



SKILL DEVELOPMENT PROGRAMS, EMPLOYABILITY AND PRODUCTIVITY 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 understand the concept of government and corporate run skill development programs in Maharashtra in creating employability and productivity among youth. 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 help in creating employability and productivity among youth under study. By producing trained workers, skill development training programmes may undoubtedly meet these objectives. Because only skilled workers can effectively contribute to the development of various sectors, which will in turn have an impact on the state's economy.

Keywords: Skill development programs, employability and productivity.

Introduction

Youth is a symbol of vitality. Energy is associated with it. Youth represent the most significant population group. Any strategy for sustainable development must include them. They have the burden of driving innovation, progress, and change. They can improve or degrade society. They will be shaped and influenced by the same forces that currently rule our globe. The pressing necessity of the hour is to give youth-related issues more importance and work to realise their goals. The International Year for Youth in 2011 with the theme "Dialogue and Mutual Understanding" was a response to these future pillars by the UN General Assembly. Youth is best viewed as a transitional stage from childhood's reliance to adulthood's independence and understanding of our interdependence as community members. The majority of young people in societies other than totally traditional ones must navigate a



complex interplay of macroeconomic, institutional, and personal changes throughout this period of transition. Depending on each nation's level of economic development, these elements' respective weights and interactions can differ significantly. According to socioeconomic, racial, and other social groupings, it might also differ between nations. Compared to a set age group, youth is a more flexible category. According to the United Nations, youth are those who are between the ages of 15 and 24. So, Maharashtra government has implemented an organizational mechanism for professional growth at provincial level. Maharashtra government has set goals for itself of producing 4.5 million qualified workers by 2025 through Maharashtra's up skilling Project and Financial sector Talent Groups. 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 rising trading activities recognized by sector - based technical training advisory boards and thus it is necessary to understand the concept of government and corporate run skill development programs in Maharashtra in creating employability and productivity among youth.

Literature Review

Newman and Anderson-Butcher, (2021) [1] revealed distinct processes that both helped and hindered the development and transfer of life skills. Participants, for instance, described how programme staff structured, led, and debriefed activities to encourage the acquisition and use of life skills. Findings, however, showed that particular learning and transfer contexts—such as religious groups and video games—offered distinctive chances for the development and transfer of life skills. Community sport-based PYD programmes should offer opportunities for life skill development and transfer, train staff in facilitative coaching techniques, and work with important social agents (such as parents/caregivers, teachers, coaches) in other learning and transfer contexts to maximise learning.

Bates et al., (2020) [2], examine what leadership skills young people develop by taking part in PYD leadership programmes, and investigate the underlying mechanisms that young people believe contribute to their skill development over time. Commonalities and differences in programme design components that contribute to skill development are also identified. Three focus groups of 90 minutes each were held with a total of 18 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 questionier 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

About 72 people agree, 61 people strongly agree, 38 people disagree, and 29 people strongly disagree with the statement in the heading: —Skill development programmes are beneficial in finding employment after completing the course (Figure 1). Skill Development Programs help in the high percentage of youth retention in government sectors and respondents 65 agreeing, 63 strongly agreeing, 40 disagreeing, and 32 very disagreeing respondents (Figure 2). Skill Development Programs help in the high percentage of youth retention in corporate sectors and respondents 67 people who responded, 65 said they agreed strongly, 39 said they disagreed, and 29 said they severely disagreed (Figure 3). Seventy two respondents agreed, 63 strongly agreed, 37 respondents disagreed, and 28 respondents strongly disagreed with the government’s skill development programme applicability in creating employability and productivity among youth (Figure 4). Thus this study help to understand the concept of government and corporate run skill development programs in Maharashtra in creating employability and productivity among youth under study.

Figure 1: Regarding response for skill development programmes are beneficial in finding employment after completing the course.

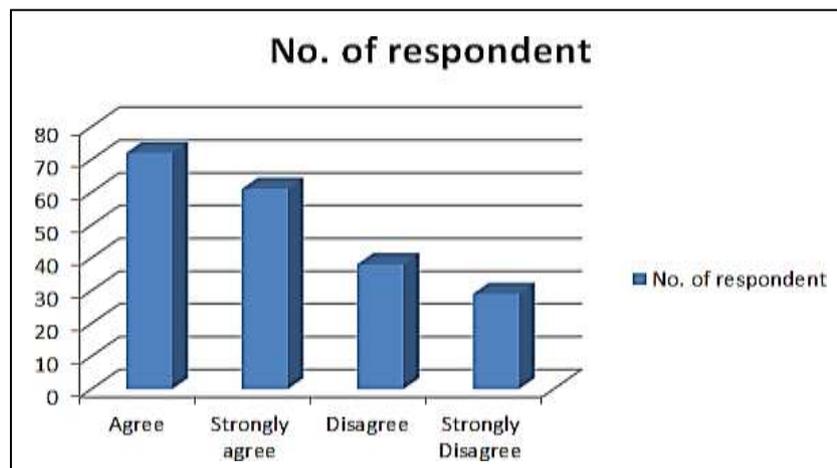


Figure 2: Regarding response for skill development programmes are beneficial in youth retention in government sectors.

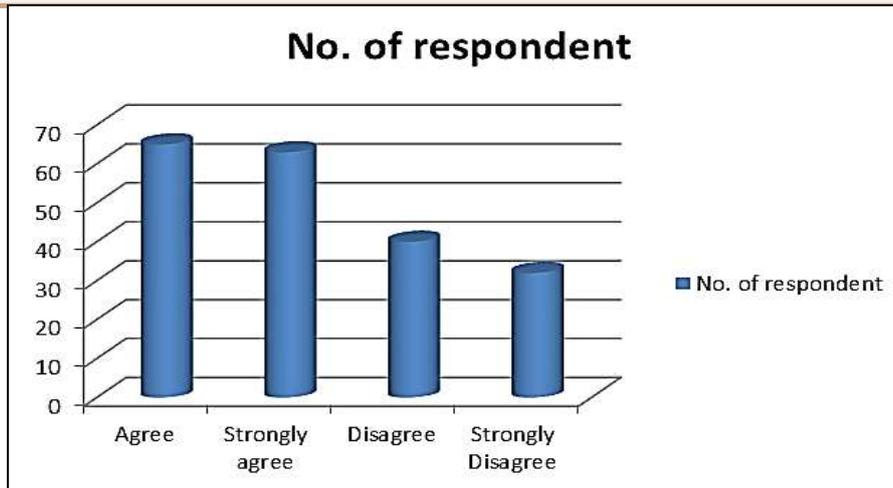


Figure 3: Regarding response for skill development programmes are beneficial in youth retention in corporate sectors.

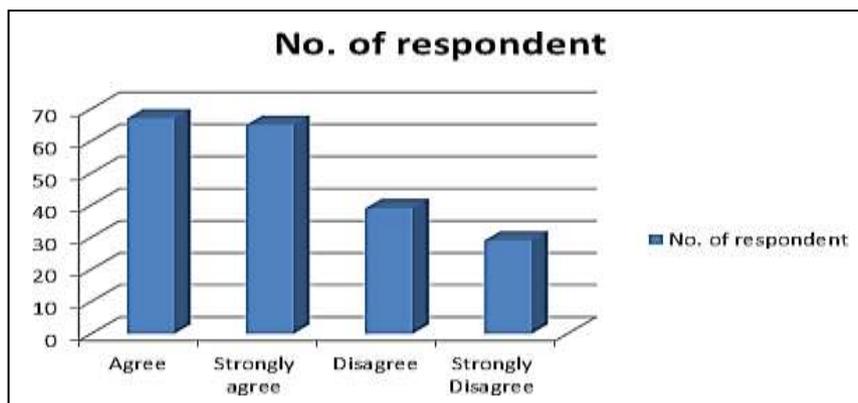
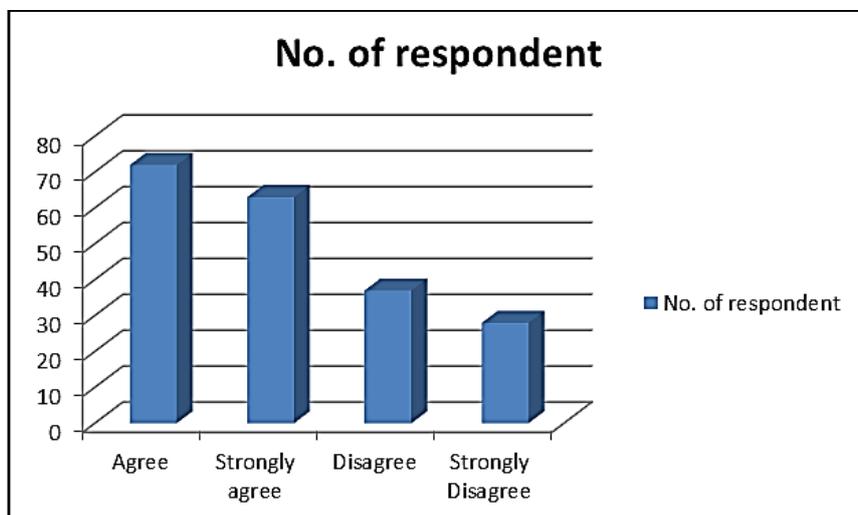


Figure 4: Regarding response for government's skill development programme applicability in creating employability and productivity among youth.





Conclusion and Suggestion

The Maharashtra Government's admirable Maharashtra Skill Development Mission aims to improve youths' skills and give them access to work possibilities. According to the report, trainees may have struggled with unemployment and enrolled in the training programme in the hopes of finding job. Additionally, it has been observed that after training, trainees are able to get employment and improve their retention rate. Thus, skill development programmes shown their usefulness in increasing adolescent production and employability. Therefore, the study shows that more work needs to be done on the mission's end to connect trainees with employers and financial institutions so that young and new entrepreneurs may get funding. The government may also implement additional mission-related promotion strategies, such as hoardings, seminars, advertisements, etc. Maharashtra has a lot of job potential because it is a state with abundant natural resources. By producing trained workers, skill development training programmes may undoubtedly meet these objectives. Only skilled workers can effectively contribute to the development of various sectors, which will in turn have an impact on the state's economy.



References

- [1] Newman, T. J. and Anderson-Butcher, D. (2021) —Mechanisms of life skill development and life skill transfer: Interconnections and distinctions among socially vulnerable youth,|| *Journal of the Society for Social Work and Research*, 12(3), pp. 489–519. doi: 10.1086/715890.
- [2] Bates, S. *et al.* (2020) —A comparative examination of how program design components influence youth leadership-skill development,|| *Journal of youth development*, 15(6), pp. 91–115. doi: 10.5195/jyd.2020.868.
- [3] Lindsay, S. *et al.* (2012) —Skill development in an employment-training program for adolescents with disabilities,|| *Disability and rehabilitation*, 34(3), pp. 228–237. doi: 10.3109/09638288.2011.603015.
- [4] Mishra, M. (2014) -Vertically integrated skill development and vocational training for socioeconomically marginalised youth: The experience at Gram Tarang and Centurion University, India,|| *Prospects*, 44(2), pp. 297–316. doi: 10.1007/s11125-014-9308-z.
- [5] Martin, C. and Rusk, C. (2021) —Youth livestock programs provide intangible benefits through life skill development,|| *Animal frontiers*, 11(2), pp. 64–71. doi: 10.1093/af/vfab007.