

Skill Development Trainings and Its impact on Employment and Livelihood Status: A Study on Tribal Youths in Tripura

Sukanti Roy¹, Ariful Hoque² and Subhrabaran Das³

Abstract

The study attempts to evaluate the socio-economic status of tribal youths in Tripura and to assess the impact of various skill development trainings on their employment and livelihood status. For the purpose, a sample of 410 tribal beneficiaries from 15 blocks across six districts in Tripura, who underwent different skill trainings, has been selected using a three-stage purposive random sampling technique. This study finds that various skill development initiatives undertaken by the state government have been somewhat successful in providing employment/self employment opportunities to the beneficiaries as around 27 percent of the total respondents are found to be either gainfully employed in different establishments or self employed by initiating their own income generating activities. A block-level composite index has also been constructed to evaluate the relative performance of the sample blocks in terms of the overall impact of the skill training.

Introduction

Both knowledge and skills are the driving forces for a country's economic growth and social progress. The development of skills can contribute to the structural transformation of an economy by enhancing productivity, employability, competitiveness, income, saving, investment and trade (Rodrick et al., 1995; Epifani, 2008; ILO, 2010; Melo and Das, 2020). In today's highly competitive global environment, technically proficient and skilled persons are considered as human capital. In the process of societal or national development, the contributions of human capital are recognizable. Human capital accumulation is essential to both personal and national development because it drives innovation, creativity, and productivity (Schultz, 1961). The development of human capital makes a significant contribution to both socio-economic progress and

¹Research Scholar, Dept. of Economics, Tripura University, Tripura West, Email: zoyasukantiroy@gmail.com

²Research Scholar, Dept. of Economics, Tripura University, Tripura West, Email: arifulhoque54@yahoo.com

³Professor, Dept. of Economics, Tripura University, Tripura West, India, Email: subhrabaran@rediffmail.com

integration of labour markets (Kriesi and Schweri, 2019). Moreover, the development of human capital through investment in skill trainings transforms a labour-intensive economy into a capital-intensive one (Saner and Yiu, 2014). In every respect, the contributions of men as well as women are equally important. Women are the most dynamic and potentially valuable human resources. Skill development through vocational education and training (VET) is an effective tool for combating poverty and hunger, enhancing farm and non-farm productivity, as well as empowering women (Riaz et al., 2014; Ahamad et al., 2016). Vocational skill training enhances human potential for gainful employment, while simultaneously promoting self-employment and entrepreneurial endeavours (Finch and Crunkilton, 1999). Despite numerous welfare-related initiative for women, the situation of women in India is not very sound (Das and Singh, 2019). The purpose of skill development, particularly for women, is not merely to prepare them for employment; rather, it is to enhance their performance by improving their work quality (Ahamad et al., 2016). Development of skills is essential for women's employability, household productivity and sustainable rural development (Ramakrishna and Sudhakar, 2015). Skill training is positively associated with employability competency (Kumar and Kumar, 2016).

India is the world's "youngest" country, with 54 percent of its people under the age of 25. It has a total workforce of 459 million people (FICCI, 2015). In fact, it is anticipated that the labour force in industrialized countries will shrink by 4 percent over the course of the next 20 years, whereas in India it will grow by 32 percent. Therefore, by skilling its workforce, India might achieve significant economic growth and gain a competitive edge. The Govt. of India introduced the National Skill Policy in 2009 with the goal of providing skill training to a total of 500 million individuals by 2022 (Government of India, 2009). Similarly, with a view to facilitate human capital formation through VET or skill development programmes, the Govt. of India has taken the 'Make in India' initiative and also introduced various skill training schemes for rural and tribal youth, like Pradhan Mantri Kushal Vikas Yojana (PMKVY), Jan Shikshan Sansthan (JSS), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) etc. under the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The primary goals of these programmes are to alleviate poverty, create diverse revenue streams for low income families and help rural youth realize their career aspirations and entrepreneurship opportunities.

Tribes are indigenous people of the society, having their own religion, culture, occupations, and life styles. They are sometimes viewed as backward people who reside in remote and secluded areas and engage in primitive occupations, animism, and nomadic practices (Mitra, 2008). According to 2011 Census, scheduled tribes consists of around 8.6 percent of the total population in India and more than half of them live in rural areas. Tripura is one of the small hilly states of North-Eastern part of India, which consists of 31.75 percent (as per Census 2011) scheduled tribes. About 95.77 percent of them live in rural areas of Tripura (Statistical Handbook, 2020). There are 19 indigenous tribes in Tripura with varied culture, occupations, and life

styles. Tribes are recognized as among the most marginalized social groups; hence it is of the utmost importance to empower them in genuine sense to know their true potentials. The Govt. of India's approach paper for 12th Five Year Plan has prioritised the inclusion and development of scheduled tribes of the country as the development indicators in terms of health, education, gender and other indices are well below the national average (Planning Commission of India, 2011). Accordingly, the Government has enacted numerous legislations and implemented various developmental schemes, especially for the vulnerable scheduled tribes.

Literature Review

Numerous studies have been undertaken to evaluate the effect of skill development trainings on different aspects of the youths. It has been estimated that a one percent increase in the number of days spent in training will result in a three percent gain in productivity (ILO, 2010). Bausch et al. (2017) evaluate a youth-focused skills training programme in rural and semi-rural Morocco and find that the training has affected participants in a variety of aspects of their lives. The study also reveals that young people from low-income households have limited access to financial services and women lack autonomy in educational and occupational choices. Chakravorty and Bedi (2017) evaluate the impact of DDUGKY on employment of rural poor youth of North Bihar. The study reveals that round 42 percent of the respondents got employment soon after the training; however one third of them left jobs owing to caste-based discrimination and another third left due to a mismatch between their earnings and their living expenditures. Sharma and Nagendra (2016) observe that only 2.3 percent of the Indian workforce has received formal skill training, compared to 68 percent in the UK and 52 percent in USA. They have identified that insufficient scale and restricted capability, skills mismatch, and misuse of funds are the most significant obstacles facing skill initiatives in India. Okada (2012) points out that most of the rural Indian youngsters join the workforce without proper vocational skills, resulting in uncertain, informal and low-wage employment. He opines that our country has a major shortage of skilled employees due to limited access to education and skills training, high school dropout rates, and large labor market mismatches. Sharma and Sethi (2015) observe that India has a total training capacity of around 4.3 million, which is just 36 percent of the entrants and thus depriving every year around 64 percent newcomers of the opportunity of the skill training. Anbuthambi and Chandrasekaran (2017) argue that skill initiatives must be cost-efficient to be sustainable in the long run. It should prioritize rural gender equality and social inclusion. Kanchan and Varshney (2015) observe that 80 percent of the Indian workforce lacks employable skills and that 93 percent of workforce employment is in the unorganized sector. The research indicates that if this gap is narrowed by various skill initiatives, India may become the worldwide centre for skilled personnel, with a surplus of 47 million trained workers by the year 2020. Saini (2015) finds that the skill capacity of Indian labour force is extremely poor; 38 percent is illiterate, 25 percent have a primary education and 36 percent having middle or higher education, whereas just 10 percent is vocationally trained. Chatterjee

and Dev (2017) evaluate the impact of rural entrepreneurship schemes on socio-economic development of 400 rural entrepreneurs in Tripura and find that 56.5 percent of them are not enrolled in any active scheme. Monthly income of the entrepreneurs is found to be too low to maintain a minimal life standard. The research highlights that the social-economic lives of entrepreneurs have not changed significantly despite the introduction of several initiatives for entrepreneurship development.

Objectives

The main objectives of the present study are

- * To analyze the socio-economic status of tribal youths participated in different skill trainings.
- * To evaluate the impact of different skill development trainings on employment and livelihood status of the tribal beneficiaries.

Methodology

Methodology for Data Collection

The present research makes use of both primary and secondary data. The list of total beneficiaries of skill trainings and information on various types of skill development schemes have been obtained from the Tribal Welfare Department, Govt. of Tripura and the Skill Development Institutes. Primary data have been collected from the rural areas of Tripura using a three-stage purposive random sampling technique. Six out of eight districts of Tripura have been chosen in the first stage based on the large demographic size of tribal inhabitants. In the next stage, based on the high concentration of tribal population, four blocks have been selected from Khowai and Sipahijala each, two blocks from each of Gomati, South Tripura and West Tripura, and one block from Dhalai district. So, a total of 15 blocks have been purposefully chosen from six districts. Finally, seven beneficiaries have been selected randomly from the four village councils of each of the selected blocks. Therefore, a total of 410 beneficiaries have been selected. A well-structured schedule has been used to collect data from the beneficiaries.

Methodology for Data Analysis

The impact of different skill development trainings on six dimensions of the sample beneficiaries viz., knowledge gathering, social status, financial status, living status, change in attitude, and change in self-confidence, have been assessed in terms of a composite performance index. Considering these six dimensions, a block-level composite index has been constructed. The dimension index values for each dimension have been calculated by using the following formula

$$Dimension\ Index(DI) = \frac{Actual\ Value - Minimum\ Value}{Maximum\ Value - Minimum\ Value}$$

Finally, the Composite Index (CI) for the impact assessment has been constructed using the following formula.

$$CI = \frac{1}{6} \sum_{i=1}^6 DI_i \quad \forall i = 1, 2, \dots, 6$$

Results and Analysis

Socio-Economic Status of the Respondents

Table 1 shows the block-wise demographic profile of the 410 sample beneficiaries. It is observed that Khowai and South Tripura share more than 50 percent (211 nos.) of the overall sample, while the other four districts share the remainder (199 nos.). Out of the total, 50 percent (205 nos.) are male and the rests are female. This means that both groups comprise an equal proportion of the sample. Of the total 15 sample blocks, Mungiakami has only male beneficiaries, while Charilam and Mohanbhog have only female beneficiaries.

Table 1. Gender-Wise and Age Group-Wise Distribution of the Respondents

District	Block	No. of Respondents	Gender		Age Distribution				
			Male (%)	Female (%)	Below 19	19-24	25-30	31-36	Above 36
Dhalai	Manu	30	70	30.33	-	33.33	46.67	20	-
Gomati	Amarpur	33	51.52	48.48	-	21.21	36.36	33.33	9.09
	Karbook	34	58.82	41.18	5.88	58.82	26.47	2.94	5.88
Khowai	Mungiakami	29	100	-	-	6.9	55.17	37.93	-
	Padmabill	25	16	84	4	40	24	20	12
	Teliamura	14	35.71	64.29	-	-	42.86	50	7.14
	Tulashikhar	38	47.37	52.63	7.89	44.74	26.32	15.79	5.26
Sipahijala	Bishalgarh	11	9.09	90.91	27.27	63.64	9.09	-	-
	Charilam	16	-	100	12.5	56.25	31.25	-	-
	Jampuijala	9	77.78	22.22	33.33	22.22	33.33	11.11	-
	Mohanbhog	24	-	100	4.17	37.5	45.83	8.33	4.17
South Tripura	Bogafa	60	58.33	41.67	8.33	36.67	41.67	6.67	6.67
	Jolaibari	45	73.33	26.67	4.44	11.11	35.56	37.78	11.11
West Tripura	Jirania	12	25	75	8.33	66.67	16.67	-	8.33
	Mandai	30	40	60	3.33	20	36.67	23.33	16.67
Total		410	50	50	5.85	32.68	35.85	19.02	6.59

Source: Computed on the basis of field survey, 2021

The total respondents of the study are distributed between below 19 years of age to 36 and above years. Table 1 shows that 5.85 percent of the respondents are below 19 years of age, while 32.68 percent are between the ages of 19 and 24. A large proportion (35.85 percent) is within the age group of 25-30 years. Further, 19.02 percent are within the age group of 31-36. The proportion of respondents in the age group of above 36 years is found to be 6.59 percent.

Table 2 presents the educational status of the respondents. Only 0.73 percent of the total respondents are found illiterate and the rests are literate. Of the total respondents, 0.73 percent have primary (I-IV) level of education, followed by 11.46 percent who have completed middle school (V-VIII) level of education. A large proportion (49.76 percent) has studied up to secondary level. Around 19 percent have reported to complete higher secondary education. It is noticeable that 16.58 percent have completed graduation and a mere 2.19 percent is found to have studied up to post graduation level.

Table 2. Educational Status of the Respondents

Block	Level of Education					
	I-IV	V-VIII	Secondary	Higher Secondary	Graduate	Post Graduate
Manu	-	3.33	33.33	20	40	3.33
Amarpur	-	21.21	63.63	3.03	12.12	-
Karbook	-	8.82	61.76	20.59	8.82	-
Mungiakami	-	6.9	24.14	24.14	34.48	10.34
Padmabill	4	24	60	12	-	-
Teliamura	-	-	28.57	14.29	42.86	7.14
Tulashikhar	-	2.63	52.64	23.68	21.05	-
Bishalgarh	-	9.09	72.73	9.09	9.09	-
Charilam	-	-	87.5	-	6.25	6.25
Jampuijala	-	11.11	55.55	22.22	11.11	-
Mohanbhog	-	20.83	54.17	8.33	16.67	-
Bogafa	1.67	6.66	45	28.34	16.66	-
Jolaibari	2.22	24.44	42.22	20	4.44	6.67
Jirania	-	8.33	50	16.66	25	-
Mandai	-	13.34	46.67	26.67	10	-
Total	0.73	11.46	49.76	18.54	16.58	2.19

Source: Computed on the basis of field survey, 2021

The survey data also reveals that among the total 410 respondents, 79.51 percent are Hindu, 13.66 percent are Christian, and 6.82 percent are Buddhists.

Table 3 shows that around 39 percent of the households are living under the above poverty line (APL) category. Majority of the households are living below poverty line, reflecting

thereby the poor economic status of respondents in the study area. Compared block-wise, Charilam has the highest proportion of households living under APL category, followed by Mohanbhog, whereas the highest proportion of households living under below poverty line (BPL) category is found in Jampuijala, followed by Jolaibari.

Table 3. Status and Location of the Sample Households

Block	Household Status		Household Location		
	APL	BPL	Rural	Urban	ADC
Manu	46.65	53.35	43.35	3.35	53.3
Amarpur	30.3	69.7	97	-	3
Karbook	23.5	76.5	23.5	-	76.5
Mungiakami	48.4	51.6	34.5	3.4	62.1
Padmabill	40	60	100	-	-
Teliamura	42.9	57.1	100	-	-
Tulashikhar	23.7	76.3	68.4	-	31.6
Bishalgarh	27.3	72.7	100	-	-
Charilam	93.7	6.3	18.8	-	81.3
Jampuijala	22.2	77.8	66.7	-	33.3
Mohanbhog	66.7	33.3	37.5	-	62.5
Bogafa	41.7	58.3	3.3	-	96.7
Jolaibari	20.1	79.9	-	-	100
Jirania	41.7	58.3	58.3	-	41.7
Mandai	43.4	56.6	26.7	-	73.3
Total	38.8	61.2	42.4	0.5	57.1

Source: Computed on the basis of field survey, 2021

The data in Table 3 also indicates that 42.4 percent of the sample households are located in rural areas where as 57.1 percent are in ADC (Autonomous District Council) area. Only 0.5 percent have reported that their houses are located in urban area. No household is found located in semi-urban area.

Table 4 shows that more than 65 percent of the sample households have kaccha houses and about 23 percent live in semi-pucca houses. The rest of the households have pucca houses. It is obvious from the available data that the condition of housing in the investigated area does not suffice the needs of sustaining a basic standard of living as most of the respondents reported living in kaccha houses.

Table 4 also shows that about 51 percent of the households do not have access to a sanitary latrine and they use kaccha latrine for defecation purpose. Only around 28 percent have pucca sanitation facility and about 20 percent have semi-pucca latrine. Further, the use of non-sanitary facilities is found highest in Jirania (83.3 percent) which establishes low awareness on health and hygienic living of the households.

Table 4. House Type and Sanitation Type of the Sample Households

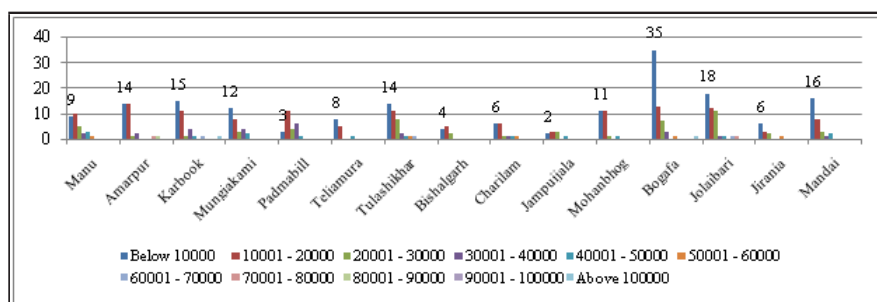
Block	House Type			Sanitation Type		
	Kaccha	Pucca	Semi Pucca	Kaccha	Pucca	Semi Pucca
Manu	73.35	13.3	13.35	46.7	43.3	10
Amarpur	72.7	3	24.2	30.3	24.2	45.5
Karbook	76.5	5.9	17.6	61.8	38.2	-
Mungiakami	75.9	3.4	20.7	58.6	20.7	20.7
Padmabill	60	8	32	36	64	-
Teliamura	28.6	21.4	50	21.4	35.7	42.9
Tulashikhar	71.1	13.2	15.8	60.5	31.6	7.9
Bishalgarh	63.6	9.1	27.3	72.7	27.3	-
Charilam	50	31.3	18.8	68.8	31.3	-
Jampuijala	66.7	22.2	11.1	44.4	33.3	22.2
Mohanbhog	41.7	20.8	37.5	66.7	16.7	16.7
Bogafa	66.7	10	23.3	45	16.7	38.3
Jolaibari	80	6.7	13.3	55.6	26.7	17.8
Jirania	58.3	-	41.7	83.3	-	16.7
Mandai	56.7	13.3	30	43.3	20	36.7
Total	66.1	10.7	23.2	51.4	28.3	20.2

Source: Computed on the basis of field survey, 2021

From the available data it is found that 46.6 percent of the households have the drinking water source from tube wells. This is followed by 32.2 percent having access to water supply for drinking water. Around 9 percent use bore wells and around 10 percent rely on other sources like pond, hand pump, use of motor in house etc. for their drinking water.

The survey data indicates that, out of 410 beneficiary families, 173 households are earning less than or up to Rs.10000 per month. There are 131 and 52 households whose monthly income is in between Rs.10001-20000 and Rs.20001-30000, respectively. Very few families earn monthly more than Rs.50000 income. Only two households earn monthly more than Rs.100000. Figure 1 shows the block-wise distribution of monthly income of the sample households. Majority of the households with a monthly income of less than or equal to Rs. 10,000 reside in the Bogafa block. Bogafa has also the greatest monthly income disparity, followed by Mandai and Jolaibari. The number of households in the first two income categories is almost same in three blocks viz., Amarapur, Charilam and Mohanbhog. Further, the number of sample households whose monthly income lie within Rs.20001-30000 income group is more in two blocks, Tulashikhar and Jolaibari.

Figure 1. Block-Wise Income Distribution of the Sample Households



Source: Computed on the basis of primary survey, 2021.

Further, the average number of saving account per sample household is found to be 1.21, indicating that the sample households are in a better position in terms of having access to banking services. It needs to be mentioned here that the average number of Jan Dhan account per household is found to be very less; only 0.01. This may be due to the fact that the Prime Minister’s Jan Dhan Yojna Scheme was not properly implemented in the study area. The average number of ATM card per sample household is found to be 0.64, indicating low level of ATM penetration in the sample area. It is also found that only 4.15 percent of the sample households have fixed deposits with the banks. More than 11 percent have taken loans from the banks. Majority of them have taken loans either from Grameen or Bandhan bank for purposes like household expenditure, medical treatment, purchase of consumer durables, and farm and non-farm businesses.

Skill Development Training Details and Its Impact on Tribal Youths

This section provides the details of different skill trainings that the respondents participated in and the impact of those trainings on their employment and livelihood status. From the survey data, it is observed that 57.6 percent of the respondents received information about the training from panchayat representatives, 27.1 percent from their friends and relatives, and the remaining 15.3 percent reported receiving information from sources like News papers and block offices. Awareness alone is not enough to take advantage of the skill development activities. Participants in these programmes should have a sense that they will benefit in some way from these trainings. Examining from this point of view, the question “What were your expectations from the training?” is put before the respondents to know their opinion. Out of the total 410 beneficiaries, 373 (91 percent) responded this question and provided a combination of responses, which are presented in Table 5. It is observed that 42.09 percent (157) expected to find job after completing the training. Around 16 percent (60) reported that they joined the training to acquire knowledge and 15.82 percent (59) felt that this training would be useful to start their own income generating activities. For 11.53 percent (43), the

hope was to start their own businesses after undergoing the training courses. A small percentage (2.95) joined the courses only to get certificate/scholarship. It is interesting to note that 11.53 percent (43) reported that they had no expectation from the training.

Table 5. Expectations from the Training

District	Expectations						Total
	To Get Job	To Gain Knowledge	Start Own Business	Income Earning	Certificate / Scholarship	No Expectation	
Dhalai	13(48.15)	8(29.63)	1(3.7)	-	-	5(18.52)	27(100)
Gomati	22(32.84)	13(19.4)	14(20.9)	2(2.99)	4(5.97)	12(17.91)	67(100)
Khowai	53(53.54)	15(15.15)	12(12.12)	13(13.13)	-	6(6.06)	99(100)
Sipahijala	30(63.83)	3(6.38)	2(4.26)	7(14.89)	3(6.38)	2(4.26)	47(100)
S. Tripura	28(27.72)	17(16.83)	11(10.89)	28(27.72)	4(3.96)	13(12.87)	101(100)
W. Tripura	11(34.38)	4(12.5)	3(9.38)	9(28.13)	-	5(15.63)	32(100)
Total	157(42.09)	60(16.09)	43(11.53)	59(15.82)	11(2.95)	43(11.53)	373(100)

Source: Computed on the Basis of Field Survey, 2021; Percentages are given in the parentheses

Table 6. Types of Trainings Received by the Respondents

Block	Computer	Driving	Weaving	Makeup Artistry	Hotel Mang.	Customer Care	Steno	Poultry	Others
Manu	36.65	26.65	-	-	-	3.35	23.35	-	10
Amarpur	27.3	15.2	39.4	9.1	-	-	-	-	9.1
Karbook	11.8	-	17.6	20.6	35.3	-	-	11.8	2.9
Mungiakami	24.1	34.5	-	-	-	-	41.4	-	-
Padmabill	24	-	72	-	-	4	-	-	-
Teliamura	57.1	-	14.3	7.1	-	7.1	-	14.3	-
Tulashikhar	26.3	18.4	23.7	13.2	10.5	7.9	-	-	-
Bishalgarh	-	-	81.8	-	18.2	-	-	-	-
Charilam	-	-	12.5	81.3	-	-	6.3	-	-
Jampuijala	-	-	-	-	44.4	33.3	22.2	-	-
Mohanbhog	16.7	-	-	83.3	-	--	-	-	-
Bogafa	18.3	28.3	26.7	5	-	1.7	-	16.7	3.3
Jolaibari	17.8	-	11.1	-	11.1	-	-	55.6	4.4
Jirania	16.7	-	16.7	-	41.7	-	-	8.3	16.7
Mandai	-	13.3	26.7	13.3	23.3	-	-	10	13.3
Total	19.5	12.4	22	13.7	9.5	2.4	5.4	11	4.1

Source: Computed on the basis of field survey, 2021

The training activities that the respondents participated in are computer learning, driving, weaving, makeup artistry, hotel management, etc. The duration of the training courses ranges from less than one month to six months. Table 6 shows that a large

proportion (22 percent) of the respondents has undergone training in weaving, followed by computer learning (19.5 percent) and makeup artistry (13.7 percent). Around 12 percent have been trained on driving, 9.5 percent on hotel management, 5.4 percent on steno and secretarial assistant and 11 percent on poultry and piggery farming. Besides, there are some other trades like paper bag making, food and beverages service, rod binding, etc., in which a negligible proportion of the respondents have been trained.

Table 7. Training Evaluation Details of the Respondents

Block	Exam. Assessment	Knowledge Gathering	Teachers' Quality	Training Beneficial	Stipend Received	Certificate Received
Manu	70	4.35	7.25	33.35	10	66.7
Amarpur	72.7	6.8	7.2	24.2	87.9	30.3
Karbook	52.9	4.4	8.9	17.6	29.4	26.5
Mungiakami	75.9	4.5	7.9	31	-	75.9
Padmabill	84	5.8	6.2	48	56	12
Teliamura	57.1	7.1	8	35.7	71.4	57.1
Tulashikhar	81.6	6.8	8.1	71.1	76.3	50
Bishalgarh	81.8	5.5	6.5	72.7	27.3	27.3
Charilam	100	4.7	4.9	12.5	62.5	68.8
Jampuijala	88.9	6	6.1	22.2	55.6	88.9
Mohanbhog	100	5.3	4.5	4.2	45.8	83.3
Bogafa	95	6.9	7.9	65	48.3	58.3
Jolaibari	97.8	6.9	7.8	31.1	6.7	86.7
Jirania	83.3	4.6	5.6	58.3	16.7	25
Mandai	83.3	6.5	7.3	46.7	36.7	60
Total/ Average	82.4	5.9	7.3	40	41.2	55.6

Source: Computed on the basis of field survey, 2021

Table 7 shows the training evaluation details for recipients of various skill trainings. It is observed that 82.4 percent have undergone regular class/practical tests as part of their training course. On a ten-point rating scale, the respondents were asked how much knowledge they had gained after receiving the training. The average score is found to be 5.9, indicating a moderate level of knowledge acquisition. In terms of knowledge gathering, Teliamura scores the highest (7.1), followed by Bogafa, while Manu scores the lowest (4.35). The quality of a training programme is determined by the trainers' qualifications and experience, as well as their ability to communicate effectively. On a ten-point scale, the respondents were asked to rate the training quality of the teachers in terms of their understanding. The average score is found to be 7.3, indicating that trainers performed very well in their skill trainings. The question 'Is the training beneficial/helpful in your life?' is put before the respondents and two options are given. Only 40 percent believe the training is beneficial to them,

while the rests do not find any usefulness of the training in their lives. Of the total respondents, only 41.2 percent (169) reported receipt of stipend which varies from Rs.200 to maximum Rs.6000, depending on the duration of the training. Around 56 percent reported receiving a certificate upon completion of the course.

Impact of Skill Trainings on Employment

The success of any skill development programme can be accessed in terms of job placement and initiation of one's own revenue generating activities. Examined from this perspective, it can be observed from Table 8 that 110 (26.83 percent) of the total respondents are either gainfully employed in different establishments or self-employed by establishing their own businesses in different trades in which they have undergone skill training. Of the total 110 respondents who are employed/self-employed, 70 (63.64 percent) are male, while the remaining 40 are female. Block-by-block comparison shows that Mungiakami, Padmabill and Bogafa perform relatively better in providing gainful employment/self-employment opportunities to the respondents. Thirty six of them reported that they got employment in different establishments after completion of the training. Twenty respondents were able to get employment in other person's small businesses either on a regular or irregular basis and 54 of them stated that they were able to establish their own businesses in different trades in which they have undergone skill training.

Table 8. Impact of Skill Training on Employment of the Respondents

Block	No. of Respondents	Employed	Job in Others' Small Business	Established Own Business	Total
Manu	30	5(16.67)	2(6.67)	5(16.67)	12(40)
Amarpur	33	-	2(6.06)	4(12.12)	6(18.18)
Karbook	34	1(2.94)	1(2.94)	3(8.82)	5(14.71)
Mungiakami	29	4(13.79)	4(13.79)	6(20.69)	14(48.28)
Padmabill	25	4(16)	-	10(40)	14(56)
Teliamura	14	-	1(7.14)	1(7.14)	2(14.29)
Tulashikhar	38	7(18.42)	-	3(7.89)	10(26.32)
Bishalgarh	11	2(18.18)	-	-	2(18.18)
Charilam	16	2(12.5)	-	-	2(12.5)
Jampuijala	9	1(11.11)	-	2(22.22)	3(33.33)
Mohanbhog	24	-	-	1(4.17)	1(4.17)
Bogafa	60	1(1.67)	5(8.33)	8(13.13)	14(23.33)
Jolaibari	45	1(2.22)	4(8.89)	3(6.67)	8(17.78)
Jirania	12	3(25)	-	2(16.67)	5(41.67)
Mandai	30	5(16.67)	1(3.33)	6(20)	12(40)
Total	410	36(8.78)	20(4.88)	54(13.17)	110(26.83)

Source: Computed on the basis of field survey, 2021; (%) are given in the parentheses

On a whole, it is observed that only 26.83 percent of the total respondents are either gainfully employed or self employed as a result of the skill training courses they participated in. The remaining 300 (73.17 percent) have neither secured employment nor started their own income generating activities.

In order to find out respondents' opinion regarding the possible reasons for not starting post-training follow-up activities, a question put to them on this respect. Only 154 of the total replied to this question, providing a variety of responses which are presented in Table 9. It can be observed that 53.25 percent (82) did not start any follow-up activity in the post training period mainly due to financial constraints. Around 14 percent (21) said that they did not start any follow-up activity because they are still studying. For 9.74 percent (15), lack of suitable location is one of the important constraints that hinder them starting their own income generating activities.

Table 9. Reasons for Not Doing Follow-Up Activities

Reasons	Dhalai	Gomati	Khowai	Sipahijala	S. Tripura	W. Tripura	Total
Lack of Finance	75	33.33	68.18	46.34	54.55	50	53.25
Family Problem	-	25	-	2.44	9.09	12.5	7.14
Training is not Useful	-	4.17	-	2.44	-	-	1.3
Not Get Certificate	-	-	9.09	7.32	-	-	4.55
Still Studying	-	20.83	6.82	4.88	27.27	25	13.64
Lack of Proper Place	-	-	2.27	31.71	-	12.5	9.74
No Interest	25	16.67	13.64	4.88	9.09	-	10.39
Total	100	100	100	100	100	100	100

Source: Computed on the basis of field survey, 2021

The next important reason is that 7.14 percent (11) were dealing with family issues. They did not receive any support from their family members in starting their own enterprises that would generate income for them. 4.55 percent (7) of the respondents reported that they did not receive any certificate following the end of their training; as a result, they did not start any self employment activity. A small percentage (1.30 percent) was of the opinion that the training would not be useful in initiating any income generating activity. It is interesting to note that 10.39 percent of the responses show that the trainees had no interest in doing any post-training follow-up activity.

Impact of Skill Training on Improvement in Knowledge and Social Status

Table 10 shows the impact of skill training on improvement in knowledge of the trainees. Most of the respondents (57.8 percent) have replied that there is no improvement in their knowledge after the training. 39.51 percent replied that they learned a lot and gathered a good amount of knowledge. Only 0.49 percent is benefited with excellent improvement in their knowledge after the training. Among all the 15 blocks, Jolaibari has the highest proportion (86.67 percent) of trainees who have not found any change

in their knowledge, while Karbook has the highest proportion (79.41 percent) with good improvement in their knowledge.

Table 10. Improvement in Knowledge and Social Status after Training

Block	Improvement in Knowledge				Improvement in Social Status			
	No Change	Good	Very Good	Excellent	No Change	Good	Very Good	Excellent
Manu	36.67	63.33	-	-	30	70	-	-
Amarpur	72.73	24.24	3.03	-	84.85	12.12	3.03	-
Karbook	20.59	79.41	-	-	47.06	52.94	-	-
Mungiakami	44.83	51.72	-	3.45	41.38	55.17	3.45	-
Padmabill	76	24	-	-	56	44	-	-
Teliamura	71.43	28.57	-	-	57.14	28.57	14.29	-
Tulashikhar	42.11	50	7.89	-	31.58	55.26	13.16	-
Bishalgarh	72.73	27.27	-	-	81.82	18.18	-	-
Charilam	81.25	18.75	-	-	81.25	18.75	-	-
Jampuijala	55.56	33.33	11.11	-	55.56	44.44	-	-
Mohanbhog	45.83	54.17	-	-	79.17	20.83	-	-
Bogafa	71.67	23.33	3.33	1.67	66.67	31.67	1.67	-
Jolaibari	86.67	11.11	2.22	-	84.44	15.56	-	-
Jirania	41.67	50	8.33	-	66.67	16.67	16.67	-
Mandai	43.33	56.67	-	-	53.33	46.67	-	-

Source: Computed on the basis of field survey, 2021

Majority (60.24 percent) of the total respondents believed that there is no improvement in their social standing after being trained. All the respondents are agreed with no excellent improvement in their social status after being trained. 36.83 percent and 2.93 percent reported good and very good social improvement after completion of the training. Compared block-wise, Table 10 shows that majority of the respondents from Amarpur (84.85 percent) have replied they don't find any change in their social standing after the training, followed by Jolaibari (84.44 percent). Most of the respondents from Manu (70 percent) have psychologically agreed that their social status has improved and the training is good for that purpose.

Impact of Skill Training on Improvement in Financial Status and Living Standard

Development of skills can broaden the scope for financial improvement through income generation. Examining from this perspective, it is observed that 23.90 percent of the respondents felt that the impact of training is very good in improving their financial status. However, majority of them (71.95 percent) believed that the training has no impact on changing their financial status. Only 3.9 percent stated the training has a very good impact on improving their financial status. Seen block-wise, Table 11 shows

that the majority of trainees from Mohanbhog block (91.67 percent) have claimed that there has been no improvement in their financial situation after being trained. Only 1.67 percent respondents from Bogafa have reported an excellent impact of the training on improving their financial status. Around 62 percent respondents from Mungiakami have reported that their financial status has improved and is good after the training.

Table 11. Improvement in Financial Status and Living Standard after Training

Block	Improvement in Financial Status				Improvement in Living Standard			
	No Change	Good	Very Good	Excellent	No Change	Good	Very Good	Excellent
Manu	40	56.67	3.35	-	33.33	66.67	-	-
Amarpur	90.91	6.06	3.03	-	87.88	9.09	3.03	-
Karbook	73.53	26.47	-	-	26.47	70.59	2.94	-
Mungiakami	31.03	62.07	6.9	-	27.59	72.41	-	-
Padmabill	48	36	16	-	40	48	12	-
Teliamura	78.57	7.14	14.29	-	78.57	14.29	7.14	-
Tulashikhar	65.79	31.58	2.63	-	23.68	63.16	13.16	-
Bishalgarh	90.91	9.09	-	-	90.91	9.09	-	-
Charilam	87.5	12.5	-	-	87.5	12.5	-	-
Jampuijala	77.78	22.22	-	-	88.89	11.11	-	-
Mohanbhog	91.67	4.17	4.17	-	66.67	33.33	-	-
Bogafa	73.33	21.67	3.33	1.67	58.33	41.67	-	-
Jolaibari	88.89	8.89	2.22	-	66.67	33.33	-	-
Jirania	83.33	8.33	8.33	-	50	41.67	8.33	-
Mandai	80	20	-	-	63.33	36.67	-	-

Source: Computed on the basis of field survey, 2021

It is found that 54.63 percent trainees have reported no improvement in their living standard as they are still not earning. However, 42.44 percent have responded the training is good in improving their living standard. The training has been rated as “very good” by only 2.9 percent of respondents for its ability to improve participants’ standard of living. Compared block-wise, Table 11 shows Bishalgarh has the highest proportion of trainees (90.91 percent) who said that the training did not improve their living standard because they still do not have a job to earn income. None of the trainee has agreed with that the training has an excellent impact on their standard of living.

Impact of Skill Training on Change in Attitude and Self-Confidence

The majority of the respondents (55.85 percent) believe that the skill training has changed their attitude. The remaining 44.15 percent do not think that the training has altered their perspective. Table 12 shows block-wise information about change in attitude of the respondents after being trained. It is noted that all respondents

from Charilam have reported no improvement in their attitudes after completion of training. This is followed by Mohanbhog (87.5 percent) and Bishalgarh (81.82 percent). Respondents from most of the blocks believe that there has been a significant shift in their outlook, and they are eager to get financial support that will enable them to start income generating activities. Only few respondents from three blocks, namely Teliamura, Tulashikhar and Bogafa have reported that there is an excellent improvement in their attitude after receiving the training.

Table 12. Change in Attitude and Self-Confidence after Training

Block	Change in Attitude				Change in Self-Confidence			
	No Change	Good	Very Good	Excellent	No Change	Good	Very Good	Excellent
Manu	16.67	80	3.33	-	20	70	10	-
Amarpur	60.61	33.33	6.06	-	54.55	39.39	6.06	-
Karbook	8.82	91.18	-	-	11.76	88.24	-	-
Mungiakami	31.03	65.52	3.45	-	27.59	68.97	3.45	-
Padmabill	32	60	8	-	16	60	16	8
Teliamura	14.29	71.43	7.14	7.14	7.14	78.57	7.14	7.14
Tulashikhar	21.05	63.16	13.16	2.63	5.26	63.16	26.32	5.26
Bishalgarh	81.82	18.18	-	-	72.73	18.18	9.09	-
Charilam	100	-	-	-	56.25	43.75	-	-
Jampuijala	77.78	22.22	-	-	55.56	33.33	11.11	-
Mohanbhog	87.5	12.5	-	-	25	62.5	8.33	4.17
Bogafa	48.33	38.33	11.67	1.67	28.33	45	16.67	10
Jolaibari	68.89	26.67	4.44	-	24.44	66.67	4.44	4.44
Jirania	41.67	50	8.33	-	41.67	25	33.33	-
Mandai	26.67	73.33	-	-	13.33	70	10	6.67

Source: Computed on the basis of field survey, 2021

Around three-fourth (73.66 percent) of the respondent said they feel their confidence has improved as a result of the training they received. However, 26.34 percent said the training did not have an impact on their confidence. The training has received ratings of “good,” “very good,” and “excellent” from 59.02 percent, 10.73 percent, and 3.9 percent of the respondents, respectively, on its effectiveness in changing the participants’ levels of self-confidence. Block-level data, as depicted in Table 12, shows that majority of the respondents (72.73 percent) from Bishalgarh reported no change in their level of self-confidence after being trained. However, 88.24 percent respondents from Karbook block believed that the training is good in improving their self-confidence. The training has been rated “very good” for improving self-confident by 33.33 percent respondents from Jirania and “excellent” by 7.14 percent respondents from Teliamura block.

Overall Impact Assessment of the Training

The impact of skill trainings on six dimensions of the sample beneficiaries viz., knowledge gathering, social status, financial status, standard of living, change in attitude and change in self-confidence are discussed above. Considering all these dimensions, a block-level composite index is constructed, which can reflect the overall performance of a particular block. Table 13 shows the block-wise composite index of the impact of training on the tribal beneficiaries in Tripura. It is observed that the overall impact of the skill development training is the highest in Manu block under the Dhalai district (0.85).

Table 13. Block-Wise Composite Index of the Overall Impact Assessment

District	Block	Knowledge Index	Social Index	Financial Index	Living Index	Attitude Index	Self-confidence Index	Composite Index	Rank
Dhalai	Manu	0.76	1.00	0.85	0.86	0.91	0.73	0.85	1
Gomati	Amarpur	0.21	0.00	0.01	0.05	0.43	0.27	0.16	13
	Karbook	1.00	0.69	0.30	0.96	1.00	0.90	0.81	3
Khowai	Mungiakami	0.63	0.79	1.00	0.94	0.76	0.62	0.79	4
	Padmabill	0.16	0.53	0.72	0.76	0.75	0.84	0.63	5
	Teliamura	0.23	0.51	0.22	0.18	0.94	0.97	0.51	7
	Tulashikhar	0.67	0.97	0.43	1.00	0.87	1.00	0.82	2
Sipahijala	Bishalgarh	0.21	0.06	0.01	0.00	0.20	0.00	0.08	15
	Charilam	0.08	0.07	0.07	0.05	0.00	0.24	0.09	14
	Jampuijala	0.47	0.53	0.23	0.03	0.24	0.26	0.29	11
	Mohanbhog	0.62	0.10	0.00	0.36	0.14	0.71	0.32	10
South Tripura	Bogafa	0.23	0.33	0.30	0.49	0.57	0.66	0.43	9
	Jolaibari	0.00	0.01	0.05	0.36	0.34	0.72	0.25	12
West Tripura	Jirania	0.68	0.33	0.14	0.61	0.64	0.46	0.48	8
	Mandai	0.66	0.58	0.19	0.41	0.80	0.88	0.59	6

Source: Computed on the basis of field survey, 2021

This is followed by Tulashikhar block (0.82) under Khowai district, Karbook (0.81) under Gomati district, Mungiakami block (0.79) under Khowai district. The moderate overall impact has been observed in Padmabill block (0.63) under Khowai district, which is followed by Mandai (0.59) in West Tripura, Teliamura block (0.51) in Khowai and Jirania (0.48) in West Tripura. The composite index value is minimum in Bishalgarh block (0.08) under Sipahijala district which indicates very poor impact of the skill development training on the beneficiaries. This is followed by Charilam (0.09) under Sipahijala and Amarapur (0.16) under Gomati district.

Conclusion and Suggestions

The study has attempted to evaluate the present socio-economic standing of tribal youths in Tripura and tried to assess the impact of various skill trainings on their employment and livelihood status. Results indicates that various skill initiatives of the state government have been somewhat successful in providing employment or self employment opportunities to the beneficiaries as around 27 percent of the total respondents are found to be either gainfully employed in different establishments or self employed by establishing their own businesses in different trades in which they have undergone skill trainings. Furthermore, a total of 154 beneficiaries have reported that they did not initiate any post-training follow-up activity owing to various reasons, the most prominent of which are financial restraints, family problems and a lack of suitable location. Computation of block-level composite index shows that, out of the 15 sample blocks, Manu has the highest score in terms of the overall impact of the skill training, followed by Tulashikhar and Karbook. The moderate overall impact is observed in Padmabill, Mandai, Teliamura and Jirania blocks. Further, Bishalgarh block has the lowest composite index score, suggesting that the skill trainings provided to the respondents have a little effect on their lives.

Based on the analysis, this study makes the following policy suggestions. *First*, most of the respondents are facing severe financial problem to establish their own income generating activities and they do not even get loans from the formal financial institutions. Therefore, formal credits should be readily available and accessible to respondents. The process of sanctioning loan should be flexible, unbiased and hazard free. *Second*, some of the trainees are found to be more concerned with receiving various forms of financial benefits from the training provider or the government. Therefore, effective counselling is required with the help of NGOs and intellectuals to change the mindset of the trainees. *Third*, income generation would be possible through formation of self help groups (SHGs). Effective monitoring by local government authorities is required for a greater impact.

Acknowledgement: The authors are indebted to Director, Tribal Research Institute and Culture, Govt. of Tripura for providing necessary information as well as support.

References

- Ahamad, T., Sinha, A., & Shastri, R. K. (2016). Women empowerment through skills development & vocational education. *SMS Journal of Entrepreneurship & Innovation*, 2(2), 76-81.
- Anbuthambi, B. and Chandrasekaran, N. (2017). Impact of Skill India on Rural Youth: A Perspective, *ICTACT Journal on Management Studies*, 3(1), 457-460.
- Bausch, J., Dyer, P., Gardiner, D., Kluve, J. and Kovacevic, S. (2017). The Impact of Skills Training on the Financial Behaviour, Employability and Educational Choices of Rural Young People. *Impact Report Series 6*, ILO, Geneva.
- Chakravorty, B. and Bedi, A. S. (2017). Skills Training and Employment Outcomes in Rural Bihar. *IZA – Institute of Labor Economics, Discussion Paper Series No. 10902*, July 2017.
- Chatterjee, R. and Deb, A. K. (2017). Effect of Government Programmes on Entrepreneurship: A Study on NE India with Special Reference to Tripura. *EPRA International Journal of Economic and Business Review*, 5(8), 47-58.
- Das, S. and Singh, P. (2019). Rural Women Empowerment and its Relationship with Economic Development: A Study of Cachar District of the State Assam, *IASSI Quarterly: Contributions to Indian Social Science*, 38(2), 313-332.
- Economic Review of Tripura. (2021). *Economic Review of Tripura, 2020-21*, available at: <https://ecostat.tripura.gov.in/eco-review-2020-21.pdf> (accessed on 10/10/2022)
- Epifani, P., & Gancia, G. (2008). Skill biased of world trade. *The Economic Journal*, 118(530), 927–960.
- Federation of Indian Chamber of Commerce and Industries (FICCI). (2015). *Skill development in India-2015*. FICCI Publication.
- Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum development in vocational and technical education. planning, content, and implementation*. Allyn and Bacon, 160 Gould Street.
- Government of India. (2009). *National skill development policy 2009*. Ministry of Skill Development and Entrepreneurship, Government of India.
- ILO. (2010). *A skilled workforce for strong, sustainable and balanced growth: A G20 training strategy*. International Labour Office, Geneva.
- Kanchan, S. and Varshney, S. (2015). Skill Development Initiatives and Strategies. *Asian Journal of Management Research*, 5(4), 666-672.
- Kriesi, I., & Schweri, J. (2019). Types of education, achievement, and labor market integration over the life course. *Social Inclusion*, 7(3), 58-64.
- Kumar, M. and Kumar, S. (2016). Impact of Soft Skills Training on Employability Competency in SIMS, Bangalore: A Study with Reference to B-School Graduates, *International Journal of Research in IT & Management*, 6(3), 10-17.
- Melo, Y., & Das, A. K. (2020). The Extent of Participation in Skill Development Trainings and Its Impact on Employment. *Indian Journal of Human Development*, 14(2), 290-303.
- Mitra, A. (2008). The status of women among the scheduled tribes in India. *The Journal of Socio-Economics*, 37, 1202–1217.

- Okada, A. (2012). Skills Development for Youth in India: Challenges and Opportunities. *Journal of International Cooperation in Education*, 15(2), 169-193.
- Planning Commission of India. (2011). *Faster, Sustainable and More Inclusive Growth: An Approach to the Twelfth Five Year Plan (2012-2017)*. Govt. of India. Retrieved from www.planningcommission.nic.in
- Ramakrishna, K., & Sudhakar, A. (2015). Women empowerment through skill development: The role of RUDSETIs. *International journal in Management and social Science*, 3(6), 421-434.
- Riaz, A., Siddique, A., Riaz, F., & Malik, N. (2014). Impact assessment of skill development trainings rendered by Punjab rural support programme for empowering rural women. *Academic Journal of Interdisciplinary Studies*, 3(4), 27-32.
- Rodrick, D., Grossman, G., & Norman, V. (1995). Getting interventions right: How South Korea and Taiwan grew rich. *Economic Policy*, 10(20), 53-107.
- Saini, V. (2015). Skill Development in India: Need, Challenges and Ways Forward. *Abhinav National Monthly Refereed Journal of Research in Arts & Education*, 4(4), 1-9
- Saner, R., & Yiu, L. (2014). Learning to grow: A human capital-focused development strategy, with lesson from Singapore. *International Development Policy*, 5(3), 1-28.
- Schultz, T. W. (1961). Investment in human capital. *The American economic review*, 51(1), 1-17.
- Sharma, E. and Sethi, S. (2015). Skill Development: Opportunities & Challenges in India *Gyan Jyoti E-Journal*, 5(1), 45-55.
- Sharma, L. and Nagendra, A. (2016). Skill Development in India: Challenges and Opportunities. *Indian Journal of Science and Technology*, 9(48), 1-8.
- Statistical Handbook of Tripura. (2020). Retrieved from <https://ecostat.tripura.gov.in/> (accessed on 5/10/2022).
- Venkatesh, A., Singh, A. and Kiran, M. B. (2015). Evaluation of Skill Development Programmes: A Project Management Perspective. *International Journal of Humanities and Management Sciences*, 3(5), 358-364.