

The Impact of Skill Development Schemes, Retention, Employability, And Skilled Employees on the Psychology of Maharashtra's Youth

¹Mr. Nitesh Kumar, ²Dr. Prakash D Achari, ³Dr. Rajeev Sharma, ⁴Dr. Swati saxena, ⁵Dr. Vipul Jain

¹Assistant Professor, Faculty of Business Management & Commerce, Usha Martin University, Ranchi- Jharkhand

²Professor, Department of Business & Management, Himalayan University, Itanagar-Arunachal Pradesh

³Professor, Department of Management, Mangalayatan University, Aligarh, Uttar Pradesh

⁴Associate Professor, Department of Management, Mangalayatan University, Jabalapur, Madhya Pradesh

⁵Assistant Professor, Department of Management, Sikkim Professional University, Gangtok, Sikkim

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Abstract

Understanding the role of mental development and its impact on unemployment in Maharashtra needs a look at the rate of youth retention in state and business skill development programmes. To acquire information, both primary and secondary sources were used. The sample size is 200 Maharashtra residents who are compelled to participate in skill development programmes provided by the Maharashtra government. Cluster sampling protocols worked well. The majority of participants agreed or strongly agreed that comparing the retention rate of young people in such programmes in comparison to Maharashtra, as well as understanding the role of developing skills and its effects on unemployment in Maharashtra, are useful in understanding how the government and businesses in Maharashtra run skills training programmes. Skill development programmes can assist you in meeting your goals by nurturing talented staff. The state's economy will suffer because only qualified individuals can effectively contribute to the growth of numerous businesses.

Keywords: Retention, employability, skill workers, skill development initiatives, and youth psychology

Introduction

A company's culture is made up of all of the opinions that employees share about their jobs. It is a template for how the firm as a whole should operate. The culture of an organisation reflects how its employees see it (Asthana and Jain, 2021). Youth is associated with vigour. It is alive with vitality. The majority of the population is comprised of young people. Every strategy for sustainable development must take these into account. They are in charge of encouraging innovation, progress, and transformation. They either benefit or harm society. They will be influenced by the same components that govern the rest of the world. There is an urgent need to focus more attention on youth issues and advocate for their interests. The United Nations General Assembly named 2011 the International Year of Youth, with the theme "Dialogue and Mutual Understanding," in response to these new foundations. Youth is best defined as a transition period from infantile dependence to adult freedom and a sense of community interdependence. During this period of transition, the majority of young people from non-traditional cultures are managing a complex combination of economical, institutional, and personal changes. The relative importance and interdependence of these characteristics may change based on a country's economic advancement. It varies per country due to socioeconomic, racial, and other aspects. Teenagers of any age can be classified as such. The United Nations defines youth as persons aged 15 to 24. The Maharashtra provincial government has put in place a structure to encourage professional development. Through the Financial Sector Talent Groups and the Maharashtra Up skilling Project, the Maharashtra government hopes to generate 4.5 million trained professionals by 2025. Construction, fabrication, textiles, automobiles, hotel management, health insurance, business services, department stores, medical products and substances, IT/ITeS, and agribusiness planning are among the eleven developing commercial activities recognised by sector-based technical training advisory boards. The retention rates of young people in corporate

and government skill development programmes in Maharashtra must be compared, and the role of training must be recognised.

Research Review

Anderson-Butcher, Newman (2021) [1] The teaching and learning of practical life skills was influenced by a variety of methodologies. Many participants praised the program's conception, execution, and debriefing of exercises aimed to increase employability. Studies show that religious organisations and video games both present novel opportunities to learn and disseminate practical life skills. Community sport-based PYD programmes should allow students to develop and apply life skills, as well as train coaches in positive and constructive coaching techniques and interact with important social stakeholders (such as parents, caregivers, teachers, and coaches) in a range of learning and transfer contexts.

In 2020, Bates et al. [2] Investigate the processes that young people believe are responsible for this improvement and determine whether or not the PYD leadership programmes assist young people in developing their leadership skills. It is important to emphasise the similarities and variations across the programme design components that facilitate skill development. Each of the three focus groups, which included a total of 18 youth, lasted roughly 90 minutes (i.e., 6 youth per program).

According to Lindsay et al. (2012) [3], A job training programme appears to have helped disabled young people gain a variety of practical, social, and communicative skills. Despite their personal growth, youth expressed difficulty in finding post-program work.

Mishra (2014) (2014) Indian universities produce millions of educated graduates each year, but significantly fewer of them have any practical work experience or commercial acumen. As economic and resource constraints deteriorate, the aptitude and skills of India's human resources are becoming even more important for the expansion and preservation of the nation's economy. To fulfil the needs of the workforce and society as a whole, a move from a static to a dynamic framework of skill development and vocational education is essential. Centurion University of Technology and Management's broad programme can assist both college freshman and recent high school graduates.

Rusk and Martin (2021) Experts agree that raising and showing cattle aids in the development of important life skills in young people. Animal care, which involves feeding, breeding, immunising, treating illnesses, fixing lameness, and training animals to bathe themselves, is another essential life skill. Participants can learn priceless lessons in responsibility, time management, exploration, and family harmony at animal displays. The right evaluation of a variety of animals, including, among others, dairy cattle, horses, goats, lambs, pigs, and beef cattle, is taught to young people by judging teams.

Method

Because this was an investigative effort, the information for it was gathered by both primary and secondary sources. real or unique knowledge originating from a prominent source The main instrument used for this study from respondents is open-ended questionnaires. Press articles, publicly accessible financial papers, and other sources were used to gather the secondary data. A company would mine its files, books, journals, and other published materials for secondary data. 200 Maharashtrians who are compelled to take part in skill-development programmes conducted by the Maharashtra government make up the sample for this study (Kulkarni, A., and A.K., Yadav, 2021). The methods for cluster sampling were successful. Data were analysed after being collected via questionnaires. While Microsoft Word and Excel were used to construct the charts and tables, SPSS 27.0 was used for the quantitative testing.

Results

The student t-test results showed that the retention rates of young people in government and commercial skill development programmes were considerably different, according to Maharashtra.

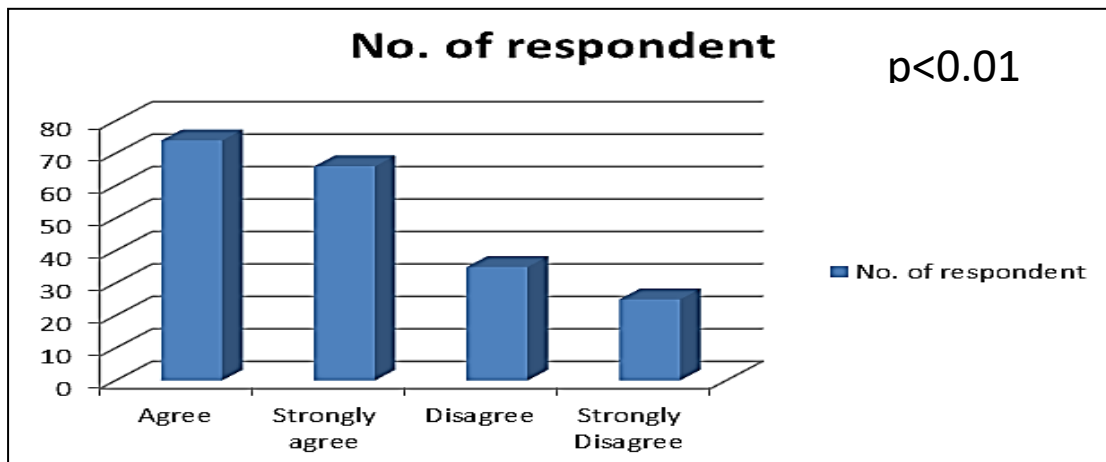
Seventy- four respondents agreed, and twenty five strongly disagreed that the youth retention rate in corporate skill development programmes is higher than that of Maharashtra government skill development initiatives (Figure 1).

Studies demonstrate that skill-development programmes have a significant impact on skill development (Agrawal, A. K., and M., Kumari., 2021). Participants in this study included 71 agreeing, 63 strongly agreeing, 35 disagreeing, 31 strongly disagreeing, and 35 severely disagreeing respondents (Figure 2).

Voters showed 77 high levels of approval for the employment support and retention rate, 33 moderate levels of criticism, and 23 severe levels of disagreement (Figure 3). The statement that skill development programmes enhance job placement and retention in the public and commercial sectors was supported by 75 respondents. 36 respondents disagreed, 20 strongly disagreed, and 69 respondents strongly agreed with the statement (Figure 4).

This study contributes to our comprehension of how skill development impacts unemployment in Maharashtra. Comparing the youth retention rates in Maharashtra's commercial and government skill development programmes is also helpful. Overall, this research succeeds in achieving both of these objectives.

The youth retention rates in commercial and governmental skill-development programmes in Maharashtra are contrasted in Figure 1.



There is a correlation between the two variables when it comes to understanding the function of skill development and its consequences on unemployment in Maharashtra (Figure 2).

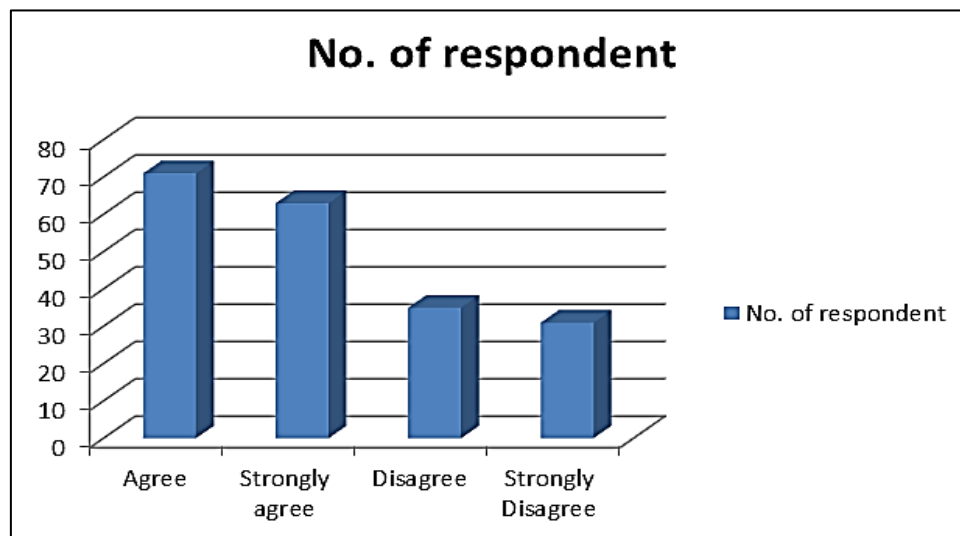


Figure 3 depicts reactions to the retention rate for individuals and assistance in finding jobs.

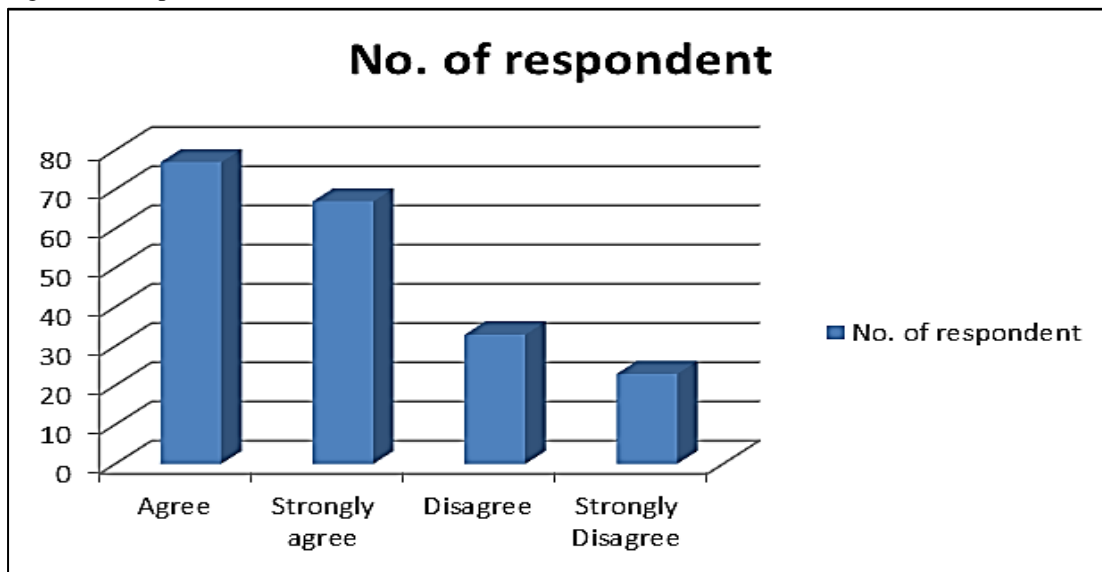
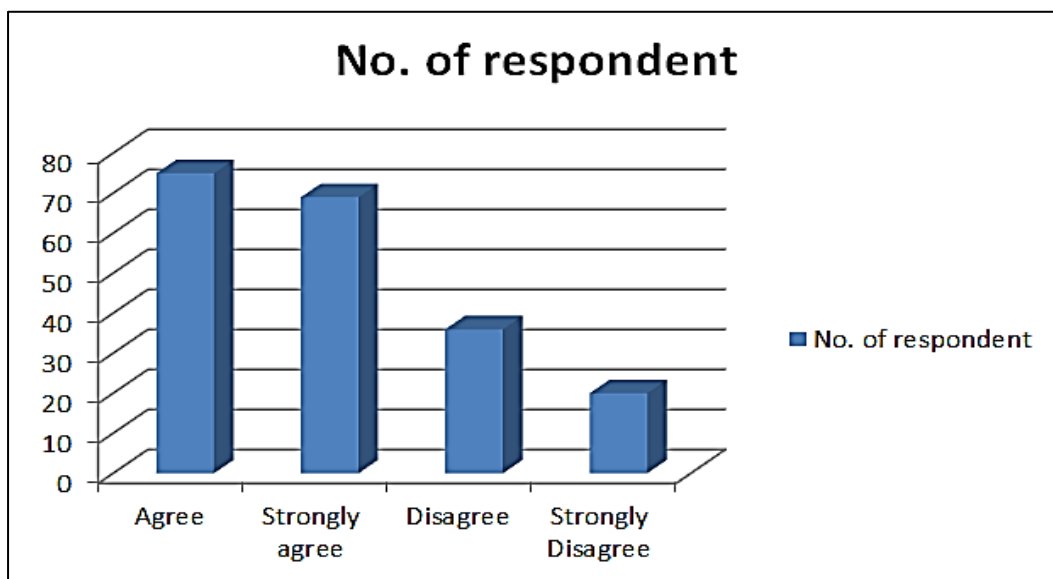


Figure 4 depicts how individuals have reacted to skill-development initiatives, which assist individuals in locating jobs in both the public and private sectors and significantly increase retention rates.



Conclusion

The Maharashtra government established the Maharashtra Skill Development Mission to improve young people's abilities and employment opportunities. The study's findings claim that people registered in the training programme when they were seeking for work in an effort to improve their chances of finding employment. Additionally, it has been shown that graduates can find work, boosting the number of graduates who stay on following their training. Without a doubt, skill development programmes have been proven to increase the productivity and employability of youngsters. The report suggests that the mission expand its efforts to connect trainees with firms and financial institutions so that entrepreneurs might obtain financing. Along with hoardings, seminars, and commercials, the government may use a variety of mission-related marketing strategies, including banners. Maharashtra has a wide range of professional opportunities because it has a lot of natural resources. These objectives can be accomplished by putting in place training programmes for skill development that produce trained workers. The expansion of numerous sectors across the state, which can only be accomplished realistically with skilled labour, will have a direct impact on the state's economy.

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