

EXECUTIVE SUMMARY OF THE THESIS

IMPACT OF SKILL DEVELOPMENT PROGRAMMES ON LIVELIHOOD OF TRIBAL YOUTH

**(A Study on the Impact of Skill Development Programmes on Livelihood of
Tribal Youth in Tapi District)**

By

UDIT DIGAL

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Research Methodology

This study is focused on the skill development programme in government agencies and its impact on livelihood of tribal youth. Universe of the study is based on 8 Industrial Training Institute (ITI) located in Tapi District of the South Gujarat. The research has used quasi-experimental study to examined the methods of training given, functional efficiency and its impact on livelihood of tribal youth in Tapi District. The main objectives of the study are: To assess the skill development program imparted by the Government ITI. To understand the impact on employment on sustainable basis. To find out the occupational aspirations of the educated tribal youth. To study other alternative livelihood pursued by these tribal youth. The sample taken for the study were the Government ITIs merged with Public Private Partnership (PPP), which includes 175 passed out trainees as the respondents between the age group of 16-35. The data was collected from the trainers/instructor and reports of the institutions through interview schedule and discussions. The data analysis was done by drawing simple frequency with percentage through SPSS software, cross tabulation to relate between variables, and Pareto Testing to know the impact of the study.

Key Findings

In the present study, to understand the potentiality and efficacy of the programme in a tribal setting. Hence, in the present study skill development programmes are seen in the tribal settings with reference to their livelihood. Firstly, interrelationship was established with the basic profile of the respondents having direct relation with their livelihood. However, in the study, trades opted by the respondents have been investigated to understand interrelationship with their employment and livelihood. Along with it, the types of training imparted are figured out to know that it upgrades their skills. And by co-relating the various components and variables, the study has emphasised as how these skills leads to sustainability of jobs. Also, an effort is made to map out the changes which have been taking place after getting the jobs of trainees either through employment or through self-employment.

Conclusion

During the investigation, it was found that the district of Tapi has a smaller number of public sector industrial organization. Thus, younger generation look for various skill programmes to choose their employment in private sectors. The government has initiated skill

India programmes to promote employment in private sector, PPP model and self-employment model by launching of start-up programmes. It has been observed that large number of youths residing in the villages motivated by these programmes and started to avail the trainings according to their field of choice. Over a period of time private sectors, PPP model and self-employment are looked as alternative source of employment and livelihood. This calls for increasing level of skills across sectors among youth. Skill enhancement leads to increasing employability and self-employment. The research leads to the conclusion that in Tapi district, where majority of the population constitute tribal youth, the youth are looking for opportunities for skilling, so that they have alternative opportunities of employment. The Industrial Training Institutes and Kaushalya Vardan Kendra have a variety of courses to suit the skills requirements of the nearby upcoming sectors. The Public Private Partnership (PPP) model has also been able to provide best of the opportunities through updated technology and know-how.

Suggestions

The following are the areas where interventions are required:

- 1). The study suggests that the policy makers of the programme should provide avenues of counselling i.e., during the selection of the course and during job placement.
- 2). The counsellor should be trained and aware of the government and industrial needs and will serve as a connecting link.
- 3). Teacher/faculty members of the training institute should be permanent and stable.
- 4). More community level awareness of skill development courses should be done.
- 5). The courses should also have inputs to trainees which indicate, product innovation for market delivery, financial management, marketing.
- 6). Non-government organization which are working in the tribal communities can venture and guide youth.
- 7). There are lot of opportunities where traditional/indigenous knowledge and skills can be incorporated into enterprises.