INSTITUTE FOR HUMAN DEVELOPMENT

School to Work Transition in India: Data and Information Base

Background

While the youth population is growing overall, the age structure of the population and its relative size vary widely. In developed countries, where fertility rates have declined for decades, youth make up a relatively small share of the total population, while the share of persons over the age of 60 years is on the rise. In contrast, youth in developing countries comprise nearly one-fourth of the total population, and this share is expected to remain stable over the next decade. However, the ability of countries to harness the demographic dividend depends critically on their investments in human capital, particularly among young people poised to enter the labour force, whose productivity, entrepreneurship and innovation will drive future economic growth[1]. If human capital investment falls short or if the labour market is unable to absorb new entrants, the opportunity deriving from this demographic dividend may be wasted (Williamson, 2013)[2].

The exclusion of youth from socio-economic resources can also put their future prospects at risk and jeopardise overall national progress geared towards realising the Sustainable Development Goals (SDGs) - Quality education (Goal 4) and Decent work (Goal 8). The transition from school to work is the most important phase of youth particularly in developing countries. School-to-work transition is a critical juncture in the lives of youth. It is argued, that despite the progress made in raising literacy rates and primary level education, many countries across the world have been unable to provide their youth with quality education and the skills they need for the transition from school to the world of work. Such youth with unsatisfactory transitions are more likely to show signs of depression and lower sense of well-being, having a deep impact on economic and societal welfare.

In the developed economies, there are two basic approaches that exist to assist youth transition from school to the work (STW): (i) an institutional approach that formally structures STW transition through the apprenticeship system, popular in a number of European countries, and

1. https://www.un.org/development/desa/youth/world-youth-report/wyr2018.html
2. Williamson, Jeffrey G. (2013). Demographic dividends revisited. Asian Development Review, vol. 30, No. 2, pp. 1-25.

(ii) a programmatic approach that relies on various forms of targeted labour market assistance to help those struggling to make the STW, which is common in United Kingdom, the United States, Australia and New Zealand, and many others. In recent years, governments and policy makers in many developing countries have also shown a widespread interest in, and concern about, the increasingly complex STW transition processes that youths must negotiate. These developments arise because despite sustained decent economic growth, and the shift towards youth intensive sectors of the labour market in recent years, youth unemployment remains persistently high in many developing countries such as India.

In India, youth constitutes more than one-fourth (around 27 per cent) of the total population of the county. A range of policies and programmes have been initiated by the government and other stakeholders for a smooth STW transition. As a result, youth enrolment rate in higher education has increased over the years. But it has also been reported that around 4 out of every 10 graduates are not able to find a job upon graduation. Hence, it is noted that greater access to higher education has not automatically led to better employment prospects. Thus, it is necessary to pay attention to the relationship between the education system and the labour market, while continuing the efforts to expand access to education.

In this context, a better understanding regarding the STW transition is required, pertaining to the levels of education at which successful school graduates are entering the labour market, what is the duration of time before the aspirants complete this transition process to enter a stable employment, and what are the types of employment where they are getting absorbed[3].

Such information would throw light on the knowledge and skills preferred by employers in the labour market, which would help institutions to ensure that students receive the relevant education or skills, and suggest necessary reforms for a smoother school to work transition.

In order to understand the current status of school to work transition for the youth in India, this paper attempts to prepare an inventory of the relevant data. We examine existing information based on key indicators related to STW transition process from the available sources, identify key challenges, and suggest possible interventions and a framework to collect information that could be leveraged to produce periodic reports on the state of STW transition in India.

Methodology and Approach

Countries vary significantly from each other in their economic, socio-demographic and institutional characteristics. Since the institutional arrangements for education and training are firmly embedded in particular national contexts, one of the most important tasks in comparative research is to separate out the impact of particular education and training policies and systems on youth transitions from schooling to work from the influence of (changes in) other contextual factors. Some of the important dimensions of Indian context have been identified and considered for the analysis to understand the SWT process in terms of educational 'output' and aggregate economic performance and income levels and in terms of labour force participation, employment versus unemployment etc.

In this process, the '*Success*' in transitions can be measured as access to full employment; occupational attainment; decent/productive, stable and inclusive employment such as regular salaried

3. It may be noted here that the transition should ideally be to some sort of decent work rather than work which pays subsistence wages and where the worker has to face poor work conditions.

employment or formal sector jobs, wage/income growth and women's employment, while '*Failure*' can be measured in terms of skill mismatch or not getting a job as per skill level, unemployment level, high proportion of NEET, inactive youth, skill mis-match and low women's employment in the labour market. We have used the modified framework prepared by UNESCO to conduct the STW transition analysis[4].

Following four broad sets of information are used to understand the same in Indian context.

Sets of Information	Description	Sources
Quantitative information on demand of skills	Type of skill demanded by the employers and the number of available jobs for each skill set. Current level of employment in industry and occupation and the dynamic over time with changing demand of skills with changing economic, technological and social scenario example is automation. Stock of labour demand, and flow in labour demand to capture changing demand of skills. Example job vacancies data. Changing requirement of knowledge and skills for occupations with increasing use of ICT tools.	Labour Force Surveys- NSSO: regular periodic surveys Employers Surveys or Skill Need surveys: Irregular surveys conducted by Directorate General of Employment & Training (DGE&T), National Skill Development Corporation (NSDC), Quality Council of India (QCI) Population census-decennial conducted by Registrar General of India (RGI), but mostly outdated data.
Quantitative information on the availability of skills	The availability or supply of labour and skills i.e. potential new entrant in labour market. The information set includes data such as the number of people available with a specific qualification or academic degree example such as (i) the total number of potential workers available and (ii) data on the economically active population that is, the size of current workforce already in the labour market including both the employed and unemployed. Examples are number, skills and qualifications of potential new entrants to the labour market. Perceptions and behavior of potential new entrant in the labour market. If they enter into the labour market, which occupations they will seek.	Education surveys conducted by National Sample Survey Organisation, Human Development Report, National Council of Educational Research and Training, National University of Educational Planning and Administration, and Skill reports etc. Labour Force Surveys (panel/longitudinal) onducted by NSSO, National Council of Applied Economic Research (NCAER) Tracer Surveys (Household/School/colleges), Perception survey
Quantitative information on transition process in the youth labour market and outcome	Transition process in the youth labour market, including share of employment, the speed with which they find jobs, working conditions, job mobility and career pathways. The labour market outcome of each individual or youth in terms of quantity and quality of employment such as unemployment rate, NEET, skill-mismatch, inactivity, and quality of employment (formal/informal) and earnings etc. Additional information such as certain jobs that may be avoided by highly educated youth, not because they are insufficiently qualified but because those jobs offer a very low wage, unacceptable working conditions or unattractive career prospects. For example, many highly educated women in urban areas in many developing countries like India avoid participating in jobs because of poor working conditions.	Labour Force Surveys (panel/longitudinal) Tracer Surveys (Household/School/Colleges) Administrative data, regular and periodically provided payroll data by Employee Provident Fund Organization (EPFO), Employees State Insurance Corporation (ESIC) and National Pension Scheme (NPS) Skill gap surveys - Irregular surveys by DGE&T, NSDC, QCI
Qualitative information on the skills demanded and supplied	The specific skill requirements of the labour market and specific types of qualification required by employers. It is difficult to collect such information through quantitative surveys. For example, the specialised skills demanded by employers for a particular task.	Employers surveys or skill gap survey, Irregular surveys conducted by DGE&T, NSDC, QCI

4. Asia-Pacific Education System Review Series No. 6 School-to-Work Transition Information Bases; http://unescobkk.org/fileadmin/user_upload/epr/TVET/School-to-Work_Final31May2012_01.pdf

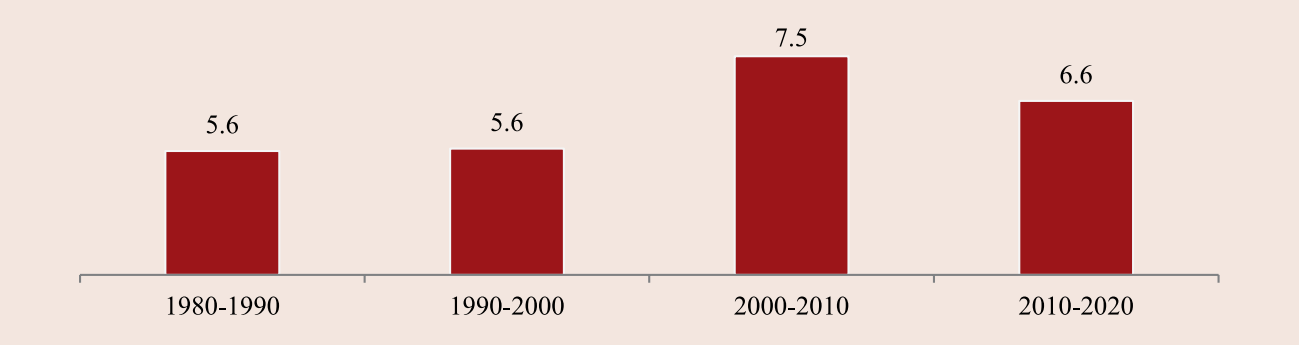
The available data sources such as National Sample Surveys; All India Educational Surveys of Ministry of Human Resources, National University of Educational Planning and Administration (NUEPA) reports, National Council of Educational Research and Training (NCERT) Reports, Annual Survey of Industry (ASI) reports, Office of the Registrar General of India (Census of India) and other relevant published information have been used to conduct the above discussed STW transition analysis. Particular emphasis is placed on measuring STW transition for youth differentiated by gender and social groups. Apart from schooling and skill training, employment and labour market outcomes, background factors affecting the STW transition i.e. the economy, demography have also been analysed in the paper (data sources in detail given in the annexure).

The paper is organised into eight sections. First section deals with introduction, section 2 provides the methodology, section 3 present analysis of economy, section 4 focuses on population, section 5 describes the educational status of children and youth, and section 6 provides the labour market information which includes both supply and demand of labour force, quality of employment, sector of employment, occupational distribution and return to education followed by section 7 which presents the STW transition outcome and labour market policies/ programmes, and section 8 summarises the challenges faced and present a number of policy suggestions.

Economy

India has witnessed an impressive average rate of growth during the post reform period. Since 1990s, a range of steps have been taken by the Government of India to initiate the process of liberalisation and opening up the economy. While average economic growth was consistent around 5-6 per cent during 1980-2000, and accelerated to around 7.5-9 per cent during 2000-2010, and slowed down to 6-7 per cent during 2011-19. It plunged to 4.2 per cent in 2019-20 and further registered a sharp fall with a negative growth rate of -7.9 in 2020-21, which is the biggest shrinkage, primarily because of the corona-virus pandemic and the consequent lockdown led economic disruption[5]. The notable feature of India's growth story is its resilience and buoyancy.

Average Annual Growth Rate of Gross National Income

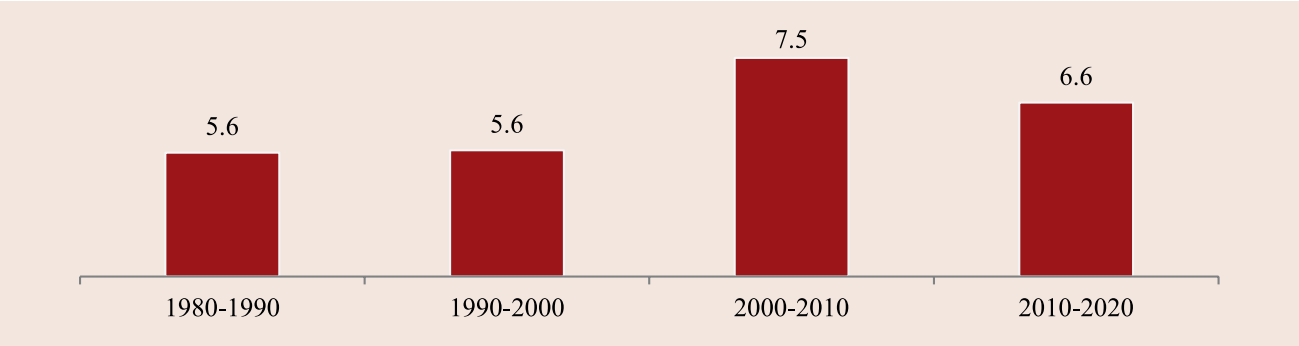


Source: Economic Survey, 2021, Statistical Appendix

It has been able to withstand both internal and external shocks in a complex global economic environment. According to the Ministry of

5. https://www.indiabudget.gov.in/economicsurvey/doc/Statistical-Appendix-in-English.pdf (Economic Survey, 2020-21)

Per Capita Net National Income (Rs)

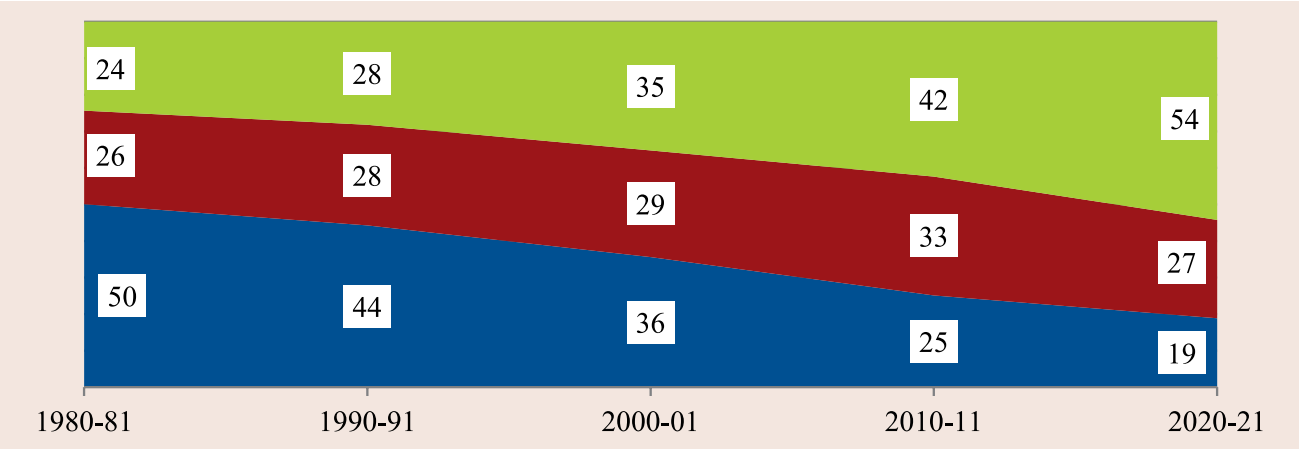


Source: CSO, 2020-21

Statistics and Programme Implementation (MoSPI), real per capita income net national income rose almost five times during the last five decades from Rs 18,015 in 1980-81, to Rs 86,456 in 2020-21, which has contributed to the rise in consumption level of the people. This also resulted in a decrease in the level of absolute poverty from 45.3 per cent in 1993-94 to 21.9 per cent in 2011-12. However, there is a substantial regional difference in per capita state income (PCNDP). Such as PCNDP of Karnataka, Gujarat, and Kerala is four to five times higher than Bihar, Uttar Pradesh, and Jharkhand.

This high growth phase of India led to a rise in the real income and consumption level of people and a reduction in absolute poverty. The structure of the economy shows that the share of primary sector in Gross Value Added (GVA) has declined from about 50 per cent in 1980-81 to 36 per cent in 1999-00, and further reduced to 19 per cent in 2020-21. Secondary or industrial sector share stands at 27 per cent to GVA, which has been stable during the last five decades. Share of services in GDP more than doubled from 24 per cent in 1980-81 to 54 per cent in 2020-21. Across sectors, the contribution of three sectors, agriculture, construction and manufacturing growth has decelerated over the years, and modern services such as finance & business, and communications services sectors experienced high growth rate, while other traditional services like public administration, health & education and trade, hotel & restaurants have also shown consistent growth in GVA.

Structure of the Economy (per cent)



Source: CSO, 2020-21

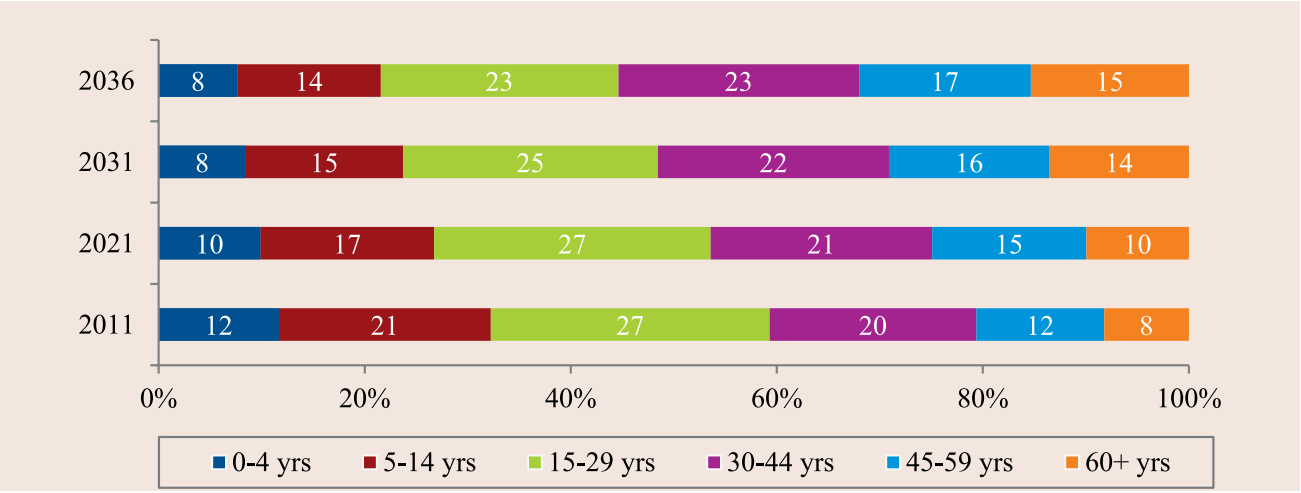
The expenditure on social services (education, health and other social sectors) by Centre and States combined as a proportion of GDP increased from 6.2 to 8.8 per cent during the period 2014-15 to 2020-21. This increase was witnessed across all social sectors. For education, it increased from 2.8 per cent in 2014-15 to 3.5 per cent in 2020-21. Relative importance of social services in government budget, as measured in terms of the share of expenditure on social services out of total budgetary expenditure, has also increased to 26.5 per cent in 2020-21 from 23.4 per cent in 2014-15, which is 10 per cent of the total expenditure and 39 per cent of the total service expenditure.

The way government mobilises and distributes investment in education has a crucial bearing on the efficiency of its school system. Though the country's expenditure on education as a percentage of GDP has increased over the years, but the spending pattern of select states is not at the same pace, due to differences in economic growth rates. This results in lower spending and allocation of funds in the social sector, including education. The education is not regarded as expenditure under the new GST regime, as schooling up to higher secondary and most of the services provided to educational institutions are exempted from taxation[6] that must benefit the education sector.

Population

India has been experiencing a rapidly changing demographic dynamic with a continuous decline in the crude birth and death rate over the last two decades. As a result, India's population is estimated to increase by 149 million from 1235 million to 1385 million between 2011 and 2021 and 1538 million by 2036[7]. India's population growth rate is expected to decline to its lowest since Independence in the 2011-2021 decade, with a decadal growth rate of 12.5 per cent. It will decline further to 8.4 per cent in the 2021-2031 decade. According to these projections, India will overtake China as the world's most populous country around 2031 – almost a decade later than the United Nations projection of 2022.

Broad Age-Wise Distribution of Population (%)



Source: Report of the technical group on population projections, 2020, Ministry of Health and Family Welfare

6. Educational Statistics at a Glace, Government of India, Ministry of HDR, 2018

7. Census 2011, and population projections, 2036.

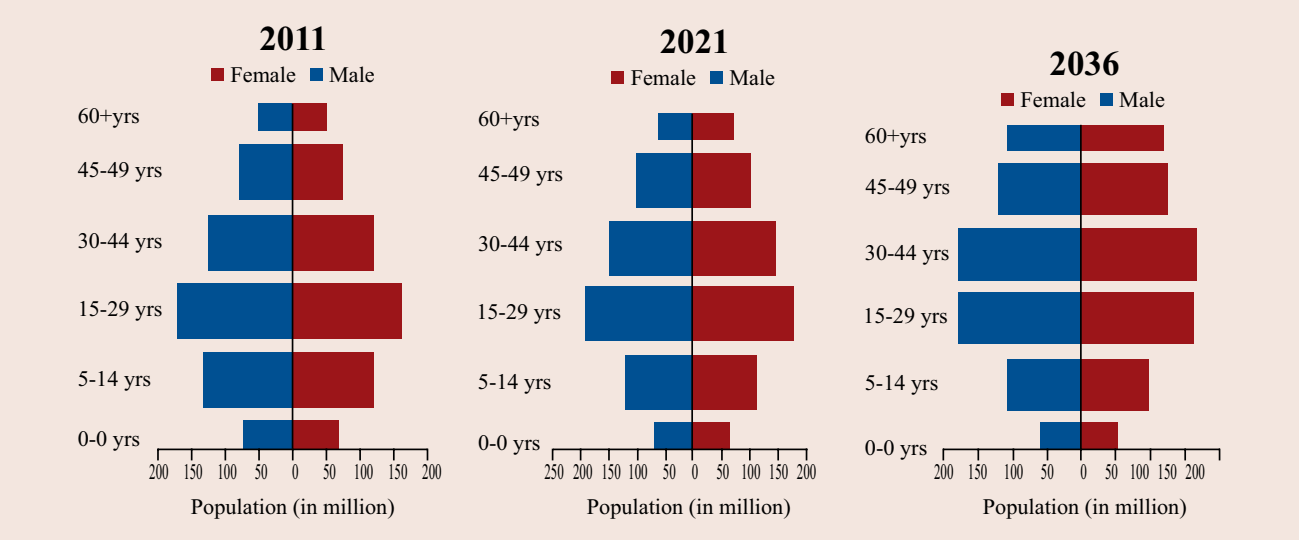
The transition in population by broad age cohorts for the periods 2011, 2021, 2031 and 2036 brings into sharp focus the changing demographics. The population of people in the working age (15-59 years) and old age (60 years and above) is expected to increase in the next two decades from 2021 to 2036, while the population of children (0 to 14 years) is expected to decline during the same period. The share of working age people is expected to increase from 59 per cent in 2011 to 63 per cent in 2021 and remain stable after it. On the other hand, the share of children is expected to decline from 33 per cent in 2011 to 27 per cent in 2021 and further to 22 per cent in 2036. In particular, the share of old age people is expected to increase significantly from 8 per cent in 2011 to 10 per cent in 2021 and 15 per cent in 2036.

National Youth Policy of India (2014) defines 'youth' as persons belonging in the age group of 15-29 years. According to Census data (2011), youth constituted around 27 per cent of the total population in the country and is expected to remain stable up to 2021, and gradually decline after it. The population pyramid based on the technical group's projection, 2019, shows that highest proportion of people belongs to the youth category (15-29 years) in 2021.

The trends in the age group across states clearly indicate that the bulge of youth population is formed in almost all the states, barring Kerala and Tamil Nadu which show a minor drop in 2021. The youth bulge then declines in 2031 and shifts towards the 30-44 age group, except in the case of J&K, Rajasthan, Uttar Pradesh, Bihar Assam, Chhattisgarh and Madhya Pradesh, which still hold a bump. In 2036, the shift from 15-29 towards 30-44 age group is clearly discernible and the bulge somewhat shrinks, barring in the case of Rajasthan, Uttar Pradesh, Bihar, Chhattisgarh and Madhya Pradesh. These big states continue to show this bulge in the youth population throughout (Annexure Tables).

At present, India is passing through a transitional phase in its demographic profile, which means a significant number of youth are expected to enter into the labour market every year. It is estimated that around 12 million youth are being added to the working age

Demographic Transition: Age wise population pyramid for 2011, 2021, 2036



Source: Report of the technical group on population projections, 2020, Ministry of Health and Family Welfare

population each year[8]. This change in the demography has opened up a window of opportunity for India. Economists and researchers argue that if the 'youth' is properly skilled and then absorbed in the labour market, it can contribute to a higher economic growth of the country (Sharma & Mehta, 2018). So, according to the United Nations Population Fund (UNFPA), India is still going through the phase of demographic dividend[9]. The country is going to continue having a large youth population for the next decade, which also poses an imminent challenge – of leveraging the potential of the abundant human resource. However, the report also pointed out regional differences as "demographic dividend is not available in all the states at the same time, because northern states are predominantly youthful whereas southern and western states are maturing."

Education

All countries that have reaped the demographic dividend had invested heavily in education and skilling in the decades leading up to it. An educated workforce is both more productive as well as more capable of taking advantage of new opportunities[10]. India will have the highest population of young people in the world and it remains the same over the next decade. So, India's ability to provide high-quality educational opportunities to them will determine its future[11].

India's Education System and Policies

A uniform structure of school education, the 10+2 system, has been adopted by all the states and Union Territories (UTs) of India following the National Policy on Education of 1986. The education system in India includes pre-schooling, primary, upper primary, secondary, senior secondary, and higher education. The elementary education consists of eight years of education, while secondary and senior secondary each consist of two years of education. Graduation or tertiary level education is between three to five years depending on the course after which there is an option for post-graduation (a two-year course) and research. In addition, there is vocational/technical education that runs parallel to secondary and tertiary level education in India. The education level is divided into primary (I-V), upper primary/middle (VI-VIII), secondary (IX-X), higher secondary (XI-XII) and post higher secondary and the corresponding official age-groups are 6-10 years, 11-13 years, 14-15 years, 16-17years, and 18-23 years respectively. The education is provided by both state and private run schools in the country. The education is free in state-run public schools and expensive in private schools. The higher education system is sometimes also called the "10+2+3" system.

Various policies, plans, programs, national policy frameworks are periodically created to guide states in their creation of state-level programs and policies. State governments and local government bodies manage the education in the country. Under the Indian Constitution, free and compulsory education is provided as a fundamental right to children 6-14 years. The initial attempts of designing a National Education Policy were made in 1968 but it was only in 1986 that India as a whole had a uniform

8. https://timesofindia.indiatimes.com/india/by-2036-working-age-population-will-rise-youth-population-drop/articleshow/81132619.cms
9. "The economic growth potential that can result from shifts in a population's age structure mainly when the share of working age population is larger than the share of non-working age population".https://www.unfpa.org/data/demographic-dividend/IN
10. https://www.newindianexpress.com/opinions/2020/jul/25/how-not-to-waste-the-demographic-dividend-of-india-2174536.html
11. National Education Policy, 2020

National Policy on Education. Under the national constitution, education was a state matter until 1976. The central government could only provide guidance to the states on policy issues. In 1976, the Constitution was amended to include education on the concurrent list. The 42nd amendment to the Constitution in 1976 made education a 'concurrent subject'. From this point on, the Central and State governments shared formal responsibility for funding and administration of education. Further, the National Policy on Education 1986, modified in 1992, defines the major goals for elementary education as universal access and enrolment, universal retention of children up to 14 years and substantial improvement in the quality of education.

The National Policy of Education, 1992, also aims at vocationalisation of secondary education and greater use of educational technology. The policy has been accompanied by several programmes such as the District Primary Education Program (DPEP) launched in 1994 and the National Campaign for Education for All (Sarva Shiksha Abhiyan) launched in 2001/2. The SSA is aimed at the Universalisation of Elementary Education (UEE). Beyond the elementary level, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), a flagship scheme of the Government of India, is in effect to enhance access to secondary education and improve its quality.

The number of government managed elementary schools is growing in India's higher education system. A significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In 2009, the Right of Children to free and Compulsory Education Act, provided the right to quality education for all 6-14 year old children in the country. According to the Constitution of India, elementary education is a fundamental right of children in the age group of 6-14 years.

The government announced the new National Education Policy, 2020 replacing the 34 year old National Policy on Education, 1986. The new policy aims to pave the way for transformational reforms in the school and higher education system of the country. It aims to provide all students, irrespective of their place of residence, with quality education having a special focus on the marginalised, disadvantaged and underrepresented groups. The new policy scrapped the traditional 10+2 model of education and introduced a new 5+3+3+4 model. This model of education will also include pre-school in the foundation stage, which was earlier considered a part of informal education. As per the new policy, the 10+2 structure of school curricula is to be replaced with a 5+3+3+4 curricular structure corresponding to age groups 3-8 years, 8-11, 11-14 and 14-18 years respectively. There are following four stages of 5+3+3+4 model[12]:

- **Foundation Stage:** The first five years will be the foundation stage, including three years of primary education and class 1 and 2. It will also include pre-school in the foundation stage — which was earlier considered a part of informal education. This stage involves multilevel, play/activity-based learning classified into 2 sub-stages, viz. (a) angawadi/ pre-school/balvatika for ages 3-6; and (b) classes 1 and 2 for ages 6-8.
- **Preparatory Stage:** The next three years will be the 'preparatory' stage. This consists of classes' three to five. This stage involves play, discovery, and activity based and interactive

12. P. S. Aithal et al, (2019); www.srinivaspublication.com

classroom learning and includes classes 3 to 5.

- **Middle Stage:** The next three years — between class six and class eight— will be the 'middle' stage. This stage involves experiential learning in the sciences, mathematics, arts, social sciences, and humanities
- **Secondary Stage:** The next stage will be the 'secondary' stage comprising class 9,10,11 and 12. This stage involves multidisciplinary study, greater critical thinking, flexibility, and student choice of subjects and includes classes 9 to 12. The High school stage is proposed to build on the subject-oriented pedagogical and curricular style of middle stage, but with greater depth, greater critical thinking, greater attention to life aspirations and greater flexibility and student choice.

The undergraduate degree will be of either 3 or 4 years' duration, with multiple exit options within this period and appropriate certifications- a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study or a bachelor's degree after a 3 years programme as adopted in most of the developed countries across the world. The new model of education will focus more on providing vocational education and imparting knowledge of core subjects. Even though the new model brings about structural changes, the number of years a student spends studying in school remain the same. This will bring the hitherto uncovered age group of 3-6 years under the school curriculum, which has been recognised globally as the crucial stage for the development of mental faculties of a child. The new system will have 12 years of schooling with three years of anganwadi and pre-schooling. NEP 2020 will have a lifelong learning approach to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience and help them to lead a comfortable life.

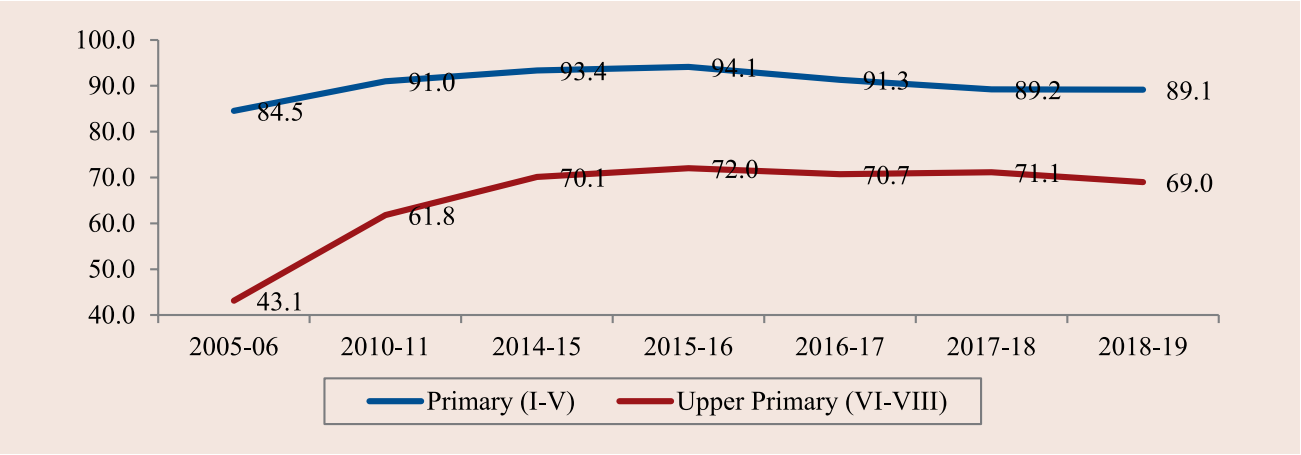
Enrolment in Primary and Upper Primary

The net enrolment ratio (NER) is the number of boys and girls of the age of a particular level of education that are enrolled in that level of education, expressed as a percentage of the total population in that age group. The Government of India, with the enactment of the Right to Education Act of 2009, guarantees access to education for children aged 6-14 years. This propelled the provision of education around the country, and recorded a sharp rise in the NER[13] in primary school from 84.5 per cent in 2005-06 to 94.1 per cent in 2015-16. However, NER has marginally declined during the recent years and is stable around 89 per cent in 2018-19.

The NER for the upper primary stage is lower than the NER at the primary stage. There has been a continuous rise in the NER at the upper primary level from 43.1 per cent in 2005-06 to 72 per cent in 2015-16, which declined marginally and then has been stable in recent years at 69 per cent in 2018-19. There is gender parity in enrolment at the primary level and at the upper primary level. Boys have a lower NER at 88.5 per cent as compared to 89.8 per cent for girls at the primary level, while boys' NER is at 68.2 per cent compared to a NER of 69.9 per cent for girls at the upper primary level in 2018-19.

13. The NER is the total number of students in the official age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group.

Net Enrolment Ratio by Level of Education, 2016



Source: UDISE Flash Statistics.

Enrolment in Secondary and Higher Secondary

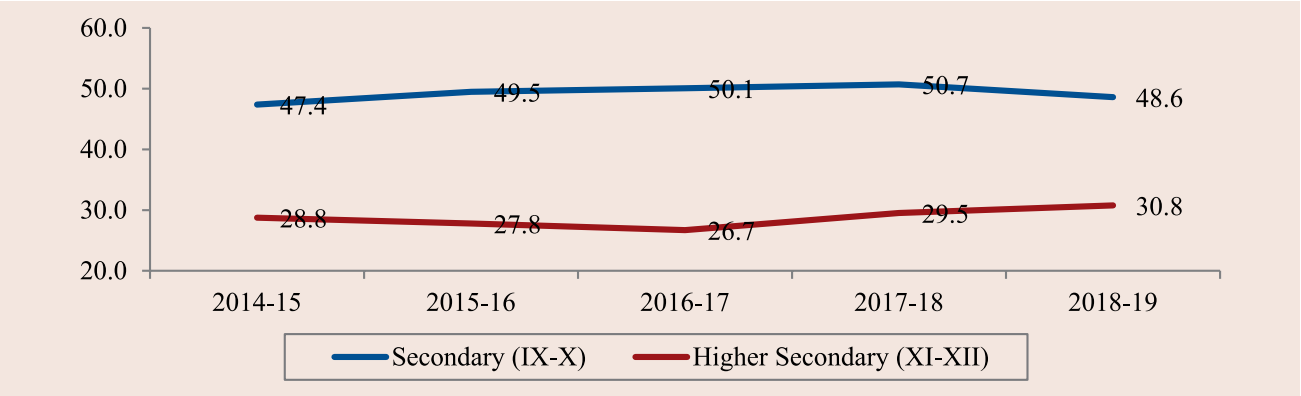
Despite achievement of almost universal enrolment rate at primary schooling and almost three-fourth enrolment at upper primary, India still has low enrolment rate levels at both secondary and higher secondary level. At secondary and higher secondary level, the NER stands at around 49 per cent and 31 per cent in 2018-19. Over the years, there has been a continuous rise in the NER at both secondary and higher secondary level with some fluctuations.

The NER at secondary level increased from 47.4 per cent in 2014-15 to 48.6 per cent in 2018-19, while NER at higher secondary level increased from 28.8 per cent in 2014-15 to 30.8 per cent during the same period. There is gender parity in enrolment at both higher secondary and higher secondary level. In the secondary level of education, enrolment rate stands at 48 per cent for boys and 49 per cent for girls, in 2018-19, while at the higher secondary level of education boys have a lower NER at 30 per cent as compared to 31.7 per cent for girls.

Higher or Tertiary Level of Education

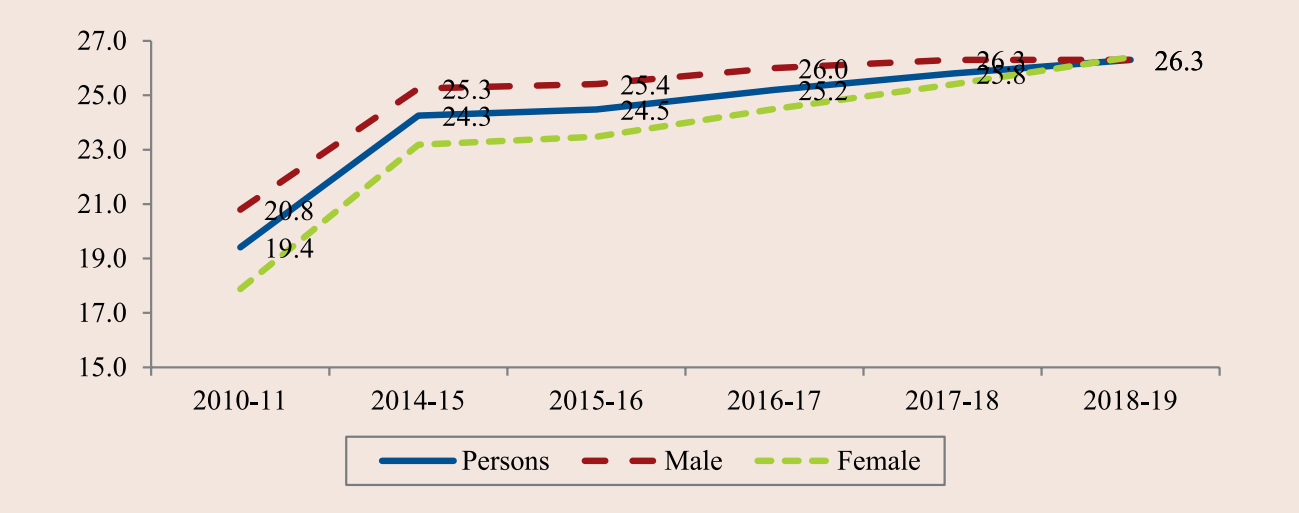
Education falls in the concurrent list of the Indian constitution, which means that its responsibility is shared between the Union Government and the State Governments. Therefore, the Central Government is responsible for major policy on

Net Enrolment Ratio by Level of Education



Source: UDISE Flash Statistics.

Gross Enrolment Ratio in Higher Education



Source: All India Survey on Higher Education (AISHE)

higher education and for the co-ordination and determination of standards in higher education institutions. State Governments for their part are responsible for the establishment of state universities and colleges, and for providing grants for their development and maintenance. Higher education is placed under the Ministry of Human Resource Development and also under the Department of Education in each state.

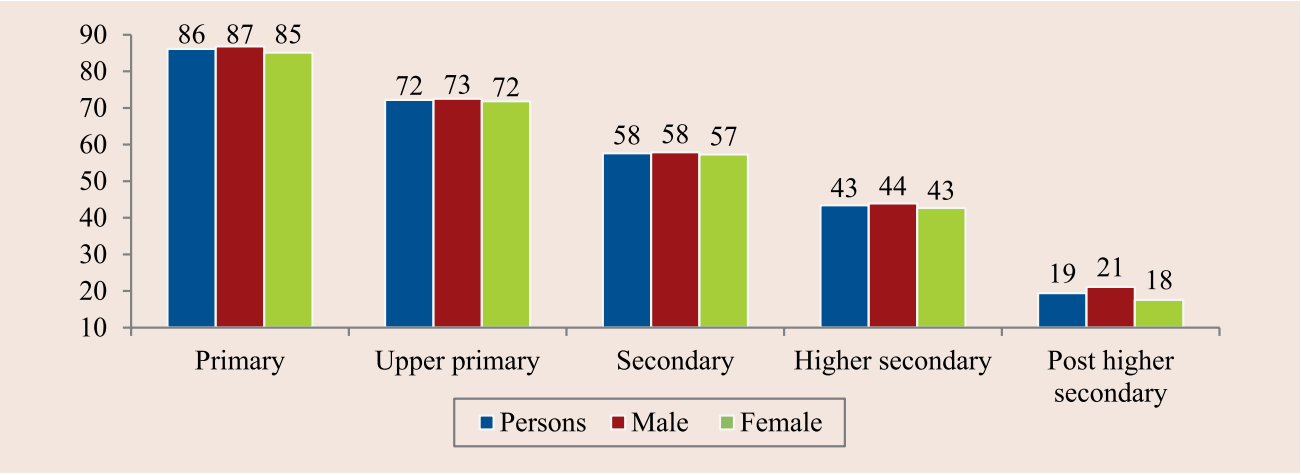
According to the All India Survey on Higher Education, the gross enrolment rate (GER)[14] in higher education for those in the age group of 18-23 years in India increased from 19.4 per cent in 2010-11 to 26.3 per cent in 2018-19. A low GER in higher education as compared to secondary and higher education indicates that a substantial number of children are discontinuing their education before or after higher secondary level due to several personal, familial, and other reasons. But, the rise in GER in recent years also reflects that more and more youth are increasingly participating in higher education. In particular, young women are participation in higher education more than their male counterpart. As a result, there is gender parity in higher education in 2018-19, where female GER is almost equal to male at 26.3 per cent.

The age-specific net enrolment ratio (NER)15 from the national sample survey (75th round-2018) reveals that NER is declining with age. Out of 10 people enrolled in primary level of education, 7 people stay up to upper primary, 4 people up to higher secondary level and 2 people educated up to tertiary or above level. This means 4 in 10 young people exit the education system before reaching 18 years of age. This reflects high dropout rates among both male and female during the period of 11-17 years of age, when they are enrolled in upper primary, secondary and higher secondary levels. However, there is not much difference in NER between male and female across the various stages of education.

14. Total enrolment in a particular stage of school education, regardless of age, expressed as a percentage of the official age-group of the Population which corresponds to the given stage of school education in a given school year. The GER shows the general level of participation per stage of school education - School Education in India, Unified District Information System for Education (U-DISE, Flash Statistics, 2016-17)

15. Total number of pupils enrolled of a specific age-group, irrespective of the stage of school education, expressed as a percentage of the corresponding population.

Net Enrolment Ratio (Age-Specific) by Level of Education, 2018



Source: NSS 75th Round July, 2017- June, 2018

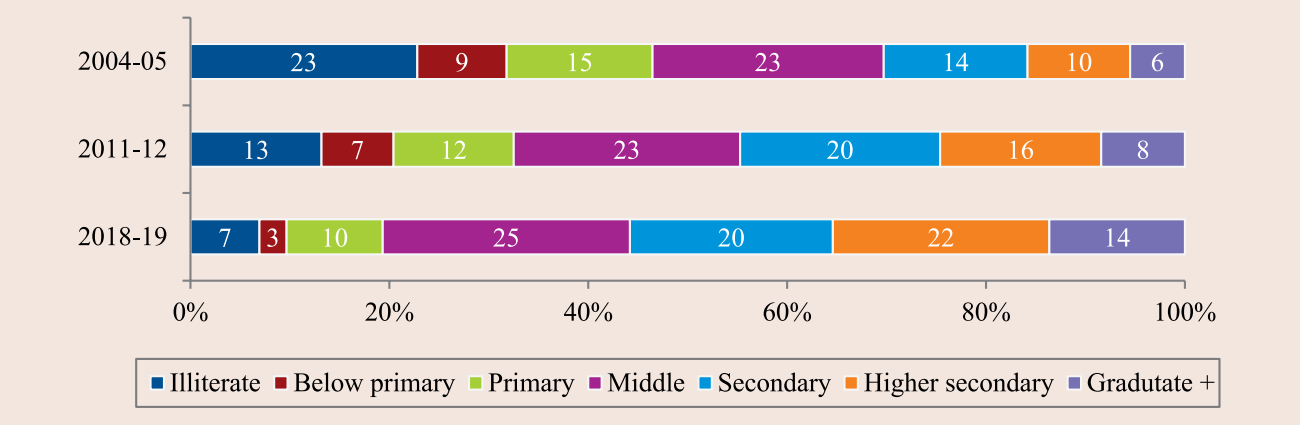
The increasing enrolment rate in higher education among youth is also confirmed by the improvement in the level of education shown in labour force surveys of NSSO. The proportion of illiterate youth declined from 23 per cent in 2004-5 to 7 per cent in 2018-19, while share of youth with higher education (above secondary level) increased from 30 per cent to 56 per cent during the same period.

Youth with higher secondary education and graduate & above qualification increased to more than double during the last one and half decades. There is gender difference at secondary and higher secondary level, being more prevalent in rural areas than urban areas.

Dropout in Primary and Upper Primary

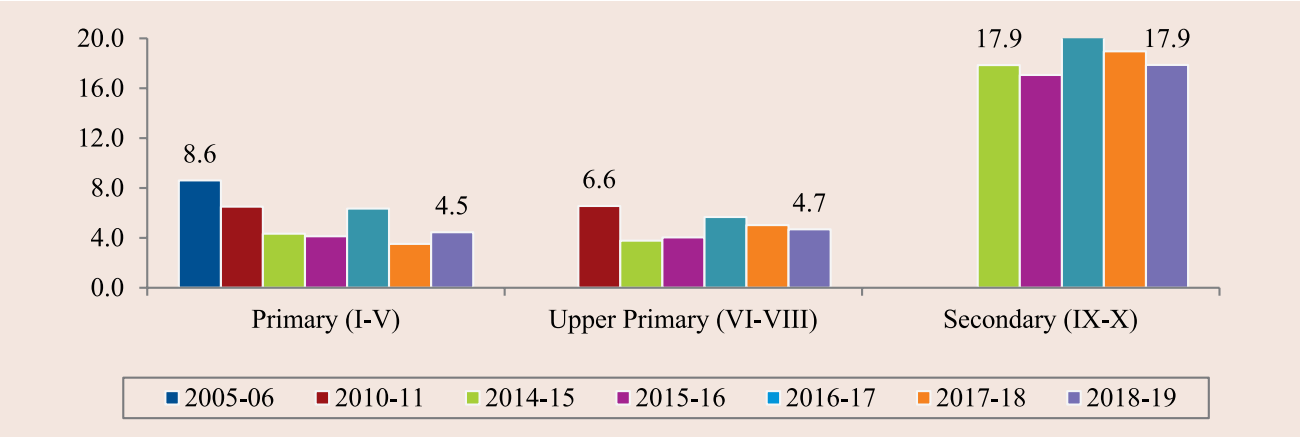
It is a known fact that student dropouts have huge financial ramifications, which affect the labour market, economic performance and social progress of a country. The drop out ratio is the percentage of students failing to complete a particular school or college course. The data shows that drop out ratio at both primary level and upper primary level has declined over the years. Comparing the average annual dropout rate

Level of Education of Youth, 2018-19



Source: Periodic Labour Force Survey, 2018-2019

Dropout Rate by Educational Stage, All India



Source: UDISE Flash Statistics.

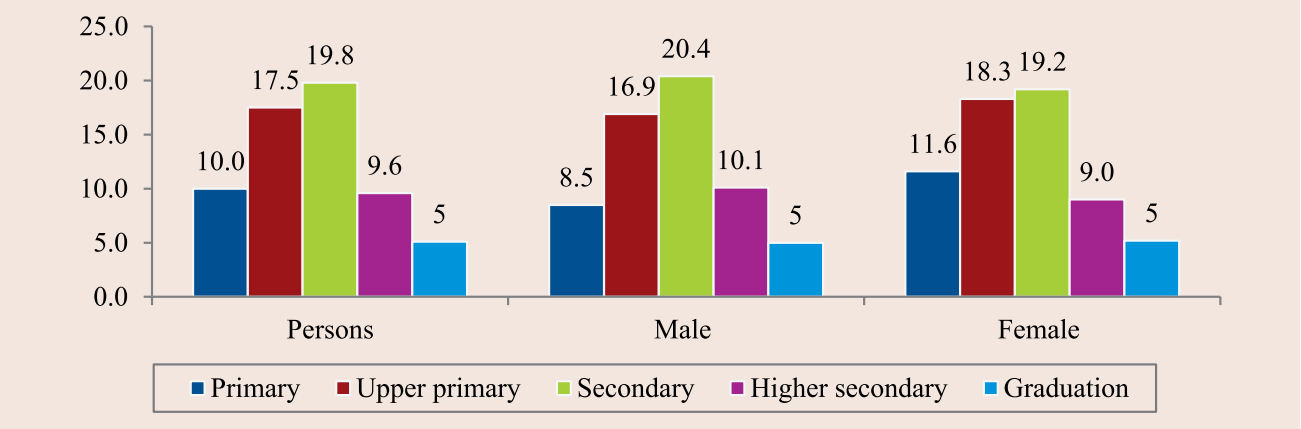
at different stages, it is observed that dropout rate attains its lowest value at the primary level which is only 4.5 per cent but shoots to 18 per cent at secondary level in 2018-19, which implies that out of every 5 students enrolled for secondary education, one student could not complete its secondary education. Dropout is greater among boys than the girls at all stages - primary, upper primary and secondary levels.

Further, the national sample survey (75th round-2018) report shows that the drop-out rate increased from primary stage to secondary level and declined afterwards from secondary to graduation and above level. Dropout rate doubled from primary (10 per cent) to secondary level (19.8 per cent) and reduced to half at the graduate level (5 per cent). There is a difference between the male and female dropout rates. At primary and upper primary level female dropout rate is higher, on the other hand, male dropout rate is higher at the secondary and higher secondary level.

Reasons of Dropout

As per the National Sample Survey (75th round) report, it is not only financial constraints and engagement of children in domestic/economic activities but lack of interest in education that contributes to a high dropout rate. Thus, ensuring adequate availability of educational facilities is not

Dropout Rate by Educational Stage, all India, 2018



Source: NSS 75th Round July, 2017- June, 2018

Major Reasons for Not Attending Education

Reasons	Boys	Girls
Percentage of ever enrolled persons currently not attending education	42.7	42.2
Not interested in education	18.8	14.8
Financial constraints	24.3	17.7
Engaged in domestic activities	4.0	30.2
Engaged in economic activities	36.9	5.3
School is far off	0.5	2.7
Timings of educational institution not suitable	0.0	0.1
Language/Medium of instruction used unfamiliar	0.1	0.1
Insufficient number of teachers	0.0	0.0
Quality of teachers not satisfactory	0.1	0.1
Route to educational institution not safe	0.0	0.2
Unable to cope up with studies/failure in studies	3.8	3.4
Unfriendly atmosphere at school	0.2	0.1
Completed desired level/class	5.8	6.4
Preparation for competitive examination	2.2	1.0
Non-availability of female teacher	-	0.1
Non-availability of girls' toilet	-	0.1
Marriage	-	13.2
Others	3.3	4.5
All	100	100

Source: NSS 75th Round July, 2017- June, 2018

only necessary but also sufficient for survival of students and reduction of dropout. Engagement in economic activities among boys (36.9 per cent) and involvement in domestic activities among girls (30.2 per cent) are the main reasons for dropping out.

In addition, marriage among girls is also another important reason for dropouts. Another study found a close connection between early marriage and girl's not accessing secondary education (Jha et. al. 2016)[16]. A study in two blocks of Uttar Pradesh showed that important reasons for not attending secondary school included the cost of schooling, employment opportunities and social attitudes regarding girls' education (Siddhu 2011)[17].

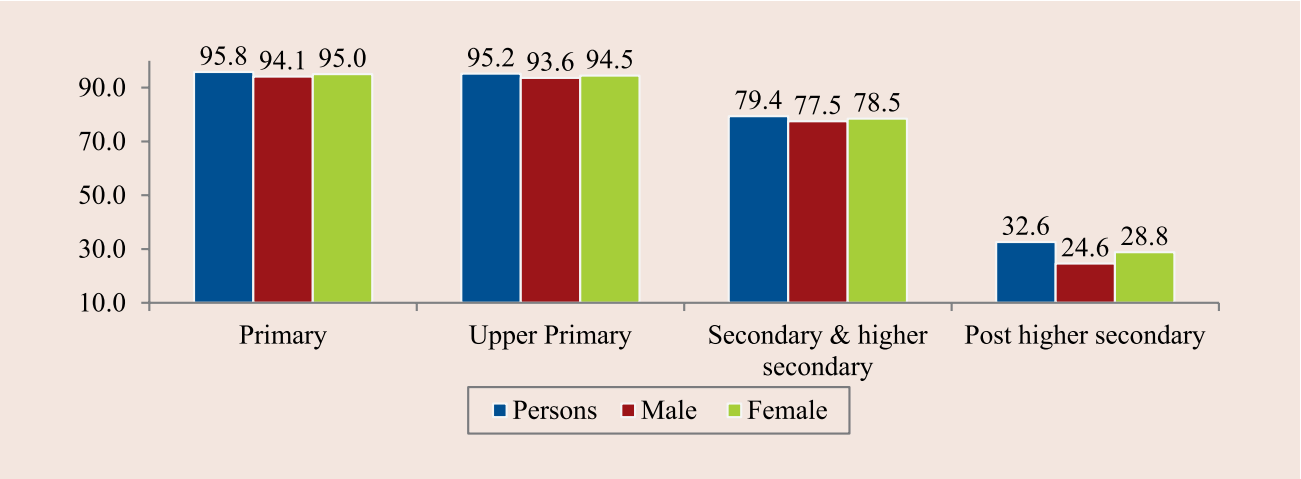
Attendance and Quality of Education

School enrolment alone does not guarantee good learning outcomes. Both, the quality of classroom transaction and school attendance are important for children to achieve good learning outcomes. The age specific attendance ratio (ASAR) indicates the proportion of children of a particular age group actually attending schools/ colleges, irrespective of the level or class in which

16. Jha, Jyotsana et. al. (2016), Reducing Child Marriage in India: A Model to Scale-up Results, Centre for Budget and Policy Studies and United Nations Children's Fund, New Delhi.

17. Siddhu, G. (2011), Who makes it to Secondary School? Determinants of Transition to Secondary School in India in International Journal of Educational Development, 31, pp 394-401.

Age Specific Attendance Ratio all India, 2018



Source: NSS 75th Round July, 2017- June, 2018

they are studying. The NSS school attendance data shows a Net Attendance Ratio (NAR)[18] of 96 per cent at the primary level and 95 per cent at upper primary level. Further, the NAR declines drastically at the secondary and higher secondary levels, averaging at 79 per cent and 33 per cent, respectively. This indicates that even among those who enrol at the higher level of school education, many do not attend school regularly, which adversely affects the learning outcomes. Only at the post higher secondary level of education can one see a significant gender difference in the NAR.

In addition, the quality of education revealed by the ASER Reports (2018),[19] based on household surveys in rural areas, shows that even after completing primary education, children are not able to read or write as they should be based on their level of education. These children also often fail to demonstrate any ability to read, write, or solve age-appropriate mathematical problems.

Participation in Vocation Education/ Training (VET)

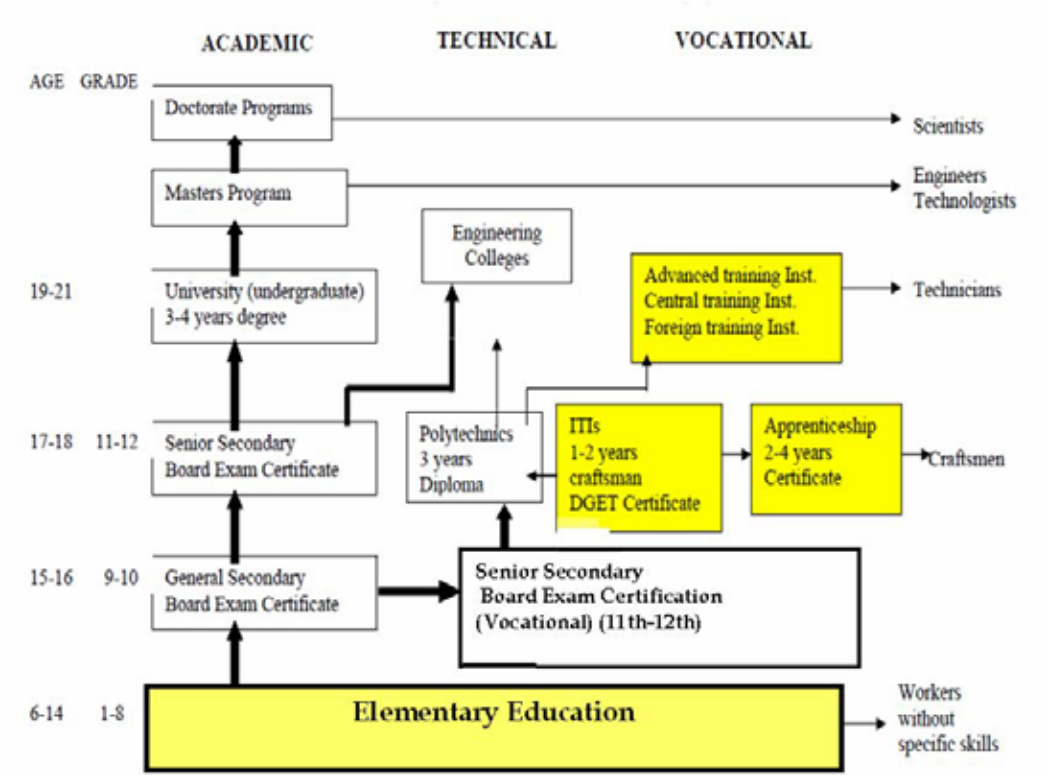
In India, the introduction of the vocational stream was recommended first by the central Kothari Commission (1964-66). The National Policy on Education, 1986 (revised 1992) set a target of 25 per cent of higher secondary students in vocational courses. Vocational electives are organised according to employment opportunities. Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enrol at vocational education/ training that specialises in just one or only a few courses. VET is not highly specialised in India and is rather a broad overview of knowledge applicable to employment.

Formally, initial TVET is provided at three stages - (i) students at higher secondary level can be enrolled in vocational courses leading to a certificate. Nearly 160 courses are offered. Also at this certificate level, Industrial Training Institutes

18. The NAR is the ratio of the number of persons in the official age group for a given stage of education to the estimated number of people in that age group. This indicator is expressed as a percentage.

19. Accessed at http://www.asercentre.org/Keywords/p/346.html

At school level, the structure of the education system is approximated by the following diagram:



Source: Concept Note on Need for Vocationalisation of Education in India: From Symbiosis, accessed at http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf

(ITIs) and Industrial Training Centres (ITCs) enrol students upon graduation from junior or upper secondary education; (ii) polytechnics offer three-year courses to students who have completed grade 10, leading to diplomas. There are also post-diploma and advanced diploma programmes and (iii) at the graduate and postgraduate level, technical education is delivered by federal institutions including Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and National Institutes of Technology.

In India, skill acquisition takes place through formal and informal sources. Details of major formal sources are listed in the table below-:

Type of Source	Institute	Capacity	Quantity
Mainstream education system	Centrally Sponsored Scheme of Vocationalisation of Secondary Education run by the Ministry of Human Resource Development	Enrolling less than three per cent of students at the upper secondary level	9,583 schools offering about 150 educational courses of two years duration
Training institutions outside the school and university system	Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs)	Total seating capacity of 7.85 lakh	5488 public (ITI) and private (ITC) institutions imparting VET, of which 1922 are ITIs and 3566 are ITCs.
Diploma	Polytechnics	1,244 polytechnics run by MHRD with capacity of over 2.95 lakhs	1,747 AICTE approved diploma programs with 294,370 seats

Source: Concept Note on Need for Vocationalisation of Education in India: From Symbiosis, accessed at http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf

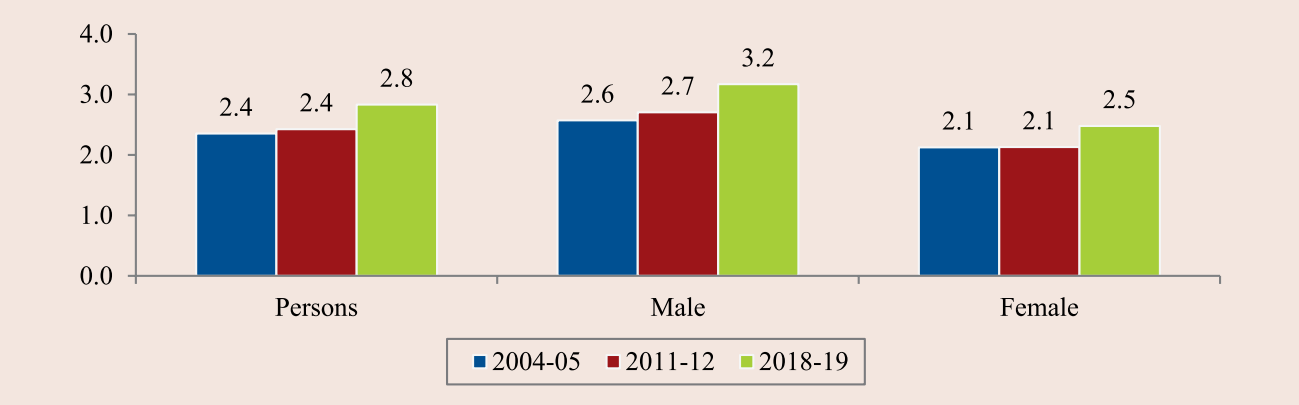
The overall responsibility of governance of skill development activities rests with the Ministry of Skill Development and Entrepreneurship (MSDE). This ministry is aided in its activities by the Directorate General of Training (DGT), National Skill Development Agency (NSDA), National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 38 Sector Skill Councils (SSCs) as well as 33 National Skill Training Institutes (NSTIs/NSTI (w)), about 15000 Industrial Training Institutes (ITIs) under DGT and 187 training partners registered with NSDC[20].

Informal modes of skill training are widely prevalent in India. Given that around 90 per cent workers earn a living from the informal sector, it forms an important part of the skills agenda. The National Commission for Enterprises in the Unorganised Sector (NCEUS) highlighted the dominant role of the informal mode of skill training in the unorganised sector in India, in which workers learn some skills from skilled workers/master craftsmen (NCEUS, 2009). Such systems usually work in a master-apprentice mode, lack formal accreditation and proceed on the basis of loose verbal agreements. Skills are acquired through learning by doing.

All types of formal VET courses, of duration 4 weeks or more, are conducted by institutions recognised by Central/State/UTs/ local bodies. On the other hand, all types of courses of duration 3 months or more, are conducted by Institutions like Industrial Training Institute (ITI), National Vocational Training Institute, Regional Vocational Training Institutes, etc., authorised by the competent authorities. However, as per national sample surveys data there is marginal improvement in the proportion of youth who received non-formal training over the last one and half-decade period. Youth that received formal vocational/technical training increased from 2.4 per cent in 2004-05 to 2.8 per cent in 2018-19. However, the percentage of youth that received vocational/technical training from informal sources is higher at 6.4 per cent with the largest chunk being contributed by on-the-job training, followed by self-learning and hereditary sources and other sources.

In recent years, NSDC along with DGE&T under the ministry of labour is trying to involve

Youth Received Formal Vocational/Technical Training



Source: EUS, 2004-05, 2011-12 and PLFS, 2018-19, NSSO

20. https://msde.gov.in/en/about-msde

industry associations in decision making on vocational education and training, which has advantages for all the stakeholders. Further, the efforts towards integration of Vocational Education and Training (VET) in general education has received a big fillip with the NEP, 2020 envisioning giving 50 per cent of school and higher education candidate exposure to VET by 2025. Some of the key ingredients of VET integration include offering vocational courses in schools and equal weightage to vocational courses for admission in undergraduate courses. The policy further says that beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.

Employment

Employment and in particular decent work is crucial for youth and their future. As discussed earlier, the present challenge lies in creating new productive jobs for the youth, young first-time labour market entrants. They should have access to productive employment that offers mobility, equality and dignity in the workplace, as well as fair wages and job security. Additionally, the current challenges are the changing economy characterised by the rapid rate of globalisation, advancements in technology, and industrial development. There have been experiences of the changing nature of work and the relationship between employers and employees with the advancement of technology and the availability of fast internet such as remote and gig work. To understand the transition of youth to the Indian labour market, this section provides a comparative picture of youth (15-29 years) and adults (30-59 years).

Participation in the Labour Market

As per the UPSS status[21], the labour force participation rate of youth (38 per cent) is almost half of the adults (65 per cent). There is a huge difference between male and female labour force participation (LFPR) for both youth and adults. Female youth LFPR is just 16 per cent compared to about 34 per cent for male. A similar pattern is also observed in the case of work participation rate (WPR), where 31 per cent of the youth are engaged in economic activities compared to 64 per cent of the adults. The gender gap in WPR for both youth and adults is also wide, particularly in the former category. Only 13 per cent of the female youth are participating in the economic activities compared to 33 per cent of their male counterparts. This has been attributed to prevailing social factors, increasing participation in educational institutions, withdrawal from labour market due to rising household income, lack of employment opportunities for women in rural areas due to agrarian distress and also lack of any additional employment opportunity in non-farm sector (Mehta and Awasthi, 2019[22], ILER, 2014[23]; Mehrotra and Parida, 2017[24]).

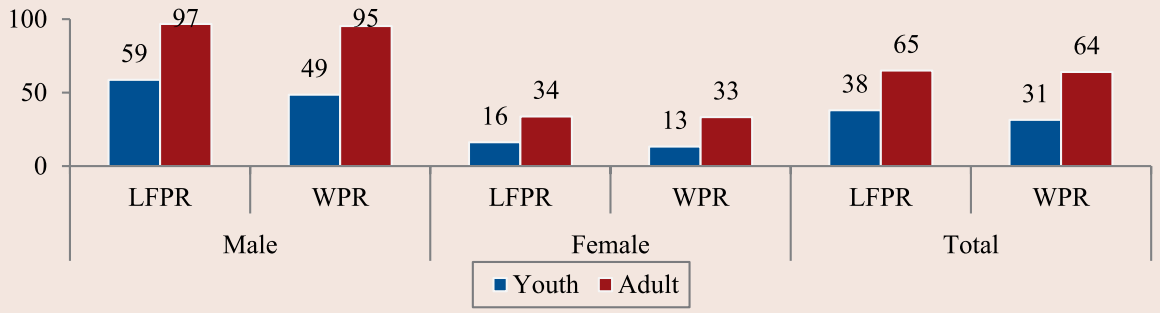
21. The workers in the usual status (ps+ss) are obtained by considering the usual principal status (ps) and the subsidiary status (ss) together. The workers in the usual status (ps+ss) include (a) the persons who worked for a relatively long part of the 365 days preceding the date of survey and (b) the persons from among the remaining population who had worked at least for 30 days during the reference period of 365 days preceding the date of survey (PLFS, 2018-19).

22. Mehta, Balwant Singh, and Ishwar Chandra Awasthi. "Women and Labour Market, Dynamics." Springer Books (2019).

23. India Labour Employment Report (ILER, 2014): Workers in the Era of Globalisation, Academic Foundation, New Delhi and Institute for Human Development, Delhi.

24. Santosh Mehrotra and Jajati K. Parida, (2017). Why is the Labour Force Participation of Women Declining in India?, World Development, 98, (C), 360-380

Labour Force Participation Rate & Work Force Participation Rate, 2018-19



Source: Periodic labour Force Survey, 2018-19, NSSO

Education Level of Workforce

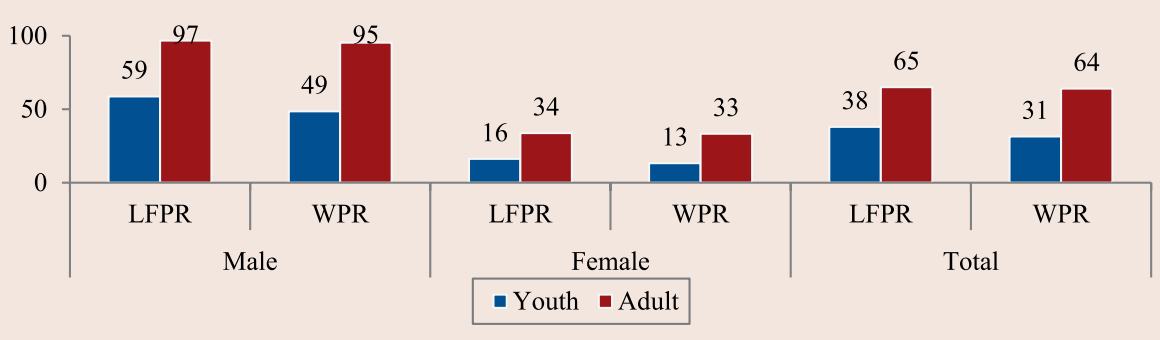
There is a significant difference between the level of education between youth and adults. The illiteracy level among adults (27 per cent) is more than three times the youth illiteracy level (8 per cent). On the other hand, nearly half (46 per cent) of youth are highly educated (secondary+) compared to one-third (33 per cent) of adults. Among female youth, the share of those without literacy is more than twice compared to the male counterpart. This is true for both the youth (female: 15 per cent, male: 7per cent) and adults (female: 46 per cent, male: 20 per cent) category.

The interesting part is more female youth (19 per cent) are graduate than male youth (15 per cent), clearly indicating increasing participation of women in higher education and subsequently in the labour market. The analysis reveals a poor educational level among the existing youth workforce i.e. 53 per cent of youth workforce are either non-literate or educated up to upper primary. This raises questions regarding the training and retraining capacity of the youth since many lack minimum education that would be required to learn the skills imparted during skill training.

Quality of Employment

The status of employment is one of the indicators of the quality of employment, where regular employment is considered to be of better quality due to its regularity of work and income, while casual work is considered to be of the worst quality due to its irregularity and low payment. According to the NSSO definition of status of

Education Level of Work Force (per cent)



Source: Periodic labour Force Survey, 2018-19, NSSO

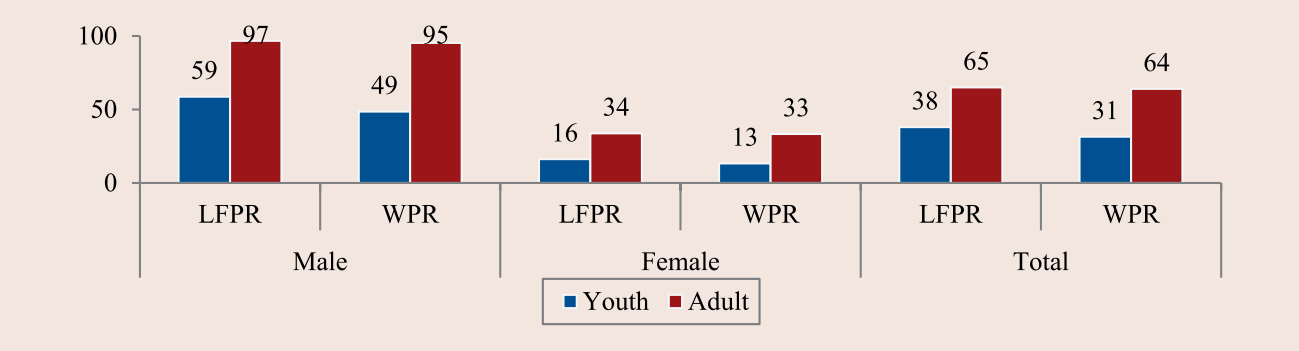
employment, workers are categorised as self-employed,[25] and in paid employment, that is, regular salaried/wage employees[26]and casual wage labour.[27]

Self-employment is still the major source of employment with close to 52 per cent of the workforce engaged in it. The proportion of regular wage/salaried employees increased in both rural & urban areas and for both males & females. This increase was experienced more among urban females which increased from 52.1 per cent in 2017-18 to 54.7 per cent in 2018-19. At the same time, the proportion of casual labour declined, which is more in the case of urban females from 13.1 per cent in 2017-18 to 10.7 per cent in 2018-19, as compared to males from 15.1 per cent in 2017-18 to 14.2 per cent in 2018-19.

The youth workforce engaged more in wage work either regular or casual (58 per cent) compared to adults (47 per cent), while the latter (53 per cent) was involved more in self-employment than the former (43 per cent). In particular, the youth (31 per cent) workforce engaged significantly more in regular or salaried work compared to the adults (24 per cent). This may be due to increasing preference for salaried jobs among educated youth. However, the regular jobs need to be further examined to understand the nature of employment.

There is formal/informal employment[28] and informal/formal sector or organised/unorganised sector[29] (terms used interchangeably in the text) dichotomy that prevails in the Indian labour market. Informal employment is a dominant feature of the economy, a large part of which

Status of Employment (per cent)



Source: Periodic labour Force Survey, 2018-19, NSSO

25. Self-employed: Persons who operate their own farm or non-farm enterprises or are engaged independently in a profession or trade on own-account or with one or a few partners are deemed to be self-employed in household enterprises

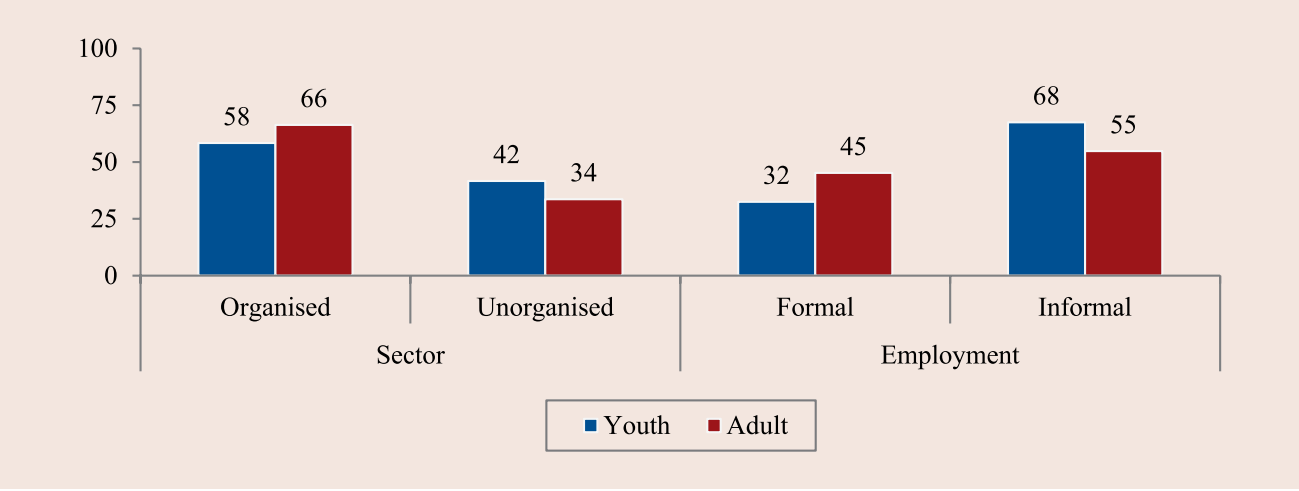
26. Regular wage/salaried employee: Persons who work in others' farm or non-farm enterprises (both household and non-household) and, in return, receive salary or wages on a regular basis (that is, not on the basis of daily or periodic renewal of work contract). This category included not only persons getting time wages but also persons receiving piece wages or salary and paid apprentices, both full-time and part-time.

27. Casual wage labourer: A person who was casually engaged in others' farm or non-farm enterprises (both household and non-household) and, in return, received wages according to the terms of the daily or periodic work contract, was a casual wage labourer.

28. Informal workers consist of those working in the unorganised/informal sector (or informal employment): sector enterprises or households, excluding regular workers with social security benefits provided by the employers and the workers in the formal sector without any employment and social security benefits provided by the employers.

29. The unorganised sector consists of all incorporated private enterprises owned by individuals or households engaged in the sale and production of goods and services operated on a proprietary or partnership basis and with less than ten total workers.

Regular Salaried in Organised/Unorganised Sector and Formal/Informal Employment (per cent)



Source: Periodic labour Force Survey, 2018-19, NSSO

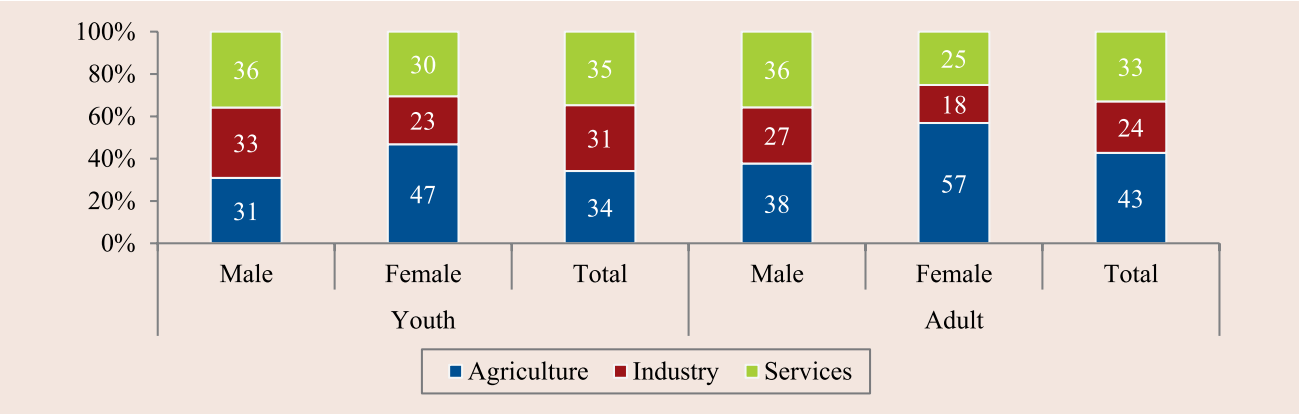
occurs in the informal or unorganised sector with some improvement in the last two decades. Workers in India are predominantly informal and engaged in the unorganised sector. About 89 per cent of adult workers are informal, and nearly 81 per cent are engaged in the unorganised sector, while 90 per cent of youth workers are informal, and 79 per cent are engaged in the unorganised sector.

Around 7 out of 10 youth regular salaried workers are informal workers, while 4 out of 10 regular salaried workers engaged in the unorganised sector. Similarly, around 6 adults out of 10 regular salaried workers are informal workers, while 3 out of 10 regular salaried workers are engaged in the unorganised sector. This reflects an increasing informalisation of salaried jobs or participation of youth in temporary or flexible informal work. It is argued that this is a good sign in the long run as regular informal jobs are considered better than other informal jobs, because the experiences from other developed or developing countries shows that youth initially participate in informal jobs and in the long run with experience shift to formal jobs.

Industry of Employment

Industry-wise estimates on workforce shows that 'Agriculture' is still the largest employer with 43 per cent of the workforce. Next most important industry is 'other services' where about 14 per cent of the workforces engaged in 2018-19. 'Trade, hotel & restaurants', 'Manufacturing' and 'Construction' sectors follow with share of nearly, 13 per cent, 12 per cent and 12 per cent respectively. Youth are almost equally employed across the broad sectors of the economy: agriculture (34 per cent), industry (31 per cent) and services (35 per cent), while adults are engaged significantly more in agriculture (43 per cent) than services (33 per cent) and industry (24 per cent). The detailed sector wise distribution shows that youth are engaged more in manufacturing (youth: 15 per cent, adults: 11 per cent); construction (youth: 15 per cent; adults: 12 per cent); trade, hotel & restaurants (youth: 15 per cent; adults: 12 per cent); transport, storage & communication (youth: 7 per cent; adults: 6 per cent); and finance, business, & real estate (youth: 4per cent; adults: 3 per cent) compared to youth.

Industry of Employment (per cent)



Source: Periodic labour Force Survey, 2018-19, NSSO

Overall the share of workforce in agriculture sector employment is declining, although it is the leading source of employment in India particularly for adults. The importance of agriculture has declined considerably for youth when compared to the adults. For the youth, Services is the most important sector. Among female youth, agriculture is relatively important, while for male youth, Services such as trade, hotel & restaurants; transport, storage & communication; and finance, business, & real estate are important.

Low productivity of agriculture constrains the sector's potential to act as a catalyst for decent jobs and livelihoods. Higher participation of youth in non-farm productive sectors, particularly manufacturing and modern services such as information & communications technology, and finance & business, real estate services point towards a positive sign in the labour market. However, a significant number of young people are also working in the low paid informal construction sector, suggesting either unavailability of enough decent jobs or uneducated and low-skilled labour.

Occupations or Skill Level of Workers

The occupational distribution of workers also shows the level of skills they possess. The occupational distribution shows that youth are involved more in high skilled occupations such as professionals, technicians and associate professional (youth: 10 per cent, adults: 8 per cent); some low skilled non-farm occupations such as service workers, shop & market sales workers (youth:11 per cent, adults: 9 per cent); craft & related trade workers (youth:15 per cent, adults: 11 per cent); and also in unskilled elementary occupations such as domestic helpers, cleaners, street vendors and garbage collectors (youth: 25 per cent, adults: 23 per cent).

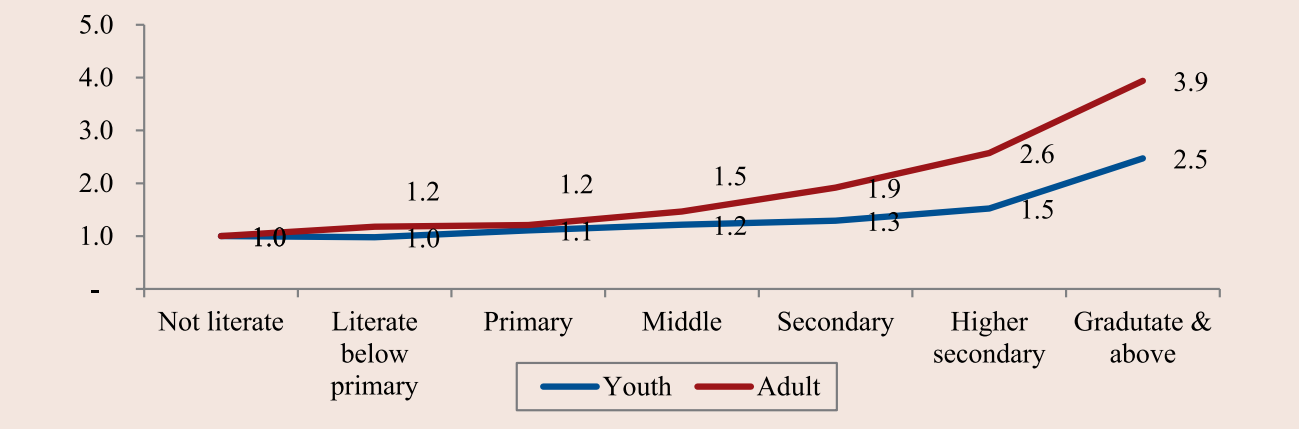
Occupations Distribution of Workers, 2018-19 (per cent)

	Youth	Adults
Legislators, Senior Officials and Managers	6	9
Professionals	5	4
Technicians and Associate Professionals	5	4
Clerks	3	2
Service Workers and Shop & Market Sales Workers	11	9
Skilled Agricultural and Fishery Workers	24	31
Craft and related Trades Workers	15	11
Plant and Machine Operators and Assemblers	7	5
Elementary Occupations	25	23
Total	100	100

Source: Periodic labour Force Survey, 2018-19, NSSO

On the other hand, adults are involved significantly more in skilled agricultural and

Return to Education of Regular Salaried



Source: Periodic labour Force Survey, 2018-19, NSSO

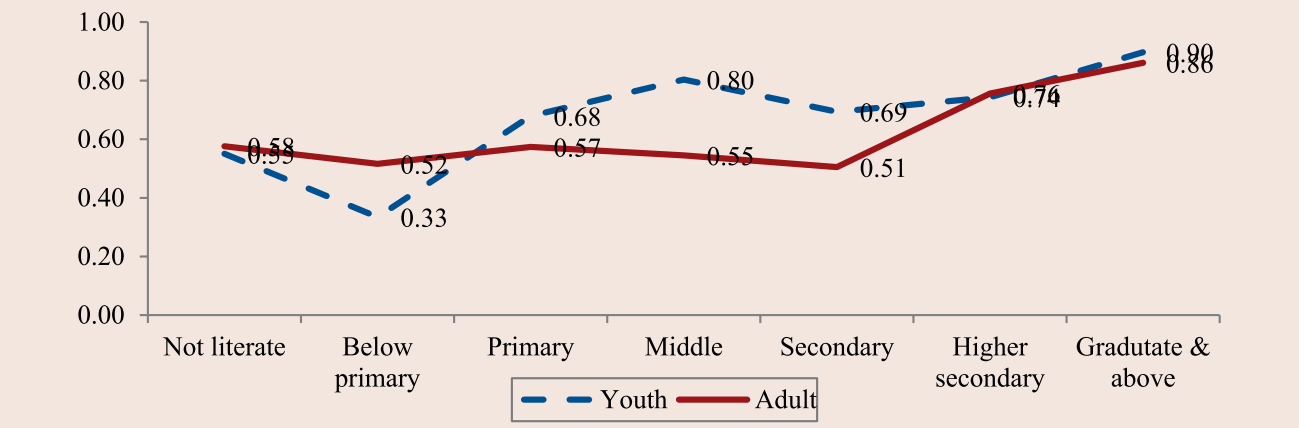
fishery work (youth: 24 per cent, adults: 31 per cent). In particular, females are involved more in skilled agricultural & fishery work (youth: 31 per cent, adult: 38 per cent), and in elementary occupations (youth: 23 per cent, adult: 28 per cent). This analysis shows that youth are still largely engaged in unskilled, and low skilled work. Their involvement in high skilled occupations is more than adults which may be due to the increasing participation of youth in tertiary level education/training.

Return to Education

The return to education indicates how the level of education contributes to the income level of the individual. The income level shows a very slight increase with the level of educational qualification for both youth and adults till middle level education, but for levels of education higher than that, the increase is proportionately greater. After the middle level of education, average monthly income increased up to 3.9 times for adults and 2.5 times for youth at graduate level compared to non-literates. Experience plays a key role in the level of income, which can be seen from the differential level of average monthly income of adult graduates (Rs 29,576) compared to youth (Rs 16,979).

There is a significant gender difference in monthly average income level, across educational levels. The gender difference in average monthly

Return to Education of Regular Salaried



Source: Periodic labour Force Survey, 2018-19, NSSO

income at lower educational level is high, while the difference reduces as educational qualification increases and is lowest at the graduate level. This reveals that an individual's educational qualification plays a key role to normalise the inequality in income level in the labour market.

Outcome: School to Work Transition

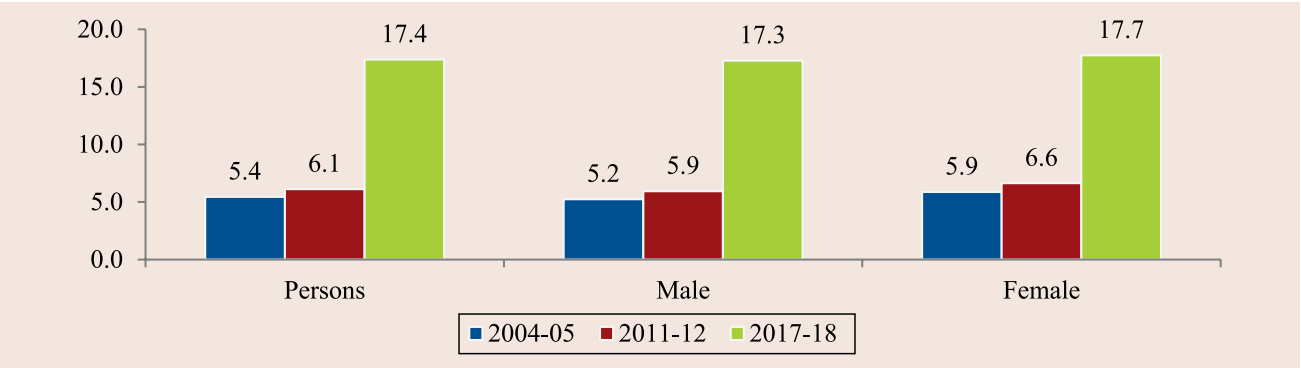
The failure to attain a successful school-to-work transition is reflected in inadequate educational attainments, high joblessness, excessive job turnover, and weak links between schooling and employment. The indicators to capture such unsuccessful transition are: unemployment rates, joblessness, inactive youth shares and NEET proportions among youth.

Unemployment Rates

Unemployment status is only one of the markers of the difficult transition to work faced by youth around the world, but it is the most commonly cited. One caveat about using unemployment as a signal for poor STW transition is that youth from poor families cannot afford to remain out of work and are often forced to opt for very low-paid employment. In such cases, low unemployment cannot be interpreted as a successful SWT transition. An alternative view of the role of education is the link between education and unemployment. There is also a lot of evidence worldwide that higher education and skill training attainment leads to better employment outcomes such as higher wages and lower unemployment rate.

According to the usual principal status criteria[30], the youth unemployment rate[31] in India stands at 17.4 per cent in 2018-19 which is far greater than adults (1.4 per cent). The unemployment rate among highly educated (secondary and above) youth stands at 36 per cent, with very high unemployment rate among urban female (49 per cent). The youth unemployment rate has increased over three times from 5.4 per cent in 2004-05 to 17.4 per cent in 20018-19, which is greater among the female category than the male category throughout the study period. In particular, the technical degree holders have been

Youth Unemployment Rate (per cent)



Source: EUS, 2004-5 &2011-12, Periodic labour Force Survey, 2018-19, NSSO

30. Usual principal status refers to the activity in which the worker was engaged most of the time during the reference period of the last 365 days preceding the date of the survey. All those engaged in a principal activity for most of the period are covered under UPS employment (NSS, 2011-12)

31. The unemployment rate is the proportion of the labour force that does not have employment and is seeking and/or is available for work. Unemployment (UPS), which includes all those who did not find work during the major part of the reference period (365 days)

noted to fare the worst, with their unemployment rate at 37 per cent, closely followed by those who are postgraduates and above (36 per cent), graduates (35 per cent) and youth with formal vocational/technical training (33 per cent).

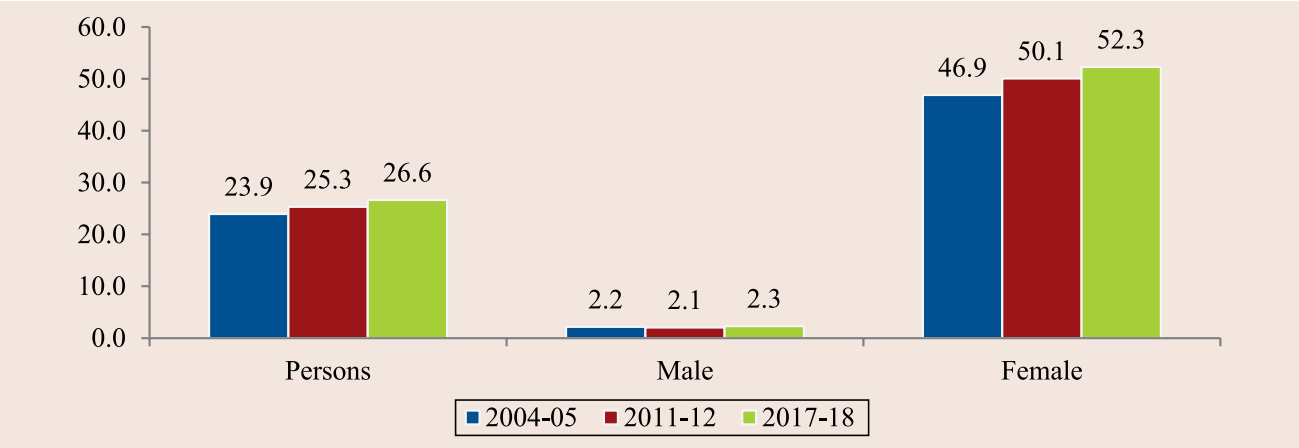
This indicates a problem of the lack of additional job creation and in particular, creation of suitable jobs for highly educated youth in the country. The possible reason could be simply higher share of educated people that are willing to wait for better quality or decent jobs. Another important reason may be gender bias, i.e. women may be facing discrimination in the labour market due to a variety of social, economic and cultural reasons. Further, the COVID-19 pandemic has badly affected the employment situation. As monthly data released by the CMIE shows, overall unemployment rate for rural and urban areas increased from around 6 per cent in 2018-19 to 6.8 percent in 2019-20 and 7.8 per cent in February, 2021.

Inactivity

The unemployment rate among youth provides only a partial indicator of school to work transition problems. Youth who face employment difficulties may be inactive instead of unemployed. The line between unemployment and inactivity is fuzzy and, wherever it is drawn, frequently crossed. Inactivity is an indicator of poor labour market outcomes. Youth may be economically inactive by choice, spending their time on personal development or carrying out the responsibilities associated with marriage, household work, raising children or providing care to elder members of the household.

However, there are concerns that young women, who still bear the primary responsibility for taking care of children and the household duties are being excluded from economic opportunities outside the home. This remains an important personal choice. The inactivity may also reflect important aspects of economic exclusion of youth such as youth who have exited the labour market out of frustration, those who have never actively sought work because they believe that decent jobs are not available, and youth who have been denied work because of discrimination in the labour market.

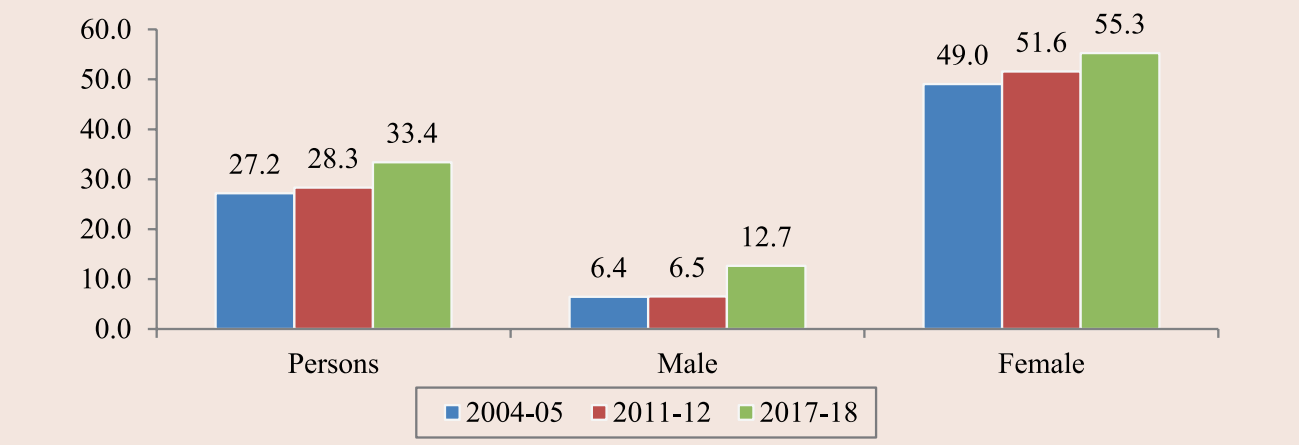
Youth in Inactive Category (per cent)



Source: EUS, 2004-5 &2011-12, Periodic labour Force Survey, 2018-19, NSSO

32. Inactive youth include those attending domestic duties only -92, attending domestic duties and was also engaged in free collection of goods (vegetables, roots, firewood, cattle feed, etc.), sewing, tailoring, weaving, etc. for household use -93, not able to work due to disability -95 and others (including begging, prostitution, etc.) -97. (PLFS, 2018-19)

Youth in NEET Category (per cent)



Source: EUS, 2004-5 &2011-12, Periodic labour Force Survey, 2018-19, NSSO

Over one-fourth (26.6 per cent) of India's total youth comprised of inactive category[32]in 2018-19. However, the inactivity status is dominated by young women, who are largely engaged in care and domestic activities. The inactivity among youth in the country has been rising over the years, which increased from 23.9 per cent in 2004-05 to 26.6 per cent in 2011-12. In particular, the inactivity among women in the youth category increased by 5.4 percentage points during the same period, which is a serious concern.

NEET Category

The third most important category to measure the education to work transition is youth who are not in employment, education or training (NEET). This indicator represents an effort to clarify economic exclusion among youth by focusing specifically on a state of inactivity in which potential workers are experiencing a degradation and loss of the skills they have developed. Although it should be acknowledged that this indicator still includes those youths who are inactive by choice, but it still helps to identify those most at risk of not making a successful transition to work because they are not actively engaged in or preparing for employment. NEET youth tend to experience a varying degree of social and economic marginalisation and are more likely to be left behind in mainstream development. The Sustainable Development Goals (SDGs), 2030, adopted by the UN in 2015, also set the agenda specifically for target 8.6, which calls for the proportion of youth with NEET status to be substantially reduced in the next 15 years.

In every 10 youth in India, 3 fall into the category of NEET in 2018-19. There is significant gender difference, about 13 per cent of young men compared to more than half (55.3 per cent) young women are neither gaining experience in the labour market, nor receiving income from work or enhancing their education and skills. This suggests that their labour remains under-utilised. The most disturbing part is increasing number of youth in the NEET category. Over the years, the youth in NEET category increased from 27.2 per cent in 2004-05 to 33.4 per cent in 2004-05.

Skill Mismatch

There is a strong association between labour supply- education/skill level of labour force and labour demand-type of occupation or jobs based on skills. The skill-mismatch is argued

to be one of the key factors causing high unemployment rate among the highly educated youth (ILER, 2014; Mehta and Awasthi, 2020). For a particular occupation or type of job, one needs a skill or educational qualification. As per ISCO classification, the jobs based on task or occupations and educational qualification is divided into broad four broad levels of skills i.e. unskilled, low skilled, medium and high skilled (annexure).

Skill Mismatch of Youth Workers (in percent)

Education/ Skill	Occupations (Job)				
	I	II	III	IV	Total
I	70 (35)	50 (63)	8 (1)	6 (1)	51 (100)
II	16 (24)	18 (72)	7 (2)	5 (2)	16 (100)
III	11 (6)	19 (50)	24 (20)	18 (25)	17 (100)
IV	4 (6)	12 (50)	60 (20)	71 (25)	16 (100)
Total	100 (25)	100 (64)	100 (5)	100 (6)	100 (35)

Source: Periodic labour Force Survey, 2018-19, NSSO

Note:

Occupation:[33]

I: Typically involves the performance of simple and routine physical or manual tasks;

II: Typically involves the performance of tasks such as operating a machinery and electronic equipment, driving vehicles, maintenance and repair of electrical and mechanical equipment and manipulation, ordering and storage information;

III: Typically involves performance of complex technical and practical tasks that require an extensive body of factual, technical and procedural knowledge in a specialised field;

IV: Typically involves the performance of tasks that require complex problem solving, decision making, and creativity based on an extensive body of theoretical and factual knowledge in a specialised field.

Education or Skill Level

I: Up to 10 years of formal education and/or informal skills;

II: 11-13 years of formal education;

III: 14-15 years of formal education;

IV: More than 15 years of formal education.

There is huge mis-match between required skill level and required educational qualification of workers. A substantial proportion of youth are involved in less skilled or routine, manual jobs (category I and II) as per their qualification (category III and IV). On the other hand, a large proportion of youth are also engaged in high skilled or tasks based jobs (category III and IV) as per their level of qualification. About 30 per cent of youth engaged in manual or routine jobs (category I) have more than 10 years of formal education (category II, III, IV); about 31 per cent youth involved in low skilled jobs (category II) have more than 14 years and above formal education (category III, IV); and 60 per cent of youth engaged in medium skilled jobs (category III) have more than 15 years of education (category IV). It means a large number of youth engaged in less skilled jobs or low paid jobs as per their educational qualification.

Similarly, about 65 per cent of youth engaged in higher skilled or paid jobs (category II, III, IV) as per their formal education level of up to 10 years (category I); about 12 per cent of youth involved in higher skilled or paid jobs (category III, IV) as per their level of formal education of 11-13 years; and about 18 per cent of youth engaged in higher skilled or paid jobs (category IV) as per their level of formal education of 14-15 years. This reveals that a large proportion of under-qualified workers are engaged in high skilled jobs, which may be considered under-employed or less productive. On the other hand, there are many highly qualified youth engaged in less skilled jobs, due to lack of suitable opportunities or other socio-economic factors which have coerced them to accept such menial jobs.

33. https://www.ncs.gov.in/documents/national%20classification%20of%20occupations%20_vol%20i-%202015.pdf

This reveals discrepancy between labour demand and the supply pattern, with surplus of Unskilled and Low Skilled workers and shortages at Higher Skill groups, thus questioning the employability of the huge working age population of India. The huge surplus of people in the working age, given their failure to get compatible jobs, may get absorbed in low productive distress segments of the unorganised sector; or even, continue to be engaged in family farms. On the other hand, new entrants into the labour market may initially accept jobs that require lower qualifications than those attained by the individual. As they gain experience and vocational skills, they secure employment that matches their education qualifications. Nonetheless, several empirical studies carried out in different countries found that over-education is a persistent feature of labour markets. There is considerable evidence that over-education affects labour market outcomes such as labour turnover, choice of occupation, job satisfaction and earnings (UNICEF, 2019)[34].

The skill gap problem of Indian graduates is also highlighted by the recently released, India Skill Report, 2021[35] prepared by Wheebox, in partnership with Taggd, CII and AICTE, AIU and UNDP. The national level employability assessment of 65,000 final year students across India identified that less than half (45.9%) of the graduates were employable, a decline from 46.2 per cent in 2020 and 47.4 per cent in 2019.

However, the work outcomes of young people also deviate significantly from the high aspirations they have about their careers. A major concern is that a large number of youth (nearly 4 in 10) do not make the transition to stable employment even when they are older – this means that the opportunity to earn a decent living will remain elusive to many for the rest of their lives. On average, youth fare worse than adults in the labour market.

Labour Market Policies/Programmes

The Indian government has made considerable efforts to provide adequate employment opportunities through several livelihood and welfare schemes such as National Rural and Urban Livelihood Mission, Mahatma Gandhi National Rural Employment Guarantee Scheme, Startup Village Entrepreneurship Programme, Johor, Employment Fair, Mudra, National Skills Mission the National Apprenticeship Promotion Scheme and so on.

(i) Prime Minister's Employment Generation Programme (PMEGP) run by Ministry of Micro, Small & Medium Enterprises. It is a credit-linked subsidy programme introduced by the government of India in 2008.

(ii) Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA). This Act (2005) gives legal guarantee of a hundred days of wage employment in a financial year to adult members of a rural household who demand employment and are willing to do unskilled manual work.

(iii) Pt. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) run by the Ministry of Rural Development. DDU-GKY was launched on 25 September 2014 with a view to transform the rural poor youth into an economically independent and globally relevant workforce.

(iv) Deen Dayal Antyodaya Yojana- National Urban Livelihoods Mission (DAY-NULM)

34. Unpacking School-to-Work Transition: Data and Evidence Synthesis © United Nations Children's Fund (UNICEF), New York, 2019

35. https://indiaeducationforum.org, India skill report, 2021

run by Ministry of Housing & Urban Affairs in 2013, with an aim to uplift the urban poor folks by enhancing sustainable livelihood opportunities through skill development.

(v) Pradhan Mantri Mudra Yojana (PMMY) has been initiated by Government for facilitating self-employment in 2015 by providing loans up to 10 lakh to the non-corporate, non-farm small/micro enterprises.

(vi) Pradhan Mantri Rojgar Protsahan Yojana has been initiated by the Ministry of Labour and Employment in the year 2016-17 for incentivising employers for employment generation.

Under Skill India Mission, Ministry of Skill Development and Entrepreneurship is implementing a flagship scheme known as Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2016-20 with an objective to provide skilling to one crore people under Short Term Training (STT), Recognition of Prior Learning (RPL) and Special Project (SP) across the country. Atmanirbhar Bharat Abhiyaan (Self-reliant India campaign) started in 2020 aims at making India global hub of manufacturing, services.

In addition, the Apprentices Act, was enacted in 1961 to facilitate not only employer-employee relations but also employer-education cooperation. Initially, the Act envisaged regulating the program of training of apprentices in the industry by utilising the facilities available therein for imparting on-the-job training. The Act was amended in 1973 to include training of graduate and diploma engineers as "Graduate" & "Technician" Apprentices, and amended in 1986 to bring within its purview the training of the 10+2 vocational stream as "Technician (Vocational)" Apprentices". Again the Act was amended in 2014 and 2019, with the introduction of the scheme for engineering and non-engineering students along with designated and optional trades and degree apprenticeships respectively[36].

Challenges and Suggestions

India experienced a decent growth rate during the last two decades, and still has the world's largest youth population. The positive development has been a growing enrolment of youth in higher secondary and tertiary level of education, which has resulted in better skilled employees and the proliferation of decent employment in many countries. However, the school to work transition has many serious issues and challenges in the country. Following are some of the key challenges and suggestions:

1. In the last two decades, the average economic growth rate of India has been decent but the country has not been unable to create enough new employment opportunities for the growing number of youth. The 2000-10 decade was often called as jobless growth period, and 2010-20 as job-loss growth period. It means the capacity of the economy to create enough jobs for the new entrants in the labour market is declining over time.

   There is a need to focus on labour intensive industries, where the demand of both semi-skilled and skilled youth is high. Active labour market policies need to be perused seriously, in order to judge the efficacy of and performances of current education vis a vis changing dynamics in the labour market governed by technology.

2. It is argued that if the available youth is properly skilled and absorbed in the labour market, it can contribute to the higher economic growth in the country.

36. https://www.nationalskillsnetwork.in/msde-invites-public-comments-on-amendments-in-apprentices-act-1961/

The country still has the largest youth population and that is expected to be available for the next decade. This poses an imminent challenge as well - of leveraging the potential of the abundant human resource.

3. The education provisioning at various levels of education is by both public and private providers and not uniform in its dispensations across institutions.

   There is a need to bring uniformity across institutions, so that employers receive correct signals about the education/skill level of the youth.

4. The statistical data collected by multiple agencies using different methodologies makes it impossible to get a bigger picture of the current labour market and education conditions. In particular, the data is either duplicate/incomplete or outdated with the lack of relevant information about the skill demand, available skills, and availability of jobs in public and private sector. There are several national level agencies such as Census, AIHES, DISE, ASER, NSSO, Ministry of HRD and many others who provide information on school infrastructure, teachers, enrolment, dropout, and education level of children and youth, and also employment and unemployment data. However, the same information about an indicator differs significantly, making it difficult to decide which one is correct. This shows complete lack of co-ordination among various data collection agencies.

   Proper coordination among the multiple data collection agencies is the need of the hour, to avoid duplicity, and wastage of government resources. The use of ICT should be highly encouraged in collection of timely and accurate information on education, skill and labour market in the country. This will not only benefit the policy makers, governments, educational institutions, but also employers, students and youth.

5. There is a significant increase in the unemployment rate for the youth, especially for women, highly educated and trained ones. Increasing joblessness among educated youth is a serious concern, particularly post-graduates and graduates. A paradoxical situation exists in the country, wherein, despite abundance of human capital, industries report that they are unable to fill vacancies due to lack of skilled workers. On the other hand, there is a huge unemployment problem among highly educated people. This is a two-way problem of employment and employability.

   Some common underlying causes of skill gaps and mismatches include: (i) poor skill foundations laid in early childhood and in basic education; (ii) barriers in accessing skill development opportunities in terms of cost, distance, entry requirements, and lack of alternative pathways; (iii) poor quality and weak market relevance of skill development systems; (iv) weak coordination, management and oversight; (v) inadequate and inefficient financing; (vi) lack of information and awareness of labour markets and misaligned study choices; and (vii) gender biases in informing study and work choices. These gaps need to be addressed on a priority basis.

6. The drop-out rate is nearly 20 per cent at the secondary level. The improvement in STW for the youth in the country will depend on the reduction in drop-out. The growing number of NEET is also posing a serious challenge, as the number has increased from 70 million to around 125 million in 2018-19. As 1 in every 3 youth are not in education, employment or training (NEET) and young women, in particular, constitute the bulk of youth in this situation, their status is driven less by unemployment and more by inactivity. This increasing number of NEET youth if not appropriately treated, would not only lead to economic loss for the country, but will

also result in disastrous social consequences in the future.

It is well documented that in India most of the schools are not providing educational and vocational counselling to their students. This could be one of the reasons for high drop out at secondary and higher secondary level. There are many students who are not able to join skill or vocational training in absence of proper information or counselling. One of the key reasons for high dropout rate at higher education is lack of interest in studies. In the absence of counselling and guidance, the NEET number is also growing. Therefore, proper counselling and guidance at school/college level and also at the local/community level is required to bring them into the mainstream. Information regarding career options at different education levels needs to be made available to the youth who are passing out of school, or are in the higher secondary levels in school.

7. An immense challenge that lies ahead is that of providing skill training, which will generate employment for millions entering the job market every year. One would imagine that the youth with 'industry relevant' formal vocational training would have better job prospects. But only around 3 per cent of the youth reported having received formal vocational/technical training in 2018-19, which is in sharp contrast to 50-80 per cent in developed nations. Around one –third of formally trained youth are unemployed.

   Does the low share of youth opting for vocational education/training mean that general education is a better option? The low demand for VET can be countered if the youth perceive a clear pathway between VET and employability. A robust accreditation system and placement options would help in this regard.

8. There are differences across gender, social groups and geographies as rural youth are more likely to be engaged in the informal sector and they tend to be in very low-quality jobs. Similarly, unemployment and NEET rates are higher among urban youth particularly among women compared to men, and youth belonging to the marginalised groups (SC/ST) are more vulnerable as they are mostly engaged in the informal sector, and are less educated. There is a huge regional difference (Annexure). Among those who are employed, more than 9 in 10 are in informal employment– evidenced by low earnings, low job satisfaction, and inadequate conditions of service for those in paid jobs (e.g. low medical insurance and social security coverage, lack of written contracts). The government welfare programmes are considered to provide them the better employment opportunities. However, the key challenges faced during the implementation include identification of right candidates and making them work-ready post training. The result is that a large number of youth who received training under various skilled development programmes did not manage to get any job and are engaged in the low paid informal sector.

   Skill training should be focused more on the skill required or relevant to local market demand and employment opportunities. Additionally, financial assistance with market linkage should be provided to the trainees for self-employment or local entrepreneurship activities. In addition, the provision of social security should be ensured for the informal sector workers, to provide them better working conditions.

9. There is an absence of coordination among government, industry and schools/college authorities. As per a recent report, the Indian labour market has only 0.1 per cent apprenticeship engagement, with just 25,000 employers out of 63 million enterprises engaging with about 0.4 million apprentices—which means just 16 apprentices being engaged with each employer. This indicates that private sector participation in youth STW transition is still very low, in spite of the existing apprenticeship act

and the introduction of corporate social responsibilities by the government[37].

A clear institutional pathway needs to be worked out for internship and apprenticeship. India has a huge potential of engagement of apprentices as 70,000 employers are registered with the apprenticeship portal[38]*. Degree apprenticeships are the future of learning, be it at educational institutions or at the workplace. The integrated approach between academia, youth and employers solves the youth un-employability problem by channelising youth towards formal employment through degree apprenticeships. Amendment in the Act should take cognisance of these facts, to hasten up the inclusion of more and more graduate unemployed youth, which have been rising over the years.*

Specific Suggestions Regarding Information Base

There is a need to collect skill demand database through periodic employer surveys.

The structure of the labour market in India is tilted towards high levels of informality and low productivity employment, with a substantial share of the workforce engaged in the subsistence agriculture sector, which requires largely low skilled or manual workforce. However, the changes in technology and labour market structure over time have led to the demand of analytical and high skilled workforce. This has resulted in the emergence of new form of jobs such as gig jobs, and a decline in routine/manual task jobs due to automation. In the process, many new decent jobs are being created that can absorb the new entrants. In this context, complete information of skill demands across the industry is necessary to train and re-train the available youth labour force in the country. The labour force surveys can guide policy for mid-course corrections.

Second, regular employer surveys need to be conducted to gather extensive data about employer needs and labour turnover. Also, employer surveys for informal sector employers, which is a major chunk in India, should also be undertaken in order to capture the entire picture of the labour market. Therefore, apart from periodic labour force survey, which is conducted annually by NSSO in India, an employer survey (skill demand surveys) should be done on a regular basis to track the demand of skills in the labour market.

There is a need to collect skill availability database through periodic skill mapping exercise.

The availability of skills among the youth as per the demand in the labour market is necessary for a smooth STW transition. In terms of educational attainment, the youth participation in school is rising with average years of schooling being at 10 years in 2018-19. On an average, an Indian youth is completing the secondary level of education. Looking beyond educational credentials, the available data suggests gaps in the cognitive, digital, and technical skills of youth; especially for those who belong to the marginalised groups and rural areas. There is also evidence of skill mis-matches, where educationally over-educated youth are present as per the tasks involved in the jobs. Therefore, details regarding skills are necessary to assess the skill gap as per the demand in the labour market. In India, the labour surveys and educational surveys provide information on the supply side or skill or educational level of youth. However, there is a lack of detailed skills information about the large poor population who are either engaged in the informal sector or are unemployed. The skill mapping exercise was conducted for the returning migrants by several states during the

37. https://www.financialexpress.com/education-2/apprentices-act-why-it-needs-reforms/2199243/

38. https://www.financialexpress.com/education-2/apprentices-act-why-it-needs-reforms/2199243/

recent COVID-19 pandemic. Such an exercise of skill mapping on a pan India basis at regular intervals is required to know the skill among the existing labour-force as per the demands of the employers. Accordingly, appropriate steps can also be taken by educational institutions and employers to absorb them in the labour market.

There is a need to collect and disseminate updated job stock data on a regular basis.

Another important issue for a smooth STW transition is the method of job search. Based on STW transition surveys in 23 LMICs, the average time for young people in low- and middle-income countries to find the first job is 17 months and it takes them 53 months to find their first stable employment. Young women and those with lower education have considerably longer search durations. At the same time, the high share of labour market inactivity among young women compared to young men, tells us that a significant number of them never enter the workforce after completing their education and despite having employment aspirations. They either lack information or networks to connect to the available jobs. Therefore, a regular exercise should be done to take stock of the jobs available, along with their requirements, both in the public and private sector. This information on a periodic basis should be available on the public domain and should also be easily accessible to the prospective candidate.

There is a need of continuous engagement or dialogue with employers, particularly in education/ training/ employment for youth, through apprenticeships, internships, placement, meetings, workshops, and seminars.

Informal and formal employers need to be engaged with a supportive environment. There is need of co-ordination among employers, government, and with authorities from schools/ colleges and other training institutions. The process can also be through apprenticeships or internship or summer placement of the candidates to the prospective employers. Complete information of prospective employers both from the private and public sector should be available through school/college authorities, to make the necessary arrangements. In this context, information and regular interactions of students with industry people and prospective employers should be arranged by either school/college authorities or the government by conducting seminar, meetings, workshops, or industry visits. Government role is critical to bring employer/industry and school/college authorities together to support the system of STW transition. Ensuring private sector employers' participation in education and training through apprenticeship engagement is important.

There is a need to collect information on successful micro-level STW transition programmes and scale it up.

There are several specific programmes designed and implemented with special features that are consistently associated with higher effectiveness for SWT transition. These include comprehensive counselling and assistance that provide a diversified package of interventions. These correspond to multiple constraints faced by the beneficiaries such as programmes that combine classroom training, internship/work experience, job search assistance, counselling and life skills training, or entrepreneurship. These combined with finance and/or mentoring/technical advice to the target population (youth, women particularly those who belong to the SC/ST category and poor) ensure a smooth transition to the labour market. There is a need to collect such cases and successful programmes at national and regional levels. These successful schemes can then be scaled up at a national level or in other parts of the country like DISHA, initiated by UNDP in partnership with state governments in some select states. This programme has successfully empowered thousands of marginalised women through skilling and education, job placement, and promotion of entrepreneurial activities.

Annexure

Data and Information on Education

Departments of School/Higher Education, Ministry of Human Resource Development Reports

1. Education in India- Annual discontinued
2. Selected Educational Statistics - Annual
3. Statistics of School Education- Annual
4. Statistics of Higher and Technical Education- Annual
5. Handbook of Education and Allied Statistics - Occasional
6. National Level Educational Statistics at a Glance- Annual
7. Educational Statistics at a Glance- Annual
8. Analysis of Budget Expenditure on Education
9. Financial Statistics of Education Sector-- Annual
10. Allocation of Plan Expenditure during FYPs
11. Results of High School and Higher Secondary Examinations-- Annual
12. Foreign Students Studying in Indian Universities-- Occasional
13. Indian Students and Trainees Going Abroad-- Annual
14. Annual Report of the MHRD—Annual

These reports provide state-wise information on educational institutions, by level of educatoin, enrolments rate by social groups, and ender, teachers, pupil-teacher ratios, gross enrolment ratios, and a one-page information on state-wise plan and non-plan budget expenditure on education. Budget reports provide information on actual, revised and budget estimates on various categories for three consecutive years.

All India Survey on Higher Education (AISHE): (annual)

This creates a database to assess the status of tertiary education in the country. profile of higher education institutions, including profiles of teachers, non-teaching staff, academic programmes conducted by school/centre/department/faculty, intake/enrolment in higher education institutions, examination results and receipt and expenditures of higher education institutions.

National Council of Educational Research and Training Reports

All-India Educational Surveys:

This provides information on schooling facilities and other related aspects. The class-wise and gender-wise enrolment of children by age in urban and rural areas; number of teachers by gender and by qualifications; attrition rate of teachers in primary, middle, secondary and higher secondary schools; schools offering vocational courses, enrolment in vocational classes, availability of workshop facilities and qualification of teachers, etc.

National University of Educational Planning and Administration (NUEPA) reports

The District Information System for Education (DISE):

This provides information on *School profile,* including their location, management, type, size of school funds, staffing pattern, medium of instructions, number of instructional days, mode of evaluation of learning achievements, etc.; *Availability of physical facilities and equipment in the school*, which included information on status of school building and related infrastructure like drinking water and toilet facilities, playgrounds, boundary wall, library, IT infrastructure and computer aided learning facilities, rooms for extracurricular activities and teaching staff, disabled friendly infrastructure, etc.; *Mid-day-Meal information*, that included data on availability of noon meal, related infrastructure and staff for effective implementation of the scheme at the school level; *Profile of teachers and part-time instructors*, including information on social background of teachers, their employment status, educational and professional qualifications, teaching experience, training status, classes and subjects taught, providing a rich database on teachers in elementary education sub-sector; and Enrolment, attendance and repeaters by location, age, grade, sex and social category. Some of the major NUEPA reports are: Flash Statistics (annual); Elementary Education in India (annual); Analytical Reports on Elementary Education in India, separate volumes for rural and urban India (annual); State Report Cards on Elementary Education (annual); District Report Cards on Elementary Education (annual); School Report Cards (annual); and Analytical Tables on Elementary Education in India.

The Secondary Management Information System for Education (SEMIS):

The SEMIS collected information on several aspects of secondary education and provides the following: *School profile*, including information on location, management, sources of funding, size of the school in terms of lowest and highest grades, school type, language of instruction, stream-wise courses offered at higher secondary level, composition of SDMC, etc.; *Enrolment and repeaters* by grade, study stream, age, sex, social category and minority status, and enrolment and repeaters of physically challenged children; *Teacher provision*, including data on sanctioned posts and teachers in position by sex and subject specialization, distribution of teachers by their highest educational qualifications and training status, etc.; *Infrastructure and teaching-learning facilities,* including information on the condition of the school building, its classrooms and other rooms and ancillary facilities like drinking water and toilets, other infrastructure like boundary wall, playground, common rooms for teachers and staff, activity rooms, science and computer labs, electricity, telephone and internet connectivity, furniture for teachers, staff and students,, etc.; *Provision of non-teaching staff*, particularly office staff, lab and library attendants and watchman; *Examination results*, including data on number of regular students who appeared and passed out board exams at secondary and higher secondary levels; distribution of secondary and higher secondary level graduates by range of marks secured in the exam, etc.; and *Receipts and expenditure at the school level*, which included data on civil works, annual school grants, minor repair/maintenance grants, grants for sports equipment, expenditure on excursion trip for students and study tours outside the state and remedial teaching.

The Unified District Information System for Education (U-DISE)

Following the recommendations of the Sathyam Committee (2008) and the Expert Group headed by R. Govinda (2011), both the DISE and the SEMIS were merged to create U-DISE, which has been implemented since 2012-13. The major difference between the DISE/SEMIS and UDISE is that while the former used to take a given level/section of school education as the unit for data collection, viz., primary, upper primary, secondary and higher secondary, the later took the school/ institution as the unit for data collection.

National Sample Survey Organisation-Reports

National Sample Survey Organisation (NSSO) regularly conducts Social Consumption Surveys based on a large national sample of households and some specific surveys that focus on education. In addition, the employment and unemployment round or periodic labour force surveys also provide information on education and vocational training. The NSSO surveys on education provide valuable information on a number of characteristics: Children currently attending schools in various age-groups, Children who are never enrolled in schools, Data on working children, Reasons for non/never enrolment and drop-outs, Population by the status of literacy, General and vocational educational attainment of population, Educational attainment of workforce, Workforce participation by educational levels, Employment/unemployment status of educated persons, Household expenditure on education, and Socio-economic profile of students, etc.

In contrast to the data collected by the MHRD and also the NCERT, the data generated by the NSSO are based on household surveys (like the Census reports), and hence they are generally believed to be yielding more realistic estimates of enrolment/non-enrolment status of children and other aspects of education situation in the country.

Office of the Registrar General of India (Census of India)

The population census is the most comprehensive source of information on a few important educational aspects of the population. The census is based on a national survey conducted once every ten years of all the households in the country, and information is available at village, district, and state levels. Nowadays, the data are also made available through electronic media and hence even data at different disaggregated levels could be accessed.12 important aspects on which information is available in census reports include the following: Distribution of population by single year age, Number of literates and literacy (and also illiterates and illiteracy) rates, Levels of educational attainment of population, Work force participation of educated manpower, Participation of children in schooling (and other activities), and Selected data on the number of schools (and other amenities) by villages, etc.

Other Databases on Education and Employment

The International Institute of Population Studies (IIPS) has conducted in the recent past three rounds of National Family and Health Survey (NFHS) which yielded valuable data on education to estimate enrolment/non-enrolment rates of children in schools and educational attainment of population in major states and India.

The National Council of Applied Economic Research (NCAER) conducted a human development survey in rural India and produced valuable data sets on education status of rural children in India. Annual Status of Education Report (ASER) is an annual survey that aims to provide reliable estimates of children's enrolment and basic learning levels for each district and state in India. The ASER Centre approach has its roots in Pratham's work across urban and rural India to help children acquire basic skills in reading and arithmetic. ASER Centre was established as an autonomous unit within the Pratham network in 2008. ASER has been conducted every year since 2005 in all rural districts of India. It is the largest citizen-led survey in India. It is also the only annual source of information on children's learning outcomes available in India today. Unlike most other large-scale learning assessments, ASER is a household-based rather than school-based survey. This design enables all children to be included – those who have never been to school or have dropped out, as well as those who are in government schools, private schools, religious schools or anywhere else.

Data and Information on Labour Market

Directorate General of Employment and Training (DGET): Employment Exchange Statistics

The Directorate General of Employment and Training (DGE&T) has also been collecting statistics for the organised sector of the economy covering: (a) all establishments in the public sector (except defence establishments and armed forces) and, (b) non-agricultural establishments in the private sector, employing 10 or more workers. The programme provides information at short intervals about the structure of employment in the public and private sectors and also helps monitor changes in the levels of employment, disseminating information on types of jobs, extent of demand and qualifications that employers have set so that job seekers are informed of various job requirements.

The DGE&T brings out a number of publications such as the Quarterly Employment Review, Quick Estimates of Employment in the Organised Sector (Quarterly), Employment Review (Annual), Occupational-Educational Pattern of Employees in India (for public sector and private sector in alternate years), Employment Exchange Statistics (Annual), Apprenticeship Training in India (Annual) and Census of Central Government Employees. However, there is very little clarity on the data generating process and reliability of the data.

Administrative Data

The government has started to report administrative data relating to payrolls, social security systems and provident fund for compiling information about the labour market. The first such series was released in January 2018 pertaining to the time period April 2017 to November 2017. Since then, the series has been released on a monthly basis providing age wise payroll data for Employees Provident Fund Organisation (EPFO), Employees State Insurance Corporation (ESIC) and National Pension Scheme (NPS). Payroll databases are widely used in advanced economies to gauge the employment situation and provide a count of formal jobs. The introduction of these databases in India is indeed a significant initiative.

Private Data Sources

The Centre for Monitoring Indian Economy (CMIE), a private agency, has also begun tracking unemployment since January 2016. They have been compiling an unemployment database that contains detailed information on the employment and unemployment status of the members residing in all households in their Consumer Pyramids sample. The surveys are referred to as the Consumer Pyramids Household Surveys (CPHS). Employment estimates are based on consecutive waves of CPHS by tracking a panel of households. Each wave is executed over a period of four months and there are three waves in a year. Complete demographic data of all households in the Consumer Pyramids sample is collected thrice in a year. This contains detailed information on age, gender, religion, caste, state of origin, occupation, literacy, education level and discipline in case of higher education, status of health and financial inclusion of the individuals who reside in households. The key variable of interest vis-à-vis employment estimates is the employment status of the member of the household. The status is recorded as one of the following: Employed; Unemployed, willing to work and actively looking for a job; Unemployed, willing to work and not actively looking for a job; Unemployed, not willing to work and not actively looking for a job.

Census and Survey of Establishments

The household surveys, enterprise or establishment surveys which compile data from the workplace are an important source of employment data. By collecting data from worksites, they provide a more detailed picture of the industry structure of employment and characteristics of enterprises. In household surveys, where the respondent is the household head or member (who may not be the worker in question) obtaining correct information of the characteristics of the enterprise in which the worker works is challenging. Although agriculture is a sector that employs a significant part of the rural workforce, as farmers cultivating their own farms, enterprise surveys typically cover activities other than agriculture. As mentioned before, there are two key enterprise surveys in India.

The first is MoSPI's Annual Survey of Industries (ASI). It is the main source of industrial statistics in India and provides detailed information annually on the growth, composition and structure of the organized manufacturing sector (comprising activities related to manufacturing processes, repair services, gas and water supply and cold storage). Total persons engaged is defined as production workers (sum of workers hired directly and contract workers), supervisory and managerial staff and all working proprietors and their family members who are actively engaged in the work of the factory even without any pay, and the unpaid members of the co-operative societies who worked in or for the factory in any direct and productive capacity. Importantly, the number of workers or employees is an average number computed by dividing total man-days worked in the factory by the number of days the factory had worked during the reference year. The total number of man-days worked during a month is in turn obtained by summing up the number of workers in each shift over all the shifts worked on all working days during a month.

The second main enterprise survey is the NSSO's Enterprise Survey of Unincorporated Enterprises. The surveys are conducted quinquennially (every 5 years) and have typically covered the manufacturing sector. The NSSO classifies unregistered firms into three categories (a) own-account manufacturing enterprises (OAMEs) i.e. those that operate without any hired worker employed on a fairly regular basis, (b) non-directory manufacturing establishments (NDMEs) i.e. those that employ fewer than six workers (household and hired workers taken together), and (c) directory manufacturing establishments (DMEs) i.e. those that employ a total of six or more household members and hired workers. The significance of this survey stems from the fact that it takes into account the self-employed and employment in establishments with less than 10 workers, which most other surveys fail to take into account.

Labour Market Surveys

To get a holistic picture of India's dualistic labour markets, households' surveys are the most widely used to generate employment estimates. Given their ability to capture both the organised and unorganised sector, particularly the self-employed, they provide the most comprehensive data on the employment situation in the country. The main objective of the Employment and Unemployment Surveys (EUS) conducted by NSSO at periodic interval since 1972-73 is to get estimates of level parameters of various labour force characteristics at the national and State/UT level. Further, the periodic labour force surveys have annually started collecting data on labour market information from 2017-18. The broad characteristics are households information, employment, unemployment, status of employment, industry of employment, occupations, and wage/earning etc.

Some Limitations

There are differences even in the case of enrolments given in the *Education in India* and *Selected Educational Statistics*. Secondly, how far are the educational statistics published by the MHRD reliable? It is widely opined that the statistics on enrolments given in the MHRD publications and also a few other publications (e.g., NUEPA) that rely on data collected from schools, could be over-biased, as schools tend to over report enrolments with a view to (a) get more teaching posts, (b) get more other enrolment dependent grants and incentives under various education development schemes, (c) give a false idea of rapid progress in enrolment drives and towards reaching the goal of universalisation of elementary education. As a result, the statistics on not only enrolments, but also on pupil-teacher ratios, wastage/dropout rates etc., are subject to suspicion. The all India educational survey data is not fully computerised.

Occupational Classification of Workers by Skill Level in India

NCO 2004	Title	Skill level
1	Legislators, Senior Officials & Managers	Not Defined *
2	Professionals	IV
3	Technicians & Associate Professionals	III
4	Clerks	II
5	Service Workers, Shop & Market Sales Workers	II
6	Skilled Agricultural & Fishery Workers	II
7	Craft & Related Trades Workers	II
8	Plant & Machine Operators and Assemblers	II
9	Elementary Occupations	I

Economy

Per Capita Net State Domestic Product (at Current prices)

State/UT	2018-19
Goa	430,081
Sikkim	380,926
Delhi	358,430
Chandigarh	320,300
Haryana	236,147
Puducherry	220,461
Karnataka	212,477
Telangana	204,488
Kerala	204,105
Uttarakhand	198,738
Gujarat	195,845
Tamil Nadu	193,964
Maharashtra	191,736
Himachal Pradesh	183,108
Punjab	154,313
Andhra Pradesh	151,173
Mizoram	147,602
Arunachal Pradesh	139,588
Nagaland	116,882
Tripura	112,849
Rajasthan	110,606
West Bengal	101,138
Orissa	99,196
Chhattisgarh	92,413
Jammu & Kashmir	92,347
Madhya Pradesh	90,165
Meghalaya	84,725
Assam	82,837
Manipur	75,226
Jharkhand	73,155
Uttar Pradesh	66,512
Bihar	40,982
All-India	126,521

Source: RBI, Statistics

Distribution of State Gross Value Added by Economic Activity, 2018-19

	Agriculture	Industry	Manufacturing	Construction	Services	Total
Andhra Pradesh	18	29	12	9	53	100
Arunachal Pradesh	16	31	4	13	53	100
Assam	13	38	13	10	49	100
Bihar	14	20	8	10	66	100
Chandigarh	0	11	3	5	89	100
Chhattisgarh	13	46	14	14	40	100
Delhi	0	15	5	5	85	100
Goa	3	57	44	4	40	100
Gujarat	9	53	39	6	38	100
Haryana	11	34	22	8	55	100
Himachal Pradesh	7	47	31	8	46	100
Jammu and Kashmir	11	24	9	9	65	100
Jharkhand	9	42	22	10	49	100
Karnataka	8	24	16	6	67	100
Kerala	5	27	11	14	68	100
Madhya Pradesh	33	26	10	9	42	100
Maharashtra	6	32	20	6	62	100
Manipur	18	14	3	9	68	100
Meghalaya	11	25	10	9	64	100
Mizoram	11	29	1	11	59	100
Nagaland	22	14	2	10	64	100
Odisha	13	43	21	8	44	100
Puducherry	1	49	31	14	50	100
Punjab	19	28	16	8	53	100
Rajasthan	13	34	12	9	53	100
Sikkim	8	64	46	4	28	100
Tamil Nadu	6	36	22	12	58	100
Telangana	7	23	13	5	70	100
Tripura	21	26	4	7	53	100
Uttar Pradesh	17	31	16	11	52	100
Uttarakhand	5	53	39	8	42	100
West Bengal	15	24	14	8	61	100

Source: RBI, Statistics

Population

Broad Age-Wise Distribution of Population (%) Across States 2021

	2021					
	0-4	5-14	15-29	30-44	45-59	60 +
J&K	6.3	17.3	29.3	22.6	15	9.4
HP	6.3	14.3	25.1	23.6	17.6	13.1
Punjab	6.4	13.9	26.2	24.2	16.8	12.6
Uttarakhand	7.6	16.1	29.2	22	14.4	10.7
Haryana	8.3	16.7	27.8	22.9	14.5	9.9
Delhi	7	14.8	28.2	24.8	15.9	9.2
Rajasthan	9.7	19.5	28.7	20.3	13.3	8.5
UP	10.3	19.9	29.9	19.3	12.5	8.1
Bihar	11	22.6	28.8	17.8	12.2	7.7
Assam	8.6	18.1	27.8	22.3	14.9	8.2
West Bengal	6.5	14.6	26.2	23.7	17.7	11.3
Jharkhand	9.5	19.6	29.1	20.1	13.4	8.4
Odisha	7.6	16	25.4	22.3	16.9	11.7
Chhattisgarh	9.3	18.5	27.7	21	14.8	8.7
MP	10	19.4	27.7	20.6	14	8.5
Gujarat	8.3	16.4	26.4	22.7	15.8	10.2
Maharashtra	6.8	14.9	26.1	24.1	16.6	11.6
Andhra Pradesh	6.5	14	25.1	24.3	17.7	12.3
Karnataka	7	15.1	25.3	24.3	16.8	11.5
Kerala	6.5	13.9	22.1	21.5	19.5	16.5
Tamil Nadu	6.2	13.7	23.2	24.2	19	13.7
Telangana	6.9	14.6	26.4	24.6	16.5	11
NE excluding Assam	7.2	16.4	29.2	23.5	14.9	8.8

Source: Report of the technical group on population projections, 2020, Ministry of Health and Family Welfare

Broad Age-Wise Distribution of Population (%) Across States 2031

	2031					
Age group	0-4	5-19	15-29	30-44	45-59	60 +
J&K	6.2	11.7	25.4	25.2	18.2	13.3
HP	5.3	11.7	21.4	24.3	20.3	17.1
Punjab	5.3	11.9	21.5	25.6	19.5	16.3
Uttarakhand	6.5	13.8	23.9	25.9	16.7	13.2
Haryana	6.6	14.6	24.4	24.9	17.1	12.3
Delhi	6.3	13	24.3	25.7	18.4	12.5
Rajasthan	7.6	16.7	25.8	23.4	15.2	11.3
UP	7.6	17.4	26.3	24.1	14.5	10.2
Bihar	10.1	19.1	27.7	20	13.5	9.6
Assam	7.4	15.3	24.8	23.5	17.4	11.7
West Bengal	5.5	12.1	21.6	25.1	20	15.6
Jharkhand	8.1	16.7	26.5	22.7	15.2	10.7
Odisha	6.7	13.9	21.9	22.7	19	15.8
Chhattisgarh	7.5	16.3	25.2	23.3	16.1	11.8
MP	7.9	17.2	25.3	22.9	15.7	11.2
Gujarat	6.8	14.8	23.4	23.6	17.8	13.6
Maharashtra	5.6	12.5	22.5	24.9	19.6	15
Andhra Pradesh	5.2	12	21	24.6	20.8	16.4
Karnataka	5.8	12.7	22.2	24.4	19.8	14.9
Kerala	6	12.4	20	21.1	19.6	20.9
Tamil Nadu	5.2	11.6	20.4	23.2	21.5	18.2
Telangana	5.4	12.6	21.7	25.3	20.5	14.6
NE excluding Assam	6.7	13.2	23.8	25.5	18.1	12.8

Source: Report of the technical group on population projections, 2020, Ministry of Health and Family Welfare

Broad Age-Wise Distribution of Population (%) Across States 2036

	2036					
Age group	**0-4**	**5-14**	**15-29**	**30-44**	**45-59**	**60 +**
J&K	5.9	11.8	21	26	19.7	15.5
HP	4.9	10.8	19.5	23.6	21.5	19.6
Punjab	4.9	11	19.9	24.5	21.4	18.3
Uttarakhand	5.9	12.9	21.9	25.9	18.6	14.9
Haryana	6.2	13.2	23.4	24.5	18.7	14
Delhi	6	12.5	22.8	25.2	19.3	14.1
Rajasthan	7	15.1	24.6	24	16.7	12.8
UP	6.8	15.2	25.1	25.1	16.1	11.9
Bihar	9.1	18.6	25.5	22.1	13.8	11
Assam	6.8	14.3	22.9	23.8	18.5	13.6
West Bengal	5	11.2	19.6	24.4	21.5	18.2
Jharkhand	7.4	15.6	24.5	24.2	16.1	12.2
Odisha	6.3	13.2	20.2	22.3	20	18.1
Chhattisgarh	7	14.8	24.2	23.6	17.2	13.3
MP	7.2	15.5	24.7	23.2	16.7	12.8
Gujarat	6.3	13.6	22.6	23.3	18.8	15.4
Maharashtra	5.2	11.5	21	24.2	21	17.2
Andhra Pradesh	4.8	10.9	19.6	23.6	22.2	19
Karnataka	5.5	11.7	20.8	23.4	21.3	17.2
Kerala	5.7	12	19.2	20.6	19.7	22.8
Tamilnadu	4.8	10.7	19.1	22.1	22.4	20.8
Telangana	4.9	11.3	20.2	24.4	22.1	17.1
NE excluding Assam	6.1	12.9	20.7	25.3	19.9	15

Source: Report of the technical group on population projections, 2020, Ministry of Health and Family Welfare

Education Level of Children and Youth

State-wise: Educational level among Youth-2018-19

	Not literate	Literate below primary	Primary	Middle	Secondary	Higher secondary	Graduate and above	Total
A & N Island	0.5	2.7	8.6	15.5	16.2	39.3	17.1	100
Andhra Pradesh	6.6	2.5	9.3	16.6	27.0	22.2	15.7	100
Arunachal Pradesh	4.4	1.9	5.7	36.4	21.7	22.0	7.9	100
Assam	4.6	5.0	15.4	32.5	21.9	13.4	7.2	100
Bihar	14.2	4.5	11.1	26.3	21.9	15.2	6.8	100
Chandigarh	2.8	0.3	6.4	15.6	19.2	27.7	27.9	100
Chhattisgarh	4.0	1.8	8.7	36.7	21.4	20.4	7.1	100
D & N Haveli	5.8	5.0	3.3	40.0	21.5	16.3	8.0	100
Daman & Diu	6.7	0.0	8.7	39.3	21.6	21.0	2.7	100
Delhi	7.0	1.9	7.5	20.4	15.9	20.1	27.1	100
Goa	2.4	0.2	3.4	22.3	18.8	32.4	20.5	100
Gujarat	5.2	2.2	9.2	31.0	17.1	19.7	15.5	100
Haryana	3.1	1.7	9.7	23.0	18.4	28.4	15.7	100
Himachal Pradesh	1.5	1.2	3.4	14.1	27.0	39.2	13.6	100
Jammu & Kashmir	4.5	0.9	6.6	31.9	20.8	19.4	15.8	100
Jharkhand	11.7	4.5	10.8	25.1	19.8	18.7	9.4	100
Karnataka	4.7	2.4	5.2	21.2	28.0	23.5	15.0	100
Kerala	0.6	0.1	0.7	10.6	26.5	41.2	20.5	100
Lakshadweep	1.4	0.6	2.2	11.6	26.6	44.4	13.2	100
Madhya Pradesh	7.0	4.1	12.8	34.5	16.7	15.9	9.0	100
Maharashtra	3.6	2.0	5.6	24.0	21.5	28.4	15.0	100
Manipur	2.1	0.6	7.8	27.5	21.7	24.3	16.1	100
Meghalaya	2.8	7.4	14.1	41.9	15.5	12.2	6.0	100
Mizoram	0.1	1.2	7.1	33.2	22.6	24.0	11.9	100
Nagaland	0.1	1.2	10.1	29.7	26.3	21.8	10.9	100
Odisha	6.7	4.4	11.1	31.1	23.5	14.7	8.5	100
Puducherry	0.8	0.6	3.0	12.1	16.3	38.1	29.0	100
Punjab	5.8	1.9	10.9	23.1	19.4	26.3	12.5	100
Rajasthan	10.0	2.8	11.7	24.9	17.1	18.4	15.1	100
Sikkim	0.2	3.0	12.8	36.6	22.9	17.6	6.8	100
Tamil Nadu	0.7	0.6	4.4	14.9	20.4	35.7	23.2	100
Telangana	4.9	1.0	4.1	15.3	26.4	25.5	22.9	100
Tripura	0.2	3.3	13.1	43.4	16.3	15.4	8.3	100
Uttar Pradesh	10.7	2.0	11.0	24.0	17.7	20.3	14.3	100
Uttarakhand	5.7	1.6	6.7	23.5	21.4	27.2	13.9	100
West Bengal	4.5	5.0	16.5	27.5	19.4	17.8	9.2	100
All India	6.9	2.7	9.7	24.8	20.4	21.8	13.6	100

Source: Department of Higher Education, Ministry of Education, Government of India

Age-Specific Enrolment: 2018-19

	Primary (I-V)			Upper Primary (VI-VIII)			Secondary (IX-X)			Higher Secondary (XI-XII)		
Location	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Andaman & Nicobar Islands	80.2	75.1	77.5	79.0	74.6	76.7	68.4	60.6	68.3	53.7	45.9	52.7
Andhra Pradesh	90.7	94.3	92.6	86.5	89.0	87.7	70.3	71.9	71.1	31.8	33.1	32.4
Arunachal Pradesh	93.0	92.2	93.2	86.8	82.7	84.7	74.5	69.1	71.7	42.0	40.6	41.3
Assam	100.0	100.0	100.0	89.9	82.2	86.0	75.6	64.7	70.0	33.2	31.3	32.3
Bihar	92.5	89.3	90.8	92.2	84.4	88.2	49.3	45.4	47.3	18.0	17.3	17.6
Chandigarh	87.0	78.4	82.2	100.0	99.1	100.0	97.5	86.7	91.2	77.3	69.9	71.5
Chhattisgarh	92.2	91.9	92.1	94.0	93.4	93.7	83.3	75.9	79.5	53.8	46.9	50.3
Dadra & Nagar Haveli	95.6	92.1	91.5	100.0	95.5	97.9	85.0	82.4	83.6	49.8	40.2	44.3
Daman & Diu	81.0	82.3	81.7	82.5	80.7	88.3	72.7	64.2	76.5	44.0	28.2	33.9
Delhi	100.0	100.0	100.0	100.0	100.0	100.0	100.0	96.9	99.7	67.2	58.8	62.6
Goa	95.9	90.4	93.0	92.5	92.6	92.5	86.7	83.4	86.6	69.7	63.3	66.4
Gujarat	90.4	88.3	89.3	88.1	89.3	88.7	66.2	75.3	71.1	37.5	41.2	39.5
Haryana	95.2	95.3	95.3	95.8	97.4	96.7	81.1	83.9	82.7	45.5	49.4	47.7
Himachal Pradesh	100.0	100.0	100.0	98.8	97.0	97.8	93.1	91.1	92.1	64.4	62.4	63.3
Jammu And Kashmir	79.5	76.2	77.8	64.2	62.0	63.0	48.9	47.6	48.1	30.6	31.4	31.1
Jharkhand	96.2	97.4	96.8	86.9	84.3	85.6	67.1	63.5	65.4	31.3	29.3	30.3
Karnataka	100.0	100.0	100.0	95.6	97.5	96.5	67.7	69.4	68.6	43.9	38.3	41.0
Kerala	94.3	94.5	94.4	96.7	97.1	96.9	94.9	94.3	94.6	71.1	64.6	67.8
Lakshadweep	79.1	82.3	80.7	71.5	67.5	69.5	100.0	93.0	65.3	45.8	84.7	58.8
Madhya Pradesh	83.1	83.7	83.4	87.7	90.1	88.9	69.0	73.5	71.4	41.3	43.8	42.6
Maharashtra	97.4	97.1	97.2	95.1	96.0	95.6	87.3	88.6	88.0	64.3	66.5	65.5
Manipur	100.0	100.0	100.0	91.1	88.2	89.6	71.2	67.5	68.7	41.5	44.9	43.2
Meghalaya	100.0	100.0	100.0	100.0	100.0	100.0	100.0	86.9	94.3	66.7	56.9	61.7
Mizoram	100.0	100.0	100.0	100.0	100.0	100.0	96.9	94.3	97.7	67.9	65.4	66.6
Nagaland	77.4	75.2	76.7	72.9	69.1	71.4	64.7	58.6	61.5	40.6	35.9	37.8
Odisha	76.8	76.7	76.7	92.9	95.4	94.2	83.7	86.9	85.3	62.2	60.0	61.1
Pondicherry	86.3	83.8	85.0	85.7	82.8	84.2	84.1	74.3	79.0	52.6	42.7	47.4
Punjab	81.4	77.3	79.2	100.0	100.0	100.0	93.9	92.4	93.1	79.2	77.0	78.0
Rajasthan	90.6	91.1	90.8	85.5	91.7	88.7	73.2	82.2	77.9	48.2	56.2	52.4
Sikkim	81.6	83.6	81.0	79.9	81.5	80.7	85.8	84.4	85.1	68.9	60.9	64.9
Tamil Nadu	90.1	89.3	89.7	95.5	95.5	95.5	92.2	90.6	91.4	83.5	72.5	77.9
Telangana	100.0	100.0	100.0	92.1	91.9	92.0	71.7	72.5	72.2	47.3	46.4	46.8
Tripura	100.0	100.0	100.0	96.3	93.3	94.7	88.7	82.0	85.2	42.7	40.7	41.6
Uttar Pradesh	98.9	94.8	96.7	78.3	76.1	77.1	61.0	62.9	62.0	35.1	36.4	35.8
Uttarakhand	100.0	100.0	100.0	97.3	96.6	96.9	84.9	81.9	83.3	54.9	51.4	52.9
West Bengal	100.0	100.0	100.0	90.6	84.3	87.4	89.3	73.3	81.1	54.8	43.9	49.2
All India	95.0	93.6	94.3	89.2	88.0	88.6	72.3	72.0	72.1	45.1	44.2	44.6

Source: Department of Higher Education, Ministry of Education, Government of India

Drop-Out Rate: 2018-19

		Drop Out Rate Primary (I-V)			Drop Out Upper Primary (VI-VIII)			Drop Out Secondary (IX-X)		
Location	Social Category	Girls	Boys	Overall	Girls	Boys	Overall	Girls	Boys	Overall
Andaman & Nicobar Islands	General	2.6	2.0	2.3	1.0	1.1	1.0	19.1	27.7	23.5
Andhra Pradesh	General	0.0	0.0	0.0	0.0	0.5	0.1	17.4	20.8	19.2
Arunachal Pradesh	General	12.0	12.2	12.1	9.5	12.6	11.1	43.1	45.1	44.1
Assam	General	1.0	2.7	1.9	1.9	4.9	3.3	32.4	29.3	30.9
Bihar	General	1.2	3.1	2.2	6.1	6.0	6.0	15.5	11.9	13.7
Chandigarh	General	0.0	0.0	0.0	2.8	1.2	1.9	3.4	4.6	4.1
Chhattisgarh	General	3.5	0.4	1.9	4.3	4.5	4.4	8.8	13.8	11.4
Dadra & Nagar Haveli	General	0.0	0.0	0.0	2.4	2.7	2.6	11.2	17.7	14.8
Daman & Diu	General	0.0	0.0	0.0	2.2	2.8	2.5	20.5	25.1	23.0
Delhi	General	0.0	0.0	0.0	2.3	2.8	2.5	15.0	16.9	16.0
Goa	General	3.8	3.5	3.6	2.0	1.6	1.8	10.0	15.9	13.1
Gujarat	General	0.0	0.0	0.0	0.0	0.0	0.0	9.5	15.3	12.8
Haryana	General	0.0	0.0	0.0	0.0	0.0	0.0	8.4	10.7	9.7
Himachal Pradesh	General	0.3	0.0	0.1	1.0	1.3	1.2	4.7	7.7	6.3
Jammu And Kashmir	General	3.3	3.4	3.3	3.4	2.8	3.1	14.3	14.4	14.3
Jharkhand	General	0.0	0.0	0.0	0.0	1.7	0.0	0.0	0.0	0.0
Karnataka	General	2.5	2.2	2.3	6.5	6.0	6.2	45.7	48.0	46.9
Kerala	General	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0
Lakshadweep	General	46.2	16.7	36.8	0.0	0.0	0.0	40.0	66.7	50.0
Madhya Pradesh	General	5.0	5.4	5.2	4.7	3.4	4.0	15.9	17.3	16.6
Maharashtra	General	0.1	0.1	0.1	0.9	0.5	0.7	9.2	10.5	9.9
Manipur	General	0.7	3.7	2.3	0.0	0.2	0.0	1.4	1.1	1.2
Meghalaya	General	14.7	14.9	14.8	8.4	7.4	7.9	19.7	20.9	20.3
Mizoram	General	27.5	25.8	26.6	0.0	0.0	0.0	65.2	58.9	62.2
Nagaland	General	0.0	0.0	0.0	0.0	4.0	0.8	17.8	24.2	21.4
Odisha	General	5.0	3.2	4.0	1.0	0.7	0.8	0.0	0.0	0.0
Pondicherry	General	7.0	52.4	36.5	0.0	40.4	22.7	0.0	42.4	22.6
Punjab	General	1.1	1.0	1.0	2.5	2.3	2.4	6.8	10.1	8.7
Rajasthan	General	6.1	6.7	6.4	6.2	4.8	5.4	11.3	9.8	10.5
Sikkim	General	4.0	2.4	3.2	7.7	5.3	6.5	21.5	26.6	24.1
Tamil Nadu	General	4.4	1.9	3.1	15.3	12.3	13.8	12.4	16.4	14.4
Telangana	General	0.0	0.0	0.0	0.4	0.0	0.0	19.3	21.9	20.6
Tripura	General	0.8	3.8	2.3	0.0	1.8	0.0	22.8	19.9	21.4
Uttar Pradesh	General	17.2	14.9	16.0	8.9	1.7	5.2	15.9	13.3	14.5
Uttarakhand	General	0.2	0.0	0.1	0.7	1.3	1.0	7.3	8.9	8.2
West Bengal	General	4.7	5.9	5.3	0.5	4.4	2.4	18.3	17.1	17.8

		Drop Out Rate Primary (I-V)			Drop Out Upper Primary (VI-VIII)			Drop Out Secondary (IX-X)		
Location	Social Category	Girls	Boys	Overall	Girls	Boys	Overall	Girls	Boys	Overall
Andaman & Nicobar Islands	OBC	0.0	0.0	0.0	0.3	0.0	0.0	17.3	24.4	20.9
Andhra Pradesh	OBC	0.0	0.0	0.0	1.0	1.0	1.0	14.1	15.6	14.9
Arunachal Pradesh	OBC	0.6	0.0	0.0	0.0	0.0	0.0	22.8	21.2	22.0
Assam	OBC	5.2	5.4	5.3	0.7	2.8	1.8	32.6	33.4	33.0
Bihar	OBC	7.3	9.2	8.3	12.7	13.3	13.0	33.2	31.0	32.1
Chandigarh	OBC	0.0	0.0	0.0	0.0	0.0	0.0	7.3	0.0	0.8
Chhattisgarh	OBC	1.2	0.6	0.9	3.4	4.4	3.9	11.8	20.8	16.2
Dadra & Nagar Haveli	OBC	10.8	3.1	6.4	0.0	0.0	0.0	4.8	0.0	0.9
Daman & Diu	OBC	5.5	7.6	6.6	0.0	1.0	0.0	19.0	20.8	19.9
Delhi	OBC	5.9	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0
Goa	OBC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Gujarat	OBC	4.2	4.3	4.3	14.0	8.5	11.1	27.0	30.2	28.9
Haryana	OBC	1.7	1.6	1.6	5.6	4.2	4.8	14.5	17.5	16.2
Himachal Pradesh	OBC	1.3	0.4	0.8	0.0	0.0	0.0	5.9	6.3	6.1
Jammu And Kashmir	OBC	26.9	26.4	26.6	23.3	22.7	23.0	30.7	29.7	30.2
Jharkhand	OBC	4.6	6.5	5.6	9.9	10.7	10.3	28.2	26.7	27.5
Karnataka	OBC	0.0	0.0	0.0	0.0	0.0	0.0	15.3	21.9	18.7
Kerala	OBC	0.7	1.0	0.8	0.7	0.8	0.7	9.7	15.0	12.4
Lakshadweep	OBC	0.0	0.0	0.0	18.8	0.0	11.5	0.0	0.0	0.0
Madhya Pradesh	OBC	1.2	1.8	1.5	6.1	4.3	5.1	21.8	23.5	22.7
Maharashtra	OBC	2.4	2.7	2.6	3.9	3.1	3.5	13.4	14.0	13.7
Manipur	OBC	8.0	7.4	7.7	7.1	8.5	7.8	16.4	18.7	17.6
Meghalaya	OBC	15.5	17.2	16.4	20.2	11.3	15.7	36.4	16.1	26.5
Mizoram	OBC	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0
Nagaland	OBC	37.3	36.8	37.0	25.0	24.5	24.7	21.2	32.5	27.8
Odisha	OBC	2.7	1.2	1.9	4.4	3.4	3.9	18.8	21.9	20.4
Pondicherry	OBC	0.0	0.0	0.0	1.0	0.0	0.0	9.2	11.4	10.3
Punjab	OBC	0.0	0.5	0.2	0.6	0.6	0.6	7.5	10.8	9.3
Rajasthan	OBC	3.6	4.1	3.9	3.3	1.3	2.2	10.8	10.5	10.7
Sikkim	OBC	7.6	6.1	6.8	0.0	0.0	0.0	22.1	26.8	24.4
Tamil Nadu	OBC	1.3	0.4	0.8	1.5	1.1	1.3	6.2	15.2	10.8
Telangana	OBC	3.7	3.8	3.7	3.9	4.6	4.3	10.5	14.6	12.6
Tripura	OBC	2.2	3.2	2.7	4.4	4.8	4.6	25.5	27.2	26.3
Uttar Pradesh	OBC	8.4	8.4	8.4	6.6	1.6	4.1	14.7	15.1	14.9
Uttarakhand	OBC	7.5	8.4	8.0	6.9	9.0	8.0	10.0	14.4	12.2
West Bengal	OBC	0.0	0.0	0.0	0.0	1.1	0.0	14.9	15.2	15.0
Andaman & Nicobar Islands	SC									

		Drop Out Rate Primary (I-V)			Drop Out Upper Primary (VI-VIII)			Drop Out Secondary (IX-X)		
Location	Social Category	Girls	Boys	Overall	Girls	Boys	Overall	Girls	Boys	Overall
Andhra Pradesh	SC	0.0	0.0	0.0	1.2	1.7	1.5	14.5	17.7	16.1
Arunachal Pradesh	SC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Assam	SC	2.5	2.8	2.7	0.0	0.4	0.0	34.2	32.8	33.5
Bihar	SC	9.7	11.3	10.5	16.4	17.2	16.8	30.2	29.4	29.8
Chandigarh	SC	0.0	0.0	0.0	0.0	0.0	0.0	8.7	7.7	8.1
Chhattisgarh	SC	2.6	3.8	3.2	7.4	10.0	8.7	17.2	26.3	21.7
Dadra & Nagar Haveli	SC	0.0	0.0	0.0	0.0	0.0	0.0	9.7	17.0	13.8
Daman & Diu	SC	7.6	4.5	5.9	0.0	0.0	0.0	7.7	12.8	10.0
Delhi	SC	0.0	0.0	0.0	0.0	0.0	0.0	14.0	19.9	17.0
Goa	SC	0.0	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0
Gujarat	SC	7.1	7.9	7.5	12.5	10.7	11.6	25.3	31.4	28.8
Haryana	SC	0.3	1.2	0.8	2.4	2.5	2.4	21.1	23.0	22.1
Himachal Pradesh	SC	0.9	0.8	0.9	0.1	0.0	0.0	10.4	13.2	11.8
Jammu And Kashmir	SC	5.1	4.4	4.8	5.5	5.6	5.5	21.6	22.0	21.8
Jharkhand	SC	5.5	6.7	6.1	12.4	13.1	12.8	24.3	24.9	24.6
Karnataka	SC	0.0	0.0	0.0	1.1	0.1	0.6	20.9	26.9	24.1
Kerala	SC	0.5	0.7	0.6	1.5	0.8	1.1	7.7	11.0	9.4
Lakshadweep	SC	0.0	0.0	0.0		50.0	50.0		0.0	0.0
Madhya Pradesh	SC	3.8	4.5	4.2	8.7	6.2	7.4	25.1	25.2	25.1
Maharashtra	SC	0.8	0.7	0.7	1.7	0.4	1.0	14.7	15.5	15.1
Manipur	SC	2.3	4.7	3.5	0.0	2.6	0.8	12.0	3.5	7.8
Meghalaya	SC	0.0	0.0	0.0	0.0	0.0	0.0	20.2	2.9	11.8
Mizoram	SC	0.0	0.0	0.0	0.0	0.0	0.0	57.8	63.1	60.5
Nagaland	SC	23.4	22.1	22.7	0.0	2.1	0.0	13.7	23.0	18.8
Odisha	SC	2.7	3.5	3.1	6.0	7.1	6.5	16.2	19.1	17.7
Pondicherry	SC	0.0	0.0	0.0	1.4	0.0	0.0	11.3	21.8	16.6
Punjab	SC	2.2	2.3	2.2	4.4	4.6	4.5	13.7	17.8	15.9
Rajasthan	SC	5.3	6.7	6.0	5.4	4.6	5.0	16.5	16.7	16.6
Sikkim	SC	3.1	4.9	4.1	0.0	5.1	1.3	10.2	25.9	18.1
Tamil Nadu	SC	1.7	1.3	1.5	0.0	0.0	0.0	12.7	25.5	19.1
Telangana	SC	0.6	1.6	1.1	1.0	2.1	1.5	7.6	10.9	9.2
Tripura	SC	1.6	2.6	2.1	5.1	3.8	4.4	32.1	31.4	31.8
Uttar Pradesh	SC	8.1	8.1	8.1	11.9	7.7	9.8	17.5	18.6	18.1
Uttarakhand	SC	4.4	4.8	4.6	5.3	4.6	4.9	14.0	18.2	16.2
West Bengal	SC	4.2	4.9	4.6	0.1	2.9	1.5	23.2	23.7	23.4
Andaman & Nicobar Islands	ST	2.5	2.0	2.3	0.1	0.0	0.1	11.7	22.7	17.0
Andhra Pradesh	ST	0.2	0.8	0.5	3.8	5.2	4.5	18.1	19.4	18.7

		Drop Out Rate Primary (I-V)			Drop Out Upper Primary (VI-VIII)			Drop Out Secondary (IX-X)		
Location	Social Category	Girls	Boys	Overall	Girls	Boys	Overall	Girls	Boys	Overall
Arunachal Pradesh	ST	15.3	17.1	16.2	8.1	6.6	7.4	33.9	35.5	34.7
Assam	ST	3.8	3.4	3.6	0.0	0.1	0.0	29.3	28.6	29.0
Bihar	ST	2.3	5.5	3.9	1.4	4.1	2.7	16.7	17.2	16.9
Chandigarh	ST	9.1	18.8	14.5	25.8	12.7	19.2	0.0	0.0	0.0
Chhattisgarh	ST	7.1	7.4	7.2	10.4	12.4	11.4	17.6	27.0	22.1
Dadra & Nagar Haveli	ST	0.1	0.6	0.4	3.5	2.6	3.0	21.6	27.8	24.9
Daman & Diu	ST	2.6	0.0	1.1	0.0	0.0	0.0	21.9	33.6	28.2
Delhi	ST	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Goa	ST	0.0	0.0	0.0	0.0	0.0	0.0	3.5	9.4	6.6
Gujarat	ST	3.1	4.6	3.9	9.4	9.9	9.7	24.6	30.4	27.7
Haryana	ST									
Himachal Pradesh	ST	0.0	0.0	0.0	0.0	0.0	0.0	6.8	5.5	6.1
Jammu And Kashmir	ST	11.6	10.4	10.9	15.3	10.3	12.7	28.9	29.2	29.0
Jharkhand	ST	7.0	8.3	7.7	12.7	13.6	13.2	28.4	30.8	29.6
Karnataka	ST	0.3	0.3	0.3	2.2	1.1	1.6	22.6	27.6	25.2
Kerala	ST	0.0	0.0	0.0	0.0	0.0	0.0	12.6	17.7	15.2
Lakshadweep	ST	0.0	0.0	0.0	0.0	0.0	0.0	5.7	3.7	4.8
Madhya Pradesh	ST	4.4	4.4	4.4	8.1	7.3	7.7	35.7	39.5	37.7
Maharashtra	ST	0.9	0.8	0.8	5.5	4.2	4.8	22.9	22.8	22.8
Manipur	ST	5.8	8.7	7.3	2.0	2.7	2.3	17.9	16.9	17.4
Meghalaya	ST	15.8	19.2	17.5	8.4	11.7	10.0	17.9	21.2	19.4
Mizoram	ST	7.3	8.2	7.8	3.1	4.8	3.9	7.7	9.1	8.4
Nagaland	ST	11.5	11.7	11.6	3.0	6.1	4.6	23.0	25.7	24.3
Odisha	ST	5.5	4.3	4.9	7.2	7.7	7.5	18.9	22.6	20.8
Pondicherry	ST	27.4	0.0	6.8	0.0	11.4	0.0	2.0	0.0	0.0
Punjab	ST	10.0	9.8	9.9	11.4	7.6	9.1	15.4	22.0	19.2
Rajasthan	ST	6.6	7.1	6.8	5.0	6.4	5.8	16.1	18.5	17.4
Sikkim	ST	1.9	8.2	5.4	1.2	2.6	1.9	22.2	25.7	23.8
Tamil Nadu	ST	6.5	6.5	6.5	0.0	0.0	0.0	17.4	21.9	19.7
Telangana	ST	6.3	5.8	6.0	4.7	5.1	4.9	8.3	12.0	10.2
Tripura	ST	4.2	4.1	4.2	6.7	7.6	7.1	35.7	35.5	35.6
Uttar Pradesh	ST	0.3	1.9	1.1	2.3	0.3	1.3	10.1	18.3	14.5
Uttarakhand	ST	3.9	6.3	5.2	0.0	2.1	0.9	4.9	12.1	8.6
West Bengal	ST	5.9	6.8	6.4	4.0	7.2	5.6	29.5	28.9	29.2
Andaman & Nicobar Islands	Overall	1.2	0.8	1.0	0.4	0.0	0.0	18.0	26.2	22.2
Andhra Pradesh	Overall	0.0	0.0	0.0	0.9	1.3	1.1	15.2	17.5	16.4
Arunachal Pradesh	Overall	13.1	14.5	13.8	7.0	6.3	6.7	35.0	36.9	36.0

		Drop Out Rate Primary (I-V)			Drop Out Upper Primary (VI-VIII)			Drop Out Secondary (IX-X)		
Location	Social Category	Girls	Boys	Overall	Girls	Boys	Overall	Girls	Boys	Overall
Assam	Overall	2.6	3.5	3.1	0.7	3.1	1.9	32.1	30.8	31.5
Bihar	Overall	6.8	8.7	7.8	12.1	12.7	12.4	29.5	27.4	28.5
Chandigarh	Overall	0.0	0.0	0.0	1.3	0.0	0.4	4.3	4.7	4.5
Chhattisgarh	Overall	3.5	3.3	3.4	6.3	7.8	7.0	14.1	22.7	18.3
Dadra & Nagar Haveli	Overall	0.0	0.0	0.0	2.4	2.2	2.3	17.5	23.1	20.5
Daman & Diu	Overall	0.3	0.0	0.0	0.0	0.9	0.1	19.3	23.9	21.7
Delhi	Overall	0.0	0.0	0.0	0.8	1.3	1.1	13.7	16.1	14.9
Goa	Overall	1.4	1.6	1.5	1.2	0.7	0.9	6.2	12.3	9.4
Gujarat	Overall	1.9	2.6	2.3	9.1	5.9	7.4	21.2	25.8	23.8
Haryana	Overall	0.0	0.0	0.0	2.3	1.7	1.9	13.7	15.7	14.8
Himachal Pradesh	Overall	0.5	0.2	0.3	0.3	0.2	0.3	6.7	8.9	7.8
Jammu And Kashmir	Overall	6.9	6.5	6.7	7.0	5.7	6.3	17.7	17.9	17.8
Jharkhand	Overall	4.6	6.2	5.4	9.7	10.7	10.2	22.4	22.1	22.3
Karnataka	Overall	0.0	0.0	0.0	0.5	0.0	0.2	20.2	26.4	23.4
Kerala	Overall	0.0	0.3	0.2	0.0	0.1	0.0	6.8	11.3	9.1
Lakshadweep	Overall	0.0	0.0	0.0	0.0	0.0	0.0	5.5	3.6	4.6
Madhya Pradesh	Overall	3.0	3.5	3.3	6.8	5.2	5.9	24.0	25.6	24.9
Maharashtra	Overall	1.1	1.1	1.1	2.6	1.8	2.2	12.8	13.7	13.3
Manipur	Overall	5.1	7.0	6.1	2.8	4.0	3.4	13.2	12.9	13.0
Meghalaya	Overall	15.3	18.4	16.9	8.2	10.9	9.5	18.3	20.9	19.5
Mizoram	Overall	7.1	8.0	7.5	2.3	3.8	3.1	10.1	11.2	10.6
Nagaland	Overall	11.2	11.6	11.4	2.8	6.4	4.6	22.5	25.7	24.1
Odisha	Overall	3.9	2.9	3.4	5.0	4.9	5.0	7.2	11.8	9.5
Pondicherry	Overall	0.0	2.1	0.6	0.0	0.1	0.1	7.9	17.3	12.7
Punjab	Overall	1.3	1.4	1.4	2.9	2.9	2.9	9.6	13.0	11.5
Rajasthan	Overall	4.8	5.5	5.2	4.4	3.3	3.8	12.8	12.6	12.7
Sikkim	Overall	4.6	6.1	5.4	0.6	1.7	1.1	21.3	26.3	23.7
Tamil Nadu	Overall	1.6	0.8	1.2	0.9	0.2	0.6	8.1	17.7	13.0
Telangana	Overall	2.1	1.8	1.9	2.7	3.0	2.9	11.6	15.3	13.5
Tripura	Overall	2.5	3.6	3.1	3.6	5.0	4.3	29.7	29.4	29.6
Uttar Pradesh	Overall	9.9	9.5	9.7	8.4	3.2	5.7	15.6	15.5	15.5
Uttarakhand	Overall	3.5	3.8	3.7	3.4	4.0	3.7	9.5	12.3	11.0
West Bengal	Overall	2.9	4.1	3.5	0.0	3.6	1.5	19.6	19.4	19.5

Source: Department of Higher Education, Ministry of Education, Government of India

Age Specific Attendance Ratio (ASAR), 2018

	Male	Female	Person
Rural			
3-5 years	29.2	27.2	28.2
6-10 years	95.2	93.5	94.4
11-13 years	94.6	92.8	93.8
14-17 years	76.9	74.4	75.8
18-23 years	28.7	19.9	24.5
24-29 years	2.2	1.1	1.6
Urban			
3-5 years	48.4	48.4	48.4
6-10 years	97.5	96	96.9
11-13 years	96.6	96	96.3
14-17 years	86.1	86.6	86.3
18-23 years	41.9	35.4	38.8
24-29 years	3.6	2.5	3
Rural+urban			
3-5 years	33.9	32.1	33.1
6-10 years	95.8	94.1	95
11-13 years	95.2	93.6	94.5
14-17 years	79.4	77.5	78.5
18-23 years	32.6	24.6	28.8
24-29 years	2.7	1.5	2.1

Source: NSSO, 2018

Age Specific Attendance Ratio (ASAR), 2018 (Major States)

	6-10 years	11-13 years	14-17 years	18-23 years	24-29 years
Andhra Pradesh	97.5	96.7	83	27.2	1.3
Assam	97.5	96.9	74.7	21.9	0.7
Bihar	91	95.4	79.5	24.5	1.6
Chhattisgarh	96.6	95.5	81.9	22.7	2.4
Delhi	99	89.6	90.4	31.6	3.9
Gujarat	97.5	93.7	74.8	20.5	0.6
Haryana	98.3	94.7	83.8	31.5	2.8
Himachal Pradesh	99.9	99.3	94.7	42.2	2.6
Jammu Kashmir	97.9	97.2	87.6	46.4	2.7
Jharkhand	97.1	95.7	79.2	22.8	2.4
Karnataka	97.4	98.1	83.6	30.3	1.2
Kerala	100	100	98.3	47.4	3.6
Madhya Pradesh	92.9	93.6	69.4	23.5	3.3
Maharashtra	98	97	86.2	36.2	2.3
Odisha	98.2	94.2	68.6	18	0.9
Punjab	96.9	98.6	86.3	31.8	2.3
Rajasthan	93.1	93	75.9	34.8	3.3
Tamil Nadu	99.6	99.5	89.8	35	0.9
Telangana	99.5	98.4	94	30.9	1.5
Uttarakhand	99.1	97.8	92.5	43.9	1.4
Uttar Pradesh	90.6	89.4	68	27.6	2.6
West Bengal	97.8	92.9	79.6	24.9	2.2
all-India	95	94.5	78.5	28.8	2.1

Source: NSSO, 2018

Labour Market Information

Return to Education of Regular Salaried

	Youth			Adult		
	Male	Female	Total	Male	Female	Total
Not literate	7,955	4,378	6,868	9,413	5,422	7,510
Literate below primary	8,118	2,717	6,719	10,190	5,258	8,852
Primary	7,913	5,376	7,619	10,190	5,851	9,086
Middle	8,536	6,865	8,347	12,052	6,569	11,015
Secondary	9,265	6,430	8,865	15,797	7,978	14,399
Higher secondary	10,931	8,128	10,464	20,179	15,261	19,329
Graduate and above	17,518	15,719	16,979	30,579	26,324	29,576
Total	11,630	11,115	11,528	19,481	13,661	18,106

Source: PLFS, 2018-19

Youth (15-29 years) Labour Market Characteristics by Male/Female and Rural/Urban: 2018-19

	Rural			Urban			All		
	M	F	P	M	F	P	M	F	P
LFPR	58.8	15.8	37.7	58.6	17.1	38.7	58.7	16.2	38.0
WPR	49.1	13.6	31.7	47.6	12.7	30.9	48.6	13.3	31.4
UR	16.6	13.9	16.1	18.7	25.7	20.2	17.3	17.7	17.4
Employment Status									
Self-employed	47.4	59.0	49.8	26.1	28.5	26.6	40.7	50.0	42.7
Regular employed	18.9	14.6	18.0	57.6	64.2	58.9	31.0	29.2	30.6
Casual Worker	33.7	26.4	32.2	16.3	7.3	14.5	28.3	20.8	26.7
Total	100	100	100	100	100	100	100	100	100
Industry									
Agriculture, etc	43.6	65.0	48.1	2.9	3.5	3.0	30.9	46.8	34.2
Mining & Quarrying	0.6	0.3	0.5	0.5	0.1	0.4	0.5	0.3	0.5
Manufacturing	9.7	14.6	10.7	25.1	26.9	25.5	14.5	18.2	15.3
Electricity, Gas & Water supply	0.5	0.0	0.4	1.2	0.4	1.0	0.7	0.1	0.6
Construction	19.9	4.5	16.6	12.5	3.1	10.7	17.6	4.1	14.8
Trade, Hotel & restaurants	10.9	4.7	9.6	26.6	12.0	23.7	15.8	6.9	14.0
Transport, Storage & Communication	6.6	0.5	5.3	12.6	8.6	11.8	8.5	2.9	7.3
Finance, Business, Real Estate, etc	1.9	0.7	1.6	7.7	11.8	8.5	3.7	4.0	3.7
Public Admin, Health, education, etc	6.4	9.7	7.1	11.1	33.7	15.5	7.8	16.7	9.7
Total	100	100	100	100	100	100	100	100	100
Occupation									
Legislators, Senior Officials and Managers	4.7	3.3	4.4	9.9	9.6	9.8	6.3	5.2	6.0
Professionals	2.5	2.9	2.6	8.0	16.9	9.7	4.2	7.0	4.8
Technicians and Associate Professionals	2.2	4.6	2.7	7.2	15.3	8.8	3.8	7.8	4.6
Clerks	1.4	1.6	1.5	4.6	10.8	5.8	2.4	4.3	2.8
Service Workers and Shop & Market Sales Workers	8.3	3.9	7.3	19.3	14.0	18.2	11.7	6.9	10.7
Skilled Agricultural and Fishery Workers	31.2	43.4	33.8	2.4	2.5	2.4	22.2	31.4	24.1
Craft and related Trades Workers	12.7	11.7	12.5	21.7	16.4	20.6	15.5	13.1	15.0
Plant and Machine Operators and Assemblers	7.3	1.2	6.0	11.1	2.3	9.4	8.5	1.5	7.1
Elementary Occupations	29.7	27.4	29.2	16.0	12.2	15.3	25.5	22.9	24.9
Total	100	100	100	100	100	100	100	100	100

	Rural			Urban			All		
	M	F	P	M	F	P	M	F	P
Informal/Unorganised									
Formal	4.9	4.9	4.9	20.2	28.2	21.7	9.7	11.8	10.1
Informal	95.1	95.1	95.1	79.8	71.8	78.3	90.3	88.2	89.9
Total	100	100	100	100	100	100	100	100	100
Organised	13.3	11.7	13.0	38.6	46.3	40.1	21.2	22.0	21.4
Unorganised	86.7	88.3	87.0	61.4	53.7	59.9	78.8	78.0	78.6
Total	100	100	100	100	100	100	100	100	100
Education Level									
Not literate	4.8	11.5	8.1	3.5	5.5	4.4	4.3	9.7	6.9
Literate below primary	2.7	3.6	3.1	2.0	1.6	1.8	2.5	3.0	2.7
Primary	10.0	11.9	10.9	6.9	6.9	6.9	9.0	10.4	9.7
Middle	27.8	26.4	27.1	20.8	19.0	20.0	25.6	24.1	24.8
Secondary	22.6	19.4	21.0	19.6	18.5	19.1	21.6	19.1	20.4
Higher secondary	22.0	18.1	20.1	26.4	24.5	25.5	23.4	20.1	21.8
Graduate and above	10.2	9.1	9.7	20.9	23.9	22.3	13.6	13.7	13.6
Total	100	100	100	100	100	100	100	100	100
NEET									
Yes	12.2	57.4	34.4	13.5	50.6	31.3	12.7	55.3	33.4
No	87.8	42.6	65.6	86.5	49.4	68.7	87.3	44.7	66.6
Total	100	100	100	100	100	100	100	100	100

LFPR: Labour Force Participation Rate; WPR: Work Participation Rate; UR: Unemployment Rate
M= Male; F=Female and P=Person
Source: PLFS, 2018-19

Youth (15-29 years) labour market characteristics by social group: 2018-19

	ST	SC	OBC	Others	Total
LFPR	46.3	39.6	36.8	35.9	38.0
WPR	40.3	32.4	30.2	29.6	31.4
UR	12.9	18.3	17.9	17.7	17.4
Status					
Self-employed	49.8	31.6	46.8	41.7	42.7
Regular employed	13.6	25.7	30.3	43.6	30.6
Casual Worker	36.6	42.7	22.9	14.6	26.7
Total	100	100	100	100	100
Industry					
Agriculture, etc	59.4	31.9	35.1	22.5	34.2
Mining & Quarrying	0.6	0.9	0.3	0.3	0.5
Manufacturing	6.1	13.1	16.3	19.8	15.3
Electricity, Gas & Water supply	0.3	0.5	0.6	0.8	0.6
Construction	18.1	24.3	12.1	9.5	14.8
Trade, Hotel & restaurants	5.4	10.9	15.7	17.7	14.0
Transport, Storage & Communication	3.6	6.4	7.4	9.8	7.3
Finance, Business, Real Estate, etc.	0.9	2.4	3.2	7.2	3.7
Public Admin, Health, education, etc.	5.6	9.6	9.2	12.4	9.7
Total	100	100	100	100	100
Occupation					
Legislators, Senior Officials and Managers	2.3	4.3	6.1	9.2	6.0
Professionals	1.7	2.9	4.2	9.0	4.8
Technicians and Associate Professionals	2.0	3.3	4.6	6.9	4.6
Clerks	0.8	2.0	2.6	4.7	2.8
Service Workers and Shop & Market Sales Workers	4.3	8.6	12.2	13.1	10.7
Skilled Agricultural and Fishery Workers	41.9	17.1	26.4	17.7	24.1
Craft and related Trades Workers	10.1	15.7	16.0	15.1	15.0
Plant and Machine Operators and Assemblers	4.4	6.3	7.2	8.7	7.1
Elementary Occupations	32.6	39.8	20.7	15.5	24.9
Total	100	100	100	100	100

	ST	SC	OBC	Others	Total
Informal/Unorganised					
Formal	3.4	7.2	8.9	18.0	10.1
Informal	96.6	92.8	91.1	82.0	89.9
Total	100	100	100	100	100
Organised	12.7	19.2	19.5	30.7	21.4
Unorganised	87.3	80.8	80.5	69.3	78.6
Total	100	100	100	100	100
Education Level					
Not literate	11.9	9.1	6.8	3.7	6.9
Literate below primary	4.9	3.3	2.4	2.0	2.7
Primary	14.4	12.2	9.0	7.2	9.7
Middle	30.0	27.9	24.5	21.1	24.8
Secondary	16.6	19.0	21.2	21.6	20.4
Higher secondary	15.5	18.9	22.8	24.6	21.8
Graduate and above	6.6	9.7	13.3	19.8	13.6
Total	100	100	100	100	100
NEET					
Yes	30.2	36.2	33.9	31.4	33.4
No	69.8	63.8	66.1	68.6	66.6
Total	100.0	100.0	100.0	100.0	100.0

LFPR: Labour Force Participation Rate; WPR: Work Participation Rate; UR: Unemployment Rate

M= Male; F=Female and P=Person

Source: PLFS, 2018-19

State-wise: Labour Force Participation Rate, Work Participation Rate and Unemployment Rate of Youth-2018-19

	LFPR	WPR	UR
A & N Island	54.9	36.3	33.9
Andhra Pradesh	45.0	36.5	18.9
Arunachal Pradesh	22.6	15.1	33.1
Assam	34.5	26.4	23.5
Bihar	27.6	19.1	30.9
Chandigarh	40.0	32.7	18.2
Chhattisgarh	43.6	39.7	9.0
D & N Haveli	61.1	58.9	3.7
Daman & Diu	48.8	48.8	0.1
Delhi	41.9	32.5	22.5
Goa	49.4	37.5	24.2
Gujarat	44.2	40.4	8.6
Haryana	38.7	30.1	22.1
Himachal Pradesh	48.6	39.5	18.8
Jammu & Kashmir	43.7	37.7	13.8
Jharkhand	36.4	31.3	14.0
Karnataka	41.6	36.7	11.8
Kerala	36.0	23.4	35.2
Lakshadweep	45.7	13.6	70.3
Madhya Pradesh	40.6	36.4	10.4
Maharashtra	40.3	34.3	14.9
Manipur	32.1	21.6	32.8
Meghalaya	42.3	38.5	8.9
Mizoram	32.0	24.6	23.1
Nagaland	33.4	13.5	59.6
Odisha	40.9	31.6	22.8
Puducherry	40.4	30.3	25.1
Punjab	41.4	32.7	21.0
Rajasthan	39.3	32.8	16.6
Sikkim	39.4	35.2	10.7
Tamil Nadu	41.5	31.5	24.0
Telangana	40.7	29.5	27.4
Tripura	35.1	24.3	30.7
Uttar Pradesh	31.1	26.4	15.0
Uttarakhand	33.9	26.0	23.5
West Bengal	42.3	37.6	11.1
All India	38.0	31.4	17.4

Source: PLFS, 2018-19

State-wise: Employment Status of Youth-2018-19

	Self-employed	Regular employed	Casual Worker	All
A & N Island	17.1	65.2	17.6	100
Andhra Pradesh	34.7	30.2	35.1	100
Arunachal Pradesh	73.4	24.3	2.4	100
Assam	41.2	34.8	24.0	100
Bihar	48.8	12.5	38.7	100
Chandigarh	16.4	81.7	1.9	100
Chhattisgarh	63.2	17.3	19.5	100
D & N Haveli	17.1	82.9	0.0	100
Daman & Diu	11.3	88.6	0.1	100
Delhi	24.1	70.1	5.8	100
Goa	19.5	75.0	5.5	100
Gujarat	38.2	46.0	15.8	100
Haryana	30.7	45.8	23.5	100
Himachal Pradesh	66.7	21.5	11.8	100
Jammu & Kashmir	60.8	24.3	14.9	100
Jharkhand	51.9	16.8	31.3	100
Karnataka	30.1	42.1	27.8	100
Kerala	15.3	55.9	28.8	100
Lakshadweep	26.7	45.9	27.4	100
Madhya Pradesh	50.3	14.8	34.9	100
Maharashtra	33.7	39.4	26.9	100
Manipur	48.4	34.1	17.5	100
Meghalaya	52.1	21.1	26.8	100
Mizoram	64.3	21.7	14.0	100
Nagaland	63.6	32.3	4.1	100
Odisha	45.9	19.6	34.5	100
Puducherry	10.2	73.5	16.2	100
Punjab	27.0	46.2	26.7	100
Rajasthan	60.3	21.4	18.2	100
Sikkim	49.6	42.0	8.4	100
Tamil Nadu	18.4	56.7	24.9	100
Telangana	34.0	37.2	28.7	100
Tripura	56.6	20.5	22.9	100
Uttar Pradesh	56.9	19.0	24.1	100
Uttarakhand	44.5	37.5	18.0	100
West Bengal	40.5	24.1	35.4	100
All India	42.7	30.6	26.7	100

Source: PLFS, 2018-19

State-wise: Industry of Employment of Youth-2018-19

	Agriculture, etc	Mining & Quarrying	Manufacturing	Electricity, Gas & Water supply	Construction	Trade, Hotel & restaurants	Transport, Storage & Communication	Finance, Business, Real Estate, etc	Public Admn, Health, education, etc	Total
A & N Island	8.7	0.0	4.4	0.6	15.3	15.6	7.6	11.8	35.9	100
Andhra Pradesh	32.2	0.4	13.7	0.3	14.4	14.6	10.5	2.0	11.8	100
Arunachal Pradesh	56.9	0.0	4.4	1.2	2.6	14.6	8.0	0.4	11.9	100
Assam	35.4	0.4	11.3	0.1	17.7	16.4	5.5	3.0	10.2	100
Bihar	40.4	0.0	9.0	0.2	19.4	13.6	6.9	2.4	8.1	100
Chandigarh	0.1	0.0	10.8	0.0	3.5	22.6	7.7	18.0	37.3	100
Chhattisgarh	58.7	0.2	7.4	0.3	12.0	12.0	2.3	0.9	6.2	100
D & N Haveli	11.4	0.0	77.5	0.0	1.0	1.0	0.9	2.3	5.8	100
Daman & Diu	6.2	0.0	82.1	0.0	3.6	1.7	1.7	4.1	0.5	100
Delhi	0.0	0.4	22.9	1.2	7.9	22.0	9.6	11.2	24.8	100
Goa	0.6	0.0	14.4	2.5	6.5	32.3	6.9	7.9	28.7	100
Gujarat	30.5	0.8	26.7	0.5	6.0	14.9	6.2	6.5	8.0	100
Haryana	18.5	0.1	23.0	1.7	17.5	14.6	6.9	6.2	11.5	100
Himachal Pradesh	56.4	0.0	9.3	0.2	11.0	7.5	6.1	3.0	6.4	100
Jammu & Kashmir	33.7	0.0	13.3	0.7	19.2	12.4	7.4	2.1	11.1	100
Jharkhand	38.3	1.4	8.9	0.7	27.4	8.4	5.4	1.4	8.1	100
Karnataka	27.9	0.4	13.0	1.2	11.1	18.4	14.7	4.4	8.8	100
Kerala	5.7	0.1	10.6	1.0	20.8	26.2	10.6	10.0	15.1	100
Lakshadweep	32.0	0.0	7.0	0.0	14.4	6.1	6.9	0.0	33.6	100
Madhya Pradesh	55.4	0.3	6.7	0.2	15.8	10.7	3.3	1.6	6.0	100
Maharashtra	33.1	0.3	14.9	1.0	8.5	17.5	9.3	6.2	9.1	100
Manipur	19.7	1.3	17.2	0.2	12.5	8.1	8.4	6.7	26.1	100
Meghalaya	47.7	1.7	1.9	0.0	17.7	6.7	7.9	1.8	14.6	100
Mizoram	50.5	3.0	4.3	0.3	10.1	11.3	2.8	2.7	15.0	100
Nagaland	40.3	0.0	4.9	1.4	3.0	17.0	11.2	7.0	15.2	100
Odisha	33.6	1.2	8.5	0.7	26.7	11.6	7.3	1.7	8.9	100
Puducherry	1.4	0.2	31.2	0.0	14.5	11.4	15.3	4.4	21.5	100
Punjab	18.4	0.2	25.7	0.7	16.4	17.3	3.9	2.5	14.9	100
Rajasthan	46.6	1.5	10.5	0.5	16.3	9.1	4.8	2.5	8.2	100
Sikkim	27.3	0.0	3.3	0.9	10.9	20.4	18.5	0.8	17.7	100
Tamil Nadu	10.8	0.2	24.6	0.7	12.7	16.9	15.9	7.6	10.5	100
Telangana	34.9	0.8	12.3	0.3	10.0	12.0	13.2	4.5	12.0	100
Tripura	28.2	0.0	6.8	0.0	16.9	18.6	9.1	3.1	17.2	100
Uttar Pradesh	42.1	0.2	14.7	0.3	16.8	12.6	4.0	2.3	7.0	100
Uttarakhand	22.9	2.4	22.2	0.7	16.4	17.7	7.1	2.6	7.9	100
West Bengal	25.6	0.4	22.4	0.5	16.7	12.1	6.1	2.7	13.4	100
All India	34.2	0.5	15.3	0.6	14.8	14.0	7.3	3.7	9.7	100

Source: PLFS, 2018-19

State-wise: Occupation of Employment of Youth-2018-19

	Legislators, Senior Officials and Managers	Professionals	Technicians and Associate Professionals	Clerks	Service Workers and Shop & Market Sales Workers	Skilled Agricultural and Fishery Workers	Craft and related Trades Workers	Plant and Machine Operators and Assemblers	Elementary Occupations	Total
A & N Island	1.3	4.8	7.0	12.4	28.4	6.2	12.8	14.2	12.9	100
Andhra Pradesh	9.1	3.6	3.8	3.2	9.4	14.8	18.3	8.3	29.7	100
Arunachal Pradesh	8.2	2.7	3.2	3.4	15.8	54.2	2.9	7.2	2.4	100
Assam	1.3	4.4	3.6	1.4	16.5	16.7	16.1	5.3	34.7	100
Bihar	1.3	4.0	2.6	0.5	13.6	23.0	15.6	9.9	29.7	100
Chandigarh	4.5	18.9	17.2	6.4	18.7	2.3	11.6	6.2	14.2	100
Chhattisgarh	0.9	1.5	1.7	2.0	12.1	52.9	7.0	2.4	19.6	100
D & N Haveli	2.8	0.1	3.2	1.2	2.6	5.4	7.4	28.1	49.1	100
Daman & Diu	9.4	0.2	0.0	2.2	0.2	6.2	0.5	50.5	30.7	100
Delhi	6.1	7.2	12.8	5.5	22.0	1.5	15.8	11.1	18.0	100
Goa	5.6	10.6	13.5	7.0	26.9	0.0	18.3	7.6	10.5	100
Gujarat	5.2	7.7	4.0	5.3	12.0	20.8	15.1	12.8	17.0	100
Haryana	8.8	5.3	4.4	6.0	8.0	11.1	21.1	6.6	28.6	100
Himachal Pradesh	4.2	1.6	2.4	3.0	4.8	56.1	10.4	9.3	8.3	100
Jammu & Kashmir	3.4	5.4	4.2	2.0	11.4	33.4	16.9	7.1	16.2	100
Jharkhand	1.9	6.4	2.4	3.5	4.7	35.5	11.1	4.6	29.9	100
Karnataka	16.3	7.8	5.4	4.2	9.5	12.0	12.6	7.4	24.8	100
Kerala	12.7	9.1	9.5	11.0	15.2	3.0	25.0	4.5	10.0	100
Lakshadweep	12.6	7.5	14.5	11.5	0.0	15.0	11.0	9.9	17.9	100
Madhya Pradesh	1.8	1.8	2.5	0.9	9.6	38.2	8.5	4.0	32.7	100
Maharashtra	8.7	6.5	5.3	4.0	11.9	18.0	10.3	8.5	26.9	100
Manipur	1.1	13.0	3.4	2.1	17.5	14.3	26.9	9.5	12.2	100
Meghalaya	5.9	3.7	5.7	0.4	7.3	43.2	11.1	5.5	17.1	100
Mizoram	0.3	8.3	4.6	4.1	13.1	48.9	3.0	3.2	14.6	100
Nagaland	0.4	4.9	7.2	3.9	20.4	40.6	9.0	11.8	1.9	100
Odisha	4.5	4.4	3.7	1.0	9.7	26.4	25.9	6.7	17.6	100
Puducherry	5.8	15.2	10.3	6.3	9.6	1.0	20.0	23.7	8.1	100
Punjab	3.2	6.3	4.9	2.9	15.4	8.0	21.1	7.9	30.3	100
Rajasthan	6.8	2.4	3.3	1.4	8.0	44.5	8.9	4.4	20.3	100
Sikkim	19.5	2.3	4.7	6.2	13.5	28.0	7.7	10.4	7.7	100
Tamil Nadu	6.1	6.2	13.3	4.3	12.9	5.1	23.4	14.2	14.5	100
Telangana	4.5	8.3	5.2	3.2	9.2	17.6	16.1	10.2	25.7	100
Tripura	0.2	9.2	6.3	2.0	16.6	24.6	2.8	11.7	26.6	100
Uttar Pradesh	3.9	2.0	3.0	1.5	9.7	37.7	13.8	3.4	25.0	100
Uttarakhand	2.1	4.8	3.9	3.0	10.6	19.9	21.2	3.9	30.6	100
West Bengal	9.9	5.5	4.3	1.7	8.7	11.6	20.9	5.7	31.6	100
All India	6.0	4.8	4.6	2.8	10.7	24.1	15.0	7.1	24.9	100

Source: PLFS, 2018-19

State-wise: Youth in Informal/Formal; and Unorganised/Organised Employment-2018-19

	Formal	informal	Total	Organised	Unorganised	Total
A & N Island	12.6	87.4	100	55.1	44.9	100
Andhra Pradesh	7.9	92.1	100	19.6	80.4	100
Arunachal Pradesh	10.9	89.1	100	17.6	82.4	100
Assam	10.2	89.8	100	18.5	81.5	100
Bihar	2.1	97.9	100	5.7	94.3	100
Chandigarh	22.7	77.3	100	55.5	44.5	100
Chhattisgarh	3.4	96.6	100	9.5	90.5	100
D & N Haveli	71.7	28.3	100	81.3	18.7	100
Daman & Diu	40.1	59.9	100	83.7	16.3	100
Delhi	16.1	83.9	100	43.3	56.7	100
Goa	47.3	52.7	100	50.6	49.4	100
Gujarat	15.6	84.4	100	36.0	64.0	100
Haryana	14.4	85.6	100	33.3	66.7	100
Himachal Pradesh	10.9	89.1	100	14.5	85.5	100
Jammu & Kashmir	7.2	92.8	100	17.2	82.8	100
Jharkhand	3.9	96.1	100	16.8	83.2	100
Karnataka	22.3	77.7	100	30.5	69.5	100
Kerala	18.9	81.1	100	32.8	67.2	100
Lakshadweep	42.0	58.0	100	47.9	52.1	100
Madhya Pradesh	2.9	97.1	100	11.1	88.9	100
Maharashtra	17.1	82.9	100	28.8	71.2	100
Manipur	20.8	79.2	100	31.2	68.8	100
Meghalaya	4.2	95.8	100	13.0	87.0	100
Mizoram	10.2	89.8	100	16.9	83.1	100
Nagaland	16.4	83.6	100	24.9	75.1	100
Odisha	5.4	94.6	100	13.7	86.3	100
Puducherry	44.0	56.0	100	60.0	40.0	100
Punjab	9.4	90.6	100	28.7	71.3	100
Rajasthan	3.6	96.4	100	13.7	86.3	100
Sikkim	15.6	84.4	100	26.7	73.3	100
Tamil Nadu	27.6	72.4	100	49.3	50.7	100
Telangana	10.5	89.5	100	19.3	80.7	100
Tripura	6.6	93.4	100	11.8	88.2	100
Uttar Pradesh	4.4	95.6	100	10.7	89.3	100
Uttarakhand	10.0	90.0	100	32.4	67.6	100
West Bengal	6.4	93.6	100	17.6	82.4	100
All India	10.1	89.9	100	21.4	78.6	100

Source: PLFS, 2018-19