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SKILL DEVELOPMENT PROCESS IN RAJESTHAN-A LITERATURE REVIEW

ABSTRACT

Young people are a valuable human resource for growth, vital agents of social change, and a driving force for both technological and economic progress. However, making use of these resources is not as simple as one might think. The three primary goals of sustainable agriculture development are the maintenance of existing ways of life, the expansion of economic opportunity, and the protection of the natural environment. Therefore, sustainability is built on the premise that we must meet our wants without risking the ability of future generations to satisfy their own needs. This is the foundation of the concept of sustainability. As a result of this, it is very necessary to demonstrate responsible management of both natural and human resources. The fact that a significant portion of India's population is of working age is one of the country's many advantages. Because unemployment is just one of the many challenges that the Indian economy must contend with, the National Skill Development Cooperation was founded in order to address the issue of skill development on a national level. The efforts of the NSDC to improve people's job prospects and lift them out of poverty have made a significant dent in India's economic challenges. In view of the expanding population and the considerable skill gaps that have been uncovered by a number of research inquiries, it is essential to have an answer to the question of whether or not this talent deficiency is being addressed and replaced. This training's success may be attributed, in large part, to the fact that it focuses on commercial topics, as requested by the responders. It is necessary to acknowledge the need for training in order to increase the retention of previously gained information and to encourage better socioeconomic development within communities. Additionally, it is necessary to update training materials in line with the requirements and attitudes of trainee participants.

Keywords: Skill , Development , Process , Rajasthan

INTRODUCTION

In view of the expanding population and the considerable skill gaps that have been uncovered by a number of research inquiries, it is essential to have an answer to the question of whether or not this talent deficiency is being addressed and replaced. The efforts of the NSDC to improve people's job prospects and lift them out of poverty have made a significant dent in India's economic challenges.

Skill development initiative

The rapid rise of India's population, unemployment, uncontrolled migration from rural to urban areas that exacerbates poverty, and other socioeconomic issues are some of the

challenges that the country's expanding economy must overcome. According to the findings of recent polls, it is anticipated that India would have a shortage of 5.2 million competent workers over the next several years. The Indian Planning Commission anticipates that by the year 2022, there would be a demand for over 500 million trained employees; however, the program's current capacity is just 3.1 million participants. The National Skills Development Corporation (NSDC) is working on a skill development initiative in an effort to address the issue of a skills gap.

The three primary goals of sustainable agriculture development are the maintenance of existing ways of life, the expansion of economic opportunity, and the protection of the natural environment. Therefore, sustainability is built on the premise that we must meet our wants without risking the ability of future generations to satisfy their own needs. This is the foundation of the concept of sustainability. As a result of this, it is very necessary to demonstrate responsible management of both natural and human resources. In order to properly steward human resources, one must take into account one's social commitments. These obligations might include the working and living conditions of farm families, the needs of rural communities, and the health and safety of consumers both now and in the future. Stewardship of land and natural resources entails maintaining and enhancing the existing vital resource base throughout the course of time.

When we take a glance at Rajasthan, we can see that agriculture has been practiced there for a very long time. As of right now, agriculture and sectors closely associated to it are responsible for 31% of the gross state product (GSDP) (at price limitations from 2004–2005) and 58% of employment (according to the census from 2011). Agriculture and the sectors that are directly associated to it continue to be Rajasthan's largest economic sector, and they continue to have a considerable influence on the state's overall socioeconomic development. This is true despite the fact that their proportion of the GSDP has been steadily decreasing. In addition, a sizeable percentage of the nation's industrial base relies on this sector as a source of food, fodder, and raw materials. It is for this reason that many people think that "inclusive growth" calls for the continued and responsible growth of the agricultural sector. The implementation of modern technology in agricultural settings has led to a reduction in the frequency and severity of many hazards and has had a number of beneficial effects on the expansion of farming, but it has also led to significant financial costs. Loss of topsoil, pollution and depletion of groundwater, damage to the environment, decreasing farm sizes, persistent disrespect for the living and working circumstances of farm households, increasing production costs, and the disintegration of social and economic institutions in rural regions are some of the most noticeable of these problems.

Understanding Rajasthan's Rural Youth and Agriculture

The majority of Rajasthan's population still lives in rural areas. It also suggests that a greater share of young people and those who will soon be entering their teenage years are growing up in the villages. Since it is essential to effectively manage the individuals' educational and

professional development, it would be quite stupid to suppose that a larger number of young people automatically results in improved prospects for the nation and the state.

The RSLDC stands for Rajasthan Skill & Livelihoods Development Corporation.

- In 2004, Rajasthan was one of the first states in the nation to create the Rajasthan Mission on Livelihoods (RMOL) in order to encourage skill development throughout the state. This was done in order to ensure that residents of Rajasthan had access to better employment opportunities.
- In 2009–2010, RMOL was rebranded as the Rajasthan Mission on Skill and Livelihoods (RSLDC), and it was established as a Section 25 Company, which is a type of nonprofit organization. The Chief Secretary was appointed to the position of chairman of the RSLDC.
- RSLDC, which is the state's skill mission, is the organization that is in charge of carrying out all of the skill development initiatives in the state of Rajasthan. • The RSLDC's major mission is to coordinate various training programs located all around the state.

Schemes by RSLDC:

ELSTP (Mukhyamantri Kaushal Vikas Yojana) is the acronym for the Employment Linked Skill Training Program.:

- The ESLTP was first implemented in 2012 with the intention of bridging the gap between the skill-training program and the job market.
- A training partner for this program is required to provide a guarantee that each completed class of students will be placed at a rate of at least fifty percent of the time.
- As of the 31st of December in 2015, 10,546 young people were enrolled in training programs, and 23,276 young people had enrolled in training programs at the end of the current fiscal year 2015–16.

Program for Regular Skill Training (RSTP):

- It aims to improve the employability of individuals in rural and semi-urban areas. Through various short-term skill-training programs, the major objective of this program is to help women, young people, convicts, and persons with special abilities (PSA) enhance their ability to provide for themselves and their families.
- During the 2015–2016 school year, 2,965 children participated in training, and 1,781 are continuing doing so.

Pandit Deen Dayal Upadhyaya Grameen Kaushalya Yojna(DDU-GKY):

- The goal of this initiative is to lessen the severity of poverty in rural areas by providing work opportunities to young people with relevant skills.

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- One of the recognized states for the Annual Action Plan is the state of Rajasthan, which has set a goal of educating one lakh BPL young people. 2014 marked the beginning of the program's existence.
- As of right now, there are a total of 120 Skill Development Centers (SDCs) located all across the state, which were developed by 36 Project Implementing Agencies (PIAs).
- Training has been provided to 5,712 beneficiaries of this program, and 18,909 children have received it throughout the school year 2015–2016.

According to Dutt, G. (2014), agricultural labor is not organized, in contrast to the employees in industrial settings. An investigation that was carried out by the International Labour Organization (ILO) in the year 2015 found that "the Indian government has typically shown a lack of interest in the issues that are facing agricultural laborers."

All migration begins in areas with low levels of production and progresses in the direction of areas with higher levels of productivity, as stated in two articles written by E.G. Ravenstein and titled "The Laws of Migration" and published in 1985 and 1989, respectively. The loss of laborers in the agricultural sector is not being compensated for by job gains in other sectors. (Mehta, J. 2016) "Manufacturing" and "service category" are just not equipped to deal with it.

"The Political Economy of Rural Development: Theoretical Perspectives" was written by Clark Edwards. The author of this article asserts that there are substantial economic linkages between the rural and urban areas. The expansion of one sector has an effect on the expansion of another. It would appear that the process of growth does not have a point of equilibrium in which marginal adjustments to opportunity costs may eliminate existing inequities. An imbalance between rural areas and urban centers is a problem that affects the entire country. It would appear that this has resulted in cities that are simultaneously underpopulated and overpopulated to a significant degree.

Rural development has the potential to promote economic efficiency, contribute to the nation's commodities and services, and improve social and economic conditions in rural as well as metropolitan areas of the country. According to research conducted by Utsav Kumar Singh (2016), the agricultural sector has a wealth of opportunities for the creation of new jobs, the introduction of novel ideas, and the launch of new businesses.

According to Dr. Sayantan Mandal (2016), the lack of employability skills and economic growth in rural regions makes it difficult for young people to rise on the professional ladder and makes it tough for them to get paid job. According to Ela R. Bhatt (2016), rural places provide our children an incredible opportunity to contribute to the development of our nation in the future.

OBJECTIVES OF THE STUDY

1. To study on Understanding the Rural Youth and Agriculture of Rajasthan
2. To study on Rajasthan Skill & Livelihoods Development Corporation (RSLDC)

RESEARCH METHOD

The Skill Development Initiative Scheme (SDIS) and a great number of one-of-a-kind programs offering high-quality trainings in a wide variety of sectors are now in the process of being implemented with a particular set of goals in mind. GRAM 2016 is a summit that is being organized by the government in the state of Rajasthan alongside a multitude of other programs and schemes with the objectives of empowering farmers, building marketing alliances, transferring technology, providing economic possibilities, and stimulating agri-based research. GRAM 2016 will take place in the month of December. Respondents for the study's sample were selected at random from a group of ninety trainees who were beneficiaries of the Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY) and who had participated in entrepreneurial development training courses between the years 2013 and 2016. The data was collected through the use of the pre-tested interview schedule and the personal interview methodology. Certain social and economic performance criteria were utilized in order to do a before and after comparison of the beneficiaries' condition. An in-depth tabular analysis of the obtained data was carried out using statistical approaches such as principal component analysis (PCA), in addition to fundamental arithmetic tools such as percentages, ratios, frequencies, and averages, amongst others. PCA is a method for reducing the amount of data that splits components into multiple different groups. Exploratory research is the most common application of this methodology. When there are no factors found in the literature research, a large number of statements are gathered for a pilot study. After that, a systematic principal component analysis and a subsequent multivariate analysis method are used to find the factors.

DATA ANALYSIS

Personal and Socio-economic Characteristics

It is generally agreed that transitioning into self-employment is a challenging process that is influenced by a wide range of personal, social, economic, and psychological characteristics shown by trainees.

The classification of age groups revealed that the majority of trainees belonged to the age group that ranged from 21 to 25 years old (45.80%), followed by the age group that ranged from 26 to 30 years old (25.00%), the age group that ranged from under 20 years old (19.20%), and the age group that ranged from over 31 years old (10.0%). According to the findings of the age group, those under the age of 30 were more likely to consider working for yourself than those beyond the age of 30. Information obtained on the respondents' educational backgrounds revealed that 42.50 percent had finished upper secondary education, followed by high school (39.17 percent), college or higher education (10 percent), and primary education (6.67 percent). Only 1.67 percent of those who participated in the survey could not read or write. The occupational status of trainees implies that the choice of self-employment is more common among young people who obtain the majority of their income from physical labor or have a background in agriculture.

Reasons for enrolling in a skill development training program

In order to properly evaluate the effectiveness of any program, it is essential to have a solid understanding of the major reasons why the participants signed up for the training.

Table 1 Based On Gender

1.	Gender	Respondent	Percentage
	Female	22	43.31
	Male	68	56.72

Table 1 displays the socioeconomic characteristics of trainees participating in the Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY) program. These variables include gender, age, education level, occupation, and annual income. According to the data in Table 1, there were somewhat more male trainees (56.70%) than there were female trainees (43.30%).

Table 2 Based on age group

2.	Age group	Respondent	Percentage
	Below 20	23	19.21
	21 to 25	25	45.81
	26 to 30	30	25.04
	31 and above	12	10.01

The classification of age groups revealed that the majority of trainees belonged to the age group that ranged from 21 to 25 years old (45.80%), followed by the age group that ranged from 26 to 30 years old (25.00%), the age group that ranged from under 20 years old (19.20%), and the age group that ranged from over 31 years old (10.0%). The findings for this age group revealed that younger people, in comparison to older adults, were more inclined to explore working for oneself as a business owner.

Table 3 Based on Education level

3.	Education level		
	Illiterate	2	1.71
	Primary education	8	6.72
	Secondary	17	39.21
	Higher secondary	51	42.52
	college and above	12	10.01

Information obtained on the respondents' educational backgrounds revealed that 42.50 percent had finished upper secondary education, followed by high school (39.17 percent), college or higher education (10 percent), and primary education (6.67 percent). Only 1.67 percent of those who participated in the survey could not read or write. The occupational status of trainees implies that the choice of self-employment is more common among young people who obtain the majority of their income from physical labor or have a background in agriculture.

Table 4. Distribution of responders by reason for enrolling in the training

The purpose for joining a training	Frequency	Percent (%)
Starting new business	62	75.71
Getting job	14	10.70
Improve skill for already engaged business	13	11.82
Obtaining certificate	1	0.80
Total	90	100.0

Reasons for enrolling in a skill development training program

To evaluate the effectiveness of any training program, it is essential to have a solid understanding of the major reasons the participants enrolled in the training in the first place. The classification of respondents that can be seen in Table 2 is based on the reasons that they gave for participating in the (DDU-GKY) training program. According to the findings, starting a new enterprise was the primary motivation for the majority of trainee applicants (76.70%) who participated in training programs. Although only 11.67% of participants intended to enroll in order to find employment, this was followed by 10.83% of participants who wanted to enhance their abilities for already established firms and 0.83% of participants who wanted to get a certificate, respectively. According to the findings, DDU-GKY) is becoming an increasingly valuable nursery for beginning a new commercial activity. This is demonstrated by the findings.

Table 5. Identification of factors and rotated component matrix

Description of variables	Component	
	Monetary Motivation	Job quality improvement
Higher quality in work improves my economic potentiality		0.970
Training enables me to generate more income from my activities	-0.894	
The new idea helps me to garner more money through learning while earning policy		0.922
My Economic Credentialism in Society is reinforced as a result of my training.	0.792	
After completing my training, I had a better life and more money in my pocket.	0.825	

Table 5 demonstrates that the social impact of training was successfully classified into four primary categories: those who replied with confidence and optimism, those who answered efficiently, and those who were searching for self-employment. The first group of those who filled out the survey expressed a larger preference for the likelihood of socially acknowledged opportunities for independent employment. It reached a significant number of people and served as the primary focus of all training. On the other hand, the fact that the second groups specifically chose training in order to raise their social standing means that the extra impacts of training cannot be minimized. Training was beneficial to the third group because it helped them feel more self-assured and helped them think more favorably about the situations in which they worked. Some of the respondents, who were already very good at budgeting their money or managing their resources, were continually seeking for new methods to improve their productivity in their personal as well as their professional life by taking part in training.

Table 6 Identification of Factors and Rotated Component Matrix

Description of variables	Component				
	Leaders	Entrepreneurs	Pessimists	Self-conscious	Self-motivated
I worry about others thinking	0.841				
Planning necessary in business	0.832				
Feel free for any unanticipated changes	-0.751				
I take new challenges		0.654			
Risk makes me better in the financial aspect		0.681			
I always accept realistic risk essential		0.646			
I follow successful methods for doing my job		-0.572			
I feel confident in my own way			-0.655		
I am worried about the outcome			0.820		
I feel frustrated in my life			0.572		
I feel self-conscious in activities				0.851	
I feel smarter than others				0.513	
I feel good myself					0.820

Identification of Trainees according to their Attitude and Interest

One of the most important objectives of the program was to instill in the participants an attitude that encouraged them to be willing to take risks, as well as management and entrepreneurial skills. The success of the training program is partly contingent on the correct identification of responders in terms of their perspectives and areas of interest. The findings of the method to factor analysis that are provided in Table 6 indicate that trainee respondents may be split into five categories on the basis of their interests and attitudes about the training program. People who fall into these categories include leaders, business owners, pessimists, those who are self-conscious, and those who are self-motivated. The presence of a negative sign in front of the item's name denotes its unfavorable relationship to the factor. It's possible that all of these downsides might be lumped together as a single parameter that makes the core component less effective. In general, the responses from the respondents will determine whether or not training methods can be developed and made available to those individuals for effective outcomes. In addition, Devaki (2019) discovered that after participating in the DDU-GKY program, participants showed a more robust demonstration of six distinct types of entrepreneurial characteristics. These characteristics include invention, managerial strategies, risk taking, accomplishment focused, leadership, and networking.

CONCLUSION

Self-employment is the most effective strategy for addressing the growing problem of joblessness among adolescents living in rural areas. It is possible that providing jobless persons in rural areas with social safety nets alone will not be enough to improve their living conditions, particularly if the income they get from wage jobs is insufficient for them. We are in critical need of a skill development program such as (DDU-GKY), which has the potential

to successfully reduce the rate of unemployment while also improving the quality of life for those who are self-employed and run small businesses. One group of respondents was more concerned with the long-term quality indicators following the training session, while another group was more focused on the financial performance of the organization. This training's success may be attributed, in large part, to the fact that it focuses on commercial topics, as requested by the responders. It is necessary to acknowledge the need for training in order to increase the retention of previously gained information and to encourage better socioeconomic development within communities. Additionally, it is necessary to update training materials in line with the requirements and attitudes of trainee participants.

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