ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

India

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Don't know yet

Q5. Who have you consulted with before completing this survey?

The core drafting team comprised four members who collectively reviewed national policies, recent literature, state-level initiatives and international developments in career development. The team included:
• Dr Sachin Kumar, who is President of the Indian Association for Career and Livelihood Planning (IACLP), and Board Member of the International Association for Educational and Vocational Guidance (IAEVG). Invited member of International Collaboration workgroup of APCDA.
• Arun Mittal, Executive Director of the Asia Pacific Career Development Association (APCDA), with more than 25 years of experience across education, skills development and career guidance. He established the National Program on Career Awareness (NPOCA), a pioneering social initiative promoting career education in Indian schools.
• Prof. A. Vimala, Professor at Bharathiar University, Tamil Nadu, who leads India's only postgraduate programme in Career Guidance. Through her academic leadership, research and extensive network of students and practitioners across multiple states, she has contributed significantly to career guidance policy and practice in India.
• A.P. Muruganandam, career guidance researcher with extensive engagement with both the Government of India and state governments. He has been actively involved in initiatives aimed at mainstreaming career development services and provided valuable insights into recent policy developments and state-level innovations.
Stage 2: Wider Professional Consultation
To validate and enrich the responses, members of the country team consulted officials and professionals from relevant ministries, departments and organisations, including Public Employment Services, Departments of Skill Development, School Education, Higher Education, Social Justice and Empowerment, and other practitioners and experts involved in career development, skills development and employment services at both national and state levels.

About you

Q6. What is your name?

Sachin Kumar

Q7. What organisation do you work for?

Wazir Ram Singh Government College, Dehri, Kangra, India

Q8. What is your job title?

Principal

Q9. What is your email address?

samparksachin@gmail.com

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

India

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools		X		
Young people in Technical and Vocational Education and Training (TVET)			X	
Young people in university or higher education			X	
Young people not in education or work (e.g. NEETs)			X	
Adults in education			X	
Adults in work				X
Adults not in education or work (e.g. unemployed workers and the economic inactive)				X
Migrants				X
People in the criminal justice system				X
Employers/businesses				X

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

1. Ex-servicemen (retired Armed Forces personnel) receive dedicated career transition and resettlement support, including career counselling, skill development, placement assistance and entrepreneurship programmes through specialised government agencies.
2. Self-help group (SHG) members, especially women supported through the National Rural Livelihoods Mission (NRLM).

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.					X
School leavers in my country are well prepared for successful transitions to work or further learning.				X	
There is a strong evidence base to support the provision of career development services in my country.	X				
AI is having a major impact on the education system in my country.			X		
AI is having a major impact on labour market in my country.		X			
AI is having a major impact on the provision of career development services in my country.				X	

Q15. Are indigenous groups involved in the design of career development services in your country?

Not relevant

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Please provide a short summary of your country's career development system. (Maximum 300 words)
India's career development system operates within one of the world's largest, most diverse and most complex education and labour market ecosystems, serving over 250 million school-age learners, more than 40 million higher education students and one of the world's largest youth populations. India does not have a dedicated national career development policy. Instead, career development has evolved through interconnected policies and programmes across three principal pillars—education, skills development and employment—implemented by central and state governments, educational institutions, employers, professional bodies, civil society organisations and private providers.
At the national level, the National Education Policy (NEP) 2020 has positioned career guidance as an important component of educational reform by promoting informed educational choices, vocational exposure, multidisciplinary learning and smoother transitions between education, training and work. School-level initiatives are supported through NCERT and CBSE, while the National Career Service (NCS), Skill India Mission, National Skill Development Corporation (NSDC), apprenticeship programmes and digital employment platforms strengthen career information, employability and workforce mobility.

Q16. Please provide a short summary of your country’s career development system. [Up to 300 words]

India's federal structure has also encouraged significant state-level innovation. Initiatives such as Naan Mudhalvan (Tamil Nadu), Career Prayanam (Kerala), Mahaswayam (Maharashtra) and Anubandham (Gujarat) demonstrate how states are integrating career development with education, skills, entrepreneurship and employment in ways that complement national policies.
Recent policy developments indicate growing recognition of career development. The CBSE has mandated the appointment of qualified Career Counsellors or Counselling and Wellness Teachers in affiliated schools from the 2026–27 academic session. At the same time, recent analyses by NITI Aayog have highlighted the absence of a systematic career guidance architecture in school education, reinforcing the need for stronger institutional coordination.
Career development is increasingly being recognised in India as public policy infrastructure connecting education, skills and work. The next phase of reform lies in strengthening professional capacity, improving coordination across sectors and states, and developing a more coherent and evidence-informed national career development ecosystem.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country’s career development policies and systems. [Up to 300 words]

The following resources provide authoritative insights into India's career development policies, institutional arrangements and recent reforms. Together, they illustrate a system that is distributed across education, skills development and employment, with increasing innovation at both national and state levels.

National Policy and Government Resources

* **National Education Policy (NEP) 2020** – https://www.education.gov.in/en/national-education-policy-2020
* **National Career Service (NCS)** – https://www.ncs.gov.in
* **Ministry of Skill Development and Entrepreneurship (MSDE)** – https://www.msde.gov.in
* **National Skill Development Corporation (NSDC)** – https://www.nsdcindia.org
* **National Council for Vocational Education and Training (NCVET)** – https://www.ncvet.gov.in
* **CBSE Career Guidance Dashboard** – https://cbsecareerguidance.in
* **NCERT Career Guidance Portal (My Career Advisor)** – https://mycareeradvisor.ncert.gov.in

Recent National Policy Analysis

* **NITI Aayog (2026). *School Education System in India: Understanding the Performance and Governance*.**
https://niti.gov.in/sites/default/files/2026-05/School-Education-System-in-India.pdf
Highlights the absence of a systematic career guidance architecture in school education and identifies career guidance as a critical area for reform.

Illustrative State-Level Innovations

* **Naan Mudhalvan (Government of Tamil Nadu)** – https://naanmudhalvan.tn.gov.in
* **Career Prayanam (Government of Kerala)** – https://careerprayanam.in
* **Mahaswayam (Government of Maharashtra)** – https://mahaswayam.gov.in
* **Anubandham (Government of Gujarat)** – https://anubandham.gujarat.gov.in

These initiatives demonstrate how India's federal structure has enabled states to develop innovative approaches that integrate career guidance with education, employability, entrepreneurship and labour market services.

India-specific Analytical Publications

* Arulmani, G., Kumar, S., & Paul, J. (2017). *Career Education and Job Training in Asian Countries: Country Paper from India.*
* Kumar, S., & Kumar, K. (2019). *India Country Report on Leading Career Development Services into an Uncertain Future.* ICCDPP International Symposium, Tromsø.
* Kumar, S. (2021). *Time to Change the Dance: Implications of the National Education Policy, 2020 on Career Guidance Practice in India.*
* Kumar, S., Arulmani, G., & Miranda, R. (2022). *Promoting Career Development and Livelihood Planning in Post-Pandemic India.*
* Kumar, S. (2023). *National Curriculum Framework for School Education, 2023: Implications for Career

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

Guidance Practice.*
* Kumar, S. (2025). *Embedding Career Development in Education Systems: Evidence, Innovation, and Implications.*

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

India's career development system reflects the country's federal governance structure and institutional diversity. Rather than being organised through a single national agency or dedicated career development policy, services are delivered through a distributed ecosystem involving ministries responsible for school education, higher education, skills development, labour and employment, youth development and social justice, alongside state governments, universities, employers, professional associations, NGOs and private providers.

This multi-level governance model has enabled states to become important laboratories of innovation. National policies establish broad directions, while states design delivery models suited to local educational, economic and labour market contexts. For example, Tamil Nadu's Naan Mudhalvan integrates career guidance, employability, higher education planning and industry-linked training through a statewide platform. Kerala's Career Prayanam combines career guidance, aptitude assessment and digital resources for school students, while Maharashtra's Mahaswayam integrates employment, entrepreneurship and skills services through a unified digital platform. Similar innovations are emerging in Gujarat, Karnataka, Bihar, Goa and several other states.

Digital public infrastructure has significantly expanded access to career information, labour market intelligence, online learning and employment services. At the same time, employers are playing a larger role through internships, apprenticeships, work-integrated learning and industry partnerships. Recent scholarship has noted a gradual shift from isolated career guidance initiatives towards embedding career development within broader education and workforce reforms

Recent developments also indicate increasing policy recognition of career development. The Supreme Court of India, in its guidelines on student mental health in higher education institutions, identified career guidance for students and parents as an important strategy for supporting student wellbeing. The CBSE's recent decision to mandate qualified Career Counsellors in affiliated schools marks another significant milestone. Nevertheless, career development provision in India continues to evolve in a piecemeal and uneven manner. Services have expanded considerably, but they remain fragmented across ministries, sectors and states, with no common standards for delivery, practitioner preparation or quality assurance. Access to comprehensive career development services remains limited for large segments of the population, and the effectiveness of existing provision varies considerably across regions and institutions. The recent NITI Aayog review of school education, which identified the absence of a systematic career guidance architecture, reinforces the need for stronger coordination, professionalisation and evidence-informed policy.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.			X		
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public		X			

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.			X		
spending.					
Career development services support entrepreneurialism.			X		
Career development services help to address employers' skills and labour needs.		X			
Career development services can be accessed by small and medium sized businesses (SMEs).		X			
Career development services improve levels of job satisfaction.		X			
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).	X				
Career development services support equality of access to learning and work opportunities.	X				
Career development services contribute to the green transition.			X		

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

India's career development policies support productivity by strengthening connections between education, skills development, entrepreneurship and labour market demand. Career development is increasingly recognised not simply as a counselling service, but as public policy infrastructure that enables individuals to make informed educational, training and occupational decisions while helping employers access appropriately skilled workers.

In a large and rapidly changing labour market, career development reduces information asymmetry by providing learners and jobseekers with access to labour market intelligence, occupational information, skills requirements and employment opportunities. Through the National Career Service (NCS), digital career platforms and Career Centres, individuals can make better-informed decisions, improving job matching, reducing skills mismatches and facilitating labour mobility.

Career development is closely linked with the Skill India Mission, apprenticeship programmes, the National Skills Qualification Framework (NSQF), the National Credit Framework (NCrF) and Recognition of Prior Learning (RPL), enabling individuals to upskill, reskill and pursue flexible learning pathways throughout their working lives. It also complements India's innovation and entrepreneurship agenda through initiatives such as Startup India, the MSME ecosystem, entrepreneurship development programmes, incubation and pre-incubation centres in higher education institutions, and Atal Innovation Mission. Career development services help learners and aspiring entrepreneurs identify opportunities, develop entrepreneurial capabilities and connect with mentoring, incubation, finance and enterprise support.

Several states have further strengthened this agenda through innovative models. Maharashtra's

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Mahaswayam integrates employment, entrepreneurship and skills services through a unified digital platform; Gujarat's Anubandham improves employer-jobseeker matching; Andhra Pradesh has strengthened internship pathways between higher education and industry; and Tamil Nadu's Naan Mudhalvan aligns career development with industry-linked skills and graduate employability.

As India transitions towards a knowledge-based and innovation-driven economy, career development will play an increasingly important role in enhancing workforce productivity, fostering entrepreneurship and supporting sustainable economic growth. Continued progress will depend on strengthening labour market intelligence, professional capacity, impact evaluation and coordination across education, skills, innovation and employment systems.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

India's career development policies contribute to an inclusive economy by expanding access to education, skills, entrepreneurship and employment for groups that have historically faced social, economic and geographical disadvantage. In the Indian context, career development functions as an important bridge between social justice policies and economic participation, enabling individuals to translate educational opportunities into meaningful careers and sustainable livelihoods.

India's inclusive development framework is underpinned by constitutional provisions and affirmative action policies that promote equitable access to education and public employment for Scheduled Castes, Scheduled Tribes, Other Backward Classes, women, persons with disabilities and other disadvantaged groups. Career development services complement these measures by helping individuals understand educational pathways, scholarships, reservations, apprenticeships, entrepreneurship opportunities and labour market options, thereby enabling them to make informed decisions and access available opportunities.

National initiatives such as the National Education Policy (NEP) 2020, National Career Service (NCS), Skill India Mission, apprenticeship programmes, Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Jan Shikshan Sansthans and Recognition of Prior Learning (RPL) support educational and employment transitions. Numerous targeted schemes further promote skilling, self-employment, startup support and entrepreneurship among disadvantaged communities. Career development is particularly important for first-generation learners, who often have limited access to career information, professional networks and informed educational guidance.

State governments have complemented national policies through locally responsive initiatives. Kerala's Career Prayanam, Tamil Nadu's Naan Mudhalvan, Bihar's District Registration and Counselling Centres (DRCCs) and Eklavya Model Residential Schools (EMRS) for tribal students illustrate how career development can be integrated with educational inclusion, employability and social mobility.

Despite significant progress, access to comprehensive career development services remains uneven. Large sections of the population continue to face barriers relating to awareness, accessibility, service quality and geographical coverage. Strengthening professional capacity, improving quality assurance and ensuring equitable access across regions and population groups will be essential for enabling career development to contribute fully to India's inclusive economy.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

The following resources provide insights into how career development in India contributes to productivity, workforce development, entrepreneurship and inclusive economic growth.

National Policies and Government Resources
National Education Policy (NEP) 2020 – https://www.education.gov.in/en/national-education-policy-2020
National Career Service (NCS) – https://www.ncs.gov.in
Ministry of Skill Development and Entrepreneurship (MSDE) – https://www.msde.gov.in
National Skill Development Corporation (NSDC) – https://www.nsdcindia.org

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

Skill India Digital Hub – https://www.skillindiadigital.gov.in
National Apprenticeship Training Scheme (NATS) – https://nats.education.gov.in
Startup India – https://www.startupindia.gov.in
Atal Innovation Mission (NITI Aayog) – https://aim.gov.in
Ministry of Micro, Small and Medium Enterprises (MSME) – https://msme.gov.in
National Policy Analysis
NITI Aayog (2026). School Education System in India: Understanding the Performance and Governance. https://niti.gov.in/sites/default/files/2026-05/School-Education-System-in-India.pdf
Highlights the need for a stronger career guidance architecture to improve educational transitions, workforce readiness and productivity.
ILO–Institute for Human Development. India Employment Report 2024.
Analyses labour market transitions, youth employment, skills and employability.
Illustrative State-Level Initiatives

These demonstrate how India's federal structure supports innovation in career development:

Naan Mudhalvan (Tamil Nadu) – https://naanmudhalvan.tn.gov.in
Mahaswayam (Maharashtra) – https://mahaswayam.gov.in
Anubandham (Gujarat) – https://anubandham.gujarat.gov.in
Career Prayanam (Kerala) – https://careerprayanam.in

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills	X				
Career development services support people to access training	X				
Career development services support the uptake of TVET pathways	X				
Career development services support lifelong learning				X	

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
TVET options do not provide opportunities for educational progression e.g. to higher education
High rates of drop-out from TVET
Lack of career development services for learners considering TVET
Lack of ongoing career development support for learners studying TVET pathways
The influence of gender stereotyping on TVET choices
Poor alignment between TVET provision and employers' needs

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

Vocational exposure begins during secondary schooling through vocational subjects, career awareness and work-related learning. Formal entry into Technical and Vocational Education and Training (TVET) generally occurs after Grade 10 (around age 15–16), when students may enrol in Industrial Training Institutes (ITIs), polytechnics and other vocational institutions. In some states and programmes, vocational pathways are available after Grade 8 (around age 13–14). Additional entry points are available after Grade 12 (around age 17–18) through diploma programmes, Bachelor of Vocation (B.Voc.) degrees, apprenticeships and other technical and professional education pathways. Recent policy reforms under the National Education Policy (NEP) 2020 seek to introduce vocational exposure from the middle school years while enabling flexible progression between general and vocational education through the National Skills Qualification Framework (NSQF) and the National Credit Framework (NCrF).

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Traditionally, vocational and technical pathways in India have required students to make important educational decisions at a relatively young age, often after Grade 10. This can be challenging because many adolescents have limited career awareness, labour market knowledge and opportunities for informed career exploration. Social perceptions that place greater value on academic pathways, combined with limited access to high-quality career guidance, may also influence students' choices and discourage participation in vocational education.

At the same time, India's TVET system offers multiple entry and re-entry points after Grades 10 and 12 through Industrial Training Institutes (ITIs), polytechnics, diploma programmes, Bachelor of Vocation (B.Voc.) programmes, apprenticeships and other technical education pathways. This provides a degree of flexibility for learners to pursue vocational education at different stages.

Recent reforms under the National Education Policy (NEP) 2020 seek to address these challenges by reducing rigid boundaries between general and vocational education. The policy promotes vocational exposure from the middle school years, experiential learning, internships, flexible curricular pathways and stronger integration of academic and vocational learning. The National Skills Qualification Framework (NSQF) and National Credit Framework (NCrF) further support learner mobility by enabling credit accumulation, multiple entry and exit, and progression across education and skills systems.

These reforms reflect a shift away from viewing TVET as an early terminal pathway towards recognising it as an integral component of lifelong learning and career development. Continued expansion of high-quality career guidance will be essential to ensure that learners make informed pathway choices based on their interests, abilities and aspirations rather than social perceptions or limited information.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

India's career development policies increasingly serve as the bridge between education, skills development and employment, enabling learners to navigate multiple learning pathways throughout their educational and working lives. Although India does not yet have a unified lifelong career development system, recent reforms increasingly recognise career guidance as an essential enabler of informed educational and occupational transitions.
The National Education Policy (NEP) 2020, National Curriculum Framework (NCF-SE 2023), National Credit Framework (NCrF) and National Skills Qualification Framework (NSQF) collectively promote flexible, multidisciplinary and competency-based learning. Career development services help learners understand these pathways, make informed choices between general and vocational education, and benefit from multiple entry and exit options, credit transfer and Recognition of Prior Learning (RPL).

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

India's TVET ecosystem—including the Skill India Mission, National Skill Development Corporation (NSDC), Industrial Training Institutes (ITIs), polytechnics, apprenticeship programmes, community colleges and Sector Skill Councils—offers diverse opportunities for workforce preparation. Career guidance enables learners to align their education with labour market demand and emerging occupations. Several states have strengthened this integration through innovative approaches. Kerala's Career Prayanam links career guidance with skills development and employability; Tamil Nadu's Naan Mudhalvan integrates career planning with industry-linked learning and higher education pathways; Karnataka's Kaushalkar and Andhra Pradesh's internship ecosystem similarly demonstrate how states are embedding career development within TVET and work-based learning.
Digital platforms such as Skill India Digital, SWAYAM, SWAYAM Plus, DIKSHA and the National Career Service have further expanded opportunities for lifelong learning, continuous upskilling and career mobility. The next phase of reform lies in embedding career guidance more systematically across TVET institutions and strengthening professional capacity to support lifelong career development.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

The following resources provide useful insights into the relationship between career development, skills development, TVET and lifelong learning in India.
National Policies and Regulatory Frameworks
• National Education Policy (NEP) 2020 – https://www.education.gov.in/en/national-education-policy-2020
• National Council for Vocational Education and Training (NCVET) – https://www.ncvet.gov.in
• Ministry of Skill Development and Entrepreneurship (MSDE) – https://www.msde.gov.in
• University Grants Commission (UGC) – https://www.ugc.gov.in
Skills and TVET Platforms
• National Skill Development Corporation (NSDC) – https://www.nsdcindia.org
• Skill India Digital Hub – https://www.skillindiadigital.gov.in
• National Apprenticeship Training Scheme (NATS) – https://nats.education.gov.in
• Apprenticeship India – https://www.apprenticeshipindia.gov.in
• All India Council for Technical Education (AICTE) – https://www.aicte-india.org
Lifelong Learning Platforms
• SWAYAM – https://swayam.gov.in
• SWAYAM Plus – https://swayam-plus.swayam2.ac.in
• DIKSHA – https://diksha.gov.in
• ULLAS – https://ullas.education.gov.in

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.	X				
Vulnerable and disadvantaged groups can access career development services.				X	
Career development services support vulnerable groups to access decent work.	X				
Career development services support vulnerable groups to access the education and training system.	X				

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.	X				
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.	X				
Policies for social inclusion intersect with policies for education, training, and employment.	X				

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	X	X
Women and girls	X	X
Men and boys		
Ethnic minorities	X	X
Religious minorities	X	X
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	X
People with low skill levels	X	
Migrants	X	
People with disabilities	X	X
People with health and mental health challenges		
Younger people	X	X
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

India's career development policies increasingly support vulnerable and disadvantaged populations by integrating career development with broader policies on educational equity, skills development, social justice and livelihoods. Rather than functioning as a stand-alone service, career development is embedded within programmes designed to improve educational participation, employability and economic

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

mobility for historically under-represented groups. India's constitutional commitment to social justice and affirmative action provides an important enabling framework by expanding educational and employment opportunities for disadvantaged communities.

National initiatives under the National Education Policy (NEP) 2020, National Career Service (NCS), Skill India Mission, apprenticeship programmes, Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Jan Shikshan Sansthans and Recognition of Prior Learning (RPL) provide career information, counselling, skills training, apprenticeship opportunities, entrepreneurship support and employment services for rural youth, women, Scheduled Castes, Scheduled Tribes, Other Backward Classes, minorities, persons with disabilities, economically weaker sections and workers in the informal economy.

Career development is particularly important for first-generation learners, who often have limited access to career information, professional networks and informed educational guidance. Digital initiatives such as the National Career Service, Skill India Digital, SWAYAM and DIKSHA have broadened access to career information and learning resources, although regional disparities and the digital divide continue to affect equitable access.

State governments have complemented national policies through locally responsive approaches. Bihar's District Registration and Counselling Centres (DRCCs) integrate counselling with higher education support, employability services and financial assistance. Kerala's Career Prayanam combines career guidance with aptitude assessment and digital resources for school students, while Himachal Pradesh has institutionalised Career Counselling and Guidance Cells using designated school teachers as career coordinators. Eklavya Model Residential Schools (EMRS) also provide an important platform for improving educational and career aspirations among tribal students. These examples illustrate how career development services are adapted to local needs and priority populations.

Career development is increasingly recognised not only as an employability intervention but also as an important instrument for promoting social mobility, reducing inequalities and supporting inclusive national development.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

National policies and targeted programmes
National Education Policy (NEP) 2020 – https://www.education.gov.in/en/national-education-policy-2020
National Career Service (NCS) – https://www.ncs.gov.in
National Career Service Centres for Differently Abled (NCSC-DAs) – https://dge.gov.in/ncsc_da (career planning, vocational training, placement support and outreach for persons with disabilities).
Ministry of Labour & Employment – National Career Service Scheme (includes dedicated services for SC/ST jobseekers and other priority groups).
Ministry of Education – Career Cards for Children with Special Needs (2026) – https://www.pib.gov.in/PressReleasePage.aspx?PRID=2250250 (inclusive career guidance resources, including Braille versions).
Jan Shikshan Sansthan (JSS) – https://www.msde.gov.in (skills and livelihood support for non-literates, neo-literates, school dropouts and disadvantaged adults).
e-Shram – https://eshram.gov.in (links unorganised workers to employment and career services).
YuWaah (UNICEF India) – https://www.unicef.org/india/yuwaah (career guidance, mentoring and employability support for young people, especially young women and marginalised groups).
State-level examples
Career Prayanam (Kerala) – https://careerprayanam.in
Naan Mudhalvan (Tamil Nadu) – https://naanmudhalvan.tn.gov.in
District Registration and Counselling Centres (DRCC), Bihar – https://www.7nishchay-yuvaupmission.bihar.gov.in


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THE INTERNATIONAL CENTRE FOR
CAREER DEVELOPMENT AND PUBLIC POLICY


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Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ


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