

**SYNOPSIS OF THE THESIS**

**“Impact of Skill Development Programmes on Livelihood of  
Tribal Youth”**

**PRE-SYNOPSIS**

**SUBMITTED TO THE MS UNIVERSITY OF BARODA, VADODARA  
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**BY**

**MR. UDIT DIGAL**

**UNDER THE SUPERVISION OF**

**Dr. Sunita Nambiyar**

**Professor**

**FACULTY OF SOCIAL WORK, THE MS UNIVERSITY OF BARODA,  
VADODARA**

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## **Introduction**

India is one of the few countries in the world where the working age population is far in excess of those dependent on them and, as per the World Bank, this will continue for at least three decades till 2040. India enjoys the demographic advantage of having the youngest workforce with average age of 29 years in comparison with the advanced economies. It can be the Human Resource Capital of the world by appropriately skilling its youth bulge and convert its advantage into a dividend. However, skilling this huge labour force is a challenge given the low levels of vocational training in India, high proportion of school-dropouts, huge informal workforce, poor quality of training etc. The question is not only of fresh skilling but also up skilling / re-skilling of the existing workers to make them compatible with the changing needs of the industry and economy. This needs to be done on a mission mode approach to leverage of the demographic dividend.

The Governing Council of NITI Aayog in its first meeting held on 8th February 2015 decided to constitute a Sub-Group of Chief Ministers on Skill Development to address issues pertaining to human resources, especially youth and to work on scientific methods on moving towards creating a pool of skilled manpower with speed, scale, standard and sustainability. The Central Government, around 20 Ministries are closely involved in skill development. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value when undertaken with proper perspective and integrity.

### **Meaning of Skill Development**

Skill Development is the process of (1) identifying your skill gaps, and (2) developing and honing these skills. It is important because one's skills determine your ability to execute the plans with success. Skill Development means developing yourself and your skill sets to add value to the community and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Continuous learning and developing one's skills require identifying the skills needed for mobility and then successfully seeking out training or on-the-job opportunities for developing those skills.

According to James Moore, 1999 owner of Fleet Dynamics, skill development means "Enhancing the capability of employees to (hopefully) improve the company's efficiency in the employee's specific sphere of influence; and thus, ultimately improving the bottom-line

revenue of the company.” Skills development, therefore, can be defined as what we do that is to improve productivity in the workplace and the competitiveness of our businesses and to improve the quality of life of workers, their prospects of work and their mobility.

### **Definitions of the Skill**

Etymologically, the term ‘skill’<sup>1</sup> has originated from the old nors ‘skil’ of the 12th century. The meaning of ‘skil’ is distinction, discernment, distinguish, knowledge, adjustment, pleading. Again, the term ‘skil’ is relative to ‘skila’ denotes reason for, expound, and decide. Skill is the ability to use one’s knowledge, especially in a particular Art or Science. It is very closely related to the original Norse ‘skilja’ which refers to part or separate, or, to distinguish, divide, decide etc. In Middle English it is termed as ‘skile’ or ‘skil’. It means reason, cause, practical, knowledge with ability.

The word Skill is apparently intangible but following definitions are presented for its different facets.

1. “The ability, coming from one's knowledge, practice, aptitude, etc., to do something well””: (Carpentry is one of many skills).
2. “Competent excellence in performance; expertness; dexterity”. (Girls have special ability in embroidery work). [www.library.ucla.edu]
3. “An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people” (interpersonal skills).
4. “A skill is learning to carry out a task with pre-determined results often within a given amount of time, energy, or both”.

In nutshell ‘skill’ means a competency needed to perform any kind of task and related to activities and people.

### **According to The New International Webster’s Student Dictionary of English Language:**

Skill means ‘ability or proficiency in execution or performance’ and ‘a specific art, craft, trade or job; also, such an art, craft, etc., in which one has a learned competence.’

### **The Oxford English Dictionary defines skill as**

- (a) Reason as a faculty of the mind,
- (b) Discrimination or discretion in relation to special circumstances and

(c) A sense of what is right or fitting.

**The Chamber's 21st Century Dictionary defines it as**

(i) Expertness or dexterity, or

(ii) A talent, craft or accomplishment naturally acquired or developed through training, and as (iii) aptitudes and abilities appropriate for a specific job.

**The New International Webster's Comprehensive Dictionary of the English Language defines skill as:**

(i) The familiar knowledge of any science, art, or handicraft, as shown by dexterity in execution or performance, or in its application to practical purposes; technical ability or,

(ii) A specific art or trade; also, a gift; accomplishment.

Thus, it can be concluded that skill is the capacity and the proficiency of people acquired through training and experience. Practice and habit make a task skilful. Education helps in development of both hard skills (skills of technical nature as computer knowledge, machinery knowledge etc.) and soft skills (people-oriented skills as good attributes, basic literacy, and numeracy, learning to learn, health and hygiene etc.). In the modern world, both soft skills as well as hard skills are necessary bringing out the best and for enhancing productivity. Vocational and professional subjects provide a platform for developing necessary skills.

**Types of Skills**

(Skill Set): Skills can often be divided into domain general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

***1. Labour skills***

“Skilled workers have long had historical import as electricians, masons, carpenters, blacksmiths, bakers, brewers, printers and other occupations that are economically productive”.

***2. Life skills***

“Life skills are problem-solving behaviours that are used appropriately and responsibly in the management of personal affairs. They are a set of human skills, acquired via learning (teaching) or direct experience that are used to handle problems and questions commonly

encountered in daily human life. The subject varies greatly depending on societal norms and community expectations”.

### ***3. People skills***

People skills are described as:

- Understanding ourselves and moderating our responses
- Taking effectively and empathizing accurately
- Building relationships of trust, respect, and productive interactions. The term people skills are used to include both psychological skills and social skills, but is less inclusive than life skills.

### ***4. Social skills***

“Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization”.

### ***5. Soft skills***

“Soft skill is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people”.

### ***6. Hard skills***

“Hard skills are any skills relating to a specific task or situation. These skills are easily quantifiable unlike soft skills which are related to one's personality”.

## **What is Livelihood?**

When asked “what is a livelihood”, few would struggle to answer. “Making a living”, “supporting a family”, or “my job” all describe a livelihood. The term is well recognized as humans inherently develop and implement strategies to ensure their survival. The hidden complexity behind the term comes to light when governments, civil society, and external organizations attempt to assist people whose means of making a living is threatened, damaged, or destroyed. From extensive learning and practice, various definitions have emerged that attempt to represent the complex nature of a livelihood. This document embraces the definition suggested by Chambers and Conroy.

**According to Chambers and Conway (1992)**, livelihood is sustainable when it can: cope with, and recover from stress and shocks (drought, flood, war, etc.), maintain or enhance its

capabilities and assets, while not undermining the natural resource base”. “Livelihood comprises the capabilities, assets (including both material and social) and activities required for a means of living.

### **According to International Federation Red Cross**

A livelihood is a means of making a living. It encompasses people’s capabilities, assets, income, and activities required to secure the necessities of life. A livelihood is sustainable when it enables people to cope with and recover from shocks and stresses (such as natural disasters and economic or social upheavals) and enhance their well-being and that of future generations without undermining the natural environment or resource base.

In this context, the phenomenon of unachieved goals of skill development program raises few research questions:

- i. Are the skill development programmes able to provide livelihood on a sustainable basis and if, how much and how many days?
- ii. What are alternative employment options availed/available by the tribal youth?
- iii. And what are the aspirations of the unskilled youth those seeking for employment and alternative options?

### **Who are the Youth?**

There is no universally agreed international definition of the youth age group, however, the United Nations defines ‘youth’ as those persons between the ages of 15 and 24 years. This definition, which arose in the context of the International Youth Year which was commemorated in 1985, was endorsed by the General Assembly in its resolution 36/28 of 1981. All UN statistics on youth are based on this definition, as is reflected in the annual yearbooks of statistics published by the UN system on demography, education, employment and health.

This statistically oriented definition of youth, in turn, entails that children are considered those persons under the age of 14 years. Worthy of note, however, is that Article 1 of the United Nations Convention on the Rights of the Child defines ‘children’ as persons up to the age of 18. At the time, it was hoped that the Convention would provide protection and rights to as large an age-group as possible, especially as there was no similar document on the rights of youth.

Many countries also draw the line on youth about the age at which a person is given equal treatment under the law often referred to as the ‘age of majority.’ This age is commonly 18 in many countries; so that once a person attains this age, he or she is considered to be an adult. Nonetheless, the operational definition and nuances of the term ‘youth’ vary from country to country, depending on relative sociocultural, institutional, economic, and political factors.

### **According to United Nations**

YOUTH is best understood as a period of transition from the dependence of childhood to adulthood’s independence. That’s why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because ‘youth’ is often referred to a person between the ages of leaving compulsory education and finding their first job.

## **Scenario of Skill Development in India**

After analysis of the secondary data available in different government documents provides a clear-cut picture of Skill Development in India which can be divided into three phases:

### **Before Independence**

In the pre-independence era, skill was usually transferred from father to son. Gandhiji had the idea that work, and knowledge must never be separate. Harmonious and cooperative community life has generally been a feature of village communities in India since ancient times. Some people ever believe that this is as old as civilization in the country. The development of Mohenjo-Daro and other places connected with the Indus valley civilization are said to be some of the concept of intensive development. At that time community development programmes veered round the village council or village panchayat which was the unique institution in each village. Each village has its own council or Sabha Hall where the village elders assemble to discuss and deliberate over question of public interest. The village council superintended looked after all kinds of village affairs, village banking, charities, public works, village disputes, temple management, village defence and so on. During Muslim period further development of village communities were arrested. The British policy and administration were such that the village panchayats lost their vigour gradually and became defunct.

Effect of industrial revolution destabilised the small Indian industries because the raw materials were given to the big industries. There was no improvement in agriculture. This led to more unemployment because the people in tribal belt were unable to occupy themselves because they were not skilled enough to find jobs in the industries. Britishers too did not care for the Indian farmers. Due to growth of population the division of lands made agriculture unviable on small individual holdings. The change of family from joint to nuclear have also derailed the family to work as an economic unit.

### **Post-independence**

There were hardly any job opportunities which provided scope for community organisation and development. The opportunity came with the launching of the community development programme in the first planning commission in 1952 to eradicate poverty. To eradicate poverty and unemployment the initial focus was on establishing a formal TVET



sector, with dedicated technical and vocational institutions generally catering to the manufacturing and engineering trades. The beginning of the current era of vocational education and skill training in India was marked by the setting up of the first Industrial Training Institute in 1969 by the Ministry of Labour and employment, Government of India. This was preceded the year before by the establishment of the Central Staff Training & Research Institute (CSTARI) in Kolkata. TRYSEM was launched in 1979 as a separate national scheme for training rural youth for self-employment. The compelling reasons for launching the programme being the huge backlog of unemployment and under employment among the rural youth.

Similar moves to formalise and regulate TVET institutions for higher level skills continued in the 1980s and 1990s. The Farmers Training Institute (FTI) was established in the year 1967 to organize both institutional and peripatetic training programmes. During 1982, the institute was brought under the purview of the Women and Youth Training Extension Project (WYTEP). In 1987, the All-India Council of Technical Education (AICTE) Act 1987, a body which previously operated as an advisory board, became the official regulator and founder for polytechnics and technical colleges. In 1993, National Council of Educational Research and Training (NCERT) established the Pandit Sunderlal Sharma Central Institute of vocational Education (PSSCIVE), a similar nodal body of CSTRAI for vocational education in the school's sector.

With the opening of the economy in the 1990s, new sectors grew rapidly in India, including the IT industry and growing service sector. The IT industry was well served by the higher-level technical institutions. However, the relative slowdown in the manufacturing and engineering sectors (except for construction) and the rapid growth of the service sector meant that a significant amount of employment for skilled and semi-skilled workers was no longer in the traditional trades. The scheme - TRYSEM aimed at providing basic technical and entrepreneurial skill to the rural poor in the age group of 18-35 years enable them take up income generating activities (self/wage employment). It had been laid down that the coverage of youth from SC/ST communities should be at least 50% of rural youth trained. Out of the total beneficiaries, at least 50% should be women. The scheme had been merged into Swarnajayanti Gram Swarozgar Yojana (SGSY) with IRDP, DWCRA etc. from April 1999.

This led to paradigm shift in 2009. The need to rapidly expand the capacity of skills training sector was made to bring more private sector organisations in the system. The

Government has recognized the need for Skill Development with the 11th Five Year Plan providing a framework to address the situation. The first National Skill Development Policy was framed in 2009 and subsequently a National Skill Development Mission was launched in 2010. The Policy was to be reviewed every five years to evaluate the progress and revised appropriately. The 12th Five Year Plan observes that Skill development programmes in the past have been run mainly by the government, with insufficient connection with market demand. It has called for an enabling framework that would attract private investment in Vocational Training through Public–Private Partnership (PPP). The NDA Government created a Ministry of Skill Development & Entrepreneurship to address the Skill Development needs. The National Skills Development Corporation (NSDC) was established, and the first National Skill Development Policy set out the vision for a National Framework (NQF) and the creation of unified competence-based training system. Employers were proposed to be formally engaged through sector skills councils (SSCs) and a significant effort was made to represent all sectors of the economy in the skills system, including the service and agricultural sectors. A number of different initiatives under different Ministries that started around this time focussed on short course training and placement schemes. These included the introduction of State skill Development Missions (SSDM), The Skill Development Initiative Modular Employability Scheme (SDIMES), the Aajeevika programme and several programmes supported by the NSDC.

The creation of new Ministry for Skill Development and Entrepreneurship (MSDE) in 2014 has provided an important unifying force in the sector. This is represented by the implementation of the National Skills Qualification Framework (NSQF) across skill programmes that deliver in all sectors (schools, TVET, higher education and short course skill programmes), spearheaded by the National Skill Development Agency (NSDA). In 2015 the Skill India initiative was launched with an aim to train over 400 million people in different skills by 2022. Initiatives under Skill India include the National Skill development Mission, National Policy for Skill Development and Entrepreneurship 2015 and the Skill Loan Scheme. New certification and assessment systems are currently being put in place, alongside efforts to improve the quality and standardisation of training, while continuing to increase capacity.

The birth defects of the earlier Star scheme have been fixed in the Pradhan Mantri Kaushal Vikas Yojana (PMKVY-July, 2015), which cleverly adds recognition of prior learning. Yet the new structure has a separate ministry for skills: putting ITIs, apprenticeships,

sector skill councils, the NSDC, skill universities and the PMKVY under one roof. More recently, the union government announced that students graduating from ITI in India will be considering being on par with students graduating Class XII, bringing a long pending equivalence in the formal and vocational streams of education in the country. And recently under the skill development policy, the new programme called skill India is a multi-skill programme which was launched in March 2015.

The Governing Council of NITI Aayog in its first meeting held on 8th February, 2015 decided to constitute a Sub-Group of Chief Ministers on Skill Development to address issues pertaining to human resources, especially youth and to work on scientific methods on moving towards creating a pool of skilled manpower with speed, scale, standard and sustainability. The Central Government, around 20 Ministries are closely involved in skill development. Skill building could also be seen as an instrument to empower the individual and improve his/her social acceptance or value when undertaken with proper perspective and integrity.

### **Present Scenario**

India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age. India's workforce is the second largest in the world after China's. India will continue to enjoy it till 2040. However, India's formally skilled workforce is approximately 2% - which is dismally low compared to China (47%), Japan (80%) or South Korea (96%). To leverage our demographic dividend more substantially and meaningfully, the Government launched the "Skill India" campaign along with "Make in India".

Currently, over 70 skill development schemes across various sectors are being implemented by over 20 Central Ministries/Departments. Under the Deen Dayal Upadhyaya Antyodaya Yojana (DAY) scheme, Ministry of Housing and Urban Poverty Alleviation will undertake skill development of 5 lakh urban poor per year. The first phase of DAY in urban areas is implemented from 2016-17.

Other new programmes include Nai Manzil for education and skill development of dropouts; USTTAD (Upgrading Skills and Training in Traditional Arts/Crafts for Development) to conserve traditional arts/crafts and build capacity of traditional artisans and craftsmen belonging to minority communities; Nai Roshni, a leadership training programme for minority women; and MANAS for upgrading entrepreneurial skills of minority youth.

## **Initiatives at Ministry Level**

Following paragraphs provide description of efforts made by various ministries: Schemes of the Ministry of Human Resource Department. National Vocational Education Qualifications Framework (NVQF): National Vocational Education Qualifications Framework enables horizontal and vertical mobility between general and technical education, recognition and certification of competencies irrespective of the mode of learning. NVQF, with an open/flexible system, will permit individuals to accumulate their knowledge and skills, and convert them through testing and certification into higher diplomas and degrees. NVQF will provide quality assured various learning pathways having standards, comparable with any international qualification framework. NVQF will support lifelong learning, continuous up gradation of skills and knowledge.

## **Challenges**

However, skilling this huge labour force is a challenge given the low levels of vocational training in India, high proportion of school-dropouts, huge informal workforce, poor quality of training etc. The question is not only of fresh skilling but also up skilling / re-skilling of the existing workers to make them compatible with the changing needs of the industry and market requiring a mission mode approach.

The challenge of Skill Development in India is multi-fold. There is a large proportion of the existing workforce, which needs skill training support of varying levels. While it is estimated that at least 1.70 crore will enter the workforce every year for the next 7 years. The current annual skilling capacity is inadequate to match this demand, with many initiatives un-aligned and suffering from a lack of coordination. The situation is further complicated by different states having different demographic situations, hence different skilling needs and challenges. “Vocational Training” falls under the Concurrent list, which means State Governments have a key role and responsibility in realizing the objective of “Skill India”. The Ministry of Skill Development and Entrepreneurship, however, will have a crucial role in coordination between a range of stakeholders – including skill training providers, governments at all levels, and the end beneficiaries. Despite the financial incentive, the Skilling programme faces various impediments, few of which.

Courses need to be upgraded, especially course which are designed for upskilling or reskilling. Despite the large number of poverty alleviations and skill development programmes launched by the government from time to time with the objective of economic upliftment of the tribal's, unemployment looms large among the tribal's in South Gujarat. The question of livelihood issues remains the same with less progress. This clearly indicates the continuity of unemployment. For the balance of power and development among different section of communities in India, it is very important to stop the phenomena of unequal distribution of resources and services. This will help our country to achieve a balanced social development by including all section of population to contribute equally towards the growth of the nation. On the contrary failing to do so, will omit the weaker section from the mainstream to be a complete part of the nation's growth, leaving behind this weaker section vulnerable to various social problems.

The study is significant as it attempts to develop insight into the impact of skilled based programmes, understands the past, present, and future trends, problems and causes of continuity of unemployment of tribal's of Tapi district. It will help the researcher, reader to understand the problems faced by the tribal's due to unemployment which in turn will act as a benefactor in policy making processes to eradicate the social evil. With a view giving benefits of schemes entrusted to panchayat to everybody and achieving all round development of all villages, newly formed district panchayat will be able to act in proper implementation to eradicate unemployment as much as possible.

The study is also imperative to assess the effectiveness of ITI, Kaushal Vardhan Kendras more particularly after the partnership given through the PPP model to the government run ITI.

## **Summary of the Literature Review**

Minute review of existing literature available on the theme suggest for further assessment of skill development programme launched by various agencies time to time. It is also important to note that how does employment impact on sustainable livelihood. It seems to be meaningful to understand sustainability as the spirit of employment is changing drastically in the wake of liberalization, privatisation, and globalization. The existing situation warrants to evaluate and to understand the nature of employment in consonance with the degree of sustainability in the context of livelihood. It becomes more significant in the society where development is in transitional phase. Hence, in the present study, tribal situation has been taken to evaluate sustainability and employment. Along with this, the above review indicates that there is a need to understand occupational aspirations of the people living in traditional bound society. Because the degree of modernity of outer world and traditional setting of respondents might be leading to dichotomy that needs to be clarified. In the present study, the investigator tries to clarify this.

The above review also suggest that the sustainability is dependent on the sources of alternative means of livelihood as single occupation does not fulfil the basic needs of the family in the competitive era. Therefore, in the present study, an effort is made to explore alternative sources of income among the respondents who are under study. although the study is conducted in the second decade of 21<sup>st</sup> century, but its linkages with generations old occupations are meaningful to analyse the nature of aspiration as most of the respondents along with their jobs still retain agriculture as primary/subsidiary source of livelihood.

## **Research Methodology**

The researcher chooses the components of the research and development of certain components of a design and the research components are selected keeping in mind the objectives of the research. This chapter includes the discussion of research design, the methodology of conducting the research, the context of the study relating to skill development programme in government agencies and its impact on livelihood of tribal youth. All these are related with Industrial Training Institute (ITI), Agriculture training institute, and training centre for animal husbandry. The research examines the methods of training given, functional efficiency and its impact on livelihood of tribal youth in Tapi District. Therefore, the flow of the research study is as follows:

## **Significance of the Study**

The study is significant as it attempts to develop insights in-to the impact of skilled based programmes, understands the past, present, and future trends, problems and causes of decent employment of tribal youth. It will help the researchers and readers to understand the problems faced by the tribal's due to unsustainable work, indecent work affecting the livelihood which in turn may act as a benefactor in policy making processes to eradicate the social evil and its practices.

## **Rationale of the Study**

Sustainable livelihood generation for landless, poor tribal youth through enhancement of skills all the way through training is one of the important aspects of skill development programmes and generating further employment opportunities. The study will try to pursue in-depth understanding for a comprehensive skill development of the tribal youth, their impacts on livelihood, alternatives and help the concerned authorities to address the loopholes. Further the study will help in:

- Developing insight into the youth livelihood aspirations.
- Understanding the scope of entrepreneurial activities in tribal areas including self-employment.
- Addressing industry demand for skilled workforce, and
- Addressing Government of India intent in skilling tribal youth for better employability.
- The need for innovative skilling techniques.

- For designing of appropriate syllabus for skilled based training programs.

The ministry of Scheduled Caste and ST has impressed upon the state governments for promotion of need-based integrated livelihood initiatives and skill up gradation of tribes to get respectable jobs. However, after implementing skilled based programmes by the private and govt agencies, the governments have challenges to root out the problem of unemployment.

Despite the efforts, skill enrichment is yet to become aspirational among tribal youth not only in Tapi district but in other places too. The pathway to career growth through skill development is yet to strike among the unemployed/under employed tribal youth of Tapi district. Training Institutes such as the ITIs continue to be under-utilized; lack of trainers, inadequate training facilities in nearby villages and small towns persists. The skill development efforts remained fragmented and in silos.

## **Research Design:**

### **Universe of the Study**

Geographically, the region constitutes two forms of institutions located in the southern part of Gujarat in Tapi District having technical and non-technical training institutes. All together there are 8 ITIs under the Directorate of Employment & Training (DET), Department of Labour and Employment, Government of Gujarat. It was formed in Gujarat state in 1971 by amalgamation of the employment wing which was looked after by Labour Directorate and Vocational Training Scheme under Directorate of Technical Education (DTE).

However, the study focuses on those ITIs which are working in collaboration with PPP (Public Private Partnership) in which 8 ITI's were merged under Kaushalya Vardhan Kendra. The main purpose of the study is to find out the livelihood impact of skill development programme run by the institutions considering the main tribal youth as the main beneficiaries. Hence, the study found insights into the implementation processes, magnitude of achievements of the skill-based programmes, existing and continuity of decent employment, outcome of skilled based training programmes and its challenges.

### **The 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.

### **Total Population:**

The study is aimed to experiment with the employed and non-employed trainees and their impact on skill development training programmes on the trained students who have completed their training during the year 2010 to 2018 and either been employed or not employed. Hence, they are considered as the population in the present study.

### **Research Setting**

#### **Sample and Sampling:**

Government ITIs merged with Public Private Partnership (PPP), some of them are purely run by Government sponsored machinery, some of them are under PPP scheme i.e. where private partner like business organisation or a company works in collaboration with Government sponsored machinery. Hence, the researcher intended to select those ITIs which are under Public Private Partnership mode to enquire the result about the improvement in overcoming the shortfalls of the government run ITI.

#### **Selection of District and Talukas and Respondents:**

The researcher has selected Tapi district of south Gujarat region for the study. The purpose of selecting this district is, that there is existence of descent employment. To generate employability, many efforts are made by the government in this direction by establishing training centre. In order to select the PPP sponsored ITIs, it is necessary to list them Taluka wise. According to the government data altogether there are 7 Talukas having 8 ITI centres. Out of 8, the researcher has selected all 8 ITI centres which are merged with PPP. The selected centres include: Vyara, Songarh, Uchchal, Nirzhar, Kukarmunda, Dolvan, and Valod.

#### **Selection of the Respondents**

The sample includes both male and female tribal youth who have taken training from the government sponsored training institutes from the year 2010 to 2018. The tribal youth selected as respondents are in the age group of 16-35 that counts 175 responds in Toto. The sample selected to represent the universe of the study is purposive sampling with inclusion and exclusion criteria:

**Inclusion:**

- The researcher has selected all 8 ITI centres which are merged with PPP.
- The selected centres include: Vyara, Songarh, Uchchal, Nirzhar, Kukarmunda, Dolvan, and Valod.
- The selected institutions are both technical and non-technical training centres.
- The sample includes both male and female tribal youth who have taken training from the government sponsored training institutes from the year 2010 to 2018.
- The tribal youth selected as respondents are in the age group of 16-35.
- Some of the training instructors were selected for discussion.

**Exclusion:**

- The current students who are pursuing the training at the various ITI centres.
- The respondents those who are above the age group of 36.

**Tools of Data Collection:**

The tools used for collecting the data are primary method and secondary method.

**Primary Data:**

The main sources used for collecting the primary data are interview schedule administered to the passed-out beneficiaries, interaction with passed out candidates and interaction with concerned authorities of the institution was taken.

Structured interview schedule is used to collect the required information from the respondents as, respondents generally were knowing Gujarati language, but the questions were prepared in English, so respondents felt difficulty to understand the questions to respond properly. Hence, interview schedule was used for collecting the data.

**Secondary Data:**

The secondary sources include research papers, various reports, newspaper, articles, web pages related with the nature of data. However, the secondary data in the present study were collected from reports of National Organisations, reports, brochures of the selected it is, web sites relevant to training institutions and libraries located in various educational institutions.

In order to obtain the studied facts and to review the literature various tools are used by the researcher namely: textbooks, thesis, articles, magazines, news papers and data from the

internet from various websites. The data collected from the reports of government and NGOs as a secondary data are the various skilled based training programmes which include Vocational training, dairy farming, electronic mechanical, wireman, computer-based training on different areas, steno, welding plumber domestic home appliance repairing, automobile, screen printing, computer hardware, vehicle services, leadership training, etc

### **Development of Questionnaire for Pass out Students:**

The questions posed are in consonance with the objectives of the study. The interview schedule mainly covers the inquiry related to impact of training programmes imparted, placement done for the students and the changes seen in the livelihood of the tribal youth. From each ITI training centres, respondents are selected with a valid purpose including both male and female. The respondents selected were the passed-out candidates who were interviewed with schedule.

### **Interactions with the Respondents:**

In every research there is possibility of springing out few points from the interactions which cannot be portrayed from the structured interview schedule. Rather many important points get gathered which are like reading between the lines. They are beyond structured inquiry. Hence, the researcher thought of not only to make an inquiry through the interview schedule but resorted to interaction with due weightage to the value of the source of interaction and conversations. Secondly, the interactions and conversations covered qualitative data gathered from the authorities and the passed-out students.

### **Operational Definition in the Study:**

- i. Tribal youth: in the study respondents from the age group of 16-35 and tribes from Tapi District of South Gujarat are considered as the respondents.
- ii. Gainful employment: A decent employment of 100 days is considered.
- iii. Sustainable livelihood: Engagement of youth in the work, he/she was trained for, which continues to exist in the community that they reside.
- iv. Decent work: A work which provides sufficient returns in the area, where the youth is trained and seeks work.
- v. Skill Development Programme: It refers to courses run by ITI in Tapi District run on PPP model.

**Ethical Consideration of the Study:**

Every research has some limitations which vary according to the nature and context of the Study. During the course of the study following limitations were observed which can be listed below:

- (1) Since the institutes selected for the study come directly under the government so these institutions have to adhere to rules and regulations of the government. Due to the rigidities, there might be a chance that complete information may not be provided by the staff of ITI.
- (2) ITIs are the bodies operate with partnership and collaboration with other agencies. All these agencies and their representatives of each ITI cannot be contacted because of unavailability.

## **Major Findings**

### **1. Basic profile**

#### **Enrolment of Trainees and ITI Centres.**

From the findings, majority of the passed-out trainees comprising of 44% have enrolled in ITI-Indu, Vyara which is the headquarters of the Tapi district. Followed by 17% of the respondents have enrolled in Nizar, 15% of the respondents have enrolled in Uchchhcal. It shows that ITI centre located in district headquarters attract majority of the trainees because of various facilities accessible to the local tribal youth like transportation, communication, training facilities, and access to urban utilities.

In contrary of the location of the institution, rural areas occupy the majority (54%) while semi-urban area (46%) ITI establishments for catering the needs of respective population. However, the findings suggest that despite of the majority location of ITI centres in rural areas the maximum enrolment of the students is seen in urban training centres.

#### **Gender Wise Distribution of Trade/Course**

If we look into the preference for skilled based training programmes by the passed-out trainees, the male gender outnumbers the female constituting of 62 percent while the female gender constitutes of 38%. This clearly indicates that on gender basis majority are of the male candidate preferring for the skill-based training programmes since it is directly related to their livelihood source of income.

While the majority (20%) of the male passed out trainees have opted for COPA course while 15% of the female passed out trainees have opted for COPA course.

The above analysis indicates that there are some jobs which do not have gender divide. But some jobs clearly show gender division. For instance, computer operator and programming assistant (COPA) is such a trade which attracts both male and female.

#### **Age Wise Distribution of Trade**

The distribution of population as per the age group indicates that age group between 18 to 25 occupy highest (55%) percent in the category. While the age group of the respondents between 26 to 30 are of 34% in the category. The distribution of age group clearly indicates

that majority of the respondents opting for the skilled base training programmes are of early young age group. 18-25 age group is also understood as the age of settling down in a career by learning skills of a livelihood. Due to the competitive nature of government employment and process of privatisation of different sectors, the scope that skill development programmes provide have attracted the youth.

### **Education and its Reflections**

It is revealed from the findings that the various trainees who have joined for the training have completed basic education required. The majority of the respondents have completed 12<sup>th</sup> standard comprising of 57%. Which is preceded by graduates in bachelor's degree comprising of 33%. Hence, it is observed that majority of the tribal youth from the Tapi district join ITI after completing 12<sup>th</sup> std.

It has been observed that most of the trainees having less percentage in their 12<sup>th</sup> standard examinations, so they are unable to get admission in higher education. This situation has compelled them to take admission in vocational institutes.

## **2. Effect of Skill Development Programme Imparted by the Govt Agencies Merged with PPP**

### **Perception of Passed-out Trainees for the Course Content at ITI Centres.**

When the passed-out trainees were asked about their personal experience on course content at the ITIs, 82% of the passed-out trainees rated as good for course content. While 9% of them rated average for course content while others rated excellent. It was observed that syllabus taught in the ITI centres is old and outdated so it effects their quality of learning as it does not match with the latest technology.

### **Perception of Passed-out Trainees on Teaching and Training at ITI Centres.**

Majority of the respondents 48% feel that the teaching and training instructions delivered is good. While the 38% feel that the teaching and training instructions delivered is average in the institutions. From the observation, the passed-out trainees were not completely satisfied with the quality of teaching delivery because only local trainers are available, due to frequent change of teachers within 3 to 6 months and no special lectures are arranged. Hence, the passed-out trainees believe that it affects both student and teacher in learning point of view as well in imparting knowledge.

### **Perception of Passed-out Trainees on Practical's at ITI Centres.**

The findings indicates that the majority of the passed-out trainees feel that 81% of the respondents feel that the practical instructions is good. While the 17% respondents felt that the practical instructions at the training centre is excellent. 2% of the respondents feel that the practical instruction given at the centre is average. However, few of the trainees feel that there is need in the improvement of training instructions. The respondents reasoned that research facilities should be encouraged, and duration of practical session should be increased. Hence, majority 94% of the respondents believe that additional hours of practical sessions are required because they are much conscious for their employment in the wake of high competition.

### **Benefit of Counselling**

The finding indicates that the majority 67% of the respondents got the benefit of counselling while 33% of the respondents did not attend the counselling session at the training centre. And majority 42% of respondents attended the academic counselling for selecting the course. While the 11% of the respondents attended the academic counselling for selecting the job. From the above data it is observed how the benefit of academic counselling has helped in various stages in decision making process. Hence, the analysis of the data shows that counselling has direct interrelationship between course and job.

### **Training and Placement Outcome**

The findings shows that majority 41% of the passed-out students got job by themselves. 23% of the passed-out trainees got the job through others. 8% of the passed-out trainees got job through the campus interview. Since the least percentage of trainees got job through campus interview, hence, the majority of the trainees didn't prefer to attend the campus interview rather they relied on themselves and others to get the job. Thus, the trainees were in opinion that training should be organised at the district and state level in order to create a wider placement opportunity in terms of getting the job and increase the duration of apprentice for the courses to create opportunity for placement.

## **3. The Impact of Employment on Sustainable Livelihood.**

### **Nature of Employment**

From the findings it was observed that majority of the passed-out trainees are engaged in different types of job comprising of 55%. While the rest 17% passed out trainees are engaged in running their own business or trade or self-employment. On the basis of above facts, it can

be said that the skilled programme is very much effective and have potentiality either in getting jobs or setting their own business.

### **Earning and Job Satisfaction**

Majority 45% of the passed-out trainees said that the income earned is sufficient at the end of the month. 16% of the passed-out trainees said that the income earned is insufficient at the end of the month. Majority 53% of the passed-out trainees said that they were satisfied with the present job which they are doing. While 15% of the passed-out trainees have said that they were moderately satisfied with the present job.

As it is known that job satisfaction has bearing with earning due to that pay scale because it is fixed by certain rules and regulation for those who are employed. While self-employment provides ample chances to earn much money depending on their skills and working hours. Hence, it provides a favourable condition to be self-employment rather than working in some organised sectors. So much so, it has been observed that self-employment can be turned up towards the local demands.

### **Relation and Impact of Courses on their Career**

If we analyse between the course selected and its benefit in their present job, it is known that majority 35% of the passed-out trainees have opted for COPA course while 14% of the passed-out trainees have opted for beauty parlor course. 10% of the passed-out trainees have opted for electric mechanic. 10% of the passed-out trainees have opted for mechanic motor vehicle course. It has been observed amongst the youngsters that learning of computer is their cherished dreams because knowledge of computer has much attraction in digital wild with better scope for employment. And beauty parlour course with its demand has good scope in self-employment.

### **Changes Lifestyle**

Almost equal percentage of the total respondents own kachcha and pakka houses (respective percentage; 46% and 47%). while 7% of the passed-out trainees responded that they live in two story houses. It is found out that when the income will increase the pakka houses will be built. It indicates the process of development is going on. Over a time of period the changes will have momentum and life and living style will be enhanced.



#### **4. Alternative Livelihood Pursued by these Tribal Youth.**

##### **Diversification and Alternative Sources of Income**

Majority 64% of the passed-out trainees' primary source of income is agriculture. 13% of the passed-out trainees' primary source of income is self-employment based on their skills. 14% of the passed-out trainees' primary source of income is job. While 10% of the passed-out trainees' primary source of income is family business. The reason is in some cases family members are available for agriculture and some did not develop skills in agriculture. Along with agriculture chorus, most of the family members opt for skilled occupation such as electrical, carpentry, sewing, beauty parlour, wielding, etc.

##### **Gender and Employment**

Data on the basis of gender and form of job (employment and self-employment) indicate that 39% male are engaged in job in the different organizations, whereas 9% male have shown their interest in self-employment. So far as the case of female trainees are concerned, 15% female have shown their interest in working with different organizations, and only 7% female are looking for self-employment. In the present study it is visible though there is a bit a gap between male and female, nevertheless, the gap is bridging, and females are moving ahead to their counter parts.

#### **5. Aspirations of the youth**

The findings shows that majority 57% of the respondents prefer to continue with the job. While 28% respondents wanted to pursue bachelor's degree. 15% of the respondents prefer to pursue master's degree. The reason for majority of the respondents preferring to continue with the job is maintain the social status because the position of an individual in a given society is measured by the occupation which individual opt for and the position of an individual in occupational structure provides power, prestige and reward in a given situation.

In case of course, it is found out that majority 35% of the responds aspire to prefer for COPA course as it interests them because it has wider scope in the present era of digitalisation. It is learnt that 14% of the aspire to work in beauty parlour because of the need of market and its scope in both employment and self-employment.

## **Some Observations**

Due to the process liberalisation, privatisation, and globalisation, initiated from 1991, the job opportunity is gradually shrinking in public sector. The private sector is growing accordingly hence, aspirants for job looking for their careers either in private sectors or self-employed. It was found out that the district of Tapi has a smaller number of public sector industrial organization. Thus, younger generation look for various skill programmes suited to 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 the government programmes and started to avail the trainings according to their field of choice. Over a period of time, PPP model is surely a way to get sustainable livelihood.

### **What Does Study Suggest up to:**

- To strengthen phase to phase counselling.
- To increase duration of course and apprentice.
- To balance male and female enrolment for balanced earning for sustainability.
- Motivational programme must be launched for self-employment to strengthen Atmanirbhar Bharat Drives.
- There is need to make programme and technology in consonance with each other with reference to technology and reskilling.
- Some mechanism needs to be evolved to maintain sustainability of income.

The crux of the study provides an insight that there should be inconsonance with Programme-technology-sustainability-livelihood. Which explains that the programme should be framed w to the which cops and adjust with the changing technology. This provides sustainability in reducing the dropout and upgradation of skills required in changing technology, ultimately creating a sustainable livelihood among the beneficiaries of Skill Development Programme.

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