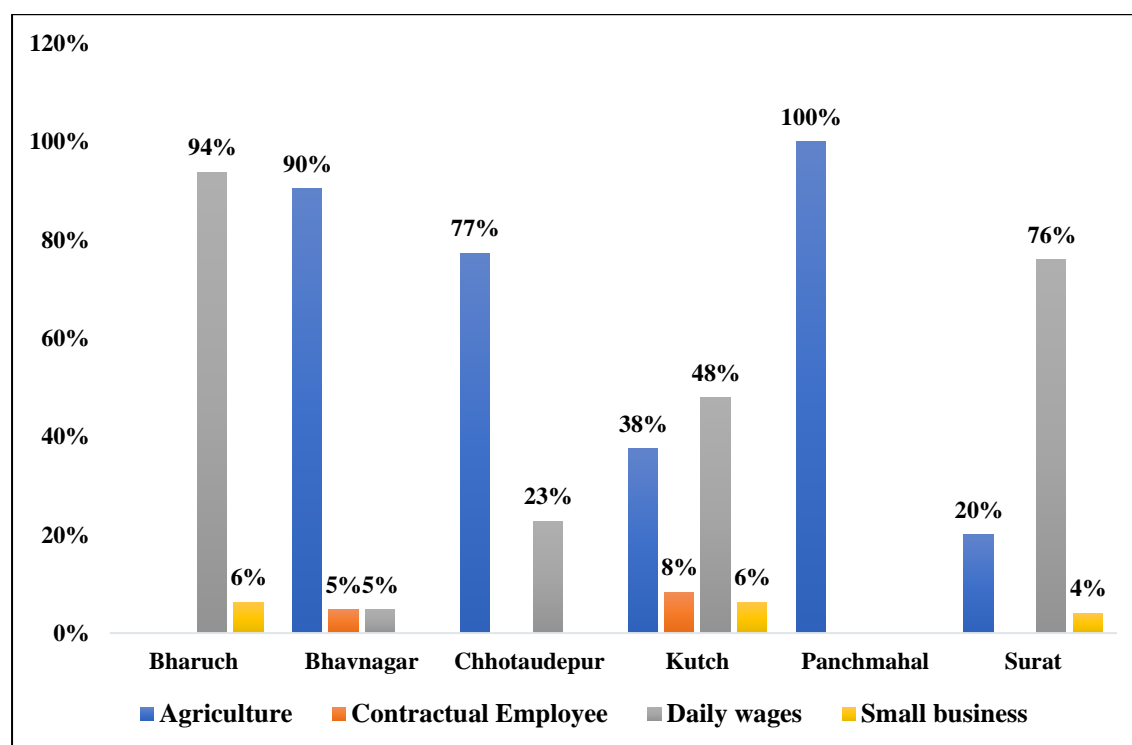


Figure 4. 6 Family's Main Source of Income

Figure 4.6 categorizes the primary income sources of beneficiary's families into four sectors: Agriculture, Contractual Employment, Daily Wages, and Small Business.

The data shows that agriculture is the dominant income source for 47.86% of families, reflecting the regions agrarian nature. Panchmahal reports complete reliance on agriculture (100%), followed by Bhavnagar (90%) and Chhotaudepur (77%), underscoring the heavy dependence on farming in these districts. This reliance indicates limited livelihood diversification and exposure to risks such as crop failure and fluctuating market prices.

Daily wages form the second-largest income source, accounting for 45% of families. This dependence is most pronounced in Bharuch (94%) and Surat (76%), reflecting significant economic vulnerability and reliance on unskilled or semi-skilled labour. Such households often face financial instability due to irregular incomes.

Contractual employment and small businesses contribute minimally to overall income, each accounting for 3% of families. Kutch exhibits a more diversified income profile, with 38% of families engaged in agriculture, 48% relying on daily wages, and smaller proportions (8% and 6%) depending on contractual employment and small business, respectively. The sample data reflects that families of beneficiaries are primarily engaged in agriculture and daily wage labour—sectors marked by economic instability and vulnerability.

4.2.3 Family Size

Family Size refers to the number of members in a household, which can vary significantly from one family to another. It is categorized into three groups: 1 to 3 members, 4 to 6 members, 7 to 9 members. The data provides insight into the distribution of family sizes across different regions, helping to understand demographic trends and how family size might impact access to resources or participation in certain programs.

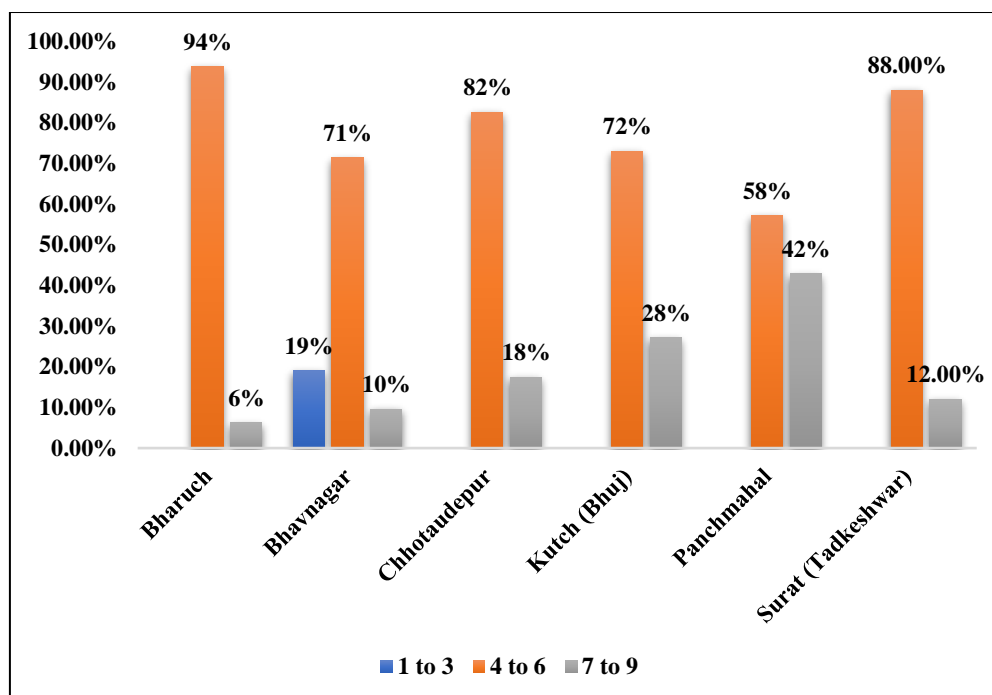


Figure 4. 7 Family Size Classification of the Respondents

Figure 4.7 shows the family sizes among beneficiaries, categorized into Three groups: 1 to 3, 4 to 6, 7 to 9. Most beneficiaries (79%) belong to families with 4 to 6 members, indicating a prevalent medium-sized family structure across the surveyed districts.

District-level data reveals that Bharuch and Surat (Tadkeshwar) have the highest concentration of families in the 4 to 6 categories, at 94% and 88%, respectively. Bhavnagar also shows a significant proportion (71%) in this category, with 19% of families being smaller (1 to 3

members). Larger family sizes (7 to 9 members) are more prominent in Panchmahal (29%) and Kutch (Bhuj) (23%), with a smaller but notable presence in Chhotaudepur (18%).

Smaller family sizes (1 to 3 members) are rare, accounting for only 3% of the total, with Bhavnagar showing the highest representation at 19%. This analysis highlights that most beneficiaries belong to medium-sized families, which aligns with the socio-economic profile typical of rural and semi-urban areas. The data suggests that the Samarthya Project effectively reaches households that face moderate economic pressure due to family size.

4.2.4 Land Ownership

Land ownership is a critical indicator of economic stability and livelihood security, especially in rural contexts where agriculture and related activities are prominent. Ownership of land often reflects the socio-economic status of households and determines access to resources, credit, and opportunities for income generation. By examining land ownership among beneficiaries, the Samarthya Project can evaluate the level of economic vulnerability.

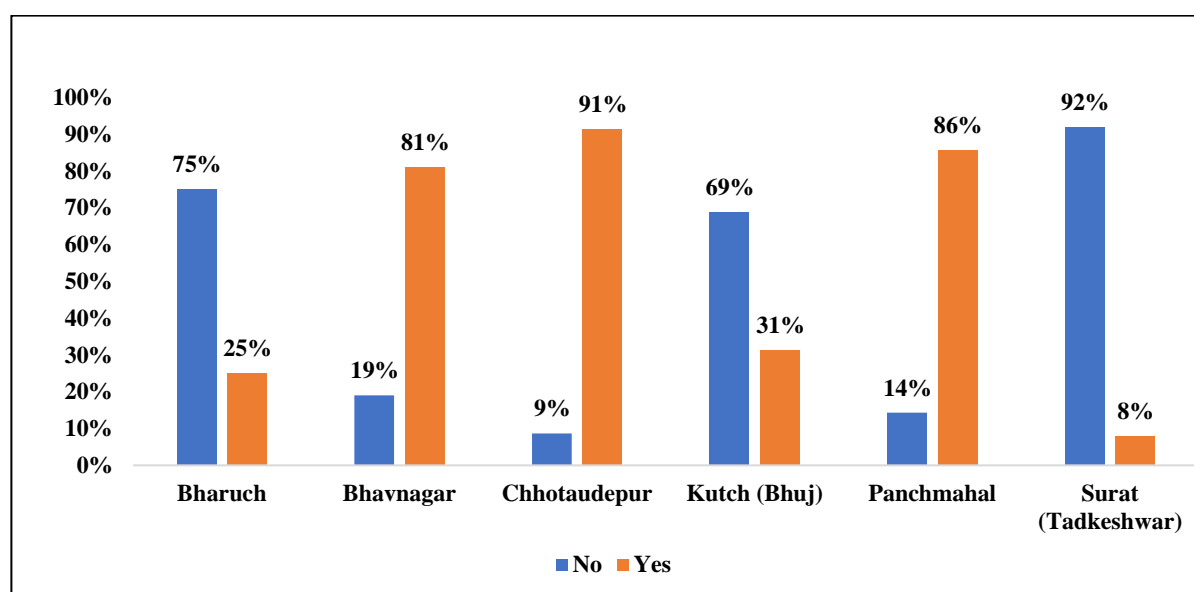


Figure 4. 8 Land Ownership

Figure 4.8 shows that In Bharuch, most beneficiaries (75%) are landless, indicating high economic vulnerability and reliance on non-agricultural income sources such as daily wages or informal labour. Bhavnagar shows a contrasting trend, with 81% of beneficiaries owning land, suggesting relatively stable access to agricultural resources and opportunities for land-based livelihoods. Similarly, Chhotaudepur and Panchmahal exhibit high land ownership rates at 91% and 86%, respectively, reflecting a predominantly agrarian economy where beneficiaries likely depend on farming for their livelihood.

Kutch (Bhuj) presents a mixed scenario, with 69% of beneficiaries being landless, underscoring the economic challenges faced by a significant portion of the population. On the other hand, Surat (Tadkeshwar) has the highest percentage of landless beneficiaries (92%), indicating a severe lack of access to agricultural resources and a dependence on alternate forms of income. These district-wise variations highlight the need for region-specific interventions under the Samarthya Project, particularly focusing on skill development and livelihood diversification for landless households.

4.2.5 Landholding

Figure 4.9 shows significant disparities in land ownership across districts, measured by the distribution of households without land, owning 1 to 3 bighas, and owning more than 3 bighas. However, it is important to note that even households owning land have holdings that are often insufficient for sustainable agricultural cultivation.

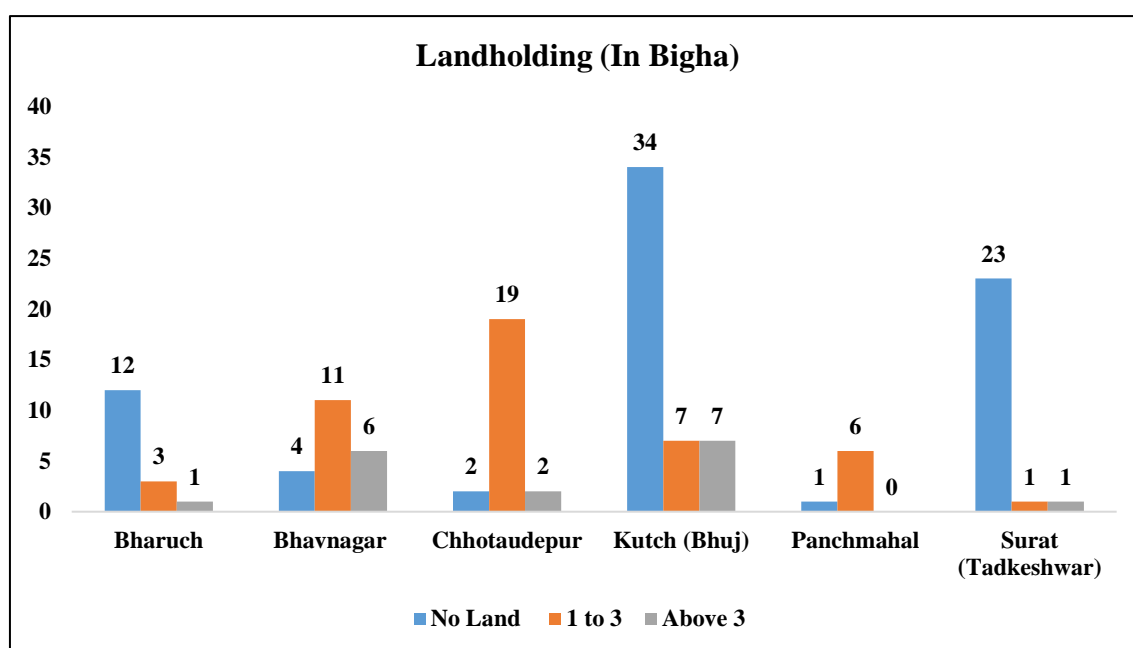


Figure 4. 9 Landholding Classification of the Respondents

Among the sampled beneficiaries, in Bharuch, 12 households are landless, while only 3 own 1 to 3 bighas, and just 1 household owns more than 3 bighas. This limited land ownership highlights the economic vulnerability of most households, as such small holdings are unlikely to support productive farming. Similarly, in Surat (Tadkeshwar), landlessness is severe, with 23 households reporting no land, and only 1 household each owning 1 to 3 bighas or above 3 bighas, further reflecting constraints on land-based livelihoods.

In Bhavnagar, the distribution is slightly more balanced, with only 4 landless households compared to 11 owning 1 to 3 bighas and 6 owning above 3 bighas. However, even for households with land, the average holding size may still limit their ability to rely solely on cultivation for income. Chhotaudepur also demonstrates higher levels of land ownership, with 19 households owning 1 to 3 bighas and 2 households each in the "No Land" and "Above 3" categories. Despite this, the small average landholding size suggests limited agricultural productivity.

Kutch (Bhuj) exhibits a high prevalence of landlessness, with 34 households reporting no land. Among landowners, 7 households each own 1 to 3 bighas and above 3 bighas. However, the small holdings suggest that cultivation alone is insufficient to meet household needs. In Panchmahal, while landlessness is minimal (1 household), the majority (6 households) own 1 to 3 bighas, with no representation in the above 3 bighas category. This indicates that agricultural practices are largely small-scale and inadequate for sustained income generation.

The sample data reflects that in districts like Bharuch, Kutch (Bhuj), and Surat (Tadkeshwar), the high prevalence of landlessness calls for focused interventions, such as skill development and alternative livelihoods. For districts like Bhavnagar, Chhotaudepur, and Panchmahal, where land ownership is more common, but holdings are too small for viable farming, and not adequate to earn a livelihood, skill development programs are very important in these regions.

4.2.6 Type of House

The type of housing serves as a key indicator of the socioeconomic status of households, reflecting their income levels, living standards, and access to basic amenities. Variations in housing types across districts can reveal disparities in economic development, infrastructure, and government support initiatives.

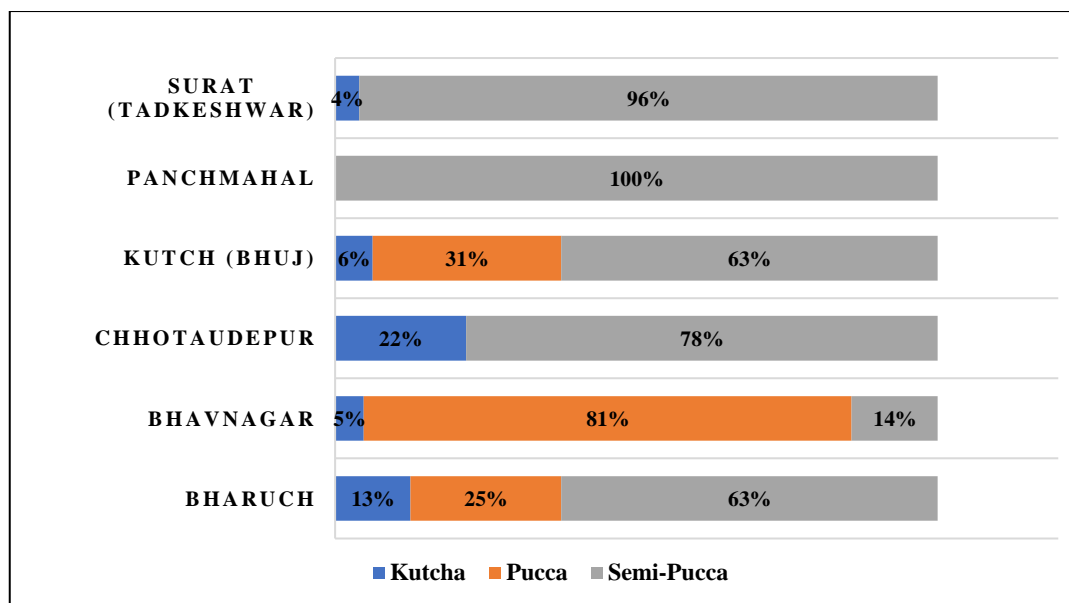


Figure 4. 10 Type of House Classification of the Respondents

In Bharuch, 63% of households reside in semi-pucca houses, indicating partial access to durable housing materials. While 25% live in pucca houses, 13% still reside in kutcha houses, reflecting economic vulnerability. Bhavnagar shows a more favourable trend, with 81% of households living in pucca houses, and only 14% in semi-pucca houses and 5% in kutcha houses, indicating better housing conditions in the district.

In Chhotaudepur, semi-pucca housing dominates, accounting for 78% of households, while 22% live in kutcha houses and none in pucca houses, suggesting a lower standard of living and limited access to durable housing. Kutch (Bhuj) shows a mixed scenario, where 63% of households reside in semi-pucca houses, 31% in pucca houses, and 6% in kutcha houses, reflecting moderate housing conditions overall.

Panchmahal presents a unique case, with 100% of households living in semi-pucca houses, highlighting the lack of both pucca and kutcha housing. Similarly, in Surat (Tadkeshwar), the majority (96%) live in semi-pucca houses, with 4% in kutcha houses and no representation of pucca houses.

Overall, the sample data reflects that most beneficiaries lack fully durable housing, as evidenced by the prevalence of semi-pucca houses across districts (66% overall).

4.2.7 Pre-Training Employment

Employment Before Training refers to whether individuals were employed before receiving training. This variable helps assess the employment status of individuals before they engage

in training programs, providing insights into the need for skill development and potential barriers to employment.

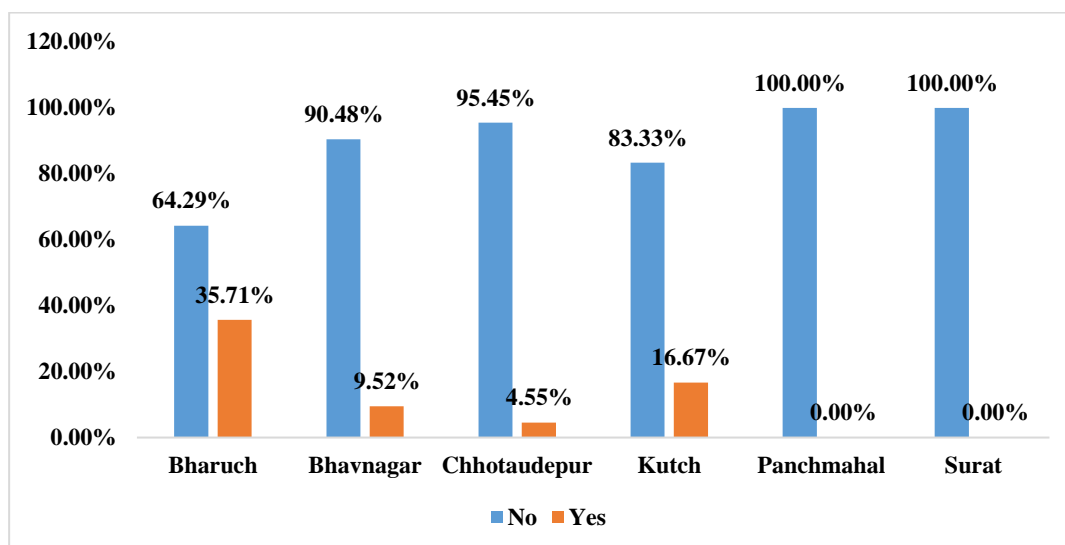


Figure 4. 11 Employment Status before the Training

Figure 4.11 shows the employment status of beneficiaries prior to their participation in training programs, highlighting the significant levels of unemployment across the districts.

In Bharuch, 64% of beneficiaries were unemployed before the training, while 36% had some form of employment, indicating comparatively better pre-training employment levels relative to other districts. In contrast, Bhavnagar shows a much higher unemployment rate, with 90% of respondents unemployed and only 10% employed prior to training.

In Chhotaudepur, unemployment is even more pronounced, with 96% of beneficiaries reporting no employment before training, and just 4% having some form of job. Similarly, Kutch (Bhuj) reflects high unemployment, with 83% of respondents not employed and 17% employed before training.

The situation in Panchmahal and Surat (Tadkeshwar) is critical, as 100% of respondents in both districts were unemployed before the training. These figures shows that a complete reliance on training programs for creating employment opportunities in these areas.

Overall, the data indicates that across all districts, 89% of respondents were unemployed before receiving training, underscoring the importance of the Samarthya Project in addressing employment challenges. The findings suggest that training programs are crucial for improving employability and providing alternative livelihoods.

4.2.8 BPL Card

The Below Poverty Line (BPL) card status of families provides insights into the economic conditions of beneficiaries. The data highlights significant variations in BPL card ownership across districts, reflecting differing levels of poverty and governmental support access.

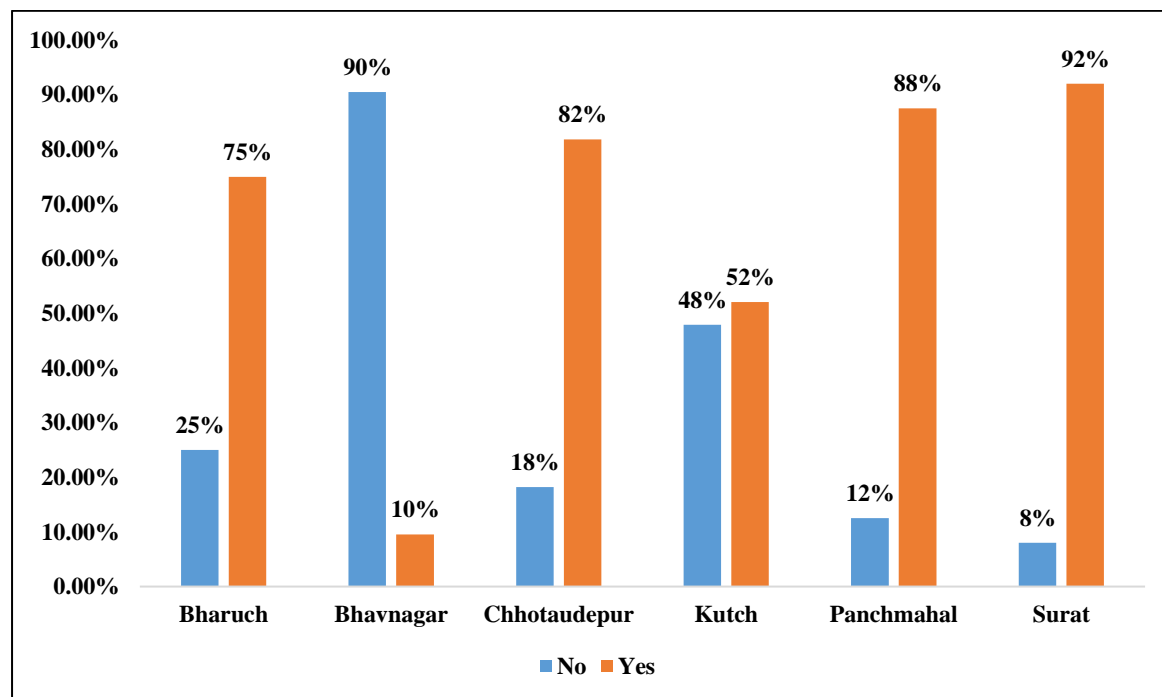


Figure 4. 12 BPL Card Status of the Respondents

Figure 4.12 shows that In Bharuch, 75% of families possess a BPL card, indicated that a majority fall below the poverty line and were eligible for subsidized services and benefits. However, 25% of families do not have a BPL card, possibly suggesting slightly better economic conditions or challenges in accessing the card. Similarly, Chhotaudepur exhibits high BPL card ownership, with 83% of families holding a card, while 17% did not, showcasing a high dependency on welfare schemes.

Bhavnagar presents a contrasting picture, with only 10% of families holding a BPL card and 86% not holding one. This indicates a comparatively better economic standing among families in the district. Kutch (Bhuj) reflects a mixed scenario, where 52% of families have a BPL card, 48% do not.

In Panchmahal, 88% possess a BPL card, suggesting that the population falls under the poverty line, reflecting a critical need for continued support and intervention. Likewise, in Surat 92% of families hold a BPL card, and 8% do not, reflecting significant economic challenges in the

region. Overall, the data indicates that 63% of families across all districts possess a BPL card, highlighting a substantial prevalence of poverty among beneficiaries.

Summary of Socio-Economic Characteristics

The socio-economic background of the beneficiaries under the Samarthya Project highlights their financial conditions, livelihood sources, and overall vulnerability. A significant portion of participants (48%) comes from households earning less than ₹50,000 annually, with an additional 49% earning between ₹50,001 to ₹1,00,000, indicating that the program primarily targets low-income groups. Most beneficiaries' families rely on agriculture (47.86%) or daily wages (45%), which exposes them to economic instability. Small business and contractual employment are minimal sources of income. The family size data reveals that 79% of beneficiaries belong to households with 4 to 6 members, with larger families more prevalent in districts like Panchmahal and Kutch (Bhuj). Land ownership varies significantly across districts, with many families in Bharuch (75%) and Surat (Tadkeshwar) (92%) being landless, while areas like Bhavnagar (81%) and Chhotaudepur (91%) show higher ownership, though land holdings are often too small for sustainable cultivation. Housing conditions are mostly semi-pucca (66% overall), with Bhavnagar showing better living standards. Employment before training is a key issue, as 89% of beneficiaries were unemployed, underscoring the need for the skill development programs. Additionally, 63% of families possess a BPL card, indicating a high prevalence of poverty, especially in districts like Surat and Panchmahal, where the majority of families are below the poverty line. This socio-economic profile indicates that the Samarthya Project is effectively reaching economically disadvantaged groups, particularly those involved in agriculture and daily wage labour, and highlights the critical need for skill development and livelihood diversification.

4.3 Training Details

This section provides the detail of the training to assess the effectiveness of the training institution from the candidate's perspective.

4.3.1 Course Enrolment

This section refers to the specific training programs or courses that individuals have participated in. The data is categorized by various courses such as CBA (Consignment Booking Assistant), CNC Operator Turning, Electrical Technician, GDA (General Duty Assistant), Solar Panel Installation, and Warehouse Packer, showing the percentage of individuals enrolled in each course across different regions.

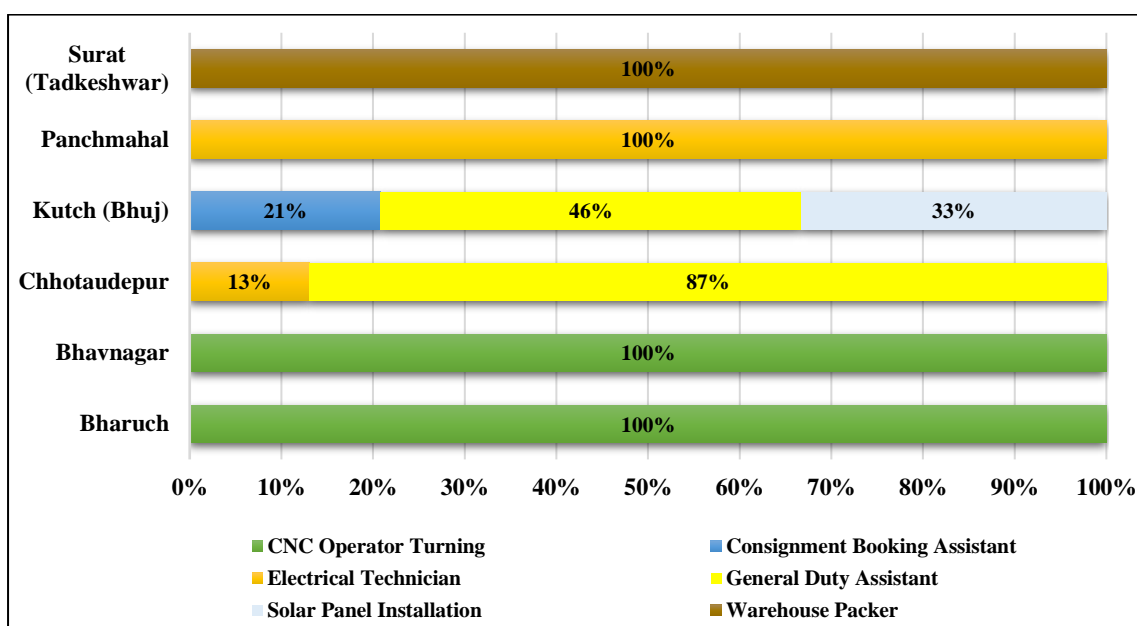


Figure 4. 13 Type of the Course Enrolled in Training

This data is based on a sample of 140 beneficiaries drawn from a total population of 1,400 individuals involved in the Samarthya Project. In Bharuch and Bhavnagar, 100% of beneficiaries are enrolled in the CNC Operator Turning course, suggesting a strong alignment with industrial needs or available opportunities in these regions. The exclusive enrolment in this course highlights the localized focus on technical skills relevant to the industries present in these areas.

In Chhotaudepur, beneficiaries have diversified into two courses: 13% enrolled in the Electrical Technician course and 87% in the General Duty Assistant course.

Kutch (Bhuj) shows a wider variety of courses, with 21% of beneficiaries enrolled in the Consignment Booking Assistant course, 46% in General Duty Assistant, and 33% in Solar Panel Installation. This diversity reflects the district's efforts to cater to emerging industries like renewable energy while maintaining opportunities in logistics and healthcare.

In Panchmahal, 100% of beneficiaries are enrolled in the Electrical Technician course, indicating a targeted approach to skill development in this area, likely influenced by the needs of local industries or infrastructure projects.

Surat (Tadkeshwar) displays an unusual case where 100% of beneficiaries are enrolled in the Warehouse Packer course, suggesting a specific focus on skills related to logistics and supply chain management.

The sample data reflects that distribution of courses across districts reflects an effort to align skill development with local economic activities and employment opportunities. While CNC Operator Turning and General Duty Assistant courses are the most popular overall (26% and 30%, respectively), the diversity in other courses such as Solar Panel Installation and Consignment Booking Assistant shows the program’s adaptability to regional needs. Further expansion into emerging fields could enhance the program's impact.

4.3.2 Training Duration

Across all six regions Bharuch, Bhavnagar, Chhotaudepur, Kutch, Panchmahal, and Surat all the respondents are enrolled in training programs with a duration of 03 months. This uniformity across regions highlights that all individuals are receiving training with the same length of duration.

4.3.3 Distance of Training

The data on the distance beneficiaries travel from their residence to training centres highlights regional variations in accessibility. However, it is important to note that trainers are providing accommodation facilities, ensuring that the distance does not hinder participation or program outcomes.

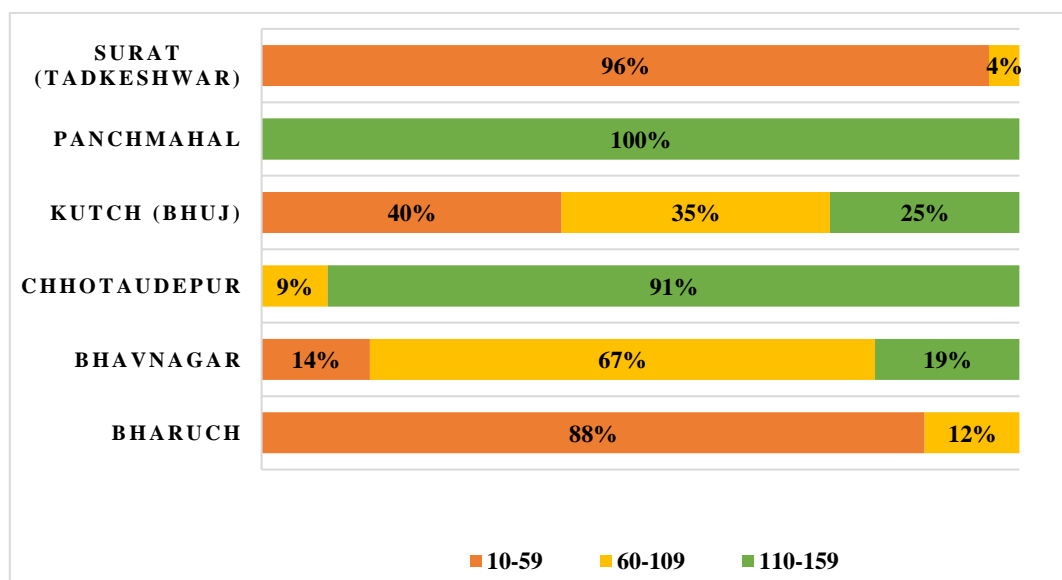


Figure 4. 14 Distance of the Training Institution from the House

Based on a sample of 140 beneficiaries from a total population of 1,400 individuals involved in the Samarthya Project, the data provides valuable insights into the travel patterns of participants across six districts.

In Bharuch, 88% of beneficiaries travel between 10 to 59 km, while 12% travel 60 to 109 km. The relatively short distances reflect the accessibility of training centers in this district, further supported by the provision of accommodations, ensuring participants can engage effectively. Similarly, in Surat (Tadkeshwar), 96% of beneficiaries travel 10 to 59 km, highlighting the district's high accessibility and minimal logistical challenges.

Bhavnagar presents a varied travel pattern, with 14% of beneficiaries traveling 10 to 59 km, 67% traveling 60 to 109 km, and 19% traveling 110 to 159 km. Despite the longer distances for some participants, the availability of accommodations ensures that all beneficiaries can attend training without difficulty.

In Chhotaudepur, 91% of beneficiaries travel 110 to 159 km to reach the training center. While the significant travel distances could be challenging, the accommodation facilities provided by the program effectively address these concerns, supporting smooth participation.

Kutch (Bhuj) demonstrates diverse travel patterns, with 40% of beneficiaries travelling 10 to 59 km, 35% travelling 60 to 109 km, and 25% travelling 110 to 159 km. The provision of accommodations helps mitigate challenges for those travelling longer distances, ensuring equitable access to training.

In Panchmahal, all beneficiaries travel more than 110 km to the training centre. Despite the substantial distance, the availability of accommodation facilities ensures that logistical challenges are effectively managed.

While travel distances vary significantly across districts, the sampled data reflects the program's commitment to inclusivity by providing accommodations to address potential barriers. This proactive approach ensures that participants, regardless of travel distance, can effectively engage in the program, demonstrating the initiative's success in reaching its target demographic.

4.3.4 Training Quality

Training Quality Rating refers to evaluating the training programs based on participant feedback. The ratings are categorized into four groups: Average, Excellent, Fair, and Good, representing the perceived quality of the training experience. These ratings help assess the effectiveness and satisfaction of the training programs.

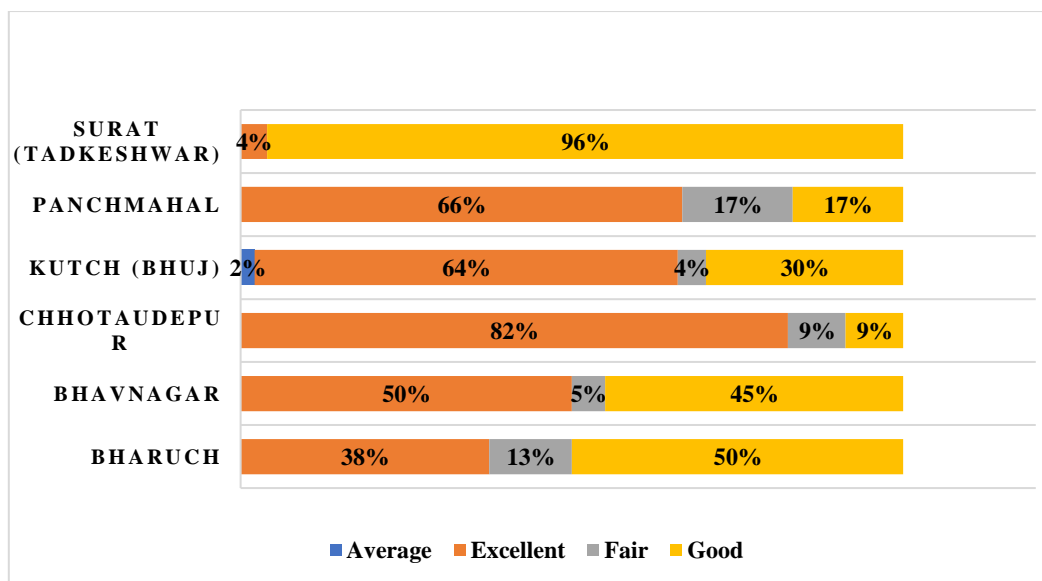


Figure 4. 15 Training Quality Rating

The evaluation of training quality across districts reveals generally positive feedback, with most respondents rating the training as "Excellent" or "Good."

In Bharuch, 50% of respondents rated the training as "Good," while 38% rated it as "Excellent," and 12% found it "Fair." These ratings reflect a favourable perception of the training quality in the district, with room for improvement in achieving excellence for all participants.

Bhavnagar shows a similar trend, with half of the respondents (50%) rating the training as "Excellent" and 45% rating it as "Good." Only 5% rated the training as "Fair," indicating an overall high satisfaction level with minor areas to refine.

In Chhotaudepur, the highest proportion of respondents (82%) rated the training as "Excellent", showcasing remarkable satisfaction with the quality of the training provided. However, 9% rated it as "Fair," and an equal proportion as "Good," suggesting that some participants encountered areas for improvement.

Kutch (Bhuj) reflects diverse feedback, with 64% rating the training as "Excellent," 30% as "Good," 4% as "Fair," and a small 2% marking it as "Average." While the majority express high satisfaction, the presence of "Average" ratings signals the need to address specific concerns.

In Panchmahal, 66% of respondents rated the training as "Excellent," with smaller proportions rating it as "Good" (17%) or "Fair" (17%). This distribution demonstrates overall satisfaction but highlights opportunities to standardize quality further.

Surat (Tadkeshwar) stands out for its overwhelming "Good" rating, with 96% of respondents expressing this sentiment. Only 4% rated the training as "Excellent," suggesting a need to align training quality with the high standards observed in other districts.

Overall, the majority of participants perceive the training as effective and well-executed. The focus moving forward should be on ensuring consistently high-quality training across all districts, addressing any concerns that lead to "Fair" or "Average" ratings.

4.3.5 Practical Session

Practical Sessions Adequacy refers to whether the hands-on, practical components of the training program were sufficient for participants to learn the necessary skills effectively. The data categorizes responses into "Yes" (adequate) and "No" (inadequate), providing insight into how well the practical sessions met the learning needs of participants.

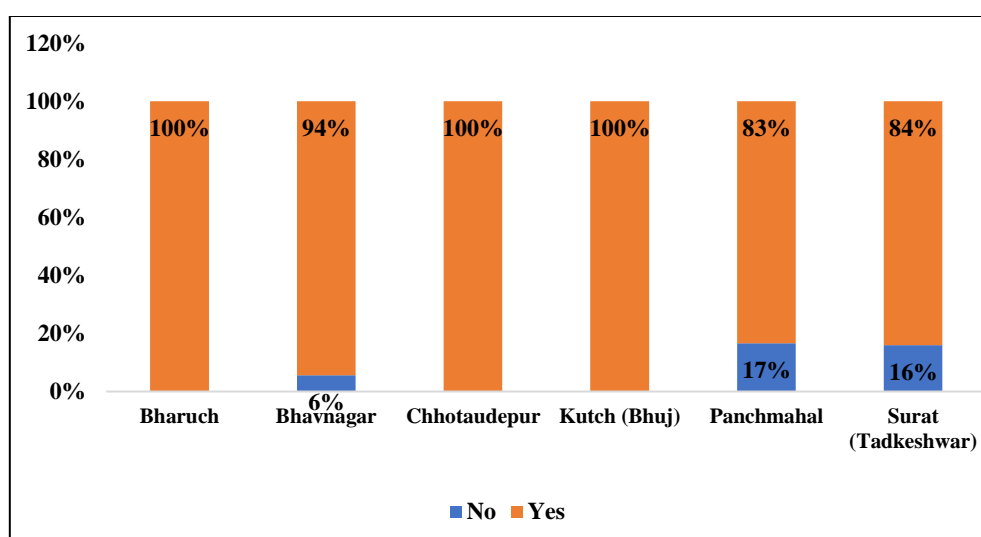


Figure 4. 16 Practical Session Relevant to Required Skill

The feedback on the adequacy of practical sessions for skill development under the Samarthya Project demonstrates overwhelmingly positive responses across districts, with 95% of respondents affirming that the sessions effectively met their learning needs. This data is based on a sample of 140 beneficiaries drawn from a total population of 1,400 individuals involved in the program, providing valuable insights into the overall effectiveness of the practical training sessions.

In Bharuch, all respondents (100%) confirmed the adequacy of practical sessions, showcasing excellent alignment between training delivery and skill requirements. Similarly, in

Chhotaudepur and Kutch (Bhuj), 100% of respondents expressed satisfaction, indicating that the training comprehensively met their expectations.

Bhavnagar reported a slightly lower satisfaction rate, with 94% of respondents agreeing on the adequacy of practical sessions and 6% expressing dissatisfaction. This suggests a minor opportunity for improving the delivery of practical components to achieve complete satisfaction among participants.

In Panchmahal, 83% of respondents affirmed the adequacy of practical sessions, while 17% expressed dissatisfaction. This reflects a need to revisit the practical training approach to better address participant needs and expectations. Similarly, Surat (Tadkeshwar) recorded an 84% satisfaction rate, with 16% of respondents finding the sessions inadequate, highlighting the necessity for refining the practical training framework to ensure a more effective learning experience.

Overall, while the sampled data reflects the program's success in delivering relevant and well-received practical sessions, districts like Panchmahal and Surat (Tadkeshwar) require focused efforts to enhance the practical learning experience. Addressing the concerns raised by a minority of respondents will ensure broader satisfaction and further improve the program's impact in future iterations.

4.3.6 Certificate after Completion of Training

Certificate Upon Completion refers to whether participants received a certification after completing their training program. The responses are categorized as "Yes" (certificate received), "No" (certificate not received), and "Ongoing Training" for those still in training and yet to complete it.

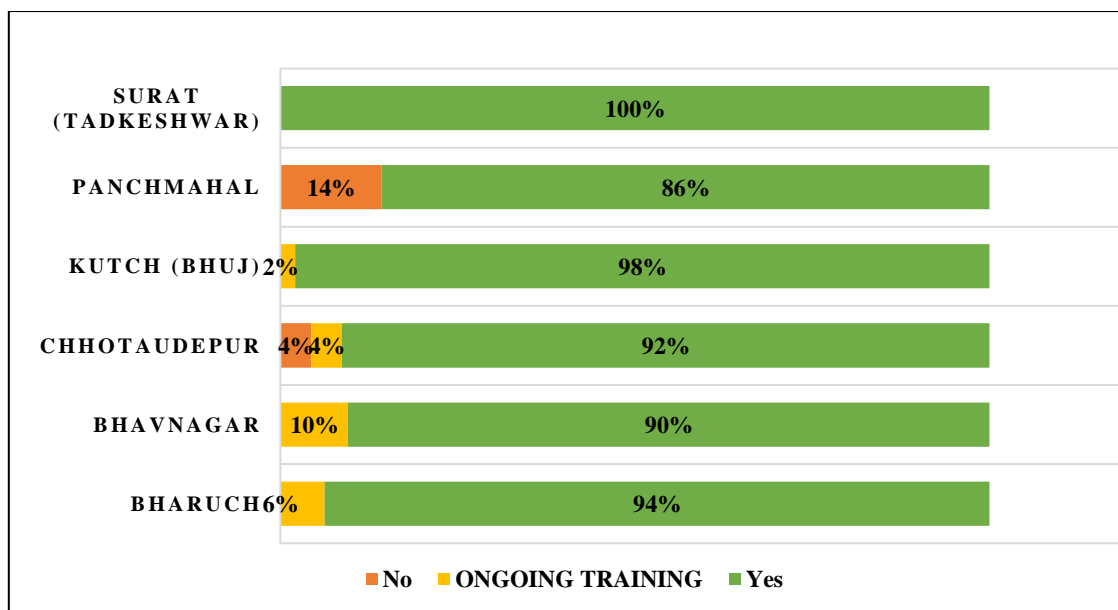


Figure 4. 17 Certificate after Completion of Training

The distribution of certificates upon completion of the training program indicates a highly positive trend, with 95% of respondents across districts confirming receipt of a certificate. These certificates are issued by the Sector Skill Council, Government of India, ensuring that they hold national-level recognition and credibility.

In Bharuch, 94% of respondents received certificates, while 6% were still undergoing training, demonstrating an efficient certification process for those who have completed their programs.

Similarly, in Bhavnagar, 90% of respondents reported receiving their certificates, with 10% indicating ongoing training status.

Chhotaudepur also reflects high satisfaction, with 91% receiving certificates, 4% undergoing training, and only 4% not receiving a certificate. The minor gap in certification suggests a need to review processes to ensure comprehensive distribution.

In Kutch (Bhuj), an impressive 98% of respondents confirmed certificate issuance, with only 2% citing ongoing training. This is indicative of a well-organized certification process.

Panchmahal displayed slightly lower results, with 86% confirming certificate receipt, while 14% reported not receiving one. This district could benefit from targeted follow-ups to resolve certification delays.

Surat (Tadkeshwar) had a perfect score, with 100% of respondents confirming receipt of certificates, highlighting an efficient and timely process.

Overall, the certificate issuance process reflects strong alignment with the program's objectives, ensuring participants receive government-recognized certifications that enhance their employability and skill credentials. However, minor gaps in Panchmahal and Chhotaudepur should be addressed to achieve universal coverage.

4.3.7 Trainer Competence

Trainer Expertise in Handling Difficult Topics measures participants' perceptions of their trainers' ability to explain and manage challenging subjects during the training sessions effectively. Responses are categorized as "Strongly Agree," "Agree," and "Strongly Disagree," reflecting varying levels of satisfaction with trainer expertise.

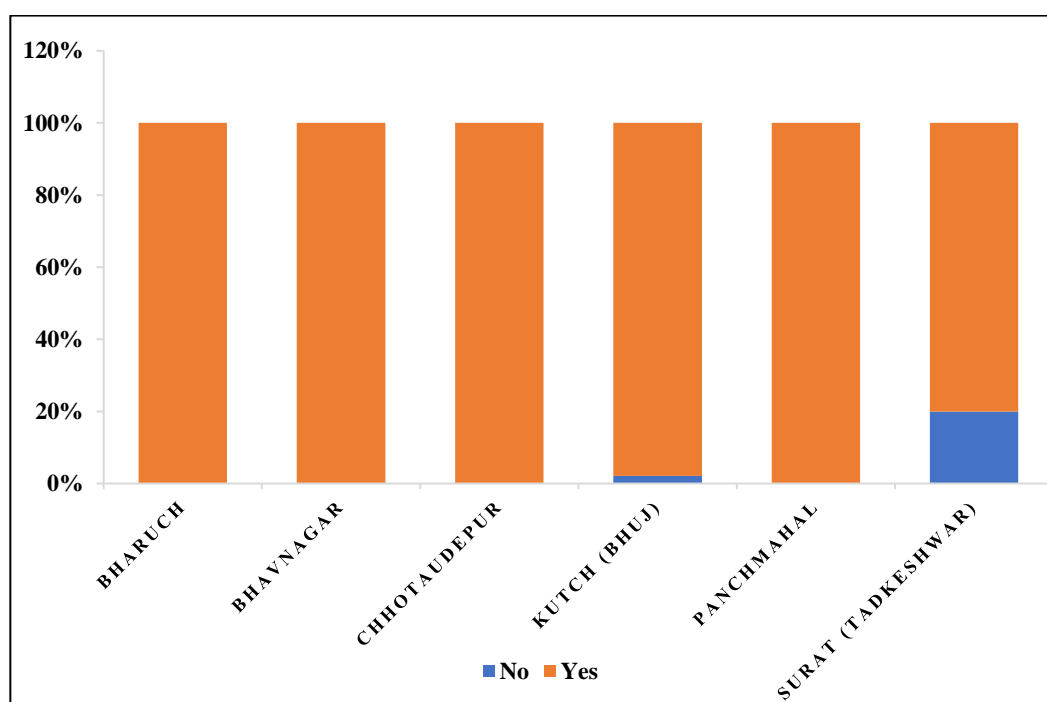


Figure 4. 18 Trainer Competence

Bharuch, Bhavnagar, Chhotaudepur, and Panchmahal reported 100% satisfaction, indicating that trainers effectively explained the concepts clearly to all participants in these districts. In Kutch (Bhuj), 98% of respondents confirmed clear explanations, while 2% expressed dissatisfaction. This minor gap suggests the need for additional support to ensure complete clarity for all participants. Surat (Tadkeshwar) recorded the lowest satisfaction, with 20% of respondents stating that the concepts were not explained clearly, leaving 80% satisfied. This points to a significant area of improvement in training delivery in this district.

4.3.8 Training Infrastructure

Training Centre Infrastructure Rating evaluates participants' satisfaction with the facilities and infrastructure provided at the training centers. Ratings are categorized into five levels: Excellent, Good, Average, Fair, and Poor, reflecting varying degrees of participant satisfaction.

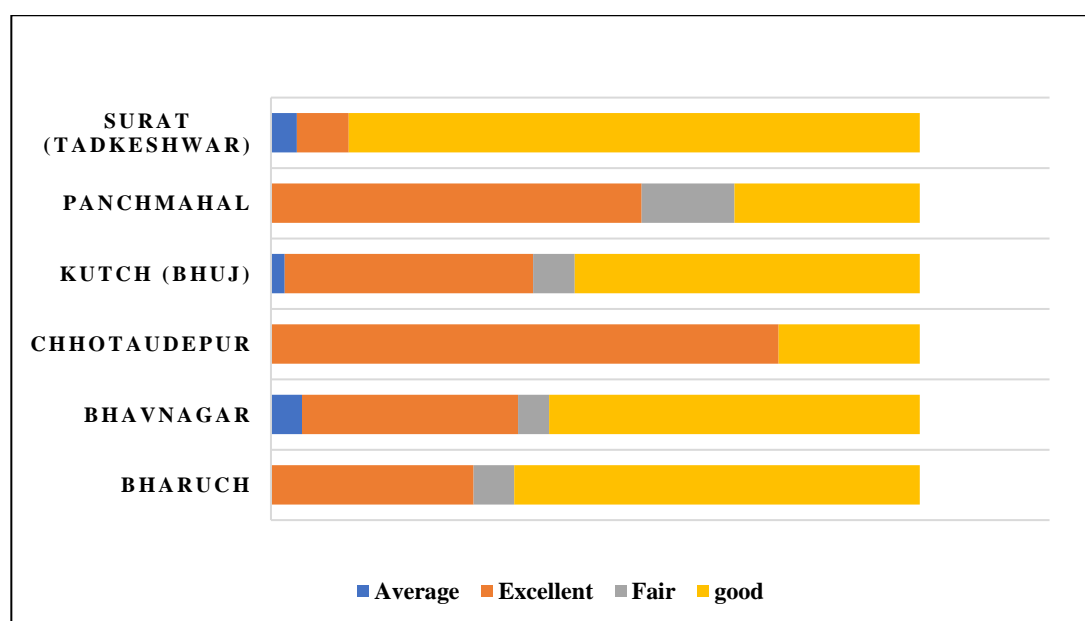


Figure 4. 19 Infrastructure and Facilities

The feedback on infrastructure and facilities provided during training varied across districts, reflecting overall strong satisfaction with some areas for improvement. Chhotaudepur stood out with 78% of respondents rating the infrastructure as excellent and 22% as good, indicating a high level of approval. Panchmahal also performed well, with 57% rating it as excellent and 29% as good, though 14% found it fair. Bharuch and Kutch (Bhuj) had mixed responses, with most respondents rating the infrastructure as good (63% and 54%, respectively), while 31% and 38% rated it excellent, and 6% found it fair. Bhavnagar followed a similar pattern, with 57% rating the infrastructure as good and 33% as excellent, though 5% rated it as average, suggesting the need for some improvements. Surat (Tadkeshwar) recorded the highest percentage (88%) for good infrastructure but only 8% rated it as excellent, with 4% finding it average, indicating gaps in meeting expectations for excellence. Overall, 39% of respondents rated the infrastructure as excellent and 55% as good, showcasing general satisfaction, but the 4% who found it fair and 2% who rated it as average highlight areas where enhancements are required to ensure a uniformly high-quality experience.

4.3.9 Placement Assistance Received

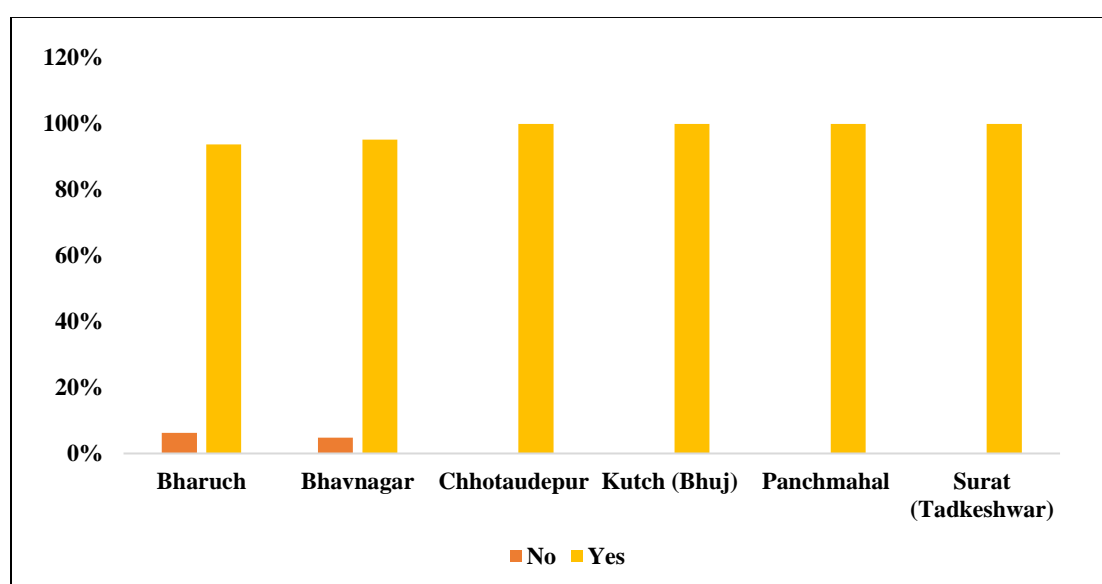


Figure 4. 20 Placement Assistance Received

The analysis of placement assistance received highlights that 99% of respondents across all districts acknowledged receiving support, showcasing a high level of effectiveness in this aspect. Districts like Chhotaudepur, Kutch (Bhuj), Panchmahal, and Surat (Tadkeshwar) demonstrated complete satisfaction, with 100% of respondents confirming receipt of placement assistance. Bharuch and Bhavnagar also performed well, with 94% and 95% respectively indicating they received support; however, 6% in Bharuch and 5% in Bhavnagar reported not receiving assistance, suggesting minor gaps in implementation. Overall, the provision of placement assistance reflects a strong commitment to ensuring employment opportunities for trainees, a critical aspect of skill development initiatives.

Summary

This section provides an in-depth analysis of various aspects of the training programs under the Samarthya Project, including course enrollment, training duration, accessibility, quality, and post-training support. It reveals that the courses offered are aligned with regional industries, such as CNC Operator Turning in Bharuch and Bhavnagar, and General Duty Assistant in Chhotaudepur. The training duration is standardized across all regions at three months, with accommodation facilities ensuring access despite varying travel distances. Feedback on training quality is generally positive, with most participants rating it as good or excellent, although some regions like Surat (Tadkeshwar) showed areas for improvement. Practical sessions were adequate for skill development, and most respondents received certificates upon completion. Trainer competence was highly rated across most districts, with

minor concerns in Kutch (Bhuj) and Surat. Infrastructure satisfaction varied, with some districts needing improvements to meet higher standards. Placement assistance was overwhelmingly positive, with near-universal acknowledgement of support across the regions, underscoring the program's success in offering career opportunities for participants.

4.4 Impact Assessment

This section evaluates the impact of the Samarthya Project across six districts in Gujarat, highlighting its effectiveness in enhancing skill development, socio-economic well-being, and community empowerment. The assessment is based on the beneficiaries' experiences and key outcomes in areas such as employment generation, income improvement, and social inclusion. By analysing the project's reach and impact, this section aims to provide insights into its success in addressing regional challenges and fostering sustainable development. Additionally, it identifies areas for improvement to strengthen the project's overall effectiveness and scalability.

4.4.1 Employment Status after Training

Current Employment Status examines whether participants are employed after completing the training program.

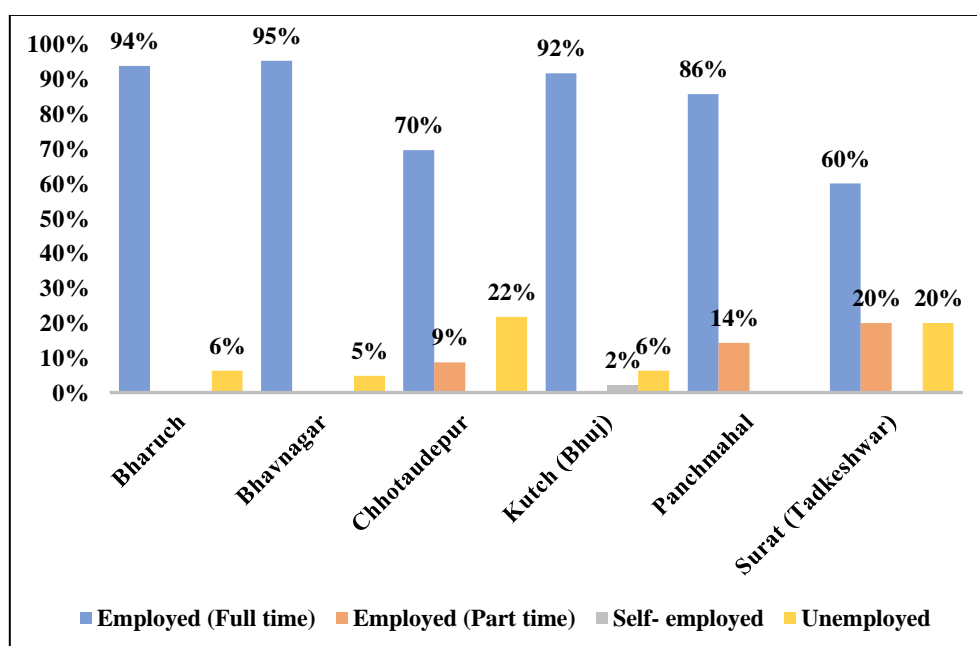


Figure 4. 21 Current Employment Status

This data is based on a sample of 140 beneficiaries drawn from a total population of 1,400 individuals involved in the Samarthya Project. The analysis of placement outcomes reveals varying levels of success across districts. Bharuch and Bhavnagar lead with 94% and 95%

placement rates respectively, indicating strong performance in ensuring employment for trainees. Kutch (Bhuj) also shows a commendable placement rate of 92%, with a minor 6% still seeking opportunities. Panchmahal follows with 86%, though 14% of respondents reported being unemployed. Chhotaudepur exhibits a lower placement rate of 70%, with 9% pursuing further training and 22% still seeking jobs. Surat (Tadkeshwar) reflects significant challenges, with only 60% placed, while 20% are unemployed and another 20% pursuing further training. Overall, while the majority of districts demonstrate high placement rates, targeted interventions are needed in districts like Surat and Chhotaudepur to improve outcomes and address unemployment.

4.4.2 Income before Training

Measuring the income distribution of respondents before training is a critical indicator in assessing the baseline economic status of participants and evaluating the need for skill development initiatives. In this context, many individuals fall within an income range of 4,000 to 6,000 rupees, typically earning their livelihood through seasonal agricultural work. Their wages are often dependent on the fluctuating nature of the seasons.

Understanding pre-training income levels, particularly for those engaged in agriculture, provides a foundation for comparing post-training outcomes and assessing the program's impact on financial upliftment. This indicator is crucial for identifying the economic vulnerabilities of participants and designing targeted interventions to maximize the benefits of the training programs.

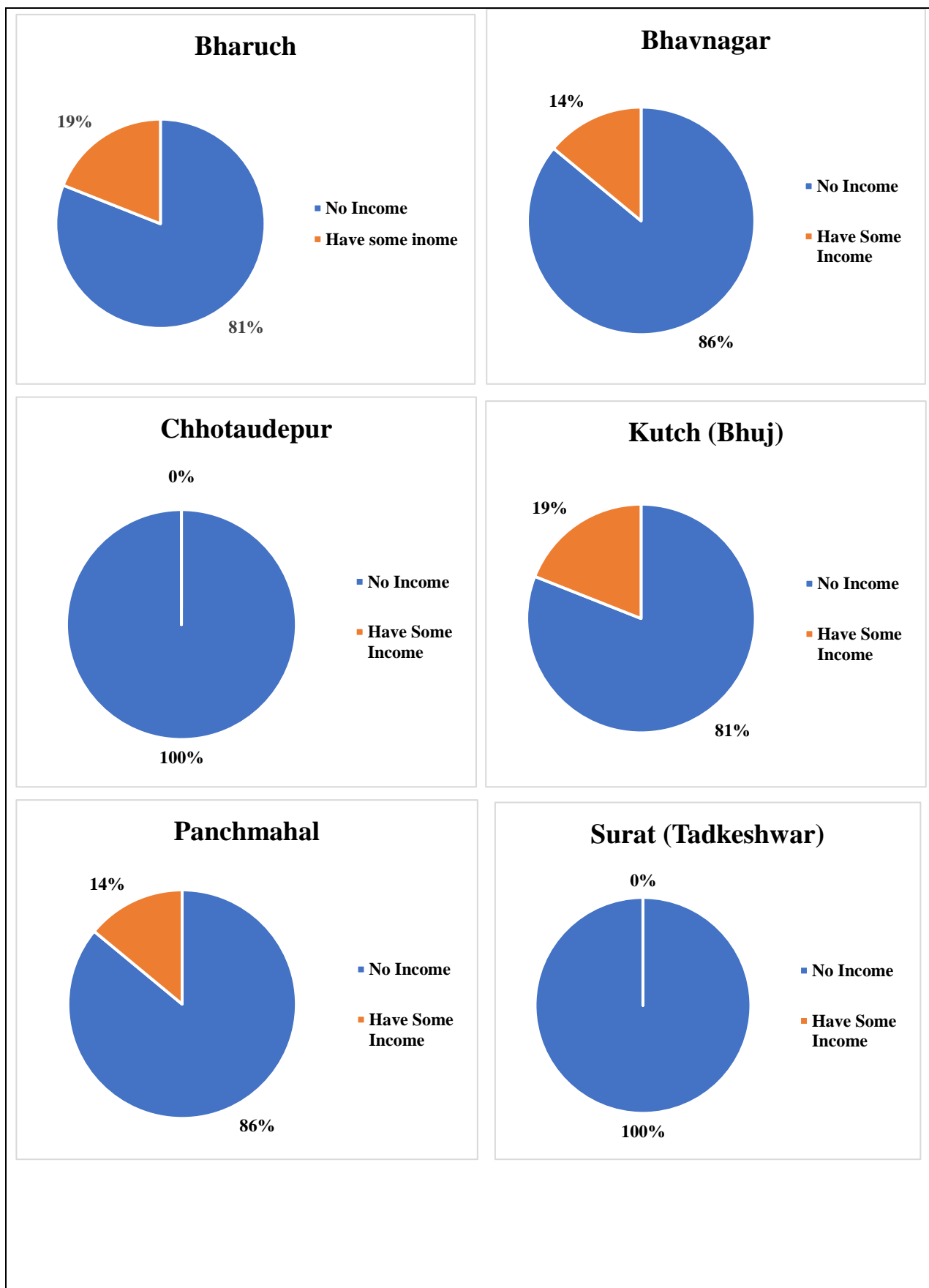


Figure 4. 22 Income of the Beneficiaries Before Training

Figure 4.22 shows that most of the candidates across all the states are not earning money. In Bharuch, 81% of the candidates are not earning money, and 19 % are engaged in agriculture activities with minimal wages. In Bhavnagar 86% of the candidates are not earning money and 14% are involved in agriculture and labor work in Chhotaudepur and Surat all the respondents are not earning any income, in Kutch and Panchmahal all the 81% and 86% are not earning any income this signifies the importance of samarthy project of the regions.

4.4.3 Income after Training

The variable "Monthly Income" represents the distribution of respondents' household income across four ranges: ₹0–9,999, ₹10,000–19,999, ₹20,000–29,999, and ₹1,20,000–1,29,999. This data provides insights into the economic standing of respondents and highlights income patterns across regions.

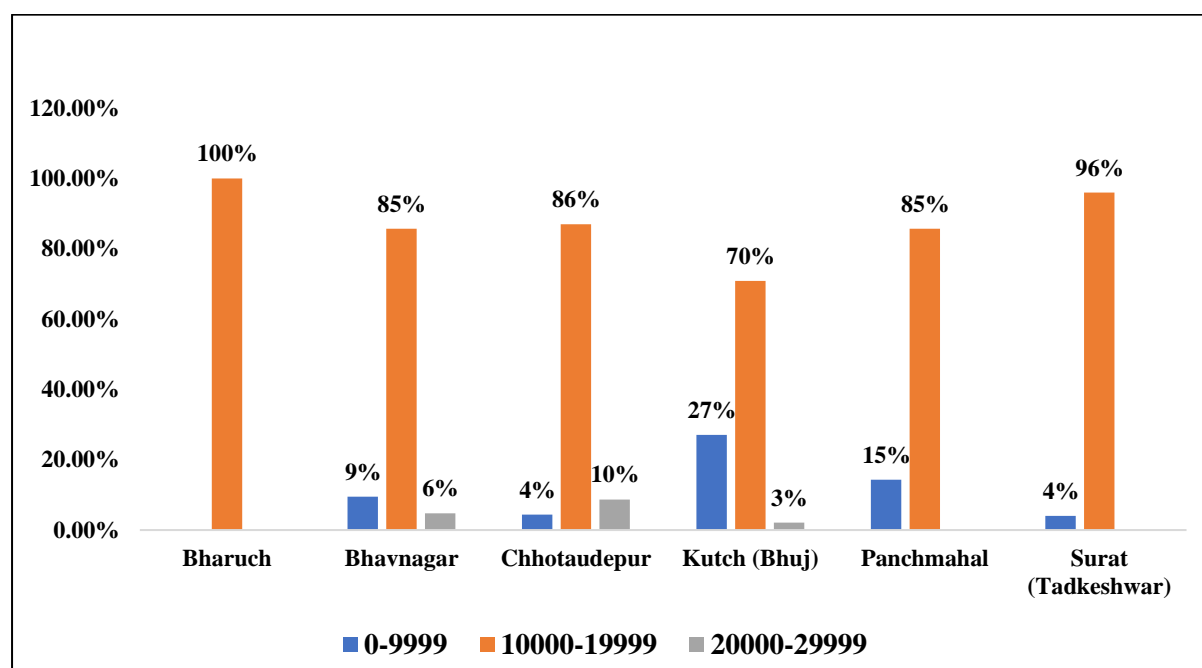


Figure 4. 23 Income of the Beneficiaries After Training

Bharuch: In Bharuch, all the respondents reported earning ₹10,000–₹19,999 monthly after completing their training. This indicates the training's success in enabling participants to achieve consistent income levels within this bracket.

Bhavnagar: In Bhavnagar, 85% of respondents earn between ₹10,000–₹19,999, while 9% earn less than ₹10,000, and 4% reported incomes between ₹20,000–₹29,999. This suggests that the program has generally resulted in stable earnings, with a small proportion achieving higher income levels.

Chhotaudepur: In Chhotaudepur, 86% of respondents fall into the ₹10,000–₹19,999 income bracket, while 4% earn below ₹10,000, and 10% earn between ₹20,000–₹29,999. This reflects a positive income shift for most participants, though some disparities remain.

Kutch (Bhuj): Kutch (Bhuj) has a relatively higher percentage of respondents (27%) earning less than ₹10,000, with 70% in the ₹10,000–₹19,999 range and only 3% in the ₹20,000–₹29,999 bracket. This indicates that while most participants have achieved moderate income levels, a significant proportion remains in the lower income group, requiring further focus.

Panchmahal: In Panchmahal, 85% of respondents earn ₹10,000–₹19,999, and 15% earn less than ₹10,000. There are no respondents in the higher income brackets, suggesting the need for strategies to help participants access better-paying opportunities.

Surat (Tadkeshwar): Surat (Tadkeshwar) shows strong results, with 96% of respondents earning between ₹10,000–₹19,999 and 4% earning less than ₹10,000.

Across all districts, the majority (84%) earn in the ₹10,000–₹19,999 bracket, demonstrating the training's effectiveness in helping participants achieve sustainable incomes. However, the data also highlights disparities, with some districts like Kutch (Bhuj) and Panchmahal requiring additional attention to uplift participants earning below ₹10,000 and facilitating access to higher-paying roles.

4.4.4 Additional Benefits Associated with the Job

The variable "Additional Benefits Associated with the Present Job" represents the availability of job-related benefits for respondents. These benefits are categorized as "No," "PF" (Provident Fund), "PF and Health Insurance," and "PF, Health Insurance, and Gratuity." The percentages indicate the proportion of individuals in each category across districts, summing to 100% for each district. This data offers insights into the extent of formal employment benefits provided to workers.

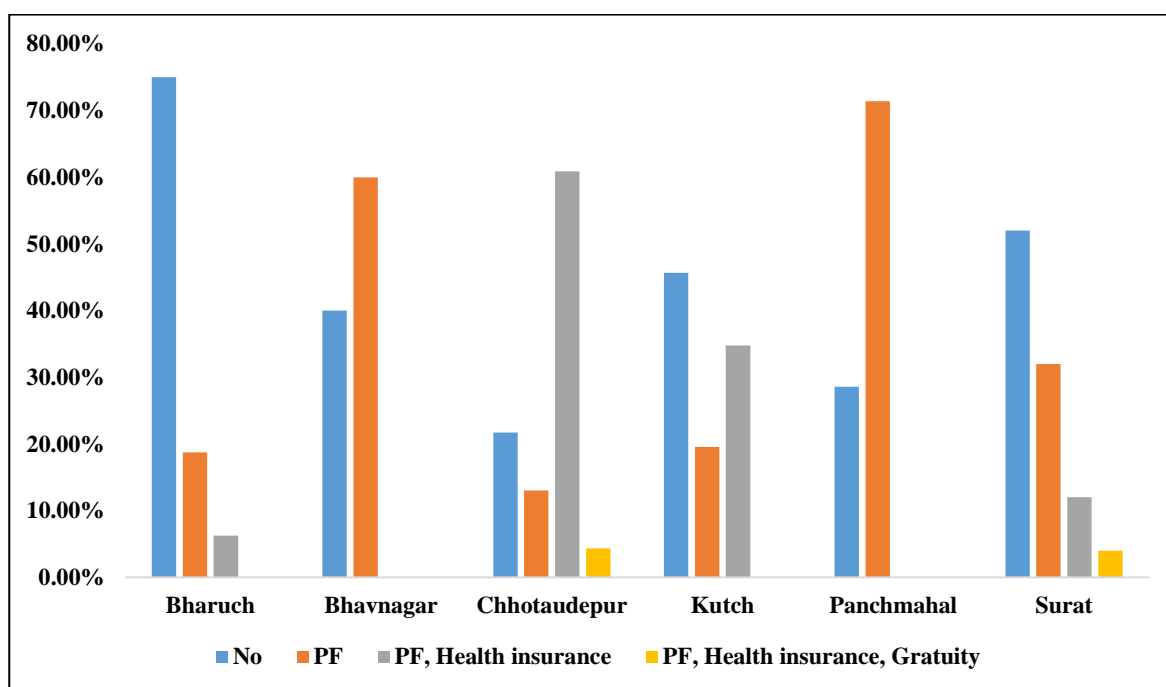


Figure 4. 24 Benefits Associated with the Job

Figure 4.24 shows diverse patterns of benefit distribution across districts. Bharuch has a majority of respondents (75%) with no additional benefits, while smaller proportions receive PF 19% or both PF and Health Insurance 6%. Bhavnagar and Panchmahal display higher coverage of PF benefits, at 60% and 40%, respectively, with no respondents receiving Health Insurance or Gratuity. In Chhotaudepur, the majority 60% receive both PF and Health Insurance, and 7% receive all three benefits, including Gratuity. Kutch shows a mix, with 45% receiving no benefits, 20% receiving only PF, and 35% receiving PF and Health Insurance. Surat reflects a balanced distribution, with 52% having no benefits and smaller proportions across the other categories. Overall, 44% of respondents lack any benefits, while 29% have PF, and 27% receive both PF and Health Insurance, indicating varying levels of formal employment benefits across regions.

4.4.5 Social Status and Life Improved

All the 140 respondents across the six districts highlighting an improvement in their social status after participating in the Samarthya Project is a significant outcome of the initiative. This improvement in social status indicates economic progress and enhanced confidence, recognition, and empowerment among the beneficiaries.

Participants likely experienced increased respect and recognition within their communities, as skill development and subsequent employment often indicate self-reliance and capability.

Moreover, this shift in social perception often translates into improved self-esteem for the respondents. For women participants the enhancement in social status represents a breakthrough in traditional societal norms, offering them greater independence and a platform to be seen as role models within their communities. Additionally, the community's perception of the beneficiaries' abilities and potential to succeed in the job market could have promoted a sense of pride and aspiration for others to participate in similar initiatives.

Summary

The impact assessment of the Samarthya Project across six districts in Gujarat demonstrates its success in enhancing employment, income, and social status among beneficiaries. Notably, employment rates following training are high in Bharuch, Bhavnagar, and Kutch, although challenges persist in districts like Surat and Chhotaudepur. Before training, income levels were predominantly low, with many respondents indicating no income, particularly in Chhotaudepur and Surat. After completing the training, most participants reported earnings between ₹10,000 and ₹19,999, though disparities remain, especially in Kutch and Panchmahal. Job-related benefits such as the Provident Fund and Health Insurance were distributed unevenly across regions. Participants also noted a significant enhancement in their social status, with many experiencing increased respect and recognition within their communities, especially among women. These findings highlight the project's significant contribution to promoting economic and social empowerment. With continued efforts to address income disparities and improve benefit coverage in specific districts, we can further enhance the positive impact of the project.

Chapter 5: Training Institutions and Employers

The Samarthya Project, an initiative under GMDC's Corporate Social Responsibility (CSR), aims to upskill youth in areas affected by their mining activities. This Section overviews training organizations operating across districts Godhra, Bharuch, Surat, Kutch, and Bhavnagar. These organizations, including the Dr. Reddy Foundation, Quess Corp (Excelus Learning Solution), and ADS Foundation, offer diverse skill development courses tailored to the needs of the local youth and industry demands. By asking a series of pre-determined questions through survey to the training institutions, given below are the main findings:

5.1 Training Organizations Overview

This section provides the main finding of the training organization that gave training to the candidates based on the survey conducted below are the main findings.

5.1.1 Dr. Reddy Foundation (NGO)

Dr. Reddy Foundation is a non-governmental organization providing skill training to youth in collaboration with the GMDC to the youth of districts of Chhotaudepur, Panchmahal, Bharuch, and Kutch. The primary course offered is General Duty Assistant (GDA), a three-month program for candidates who have completed at least Class 10. The Vadodara centre caters to trainees from Chhotaudepur, Panchmahal, and Bharuch, while the Bhuj centre serves the Kutch district. Both centres aim to address the skill gaps in mining-affected areas of GMDC and enhance employability.

The training infrastructure at the Vadodara centre includes two classrooms, one laboratory equipped with necessary tools as per SSC norms, and separate hostels for male and female candidates. Similarly, the Bhuj centre has one classroom, one laboratory, and adequate hostel facilities for trainees.

Trainers have emphasized the need for additional courses, such as Computer Basics, to provide students with essential skills in Vadodara centre. In Kutch, trainers said there is a demand for courses like X-ray Technician and Dialysis Technician, indicating a growing interest in healthcare-related fields. Trainers in Kutch also noted that introducing an Assistant Technician program for candidates with a 12th-grade qualification could further improve employment outcomes, though this poses a challenge due to eligibility requirements.

Table 5. 1 Facilities Constructed by the DRF

Infrastructure		Vadodara	Bhuj	Adequate of the Infrastructure
1	Classroom	1	1	Adequate
2	Laboratories	1	1	
3	Equipment's	As per Sector Skill Council (SSC) norms	As per SSC norms	
4	Transport	No	No	
5	Hostel Male/ Female	1	1	
6	Drinking water	1	1	
7	Electricity supply	1	1	
8	Toilet male	1	1	
9	Female	1	1	
10	Any other	No	No	

(Source: Primary Survey)

Success Stories of Transformation Through Skill Development

Case Story 1 (DRF Bhuj): Hina Dhanji Dungrakhiya

Hina, a resilient young woman from Nana Asambia in Mandvi, overcame economic challenges and personal responsibilities as a single-parent child to pursue her dream of working in healthcare. With her family relying on labour work for survival, Hina's aspirations were reignited when her sister introduced her to the GMDC Samarthya and GDA program, facilitated by Dr. Reddy's Foundation. Immersing herself in three months of intensive training, Hina gained essential healthcare skills, leading to her employment as GDA Staff at K.K. Patel Hospital in Bhuj through Sanika Facilities Pvt. Ltd., earning ₹17,000 per month along with accommodation. This opportunity not only raised her family's income to ₹27,000 but also empowered Hina to support her loved ones while planning for further studies. Her journey exemplifies the transformative impact of skill development programs, and she remains deeply grateful to GMDC and Dr. Reddy's Foundation for enabling her to turn aspirations into reality.

Case Story 2 (DRF Bhuj): Kajal Shivji Grava

Kajal, despite financial constraints and limited educational opportunities, enrolled in the program after learning about it through social media and community meetings. Following intensive training, she now earns ₹10,000 per month at Bhuj Imaging & Fetal Ultrasound Center, doubling her family income to ₹20,000. Both women are grateful for the opportunity provided by GMDC and Dr. Reddy's Foundation, with Kajal now preparing for further studies.

in the GNM program, showcasing their resilience, determination, and the power of skill development initiatives to transform rural lives.

Case Story 3 (DRF Vadodara): Savita

Case Story 1: Savita from Ambadungar village in Chhotaudepur district, Gujarat, transformed her life from a daily wage laborer to a skilled healthcare professional through resilience and determination. Coming from a family of seven, with her father working as a driver and her mother managing the household, Savita took on financial responsibilities early, despite her limited education. Her turning point came when she discovered the General Duty Assistant Course through a village meeting, which she eagerly pursued to enhance her skills. Excelling in the training and selection process, she secured a job at Adicura Hospital in Vadodara, earning ₹16,633 per month. This role gave her financial independence and the means to support her family. Grateful to GMDC and Dr. Reddy's Foundation, Savita is now recognized for her dedication and professionalism, inspiring her community with her journey of overcoming adversity and seizing opportunities to achieve success.

Case Story 2 (DRF Vadodara): Dixesh Rathva

Dixesh Rathva, from Khasra village in Chhotaudepur district, Gujarat, exemplifies the transformative power of opportunity and determination. After completing his 10th-grade education and pursuing a sewing course at a local ITI, he found that his income from tailoring was insufficient to support his family. Determined to improve his prospects, Dixesh seized the chance presented by a community mobilizer and enrolled in a skill development training program. Through dedication and hard work, he honed his technical and communication skills, emerging as a top performer in his batch. This led to his employment as a patient care assistant with Orion Enterprises Pvt. Ltd. at Zydus Hospital, Vadodara, earning ₹23,383 per month. His success not only provides financial stability for his family but also inspires the youth in his village, demonstrating the potential of perseverance and personal growth to overcome challenges and achieve aspirations.

5.1.2 Quess Corp (Excelus Learning Solution)

Quess Corp, operating through its Excelus Learning Solution division, has extensive experience in skill development and offers technical training programs in districts, including Godhra, Kutch, and Surat. The organization's training portfolio includes Electrical Technician, Warehouse Packer, and Consignment Booking Assistant courses. These programs, with a

duration of three months and a minimum eligibility criterion of Class 10, are designed to equip youth with industry-relevant skills.

The Godhra Training Center had three classrooms, one laboratory, and hostel facilities exclusively for male trainees. This centre primarily catered to candidates from the Chhotaudepur and Panchmahal districts, ensuring that they could access training conveniently near their hometowns. The initiative aimed to reduce logistical challenges and support local talent development by offering high-quality training within proximity.

The centre operated with a specific goal set by the authorities to train a total of nine batches, each consisting of 30 trainees, amounting to 270 trained individuals in total. With the successful completion of this target, the centre has now ceased its operations. This strategic closure reflects the accomplishment of its mission while highlighting the importance of structured and goal-oriented training programs in addressing the skill development needs of rural populations. The initiative played a crucial role in enhancing the employability of candidates from the two districts and contributed to the broader regional development and empowerment objective. The trainers at this centre recommend introducing two-wheeler repair courses to meet the evolving demands of the job market.

In Bhuj, the Quess Corp training centre specialized in offering the Consignment Booking Assistant course, strategically designed to cater to the unique requirements of a district characterized by substantial port activity. This program focused on equipping trainees with the necessary skills to efficiently manage logistics operations, aligning with the region's economic activities. The centre featured robust infrastructure, including two well-equipped classrooms, one laboratory, and separate hostel accommodations for male and female trainees, ensuring a conducive learning environment.

The centre successfully trained five batches, each comprising 30 candidates, achieving its targeted capacity of 150 trainees. With the completion of this objective, the centre has since ceased operations. However, the trainers have emphasized the potential benefits of introducing additional courses like Warehouse Packer, which would address the rising local demand for skilled labour in the logistics and supply chain sectors. These courses could further enhance the employability of the local workforce, providing them with industry-relevant skills while supporting the district's growing logistics infrastructure. By tailoring training programs to align

with Bhuj's economic landscape, the centre demonstrated its commitment to addressing regional workforce needs and fostering sustainable employment opportunities.

At the Kadodara centre in Surat, the organization provided specialized training in the Warehouse Packer course, catering to both male and female candidates. The centre was equipped with two classrooms, one laboratory, and training equipment that adhered to SSC (Sector Skill Council) norms, ensuring industry-standard facilities and a high-quality learning experience. This program aimed to prepare trainees for roles in logistics and warehousing, a sector with growing demand in Surat's industrial ecosystem.

The centre successfully completed its goal of training five batches, each consisting of 30 candidates, resulting in a total of 150 skilled individuals. With the achievement of this target, the centre has now ceased operations. However, the trainers at Kadodara have recommended the introduction of new courses, such as Electrical Technician and other ITI-related programs, to broaden the range of skills offered. These additional courses would help diversify the skill sets of trainees, increasing their adaptability and employability in various industries. By aligning future training programs with evolving market needs, the centre could further strengthen its role in empowering the local workforce and contributing to the region's economic development.

Table 5. 2 Facilities Constructed by the Quess Crop

Sr No	List of the Facilities	Training centres where the facility was provided			Adequacy of the Infrastructure
		Yes or No/Quantity			
		Godhra	Kadodara	Bhuj	Adequate
1	Classroom	3	2	2	
2	Laboratories	1	1	1	
3	Equipment	As per SSC norms	As per SSC norms	As per SSC norms	
4	Transport	No	1	No	
5	Hostel	1	1	2	
6	Drinking water	Yes	Yes	Yes	
7	Supply of Electricity	Yes	Yes	Yes	
8	Toilet (Male)	1	Yes/1	1	
9	Toilet (Female)	1	1	1	
10	Any other	No	No	No	

(Source: Primary Survey)

Success Stories of Transformation Through Skill Development

Case Story 1 (Quess Crop Bhuj): Padhiyar Godji

Padhiyar Godji, from Vagapadhar village in Abdasa taluka, Kutch district, hails from a farming family where both his parents work on the farm. After completing his secondary education in Kothara Naliya, he aspired to enhance his skills and career prospects. Godji attended a community meeting in his village, where he learned about the Consignment Booking Assistant course offered through the GMDC Samarthya program by Excelus Learning Solutions Pvt. Ltd. at Bhuj. Motivated by his interests and career goals, he enrolled in the three-month training program, which equipped him with knowledge in logistics, market research, and development activities, along with improved communication skills and a growth mindset. Excelling in his training, Godji scored 297 out of 450 in his final assessment and demonstrated strong performance throughout. His dedication paid off when he secured a position as a Market Development Officer with CIEL HR Service Pvt. Ltd. in Kothara, Abdasa, earning ₹15,559

per month. This opportunity has enabled him to support his family and contribute to their financial stability, showcasing the impact of skill development programs on rural livelihoods.

Case Story 2 (Quess Crop Bhuj): Padhiyar Hemant

Padhiyar Hemant, from Vagapadhar village in Abdasa taluka, Kutch district, comes from a laborer's family, where his parents work as laborers. After completing his secondary education in Kothara Naliya, Hemant sought opportunities to improve his career prospects and support his family. Attending a panchayat gram sabha in his village, he learned about the Consignment Booking Assistant course offered through the GMDC Samarthya program by Excelus Learning Solutions Pvt. Ltd. at Bhuj. Inspired by his interests and goals, he enrolled in the three-month training program, which provided him with knowledge in logistics, market research, and development, enhanced communication skills and a growth mindset. Hemant excelled in practical work during the training and scored 245 out of 450 in the final assessment. His dedication earned him a position as an Assistant Trainee with Manpower Group Service Pvt. Ltd. in Mundra, with a monthly salary of ₹14,874. This opportunity has allowed Hemant to support his family and contribute to their financial stability, highlighting the transformative impact of skill development initiatives.

Case Story 1 (Quess Crop Surat): Alpesh Shantubhai Patel

Alpesh Shantubhai Patel, from Tadkeshwar village in Mandvi taluka, Surat district, comes from a farmer's family where his parents work on their farm. After completing his higher secondary education at Falahi Higher Secondary School in Tadkeshwar, Alpesh sought opportunities to enhance his skills and support his family. He attended a community meeting in his village, where he learned about the Warehouse Packer Course offered under the GMDC Samarthya program by Excelus Learning Solutions Pvt. Ltd. in Surat. Recognizing the potential of this training, he eagerly enrolled, undergoing a three-month program that equipped him with knowledge in warehouse operations, market research, and professional development.

Alpesh performed exceptionally well during the training, excelling in written English tests and assessments, scoring 349 out of 500 in the final evaluation. His dedication and hard work led to his selection as an HYAC Technician at UNM Foundation (Torrent Power Ltd) in Kamrej, earning a monthly salary of ₹26,638. His job has significantly contributed to his family's financial stability, making them proud of his achievements.

The community has responded positively to the initiatives of the GMDC Skill Centre in Surat, appreciating its efforts to provide tailored skill development programs that empower individuals like Alpesh. The centre continues to drive economic empowerment, social inclusion, and sustainable development, becoming a symbol of hope and progress in the region.

Case Story 2 (Quess Crop Surat): Saiyad Mahmadjed Mahmad Hanif

Saiyad Mahmadjed Mahmad Hanif, from Tadkeshwar village in Mandvi taluka, Surat district, belongs to a family of daily wage workers, with both his parents engaged in labor work. After completing his secondary education at Tadkeshwar Vibhag High School, he sought opportunities to enhance his skills and improve his family's financial situation. Attending a community meeting in his village, he learned about the Warehouse Packer Course offered under the GMDC Samarthya Program by Excelus Learning Solutions Pvt. Ltd. in Surat. He enrolled in the three-month program, gaining knowledge in warehouse operations, market research, and personal development.

Saiyad performed well throughout the training, excelling in written English tests and assessments, achieving 350 out of 500 marks in the final evaluation. His dedication and effort led to his selection as an Operator at Aglon Textile Industries Pvt. Ltd. in Tadkeshwar, earning a monthly salary of ₹13,000. His role has brought financial stability to his family, making them proud of his achievements.

The GMDC Skill Centre in Surat has received widespread appreciation from the community for its impactful initiatives. Residents view the centre as a source of hope, providing skill development programs tailored to local needs. The centre continues to foster economic empowerment, social inclusion, and sustainable development, serving as a cornerstone for positive change in the region.

Case Story 1 (Quess Crop Godhra): Rathva Ajaybhai

Rathva Ajaybhai, from Mogra village in Kawant taluka, Chhotaudepur district, comes from a farming family with both parents engaged in agricultural work. After completing his secondary education in Kawant, he sought to enhance his skills and support his family financially. Attending a community meeting in Mogra, he learned about the Electrical Technician course

offered under the GMDC Samarthya Program by Excelus Learning Solutions Pvt. Ltd. at Godhra and enrolled in the program to pursue his career goals.

The three-month training equipped Ajay with comprehensive knowledge in the electrical domain, along with industrial safety and development practices. He also improved his communication skills and adopted a growth mindset, becoming a skilled professional ready to face workplace challenges. Ajay actively participated in training and extracurricular activities, excelling in written assessments and achieving commendable results in the final evaluation.

Following his training, Ajay secured a position as a Machine Operator with Mindrock LLP in Rajkot, earning a monthly salary of ₹10,400. His job has brought financial stability to his family, who are proud of his accomplishments.

Ajay expressed gratitude to the GMDC Samarthya Program, acknowledging its role in providing him with valuable skills and employment opportunities. The GMDC Skill Centre in Godhra has garnered positive feedback from the community, recognized as a significant driver of economic empowerment, social inclusion, and sustainable development in the region. It continues to transform lives and contribute to the socio-economic growth of the area.

Case Story 2 (Quess Crop Surat): Baria Alpeshkumar

Baria Alpeshkumar, from Shivrajpur village in Halol taluka, Panchmahal district, belongs to a farming family and completed his secondary education locally. Seeking better career opportunities, he enrolled in the Electrical Technician course under the GMDC Samarthya Program at Godhra, offered by Excelus Learning Solutions Pvt. Ltd. During the three-month training, Alpeshkumar gained expertise in the electrical domain, industrial safety, and communication skills, excelling in assessments and actively participating in various activities. After completing the program, he secured a position as a Machine Operator at Precise Weldtech Pvt. Ltd. in Halol, with a monthly salary of ₹15,000, contributing significantly to his family's financial stability. Grateful for the skill development and employment support, Alpesh Kumar appreciates the program's transformative impact on individuals and communities, which has fostered economic empowerment and sustainable development in the region.

5.1.3 ADS Foundation

ADS Foundation, a private organization with eight to nine years of experience in skill development, operates training centres in Kutch, Bharuch, and Bhavnagar. The organization's primary focus is on technical training, offering courses such as CNC Turning Operator and Solar Technician. These courses are tailored to meet the specific needs of the local job markets and industry demands.

In Kutch, the ADS Foundation centre is equipped with one classroom, one laboratory, and a hostel facility featuring eight rooms exclusively for male trainees. The centre's infrastructure is well-maintained and meets the training requirements, with all equipment provided in accordance with Sector Skill Council (SSC) norms. The primary training program focuses on Solar Panel Installation, a course carefully designed to align with the local job market demands in Kutch, particularly given the region's increasing adoption of renewable energy solutions.

While the existing program has been effective in preparing trainees for solar energy-related careers, trainers at the centre have identified an opportunity to expand the training portfolio to address additional workforce needs. Specifically, they recommend introducing courses in CNC (Computer Numerical Control) and VMC (Vertical Machining Center) machining, which are in high demand due to the growing industrial and manufacturing sectors in the region.

In Bharuch, the training centre provides comprehensive facilities designed to support a holistic learning experience for its trainees. The infrastructure includes a well-equipped classroom and laboratory, ensuring that theoretical and practical training is delivered effectively. Separate hostel accommodations for male and female trainees further enhance accessibility and convenience for participants from diverse backgrounds.

To further expand the scope of training programs and align with evolving industry needs, trainers at the Bharuch centre have recommended introducing new courses in Solar PV Installation and Beauty Parlour Services. These proposed additions aim to cater to diverse interests and market demands, offering opportunities for trainees to gain expertise in renewable energy and the personal care sector. Such diversification would not only enhance the employability of the trainees but also broaden the centre's impact on workforce development in the region.

The Bhavnagar centre is well-equipped with two classrooms, a laboratory, and adequate hostel facilities, providing a conducive environment for skill development and training. The infrastructure supports both theoretical and practical learning, ensuring that trainees are well-prepared for industry-specific roles.

To further enhance the centre's impact on local workforce development, trainers have suggested the introduction of courses in VMC (Vertical Machining Center) Machining and Sewing Machine Operations. These proposed programs are tailored to address the region's employability challenges by targeting industries with growing demand for skilled labour. The VMC Machining course would cater to the increasing need for precision manufacturing professionals, while the Sewing Machine Operations course would open up opportunities in the garment and textile sector. These additions would not only diversify the skill sets of trainees but also align the centre's offerings with the economic and employment trends of Bhavnagar.

Table 5. 3 Facilities Constructed by ADS Foundation

Sr. No.	Facilities	Bharuch	Bhavnagar	Bhuj	Adequacy of the Infrastructure
1	Classroom	2	2	1	Adequate
2	Laboratories	2	2	1	
3	Equipment	As per SSC norms	As per SSC norms	As per SSC norms	
4	Transport	1	1	No	
5	Hostel	1	1	1	
6	Drinking water	1	1	1	
7	Electricity supply	1	1	1	
8	Toilet male	1	1	1	
9	Female	1	1	1	
10	Any other	No	No	No	

(Source: Primary Survey)



Figure 5. 1 Picture taken during visit in ADS Foundation Bhuj



Figure 5. 2 Picture taken during visit in ADS Foundation Bhuj



Figure 5. 3 Picture taken During ADS Foundation Visit in in Bhavnagar



Figure 5. 4 Picture taken During ADS Foundation Visit in in Bhavnagar

Success Stories of Transformation Through Skill Development

Case Story 1 (ADS Bhavnagar): Solanki Batukbhai Chhanabhai

My name is Solanki Batukbhai Chhanabhai, born on August 19, 2004, from Pithalpur village in Ghogha taluka, Bhavnagar district. Coming from a modest family, with my father as the sole earner making ₹10,000 monthly through farming labor, financial constraints forced me to discontinue studies after the 10th grade. While searching for a job to support my family, I learned about the GMDC-GVT Samarthya Skill Training Program through A.D.S. Foundation's outreach in my village. On June 8, 2023, I enrolled in the CNC Turning Operator Course at their Chitra, Bhavnagar center, which provided free accommodation, meals, and the promise of employment. Under the guidance of faculty like Hiren Patel and Dharamvir Sir, I gained both theoretical and practical CNC machine knowledge and completed on-the-job training at Om Engineering Works, learning to use gauges and various tools. Upon successfully finishing the course on September 5, 2023, and passing the final assessment on September 11, I secured employment at J.V. Engineering Works with a monthly salary of ₹11,879. Today, I am proud to contribute to my family's financial stability and am deeply grateful to GMDC-GVT Samarthya and A.D.S. Foundation for enabling me to build a career and support my loved ones.

Case Story 2 (ADS Bhavnagar): Harkat Anakbhai Manubhai

I am Harkat Anankbhai Manubha from Bhumbhali Village in Bhavnagar Taluka, born on March 9, 1999, from a humble family where my father, a farmer, is the sole earner. After completing my 12th standard, I learned about the free Samarthya Skill Training Program supported by GMDC-GVT through an A.D.S. Foundation representative. I enrolled in a CNC Turning Operator course at the Bhavnagar Training Center, where I received free meals,

accommodation, and 100% employment guarantee. The three-month training, including 15 days of on-the-job training at Gujarat Precision in Chitra GIDC, helped me gain valuable skills in CNC operation and maintenance. After completing the program, I secured a job at Gujarat Precision with a monthly salary of ₹14,840. I am grateful to GMDC-GVT Samarthya and A.D.S. Foundation for providing me with the opportunity to build a successful career, and I am proud to contribute financially to my family's well-being.

Case Story 1 (ADS Bharuch): Vasava Chetankumar Narendrabhai

I am Vasava Chetankumar Narendrabhai from Panvadi village in Jhagadia taluka, Bharuch district, from a modest family where my father earns ₹10,000 per month. After completing my 12th standard, I struggled to find a good job due to financial constraints at home. One day, a friend informed me about the CNC Machine Turning training provided by ADS Foundation and GMDC-GVT Samarthya, which offered free training, accommodation, and meals. I enrolled in the three-month course at the Bharuch center, which included 10 days of on-the-job training. The training equipped me with both theoretical and practical knowledge of CNC machine operation and maintenance. After completing the program and passing the exam, I secured a job at TIMKIN INDIA PVT. LTD. in Bharuch with a monthly salary of ₹11,000. I am grateful to GMDC-GVT Samarthya and ADS Foundation for helping me build a successful career, and I am proud to contribute to my family's financial well-being.

Case Story 2 (ADS Bharuch): Vasava Kalpanaben Dineshbhai

I am Vasava Kalpanaben Dineshbhai from Vasana village in Jhagadia taluka, Bharuch district, from a lower-middle-class family with a farmer father and housewife mother. After completing 10th grade, I was unable to continue my studies due to family circumstances, and I began searching for a job. One day, I met the ADS Foundation team, who informed me about the GMDC-GVT supported Samarthya Skill Training program in CNC Machine Turning. I enrolled in the course at their Bharuch center, where I received free training, meals, accommodation, and a 100% employment guarantee. The training, which included both theoretical and practical knowledge, helped me gain skills in machine operation and maintenance. After completing the course and the 10-day on-the-job training, I passed the exam and secured a job at Timken India Pvt. Ltd. in Bharuch with a salary of ₹11,000 per month. I am extremely grateful to GMDC-GVT Samarthya and ADS Foundation for giving me this opportunity, which has allowed me to contribute to my family's financial support.

5.2 Employer Perspective

A survey has been done with the employer organizations in Kutch district and Bhavnagar district to get the information of successfully placed candidates. They have been asked questions related to recruitment practices, training of their employees, skill shortage and demand, and to share suggestions. Their perspectives have been analysed across the districts and by sector in the following sections.

In Kutch District, under the General Duty Assistant (GDA) program facilitated by Dr. Reddy Foundation, three healthcare institutions—Ayush Hospital, Bhuj Imaging Center, and Rainbow Hospital—participated in the survey to evaluate the employability and performance of trained candidates. Ayush Hospital, located in Bhuj, employs 15 staff members, five of whom are GDA trainees recruited through walk-in interviews. These trainees are assigned critical roles in departments such as the ICU and medical emergency wards, where they assist as helpers. Similarly, Bhuj Imaging Center and Rainbow Hospital employ GDA trainees in roles aligned with their qualifications and training, ensuring a match between their skills and job responsibilities. All three employers expressed satisfaction with the candidates' performance, rating their technical skills, soft skills, and workplace proficiency as good. They praised the program's success in preparing individuals for entry-level roles in the healthcare sector. However, Ayush Hospital recommended improvements in the training methodology, suggesting more hands-on practical exposure, internships, or on-site learning opportunities to bridge the gap between theoretical knowledge and real-world applications.



Figure 5. 5 Photo taken during Hospital visit in Bhuj

Viable TLC Private Limited hired candidates trained as Consignment Booking Assistants under the Samarthya Project in Bhuj. These trainees, totaling around 50, were recruited based on their skill set and qualifications. The employer expressed satisfaction with their technical skills, soft skills, and overall workplace performance, highlighting that the candidates demonstrated the competencies required for their roles. Viable TLC also indicated a future need for more employees and showed interest in continuing to hire trainees from the Samarthya Project, acknowledging the program's success in preparing skilled professionals for their workforce.

In Bhavnagar District, five organizations—Itech, Riya Enterprise, Jyoti CNC Automation Ltd., Omnitech, and Gujarat Precision—hired candidates trained under the CNC Operator Turning program facilitated by ADS Foundation as part of the Samarthya Project. Approximately 80 trained beneficiaries were recruited by these companies through walk-in interviews. These candidates were assigned roles requiring high precision and technical skills, primarily in machining and manufacturing operations. The organizations reported that the trainees demonstrated strong technical skills, soft skills, and overall workplace performance, rating these attributes as good. Employers suggested enhancing the training curriculum by introducing courses related to VMC (Vertical Machining Center) operations and IT-VMC, which would make the training more comprehensive and aligned with evolving industry needs.

Chapter 6: Conclusion and Recommendations

6.1 Key Findings

The Samarthya Project addresses the critical need for skill development in rural and tribal communities. This chapter summarizes the findings and insights from the project's implementation, highlighting its achievements, challenges, and overall impact.

1. **Skill Development and Training Impact:** This project focused on a sample drawn from six districts: Chhotaudepur, Bhavnagar, Bharuch, Kutch, Panchmahal, and Surat. It specifically targeted economically disadvantaged groups, with 78% of the beneficiaries aged between 18 and 22 and 89% unemployed before undergoing training. The program offered structured three-month courses aimed at providing practical and technical skills tailored to local industries, including CNC Operation, Electrical Technician training, and General Duty Assistant (GDA).
2. **Training Details:** The insights presented are derived from the collected sample data regarding course enrolment and training satisfaction. The most popular courses identified were CNC Operator Turning, with a 26% enrolment rate, and General Duty Assistant, at 30%. District-specific trends revealed significant enrolment rates, with Bharuch and Bhavnagar achieving 100% enrolment in CNC courses, while Panchmahal and Surat also reached 100% enrolment in Electrical Technician and Warehouse Packer courses, respectively.

Regarding overall training satisfaction, 64% of respondents rated their experience as "Excellent," with Chhotaudepur leading at an impressive 82%. Additionally, a strong 95% of respondents found the practical sessions to be adequate. Satisfaction rates were notably high in Bharuch, Chhotaudepur, and Kutch (Bhuj), each reaching 100%. In contrast, satisfaction rates in Panchmahal and Surat were 83% and 84%, respectively.

3. **Placement and Employment Outcomes:** Placement rates were high, and many participants secured jobs in technical roles with salaries ranging from ₹9,000 to ₹14,000 per month.
4. **Inclusivity and Reach:** The project primarily involved rural communities, with all respondents coming from these areas. However, there are still challenges concerning gender disparities; male participants made up 80.71%, while female participation was

significantly lower. Chhotaudepur demonstrated the highest level of gender inclusivity, with 48% of beneficiaries being female.

5. **Socio-Economic Upliftment:** Most participants came from low-income households, with 48% earning less than ₹50,000 annually and 49% earning between ₹50,001 and ₹1,00,000. The training program facilitated economic transitions, enabling beneficiaries to move from irregular, low-paying jobs to more stable positions that offered monthly salaries ranging from ₹9,000 to ₹14,000. This transition improved household income and financial stability.
6. **Infrastructure and Logistical Challenges:** The training centers have made significant efforts to provide essential facilities, including accommodations and meals, which greatly benefit the participants. A beneficiary noted that all the training centers excel in laying a strong foundation for learning. In Kutch, incorporating digital instruments such as digital inclinometers can significantly enhance the training experience. These modern tools will address existing gaps and equip trainees with the skills and knowledge needed for successful solar panel installation. Embracing technology can lead to a more effective and engaging training program.
7. **Post-Training Outcomes:** Placement rates were notably high, particularly for technical roles, indicating strong opportunities in the job market. While the contractual nature of employment raised questions about job security, many individuals in healthcare roles are gaining valuable experience, despite facing long shifts and lower salaries. This highlights the opportunity for enhanced job placement support and potential improvements in salary alignment with market demands, which can lead to even better outcomes for workers in these fields.
8. **Community and Social Impact:** Based on our observations, the program is effectively promoting gradual cultural shifts in Chhotaudepur, particularly in empowering women. The success stories of female trainees who have secured positions in technical roles serve as compelling examples that inspire broader community acceptance of women's employment. However, resistance continues to exist, especially among conservative families who uphold traditional views. This highlights the need for ongoing engagement and education to challenge these perspectives and foster a more inclusive environment for women in the workforce.

6.2 Recommendations

Based on the findings of this impact evaluation study, the following recommendations are proposed to effectively address the identified issues and enhance overall outcomes:

6.2.1 Chhotaudepur

Overall, the training programs for candidates in Chhotaudepur District are good, but there are several ways we can enhance the courses further. Reducing class sizes, particularly for electrical and nursing training, would allow for more personalized attention and better interaction between trainees and instructors. Additionally, improving access to essential equipment, such as computers and medical tools, is vital for offering hands-on learning experiences. To strengthen placement support, addressing concerns about the lack of permanent positions in technical roles through collaboration with employers can lead to more secure, long-term contracts. For healthcare trainees, implementing stronger job-matching mechanisms will help participants secure meaningful employment.

Lastly, increasing community engagement through targeted awareness campaigns and sharing alumni success stories can foster trust and encourage more widespread participation in these valuable training programs.

6.2.2 Bharuch

Transportation continues to be a significant obstacle for participants in Bharuch. Many beneficiaries who have left their jobs due to logistical issues need post-employment support to help them find new opportunities. To address the transportation issues and employment challenges faced by beneficiaries in Bharuch, we suggest conducting a thorough analysis of the local job market to identify in-demand skills and industries. By customizing training programs based on this analysis, we can better prepare participants for available job opportunities within their locality. To promote gender inclusivity, vocational courses should be tailored to attract women, fostering a better balance in participation specifically. Strategies such as providing flexible class schedules, and outreach programs in local communities can encourage more women to enrol in these courses.

Additionally, improvements to the curriculum, especially for CNC operator training, should incorporate advanced soft skills modules to adequately prepare beneficiaries for the changing demands of the job market. Collaborating with local industries to align training with real-world needs and offering internships can enhance job readiness. Further, implementing mentorship programs can guide and support participants, increasing their confidence and job prospects.

3. Bhavnagar

The Bhavnagar GMDC Samrthya project aims to address gender disparity by introducing vocational programs tailored specifically for women, such as sewing machine operation and introductory entrepreneurship courses. To enhance the effectiveness of these programs, it is recommended to include mentorship opportunities with successful female entrepreneurs who can provide guidance and encouragement.

The CNC curriculum should also cover advanced technical training on topics like VMC (Vertical Machining centre) machine operations to meet industry demands. Incorporating hands-on workshops will allow participants to practice their skills in real-world settings. Additionally, training facilities need more modern laboratory equipment to offer a comprehensive and practical learning experience. Investing in updated technology will ensure that the training aligns with current industry standards.

Ongoing partnerships with industries in Rajkot and other hubs should be maintained to ensure high placement rates for graduates. To further improve these partnerships, hosting job fairs and networking events that connect trainees with potential employers would be beneficial. Expanding opportunities across diverse sectors will help create a more inclusive environment and facilitate economic growth in the region.

4. Kutch

The Smarthya project lays a strong foundation for enhancing employability through its healthcare training programs in Kutch. Currently, job shifts for General Duty Assistant (GDA) trainees last 12 hours. However, reducing these shifts could significantly improve work-life balance, leading to greater job satisfaction and fostering a healthier work environment for the trainees. It would be beneficial to discuss with employers the possibility of implementing these changes to promote better work-life balance for the staff.

Solar installation training programs provide a strong foundation and effective placement assistance. Incorporating digital tools, such as digital inclinometers and automatic routers, would enhance the training experience. Additionally, expanding hands-on training opportunities in solar panel installation will help participants build confidence and gain practical skills. Forming partnerships with local healthcare facilities and solar energy companies can create valuable job placement opportunities, while regular salary reviews will help maintain financial stability for all participants. Together, these enhancements can make the training programs even more impactful and beneficial for everyone involved.

5. Surat

In Surat, the Warehouse Packer training curriculum serves as a foundational resource for essential skills; however, job opportunities in the market remain limited. To enhance employability, it is crucial to refine the curriculum by integrating industry-specific practices and technologies pertinent to warehouse operations. Establishing partnerships with local businesses can ensure that the training aligns with employer expectations. Additionally, incorporating hands-on experience will equip trainees with valuable practical skills. Offering modules on contemporary inventory management and logistics, along with career counselling and job placement support, can effectively prepare trainees to navigate the competitive job market. This comprehensive approach can help bridge the gap between the training provided and the industry's demands.

6. Panchmahal

In Panchmahal, it is essential to prioritize inclusivity, ensuring that marginalized communities are actively involved in decision-making processes and initiatives. One significant aspect of this is to enhance the participation of women in training programs, which can empower them and enable them to contribute more effectively to their communities. It is equally important to raise awareness about these training programs within the villages themselves. By doing so, we can ensure that more individuals from these communities are informed about the opportunities available to them and can take advantage of the resources provided. This dual approach—focusing on both inclusivity and awareness—will ultimately lead to a more equitable and thriving environment for all residents of Panchmahal.

Bibliography

Bennell, P. (1999). Learning to change: Skills development among the economically vulnerable and socially excluded in developing countries. *Employment and Training Paper*, Employment and Training Department, International Labour Organization (ILO), Geneva.

Christoph, E., Berg, J. (2009). The Role of Employment and Labour Markets in the Fight against Poverty. *The Role of Employment and Labour Markets*, International Labour Organization (ILO) 41-67.

GMDC-GVT, Retrieve from <https://gmdcgvt.org/sector/livelihood-skill-development/>.

GoI (2012). Vocational Education Profile. National Council of Vocational and Research Training (NCVT), cited from http://ncvrtindia.org/about_us.php accessed on 15.06.2016.

ILO, (2008). Skills for Improved Productivity Employment Growth and Development. Report V, International Labour Organization, Geneva, 1-176.

Salvanes K.G., Forre E.S. (2003). Effects on Employment of Trade and Technical Change: Evidence from Norway. *Economica*, 70 (278), 293-329.

Appendix 1: Beneficiaries questionnaire

Survey Questionnaire for GMDC- GVT Samarthya project

Target Respondents: Beneficiary Questionnaire

Section 1: Demographic and Socio-Economic Profile

1. **State:** Gujarat, **Dist.** ☐ Kachchh ☐ Bhavnagar ☐ Surat ☐ Bharuch ☐ Panchmahal
1. રાજ્ય: ગુજરાત , જિ. ☐ કચ્છ ☐ ભાવનગર ☐ સુરત ☐ ભરૂચ ☐ પંચમહાલ
2. **Location: Rural, Urban, Semi-Urban**
2. સ્થાન: ગ્રામીણ, શહેરી, અર્ધ-શહેરી
3. **Name of the trained person:**
3. પ્રશિક્ષિત વ્યક્તિનું નામ
4. **Age: (years)**
4. ઉંમર: (વર્ષ)
5. **Gender:** ☐ Male ☐ Female ☐ Prefer not to say
5. જાતિ: ☐ પુરુષ ☐ સ્ત્રી ☐ ન કહેવાનું પસંદ કરે છે
6. **Educational Qualification:** ☐ Below 10th ☐ 10th Pass ☐ 12th Pass
- ☐ Graduate ☐ Other
6. શૈક્ષણિક લાયકાત: ☐ 10 થી નીચે ☐ 10મું પાસ ☐ 12 મું પાસ
- ☐ સ્નાતક ☐ અન્ય

Rationale: participants' educational backgrounds affect training outcomes

7. **Social group:** ☐ SC ☐ ST ☐ OBC (NCL) ☐ GEN ☐ EWS
7. સામાજિક જૂથ: ☐ SC ☐ ST ☐ OBC (NCL) ☐ GEN ☐ EWS
8. **Family has BPL card:** ☐ Yes ☐ No ☐ Don't know
8. પરિવાર પાસે BPL કાર્ડ છે : ☐ હા ☐ ના ☐ ખબર નથી
9. **Household income before joining the training program:**
- ☐ Less than ₹50,000 ☐ ₹50,000 to ₹1,00,000 ☐ ₹1,00,001 to ₹1,50,000
- ☐ More than ₹1,50,000
9. તાલીમ કાર્યક્રમમાં જોડાતા પહેલા ઘરની આવક:
- ☐ ₹50,000 કરતા ઓછા ☐ ₹50,000 થી ₹1,00,000 ☐ ₹1,00,001 થી ₹1,50,000
- ☐ ₹1,50,000 થી વધુ

10. What is your family's main source of income?

☐ Agriculture ☐ Daily wages ☐ Small business ☐ Government job ☐ Other: _____

10. તમારા પરિવારની આવકનો મુખ્ય સ્ત્રોત શું છે?

☐ ખેતી ☐ દૈનિક વેતન ☐ નાનો ધંધો ☐ સરકારી નોકરી ☐ અન્ય: _____

11. How many members are there in your family?

☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10 or more

11. તમારા પરિવારમાં કેટલા સભ્યો છે?

☐ 1-3 ☐ 4-6 ☐ 7-9 ☐ 10 અથવા વધુ

12. How many members of your family are working?

☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

12. તમારા પરિવારના કેટલા સભ્યો કામ કરે છે?

☐ 1 ☐ 2 ☐ 3 ☐ 4 અથવા વધુ

13. **What type of house do you live in?** ☐ Kutchha (mud house) ☐ Semi-Pucca (partly brick/stone) ☐

Pucca (concrete house)

13. તમે કયા પ્રકારના મકાનમાં રહો છો?

☐ કચ્છ (માટીનું ઘર) ☐ અર્ધ પાકું (અંશતઃ ઈંટ/પથ્થર) ☐ પાકું (કોંક્રીટનું ઘર)

14. What does the head of the family attain the highest level of education?

☐ No formal education ☐ Primary school ☐ Secondary school ☐ Higher secondary ☐ Graduate ☐

Post-graduate

14. કુટુંબના વડા શિક્ષણનું ઉચ્ચ સ્તર

શું પ્રાપ્ત કરે છે? ☐ કોઈ ઔપચારિક શિક્ષણ નથી ☐ પ્રાથમિક શાળા ☐ માધ્યમિક શાળા ☐ ઉચ્ચ માધ્યમિક ☐

સ્નાતક ☐ અનુસ્નાતક

15. Does your family own any land?

☐ Yes ☐ No

If yes: How much land do you own? _____

15. શું તમારા પરિવાર પાસે કોઈ જમીન છે?

☐ હા ☐ ના

જો હા: તમારી પાસે કેટલી જમીન છે? _____

16. What is your family's primary occupation?

☐ Farming ☐ Labor work ☐ Shop/Business ☐ Service ☐ Other: _____

16. તમારા પરિવારનો પ્રાથમિક વ્યવસાય શું છે?

☐ ખેતી ☐ મજૂરી કામ ☐ દુકાન/વ્યવસાય ☐ સેવા ☐ અન્ય: _____

Rationale: To understand the socio-economic context of participants.

17. Before training employment: ☐ Yes ☐ No

17. રોજગાર તાલીમ આપતા પહેલા: ☐ હા ☐ ના

Rationale: Understanding the impact of participants' backgrounds on training outcomes.

18. Current employment status: ☐ Employed ☐ Unemployed ☐ Self-employed

18. વર્તમાન રોજગાર સ્થિતિ: ☐ રોજગારી ☐ બેરોજગાર ☐ સ્વ-રોજગાર

Rationale: To assess the immediate impact of the training on employment status.

Section 2: Training Information

Which course did you enrol in:

19. તમે કયા કોર્સમાં પ્રવેશ મેળવ્યો હતો

Rationale: To understand the popularity of different courses and correlate course type with outcomes.

Year/ Month of training_____

20. તાલીમનું વર્ષ/ મહિનો_____

Rationale: To track outcomes over time and assess any improvements in the program.

Duration of training: _____ months

21. તાલીમનો સમયગાળો: _____ મહિના

Rationale: To understand if the length of training correlates with outcomes.

Location of training: _____

22. તાલીમનું સ્થાન:

Distance of training institution from residence (in km)_____

Rationale: To understand if accessibility affects participation or outcomes.

23. રહેઠાણથી તાલીમ સંસ્થાનું અંતર (કિમીમાં)_____

Why did you choose this course: ☐ Interest in skill development ☐ Job opportunities ☐ Location ☐ Other reasons

24. તમે આ કોર્સ કેમ પસંદ કર્યો: ☐ કૌશલ્ય વિકાસમાં રસ ☐ નોકરીની તકો ☐ સ્થાન ☐ અન્ય કારણો

Rationale: To understand motivations and expectations, which can inform program design.

Employment status before training: ☐ Employed (Full-time) ☐ Employed (Part-time) ☐ Self-employed ☐ Unemployed ☐ Student

25. તાલીમ પહેલાં રોજગારની સ્થિતિ: ☐ રોજગારી (પૂર્ણ-સમય) ☐ રોજગારી (પાર્ટ-ટાઇમ) ☐ સ્વ-રોજગાર ☐ બેરોજગાર ☐ વિદ્યાર્થી

Rationale: To establish a baseline for measuring the program's impact.

How would you rate the quality of training provided?

☐ Poor ☐ Fair ☐ Average ☐ Good ☐ Excellent

26. તમે પ્રદાન કરેલ તાલીમની ગુણવત્તાને કેવી રીતે રેટ કરશો?

☐ ગરીબ ☐ વાજબી ☐ સરેરાશ ☐ સારું ☐ ઉત્તમ

Rationale: To assess overall satisfaction with the training.

Did you find the course content relevant to industry needs?

☐ Poor ☐ Fair ☐ Average ☐ Good ☐ Excellent

27. શું તમને ઉદ્યોગની જરૂરિયાતોને અનુરૂપ અભ્યાસક્રમની સામગ્રી મળી?

☐ ગરીબ ☐ વાજબી ☐ સરેરાશ ☐ સારું ☐ ઉત્તમ

Rationale: To evaluate the practical relevance of the training.

How would you rate the infrastructure at the training centre?

☐ Poor ☐ Fair ☐ Average ☐ Good ☐ Excellent

28. તમે તાલીમ કેન્દ્રમાં ઈન્ફ્રાસ્ટ્રક્ચરને કેવી રીતે રેટ કરશો?

☐ ગરીબ ☐ વાજબી ☐ સરેરાશ ☐ સારું ☐ ઉત્તમ

Rationale: To assess the quality of facilities provided.

Were the practical sessions adequate to learn the required skills? ☐ Yes ☐ No

29. શું પ્રાયોગિક સત્રો જરૂરી કૌશલ્યો શીખવા માટે પર્યાપ્ત હતા? ☐ હા ☐ ના

તર્ક: સિદ્ધાંત અને વ્યવહારિક તાલીમ વચ્ચેના સંતુલનનું મૂલ્યાંકન કરવા

Rationale: To evaluate the balance between theory and practical training.

Did the trainers explain the concepts clearly? ☐ Yes ☐ No

30. શું પ્રશિક્ષકોએ ખ્યાલો સ્પષ્ટ રીતે સમજાવ્યા? ☐ હા ☐ ના

Rationale: To assess the quality of instruction

Have you undergone a skills certification test? ☐ Yes ☐ No

If no, why (mentioned details)

31. શું તમે કૌશલ્ય પ્રમાણપત્ર કસોટીમાંથી પસાર થયા છો? ☐ હા ☐ ના

જો ના, તો શા માટે (ઉલ્લેખ કરેલ વિગતો)

Rationale: To understand the completion rate of the full program, including certification.

Placement location : ☐ within taluka ☐ within district ☐ within state ☐ outside state

32. પ્લેસમેન્ટ સ્થાન: ☐ તાલુકાની અંદર ☐ જિલ્લાની અંદર ☐ રાજ્યની અંદર ☐ રાજ્ય બહાર

Rationale: To understand the geographical impact of the program on employment.

Trainer expertise in handling difficult topics: ☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

33. મુશ્કેલ વિષયોને હેન્ડલ કરવામાં ટ્રેનરની કુશળતા: ☐ ભારપૂર્વક અસંમત ☐ અસંમત ☐ તટસ્થ ☐ સંમત ☐ ભારપૂર્વક સંમત

Infrastructure and facilities: ☐ Poor ☐ Fair ☐ Average ☐ Good ☐ Excellent

34. ઈન્ફ્રાસ્ટ્રક્ચર અને સુવિધાઓ: ☐ નબળી ☐ યોગ્ય ☐ સરેરાશ ☐ સારી ☐ ઉત્તમ

Did you receive a certificate upon completion? ☐ Yes ☐ No

If yes, was the assessment process fair and relevant? ☐ Strongly Disagree

☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

35. શું તમને પૂર્ણ થવા પર પ્રમાણપત્ર પ્રાપ્ત થયું છે? ☐ હા ☐ ના

જો હા, તો શું મૂલ્યાંકન પ્રક્રિયા વાજબી અને સુસંગત હતી? ☐ ભારપૂર્વક અસંમત

☐ અસંમત ☐ તટસ્થ ☐ સંમત ☐ ભારપૂર્વક સંમત

Placement assistance received: ☐ Yes ☐ No

36. પ્લેસમેન્ટ સહાય પ્રાપ્ત થઈ: ☐ હા ☐ ના

If yes, was it helpful in finding a job? ☐ Yes ☐ No

Rationale: To get detailed feedback on specific aspects of the training program.

જો હા, તો શું તે નોકરી શોધવામાં મદદરૂપ હતી? ☐ હા ☐ ના

Section 3: Employment Outcomes

Current employment status: ☐ Employed (Full-time) ☐ Employed (Part-time) , ☐ Self-employed
☐ Unemployed

37. વર્તમાન રોજગાર સ્થિતિ: ☐ રોજગારી (સંપૂર્ણ સમય) ☐ રોજગારી (અંશકાલિક) , ☐ સ્વ-રોજગાર ☐ બેરોજગાર

જો નોકરી કરે છે:

If employed:

Current job role: _____

38. વર્તમાન નોકરીની ભૂમિકા: _____

Sector of employment: _____

39. રોજગાર ક્ષેત્ર: _____

Employer type: ☐ Public ☐ Private

40. એમ્પ્લોયરનો પ્રકાર: ☐ જાહેર ☐ ખાનગી

Job satisfaction: ☐ Very Dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very Satisfied

41. નોકરીનો સંતોષ: ☐ ખૂબ જ અસંતુષ્ટ ☐ અસંતુષ્ટ ☐ તટસ્થ ☐ સંતુષ્ટ ☐ ખૂબ જ સંતુષ્ટ

Rationale: To assess the qualitative impact of the program on participants' careers.

Use of skills learned in training: ☐ Not at all ☐ Rarely ☐ Sometimes ☐ Often ☐ Very Often

42. તાલીમમાં શીખેલ કૌશલ્યોનો ઉપયોગ: ☐ બિલકુલ નહીં ☐ ભાગ્યે જ ☐ ક્યારેક ☐ ઘણીવાર
☐ ઘણી વાર

Rationale: To evaluate the relevance of the training to actual job requirements.

If self-employed:

Nature of self-employment: _____

43. જો સ્વ-રોજગાર હોય તો:

સ્વ-રોજગારની પ્રકૃતિ: _____

Challenges faced: _____ (Open-ended)

Rationale: To understand outcomes for those who became self-employed.

Section 4: Impact Assessment

Monthly income (before training): _____

45. માસિક આવક (તાલીમ પહેલાં): _____

Monthly income (After training) _____

46. માસિક આવક (તાલીમ પછી) _____

If unemployed:

Reasons for unemployment: _____ (Open-ended)

47. બેરોજગારીનાં કારણો: _____ (ઓપન-એન્ડેડ)

Job search efforts: _____ (Open-ended)

48. જોબ શોધ પ્રયાસો: _____ (ઓપન-એન્ડેડ)

Rationale: To directly measure the program's impact on employment and quantify the financial impact of the program.

Duration/length of your job till date after training (months) _____

Rationale: To assess job stability post-training.

49. તાલીમ પછીની તારીખ સુધીની તમારી નોકરીનો સમયગાળો/લંબાઈ (મહિના) _____

Name of the sector in which you are employed now _____

50. તમે અત્યારે જે ક્ષેત્રમાં નોકરી કરો છો તેનું નામ _____

Rationale: To understand which sectors are employing participants and at what pay levels.

Any other benefits associated with the present job: ☐ PF ☐ health insurance ☐ maternity ☐ gratuity

51. વર્તમાન નોકરી સાથે સંકળાયેલા કોઈપણ અન્ય લાભો: ☐ PF ☐ આરોગ્ય વીમો ☐ પ્રસૂતિ ☐ ગ્રેયુઈટી

Rationale: To understand which sectors are employing participants and at what pay levels.

How do you perceive the skill training in terms of Contents: ☐ Highly relevant ☐ Relevant ☐ Not so relevant

52. વિષયવસ્તુના સંદર્ભમાં તમે કૌશલ્ય પ્રશિક્ષણને કેવી રીતે સમજો છો: ☐ અત્યંત સુસંગત ☐ સંબંધિત ☐ એટલું સુસંગત નથી

How do you perceive the skill training in terms of Practical application: ☐ Highly relevant ☐ Relevant ☐ Not so relevant

53. તમે પ્રેક્ટિકલ એપ્લિકેશનના સંદર્ભમાં કૌશલ્ય તાલીમને કેવી રીતે સમજો છો: ☐ અત્યંત સુસંગત ☐ સંબંધિત ☐ એટલું સુસંગત નથી

How do you perceive the skill training in terms of Industry relevance: ☐ Highly relevant ☐ Relevant ☐ Not so relevant

54. તમે કૌશલ્ય પ્રશિક્ષણને ઉદ્યોગની સુસંગતતાના સંદર્ભમાં કેવી રીતે સમજો છો: ☐ અત્યંત સુસંગત ☐ સંબંધિત ☐ એટલું સુસંગત નથી

Has the training useful to your present job? ☐ Yes ☐ No (if no, then reason) 55. શું તાલીમ તમારી વર્તમાન નોકરી માટે ઉપયોગી છે? ☐ હા ☐ ના (જો ના, તો કારણ)

Rational: To evaluate the training in terms of content, practical and industrial relevance

Do you feel your social status or self-confidence improved after the training?

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

56. શું તમને લાગે છે કે તાલીમ પછી તમારી સામાજિક સ્થિતિ અથવા આત્મવિશ્વાસમાં સુધારો થયો છે?

☐ ભારપૂર્વક અસંમત ☐ અસંમત ☐ તટસ્થ ☐ સંમત ☐ ભારપૂર્વક સંમત

Do you feel your overall well-being and quality of life have improved after the training?

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Rationale: To evaluate the holistic impact of the program on participants' lives.

57. શું તમને લાગે છે કે તાલીમ પછી તમારી એકંદર સુખાકારી અને જીવનની ગુણવત્તામાં સુધારો થયો છે?

☐ ભારપૂર્વક અસંમત ☐ અસંમત ☐ તટસ્થ ☐ સંમત ☐ ભારપૂર્વક સંમત

Did you face any challenges during the training? ☐ Yes ☐ No

If yes, please specify: ☐ Lack of resources ☐ Language barriers ☐ Travel issues ☐ Other

Rationale: To identify areas for improvement in the program.

58. શું તમને તાલીમ દરમિયાન કોઈ પડકારોનો સામનો કરવો પડ્યો? ☐ હા ☐ ના

જો હા, તો કૃપા કરીને સ્પષ્ટ કરો: ☐ સંસાધનોનો અભાવ ☐ ભાષા અવરોધો ☐ મુસાફરી સમસ્યાઓ ☐ અન્ય

Target Respondents: Employer Questionnaire

Section 1: Company Profile

1. **Company name:** _____
2. **Sector:** _____
3. **Location:** _____
4. **Size of the company (number of employees):** _____
5. **Recruitment practices:** _____ (Open-ended)

Rationale: This is for record-keeping and tracking which companies are hiring GMDC Samarthya graduates. This allows for analysis of which types of companies find the program most valuable. Gaining insight into how companies typically hire can help GMDC Samarthya better prepare graduates for the job market and improve placement services.

Section 2: Experience with Trained Beneficiaries

6. **Number of beneficiaries hired from GMDC Samarthya programs:** _____
7. **Job roles filled by beneficiaries:** _____

Rationale: To understand which specific roles GMDC Samarthya graduates are filling. This information can be used to refine course offerings

8. **Technical skills:** ☐ Poor ☐ Below Average ☐ Average ☐ Good ☐ Excellent
9. **Soft skills:** ☐ Poor ☐ Below Average ☐ Average ☐ Good ☐ Excellent
10. **Overall performance:** ☐ Poor ☐ Below Average ☐ Average ☐ Good ☐ Excellent

Rationale: Assessment of beneficiaries' skills and performance

11. **How do the skills and performance of trained beneficiaries compare to those of untrained workers?**
☐ Poor ☐ Below Average ☐ Average ☐ Good ☐ Excellent
12. **Additional training provided to beneficiaries:** _____ (Open-ended)

Rationale: To evaluate the effectiveness of the training program in preparing graduates for the workplace. This feedback can be used to improve the curriculum and training methods.

Section 3: Skill Gaps and Needs

13. Areas of skill shortages faced in your industry: _____ (Open-ended)
14. Suggestions for improving GMDC Samarthya's training programs: _____ (Open-ended)
15. Willingness to collaborate with GMDC Samarthya for future training programs or internships: ☐ Yes
☐ No

Target Respondents: Trainer organization Questionnaire

Section 1: Organization Profile

1. Name of the organization: _____

2. Type of organization: _____

3. Years of experience in skill training: _____

4. Courses offered: _____

Course Name, Duration (months), Enrolled, passed out, Drop out, Placement.

5. Total Staff Strength: Trainer ___ and other staff___

Rationale: To understand the nature of organizations involved in skill training.

6. Is there any demand for any new courses from the students? ☐ Yes ☐ No

If yes, the name of the course

7. Do you get qualified/trainers for various courses? ☐ Yes ☐ No

If no, explain the reason

8. Training infrastructure and facilities:

Facilities	Numbers	Adequate (1)/ inadequate (2)	Reasons if inadequate
Classrooms/lecture halls			
Laboratories/ workshop			
Equipment (related to the courses)			
Transport/vehicles			
Hostels Male/ Female			
Drinking Water			
Electricity supply			
Toilets Male			
Female			
Any other (please specify)			

9. Given the demand, do you think there is a need for additional skill courses? ☐ Yes ☐ No

If yes, please elaborate

10. What has been your experience with hiring people who have some training prior skills?

11. What has been your experience with hiring untrained people?

12. Which other skills should be imparted to make youth employable?

Rationale: To understand the range of skills being taught and ensure they align with industry needs and program objectives and gather comprehensive data on each course, allowing for analysis of course effectiveness, completion rates, and employment outcomes also check capacity of the institute.

Appendix 3: FGD Questionnaire

Focused Group Discussion (FGD) Questionnaire for Samarthya Project Beneficiary

Training Experience

Question: How did you all find out about the GMDC – Samarthya project?

Rationale: Evaluate the effectiveness of outreach methods to improve future recruitment.

Follow-up: Which methods of communication seemed most effective in reaching people in your community?

Question: What motivated you to join this skill development training?

Rationale: Understand participants' expectations and reasons for enrollment to align program goals with beneficiary needs.

Follow-up: How did these expectations align with your actual experiences?

Question: Can you share your experiences with the assessment and certification process?

Rationale: Gauge the effectiveness and fairness of the evaluation process.

Follow-up: How well do you feel the assessments reflected your learned skills?

Question: In what ways do you think the training has helped improve your standard of living?

Rationale: Assess the broader socio-economic impact of the program on participant's lives.

Follow-up: Can you provide specific examples of how your lives have changed since completing the training?

Question: Would you recommend this training program to others in your community? Why or why not?

Rationale: Measure overall satisfaction and potential for organic growth through word-of-mouth.

Follow-up: What aspects of the program would you highlight when recommending it to others?

Question: What are your suggestions for improving the training content or delivery?

Rationale: Gather direct feedback for program improvement from the beneficiaries' perspective.

Follow-up: *Were there any specific areas where you felt the training could have been more comprehensive or practical?*

Question: *How would you describe your experiences with the training centre's infrastructure and facilities?*

Rationale: *Evaluate the quality of training facilities and identify areas for improvement.*

Follow-up: *Were there any specific facilities or resources you found helpful or lacking?*

Question: *Was the course content aligned with what you expected? If not, how could it have been improved?*

Rationale: *Assess if the program meets participants' expectations and gather ideas for content improvement.*

Follow-up: *Were there any topics or skills you expected to learn but weren't covered in the training?*

Question: *How effectively were the trainers explaining concepts and guiding practical sessions?*

Rationale: *Evaluate the quality of instruction and identify areas for trainer development.*

Follow-up: *Can you give examples of the trainers' particularly effective teaching methods?*

Question: *What specific challenges did you face during your training?*

Rationale: *Identify obstacles that may hinder learning or program completion.*

Follow-up: *How did you overcome these challenges, and what support did you receive from the training centre?*

Employment and Employability

Question: *Since completing the training, how has your employability improved?*

Rationale: *Assess the perceived impact of the training on job prospects.*

Follow-up: *What specific skills or certifications from the training do you feel have made you more employable?*

Question: *Can you share your experiences in finding jobs post-training? What support did you receive from the training centre?*

Rationale: Evaluate the effectiveness of post-training support and placement services.

Follow-up: *How could the job placement support be improved to assist trainees better?*

Question: *How has your income changed since completing the course? How has it impacted your families or households?*

Rationale: Measure the program's financial impact on participants and their families.

Follow-up: *Can you provide estimates of the percentage increase in your income, if any?*

Question: *Do you feel the training equipped you with the necessary skills for your current jobs?*

Rationale: Assess the relevance of the training to actual job requirements.

Follow-up: *Are there any additional skills you wish the training had covered to prepare you better for your current roles?*

Question: *What challenges did you face when applying for jobs after the training?*

Rationale: Identify any gaps between training and job market requirements.

Follow-up: *How did you address these challenges, and what additional support would have been helpful?*

Question: *What do you believe are the main reasons for those currently unemployed?*

Rationale: Understand barriers to employment despite training to inform program improvements.

Follow-up: *What additional support or resources would help you secure employment?*

Program Impact and Feedback

Question: *What are the major benefits you gained from the training? (e.g., new skills, confidence, networking)*

Rationale: Identify both tangible and intangible benefits of the program.

Follow-up: *What benefits are most valuable for your personal and professional growth?*

Question: *How has the program impacted your personal and professional lives?*

Rationale: Assess the program's broader impact beyond just employment.

Follow-up: *Can you share specific examples of how the training has positively influenced your lives outside of work?*

Question: *What areas of the training program need improvement?*

Rationale: *Gather specific feedback for program enhancement.*

Follow-up: *How do you think these improvements would benefit future participants?*

Question: *Would you recommend this training program to other youth in your area? Why or why not?*

Rationale: *Gauge overall satisfaction and identify the program's key selling points or drawbacks.*

Follow-up: *What are the most compelling reasons for someone to enrol in this program?*

Question: *What feedback do you have on the placement services provided by the program?*

Rationale: *Evaluate the effectiveness of job placement support and identify areas for improvement.*

Follow-up: *How could the placement services be made more effective in helping trainees secure suitable employment?*

Question: *What additional support do you feel is needed to enhance the impact of the GMDC – Samarthya project?*

Rationale: *Identify gaps in current support services and gather ideas for new initiatives.*

Follow-up: *Are there any specific programs or services you would like to see implemented to support trainees' long-term career development?*