



# PRAYAAS

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Young Minds, New Possibilities

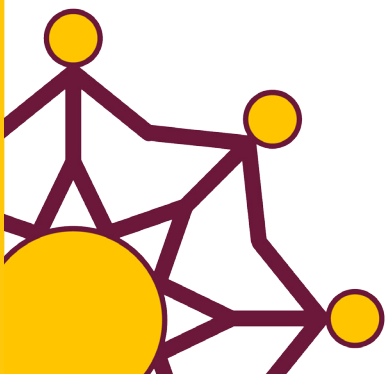
# **PRAYAAS REPORT**

Policy Actions & Stakeholder Voices from  
an Education Ecosystem Event (Delhi)

**FEBRUARY 2023**

## **Realising the potential of our demographic dividend:**

Urgent action needed to build  
new pathways for India's youth



# EXECUTIVE SUMMARY

India faces a significant challenge in fostering equitable socio-economic growth in the country. More than 90% of the population earns less than INR 25,000 per month.<sup>[1]</sup> In the last eight years, there were 22 crore applications for 7.2 lakh new government jobs created.<sup>[2]</sup>

Not only is equitable economic growth a challenge, but social equity is also posing a massive threat to holistic development. For example, the Gross Enrolment Ratio (GER) for girls has improved according to recent trends,<sup>[3]</sup> but that improvement is not translating into a higher Female Labour Force Participation Rate (FLFPR).<sup>[4]</sup>

Since 2005, the ASER findings have repeatedly shown that achieving growth in learning outcomes has also been a challenge. Efforts by the NCERT to review the National Curriculum Framework (NCF), through national and state-level focus groups including expert consultations, have thus far been commendable in their innovative, progressive and consultative nature.<sup>[5]</sup>

This timely report aims to present recommendations collected from an ecosystem event, Prayaas - Young Minds, New Possibilities,<sup>[6]</sup> where stakeholder voices, particularly those of the youth themselves and of educators, practitioners, researchers and ecosystem organisations, emerged.

Given the scale and urgency of the problem, the actions presented will require collective effort from individuals, communities, society and systems. We hope that the recommended actions outlined ahead are taken into consideration.



## **FOCUS AREA 1:**

# **Integrating academic and vocational education**

**Action 1:** Reposition and/or rename vocational education as “applied learning” to make it aspirational.[7]

**Action 2:** Integrate real-world experiences and project-based learning as important design principles for experiential learning within school curricula.[8]

**Action 3:** Promote internships, apprenticeships and part-time work within secondary education to build proactive work-readiness among youth.[9]

**Action 4:** Emphasise on quality of content and principles of student-centred autonomy at secondary education level by incorporating “learning how to learn and self-directed learning” as the key curriculum components.

**Action 5:** Introduce formal degrees at the bachelors level for vocational education courses to enhance the quality of education, dignity of work and job opportunities across the country.



## **FOCUS AREA 2:**

# **Reimagining skilling at the system level**

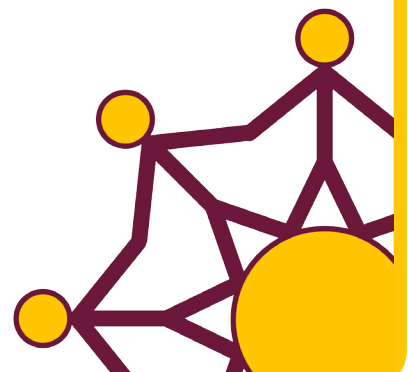
**Action 1:** Encourage central and state governments towards 10% of total education budget allocation for vocational skilling, life skills education and behavioural change programmes.

**Action 2:** Revise success criteria pan-India with emphasis on holistic student performance detailing formative skills on report cards, proactively replacing marks and grades.<sup>[10]</sup>

**Action 3:** Create institution-level spaces and processes for parental engagement.<sup>[11][12]</sup>

**Action 4:** Conduct social audits of initiatives, curriculum, infrastructure and budgets that are gender-responsive and inclusive in mapping learning outcomes across caste, class, ethnicity and religion.

**Action 5:** Facilitate research at scale through education-oriented grants and robust collaborations with academic institutions and think-tanks that do interdisciplinary, youth-focused, education, and skilling research.

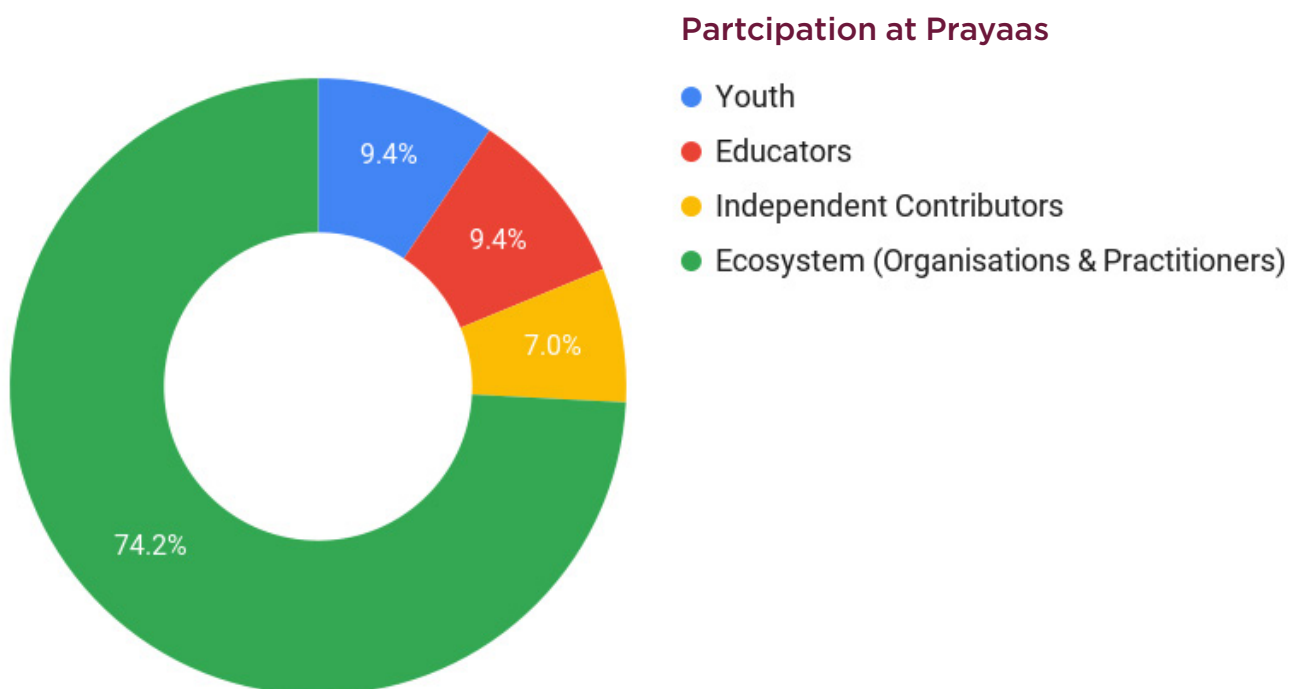


## A NOTE ON PRAYAAS

Prayaas brought together over 120 organisations to reframe issues relating to education, skilling and employment, and to commit to creating opportunities for young people collectively. Voices in the room included youth themselves, educators, independent contributors including researchers, and ecosystem organisations and practitioners (as represented by the chart at the bottom).

Udhyam Learning Foundation would like to acknowledge everyone that attended, contributed and committed to collective action with, and for, our country's young people.

Prayaas was made possible with support from YuWaah and Amazon.



## END NOTES

[1] World Inequality Database: Who is Middle Class? (2022, May 21). Retrieved January 31, 2023, from [https://twitter.com/Stats\\_of\\_India/status/1527908454165143552](https://twitter.com/Stats_of_India/status/1527908454165143552)

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[3] Government of India, Ministry of Education. (2023, January 31). Press Information Bureau. Retrieved January 31, 2023, from <https://pib.gov.in/PressReleaseDetailm.aspx?PRID=1894915>

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[5] An Overview of the NCF: Mandate Document. (2022, April 29). Retrieved February 10, 2023, from <https://ncf.ncert.gov.in/webadmin/assets/800e7a80-9854-4994-a256-3739b1b6284>

[6] Prayaas was a full-day education ecosystem event held in Delhi on January 31, 2023 organised by Udhyaam Learning Foundation.

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[9] Benjamin Silliman, Harriett C. Edwards, James C. Johnson, “Long-term effects of youth work internship: The Project Youth Extension Service approach, *Children and Youth Services Review*”, Volume 119, 2020, 105436, ISSN 0190-7409, <https://doi.org/10.1016/j.childyouth.2020.105436>.

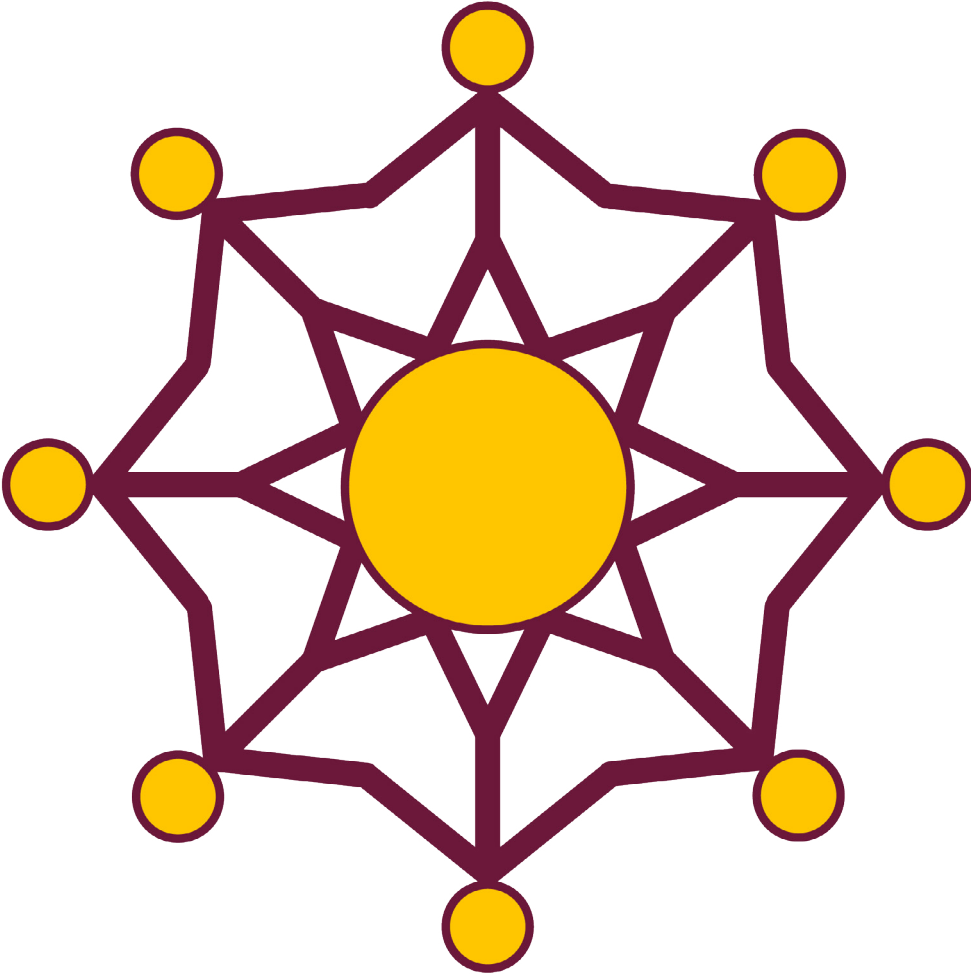
[10] India Skills Report 2022. (n.d.). Wheebox. Retrieved January 31, 2023, from [https://wheebox.com/assets/pdf/ISR\\_Report\\_2022.pdf](https://wheebox.com/assets/pdf/ISR_Report_2022.pdf)

[11] Hema Ganapathy-Coleman (2023) “Do You Know Angreji?” Economically Oppressed Parents on Education, and the Teaching and Learning of English in Schools in India, *Journal of Language, Identity & Education*, DOI: 10.1080/15348458.2022.2159829

[12] Dost, A.C., Froerer, P. Education, Aspiration and aage badhna: The Role of Schooling in Facilitating ‘Forward Movement’ in Rural Chhattisgarh, India. *Eur J Dev Res* 33, 109–129 (2021). <https://doi.org/10.1057/s41287-020-00339-z>









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