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Skill Development, Employability and Entrepreneurship Through Make in India: A Study

Dr. Jagdish Prasad[#1], Dr. D.G.M. Purohit[*2]
[1]*Assistant Director, Directorate of Technical Education, Jodhpur, Rajasthan, India*
[2]*Professor, Department of Civil Engg., M.B.M. Engg. College, J.N.V. University Jodhpur, Rajasthan, India*
[1]*jpinaniyan11@gmail.com,* [2]*dgmpurohit.jodhpur@gmail.com*

ABSTRACT
According to the International Labour Organization"Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization." The objective of Skill Development is to develop a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global market. Mr. Narendra Damodardas Modi, Prime Minister of India has launched Make in India on 25th September, 2014. It aims at increasing the productivity and employability of workforce with respect to wage and self-employed both in the organized and the unorganized sectors.
This paper tried to find out the effect of Make in India on employability and scope for skill development. It is important to focus on the development of the skills of Indian labour force to become eligible enough to fit in to the Industry Market requirement. It is interesting to find out if new job opportunities will be created by Make in India project but there will be higher demand of skilled labour. But it is found after reviewing various papers that there is a huge skill gap in India. Through the review of many research papers, it is found that for the successful implementation of Make in India initiative , it is also important to implement various skill development initiatives to lower down the skill gap between the available skills and desired skills.
Key Words: Employability, Entrepreneurship, Economic , Make in India, Skill Gap, Skill Development.

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I. INTRODUCTION

Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. The skill development has been assessed in the form of general education and vocational training level of the Indian workforce in the age group of above 14 to 59 year and which was found to extremely low i.e. around 38% of the workforce are not even literate, 24% are having below primary or up-to primary level of education and remaining 38% has an education level of middle and higher level whereas only 10% of the workforce is vocationally trained with 2% formal and 8% informal training. The study also found that both the Government and its partner agencies have undertaken various measures and initiatives for the effective implementation of the skill development system in the economy, but still faces a number of unresolved issues and challenges that need immediate attention of the policy makers. Hence, skill development initiatives of the government should focus on these obstacles and develop the programs accordingly to resolve these hurdles for the complete success of the skill development initiatives. India with an average age of around 29 years and with a median age much below China and other developed countries. India's 62% of the population is below 35 years of age and 70% of the population will be of working age by 2025. High population if employed, trained and productive can easily capitalize the advantage of demographic dividend and lead to sustainable development but same high unemployed, untrained and unproductive population can even turn demographic dividend into demographic liability.

For India, skill development is also critical from both socio-economic and demographic point of view. For the economy to grow at 8% to 9%, with the targeted growth rate of 10% for secondary, 11% for tertiary and 4% for agriculture sectors, a multi-faceted and highly efficient skill development system is imperative. Further, India is destined to be a contributor to the global workforce pool on

account of demographic bonus, with the growth rate of higher working age population as compared to its total population and home to the second largest population in the world with distinct advantage of having the youngest population with an average age of 29 years as against the average age of 37 years in China and 45 years in Western Europe (FICCI, 2014). Globalization knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate the growth rate of their economy towards higher trajectory. Today all economies need skilled workforce so that meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development.The skills and knowledge becomes the major driving force of socio-economic growth and development for any country. As it has been observed that countries with highly skilled human capital tend to have higher GDP and per capita income levels and they adjust more effectively to the challenges and opportunities of the world of work.

The Make in India program have to bring an Economic revolution by making India a global manufacturing hub and welcoming both domestic and international industrialists to invest in India that will generate employment and overall development of India. The initiative also emphasizes on high quality standards and lowering the affect on the environment. It also focuses on economic, infrastructure and technical development which will lead to development of other Industries and sectors giving a global recognition to Indian Industry.

The Make in India projects aims to provide higher employment, better standard of living and high Per Capita GDP of Indian Economy. Manufacturing sector needs huge investment to acquire latest modern technology, development and setting up of desired infrastructure, skill development of its labour force to produce best quality products and sustain in global market. If India wants to attract the investors to invest in India and transform in to a global anufacturing destination, its labour force should acquire the desired Skill requirement with Skill development and enhancement along with accumulation of accumulation of financial requirement. Around 51% of the workforce is engaged in Agriculture which contributes only 17% to India GDP whereas 22% of the total workforce is engaged in manufacturing sector which contributes to 26% of the GDP of India. It has been observed that there is huge skill gap of Industrial demand for skilled labour and available skilled labour force. There are a large number of challenges in attaining government target of 10% sustainable growth in manufacturing sector to make Make in India project successful. This paper aims to study the effect of Make in India on employability and scope for skill development.

II. OBJECTIVE OF THE STUDY

1. To understand through the review of literature and the effect of Make in India initiative on employability.
2. To Understand the present status of skill development in India
3. To analyze through the review of literature if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labour force in India.
4. To understand the Challenges in Skill Development Initiatives in India:
5. The objective of this paper will be achieved if the analysis will help in the future implementation of skill Development programs to make Make in India successful in India.

III. METHODOLOGY

The study in this paper is based on exploratory research based on the secondary data and information sourced from libraries, relevant books, journals, magazines, articles, media reports and Government portals of Make in India, Skill India, etc. Being looked into requirements of the objectives of the study the research design employed for the study is of descriptive type. The authors adopted to have greater accuracy and in depth analysis of the research study. Available secondary data was extensively used for the study.

IV. LITERATURE REVIEW

The current ranking of India in Industrial output is 11 in the World. The total GDP contribution of manufacturing sector is 28% which engages nearly 17% of the total labour force. The basis of any manufacturing organization is governed by the quantity of money it is willing to invest and the kind of people who are going to work in it. For transforming the health of the manufacturing sector and in order to make it a most preferred destination for domestic as well as foreign investors and industrialists, it is very much important to promote both fund based and non-fund based financial services. Manufacturing firms to withstand the global competition, and to ensure their long term sustainability, have to invest in huge quantity in setting up and developing its infrastructure, raw material, skill development of its human resource, and R & D (Goyal, Kaur, & Singh, 2015). Data of World Bank suggested that in 2013, the contribution of manufacturing sector to Indian Economy was just 13%. The overall contribution to GDP by manufacturing sector was just 28%. India's

contribution to World's manufacturing is also very low with a contribution of just 1.8%. These statistics clearly indicates that India's stand in Manufacturing is very poor (Goyal, Kaur, & Singh, 2015). If India will be transformed in a Manufacturing destination attracting investment from global and domestic Industrialist, it will generate many employment opportunities for the Indian labour force (Goyal, Kaur, & Singh, 2015).

4.1 Make in India Generate Employment Opportunities:

India has an impress economic growth rate but still it is not able to generate employment opportunities to meet the growing employable population. To achieve this India needs skilled, educated and healthy workforce. According to World Bank, 2015, India literacy rate measured to be only 73% in 2011 in comparison to the literacy rate of 95% in China and Mexico, 93% in Malaysia, 90% in Brazil which reveals that only 1 out of 4 person in India can read and write. (Deodhar, 2015) . Indian work force is immensely talented and adaptable. In order to develop an organization and ensure its sustained growth, it is very much important to develop its human resource working in it. Continuous investment in up gradation of their skills, knowledge and competencies is essential for an organization if it wants a guaranteed survival in the immensely competitive environment (Goyal, Kaur, & Singh, 2015).

In 2010, the first of its kind Manufacturing Policy was launched with prime focus on skill development as a strategy to enhance skill requirement India manufacturing sector. In fact, it focused on skill enhancement of less educated unskilled labour in the unorganized sector and proposed a Modular Employable Skills (MES) scheme under DGT. The relevant industry designs the educational courses to include the necessary skills requirement (Okada, 2012). Moreover, in private sector, Industrial Associations like CII (Chamber of Indian Industries), FCCI (Federation of Indian Chamber of Commerce and Industries) have played a pivotal role in creating awareness on Skill Development by organizing seminars, workshop and liasioning with Government agencies in bringing institutional reforms. Moreover Industry also realized the urgent requirement of skill development provision to solve their problem of lack of skill required by the Industry (Okada, 2012). Along with universalization of Primary Education in India, skill development for manufacturing sector is also important. To make this process effective, retired employees from Armed Forces and Railways can be used as these two organizations have thousands of skilled and experienced personnel for the introduction, maintenance and up gradation of all kinds of mechanical and electrical equipments. Such experiences and skilled personnel can effectively contribute in strengthening Technical and Industrial Training institutes like ITIs.

To improve the quality, the Union Government is planning to invest Rs 6000 crore in Industrial Training Institutes (ITIs), which are constituted under the Ministry of Skill Development and Entrepreneurship. Union Government to provide training in various trades. India will send 3 lakh youth to Japan for on-job training for 3-5 years as part of the government's skill development programme. Skill Development and Entrepreneurship Minister the Union Cabinet has approved signing of Memorandum of Cooperation (MoC) between India and Japan on the Technical Intern Training Program (TITP). "Educational Institutions and Universities should not merely be centres of academic knowledge but they should impart skill development and also encourage youngsters to get into entrepreneurship," the Nagaland Governor said. Lieutenant Governor Anil Baijal has approved the Delhi Government's higher education and skill development loan guarantee scheme under which students will be provided loans by Banks with the Government as a guarantor. Bihar Deputy Chief Minister Sushil Modi has told the State Government is considering giving tablets to youths who would get training under the Skill Development Programme.

4.2 **To Understand the Challenges in Skill Development Initiatives in India:**

The current capacity of Government and Private training institutes are very low in number. It is only million per annum. The eligibility criteria under the current vocational training structure requires class 8^{th}, class 10^{th} and class 12^{th} education as mandatory which restricts a significant number of less educated or illiterate workers to enter the formal training system. The course pattern is not as per industry requirement and latest developments of market are not covered in the curriculum which effects employability as Companies have to re-train the apprentices at the time of hiring. The under quality of training program is also one of the issues. Apprenticeship training where students are trained at the company premises is also a failure in India because of inadequate private sector participation and administrative challenges arising from the distribution of power across various levels of governments (Government of India 2009:23). The number of entrants in the non-farm sector is only increasing every year because of movement of labor from farm to non-farm sector. There has been no change in farm based jobs. The growth in skill training provided in sectors such as retail, customer services etc have been uneven. Meeting the training requirement

of such large workforce has remained a challenge. The under quality of training program offered and lack of interest by the private partners is a major disadvantage. The World Bank (2006:6) has stated that vocational training is considered as stigma in India. It is considered to have a low status due to its linkage with manual work requirement. All these factors are affecting employability.

In recent years, India has seen rapid economic growth with the growth of advanced industries and talented skilled Human Resource. With the growing economic growth, it is required to emphasize on acquiring and enhancing the knowledge and skill of the youth of the Nation. But India has a huge skill gap in comparison to rest of the world. In India, as shown in Fig: 1. only 10% of the total Labour Force get some skill training in which 2% with formal training and 8% with informal training . Moreover, 80% of the new addition into the workforce do not even have the opportunities for training for skill enhancement (FICCI, Ernst and Young, September 2012). With the new entrant of 12.8 million young labour force in the market every year, the Government recognizes that India faces a serious skills shortage, as the majority of these new entrants are likely are unskilled (Okada, 2012).

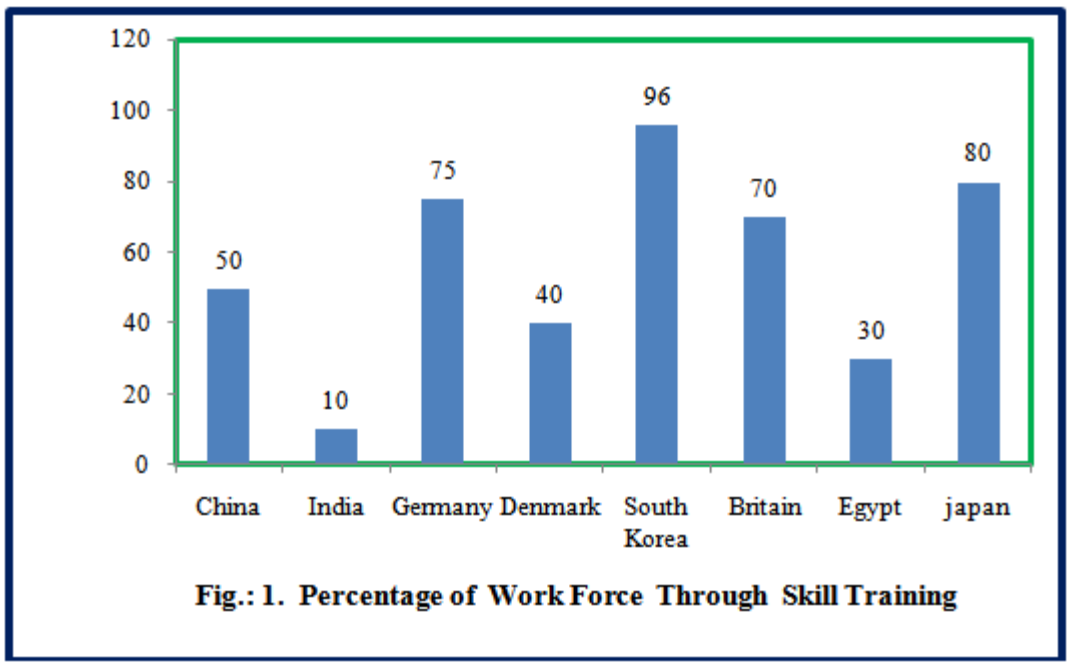

Fig.: 1. Percentage of Work Force Through Skill Training

V. NATIONAL SKILL DEVELOPMENT POLICY

Directorate General of Training (DGT), Ministry of Skills Development and Entrepreneurship has implemented various remarkable skill development programs across India such as:

1. Craftsmen Training Scheme (CTS)
2. Advanced Vocational Training Scheme (AVTS)
3. Apprenticeship Training Scheme (ATS)-1961, revised 2015
4. Skill Development Initiative Scheme (SDIS-MES)
5. Vocational Training Institute FTIs, ATIs, MITIs and CTI
6. Special coaching scheme for SC/STs
7. Vocational Rehabilitation Centre's for Handicapped (VRCs)

In Five Year plan (2012-2017) with special focus on reviewing and benchmarking in the creation of Skill Development Institution and Infrastructure across the nation. Table 1 shows the National Skill Development Initiatives strategic institutions by Government of India. Government of India initiated a Coordinated Action on Skill Development in 2008 led by Prime Minister National Council on Skill Development (PMNCSD) and National Skill Development Coordination Board (NSDCB) and newly formed National Skill Development Agency (NSDA) in 2013 which is a merger between PMNCSD, NSDA and officers of the Advisor to the PM on Skill Development. The aim of NSDA is to provide strategic guidance and inputs in upgrading basic infrastructure development of the existing Institutions like Industrial Training Institute (ITIs), craftsmen Training institutes and Technical and Vocational Education and Training (TVET) systems to provide a skilled and enhanced labour

force to fulfill the globally accepted accreditation and global standard of skill (Das, 2015).

Table: 1. Skill Development Coordination Board (NSDCB) in order to Focus on Skill Enhancement of Human Resource of India (Jain, 2013).

Sl. No.	Ministry and Department Organization	No of Trained Person (In million)
1.	National Skill Development Corporation	150
2.	ITI (DGT)	100
3.	MHRD Higher Education MHRD Vocational Education	50
4.	Road Transport and Highways	30
5.	Agriculture	20
6.	Construction Industry Development Council	20
7.	Rural Development	20
8.	Micro Small and Medium Enterprises	15
9.	Other (Power, Petroleum etc.)	15
10.	Urban Development	15
11.	Consumer Affair	10
12.	Finance Insurance and Banking	10
13.	Heavy Industry	10
14.	Health and Family Welfare	10
15.	Information Technology	10
16.	Textiles	10
17.	Women and Child Development	10
18.	Chemical and Fertilizers	5
19.	Food Processing	5
20.	Overseas and Indian Affairs	5
21.	Social Justice and Empowerment	5
22.	Tourism	5
	Cumulative Total	**530**

- Sources http//pib.nic.in

Table: 2 Growth of Manpower Requirement by 2022 (FICCI, Ernst and Young, September 2012)

Sl. No.	Sector	Employment in 2008	Incremental HR Requirement till 2022	ACGR 2008-2022
1.	Auto and Auto Components	13	35	9.8 %
2.	Building Construction Industry	25	33	6.2 %
3.	Textile and Clothing	35.4	26.2	4 %
4.	Organized Retails	0.6	17.3	33.8 %
5.	Real State Services	11	14	6 %
6.	IT and ITes	2	5.3	9.2 %
7.	Gems and Jewellery	3.3	4.7	6.5 %
8.	Leather and Leather Goods	2	4.5	7.6 %
9.	BFSI	4.3	4.2	5 %
10.	Furniture and Furnishings	1	3.4	9.2 %

Directorate General of Training under Ministry of Skills Development and Entrepreneurship, Ministry of Human Resources Development and other Ministries came together to initiate the Skill Enhancement process (Das, 2015).

The newly incorporated National Skill Development Corporation (NSDC) consist of distinguished technical professionals initialed Industry specific skill councils with foreign skill development initiatives by Up-gradation of 100 Govt. ITIs into Domestic Funding , Up-gradation of 400 Govt. ITIs into VTIP Project with World Bank Assistance and Up-gradation of 1396 Govt. ITIs through Public Private Partnership Mode (PPPs) total establish 1896 Govt. ITIs and more than 6,500 skills development centres. The NSDC, ITIs and Polytechnics are expected to grow in providing their training facilities to train 402 million people

by 2022.The implementation of National Skill Development Policy (NSDP) aims to increase opportunities to foreign collaboration in technical and vocational training and accordingly Singapore equipped with proven advanced training has collaborated with Institutes in India to provide vocational and technical training. Centre of Excellence for Tourism Training (CETT) in Campus of Mohanlal Sukhadia University Udaipur Rajasthan has been started with annual intake capacity of 480 trainees with the help of Singapore. In the recent times, the number of educational institutions have positively increased across all levels, especially in the service sector. Despite this growth of education opportunities, India youth still lag behind in skill enhancement.

Table: 3 Proportion of Workforce Employment by Status 2011-2012

Sl. No.	Sector	Work Forced 2011-2012
1.	Agriculture	48.90
2.	Manufacturing	12.60
3.	Mining	0.54
4.	Electricity and Water supply	0.52
5.	Contraction	10.60
6.	Trade	9.32
7.	Hotel Restaurant	1.64
8.	Transportations	4.83
9.	Real s States etc.	1.41
10.	Education	2.98
11.	Defense	1.67
12.	Health	0.92
13.	Banking	0.91
14.	Others	3.16
	Total	**100**

5.1 Challenges faced by Skill Development Initiatives scheme in India:

1. **Complicated Set-up of ITIs:** The existing structure for skill development includes complex and complicated. The Government data shows that in the recent time, skill development initiatives are spread across about 20 different ministries, and 35 state governments and union territories. Under this complicated Government and Private ITIs setup, the National Skill Development Agency (NSDA) was created to consolidate efforts in Skill Development. But it lags behind being under-resourced, without any effective authority and power and just has a coordination role.
2. **Insufficient Infrastructure:** The training infrastructure and institutional set-up for providing skill training in technical and vocational skills is insufficient. In terms of current capacity around 3.5 million labour force are trained in various professional skill by different publicly funded organizations whereas 12.8 million new addition in the labour force every year. The infrastructure available for skill development currently is mainly Government funded still private sector investment has not been capitalized. The emphasize on vocational training provided in India is not matching with the requirement of the unorganized workers who constitute 90% of the work force, resulting in a shortage of skilled workers at the national level. Unorganized and unskilled labour like construction workers from village and slam areas with little or no education and require special attention from Government providing them basic skill enhancing their employability.
3. **Mismatch of Demand and Supply :** The demand for labour force made by the industries and supply of labour force mismatch leads to expansion of various kind of skill development initiatives of the Government, its partner agencies like NSDC and Private cooperation, Private ITIs. In India only small section of work force actually receives various vocational and technical training for skill enhancement.
   It has been observed that there are a lot of people seeking jobs in comparison to the available jobs at the lower skills level, whereas the number of available jobs are more in higher skills level than the available job seeker matching the job requirement. This demand and supply disequilibrium shows that there is a wide gap between the formal education and training to acquire skills by workforce as demanded by the industry.
4. **Geographical Problems:** Another serious issue cursing the labour market is its geographical set-up spread across different

states and Union Territories of the country. The economically developed states have more jobs creation with lower rate of available workforce whereas on the other hand; the states with low economic growth have more job seeker with a growing population in comparison with lesser available jobs. Thus states with higher economic growth have to rely on workers migrated from other geographically parts of the country to solve this issue. Mostly Institutional set-up for vocational and technical training is provided in urban so, the youth from rural areas lag behind in attaining the formal training in skill enhancement. Minimum 2- 4 Government ITIs should be opened by Government at Block level in each district.

5. **Lack of Formal Education and Vocational Training:** India has attained progress in primary education with 1.5 million schools and 250 million enrollments but it still lack in higher education with just 20.7 milllion with only 24.3% of total enrollment. Vocational and technical training institutes, Industrial Training Institutes (ITIs) are largely backed by Government and Private entities. The current available capacity in industrial training is 4.3 million which is 201% less than the industrial requirement on 22 million skilled workforce annually. There are a large number of drop outs in education at an average age of 15years especially female students along with poor literacy and much obsolete training provided which fails to provide jobs and industrial requirement. In India, 90% of the jobs available are skill based but only 2% of the population (15-25 years) attains formal vocation training in comparison to 80% in USA and 60% in South Asian countries. India is required to provide vocational training to at least 300-350million workforce by 2022 which is much lower than the target of 402million workforce by 2022.
6. **Skill development for Women:** The share of women workforce between 25 to 54 years of age is about 30% in 2010 as against 39% in 2000, which is quite below as compared to 72% in Brazil and 82% in China . A large section of female workforce is largely engaged in low paying unorganized works due to which women workers fails to get skilled job. A large section of women in India are not only unskilled but they lack in attainment of both basic primary education and vocational training. Around 30% of females in urban areas fail to attain primary education against 65% of rural women who lacks primary education. Currently, a majority of the female workforce in India is unskilled, i.e. a very low percentage of women have any kind of formal education. In India, around 60% of women in rural areas and over 25% of women in urban areas lacked basic primary school education.
7. **Lack of Labor Market Information System:** The absence of proper Labour Management Information System (LMIS) impedes the very objective of the skill initiative in India as it results in poor linkage between skill development and employment. At present, there is no proper system available in the job market where the industrial, job seekers and government come forward and share the relevant information among them and derive collective benefit from it. The Government lacks reliable data that would otherwise help it in making effective policy decisions and the inadequacy of such a system disappoints both employers and employees as it result in job mismatch and inferior quality output.
8. **Training of Trainers:** Training of trainer is one of the important key of the skill development frame work. 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. However, to address this issue, NCVT approved a proposal to upgrade Model Industrial Training Institutes (MITIs) for conducting instructors training and in addition to this the council also allow various types of organizations private and public limited companies registered under the Companies Act, societies and trusts registered as per the Act to set up ITIs and ITCs as well as undertake instructors training programs.
9. **Basic Infrastructure Challenge:** One of the important requirements for the proper implementation of the skill and training development programs is the availability of the basic infrastructure for the same. It has been noticed that many skill development institutions suffer from lack of proper infrastructure. Apart from a detailed evaluation while sanctioning approval for establishing a new institute, the assessment of the fitness evaluation of the institutes is not conducted regularly. Complicated infrastructure including equipments, machines and tools etc. are not available in majority of the institutions. As a result, workers get trained on outdated machines and find themselves deficient in skills when employed.
10. **Skill-Gap between Informal and Formal Sector:** As the Government of India has set a new target to impart the necessary skills to 402 million people by 2022 in the Twelfth Five Year Plan, whereas in reality the country is facing a significant skilled manpower challenge

over the next decade. In India, around 12 million people are expected to join the workforce every year whereas the current total training capacity of the country is around 4.3 million, thereby depriving around 64% entrants of the opportunity of formal skill development every year. Furthermore, out of approximately 0.4 million engineering students graduating every year in India, only 20% are readily employable. Around 93% of the Indian workforce is employed in the unorganized or informal sector, which lacks any kind of formal skill development training. Barely 2.5% of the unorganized workforce reportedly undergoes formal skill development in comparison to 11%of organized sector. In addition, only around 12.5%and 10.4% of the workforce in the unorganized and organized Sectors, respectively, undergoes informal skill development. This indicates that around 85% of the work force in the unorganized sector does not imbibe any form of skill development formal or informal.

11. **Multiplicity of Institutional Framework:** India has witnessed significant progress in the skill development landscape as various types of organizations have been set up both at national and at state level. Around 21 ministries, various national-level agencies, several sector skill councils, 35 state skill development missions and several trade and industry bodies comes forward with a view to push the national skill development agenda. Given this mind-bogglingly complex institutional setup with overlapping and conflicting priorities and little co-ordination and standardization ultimately resulted in fragmented outcomes with limited impact.
12. **Placement linked Challenge:** A major problem of India's existing skill or education development system is lack of linkages between education and placement of that trained workforce. In India, the vocational training is offered nearly in 120 courses and mostly of long duration (i.e. of 6 month, 1 to 2 years duration). Whereas in China there exist approximately 4000 short duration modular courses, which provide skills more closely aligned to employment requirements. Majority of ITI and ITC do not offer job placement services i.e. they struggle for appropriate employment except in areas with high economic activity. Lack of correlation between demands of local economy and provisioning of skills by local institutions create an employment gap and lead to job related migration. It also gives rise to social tensions due to the skilled unemployed phenomenon.
13. **Private sector Participation:** Mostly private sector institutes are located in urban areas therefore rural population remains lags behind. Due to high cost of these institutes the weaker or disadvantaged section also unable to get proper skill training.
14. **Low Educational Attainment:** The country has made progress on educational attainment about 1.5 million schools in India with a total enrolment of 250 million students from pre-primary to high and senior secondary levels i.e. Schools constitute the maximum number of enrolments. Higher education sector comprises around 20.7 million. The total number of students enrolling for open universities and other diploma courses constitute 24.3% of the total students. Vocational training in India is primarily imparted through the government and private industrial training institutes (ITIs). Higher drop-out rates of educational institutions mostly after the age of 15 years and above and especially in female students. Accessibility for the disadvantaged and rural section of the society is difficult due to high costs and other social impediments like transportation problems especially for a girl student travelling away from home. Poor quality of education which result in lack of literacy and numeracy skills on the part of students. These students find it extremely difficult to absorb even basic skills. Many skills taught in curriculum are obsolete and their end result is that workers are unable to find jobs according to their aspirations. Increase in educational institutions further lead to multiplicity of curriculums for the same skill resulting in uneven competency levels.
15. **Lack of the Vocational Skills University:** Vocational Skills University can offer all kinds of Degrees at the Masters, Doctoral degrees and Diploma programs in vocational higher education sector. The University can also offer a separate Bachelors degree for Vocational Education teachers. Recently Government of Rajasthan has been opened Skill University in Jaipur.

5.2 Measures Taken by Government of India:

The Government and industry are well aware of this reality and trying to figure out solutions for the challenges. National Skills Policy was formulated in 2009 by Government of India and special budget was also allocated in the FY 2011-12, 2012-13 with an ambitious target of imparting skills training to 402 million by 2022. A National Skill Development Corporation Board (NSDCB) and Prime Minister's National Skill Development Council was established. NSDCB is based on Public Private Partnership (PPP) under the chairmanship of the Deputy Chairman of the Planning Commission. It

formulates strategies based on the decisions of Prime Minister's Council on National Skill Development. The setting up of autonomous body National Skill Development Agency (NSDA) was approved on 9th May 2013. The NSDA is mandated to work towards coordination and harmonization of skill development efforts of the central and state governments as well as the public and private- sector industries. It looks after policy changes, scheme reviews, new scheme strategies and engagement with PSUs and NGOs.

The Government is constantly working to bring the required machinery and infrastructure for training. Initiatives needs a considerable amount of innovative delivery approaches such as decentralized delivery, mobile training, distance learning/e-learning and web-based learning and capacity expansion. Special courses offering multiple skills have been initiated at ITIs under the Modular Employability Scheme. People who had informally-acquired skills can get certification by taking examinations at ITIs.

Public Private Partnership is also used quiet extensively where training programs are sponsored by private funding. Apprenticeship Act has also been implemented by the Government under which every company has to compulsorily hire a fix number of apprentices from ITI's every year to work and train at the company. The apprentice learns theory at the college and gets hand on experience at the company. This approach helps in alignment of industry's requirement for skilled talent as company's hire the candidate and then train him as per industry's requirement. Public training institutes are trying to promote expansion of public training institutes in difficult areas where private sector is not accessible. NSDC has set a target of at least 70% placement among students on completion of training program so that the relevance of training imparted by its partners can be understood by the students. To improve the dignity of labor, media campaigns have also been initiated by NSDC at the national level.

Government taking one step ahead has made some international collaboration with developed and industrialized countries like U.K, Germany, and Australia etc to exchange the ideas for delivery of skills training. UK Collaborations are: The UK Skills Forum (UKISF) India, an initiative by the UK India Joint Economic and Trade Committee (JETCO), The UK India Business Council acts as Secretariat for the UKISF. It is also the first point contact for UK skill providers, for India, it is FICCI. Since 1958, Germany has already been providing technical and financial assistance to develop institutes like Foreman Training Institute (FTI), National Instructional Media Institute, Chennai, or Central Staff Training and Research Institute Kolkata. Rajasthan is the first state in India to establish a mission for livelihoods, in September 2004, in order to address the challenges of unemployment and ensuring gainful and sustainable employment by formulating appropriate and innovative strategies for the poor and vulnerable people.

5.3 Measures Taken by Private Companies:

Ground reality is known by the Industry and is working to find out solutions to these challenges. Non-profit organizations in large numbers are being engaged in providing skill training to enhance employability among the weaker sections of society. Companies like Tata motors, Bosch India, Toyota etc. at their level are also trying to develop the workforce and have built up their own training infrastructure to re-train entry-level candidates. As part of a national mission, Bosch India along with National Skill Development Corporation (NSDC) is working to achieve its objective of fulfilling the growing need for skilled manpower across sectors in India. Funding from NSDC and skill development competence has join hands to develop and deploy a vocation training model for making underprivileged children employable. It will help in providing a pool of high quality skilled manpower to the industry. Some companies have adopted various trades at ITIs in a Public Private Partnership model to make the students industry ready. Bharti –Walmart, a joint venture between Bharti Enterprises and Walmart, has established skill centers to train youth, free-of-cost, in retail skills to make them employable in a sector short of skilled manpower. Similarly Tata motors training institutes keep upgrading existing technical training institutes and establishing new technical training institutes. NSDC signed MOU with Tata Motors for skill development programs in automotive sector. Automotive skills will be taught to students in class 11 and 12 as a vocal subject in a few government schools for schools identified by Tata Motors. This pilot program will be introduced in 5 schools, teaching 50 students each. A total of 250 students will undergo this program and if it is a success, a full scale program will be launched. Volkswagen India also keeps investing on employment and education for locals.

VI. CONCLUSIONS

In this Research paper the following conclusions have made for skills development programme through Make in India:-

1. The study find out the overall status of skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development.
2. To Make in India project successful, youth of the Nation should be empowered with Formal Education, Technical and Vocational training to meet the Industrial and Market requirement as per global standard. Despite various efforts and investments in shaping the skills of a huge labor

force there are grave drawbacks in the System. Even after the Government investing a lot in training costs and infrastructure, creation of robust workforce for the industry is still a fantasy.

3. As a fast growing developing economy, besides white and blue collar, India also needs Grey collar- knowledge workers which include ICT skills, problem solving, analytical ad effective communication skills and rust collar-skilled workers at the grass root level in currently unorganized sector and un-benchmarked sectors like construction, agriculture and related trade.
4. Government, industry leaders are constantly from time to time launching new skill development initiatives but somehow it is not reaching the casual workers who dominate the Indian work-force. Stakeholders Industry leaders, Government etc have realized that none of them can work in isolation. They will need to collaborate as the stake involved is huge.
5. Mandatory Monitoring and Quality Certifications should be in place which will ensure high standards training programs with prime focus on enhancing the employability.
6. Sector specific Labor Market Information System at national and state level is to be established for reducing the skill mismatch which can help in the reliable and realistic assessment of economic trends and labour market.
7. Supply and demand of skilled manpower can be mapped with the help of Human Resource Planning which is also one of the important components. These exercises can help to anticipate skill gap over a period of time at different levels, sectors and geographical areas.
8. A designated agency should work on generating information from the LMIS and HRP exercises. Government employers, national, state and local level training providers, trainees and prospective trainees should be disseminated with information so collated so that they can use it in their skill development plans.
9. The information at National level can be disseminated by NCVT by receiving inputs from state and local levels. Counseling, placement and guidance can be provided by strengthening and upgrading the Employment Exchanges.
10. In a male dominated society, there has always been a limited scope to develop their skills for women and girls in rural areas due to social, economic and cultural constraints. The payment of wages is also on lower side. Socio-economic empowerment of rural women can be attained by investing in their skill development. They can be provided with basic education, technical training and other women extension services. Support by self help groups and NGOs can help in improving their conditions by making them understand the importance of basic education and also by making the change in attitude of society towards women.
11. A designated agency should design the courses and introduce them at various levels on the basis of emerging opportunities for skill development and employment generation. The change should be brought from education system which needs to be renovated and restructured. Young population even after having degree is not able to fit in the industry due to lack of expertise to compete.
12. The vocational training should start from High School. Students should be made industry ready by making the curriculum for professional courses such as Engineering and MBA in a way that provides complete on the job training. The standard and quality of training needs to be upgraded. Soft skills training along with technical skills will bring desired results.
13. Moreover, with the passage of the Companies Act 2013, the mandate for Corporate Social Responsibility has been formally introduced and it is likely that the total CSR spends will increase for employability linked programs to promote skill development. Prime Minister in his maiden speech said, “Skill development should be accompanied by a spirit of ‘Shram-ev Jayate’ – giving dignity to labour." Skill development and entrepreneurship is one of the top most priorities of the new Government due to which first time an independent ministry has been created to take the mandate forward.
14. Finally, it is important that the intended beneficiaries of the skill development program join training programs with an inspiration to learn and make them self-reliant to live a better life.
15. Short duration skills course through SDIS-MES Scheme, Dual course system as Germany pattern and Apprentice Training scheme 1961 revised 2015 should be implemented and monitoring properly.
16. Basic Infrastructure i.e. Tools, Equipments and Machineries in ITIs should be replaced as per latest technology and as per Market need.
17. All Government Sector where Technical knowledge need, in Recruitment procedure minimum qualification should be ITIs.
18. The Strengthening Capacity of Vocational Instructor Training provider Institute i.e. FTIs, ATIs, MITIs and CTI under Directorate General of Training (DGT), Ministry of Skills Development and Entrepreneurship.

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