



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

सत्यमेव जयते

STARS
Strengthening Teaching-Learning
And Results for States

JOBS AT YOUR DOORSTEP

A Jobs Diagnostics for Young People in Six States

Himachal Pradesh, Kerala, Madhya Pradesh,
Maharashtra, Odisha, Rajasthan

Executive summary



THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



JOBS AT YOUR DOORSTEP

A Jobs Diagnostics for Young People in Six States

Himachal Pradesh, Kerala, Madhya Pradesh,
Maharashtra, Odisha, Rajasthan

Executive Summary



THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP

© 2024 International Bank for Reconstruction and Development/The World Bank
1818 H Street NW, Washington, DC 20433
Telephone: 202-473-1000; Internet: www.worldbank.org

Some rights reserved

This work is a product of the staff of The World Bank with external contributions.

The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent. The World Bank does not guarantee the accuracy, completeness, or currency of the data included in this work and does not assume responsibility for any errors, omissions, or discrepancies in the information, or liability with respect to the use of or failure to use the information, methods, processes, or conclusions set forth. The boundaries, colors, denominations, links/footnotes, and other information shown in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

The citation of works authored by others does not mean The World Bank endorses the views expressed by those authors or the content of their works. Nothing herein shall constitute or be construed or considered to be a limitation upon or waiver of the privileges and immunities of The World Bank, all of which are specifically reserved.

Rights and Permissions:

You are free to copy, distribute and transmit this work, with appropriate attribution stating: World Bank Report 2024. "JOBS AT YOUR DOORSTEP" World Bank, Washington, DC.

Translations—If you create a translation of this work, please add the following disclaimer along with the attribution: This translation was not created by The World Bank and should not be considered an official World Bank translation. The World Bank shall not be liable for any content or error in this translation.

Adaptations—If you create an adaptation of this work, please add the following disclaimer along with the attribution: This is an adaptation of an original work by The World Bank. Views and opinions expressed in the adaptation are the sole responsibility of the author or authors of the adaptation and are not endorsed by The World Bank.

Third-party content—The World Bank does not necessarily own each component of the content contained within the work. The World Bank therefore does not warrant that the use of any third-party-owned individual component or part contained in the work will not infringe on the rights of those third parties. The risk of claims resulting from such infringement rests solely with you. If you wish to re-use a component of the work, it is your responsibility to determine whether permission is needed for that re-use and to obtain permission from the copyright owner. Examples of components can include, but are not limited to, tables, figures, or images.

Photographs are the copyright of the World Bank

For receiving copies of the report, please write to: rgupta1@worldbank.org



FOREWORD

India is growing rapidly, and firmly on its path to becoming *Viksit Bharat*. Employment and skilling is a key priority area for India to become a developed country. With the steady economic growth, there has been a transformation in local industry and Micro, Small and Medium Enterprises (MSME) sector, and this, in turn, has transformed the country's employment landscape. Today, our youth can take advantage of the growing profile of India's economy, which has unleashed the growth impulses, thus, opening a plethora of opportunities to our youth to explore and excel. The Government has rightfully acknowledged its enabling role as facilitator, presenting myriad avenues for gainful employment.

The Prime Minister Shri Narendra Modi has always highlighted the country's limitless potential to become not only a knowledge centre, but the skill Capital of the world. India can become the engine of global growth, through skilling, upskilling and re-skilling of our youth. He has underscored the need for cultivating a future-ready workforce with industry relevant skills training to develop certain competencies in the youth.

The National Education Policy (NEP) 2020, as well as the consequent National Curriculum Framework 2023, emphasize integration of skill development into mainstream education. NEP 2020 incorporates pre-vocational education at the Upper Primary level, to ensure that at least 50% of students have access to vocational education by the year 2025. Furthermore, it calls upon all secondary schools to provide vocational education by 2030. In addition, the National Credit Framework (NCRF) is designed to synchronize education with the requirements of the job market. Its competency-based methodology recognizes all types of learning—academic, skills-based, and experiential—contributing to a more comprehensive educational system. NEP 2020 encourages technology enabled, competency-based assessments, and continuous evaluation. Integrating skill assessments with the Vidya Samiksha Kendra and PARAKH Rashtriya Sarvekshan will facilitate the identification of areas requiring improvement. The Ministry of Education is dedicated to achieving these targets through collaboration and support from various organizations, including the Ministry of Skill Development and Entrepreneurship, State Education Departments, National and State Boards, as well as the private sector and civil society institutions.

Jobs at Your Doorstep is an initiative to conduct an extensive jobs diagnostic, aiming to delineate the socio-economic, demographic, and employment landscape of six states: **Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, and Odisha**. This initial research, conducted by the World Bank in collaboration with a third party, provides a preliminary skill and job diagnosis based on local requirements and demands. The states may further refine this analysis to meet their dynamic needs. The report advocates for specific trades based on comprehensive primary and secondary research and emphasizes the importance of industry partnerships to enhance the connection between education and job opportunities. Ultimately, the initiative seeks to empower students to become self-sufficient adults who can positively impact their communities and the economy.

P.T.O.

सबको शिक्षा, अच्छी शिक्षा

The Strengthening Teaching-Learning and Results for States (STARS) programme, developed in collaboration with the World Bank, stands as a crucial component of this endeavor. I hope that the six states will implement the recommendations laid out in this report and emerge as leaders in identifying jobs at the doorstep of the youth connecting them with their desired employment opportunities. This report may also serve as a template for other States/UTs to assess and consequently formulate skill and job requirement.

By 2030, India is projected to have 1 billion working-age adults, indicating that approximately one-fourth of the world's incremental workforce over the next decade will come from India. The successful transition of youth into suitable jobs is integral to India's progression toward a US \$5 trillion economy. Making this enduring investment in human capital is essential to bolster competitiveness, promote job readiness, and bolster India's vision to become a beacon of skill infrastructure for the world. I trust that this Report will galvanize all stakeholders to take actionable steps in realizing this vision for India, and lead to a larger discourse on enhancing skill development in school ecosystem across the country.



(Dhamendra Pradhan)

Preface

The Government of India has an ambitious plan to transform the economy towards a high-income country status by 2047. To achieve the goals of India becoming a productive economy, she needs to urgently address challenges facing its employment landscape and prepare its workforce. Multifaceted, dynamic, convergent approaches aligned to educational reform and market linked skill development (SD) will help India reach its jobs growth potential. Key reforms by Government of India, will help strengthen the vocational education sector to become a decentralized, local market-led, inclusive, and fiscally sustainable sector, to train the workforce for the skills required for a high-income India.

The Ministry of Education has made major strides on this front by launching the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023. Both policies emphasize the importance of skilling in schools, with the NEP setting ambitious targets of 50 percent students accessing skill education by 2025 and all secondary schools offering skill education by 2030. As India sets out to achieve these targets, the “Jobs at Your Doorstep” report serves as both diagnostic and roadmap to providing strategic linkages and convergence between education and the jobs agenda of India. It goes deep into the job landscape of six states: Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha, and Rajasthan, and identifies key priority sectors and roles that offer the highest employment potential for young people graduating from secondary school.

The World Bank assists the Ministry of Education, Government of India, on its program called *Strengthening Teaching-Learning and Results for States (STARS)* covering six states namely **Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha, and Rajasthan** (collectively the STARS states). STARS has a national component under which key reforms are shared and disseminated for implementation. This report underscores the significant benefits of embedding skill-based education from grades 9-12 to prepare students for diverse career paths relying on a bottom-up approach, going deep in districts of six states, Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha and Rajasthan. These present varying socio-economic profiles and offer a nuanced view of how industry and government can both contribute towards the jobs agenda.

Jobs at Your Doorstep is a skills gap analysis that attempts to align trades offered in schools with industry-specific needs of the districts where the schools are present. The study was initiated to reimagine the skill education offering through in-depth primary as well as secondary research in the six STARS states. The report is organized into six broad chapters:

- Setting the context on the urgent social and economic imperative for the country.
- An in-depth articulation of the objectives, approach and methodology adopted for this study.
- Findings on “Where are the Jobs” – which sectors are willing to hire skilled school graduates; where is the greatest volume; hence what trades should be offered in schools?
- Skill Gap Assessment: What is the nature and extent of the skill gap in each of the six STARS states compared to where the jobs are in their respective state and district economies? What are some common gaps in the design and delivery of skill education in schools today?

- An articulation of nine key recommendations to address the emerging skill gaps.
- Finally, the last chapter lays out the path forward – both short-term and long-term actions required by stakeholders across Central Ministries and organizations, State education departments, State examination Boards, Industry, Private Sector, and Civil Society to achieve the vision.

I hope that the findings and recommendations presented will be useful to policy makers, practitioners and industry leaders in preparing smooth pathways for school to work transition in India.



Auguste Tano Kouame
Country Director, India
The World Bank

WORLD BANK TASK TEAM

TEAM LEAD:

Shabnam Sinha, Lead Education Specialist, South Asia Region

TEAM MEMBERS:

Kanupriya Misra, Education Specialist, South Asia Region

Sarah Iype, Education Specialist, South Asia Region

Rekha Menon Sharma, Consultant

PEER REVIEWERS

Tushar Arora, Senior Financial Sector Specialist, South Asia Region

*Himdat Iqbal Bayusuf, Senior Education Specialist, Middle East and
North Africa Region*

Acknowledgements

This study was commissioned by the World Bank as a part of the “Strengthening Teaching-Learning and Results for States (STARS)” program. The study was led by *Shabnam Sinha*, Lead Education Specialist, World Bank, India, and the team consisted of *Kanupriya Misra*, Education Specialist, *Sarah Iype*, Education Specialist, and *Rekha Menon*, Consultant, World Bank. The World Bank commissioned Boston Consulting Group (BCG) to carry out the study. The report was peer-reviewed by *Tushar Arora*, Senior Financial Sector Specialist, South Asia Region, World Bank and *Himdat Iqbal Bayusuf*, Senior Education Specialist, Middle East and North Africa Region, World Bank.

The study was possible with support from the *Mr. Sanjay Kumar*, Secretary, School Education and Literacy, Ministry of Education, Government of India, *Mr. Vipin Kumar*, Additional Secretary, Department of School Education and Literacy (DoSE&L), Ministry of Education (MoE); and *Mr. Rahul Pachori*, Director, Department of School Education and Literacy (DoSE&L), Ministry of Education (MoE), Government of India as well as the respective State Principal Secretaries, State Project Directors and all officials from the Education Departments of **Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha and Rajasthan**. The authors extend their gratitude to all officials for their support throughout the study. In addition, the authors also extend gratitude to *Mr. Atul Tiwari*, Secretary, Ministry of Skill Development and Entrepreneurship (MSDE) and his colleagues for their collaboration and support.

The support and suggestions from *Keiko Inoue*, Practice Manager, South Asia Region, World Bank is acknowledged.

The World Bank is grateful for the continued association and support from Maneesha Chadha, Head of Global Philanthropy, J. P. Morgan with the program from its inception to closure.

The World Bank would like to acknowledge the effort of the BCG team that led this study in the states, including Seema Bansal, Partner, and Director, Garima Batra, Managing Director and Partner, Sriramprasad Rangarajan, Principal, Siddhant Debashish, Partner, Devaansh Samant, Project Leader, and Himanee Dugar, Consultant, BCG.

Further, the authors acknowledge the time and contribution of all the stakeholders who agreed to engage and shared valuable insights. These include various experts and individuals from the different Sector Skill Councils (SSC), private sector, industry associations, individual employees in farms, factories and shops, government staff within the education department, as well as students, parents, skill education trainers, principals, and teachers.

This report would not have been possible without the support of all these stakeholders. The authors are deeply grateful to each of them for offering their time, advise, and resources to draft this report.



Introduction

India is home to a fifth¹ of the world's youth. Ensuring that these youth are well-prepared to be productive in jobs or self-employment and entrepreneurship is critical for India to achieve its ambitious economic goals.

Jobs are at our doorstep, very much in the vicinity of schools.

This study assessed the kinds of industries/local small and medium enterprises that have the potential to provide entry-level jobs or offer entrepreneurship opportunities for youth, including those who are in school and those who may have dropped out. The study also analysed special economic zones, and overall labour market trends across primary, secondary and tertiary sectors in all the six states under STARS. Current status of skill education in schools and the need to reform its delivery to cater to the identified opportunities was also looked into. Conversations with employers further indicated the need for multi-skilled individuals with a broader set of "employability skills" such as problem-solving, teamwork, adaptability and leveraging digital technologies, amongst others.

Overall, large scale integration of skills education in schools is a critical agenda and India's policy frameworks, including the National Education Policy (NEP) 2020 and the National Curricular Framework (NCF) 2023 have shown the way ahead. 14 broad sectors and corresponding trades that can cater to majority of high demand jobs/entrepreneurship avenues for school to work transitions have been identified. The report ends with a set of nine key recommendations for all stakeholders to deliver on a strengthened skill education agenda for schools.

¹ Youth in India: 2022 (Ministry of Statistics and Program Implementation. Government of India.)

Large scale skill integration in schools a critical agenda – National Education Policy (NEP) and National Curriculum Framework (NCF) have set the stage

100%

NEP target for % of schools offering Skill Education (SE) by 2030

50%

NEP target for % of students enrolled in Skill Education

NCF 2023 shows the path ahead:

Grade 6–8: Broad exposure to skilling and forms of work

Grade 9–10: Exposure to multiple vocations and transferable skills (sector-agnostic)

Grade 11–12: In-depth skilling in a vocation (upto 3 out of 6 total subjects)

Expected Benefits



Help reduce drop-outs (~40% higher secondary retention rate today)



Create a skilled workforce for India and the world; avoid costs of over-education




Enable employment or self-employment for those who want it directly after school


Key question: How can skill education be scaled and strengthened?


- Which skills should be offered where basis local economic needs?
- How should delivery be strengthened to achieve outcomes – be it jobs, self employment, relevant future higher education or further skilling pathways?


Methodology of the study


Deep primary research in 6 districts with varied socio-economic profiles


- 

1 Shimla, HP
Hill station; tourism & horticulture driven
- 

2 Dhenkanal, OD
Primarily agrarian
- 

3 Jodhpur, RJ
Handicraft manufacturing + services hub
- 

4 Nagpur, MH
Service-driven economy + manufacturing
- 

5 Indore, MP
Multi-faceted economy
- 

6 Angul, OD
Metallurgy and mining + unorganized services

Extensive economic mapping & stakeholder consultations

150+

Interviews/
visits across:

- Large corporates, MSMEs, Sector Skill Councils
- Shopfloor supervisors, Farmers, etc
- Schools, ITIs (govt, private)
- Academic experts

225+

Interviews/
visits across:

- Trainers and training organizations
- Students/drop-outs (representing gender, geography and education status)
- Teachers and principals

50+

- Secondary reports review and data analysis

Key finding 1 | Services sector jobs and agriculture income enhancement present large opportunities for school-based skilling

Primary Sector	 Agriculture ●	Presents opportunities across jobs (e.g., input companies), income enhancement in own farms, and entrepreneurship (as advisors)
	 Mining ●	Does not emerge as significant employer from school-to-work perspective due to hazardous environment and high demand of unskilled labor
Secondary Sector	 Manufacturing MSMEs ●	Show interest in hiring and offering growth/pay; require multi-skill exposure
	 Large Manufacturing Industries ●	Employers will hire only if a proper certification (ideally equivalent to ITI) and equal amount of focus and skill building happens in school. Further, they are open to collaborate on curricula design, guest lectures etc.
Tertiary Sector	 Service Sectors ●	Large opportunities in services sector across retail, IT, banking, among others requiring exposure to multi-skills/ knowledge- consistent across the country
All Sectors	 All Sectors ●	Employability skills is a sought-after common requirement across sectors

Legend: Sector-level insights on relevance for school-to-work

● High ● Medium ● Low



Key finding 2 | 14 sectors and corresponding trades can cater to majority of high demand jobs for school to work

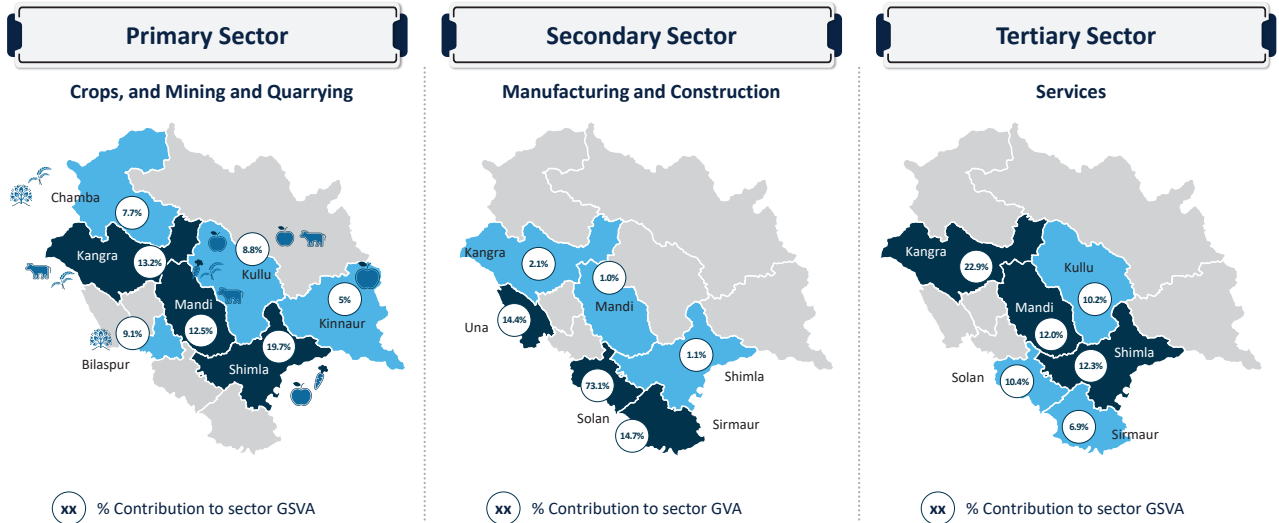
Agriculture	1 Agriculture, with curriculum customizations basis local area need i.e., more focus towards: <ol style="list-style-type: none"> 1. Farm Productivity and Agronomy 2. Horticulture and Gardening 3. Dairy Farming and Livestock Health 4. Aquaculture and Fisheries 	Largely targeting income enhancement opportunities + select sales/ procurement/ Quality Assurance roles dominantly in input companies
Manu- facturing	2 Workshop Technology and Machine Operation	Welders, fitters, machine operators etc. on shopfloor
	3 Automotive Tech and Servicing	Auto repair and servicing roles primarily
	4 Fabrication Technologies (Building/ Construction)	Plumber, electrician etc.
	5 Electronics and Hardware	Repair roles primarily for electronics, machines etc.
	Services	6 BFSI
7 Beauty and Wellness		Large self employment opportunity
8 Front office and Hospitality/ Tourism		Front desk and office management roles across sectors
9 Sales and Marketing (Retail and other sectors)		Large demand for sales/ customer service roles
10 Healthcare		GDA, ANM/GNM (nursing) and diagnostic roles
11 Fashion and apparel		Large self employment opportunity and design/ tailoring jobs
12 Armed Forces and Physical Education		Defence roles, gym trainers, nutritionists etc.
Information technology		13 IT Software Development and Support
	14 Digital Media and Design technologies	Graphic designing, digital marketing etc.

State Skill Gap Assessment Packages

1. Himachal Pradesh

Economic Zones:

State economic snapshot | Manufacturing skewed to Solan; Kangra, Mandi and Shimla emerge as key districts within agriculture & services



Note: Top districts calculated basis district's contribution to GVA of a sector at the state level
Source: Directorate of Economics and Statistics, of HP, 2016

Illustration 1 | State Economic Snapshot

Sectors and Trades Present:

State skilling snapshot | Clear opportunity to expand skilling capacity in line with demand

Sectors and corresponding trades		Demand <i>(based on STW opportunity and labor demand)</i>	Current skilling capacity <i>(based on trade footprint in secondary schools)</i>
Agriculture and Allied	Farm Productivity and Agronomy	High	No school offering course
	Horticulture and Gardening	Moderate	High
	Dairy Farming and Livestock Health	Moderate	No school offering course
	Aquaculture and Fisheries	Low	No school offering course
Manufacturing, Repair and Assembly	Workshop Technology and Machine Operation	Moderate	No school offering course
	Automotive Technology and Servicing	Moderate	Moderate
	Fabrication Technologies (Building/ Construction)	Moderate	Low
	Electronics and Hardware	High	Moderate
Consumer Services	BFSI	High	Low
	Beauty and Wellness	High	Low
	Front Office and Hospitality/ Tourism	High	High
	Sales and Marketing (Retail/ Others)	High	Moderate
	Healthcare	Moderate	Moderate
	Fashion and Apparel	Moderate	Low
Information Technology	Armed Forces and Physical education	Moderate	Low
	IT Software Development and Support	High	High
	Digital Media and Design Technologies	High	Low

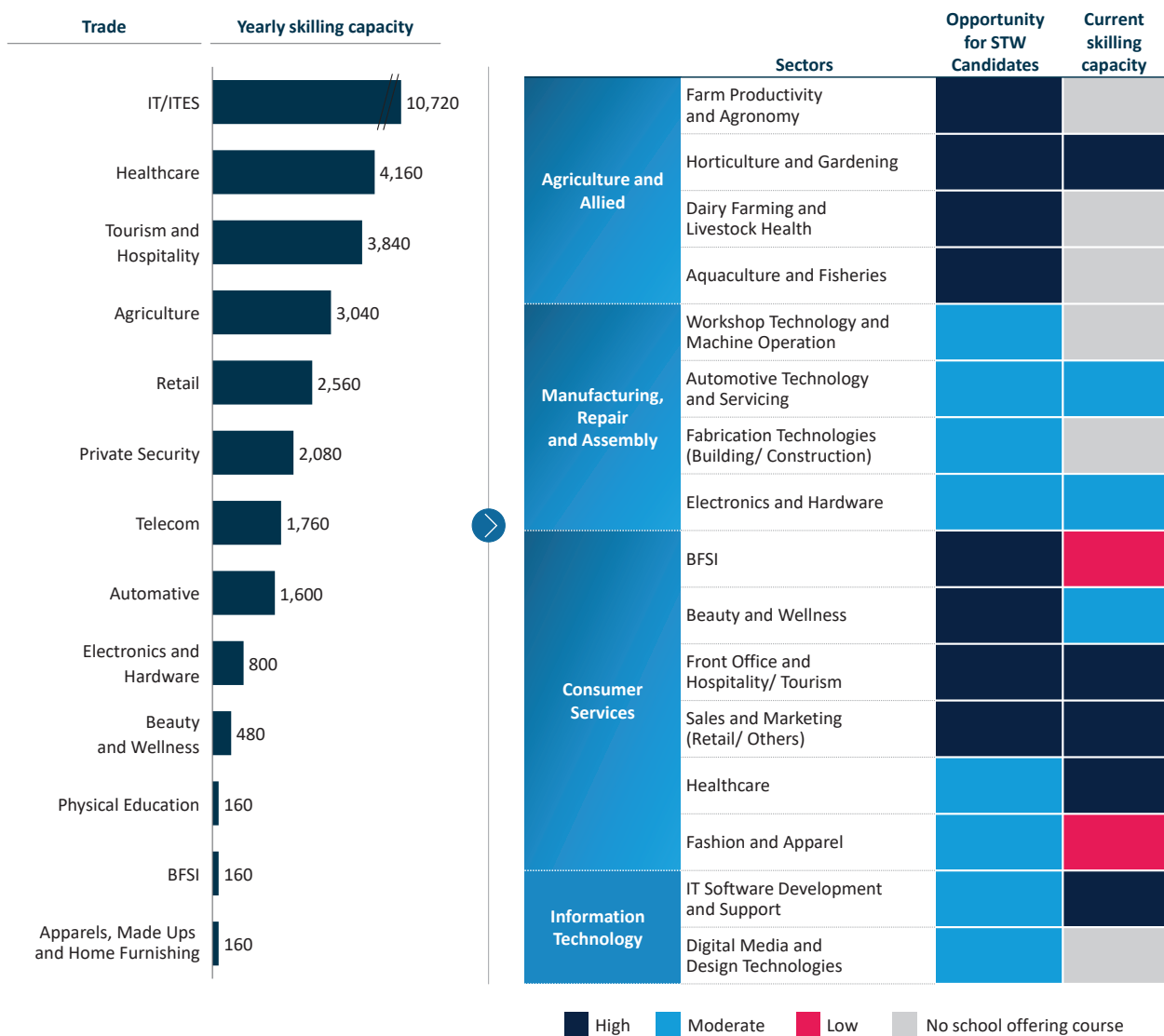
▶ High-demand trades with largest demand/supply gaps
 ■ High
■ Moderate
■ Low
■ No school offering course

Illustration 2 | State Skilling Snapshot

Analysis of One District in HP: Shimla

Shimla: Trade analysis indicates a mismatch between capacity and demand

Yearly skilling capacity under SS for all trades offered vs. likely demand in Shimla



Note: 1. Capacity estimates only include NSQF-linked trade offerings in schools under the SS 2. Current capacity represents total number of seats available for each trade offered in SS schools in the district 3. STW to be read as School-to-Work
Source: School Education Department, HP

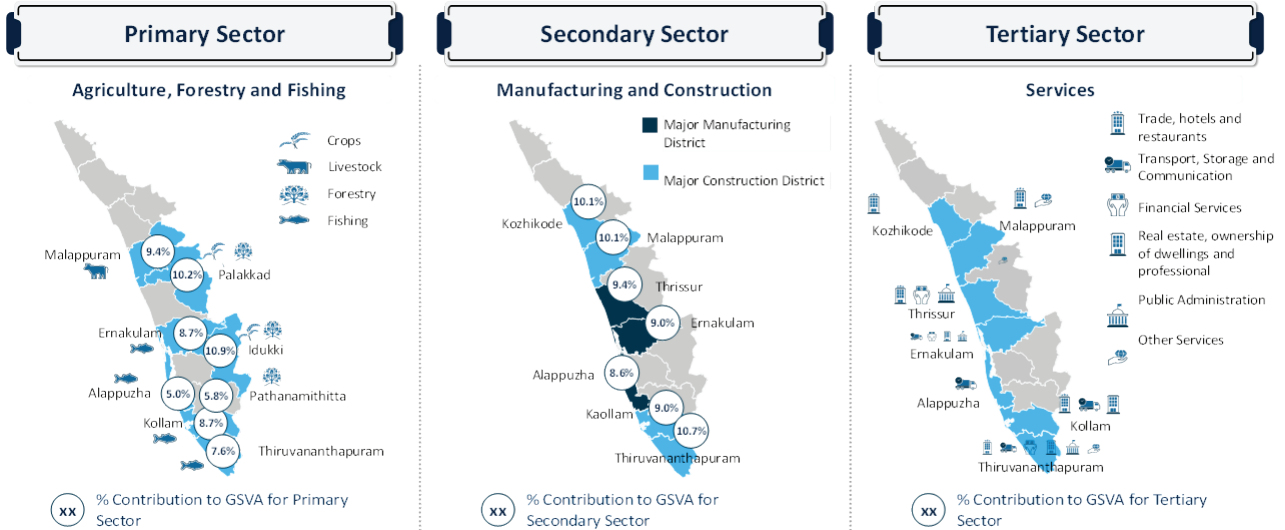
Illustration 3 | District trades analysis indicating mismatch between skills demand and supply¹

¹ Data as of 2021-22

2. Kerala

Economic Zones:

State economic snapshot | Plantation crops drive the primary sector; cottage industries drive the secondary sector while tourism is a prominent component of tertiary sector



Source: Directorate of Economics and Statistics, Government of Kerala; Internal Analysis

Illustration 4 | State Economic Snapshot

Sectors and Trades Present:

State skilling snapshot | Clear opportunity to expand skilling capacity in line with demand

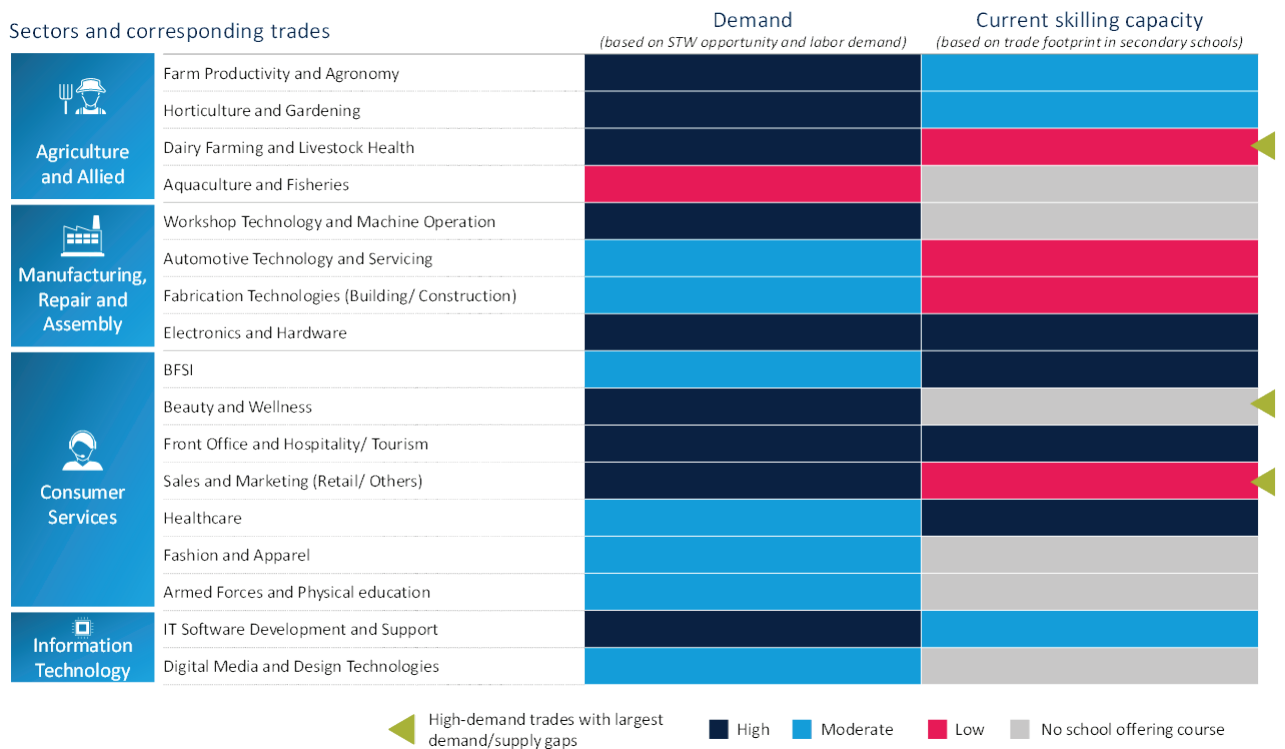


Illustration 5 | State Skilling Snapshot

3. Madhya Pradesh

Economic Zones:

State economic snapshot | Agriculture is dominant across districts, especially in the western part; manufacturing and services are focused around five main industrial and commercial hubs

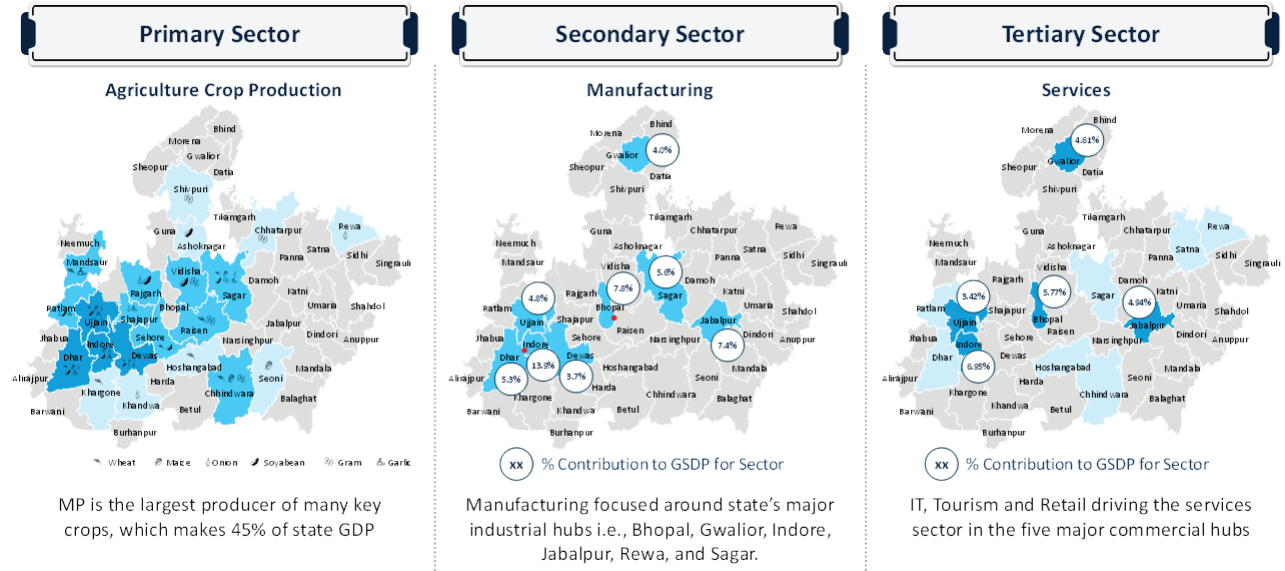


Illustration 6 | State Economic Snapshot

Sectors and Trades Present:

State skilling snapshot | Clear opportunity to expand skilling capacity in line with demand

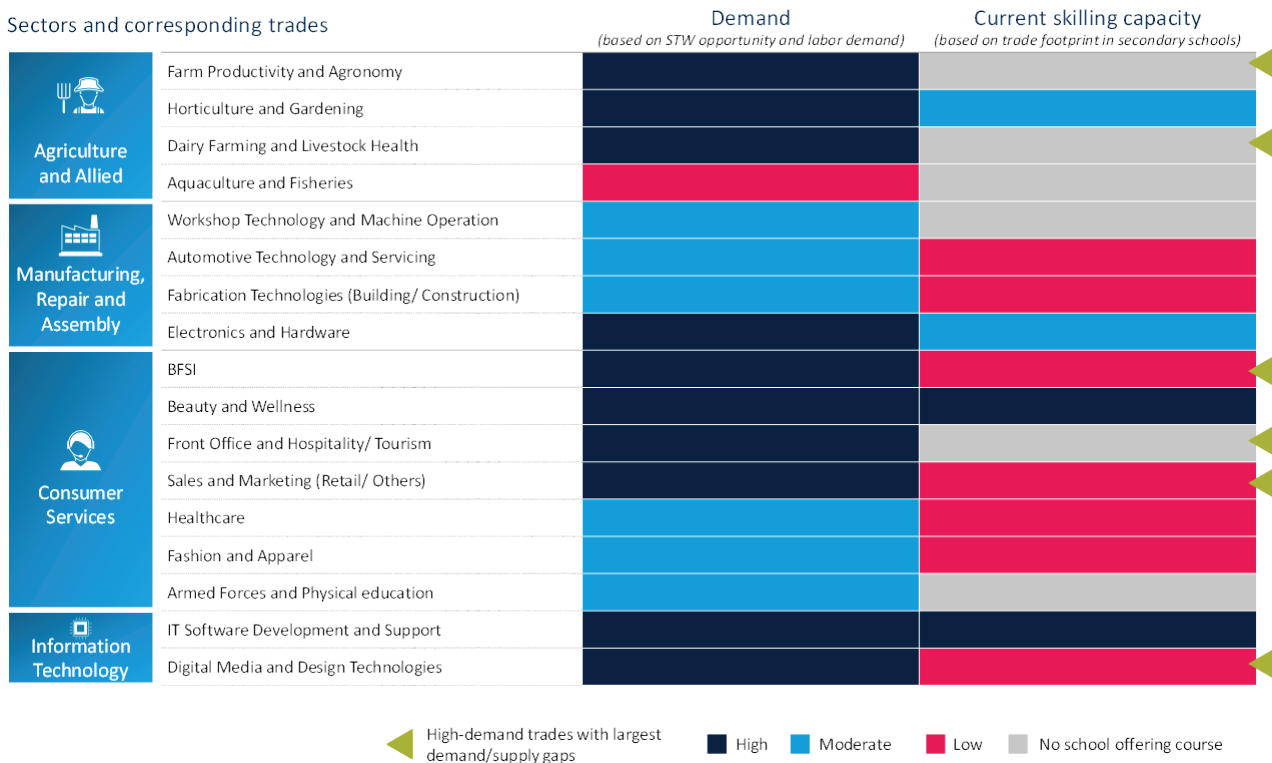
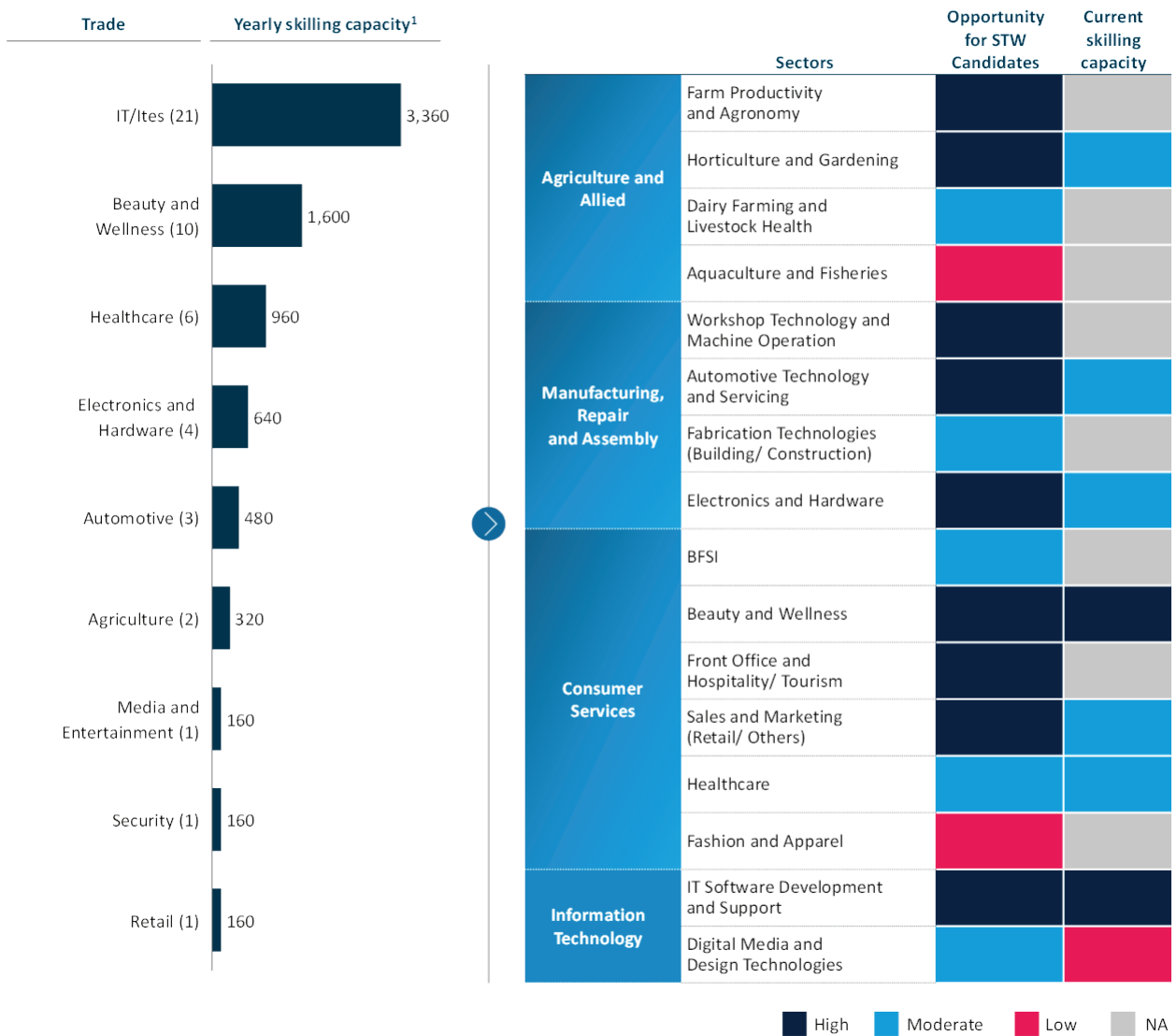


Illustration 7 | State Skilling Snapshot

Analysis of One District in MP: Indore

Indore: Trade analysis indicates mismatch between capacity and demand

Yearly skilling capacity under SS for all trades vs. likely demand in Indore



1. Calculation: no of schools offering a trade * no of grades in which the trade is offered * 40 seats per trade per grade
 Source: Dept of School Education, MP; Internal Analysis

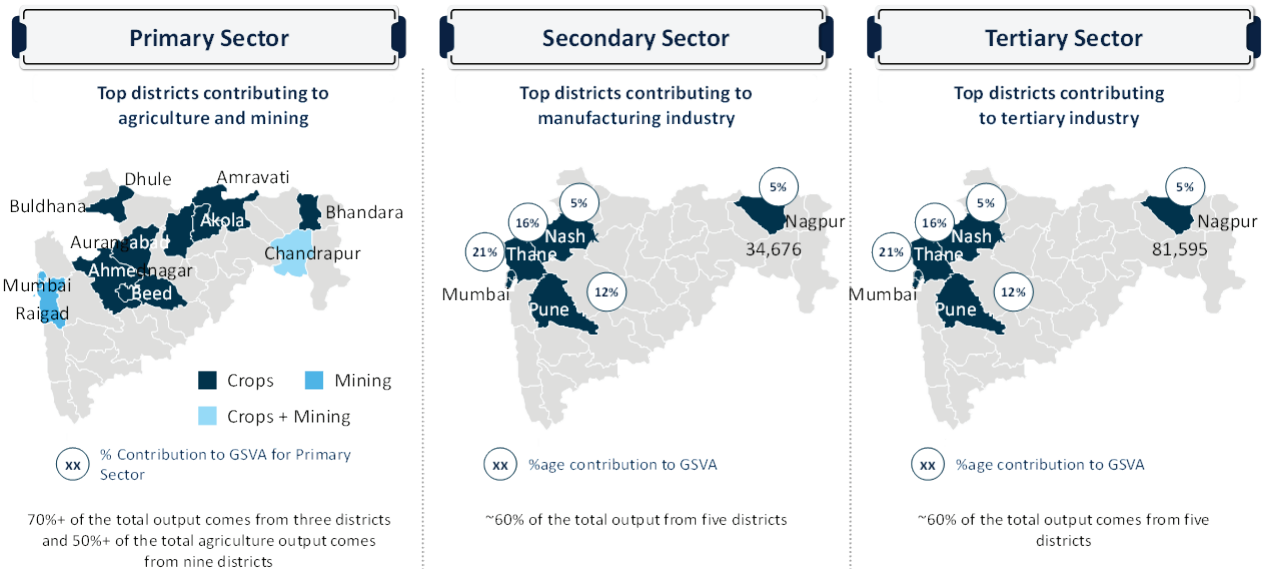
Illustration 8 | District trades analysis indicating mismatch between skills demand and supply²

² Data as of 2021-22

4. Maharashtra

Economic Zones:

State economic snapshot | Agriculture spread across central and northern regions; limited mining; urban hubs dominate secondary & tertiary sectors



Source: Directorate of Economics and Statistics, 2019-20, Internal analysis

Illustration 9 | State Economic Snapshot

Sectors and Trades Present:

State skilling snapshot | Clear opportunity to expand skilling capacity in line with demand

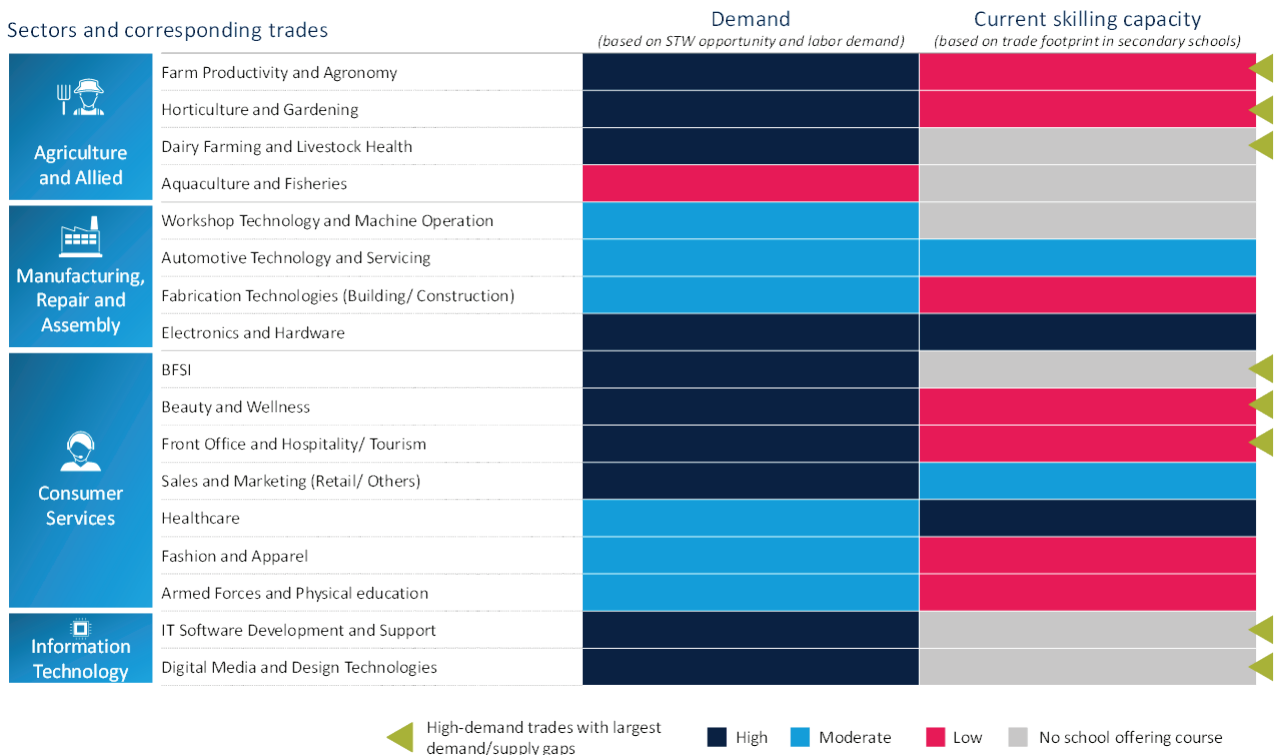
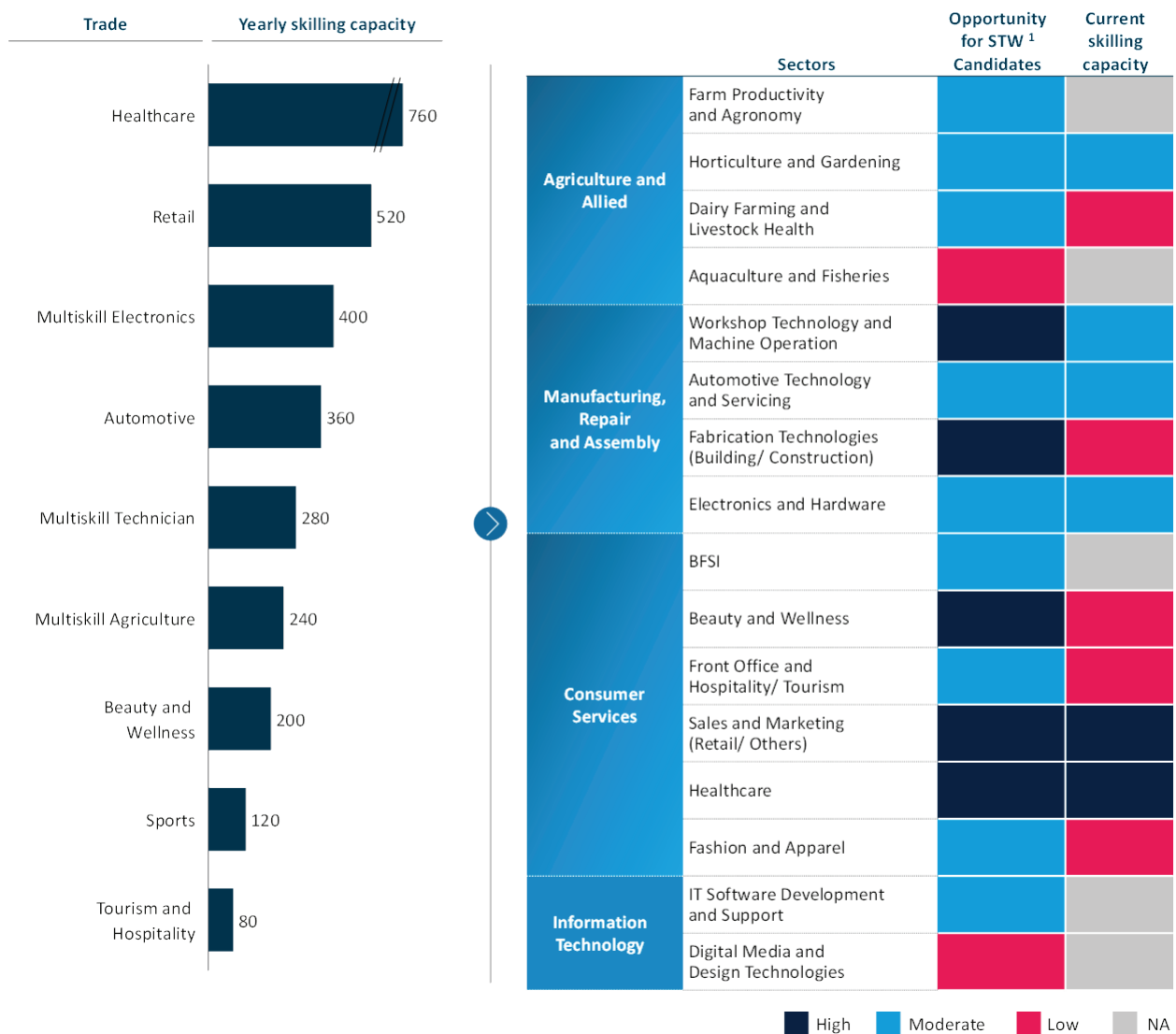


Illustration 10 | State Skilling Snapshot

Analysis of One District in Maharashtra: Nagpur

Nagpur: Trade analysis indicates a mismatch between capacity and demand

Yearly skilling capacity under SS for all trades vs. likely demand in Nagpur



Note: 1. STW- School-to-work 2. Capacity estimates based on duration of each course offered
 Source: School education department, Maharashtra

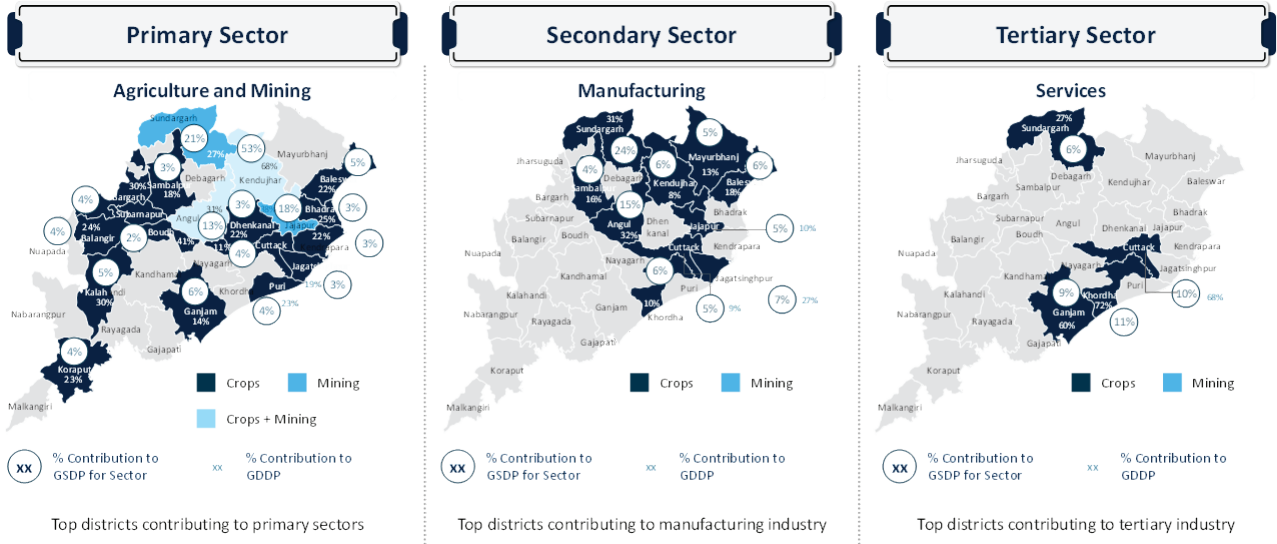
Illustration 11 | District trades analysis indicating mismatch between skills demand and supply³

³ Data as of 2021-22

5. Odisha

Economic Zones:

State economic snapshot | Agriculture is fragmented; mining is limited to four districts; manufacturing driven by districts in and around mining belt; urban hubs dominate tertiary sector



Note: District-wise contribution to GSDP and GDDP for districts contributing to both mining and agriculture represented as the cumulative contribution across both sectors
Source: 2011-12 GSDP-Directorate of Economics and Statistics, Government of Odisha; Odisha Economic Survey 2021-22; Primary Analysis

Illustration 12 | State Economic Snapshot

Sectors and Trades Present:

State skilling snapshot | Clear opportunity to expand skilling capacity in line with demand

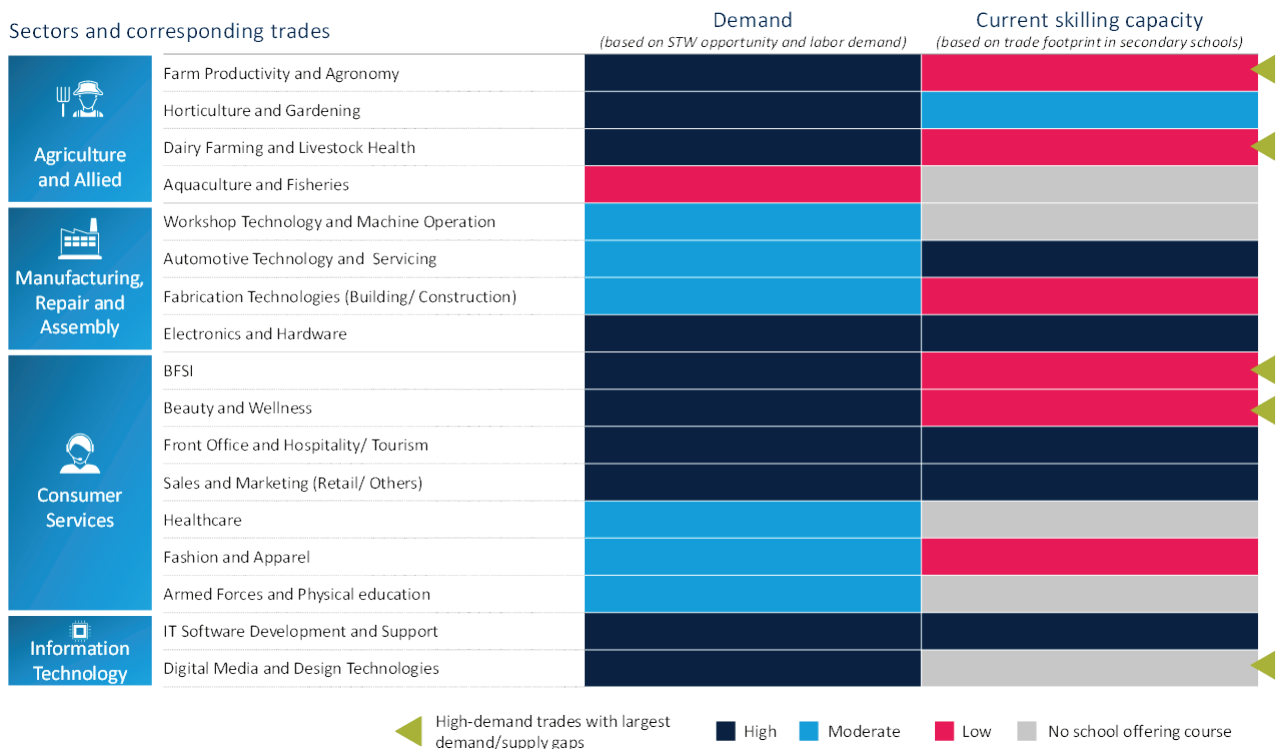
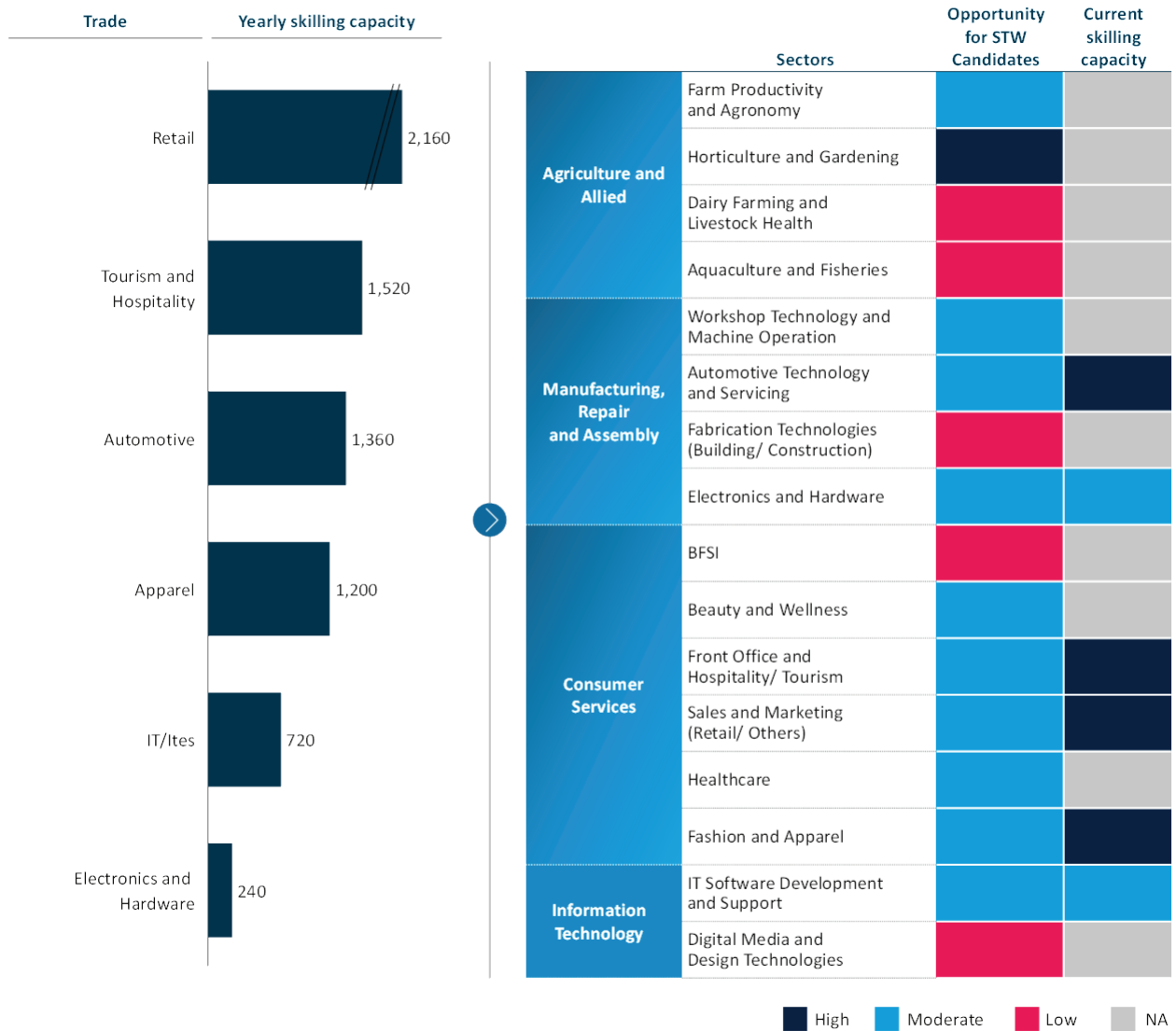


Illustration 13 | State Skilling Snapshot

Analysis of One District in Odisha: Dhenkenal

Dhenkenal: Trade analysis indicates mismatch between capacity and demand

Yearly skilling capacity under SS for all trades vs. likely demand in Dhenkenal



Note: 1. Capacity estimates only include NSQF-linked trade offerings in schools under the SS 2. Current capacity represents total number of seats available per year for each trade offered in SS schools in the district 3. STW to be read as School-to-Work
 Source: District Education office, Dhenkenal; OSEPA; Primary Analysis; Internal Analysis

Illustration 14 | District trades analysis indicating mismatch between skills demand and supply⁴

⁴ Data as of 2021-22

6. Rajasthan

Economic Zones:

State economic snapshot | Agriculture fragmented; mining limited to three districts; eastern economic belt of top districts has highest share of secondary and tertiary sector

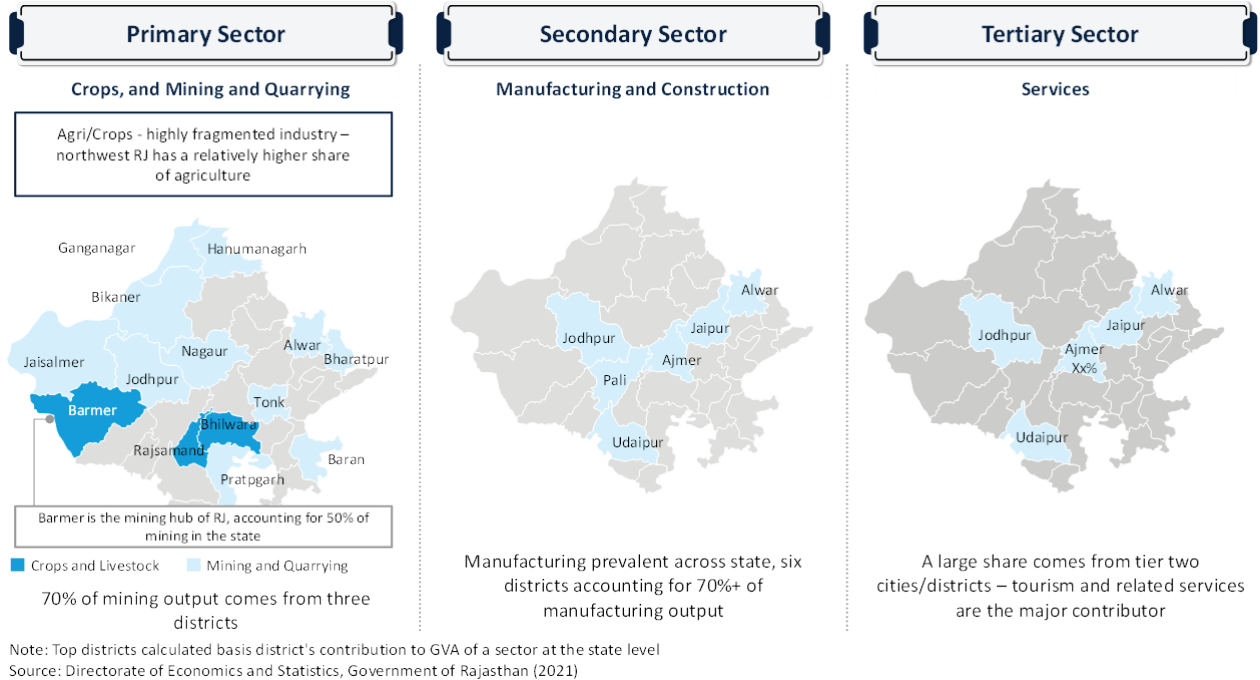


Illustration 15 | State Economic Snapshot

Sectors and Trades Present:

State Skilling Snapshot | Clear opportunity to expand skilling capacity in line with demand

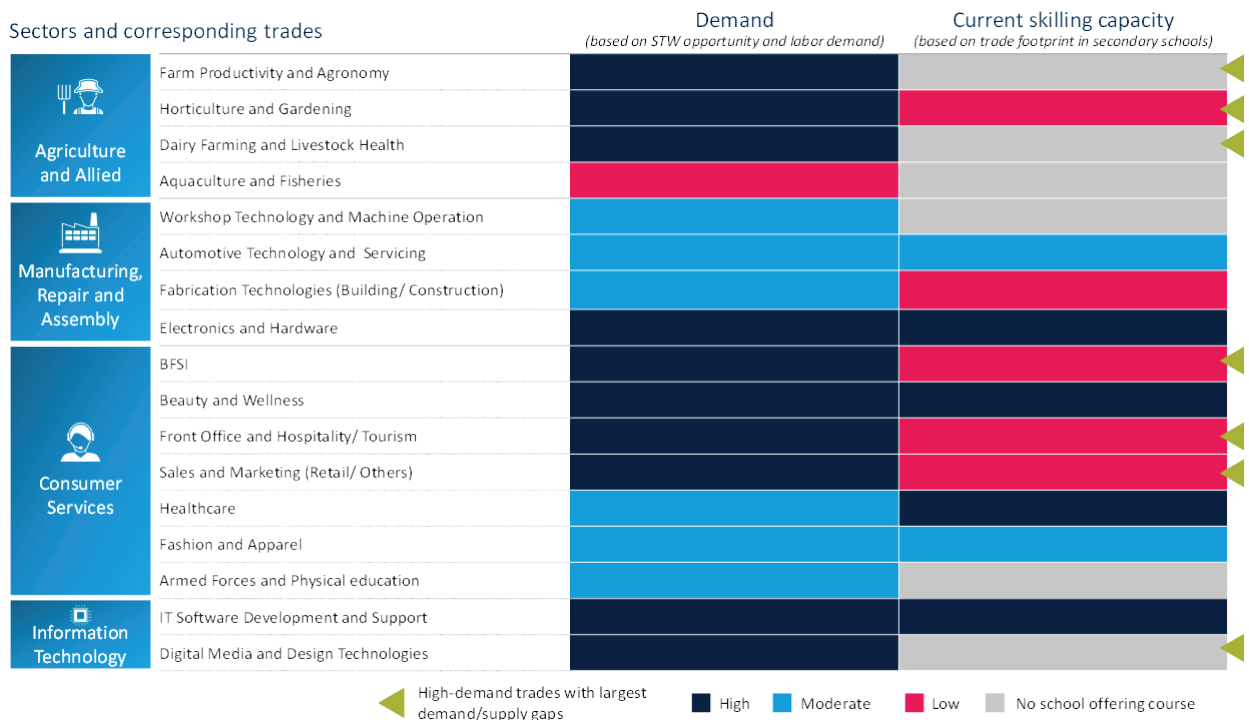
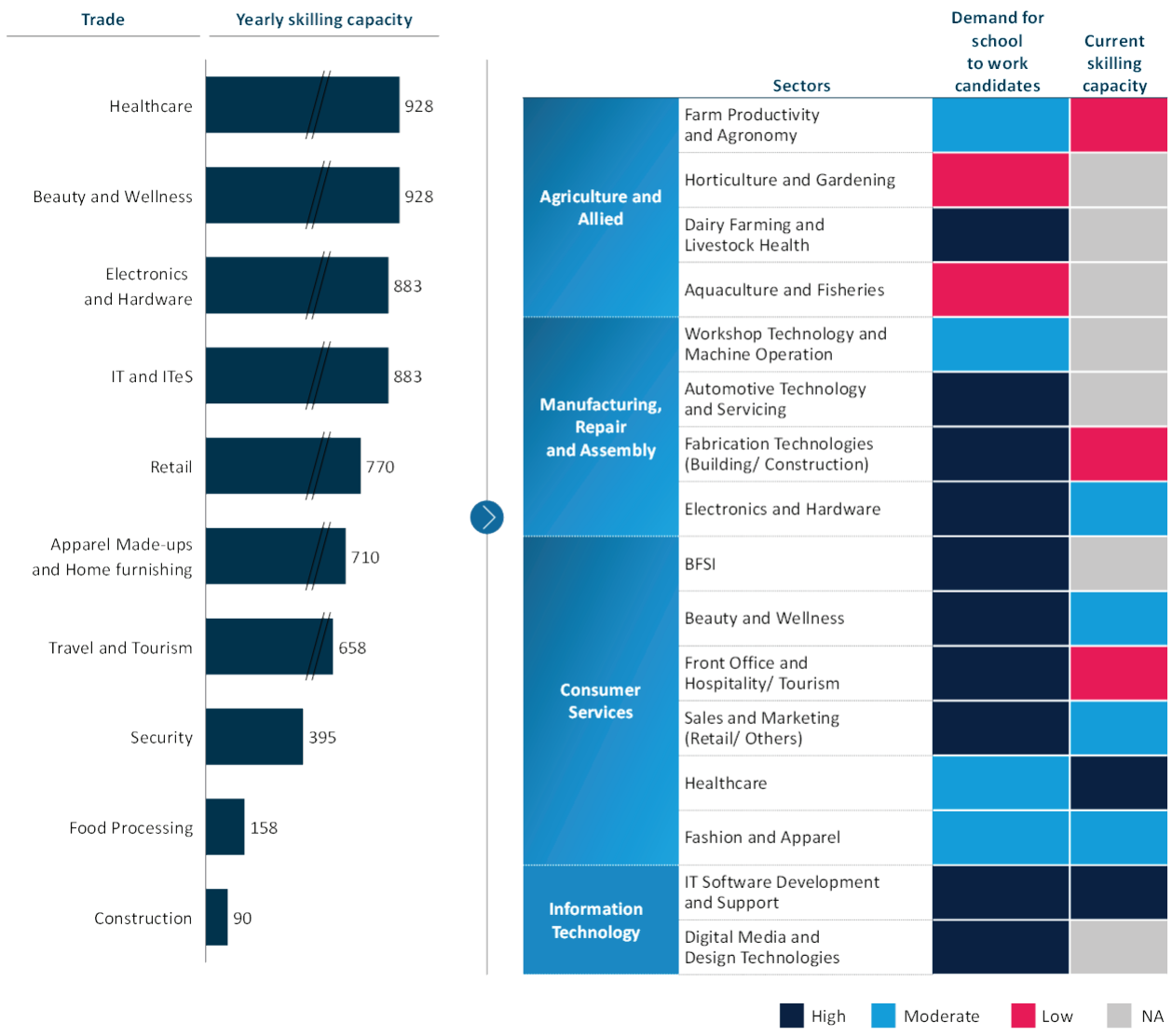


Illustration 16 | State Skilling Snapshot

Analysis of One District in Rajasthan: Jodhpur

Jodhpur: Trade analysis indicates mismatch between capacity and demand

Yearly skilling capacity under SS for all trades vs. likely demand in Jodhpur



Note: Capacity estimates based on duration of each course offered
 Source: Directorate of Technical Education

Illustration 17 | District trades analysis indicating mismatch between skills demand and supply⁵

⁵ Data as of 2021-22

Recommendations for Path forward

Expand access to Skill Education (SE) in more schools; establish Skill Hubs



- Target at least 20–30% secondary schools in every district offering SE as a first goal
- Offer at least 2 trades in each target school; scale up to 3–5 trades in large schools

Offer a revised set of broad-based trades targeting multiple job roles per trade



- Provide students the choice to study trades in a light touch manner or in-depth (up to 3 skills subjects may be chosen out of total 6 subjects in grades 11–12 as per NCF 2023)
- Enable students who pursue SE to pursue “relevant” higher education pathways via convergence with higher education/ technical education departments

Realign trades to school mapping basis local economy



- District officials should recommend trades for new schools based on existing skilling capacity, local economy needs and student aspirations

Focus on broader employability skills along with technical trade skills



- May include essential soft skills, digital literacy, financial acumen, building an entrepreneurial mindset etc.; should be offered to 100% students
- To be embedded in existing subjects curricula where appropriate (e.g. English, Computer Science) or as part of trades curricula/ pedagogy or via separately introduced courses with trained teachers

Enhance learning infrastructure and focus on experiential pedagogy



- Enable more frequent upgradation of facilities and sufficient funding for consumables; involve industry for infrastructure and equipment inputs

Recommendations for Path forward

Build mechanisms to engage qualified **trainers with industry experience**



- Consider engaging contractual trainers with real-world industry experience
- Re-examine VT compensations and strengthen M&E systems to track performance
- Build trainer capacity for employability skills delivery

Strengthen assessments to test for skills proficiency



- Emphasize testing for practical skills over theoretical knowledge
- Schools Boards and Sector Skill Councils (SSCs) to drive the reform effort

Develop a deep and ongoing **partnership with industry**



- Critical to ensure curriculum relevance, internships, job placements etc.
- Flagship industry partners as well as local/ Micro, Small & Medium Enterprises (MSME) partners required

Change perceptions around skill education; effectively **counsel** students and parents



- Consider rebranding skill education to make it aspirational e.g., "applied learning", "professional learning" etc.
- Train teachers/ school leaders for effective counselling





शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



महाराष्ट्र शासन



THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP

JPMorganChase