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Impact of information technology (IT) skill Training programme for tribes in Andaman & Nicobar

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Abstract

There exist around 192 integrated tribal development projects and integrated tribal development agencies spread over 19 states and Union territories. In all these interventions, the emphasis on integrating information technologies (IT) is totally absent. Tribal citizens need the benefits of digital inclusion. The tribal clusters need dedicated focus on digital skills and literacy. There is an urgent need for digital means to reach out to the communities with connectivity and access. Therefore, the Government initiated an appropriate action to spread the IT knowledge in all the rural areas of Andaman & Nicobar Island. For this noble reason, the Government has sanctioned a project and implemented the same through Centre for Development of Advanced Computing (C-DAC), Chennai. The paramount activities were to impart training to the tribes of A&N. The project commenced in 2014 and it was concluded in 2017. The main aim of the paper is to assess the expectations, knowledge in e-learning of the trainees and to evaluate the impact of training programme. A well Structured Questionnaire was used to collect the data, the data were analysed and interpreted through frequency tables. The study concluded that 49.3% of the trainees have basic skills in IT and they had only average knowledge in Adobe Photoshop, Web design, Adobe Acrobat, Adobe Dream weaver, Adobe illustrator and Graphic Design.

Keywords: Skill training, Andaman Nicobar, Tribes, IT, and computer

Introduction

India has about 635 tribal groups and sub-groups, including so-called 73 primitive tribes that together constitute about 8.2 per cent of the population. They are present in high numbers in seven states in central and northeast India. According to Census Report 2011, the primary occupation of tribal areas is still largely agriculture, and most of them live a largely self-sustainable life in and around forests and other remote areas, away from the mainstream. The literacy rate is below 50 per cent. Other common traits of our tribal community areas are poverty, illiteracy, low income, food insecurity, lack of basic infrastructure and civic amenities, poor educational facilities, poor standard of living, loss of land and unemployment. More than 93% of tribes do not have an income more than Rs.10, 000 per month.

Government has initiated to improve their standards of living, bring them into the mainstream and ensure that they can access all the information and benefits they are entitled through technology. Centre for Development of Advanced Computing (C-DAC), Chennai has been focusing its efforts in doing such that. It is already proving that a result of low-cost technology and community involvement has been changing the ground scenario. The indigenous tribes of the country are often the most neglected sections of society in terms of overall progress. It is ironical that these culturally and ethnically rich communities lag behind in socio-economic parameters, lacking basic infrastructure and facilities, including health, hygiene, education and IT connectivity. C-DAC has been working towards the uplift of these tribal communities by identifying their inherent skills, enhancing their digital knowledge, ensuring IT connectivity and facilitating in their sustainable development (Manzar, 2013).

Objectives of the study

1. To elicit the socio economic background of the trainees.
2. To find out the expectation of the training.
3. To analyse the IT learning level of the respondents.
4. To evaluate the impact of the training programme.

Methodology

The study area comprises of districts, blocks and villages. From the study area, four districts were chosen with one block in each district and some villages from each block totaling 60 villages. From those villages 300 tribal youth were selected randomly. A structure questionnaire was used to collect the data from the respondents. The collected data were coded and tabulated.

Results

Table 1: Age of the respondents

S. No.	Age group	No. of Respondents	Percentage
1.	Below 18 Years	176	58.7
2.	19 to 21 Years	63	21.0
3.	22 to 25 Years	40	13.3
4.	Above 25 Years	21	7.0%
	Total	300	100

The table 1 reveals that half of the respondents (58.7%) belonged to the age group of below 18 years. Only seven per cent of the respondents were from the age group of above 25 years. Thus the analysis reveals 58.7 per cent of the respondents were from the age group of below 18 years. This age group is considering as young adult age. The process of maturation is not suddenly completed when a young person turns 18. Young adults continue to be strongly responsive to education and training and to incentives to create and contribute.

Table 2: Gender of the respondents

S. No.	Gender	No. of Respondents	Percentage
1.	Male	54	18
2.	Female	246	82
	Total	300	100

The table 2 depicts that gender distribution, majorities 82% of the respondents are female and only 18% of them were male respondents.

Table 3: Academic Status of the respondents

S. No.	Education	No. of Respondents	Percentage
1.	Below 8 th std	20	6
2.	Upto 10 th std	54	18
3.	Upto 12 th std	216	72
4.	Higher Education	10	4
	Total	300	100

Table 7: Levels of keenness of respondents to pursue training on designated skill segment

S. No.	Category	No. of Respondents (%)				Total %
		Highly interest	Very interest	Minimum interest	Not interest	
1.	Adobe Photoshop	160 Nos (53.3%)	69 Nos (23.0%)	58 Nos (19.3%)	13 Nos (4.4%)	300 Nos (100%)
2.	Web design	25 Nos (8.3%)	32 Nos (10.7%)	172 Nos (57.3%)	71 Nos (23.7%)	300 Nos (100%)
3.	Adobe Acrobat	16 Nos (5.3%)	19 Nos (6.3%)	211 Nos (70.4%)	54 Nos (18%)	300 Nos (100%)
4.	Adobe Dream weaver	-	44 Nos (14.7%)	216 Nos (72.0%)	40 Nos (13.3%)	300 Nos (100%)
5.	Adobe illustrator	-	-	164 Nos (54.7%)	136 Nos (45.3%)	300 Nos (100%)
6.	Graphic Design	-	-	128 Nos (67.3%)	172 Nos (55.9%)	300 Nos (100%)

Table 7 explains the keenness of respondents to pursue training on designated skill segment. The respondents opined multiple responses, half of the respondents (53.3%) had highly interested in Adobe Photoshop, and nearly 57.3% had

Table 3 shows that educational status of the respondents, majority 72% of them were educated upto 12th standard only few of them (6%) were attended higher education. It was interesting to note that all are literate.

Table 4: Occupation of the respondents

S. No.	Occupation	No. of Respondents	Percentage
1.	Farmers	54	18
2.	Agri – Labour	48	16
3.	Non- agri labour	78	26
4.	Students	90	30
5.	Self employed	30	10
	Total	300	100

It was found that thirty per cent of the respondents were students, twenty six per cent them doing non-agricultural labour eighteen per cent of the respondents are farmers, sixteen per cent of them working as a Agricultural labour and remaining few (10%) of them are self employed.

Table 5: Economic Background of the respondents

S. No.	Economic status	No. of Respondents	Percentage
1.	BPL	202	67.3
2.	APL	98	32.7
	Total	300	100

It was clear from the table 5, nearly half of the respondents (67.3%) were from BPL families and 32.7% of them were from APL families.

Table 6: Expectations of the training

S. No.	Area of skill to learn	No. of Respondents	Percentage
1.	Basic computer skill	142	47.3
2.	Improve typing skill	18	6
3.	Use the internet	26	8.7
4.	Learn Photoshop	94	31.3
5.	Web Designing	20	6.7
	Total	300	100

Table 6 shows the expectation of the training programme, 47.3% of the respondents reported that they have basic computer skills, 31.3% of them were expecting that they need to learn Photoshop and remaining of them reported that Internet access (8.7%), Web designing (6.7%) and typing skill (8.7%).

minimum interest in web designing, majority 70.4% had minimum interest in Adobe Acrobat. 45.3% respondents reported that they have no interest in Adobe illustration and Graphic design (55.9%).

Table 8: Impact of Training Programme

S. No.	Category	No. of Respondents Level of learning (%)				Total
		Best	Normal	Needs Improvement	Further Training	
1.	Basic Skill	148 Nos (49.3%)	88 Nos (29.4%)	18 Nos (6%)	46 Nos (15.3%)	300 Nos (100%)
2.	Basic skill and Photoshop	164 Nos (54.6%)	78 Nos (26%)	28 Nos (9.3%)	30 Nos (10%)	300 Nos (100%)
3.	Web designing	28 Nos (9.3%)	54 Nos (18%)	156 Nos (52%)	62 Nos (30.6%)	300 Nos (100%)

It was found that 49.3% of the respondents obtained in level of Basic skills and only few of them (6%) need improvement and 15.3% of the respondents opined that they want further training. Nearly half of the respondents (54.6%) reported that their learning skill in Photoshop has increased only 10% of them need further training. Fifty two per cent of the respondents reported that they need improvement in web design training only 9.3% were satisfied with the training regarding web designing.

Conclusion

Ministry of Tribal Affairs under its Special Area Programmes and other Central Sector / Centrally Sponsored schemes provides funds as an additive to the State Plan for economic development of tribes in the States covering skill development and employment-cum-income generation activities. Ministry has impressed upon the State Governments for promotion of need based integrated livelihood initiatives and skill upgradation of tribals to get them respectable jobs in these sectors such as, diversified crops, horticulture, dairy development with State cooperative, backyard poultry, fisheries, apiculture, sericulture etc. with proper market linkages, financing under line department schemes like milk cooperatives, marketable traditional skills like paintings, handlooms, handicrafts, artisans, skilled employment and other arts and craft, entrepreneurship and eco tourism in Tribal areas. Training of modern skills such as solar cell assembly and electrician, mobile phone repair etc. with appropriate placements and skills for women such as Computer training hospitality, paramedics, Ayurvedic and tribal medicines and medical practices etc. will also be encouraged. The study concluded that, tribal inclusion must go along with digital inclusion, considering connectivity and access as essentials to generate demand and services. This exclusive focus can help to achieve development equity. The country's effort towards a developed knowledge society and economy cannot exclude India's millions of tribal citizens.

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