



SKILL DEVELOPMENT FOR TRIBAL YOUTH IN INDIA: EXISTING STATUS AND FUTURE STRATEGIES

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ABSTRACT

Tribes are regarded as the indigenous people who live in society in various groupings with distinct customs, cultures, traditions, languages, etc., yet all following the same way of life. Another name for them is "Adivasi," which translates to "the first inhabitant of the mother land." Approximately 8.2% of India's population is tribal. Tribes are regarded as the country's original inhabitants, despite this. Their basic necessities are still not met. In terms of social, economic, and educational advancement, they lag behind. Governments at central & state levels have long been very concerned about tribal development. Many programs and policies have been developed in recent decades to encourage skill development. However, it appears to be insufficient to improve the lot of indigenous people, that are affected by the lack of development. In-depth analysis of programs, policies, & schemes implemented by the Indian government for the overall development & expansion of tribal people is done in this research work. Finding places where tribal kids, both farm & non-farm, can develop their skills is the study's main goal in order to raise household income & provide long-term job prospects.

Keywords: Tribes, Development, Skill Development, Policies, Adivasi etc.

INTRODUCTION

More tribal populations live in India than in any other country in the globe. Tribes are regarded as indigenous communities that follow the same way of life while having distinct customs, cultures, languages, & other characteristics. Another name for them is "Adivasi," which translates to "the first inhabitant of the mother land." A tribe is "a group of people, often of related families, who live together, sharing the same language, culture, and history, especially those who don't live in town or cities," as stated by Cambridge Dictionary (Cambridge 2019). Forests and nature have always been integral parts of tribal life. About 8.2 percent of India's overall population is made up of tribal families. Lakshadweep has largest percentage of indigenous people in Union Territory (94.8%), followed by Mizoram & Nagaland (94.4% & 86.5%, respectively). Uttar Pradesh has the fewest scheduled only 5.6% of the overall population are tribes. Despite being regarded as country's original inhabitants, tribes are denied access to necessities. Compared to non-tribes in the nation, they are behind in terms of economics, social status, & even education. Despite seventy-five years of independence, tribal communities still lack capacity to fully develop themselves.

Through introduction of numerous initiatives, Indian government has made skill development a top focus during the past ten years. Based on an empirical investigation, the paper makes the case that, in spite of the positive steps taken by many stakeholders, skill development policies & intuitions have failed to meet the unique and varied demands of Scheduled Tribes, which could compromise their ability to maintain a sustainable standard of living. It suggests using a multifaceted strategy to meet goals & skill development requirements of indigenous adolescents with the following goals in mind:

- extending the current system of livelihood by snagging possible sources of income, such as horticulture, agriculture, forestry, livestock, fisheries, & non-farm businesses.
- To promote both individual and group businesses, emphasizing "employment"—developing skills for labor market outside of RNFS (rural non-farm sector)— & "enterprises"—developing independent contractors & entrepreneurs (for microenterprises).

When it comes to indicators of human development, Schedule Tribes (STs) are positioned low. The literacy rate among ST is 59%, which is much lower than the rate for other communities, & 49.4 percent of women are literate, which is much <68.5 percent figure. according to the 2011 Census. Tribal communities have a high school dropout rate as well as low educational attainment, which puts a great deal of strain on young people from these communities, who then choose to work in low-skilled and traditional jobs. ST areas have not benefited from skilled workforce that is becoming more & more necessary as a result of the economic shifts. Particularly for ST communities, the nation must reap benefits of demographic dividend.

India's tribal youth had been facing a decision. The trio of natural resources—land, water, and forests—that the tribal people once relied on—Jal, Jangal, & Jameen—are either disappearing or being taken

away, which has a negative impact on their way of life. They face a position where they must adjust to changes in mainstream economy, which puts pressure on their existing way of life. Misguided development interventions & attempts at commercial resource exploitation are causing indigenous population's resource base & sociocultural legacy to deteriorate.

Although economic & sociocultural factors are upending the tribal way of life, no efforts have been made to equip tribal youth to handle challenges. While economic prospects are increasing, tribal youth have more aspirations. However, they struggle to fulfill most of these aspirations, primarily because they lack the necessary skills and limited access to capital. This sector of the population is hence becoming increasingly marginalized.

Tribal youth unemployment may be addressed through vocational education. The eleventh and twelfth five-year plans increased pace of skill development. The Government of India's attention on skill development has grown since National Skill Development Policy of 2009 & recently released National Policy for Skill Development & Entrepreneurship. By 2022, 500 million people were to be reached by the National Skill Development program. Goals of policies are to improve employability, foster a pro-skill environment, & assist in finding "decent work." National Skill Development Corporation (NSDC) & National Skill Development Authority (NSDA) were established to significantly advance skill development initiatives.

To increase their efficacy, efficiency, & impact, skill development programs are also being naturally integrated with the current employment creation programs, including SGSY, MGNREGA, SJSRY, NRLM, PMEGP, NULM, IWMP, ASDP, & STEP-UP. Industry associations are participating in certification & accreditation process through establishment of Sector Skill Development Councils. Modular Employability Skills (MES) certification was intended to be made available under Skill Development Initiative Scheme (SDIS). In areas afflicted by left-wing extremism (LWE), Northeast, & Jammu & Kashmir, region-specific skill development initiatives were started. The public-private partnership (PPP) concept encourages industry activities. Every line department has its own goals & skill programs. Additionally, funding support for vocational training for Tribal Areas is provided under Special Central Assistance to Tribal Sub-Scheme by Ministry of Tribal Affairs (MoTA), it acts as the nodal ministry for planning, general policy, & the status of programs for advancement of nation's ST. Depending on their educational background, schemes seek to enhance abilities of tribal youngsters in a range of traditional or modern occupations. Women's reservations are also observed at the Ministry's National Skill Training Institutes (NSTIs). According to schemes, 7.5% of tribal women have access to skill training. In addition to the aforementioned, the NSTFDC's well-known programs include term loans, Adivasi Mohila Sashaktikarn Yojana, which is only available to ST women, & microcredit programs for SHGs that have Scheduled Tribe members. The projects are only intended to improve economic standing of STs in country.

Basic objectives of the study:

The following inquiries are anticipated to be addressed by the study:

1. How well the Central and State governments' present initiatives have helped tribal youth develop their skills and improve their quality of life?
2. What are the obstacles tribal youth encounter in accessing the government's skill-building programs and what are the challenges in reaching them?

Methodologies:

In order to gather data for my paper, I turned to secondary sources. The information is gathered from skill development profiles, published journals, websites, reports from national sample survey organizations, & more.

Key Findings of the Study:

Low levels of education – The survey revealed that tribal youth had low educational attainment. Of the 480 tribal youth, just little more than quarter (27.6 percent) are able to finish high school. Tribal adolescents dropped out in two thirds because of financial & family issues.

Poor employment status with engagement in unskilled work - The majority of the young people from the tribe labor in traditional or unskilled jobs. Two-thirds of them work as cultivators, with females being more involved. Approximately three to five percent (59%) were working as unskilled laborers. This implied taking part in low-wage, irregular, informal, and insecure work. One-eighth (14%) are employed on a short-term basis, 20% are employed temporarily, and over half (49%) work everyday.

Low access to skill training – Access to professional training remained extremely limited. Of these, half (52 percent) received talent training from non-formal players, while less than one-ninth (11%) received it. Just 15 percent of those who received skill training received an official ITI certification.

Aspirations incommensurate with existing status – Although tribal youths appeared to be in a bad situation right now, their aspirations tended to be toward achieving social mobility. The goal of half (49%) of the young people was to complete college or higher. Eleven percent, or around one-ninth, would rather pursue professional training. Tribal youth exhibited a predilection for white-collar occupations.

The study also revealed that tribal youth preferred regular, long-term work. A quarter (26%) favored self-employment, while about half (52%) preferred salaried work. Approximately 89% of respondents said they would prefer to work for the government.

Service sector skill – Preferred choice: Approximately one-sixth (17%) of respondents said they would prefer computer training, one-sixth (16%) said they would prefer textile-related training, 4% said they would prefer driving and civil construction, 2% said they would prefer health, and 2% said they would prefer electrical and mechanical training. All things considered, roughly 25% of respondents favored green talents

including forestry, NTFP-based skills, agri-allied activities, and agriculture. Because they participated in more green skills-related activities, the female youth tended to favor them.

Preference for skills training – to be executed locally with financial assistance Approximately fifty percent prefer training within village or cluster, while thirty-one percent favor training within the block. When asked if they would be ready to pay for skills training, 250 people (44percent) decided to sign up for classes without being charged. Roughly one-third (34percent) said they won't spend more than Rs.1,000.

Conclusion and Recommendations:

Youth of tribe possesses limited education, lacks skills, & is employed in unskilled or semi-skilled, low-wage employment. Tribal youngsters seek to participate in specialized professions that offer improved employment opportunities, elevated wage rates, and superior working environments. They seek to acquire expertise to enhance their career or self-employment prospects.

The report advocated for a comprehensive program aimed at the skill development of indigenous adolescents to:

- Address the desires of youth regarding their livelihoods.
- Encourage entrepreneurial initiatives in indigenous regions;
- Address the industry's demand for a competent workforce.
- Address the Government of India's objective of enhancing the employability of tribal youth through skill development.

According to the report, there are four main areas where employability prospects are emerging in tribal communities, necessitating the development of tribal youth's skills.

The tribe youth skill development program should encompass all 4 skill categories: technical skills, enterprise/management development, life skills, & practical training. The four facets of skill development should be sufficiently stressed in skill development program.

The industry and educators must work together to produce the syllabus and course material, which should be updated on a regular basis. Based on the nature of the job, it is necessary to strike a balance between the several facets of skill development, including soft skills, life skills, managerial skills, & technical abilities.

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