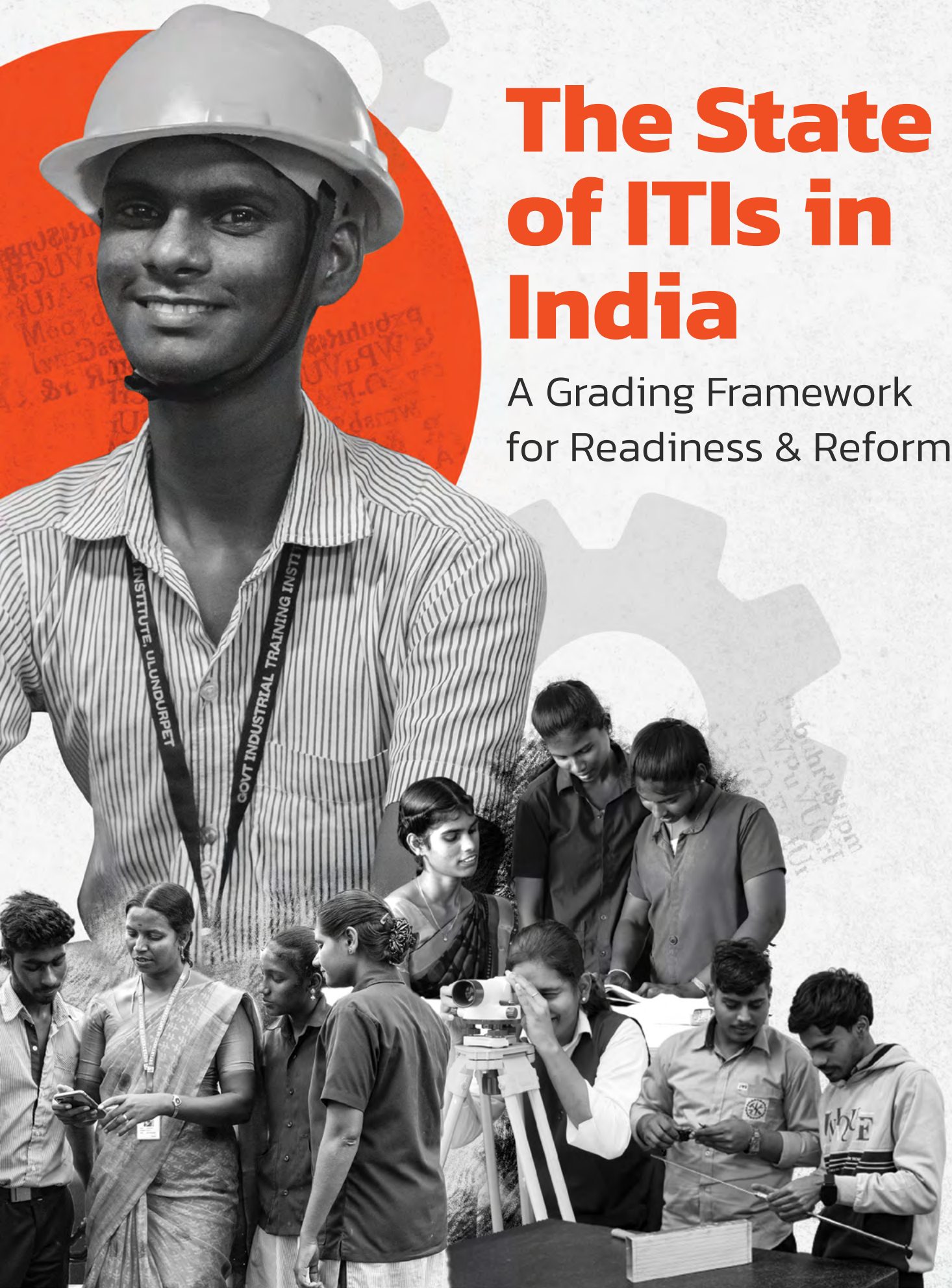
FUTURE RIGHT SKILLS NETWORK FRSN

FICCI

The State of ITIs in India

A Grading Framework for Readiness & Reform



PREFACE

India stands at a pivotal moment in its skilling journey. With one of the youngest workforces in the world and rapidly evolving industry demands, the role of Industrial Training Institutes (ITIs) in shaping a future-ready, inclusive, and resilient economy has never been more critical. As we enter a decade of major investment in skilling—anchored by the ₹60,000 crore ITI Upgrade Scheme—the imperative is not only to invest in infrastructure and trades, but also to reimagine how we assess and strengthen institutional performance.

This Grading Framework is an important step in that direction. It shifts the focus from inputs to outcomes—particularly Youth Readiness, Industry Alignment, and Institutional Effectiveness. It seeks to answer three core questions:

- **Are young people graduating from ITIs ready for the world of work?**
- **Are ITIs equipped to align training with dynamic industry needs?**
- **What institutional conditions enable or constrain this readiness?**

The Framework has been jointly developed by the Future Right Skills Network (FRSN) and the Federation of Indian Chambers of Commerce and Industry (FICCI), reflecting a deliberate shift toward a demand-driven vision for vocational training. Industry must not remain on the sidelines—as recruiters or guest lecturers—but become active collaborators in shaping curricula, mentoring learners, and upgrading training ecosystems. This partnership underscores the need for employers and state systems to co-own the agenda of ITI reform.

Crucially, the Framework is not a compliance mechanism, nor is it intended to produce public rankings of individual ITIs. It is a system-learning tool—one that fosters continuous improvement, surfaces actionable insights, and enables targeted reform. The Framework establishes a credible foundation for long-term system strengthening. It shifts the purpose of assessment from oversight to enablement—from static scoring to dynamic, data-driven change.

We are grateful to the Ministry of Skill Development and Entrepreneurship (MSDE), the Directorate General of Training (DGT), participating state departments, employers, ITI leaders, and implementation partners who contributed to this collective effort.
As this moves from design to implementation, the hope is, this Framework catalyses a wider conversation—one that goes beyond grading, to reimagine how India's skilling institutions can be empowered to deliver high-quality, industry-relevant, and future-ready learning for every young person.

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01

INTRODUCTION



Industrial Training Institutes (ITIs) are the cornerstone of India's technical and vocational education and training (TVET) ecosystem, providing essential pathways for skilling and workforce development. There are more than 15,000 government and private ITIs across the country, administered by the Directorate General of Training (DGT) under the Ministry of Skill Development and Entrepreneurship (MSDE). The ITIs network plays a pivotal role in preparing youth—particularly from underserved communities—for economic participation.

As India approaches its demographic peak, with approximately 64% of its population projected to be of working age (SBI Research, 2024), the relevance of ITIs in shaping equitable and future-ready growth cannot be overstated.



The National Skill Development Mission, a key policy initiative introduced in 2015 aimed to streamline TVET in India, harmonize training and curriculum standards via the National Skills Qualifications Framework (NSQF) and integrate vocational training with formal education pathways.

In the past decade, the Government of India has introduced major reforms to enhance the quality and reach of vocational training. These range from the National Skill Development Mission and the National Skills Qualification Framework (NSQF)

to the recent approval for upgrading

1,000

government ITIs and establishing Centres of Excellence in emerging sectors (Press Information Bureau, 2025; Tiwari, 2024).





Yet, despite these initiatives, some challenges persist with low levels of formal vocational training, limited industry linkages, outdated infrastructure, and shortages in qualified faculty continuing to constrain the potential of ITIs (GOI, 2024, NITI Aayog, 2023; UNESCO, 2020; Wheebox, 2020; KPMG-FICCI, n.d.; Asian Development Bank, 2023).

The Data-Driven Grading Methodology (DDGM) represented an important step toward improving accountability and benchmarking quality within ITIs.

However, the DDGM—currently limited to a set of indicators related to enrolment, pass rates, and infrastructure—measures inputs and outputs, with insufficient attention to youth readiness, employability, or the institutional conditions that shape these outcomes. The reduction in the scope and number of parameters assessed diminishes the framework's ability to guide transformative, outcome-oriented reforms.



It is in this context that the ITIs Grading Framework has been developed. This framework presents a more holistic, outcome-oriented, and independent methodology for assessing ITIs performance. It aims to surface critical dimensions such as learner preparedness, industry alignment, and institutional effectiveness.



By triangulating data from multiple stakeholders—including learners, alumni, employers, and administrators—the framework offers a robust diagnostic of how well ITIs are positioned to respond to India's evolving labour market.

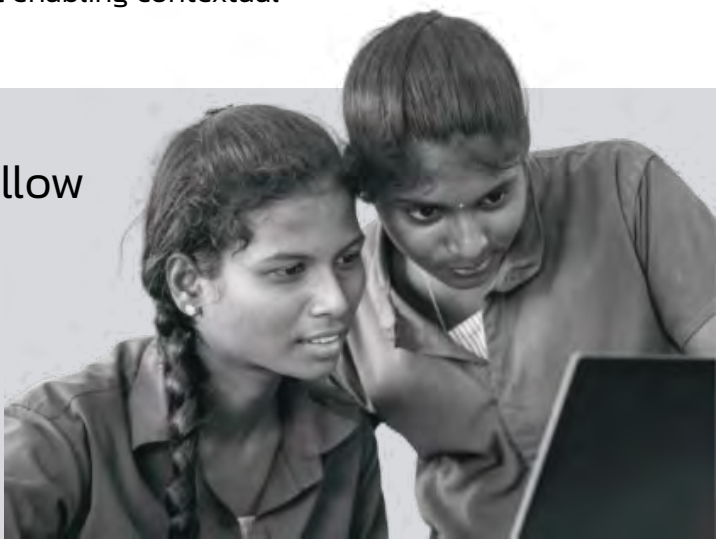
This document presents a Grading Framework as both a diagnostic and reform-aligned tool. Its structure is as follows.

- Section 2 **details the design, vision, and key levers of the proposed framework.**
- Section 3 **outlines the key stakeholders, indicators, and data sources of the proposed framework.**
- Section 4 and 5 **describes the implementation approach and the scoring approach respectively.**
- Section 6 **outlines a staged timeline for the development and testing of the data collection methods.**
- Section 7 **highlights strategies for risk mitigation.**
- Section 8 **presents a summary of the feedback from industry representatives in consultations conducted as part of the Framework development process.**
- Section 9 **gives examples of how the Framework can be used, and finally Section 10 concludes the report.**

The proposed Grading Framework is a step forward in developing a more holistic, outcomes-oriented assessment of ITIs and youth readiness and performance. However, as mentioned earlier, it is necessary to acknowledge that no Grading framework, however robust, can substitute deeper structural reforms required to enable ITIs to thrive. A Grading framework can reveal performance gaps, highlight best practices, and catalyse action—but it cannot substitute for the operational autonomy, responsive financing, localised governance, and policy coherence that ITIs need to thrive. Without these systemic enablers, even the most actionable insights risk remaining unimplemented. Reforming what ITIs do must go hand-in-hand with transforming what ITIs are able to do. As repeatedly emphasised in the literature as well as during stakeholder consultations organised to review this Blueprint, there is a need to create an enabling environment that grants ITIs the autonomy, agency, and operational flexibility required to respond to fast-changing labour market demands.

While centralised governance and standardisation have brought consistency and scale to the ITIs ecosystem, there is growing recognition that enabling contextual autonomy at the institute level is equally critical.

A more balanced approach can allow ITIs—especially public ones—to respond more effectively to local industry needs, learner profiles, and operational realities.



While centralisation and standardisation bring certain benefits, it can also limit the ability of ITIs to recruit and retain qualified faculty, revise or contextualise curricula, partner flexibly with industry, or invest in infrastructure based on real-time needs. Multiple research studies highlight the lack of leadership in ITIs. Where such institutional leaders are available, they tend to function as administrative managers rather than as strategic visionaries capable of shaping skilling responses to meet local and wider needs of industry. True transformation cannot occur in a context of high centralisation where ITIs leadership lacks decision-making authority, agency and budgetary discretion.

Such institutional constraints are not just administrative bottlenecks but undermine the intent and utility of the Grading exercise itself. A Grading framework that highlights performance gaps without accompanying pathways for institutional empowerment may do little more than diagnose the structural problems that ITIs are unable to address. To expect ITIs to become outcome-oriented without providing them with an enabling ecosystem in which to thrive is perhaps an unrealistic expectation.

The ITIs Grading Framework rightly focuses on

"What ITIs do"

across key levers of youth readiness, industry engagement, and institutional functioning. These efforts must be situated within a larger reform narrative that asks,

"What are ITIs able to do, why or why not?"

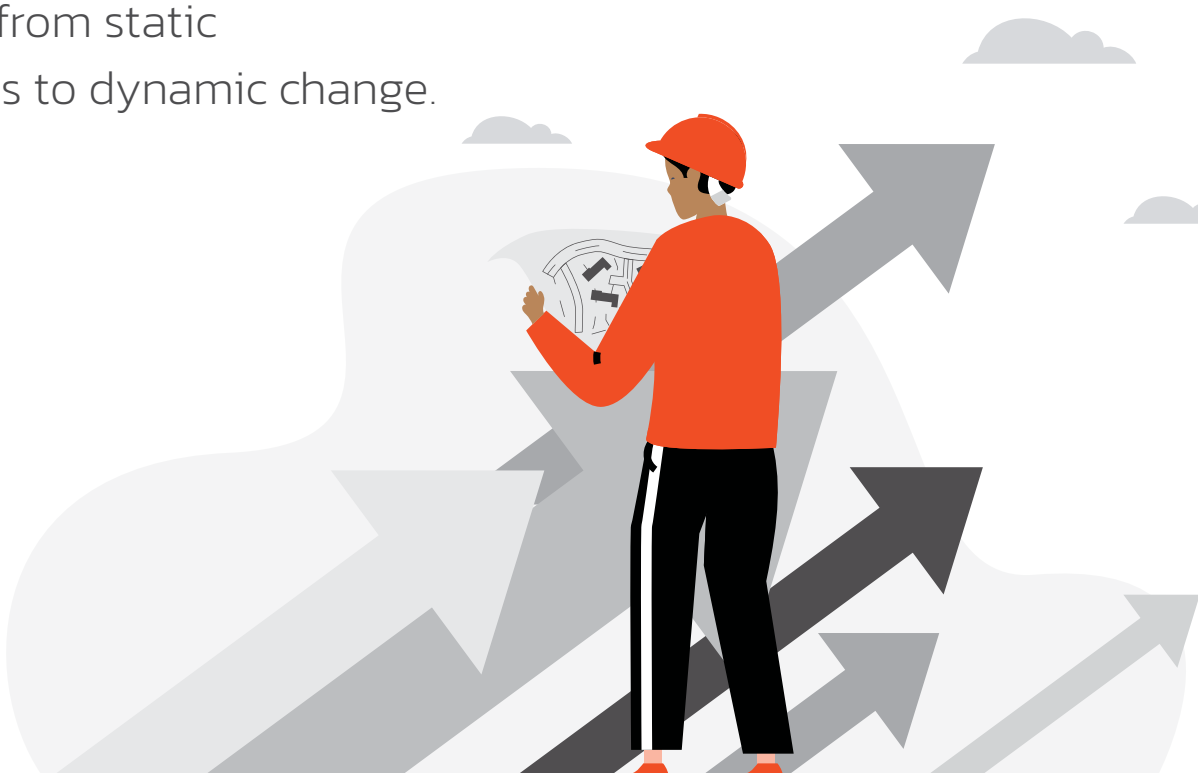
Without structural enablers, the risk may be that ITIs — especially those in resource-constrained or low-industry-density geographies — will continue to underperform due to systemic constraints.

In this light, the Grading Framework can serve not only as a diagnostic tool but also as a platform to advocate for institutional reform and ecosystem enablement. The Framework's findings can be used to build a case for differentiated support — identifying high-performing ITIs for recognition and replication, while offering targeted capacity-building and governance reforms to others.

Ultimately, India's demographic dividend and ambitions for economic transformation hinge not only on what learners learn — but on whether the institutions tasked with skilling them are empowered to deliver. While a Grading framework by itself will not fix this, a framework that brings out institutional constraints and channels reform momentum — especially through collaboration between government, industry, and civil society — can be the beginning of real, lasting change.

This Framework, therefore, is not merely a tool for compliance or ranking—it is envisioned as a learning system that supports continuous improvement within the ITIs ecosystem. In contrast to current data systems that often remain fragmented, underutilised, or inaccessible at the institute level, this Framework aims to enable triangulated, actionable insights that empower—not just evaluate—institutes. By revealing performance patterns across stakeholders and building a transparent feedback loop between evidence and decision-making, it offers a pathway toward more responsive and context-sensitive skilling ecosystems.

Over time, the vision is to digitise and scale this process while ensuring that it is rooted in local realities and capacities. Recognising infrastructural gaps and uneven digital readiness, this transformation will necessarily be incremental—but it begins by shifting the purpose of data itself: from oversight to learning, from compliance to reform, from static dashboards to dynamic change.



02

ITI GRADING FRAMEWORK



2.1 Vision and Purpose

The ITIs Grading Framework presents a robust methodology for assessing ITIs in India, with a **special focus on learner outcomes and skills,ITIs-industry linkages, and institutional effectiveness for creating a future-ready workforce**. Conceptualised as a strategic reform tool, the ITIs Grading Framework enables a comprehensive, outcomes-driven assessment of the extent to which ITIs provide the environment, training and skills for youth to be future-ready in this fast-paced, dynamic world. It seeks to examine ITIs-Industry partnerships for curriculum, training and infrastructure upgrades, diagnose institutional effectiveness, foster continuous improvement, and provide actionable insights to inform policy, practice, funding, and institutional developments at both the national and state levels. The ITIs Grading Framework foregrounds outcomes, marking a deliberate shift from counting inputs to measuring outcomes that matter for learners, for employers, and for the future of work.

To support this shift, the Framework proposes mixed source data collection, integrating data and insights from multiple stakeholders, thus enabling deeper examination of future readiness in ITIs and learners in the country. It triangulates data from Management Information Systems (MIS), learner surveys and assessments, and employer and alumni feedback to provide a robust, **360-degree view of institutional performance**. The aim is to overcome the inherent limitations of self-reported data from administrators through

To support this shift, the Framework proposes mixed source data collection, integrating data and insights from multiple stakeholders, thus enabling deeper examination of future readiness in ITIs and learners in the country.

validation from a variety of stakeholders, thus establishing a more credible, independent basis for Grading. Strong protocols for validation, audit, and cross-verification are embedded to ensure transparency and reliability of the findings.

A key objective of the Framework is to **facilitate benchmarking across states and regions,** enabling the development of **comparative insights at sub-national levels**. Given the wide disparity in ITIs performance and capacity across India, the framework is designed to identify the contexts, characteristics and conditions of high and low performing institutions by assessing key outcomes. The framework places particular emphasis on **learner-centric outcomes**—like job placements, entrepreneurial capability, and progression pathways—

and aims to encourage **stronger engagement with industry and employers** for curriculum co-design, faculty development, and on-the-job training. By doing so, the framework will **promote institutional future**-readiness by encouraging ITIs to align their programs, trades, and training infrastructure with emerging labour market demands, including readiness for Industry 4.0 technologies such as digital and green jobs as well as sectoral shifts in both the manufacturing and services sectors.

Lastly, the Grading Framework is designed to **incentivise improvement and foster innovation**. We propose **linking Grading results** with **capacity-building programs, formal recognition, and funding eligibility,** to motivate states and ITIs to invest in institutional development. These insights can help state governments, skill missions, and DGT prioritise reforms, allocate resources more effectively, and enable peer learning within and across regions. In doing so, the Framework creates a feedback loop that will surface best practices, highlight gaps and enable concerted action to support improvement across ITIs in need.

In essence, the proposed Framework is not just an evaluation mechanism — it is a reform-enabling tool, designed to diagnose institutional readiness, incentivise accountability, and equip ITIs to better serve both learners and labour markets in a rapidly changing world.



A key objective of the Framework is to facilitate benchmarking across states and regions, enabling the development of comparative insights at sub-national levels

2.2 Framework Structure and Key Levers

Drawing from the above, this Framework will answer the following learning questions:

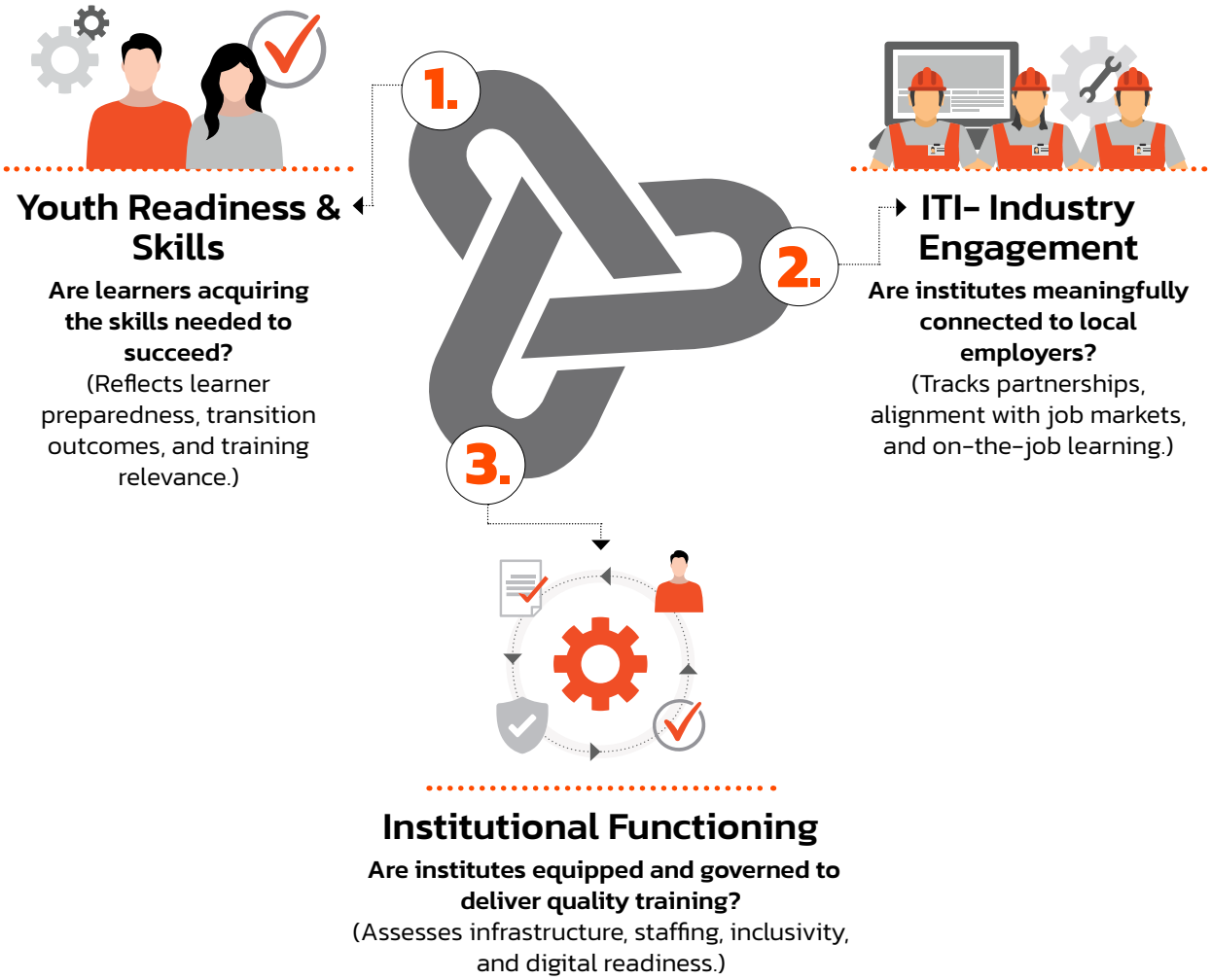


Figure 1: Key Levers of the New ITIs Grading Framework

1. What is the level of learner preparedness in skills, competencies and mindsets necessary to secure, retain, and grow in jobs aligned with their training?

2. To what extent and in what areas are ITIs actively partnering with industries at the local, state, and national levels to improve curriculum, training, and placement opportunities for learners?

3. To what extent are faculty, infrastructure, curriculum, and teaching practices in ITIs in place to deliver high-quality, industry-aligned training for diverse learners?

The ITIs Grading Framework is structured around three interlinked levers that collectively assess how effectively an ITIs prepares its learners for the future of work:

1. Youth Readiness and Skills
2. ITI–Industry Engagement
3. Institutional Functioning

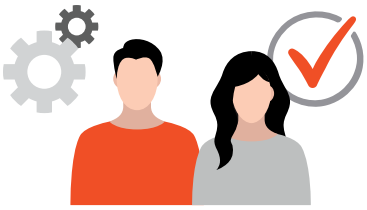
These levers reflect the foundational drivers of ITIs quality and relevance. They have been selected through a rigorous process of literature review, expert consultations, and field-level insights. Together, they enable a diagnostic that goes beyond inputs and infrastructure to focus on outcomes, stakeholder experiences, and institutional conditions that shape performance.

Each lever is supported by detailed areas of inquiry, triangulated data sources, and robust validation protocols. The framework combines quantitative and qualitative methods, integrating data from Management Information Systems (MIS), learner assessments, self-reports, and surveys with alumni and employers. This blended approach ensures that insights are grounded in real stakeholder experiences and institutional realities.

Importantly, the framework is designed not only to evaluate performance but also to enable improvement. By capturing performance patterns across levers, the framework identifies both bright spots and systemic constraints—enabling states, administrators, and policymakers to take targeted action.

2.2.1 Lever 1: Youth Readiness & Skills

This lever assesses the extent to which ITIs are equipping learners with the technical, employability, digital, and foundational skills—and the mindsets—needed to secure, retain, and grow in decent work opportunities. It emphasises learning outcomes over content delivery, with a focus on real-world readiness. Data for this lever will be drawn from:



- **Learner assessments developed in collaboration with industry partners.**
- **Surveys capturing learner perceptions on curriculum, pedagogy, hands-on training, and placement support.**
- **Employer feedback on the preparedness of ITIs graduates in technical and workplace competencies.**

This lever anchors the Framework in learner experience and outcome relevance—essential for understanding how well ITIs are preparing youth for evolving labour markets.

2.2.2 Lever 2: ITIs–Industry Engagement

Given that prior evidence highlights weak industry linkages as a key bottleneck in ITIs effectiveness, this lever examines the breadth and depth of partnerships between ITIs and industry for training, curriculum development, and placements. This lever directly addresses that gap.

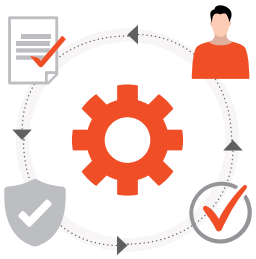


It assesses:

- **The number of partnerships for curriculum co-design, guest faculty, short-term programs, faculty training, internships, OJT, and placements.**
- **ITI's responsiveness to emerging sectors such as green energy, automation, and digital manufacturing.**
- **Innovations in engagement models, including remote collaboration and regional cluster-based partnerships.**

The Framework acknowledges asymmetries in industry presence across geographies. Accordingly, it will allow for contextual flexibility in how partnerships are demonstrated—ranging from formal MoUs to joint projects or advisory inputs.

2.2.3 Lever 3: Institutional Functioning



This lever evaluates the internal systems, governance processes, and infrastructure that underpin training delivery. It focuses not just on compliance but on developmental readiness—highlighting where institutions stand today and what support they need to improve.

Indicators under this lever include:

- **Faculty availability and qualifications.**
- **Infrastructure adequacy and utilisation (as per NSQF norms).**
- **Inclusive enrolment and learner diversity.**
- **Financial management and fund utilisation.**
- **Governance and leadership practices.**
- **Institutional innovations and context-driven solutions.**

This lever is critical in surfacing institutional conditions that enable or constrain performance—particularly in public ITIs where governance autonomy and operational flexibility often remain limited.

Table 1 provides an overview of the 3 levers, with detailed areas of inquiry, data sources, and stakeholders. robust validation protocols. The Framework combines quantitative and qualitative methods, integrating data from Management Information Systems (MIS), learner assessments, self-reports, and surveys with alumni and employers, ensuring that the insights generated are grounded in real stakeholder experiences and institutional realities.

Table 1: Levers, key areas of enquiry, data sources and stakeholders

Lever	Area of Enquiry	Description	Data Sources	Stakeholders
Youth Readiness and Skills	**Future-Ready Skills**	Assessment of future-ready skills encompassing industry-relevant skills, competencies and mindsets.	Learner Assessments	1. Enrolled Learners 2. Alumni
	Course Experience	Learner feedback on the training, including on curriculum and pedagogy, faculty, ITIs Infrastructure, involvement in projects, apprenticeships or Dual-System of Training (DST), and career and placement support to understand student experiences and identify areas of improvement.	Learner and Alumni Surveys	
	Trainee Readiness	Employer perceptions and feedback on the technical and employability skills and readiness of ITIs trainees and graduates at various levels, such as during DST, OJT, or in different job roles.	Employer Surveys	3. Employers and Industry-representatives
ITI-Industry Engagement	**Industry Partnerships**	Number and nature of partnerships with industry in areas of course or curriculum design, infrastructure upgradation, trades or sectors in which such partnerships exist etc.	Institutional Data Employer Surveys	1. ITI Administrators 2. Placement Officer 3. Employers and Industry-representatives

Lever	Area of Enquiry	Description	Data Sources	Stakeholders
	Emerging Sectors	ITIs adaption to market trends by updating curriculum and offering new trades or courses in emerging sectors that promise long-term employability.		
	Involvement in Course Development and Faculty And Learner Trainings	Examine whether ITIs offer industry-led short-term courses, availability of industry guest lecturers, industry-led faculty trainings and exposure visits, provision for on-the-job training (OJT), internships, and support for placement.		
Institutional Functioning	**Leadership and Trainers**	Availability of leadership, permanent, temporary and guest faculty, qualifications, and professional development exposure for trainers.	Institutional Data	1. ITI Administrators 2. Placement Officers 3. Employers and Industry-representatives
	Curriculum and Pedagogy	Feedback on the ITIs curriculum and its relevance to identifying how to bridge the gap between classroom instruction and workforce alignment.		

Lever	Area of Enquiry	Description	Data Sources	Stakeholders
	Placements, Work Transitions and Support	Factors surrounding ease of placements and work transitions, including career counselling, will provide insights into enhancing and facilitating a seamless shift from education to the world of work.		
	Physical Infrastructure	This area of enquiry will comprise a comprehensive review of ITIs infrastructure, with a focus on technical infrastructure, computer and other training labs.		
	Enrolment and Attendance, by Gender, Social Category and Disability	Understanding enrolment and attendance patterns by gender and social category will help in addressing factors that hinder these in the first place.		

Together, these three levers provide a 360-degree view of ITIs performance. By integrating outcome-focused, stakeholder-driven, and institutionally grounded metrics, the framework offers both a diagnostic tool and a platform for targeted improvement.



03

STAKEHOLDER-WISE INDICATORS



To ensure a robust, triangulated understanding of institutional performance, the Framework draws on data from a wide set of stakeholders—learners, alumni, POs, employers, and administrators. Each group will contribute essential perspectives and evidence on how ITIs function and how prepared learners are for the world of work. Broadly the Framework includes indicators related to outcomes, processes, perceptions, and systems:

- **Outcome Indicators:** Metrics that reflect learners and institutions centric outcomes, such as placement rates, self-employment readiness, and digital literacy.
- **Process Indicators:** Measures that assess the quality and frequency of institutional practices, —such as the number of industry-led sessions or coverage of on-the-job training (OJT).
- **Perception Indicators:** Insights derived from stakeholder experiences and satisfaction, —such as learner views on pedagogy or employer feedback on graduate readiness.
- **System Enablers:** Indicators that reflect the internal capabilities and governance structures of ITIs, —such as availability of faculty, infrastructure usage, or fund utilisation.



Some indicators, especially those linked to institutional innovations or localized practices, may not be included in the final scoring algorithm but will still be documented and analyzed to inform qualitative reporting, case studies, and best-practice dissemination.

Data will be collected through MIS, in-person and digital surveys from different stakeholders at different stages of the Framework implementation cycle (Discussed in detail in Section 4). These indicators are drawn from national and international literature, expert consultations, and field insights to ensure they are both contextually relevant and operationally feasible and are able to generate actionable insights for institutional and systemic improvement. The following subsections outline the indicators for each key stakeholder group mapped to the three core levers of the Framework—Youth Readiness and Skills, ITIs–Industry Engagement, and Institutional Functioning.

3.1 ITIs Principals

The Framework will leverage existing MIS systems operational across government and private ITIs to collect administrative data on a foundational set of indicators from ITIs Principals. Indicators will relate to existing partnerships with the industry, availability of faculty, infrastructure and facilities, enrollment trends, trade diversity, and other input-level variables (Table 2). These indicators will allow us to examine baseline effectiveness in ITIs across broad parameters.

Table 2: Indicators for ITI Principals

Stakeholder	Lever	Area of Enquiry	#	Indicator	Data Source
Principals	ITI–Industry Engagement	Industry partnerships	1	Total number of active MOUs with industry partners and number of MOUs signed in the last academic year	Institutional Self Reports through MIS with document proof (where relevant)
			2	Number of industry-led short-term courses offered	
			3	Industry investment in upgrading ITIs infrastructure	
		Emerging sectors	4	Number of new trades/ courses introduced in the last academic year	
			5	Enrolment percentage in new trades/courses	
		Involvement in course development and faculty and learner trainings	6	Number of curriculum revisions based on industry feedback	
			7	Number of times the IMC was convened in the last 2 academic years	

Stakeholder	Lever	Area of Enquiry	#	Indicator	Data Source
			8	Number of labs/ equipment set up through industry partnerships	
			9	Number of industry-led guest lectures and workshops conducted in the last academic year	
	Institutional Functioning	Leadership and Trainers	10	Appointment of ITIs Principal	
			11	Number of permanent, temporary/guest faculty	
			12	Number of unfilled faculty positions	
			13	Trainer-student ratio across different trades	
			14	Percentage of faculty with CITS certification	
			15	Percentage of faculty who have completed short term refresher training (at least 5 days)	
			16	Number of faculty upskilled to align training with industry needs	
		Enrolment and Attendance, by Gender, Social Category and Disability	17	Total seat utilization in different trades	
			18	Total number of women and girls enrolled in ITIs	

Stakeholder	Lever	Area of Enquiry	#	Indicator	Data Source
			19	Total number of PwDs enrolled in ITIs	
			20	Total number of learners from socially marginalized groups	
			21	Number of scholarships provided to women learners	
			22	Number of outreach and enrolment campaigns by ITIs in the last academic year	
		Physical Infrastructure	23	Availability of functional labs and workshops for hands-on training	
			24	Availability of Computer labs	
			25	Availability of separate WASH facilities for faculty, male and female learners	
			26	Availability of digital/ smart classrooms	
			27	Utilization rate of allocated funds for infrastructure upgrades	
		Placements, Work Transitions and Support	28	Availability of a Placement Officer	
			29	Number of students opting for self-employment	

Stakeholder	Lever	Area of Enquiry	#	Indicator	Data Source
			30	Number of placement drives conducted per year	
			31	Number of students placed successfully in different industries and sectors	
			32	Female graduate placement rate compared to male counterparts	
			33	Number of graduates employed in emerging industries (e.g., renewable energy, AI, EVs)	



3.2 Enrolled Learners and Alumni

Learners and alumni provide direct insights into how ITIs shape student experiences and outcomes. For current learners, data will be collected on course experience, pedagogy, infrastructure, placement support and through learner assessments. Alumni data will capture outcomes such as employment status, career progression, and application of skills in real-world contexts.

Table 3: Indicators for Enrolled Learners and Alumni

Lever	#	Key Area of Inquiry	#	Proposed Indicator	Data Source
Youth Readiness and Skills	1	Future-Ready Technical and Employability Skills	1	Percentage of graduates passing employability assessments	Sample-based Learner Assessments (Enrolled Students)
	2	Feedback on Training Experience	2	Percentage graduates reporting balance between theoretical and practical learning	Surveys with Enrolled Students
			3	Percentage of graduates satisfied with access and use of technical training infrastructure and lab facilities	
			4	Percentage of graduates reporting the use of real-world examples in teaching	
			5	Percentage of graduates who feel the course content aligns with industry needs and trends	
			6	Percentage of trained graduates reporting use of hands-on learning methods	
			7	Percentage of trained graduates satisfied with access to study materials and digital resources	
			8	Percentage of trained graduates satisfied with availability, cleanliness and accessibility of WASH infrastructure	
			9	Percentage of trained graduates satisfied with interactivity in teaching methods	

Lever	#	Key Area of Inquiry	#	Proposed Indicator	Data Source
			10	Percentage of graduates reporting an inclusive and non-discriminatory learning environment	
			11	Percentage of graduates satisfied with trainer's knowledge	
			12	Percentage of trained graduates who felt digital tools enhanced their learning experience	
			13	Percentage of trained graduates who felt encouraged to think critically and problem-solve	
			14	Percentage of learners who received training on safety measures relevant to their trade and sector	
			15	Percentage of graduates securing internships/apprenticeships before course completion	
			16	Percentage of graduates who report an improvement in technical skills after training	
			17	Percentage of graduates who report an improvement in employability skills after training	
			18	Percentage of graduates satisfied with the placement support provided through the placement cell	
			19	Percentage of trained graduates who feel prepared for different career roles after course completion	
			20	Average time (days) taken to secure a job post-training	
			21	Proportion of alumni placed in jobs relevant to their aspiration or training	
			22	Percentage of alumni pursuing self-employment or entrepreneurship or higher education or gig jobs	

Lever	#	Key Area of Inquiry	#	Indicator	Data Source
			23	Alumni perception of job readiness after course completion	
			24	Percentage of alumni reporting confidence levels in managing workplace challenges	
			25	Percentage of alumni reporting participating in OJT or industry-based project work	
			26	Percentage of alumni requiring additional training or certification post-graduation	
			27	Percentage of alumni facing difficulty in securing jobs due to outdated skills	
			28	Percentage of alumni who feel the course includes emerging industry trends	
			29	Alumni perception of ITIs role in successful career transitions	

3.3 Placement Officers

Placement Officers (POs) are positioned at the intersection of ITIs and industry. They offer valuable operational perspectives on the effectiveness of placement processes, employer engagement, and the challenges of matching learners with opportunities. Data collected from POs will help assess the institute's ability to prepare and support learners for the transition to work.

Table 4 : Indicators for Placement Coordinators

Lever	#	Key Area of Inquiry	#	Indicator	Data Source
ITI-Industry Engagement	1	Gaps Between Curriculum and Workforce Needs	1	Percentage of ITIs where POs have led initiatives to bridge skill gap through exposure to industry	Structured Surveys

Lever	#	Key Area of Inquiry	#	Indicator	Data Source
		Gaps Between Curriculum and Workforce Needs	2	Percentage of ITIs who have a structured process for gathering post-placement employer feedback	
	2	Strength and Effectiveness of Industry Partnerships	3	Number of MoUs signed with industry partners for placement	
			4	Types of MoUs signed (curriculum, faculty or student training, placements etc.)	
		Strength and Effectiveness of Industry Partnerships	5	Number of partnerships established with companies in high-growth sectors	
	3	Placements, Work Transitions and Support	6	Types of data and extent of digitization of placement records	
			7	Availability of mechanisms to track alumni employment and career outcomes	
			8	Number of trained graduates placed in emerging sectors (e.g., renewable energy, AI, EVs)	
			9	Average monthly remuneration of placed graduates across annually	
			10	Number of career counselling sessions undertaken	
			11	Percentage of female/disabled or graduates from marginalized communities placed post course completion	
			12	Placement rate within six months of graduation	
			13	Number of graduates in Gig work	
			14	Number of graduates opting for higher education	

3.4 Employers and Industry Representatives

Employers and industry representatives are critical stakeholders in evaluating the real-world relevance of training. Their feedback will help assess the alignment between ITIs training and industry requirements—especially in terms of technical, digital, and employability skills. It will also capture employer satisfaction with ITIs graduates and the quality of partnerships with ITIs.

Table 5: Indicators for Employers and Industry Representatives

Lever	#	Key Area of Inquiry	#	Indicator	Data Source
Youth Readiness and Skills	1	Trainee Readiness	1	Percentage of trained graduates meeting job role requirements	
			2	Percentage of employers satisfied by graduate preparedness	
			3	Percentage of employers reporting skill gaps in technical/soft skills	
			4	Percentage of employers who think trained graduates meet skill expectations	
			5	Average time taken for graduates to become productive in roles (extension of probation period)	
			6	Percentage of trained graduates receiving promotions within a year	
			7	Percentage of graduates requiring additional training post-hiring	
			8	Percentage of graduates requiring reskilling in the first six months	
			9	Percentage of employers reporting that ITIs graduates demonstrate problem-solving abilities	
			10	Percentage of employers reporting that ITIs graduates have effective communication skills	

Lever	#	Key Area of Inquiry	#	Indicator	Data Source
			11	Percentage of employers reporting that ITIs graduates can follow instructions/take direction	
			12	Percentage of employers reporting that ITIs graduates demonstrate strong work ethic	
			13	Employer feedback on ease of transitioning graduates to employment	
ITI-Industry Engagement	2	ITI participation in Emerging Sectors	14	Number of employers from emerging sectors recruiting from ITIs (e.g., renewable energy, AI, EVs)	Structured Surveys
			15	Number of partnerships established by companies in high-growth sectors with ITIs	
Institutional Functioning	3	Curriculum and Pedagogy	16	Percentage of employers who think curriculum meets industry standards	
			17	Employer perception of curriculum relevance to workforce needs	
	3	Placements, Work Transitions and Support	18	Employer retention rate of ITIs graduates	
			19	Percentage of trained graduates retained in employment after six months/year	
			20	Average monthly remuneration of recruited graduates from ITIs	

The indicators outlined above provide a multidimensional picture of ITIs performance—capturing learner experiences, institutional practices, and labour market alignment. Together, they will enable triangulation of results and insights.

However, indicators alone are not enough. The value of this Framework lies in how indicators are interpreted and used to inform continuous improvement. The remaining sections outline the Framework's overall implementation methodology, indicator scoring, the phased pilots for finalising data collection tools and protocols, and future directions. This roadmap is designed to ensure that the Framework is context-sensitive, operationally feasible, and capable of generating evidence that can inform real-time decision-making and reform.

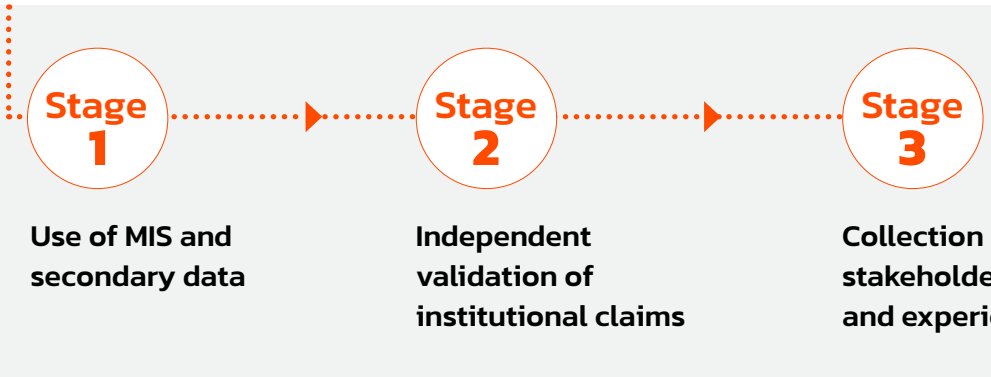
Key Terminology

To ensure clarity in the implementation and communication of the ITIs Grading Framework, the following key terminologies and definitions need to be kept in mind.

- 'Phase' refers to a major implementation step in the lifecycle of the Grading Framework



- 'Pilot' refers to a time-bound testing and refinement exercise carried out during Phase 2 to validate the Grading Framework.
- In phase 2, three 'rounds' of pilots will be conducted to test tools, processes, and digital readiness in diverse contexts. This will be essential to finalise all data collection procedures before the national rollout.
- 'Stage' refers to the three-tiered model of implementation embedded in the grading logic:




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04

IMPLEMENTATION APPROACH



Implementation model

To ensure rigour alongside feasibility, efficiency and long-term sustainability, the Framework adopts a three-stage model of implementation.

STAGE	SCOPE	DATA COLLECTED	METHOD	PURPOSE
Stage 1	All ITIs	Core Indicators	Self-reporting	Build baseline
Stage 2	Stage 1 data	Document Audits	Cross-checking	Validate data Quality
Stage 3	Shortlisted ITIs	Surveys, interviews	On-ground assessment	Gain comprehensive insight

Some indicators, especially those linked to institutional innovations or localized practices, may not be included in the final scoring algorithm but will still be documented and analyzed to inform qualitative reporting, case studies, and best-practice dissemination.

- **Stage 1, Universal Data Collection on Core Parameters:** The first stage will involve data collection from all 15000 ITIs across India, focused on a limited but essential indicators. Data from ITIs Principals will be collected on institutional-level parameters that are readily available and critical for a baseline diagnostic—such as leadership and faculty appointment, student enrolment and completion trends, diversity of trades/courses offered, infrastructure readiness, availability of automated data systems, and self-reported industry engagement activities. These data will assess the most foundational levels of future readiness in institutions (across the Framework levers) and will be collected through self-administered formats, leveraging existing



(web-based) data and MIS systems, supplemented with documentary evidence as specified.



- **Stage 2, Data Verification and Analysis**: In Stage 2, the data collected will be verified and analysed through document audits. Data will be analysed to highlight larger patterns and gaps in the ITIs landscape and result in a detailed report with findings at the national and state-level. This is discussed in detail in Section 5 of this document. This phase will also entail the purposive sampling of ITIs for in-depth data collection in Stage 3. Criteria for shortlisting ITIs will include both performance indicators (e.g., availability of ITIs Principal, number of permanent faculty members, number of industry partnerships, student enrolment and diversity) and strategic considerations (e.g., state representation, diversity in trades, geographic distribution, and aspirational districts). By examining patterns of industry partnerships and institutional functioning, the Framework will identify a purposive sample of ITIs that represent diverse performance profiles and operational contexts.

For instance, ITIs with seat utilisation in the range of 60–70% may be prioritised, as these are likely to reflect both demand and scope for improvement—offering fertile ground for targeted support and scale-up.

Similarly, ITIs that report the presence of a full-time Principal or institutional leader may be preferred, to ensure smoother coordination and data collection during field-based data collection. Inclusion will also be guided by other parameters that signal institutional maturity or commitment such ITIs with active industry partnerships—as evidenced by MoUs, exposure visits, or guest lectures. Such ITIs may be shortlisted to explore how such engagements translate into learner outcomes. Furthermore, to ensure that equity and inclusion dimensions are captured in learner and alumni surveys, the sampling will aim to include ITIs with relatively higher enrolment of women and persons with disability (PwDs). Lastly, geographic diversity, trade heterogeneity, and type (government vs. private) will also be factored into the sampling strategy.



- **Stage 3, Field-based Data Collection in Select ITIs**: The final stage of implementation will include field-based data collection in shortlisted ITIs. Data will be collected through assessments and surveys of enrolled learners, placement officers, alumni, as well as representatives from select industry and

employer organisations situated in the district/block of the shortlisted.Student surveys will capture learning assessments on key employability skills and mindsets as well as training satisfaction, exposure to industry-linked activities, and perceptions of safety and inclusion. Placement coordinators will be interviewed to assess the strength and functionality of job-matching systems, employer outreach efforts, and institutional support structures. Alumni feedback will provide insights into post-training transitions, job placement trajectories, and relevance of training to actual work. Finally, industry representatives will offer an external validation of graduate preparedness, feedback on training relevance, and views on partnership effectiveness. This multi-stakeholder lens will ensure a 360-degree understanding of institutional performance and impact.

Table 6 presents the list of stakeholders from whom data will be collected at different stages of the Framework implementation, along with the mode of data collection and proposed frequency. The frequency and mode of collection have been tailored to the nature of the stakeholder and the kind of insights being sought.

Table 6: Stage-wise stakeholders for data collection

Stage	#	Stakeholders	Tools	Mode	Coverage	Frequency
1	1	ITI Principals	Institutional Data	Centralized web-based MIS	All ITIs	Annual
3	2	Enrolled Students	Surveys and learner assessments	In-person	Sample students in Sample ITIs	Annual
	3	ITI Faculty / Placement Officers	Structured surveys	In-person	Sample ITIs	Annual
	4	Employers/ Industry	Structured surveys	In-person	Sample ITIs	2-3 years[1]
	5	Alumni	Self-reported surveys	Telephonic	Sample ITIs	

[1] This frequency is proposed based on considerations of the time required for planning and implementing appropriate sampling and identification procedures for alumni and representatives from employers/industry.

05

SCORING APPROACH



The ITIs Grading Framework aims to generate composite scores to enable relative performance comparisons and actionable insights. These scores will be based on multiple thematic levers, each comprising a set of indicators sourced from different stages of data collection (i.e. MIS-based or field-based).

- For the broader set of 15,000 ITIs, administrative data collected via MIS i will be analysed to generate a comprehensive baseline report for all ITIs in the country. This will be more comprehensive than the 9 parameters currently tracked by the DDGM framework.

- For the sample of ITIs for whom in-field data collection is conducted, each indicator will be rated on a standard scale (e.g., 1 to 5), calibrated based on national benchmarks, expert input, and pilot data. Composite scores will be generated at the lever level, and then combined to produce an overall grade only for the sample of ITIs participating in the detailed, multi-source assessment process. At this stage, composite scores will be generated only for system-level diagnostics and not for the public Grading of individual ITIs.

- The Framework is not intended to produce individual rankings of ITIs. Instead, aggregated trends, benchmarking, and typologies will be developed at state, cluster, or thematic levels (e.g., trade groupings, geography, ownership). Scores will be generated at the lever level, then combined to produce an overall composite score — but only where data from all three stages is available. These composite insights will inform dashboard design, reform prioritisation, capacity investments, and ongoing monitoring. For example:
  - Trade-wise readiness across districts.
  - Ownership-linked patterns in placement outcomes (Government vs Private).
  - State-level gaps in trainer availability or infra quality.

Tracking Without Scoring:

Some indicators, especially those linked to institutional innovations or localised practices, may not be included in the final scoring algorithm but will still be documented and analysed to inform qualitative reporting, case studies, and best-practice dissemination.

This approach ensures that the ITIs Grading Framework acts as a dynamic, evolving tool for planning and improvement — not a static rating mechanism.





06

PHASED IMPLEMENTATION STRATEGY



The ITIs Grading Framework has been developed through a structured, consultative, and iterative process aimed at ensuring both technical robustness and ecosystem relevance. Phase 1 of this process involved intensive desk research and the synthesis of past research and assessment studies. Additionally, to ground the Framework in practical realities and strengthen buy-in, a series of consultations were organised with industry actors over May-July 2025 involving representatives from Reliance Industries, KPMG, TATA Strive, Toyota Kirloskar, Maruti, ONGC, Tata Technologies, Mahindra, Indian Railways etc. Insights from these consultations were used to sharpen the Framework's design and refine the implementation model to maximise feasibility.

The next phase (Phase 2) will comprise the development, testing and finalisation of survey tools and assessments based on the framework's key levers and areas of inquiry.



To ensure reliability, usability, and contextual relevance, we propose 4 sequential rounds of tool development and testing pilots to assess question framing, respondent comprehension, data reliability and validity, and the operational feasibility of all tools and processes used in the Grading Framework.

Draft tools will be developed after reviewing existing instruments used in DDGM and other skilling evaluations and studies, as well as validation workshops with key stakeholders (including industry partners, state officials, and training providers) to test face validity, language clarity, and relevance of indicators.

To ensure reliability, usability, and contextual relevance, we propose 4 sequential rounds of tool development and testing pilots to assess question framing, respondent comprehension, data reliability and validity, and the operational feasibility of all tools and processes used in the Grading Framework. This phased approach enables iterative refinement based on empirical insights, stakeholder feedback, and real-world implementation challenges across diverse institutional contexts.

The key objectives of the piloting exercise are to:

- Refine the Framework structure and implementation mechanisms.
- Validate data collection tools and triangulation protocols.
- Assess usability and interpretability of findings for key decision-makers.
- Test feasibility of scaled digital integration for future rollouts.

This multi-round piloting constitutes Phase 1 and 2 of the Grading Framework and builds the foundation for a full-scale rollout (Phase 3). Table 7 presents details and tentative sampling proposed for the pilots.

Table 7: Instrument Design and Piloting Rounds

Development and Testing Round		Details	Suggested Sample
1	Cognitive Interviews and Pre-testing (Round 1 Pilot)	• The first pilot will entail small-scale testing of the draft tools, conducted with a small sample of select learners, faculty, and placement officers in a few it is. • Cognitive interviews will explore whether respondents understand the questions as intended and whether answer choices are meaningful. • Based on these findings, revisions will be made to wording, flow, and indicator framing.	1-2 ITIs (one urban, one rural) in 2 states; 10 learners per ITIs
2	Field Piloting in Diverse ITI Contexts (Round 2 Pilot)	• A medium-scale pilot will be carried out in 10–12 purposively selected ITIs across 4-5 states. • This sample is suggested to diversify the testing contexts in terms of states. • The purpose will be to test the full data collection process, observe tool length, identify operational challenges, and assess enumerator burden and response quality. • Piloting will aim to include all tools for ITI-based stakeholders such as learners, Principals and Placement Officers.	8-10 ITIs across 4-5 states (2 per state in 1 district)

Development and Testing Round		Details	Suggested Sample
3	Field Piloting in Diverse ITIs Contexts (Round 3 Pilot)	• This testing round will include the tools and processes revised based on the Round 2 pilot as well as additional untested tools (such as those for alumni and employers). • This round will test these instruments in a different set of states in order to ensure that the pilot is validated across a variety of state and districts. • This round will be conducted using digital data collection tools which will be tested for errors and efficiency.	8–10 ITIs across 4–5 states (2 per state in 1 district)
4	Final Round of Piloting (Round 4 Field Testing)	• The final testing round will be a near-identical dress rehearsal of all data collection tools and processes across a selected sample of states and ITIs. • This round will validate collection of data through MIS, data verification and analysis, large-scale in-field data collection, check for inter-rater consistency in observations, and assess indicator variation across institutional types. • It will also evaluate the robustness of triangulation across stakeholder responses and administrative data, informing any final modifications before roll-out.	250 Government ITIs

Note on Round 4: Final Field Testing and Validation

This is a full-scale, dress rehearsal of all three stages of the Grading Framework implemented within the pilot. It serves as both the final validation of tools and systems, and the evidence base for the Interim National ITIs Grading Report.

This round will include:



Stage 1: Core Data Collection from 15,000 ITIs

All Government and Private ITIs contribute data on the required indicators (e.g., enrollment, placement, pass rates) via the existing MIS systems. This forms the baseline dataset for the grading system.



Stage 2: Verification and Validation in Sampled ITIs

A representative sample of 250 Government ITIs will be used to test on-ground validation, institutional observations, and self-assessment protocols, simulating a full Stage 2 evaluation. A sample of 250 Government ITIs allows for statistically significant analysis across diverse regions, enabling pattern recognition and weightage validation without overstretching operational bandwidth during the pilot phase.

Three options for finalising the cohort of 250 ITIs sampled for this round are proposed, involving diverse considerations.

1.

Stratified Proportional Sampling (By ITIs Density):
Sample size in each state is proportionate to total number of ITIs, with stratification across state and district.

2.

Risk-Based & Contextual Sampling:
Select ITIs based on contextual performance indicators such as::

- Poor infrastructure
- Low pass rates
- High female/PwD enrolment
- industry catchment

3.

State-Led Selection with Central Oversight:
States nominate a balanced mix of ITIs for participation, reviewed by the central team to ensure national representativeness and standardisation.



Stage 3: On-field Data Collection

Given that this will be conducted as part of the broader testing and pilot phase (Phase 2), the same 250 sampled ITIs will also be used to test collection of perception- and process-based indicators from learners, alumni, placement officers, and employers. This round pilots triangulation and variation analysis across stakeholder groups.

Findings from Round 4 will inform a consolidated, evidence-based interim report capturing broader trends and patterns for over over 15,000 ITIs across the country along with detailed insights and comparative analysis for 250 Government ITIs across different states.



Transition to Phase 3: Full Rollout and System Integration

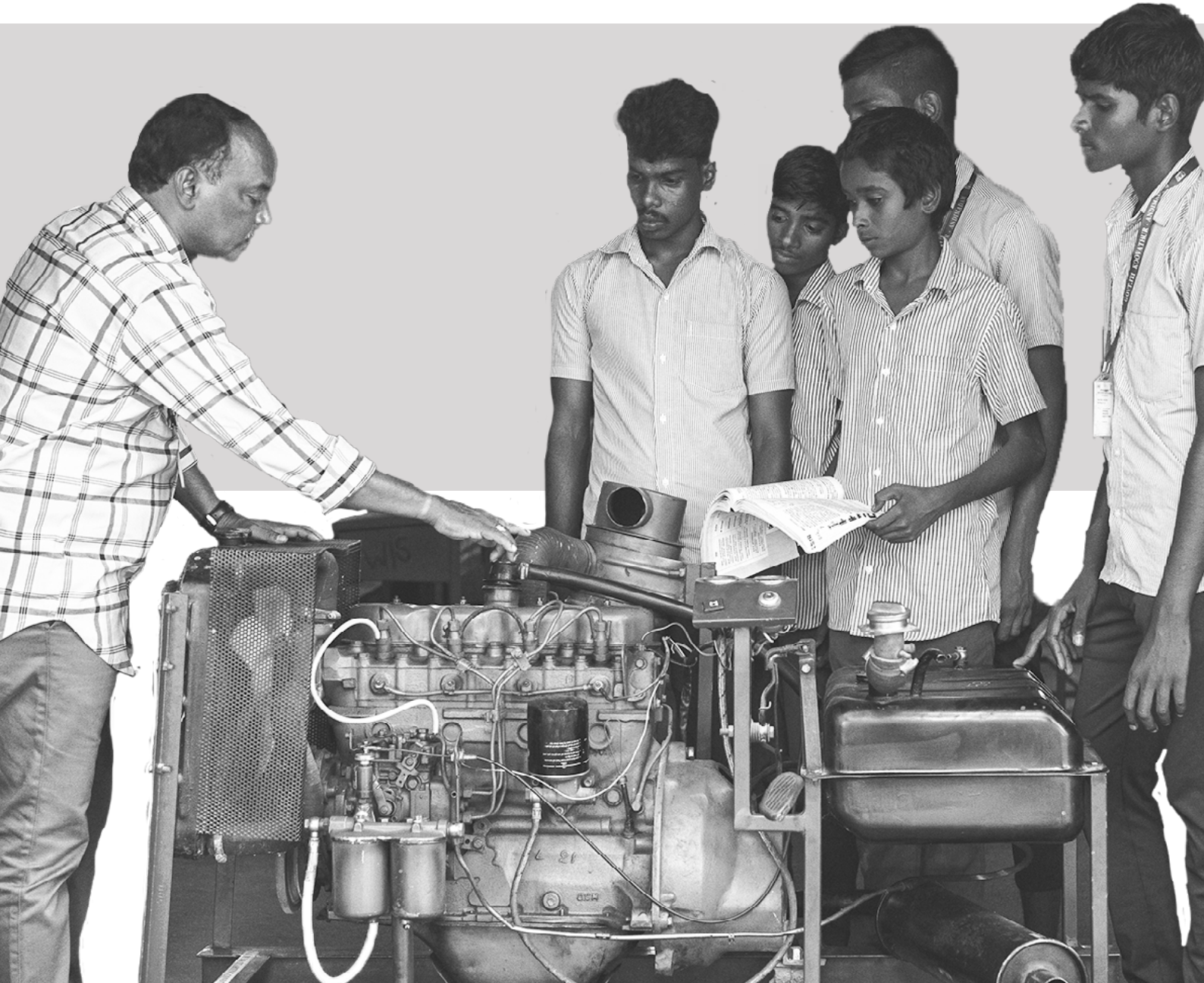
With tool validation and MIS-based data already collected from all 15,000 ITIs, the national rollout (Phase 3) will focus on:

- Extending stakeholder-based grading to Private ITIs, either through expanded sampling or complete coverage.
- Refining composite scoring models based on pilot learnings—e.g., trade-level norms, industry catchment benchmarking, and inter-state variation.
- Institutionalising grading within government systems, enabling longitudinal tracking and policy responsiveness.
- Systemic feedback loops to improve MIS quality, state engagement, and ecosystem ownership of the framework.

The full rollout will embed the Three-Stage Grading Cycle into the ITIs ecosystem in a scalable, iterative manner.

07

RISK MITIGATION STRATEGY



The ITIs Grading Framework, while designed to be aspirational and implementable, acknowledges several risks that could emerge during rollout. These risks span institutional capacity, data quality, stakeholder participation, and policy integration. The mitigation strategy focuses on early preparation, phased rollout, and system-level learning to anticipate and address these risks in a structured manner.

- One key risk is the institutional readiness and capacity of ITIs, especially those without permanent leadership or functioning MIS systems. This may affect both participation and data reliability. A phased, diagnostic-first approach—starting with a lighter set of indicators—will enable progressive engagement and allow capacity-building inputs to be targeted where needed.

- There are also risks related to data quality, particularly in Phase 1, which depend on self-reported submissions. These will be addressed through a structured verification process combining MIS cross-checks, document audits, and field validations. In Phase 3, triangulation across multiple stakeholder perspectives will enhance credibility and reduce bias.



One key risk is the institutional readiness and capacity of ITIs, especially those without permanent leadership or functioning MIS systems. This may affect both participation and data reliability.



- Challenges around stakeholder engagement—such as industry participation or alumni response rates—may also arise. These will be mitigated by leveraging existing ITIs-industry forums, designing short and mobile-friendly survey tools, and prioritising ITIs with stronger coordination structures in the initial rounds.

- Lastly, uptake and policy integration could be affected if the framework is seen as an additional burden or compliance mechanism. To avoid this, the framework can be positioned as a developmental tool, to be integrated with existing systems, and aligned with state priorities. Showcasing early wins, innovations, and actionable insights will help build wider ownership and momentum.

Table 8 summarises the key risk mitigation strategies that will be built into the design of the ITIs Grading Framework.

Table 8: Risk Mitigation Matrix

Risk Category	Description	Proposed Mitigation Measures
Institutional Capacity	Weak MIS systems, lack of permanent leadership, and low data reporting readiness	Phased rollout, simplified Phase 1 indicators, targeted capacity building
Data Quality	Risk of inaccuracies or inconsistencies in self-reported data	Verification through MIS cross-checks, document audits, and triangulation in Phase 3
Stakeholder Engagement	Low participation by alumni, industry, or faculty	Prioritise ITIs with strong coordination; leverage existing networks, and use user-friendly tools
Operational Feasibility	Perceived burden due to detailed data collection or unfamiliar tools	Streamlined tools, clear guidance, helpdesk support, and use of existing reporting formats
Equity in Implementation	Risk of penalising ITIs in low-industry or remote regions	Context-sensitive scoring; qualitative validation of good practices; regional disaggregation
Policy Uptake and Alignment	Risk of poor adoption by states or overlap with other grading systems	Align with DDGM and DGT systems; co-create with states; embed in existing planning mechanisms


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08

FEEDBACK FROM INDUSTRY CONSULTATIONS



The Framework design and development process included multiple rounds of consultations with industry stakeholders, including representatives from Tata Strive, Toyota Kirloskar, Reliance Industries, Tata Technologies, Maruti, Schneider Electric, Mahindra Group, and ONGC, along with FICCI and KPMG. These organisations bring deep experience in ITIs reform, including setting up Industry 4.0 labs, working with state governments, and driving large-scale skilling programs. Their feedback reflects both strategic system design perspectives and grounded operational realities, helping refine the Framework's structure and future implementation approach.

Overall Framing and Levers

There was broad alignment with the conceptual design of the Grading Framework—specifically the three levers: Youth Readiness, ITIs–Industry Engagement, and Institutional Functioning. Stakeholders appreciated the potential of the framework to generate actionable insights across diverse ITIs contexts. The inclusion of multiple perspectives—especially learners, employers, and alumni—was viewed as a critical improvement over existing models like DDGM.

However, several participants called for greater clarity of purpose:

> "What's the goal of this whole exercise? Is it system-level diagnosis, performance benchmarking, or capacity development?"

This underlines the need to position the framework as a diagnostic and developmental tool—not a compliance or ranking mechanism. Alternatives such as a "State of the ITIs" survey were suggested to better signal this orientation.

Input–Output Balance and Indicator Design

Stakeholders suggested rebalancing indicators to focus more sharply on outcome metrics. They recommended clearly distinguishing between:



Input metrics

(e.g. trainer qualifications, infrastructure, teaching attendance)



Output metrics

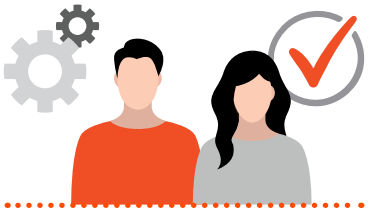
(e.g. on-time course completion, trade-wise placement rates, learner skill growth)

This balance allows both diagnostic and accountability value:

"A mix of input-output will help quickly see what's working."

Stakeholders cautioned against overloading the framework with too many parameters. Instead, a prioritised, iterative rollout with core indicators in Phase 1 was advised. Many also flagged the need for trade-level granularity to reflect variation across sectors (e.g. automotive vs electrical vs hospitality).

Youth Readiness and Training Effectiveness



Multiple employers noted a gap between curriculum content and actual delivery.

"Curriculum may be modern on paper—CNC, robotics, EV—but we don't see these skills in candidates."

They emphasised that learner assessments must reflect real-world hiring readiness, not just training completion. Recommendations included:

- Aligning assessments with industry expectations per trade.
- Conducting learner assessments near the end of the training cycle.
- Including different skill types—traditional, semi-modern, and future-oriented.

The term **"Youth Readiness"** was also seen as vague. Alternatives like **"Industry Readiness"** were proposed for clarity.

Industry Engagement and Contribution

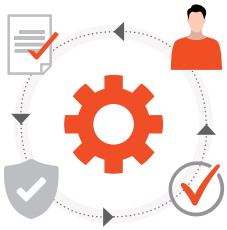


Industry leaders supported the idea of using the Framework to identify high-performing ITIs for deeper partnerships—but stressed that engagement must also include supporting weaker ITIs:

"This should be a tool to help the bottom 20% improve, not just reward the top 10%."

Industry can play a role not just in recruitment but in improving training quality, co-creating work-based learning, and shaping curricula. Importantly, stakeholders noted that "industry" must be understood broadly—including MSMEs, informal sector employers, and gig work platforms—not just large corporations.

Data Systems and Sustainability



There was strong consensus that insight generation must be a by-product of routine, operational data.

"Surveys are good, but they won't sustain. Build a real-world system that lives inside the ecosystem."

Participants encouraged the use of live dashboards, digitised trainee profiles, and AI-assisted analysis—not just point-in-time surveys. They also flagged current limitations:

- Paper-based systems and weak MIS in many ITIs.
- Varied capacity to generate timely, reliable data.
- Need for state-level convergence with DGT-led systems.

Stakeholders reiterated that data must be collected at source, during regular institutional functioning. Otherwise, authenticity and uptake would be compromised. Any long-term success would hinge on system integration, DGT ownership, and scalability.

Regional and Sectoral Nuance



Participants highlighted that industry presence varies significantly by region. High-end trades should be mapped to clusters where industry exists, while in rural areas, alignment with local demand is key. The Framework should therefore evaluate:

- The local industry catchment and job availability.
- Learner mobility and preferences.
- Curriculum–job alignment by geography.

Implementation and Framing



There was shared agreement on the value of the three-stage implementation model for balancing diagnostic depth with feasibility. Participants urged the team to:

- Start with a focused pilot (e.g. 10–20 ITIs with full visibility).
- Use AI to surface patterns from operational data.
- Avoid perfectionism—test what's feasible in the real world.
- Reframe the language of "grading" to reflect developmental intent.

While industry consultations strongly endorsed a pilot-first and iterative design, the decision to proceed with the Institutional Profiling of all ~15,000 ITIs in Phase 2 is driven by a different imperative: establishing a foundational, non-extractive institutional dataset to support system-wide reform.



Stage 1 focuses on high-level institutional information already maintained by states and DGT (e.g., infrastructure, trade offerings, student capacity), requiring minimal new data collection. This approach avoids overburdening ITIs, ensures standardisation of key institutional facts, and lays the groundwork for future sampling and diagnostics. Crucially, this step aligns with the broader government goal of developing a single, accurate, and up-to-date source of truth on ITIs across the country—addressing long standing gaps in planning, policy design, and transparency. This low-intensity but comprehensive first step enables more targeted and sustainable implementation of deeper diagnostic stages (Stages 2 and 3), without waiting for parallel MIS reforms to be fully operational.



09

USE CASES: TURNING DATA INTO DECISIONS

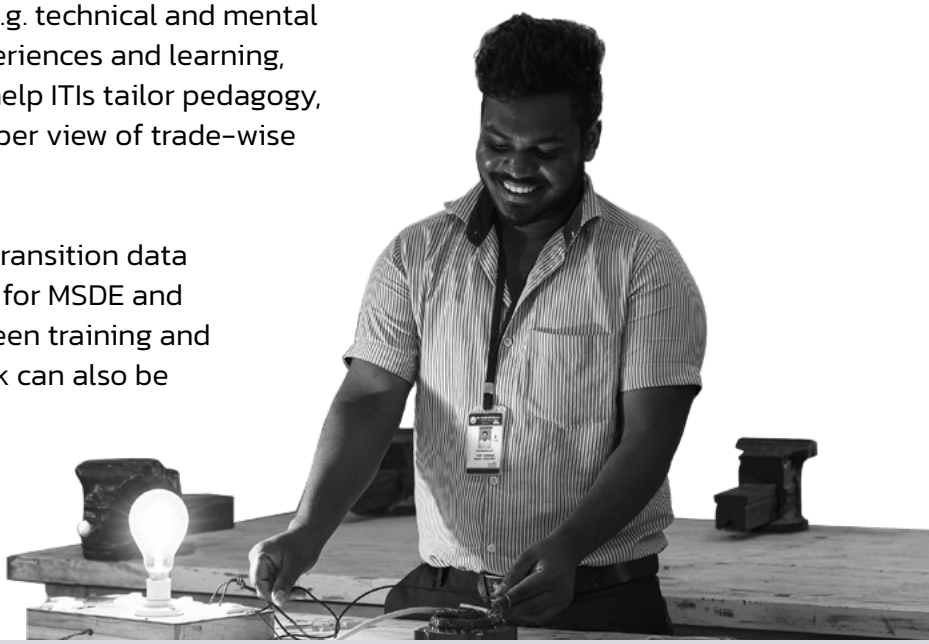


The Grading Framework is designed to power meaningful decisions and reforms at every level of the skilling ecosystem — not just by generating scores, but by surfacing insights that different actors can act on.

The indicators within this Framework are not designed to be abstract or generic. Each one is selected to enable specific actors in the ecosystem to take meaningful action. For example:

- Learner preparedness indicators (e.g. technical and mental adaptability, openness to new experiences and learning, digital literacy, career awareness) help ITIs tailor pedagogy, while giving DGT and states a sharper view of trade-wise readiness gaps.

- Employer satisfaction and alumni transition data provide real-world feedback loops for MSDE and industry to assess alignment between training and market needs. The alumni feedback can also be useful for the industry to design better interventions to improve retention.



Disaggregated analysis by region, gender, and institute type helps identify systemic frictions, allowing funders, states, and civil society actors to target support more equitably.

- Institutional functioning metrics (e.g. placement systems, faculty capacity, leadership autonomy) surface operational constraints that require policy-level reforms or localised support.

- Disaggregated analysis by region, gender, and institute type helps identify systemic frictions, allowing funders, states, and civil society actors to target support more equitably.



By grounding every indicator in a potential use case, the framework ensures that data moves beyond monitoring — toward meaningful learning, adaptation, and reform at every level of the system.

Key use cases include:

1. **Ministry & DGT**
Use data to prioritise systemic reforms and resource allocation. Identify where ITIs are underperforming due to structural constraints (e.g. low autonomy, poor faculty strength) and develop differentiated support models — whether through policy shifts, COE upgrades, or reform pilots.



2. **State Skill Missions / State Departments**
Use disaggregated performance data to drive targeted programmatic support. Spot patterns across regions or trades, and channel interventions like digital enablement, faculty development, or industry partnerships based on contextual needs rather than uniform mandates.



3. **ITI Principals & Institutional Leaders**
Use ecosystem-level diagnostics to inform the institute's strategy. Leverage broader trends on placement processes, learner support, and employer perceptions to reflect on gaps and opportunities — especially in relation to peer institutions and state benchmarks. Reform decisions can be guided by insights from model ITIs and anonymised comparative data.

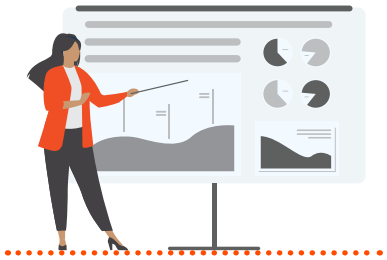


4. **Employers & Industry Bodies**
Use transition and satisfaction data to guide engagement. Access trade-level and region-level insights on talent readiness and employer satisfaction to shape more responsive engagement strategies. This could include co-creating training modules, investing in specific trades or geographies, or contributing to work-based learning models. Industry bodies can also help identify patterns in skill gaps and partner with states and the DGT to design scalable solutions that better align with evolving market demands.



5.

Sector Skill Councils (SSCs)
Use readiness and mismatch data to inform standards and assessments. Validate whether current QPs/NSQF levels reflect actual learner/ employer realities and where alignment is breaking down.



6.

Funders & Civil Society Partners
Use performance profiles to guide investment and advocacy. Invest in institutes or geographies where support can meaningfully shift outcomes — from bridging digital divides to strengthening governance.





10

CONCLUSION



The ITI Grading Framework represents a critical step toward building a more transparent, responsive, and future-ready skilling ecosystem. By combining robust institutional data with ground-level insights from learners, faculty, and industry, it moves beyond compliance to enable genuine improvement. The phased, stakeholder-informed approach ensures contextual fit while setting the foundation for long-term system transformation.



Crucially, the framework is not designed to rank ITIs but to empower ecosystem actors with timely, actionable data that can drive policy, improve training quality, and unlock better outcomes for youth. As the rollout progresses, continuous learning, feedback loops, and adaptive implementation will remain central to its success.

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4. Mr Narayanan Ramaswamy – National Leader – Education and Skill Development, Government and Public Services, KPMG India
5. Mr AK Bahuguna – Chief Skill Development Centre's, ONGC
6. Mr Sanjiv Sinha – Sr. Vice President – Human Resources, Maruti Suzuki India Limited
7. Dr. B. Jagadish – General Manager, Toyota Learning & Development India
8. Mr Don Lewis – Head – Skill Development & Education, Mahindra Farm Division, M&M Ltd.
9. Ms Bhavna Chopra Srikrishna – Head Stainless Academy, Jindal Stainless
10. Dr Rajeev Sharma – Sr VP, JBM Group
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ABOUT FICCI:

Established in 1927, FICCI (Federation of Indian Chambers of Commerce and Industry) is the largest and oldest apex business organisation in India. Its history is closely interwoven with India's struggle for independence, its industrialization, and its emergence as one of the most rapidly growing global economies.

A non-government, not-for-profit organisation, FICCI is the voice of India's business and industry. From influencing policy to encouraging debate, engaging with policy makers and civil society, FICCI articulates the views and concerns of industry. It serves its members from the Indian private and public corporate sectors and multinational companies, drawing its strength from diverse regional chambers of commerce and industry across states, reaching out to over 2,50,000 companies.

FICCI provides a platform for networking and consensus building within and across sectors and is the first port of call for Indian industry, policy makers and the international business community.

ABOUT FRSN:

The Future Right Skills Network (FRSN) is a collaborative initiative and thought leadership platform launched in 2019 by Quest Alliance, with support from Accenture, Cisco, JPMorgan Chase, LinkedIn, and SAP Labs India. It aims to enable one million young people to access quality work opportunities by 2027.

FRSN operates at the intersection of research, advocacy, policy, and partnerships to strengthen India's skilling ecosystem. By engaging with government, industry, and other partners, it works closely with Industrial Training Institutes (ITIs) to drive systemic reform. The network focuses on aligning vocational education with evolving market needs, empowering young people to thrive in a rapidly changing world of work.

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