Assessment and Strengthening Training for

Tribal Talent Pool,

Ministry of Tribal Affairs

"Three Day Workshop on "Research Methodology: Qualitative and Quantitative approach and Data Collection Methods using CAPI".

3rd to 5th December 2019
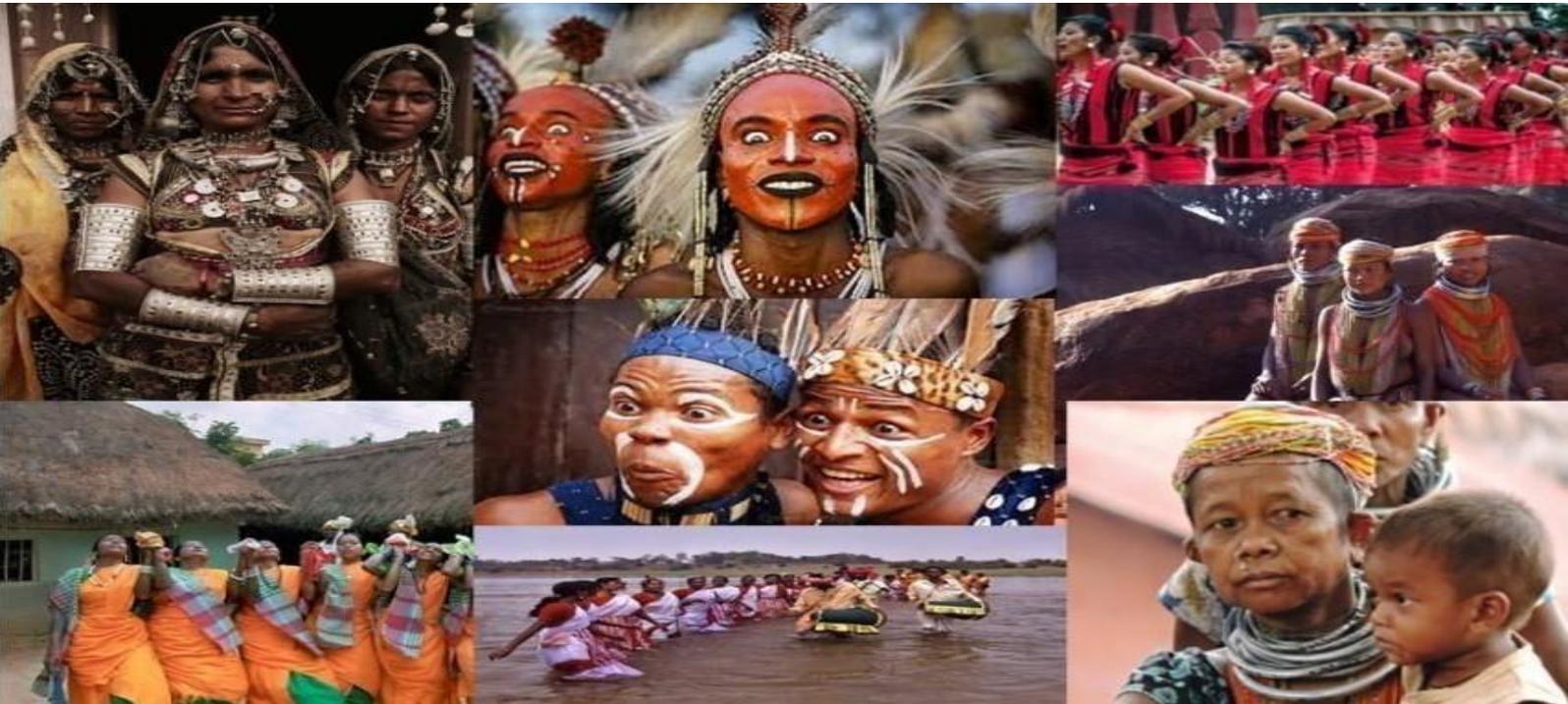
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INTRODUCTION

About COE:

Indian Institute of Public Administration (IIPA) has been entrusted with the task to strengthen training and active research in various aspects of tribal welfare, by Ministry of Tribal Affairs (MoTA), Government of India. For this purpose, a Centre of Excellence has been established at IIPA for tribal affairs. Since its inception, it has been the consistent endeavour of the (CoE) to work on **"Tribal Research and Exploration"** focusing on the issues concerning exclusion, inclusion, marginalization, etc. of the tribal communities. As per the mandate of the MoTA and CoE, quality publications, value-adding workshops, memorial lectures, national seminars, dialogue/ discussions, awareness and extension programmes, inter-CoE collaborating programmes are to be organized regularly.

About TTP:

➢ Tribal Talent Pool is a scheme of MoTA which aims at the development of the Tribal scholars by providing an environment of learning, support, contribution and recognition of the Tribals.

➢ Under the Tribal Talent Pool scheme of MoTA approx. 5000 Tribal Scholars are getting the fellowship across the country, who are enrolled in PhD.

➢ MoTA has entrusted Indian Institute of Public Administration (IIPA), one of the Centre of Excellence (CoE), with the task to Assess and Strengthen Training needs and Capacity Building of such scholars.

➢ Mota and CoE, IIPA will organize a series of workshops in Delhi and at Regional headquarters and will provide a platform for the direct interaction between students and MoTA officials.

➢ These programs will be for Capacity building and training of Tribal Scholars. The program will also identify scholars for their entrepreneurial skills, capacity and research aptitude.

Outcome:

➢ Ministry of Tribal Affairs and CoE, IIPA will select 500 most talented

Scholars from the Tribal Talent Pool. Under the Tribal Talent Pool scheme, MoTA has also identified a few nodal Universities/Institutes for partnership in this program for proper coordination and implementation of the scheme.

➢ A joint Initiative of MoTA and Facebook, "Going online as leaders" (GOAL) will provide an opportunity for the selected students to act as a mentor and mentee for the upcoming tribal students who have an interest in research activities. IIPA will also develop Alumni for such talent. However, any University can volunteer to participate in the program actively.

About the Workshop:-

The three-day workshop on "Research Methodology: Qualitative and Quantitative approach and Data Collection Methods using CAPI were organized at IIPA from 3rd -5th December. The aim was to orient the research aptitude and analytical skills of the scholars. It imparted scholars with basic concepts, techniques, and skills in the qualitative and quantitative data collection and report writing. CAPI technology for data collection was also part of the workshop. Scholars got an opportunity to learn data analysis through the application of software like SPSS. The workshop ended with the field visit to Gurawra village, Rewari District, India's first fully digital village with Bharatnet. The workshop scheduled in various sections with the motivation to have a meaningful interaction with diverse knowledge and technical understanding.

The scholars who attended this workshop were from different streams and years of PhD. The scholars had come from six universities: Jawaharlal Nehru University (19), Jamia Millia Islamia (4), Delhi University (10), Indian Agricultural Research Institute (9), Ranchi University (1) and Delhi Pharmaceutical Sciences and Research University (1).

Day I: 3rd December 2019

Inaugural session:

The workshop started with a hearty welcome speech by Dr. Nupur Tiwary, Associate Professor, and Head, Centre of Excellence, Tribal Affairs, IIPA. Dignitaries present on the dais were S.N. Tripathi, Director, IIPA, Shri Deepak Khandekar, Secretary, MoTA, Shri Naval Jit Kapoor, Joint Secretary, MoTA and Shri Rajendra Kumar, Director, MoTA.

Dr. Nupur Tiwary briefed about the program Schedule and TTP, introduced all the present officials to the scholars.

Shri Deepak Khandekar Secretary, MoTA gave a keynote address followed by the lightening of lamp by him and fellow officials of MoTA.

Shri S.N Tripathi, Director, IIPA, expressed gratitude to MoTA officials and scholars for being a part of this workshop. He asked the scholars to share their experiences according to the seniority parameter.

Shri Naval Jit Kapoor Joint Secretary, MoTA displayed a video with a beautiful message, – "when you give, you always get back in return, so, each one of us should help those in need whenever we are capable" to motivate students.

Session I:

The first session was the **"Interactive Session with the officials of Ministry of Tribal Affairs"**, where the scholars interacted with Ministry officials on some identified issues, after their brief introduction. The primary purpose of this first session was to know about queries, issues related to scholars and their experience as a researcher. MoTA officials provided space to establish a fruitful interaction with its students. Shri Navaljit Kapoor informed scholars about the scheme of "Tribal Talent Pool" and its purpose. The Ministry wanted to know about student's issues; they are facing during their PhD, their futuristic plans and aspirations and views for the betterment of programs and policies for their welfare.

Most of the scholars requested a hike in fellowship on par with UGC's scholarship, and they said that communication should be lucid from the ministry's end. Fourth and Fifth-year scholars were worried about their last few months" fellowships and how their department will help scholars in their carrier.

JS, MoTA, Shri Naval Jit Kapoor answered all the queries of scholars. He said that they are recruiting more staff as they do not have sufficient team for better management and acknowledgement of the grievances raised by the scholars. The ministry is also guiding the nodal officers from universities for better communication between scholars and the department. MoTA is developing a separate portal to deal with students.

Smt.Rama, Section officer, MoTA, informed scholars about two sub-schemes under National Fellowship Scheme -

1. Scholarship: Under these students from reputed institutions like AIIMS, IIT is allowed to buy computers.

2. Fellowship: Under these scholars can buy books, computer, laptop and other electronic devices related to research will come under contingency funding.

Shri Manas, head of Pradan (Professional Assistance for developmental action), NGO. Shared his views on development and specific initiatives taking place in his

NGO. He believes that there is a specific section of society, not gaining profit from their economic activities. The primary purpose of Pradan is to bring the brightest to work with the poorest, which can change ground reality. The most important way to make a social change is to take charge of the cause with explicit knowledge and understanding. He believes that we need to touch the weakest section of society for remarkable modification. For this, they need people with brain and heart. They have placed teams at the central India tribal belt. He also informed about developing a portal of TRIs, which tries to connect with people who are interested in working for the welfare of tribal communities.

Session II:

The second session was on **"Interaction with the Facebook team for the GOAL project"**

Shri Rajat Arora from the Facebook team introduced Facebook's joint initiative with MoTA, the GOAL (Going Online as Leaders) project-. It is a leadership development program for women from tribal communities initiated by Facebook and NITI Aayog. Facebook has identified five states to start the program. He displayed two videos –

1. What Indians do on Facebook?
2. A video message of mentees and their experiences about being a part of the GOAL

Shri Rajat Arora, Facebook India, shared the aim of GOAL 2.O, which is to identify 5000 mentees in the next five years. In 2020, they will locate 1250 mentees out of which 250 will select from Tribal Talent Pool.

He briefed the timeline of GOAL 2.0, which is as follows:

1. By December 2019, introducing a knowledge portal.

2. During January and February 2020, applications will be accepted.

3. By March 2020, according to the field of interest and knowledge mapping of mentors and mentees.

4. By April 2020, the project goes live.

After, Shri Rajat's presentation, all the dignitaries and participants were served lunch.

Session III.

Dr. William Joe, Harvard Chan School of Public Health, Harvard University, took a lecture on **Quantitative Research Methodology**, which included Introduction to SPSS (Types of file in SPSS, Data view, Variable view) and Excel. Various Function in SPSS (Split case, weight case, select, multiple sorting, recoding into same and different variables) & objective wise analysis: Decision on type of statistical Tools based on Objectives.

Dr.Saurabh Bandopadhyay, Fellow, National Council of Applied Economics Research. He shared his presentation on Quantitative Research Methodology. Scholars showed their keen interest in the session.

Session IV.

Dr. Nupur Tiwary, Associate professor, IIPA, took a session on "An analysis of Qualitative data". She explained the Transcription of Qualitative Data, Analysis of qualitative Data Coding, Memos, Relationship. Moreover, she explained Data management using Atlas – Ti and Nvivo software, reporting and presentation of qualitative findings.

A tea break followed the session, and the first day of the workshop was concluded.

Day II: 4ᵗʰ December 2019

Session I:

Shri Akhil Bhatnagar, a Software Developer, took the session on CAPI applications. The significant parts of his presentation were as following-

1) Basic Introduction to CAPI, Terms, and Terminology, Objectives

2) Technology Overview Modules: Mobile app, Server-based Software, MIS.

3) Features of CAPI: GPS, Photographs, Time Stamp, Audio Recording and Video Recording, Signature Capture, Data Uploading in Real-time, Data Emailing.

4) Unique Features of CAPI: Hold and Resume, Data Preview (Offline and Online model)

5) Data Quality Research: Mandatory Questions, Skip Logic, Data Validation, Data Consistency

6) Survey Branching

7) Data Quality: Logical Checks, Range Checks, Value Checks, Numeric Entries only, Total/ Sub-total.

8) System Architecture of CAPI, Benefits.

9) Work Flow

10) Sample Sources of a questionnaire: Upload and Restore of Data Sets, Sample Dashboard. Filling of Questionnaire

Shri Akhil Bhatnagar, during his presentation, unfolded some of the benefits of CAPI like; it reduces the time lag between data collection and data analysis. The manual coding of the responses recorded with pen and paper is no longer necessary. Data validation at the time of data collection and the information is ready for statistical analysis as soon as the survey is completed. It reduces the number of coding errors. Surveys can contain validation data that make it impossible to enter values outside a given range. Supervisors may also view and check the collected information as soon as the enumerators finish the interviews, together with possible error reports. Automated routing reduces the incidence of missing data.

Shri Akhil resumed his presentation after a short tea break in session III-Application of CAPI by research scholars and report writing. All the scholars were

asked to download the CAPI application in their smart-phones for a better understanding of application usage. Questionnaires were distributed amongst the scholars for a better understanding of the application.

Session II:-

Dr. Nupur Tiwary initiated the next session on **"Group discussion & experiential presentation by research scholars"**. She briefed the scholars about the meeting. Scholars divided into seven groups, and a research topic distributed to each group for presentation. The groups had to present for 10 minutes from the following topics: -

1. Impact of the Forest Rights Act, 226, on Deforestation, Tribal welfare, and poverty.

2. Land alienation and tribal people's rights.

3. Self Governance and PESA in Tribal areas.

4. Tribal Centric sustainable Livelihood generation.

5. Migration of Tribal women: Its Socio-Economic effects.

6. Erosion of Identity of tribes and Cultural problems: Integration & Autonomy.

7. Forced eviction of Tribals and Forest-dwellers.

8. Understanding Health & Illness among Tribal communities.

9. Tribal Women Health: Nutrition & Sanitation.

10. Any other subject-specific topic.

The groups were as follows:

Group 1: The first presentation was given by the team (Ajay Kumar Pandav from IARI, New Delhi and Rashmi Munda from Ranchi University, Ranchi) on the "Impact of the Forest Rights Act, 2006, on Deforestation, Tribal welfare, and poverty".

The aim of the presentation was to explain the issue of environmental degradation in the tribal regions. They introduced the Scheduled Tribes & Other Traditional forest dwellers Act 2006 that was enacted to protect the marginalized socio-economic class of citizens and balance the right to the environment with their right to life and livelihood. Recently Supreme Court asked states to free tracts of forest land in possession of people whose claims have rejected under the forest right act (FRA), 2006. The judgment triggered protests from right forest groups, who contended that wildlife conservation could not overcome natural justice goals. They concluded that there is an urgent need to prevent environmental degradation by stopping deforestation and over-exploitation of natural resources in tribal regions of India. The proposed strategies and action plans of the study are the protection of forests by the local people and making alternative strategies for employment in the rural areas, controlling out-migration and displacement of the Tribal from their regions.

Group 2: The second presentation was given by (Ch. Vikar Ahmad from JNU) on the "X-Ray Fluorescence and the detection of contamination in environmental samples".

This Presentation aimed at introduce the advantages of X-rays in detection of contamination in soil samples. He explained that X-rays are one of the main diagnostical tools in medicine since its discovery by Wilhelm Roentgen in 1895. X-ray fluorescence spectroscopy provides a means of identification of an element, by measurement of its characteristic X-ray energy. The energy of the peaks leads to the identification of the elements present in the sample, while the peak intensity provides the relevant or absolute elemental concentration.

Group 3: Anselam Minj presented the third presentation on "Self- Governance and PESA in Tribal Areas".

The Presentation aimed to spread awareness about PESA act among Tribal. They explained the PESA act and the ways to strengthen gram Sabah such as Government authorities should consult Gram Sabah before making any land acquisition for developmental projects and re-settling and rehabilitation. Gram Sabha should be entrusted with the planning and management of minor water bodies. Gram Sabha's recommendations to be considered mandatory for granting a license for mining lease for minor mines and concession for exploiting mines. They reviewed the PESA act by saying "The common people possess little awareness about its functioning. The awareness generation among the tribal community on the provisions provided in the PESA Act is recommended. There has been "absolutely no groundwork in recognising the Gram Sabha's jurisdiction over forests and in the creation of adequate mechanisms and support structures for them to play any significant role. PESA's actual implementation has not been seriously attempted by the government, which is still dominated by centralized structures and laws that are in contradiction with the progressive provisions of PESA. There are policy loopholes between self-governance laws and existing laws that give power to various departments to control resources, and many other functions that Panchayats are supposed to manage by themselves as per the provisions of PESA. For example, the modern state and its legal apparatus do not recognize the customary ownership rights of the land, which are by and large unwritten in the tribal community".

Group 4: The fourth presentation was presented by (Khadeem Hussain, Shah Khatoon and Tahir Ali from JNU) On "The Scenario of Health and Education in the Tribal Communities of Ladakh: A Special Reference of Kargil district".

Ladakh is now a Union Territory with two important districts, Kargil and Leh. Leh has a majority of the Buddhist population whereas Kargil has a majority of the Muslim population. The total population of the region as per the census 2011 is 274,289 and its ST population is 218,193. The percentage of ST Population to the total population of Ladakh region is 79%. Tribes of Ladakh are Balti, Bede, Boto, Brokpa, Drokpa, Dard, Shin, Changpa, Mon, Purigpa.

Kargil is a part of western Ladakh Union Territory and lies in the Zanskar range of Himalayas and abuts the line of control between the portion of Kashmir region administered by India and Pakistan. Kargil landscape is mountainous, rugged and high, the minimum elevation being some 8000 feet. The climate is cold and dry, and the minimum temperature falling is as low as minus forty degree (- 40). They explained the brief history of the status of education in this district. Education is critical to India's aspiration of emerging as a ~~major~~ significant player in the global knowledge economy. Expansion, inclusion and quality are cornerstones of national goal in Education Policy Programmes of govt across the globe. The education needs comprise of both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the ~~basic~~ primary learning content (such as Knowledge, skills, values and attitude).

High schools were opened in Leh and Kargil for the 1st time in 1950 shortly afterwards enterprising ladakhi students started visiting Srinagar and Jammu for pursuing higher education. The absence of paved road to Srinagar meant that arduous journey on foot would take almost 20 days. There are several of reasons in a remote area for lack of development. Education is also one of the first parts of a sustainable community. Despite the law of "Right to Education" there are loopholes in our education system.

Under the expansion programme of the Education services in the region, two degree colleges, one in Leh and one in Kargil were established in 1994. Literacy rate in Leh and Kargil district has been increased substantially from 1981 among

both rural and urban areas for both gender groups. As per 2001 census, the overall literacy rate in Kargil district was 58% while was 74% for male and 41% females. They explained the current scenario of Kargil district, how people have to migrate to other towns for higher education. They shared the problems they faced during their PhD. They said that "It would be challenging for us to pursue our higher education and even our post-matric education, if the Ministry of Tribal Affairs were not there to financially help us to achieve this goal. Most of us get cut off from our families in search of higher education".

They highlighted the inadequate healthcare facilities and suggested some ways to improve education and healthcare. They recommended policies for the betterment of the education system.

- A major emphasis should be laid on improving the quality of education in Government schools. And for that to happen, a major emphasis must be laid on teachers as much as the students or curriculum.

- There is no or say less potential for opening or growth of industries in Ladakh therefore focus should be on skill development for educated youth.

- Students have limited scope after higher secondary. Hence, provisions should be made to provide them with proper counselling and support for higher studies.

- There should be an establishment of universities or colleges in Kargil.

They suggested various ways through which MoTA can help them in achieving their goals.

Group 5: The fifth presentation was presented by (Ravena Meena from JNU) on "Migration of Tribal women".

She shared her personal experience that she is the first from her family, who is enrolled in a PhD. The basic aim was to make others aware of the problems face by Tribal's women due to migration. Migration can be defined as the movement of a person from one place to another. We can classify it in two forms as internal and external. She further explained the subtypes of migration. Internal migration can further be divided

into four parts-

- Rural to Urban

- Rural to Rural

- Urban to Rural

- Urban To Urban

According to a case study, tribal women's migration is around 70%. Migration depends on the two-factor push and pull. Push factor forces people to leave their places in search of better- surviving conditions, whereas pull factor acts as a magnet to attract the migrants to avail better facilities.

Group 6: The sixth presentation was presented by (Tonmoyee Rani Neog, Bhaskar Jyoti Deka and Nomita Hazarika from JNU) on the "Erosion of identity of tribes and cultural problems Integration and Autonomy".

The group suggested several points on how the character and nature of tribes are changing with social modernization and globalization. They briefed about the erosion of tribal identity (in Assam's case). Some of the factors responsible for the erosion of tribal identity are –

- Hierarchical social order & non-recognition of tribal culture and identity
- Missionary invasion
- Illogical obedience to the dominant social norms created by the powerful elite.
- General backwardness
- Flood & Encroachment includes Displacement, unemployment and migration for seeking a job in urban areas

They explained their idea of autonomy:

- Developing a sense of collective belongingness.
- Self- legalization
- Protection of customary laws
- Presence of non-tribal in the autonomous council areas makes it imperative that their rights are safeguarded within the autonomous arrangement.

- De- territorialization and reconstruction.

To conclude, it is suggested that the revival of traditional institutions is needed. People friendly bureaucracy should be maintained, and tribal history should include in the school syllabus.

Group 7: The seventh presentation was presented by (Francis Lalremsiama, Jegmet Spaldon, Md. Jalil Iqbal Khaki, Ngiplon Rachel Chohwanglim and Ronald Lallienthang from JNU) On "Land Alienation and Tribal People's Rights".

They explained the significance of the land and ecology in the Tribal society:

- The cultural practices and customs are developed from the ecology and environment.
- Individuals and Corporate land ownership as opposed to the lands occupied by individuals with a sense of community.
- Therefore, the identity of the people belonging to tribes is mostly derived from the land.

It is essential to understand the problems that exist in different geographical areas where there are dominantly tribal populations. The aim of the presentation was to aware people about the inclusion of the Tribals in the policy-making is quite essential in order for them to be able to assert their rights and to combat land alienation. For such inclusiveness to be possible there must be more policy-makers that have expertise in the fields that may impact the lives of the tribes. An increase in the number of experts in various fields, the conditions must be made conducive for the education of the tribes and particularly, in the fields of research into social sciences and otherwise. Miranda Fricker writes "most fundamentally, in a wrong done to someone specifically in their capacity as a knower." due to "identity power" and "social type". Banking Model-based education to revaluated and makes the process of education more immersive for both the educator as well as the educated.

Dr. Nupur Tiwary, according to quality and in-depth understanding of group presentations, ranked the presentations.

Day III: 5ᵗʰ December 2019

The third day was scheduled to be a field visit to a Gurawra village of Rewari District, Haryana (Digital Village)

After two days of enhancement in their theoretical understanding of research methodology, the third day was about the practical application of various tools and techniques of research methods. For this purpose a team of 50 the scholars departed at 8:30 am from IIPA to Rewari field under the leadership of Dr. Nupur Tiwary. To see and experience the various digital services delivery models of CSC in rural areas under the Digital India Mission of Govt of India as well as working of Bharatnet in providing high-speed bandwidth. Participants appreciated the work of CSC and particularly local VLE Ms. Sonu Bala in making digital services delivery beneficially and efficiently. The women empowerment model is exemplary and appreciated.

Dr. Nupur Tiwary was guiding scholars and shared her field experiences. The Gurawra village has shown the practical implementation of a digital village. Sonu Balla, a lady from the village, has shared her experience with the digital village as she told that she initiated her work with one laptop and one printer and today she has ten to fifteen computers with one hundred and fifty customers. She has been doing a great job in implementing the idea of digital India successfully. As she said that after the implementation of this scheme, now each one has their Aadhar Card and also, they implemented various other programs for the welfare of the people. According to them, this village has also got skill development like free computer courses, and until now they have given free computer education to three hundred students in the village. This digital village also generated employment. In this village, they also produce LED bulbs, sanitary napkins and generated employment for villagers.

The field visit to Rewari village proved to be an eye-opener in many aspects. For the scholars, foremost essential is the understanding that it is the common masses that are responsible for taking any initiative, by the Government, forward and convert it into a grand success. The Digital India program by the Government is a prime example of this. Common Service Centres (CSCs), or commonly known as Atal Seva Kendra (ASK), are the practical examples of digital India. These centres provide access to the disadvantaged people of remote villages of our country all the essential services of the Government as announced from time to time such as social welfare schemes, healthcare schemes, financial, education, and agriculture services. The Village Level Entrepreneur (V.L.E.) initiative is a fabulous idea to promote and implement all over the country, which again comes under the shadow of Common Service Centres. Mrs. Sonu Bala, head of the CSC, where she explained her whole journey of becoming a leader in the CSCs in Haryana state. She told us that she went from door to door and explained people about the schemes like Pradhan Mantri Jan Dhan Yojana (PMJDY), Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY), Pradhan Mantri Suraksha Bima Yojana (PMSBY), Atal Pension Yojana (APY), and Pradhan Mantri Vaya Vandana Yojana. Sonu Bala aims to make people aware of digital fraud. Educating students at the service

centre and then helping them in getting jobs in the nearby areas are some of the priorities which she explained. Bharat Broadband Network Limited (BBNL) is connecting all the CSCs, under which Government of India's plan is to spread or create National Optical Fiber Network (NOFN) in 2, 50,000 Gram Panchayats. Start-up of VLE like a call centre, local LED unit, and sanitary pad formation units were appreciable. It is important here to discuss how this village committee is promoting health and Socio-economic development among village folks. Distribution of free sanitary pad among the young women of the village by motivating them that this is the best hygienic way to take care of themselves is again an appreciable act.

Some significant highlights of what has done to digitalize the village and empower the people are as follows:

• Many solar LED lights have installed in the village.

• Six Internet Access Points (IAPs) have installed in the village for better internet connectivity.

• Sanitary Napkins produced in the CSC distributed amongst the girls in the village.

• Under CSC, there are roughly 300 children who have received a computer diploma under the PMGSA Scheme of the Central Government. Notably, the CSC provides two diploma courses to cater to different individuals according to their needs.

• Sugar Boxes that necessarily are entertainment devices have installed for a buffering-free experience of streaming various TV channels and shows.

• Different type of digital documents is processed, and they provide services related to them. For instance, P.A.N. Card, Aadhar Card, Health Card (AAYUSHMAN Card), and Life Card are provided by them.

• Crop registration to keep a record for types of crops, cultivated by farmers in the villages.

• Facilitation of different loans to the traders, students and farmers are also provided.

Valedictory and certificate distribution:

The day ended with a return to IIPA for valedictory and certificate distribution by MoTA officials and vote of Thanks by Dr. Nupur Tiwary.

Feedback Report

The scholars had an enriching experience by attending the three-day workshop on Research Methodology organized by the Indian Institute of Public Administration, sponsored by the Ministry of social group Affairs.

Feedback about the workshop:

1. The Scholars were profoundly grateful to the Ministry of Tribal Affairs, Govt of India and Dr. Nupur Tiwary, Head Centre of excellence for Tribal Affairs, IIPA for organizing such a workshop that was helpful for them. The aim of the workshop was to impart students with basic ideas, techniques, and skills in quantitative and qualitative research methodology.

2. Scholars appreciated the interactive session with MoTA officials. This workshop acted as an excellent platform for scholars to clear issues related to their fellowship with MoTA officials, and they were seeing the officials face to face for the first time, so it developed a strong bond between them.

3. This workshop provided the opportunity and space for the students to interact with other students of diverse tribal communities.

4. Eventually, all the sessions from theoretical learning to field visit were very informative and of enriching experience,

5. The structure and organization of the workshop were rated high as given in the parameters of feedback form by the students.

6. The sessions proved to be much relevant to contemporary research.

7. Most of the students marked the workshop as quite useful for future jobs they will be handling.

8. The sessions of the workshop that students found most useful are-Session on Quantitative analysis methodology by Dr. William Joe, the appliance of CAPI, discussion and presentations, Dr Nupur Tiwary's Qualitative analysis methods, Field visit to Guruwara village, (Rewari), Field experience has provided both

theoretical and practical knowledge.

9. Some components of the workshops that students found the least helpful are-accommodation of multidisciplinary students in one workshop.

10. Interactive sessions with specialists should be of longer duration.

11. Some topics should be related to Tribal issues/problems for discussion within these types of workshops.

12. To deal with multidisciplinary orientation, split sessions can be introduce so that the students can select their preferred topics accordingly to their interests.

13. A separate session should be included for Report writing and case study.

14. Other advance Software like R, etc can also be included in technical sessions.

15. The workshop should be of longer duration to cover all the aspects.

Feedback on the ways to improve the TTP Scheme of MoTA:

- Establishment of smooth communication and information exchange mediums between Scholars and MoTA.
- Employment-oriented programs for Tribal students should be conducted on a regional basis.
- Branches/Offices of MoTA should open within the robust regions like Ladakh to provide tribal students space for proper interaction and information beyond geographical difficulties.
- The increase in the amount of scholarship at par with the UGC, NFSC, and NFOBC.
- MoTA should also conduct these types of workshops at the regional level.
- MoTA should provide space for its students to discuss debate and highlight tribal knowledge and issues among themselves and with MoTA officials.
- Opportunities for tribal students should be provided to known about their cultural and social knowledge and understanding.
- MoTA should come up in the future with Report writing sessions. This will

help students from backward tribal communities in academics and research-oriented work.

- The workshop charged the students enough to take a step forward, as a number of the students showed much interest in contributing to their communities and nation.

- The scope for such a workshop is vast, and it will be extremely fruitful for the research scholars.

Overall it is an excellent and considerable initiative as per the students.