

Project Completion Report

Tourist Guide Skill Training in Gir Somnath District

Submitted by

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BACKGROUND

The District Mineral Foundation (DMF), functioning under the Commissioner of Geology and Mining, has been actively engaged in the development of mining-affected areas. In addition to rural development and community welfare, the Foundation is playing a vital role in supporting local youth and women by facilitating employment opportunities.

Tourism has emerged as a promising sector in the Saurashtra region, thanks to iconic destinations such as Gir National Park, Somnath Temple, and Dwarka Temple. Among these, Gir Somnath district stands out as a key tourist hub, attracting visitors for its diverse offerings—ranging from wildlife and religious tourism to coastal experiences, cultural heritage, and historical landmarks.

Despite this potential, there exists a significant shortage of trained and skilled tourist guides capable of delivering professional, informative, and culturally sensitive experiences to tourists. To bridge this gap, this project aims to equip local youth with the necessary skills to become certified tourist guides, thereby fostering self-employment and enhancing the overall tourism experience in the region.

The project is sponsored by the Department of Women and Child Development, with Shri Brahma Samaj Sewa Trust (BSST) engaged as the implementation partner. It primarily targets local youth from mining-affected villages, offering them structured training in travel and tourism guiding. This initiative enables participants to tap into the growing demand for domestic and international tourism services, especially in light of recent tourism-driven development and emerging business opportunities in the district.

In essence, the project focused on delivering skill-based training in Tourist Guide Services across the Saurashtra region, while also aiming to improve access to quality guiding services for tourists visiting the area. The training programme was designed with the following structure and components:

Sr. No.	Particulars	Details
1	Nature of training	Non-residential skill training programme creating Tourist Guides
2	Number of trainee	90 in three batches
3	Prerequisites	<ul style="list-style-type: none">• Minimum educational level – 12th standard• Age – 18 to 30 years• Resident of Gir Somnath district• Willing to work as Tourist Guide
4	Mode of training	<ul style="list-style-type: none">• Theoretical with indoor practical sessions• Outdoor project work• Field exposure

5	Duration of the training	38 days covering 480 hours of inputs
7	Training deliverable	Eight modules including Tourism Ecosystem, Communication, Soft Skills, Sales & Marketing, Language Skill, Computer Skill, Legal Awareness etc.
8	Tangible training takeaways	<ul style="list-style-type: none"> • High quality training by industry professionals and trainers • Training materials • Refreshment • Uniform with accessories • Stipend • Training certificate upon completion
9	Handholding support	<ul style="list-style-type: none"> • Coordination with local stakeholders • Facilitating employment and self-employment process

GOAL OF THE PROJECT

The goal of the project was to promote inclusive and sustainable tourism by actively integrating the local community, culture, cuisine, and crafts into the tourism experience. It also aimed to encourage responsible tourism practices by engaging tourists in meaningful and culturally respectful ways.

OBJECTIVES OF THE PROJECT

The primary objective of the project was to establish a pool of professional tourist guide services in the Saurashtra region by equipping local youth with relevant skills, thereby generating sustainable employment opportunities.

The specific objectives of the project included:

- Providing skill-based training to 90 local youth to enable them to serve as certified tourist guides
- Enhancing the overall tourism experience for visitors through knowledgeable and culturally aware guide services
- Fostering a supportive ecosystem for tourism development and promotion in the region

PROJECT LOCATION

The project was implemented in the Una, Talala and Veraval blocks of Gir-Somnath district.

PROJECT DURATION

The total project duration was 2 months including 38 days of training and 22 days of handholding support to the trainees.

KEY PROJECT ACTIVITIES

MOBILIZATION OF TRAINEES

Candidate mobilization was carried out through a combination of village-level outreach, collaboration with local educational institutions, outdoor publicity, and targeted social media campaigns. For nearly a month, our team members actively visited several mining-affected villages surrounding the training center. These visits focused on community sensitization, particularly engaging with youth and their parents to raise awareness about the training opportunity.

Key village stakeholders, including Sarpanchs, Panchayat members, and schoolteachers, played a crucial role in disseminating information and helping identify suitable candidates.

A screening and selection camp was held at the training venue, where approximately 140 candidates participated. After conducting personal interviews and verifying documents, 97 candidates were shortlisted. Among those not selected, 43 candidates were found to be unavailable for the training due to pre-existing work commitments and were thus excluded from the final list.

A final list of 90 candidates was prepared based on parameters such as willingness, commitment, and minimum educational qualifications. The remaining 7 candidates were placed on a waitlist to fill any potential vacancies in case of dropouts within the first five days of training.

As part of the enrolment process, each selected participant completed a registration form and submitted self-attested copies of their highest educational qualification mark sheet, AADHAR card, and a passport-size photograph, all of which were compiled and stored for record-keeping.

The aspirants were thoroughly informed about the value and potential benefits of the training program, particularly in terms of employment opportunities and skill certification upon successful completion. Before initiating the selection process, a comprehensive orientation session was conducted to familiarize them with the course structure, objectives, expected outcomes, training schedule, rules and regulations, and the roles and responsibilities they would be expected to uphold throughout the program.

Participants were given ample opportunity to ask questions, clarify doubts, and consider all aspects of the training before confirming their interest. This ensured that only genuinely motivated and committed individuals opted to participate in the program.



DEPLOYMENT OF PROJECT TEAM

A highly qualified project team was deployed for implementation and management of the project.

The key persons engaged for implementation of the project is as follows-

Sr. No.	Name	Designation	Qualification
1	Ankur Baruah	Project Manager	Postgraduate and PGD
2	Urmil Pathak	Course Coordinator and Mentor	EDII and SIRD Trainers with 30 years of experience
3	Rudresh Joshi	Faculty	BA and SIRD trainer with 5 years of experience
4	Yogesh D Dave	Faculty	BBA and SIRD Trainers with 30 years of experience
5	Ms. Hetal Vyas	Faculty	MSW and SIRD Trainers with 7 years of experience
6	Suraj Tadvi	Faculty	M.A. B. Ed with 6 years of experience
7	Raksha Meghnathi	Faculty	BA and LLB with 6 years of experience

In addition to the core project team, the training program engaged external subject matter experts to deliver specialized sessions on key topics. From its inception, the project was designed with a multi-disciplinary approach, aiming to provide participants with a well-rounded and industry-relevant learning experience.

To achieve this, a diverse pool of professional trainers and academicians from various domains relevant to tourism, hospitality, communication, and service excellence were brought on board. Their expertise enriched the training content and ensured that participants received practical insights and up-to-date knowledge aligned with industry standards.

SETTING UP OF THE TRAINING CENTRE

To ensure accessibility and convenience for participants, training centres were established in each of the three talukas — Una, Talala, and Veraval — at locations central to the villages from which the majority of trainees were drawn. This decentralized setup enabled trainees to attend the program without facing logistical challenges.

Each training facility was thoughtfully designed to support interactive, face-to-face learning, with proper seating arrangements and a conducive classroom environment. In addition to the indoor training space, a spacious outdoor area was designated for practical activities, group exercises, and simulation sessions, encouraging experiential learning.

The interiors of the centres were upgraded to reflect a professional training atmosphere, reinforcing the standards expected in the tourism and hospitality industry. For trainee comfort and exposure to quality service environments, essential amenities were provided, including:

- Separate toilets for boys and girls
- Faculty consultation and counselling room
- Provision of hot and cold drinking water
- Air coolers and proper ventilation
- Light refreshments during breaks

These enhancements not only ensured a comfortable learning experience but also helped participants understand the importance of hygiene, hospitality, and service quality — critical components of delivering professional tourism services.

TRAINING MODULES DEVELOPMENT

A comprehensive training module was developed prior to the commencement of the program to ensure structured and effective delivery. As a foundational step, a pre-training assessment was conducted to identify the existing knowledge levels, skill gaps, and training needs of the selected participants. This helped in designing a curriculum with appropriate focus and weightage on key areas essential for their role as tourist guides.

An assessment questionnaire was designed to capture each trainee's baseline understanding, familiarity with tourism concepts, entrepreneurial aptitude, and current skillsets. In addition, individual interactions were held to gauge their interest, motivation, and willingness to pursue a career in the tourism sector, particularly as a professional guide.

The overall training program was structured into eight distinct modules, allowing progressive learning and flexibility. Based on the findings from the baseline assessment, the first three core modules were prioritized and finalized for initial delivery:

1. Introduction to the Tourism Industry
2. Tourist Guide as a Profession
3. Professionalism and Soft Skills – covering communication, leadership, and public speaking

Each module was designed with session plans, activities, and assessments tailored to the needs of rural youth aspiring to join the tourism sector. The session plan that follows formed the basis for developing the full set of training modules.

Day	First Session (2 hrs)	Second Session (2 hrs)
1	Introduction to tourism industry	Types & categories of tourism
2	Career paths & opportunities	Organizational structure in tourism
3	Attributes of tourism personnel	Duties of assistant tour guides
4	Communication skills in tourism	Industry expert session
5	Soft Skills: Verbal & Non-verbal communication	Listening & public speaking practice
6	Soft Skills: Interpersonal skills	Grooming & professional etiquette
7	Soft Skills: Conflict resolution & teamwork	Tourist handling roleplay
8	Soft Skills: Body language & cultural sensitivity	Mock guide sessions
9	Forms & typologies of tourism	Elements of tourism
10	World geography for tourism	Local destination mapping
11	Tourist motivations & behavior	Growth factors in tourism
12	Visit railway/airlines: Observe package trends	Debrief: Behavior of different tourist types
13	Government role in tourism	Institutions: IATA, ITDC, Gujarat Tourism
14	Accommodation & transport systems	Supporting infrastructure in Saurashtra
15	Visit Gir, Somnath, Girnar	Observe transport & accommodation modes
16	Tourism impacts: economic, cultural	Environmental considerations
17	Project briefing: Destination research	Select and design project
18	Travel agencies – role & structure	Linkages with airlines/hotels

19	Field visit to travel agencies	Interact with transport providers
20	Tour planning: concepts & approvals	IATA rules and investment risks
21	Design Saurashtra tour packages	Create cost-based itineraries
22	Booking & reservation procedures	Ticketing, passport, visa processes
23	Practical: Hotel/safari bookings	Documentation formats
24	Travel insurance overview	International regulations
25	Visit to agency/airline for bookings	Documentation practice
26	Gujarat's tourism geography	Key Saurashtra attractions
27	Field survey: Tourist profiling	Organize a site-seeing tour
28	Tourism marketing basics	Promotional strategies
29	Analyze real brochures & campaigns	Fieldwork: Collect materials
30	Computer applications in tourism	MS Office & communication tools
31	Internet usage & database handling	Digital marketing in tourism
32	Aviation geography	Ticketing: domestic/international
33	Tourism mapping: hands-on	SWOT analysis of tourism offices
34	Project work – historical sites	Project work – hill stations
35	Project work – national parks	Project work – fairs & festivals
36	Project work – handicrafts/souvenirs	Prepare for final presentation
37	Final project presentations (Part 1)	Final project presentations (Part 2)
38	Feedback & course reflection	Certification & closing session

TRAINING KIT DEVELOPMENT

A thoughtfully curated training kit was developed by engaging professional designers, with careful consideration of the training context, objectives, and desired outcomes. The kit was designed to help trainees connect with the identity of the tourism service sector, instill a sense of confidence, and foster a professional learning environment throughout the program. Each item in the kit served a specific purpose — from building familiarity with the tourism ecosystem to enhancing participants' self-image as emerging professionals. The kit included a custom-designed logo, a branded polo T-shirt, a guide-friendly handmade bag, a notebook, and a pen, all of which reinforced the themes of professionalism, preparedness, and belonging to a larger industry network.

TRAINING OF TRAINERS

Before the commencement of the actual training, a Training of Trainers (ToT) was conducted on 7th and 8th May 2025 to orient the trainers on the training modules, methodology, and delivery approach. The ToT was facilitated by Mr. Ankur Baruah and Mr. Urmil Pathak, who brought their expertise to ensure consistency and quality in training delivery. Following the ToT, Mr. Urmil Pathak continued to extend mentoring support

throughout the course duration, guiding trainers, resolving challenges, and ensuring the training remained aligned with the intended outcomes.

INAUGURATION PROGRAMME

The project was formally inaugurated on 1st May at Ram Mandir, Somnath, marking the beginning of a significant initiative to promote skill development and tourism-led employment in the region. The event was graced by the District Collector, Shri Digvijay Sinhji Jadeja, who inaugurated the program in the presence of Hon'ble Member of Parliament, Shri Rajesh Sudasma, along with several government officials, faculty members, and project participants.

The launch event also witnessed participation from the local community, including school teachers, youth leaders, and other stakeholders, who were sensitized about the objectives and long-term impact of the project. In his address, the District Collector emphasized the importance of maintaining high training standards and assured his support by stating that he would personally engage with local industries to facilitate employment opportunities for trained candidates. MP Shri Rajesh Sudasma highlighted the immense employment potential of the tourism sector in Gir Somnath and surrounding areas, and encouraged youth to actively participate in the growing opportunities offered by the industry.



DELIVERY OF TRAINING COURSE

The training programme was carefully structured to address all essential aspects of preparing local youth to become professional tourist guides. Recognizing the rural background and existing skill levels of the participants, the curriculum was expanded to include additional topics that are not typically part of standard guide training courses, ensuring a more holistic and inclusive learning experience. The programme was delivered by a highly qualified team, consisting of six regular instructors and several visiting trainers, all of whom hold academic qualifications in relevant fields and bring with them extensive professional experience.

To enhance engagement and comprehension, the sessions were designed to be interactive and participatory. Audio-visual aids, real-life case studies, and activity-based learning were integrated to make the content more accessible and relatable for the trainees. Given the linguistic needs of the participants, Hindi was adopted as the primary medium of instruction, with trainers encouraged to incorporate commonly used English terms to build familiarity with industry vocabulary. To reinforce weekly learnings and promote practical understanding, weekend assignments were assigned, offering trainees the opportunity to apply their knowledge through hands-on experience and reflective tasks.



Weekend Assignments		
Una	Talala	Veraval
Mapping of places of interest around Una block	Importance of conservation of Asiatic lion	Photography of nearby places with tourist interest
History and significance of Sanavakya Buddhist Cave	Other nearby Tourist Spots around Gir National Park	Preparing write up on Somnath Temple
Nearby places of worship and historical importance	Geography of Gir-Somnath district	Listing Do's and Don'ts on Religious Tourism Places
Kathiyawadi culture and Farm stay potential	Tourism potentiality of Sidhi Tribe culture and folkdance	Tourism services and safety protocols in Somnath



EXPOSURE VISIT

As part of the practical training and exposure component, trainees were taken on field visits to prominent local tourist sites to help them understand real-world guiding responsibilities and improve their familiarity with key destinations.

- The Una centre trainees were taken to Tulsi Shyam Temple, located within the Gir National Park, along with a visit to Sanavakya Mount, known for its ancient Buddhist caves (Bodh Gufa).
- The Talala centre trainees visited the Gir National Park, where they interacted with officials managing safari bookings and participated in a guided tour of Devaliya Safari Park, gaining insights into eco-tourism and wildlife management.
- The Veraval centre trainees were taken to the renowned Somnath Temple, where the temple authorities conducted a practical session on the entire Mandir Darshan process through a walkthrough of the temple premises. This session also introduced trainees to aspects of pilgrimage tourism management.

These visits allowed trainees to observe and learn about tourist flow, site management, cultural storytelling, and visitor engagement techniques, helping them better understand the expectations of professional tourist guide services.

The following tourist locations were covered during the exposure visits:

- Tulsi Shyam Temple
- Sanavakya Mount / Bodh Gufa
- Droneshwar
- Valka Tirth
- Geet Mandir
- Triveni Sangam
- Somnath Temple
- Ahalya Bai Temple
- Somnath Museum
- Ramji Mandir
- Sasan Gir Safari Booking Site
- Devaliya Safari Park



REFRESHER TRAINING

Following the completion of the training program, a structured process was initiated to support both employment and self-employment opportunities for the trainees. To ensure continued engagement and practical exposure, the participants were deployed at local tourist sites as part of their fieldwork experience. Subsequently, a refresher course was conducted to reinforce key concepts covered during the main training. This phase placed special emphasis on interpersonal skills, effective communication, and storytelling techniques, which are crucial for delivering engaging tourist experiences. Additionally, the refresher sessions provided trainees with in-depth insights into major tourist attractions across the Saurashtra region, further strengthening their knowledge base and readiness for professional guide services.

MONITORING AND MANAGEMENT

The entire training program was systematically managed and closely monitored to ensure maximum effectiveness, high-quality delivery, and a meaningful learning experience for all participants. After each session, reviews were conducted to assess trainee comprehension, based on which practical exercises and assignments were tailored to enhance understanding and maintain engagement. The Project Manager conducted regular reviews of the training infrastructure, session flow, course planning, and coordination with visiting faculty to maintain smooth operations. In parallel, the Course Coordinator maintained ongoing communication with both the trainers and the trainees to identify learning gaps, provide timely mentoring to faculty, and ensure that the training remained responsive to participant needs.

Celebration of important days

Inclusive and sustainable tourism emphasizes meaningful interaction between tourists and local communities, enabling visitors to gain a deeper appreciation of local culture, cuisine, and traditional crafts. It also requires tourists to recognize the fragility of local ecosystems and to engage in culturally respectful and environmentally responsible behavior. In addition to classroom learning and field exposure, the trainees were sensitized to these critical values, gaining a well-rounded understanding of the broader tourism ecosystem.

To reinforce these principles, the training program integrated celebration of important national and international days that occurred during the course duration. These observances were used as opportunities to connect theory with practical relevance through assignments and activities related to tourism. One such occasion was World Yoga Day, which was meaningfully celebrated to highlight wellness tourism and the cultural significance of yoga in India. Such activities helped trainees internalize the values of responsible tourism and positioned them as ambassadors of sustainable travel practices.

ASSESSMENT OF THE TRAINEES AND CERTIFICATE DISTRIBUTION

The faculty members, in collaboration with the Course Coordinators, conducted a comprehensive evaluation of the trainees based on their attendance, discipline, participation, and overall performance throughout the training program. Upon successful completion of the course, trainees were awarded Training Completion Certificates during the Culmination and Certificate Distribution Programme held on 5th July 2025.

The event was graced by the District Coordinator of DMF, a representative from the Women and Child Development Department, the Course Coordinator, key faculty members, and a representative from Shri Brahma Samaj Sewa Trust (BSST). During the program, several trainees shared their feedback and learning experiences, and many expressed a strong commitment to pursue careers as professional tourist guides, contributing to the growth of responsible and community-based tourism in the region.

POST TRAINING HANDHOLDING SUPPORT

Comprehensive handholding support was extended to all trainees to help them transition smoothly into employment or self-employment opportunities within the tourism sector. Given that the role of a tourist guide is predominantly self-employment oriented, focused efforts were made to facilitate this pathway by building confidence, providing practical exposure, and offering guidance on professional conduct and service delivery.

In addition, the project also explored avenues for creating a collective business model, aiming to offer the trainees a more structured, secure, and sustainable source of income. By encouraging collaboration and collective enterprise, the initiative sought to ensure that trainees not only gain work opportunities but also operate within an organized and supportive ecosystem, increasing their chances of long-term success in the tourism industry.

PROJECT OUTCOMES

The primary achievement of the project was the creation of employment and self-employment opportunities for local youth in the tourism sector. In addition, the project contributed to systemic changes and broader impacts, detailed as follows:

1. Employment Opportunities for Local Youth:

The project successfully facilitated direct employment for two trainees, with two trainees from the Veraval centre receiving job offers from local schools as Tourist Guide Instructors even before completing their training. These placements highlight the growing demand and recognition for trained tourism professionals.

2. Introduction of Professional Tourist Guide Services:

Despite high tourist footfall at Gir National Park and Somnath Temple, the absence of trained tourist guides has been a significant gap. This project has introduced professionally trained, private tourist guide services—a first in the region—marking a significant step in enhancing the local tourism service ecosystem.

3. Enhanced Tourist Experience:

By introducing skilled guide services, the project aims to improve the quality of tourist interactions. Value-added services such as local sightseeing, homestays, local cuisine, and transport arrangements are also being promoted, which together contribute to greater tourist satisfaction and increased footfall at key attractions.

4. Community Awareness and Sensitization:

Although tourism-related businesses have grown in the region, local communities have remained on the periphery, often unaware of employment possibilities within the ecosystem. This project has sensitized communities, especially youth and their families, to the potential of inclusive and sustainable tourism, and encouraged them to explore innovative livelihood avenues.

5. Identification and Promotion of Lesser-Known Tourism Spots:

While the Gir–Somnath tourism circuit is well established, several off-circuit locations with tourism potential remain untapped. The project identified and highlighted these spots, extending guide services to cover them as well. This has expanded the geographic scope of tourism activities, creating opportunities for more communities to benefit economically.

6. Stakeholder Sensitization and Engagement

The project has actively engaged local governance institutions, the Somnath Temple Trust, business establishments, and CSR bodies, advocating for employment generation through the promotion of inclusive, community-based, and sustainable tourism. This collaborative approach has laid the foundation for long-term ecosystem support for trained local guides.

Annexure -1
List of trainees – Batch –I

Sr. No	Name of Patricipant	Residence	Age	Education	Aadhar card number
1	Rathod Vandnaben Pravinbhai	Ghusiya	24	12th	6324 9511 7529
2	chavda mayuri sureshbhai	Ghusiya	19	12th	2499 5056 2874
3	chavda bhumika sureshbhai	Ghusiya	19	12th	2670 7394 5892
4	Makwana Riddhiben Valjibhai	Ghusiya	19	12th	2164 7848 3202
5	Solanki Mandip Dhanjibhai	Ghusiya	19	12th	3924 1190 5792
6	Vala Mira Nagabhai	Ghusiya	24	12th	725479152691
7	Chavda Siddharth Bhikhabhai	Ghusiya	23	12th	632019795251
8	Makwana Satishkumar Vijaybhai	Ghusiya	22	12th	7980 7659 6841
9	Solanki Hardik Bachubhai	Gabha		12th	8950 5407 0928
10	chavda prinse mansukhbhai	Ghusiya	19	12th	7107 3128 7362
11	Vaja Riddhiben Nagabhai	Ghusiya	25	12th	256419730328
12	Chavda Bhakti Mansukhbhai	Ghusiya	19	12th	539426461647
13	guoswami janvi mayurbhai	Ghusiya	19	12th	3435 6945 6915
14	Chandpa Yuvraj Rajubhai	Ghusiya	23	12th	770298469419
15	Chavda Sumit Hasmukhbhai	Ghusiya	20	12th	978303672564
16	Mokariya Shubham Kishorbhai	Ghusiya	19	12th	7503 3094 8749
17	Raam Bhavikaben Danabhai	Ghusiya	22	12th	4917 4073 9071
18	Dabhi Heenaben Amitbhai	Ghusiya	30	12th	5130 2181 8174
19	Dabhi Daxaben Girishbhai	Ghusiya	30	12th	4272 2815 9028
20	Chavda Anjliben Valjibhai	Ghusiya	19	12th	3153 3432 4089
21	Solanki Sajnaben Virbhai	Ghusiya	20	12th	2328 6235 5843
22	Solanki Hardik Babubhai	Ghusiya			8950 5407 0928
23	Dabhi Jahnviben Vijaybhai	Ghusiya	19	12th	9369 1036 7784
24	Chandgara Urvashi Ghanshyambhai	Ghusiya	30	12th	7610 4328 8654
25	Rathod Ravi Pravinbhai	Ghusiya	28	12	4280 1143 1736
26	Chavda Abhay Rameshbhai	Ghusiya	24	12th	9597 0369 9674
27	Makvana Pritiben Vijaybhai	Ghusiya	23	12th	3607 2470 4530
28	Raam Shefaiben naranbhai	Ghusiya	21	12th	7259 4084 7884
29	Vala Ishu Vajubhai	Ghusiya	20	12Th	3529 3300 8576
30	Vaja Shantiben Vajrambhai	Ghusiya	19	12TH	4661 4821 1622
31	Vaja Renukaben Harsukhbhai	Ghusiya	19	12th	2229 0195 0126

Annexure -2
List of trainees – Batch –II

Sr. No	Name of Participants	Residence	Age	Education	Aadhar card number
1	Joshi Khushali S	Una	25	LLB	2099 3971 9263
2	Nadvana Manisha J	PADAPADAR	23	BA	2940 6451 6568
3	Solanki Virendra A	Amodra	23	BCOM	8318 5902 8434
4	Dangodra Sanjay R	Bhadiyadar	33	12th	9965 3994 7419
5	Dabhi Janhvi B	Una	24	12th	5566 4649 7355
6	rathod jay r.	una	21	12th	3714 4842 5853
7	Kava Pragati J	Una	19	12th	3692 2055 6058
8	Gohil Man B	Una	21	BCA	8019 8692 4514
9	Gohil Krinal B	Una	19	12th	8825 8264 6243
10	Makwana Nikhil V.	Una	22	BBA	6942 1897 5586
11	Solanki Babubhai L	Alampur	32	BCA	5008 2509 7346
12	Gohil Dipali B	Una	39	12th	6762 3130 4077
13	Solanki Ayush N	Abodra	19	12th	9404 8142 4717
14	Pandya Harsh K	Una	23	12th	8174 9386 4920
15	Sorathiya Arpita S	Una	23	12th	4242 1266 3428
16	Bambhaniya Saroj H	Delvada	35	MA	4165 8771 2801
17	Baraiya Nakul V	Una	20	12th	9970 3188 0950
18	Kotecha Pritiben B	Una	40	BA	9283 6667 9016
19	sagar vishal s.	Una	38	12th	9415 9606 2931
20	Bambaniya Shailesh L.	Una	32	12th	5912 3011 2599
21	Solanki Sanjay B	Madhgam	27	12th	5485 3778 9519
22	Bambhaniya manishaben s.	Una	33	12th	9652 8866 9387
23	Vansh Hirenbbhai j.	delvada	35	12th	8472 8923 4696
24	Gadhiya Kajalben P	Una	40	BA	8715 9885 3728
25	Joshi Raj H	Una	33	12th	5998 8464 4642
26	Gouswami Yash N.	Una	23	12th	4723 9049 5060
27	sagar neelam v.	una	30	12th	2650 1502 7294
28	Joshi Kishan S	Una	21	BA	5602 6410 9994
29	Gouswami sujal n.	Una	18	12	4100 1350 2138
30	Sankhat Shobhanaben J	Kansari	23	12th	9410 3813 1374

Annexure -3
List of trainees – Batch –III

Sr. No	Name of Participant	Residence	Age	Education	Aadhar card number
1	Vasan Naresh Kalabhai	Patan	24	Bsc.Bed	620196634432
2	Solanki Kirti Devabhai	Patan	21	BA	469328920946
3	Solanki Prem Dineshbhai	Patan	19	12th	812012598773
4	Solanki Milan Kalubhai	Patan	19	Bcom	844975523331
5	Bhadra Shailesh Jagdishbhai	Patan	22	12th	392910477243
6	Solanki Sagar Bhagvanbhai	Patan	27	BA	768989818343
7	VaYlu Meet Bharatbhai	Patan	19	12th	683056093939
8	Solanki Yogesh Naranbhai	Patan	21	12th	814620458397
9	Bamaniya Nildeep Nathabhaio	Patan	21	12th	812692648967
10	Bamaniya Divyesh Devsibhai	Patan	19	12th	704385856851
11	Bamaniya Gaurav Rajsibhai	Patan	19	12th	820598125724
12	Gadhiya Hardik Lalitbhai	Patan	21	BBA	231466372623
13	Solanki Yuvraj Rameshbhai	Patan	21	12th	868014041908
14	Bharda Bhavesh Samatbhai	Patan	22	12th	255101990984
15	Gadhiya Dharmesh Arjanbhai	Patan	19	12th	712994433792
16	Parmar Abhay Kishorbhai	Patan	19	12th	313840565592
17	Gadhiya Dharmesh Nathabhai	Patan	21	12th	704313901216
18	Dhariya Uday Naranbhai	Patan	22	BCA	622551155245
19	Vaja Aartiben Sarmanbhai	Patan	19	BCA	314051491295
20	Gadhiya Priyankaben Rameshbhai	Patan	21	BCA	737486216680
21	Bamaniya Mayuriben Mansukhbhai	Patan	18	12th	403891256499
22	Solanki Bhavikaben Mansukhbhai	Patan	19	BCA 3st	4614033527292
23	Vala Minaxiben Hirabhai	Patan	19	Bca3st	469637815784
24	Parmar Sunitaben Manojbhai	Patan	19	SY Bcom	268856081835
25	Parmar Sandhyaben Bharatbhai	Patan		SY Bcom	686593263001
26	Gohil Hetviben Jagdishbhai	Patan	20	12th	774359252767
27	Bharda Janhviben Samatbhai	Patan		BCA	
28	Gadhiya Ashvin Devabhai	Patan	21	12th	789230308771
29	Gohil Dishaben Valajibhai	Patan	19	SY Bcom	830401934727
30	Bamaniya Asmita Khimjibhai	Navadera	19	12th	830142933015
31	Solanki Divya Arsibhai	Navadera		12th	352472459534
32	Vadher Raj Bhimabhai	Indroi		12th	249469635524
33	Aparnathi Yash Kirtigiri	Kajli	22	12th	953634472697
34	Rathod Pradeep Kanabhai	Kodidra	21	12th	857728654243