

SUSTAINABLE LIVELIHOOD THROUGH SKILL DEVELOPMENT AMONG RURAL TRIBAL YOUTHS: A REVIEW OF LITERATURE

Abstract:

Aims: Empowering marginalized communities, especially indigenous youth, is essential for attaining inclusive growth and socioeconomic equity in the face of growing urbanization and economic inequities. The current study's objective is to review the development of literatures relating to sustainable livelihood through skill development among rural tribal youths. Accordingly, the research gap will be found for further research and strengthen the literature as well as to contribute to the creation of knowledge for betterment of society in general and academics in particulars. In order to promote sustainable livelihoods among remote tribal adolescent populations, this literature review critically evaluates the significance of skill development.

Sample: The present study considers 47 literatures relating to the research topic both from national and international referred journal to understand the developments in the sustainable livelihood for tribal population across the globe.

Study design: In order to evaluate the efficacy of skill development programs in expanding livelihood options for this vulnerable population, the study synthesizes a wide range of scholarly publications, reports, and case studies. The study is based on analytical review of literature considering the methods and models adopted for research, size of sample and outcomes of individual research papers are analysed and accordingly the limitations/ the gaps for research are considered for future research.

Conclusion: It emphasizes the critical part that skill development programs play in overcoming these obstacles and empowering young people to find gainful work or launch their own businesses in their communities.

Key words: Sustainability,
Skill development,
Tribal Youth,
Livelihood

1. INTRODUCTION

Skills development (SD) has been increasingly popular in emerging economies in the twenty-first century. Democratic nations like India want to establish a knowledge economy that places a strong focus on the industry and service sectors' sustainable growth. In addition to guaranteeing an inclusive growth trajectory, India is keen to implement proactive measures for the socio-economic empowerment of its people. Sustainable growth requires a pool of human skills to be nurtured and developed. The development of adequate and effective human capital has become essential to seizing global opportunities. When workplace learning and SD are fostered, previously marginalized communities' socioeconomic empowerment is increased.

The term "development" refers to the general rise in standard of living. Development in tribal areas has, nevertheless, been difficult since the dawn of time. According to the anthropological school of thought, any development for tribal groups should follow in their footsteps and that initiatives carried out in tribal areas should have a "tribal touch" or "tribal bias." But the struggle against exclusion and assimilation has had an impact on native groups, making it difficult to carry out programmes for their development.

Similar to this, some of the earlier research projects carried out by other researchers that are pertinent to the current study offer a solid foundation for future research efforts in the designated field of study. As a result, if done carefully, a thorough evaluation of these studies can yield critical analysis and insights that not only give the required context, theory, and methodology for the current study, but also serve as a guide throughout the entire inquiry. In order to accomplish this, the researcher examined a variety of educational institutions' websites as well as the websites of national and international organizations. Offline sources included books, academic journals, articles, research projects, Dissertation Abstract International, surveys of education, and other materials.

Skill development is essential for increasing productivity, employability, earning potential, and work opportunities. It can create a strong connection between the labour force and employment. It has evolved into a significant and essential tool for sustainable economic development in the contemporary eco system. In terms of Jharkhand's economy, skill development is more crucial for the socioeconomic growth of the entire society, particularly the state's Naxal-affected areas. According to the World Development Report (2013), around 200 million people worldwide—roughly 75 million people under the age of 25—are either unemployed and looking for work or are working but are unable to find employment. The research also emphasises that, in the next 15 years, there will be a need for over 600 million jobs to accommodate the growing working-age population, primarily in developing nations in Asia and Sub-Saharan Africa.

2. LITERATURE REVIEW

➤ *Framework for Sustainable Livelihoods:*

(ACAwaogie 2010)(Awojobi & Amel, 2011) Investigate the obstacles that prevent young individuals from searching for non-existent jobs, as well as the urgent need to orient people in these affected economies, particularly Nigerians, toward self-employment and entrepreneurship through vocational and entrepreneurial training programmes as a short-term

intervention mechanism. This study discovered that the establishment of micro finance banks throughout the federation is to strengthen the preparedness of the EDP creator to serve the aims of the micro-lenders, into whose group the youngsters fall. (Singh 2010) provides a summary of the available development indicators and places them in relation to the environmental, economic, and social aspects of sustainable development. (Okada 2012) examines the condition of education, skill development, and employment for Indian youth, as well as the issues confronting India's skills development system. According to the findings, in order to support industrial growth and achieve sustainable growth, the government should expand its investment in youth education and training. In particular, for India to progress further into a knowledge-based economy and advance up the value chain, the quality of education at all levels must be improved. (Ubha 2012) sought to ascertain the perspectives of three types of educators: EA (education administrators), GC (guidance counsellors), and CT (classroom teachers) on the effect of guidance and counselling services on the development of entrepreneurship among secondary school students. According to the findings, counselling and counselling services will improve students' skills for entrepreneurship growth, which will raise productivity, sustainable livelihood, and national development. Suggestions on government, GC, and policymakers' involvement in educational matters were made in order to reap the full benefits of the school guidance programme.

➤ *The function of skill development*

(Sindhi 2012) discusses training as well as skills development of tribal women of Gujarat, India. Women's training and skill development would mostly focus on farm forestry, sewing, cooking, producing papad, and other related tasks. The article highlights the experiences of marginalized women who have been able to use their education and training to successfully empower themselves. It examines skill-based and vocational training provided to women in various tribal areas in Gujarat. (Ota 2012) offers a general insight of the Odisha various tribes scenario and analysing their effectiveness in regard of certain vital Development Index, the paper has come up with crucial issues in Tribal Development before using them as a reference to draw an Inclusive Development Agenda for the society's sustainable development. (Saxena 2012) focuses on identifying numerous issues related to rural entrepreneurship. There should be an effective regulated market, and the government should also assist in this regard. Grading and uniformity should be encouraged, and promotional efforts should be increased. The government should provide full assistance to non-governmental organisations. (Sunil dro 2013) examine the challenges and concerns surrounding Indian rural lending. It also shows some of the tactics used by the Central bank of india to boost rural lending facilities in India. According to the findings, rural credits can provide a sustainable living for millions of rural Indians who do not have a source of income. India receives rural credit from a number of organizations, including RRBs, Microfinance Institutions, NABARD, and others. The bulk of the poor will be able to access rural loans thanks to policies and processes that the central bank of India is creating and implementing.

➤ *Obstacles and Challenges*

(Patel 2013) makes an effort to pinpoint the problems and challenges that rural entrepreneurship could encounter. It also emphasises the significant issues that rural business owners confront, particularly in the areas of product marketing, financial amenities, and other basic necessities like access to energy, water, and transportation, infrastructure, necessary

energy, etc. (Sohani, 2013) India currently has a severe skills shortage in comparison to the enormous demand created by all economic sectors, including infrastructure, industry, and construction on the one hand, and agricultural and related industries on the other. A skills-development-based approach is necessary as a key strategy to address emerging requirements and issues in rural areas. reference hedge. (Chander, 2013) Young farmers frequently possess higher levels of creativity, imagination, initiative, and entrepreneurship than older folks, and extension services should successfully utilize these traits to give young people in agriculture better prospects for a living. There is still very little funding for youth in agriculture since there are so few youth-focused initiatives and, hence, few illustrative instances of impact ref hedge. (Kamaruddin 2014) made through the development of a Sustainable Livelihood Index, all aspects of rural poor households' livelihoods can be measured completely (SLI). The Sustainable Livelihood Approach (SLA) framework was used to create this index.. Furthermore, it may assist local governments in broadening its scope in a controlled manner in order to assure the sustainability of a certain initiative.

➤ *Governmental Programs and Policies*

(Singaravelu and Kavitha 2014) recommended promoting home and cottage businesses like carpentry and basket making because these resources are widely accessible in rural areas. According to (Prasain 2014), self-employment through microfinance is another potential remedy that may be used to combat young unemployment in addition to Agro-based entrepreneurship. "In the past, most rural youth were content with seasonal plantation jobs; specialized skill and education were not needed," according to (Satyaseelan 2014); but, "the present showed the need for institutional skill development of unemployed rural youth." Moreover, it was suggested that skill development institutions should use the PPP model.

➤ *Participation from the community and sustainability*

(Horsely et.al 2015) strives to quantify the amount to which mining affects economic, sociocultural, health, political, and environmental circumstances. While these indicators are debated on both theoretical and methodological grounds, we suggest in this research that the sustainable livelihoods (SL) paradigm may provide a more robust approach to comprehending the interaction between mining and development. The paper examines the evolution of this paradigm and considers how it can fit into the existing 'resource studies' literature before providing conceptual and methodological options for understanding the connections between mining and development. (D. nag 2015) establish a framework for defining the training approaches required to build micro-entrepreneurial abilities. Several training techniques, each with merits and weaknesses, have been presented that could be used to improve micro-entrepreneurial skills. The findings offered appropriate parameters for how successful training techniques may be devised to support the learning of these skillsets, that will not only generate employment but also provide a sustainable existence. (Debanjan 2015) attempts to create a framework for defining the training approaches required to build micro-entrepreneurial abilities. Several training approaches, each with advantages and limitations, have been presented that could be utilised to improve microentrepreneurial skills. It also provides appropriate guidelines for how effective training techniques could be devised to aid the learning of these entrepreneurial skills, which will not only provide employment but also provide a sustainable existence (Sultana 2015) primarily examine and analyse the policies of 2003 and 2014 in order to gain a better knowledge of them. If youth are

developed, the nation's economy can leap ahead of the rest of the globe. The analysis expected that India will succeed in this endeavour because a lot of groundwork has been done in the formulation of both policies; what needs to be seen is implementation and the willingness of the governments to move forward. **(Mutarubukwa,2015)** attempted to assess two issues: tribal women's socioeconomic conditions and the effect of welfare schemes funded by banks on tribal women's income generation: According to this study, incomes for tribal women grow dramatically once they participate in welfare programmes. However, tribal women are required to raise knowledge about the many government initiatives currently in circulation. Few tribal women were positively touched by established income generating projects, and they reported happiness because there was significant empowerment in their livelihoods.

➤ *Initiatives for Developing Skills*

In their study, **(Vikrama 2016)** focuses on rural tribes in India while examining the idea of sustainable livelihood through skill development as well as its conceptual and theoretical understanding. The problems that occur in the agricultural social system ought to have answers for individuals. Additionally, it demonstrates a rise in the HDI and an improvement in people's living conditions. **(Raj 2016)** provides the results of a training programme on entrepreneurship skill development for youngsters who did not have access to higher education. Their entrepreneurial mindset and skills have greatly improved as a result of the training. This paper advocates for Community Based Organisations to collaborate with government procedures and schemes to provide a forum for youth at the grass roots level of society. It is also critical to provide young people with the resources, information, and decisionmaking power they need to pursue entrepreneurship. According to **Che Omar and Rajoo (2016)**, soft skills including speaking, writing, and problem-solving in the English language are essential for young people to find employment-related tasks. The bulk of workers in rural areas work in the agricultural sector. While young people are searching for jobs, the industry is struggling to find qualified labour. Cultural, political, social, and economic aspects of women's empowerment were noted by **(Lal 2016)**. To reduce illiteracy, educational facilities in tribal regions must be upgraded. Given that tribal children primarily attend government schools, it becomes sense to support them in this regard. Additionally, school dropouts should be deterred by offering incentives and igniting a passion for learning. **(Amitava 2016)** aims to shed insight on the assessment of poverty alleviation programmes and the chances for tribals in Sundarbans reaching sustainable livelihood goals. As a result, it is critically recognised that planning for the implementation of any government scheme must be area specific, community specific, as well as with their likings and dislikes of particular schemes, as well as the magnitude of dedication of the authority. **(Singh, 2016)**In any given society, the capacity of its members is essential for enabling social change, economic expansion, and participation in the process of development. Consequently, in order to start and complete the process of change and to adapt the societal structure and livelihood profiles, a country moving toward development needs institutions, entrepreneurship, and skill development. **(Ibrahim 2017)** tries to look into the connection between sustainable livelihoods and assets for a living. This study tries to look into the connection between sustainable livelihoods and assets for a living. A total of questionnaires distributed were chosen for this study from rural Kedah and Kelantan using a quantitative survey with stratified sampling approach. The results show that attaining sustainable lifestyles is

significantly influenced by physical assets, natural assets, and social assets (Pandey 2017) identify the barriers that young people encounter in achieving the skill India development agenda on all fronts. The study demonstrates that different schemes assist the kids in developing the quality of skills, up skilling and reskilling in various sectors through training programmes, which increases the youth's personality development and overall growth. It assists the youth in obtaining jobs in various areas, and it is only via employment generations and social security that the youth can assume responsibility. Pandey, A., and Nema, D.K. (2017) investigated the youth's response to the "Skill India" training program. The study brought attention to the challenges young people experience in developing the skills necessary for employment. (Keerti Parmar 2019) determine the effect of life skills training on the self-esteem of tribal youths. The experimental control group design was pre-post. 140 young people (aged 15 to 24) were chosen at random from the Govt. Sr. Sec. School in Lakdwas, Udaipur district, and divided into two groups (70 students each), namely the experimental group and the control group. Youths in the experimental group received life skills training. For data analysis, covariance analysis was used. The findings revealed that life skills training had a favourable influence on indigenous teenagers' self-esteem.

3. GAP AND RESEARCH DIRECTION

Insightful information has been gained from the study of tribal adolescents in Keonjhar District, Odisha. This analysis also highlights significant gaps in the body of knowledge that need to be addressed further. Future study that fills up these gaps will help us better understand this population and improve the efficacy of skill development programs for them.

➤ *Assessment of the Longitudinal Impact of Skill Development Programs:*

Although numerous studies have looked at the impact of skill development programs in the short term, longitudinal studies that follow the impacts over time are noticeably lacking. Longitudinal research would shed light on the resilience of skill acquisition, the ability of tribal youngsters to adjust to shifting economic environments, and the long-term changes in their patterns of subsistence.

➤ *Socio-Cultural Dynamics:*

The socio-cultural environment has a huge impact on how tribal youths adopt new skills. Future studies should explore the complex interplay between the development of contemporary skills, cultural norms, and traditional knowledge. Designing programs that are culturally sensitive requires an understanding of how cultural values affect decision-making, entrepreneurship, and skill acquisition.

➤ *Qualitative investigation:*

Although quantitative studies provide useful statistical information, qualitative research approaches are required to fully understand the complex experiences and viewpoints of indigenous kids. On the psychological, social, and emotional aspects of skill development, in-depth interviews, focus groups, and ethnographic studies can provide light, providing a comprehensive picture of its influence.

➤ *Gender Dynamics:*

Disparities in skill development and livelihood outcomes between men and women are frequently ignored. An important research direction is to examine how skill development programs might reduce gender disparities, empower young tribal women, and increase their agency within their communities. Designing gender-responsive interventions and understanding the challenges experienced by female participants are essential.

➤ *Market Linkages and Value Chains:*

Successful market integration is essential for skill development to be effective. The goal of research should be to locate and help indigenous kids access markets, create value chains, and participate in sustainable economic activities. It is crucial to comprehend market needs and create methods to fill the gap between skill sets and demand.

➤ *Indigenous business:*

In tribal areas, indigenous business has a lot of promise. A promising study area focuses on how traditional knowledge can be used to build sustainable businesses and goods with added value. This research has the potential to promote economic expansion while safeguarding cultural heritage.

➤ *Multi-Stakeholder Partnerships:*

Partnerships between governmental and non-governmental organizations, businesses, schools, and other groups are essential to the success of skill development programs. Research should investigate successful multi-stakeholder partnership models, evaluating how they affect resource mobilization, innovation, and program sustainability.

4. CONCLUSION

The outlined gaps in the literature indicate the need for further research that is holistic, contextually sensitive, and focused on long-term impact. By addressing these gaps, future research can contribute to more effective policy formulation, program design, and the overall well-being of tribal youths in the region. A specific group of people who are an integral part of the cosmos constitute a tribe. They ought to be encouraged to integrate into mainstream society on all fronts—cultural, social, and economic. Without exception, integral development is crucial for native groups. To keep the indigenous people sustainable, skill development initiatives must be put in place. The goal of this study is to gather some knowledge that will help the community grow in numerous ways. According to the report, the tribal community's economic situation has improved as a result of the skill development training, with increases in working hours, income, and employment shifting. Proper storage facilities should be provided to the farmers in order to prevent distress selling and earning better remunerative prices for their produce. A proper household level plan should be promoted for vegetable farming. Various programmes which have been recently launched for the promotion of self-employment and skill development like ‘stand up India’ and Mudra schemes should be provided maximum coverage in the state in order to cover the young population of the region and specifically in the rural remote areas of the state. Various training and skill development centres should be established and certified master trainers should be provided to achieve the targets of rural sustainable development on Odisha. Public Private Partnership should be promoted and provided enough opportunities to build a link and enhance livelihood benefits to the rural poor in the state. Education policy of the state

government should be modified keeping in mind the problem of existing skill gap in Keonjhar district of Odisha, and foreign direct investment (FDI) in education should be promoted.

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