

# **CHAPTER-1**

## **INTRODUCTION**

## **1.1 Background**

India is one of the few nations in the world where the number of peoples working age is significantly higher than the number of people who are dependent on them, and the World Bank projects that this trend will last for at least 20 years, until 2040. When compared to other advanced economies, India has the workforce with the youngest median age (29 years), which is a demographic advantage. By properly educating its young population, it can become the world's hub for human resources and turn its advantage into a profit. However, given India's low levels of vocational training, high percentage of school dropouts, large informal labour, low quality of training, etc., it is difficult to skill this enormous labour force. The issue is not just new skill development, but also up skilling / re-skilling of current employees to fit them with the shifting demands according to the market and industry, necessitating an approach which is purely a mission mode.

NITI Aayog which is the governing council of India, in its first meeting held on 8th February, 2015 taken a decision to form a Chief Ministers sub-group based upon Skill Development for addressing the problems relating to HR (human resource), particularly emphasis was made on youth with a focus on scientific methods to develop scientific temper and to creating a pool of skilled workforce with speed, scale, standard and sustainability. Around 20 Ministries of the central government are active in skill development. When done with the right viewpoint and honesty, skill training may also be considered as a tool to empower the person and increase their social acceptance or value.

Since the fifth five-year plan onward, the integrated tribal development programme, which was first implemented in 1947-75, has been a significant anti-poverty initiative. The program's goal is to give disadvantaged families in tribal communities' access to productive

assets so they can raise their income levels and escape poverty. This was the most significant initiative for the uplift of the tribal people during the past three decades, especially during the fifth and sixth five-year plans.

Education, vocational training, and lifelong learning are essential building blocks of employability, worker employment, and sustainable business development within the context of the Decent Work Agenda. These elements contribute to the reduction of poverty, one of the Millennium Development Goals. The development of skills is a prerequisite for sustainable development and can facilitate the shift from the informal to the formal sector. The development of skills is essential in the context of globalisation for addressing opportunities and challenges to meet the needs of evolving economies and cutting-edge technologies. The goals and tenets of decent employment serve as a roadmap for creating and implementing skill development programmes as well as a helpful tool for navigating transitions in a way that is socially just. The development of skills is required for improving productivity, growth and development in employment. The excellence and applicability of education and training for both sexes encourages investment, technological development, enterprise growth, economic diversification, and competitiveness—all of which are necessary for economies to be able to create more jobs more quickly and more effectively. According to this model, skill development can help create a "virtuous circle" in which these factors are positively correlated. However, in order to connect skill development to broader growth, employment, and development strategies, governments must create policy coherence by connecting education and skill development to current labour markets as well as to the technology, investment, trade, and macroeconomic policies that create future employment growth. This requires collaboration between governments and social partners. However, because they cover a wide range of topics, training and skill development can mean different things to different people. Each person's

potential is developed through basic education, creating the groundwork for employability. Initial training offers fundamental information, industry-based skills, and professional abilities that ease the transfer into the workforce. As job, technology, and skill requirements evolve, lifelong learning ensures that individuals' skills and abilities are preserved and enhanced. As the relative strengths and shortcomings are identified in the systems for skill development and gain greater knowledge of the inventions and experiences of other nations, various nations emphasise on certain components.

Skill development improves people's capacities, creativity, opportunities, and job satisfaction; empowers people to develop their full potential and seize employment and social opportunities; increases worker and enterprise productivity; contributes to advancing future innovation and development; encourages domestic and foreign investment, thus promoting job growth and lowering unemployment and underemployment; results in higher wages; and, when widely accessible, expands opportunities for learning. A number of challenges have been found in the skill development of Indian youth. For instance, it can be difficult to expand the capabilities of the current system while retaining its quality and relevance and ensuring fair access for all.

Providing skills to a large population in order to meet their requirements and make them employable so they may find acceptable work is a major problem for skill development programmes. One important strategy in that direction is the development of skills for people working in the unorganised economy. Additionally, this will promote the value of labour and raise knowledge of environmental, safety, and health issues. Initiatives for skill development help processes for generating employment, economic expansion, and social advancement. Skills development policy will be an essential component of comprehensive economic, labour

and social policies and programmes. It will be built a framework for greater collaboration between various Ministries, States, businesses, and other stakeholders.

## **1.2 Meaning of Skill Development**

Identification of ability deficiencies is the first step in the process of acquiring and honed these skills. It is significant since aptitude for successfully carrying out ideas depends on it. Developing the skills can help contribute to the organisation and advance the career. This is known as skill development. The secret to success at work is to promote an attitude of enthusiasm for lifelong learning. Identifying the abilities required to shift and searching successfully to seek training or on the job creates chances for growing skills that are necessary for continuous learning and skill development.

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](http://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 also 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 safely 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 for enhancing productivity. Vocational and professional subjects provide a platform for developing necessary skills.

## **Types of skills**

(Skill Set): Domain general and domain-specific abilities are two common categories for skills. For instance, in the field of work, general skills like time management, teamwork and leadership, self-motivation, and others are important, whereas job-specific abilities are only relevant for a certain position. To evaluate the amount of ability being displayed and applied, specific contextual triggers and scenarios are typically required.

### *1. Labour skills*

As electricians, masons, carpenters, blacksmiths, bakers, brewers, printers, and other economically useful vocations, skilled workers have a long history of historical significance.

### *2. Life skills*

The management of personal issues requires the employment of problem-solving practises that are suitable and responsible. They are a group of abilities that people have that are utilised to deal with issues and dilemmas that come up frequently in day-to-day life. These abilities can be learned (taught) or gained via personal experience. Depending on societal norms and expectations within the society, the subject differs widely.

### *3. People skills*

Understanding oneself and controlling one's emotions are examples of people skills.

Accurately taking notes and empathising with others is another.

Establishing connections based on mutual regard, trust, and useful exchanges. Although less encompassing than life skills, the phrase "people skills" is used to refer to both social and psychological talents.

#### *4. Social skills*

Any ability that promotes engagement and communication with others is a social skill. Both verbal and nonverbal cues are used to develop, convey, and alter social rules and relationships. Socialisation is the process of learning these abilities.

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

An individual's "EQ" (Emotional Intelligence Quotient), or the collection of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterise relationships with other people, is referred to as their "soft skill" in sociology.

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

"Hard talents are any abilities pertaining to a certain work or circumstance. Unlike soft talents, which are based on personality, these skills are easily quantifiable.

### **Who is the Youth?**

There are various definitions on 'youth'. The term "youth age group" has no broadly accepted international definition. However, for statistical reasons, the United Nations defines "youth" without regard to any other definitions given by Member States, and there hasn't been a first definition of youth. An international understanding from the United Nations has been a youth as those persons between the ages of 15 and 24 years. In its resolution 36/28 of 1981, the General Assembly adopted this term, which emerged in the framework of planning for the International Youth Year (1985). This concept serves as the foundation for all UN data on youth, as shown by the annual yearbooks containing statistics on demographics, education, employment, and health that are released by the UN system.

According to this statistically based definition of youth, those under the age of 14 are regarded as children. However, it is noteworthy that "children" are defined as those under the age of 18 in Article 1 of the United Nations Convention on the Rights of the Child. Since there was no analogous document on the rights of youth at the time, it was intended that the Convention would offer protection and rights to the broadest age group conceivable. Regarding the age at which someone is treated equally by the law, often known as the "age of majority," several nations also draw the line on youth. In many nations, this age is often 18; hence, once a person reaches this age, they are regarded as adults. Nevertheless, based on specific sociological, institutional, economic, and political considerations, different countries have different operational definitions and nuanced uses of the term "youth."

### **According to United Nations**

The greatest way to understand youth is as a time of transition from childhood's dependence to adulthood's independence. Youth is therefore a more fluid category than other established age groupings. However, age is the most straightforward method to categorise this group, especially when it comes to employment and education, as "youth" is frequently used to refer to a person between the ages of leaving compulsory school and landing their first job.

### **According to UNESCO**

The United Nations defines 'youth' as persons aged between 15 and 24 years. The World Youth Report (2018) estimates that 1.2 billion young people, or 16% of the world's population, are between the ages of 15 and 24. Being young can be very different around the world, between nations and regions, hence the term "youth" is frequently a fluid and evolving one. As a result, UNESCO's definition of youth always considers context to be a key factor. (<https://en.unesco.org/youth>).

### **According to Merriam Webster**

1. **a:** the time of life when one is young *especially*: the period between childhood and maturity  
**b:** the early period of existence, growth, or development
- 2 **a:** a young person *especially*: a young male between adolescence and maturity  
**b:** young persons or creatures —usually plural in construction
- 3: the quality or state of being youthful: YOUTHFULNESS

### **Meaning of Tribal**

The term Scheduled Tribe has been used for the first time in the Constitution only and the earlier expressions used in pre-independence days were aboriginal tribes, backward tribes, etc. Though there is no universal definition of a tribe in social science. The definition of a tribe given by the late Dr. D.N. Majumdar has maximum acceptance. He defined a tribe “a social group with territorial affiliation, endogamous, with no specialization of functions, ruled by tribal officers, hereditary or otherwise, united in language, or dialect, recognizing social distance from other tribes or castes but without any stigma attached in the case of a caste structure, following tribal traditions, beliefs and customs, above all conscious of a homogeneity of ethnic and territorial integration”. Tribal, origin, primitive way of life and habitation and less easily accessible areas; and general backwardness in all respects, are the feathers common to the tribes in various states (Sirohi, 2012)

### **According to Minority Rights**

Adivasis is the collective name used for the many indigenous peoples of India. The term Adivasi derives from the Hindu work ‘adi’ which means of earliest times or from the beginning and ‘vasi’ meaning inhabitant or resident, and it was coined in the 1930s, largely a consequence

of a political movement to forge a sense of identity among the various indigenous peoples of India. Officially Adivasis are termed 'scheduled tribes', but this is a legal and constitutional term, which differs from state to state and area to area, and therefore excludes some groups which might be considered indigenous

### **What is Livelihood?**

Few people would have trouble answering the question "what is a livelihood" A livelihood may be described as "making a living," "supporting a family," or "my job." Since people naturally devise and carry out tactics to secure their existence, the term is commonly known. When governments, civil society, and outside organisations try to help those whose means of subsistence are endangered, damaged, or destroyed, the term's underlying complexity becomes apparent. There are many definitions that have developed from in-depth study and practise that try to capture the complexity of a livelihood. The Chambers and Conroy definition is adopted in this work.

**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.

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 tribes, unemployment looms large among the tribes in South Gujarat. 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 main stream to be a complete part of the nation's growth, leaving behind this weaker section vulnerable to various social problems.

Like the other tribes of the country, most of the tribal youth in Tapi district are lowly educated, unskilled and engaged in unskilled/semi-skilled and low paying occupations. However tribal youth aspire to be engaged in skilled occupations with better employment terms, higher wage rates, better working conditions, etc. they prefer to become skilled so as to get better employment or self-employment opportunities.

Therefore, the study attempts to develop insight into the impacts and effects of skill development programmes run by the government sponsored organizations among the tribal youth in Tapi district.

### **1.3 Need & significance of the study**

With the sustainable livelihood generation for landless, poor tribal youth through enhancement of skills all the way through training is among the crucial aspects of Skill Development Programmes and generating further employment opportunities. A study of this kind will need to pursue 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
- Addressing industry demand for skilled workforce, and
- Addressing Government of India intent in skilling tribal youth for better employability.
- The need of innovative skill techniques and development Programs.
- For designing of appropriate syllabus for skilled based training programs.

During the financial years 2014-15 and 2015-16, the ministry 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 be an aspiration among the tribal youth in Tapi district. The roadmap to career growth by obtaining skill development is yet to strike among the unemployed/under employed tribal youth of Tapi district. Training Institutes such as the ITIs persist to be under-utilized; lack of trainers, inadequate training facilities in the

surrounding villages and small towns exist. The efforts in skill development remained fragmented.

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

- i. Are the skill development programmes able to provide livelihood on a sustainable basis and if, and what are the avenues?
- 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?

## **1.4 Magnitude of the Study**

### **Skill development: Indian perspective**

As per the latest information, India's population is highest in the world at 1.42 billion. It is quickly growing at a pace of 17% and rapidly integrating into the worldwide economy. However, by and by just 2% of the complete workforce in India have gone through skill training. India has an extraordinary chance to fulfil the future needs of the world, India can turn into the hub of training centre for skilled workforce. The difficulties for India get amplified, as the need might arise to the million or more workforce, while confronting a consistently expanding movement of migration of labour from agriculture to manufacturing and services. With the government launching off various schemes to empower the youth workforce, the difficulties amplify as there is a requirement for viable execution of the schemes at the grass root level with equivalent participation from every one of the partners concerned. To reap the demographic dividend which would be considered normal to keep going for next 25 years, India needs to furnish its workforce with employable skills and knowledge so the young can take part gainfully to make India a developed economy.

India should have enjoyed a demographic advantage right from 1971 onwards while the working age population i.e., 15-59 years represented almost 52.8 percent of the complete population. At the end of the day, the dependent proportion under 14 years has increased over the period of time according to the 2011 census which accounts for 60.3 percent of the complete population. A similar pattern when it was projected to 2022 showed that around 65.9 percent of the population would be in the working age group. However, withing the 15-59 age-group, the proportion of youth population throughout the many years has expanded just imperceptibly from 25.7 percent in 1971 to 27.5 percent in 2011 and in 2022 it declined possibly by 0.2 rate. The proportion of the 0-14 age group has seen a consistent tumble from 42.1 percent of the

population in 1971 to 30.7 percent in 2011 and was supposedly downfall to 24.5 percent by 2022. Yet, the extent of those in the prime working age group of 30-59 years has expanded from 27.1 percent in 1971 to 32.8 percent in 2011 and was supposed to increase to 38.4 percent by 2022.

The most challenges for the policy makers both at the centre and the States need to disentangle. In Gujarat the total number of educated jobless in 2013 and 2014 were 723893 and 695885. The total number of uneducated jobless in 2013 and 2014 were 54453 and 48829. This information showed still there is continuity of sustainable unemployment in Tapi district. The state of Gujarat had least unemployment rate in the country for the last fiscal year, while Sikkim had the highest. The country's overall joblessness rate was assessed to be 4.9 percent in 2013-14. Gujarat had the least unemployment rate of 1.2 percent, according to the fourth Annual Employment & Unemployment Survey report for 2013-14, which was released by Labour Bureau, under Union Ministry of Labour and Employment.

India is one of the countries in the world having the working age population in excess of those dependent on them. According to World Bank, it will continue approximately till 2040. In contrast, India has the demographic advantage of having the youngest workforce among advanced economies, with an average age of 29. By properly educating its young bulge, it can become the world's hub for human resources and turn its advantage into a profit. The finest moment to plant a tree was thirty years ago, but the second-best time is now, according to Sardar Vallabhbhai Patel. After 1947, focusing on skills should have been a top priority since a jobless or unskilled Indian is not a free Indian, and the introduction of the Skill India programme has finally made that mistake right.

## **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 even believe that this is as old as civilization in the country. According to some, the concept of intensive development may be seen in the growth of Mohenjo-Daro and other locations associated to the Indus valley civilization. The village council or panchayat, which was the sole entity in each village at the time, was the focus of community development initiatives. The village elders meet in each village's council or sabha hall to discuss and deliberate on issues of general interest. Village banking, charity, public works, disputes, temple management, village defence, and other matters were all overseen by the village council. Further village community growth was halted during the Muslim era. The village panchayats eventually lost energy and disintegrated as a result of British policies and administration.

The effect of industrial revolution destabilised the traditional and conventional occupation thus making indigenous skill obsolete. 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 lands and family were separated. Tribals dependence in agriculture lead to unemployment and is not sustainable either in income or a gainful employment.

## **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 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 up 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 (with the exception of 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 Swarojgar 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 11th Five Year Plan, which offers a framework to address the issue, reflects the government's recognition of the need for skill development. In due course, in 2009 the first National Skill Development Policy was framed and after that in subsequent year 2010 a National Skill Development Mission was launched. The reason for launching the Programme was that the policies was to be reviewed every five years in order to evaluate the progress of the programmes and re-revise it appropriately. In the past, skill development programmes were mostly managed by the government, with insufficient relation to market need, according to the 12th Five Year Plan. Through Public-Private Partnerships (PPP), it has urged for the creation of an environment that would encourage private investment in vocational training. To address the need for skill development, the NDA government established the Ministry of Skill Development & Entrepreneurship. 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 counsels (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 different initiative 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 a number of 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 out 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 on March 2015.

Under the NITI Aayog, The Governing Council in the first meeting which was held on 8th February, 2015 has taken a step to constitute a Sub-Group of Chief Ministers on Skill Development to address issues related to human resources, particularly the youth and and to develop scientific techniques for building a skilled labour pool that is scalable, consistent, and sustainable. 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**

The current challenge that India faces one of the youngest nations in the world with more than 54% of the total population below 25 years of age is skilling of this workforce for sustainable employment and income. 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.

The achievement made by the government as of 2014-15 is only 49% against the target goal. According to the ministry, the total enrolment under PMKVY as of June 7 stood at “19.7 lakh (rounded off to 20 lakh)” including short-term training imparted to 17.94 lakh persons and those trained under the Recognition of Prior Learning (RPL) at 1.79 lakh persons. State-wise data, which is available till April 25, 2016, with six states —

- Uttar Pradesh - 2,52,304
- Madhya Pradesh - 1,56,096
- Tamil Nadu - 1,50,244
- Andhra Pradesh - 1,22,866
- West Bengal - 1,13,397
- Rajasthan - 1,11,235

(Accounting for over 50 per cent of those trained)

Majority of educated and uneducated job seekers in rural and urban areas have no skills. 90% of employment is in unorganised sector. By 2020, 220 million students will pass out from school - out of which 150 mill will not enrol for college education; they need training in vocational trade.

The integrated tribal development programme initiated in 1947-75 is a major anti-poverty programme since the fifth five-year plan onwards. The programme aims at providing productive assets to poor families in tribal areas in order to enable them to improve their income level and thereby cross the poverty line. During the last three decades particularly during fifth and sixth five-year plan, this has been a single most important programme for the up liftment of the tribal people.

On the basis of the Public Private Partnership (PPP) model, the National Skill Development Coordination Board was established under the chairmanship of the Deputy Chairman of The Planning Commission. The secretaries of Human Asset Improvement (MHRD), Service of Work and Business, Service of Country Advancement, Service of Lodging and Metropolitan Neediness Mitigation and Service of Money are individuals from The Public Expertise Advancement Coordination Board. It accomplishes the following tasks:

- Comes up with plans to put the decisions made by the Prime Minister's Council on National Skill Development into action.
- Keeps an eye on and weighs the results of the Council's various other plans and programs.
- Comes up with appropriate and useful strategies for addressing social and regional imbalances.
- Ensures that vocational education and training quality control is in place.
- Screens private cooperation methodologies and helps set up sectoral activity plans.
- It intends to establish a National Vocational Education Qualifications Framework (NVEQF) for affiliation and accreditation of vocational, educational, and training systems, as well as 1500 new ITIs and 5,000 skill development centers across the nation.

## **1.5 Initiatives at Ministry Level**

National Vocational Education Qualifications Framework (NVQF) enables horizontal and vertical mobility between general and technical education, recognition and certification of competencies irrespective of the mode of learning. NVQF, being an open/flexible system, will permit individuals to accumulate their knowledge and skills. This also has the potential to upgrade them to higher certificates and degrees through examination and certification. The NVQF will offer a range of learning routes with criteria that are similar to any international certification framework and are quality verified. The NVQF will encourage the continuing improvement of knowledge and skills throughout one's life.

### **Initiatives of Ministry of Rural Development**

Through programmes like "Special Projects for Placement Linked Skill Development of Rural BPL Youth under Swarna Jayanti Gramme Swarozgar Yojana (SGSY-SP) with an objective of ensuring time-bound training aimed at raising a specific number of BPL families above the poverty line through placement services," the Ministry of Rural Development has launched initiatives that aim to empower young people from the poor and weaker sections of society. The Rural Development and Self Employment Training Institutes (RUDSETI) were established with the goal of creating a dedicated skills development infrastructure for entrepreneurship in each region of the nation.

### **Ministry of Urban Development and Poverty Alleviation**

In order to solve the urban poor's concerns with skill development, the Ministry of Urban Development and Poverty Alleviation introduced the Swarna Jayanti Shahari ROZGAR Yojana (SJSRY) in 1997. In order to solve the implementation-related issues, the Swarna Jayanti Shahari Rozgar Yojana (SJSRY) underwent a thorough overhaul. The updated rules

were in force as of 1.4.2009. The revised Swarna Jayanti Shahari Rozgar Yojana's (SJSRY) three main goals are:

- Addressing urban poverty alleviation through gainful employment to the urban unemployed or underemployed poor;
- Supporting skill development and training to enable the urban poor have access to employment opportunities provided by the market or undertake self-employment; and
- Empowering the community to tackle the issues of urban poverty through suitable self-managed community structures and capacity building programmes.

### **Government's Commitment**

One of the government's top priorities for the 12th Five Year Plan is skill development. The government intends to establish sector skill councils (SSCs) to supplement the current system of vocational education for industries to meet the demands for adequately qualified workers along the whole value chain in terms of quantity and quality at all levels on an ongoing and developing basis. All parties, including business, labour, and academics, are brought together through SSCs, which are national partnership groups. The SSC will function as a separate entity. It might be registered as a Public Limited Co. or a Sec. 25 Co. The government initially provides funding. The SSCs develop into self-funded, for-profit businesses as they expand. During the 11th Five Year Plan (2007–12), the Planning Commission allocated Rs. 22.1 billion (at 2006–07 prices) for the Ministry of Labour & Employment's plan initiatives. The National Skill Development Council was founded with a Rs. 10 billion commitments from the central government, and it is anticipated that additional sources from other governments, public sector organisations, private sector participants, bilateral and multilateral sources will generate an additional Rs. 150 billion. However, the government increased the amount of money allocated in the Union Budget 2012–13 by another Rs. 10 billion, bringing the total

corpus to Rs. 25 billion (Source: Report of International Brand Equity Foundation (IBEF), 2013).

### **Skill Development: Need in Rural India**

With a meagre 2.4% of existent landmass, India has been a homeland for 17.5% of total population of the globe. The Indian population is distributed in such a way that it is mainly concentrated high in urban areas. After nearly eighty years of freedom, however India is steadily advancing toward developing economies, the speed of improvement can be sped up to a great extent with a right way to deal with a comprehensive advancement. Diversity has been an extraordinary identity of the country; however, the general population is to a great extent which is grouped in light of numerous verticals like economy, training, area, caste and community.

The working of government drives can be classified into two aspects, one comprising urban area and the other constituting the large rural area. It has become a basic component in strategy making of the country to diversify developmental activities on the lines of urban and rural perspectives. This method of policy makers can't be considered as miscue claiming to the immense contrast prevalent in rural and urban India in diverse fronts: social, economic and infrastructural. Nonetheless, the gap appears to enlarge instead of bringing the two on an equivalent page. The requirement for emphasis on rural India is based on the fact that almost three fourth of the population resides in villages. Having the larger landscape in rural India, these regions not just produce bread and butter of the country yet in addition are profoundly flooded with rich regular resources. Notwithstanding, a multi-faceted lack in every feature of improvement has tormented these regions, hauling its general population to urban areas looking for livelihood and work. Such relocation consequently gets complications to the whole

framework. The population of rural India being deprived of education, financial support, infrastructure and employment turns to a sheer wastage of human resource.

In India, the rural area has a great deal of potential to bring an exciting element to production and export. India is well known for its various distinctive goods and products in other countries. Many of India's indigenous goods are extraordinarily valuable both domestically and abroad. For instance, handicrafts, textiles made by handlooms, orchids, herbal remedies, and similar goods have enormous financial potential on the world market. Rural areas around the country should serve as the foundation for industries related to these products. This will result in a significant advancement in domestic manufacturing and industry, empowering rural people to become economically independent. Moreover, ventures, for example, the tourism industry have huge possibilities in a country like India.

### **Various Skill Development Schemes**

The future of a global powerhouse lies in the hands of the nation's youth. Various skill development programmes are implemented by the federal and state governments. In order to make India the Skill Capital of the World, Our Honourable Prime Minister Shri Narendra Modi had invited all Indians to participate in and support the Skill India Mission. Under the capable direction of Shri Rajiv Pratap Rudy, the Ministry of Skill Development and Entrepreneurship under the ministry is guiding the stakeholders in the skill development ecosystem system towards the objective of Skilling 400 million individuals by 2022. Significant improvement in the skill development will make India the Skill Capital of the World.

## **1-Pradhan Mantri Kaushal Vikas Yojna**

PMKVY is an extraordinary drive of Ministry of Skill Development & Entrepreneurship where it centres around industry relevant training & certifications for Indian youth so they can have better opportunities in their career. The execution body for this plan is NSDC. It centres around conveying skill development in India in three ways:

- Short term courses: short term courses can be operated for fresh skilling by the training centres.
- Recognition of Prior Learning: the scheme is the one of the programmes PMKVY to guarantee the current human resource which is skilled already but it functions in the different area.
- Special Projects: Any kind of course which is expected to be started and executed according to the interest of the industry, yet changes from the overall standards of transient courses like work jobs that are not characterized under the accessible Qualification Packs (QPs).

## **2-Deen Dayal Upadhyay Grameen Kaushalya Yojana**

From the numerous skill development schemes of Ministry of Rural Development, DDUGKY is an exceptional placement connected scheme for poor rural youth. Executed through accredited training providers, it centres around the placement of no less than 75% of the youths. It emphasizes on eliminating poverty among the youth of country through its market-driven placement drives. It works to facilitate the training through following types:

- Trade specific training
- Generic training on soft skills, English & IT.

### **3-Skill Development Initiative Scheme**

The Programme is implemented by Directorate General Preparation (DGT) under the Ministry of Skill Development and Entrepreneurship, intends to offer skill training to recent graduates and current employees. The certificates offered under this programme are respected on a national and international level. SDIS focuses on giving school dropouts, ITI graduates, current workers, etc. vocational training based on Modular Employable Skills (MES). This programme aims to provide training for employable skills to older school dropouts and current employees, notably in the unorganised economy. The programme has been in existence since 2007 after extensive engagement with businesses, state governments, and experts.

### **4-National Skill Development Corporation: Self Sponsored Training**

In excess of 270 associated training partners of National Skill Development Corporation (NSDC) organizes short term skill development training at their 7000+ training centres. NSDC has the mandate of skilling 150 million individuals by 2022. The emphasis is to give affordable, job-oriented training in courses which are in collaboration with National Skills Qualification Framework (NSQF) in 40 Sectors.

### **5 - Craftsman Training Scheme**

The Directorate General Training (DGT) implements the scheme under the Ministry of Skill Development and Entrepreneurship. With the assistance of Governments & Union Territory Administrators, DGT is carrying out professional preparation at different ITIs. It provides guidelines to ITIs to give training from six months to 2 years (related to industry needs) according to the courses in collaboration with National Council for Vocational Training. This training is for candidates who have finished their studies till class eighth to twelfth (depending upon the course).

## **6 – Seekho Aur Kamao**

Out of many skill development schemes, Seekho Aur Kamao is an important programme for the minorities in which the courses are operated according to the Modular Employable Skills (MES) following the rules envisaged under the National Council for Vocational Training (NCVT). The programme focuses on enhancing the skills of minority adolescents so they can support themselves. The programme requires that learners must be between the ages of 14 and 35.

## **7 – Centrally Sponsored Scheme for Vocationalisation of Higher Secondary Education**

The programme has been started to teach the vocational training & job relevant skills abilities in younger school students. The Central Government and State governments are working in coordinated effort for the execution of the plan. The programme is offered to students in classes from ninth to twelfth in a variety of government schools. The course and instructional materials have been matched with the National Skills Qualification Framework (NSQF) in order to give skills that are applicable to industry and to standardise skill development programmes.

## **8 – Scheme of Community Development through Polytechnics**

As the name proposes, Scheme of Community Development through Polytechnics organizes skill development training for the young in a specific local community particularly rural masses and dwellers in the slum areas who have not had the opportunity to get equal quality education. It focuses on a particular region and communities that require socioeconomic improvement through skill development. This programme intends to use educational and training institutions' experience to equip young people in the community.

Additionally, it provides educational and training institutions with the chance to fulfil their greater social obligation.

## **9 - Udaan**

It determines to bridge a gap between the talent pool and Corporate India in Jammu and Kashmir and bring them to the mainstream by providing skill development, under the Special Industry Initiative (SSI) the government has started this scheme. The National Skill Development Corporation (NSDC), a division of the Ministry of Skill Development and Entrepreneurship (MSDE), is responsible for carrying out the programme, which is sponsored by the Ministry of Home Affairs. Udaan is a drive for resolving the economic issues in J&K that depends on fostering the human resources of the locale and aiding the young getting gainful employment.

## **10 - Himayat**

Himayat, a programme run by the Ministry of Rural Development, was created specifically for the youth of Jammu & Kashmir and aims to skill 1 lakh young people in five years with at least 75% placement. The Ministry of Rural Development started it. In J&K, Himayat is working to establish training centres at the block level in J&K which will provide training the local youth and will also facilitate placement guidance & time to time assistance.

## **11 – Employment Linked Skill Training Program**

The mentioned scheme is executed at the state level for the completion of short-term courses to develop skill and to upskill the youth. It makes an effort to place at least 50% of a trained staff. Each state requests EOIs (Expressions of Interest) for the selection of Training

partners at their different levels. This programme aims to strengthen young people's talents while placing them at the state level positions.

## **12 – National Apprenticeship Training Scheme**

This scheme came into being by the initiative of Ministry of Human Resource Development, India. It is a scheme which provides a platform for the apprentice on-the-job training for a duration of 1 with the concept of 'Earning while learning'. It aims to provide technical skills & certification of students with on-the-job training module. The candidate understudy ought to have a certificate in designing or graduation in designing or A + 2 vocational qualifications.

## **13 – Employment Through Skills Training and Placement**

A National Urban Livelihood Mission drive, EST&P is intended for urban poor. This programme is being implemented to train the urban poor in light of the massive rural population shift to urban regions. The focus and goal of EST&P are still on providing the urban poor with the skills they need to support themselves.

## **14 – Self-Employment Program**

A project within the National Urban Livelihood Mission (NULM) that is carried out by State Urban Livelihood Mission (SULM) is known as the Self-Employment Programme (SEP). By offering skill development and financial support, it seeks to improve the standard of living for urban poor people.

## **15 – Skill Development Scheme of NBCFDC**

SDS is a fantastic effort of the National Backward Classes Finance & Development Corporation that seeks to build an ecosystem for those who live in poverty and from the backward classes by providing skills on wider basis to targeted groups.

## **16 – Skill Loan Scheme**

The Skill Loan Scheme, also known as the "Skilling Loan," aims to provide a loan facility to individuals who meet the Skilling Loan Eligibility Criteria and intend to enroll in skill development courses. A Skilling Loan is available to anyone who has been accepted into a course offered by Industrial Training Institutes (ITIs), Polytechnics, schools accredited by central or state education boards, colleges affiliated with accredited universities, training partners affiliated with the National Skill Development Corporation (NSDC)/Sector Skill Councils, State Skill Mission, or State Skill Corporation, and preferably leading to a certificate, diploma, or degree issued by such organization in collaboration with National Skill Qualification Framework (NSQF). The Skill Loan will cover courses that are aligned with the National Skill Qualification Framework (NSQF) and offered by the aforementioned Training Institutes. There is no minimum duration of the course. The amount of the loans will range from Rs. 5,000 to Rs. 150,000. Educational cost/course expense, some other reasonable expenditure found necessary for completion of the course including however not restricted to imposition charge, Examination expense, Library charges, Laboratory fee, Caution deposit, Purchase of books, equipment's and instruments. Rate of interest will be 1.50% over Base Rate - as of now 11.45 % p.a. (Drifting Rate at month-to-month rests) with no edge prerequisites and handling charges. There will be no collateral or third-party guarantees accepted. Nonetheless, the parent will execute credit archive alongside the student borrower as joint borrower. After completing the course, repayment will begin following the following

moratorium: After the moratorium period, the loan will be repaid in equal monthly installments (EMIs) as follows for courses lasting up to one year and lasting up to six months after the course's completion. For courses lasting longer than one year and lasting up to twelve months after the course's completion. loans from Rs. 50,000/- As long as 3 years Credits between Rs.50,000/- to Rs.1.00 lakh as long as 5 years Advances above Rs.1.00 lakh as long as 7 years.

## **17 – Women Schemes**

Women Training aims to give vocational skill training to females for compensation and self-employment to assist them with acquiring financial upliftment and social strengthening. In 1977, the Women's Vocational Training Program was launched. By increasing women's participation in skill training facilities, the program aims to promote women's employment as semi-skilled/skilled and highly skilled workers in industry (primarily organized sector). Under central sector and centrally sponsored schemes, women-only institutes have been established in an effort to accomplish this goal. Under the Craftsmen Training Scheme (CTS) and Craft Instructors' Training Scheme (CITS) of the Central Government, regular vocational training programs for women are offered. Training facilities are being proposed to females through 11 institutes throughout the country - One National Vocational Training Institute (NVTI) at NOIDA and 10 Regional Vocational Training Institutes (RVTIs) one each at Mumbai, Bengaluru, Thiruvananthapuram, Panipat, Kolkata, Tura, Allahabad, Indore, Vadodara and Jaipur.

## **18 – Scheme for Training of Trainers**

- Hi-Tech Training Scheme (HTS) Hi-tech Training Scheme is one of the schemes of the erstwhile World Bank assisted Vocational Training Project. With financing from the

Government of India, the programme is now being continued for implementation. The following institutions offer courses through the Hi-Tech programme.

- Central institutions (ATIs, ATI-EPI, and Bangalore's Apex Hi-tech Institute). The Hi-tech scheme's goal is to generate skilled workers with the variety of abilities required to satisfy the demands of business, industry, and 30 home customers in the application of electronics, computers, and the modern production system. Short-term courses of two to three weeks in the following high-tech fields are planned for or already offered by ATIs and ATI-EPI for businesses, PSUs, governments, trainers from institutions and industry, etc.

- (CITS) Craft Instructor Training Scheme Since the start of the Craftsmen Training Scheme, the Craft Instructors' Training Scheme has been in operation. In 1948, the first Craft Instructors' Training Institute was founded. In the 1960s, DGT developed 5 further institutes, including the Central Training Institute for Instructors (now known as Advanced Training Institutes, or ATI), which are located in Ludhiana, Kanpur, Howrah, Mumbai, and Hyderabad. The goal of the craft instructor training is to prepare instructors in the methods of imparting practical knowledge so that they can prepare semi-skilled and skilled labour for industry. The design of the training programme ensures that the learners receive thorough instruction in both skill development and training methods. The course offers training to the instructors working at both public and private ITI centres set up by businesses in accordance with the Apprentices Act. These institutions provide training in 29 engineering trades. 1600 people can sit at once in the six aforementioned institutes' operational Engineering trades. To improve the number of seats available for the Crafts Instructor Training Programme, a second shift was introduced beginning in November 2012. The Advanced Training Institute (ATI) in Chennai, as well as the Advanced Training Institutes for Electronic and Process Instrumentation (ATI-EPIs) in

Hyderabad and Dehradun, have all begun the instructor training programme, bringing the total number of seats available to 3338.

Despite the large number of poverty alleviations and skill development programmes launched by the government from time to time with the objective of economic up-liftment of the tribal's, unemployment looms large among the tribal's in South Gujarat. 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 main stream to be a complete part of the nation's growth, leaving behind this weaker section vulnerable to various social problems.

Like the other tribal's of the country, most of the tribal youth in Tapi district are lowly educated, unskilled and engaged in unskilled/semi-skilled and low paying occupations. However tribal youth aspire to be engaged in skilled occupations with better employment terms, higher wage rates, better working conditions, etc. they prefer to become skilled so as to get better employment or self-employment opportunities.

Therefore, the study attempts to develop insight in to the impacts and effects of skill development programmes run by the government sponsored organizations among the tribal youth in Tapi district.

## **1.6 Rationale of the Study**

To understand the reason for selecting the topic, we need to understand the interrelation between the terminologies used to describe the study. The problem can be viewed by correlating the terms triangularly which includes:

1. Skill development,
2. Socialization of tribal youth in rural area,
3. Socialization of youth in urban area.

Socialization can be understood as a term used by intellectuals to refer to the lifelong process providing an individual with the skills and habits necessary for participating within their own society. Initial stage of process of socialisation differs from individual to individual, family to family, society to society and community to community. Specifying about the socialisation of tribal community, it differs from the other urban and rural community. In the sense when a child is reared up in a tribal community, the child directly interacts with the nature e.g., like process of learning, playing, etc according to the resource available in the tribal area. While a child being brought up in urban community, the child has the privilege to interact with the modern facilities, which means the child has direct access to modern resources e.g., like computer. The point is socialisation provides an individual with the skills and habits necessary for participating within their community as mentioned in the definition. In the later part of the life, it plays an important role in making the child efficient.

Hence, a critical observation can be drawn from the difference in socialization. The child brought up in urban community is better skilled in comparison to the child brought up in tribal community. As a result, to balance the resource, special skill development initiative is

needed for the child brought up in tribal community to match the child in urban community. Thus, it brings the individual in to the main stream category of skilled person.

The word tribal denotes directly to the field of community organization and development. In the sense, by perceiving the definition of community, the community as a field of the study elucidates the types of community namely: urban community, rural community, tribal community, and heterogeneous community. Therefore, the tribal community in the study refers to the social problems leading to livelihood issues regarding their source of earning for bread and butter and for better living.

Understanding the studied facts, it is known that the livelihood issues of the tribal's is increasing in spite of economic development. This declining economic trend of the tribal's has to be checked. The unemployment question stands at the same place today as it was decades before due to continuous increase in population affecting the livelihood of tribal's. The cottage industries are almost extinct now with the invasion of technology that has robbed tribal occupations. In this context, the tribal do not have the modern skills cope up with the modern technology. Hence, in this state of condition, the tribal's are rated as unskilled or under skilled, and it makes them difficult find themselves occupied in the competitive global world.

Despite of the many efforts, skill enrichment is yet to be an aspiration among tribal youth in Tapi district. The roadway to career growth through the skill development is yet to strike among the unemployed/under employed tribal youth of Tapi district. Training Institutes like the ITIs are yet to be fully-utilized; also lack of proper trainers, inadequate training facilities in nearby villages and small towns still persists. As a result, the skill development efforts remained fragmented.

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

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

The above research questions will help the study achieve the following objectives:

- 1) To assess the skill development program imparted by the Govt agencies and PPP.
- 2) To study whether these programs generate sustainable employment for the tribal's youth.
- 3) To understand the impact of employment on sustainable livelihood.
- 4) To find out the occupational aspirations of the educated tribal's youth.
- 5) To study other alternative livelihood pursued by these tribal youth.

Thus, Sustainable livelihood generation for landless, poor tribal youth through enhancement of skills all the way through training is a crucial aspect of Skill Development Programmes and generating further employment opportunities. The study will try to pursue 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
- Addressing industry demand for skilled workforce, and

- Addressing Government of India intent in skilling tribal youth for better employability.
- The need of innovative skill techniques and development programmes.
- For designing of appropriate syllabus for skilled based training programmes.

During the financial years 2014-15 and 2015-16, the ministry has impressed upon the state governments for promotion of need-based integrated livelihood initiatives and skill up gradation of tribal's to get respectable jobs. However, after implementing skilled based programmes by the private and government agencies, the governments have challenges to root out the problem of unemployment.

## **1.7 Relevance of the Field and their Implications**

As per the study, the main social work field is community development and the allied field is Human Resource Development.

In the field of social work, community development designates the utilization under one single programme of approaches and techniques which rely upon local communities as units of action and which attempt to combine outside assistance with organized local self-determination and effort and which correspondingly seek to stimulate local initiative and leadership as the primary instrument of change. Community development has been used to describe a comprehensive method of rising standards of living in which the emphasis is on the participation of people themselves, with the assistance of both governmental and non-governmental organizations.

While the HRD is concerned with the development of human resource in an organisation. Development means improving the existing capabilities to the human resources in the organisation and helping them to acquire new capabilities required for the achievement of the corporate as well as individual goals. And one of the components for developing the abilities of employees is to provide training to the new comers as well as to the existing employees to meet the upcoming needs. The intervention of social work under the skill development programmes to development the community can be:

1. The community organizer can apply social research and mapping to identify the talents, skills, ability according to the needs within the community. In this case the community organizer can be indigenous or can represent any organization at local level or partnering with the voluntary organizations.

2. It is important for a community organizer to make sure that training is provided accordingly to check out the problem of leaving mid-way training program. It will resolve the drop out ratio of the trainees like skilling the uneducated for self-employment. Hence, the community organizer can play the role of motivator and educator to create awareness among the communities.
3. Bridging the gap among various departments of the government to promote harmony and coordination between bureaucrats and the rural people. It will further promote smooth running of the program to achieve the target goals. Thus, a community organizer promotes optimum utilisation of available resources.
4. The community organizer can play a mediating role between the community people and the Ministry for Skill Development and Entrepreneurship (MSDE) to initiate change in policy making processes if required and to resolve disputes by providing feedback to the Ministry.
5. Human Resource development as an allied field in the study, training is one of the components of subsystem of Human Resource Development, hence, the HR personnel can work in collaboration with the community organizer as a resources person in providing training to the trainees.
6. HR personnel in partnering with the voluntary organization can build up new strategy and develop new methods, module of training according to the need of market so that the training imparted to the trainees should be able to meet the requirement of the global market like skilling the youth in technical and industrial sector.

## **Frame Work of Integrated Approach**

### **Client system**

Client systems are the collective individuals at the receiving end of professional services either directly or indirectly on behalf of others. In other words, it refers to those seeking the benefit of service rendered by agreeing with the change agent.

From the study, the individuals and families who will benefit are youth tribal's, the family and its role, and the tribal community as a whole. The community organizer can play a role of enabler, guide, and educator, advocacy by bridging the gap and in collaboration with the change agent.

### **Target system**

According to Pincus and Minhan, the people who needs to be changed or influenced to achieve the goals of the change effort. The play pivotal role in changing within and changing the client system. These individual or groups can agree or disagree to establish the contract with the client system. E.g., it can be individual, group, family or community organization.

As per the study, the target systems are Ministry for Skill Development and Entrepreneurship (MSDE), Ministry of HRD, Industrial Training Institutes (ITI), training centers like Public Private Partners (PPP), and the local bodies like Panchayat. They can play the role of an enabler, guiding the client system and providing legal assistance, a role of an advocacy.

### **Action system**

It comprises all those systems that a change agent works in collaboration to achieve the goals of the change effort. And if necessary, the target system and the client system can be motivated to join and play an assisting role to bring in the change efforts. The systems can be

individuals, families, groups, communities, organizations who will identify problems, and work out to solve the problems. It can be possible with cooperation and collaboration with both the system. Hence, they play an important role in enabling, guiding, motivating and organizing. In case of the study the actions systems can be Industrial Training Institutes (ITI), Training Centres like Public Private Partners (PPP).

### **Change agent system**

According to Pincus and Minahan (1973), the public, voluntary, or project-involving agency or community, organisation or institution that employs a social worker is a CAS. In other words, it is known as change environment because it is the immediate environment of the worker and client interaction. The role of change agent system is a challenging role as they have to play the role of a leader which requires professional skills. It requires a coordinating role between the client and the worker. Hence resolving the conflicts and bargaining are the important tasks of change agent. In the study, the change agent system refers to local state bodies like Panchayat, Zilla Parishad, voluntary organizations.

## 1.8 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.

In India, skill development faces a number of challenges. A sizable segment of the current workforce requires varied amounts of support for skill training. While it is anticipated that during the next seven years, at least 1.70 crore people would join the labour force annually. Due to multiple projects being out of sync and lacking coordination, the existing annual skilling capacity is insufficient to meet this need. The fact that different states have varied demographic profiles and, thus, diverse skill needs and challenges, further complicates the matter. Since "Vocational Training" is included in the Concurrent list, State Governments are in charge of implementing the "Skill India" goal. However, coordination between a variety of stakeholders, including skill training providers, governments at all levels, and the final beneficiaries, will be a key responsibility of the Ministry of Skill Development and Entrepreneurship. One of the main issues the government has is people abandoning the skill-building plan in the middle of it, despite the financial incentive. The reasons are:

- ▶ Difficult to establish a cause-effect relation because the village communities of India are exposed to multifarious forces of social change
- ▶ Democracy as a system of governance in India has failed miserably. Caste system prevailing in India has made a mockery of democracy.
- ▶ Bureaucratic temper and red-tapism acts as stumbling block in the way of community development.

- ▶ Representation of youths on the Panchayats and cooperative committees, they function only as the henchmen of their elders. Important and vital decisions are taken by the elders.
- ▶ Lion's share is monopolised by the rich, leaving the bulk of the poor masses to fend for themselves.

## 1.9 Conclusion

Despite the large number of poverty alleviations and skill development programmes launched by the government from time to time with the objective of economic up-liftment 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 main stream 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 in to 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.