Transforming Skill Development And Tech Advancement

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Abstract

Skills are central to improve employability and livelihood opportunities, reduce poverty, enhance productivity, and promote environmentally sustainable development. Coordinated efforts are needed to develop an integrated approach that improves access to relevant, good quality education and training to all rural women and men. The term rural transformation – rather than rural development, rural change or rural education – was used advisedly to convey a vision of pro-active and positive process of change and development of rural communities in the context of national and global changes. Education was seen as a key instrument for shaping and fulfilling the goal of rural transformation. The report focused on the links between education and rural transformation. It underscored the inexorable forces of change rural communities faced and how education, by equipping people with appropriate knowledge, skills and fostering of human dignity, could expand their choices and capabilities to exercise these choices. Development and transformation A transformative view of rural change is not a denial of the general notion of rural development. Rural transformation is all about seeking to improve the living condition of the farmer, the artisan, the tenant farmer and the landless in the countryside. It is about enabling specific groups of people – rural women and youth and disadvantaged segments of the population – to gain for themselves and their children more of what they wanted and needed. It subsumes the core ideas of rural development concerned with improving the well-being of rural people by

enhancing their productive capacities, expanding their choices in life and reversing public policies that discriminated against the rural poor.

Introduction

Skill development is key part of preparing for business. Think of business as an activity in which you apply learned skills to succeed. Every activity in business; selling, marketing, making products, serving customers, and the many more activities in business require a very broad range of skills such as thinking, time engagement, communications, decision making, working as teams and many more skills. Everyone develops skills to function and to participate in activities. There are basic skills such as eating, talking, walking, reading, walking which develop in your early years but can be further developed through out your life. There are many life skills used to think, to work with others, make decisions, manage time, concentrate and many more. The goal is to develop as many skills as possible and at a high skill level. The more skills you have and the better you can perform these skills will determine how well you perform activities such as school and eventually jobs in business or entrepreneurship. Think of skill development courses as a tool box of tips on doing things. We provide you with many life skill tips for everyday use, to help you manage; school, your friends, family and eventually in business. You may not see these classes or activities in school, as we found them in business and translated them for your use or created many of them ourselves. Skills are things that can help you do something. Skills are like tools. People normally think of tools that are used to build something. A hammer is a tool used to build a house, while a pencil is a tool for an artist to draw. in our case, we are providing you with several "business tools" or "life skill tools" to help you build skills in developing yourself and your eventual business career. The "tools" are information (content) and can be easily distributed and enjoyed by kids online at our site. The "tools" are interesting for kids to work with, relevant to career/business and developed in a way that is communicated well to kids.

Technology ("science of craft", from Greek τέχνη, techne, "art, skill, cunning of hand"; and -λογία, -logia) is the collection of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings. Systems (e. g. machines) applying technology by taking an input, changing it according to the system's use, and then producing an outcome are referred to as technology systems or

technological systems. The simplest form of technology is the development and use of basic tools. The prehistoric discovery of how to control fire and the later Neolithic Revolution increased the available sources of food, and the invention of the wheel helped humans to travel in and control their environment. Developments in historic times, including the printing press, the telephone, and the Internet, have lessened physical barriers to communication and allowed humans to interact freely on a global scale. Technology has many effects. It has helped develop more advanced economies (including today's global economy) and has allowed the rise of a leisure class. Many technological processes produce unwanted by-products known as pollution and deplete natural resources to the detriment of Earth's environment. Innovations have always influenced the values of a society and raised new questions in the ethics of technology. Examples include the rise of the notion of efficiency in terms of human productivity, and the challenges of bioethics. Philosophical debates have arisen over the use of technology, with disagreements over whether technology improves the human condition or worsens it. Neo-Luddism, anarcho-primitivism, and similar reactionary movements criticize the pervasiveness of technology, arguing that it harms the environment and alienates people; proponents of ideologies such as transhumanism and techno-progressivism view continued technological progress as beneficial to society and the human condition. The use of the term "technology" has changed significantly over the last 200 years. Before the 20th century, the term was uncommon in English, and it was used either to refer to the description or study of the useful arts or to allude to technical education, as in the Massachusetts Institute of Technology (chartered in 1861). The term "technology" rose to prominence in the 20th century in connection with the Second Industrial Revolution. The term's meanings changed in the early 20th century when American social scientists, beginning with Thorstein Veblen, translated ideas from the German concept of Technik into "technology." In German and other European languages, a distinction exists between technik and technologie that is absent in English, which usually translates both terms as "technology." By the 1930s, "technology" referred not only to the study of the industrial arts but to the industrial arts themselves.

DIGITAL INDIA

During 1st July 2015 Modi government's flagship programme 'Digital India' was introduced. This programme is to transform the entire ecosystem of public services through the use of information technology. The services are provided to the people with the help of mobile phones, personal computers, laptops, tablets, televisions, radios and internet. The vision is to transform India into a digitally empowered society and knowledge economy electronically(McKinsey Global Institute 2017).It

really focusses on making the government administration accessible to every citizens electronically by reducing paper work. This programme aims to remove the gap between the rural and urban people. This initiative consists of plans to connect rural areas with high speed internet networks. The Digital India programme covers agricultural, industrial, service sectors which constitutes the growth of the economy. It focusses on three core areas: digital infrastructure a utility to every citizen, digital empowerment of citizens, governance and services on demand. The project purposes to connect the 2.5 lakh villages across India through broadband highways, public internet access, universal access to mobile connectivity, e-governance, e-kranti, information services for all, a sturdy electronic manufacturing regime, early harvest programs, and IT for jobs—conferred as the nine pillars of Digital India.This big initiative came up with big investments in the technology sector with Rs 1.13 lakh crore which help in creating a participative, transparent and responsive government .It will push the usage of technology to connect and empower people in areas relating to health, education, labour and employment, commerce, etc. The programme creates employment opportunities in the country and thereby increases the GDP, per capita income and improve the lifestyle of the people. Digital India attracted more than 4 lakh crore investment and generated more than eighteen lakh job opportunities at its launch. The introduction of Reliance Jio was a catalyst to the Digital India programme. After its launch, mobile data consumption in the country had gone up from 20 crore of GB per month to nearly 370 crore GB per month. Introduction of Jio 4G sim and phones was a mile stone to the Digital India initiative, where in people was able use the data at free of cost. This made people to think not to shift from the particular brand since the company provided them free data for more than one year. Thereby the number of internet users have increased and people become more digitally literate.Through this programme, more than twelve thousand post offices have been connected digitally and it's anticipated that payment banking would be facilitated under same programme. Furthermore, the government has intended to make digital village' across the country via linking all schemes with modern technology. Villages and rural areas would be connected with solar energy, LED lighting, e-services, skill development and e-education. According to government website, electronic transaction accounted for more than 3.53 billion transactions in 2014 but in 2015, the transaction recorded were 6.95 billion. Digital India programme will boost GDP up to $1 trillion by 2025 thus acting as key role in macro and micro economic factors such as employment generation, GDP growth, growth in number and labour productivity of businesses and revenue leakages for the government. Based on World Bank report, if mobile and broadband penetration increases by 10%, the per capita will increase by 0.81% and GDP by 1.38% respectively. There is huge economic opportunity at India since the tele-density in rural regions is at

45% implying that more than 65% of the population lives in digitalized communities. Future growth of telecommunication industry in terms of number of subscribers is expected to come from rural areas as urban areas are saturated with a tele-density of more than 160%. III. SUSTAINABLE DEVELOPMENTAL GOALS The Sustainable Development goals agenda put forward by United Nations is to be fulfilled by 2030. All member nations of UN have to achieve the 17 goals which are necessary for becoming a sustainable nation. This address the global challenges including those related to poverty, climate, inequality, prosperity, environmental problems, hunger, clean water and sanitation, peace and justice. The definition given for sustainable development by Brundtland Commission, 1987 was "meeting the needs of the present generation without compromising the ability of future generation to meet their own needs". The 4-P model (private-public-panchayat partnership) was the sustainable economic model developed by a project called Grammarg. Earlier 3P's was there, panchayat was added which is the crux of the model enabling local participation and regional needs being met. (Sarbani Banerjee Belur).

Conclusion

The initiation of a digital transformation initiative may be driven by business opportunities inherent to advances in digital technologies or, simply, by the fear of being outperformed by competitors. A substantial part of the companies that took part in this study have recognized that market diffusion of innovative digital technologies has already caused, or will cause major changes in their competitive landscape, putting the value propositions of established products and services at stake. Those companies have understood that to stay relevant, they need to transform. However, a digital transformation initiative makes far-reaching changes to an organization and its value network necessary, potentially affecting organizational structures, processes, resources, and culture. However, the force of inertia in established organizations is high. Therefore, at the time changes in competition become apparent it may be too late to transform. There is widespread consensus among respondents regarding the digital skill sets needed. With a view to the gap between the skills needed and the skills available internally, access to personnel with specialized digital skills is likely the main bottleneck for future transformation initiatives. It is worth noting that the skill gap cannot only be observed on the staff-level but also on the executive level. The respondents in this survey seem to have a clear perception of what skills they need access to to be able to shape the digital future of their company. Nevertheless, only a fraction (16%) of the companies in this study invests into dedicated recruitment or training programs to extend their personnel's skill base. Like in the 2015 study, we conclude that

many organizations seem to be in their orientation phase regarding digital transformation and thus have not defined a digitalization strategy. A possible explanation for the reluctant skill development may be that the decision on what skills to develop is regarded as being part of the strategy. With a view to the small number of respondents (37%) claiming to have a clearly defined transformation strategy in place, this would explain the reluctance of many companies in our sample.

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