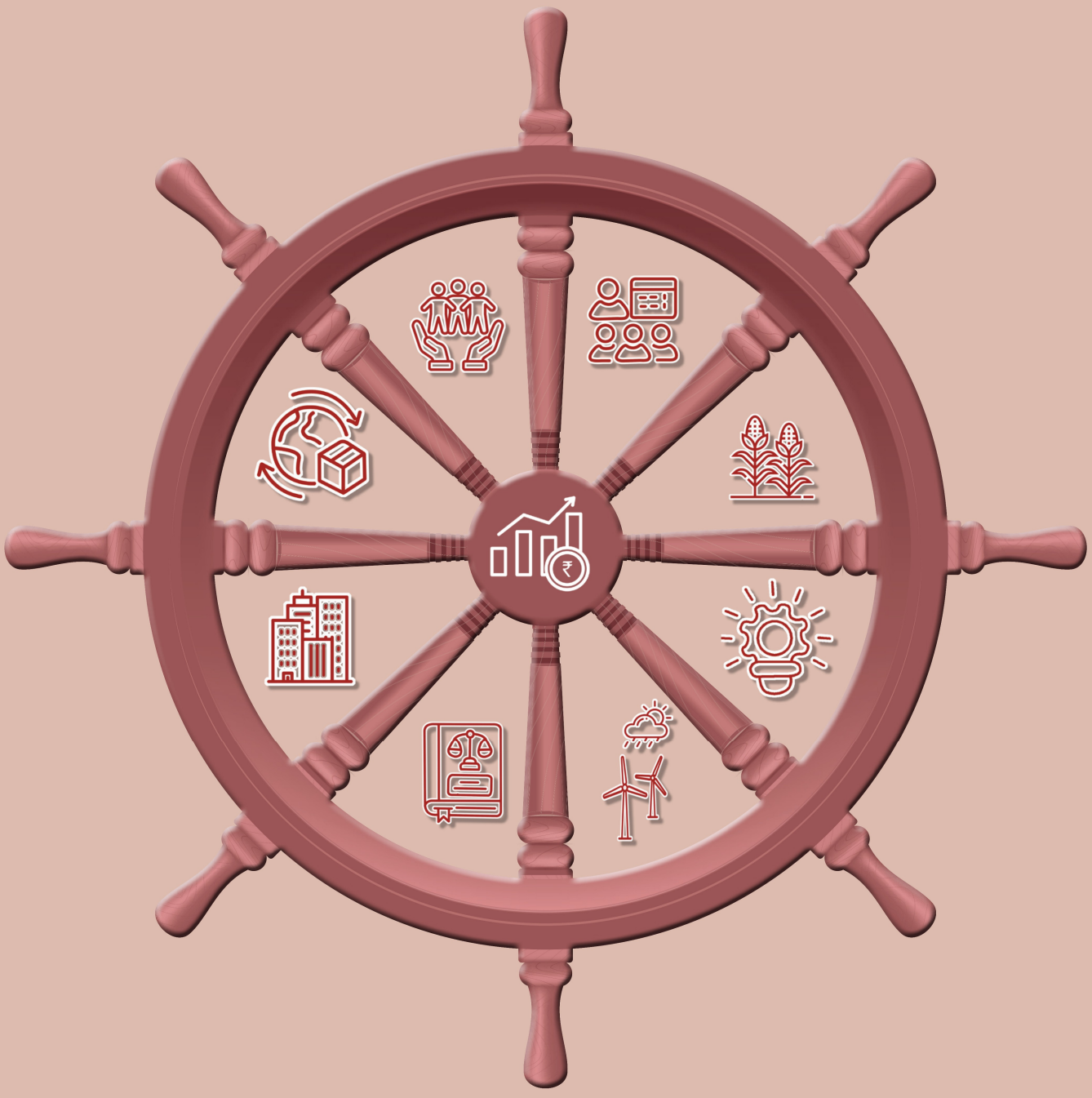
ECONOMIC SURVEY

2024-25

सत्यमेव जयते
Government of India



Economic Survey 2024-25

Government of India
Ministry of Finance
Department of Economic Affairs
Economic Division
North Block
New Delhi-110001
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psychological distress, and equip young people for success in employment, family life, and broader societal engagement.[46]

Developments in India

The NEP 2020 emphasises the development of social, ethical, and emotional competencies as essential to holistic child development. The National Curriculum Framework 2023[47] also advocates for SEL-based pedagogies to improve educational outcomes and foster children's well-being. The NIPUN Bharat mission guidelines 2021[48] emphasise the importance of SEL as a core component of the holistic development objectives for young children in India's foundational education system. It promotes activities that foster self-awareness, social awareness, and responsible decision-making, advocating for inclusive, child-centred practices to create safe, supportive learning environments that nurture both cognitive and emotional growth.

SEL is increasingly being recognised as integral to India's educational and developmental priorities. Initiatives like SEE Learning India[49] and the Life Skills Collaborative[50] are paving the way for SEL in structured approaches. They are being adopted in the states of Maharashtra, Mizoram, Uttarakhand, and Rajasthan. SEL interventions are also being carried out in programmes implemented by the governments of Tripura and Uttarakhand etc. In several programmes, state governments have collaborated with non-profit organisations like Dream a Dream Foundation[51] and Labhya[52]. Under these models, classrooms are envisaged as emotionally safe environments wherein children experience interactive group sessions, mindful practices, and spaces for reflection sharing to cope with various challenges and improve their well-being and learning outcomes. Through organisations such as the Aparajitha Foundation, students are taught important life skills, i.e., social and interpersonal skills, that can help them make informed decisions, communicate effectively, and develop coping and self-management skills (See **Box XI.5**).

The evidence supporting the benefits of SEL is robust. The imperative of integrating SEL with educational frameworks is underscored by its profound impact on mental health, academic success, and long-term life outcomes. This is particularly crucial in India, which is characterised by a youthful population poised to enter the workforce. The implementation of SEL, therefore, serves as a strategic investment in the nation's future.

46 Elias, M.J., 2014. Social-emotional learning and its impact on societal engagement. Journal of Educational Psychology, 106(3), pp. 1-10; Jones, S.M. and Kahn, J., 2017. The evidence base for how learning happens: A consensus on social, emotional, and academic development. American Educator, Winter 2017-2018 (https://files.eric.ed.gov/fulltext/EJ1164389.pdf).

47 Ministry of Education, Government of India (2023) National Curriculum Framework 2023. (https://tinyurl.com/47z2b2m3).

48 Ministry of Education, Government of India (2021) NIPUN Bharat Mission: National Initiative for Proficiency in Reading with Understanding and Numeracy- Guidelines 2021. (https://tinyurl.com/mvxnc7k5)

49 SEE Learning India (2024) SEE Learning India About https://www.seelearningindia.com/Home/about

50 Life Skills Collaborative (2024). Life Skills Collaborative Overview https://lifeskillscollaborative.in/

51 Dream a Dream Foundation (2024). Dream a Dream Foundation Overview https://dreamadream.org/

52 Labhya Foundation (2024) Labhya Foundation Overview. https://labhya.org; https://www.labhya.org/what-we-do/model

11.19 NEP 2020 emphasises holistic schooling by integrating vocational and digital education with a supporting, well-equipped school infrastructure to enable the smooth transition of a GER of 100 per cent at the secondary level by 2030.

11.20 The importance of skill education in schools has grown significantly with the advent of Industry 4.0, a highly dynamic and skill-intensive era defined by automation, artificial intelligence (AI), internet of things (IoT), big data, and robotics. This industrial revolution has reshaped production and distribution across sectors like manufacturing and agriculture, significantly increasing the demand for a skilled workforce. Alongside technical proficiency, soft skills such as adaptability, problem-solving, and collaboration have become critical for navigating this evolving landscape. **Box XI.5** discusses the *Tim Tim Tare* initiative for imparting life skills.

Box XI.5: Imparting life skills: The Tim Tim Tare initiative

Tim Tim Tare (TTT)[53] is a pioneering initiative that aims to impart essential life skills to adolescent students across India. Unlike vocational training, which focuses on technical skills, TTT places emphasis on soft skills—key components of personal growth, effective communication, emotional intelligence, and social well-being. Through TTT, students are empowered to face life's challenges confidently and clearly.

This initiative equips students with essential life skills to navigate the complexities of modern life. Built on the World Health Organization's (WHO) Life Skills Framework, TTT addresses a wide range of 16 core life skills (such as empathy, critical thinking, etiquette, time management, etc) and over 100 related topics designed to meet the evolving needs of today's youth. These skills enable students to make informed, thoughtful decisions personally and professionally and equip them with the skills and attitudes necessary to thrive in their studies and beyond.

TTT's approach stands apart from traditional education due to its student-focused methodology, delivering content in an engaging, immersive manner and creating transformative experiences enabling students to absorb, internalise, and retain key concepts effectively. Each topic is designed with activity-based learning, such as experience sharing, role plays, sing-along songs and interactive games. This approach ensures that every lesson is lively, impactful, and engaging, allowing students to experience the learning process actively.

Started in 2009 in Tamil Nadu, TTT has now expanded to other states[54] in a phased manner, reaching millions of students across India. In addition to empowering students, TTT has prioritised training thousands of teachers across these states, ensuring that the programme's benefits are deeply rooted and widely disseminated.

A critical focus of TTT has been its commitment to understanding and addressing the needs of its stakeholders. Feedback from students, teachers, principals, and parents has been

53 https://tinyurl.com/5yxkwerv

54 Such as Gujarat, Madhya Pradesh, Rajasthan, Uttar Pradesh, etc.

systematically collected over the years. This feedback consistently highlights the programme's positive impact on individuals and communities and is a testament to TTT's transformative power and ability to create lasting change.

The TTT programme currently reaches more than 10 crore students, with a significant presence in central India and Gujarat. It is implemented in various types of schools, including government schools, *Navodaya Vidyalayas, Kendriya Vidyalayas, Kasturba Vidyalayas*, juvenile homes etc. It is also accessible through various platforms such as PM eVidya channels, state government relay centres, YouTube, and WhatsApp groups.

The State Council of Educational Research and Training (SCERT) officially approved the TTT programme, which adds credibility and ensures alignment with national educational standards.

Bridging the gap: Digital technology in education and the essentiality of digital literacy

11.21 Digital literacy ensures that students remain competitive by mastering skills like analysing, synthesising, and communicating digital information. The World Economic Forum (WEF) identifies ICT skills as foundational for the 21st century.[55] UNESCO defines digital literacy as– '*Includes competencies that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy*'.[56] Digital literacy ranges from basic hardware and software use to advanced programming and network management.

11.22 Data from the Comprehensive Annual Modular Survey 2022-23 reveals a rural-urban digital divide in India with lower internet-searching capabilities in rural areas, especially among females.[57] Sixty-three per cent of males and 55 per cent of females in rural areas can search the internet for information compared to 74 per cent males and 69 per cent of females in urban areas. The results highlight the need for focused efforts to close the digital gap.

11.23 The NEP 2020 emphasises technology's role in improving education, removing barriers, and ensuring inclusivity for *Divyang* students. Schemes like DIKSHA,[58] Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)[59], e-VIDYA[60], Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA)[61] and e-content for *Divyang* are in place to achieve the objective of inclusive digital education. The government

55 New Vision for Education. World Economic Forum (WEF) https://tinyurl.com/39m36x5h

56 A Global Framework of Reference on Digital Literacy Skills.UNESCO. https://tinyurl.com/3e832sct

57 Comprehensive Annual Modular Survey, 2022-23, MoSPI https://tinyurl.com/yxrtez7e

58 https://diksha.gov.in/data/

59 https://swayam.gov.in/explorer?category=SCHOOL

60 https://pmevidya.education.gov.in/

61 PIB release of Ministry of Electronics and IT dated 26 July 2024 (https://tinyurl.com/4w2bzwsa).

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आर्थिक कार्य विभाग
DEPARTMENT OF ECONOMIC AFFAIRS