



SKILL DEVELOPMENT PROGRAMS, RETENTION, EMPLOYABILITY AND SKILLED WORKERS IN MAHARASHTRA AMONG YOUTH

**Dilip Bhima Jadhav, Research Scholar, School of Commerce & Management Studies,
OPJS University, Churu, Rajasthan**

**Dr. Rupak Shrivastava, Assistant Professor, School of Commerce & Management
Studies, OPJS University, Churu, Rajasthan**

Abstract

To compare retention rate of youth in government and Corporate Skill development programs with respect to Maharashtra and helps to understand the role of skill development and its consequences on unemployment in Maharashtra. Both primary and secondary resources were used to gather information. The sample size is 200 respondents living in Maharashtra and must take participation in skill development programmes running by Maharashtra government. The method of sampling was convenient and cluster methods. Most of the respondents agreed or highly agreed that government and corporate run skill development programs in Maharashtra helps to compare retention rate of youth in government and Corporate Skill development programs with respect to Maharashtra and helps to understand the role of skill development and its consequences on unemployment in Maharashtra. Programs for skill development training may surely achieve these goals by generating trained personnel. Because only skilled workers can effectively contribute to the growth of different industries which will then have an effect on the economy of the state.

Keywords: *Skill development programs, retention, employability and skilled workers.*

Introduction

Youth is a representation of vigour. It has energy attached to it. The largest segment of the population is young people. They must be a part of any plan for sustainable development. They are responsible for promoting innovation, advancement, and change. They can elevate or lower society. The same forces that currently govern our world will shape and have an influence over them. Giving youth-related issues more attention and working to realise their objectives are urgent needs of the hour. The UN General Assembly responded to these future foundations by declaring 2011 to be the International Year for Youth with the theme



"Dialogue and Mutual Understanding." Youth is best understood as a stage of transition from dependency of childhood to independence and awareness of our interdependence as community members in adulthood. During this phase of transition, the majority of young people in societies other than those that are completely traditional must negotiate a complex interplay of macroeconomic, institutional, and personal changes. These elements' relative weights and interactions might vary greatly depending on each country's level of economic development. It may also vary between nations depending on socioeconomic, racial, and other social groupings. Youth is a more open category than a predetermined age range. The United Nations defines youth as being between the ages of 15 and 24. In order to promote professional development at the provincial level, the Maharashtra government has put in place an organisational structure. The Maharashtra government has set objectives for itself to produce 4.5 million qualified workers by 2025 through the Financial sector Talent Groups and Maharashtra's up skilling Project. Structure, fabrication, textiles, automobiles, hotel management, health insurance, business services, department stores, medical products but also substances, IT/ITeS, but also agribusiness preparation are among the 11 emerging trading activities recognised by sector-based technical training advisory boards, so it's important to compare retention rate of youth in Government and Corporate Skill development programs with respect to Maharashtra and understand the role of skill development and its consequences on unemployment in Maharashtra.

Literature Review

Newman and Anderson-Butcher, (2021) [1] revealed unique procedures that affected the acquisition and transmission of life skills in opposite ways. Participants gave examples of how programme staff organised, directed, and debriefed events to promote the learning and application of life skills. However, research revealed that specific learning and transfer environments, such as religious organisations and video games, provided unique opportunities for the development and transfer of life skills. In order to maximise learning, community sport-based PYD programmes should provide opportunities for the development and transfer of life skills, train staff in facilitative coaching techniques, and collaborate with significant social agents (such as parents/caregivers, teachers, and coaches) in other contexts for learning and transfer.

Bates et al., (2020) [2], examine that PYD leadership programmes help young people build their leadership skills, and they also look into the underlying processes that young people



think help their skills develop over time. Components of programme design that support skill development that share similarities and variations are also noted. There were three 90-minute focus groups with a total of eighteen young people (i.e., 6 youth per program).

Lindsay et al., (2012) [3] highlighted how a job training programme helped adolescents with disabilities gain self-confidence, a variety of useful practical, social, and communication skills. Youth expressed difficulties in their post-program job hunt despite personal gains.

Mishra(2014) [4] suggested that millions of young people who are prepared to think are currently produced by India's educational system, but not enough of them have entrepreneurial or employment skills. The competency and capability of human resources play a crucial role in growing and sustaining the economy as India faces rising restrictions on its economic and natural resources. A paradigm shift is needed in the field of skill development and vocational education, from a framework that is static to one that is dynamic and constantly adapts to suit industry and social demands. Young people at all educational levels, from school dropouts to graduates, can now receive relevant and comprehensive education from Centurion University of Technology and Management.

Martin and Rusk (2021) [5] suggested that youth who raise and exhibit cattle get a variety of life skills in the process. Some of these abilities include responsibility, time management, and knowledge of how to care for animals, including feeding, breeding, immunizing, treating illnesses, treating lameness, and teaching animals to take showers. Youth who exhibit animals also learn about entry deadlines, ownership deadlines, arranging travel arrangements, and collaboration through family cooperation. Judging teams teach young people how to assess meat or livestock including beef cattle, goats, sheep, and pigs as well as dairy cattle, horses, and other types of livestock.

Method

Due to the nature of the investigation in this study, both primary and secondary resources were used to gather information. First-hand knowledge or original facts on a subject obtained from a primary source. Open-ended questionnaires are the primary means of gathering data from the respondents. Secondary data was gathered from publicly available financial documents, news articles, and other sources. An organization's records, books, journals, and other published materials would be used to gather secondary information. In this research the sample size is 200 respondents living in Maharashtra and must take participation in skill

development programmes running by Maharashtra government. The method of sampling was convenient and cluster methods. The Data collection through questionnaire was followed by analysis. The quantifiable tests were done with SPSS 27.0 and diagrams and tables were created using Microsoft Word & Microsoft Excel.

Results

Student's t-test suggested that there are significant differences between retention rate of youth in Government and Corporate Skill development programs with respect to Maharashtra. The retention rate of youth in Corporate Skill development programs is high as compared with respect to Maharashtra Government Skill development programs, with 74 respondents agreeing, 66 strongly agreeing, 35 disagreeing, and 25 strongly disagreeing (Figure 1). Skill development programs have a significant role in skill development, 71 of those polled agreed, 63 strongly agreed, 35 disagreed, and 31 strongly disagreed, while 35 others strongly disagreed (Figure 2). Seventy seven respondents agreed, 67 respondents strongly agreed, 33 respondents disagreed, and 23 respondents very disagreed with the retention rate for people and help in getting jobs too (Figure 3). Skill development programmes significantly increase the retention rate and also help in getting jobs in both the public and private sectors, 75 respondents agreeing, 69 respondents strongly agreeing, 36 respondents disagreeing, and 20 respondents severely disagreeing (Figure 4). Thus this study helps to compare retention rate of youth in government and Corporate Skill development programs with respect to Maharashtra and helps to understand the role of skill development and its consequences on unemployment in Maharashtra.

Figure 1: Regarding response compare retention rate of youth in Government and Corporate Skill development programs with respect to Maharashtra.

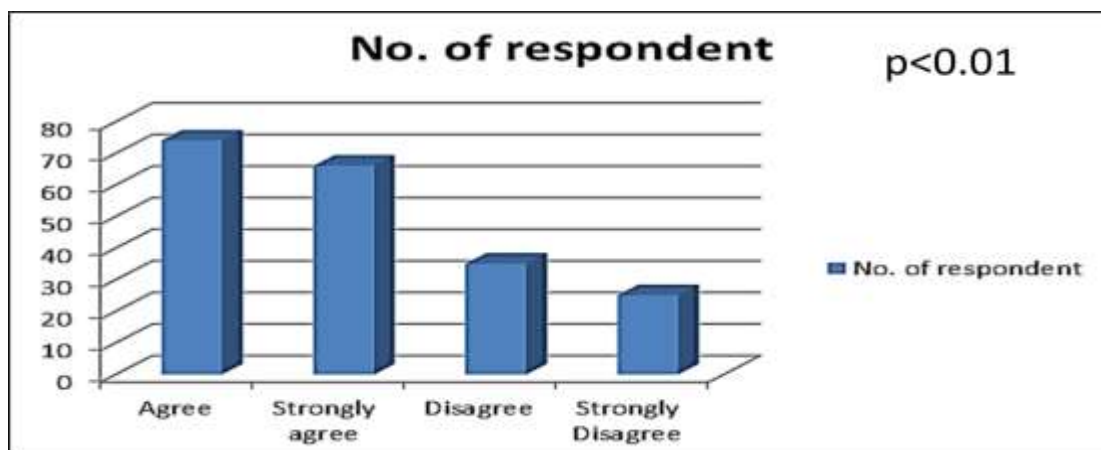


Figure 2: Regarding response for understand the role of skill development and its consequences on unemployment in Maharashtra.

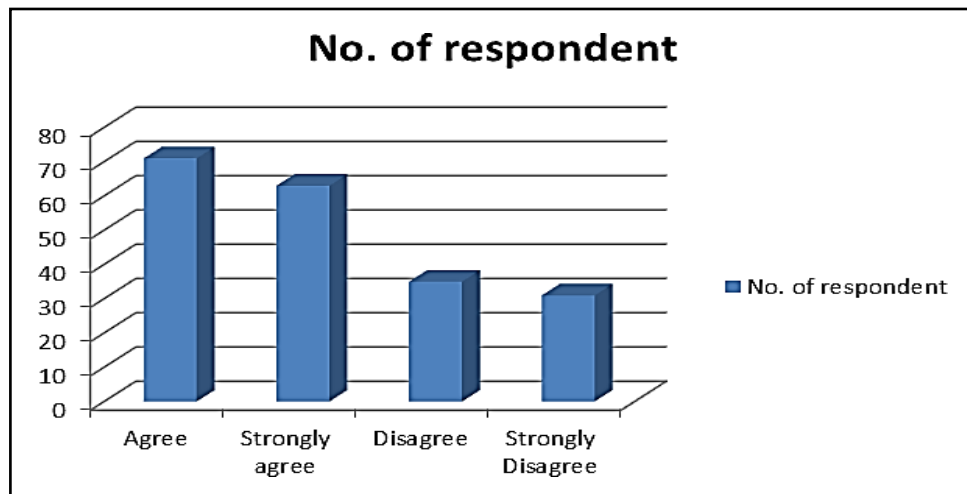


Figure 3: Regarding response towards retention rate for people and help in getting jobs too.

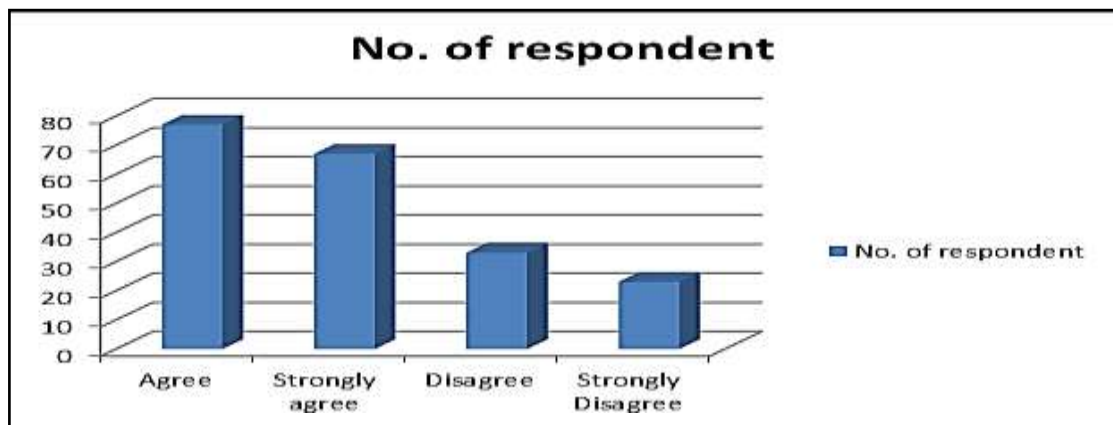
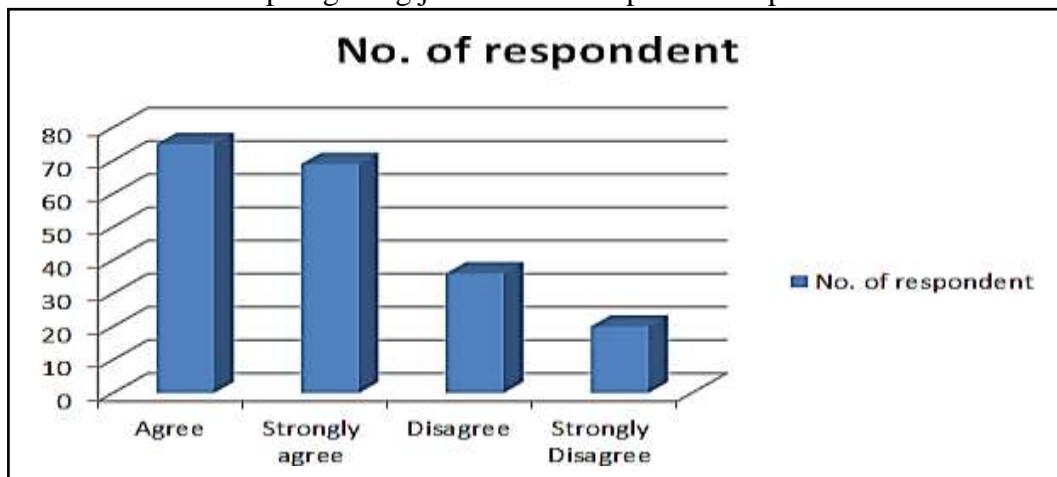


Figure 4: Regarding response for skill development programmes significantly increase the retention rate and also help in getting jobs in both the public and private sectors.





Conclusion and Suggestion

The excellent Maharashtra Skill Development Mission, launched by the Maharashtra government, aims to enhance young people's abilities and increase their access to employment opportunities. The report claims that trainees may have suffered with unemployment and joined the training programme in an effort to obtain jobs. Additionally, it has been shown that trainees are able to find employment after training, which increases their retention rate. Programs for skill development have so demonstrated their value in boosting teenage output and employability. As a result, the study demonstrates that more has to be done on the mission's end to link trainees with businesses and financial institutions so that startups may access finance. Additional mission-related promotion tactics may be used by the government, including hoardings, seminars, commercials, etc. Maharashtra is a state with lots of natural resources, hence there are many of career opportunities there. Programs for skill development training may surely achieve these goals by generating trained personnel. The growth of different industries, which will therefore have an effect on the state's economy, can only be efficiently contributed to by skilled workers.

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