



# Analysis of Tribal youth Perception towards Skill development (YTC) Training

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## Abstract:

The tribal people of India have substantial traditional knowledge and experience in a wide range of fields. There is a significant disparity in youth abilities worldwide since the current skill development system cannot keep up with the demands of an increasingly sophisticated and rapidly changing technology, writes Shashank Joshi. The split-half reliability co-efficient for the perception of tribal youth towards skill development program scales as perceived by students was 0.98 and for the validity of the scale it is based on the content and construct validity. People with 10th and intermediate educational qualifications significantly differ in their perception of skill development training programs. Those that have intermediate and degree educational qualifications, on the other hand, significantly differ from each other in terms of their perception. There is no significant difference between different tribes.

**Key words:** India, traditional knowledge, skill development, split-half reliability, perception.

## Introduction:

The tribal people of India have substantial traditional knowledge and considerable experience in a wide range of fields, including the arts, medicine, dance, painting, and the management of the environment and sustainable resources. The best opportunities should be created to advance their skills and abilities to advance their nation's growth and development.

Its citizens' skills and knowledge fuel any nation's economic and social development. The improvement of labor impact and contribution to the final output can be achieved through skill development. This plays a significant role in expanding the window of opportunity for output and accelerating economic growth. A person's empowerment and social acceptance or value can be increased through skill training.

Because of market forces and globalization, never before have there been so many job prospects across the nation. Unfortunately, there is a significant disparity in the competing youth abilities worldwide since the current skill development system cannot keep up with the rapidly changing demands of an increasingly sophisticated and rapidly changing technology. India must design its policies and programs to emphasize skill development while following the changing economic environment as it gradually evolves toward becoming a "Knowledge Economy". Dr Montek Singh Ahluwalia, the Deputy Chairman of the Indian Union Planning Commission, acknowledged this reality on July 9, 2013, when he stated in Bangalore that "India cannot reach 9 per cent economic development without offering skill training to its youth." The most notable of all the change agents is the objective set by the revered Prime Minister to teach 500 million people skills by 2022.

## Skill Development Initiatives of Union Government

### Minister for Skill Development and Entrepreneurship:

The Ministry of Skill Development & Entrepreneurship (MSDE) was established to provide young people with jobs through skill development for the first time since India's independence. Thanks to significant reforms and governmental interventions, India's skilled ecosystem is recovering and re-energizing the nation's workforce and preparing youth for job prospects and growth opportunities in the global market. The only flagship programme of the Honorable Prime Minister is the Prime Minister's Kaushal Vikas Yojana (PMKVY). The nation has more than 720 PM Skills Centers (PMKKs) to support the skill development infrastructure. These are state-of-the-art centers of competence with state-of-the-art instruction and technological application.

Promoting Mechanisms for Youth Development in India

- **Youth in Civic Engagement** : A combination of information, skills, attitudes, and motivations are developed through civic engagement, which is "trying to bring about change in one's community's civic life." and enhance societal well-being through political and non-political means. It covers paid and unpaid political action, environmental activism, and volunteerism for the community and the country. Civic participation includes volunteering.

- **Youth in Employment Generation:** Young people gain from employment through learning responsibility, organization, and time management skills, as well as by developing positive work habits, gaining experience, and building financial stability. In addition to being essential for entering the adult world, knowing how to obtain and keep a job is a survival skill for which there is little that can be done officially and constructively by boosting efficiency and confidence. Soft skills are the common-sense interpersonal abilities required for job success. It entails the capacity for constructive problem-solving and the ability to communicate clearly and correctly, memorize work instructions, and get along with people.

- **Youth in Networking and Reconnecting:** To assist young people in developing into healthier, more dependable adults, pay attention to what they have to say. Find out more about the partnerships that help youth connect and avoid disconnections. These disconnected youth are sometimes described as being between the ages of 14 and 24, illiterate, homeless, unemployed, dependent on their parents, or not enrolled in school or a job. Because disconnected children fail to reach their potential and reporting needs and unintentionally make it impossible for service providers to offer the complete, effective services that young people require, disconnected youth place a substantial financial burden on society.

- **Youth in Service learning and helping others :** In order to improve academic learning, instill civic duty, and strengthen communities, service-learning is a technique that combines instructive activities, self-reflection, and meaningful community involvement. Beyond volunteering and community service, service-learning is a teaching strategy. Service-learning education and community involvement are necessary for democracy, citizenship, and responsibility.

- **Youth in Transformation – Age Transition:** Service-learning aims to improve academic learning, instill civic responsibility, and strengthen communities by combining meaningful community service with instruction and self-reflection. A teaching strategy called service-learning goes beyond volunteering and community service. Service-learning Democracy, citizenship, and responsibility depend on education and community involvement.

### **Distribution of Tribes in India and their Status:**

According to the 2011 census, India has a population of 1.21 billion people. India has a population of more than 800 million people, 400 of whom live in cities. 8.6% of the nation's population is made up of Scheduled Tribes (STs). The Scheduled Tribes in India are tribal; 622 tribal communities still speak 325 languages and dwell in 105295 villages in 645 districts. Less than 40% of them are still in forested areas, yet more than 57 per cent of them reside there. Tribes were found across India, including the Andaman & Nicobar Islands, the Lakshadweep Islands, the Western Zone, the North Eastern Zone, the Southern Zone, and the Central Zone, although they were primarily found in Central, Eastern, and Northeastern India. In India, there are about 75 PVTGs (especially vulnerable tribal groups). Economic backwardness can be brought on by elements including their primitive traits, geographic isolation, and distinctive culture with customs, language, and significant social contacts.

**Southern zone:** The tribes of Tamil Nadu, Kerala, Karnataka, Andhra Pradesh, and Pondicherry (11.5%) in the southern zone are particularly impacted by the mainstream culture, as well as by illiteracy, child labor, pirate labour, and being compelled to migrate due to environmental restrictions and conservation legislation. Loss of one's conventional identity, abject poverty, unemployment, rejection of one's knowledge and culture, and encounters with human rights abuses.

### **Tribes in Andhra Pradesh:**

For the study, only four tribes are taken from 34 tribes in Andhra Pradesh. These are:

The Konda Doras are primarily found in Andhra Pradesh's East and West Godavari districts, Srikakulam, Vizianagaram, and Visakhapatnam scheduled areas. According to the 2011 census, they have a population of 210509 (male: 103977, female: 106532), and their overall literacy rate is 40.31. In their native dialect, known as "Kubi," they refer to themselves as "Kubing" or "Kondargi." The Konda Doras of East Godavari, Srikakulam, and Vizianagaram have forgotten their tongue and adopted Telugu. Konda Doras speaks Adivasi, Oriya, and Telugu in Visakhapatnam.

In the hilly and forested East and West Godavari districts of Andhra Pradesh, Konda Reddis live on the banks of the Godavari River on each side. Ninety thousand nine hundred thirty-seven people were living there as of the 2011 Census (Male: 44736, Female:46201). According to the 2011 census, Konda Reddi had a 46.78 per cent overall literacy rate. Telugu is their native language.

The Valmiki are exclusively recognised as Scheduled Tribes in Andhra Pradesh's Agency areas. They can be found in the East Godavari and Visakhapatnam agency areas. They assert that they are offspring of the revered sage Valmiki, who wrote the Ramayana. The 2011 Census indicates that their population is 7 0 5 1 3. (Male: 3 4 0 6 0 , Female: 36453). According to the 2011 census, Valmiki had a 59.86 per cent overall literacy rate.

The Koyas are primarily found in the hilly regions of Andhra Pradesh's West Godavari and East Godavari districts. According to the 2011 Census, 104348 Koya people were living in Andhra Pradesh (Males: 50482, Females: 53866), and the overall literacy rate was 52.94.

### **Tribal Welfare in Andhra Pradesh:**

Through creating policies, programmes, and the proper carrying out of constitutional safeguards, the Tribal Welfare Department is dedicated to the general socio-economic development of scheduled tribes in the State. In Andhra Pradesh, there are 27.39 lakh tribal people, or 5.53 per cent of the State's total population, according to the 2011 census. The scheduled areas cover 14,132.56 sq km, or around 8.82 per cent of the State's total land, and include 5,318 villages spread over the districts of Srikakulam, Visakhapatnam, East Godavari, and West Godavari. The State is home to 34 ST communities. 27.39 lakh out of the tribal population, 10.54 lakh are found in the above five districts.

48.83 per cent of STs are literate (Female 39.40 per cent, Male 58.37 per cent). The government gave the development of tribes significant emphasis. In tribal regions, there is a strong emphasis on the development of social infrastructure, including road connectivity and the provision of potable water.

In order to promote the welfare and development of Scheduled Tribes, the department primarily supports ST children's educational advancement. Gives ST families financial assistance so they can engage in different income-generating activities, builds basic infrastructure to help STs engage in various economic activities, and purchases Minor Forest Produce (MFP) from ST families who depend on the forest so that they can implement a public distribution system in the real world. To formulate and

implement TSP/STC, collaborate with the line departments of the State Government, and study, safeguard, maintain, and disseminate information on tribal culture through TCR&TI (TCR & TM).

One of the programmes offered by the Kids Training Center is the Employment Oriented Skill Training Program, developed by APSSDC to provide sustainable livelihood generating for unemployed tribal youth (YTCs). APSSDC has partnered with Andhra Pradesh Scheduled Tribes Cooperative Finance Corporation Limited (TRICOR) as well as numerous private partners for the implementation of a placement-oriented Skill Training programme in order to achieve its goal of providing marginalised youth with means of better livelihood by enabling them to take advantage of the growing market's available opportunities. With a 100% residential approach, this programme is being implemented across the 23 YTCs across different Andhra Pradesh districts. The Entrepreneurship Development Program has given women more power to start homes and small businesses.

### **Need and significance of the study:**

The term "tribal youth" refers to people aged 15 to 35 who share a common name, culture, dialect, region, and set of rules. They pursue their strategy through subsistence farming, fishing, and hunting. The tribal youth came from an egalitarian community, upheld customs and traditions, and had little metropolitan influence (Narayan, 1986).

Despite participating in various activities, tribal adolescents lack the interest or drive to alter their position in social collaboration. This is caused by several things, including a dearth of nationwide programs for educating and advising adolescents, a lack of interconnectedness, an inadequate network for youth organizations, and successful tribal programs. Tribal youth, one of the youth population's underserved segments, still lack access to communication and transportation infrastructure in inner settlements or forests. They preserve the indigenous knowledge used in agriculture and related disciplines. This expertise is anticipated to be transmitted from generation to generation.

Indigenous farming knowledge is considered a crucial source of knowledge regarding regional farming practices, institutions, cultures, etc. Additionally, it has been demonstrated that this knowledge system is crucial for creating legal and practical deployment services (Charland, 1991). Indigenous people use this knowledge to uphold their system of sustainable subsistence. Policies and programs primarily target rural adolescents, and there are few initiatives to help tribal youth. The youth must decide whether such a system will survive in the Indian setting because agriculture is the foundation of the nation's economy.

Hunting, hoarding, and fishing—or hoarding combining gathering with mobile cultivation—represent the majority of tribal economic activity (Purkayastha, 2016). The development of successful tribal youth and the transformation of such youth development into cooperative social activities depend on knowledge, education, and training. However, the Positive Youth Development (PYD) framework can serve as a model for creating resilient, educated, fully-fledged youth and social collaborators, as well as thriving and active tribal youth. The environment surrounds tribal areas, and agriculture has a unique capacity to draw in these young people and provide jobs. Future entrepreneurs, responsible citizens, inventors, collaborators, and leaders are among the traits that tribal youngsters will exhibit. The significance of youth in economic development is thus becoming increasingly recognised on a global scale. Tribal studies have been the subject of several academic attempts, but studies on youth, particularly tribal youth, have not received much attention from researchers, and there has not been any significant work done in the Indian context up until now. This situation requires a study on risky behaviours to obtain comprehensive data on tribal adolescents (Suman and Verma, 2017).

### **Skills of Tribe Youth:**

The general education system largely ignores, marginalises, and ultimately suppresses the skills of much tribal youth. These include cultural practices involving the management of natural resources and group decision-making; in-depth ritual knowledge of the forest and other ecosystems; awareness of traditional sustainable farming, wildlife management, etc. These young people, their towns, and society will suffer significantly if their cultural and social backgrounds are lost. As a result, while skill development programmes are crucial for tribal youth, they should also be created such that they can be held accountable, subject to community regulation, and focused on solving the real needs of young people.

Despite social initiatives and programmes, the country's tribal youngsters are increasingly constrained in the types of jobs and opportunities they can afford. According to the Bureau of Labor Statistics' 2012 Employment and Unemployment Survey, overall ST unemployment was lower than general castes, while ST unemployment was greater for nearly all groups with education levels above primary school. Partly due to outright prejudice and socioeconomic circumstances, but it also reflects how the mainstream educational system failed to support ST youngsters in enhancing their current skill sets and learning new ones.

### **Youth from Tribes Need Skill Development**

Because Adivasis now experience acute poverty, illiteracy, ignorance, displacement, unemployment, unskilled labour, bonded labour, and a lack of development support, skill training of tribal adolescents is essential. The following could be avoided or eliminated by offering skill training:

• Youth Atrocities and Violence. • Mental illness and suicide. • Violence based on caste, class, or gender • Gang activity undermines peace. Disasters caused by humans • Unemployment, ignorance, and illiteracy.

One could accomplish the following: • Train unskilled workers and free bonded labour. • Offer assistance with development. • Create a conducive environment. • Encourage equal and improved opportunities and development that is sustainable. • Justice, fairness, and respect for all people.

Challenges for Tribal Youth's Skill Development: • No options for admissions; generalised trades. • Scholarship delays and stipend shortages lead to more dropouts. • The skills offered are not sufficiently aligned with market demands. • Non-tribal or location-specific. Interventions needed include NGO-linked Skill Development Centers (SDC) in established Voluntary Agencies; Block Level Skill Development Centre for TRIBES; Cluster Level Youth Facilitation Centre. • Geographical Location, Population, Particularly Vulnerable Tribal Groups, Neglected Forest Villages, Area Based, Needs-Based. • Technical experts, master trainers, and training for trainers • Human relations, public relations, and leadership abilities through resource people • Micro Plan • Ensuring accessibility of local infrastructure for sustainability. • Need to strengthen convergence with Line Department skill programmes to avoid duplication. • Updating skills to reflect changes in need.

**Objectives of the Study****1. To evaluate the perception of Tribal youth in the following Areas.**

Area-1	Perception on YTC Training
Area-2	YTC Training Needs
Area-3	Awareness of YTC Training
Area-4	Utilization of YTC Training
Area-5	Attitude of YTC Training
Area-6	Talent Acquired
Area-7	Satisfaction of YTC Training
Area-8	Implementation of YTC Training
Area-9	Successful of YTC Training
Area-10	Behaviour Modification

**2. To evaluate the life skills of teachers with respect to the following variables.**

- a. Educational Qualifications: 10th Class/ Intermediate/ Degree
  - b. Tribe: Koya Dora/ Konda Reddy/ Konda Dora/ Valmiki/ Valmiki/ Others
- The following hypotheses have been formulated and they are tested one by one.

**Sample:** total sample comprises of 660 trainees from tribal community for Srikakulam, Vijayanagaram and Visakhapatnam districts.

**Method used:**

To investigate this issue, a descriptive survey method was used. The survey method was shown to be useful in gathering information regarding trainees' perception towards professional competence.

**Construction of the tool for Students:**

This questionnaire consists of 90 items covered on professional competence, for measuring the perceptions of trainees towards professional competence. It is an instrument designed for self-rating of the trainee's opinion of the degree to which they feel on the perceptions towards skill development training program. The statements were given in the questionnaire studied by the investigator against the criterion of its applicability on the perceptions of trainees towards professional competence. Further, they were examined in terms of their suitability the questionnaire was given to experts a preliminary survey was conducted for suggestions, the suggestions given by the experts were taken in to consideration and modified the statements as suggested to measure the reliability of the test.

**Reliability and Validity**

The split-half reliability co-efficient for the perception of tribal youth towards skill development program scales as perceived by students was 0.98 and for the validity of the scale it is based on the content and construct validity. As an instance of construct validity, the scale is correlated with number of other dimensions and found the obtained correlations statistically significant.

**Data Analysis:****Objective-1 To evaluate the perception of Tribal youth in the following Areas.**

Perception on YTC Training, YTC Training Needs, Awareness of YTC Training, Utilization of YTC Training, Attitude of YTC Training, Talent Acquired, Satisfaction of YTC Training, Implementation of YTC Training, Successful of YTC Training, Behaviour Modification.

To analyse this objective, the following method is followed. Means and standard deviations of the whole group on the scores belonging to four areas of perception obtained by tribal youth have been computed. The calculated values of means and standard deviations for ten areas of perception towards skill development centers are 38.81, 35.07, 37.44, 35.23, 19.46, 39.06, 39.05, 19.79, 18.78, 49.96 and 4.63, 3.70, 4.62, 3.66, 2.20, 3.72, 3.96, 2.26, 2.54, 5.04 respectively. On the basis of the mean (M) and standard deviation ( $\sigma$ ) calculated, the total sample was classified into three categories i.e. low (Below M - 1SD), moderate (In between M - 1SD and M + 1SD) and high (Above M + 1SD) different areas of perception groups. The data belonging to the three categories for different areas of life skills along with their verbal description were presented in table No. 1 and 2

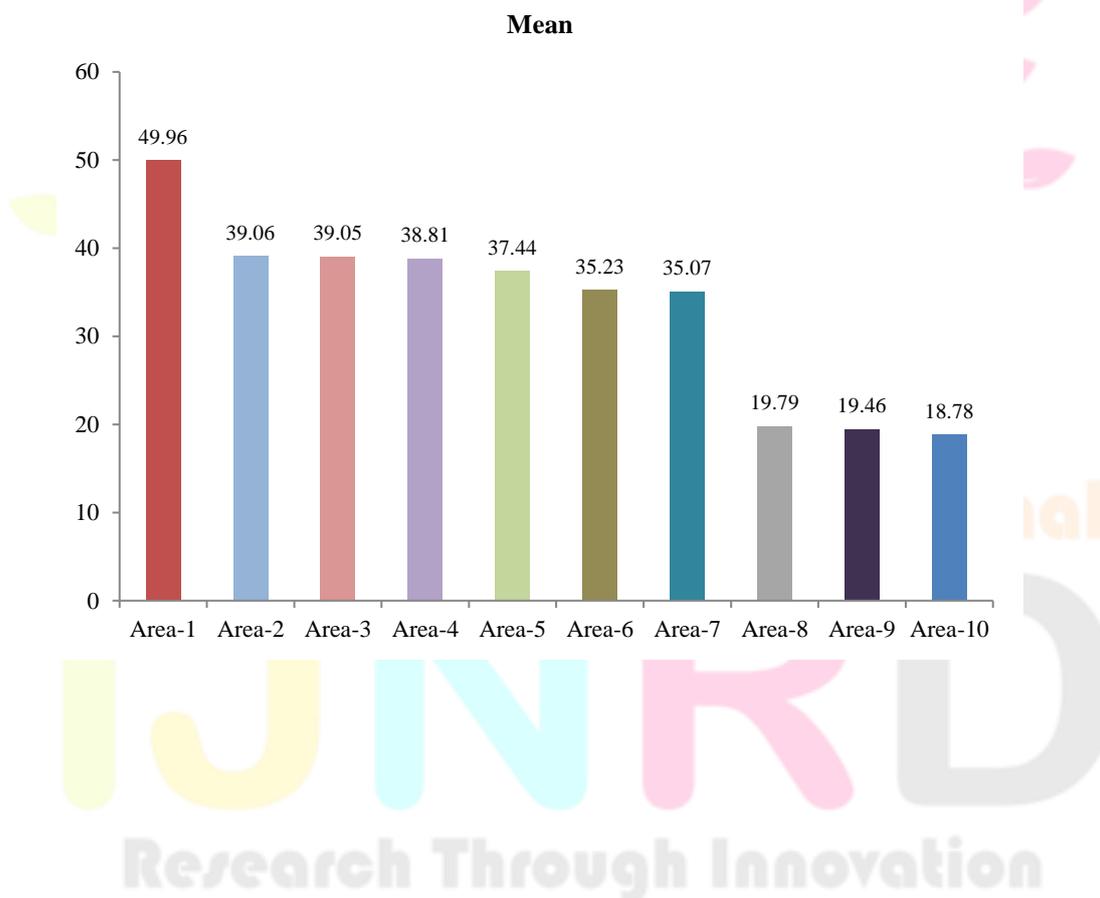
**TABLE No.1- Perception Tribal youth towards Skill development centers in different Areas.**

	N	Mean	Std. Deviation	Rank
Behaviour Modification	660	49.96	5.049	1
Talent Acquired	660	39.06	3.721	2
Satisfaction of YTC Training	660	39.05	3.966	3
Perception on YTC Training	660	38.81	4.636	4
Awareness of YTC Training	660	37.44	4.626	5
Utilization of YTC Training	660	35.23	3.669	6
YTC Training Needs	660	35.07	3.701	7
Implementation of YTC Training	660	19.79	2.264	8
Attitude of YTC Training	660	19.46	2.206	9
Successful of YTC Training	660	18.78	2.540	10

**Interpretation:**

The table 1 indicates that the tribal youth have more Behaviour Modification (Mean 49.96) when compared to other areas. Second place was taken by Talent Acquired (mean 39.06) and the third rank was taken by Satisfaction of YTC Training (mean 39.05) which is very close to the Talent Acquired area. The fourth rank was taken by Perception on YTC Training is (mean 38.81). The fifth, sixth, seventh, eighth, ninth and tenth ranks were taken by Awareness of YTC Training, Utilization of YTC Training, YTC Training Needs, Implementation of YTC Training, Attitude of YTC Training, and Successful of YTC Training respectively.

**1. Bar diagram- Information of Perception based on Areas**



**Table no. 2**  
**Classification of the total sample on**  
**Different components of perception of tribal youth towards skill development (YTC)**

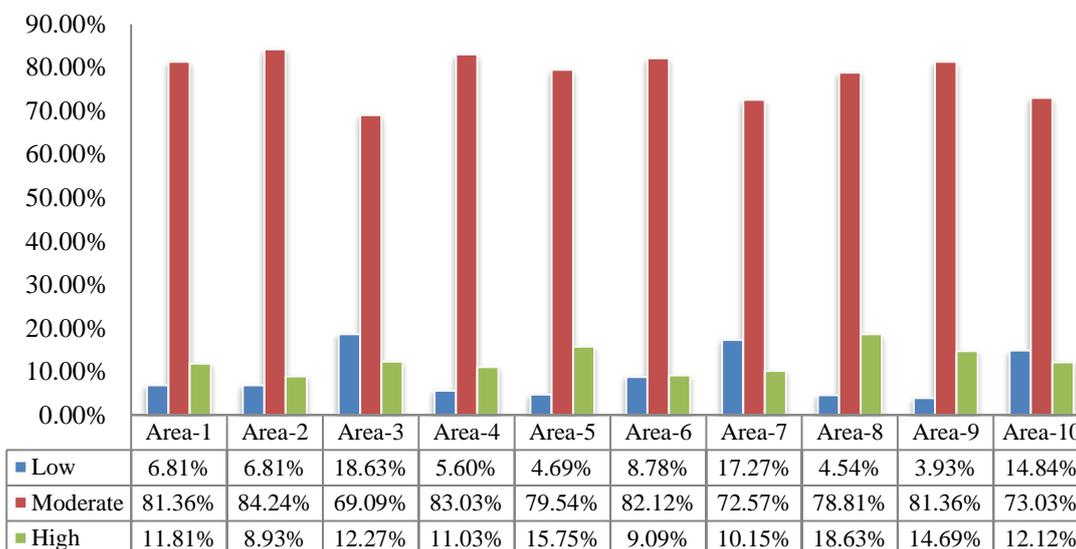
Components of Perception	Scores	Size of sample (N)	%	Verbal Description
Perception on YTC Training	< 34 (M - 1 SD)	45	6.81	Low
	In between 34 & 43 (M ±1 SD)	537	81.36	Moderate
	> 43 (M + 1SD)	78	11.81	High
	Total	660	100.00	
YTC Training Needs	< 31 (M - 1 SD)	45	6.81	Low
	In between 31& 38 (M ±1 SD)	556	84.24	Moderate
	> 38(M + 1 D)	59	8.93	High
	Total	660	100.00	
Awareness of YTC Training	< 33 (M - 1 SD)	123	18.63	Low
	In between 33 & 42 (M ±1 SD)	456	69.09	Moderate
	> 42 (M + 1 D)	81	12.27	High
	Total	660	100.00	
Utilization of YTC Training	< 31 (M - 1 SD)	37	5.60	Low
	In between 31 & 38 (M ±1 SD)	548	83.03	Moderate
	> 38 (M + 1SD)	75	11.36	High
	Total		100.00	
Attitude of YTC Training	< 17 (M - 1 SD)	31	4.69	Low
	In between 17 & 21 (M ±1 SD)	525	79.54	Moderate
	> 21 (M + 1 SD)	104	15.75	High
	Total	660	100.00	
Talent Acquired	< 35 (M - 1 SD)	58	8.78	Low
	In between 35 & 43 (M ±1 SD)	542	82.12	Moderate
	> 43 (M + 1 SD)	60	9.09	High
	Total	660	100.00	
Satisfaction of YTC Training	< 335 (M - 1 SD)	114	17.27	Low
	In between 35& 43 (M ±1 SD)	479	72.57	Moderate
	> 43(M + 1 SD)	67	10.15	High life
	Total	660	100.00	

Implementation of YTC Training	< 17 (M - 1 SD)	30	4.54	Low
	In between 17 & 22 (M ±1 SD)	507	76.81	Moderate
	> 22 (M + 1 SD)	123	18.63	High
	Total	660	100.00	
Successful of YTC Training	< 16 (M - 1 SD)	26	3.93	Low
	In between 16 & 21 (M ±1 SD)	537	81.36	Moderate
	> 21 (M + 1 D)	97	14.69	High
	Total	660	100.00	
Behaviour Modification	< 45 (M - 1 SD)	98	14.84	Low
	In between 45 & 55 (M ±1 SD)	482	73.03	Moderate
	> 55 (M + 1 SD)	80	12.12	High
	Total	660	100.00	

**Findings:**

1. According to table no 2 Perception on YTC Training have 6.81 % low, 81.36 % Moderate and 11.81% high level.
- 2 YTC Training Needs 6.81 % low level, 84.24 moderate and 8.93 % high.
3. Implementation of YTC Training 18.63% low level, 69.09 moderate level and 12.27 high level.
4. Utilization of YTC Training 5.60 % low level, 83.03% moderate level, 11.36 % high level.
5. Attitude of YTC Training 4.69 % low level, 79.54 moderate level, 15.75 high level.
6. Talent Acquired 8.78 % low level, 82.12 % moderate level and 9.09 % high level.
7. Satisfaction of YTC Training 17.27 % low level, 72.57 moderate level, 10.15% high level.
8. Implementation of YTC Training 4.54 % low level, 76.81% moderate level, 18.63% high level.
9. Successful of YTC Training 3.93% low level, 81.36% moderate level, 14.69% high level.
10. Behaviour Modification 14.84 % low level, 73.03 % moderate level, 12.12% high level.

**2. Bar diagram- Classification of the total sample on each core area**



**Objective 2**

To evaluate the life skills of teachers with respect to the following variables.

- a. Educational Qualifications: 10th Class/ Intermediate/ Degree
- b. Tribe: Koya Dora/ Konda Reddy/ Konda Dora/ Valmiki/ Valmiki/ Others

The following hypotheses have been formulated and they are tested one by one.

**Hypotheses framed:**

- 1. There would be no significant difference according to the educational qualification of tribal youth in their perception towards skill development (YTC) training.

**TABLE No. 3**  
**Perception towards skill development – Educational QUALIFICATION –**  
**MEANs - SDs**

Professional Qualifications	N	Mean	S.D.
10th Class	336	328.33	26.278
Intermediate	264	336.77	30.214
Degree	60	338.58	26.018

**Interpretation:**

The table 3; shows that tribal youth had degree qualification; they had high perception (mean 338.58). Those tribes have only intermediate (mean 336.77) and tenth (mean 26.278) educational qualification have medium and low level perception.

**3. Bar diagram- Information of perception based on educational qualification**

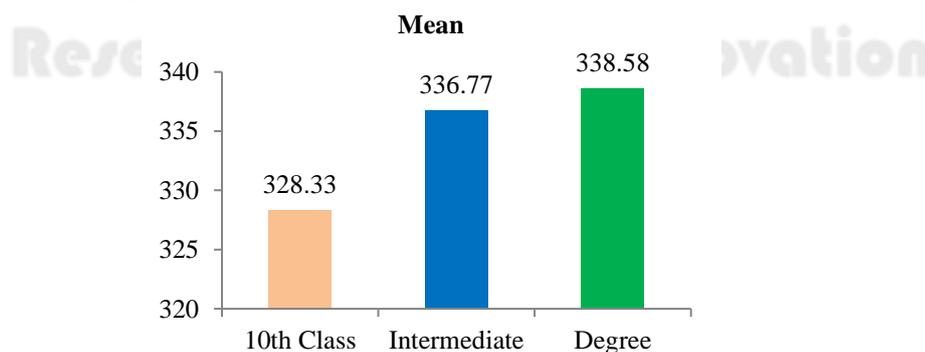


Table No.4

ANOVA					
Overall Perception					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12860.634	2	6430.317	8.262*	.000
Within Groups	511347.819	657	778.307		
Total	524208.453	659			

\* significant at 0.05 level

#### Interpretation:

It is observed from the table 4 that the obtained F-value (8.262) for  $df = 2$  and 657 is greater than the table value of 3.009. It is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that educational qualification of the tribal youth trainees makes a significant difference in their perception towards skill development ( YTC) training .

Since the F-value is significant, further probe is attempted to know which educational qualification groups differ significantly in their perception with other sub groups.

Table. 5- Comparison of mean vale, S.D, t value.

Group	N	Mean	SD	SED	"t"	significance
10th Class	336	328.33	26.278	2.309	3.654	significant at 0.05 level
Intermediate	264	336.77	30.214			
10th Class	336	328.33	26.278	3.677	2.788	significant at 0.05 level
Degree	60	338.58	26.018			
Intermediate	264	336.77	30.214	4.218	0.430	not significant at 0.05 level
Degree	60	338.58	26.018			

#### Findings:

1. Those with 10th class and intermediate educational qualifications significantly differ in their perception.
2. Those with 10th class and degree educational qualifications significantly differ in their perception.
3. Those that have intermediate and degree educational qualifications, tribal youth significantly differ from each other in their perception.

**Hypotheses 2:** There would be no significant difference according to the tribe type of tribal youth in their perception towards skill development (YTC) training.

TABLE No. 6  
Perception towards skill development – Educational QUALIFICATION –  
MEANs - SDs

Tribe	N	Mean	Std. Deviation
Koya Dora	191	330.98	31.237
Konda Reddy	86	339.55	30.916
Konda Dora	59	333.54	18.219
Valmiki	34	332.85	18.264
Others	290	331.47	27.731
Total	660	332.64	28.204

#### Interpretation:

The table 6; shows that tribal youth belongs to konda reddy; they had high perception (mean 339.55). Remaining Tribes shows medium and low perception.

## 4. Bar diagram- Information of perception based on Tribe

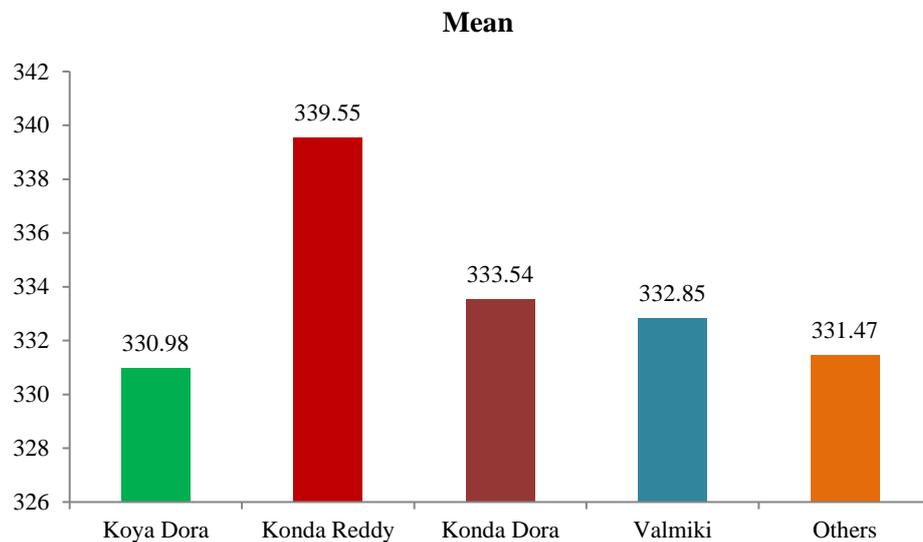


Table No.7

ANOVA					
Overall Perception					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5074.035	4	1268.509	1.600**	.172
Within Groups	519134.418	655	792.572		
Total	524208.453	659			

\*\* not significant at 0.05 level

**Interpretation:**

It is observed from the table 7 that the obtained F-value (0.89) for  $df = 4$  and 655 is less than the table value of 2.385. It is not significant at 0.05 level. Therefore, the null hypothesis is retained. Hence, it can be inferred that type of tribe of youth doesn't make a significant difference in their perception.

As F-value is not significant at 0.05 level, no further probing of obtaining differences in different type of tribes groups is attempted.

**Findings:**

1. Tribal youth show a high-level perception of behavioral modification, talent acquisition, and satisfaction through skill development training.
2. There is a significant difference between the different educational qualifications of tribal youth in skill development training programs.
3. There is no significant difference between the different tribes of tribal youth regarding skill development training programs.

**Suggestions:**

- The government may introduce legislation to begin the process of documenting the traditional abilities and knowledge of indigenous people.
- The government could take the required actions to build new skill development training facilities or relocate existing ones (both traditional and vocational) for tribes in tribal territories.
- The government should take steps to safeguard and preserve the distinctiveness of the indigenous knowledge and abilities of the tribal communities.

**Conclusion:**

The skills of many native youths are primarily ignored, marginalized, and ultimately suppressed by the general school system. The kinds of occupations and possibilities available to tribal youth are becoming increasingly limited. Overall, ST unemployment was lower than general castes. Acute poverty, illiteracy, ignorance, displacement, unemployment, and bonded labour are all problems that Adivasis face. By providing skill training, the following could be avoided or obviated. NGO-affiliated Skill Development Centers (SDCs) in established Voluntary Agencies are among the necessary interventions. When compared to other locations, the tribal youth exhibit more behaviour modification (Mean 49.96). Acute poverty, illiteracy, ignorance, displacement, unemployment, unskilled labour, bonded labour, and a lack of development assistance are commonplace among Adivasis.

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