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Government of India
Ministry of Skill Development and Entrepreneurship

Skill India
कौशल भारत-कुशल भारत

Directorate General of Training

Industrial Training Institute

Sharing Learnings & Good Practices

Outcome Achievement Report

For World Bank Assisted Program - Skills Strengthening for Industrial Value Enhancement (STRIVE)
Duration: December 2017 to May 2024

Implemented by: Directorate General of Training; Ministry of Skill Development and Entrepreneurship Government of India

Program Management Consultant: KPMG India

Foreword

Shri Atul Kumar Tiwari

Secretary, MSDE

MSDE's strategic partnership with the World Bank in the form of initiatives like Skills Strengthening for Industrial Value Enhancement (STRIVE) have significantly strengthened institutional frameworks for skill development in India. The collaboration has enabled us to implement targeted initiatives, enhancing the quality and relevance of skill training programs, resulting in a substantial difference in the lives of the youth of India. This partnership has also improved accessibility to vocational training, ensuring that more individuals, including those from remote and disadvantaged backgrounds, can benefit from these programs. Additionally, increased industry participation has led to fostering stronger linkages between training institutes and the job market, thereby ensuring that the skills imparted are aligned with industry needs. The collaboration between states, the central government, the World Bank, and all other stakeholders has been pivotal in driving these achievements, demonstrating the power of coordinated efforts in transforming the skilling landscape of the country.

Ms. Trishaljit Sethi

Additional Secretary / Director General (Training)

Implementation of STRIVE has provided substantial benefits to the skilling ecosystem. The project has significantly enhanced the performance and capacity of Industrial Training Institutes (ITIs) across states, increasing the effectiveness and relevance of skill training. This has been achieved through institutional reforms and a focus on outcome-based training strategies. This has created a more robust and efficient vocational education and training ecosystem in the country. The valuable learnings and best practices from STRIVE will be instrumental in shaping future skilling initiatives, ensuring they are even more aligned with industry needs and capable of addressing emerging challenges. By leveraging these insights, we can continue to build a dynamic and responsive vocational training framework that supports sustainable economic growth and social inclusion.

Foreword

Shobhana Sosale

World Bank Team Leader for STRIVE

"The World Bank has been privileged to partner with the Ministry of Skills Development and Entrepreneurship (MSDE) to finance, facilitate, and foster skill development and entrepreneurship through STRIVE. The collaboration with MSDE, the States, the private sector, industry, and ITIs has strengthened institutional capacity, improved the quality and relevance of skill development programs offered at the ITIs, increasing the demand for technical and vocational training. Under the aegis of the Skill India Mission, the collective efforts of the partners have catapulted ITIs to embrace 21st Century skilling programs. The decisive introduction of smart classrooms and technology-driven curricula through Augmented Reality (AR)/Virtual Reality (VR) have enhanced the learning of traditional courses. Further, climate sensitive programs such as solar technician, wind technology, drone technology, and electric vehicles (EV) are paving the way for a jobs-ready workforce. In the world of rapidly evolving technologies, the MSDE and stakeholders have raised the profile of skilling, upskilling, and reskilling, laying the foundation for ITIs as skills hubs for lifelong learning, economic inclusion, and engines for economic growth."

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Introduction

The Industrial Training Institutes (ITIs) play a crucial role in India's vocational education system, providing skill-based training to millions of youths. They provide essential hands-on training across various trades, preparing a skilled workforce to meet the changing demands of industries. They play an important role in holistic economic development through supply of skilled manpower with close to 12 Lakh graduates. However, the ITI ecosystem faces several challenges such as ageing and obsolete training infrastructure, lack of qualified instructors, limited industry participation and alignment and inequities in form of gender disparity.

Vocational Training Improvement Project (VTIP) was launched in 2007 by the Government of India to address some of the above challenges. The project focused on upgrading 400 Government ITIs across 34 State Governments/UTs with an allocation of INR 2 to 3.5 crores per ITI.

The main thrust of the program was to provide appropriate infrastructure, equipment, update syllabi and introduce new courses in the ITIs along with enhancement of knowledge and skills of ITI instructors, strengthening facilities in 14 central institutes, strengthening curriculum development and capacity building.

Subsequently, Skills Strengthening for Industrial Value Enhancement (STRIVE) program funded by the Government of India with assistance from the World Bank, was launched in 2017 with an aim to create a globally competitive workforce by improving the quality and market relevance of vocational training. With a total budget of INR 2,200 crore, STRIVE focused on various areas, including infrastructure and lab upgrades, capacity building, broadening apprenticeship training, and promoting inclusivity through environmental and social safeguards.

Implemented by the Directorate General of Training (DGT) under the Ministry of Skill Development & Entrepreneurship (MSDE), and supported by KPMG India as the Program Management Consultant; STRIVE engaged all stakeholders, including State Governments, ITIs, Centrally Funded Institutes (CFIs), and Industry Clusters (ICs). Initially set as a five-year project, STRIVE's timeline has been extended by 18 months considering COVID restrictions and its critical role and the ongoing need for its initiatives.

STRIVE utilized the Program for Result (PforR) instrument of the World Bank, ensuring that fund disbursement is closely tied to the achievement of specific outcomes. This results-oriented approach drove substantial improvements across 34 States/UTs, 500 ITIs, and 90 Industrial Clusters, making a notable impact on the skilling landscape of India.

Implementing agencies made significant achievements and created a notable impact on the skilling ecosystem, which can be divided into following broad categories:

1. Infrastructure and Lab Upgradation Towards Improved Learning Outcomes
2. Enhancing Instructor Quality and Capacity building of key stakeholders
3. Increased Equity and Female Participation in Vocational Education
4. Bridging the Industry Academia gap through enhanced industry participation
5. Fiscal Achievements
6. Achievement of Project Development Objectives

Infrastructure and Lab Upgradation towards Improved Learning Outcomes

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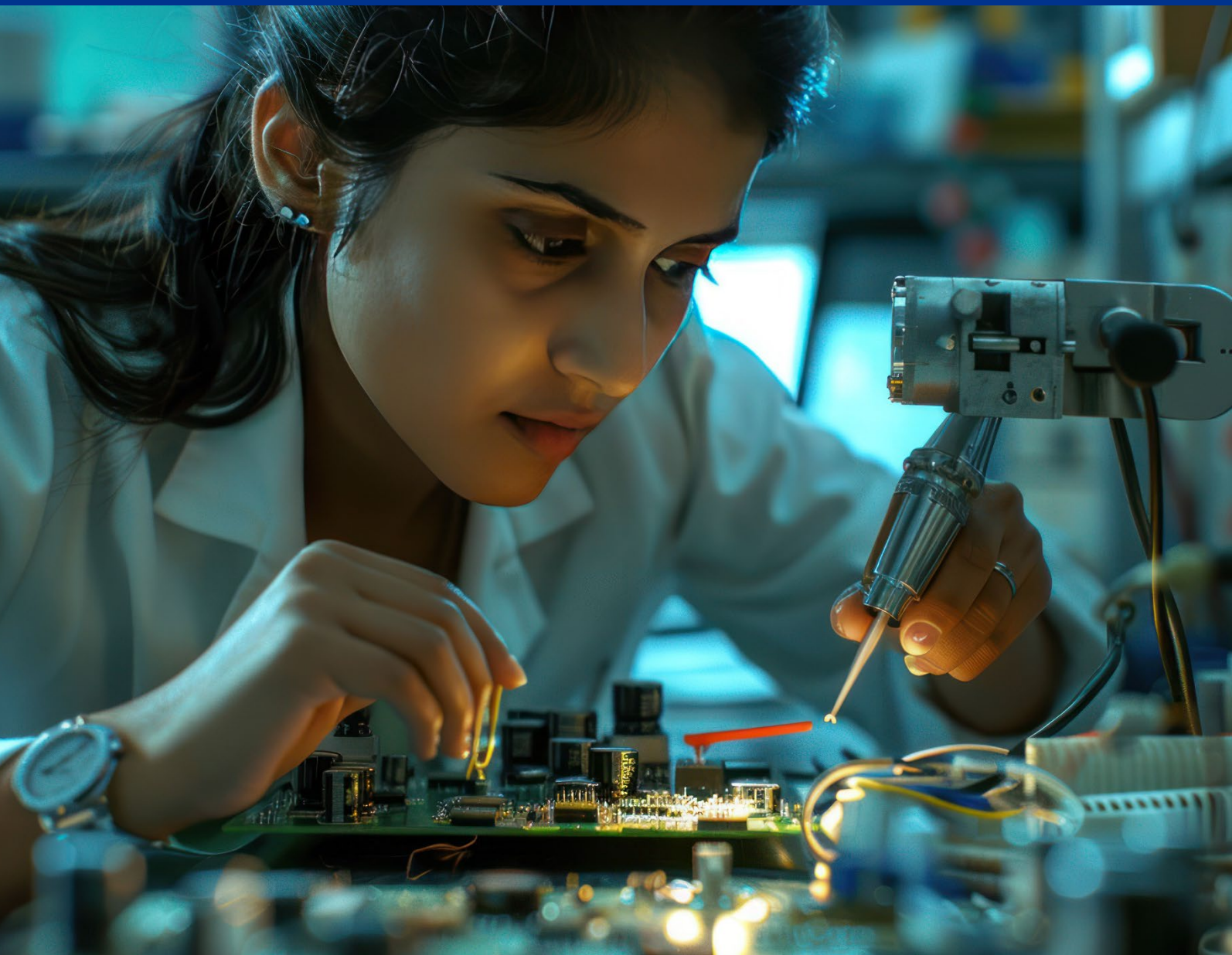


STRIVE has been instrumental in addressing the challenge of infrastructure inadequacy by focusing on comprehensive infrastructure upgrades, STRIVE has transformed the training environments across 500 ITIs, ensuring that they are equipped with state-of-the-art facilities and tools necessary for high-quality vocational education.

Physical Infrastructure

1. **Investment in Infrastructure:** Over Rs 300 Crore has been utilized for upgrading training infrastructure. This includes the procurement of machines, equipment, goods/raw materials for new trades, computers, and other IT tools. Under the STRIVE scheme, 168 ITIs across 28 states have started additional units in 87 trades
2. **SMART Classrooms:** More than 530 SMART classrooms have been set up in both STRIVE and non-STRIVE ITIs. These classrooms are equipped with interactive panels, enhancing technology-based teaching and learning.
3. **AR/VR Labs:** 5 ITIs have successfully established Augmented Reality (AR) and Virtual Reality (VR) labs to enhance the learning experience. These labs provide lifelike simulations, offering practical experience to trainees. Approximately 34,000 trainees are expected to benefit from these AR/VR labs

Figure 1: Computer Lab for CBT Practice and Exam at ITI Pandavapura

Figure 2: SMART Classrooms and other infra upgradation at ITI Rajgarh, Himachal Pradesh

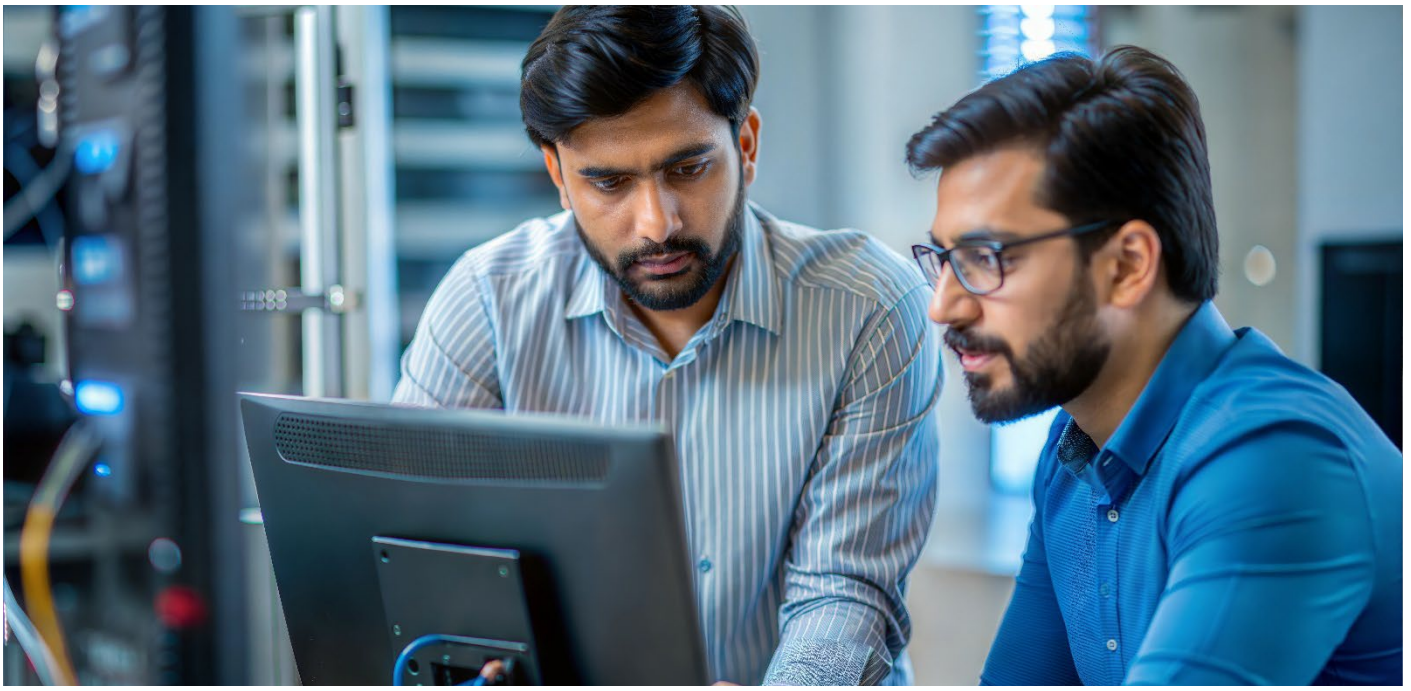
Figure 3: VR lab at ITI Aliganj

4. **Advanced Machinery and Equipment in National Skill Training Institutes:** 23 National Skill Training Institutes (NSTIs) strategically procured advanced machinery and equipment for upgrading their labs. These NSTIs have evolved into Centres of Specialization across 30+ CITS/CTS trades. Approximately 9,500 candidates annually will benefit from these upgraded facilities. The advanced machinery includes:
    - **CNC Machines:** Computer Numerical Control machines for precision machining.
    - **3D Printers:** For additive manufacturing and prototyping.
    - **Robotic Arms:** For automation and robotics training.
    - **Welding Simulators:** For safe and effective welding practice installed in NSTI, Bhubaneswar, Chennai, Kanpur and Ludhiana
    - **Hydraulic and Pneumatic Trainers:** For hands-on experience with fluid power systems.
    - **Electrical and Electronics Labs:** Equipped with oscilloscopes, signal generators, and other essential tools.
    - **Automotive Diagnostic Tools:** For training in modern automotive technologies.

5. **Introduction of New Age Courses**: New age courses such as Drone Pilot Training, Drone Technician, Solar Technician, and Wind Plant Technician have been introduced. Under STRIVE, 51 ITIs in 12 states have introduced these new age courses.

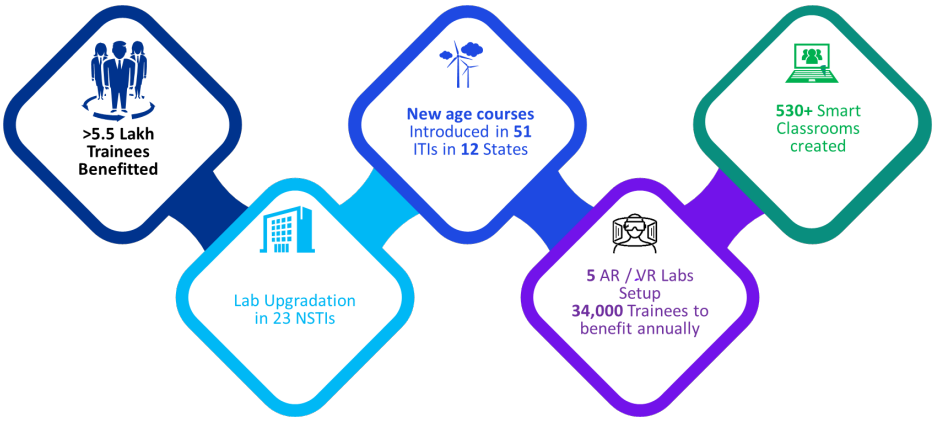
6. **Language Labs and Virtual Classrooms:** Tamil Nadu has set up six language labs catering to both STRIVE and non-STRIVE ITI trainees, enhancing their employability skills, spoken and written English, and communication skills. Over 1,400 trainees have benefited from these labs. Additionally, virtual classroom in a hub and spoke model to connect 6 non-STRIVE ITIs in tribal areas with urban ITIs were established impacting 300 students.

Figure 4: 3D Printer installed at Drone lab at NSTI Bhubaneswar



Digital Infrastructure

1. **Development of Content in Blended Mode:** To improve the learning materials STRIVE implementation team undertook multiple steps. Blended Learning Material for five trades - Electrician, Fitter, Mechanic Diesel, Welder, and Cosmetology have been developed and nine additional trades are currently under development which will benefit ~10 lakh students annually.
2. **Training Delivery through Satellite Television:** To widen the reach of content created, National Instructional Media Institute (NIMI) has been appointed as the nodal agency for managing 6 TV channels through Bhaskaracharya National Institute for Space Applications and Geo-informatics [BISAG (N). NIMI is providing digital content to BISAG-N and same are streamed on DigiShala and Doordarshan under PM-eVidya program for one hour daily. Channel would also telecast success stories, industry requirement through short videos.



Case in Point

How ITI selection and Submission of detailed application were conducted digitally via Mobile App

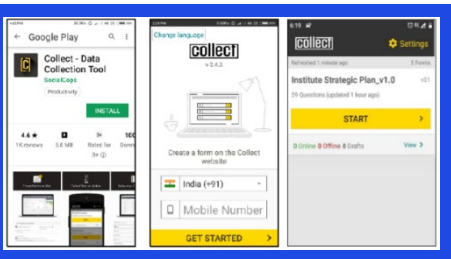


Figure 5: YouTube Tutorial Video

Under STRIVE, a first of its kind methodology for selecting ITIs was introduced, leveraging mobile app to streamline the application process. The selection process featured the first-of-its-kind mobile app-based submission for the Institutional Strategic Plan (ISP). This innovative approach allowed over 1,400 ITIs to apply in record time, demonstrating the effectiveness and accessibility of the new system.

To ensure the success of this initiative, comprehensive capacity-building workshops were conducted. These workshops equipped ITI administrators and staff with the necessary skills to navigate the new submission process effectively. Additionally, YouTube tutorial video was created to provide step-by-step guidance, further simplifying the process for applicants.

Phased Selection Process

The selection of ITIs was carried out in three phases, taking into account the grading of each institute and ISP submitted. This phased approach ensured a fair and systematic evaluation, allowing for the identification of ITIs with the highest potential for improvement and impact.

Enhancing Instructor Quality and Capacity Building of Key Stakeholders

1. Career Progression Policy (CPP)

To address systemic issues related to the recruitment and career progression of ITI trainers, STRIVE emphasized the development of a comprehensive Career Progression Policy with an aim to establish a clear framework for the recruitment, training, and promotion of ITI trainers and ensuring uniformity in organizational hierarchy and recruitment processes across States/UTs. A first of its kind Model Career Progression Policy for vocational instructors was conceptualized after multiple discussions with stakeholders and put on public domain for the adoption (post modification as per state requirement) by the state.

9 States successfully developed their Career Progression Policy with Himachal Pradesh having successfully implementing the changes through a gazette notification.

Figure 6: Gazette Notification for Career Progression Policy for Himachal Pradesh

2. Reduction in Trainer Vacancy

STRIVE incentivized States to reduce trainer vacancies by at least 20% from the baseline data of January 2019. This initiative aimed to ensure the availability of qualified trainers in government ITIs and improve the quality of training provided to ITI students. 17 States successfully reduced trainer vacancies, with 6 States maintaining zero vacancies.

Figure 7: State Tracer Studies

Some of the capacity building initiatives undertaken through STRIVE are:

1. **Employability Skills Training:**
   Trained 2,548 ITI instructors to effectively deliver revised Employability Skills course modules for enhancing the employability of trainees.
2. **Management Development Programme at IIM Kozhikode:**
   Trained 115 mid and senior-level officials from DGT and State Departments in project management, financial management, people management, and data-based decision-making.
3. **Training of Trainers (ToT) at International Automobile Centre of Excellence (IACE):**
   Trained 20 trainers in advanced teaching methodologies and technical skills for trades like Welder, Painter, Auto Systems, Plastics, Machining, and Electric & Hybrid Vehicles.
4. **Drone Technology Training:**
   Collaborated with ESSCI and IGRUA to train 459 ITI and 36 NSTI respectively participants in drone technology for Training of Trainers.
5. **NSQF Training:**
   Trained around 27,615 state officials and ITI instructors, including 18,500 by CSTARI on NSQF implementation, and 9,000+ in management, pedagogy, entrepreneurship, employability, and advanced trade-related training across 18 states.

Overall, the capacity-building efforts under STRIVE have strengthened the institutional capacities of State Governments, leading to a more effective and efficient vocational training system in India.

Increased Equity and Female Participation in Vocational Education

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Under the STRIVE project, a gender study was conducted to identify barriers to female participation in vocational education and the labor market in India. The study aimed to diagnose specific constraints faced by young women in accessing skilling opportunities, particularly through ITIs and apprenticeships. The findings were used to make improved plans to enhance efforts in increasing diversity within ITIs, apprenticeship programs, and employment sectors. The report identified the following barriers for female participation towards vocational training:

Lack of Awareness

Limited awareness about ITI trades, job prospects, and the ITI ecosystem.

Tedious Admission Process

Dependency on male family members for online registration and added cybercafé costs.

Infrastructural Inadequacies

- Location of ITIs, unsafe surroundings, and lack of security personnel.
- Lack of conveyance/transport support.
- Poor condition of toilets and lack of residential facilities.
- Lack of childcare/creche services.

Financial Constraints

Inability to afford ITI fees and additional transport costs.

Societal and Family Resistance

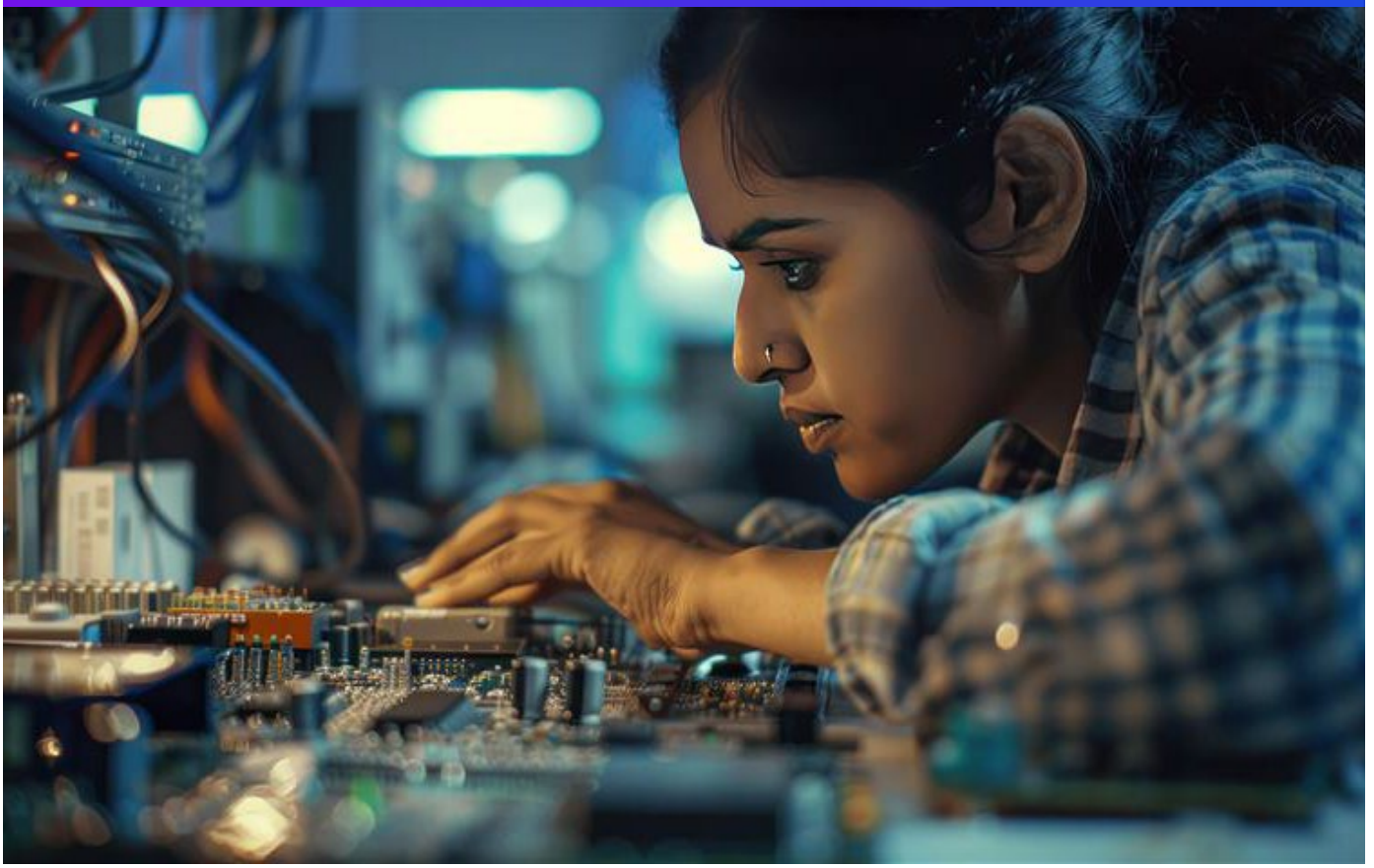
Reluctance of parents to admit daughters in co-ed institutes, preference for investing in male child's education, and resistance to non-engineering courses for females.

Gender Insensitive Behaviour

Gender stereotypes imposed by instructors, lack of grievance redressal cells, and harassment by male peers.

Lack of Career Support

Insufficient counseling, orientation, and support for course selection.



Basis the challenges and detrimental factors the following initiatives were undertaken to enhance the female enrollment in ITIs and to increase the participation of vulnerable groups:

1. **Recruitment of Female Trainers and Counselors:** Hiring female trainers and counselors has proven effective in supporting students and their parents. These professionals conducted awareness and counseling sessions to encourage enrollment from women and other vulnerable groups, addressing their specific needs and concerns.
2. **Establishment of Diverse Labs:** Setting up labs for non-traditional job roles, such as Computer Operator Programming Assistant, Cosmetology, Fashion Design, and Stenography, has expanded opportunities for female students. These diverse labs provide training in fields that are increasingly relevant and in demand, encouraging more women to pursue vocational education.
3. **Strong Industry Linkages:** Developing robust partnerships with industries and providing on-the-job training (OJT) for female trainees have significantly enhanced their employability. These linkages ensure that the skills taught are aligned with industry requirements, giving trainees practical experience and better job prospects.
4. **Provision of Afternoon Meals:** Offering afternoon meals has been an effective strategy to encourage participation from trainees, particularly those from lower-income backgrounds. This initiative helps alleviate the financial burden on students and ensures they have the energy and focus needed for their studies.
5. **Infrastructure Improvements:** Installing separate toilets for women, along with sanitary napkin vending machines and incinerators, has greatly improved hygiene and comfort for female trainees. Over 150 ITIs have implemented these facilities using STRIVE funds. Additionally, the purchase of solar panels, rainwater harvesting systems, accessible ramps for PwD candidates, and installation of CCTV cameras have created safer and more inclusive environments.
6. **Transportation Support:** Providing transportation support has facilitated attendance, especially for female trainees who might otherwise face challenges in commuting to ITIs. This support ensures that distance and transportation costs do not become barriers to education.
7. **Stipend and Boarding Support for Female Trainees:** Offering stipend support and boarding and lodging facilities has made vocational training more accessible to female trainees. These financial aids help cover living expenses, making it easier for women from economically disadvantaged backgrounds to pursue their education.
8. **Occupational Health and Safety (OHS) Training:** Over 3 lakh ITI trainees, including 58,000 female candidates, received training on occupational health and safety. This training ensures a safe learning environment and prepares trainees to handle workplace hazards effectively.
9. **Empowerment through Self-Defense Training:** Self-defense training programs have been conducted for female trainees, empowering them with skills to protect themselves and boosting their confidence. A total of 3,912 female trainees were trained under this program, fostering a culture of safety and resilience.
10. **Industrial Safety Training:** More than 4,500 participants, including instructors and trainees, underwent training on industrial safety introduced by IGNITE, GIZ. This training enhances the overall safety standards within ITIs and prepares trainees for safe practices in their future workplaces.
11. **Life-Saving Skills Training:** Trained 1,120 female trainees across 5 NSTIs in life-saving skills through a self-defense training program designed to safeguard and empower girls from any form of assault or harassment. This initiative equips trainees with essential skills to protect themselves and others in emergency situations
12. **Translation of Books in Regional Languages for Enhanced Access:** Targeting learners from diverse linguistic backgrounds, blended material has been translated into 8 languages in addition to translation of question banks. NIMI books are also being translated in 12 regional languages to improve their accessibility.

These efforts have contributed to a more inclusive and equitable vocational training system, supporting the participation of women and other marginalized groups in the workforce.

Through targeted initiatives, female enrollment increased to 21.89% in 2023-24, up from approximately 12% in 2017-18.

Success Story

Supporting female candidate for continuing Training

Ms. Vidya Meshram joined the Women ITI in **Butibori, Nagpur, Maharashtra**, in 2020 as a trainee in the Machinist Trade. Living 80 km away in Kuhi, she faced challenges commuting daily due to the distance and bus fare expenses. To support her, she received a monthly stipend of INR. 1,500 to cover transportation costs, enabling her to attend regularly and complete her two-year training. After graduating in 2022, Vidya was selected for an apprenticeship at **Tata Motors Ltd.** in Pune, where she now earns a stipend of **INR. 15,000 per month** and has an opportunity of a fulfilling career in an engineering trade.

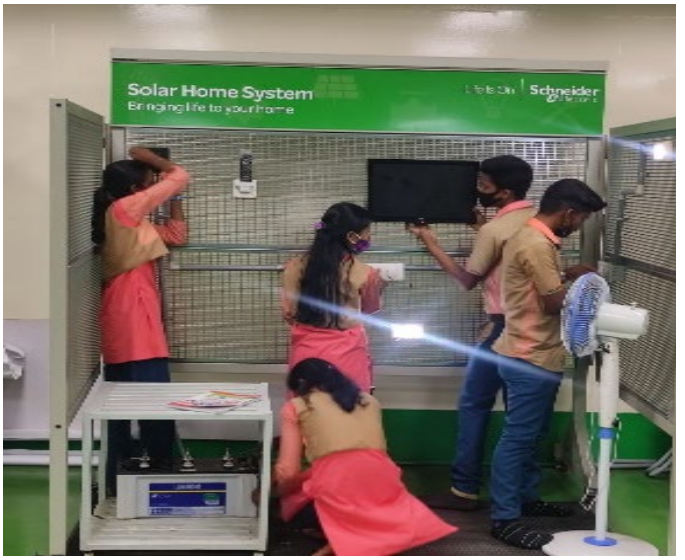


Figure 8: Training of Female Trainees at STRIVE ITI Cuttack

Figure 9: Bus pass and stipend support to Female Trainees in ITI Jind, Haryana

Figure 10: Self Defense Workshop conducted for Female Students

Bridging the Industry Academia Gap through Enhanced Industry Participation

The STRIVE project, through its focus on industry interaction, has made significant strides in enhancing the industry interaction for vocational education trainees in India:

1. **Institutional Management Committee (IMC):** Under STRIVE, Institutional Management Committees (IMCs) were set up at each ITI with an Industry Partner as the IMC Chairman. These committees managed daily operations, enabling decentralized procurement and increased industry involvement. This structure allowed ITIs to better align with industry needs, enhancing the relevance and effectiveness of vocational training and creating a more skilled workforce.
2. **Industry Apprenticeship Initiative (IAI):** The IAI grant under STRIVE incentivized Industry Clusters (ICs) to promote apprenticeship training within Small and Medium Enterprises (SMEs). The initiative aimed to create a cooperative system where ICs support their member enterprises in engaging apprentices. Key activities funded by the IAI grant included establishing and running training programs, developing curricula and training plans tailored to the needs of participating enterprises, capacity development of staff and trainers, and raising awareness and mobilizing apprentices. Through IAI, the project successfully engaged 111 Industry Clusters across India, with 90 clusters actively participating in apprenticeship training, enrolling 6,147 apprentices, 27% of whom were female candidates.
3. **Dual System of Training (DST):** The STRVE programme also worked towards promoting the collaboration between ITIs and industry for implementing dual system of training programme. STRIVE implementation team worked towards revision of DST Guidelines in 2019 assisting in streamlining the scope and process leading to increased industry participation resulting to signing of 1,061 MoUs.
4. **Flexi MoU:** STRIVE also successfully worked towards adoption of Flexi MoU scheme allowing industry to enter into flexible agreements to customize training programs based on specific needs. This enabled offering specialized training modules thereby addressing the dynamic skill requirements of industries and foster a closer partnership industries.
5. **On-the-Job Training:** Comprehensive SOPs and guidelines for OJT were developed to standardize the process across all ITIs, outlining objectives, procedures, and expected outcomes to ensure consistency and quality in training.

54.2% of ITI pass-outs in AY 2021 – 22 (as part of national tracer study sample) had undergone OJT. These structured programs enhanced industry interaction, giving trainees real-world experience and exposure to the latest technologies, significantly improving their employability.

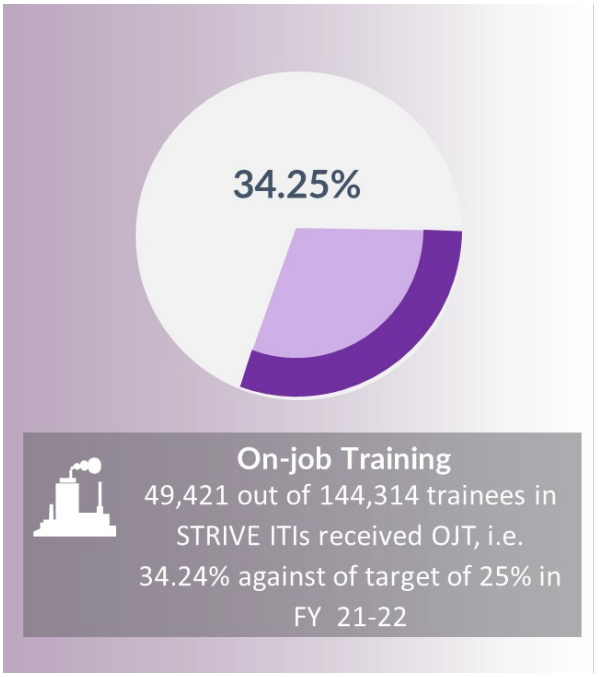


Figure 11: Achievement of OJT targets under STRIVE

6. **Curriculum Revision of CTS Trades:** Under STRIVE, the project implementation team reduced the annual training hours for CTS trades from 1600 to 1200. This reduction aims to better align training programs with current industry needs by focusing on core competencies and practical skills, making the training more targeted and relevant. Shortening the duration allows for more efficient use of resources and time, enabling ITI trainees to participate in short-term skilling programs or on-the-job training (150 hours of mandatory OJT) to further enhance their employability.
7. **Employability Skills:** The STRIVE implementation team worked to successfully update the curriculum for the employability skills module which has helped further enhance the employability and develop essential life skills amongst ITI trainees.

Figure 12: ITI Mysuru Trainees deputed for OJT at Railway Workshop

Case study

North Odisha Chamber of Commerce and Industry (NOCCI) under STRIVE

The North Odisha Chamber of Commerce and Industry (NOCCI) has been a key participant in the Industry Apprenticeship Initiative (IAI) under STRIVE. In September 2019, NOCCI launched its first batch of Fish and Sea Food Processing Technician training. Despite the COVID-19 pandemic halting activities in March 2020, NOCCI resumed training under strict safety measures.

Achievements:

- **Training Continuation**: NOCCI successfully continued its apprenticeship program during the pandemic, ensuring trainees completed their courses.
- **Inclusivity**: Nearly 58% of trainees were women, demonstrating NOCCI's commitment to gender inclusivity.
- **Economic Mobility**: The training helped disadvantaged youth, including high school dropouts, acquire job-relevant skills and secure higher-paying jobs.

Fiscal Achievements

The project demonstrated efficiency and accountability in fund utilization. A total of ₹773 crores was released surpassing the funds allocated by the World Bank. Of this amount, ₹711 crores (92%) was reported as expenditure. The allocation covered 34 States and Union Territories and key institutions such as the National Instructional Media Institute (NIMI), NIESBUD, and IIE.

Breakdown of Fund Utilization

States/UTs

₹644.10 crores were released, with ₹601.35 crores (93%) utilized. Notably, ₹46.51 crores were allocated to North-Eastern Region (NER) States, of which ₹45.42 crores (98%) were utilized.

Key Stakeholders

₹128.76 crores were released to NIMI, NIESBUD, and IIE, with ₹110.33 crores (86%) utilized.

Of the unspent ₹62 crores, ₹58.54 crores (94%) have already been deposited into the Consolidated Fund of India (CFI), with the transfer of the remaining balance underway. Additionally, the project earned an interest of ₹13.73 crores, of which ₹13.23 crores (100%) has been deposited into the CFI.

Furthermore, audit reports from 22 out of 32 states have been received, covering both AG and internal audits.

One of the rare projects to successfully utilize 92% of its ₹773 crore funding, while achieving 100% compliance in interest and securing 97% Utilization Certificate (UC) by its closure.

Fund Utilization by State/UTs

100% Utilization

Maharashtra, Himachal Pradesh, Uttar Pradesh, Tamil Nadu, West Bengal, Odisha, Karnataka, Andhra Pradesh, Telangana, Jammu and Kashmir, Goa, Nagaland, Mizoram, Meghalaya, Arunachal Pradesh, and Sikkim.

95-99% Utilization

Gujarat, Kerala, Haryana, Assam, and Tripura.

80-90% Utilization

Madhya Pradesh, Rajasthan, Chhattisgarh, Delhi, Bihar, and Manipur

50-70 % Utilization

Punjab, Uttarakhand, Jharkhand, and Puducherry

Implementation of Single Nodal Account Guidelines

The introduction of the Single Nodal Account (SNA) guidelines posed significant challenges, including delays in fund disbursement and compliance issues.

Challenges Faced from SNA Guidelines

Delays in Fund Disbursement

The transition to SNA guidelines caused delays in the release of funds to Implementing Agencies.

Compliance Issues

Implementing Agencies faced difficulties in complying with the new guidelines, leading to delays in project activities.

Activities Undertaken

Preliminary Activities

States/UTs notified a Single Nodal Account (SNA) for each State Linked Scheme (SLS) corresponding to Centrally Sector Scheme (CSS). SNAs opened dedicated bank accounts for each SLS in scheduled commercial banks, and existing bank accounts of Implementing Agencies (IAs) were closed, with funds transferred to the SNA account.

Mapping of Agencies

SNAs and IAs were registered and mapped on the PFMS portal, and state treasury systems were integrated with PFMS for real-time fund flow tracking.

Monitoring Fund Flow

Fund flow was initially tracked using the Bank of India Dashboard, which was later integrated with PFMS for real-time reporting. Regular analysis of SNA balances and PFMS reports ensured transparency and compliance.

Capacity Building

Extensive capacity-building workshops were conducted for State/UT officials, SNAs, and IAs to ensure compliance with SNA guidelines and efficient fund management.

Achievement of Project Development Objectives

The Program Development Objectives (PDOs) of STRIVE focused on improving access to high-quality, demand-driven vocational training, thereby increasing the employability of trainees. By fostering stronger industry linkages, upgrading training infrastructure, and enhancing the capacity of state governments and training institutions, STRIVE worked to create a more responsive and efficient vocational training ecosystem that meets the evolving needs of the labor market.

1. **Improve Access to Quality Vocational Training:** Enhance accessibility of vocational training for underrepresented groups such as women, SCs, and STs.

   Key Actions: Increase enrollment in ITIs through performance-based grants, implement outreach strategies to attract female and marginalized students, and develop and upgrade courses to meet local market needs.

2. **Enhance Market-Driven Training:** Aligning vocational training with labor market demands to ensure relevant skills.

   Key Actions: Strengthen industry linkages via IMCs and local business partnerships, introduce dual training models combining classroom and on-the-job training, and update curricula and teaching methods to reflect industry standards.

3. **Improve Training Quality:** Raise the quality of vocational training by enhancing teaching methods, facilities, and instructor skills.

   Key Actions: Develop and implement ICT-based teaching and learning resources, provide continuous professional development for instructors through blended learning, and upgrade ITI infrastructure and equipment for a conducive learning environment.

4. **Strengthen Institutional Capacity:** Build capacity of state governments and training institutions for effective vocational training management.

   Key Actions: Establish and strengthen SPIUs for STRIVE implementation, develop and implement MIS for better monitoring and evaluation, and conduct regular tracer studies to assess and inform policy and program adjustments.

5. **Broaden and Improve Apprenticeship Training:** Expand and enhance apprenticeship programs for practical, hands-on experience.

   Key Actions: Provide grants to industry clusters for apprenticeship program development, promote dual training models integrating workplace learning with classroom instruction, and increase SME participation in apprenticeship training.

Achievement of PDOs

PDO	Indicator	End-of-Project target	End-of-Project Achievement
PDO 1	Increase in number of ITI graduates	20%	39.2% (2022-23)
PDO 2	Female enrolment rate	15%	21.89% (2023-24)
PDO 3	Increase in gainful employment of ITI graduates	50%	49%
PDO 4	Reduction in instructor vacancy	15 States/UTs	17 States/UTs
PDO 5	Training of Trainers	20,000 Trainers	27,615 Trainers
PDO 6	Apprenticeship Training through ICs (commencement of training in two new trades)	30 ICs	30 ICs
PDO 7	Direct Operation Beneficiaries	4,00,000 Beneficiaries	6,24,025 Beneficiaries

Abbreviations

S. No.	Abbreviation	Full Form
1	AR	Augmented Reality
2	BISAG-N	Bhaskaracharya National Institute for Space Applications and Geo-informatics
3	CFI	Consolidated Fund of India
4	CITS	Craft Instructor Training Scheme
5	CNC	Computer Numerical Control
6	CPP	Career Progression Policy
7	CSS	Central Sector Scheme
8	CTS	Craftsmen Training Scheme
9	DGT	Directorate General of Training
10	DST	Dual System of Training
11	IAI	Industry Apprenticeship Initiative
12	IACE	International Automobile Centre of Excellence
13	IC	Industry Clusters
14	IMC	Institutional Management Committee
15	ISP	Institutional Strategic Plan
16	ITI	Industrial Training Institute
17	MSDE	Ministry of Skill Development and Entrepreneurship
18	NER	North Eastern Region
19	NIMI	National Instructional Media Institute
20	NSQF	National Skills Qualifications Framework
21	NSTI	National Skill Training Institutes
22	OHS	Occupational Health and Safety
23	OJT	On-the-Job Training
24	PDO	Program Development Objectives
25	PFMS	Public Financial Management System
26	PforR	Program for Result
27	SLS	State Linked Scheme
28	SME	Small and Medium Enterprises
29	SNA	Single Nodal Account
30	SPIU	State Project Implementation Unit
31	STRIVE	Skills Strengthening for Industrial Value Enhancement
32	ToT	Training of Trainers
33	VR	Virtual Reality
34	VTIP	Vocational Training Improvement Project

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