

Annual Status of Education Report
AGE 14-18 असर 2023 RURAL
ASER
Facilitated by PRATHAM

Vocational education and training in India

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Technical and Vocational Education and Training (TVET)

“Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.”

- UNESCO



Sustainable Development Goals (SDGs)



TARGET 4.4

INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.



TARGET 4.5

ELIMINATE ALL DISCRIMINATION IN EDUCATION

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.



TARGET 4.3

EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

SDG Target 4.3 indicators:

1. Participation rate of youth and adults in formal and non-formal education in the previous 12 months, by sex
2. Gross enrolment ratio for tertiary education by sex
3. Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex

National Policy for Skill Development and Entrepreneurship (NPSDE) 2015

NPSDE 2015 governs all skill development initiatives and institutions in the country.

Policy backdrop

- **Favourable demography:**
 - 62% of India's population is in the working age group (15-59) and more than 54% of the total population is below 25 years of age.
 - Average age of India is estimated to be 29 years in 2020, as opposed to 40 years in USA, 46 years in Europe, and 47 years in Japan.
- **Challenges that NPSDE seeks to address:**
 - Paucity of highly trained workforce
 - Non-employability of large sections of the conventionally educated youth
 - Large informal sector: difficult to identify skills



Vision: “To create an ecosystem of empowerment by Skilling on a large Scale at Speed with high Standards and to promote a culture of innovation based entrepreneurship which can generate wealth and employment so as to ensure Sustainable livelihoods for all citizens in the country.”

Skill Development Initiatives in India

- **Skill India Mission** by the Ministry of Skill Development and Entrepreneurship (MSDE) is currently working on establishing one “Pradhan Mantri Kaushal Kendra” in each district of the country, and has established 721 centres thus far.
Implemented by: National Skill Development Corporation (NSDC)
- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**, launched in 2015, provides free short-term skill training to youth along with a monetary incentive for course completion. They also assess and certify individuals with prior learning or skills.
Implemented by: NSDC
- **Industrial Training Institutions (ITIs)**, first established in 1950, aim to prepare trainees for semi-skilled work or self-employment. In 2022, India had 14,953 ITIs with the capacity to enroll over 3 million trainees.
Run by: Government or private bodies



Changing the approach towards vocational education

16.2. One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from ‘mainstream’ or ‘academic’ education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

16.4. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship.

16.5. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the

Current uptake - Periodic Labour Force Survey (PLFS)

Table 1: % Persons age 15-29 who have received formal vocational/technical training in rural locations. By sex. *Source: PLFS*

Sex	2022-23
Male	3.7
Female	3.1
Overall	3.4

Table 2: % Persons age 15-29 who have received formal vocational/technical training. By location. *Source: PLFS*

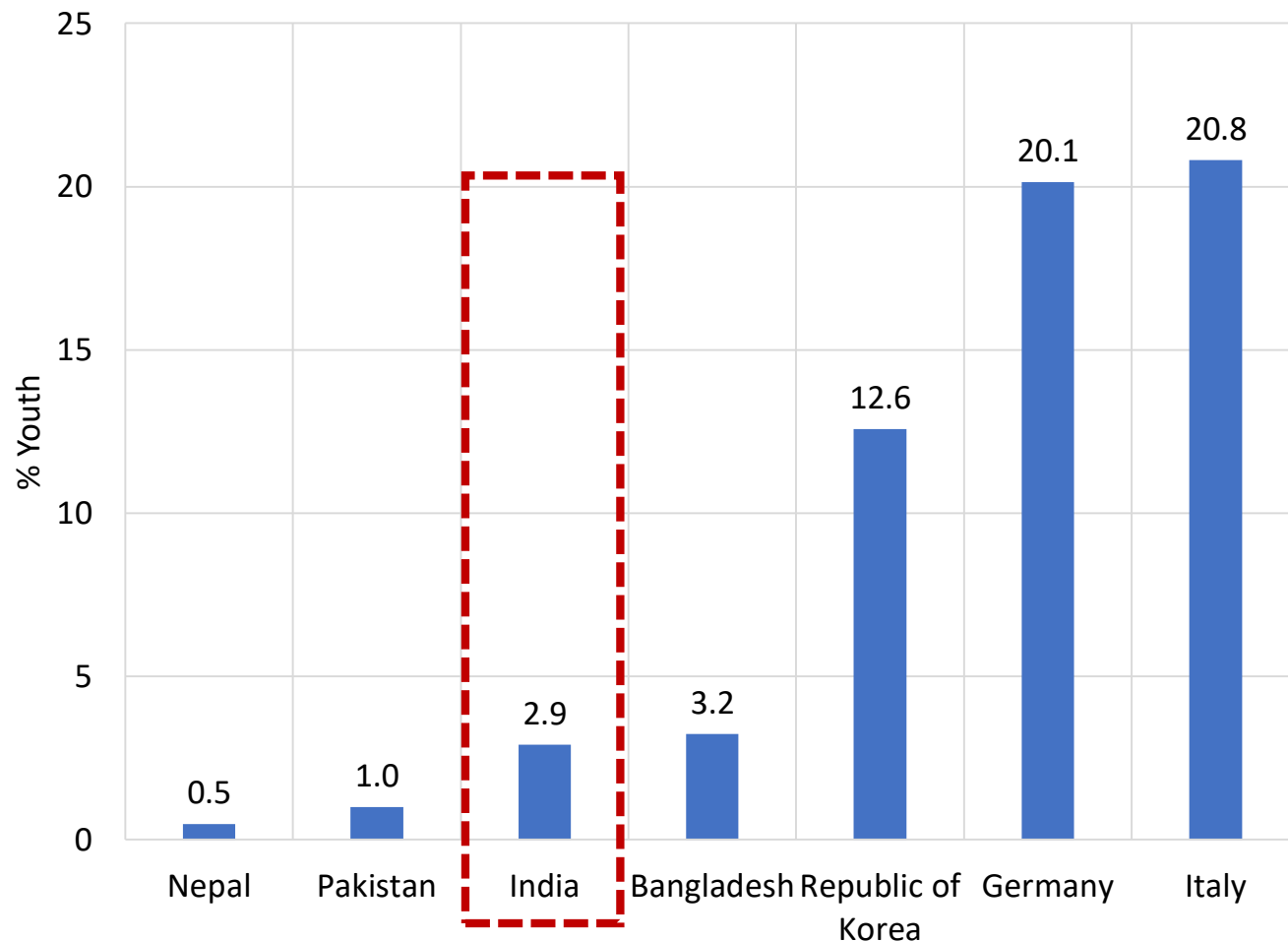
Location	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Rural	1.7	2.0	2.9	3.0	2.9	3.4
Urban	4.4	4.7	6.8	6.9	7.1	7.2
Overall	2.5	2.8	4.1	4.1	4.1	4.4

- Less than 4% youth in rural areas have received formal vocational or technical training.
- Despite a slight increase over the past 5 years, India still lags far behind other countries like Germany, Japan, or South Korea, where more than 75% of the population has undergone formal skill training (World Bank, 2017).



International uptake of vocational education (UNESCO)

Chart 1: % 15- to 24-year-olds enrolled in vocational education, both sexes (%), 2021 (UNESCO)



- 15- to 24-year-old youth in countries like Germany are nearly 10 times likelier to be enrolled in vocational education.
- India has to raise this proportion to make the most of its demographic dividend, as done in the past in Asian countries like Republic of Korea.



ASER's exploration of vocational training among youth

Vocational education

Strand 1: Survey

Strand 2: Qualitative (Focus group discussions)

5. Vocational training/Other classes or courses

Are you currently taking vocational training like at an ITI, Polytechnic, etc. or other classes like computer, stitching, etc.?		If yes,			What is the course duration? (Write in months)
		Type of institution			
		Govt	Pvt	Other	
Yes	No				
✓			✓		3

- Youth's perception of vocational work
- Where do youth learn about skill-based trades?
- Do schools offer vocational courses?

ASER findings – Unenrolled youth and vocational training

Table 3: % Youth taking vocational training or other courses, by enrollment status and duration of training

Enrollment status	% Youth taking vocational training or other courses	Of these, % youth who are in vocational training of the following duration:				
		3 months or less	4-6 months	7-12 months	More than 12 months	Total
Std X or below	2.4	48.3	22.8	21.3	7.6	100
Std XI or XII	7.9	42.3	22.0	22.1	13.6	100
Undergraduate or other	16.2	37.5	18.9	27.8	15.8	100
Not enrolled	8.2	20.1	14.5	23.7	41.7	100
All youth	5.6	37.8	19.9	23.5	18.8	100

Table 4: Of youth pursuing vocational training or other courses, % youth taking the course in different types of institutions, by enrollment status

Enrollment status	Govt	Pvt	Other	Total
Std X or below	40.4	56.8	2.8	100
Std XI or XII	31.1	66.1	2.8	100
Undergraduate or other	33.4	64.7	1.9	100
Not enrolled	42.4	54.9	2.7	100
All youth	35.7	61.7	2.6	100

- Less than 6% youth are currently taking vocational training or other courses.
- While 13.2% youth are not enrolled, less than 10% not enrolled youth are currently taking these courses.
- Unenrolled youth taking vocational training are likelier to take longer duration courses
- Most youth who are enrolled in vocational courses go to private institutions (61.7%).

ASER findings – gendered uptake

Table 5: % Youth taking vocational training or other courses, by sex and duration of training

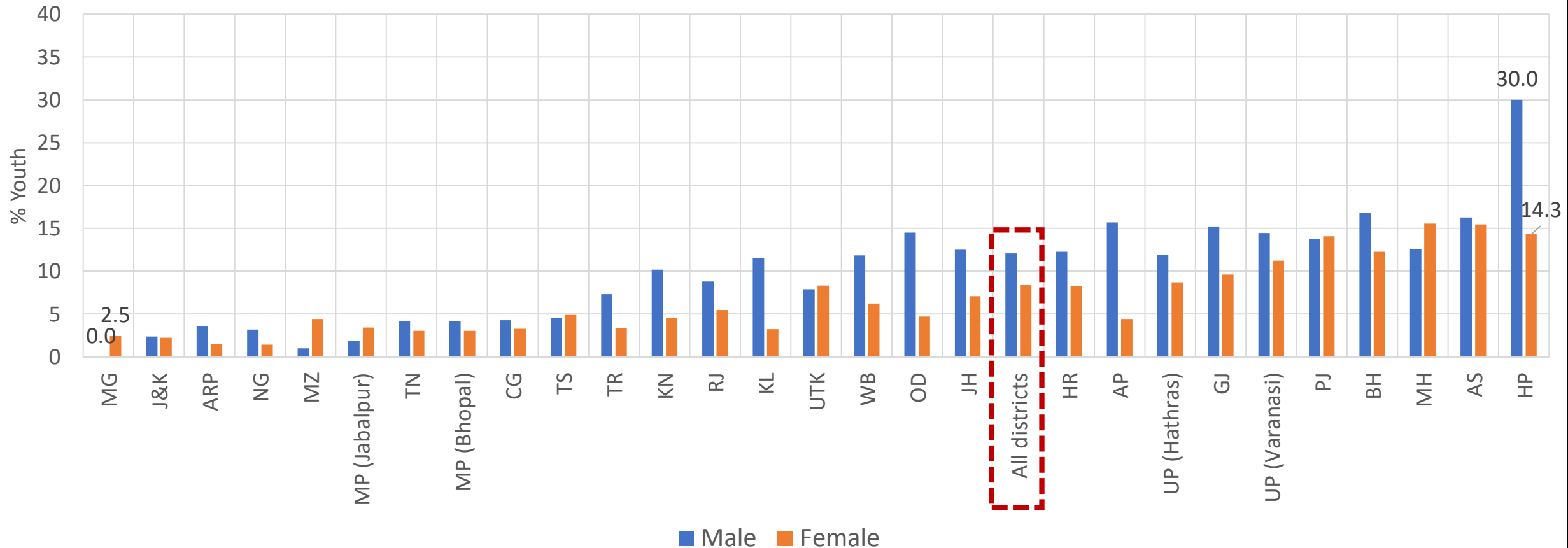
Sex	% Youth taking vocational training or other courses	Of these, % youth who are in vocational training of the following duration:				
		3 months or less	4-6 months	7-12 months	More than 12 months	Total
Male	6.8	29.9	16.9	26.3	26.9	100
Female	4.5	48.2	24.0	19.7	8.3	100
All youth	5.6	37.8	19.9	23.5	18.9	100

- The proportion of youth taking vocational training or other courses is lower for girls (4.5%) than boys (6.8%).
- Girls who are taking vocational training or other courses are likelier to be enrolled in shorter courses.
- There are no major gender differences in the type of institutions youth choose to pursue vocational training.



ASER findings – gendered uptake

Chart 2: % Youth age 17-18 taking vocational training or other courses, by district and sex



- There are major gender gaps in vocational training uptake in most districts among youth aged 17-18 years.
- 22.3% youth in this age group are taking vocational courses in Kangra (Himachal Pradesh), while this proportion stands at just 1.5% in East Khasi Hills (Meghalaya).

ASER findings – Perceptions around vocational work

- In line with the NEP 2020 policy document, it was found that there is low social desirability associated with vocational trades.
- While youth were actively thinking about vocational work, it was often a backup plan in case they were unable to achieve their primary aspirations.

Excerpt from an ASER 2023 FGD

F: Why do you want to be a teacher?

P: Because unlike a beauty parlour where you have to do manual work, teaching requires intellect and knowledge.

(Solan, Std XII, Girls)



- Girls across locations spoke about wanting to pursue sewing and beauty parlour work. Their motivations differed from boys.
- They had female role models for these vocations in their locale and spoke about their benefits including self-sufficiency and being able to work alongside household chores. This was especially true in Sitapur

ASER findings – Where do youth learn about vocational work?

- Youth's exposure to vocational training was mostly through their **community** in Sitapur and **external vocational training institutions** in Dhamtari, but students in Solan were offered vocational training courses in **school**.
- Some courses offered in Solan: Tourism, Telecom, Hotel Management, Retail, Information Technology.
- The pedagogy also includes field visits and industry immersion. Eg. – students in the retail course worked at a nearby mall for a few days.

Excerpt from an ASER 2023 FGD

F: Since when do you have these vocational subjects?

P1: 9th grade.

P2: It has been four years.

P3: We go on visits thrice a year.

F: And how far do you go for these visits?

P3: Not that far, like till Solan.

F: And what do you do in the healthcare subject?

P4: We also go on visits to hospitals.

(Solan, Std XII, Girls)

ASER findings – Impact of vocational training in school

- Youth's early exposure to vocational courses in school helps in a number of ways:
 - Broadens the options that students and their families think about as viable
 - Enables vocational trades to gain aspirational value
 - Offers sources of information and support that can help students think through what working in these sectors might entail and how they could get there

Excerpt from an ASER 2023 FGD

P: I am most interested in joining the army.

F: What does your father say about that?

P: He says that is okay, but Hotel



- Vocational and technical training is currently crucial to make the most of the “demographic dividend”, but the uptake of vocational courses is still low, especially among girls and unenrolled youth.
- Early exposure of youth to vocational training within schools helps in several ways:
 - Improves their perception of vocational work
 - Offers sources of information and support
 - Encourages skill development within conventional education
 - Addresses gender gap by providing equal access
- Offering context-specific vocational courses while keeping industry-side demand in mind can help increase the aspirational value of these vocations.

