

# **An Extensive Literary Examination Focusing on The Adoption Of NSQF-Aligned Vocational and Skill Development Curricula in Generating Gainful Employment Commensurate with Job Roles, With Specific Emphasis on The Retail Sector**

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## **Abstract**

According to a literature study conducted by researchers on skill development in India, the presence of talent gaps is a major concern. In order to fully utilize India's demographic advantage, it is imperative that the workforce be equipped with modern and future-oriented skills. Prioritization should be given to enhancing skills relevant to emerging economic developments, as this will enable India to transform into a knowledge economy and meet global skill demands. The inability to connect education with job-related skills has resulted in a significant number of unemployed youths, with approximately 2.5 million educated individuals in Assam currently without work. To address this issue, the Skill India mission was launched on November 9th, 2014. The National Skill Development Corporation (NSDC) was established for expanding vocational education networks and supporting private sector initiatives in skill development. Sector Skill Councils (SSCs) were also formed for institutionalizing industry-led training programs, with the NSDC incubating and supporting them. The introduction of the National Skills Qualification Framework (NSQF) aimed at harmonizing academic and vocational education systems while reducing duplication; however, its implementation faced risks due to an informalized economy, low-quality general academic education standards, and fragmented skills ecosystems within India. Although created by SSCs formulated solely by industries themselves - both National Occupational Standards (NOS) & Quality Packs (QPs), which were primarily associated with developing NSQF - they were rarely accepted by industry stakeholders. Skill shortages are indeed a real problem requiring resolution through updating curriculums aligned per industry requirements under NSQF guidelines; these curriculums must strike an appropriate balance between general education principles & practical skill development based on DACUM methodology so as not to create negative attitudes towards skilled courses amongst young people. A unilateral approach towards mapping levels according to remuneration criteria would be required along with eligibility conditions for growing favorable perspectives about short-term & long-term vocational courses under Skill India Mission framework guidelines. Unfortunately though NSQF failed concerning concerns such as shortage of TVET qualified teachers', lack of industry engagement leading supply-driven system issues etc., successful implementation of these initiatives can help develop entrepreneurial skills

among youth enabling eradication of unemployment problems prevalent across regions today. It is now essential that we prioritize developing relevant skills capable enough bridging gaps while preparing individuals for future challenges ahead!

**Keywords:** NSQF, SKILL DEVELOPMENT, DACUM, NSDC, SSC, TVET.SKILL INDIA, QP NOS

## Introduction:

At the dawn of Skill India, Prime Minister Narendra Modi remarked that while the world currently emphasizes trade in goods, the future will bring a new challenge: how to cultivate skilled individuals. Indeed, skills and knowledge are key drivers of economic growth and social development for any nation. Countries boasting higher levels of proficiency adapt more effectively to global opportunities and challenges within the workforce. As India transitions towards becoming a knowledge economy, it is increasingly crucial that we focus on advancing relevant skills to match emerging economic environments. Achieving twin targets of inclusive development and economic growth necessitates consistent 8% to 9% annual GDP expansion across various sectors such as infrastructure development, agricultural productivity improvements coupled with growth, financial sector expansions, healthy business climates supported by capable workforces. Furthermore, India's demographic bonus ensures it remains an active contributor to the global workforce pool given its comparatively high rate of working age population growth relative to total population size - along with being home to one of India's largest skill ecosystems.

## Skill Eco - system of India



These changing demographic profiles indicate that India has a unique 20 to 25 years' window of opportunity called **demographic dividend**. Despite the government's concerted efforts to close the skilled labor demand-supply gap and ensure advanced skill levels among the working-age population, some important obstacles remain. to remove these obstacles some of the solutions are available

Obstacles	Solution
<b>A mismatch between supply and demand of skilled manpower</b>	Creation of awareness about the skilled courses amongst the general masses. Judicious

	<p>mix of skills relating to a profession and appropriate content of General Education.</p>
<p><b>A lack of an integrated strategy to education and skill development</b></p>	<p>In India, education (both secondary and higher education) and the skilling ecosystem tend to exist in silos. While initiatives like B. Voc are good, their uptake is currently minimal. As a result, alignment of these two systems is crucial to ensuring that trained labor in this country has the necessary qualifications and employable abilities</p>
<p><b>Robust effort for gathering market intelligence and data</b></p>	<p>Data are necessary to ensure quality and match skill-building activities with market demands. An integrated monitoring system, market information, and labor market strategy are therefore necessary. Industry collaboration enables the students to be job-ready as soon as they finish their courses.</p>
<p><b>Flexibility to the students</b></p>	<p>Incorporating the NSQF into undergraduate higher education will improve graduates' employability and help them fulfill market demands. In addition to serving the demands of local and national business, such graduates are anticipated to be prepared to join the global labor force. Students with vocational studies who are graduating from 10+2 may go up vertically.</p>
<p><b>The Reskilling Challenge</b></p>	<p>Given the impact of megatrends on enterprises, employment positions will inevitably alter, posing the problem of reskilling at scale. These actions require government backing as a safety net for people whose employment are at risk of being eliminated.</p>

**Rationale of the Study:**

A nation's advancement leads to the growth of its populace. Proficiency has become a crucial aspect in the lives of those who aspire for a sustainable livelihood and gainful employment as the economy progresses through industrialization, agricultural innovations, and infrastructure development. Presently, Assam is grappling with twin challenges - mounting joblessness and an exponentially increasing young population. The working-age group generally lacks the skills that local firms demand. Each year, countless students pursue higher education; however, most remain unemployed due to a dearth of comparable opportunities within the state that align with their qualifications and aptitudes. Not only in Assam but across India, it seems that higher education institutions are providing theoretical or knowledge-based instruction resulting

in decreased employability among graduates. Industries, trade associations, and other stakeholders have persistently voiced concern over inadequate work-ready skills. Therefore, understanding the role of NSQF-aligned vocational courses in creating skilled manpower is unquestionably intriguing.

### Objectives of the Study:

- a. The purpose of this research is to comprehend the skill development movement in India through a review of literature and to identify research gaps for future research on skill development trainings delivered by various skill development organizations and agencies in India.
- b. The study focuses into the subject of skill development, specifically for academics carrying out particular research and government officials crafting regulations.

### Conceptual framework

1. **Dr. S.C. Patil and Prof. A. Sharantimath (2021)** conducted study to better understand the need for employability skills as well as the disparity between desired and possessed skills. The report claims that short-term courses, training, and education can close the talent gap. Despite its efforts, the Government of India still has a lot of room for improvement in the conversion of knowledge into skills, which can be achieved through collaboration.
2. **Santosh Mehrotra, Ankita Gandhi, and Bimal K Sahoo (2013)** stated in their analysis that India has a window of opportunity known as the demographic dividend that is only available till 2040. The reality of the demographic dividend, on the other hand, highlights the critical challenge of skill development for our labor force. However, in order to establish our skill development strategy for the following years, we must first identify the extent of the difficulty and the talent gap. The skill requirements, sector-wise, were estimated in this article in order to arrive at a realistic and desired aim. Whatever the scenario, the task of skill development - both quantitatively and qualitatively - is enormous and necessitates a careful governmental approach.
3. **Behera Biswabhusan and Gaur Mamta (2023)** emphasize the significance of skill development in the wake of rapid technological advances and the Covid19 epidemic in their paper. The disparity between industry expectations and talent availability has grown, forcing the acquisition of new skills in order to remain competent and future-ready. This can help a company's business plan, employee performance, and employer reputation.
4. **Bana Jawad and Adi (2020)** emphasizes skilling programs for rural youth in India, emphasizing the value of education and skills in enhancing employment, lowering poverty, increasing productivity, and encouraging environmentally sustainable rural development, with an emphasis on integration.
5. **Dr. Chandrasekhar Dash and Shilpa Dash's (2020)** Despite the Skill Development India Mission, a study on the country's skill landscape uncovers disparities in gender and sector-based imbalance in skilling, training, and placements.
6. **J. Kumar and Garima Hooda (2016)** provided some observations on these skill development programs based on primary data in their study Role of Skill Development Programmes in Youth Development. This study investigates young people's perceptions of skill development programs, with a focus on their significance in youth development. It contributes to understanding their awareness and participation in job gain, business establishment, and lifestyle modifications with 260 participants.
7. **Svenja Jambo and M. Pilz (2018)** in the study emphasized skilling as being important at both the policy and educational levels. However, aside from generic generalizations about the "lack of

attractiveness of vocational education," no research-based findings about this topic exist in India. As a result, the focus of this study is on the attractiveness of vocational education and training (VET) in India. At Industrial Training Institutes in three different locations, 45 interviews with teaching personnel were performed. The study's goal was to investigate teachers' perceptions of VET's attractiveness in relation to their own circumstances as teachers.

8. **Matthias Pilz and Julia Regel (2021)** participated in the study stated. Access to education and thus VET must be improved, including the formalization of informal learning. Raising the system's acceptance and status is a critical aspect in the progress and development of Indian VET. While cultural views toward the issue may take time to alter, improving the quality of VET is vital to boost the attractiveness and demand for VET provision. It remains to be seen how the private sector's position will evolve in the future; increased involvement by business and employers is thought to be advantageous. Finally, adequate teacher training and provision, as well as decent working circumstances for the profession, are critical factors in the extension and quality of training.
9. **Samiksha Neroorkar and P. Gopinath (2020)** in the study reveals a distinct set of six factors by which ITIs affect graduate employability—by imparting knowledge and skill, influencing students' attitudes and expectations, providing apprenticeship, signaling favourable characteristics, acting as an intermediary between the industry and the graduates, and assisting in the formation of social networks. The conclusion is that ITIs can incorporate tactics to actively improve graduates' employability by utilizing these variables.
10. **Ganguly, Gulati, and Von Braun (2019)** investigate skill development in the Indian agriculture and food processing sectors. It emphasizes the necessity of skill development due to a big youth population, a growing workforce, and the possibility for increased production. Improved partnerships and designs are required to address challenges.
11. **Cabral, C., & Dhar, R.L. (2019)** examines skill development research in India, with an emphasis on structural factors, research techniques, economic sector, and training type. It also emphasizes the significance of skill development, institutional procedures, technology adoption, women's empowerment, integration with secondary education, and labor market reforms. The systematic review of 45 papers from 2004 to 2017 emphasizes the need for labor market reforms to address issues such as mismatch between theory and practice, low skill quality, and low in-house training. The study is the first to provide a systematic overview of the literature on skill development.
12. **Malayan Kandy Ajithkumar, Usha (2016)** mentioned in the study The country is suffering from a severe scarcity of qualified educators. The quality of training is determined by the trainer. As a result, there is an urgent need to investigate trainer training.
13. **Matthias Pilz Julia Regel (2021)** mentioned in the study that for more than a decade, the Indian government has prioritized skill development, focusing on updating formal vocational education and training (VET) to meet the skilled worker shortage. This page presents an overview of the Indian VET system, its fundamental pillars, and future development opportunities.
14. **L. Zenner, Kumar Kothandaraman, and M. Pilz (2017)** emphasize that India's rising economy necessitates skilled workers and self-employed entrepreneurs to meet economic and social concerns. However, due to increasing unemployment rates, especially among young people, entrepreneurial education is critical. Using a three-step strategy and qualitative interviews, this paper examines entrepreneurship instruction in vocational schools in Bangalore. While mandated curricular parts are present, the authors discover that comprehension is frequently not converted into practical instruction.



15. **M. Pilz and Muthuveeran Ramasamy (2019)** in the research found that despite being one of the world's fastest-growing economies, India's textile industry is facing a skilled labor crisis. Vocational skills training can help disadvantaged individuals improve their productivity and working conditions. Traditional curricular techniques, on the other hand, frequently neglect these needs, impeding the expansion of the informal sector. This research investigates the effectiveness of a competency-based curriculum approach in meeting the needs for skills training in the informal sector. The study involves constructing a sewing skills training program, which was piloted in four communities in rural South India, and indicated that this technique works best when targeted learners are participating.
16. **Rajesh Gupta and Oshin Dharap (2022)** researched about the phenomenon - skill development as vital for developing countries, notably India, which has a rapidly increasing economy and a large working-age population. This research tries to understand India's human capital development ecosystem by analysing the evolution of skilling programs, policymakers' concerns, and the country's future skilling initiatives.
17. **Joshi Tamana and Pandey Mukesh (2018)** authored a paper with the subject Skill Development: Improving Employability in India. The aim of the study was to investigate and understand the significance of increasing employability in India. India has the potential to become the world's largest supplier of trained labor, the survey claims. Mapping labour requirements internationally as well as in India is vital to get ready for this. To ensure that the children are exposed to the newest technology and business environment, it is imperative to fight for the ongoing updating of training programs and curricula. The government will support entrepreneurship as well as apprenticeship. It is essential to foresee potential future events and get ready for them now.
18. **Hansel Furtado (2018)** study investigates the impact of skill improvement on entry-level job seekers in India. Despite government and organizational initiatives, the study indicated that the conversion rate remains sustainable. It emphasizes the significance of building human potential for entry-level job prospects in order to construct a future and achieve their goals. Candidates should work on honing their skills before applying.
19. **Mehrotra and Santosh K (2020)** clearly identified in the working paper that the National Skills Qualification Framework (NSQF) in India was not implemented as planned, and that its implementation faced risks due to the informalized economy, low quality general academic education, and a fragmented skills ecosystem. The NSQF was primarily concerned with developing National Occupational Standard (NOS) and Qualification Packs (QPs), both of which were rarely accepted by industry although it was created by SSCs formulated by the industries only. The NSQF failed to address concerns such as a teacher shortage, a lack of industry engagement, and a supply-driven system. The commitment of the Indian government to a system-wide qualification framework must be part of a broader TVET reform agenda.

## RESEARCH GAP:

### Unfair pay according to Job Role /NSQF level

Numerous scholars have taken on the task of comprehending the skill development movement in India, delving into its origins and identifying both the need for such a movement as well as the various problems encountered along the way. Through their research, these scholars have emphasized the many benefits and broad scope of skill development, with further investigation conducted to gain a better understanding of employability and related concepts.

Despite this wealth of literature, however, there remains ample room for exploration within numerous industries, including but not limited to retail. One major issue that has been identified is the significant gap between documented educational eligibility and actual required educational eligibility at various levels of NSQF.

Further research is also needed to explore how job roles, remuneration, and eligibility relate to one another according to the levels set forth in SSCs' curricula - specifically within the retail sector. A key challenge in this area is a lack of TVET-certified trainers who can help bridge this gap and ensure that workers are able to meet industry standards and requirements. Ultimately, it is hoped that ongoing research will help shed light on these issues and pave the way for more effective skill development initiatives across India.

### **Lack of TVET certified trainers**

The Skills Development policy and the NEP frameworks place significant emphasis on trainer capacity building. However, there is a dearth of high-quality TVET trainers who are capable of delivering NSQF-aligned skill training across various occupational roles. To address this issue, it is critical to develop Professional Development Plans that can boost learning and achievement while empowering individuals to become self-directed learners.

Professional Development Plans play a crucial role in enhancing an individual's learning potential and success by building their capacity to learn independently. By involving individuals in the learning process, these plans inspire them to reach their full potential as learners and achieve greater heights of personal growth and development.

### **Conclusion:**

The current era has seen fast technology innovation, and the covid19 epidemic has exacerbated the upheaval in the workplace. At the same time, the skill gap between industry expectations and skill availability has grown, necessitating skill development for both current and prospective workers. Skill shortages are a real and significant problem. The need to close talent gaps through updating of NSQF aligned curriculums at per industry requirement and these curriculums should be a judicious mix of general education and skill development- the principles of DACUM avoid negative attitude towards the skilled courses amongst the youths. Unilateral approach is required to map levels according to the remuneration and so as the eligibility criteria to grow favourable & acceptable perspective about the vocational courses both short term and long term , under Skill India Mission .

There are various TVET Teacher Development programs available. Currently, most Training of Trainers (ToT) programs offered by SSCs last only 5-6 days and provide an overview of model curriculum and basic pedagogy, leading to learning at the primary level. As a result, improving trainer quality through frequent training, interactions with industry, and the use of new technologies will be crucial for the development of any skill training

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