

A Study the Skill Development Programs for Tribal Populations

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Abstract - Tribal communities have access to skill development programmes that work to improve their economic standing, increase their employability, and encourage self-sufficiency. Each community's unique needs & goals inform the wide range of training and skill sets offered by these programmes. It is in India that the largest number of people claim to be indigenous. The natural world has produced the indigenous people, and these people have allowed the environment to shape their lifestyle. Many different tribal groups call India home due to the diversity of its ecosystems. The Bhandra District tribal community's programme for skill development, as well as the training field & agency responsible for implementing the initiatives. An analysis of the study's demographic profile & most prominent skill development programmes is also included, along with a discussion of the study's important results regarding the programmes' nature.

Keywords - Skill Development Programs, Tribal, Training, Community, Schemes

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INTRODUCTION

Tribal communities have access to skill development programmes that work to improve their economic standing, increase their employability, and encourage self-sufficiency. Each community's unique needs and goals inform the wide range of training and skill sets offered by these programmes. It is in India that the largest number of people claim to be indigenous. The natural world has produced the indigenous people, and these people have allowed the environment to shape their lifestyle. Many different tribal groups call India home due to the diversity of its ecosystems. The vast indigenous population of this nation occupies almost fifteen percent of the total land area. Tribal people in India can be found in every state and Union territory, despite the fact that most of them reside in the northeast & central parts of the country. There were 84.51 million individuals residing in the nation in 2001, constituting 8.14% of the total population. The federal government has officially recognised 697 separate tribal groups, with some groups receiving recognition in multiple states, as stated in Article 342 of the Indian Constitution.

Maharashtra is one of the states that has launched initiatives to improve the employability of its indigenous people. The skill development agenda includes time- and money-intensive training programmes in both conventional and non-traditional areas. These training programmes are being delivered by NGOs and established institutions that possess necessary subject matter competence. Our top priority is providing

training to the senior members of our tribe, particularly the women, so that they can live dignified and self-sufficient lives. Like any other group, older women endure despair, regardless of their ethnic background. An important goal of the Tribal Welfare Association is to help tribal youth and women acquire marketable skills so they can help their communities satisfy their basic requirements with resources they already have on hand, such as labour and materials. Training programmes for tribal youth & women teach a wide range of essential skills, including tailoring, stitching, snack preparation, pottery painting, and many more. Still, most programmes in Maharashtra that aimed to improve people's skills have been unsuccessful.

An important component of societal and economic development is the enhancement of people's skill sets (FICCI report, 2015). Its goal is to help young people acquire the knowledge or abilities necessary to find work or start their own businesses in a variety of classic or modern occupations, taking into account their level of education, the job market, or current economic trends. Education that encompasses all of a person's developmental phases is the broadest definition of skill development and training. The Indian labour market has evolved in response to liberalisation & globalisation, particularly with regard to skill-based jobs. In terms of knowledge based on skills, India continues to lag behind other nations. When it comes to filling open positions in the workforce, the nation struggles to produce workers with market-relevant expertise

(LavinaSharma 2016). World Bank Report (2016) notes that despite having the least skilled workforce, India can still benefit from its large population gap. India has the potential to become the leading supplier of skilled workers if its youngest generation gets the right training.

Investment in enhancing the abilities of the younger generation has been initiated by all G20 nations, who have recognised the importance of skill development as a strategic priority. Improving one's skill set paves the way for the next steps in personal growth, unlocks latent potential, and gets one ready to start building a career. A worker's foundational knowledge, professional abilities, and industry-specific competences are all imparted during initial skill training. The competency & skill sets needed for the job, as well as the technology to facilitate advancement, are maintained throughout the lifelong learning phase. G20 Strategy (2010) states that in order to achieve higher productivity or economic growth, it is crucial to make sure that all people, regardless of gender, are able to advance in their training. This is especially true for low-skilled workers, as well as for youth, disabled workers, and marginalised communities. Any and all abilities must be marketable to potential employers. In this context, India has launched a number of programmes to help its young people, particularly its indigenous tribal communities, acquire marketable skills. Since India has one of the world's youngest populations, the country stands to gain economically & terms of living standards generally if it channels its youthful population in the right direction. Training in skill development is the most common strategy for ensuring long-term viability. We ensure that all skill development initiatives are designed with employment and income generating in mind.

OBJECTIVES

1. To evaluate the skill development for the tribal population
2. To study the skill development programs for tribal populations in the study area

RESEARCH METHODOLOGY

This study will look at how several training programmes in Bhandra, Maharashtra, which were run by for-profit companies, self-help groups, government programmes, and nonprofits, fared. The "Skill India Mission" was established by the Indian government to educate & train future workers in reaction to the rising need for such professionals. The indigenous people of central Maharashtra can benefit from this study since it will help identify the specific forms of education and training that are needed to enhance their quality of life. Evaluating the efficacy of different federal & state programmes aimed at bettering the lives of indigenous people is the main objective of the study.

Field of Study

The major focus of the study would be the tribal population of Bhandra, Maharashtra. The sample data will be collected from 32 randomly selected panchayats within the district. Qualifications in skill development will be the main focus of the panchayats' selection processes.

Primary Sources

The purpose of gathering data from tribal members who have participated in skill development training is to gain a better understanding of the programme. Tribal members who are currently employed and did not take part in the skill development training will make up the comparison group.

Secondary Sources

Secondary data sources will be utilised in the research. These include annual reports released by the ITDP offices of tribal development, reports on skill development schemes implemented by state and central governments, reports on the Tribal Affairs Ministry in India, statistics outlining Bhandra, Maharashtra, & Sites on Tribal Development, among others.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The demographic profile of tribal respondents in the study region should be understood before discussing skill development schemes. Respondents' age, gender, education & marital status make up their demographic profile.

Table 1: Tribal Respondents Classification

ST Community	Frequency	Per cent
Bhil	170	48
Gond	82	23.2
Kolam	1	0.3
Korku	29	8.2
Warli	36	10.2
Mahadeo Koli	15	4.2
Katkari	17	4.8
Other	4	1.1
Total	354	100

An indication of the distribution of the ST population's sample respondents by caste is providing in Table 1. Table 1 displays that the Bhil community accounts for 48% of the respondents, preceded by the Gond at 23% & Warli at 8.2%.

There are a mere 4.8% members of the Mahadeo Koli community.

Table 2: Age distribution of the Respondents

Age		
	Frequency	Per cent
0-20	47	13.3
21-40	249	70.3
41-60	54	15.3
61-80	4	1.1
Total	354	100

The distribution of respondents by age group is displayed in Table 2. Table 2 clearly shows that most of the respondents (70.3% of the total) fall within the 21–40 age bracket. It is evident that a significant number of indigenous youth have participated in the skill development initiative. Most of the tribal respondents are under the age of 30, which is in line with the finding of Pandey & Nema (2017).

Table 3: Respondents' Gender

Gender		
	Frequency	Per cent
Male	199	56.2
Female	155	43.8
Total	354	100

According to table 3, 56.2% of the respondents were men & 43.8% were females who had participated in skill development programmes. Clearly, more men than women participated in the skill development initiative. These findings corroborate those of Pandey & Nema (2017), who found that, when asked about the amount of skill training they had received, more men than women responded.

Table 4: Responses from Marital Status

Marital Status		
	Frequency	Per cent
Single	212	59.9
Married	141	39.8
Separated	1	0.3
Total	354	100

The respondents' marital status is shown in Table 4. While 39.8% of those who took the survey are married, 59.9% are single. It is worth mentioning that most of the respondents are young adults who have not tied the knot just yet. The youth benefit from skill development during their most powerful life cycle, according to the data.

Table 5: Status of Educational

Educational Status	Frequency	Per cent
Illiterate	5	1.4
Primary	32	9.1
High School	108	30.5
Higher Secondary or equivalent	82	23.2
Degree/Diploma	101	28.5
Post-Graduation	26	7.3
Total	354	100

According to Table 5, the highest level of education attained by the respondents is a bachelor's degree or diploma (28.5%), subsequent to higher secondary (23.2%). Most of the respondents (30.5%) have completed high school. There is a significantly smaller proportion of illiterates in this group, at approximately 1.4%. The percentage of responders who have earned a degree beyond that of a bachelor's or master's is similarly low, at 7.3%.

Characteristics of Bhandra District's Skill Development Programmes

Important skill development strategies in the selected study area are discussed in this section.

Table 6: Skill Development Training Schemes

Schemes	Frequency	Per cent
Maharashtra State Skill Development Society (MSSDS)	112	31.6
DDU-GKY	61	17.2
DVET	42	11.9
Assistance for self-employment and skill development training to ST youths	37	10.5
NABARD	52	14.7
National Urban Livelihoods Mission (NULM)	3	0.8
Other schemes	47	13.3
Total	354	100

Table 6 shows the types of skill development training that the participants got. It is evident that 31.6% of the participants have completed the MSSDS course, which aimed to provide individuals with the necessary skills to start their own businesses by joining existing organisations or starting their own operations. 17.2% of people who took the survey have participated in the DDU-GKY programme, which aims to improve people's English, computer literacy, & soft skills. Additionally, it should be mentioned that 14.4% have been trained through the Tribal Development Fund (TDF) of NABARD, which offered instruction in orchard cultivation as a sustainable livelihood option for the tribal people. Out of the total number of respondents, 11.9% have completed DVET training, 10.5% have completed skill training for self-employment assistance or ST youth skill development, and 0.8% have completed training for the National Urban Livelihoods Mission

(NULM). Despite a lack of context, the skill development programmes in the Maharashtra district that the federal and state governments have launched in conjunction with ITDP offices, Bandra, non-governmental organisations (NGOs), etc., are producing positive results. Most of the people who filled out the survey obviously benefited from MSSDS & DDU-GKY. That the DDU-GKY has successfully reached its intended audience is corroborated by the results of (Chakravorty 2019).

Table 7: Training Under Various Schemes (absolute value)

Field of training	MSSDS	DDU-GKY	DV ET	Asst. for self Employment	NULM	NABARD	Others	Total
PSC, Bank coaching	47		1	6				54
Dressmaking	25	6	4	1		5		41
Fashion designing			1	7				8
Electrical			17	5				22
Electronics		1	2					3
Driving	5		2	2				9
PGDCA, DCA,	10	2		5	1		2	20
MS office, DTP, Animation, Talley								
Plumbing	27		11					38
Wiring			1					1
Teacher (TTC, B.Ed)		1					1	2
Other	5	8	5	3	2			23
Broom making						20		20
CRS (Customer retail Service)		43		1				45
Bag Production		4		4				8
Coconut Climbing	1					17		18
Apiculture						37		37
Beautician							6	6
Agriculture		2				11		13
Total	120	67	44	37	3	90	9	368

The training that the tribal respondents received under various schemes is detailed in Table 7. Programmes such as MSSDS, DDU-GKY, DVET, Assistance for Self-employment, NLUM, and others are prominent in the Bhandra district. The majority of respondents have received PSC training under the MSSDS Programme, followed by plumbing & dressmaking. CRS training has been completed by most respondents under DDU-KGY. Consistent with earlier research by Pandey (2017), this result indicates that the majority of respondents had formal education or experience in consumer retail service. Most of the people who took the survey have gotten their plumbing and electrical training through DVET. The majority of responders have obtained training in electrical, computer, & fashion design under the aid for self-employment category. Almost no one who filled out the survey got any kind of training. The majority of participants have received instruction in broom manufacturing, apiculture, agriculture, &

dressmaking from NABARD. Very few people have really grown arrowroot or processed it in the traditional way. The participants in the field study who grew arrowroot expressed a desire to have their products sold widely and expressed interest in obtaining marketing facilities. The majority of those who took the survey clearly have backgrounds in business or customer service. To help the indigenous people find better jobs and hone their skills, several programmes have been made available to them. In light of this, the government is pursuing skill development projects with an emphasis on employability. There has been no determination as to whether the programme is employment- or non-employment-oriented. Typically, it's seen as a comprehensive plan for skill development.

Table 8: Skill Development Training Category

Training Category	Frequency	Per cent
High skilled	2	0.6
Skilled	166	47.0
Semi-skilled	117	33.1
Unskilled	68	19.3
Total	353	100

Table 8 displays the various training categories gained under various schemes. It is clear that about 47% of respondents got instruction in the skilled group, while 33.1% got semi-skilled training. The fact that only 0.6% of respondents fall into the high-skilled category is an intriguing finding in this perspective. According to table 3.18, the majority of respondents are working in skilled labour, with a small percentage in semi-skilled labour.

Table 9: The Impact of DDUGKY on Tribal Populations

DDUGKY		Count	Percent
The scheme provides sufficient training	No	0	0.0
	Yes	59	100.0
The scheme helps to start self-employment/employment	No	2	3.4
	Yes	57	96.6
Training helped to get employment	No	1	1.7
	Yes	58	98.3
Free Food	No	20	33.9
	Yes	39	66.1
Free Accommodation	No	20	33.9
	Yes	39	66.1
Free Travelling	No	25	42.4
	Yes	34	57.6

Table 9 displays the characteristics of the DDUGKY software. When asked about the program's effectiveness, every single participant in the programme had the same response. They were unanimous in their assessment that the training they got through the project was both adequate & useful in their search for jobs. This proves without a doubt that the programme is working. Regarding the supply

of food, lodging, and transportation, the respondents held differing opinions. The majority of participants (66.1% to be exact) have reported receiving complimentary meals and lodging as part of their training.

Table 10: Field of Training received under DDUGKY

Field of the training received under DDUGKY	Count	Percent
Bag Production	1	1.7
Customers Retail Service (CRS)	20	33.9
Electronics	1	1.7
Food and Beverages	1	1.7
Hotel Management	1	1.7
Electrical	1	1.7
Mason	1	1.7
Nursing	1	1.7
Pharmacy	1	1.7
Tailoring	6	10.2
Talley	2	3.4
Sales Representative	23	39.0

Table 10 shows the kind of DDUGKY training that the participants received. Nearly 40% of people who took the survey have formal education in sales or customer service. Talley training accounted for 3.4% of the total, while tailoring accounted for 10.2%.

Table 11: Duration of Training under DDUGKY

Duration of training under DDUGKY	Count	Percent
1 to 3 Months	53	89.8
4 to 6 Months	6	10.2

Table 11 displays the training program's duration. Table 3.23 shows that most respondents' training time was between one and three months (89.8%), whereas only 10.2% had training time of four to six months.

CONCLUSION

We study about the Bhandra District tribal community's skill development project, where the training takes place, and who is responsible for carrying out the programmes. A discussion of the key findings on the character of these programmes is included with the demographic profile and primary skill development initiatives used in the study area. It is evident from the data that the majority of survey takers belong to the Bhil ethnic group. DDU-GKY has been beneficial for most survey takers. Government agencies and NGOs work hand in hand to provide skill development training. The majority of survey takers said that the schemes had provided them with sufficient training and that it had helped them secure employment.

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