

**A STUDY ON THE REQUIREMENT OF SOFT SKILLS DEVELOPMENT  
FOR THE SUCCESS OF "MAKE IN INDIA" PROJECT**

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**ABSTRACT**

Around five months back, Prime Minister Narendra Modi launched "Make in India" project, with an aim to make manufacturing a key engine for India's economic growth. But to make this project successful, it is important to focus on the development of the skills of Indian labours to enable them in getting and doing the right job. Planning Commission report suggests only 10% of the Indian workforce get formal training and against the actual industrial training requirement of 22 million workers, only 4.3 million workers are getting trained. To overcome this, Government of India has launched various skill development initiatives, but faced various challenges while implementing the same. However, few other nations like, China, Germany, South Korea, United Kingdom and Singapore have successfully implemented their respective skill development programs. So, in order to make "Make in India" project successful, various corrective measures should be taken to bridge the gap between existing and required skills and also to improve the implementation of skill development initiatives.

**Key words:** Make in India, Skill Development, Indian labours, Training .

## **INTRODUCTION**

Indian Prime Minister Narendra Modi on 25th September 2014 launched the "Make In India"(MIN) campaign with a high-pitch event held at New Delhi's Vigyan Bhawan. The campaign aims at reviving the job-creating manufacturing sector, which is being seen as the key to taking the Indian economy on a sustainable high growth path. 'Make in India' aims at manufacturing growth to 10% on a sustainable basis.

## **INTRODUCTION OF SKILL DEVELOPMENT**

India has gradually evolved as a knowledge-based economy due to the abundance of capable and qualified human capital. With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world. However, there is a need to further develop and empower the human capital to ensure the nation's global competitiveness. Despite the stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy.

As an immediate necessity that has arisen from the current scenario, the government is dedicatedly striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods. The skill development of the working population is a priority for the government. This is evident by the exceptional progress India has witnessed under the National Policy on Skills (2009) over the years. The objective of the policy is to expand on outreach, equity and access to education and training, which it has aimed to fulfill by establishing several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult learning, apprenticeships, sector-specific skill development, e-learning, training for self-employment and other forms of training. The government therefore provides holistic sustenance through all its initiatives in the form of necessary financial support, infrastructure support and policy support.

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## **OBJECTIVES OF THE STUDY**

- To know about the existing level of soft Skill Development in India
- To analyze the requirement of soft Skill Development
- To find out the suitable ways to fulfill the requirement of soft Skill Development

## **SIGNIFICANCE OF THE STUDY**

This paper helps to understand the requirement of soft skills development in India, to make our manpower employable for the international investors who start their business under “Make in India” project. It is an attempt to know the gap between existing and required level skill development in India.

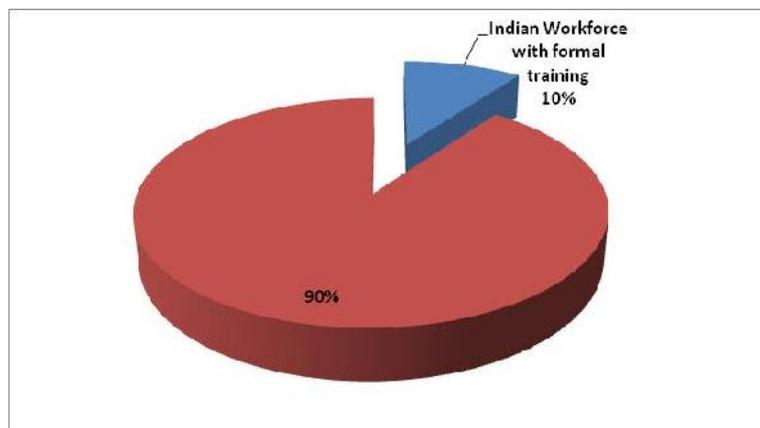
## **RESEARCH METHODOLOGY**

Research Design selected for this research is descriptive design. In order to collect desired data, Secondary data method of data collection is adopted in this study. The data were collected from journals, magazines, publications, articles, research papers and websites.

## **LIMITATION**

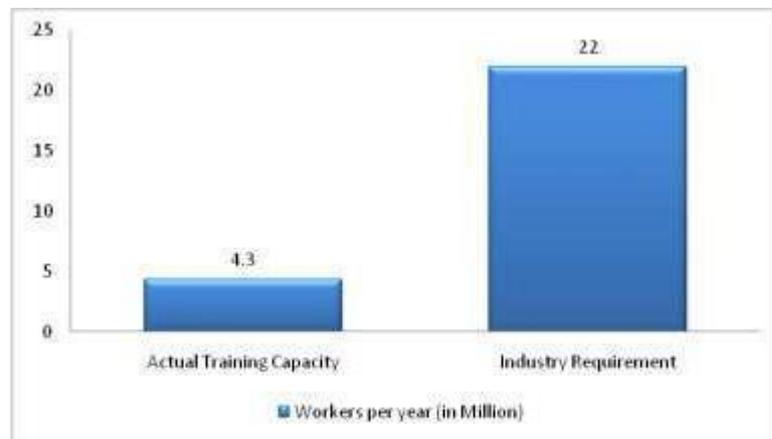
The research was limited to the secondary data available in journals, magazines, publications, articles, research papers and websites only.

## **FINDINGS**



**Chart 1 (Source: Planning Commission India - 11th five year plan)**

As shown in the above chart, only 10% of the Indian workforce has formal training in the form of higher education, technical education or vocational training.





### **Chart 2 (Source: Planning Commission India - 11th five year plan)**

As shown in the above chart, India currently has an annual training capacity of 4.3 million, which is less than 20% of the industry requirement of 22 million skilled workers a year.

### **KEY SKILL DEVELOPMENT INITIATIVES OF THE GOVERNMENT:**

Establishment of 1,500 new ITIs through the DGET

Establishment of 50,000 Skill Development Centers through the DGET

Setting up of PM National Council on Skill Development (operational)

Setting up of National Skill Development Coordination Board (operational)

**Apart from these, several ministries of the Government of India are also engaged in skill**

**development, which are as follows:**

Ministry of Textiles

Ministry of Rural Development

Ministry of Human Resource Development (for Higher and Technical Education) including the setting up and up gradation of polytechnics

Ministry of Urban Development and Poverty Alleviation

Ministry of MSME

Ministry of Food Processing Industries

### **CHALLENGES OF EXISTING STRUCTURE OF SKILL DEVELOPMENT:**

The existing institutional structure for skill development includes various agencies with overlapping and conflicting priorities. The government's own estimates reveal that currently, skill development efforts are spread across approximately 20 separate ministries, and 35 state governments and union territories. Given this complex institutional setup, the National Skill Development Agency was created last year to consolidate efforts in this domain. But it mainly has a coordination role, lacks any effective powers and remains significantly under-resourced.

The training infrastructure for imparting technical and vocational skills is inadequate. In terms of current capacity, it is estimated that various publicly funded organizations produce 3.5 million trained personnel per annum against the 12.8 million new entrants into the workforce each year.

The infrastructure in the skill development sector today is largely government-owned then also, private sector investment hasn't been incentivized.

The focus of vocational training offered in India is not matching with the needs of casual workers who constitute 90% of the labour force, resulting in a shortage of skilled workers at the national level. Casual workers, such as construction workers, from rural areas with little or no education and need support and training.

## **HOW OTHER COUNTRIES ARE IMPLEMENTING SKILL DEVELOPMENT:**

### **Germany**

Germany's dual system of vocational education integrates work-based and school-based learning to prepare apprentices for a successful transition to full-time employment. This training would ideally last

two to three and a half years, depending on one's occupation. Each week, trainees spend one or two days in a vocational school and three or four days in their company. Progress is evaluated through final examinations in which trainees must show that they have acquired the necessary skills, and practical and theoretical knowledge from their companies and that they have mastered the course material. The aim of training in the dual system is to provide a broad-based basic to advanced vocational training and impart the skills and knowledge necessary to practice a skilled occupation within a structured course of training. The key success factor for the German system is the added focus on apprenticeship.

### **South Korea**

South Korea also provides a neat illustration of a developing economy reaping the benefits of a concerted strategy. South Korea underwent reforms in the 1990s in order to ensure a mass supply of skilled workers to the industry and protect vulnerable groups of the population from unemployment. South Korea's job skill development program, under the framework of the employment insurance system, expanded the existing levy-grant system, where employers received a rebate for training existing

employees. This led to an increase of over 27% in training participation by employees and the number of employees trained by employers increased by almost 13 times.

## **China**

China's VET (Vocational Education & Training) includes pre-employment training, apprenticeship training, on-the-job training and re-training for laid-off workers. It is conducted through government employment training centers, enterprise-sponsored training centers, and non-governmental vocational training organizations. Chinese government has also launched specific initiatives at the local government-level to train unskilled and uneducated migrant labour for sectors like construction.

## **United Kingdom**

The National Vocational Qualifications (NVQs) were created in response for the felt need for qualifications to be made flexible but rigorous and nationally recognized. NVQs are also part of 'Modern Apprenticeships' which are funded through work-based learning. At the industry level, Sector Skills Councils (SSCs) have been licensed and social partners are also engaged. SSCs are tasked with drawing up occupational standards for their sector that will feed into the national reform of qualifications. The Government expects each SSC to draw up a Sector Skills Agreement, in which employers and unions identify skills and productivity needs in their sector and the necessary actions to meet those needs.

## **Singapore**

The National Skills Recognition System (NSRS) is Singapore's national framework for establishing work performance standards, identifying job competencies and certifying skills acquisition. It is implemented by the Standards, Productivity and Innovation Board with the support of the Ministry of Manpower and the Ministry of Trade and Industry. This has helped the industry train skills-standards consultants and assessors, as well as to develop On Job Training (OJT) blueprints for the skills-standards established. To assess the workers, assessment centers were set up. Workers can be certified at centralized assessment centers, workplace or a combination of both. NSRS is promoted at four levels, i.e., national, industry, company and workforce, in collaboration with employer groups, industry associations, economic agencies and unions.

## **SUGGESTIONS**

Sector-specific skill councils should be established by the State Governments for such industry sectors which have major share in State Gross Domestic Product or have high potential for growth. It should have participation

from the regulatory body, industry leaders/ associations, external professional consultants.

There should be a regularly evaluation of the course content and pedagogy and if needed, should do modifications in design/delivery to meet industry's requirements.

VET(Vocational Education & Training) should be made compulsory and should start in every secondary school.

There should be certain amount of stipend to be paid for vocational students, which will encourage the students to opt for vocational training.

To encourage participation from local industries, the local governments should help local enterprises by incentives such as allotment of land at subsidized prices, or preferential treatment in case of award of government projects. Such measures can prove to be influential in encouraging industry to actively participate in vocational education and training

## **CONCLUSION**

The existing skill development policy in India needs an urgent treatment. The institutional structure needs simplification with greater investment in training infrastructure and an emphasis on supporting a casual labour force that needs to be accompanied with incentives for private sector participation too. Put simply, for the success of "Make in India" project it is important to equip India's youthful millions with the right skills to compete in a global race for jobs.

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