

OPEN ACCESS

Volume: 12

Special Issue: 2

Month: January

Year: 2025

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Citation:

Thamarai Selvi, K.,
and A. Manikandan.
“Empowering Tribal
Communities Through
Financial Literacy and
Skill Development:
Bridging Educational and
Economic Gaps in M.G.R
Nagar, Gudalur Taluk,
the Nilgiris.” *Shanlax
International Journal
of Arts Science and
Humanities*, vol. 12,
no. S2, 2025, pp. 79–84.

DOI:

[https://doi.org/10.34293/
sijash.v12iS2-Jan.8877](https://doi.org/10.34293/sijash.v12iS2-Jan.8877)

Empowering Tribal Communities Through Financial Literacy and Skill Development: Bridging Educational and Economic Gaps in M.G.R Nagar, Gudalur Taluk, the Nilgiris

Dr. K. Thamarai Selvi

*Assistant Professor & Research Co-Ordinator
PG Department of Commerce
Nilgiri College of Arts and Science, Thaloor*

Mr. A. Manikandan

*Research Scholar, PG Department of Commerce
Nilgiri College of Arts and Science, Thaloor*

Abstract

The study analyses both the problems and opportunities available to teach financial and job skills to tribal groups living in M G R Nagar Gudalur The Nilgiris. Tribal populations deal with major issues including educational shortages, weak economic participation and limited banking service access. Our research proves that financial education leads to better choices plus financial independence. Showing how digital expertise helps people find better work and develop businesses. Survey results of 70 participants show they grasp primary financial facts but have trouble with advanced investment and interest concepts. People struggle to learn vocational skills because professional training opportunities are scarce and government financial help information remains unknown to most. The research recommends setting up community-based training facilities and running educational programs about financial tools plus digital skills training to reduce education and income differences. The programs work to empower neighborhoods while building lasting development and economic activity.

Keywords: Financial Literacy, Skill Development, Internet Availability, Indigenous Populations and Community Economic Activities.

Introduction

Tribal groups are indispensable in the social- cultural realities of a given country; however, they significantly face challenges in FEFE (economic, educational, financial, and employment) opportunities. Lack of health care system, sanitation, access to modern education and economic opportunities are the barriers in several indigenous nations. The issues indicate the need for financial literacy and the ability to improve the overall financial capacity meaningful that require a cross-sectoral approach comprehensive strategy for the sustainable development of Indigenous peoples. It will also focus on financial education as a key tool of economic enfranchisement as it

enables people to have information and skills which prepare them to deal with banking institutions, to manage their financial resources and to make good financial decisions. Tribal organizations may want to use this resource to encourage enterprising culture, improve access to gains credit and break the poverty trap. If the problems of education and income lack are solved along with financial illiteracy resulting from illiteracy, training programs involving traditional arts and crafts, commercial skills, and vocational training, the livelihood of tribal people largely shifts.

The programs incorporated in this approach are also fundamental for helping individuals and for the promotion of self-employment to the people in the tribal region. It is only by harmonizing modern education to their traditional and modern cultural values as well as ageless wisdom that we might create proper development agendas that enable the people to be productive within the prevailing economic structures. Training Indigenous persons regarding their financial rights and capacity aligns with the cultural goal of supporting sound generic economic growth, building equal opportunities, and social justice as well as reducing the gap. With regard to these concerns, forces are introduced at the community level and the projects are launched in order effective interventions that would enable the creation of a future in which indigenous people are actively participating in the development of their nation.

Challenges Faced by Tribal Communities

- **Lack of Access to Quality Education:** There are very few schools in many of the tribal regions, few trained teachers, and no infrastructure to allow for growth.
- **Economic Marginalization:** They are locked out of economic activities by their ignorance of formal banking and credit facilities and the modern market economy.
- **Unemployment and Underemployment:** Due to illiteracy and minimal expert training for vocational positions, tribal men and women are unable to get proper employment.
- **Cultural and Linguistic Barriers:** Culturally and linguistically, people are excluded because current and traditional educational and financial structures do not recognize them.

Importance of Financial Literacy in Tribal Communities

- **Understanding Financial Systems:** Areas like saving, budgeting, and credit need to be taught so that individuals can make the right economic decisions.
- **Promoting Financial Inclusion:** By addressing tribal people in the context of financial management, FSPs can link them to mainstream banking and allow them to receive credit, subsidies, or government programs.
- **Encouraging Entrepreneurship:** Expert knowledge of financial planning and operational strategies in the marketplace may assist people in creating and maintaining small businesses.

Role of Skill Development in Economic Empowerment

- **Vocational Training:** Training in vocation, agriculture, handicraft, technical education, and other fields will increase one's employability level.
- **Preserving Traditional Knowledge:** This indicates that skill development programs offer an opportunity to combine traditional skills and indigenous practices with market needs, hence increasing their worth.
- **Building Digital Skills:** Edging towards digital literacy and discussing online business techniques can enable shrewd marketers amongst the tribes to increase their market reach into the online selling domains.

Strategies for Bridging Educational and Economic Gaps

- Community-Driven Education Programs: The development and implementation of local effective curricula that address financial literacy and vocation.
- Public-Private Partnerships: Engaging NGOs, corporations and government organizations to practice the skills development concepts.
- Leveraging Technology: Teaching the financially illiterate in areas that are hard to reach by offering financial literacy skills using mobile applications, virtual classrooms, social networks and the like.

Opportunities for Holistic Development

- Empowering Women and Youth: It is evident that micro-level initiatives for the welfare of tribal women and youths can bring about permanent changes at the macro-level of society.
- Strengthening Local Economies: When tribal populations are empowered with the means to interact in regional and national markets, this probably enhances their economic vulnerability.
- Fostering Sustainable Practices: Promoting environmental and sustainable commerce consistent with tribalism and culture.

Statement of the Problem

Tribal tribes in particular in India struggle to gain access to employment, money, and education that will help them break the cycle and become economically empowered. Today, a majority of indigenous people remains financially marginalized and unbanked and are out of line with the modern occupational education system while possessing ancient wealth in knowledge and diverse culture. Thus, they are unable to engage in the economy and lead successful individual and community lives because of low financial illiteracy and lack of skills.

However, there is some evidence of remaining lacunae in the effective delivery of programmers in financial literacy and vocational training needs of indigenous people after starting a number of initiatives. This gap is worsened by the fact that there is lack of effective and culturally sensitive mode of teaching, and as such; these communities have required no opportunities to enhance their economic fortunes.

Therefore, this project seeks to examine the possibility of and challenges in indigenous people's capacity enhancement by providing financial literacy and skill improvement programmers. Its objective is to identify options to narrow the gap between the economic and educational attainment and to foster sustainable development.

Objectives of the Study

- To assess the current level of financial literacy and skill development among tribal communities
- To identify challenges and opportunities in implementing financial literacy and skill-building programs.
- To develop recommendations for sustainable and inclusive educational and economic interventions

Review of Literature

While developmental research has been more inclined towards the capability building of tribal groups with references to skill development and financial literacy, tribes could be again located among the least privileged populations of India. Several research papers show that raising culture tribes' economic independence is highly dependent on enhancing their economic literacy. According to Kumar (2020), knowledge in financial management can significantly improve the

tribal peoples’ decision-making ability especially in aspects to do with saving, budgeting as well as utilization of government programs. However, there are challenges including; remote and less access to banking facilities, and lack of knowledge of formal banking services among those in the tribal regions.

Tribal population has realized that one of the key factors for economic growth relates to skill development particularly vocational training. Sharma et al., (2017) observe though capacity enhancement activities may help to increase employment opportunities and promote self-employment, they are likely to reduce reliance on traditional agricultural livelihoods. However, these programs face challenges of poor funding, ordinances and regulations, a dearth of local content, and unavailability of infrastructure (Das & Reddy, 2021). Further, language and culture barriers mean that many tribal adolescents do not attend conventional school at all (Patel, 2017), which is further proof of the lack of appropriate education that would respect Indigenous experience and practices.

The role of integrating information technology literacy into skill acquisition also highlights the studies. A study by the National Institute of Rural Development in a publication of 2021 showed that electronic platforms can be employed to enhance the reach of financial literacy and training so as to eliminate geographical barriers. Despite the poor connectivity and limited facilities available in the remote tribal areas, the digital gap is all still the same.

Methodology

The assessment of financial literacy and financial skill training to tribal people in this study was conducted using descriptive research method. The study was done in M.G.R Nagar, Gudalur Taluk of Nilgiris district.

Study Area

The study targets the tribal communities living in M.G.R Nagar area of Gudalur Taluk in the Nilgiris district.

Sample and Population

Self-administered questionnaires were completed by seventy respondents through purposive sampling; covering a wide range of age, male and female participants and different kinds of employment from the tribal region.

Data Collection Method

In recording this data, interviews in the research stations were conducted using structured questionnaires. The questionnaire came in economics, which was skills in financial literacy (Savings, Loans, Budgeting), Vocational training participation and as well as awareness of accredited programs. To get the secondary data, we searched for reports and studies that are related to our study.

Data Analysis

As for the percentage of people who engaged in the financial knowledge and skills acquisition, simple percentage was also applied in analyzing the results. This approach evidently and most possibly portrays the community status in these areas. This approach enables the study to address every angle of the difficulties and prospects of the subject of the study, namely, financial literacy and capability among the tribal households.

Findings

The results of this study offer some critical information about how the members of the tribal groups in M G R Nagar, Gudalur, Taluk, and the Nilgiris learn and enhance their FL and attain pertinent FL resources. Of all the topics respondents have some knowledge about basic financial concepts such as loan and savings but they have little understanding of complex concepts like interest and investment. For the vocational training, half of the respondents have confessed having been involved with very few of them affording to undertake the skill development programs. Some also note that the major challenge for accessing these kinds of programs is a common challenge. As much as it can be agreed that skills acquisition is vital for the promotion of economic independence, most of the members of the community will rarely get exposed to training, and especially the critical digital skills. Additionally, even if there are government financial programs many respondents are either unaware of the programs or they think the programs don't exist. Regarding mobile application, the study shows that there are few users who use it to manage money, which equally shows a general low level of digital awareness, especially in the realm of financial applications. Subsequently, these outcomes signal that the gap in financial support and skill building for indigenous groups needs broader awareness solution, accessible training opportunities, and burgeoning digital literacy.

Suggestions

Thus, it was found that efforts ought to be directed to making indigenous tribes understand money, not only the concept of money, but also more advanced ideas such as interest, investments, and formal banking systems. There is need to have more localized vocational training centers to help eliminate the challenge of people having limited access to skill development services to enable them to develop skills in areas such as, digital skills, farming, and other hand crafts that are highly demanded in the society. Finally, an increase in the use of should be employed to ensure that government programs reach out to indigenous people of the country the financial help that is available and how they can access it. They should be launched to enhance knowledge of the communities and to address the digital divide through training them on digital modes of financial management and smartphones. Lastly, establishment and cooperation with regional NGOs and governmental organizations may assist in creating useful and uncomplicated proper training programs, resulting in higher social and economic performance of the tribal people.

Conclusion

Good people must enhance how tribes in the mentioned regions access resources and learn financial and professional skills right away. We understand financial and professional empowerment makes a difference but many people still cannot reach or understand these opportunities. These locations can achieve better economic growth and social progress if we bridge these knowledge gaps through strategic programs such as computer training in communities together with government support education and local professional training. Through proactive solutions the tribal community can reach sustainable progress and improve their standard of living while remaining connected to mainstream markets and preserving their cultural heritage.

References

1. Field Study Responses. (2025). The report on field studies conducted in M G R Nagar, Gudalur Taluk, The Nilgiris, surveyed 70 respondents regarding their digital empowerment and financial literacy.
2. Ministry of Tribal Affairs. (2023). Annual Tribal Development Reports. Government of India. Details on financial assistance programs and initiatives for tribal communities.

3. Reserve Bank of India. (2022). Financial Inclusion and Literacy Programs. Reserve Bank of India. Programs focused on teaching formal financial systems and improving economic conditions for marginalized groups.
4. National Skill Development Corporation. (2023). Vocational Training Standards for Tribal Communities. National Skill Development Corporation. Training programs and strategies to enhance access to vocational education for rural and indigenous populations.
5. Digital India Initiative. (2022). Empowering Tribal and Remote Communities through Digital Literacy. Government of India. Programs designed to enhance digital capabilities and promote financial management tools among tribal communities.