



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

The Role Of Skills Development: Challenges And Opportunities

Shashi Kumar*, *Leena Vashishth*, *Pooja Balhara

***Shashi Kumar Assistant Professor - Govt. College Faridabad**

***Leena Vashishth Associate Professor- Govt. College Faridabad**

***Pooja Balhara Assistant Professor- J.B Knowledge Park Faridabad**

ABSTRACT

This paper describes the current state of education, skills development, and employment for Indian youth. Skills and knowledge are the driving forces of economic growth and social development of any country. It has become even more important given the increasing pace of globalization and technological changes provide both challenges that are taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. In recent years India has rapidly expanded the capacity of educational institutions and enrollments, but dropout rates remain high, and educational attainment remains low. While India has a well-institutionalized system of vocational training, it has not sufficiently prepared its youth with the skills that today's industries require. Thus, to speed its economic growth and take advantage of its "demographic dividend," the country has recently embarked on drastic policy reforms to accelerate skills development.

Key Words: Skill Development, globalization, management, personal goals, motivational

Introduction

Skill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Skill development acts as an instrument to improve the overall effectiveness and empowers an individual to work more efficiently. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Increasing pace of globalization and technological changes provide both challenges and growing opportunities for economic expansion and job creation. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

This paper reviews the current state of education, skills development, and employment for Indian youth, and considers the challenges facing India's skills development system. Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different

from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands.

Definition of skills development

A **skill** is the ability to carry out a task with pre-determined results often within a given amount of [time](#), [energy](#), or both. Skills can often be divided into [domain](#) general and domain-specific skills. For example, in the domain of work, some general skills would include [time management](#), [teamwork](#) and [leadership](#), [self-motivation](#) and others, whereas domain-specific skills would be useful only for a certain [job](#). Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

Soft Skill

Soft skills are a combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes and emotional intelligence quotient (EQ) among others. In short Soft Skills is an umbrella term for right combination of People skills, Social skills and Personal career attributes in relation to industries.

Hard Skill

Hard skills are any skills relating to a specific task or situation. These skills are easily quantifiable unlike soft skills which are related to one's personality.

Types of skill

When we choose to move, the action is controlled by the conscious brain using a collection of learned movements. For the movement to progress successfully, the athlete requires [information feedback](#).

There are a number of different types of skills:

- Cognitive - or intellectual skills that require thought processes
- Perceptual - interpretation of presented information
- Motor - movement and muscle control
- Perceptual motor - involve the thought, interpretation and movement skills

The concept of skills development

A growing number of countries have achieved the goal of universal primary education and others are moving closer to this goal and building a pipeline of young people who expect to pursue further education and training to improve their chances for employment and higher earnings.³ Among adults already employed or seeking work, demand continues to grow for skills that enable them to keep up with structural changes in the economy brought about by urbanization, technological change, and shifting patterns of consumer demand. When referring to the preparation of youth and adults for

employment, a subtle shift in language occurs. The discussion shifts from talking about education to instead talking about skills. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. Access to secondary and tertiary education becomes important as does access to technical and vocational education. Beyond, attention extends to informal learning on the job, structured apprenticeships and other enterprise-based training, along with government and non-governmental training programs. Skills development is a much broader concept involving a larger, more diverse provider community, and as a result, this development is more difficult to monitor. This will be a challenge as the Report strives to measure skills attainment and its accessibility for the socially disadvantaged. It is not as simple as counting net enrolment rates or years of formal schooling attained. Skills acquired at later stages of the lifecycle after completing formal education come from a variety of sources that are more difficult to track and measure in quantity and quality terms.

Workplace skills planning and the importance of investing in training

Organizations need to search for the best possible training solutions to invest in their staff's career paths when implementing their annual skills development plans. Keeping up to speed with industry trends and staying relevant is therefore pivotal when bridging gaps between organizations' present realities, their skills development needs and employees' career aspirations. Skills development is very important in South Africa, especially from a longer-term perspective.

More often than not, however, organizations' skills development needs focus on immediate needs with little consideration for change, organizational development or future anticipated skills needs. As such, the significance and value of skills planning and development are not always fully understood and result in skills planning and development processes that can neither fully enjoy support from management and/or employees, nor are they very representative or engaging.

Developing a training schedule or workplace skills plan (WSP) each year to coordinate and direct the implementation of skills development interventions, is therefore of utmost importance for each organization's strategic goals when it comes to identifying proper skills needs as well as considering employees' professional development.

Developing your transferable skills:



3 stage model of skill development

The impact of skills on employment and earnings

Much of the literature on skills has focused on general education and its extension, technical and vocational education. Attention is also given to other forms of skills development ranging from apprenticeships and enterprise training to skills development taking place outside the workplace in nonformal training provided by government and non-governmental bodies. This literature examines the impact of different forms of skills development on employment and earnings with the expectation that skills make it easier for individuals to find work on leaving schools and become more productive and trainable once in the labor force. A considerable literature has surfaced around technical and vocational education and other forms of skills development beyond formal education.

Challenges Facing Skills Development Efforts

Today, youth in developing countries who are seeking work face great difficulty. First, in the globalized era, competition has intensified among firms and industries, requiring them to improve the efficiency and quality of their products and services. This forces them to hire fewer, but more skilled, workers. Thus, the entry requirements for youth seeking work have become higher and tougher. Second, the global economic crises and other trends have led firms and industries to engage in massive restructuring, resulting in fewer new job openings and growing unemployment, particularly among youth.

Reform trends and challenges

This review highlights many of the conditions under which skills development in its various forms is likely to payoff while also suggesting limits to what can be expected from the experience. Some of the themes that run through this review stress the importance of economic growth and job creation to realizing the benefits of skills development, the need for emphasis on good quality basic education for all as a foundation for later skills development, the importance of bringing the demand side of the labor market together with the supply side to ensure the quality and relevance of skills created by all providers, and in attempting to reach disadvantaged populations, the need to look beyond skills to other support services that may be needed and may be more cost-effective.

Motivational Skill Development



Motivation is implantable in the body & soul of an individual or in the culture of an organization with targeted training effort. It has multiple inputs to seed and multiple distractions to control.

Future prospect for skill development

India, as a whole, realizes the complete seriousness and importance of possessing a skilled workforce. As highlighted above, there are several programs and schemes initiated to address this issue. However, considering the rate at which the eligible working population of India is growing, these skilling initiatives would fall short by a severe amount. India is perceived to be emerging as a service-driven economy with quality human capital as its competitive advantage. For continuing this growth in the service sector and achieve competitive advantage in manufacturing, it is imperative that the human capital asset is developed further. The future prospects give birth to a serious concern of inadequate educational facilities of the nation. Skilling has certainly seen a growing focus from government and other stakeholders and we hope it would have sustained attention from decision makers. While structurally the government has introduced a new Ministry of Skill Development and Entrepreneurship, further clarity on its operational mandate and alignment with other ministries' skilling programs is still awaited. With amaze of schemes and training initiatives at multiple ministries, it would be imperative for the new ministry to streamline government focus and ensure efficient implementation in the right areas with optimum fund utilization targets. With the recent announcement of it is and DGET being aligned with the new ministry, they would also need to revamp the existing massive infrastructure to make it industry relevant.

The Ministry of Skill Development and Entrepreneurship:

The Ministry of Skill Development and Entrepreneurship has been created to fulfill the vision of a 'Skilled India' where human resource development is in primary focus. This one is a revised version of programs launched earlier under the skill development policy 2009. This new program, called 'Skill India', is supposed to be a multi-skill program. The Ministry will be responsible for coordination with all concerned for evolving an appropriate skill development framework, removal of disconnect between the demand for and supply of skilled manpower through vocational and technical training, skill up-gradation, building of new skills, innovative thinking and talents not only for the existing jobs but also the jobs that are to be created. The Ministry will also play a lead role in ensuring the implementation of the National Policy for Skill development and Entrepreneurship 2015.

Conclusion

To sum up, we need to recognize that the knowledge, skills and productivity of our growing young and dynamic workforce form the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way.

This paper has examined the opportunities for Indian young people to develop their skills, and the constraints that challenge them. Today, India faces complex and enormous challenges in fostering skills development for youths, for several reasons: the size of the youth population, and the hierarchical and segmented nature of both the labor market and society as a whole. Indeed, Indian young people fall

into two main groups. Meanwhile, the great majority of youth from economically and socially disadvantaged groups get very limited education and little access to vocational training. They work in the unorganized sector. The majority of Indian youth enter the labor market without adequate vocational skills, leading to unstable, informal, low-wage employment, such as casual labor and various forms of self-employment.

Reference

1. Aya Okada Skills (2012) “Development for Youth in India: Challenges and Opportunities” CICE Hiroshima University, Journal of International Cooperation in Education, Vol.15 No.2 pp.169 -193
2. Howland, J.L. (2013). Facts101: Textbook Key Facts. Contents Technologies Inc.". Retrieved on 22.12.2016.
3. Marcel M. Robles, *Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace*, Business Communication Quarterly, 75(4) 453–465.
4. <http://www.investopedia.com/terms/h/hard-skills.asp>
5. <https://www.brianmac.co.uk/tech.htm>
6. Arvil V. Adams (2012) “The Role of Skills Development in Overcoming Social Disadvantage” “Background paper prepared for the Education for All Global Monitoring Report.
7. Gasskov, Vladamir. 2000. Managing Vocational Training Systems: a handbook for senior adminsitators. Geneva, International Labour Organization, 278 p.
8. Bhavna Verma (2015) “Challenges of skill development and rural women entrepreneurship” Volume I, Issue I
9. <http://www.skillsahead.net/motivational-skill-development/>

