

# Approaches, Planning and Programmes for Tribal Development in Andhra Pradesh

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**Abstract-** After bifurcation of Andhra Pradesh state in the year 2014, the new state of Andhra Pradesh has taken a several responsibility on tribal development, every year enhance the tribal budget and pursuing the progress of policies implementation. Now the research paper examines the organizational setup of Development programmes and implementations of schemes (goal and achievements). At present Scheduled Tribes (STs) account for 8.6 per cent of India's population, thirty five tribal communities are notified In the State of AP, SC Population is 17.1 percent (84,45,398) and ST population is 5.53 percent (27,39,919) as per the 2011 census report including 7mandals of Khammam District (5 complete and 2 partial) which were tentatively added to the State of Andhra Pradesh as per A.P Reorganization Ordinance 2014. Andhra Pradesh constitutes 6.9 per cent of total population of the state. Tribes and scheduled areas in the state of Andhra Pradesh and various developmental activities of tribal welfare and under Tribal Sub-plan (TSP) and the essential features of Tribal Sub-Plan are recognize that there is no uniform solution to the variety of problems facing tribal regions and tribal communities. Therefore, the uniqueness and formulate policies, programmes and schemes to suit each individual situation and especially for vulnerable sections like Primitive Tribal Groups (PTGs), bonded labourers, shifting cultivators, forest villagers, displaced persons, etc., Evolve appropriate frame for development with emphasis on tribal people at the State level through SubPlan exercise, ensuring adequate quantification from State and Central Plan funds, with budgetary mechanisms to ensure accountability, non-divert ability and full utilization, Accord highest priority to protective measures for elimination of exploitation of tribal people. In this connection the present study is an attempt to made examine the tribal development policies progress from 2015 to 2018 period.

**Key Words:** scheduled Tribes, shifting cultivation, sub-plan, development policy, PTGs, formulate policies

## Introduction

The tribal welfare was an integral part of the Social Welfare Department. To look after the welfare of the tribals, creation of separate department was being frequently voiced in the public. The Dhebar Commission has also recommended for the creation of a separate department for tribal welfare. It felt that the problems relating to tribals are quite different from those relating to scheduled castes, who lived for centuries with other castes in the plains and that the problems relating to Health, Education, Water supply, easier communications, etc., need special attention. In view of the backwardness of the tribals and several problems confronting them, the need for a separate head of the department exclusively for the welfare of Scheduled Tribes has been strongly emphasized for the effective functioning which is intended to uplift the economic living conditions of the tribals, and to ensure that the concessions to the tribals in the various development departments have really gone to them to serve their needs and also to achieve coordination of the various agencies of the departments, and voluntary agencies dealing with tribal welfare programmes, a separate department is considered absolutely necessary which has within its ambit the Tribal Research Institute, also to accord its technical advice and guidance is solving the tribal problems.

The State of Andhra Pradesh produces more than 80,000 general graduates (BA, BSc, BCom) every year (appendix 1). However, the employability of University graduates continues to remain weak even while there is an acute shortage of skilled manpower in an increasing number of high demand sectors. According to industry surveys, only 10 per cent of new graduates are considered 'employable'. The vast majority of them not only lack the practical skills and knowledge which industry needs but also the employability skills which will help them in their job search and, subsequently, in the workplace. Andhra Pradesh Skill Development Mission intends to strengthen the higher education system by incorporating skill oriented courses as part of the curriculum in order to make students employable even before they complete their university education and train them as per the industry standards. On similar lines of NUSSD (National University Students' Skill Development Programme, a programme by TISS), an Andhra Pradesh University Student Employable Skill Development (APUSESD) framework is designed so that the graduating youth acquire job related skills through immersive projects. This would involve college student engagement over three years in a multi stakeholder collaborative model involving NGOs, Universities and Corporate sector. In this regard, a meeting was held with Higher Education Department, GoAPat TISS(Tata Institute of Social Sciences) campus, Hyderabad on 13th April, 2015 to deliberate on the model, review existing skill development programmes in the State, see convergence among various programmes, if any, and propose a holistic model that addresses some of current issues linked with skill Development and brings in the best practices from all models to set up a robust skill development programme in Higher Education Institutions in the State. A comprehensive skill development model has been developed that will have the elements of English Communication, Digital/Computer Skills, Analytical Skills, Financial Literacy, Legal Literacy, Entrepreneurship, Leadership Development and soft skills and also, will add on a specialisation in a specific domain skill to make the graduating youth employable. This programme will subsume Jawahar Knowledge Centre (JKC) and will bring in some of the best courses and practices from National University

Students Skill Development Programme. Objective: Enhancing Employability of College Students To Ensure Significant, Measurable Increase in Employability of students in the University and selected affiliated colleges, wherein students are accredited in Vocational Education; in addition to their University Graduate Degree, through an education mechanism that imparts competencies required to work successfully in a regional and interdependent world.

Proposed Model – Andhra Pradesh State University Students' Employability Skill Development Programme (APUSESD)

APUSESD will be a comprehensive Skill development model in the State to be aimed at students in the Colleges and Universities. It will subsume the existing Soft skills and Personality Development Programme running in the State through JKC and also, will bring in some of the highly relevant courses from NUSSD, TISS. The programme will strive to build the foundation of the students and then will offer a specialised skill in a domain of high growth or emerging sector to make the youth employable in that sector

### Building Foundation Skills:

APUSESD will have a set of Foundation Courses that will be offered to the students in the first year of their graduation. The foundation package will be created by leveraging the existing courses of JKC and NUSSD. The appropriate number of hours and credits will be decided and agreed up with relevant stakeholders including the Vice Chancellors, Principals of participating institutions.

APUSESD Programme TISS APUSESD would have the following courses that are highly relevant for students to become employable.

1. English Communication: Communication is the key differentiator in today's job market. Any "Good" job in India or elsewhere needs good communication skills preferably in a language widely spoken and understood worldwide and this language happens to be English. English Communication has become the language of the world. More importantly, the rise of Service industry in India has made it an imperative to prepare a workforce that is very well conversant in English. The APUSESD English Communication Course will enable students to understand and respond to spoken language, learn how to speak fluently and use appropriate expressions, read and comprehend different kinds of texts for different purposes and write coherently and effectively in formal and informal contexts.

2. Digital Literacy or Computer Skills: Nowadays, it is important for students to have basic knowledge about Computers and Information Technology (IT) because computers are used practically everywhere. It happens very often that employers hire people who are able to use PCs and may reject those who do not have at least basic computer skills. As a result, it is becoming more and more significant especially for students who study and work to develop their capability in using computer technologies. APUSESD intervention will provide the students with meaningful opportunities to interact with the digital medium and acquire skills that prove them employable.

3. Analytical Skills: Student's ability to examine information or a situation in detail in order to identify key or important elements, their strengths and weaknesses and use these to compile a persuasive argument, make recommendations or solve a problem is highly valued by the employers. Therefore, it is important to develop analytical skills in students so that they could respond to day-to-day challenges at workplace or elsewhere.

4. Youth Leadership and People Skills: Knowing that our youth are soon to enter the world of work, the two threads that weave the different topics together are firstly the notion of self and agency, upholding dignity of self and others; and secondly, embodying values for fairness and their action in future. Overall, the Youth Leadership and People Skills (YLPS) Course will take the student on a journey of self-discovery, awareness of one's own power and agency while simultaneously valuing diversity, becoming aware of what one does and the results that come forth, and to solve problems in an interdependent and systemic manner.

5. Financial Literacy: Financial Literacy is the ability or understanding to make informed judgments about money or financial services that are suited to one's needs. Giving knowledge inputs on finance and financial products is the key to helping people make informed decisions. It is well established that there is a direct correlation between people who have low levels of literacy and financial difficulties they face. So, increasing literacy and numeracy is important in making people understand financial products / services.

6. Legal Literacy: It is important to empower citizens through education. Legal literacy is a short course that is useful in developing a basic understanding of the Indian legal system and laws, as would apply to an ordinary person. It is extremely important in empowering the students with basic rights and enlisting their involvement in ensuring rule of law and good governance.

Learning / Skill Development Outcomes and Path The APUSESD Vocational Education courses will build on the existing University Structures and add elements to enhance employability and build capacity to respond to key regional challenges and opportunities for sustained employment and well-being. The courses will have an integrated framework that pedagogically link academic course content, skill training and application as a "credit-bearing educational experience". In addition to imparting skills required for mastery and expertise in a vocation, the courses will also foster inner capacities of students, inculcating within them values of civic responsibility; build their competencies to work effectively in complex, interrelated environments, and prepare them to engage in meaningful work that brings out their full potential.

During the three year graduation period, students can earn a:

- Certificate in Management and Soft Skills- On Completion of 1st Year
- Certificate in Domain- On completion of 2nd Year
- Diploma- On completion of 3rd Year

Implementation Plan The programme will be implemented in two phases:

Phase 1: Knowledge Sharing and Leadership Development (KSLD) Programme for College Teachers, Establish Systems and Frameworks, Preparing for Launch Period: July 2015 – August 2015

- Incentives for the trainers for teaching these courses may be appropriately decided by the GoAP
- Pre-Launch preparation to roll out APUSESD programme from coming Academic year 2015-16 will be made during this phase.
- It is envisaged that those teachers who successfully complete the said programme will anchor and teach few Foundation Courses in the APUSESD programme in the colleges
- 4 Teachers from each selected college will be identified to participate in KSLD programme. Vice Chancellors of the universities will be responsible for identification of experienced, qualified and committed teachers from the colleges under their jurisdiction for this programme.

#### Andhra Pradesh State Skill Development Corporation (APSSDC)

APSSDC is a nodal agency for all Skill Development, Entrepreneurship, and Innovation activities in Andhra Pradesh with the mission to create skilled workforce as per the industry requirements.

#### Trainings in Academic Stream:

- **Schools Program:** 425 (188 Social Welfare Residential & 237 Tribal Welfare Residential) schools have been equipped with high-end infra and trainers to impart IT&CT and Life skills & English courses to students.
- **Employability Skill Centers (ESCs)** have been established across 525 Degree Colleges offering various in demand industry certification courses to improve the employability quotient of the degree students.
- **CM Skill Excellence Centers** have been established in selected 100 Engineering Colleges which are equipped with High-End infrastructure to train the student in various in-demand courses. Offering these courses in 274 engineering and polytechnic colleges.
- **SIEMENS Program:** Established SIEMENS training labs across 40 institutions comprising Centres of Excellence (6) and Technical Skill Development Institutes (34).
- **Dassault Systemes:** Established high end labs in 63 engineering colleges offering most in-demand courses in Aerospace, Automotive, and Ship Building being offered through a virtual learning center set up Global Leading 3D-Experience Company Dassault Systemes.

#### Unemployed Youth Training:

- **Central Funded Schemes:** To address the need of unemployed youth, placement-linked centrally supported programs such as PMKVY, ESDM, NFDB, NBCFDC, NULM etc., are being implemented.
- **Jal Jeevan mission** is a capacity-building program for the Human Resources working under the RWS department for ensuring quality services in terms of water supply and sanitation.
- **State-Funded Schemes:** Placement-linked training programs through state funds such as skilling for tribal youth (YTC), SCs, BCs, Minorities, etc., are being implemented.
- **Industry Customized Skill Training and Placement (ICSTP)** skill training programs for youth by utilizing the in-house facilities of industries and their training expertise leading to 100% placements.
- For the benefit of Tribal unemployed youth, APSSDC has offered structured & pragmatic solutions through 23 YTCs of TRICOR by Skilling and providing placement assistance to ST youth.
- **Recognition of Prior Learning:** Offering upskilling programs for the working population under various schemes which provides recognition for informal learning.
- **Job melas/Job drives:** Organizing placement drives/job melas at district level facilitating the unemployed youth with placement opportunities.

#### Skill Cascade Ecosystem

- **Skill Hubs:**
  - Total 192 Skill Hubs across 175 Assembly Constituencies (A/Cs) have been established.
  - All skill hubs have been renovated and equipped with excellent infrastructure suitable for the training.
  - Training in the sectors such as IT/ITeS, Healthcare, Automotive, Electronics, Power, Construction, Capital Goods, Pharma & Life Sciences, Plumbing, etc. are being offered in Skill Hubs.
  - Industries such as Dr. Reddy's, Apollo, Ashok Leyland, GreenTech, Shirdi Sai Electricals, Tech Mahindra, Johnson Lifts & Escalators, Bajaj Finserv, Deccan Fine Chemicals, etc. are recruiting candidates.
- **Skill Colleges**
  - Total of 21 Skill Colleges across 21 parliament constituencies (P/Cs) has been commenced.
  - Training in the sectors such as Healthcare, Electronics, Automotive, Capital Goods, Retail, Renewable Energy, etc. are being offered in Skill Colleges.

#### APSSDC Physical Achievements:

SN.	Name of the scheme/Programme	Oct' 2014 – Mar' 2019	Apr' 2019 to 10 <sup>th</sup> March 2023
1	Skill Hubs	0	8,542
2	Skill Colleges	0	969
3	Skill Spokes (ICSTP)	0	21,441
4	Schools (SW+TW) APSIRE + CSSVSHE	3,23,806	3,59,472

SN.	Name of the scheme/Programme	Oct' 2014 – Mar' 2019	Apr' 2019 to 10 <sup>th</sup> March 2023
5	Employability Skill Centers (ESC)	6,08,893	3,36,339
6	Engineering//Dassault/PMC/TOT	3,40,228	3,67,896
7	Siemens/Polytechnic/ITI	1,13,453	1,83,732
8	Job fairs	1,03,805	96,929
9	Entrepreneurship Programmes (Awareness, ToTs, FDPs etc)	18,865	10,266
10	Jal Jeevan Mission	0	10,294
11	Pradhan Mantri Kaushal Vikas Yojana (PMKVY)	19,720	31,751
12	Electronics System Design & Manufacturing (ESDM)	2,561	6,031
13	National Fisheries Development Board (NFDB)	760	1,250
14	National Backward Classes Finance & Development Corporation (NBCFDC)	0	126
15	CRDA	2,287	489
16	CSR/CSR Power Finance	7,249	1,287
17	Special Programs/ Projects (Drones)	120	28
18	SC Trainings	12,814	13,617
19	YTC and Tribal	22,168	9,953
20	Minority	4,167	925
21	Project Sangam	1,553	1,664
22	Pilot - (Xcelerator, Pratyancha, IT/ITeS& BFSI, New Need Based, Livelihood,CMKVY)	28,272	17,204
23	Rubber Skill Sector	390	60
24	Sector Specific trainings	20,435	7,931
25	KIA Motors	1,040	1,496
26	Upskilling - (PMKVY RPL and NBCFDC)	32,297	13,045
<b>Total</b>		<b>16,64,883</b>	<b>15,02,737</b>

\*Due to COVID conditions, physical trainings were kept on abeyance as per the guidelines issued by GOI. Despite of this, Government is able benefit 15 Lakh + youth within last 4 years.

### Scheduled Tribe claims on migration

Where a person migrates from the portion of the State in respect of which his community is scheduled to another part of the same State in respect of which community is not scheduled, he will continue to be deemed to be a member of the Scheduled Tribe, in relation to that State;

Where a person migrates from one State to another, he can claim to belong to a Scheduled Tribe only in relation to the State to which he originally belonged and not in respect of the State to which he has migrated.

### Scheduled Tribe claims after marriage and status of their children

The guiding principle is that no person who was not a Scheduled Tribe by birth will be deemed to be a member of Scheduled Tribe merely because he or she has married a person belonging to a Scheduled Tribe. Similarly a person who is a member of a Scheduled Tribe would continue to be a member of that Scheduled Tribe, even after his or her marriage with a person who does not belong to a Scheduled Tribes. However, status of the children born out of such marriages would depend on the particular caste status of the father.

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