



# SKILL DEVELOPMENT AND ECONOMIC GROWTH OF INDIA

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## *Abstract*

Skill means the ability to do something well arising from talent, training, or practice. It also means ability to produce solutions in some problem. The developments of such skills are important for the economic development of any country. Author identified various skills by using 70-20-10 formula. Once we identify skills focus on how to develop these skills. The two main avenues for developing skills are through education & training and developmental experiences. Author also study the skill development model and suggest various training methods for micro-entrepreneurs in India which fall into three different important categories. They are General Management Skill, Entrepreneurial Skill and Knowledge Related.

## *Key words:*

Skill; Skill Development model.

## **DEFINITION OF SKILL DEVELOPMENT**

Skill Development means developing the skill sets to add value for the organization and for our own career development. Continuously learning and developing one's skills requires identifying the skills needed and then successfully seeking out trainings or on-the-job opportunities for developing those skills.

## **70-20-10 rule**

70% of your development should come from on-the-job activities and action learning. This can include development experiences like managing a project, serving on a cross-functional team, taking on a new task, job shadowing, job rotation, etc. 20% of your development should come from interactions with others. This includes having a mentor, being a mentor, coaching, participating in communities of practice, serving as a leader in a staff organization, etc. 10% of your development should come from training, including classes, seminars, webinars, podcasts, conferences, etc.

Once identified the skills we need to develop to achieve career goals, next step is identifying how to develop skills. The two main avenues for developing skills are through the following: (i) Education and training; and (ii) Developmental experiences.

### **Education & Training**

Education and training can enhance professional life in a number of significant ways. Completing increasingly advanced levels of education shows to the employer that you have a drive and commitment to learn and apply information, ideas, theories, and formulas to achieve a variety of tasks and goals. If you need to acquire subject matter knowledge, education and training is often the most direct way to obtain it in a short amount of time. Obtaining a particular degree or certification may be a requirement for applying for some jobs. Educational requirements are a quick and easy way to narrow down a field of applicants, so if you find yourself competing against others with more education than you, it could be in your interest to obtain the degree, certification, or training to be a competitive candidate. Education and training can consist of Advanced Degrees, Professional Certifications, Computer Skills Training, e-Learning, Independent Reading, Seminars and webinars through Professional Associations, Workshops, Trainings, and Educational Coursework on Campus

### **Developmental Experiences**

While education and training are important to skill development, it is also known that only 10 percent of adult learning happens in the classroom, from books, tapes, or online learning activities. This is often because learning in these formats is more passive. Most adult learning, a full 70 percent, happens by doing. Learning by doing can take place through on-the-job and leadership experiences.

Following are examples of on-the-job and leadership experiences that can help you develop a range of skills and competencies.

*On-the-Job Experience:* Take on a challenging “stretch” assignment which includes fill in for your supervisor or manager when they are on vacation, manage a project from start to finish, make a temporary lateral move to another part of the organization, help launch a new business, initiative, or program, help turn around a struggling project, develop a new product or service, teach a process or course to your team or others, run a team meeting or briefing session, seek out critical feedback on how performance might be improved, then implement a plan to improve your performance, represent your group at a cross-functional meeting on campus or serve as a liaison between groups on campus, offer to manage project budgets to develop financial and budgeting competencies, benchmark other teams that are known for high-performance and/or strong accountability, and create a plan to help your team meet or exceed expectations, solicit feedback from peers, direct reports, and key



constituents regarding a project, departmental program or process that is under-performing, serve as a back-up contact when your supervisor is not available, take responsibility for writing or reporting on project deliverables, review project budget and make recommendations for Cutting costs and Financial strategies that can maximize quality and efficiency

*Leadership Experience:* Serve as a mentor to other colleagues, supervisees, or staff members or help to on-board new colleagues, lead a project team/manage a group where team members are experts in areas that you are not, lead a project that requires innovation, lead a division- or campus-wide project or task force that will have campus policy implications, assume a divisional liaison role with HR on processes for outreach and recruitment and managing people issues, chair a selection committee to fill a position, speak at a meeting, present at a conference, run for a position in a professional association on or off campus, take on a leadership role in a social, community, or volunteer organization.

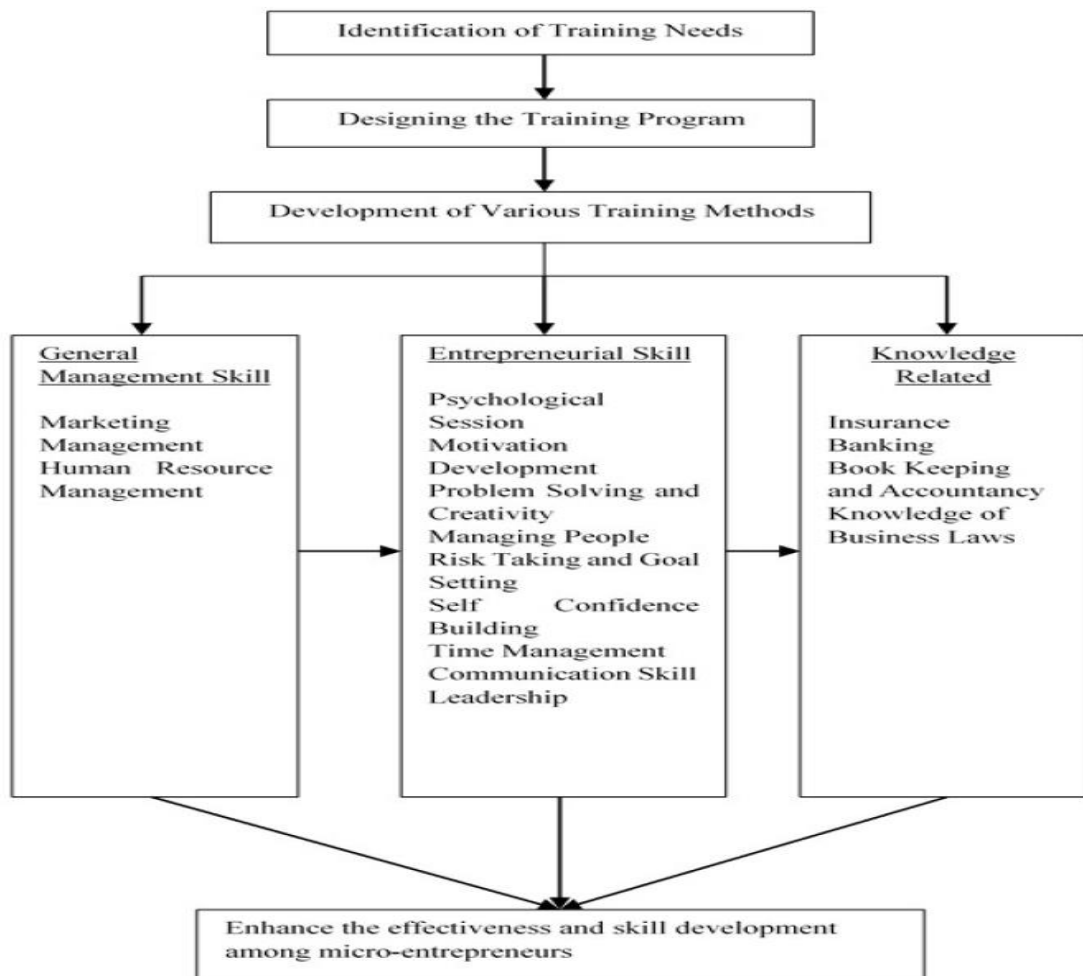
These are just some examples of developmental experiences that can help you develop your skills. The unique experiences that can help you progress toward your career development goals will be created by individual, in conjunction with supervisor or manager. Learning how to communicate to supervisor that are open to and desire development experiences is important to getting the opportunity to develop your career skills. Show openness by being receptive to new ideas and suggestions, by admitting to your need for improvement, and by actively seeking your direct supervisor/manager's feedback. Keep in mind that the end goal is your career development, not the coaching process itself. Even if it's difficult to hear constructive criticism in the short run, if it helps to create development experiences for you it will help your career development as a whole.

### **SKILL DEVELOPMENT MODEL**

Figure 1 shows conceptual framework of various training methods for enhancing the effectiveness and skill development. The conceptual framework developed is a step by step process and it has been shown by the downward arrows. Firstly, it identifies the training needs. Secondly, it designs the training program. The designing of the training program has been divided into five important criteria. They are the content of the program, language, selection of trainees, follow-up and the qualified instructors. Thirdly, it develops various training methods needed for enhancing the effectiveness and skill development among micro-entrepreneurs in India. The development of various training methods for micro-entrepreneurs in India generally falls into three different categories. They are General Management Skill, Entrepreneurial Skill and Knowledge Related Skill.

*General Management Skill* - These skills can be clearly identified from the others skills as these are general management skills and their relative importance depends upon the stage of development of the business. It is the base skills of the entrepreneur. One of the keys to effective training seems to be the ability to teach sufficient of a skill to address current problems at the time the entrepreneur needs it. The more the trainees can identify with, and see the relevance of the training materials, the more effective they will be. The general management skill development has been further divided into two subheadings. They are Marketing Management, Human Resource Management.

**Figure 1 A Conceptual Framework**



*Entrepreneurial Skill* - This is the most vital factor in entrepreneurship courses designed to help MSME's grow. It requires an emphasis on motivational and psychological training that develops the self-confidence and initiative taking ability of the entrepreneur. Loucks (1988) in his study of successful entrepreneurship courses concluded that "the longest running entrepreneurial development programs with a substantial record of success include achievement motivation training as a significant feature". However, it is worth remembering that the drive, energy, commitment and enthusiasm of an individual teacher can often achieve better



results than a more soundly based methodology, implemented in a lackluster way. Harper (1984) in his study of successful entrepreneurship courses observed that many courses did not use these devices, instead relying upon “inspirational lectures and in particular presentations by experienced entrepreneurs” to achieve successful results. The entrepreneurial skill development has been further divided into nine subheadings. They are Psychological Session, Motivation Development, Problem Solving and Creativity, Managing People, Risk Taking and Goal Setting, Time Management, Self Confidence Building, Communications Skills, and Leadership.

*Knowledge Related Skill* - Industry need a whole range of knowledge of law, taxation, book-keeping, sources of finance as well as market research information. They are constantly looking for what constitutes good management practice in their industry. Often knowledge is a pre-requisite for finding resources. The knowledge related matters has been further divided into four subheadings. The knowledge related matters has been further divided into four subheadings. They are Insurance, Banking, Book Keeping and Accountancy, Knowledge of Business Laws etc.

## **DISCUSSION**

As we all know, that unemployment is the major challenge to India, which has been facing in the process of its development. Millions of youth are entering the job market every year after finishing their school or college education. The entry of computerization and mechanization in every sphere of commerce and administration due to the advent of science and technology has further highlighted the problem. On the rural side, the employment potential in the agricultural economic system also appears to have arrived at a saturation level leading to large-scale migration of manpower from rural regions to urban regions, adding burden and pressure to already overstrain civic infrastructure. All these clearly show the need for promoting self-employment entrepreneurial ventures among the unemployed youth. Keeping in mind this constraint, the conceptual framework was been developed which could be used to identify, orient, motivate, train and assist the rural youth to take up self-employment ventures as an alternative career and also to train unemployed youth to take up wage employment as a source of livelihood. In the conceptual framework, the general management skills give entrepreneurs a framework to undertake the business problems they confront.

An inquiry about a problem normally requires information about the firm and the business environment. But still, the entrepreneur needs the motivation to carry through the course of action. Without each of these three essential building blocks mentioned above, the problem will not be resolved. Therefore, training programs should address each of these needs otherwise they will fail to be effective, and fail to help achieve the growth that is hoped for. The teaching techniques that are

appropriate for the different needs have been discussed. Each technique had its advantages and disadvantages. Of course, the appropriate combination of these different teaching techniques within an entrepreneurship course depends not just upon the entrepreneur needs, and hence their training requirements, but also upon the essential to obtain a varied and balanced mixture of techniques in a class. The Government officers specialized in the areas such as behavioural inputs, managerial inputs, banking, etc. Besides this, the expert practitioners, i.e., guest faculties in the respective field, who intentionally comes forward to provide their services out of social concern, impart skill training are approached to give the training. To impart training program a suitable hall in a school, college, Government building and/or private building with a blackboard and required furniture sufficient to accommodate the gathering shall be fixed as the venue.

The preparation program should extend for a period of seven days to incorporate all the diverse types of training methods. This study has limitations too, as it has taken only few training methods that are needed to develop the skills of micro-entrepreneurs. There may be various other training methods which are available to be used to develop the skills of micro-entrepreneurs. This study lays the scope for further research to explore various new training methods needed to develop the skills of micro-entrepreneurs. Further study is needed to incorporate new training methods required to acquire the skills of micro-entrepreneurs. This will help to not only create employment generation, but also create a sustainable livelihood in India.

## **CONCLUSION**

The paper tried to study conceptual framework for identifying the various training methods needed to develop the micro-entrepreneurial skills. A study of training method has also been developed which could be used to upgrade the micro-entrepreneurial skills. It also provides suitable guidelines as to how effective training methods could be planned to ease the learning of these entrepreneurial skills which will not only create employment generation but also create sustainable livelihood. For example- looking at the conceptual framework of entrepreneurial skill under the various training methods it is found that the entrepreneurial skill related training method starts with the psychological session, i.e. first of all it prepare the trainees psychologically as because until and unless they are psychologically prepared, their fear to mix with new face people are shed and their resistance is lowered, the participants may not get the benefit of the training program, then comes the motivation part.

Further sessions give the trainees how to be creative and develop problem solving skills then the trainees develop how to manage people then the trainees develop risk taking and goal setting skills further the trainees develop how to be self confident then the trainees develop how to manage time as if time once gone it will never comes back so it is the important part then the trainees develop communication



skills i.e. how to communicate with people and the last session is leadership which means that the trainee has gained enough training exposure and now he is ready to be a leader to lead people or workers in their own enterprise. Besides the trainees learn marketing and human resource skills under the general management skills and also learns the need of insurance, banking, bookkeeping and accountancy and lastly the business laws needed for the smooth running of the enterprise under the knowledge related section. So the training program has been designed like in case a small child, the child first crawls then he learns how to stand up, then he starts walking and finally he starts running so it is like a sequence of steps following one by one. The conceptual framework proposed will overcome the problem of identifying the training methods curriculum needed for enhancing the effectiveness and skill development among micro-entrepreneurs to some extent. There is hardly any study in India, which covers the necessary training methods needed to upgrade micro-entrepreneurial skills. The study has laid the groundwork to explore the various training methods needed to develop the skills of micro-entrepreneurs.

Further study is needed to incorporate new training methods to acquire the skills of micro-entrepreneurs. This will serve to create employment generation and too create a sustainable living. This study contributes to the literature by identifying the various methods, which will upgrade the micro-entrepreneurial skills. Thus the present study is important and has notable implications for the entrepreneurs and policy makers of the country. This study has limitations too, as it has got only few training methods that are required to acquire the skills of micro-entrepreneurs. At that place may be several other training methods which are available to be used to build up the skills of micro-entrepreneurs. This work had laid the scope for further inquiry to explore various other new training methods required to acquire the skills of micro-entrepreneurs. Further study is needed to incorporate new training methods required to acquire the skills of micro-entrepreneurs. This will help to not only create employment generation, but also create a sustainable living.

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