



कौशल्यम् बलम्

Expression of Interest (EoI)
For

**Inviting an Agency to Conduct Detailed Assessment and Organizational Analysis of the Skill
Development, Employment, Entrepreneurship & Innovation Department (SEEID), Government of
Maharashtra**

Under the Project
**Development of Applied Knowledge and Skills for Human Development (DAKSH)
in Maharashtra**
EoI Number: xxxxx

Issued by:
Commissionerate of Skills Development, Employment and Entrepreneurship
Government of Maharashtra, Mumbai – 400 001
Tel: 022-35543099

INVITATION OF EXPRESSION OF INTEREST

Ref. No. CSDEE/DAKSH/OrgaAss/2025-26

Date: 19.08.2026

Project Director, DAKSH intends to call application for "Inviting of an Agency to Conduct Detailed Assessment and Organizational Analysis of the Skill Development, Employment, Entrepreneurship & Innovation Department (SEEID), Government of Maharashtra".

The timelines for the submission process are as follows:

Date of publishing of EoI	19/08/2026, 05:00 PM
Address from where the EoI document can be obtained / downloaded	https://mahatenders.gov.in
Date of Pre-Application discussion Meeting (if required)	31/08/2026, 11:00 AM Venue: 1st Floor, Elphinstone Technical Highschool Campus, 3, Mahapalika Marg, Dhobi Talao, Mumbai - 400001
Last Date for Submission of EoI	09/09/2026, 03:00 PM
Date of Opening of EoI	10/09/2026, 03:00 PM
Last date to send in requests for clarifications at mail to: dccsdee@gmail.com	30/08/2026, 05:00 PM
Mode of submission of EoI	Interested agencies to submit their detailed proposal by ensuring submission of all requisite documents on https://mahatenders.gov.in
E-mail ID for submission of pre-bid queries	csdee.daksh@gmail.com
Address for communication	1st Floor, Elphinstone Technical Highschool Campus, 3, Mahapalika Marg, Dhobi Talao, Mumbai - 400001.

Audio/Video Conferencing Link for the Pre-Application discussion Meeting shall be shared to the agencies requesting for the same via email to csdee.daksh@gmail.com till 30/08/2026, 05:00 PM

Applicants are requested to follow above schedule failing which any further submissions shall not be accepted.

EoI falls under the World Bank-supported DAKSH Program and is subject to **World Bank Anti-Corruption Guidelines (ACG)**

Sd/-
Dr Amit Saini I.A.S.
Commissioner
CSDEE and
Project Director
DAKSH

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1. Introduction

1.1. Background of SEEID

Skills, Employment, Entrepreneurship & Innovation Department (SEEID) is principal decision-making authority for managing the skilling ecosystem in Maharashtra. It is responsible for policy making, budgeting, control of expenditure, framing legislation, rules & regulations and monitoring of all 6 verticals of the Department. These verticals cater to three major domains which are skilling, employment and entrepreneurship & innovation. The verticals working in skilling domain are Directorate of Vocational Education and Training (DVET), Maharashtra State Board of Vocational Education and Training (MSBSVET), Ratan Tata - Maharashtra State Skill University (RT-MSSU) and Maharashtra State Skill Development Society (MSSDS). All these verticals cater to both long term and short-term skilling in the state of Maharashtra. The Commissionerate of Skill Development, Employment & Entrepreneurship (CSDEE) works on the employment ecosystem in the state and Maharashtra State Innovation Society (MSInS) supports and nourishes the innovation and startup ecosystem of Maharashtra.

1.2. Background of CSDEE

Commissionerate of Skill Development, Employment & Entrepreneurship (CSDEE) functions under the Skills, Employment, Entrepreneurship & Innovation Department (SEEID), Government of Maharashtra.

It serves as the central coordinating authority for implementing policies and programs aimed at enhancing skill development, promoting employment, and fostering entrepreneurship throughout the state. With a vision to equip youth with skills, provide employment opportunities, and support self-employment for improved livelihoods and income levels, CSDEE is committed to delivering responsive, transparent, and decentralized services that ensure accessibility and operational efficiency.

The organizational structure of CSDEE consists of a central Commissionerate headquartered in Mumbai and Six divisional offices strategically located across the state— Mumbai, Pune, Nashik, Chhatrapati Sambhaji Nagar, Amravati and Nagpur. These divisional offices are instrumental in executing the department's mandate, ensuring seamless delivery and monitoring of skill development and employment-related initiatives.

CSDEE has played a significant role in Maharashtra's employment landscape. The department has conducted 13 large-scale Rozgar Melas across various regions, creating direct recruitment opportunities and fostering employer-jobseeker engagement. Further, through partnerships with various stakeholders, CSDEE has launched skill development programs projected to benefit over 9,750 trainees in key cities such as Mumbai, Pune, Chhatrapati Sambhajnagar, Nagpur, Amravati, and Nashik over the next four years.

1.3. Background of MSSDS

The Maharashtra State Skill Development Society (MSSDS) was registered on 15 February 2011 as the single nodal agency for planning, coordination, execution and monitoring of the State's skill-development initiatives, including short-term skilling aligned to NSQF. MSSDS supports District Skill Development Committees, implements State and centrally-supported schemes (e.g., PMKUVA), and coordinates with SEEID/CSDEE for field delivery.

1.4. Background of MSInS

With the advent of new technologies and innovations in governance and public service delivery systems across all the departments and institutions, there is a need for cohesive and coordinated efforts to align resources, policies and programs. For this purpose, Maharashtra State Innovation Society (MSInS) has been created in 2017 under the aegis of Department of Skills, Employment, Entrepreneurship, and Innovation which will function as the apex agency for overall coordination related to entrepreneurship and innovation within the state.

The governance structure consists of a General Body (GB), chaired by the Hon'ble Chief Minister of Maharashtra for providing strategic direction, interdepartmental coordination, and oversight. The members of General Body will comprise of Secretaries of all the key departments including Industries, Planning, Finance, Agriculture, Public Health, Medical Education, Information Technologies, Urban development, Environment, Transport, School Education, Higher & Technical Education etc. Some of the initiatives of MSInS includes:

- Startup Week
- Maharashtra Grand Challenge
- Intellectual Property Rights
- Quality Testing and Certifications
- Startup Yatra
- Incubation Program
- Women Entrepreneurship Cell
- Maharashtra Innovation and Technological Development Fund
- Funding Programs.

1.5. Background of DVET

Directorate of Vocational Education & Training (DVET), Government of Maharashtra, was established in 1984 with the mandate to coordinate and promote vocational and technical education across the state. DVET oversees a wide spectrum of educational and training programs, spanning from pre-vocational education at the secondary level to advanced skill development initiatives.

DVET's core responsibilities include:

- Implementation of vocational courses at the +2 level, including bifocal and HSC vocational streams.
- Conduct of Craftsman Training Schemes, Apprenticeship Programs under the Apprentices Act, 1961.
- Certification through the Maharashtra State Board of Vocational Examination.
- Operation of Government Technical High Schools and Industrial Training Institutes (ITIs).
- Coordination of part-time industrial training and advanced vocational training schemes.

With a network that spans across 6 divisions, 36 districts, and 419 Government ITIs throughout Maharashtra, DVET serves as a pivotal institution supporting the state's industrial and economic development through workforce readiness and skill development.

DVET is committed to enhancing the employability of youth by:

- Reducing the mismatch between industry manpower requirements and the available skilled workforce.
- Promoting formal and non-formal training programs tailored to industry, business, and service sector needs.
- Strengthening linkages with industries, R&D institutions, and academia.
- Facilitating faculty and student development through quality enhancement programs.
- Establishing Centres of Excellence in emerging areas such as CNC/CAD/CAM, IT, renewable energy, and more.
- Leveraging digital platforms for improved communication, administration, and transparency across its network.

To modernize ITIs and improve industry alignment, DVET has introduced a Public-Private Partnership (PPP) Policy (June 2025), enabling industries to partner with specific ITIs or trades for infrastructure and training enhancement.

1.6. Background of RT-MSSU

The Ratan Tata Maharashtra State Skills University (RT-MSSU) was established in 2022 by the Government of Maharashtra as a pioneering institution to mainstream skill-based education and training within the higher education ecosystem. RT-MSSU functions as the state's apex skill university with statewide jurisdiction, offering a range of certificate, diploma, undergraduate, and postgraduate programs in high-demand domains such as engineering, information technology, design, business, and allied technologies. The university adopts a work-integrated, industry-led, and outcome-based approach to skilling, with a strong focus on employability and entrepreneurship.

As of now, RT-MSSU has established operational centres across key locations including Mumbai, Pune, Nagpur, Thane, and Kharghar, with plans to expand its reach to additional districts. These regional centres serve as hubs for training delivery, academic-industry collaboration, and innovation in skill development.

1.7. Background of MSBSVET

The Maharashtra State Board of Skill, Vocational Education and Training (MSBSVET) is a statutory body established under the Government of Maharashtra to promote, regulate, and standardize skill and vocational education across the state. MSBSVET is responsible for designing curricula, affiliating institutions, conducting assessments, and issuing certifications for vocational and skill-based programs aligned with National Skills Qualifications Framework (NSQF). It plays a critical role in ensuring quality assurance and academic rigor in vocational training through a structured credit-based system and industry-aligned learning outcomes.

This EoI aims to support SEEID's strategic vision by initiating a comprehensive survey and analysis of its human resources, operational processes, and technology infrastructure to enable data-driven decisions for restructuring, hiring, and training needs.

2. Purpose and Expected Impact of the Organizational Assessment

2.1. Problem Statement

SEEID oversees multiple institutions responsible for skill development, employment, entrepreneurship, innovation, and vocational education. These institutions have evolved over time to meet different requirements

and therefore operate with varying levels of organizational maturity, staffing strength, systems, processes, and institutional capacity. While some organizations have well-established structures and field presence, others are still developing their systems and functions.

As SEEID moves towards a more integrated approach to planning, implementation, monitoring, and service delivery, it is important to assess whether the existing institutional arrangements, workforce structures, governance mechanisms, and technology systems are adequately supporting the Department's mandate. The assessment will help identify areas that require strengthening and provide a clear roadmap for improving institutional effectiveness and coordination across the SEEID ecosystem.

MSBSVET is responsible for curriculum development, assessments, certification, and quality assurance in vocational education and training. With the expansion of skill-based education and increasing expectations from students, institutions, industry, and government, the Board's systems and processes need to continuously evolve to remain efficient, transparent, and responsive.

The proposed assessment will review the Board's existing processes, institutional capacity, assessment systems, and quality assurance mechanisms to identify improvement areas and support its continued development.

2.2. Objective of the Survey and Analysis

The assignment will undertake a comprehensive institutional assessment of SEEID and its constituent agencies across state, divisional, district and institution levels. The study will map and analyze Functions, Funding, and Functionaries (3Fs) to identify gaps, overlaps and misalignments; assess workload distribution, competencies and training needs; review process and workflow efficiency; and evaluate digital readiness and data systems. The assessment shall also examine governance arrangements, decision-making structures, delegation frameworks, oversight mechanisms, and institutional accountability systems across SEEID and its constituent organizations to identify opportunities for improved coordination and operational effectiveness. In parallel, the assignment will review the assessment and examination ecosystem led by MSBSVET, as detailed in the Terms of Reference. The overall objective is to recommend fit-for-purpose structures, staffing models, and system improvements that enhance service delivery and outcomes under DAKSH.

2.3. Importance of the Study

Maharashtra's skills and employment ecosystem has expanded in scale and mandate. A diagnostic is necessary to ensure clarity of roles, coordinated planning and delivery, evidence-based staffing, and quality assurance across agencies, while supporting market relevance and inclusion-consistent with the DAKSH Program Development Objective and results framework. Findings will inform institutional strengthening, capacity-building pathways, and policy/process improvements that align with national frameworks and State priorities.

2.4. Expected Outcomes

The study will deliver:

- Role and Responsibility mapping with identification of functional overlaps/gaps across SEEID agencies;
- Staffing analysis and options (including specialized roles where justified) with an evidence-based manpower plan;
- A Training Needs Assessment (TNA) roadmap and prioritized capacity-building plan;
- Process and workflow improvements with recommendations for digital enablement (technology-neutral), data standards, and interoperability principles;
- Recommendations for strengthening MSBSVET's assessment ecosystem, aligned with NSQF and international good practice;
- Strengthened framework for trainer and assessor development, including recommendations for institutionalizing Training of Trainers (ToT) and continuous professional development systems
- A time-bound action plan for each vertical (short/medium term) with sequencing, responsibilities, and indicative timelines.

Refer Annexure VI (Terms of Reference) for the broad scope, methodology, timelines, and indicative staffing.

2.5. Reference to Terms of Reference (ToR)

The Scope of Services, indicative Methodology, proposed Duration of the Assignment, and Indicative Staffing Requirements are provided in the ToR enclosed as *Annexure VI* to this EoI. Applicants are advised to carefully review the ToR before submitting their Expression of Interest.

3. Purpose of this Expression of Interest (EOI)

This Expression of Interest (EOI) is being issued by the Skills Development, Employment, Entrepreneurship & Innovation Department (SEEID), Government of Maharashtra, with the objective of seeking inputs from interested agencies for the proposed assignment on organizational assessment and institutional strengthening of SEEID.

The purpose of this EOI is to solicit information from the market to support the Department in refining the design and structuring of the proposed assignment. Specifically, the Department intends to gather inputs on:

- appropriate team composition and role definitions,
- indicative team size and deployment approach,
- suggested qualification and experience profiles for key roles,
- proposed approach and methodology for undertaking the assignment, and
- indicative effort estimates and cost assumptions, based on the respondent's experience.

It is hereby clarified that this EOI does not constitute a solicitation for selection, empanelment, or award of any contract, and no evaluation, ranking, or shortlisting of agencies will be undertaken based on the responses received.

Participation in this EOI process does not create any obligation on the part of the Department to proceed with any subsequent procurement process, nor does it create any right, expectation, or entitlement for participating agencies to be considered in any future process.

The Department reserves full discretion to accept, use, modify, or disregard any information received through this EOI, and to determine the subsequent course of action, including the structure, scope, and procurement approach for the assignment, in accordance with applicable policies and administrative requirements.

4. Submission of EOI

4.1. Agency Profile and Relevant Experience

The EOI is open to Government agencies/institutions, universities and research organizations (public or private), and firms of national/international repute.

Definition of 'Similar Assignments' – For this EOI, 'similar assignments' include **organizational diagnostics** (functions, funding, functionaries), **workforce/workload analyses**, **HR/Training Needs Assessments (TNA)**, **public-sector process/workflow reviews**, and **TVET/assessment/examination system evaluations** for national/sub-national governments.

Interested agencies are requested to submit the following information as part of their EOI response:

1.	Organizational Profile	Brief overview of the organization, including nature of entity, years of operation, and core areas of work.
2.	Relevant Experience	Summary of experience in assignments of similar nature, including organizational assessments, institutional strengthening, public sector advisory, or research studies).
3.	Core Capabilities	Description of the agency's technical and professional capabilities relevant to the proposed assignment, including key domains of expertise.
4.	Indicative Team Capability	Description of in-house expertise or access to multidisciplinary teams relevant to the assignment (no detailed CVs required).

Each Applicant shall submit a COI declaration and a no-sanctions self-declaration confirming it is not debarred by the World Bank Group (including cross-debarment) as of the EOI submission deadline. Misrepresentation is grounds for rejection and further action.

4.2. Proposed Methodology, Team and Effort Details

Interested agencies are requested to provide the following information

1. Understanding of the Assignment

- Brief note outlining the agency's understanding of the objectives and key challenges related to organizational assessment and institutional strengthening of SEEID and its associated entities.

2. Approach and Methodology Note (5–7 pages):

Agencies shall submit a brief but structured approach and methodology for undertaking the assignment. The note must include:

- Understanding of the assignment and key challenges across SEEID ecosystem
- Differentiated approach for each SEEID vertical (DVET, MSSDS, MSBSVET, CSDEE, MSInS, MSSU)
- Proposed methodology for assessment of Functions, Funds, and Functionaries (3Fs)
- Proposed tools and techniques (e.g., field visits, MIS analysis, stakeholder consultations, process mapping, benchmarking)
- Ability to integrate cross-vertical findings into actionable recommendations

3. Indicative Team Composition and Roles

Agencies are requested to provide a view of:

- Proposed **team structure**, including key roles (e.g., Project Lead, Organizational Expert, HR/TNA Specialist, Process Expert, Data/Analytics Expert, etc.)
- Indicative **roles and responsibilities** for each position
- Suggested **qualification and experience profile** for each role

4. Indicative Team Size and Effort Estimation

Agencies are requested to submit:

- Estimated **team size** required for executing the assignment
- Indicative **person-month effort** (overall and/or role-wise, if feasible)
- Suggested **deployment approach** (e.g., on-site, field visits, remote support)

5. Indicative Timelines

- Suggested **overall duration of the assignment**
- Broad **phase-wise timelines**, if applicable

6. Indicative Cost Estimates (Non-Binding)

Agencies may provide:

- **Indicative cost estimates or ranges**, along with key assumptions
- Basis of estimation (e.g., effort-based, resource-based, or output-based)

This information is sought purely for internal purpose and will not be used for any evaluation or selection purpose.

7. Key Success Factors and Risks (Optional)

Based on prior experience, agencies may highlight:

- Critical success factors for such assignments
- Potential implementation risks/challenges

Note

The information should be concise, structured, and based on the agency's experience in executing similar engagements.

4.3. Submission Channel

Applicants must submit their EoI online on the Government of Maharashtra's e-procurement portal "MahaTender"¹ (<https://mahatenders.gov.in>) by the deadline specified in the Calendar of Events. Email or physical submissions will not be accepted. All addenda/corrigenda and official clarifications will be published exclusively on MahaTender.

4.4. Submission Format

The EoI package shall comprise the following, uploaded as **searchable PDF** files (preferably PDF/A), **digitally signed** by the Authorized Signatory.

1. **Cover Letter** on Applicant's letterhead (Annexure I format).
2. **Agency Profile** (Annexure II), including contact person details.
3. **Relevant Experience Documents** including:
 - **Legal status & tax registrations** (PAN/GST for India-registered bidders; **functional equivalents** for foreign entities).
 - **Relevant experience** details

¹ **MahaTender — Government of Maharashtra e-procurement portal** (official download/submission channel; timestamps and corrigenda routing): <https://mahatenders.gov.in/nicgep/app>

- **No-debarment/blacklisting** self-declaration (Annexure III) covering **World Bank Group debarment/cross-debarment** and Indian Government entities.
 - **Conflict of Interest (COI) declaration** (on letterhead).
4. Proposed Methodology, Team and Effort Details
 5. **Authorization: Power of Attorney/Authorization Letter** authorizing the signatory

The last date for submission of Application form along with Annexures and with all supporting documents as shall be up to the last date for submission as per this EOI. All the pages of EOI being submitted must be sequentially numbered and signed by authorized person of the Agency.

4.5. File Organization and Naming

Upload documents as separate, clearly named files (e.g., “*Annexure-I_Cover Letter[BidderName].pdf*”, “*Experience[BidderName].pdf*”, etc.). Ensure files are **not password-protected** and free of viruses/malware. Follow any size/format constraints displayed by **MahaTender**.

4.6. Language of Submission

EoIs should be submitted in **English** only

4.7. Clarifications (Pre-Application)

Clarification requests must be submitted **via email** using **Annexure V** to the address specified in the *Calendar of Events* with the subject line “**DAKSH-EoI-Clarifications-[Bidder Name]**” by the **Clarification Deadline**. Official responses (and any corrigenda) will be posted **only on MahaTender**.

4.8. Modification or withdrawal

Applicants may **modify or withdraw** their EoI on **MahaTender** any time **before** the submission deadline. The **last submitted** version before the deadline will be considered for evaluation. **Late submissions** will **not** be accepted by the portal.

4.9. No EMD at EoI stage

No EMD is required at this stage. Financial proposals, if any, will be requested only from shortlisted Applicants at the RFP stage.

4.10. EoI validity

EoIs shall remain valid for 120 (one hundred twenty) days from the EoI submission deadline, unless extended by mutual consent.

4.11. Costs & ownership of submissions

Costs of preparing and submitting the EoI are **not reimbursable**. All documents submitted become the Purchaser’s records and may be used solely for evaluation and audit purposes. (Personal data, if any, will be handled in accordance with applicable law and procurement rules.)

4.12. Confidentiality & data protection

The Purchaser will treat EoIs as confidential during evaluation. Applicants are advised to avoid sharing unnecessary personal data and to anonymize where feasible. The selected firm will be required to comply with applicable data-protection laws during contract execution.

4.13. Governing time zone & deadlines

All dates and times are **Indian Standard Time (IST)** as displayed on **MahaTender**. The **portal timestamp** shall govern compliance with the submission deadline.

4.14. Right to accept/reject

The Purchaser reserves the right to accept or reject any/all EoIs, cancel the process at any stage, and issue addenda/corrigenda **only** via **MahaTender** without incurring any liability.

5. General Conditions to be observed

- a. The Agencies are expected to examine all instructions, forms, terms and conditions, and specifications in the EoI and furnish all information as stipulated therein.
- b. This EoI together with all its attachments thereto, shall be considered as read, understood and accepted by the Agencies. Failure to furnish all Information required by the EoI or submission of a

Proposal not substantially responsive to the EoI in every respect will be at Agency's risk and may result in the rejection of his Proposal. Agencies must submit all documents listed in the EoI.

- c. It may be noted that the costs of preparing the proposal are not reimbursable and Project Director DAKSH & SEEID are not bound to accept any of the proposals submitted.
- d. The agencies are required to provide professional, objective and impartial service and at all times will hold the departments' interests paramount, without any consideration for future work and strictly avoid conflicts with other assignments.
- e. Agencies must observe the highest standards of ethics during the process and execution of the contract. Project Director DAKSH & SEEID may reject a proposal at any stage if it is found that the agency recommended for award has indulged in corrupt or fraudulent activities in competing for or in executing the contract in question and may also declare the agency ineligible or blacklist the firm, either indefinitely or for a stated period.
- f. The agency shall bear all costs associated with the preparation and submission of the Proposal, including cost of presentation and site visits for the purposes of clarification of the bids, if so desired by Project Director DAKSH and department will, in no case, be responsible or liable for these costs, regardless of the conduct or outcome of the bidding process.

5.1. Governing Law

The Contract shall be governed by and interpreted in accordance with the laws of India.

5.2. Intellectual Property Rights of the Study / Data

The Draft / Final reports and the contents thereof would be the intellectual property of SEEID and would not be published by the awarded agency without prior approval of SEEID. The raw data / processed data / findings should not be disclosed by the agency to any third party without prior approval of SEEID.

5.3. Withdrawal of EoI:

Project Director DAKSH & SEEID on its sole discretion, may at any stage of the bidding process, cancel the same, without assigning any reasons thereof.

6. World Bank Anti-Corruption Guidelines

The WB "Guidelines on Preventing and Combating Fraud and Corruption in Program for Results Financing" dated February 1, 2012, and revised on July 10, 2015, shall apply to this activity which is within the Program Boundary accordingly the following shall be applicable:

- (i) *Bidder shall prepare and furnish to the Borrower and/or the Bank, all such information that the Borrower, and/or the Bank shall reasonably request in relation to the Program.*
- (ii) *Bidder accept the carrying out of inspections by the Borrower and/or the Bank for the monitoring of, and in relation to, the carrying out of the activities under the Program.*
- (iii) *Any inquiries conducted by the Bank pursuant to these Guidelines are administrative in nature, for the purpose of determining compliance with the Bank's policies, directives, and procedures. Inquiries include, but are not limited to, the review of relevant accounts, records and other documents, and interviews with relevant persons.*
- (iv) *The Guidelines address the following defined practices in connection with the Program:*

(a) A "corrupt practice" is the offering, giving, receiving, or soliciting, directly or indirectly, of anything of value to influence improperly the actions of another party.

(b) A "fraudulent practice" is any act or omission, including a misrepresentation, that knowingly or recklessly² misleads, or attempts to mislead, a party to obtain a financial or other benefit or to avoid an obligation.

(c) A "collusive practice" is an arrangement between two or more parties designed to achieve an improper purpose, including to influence improperly the actions of another party.

(d) A "coercive practice" is impairing or harming, or threatening to impair or harm, directly or indirectly, any party or the property of the party to influence improperly the actions of a party.

(e) An "obstructive practice" is (i) deliberately destroying, falsifying, altering or concealing of evidence material to the investigation or making false statements to investigators in order to materially impede a Bank investigation¹⁰ into allegations of a corrupt, fraudulent, coercive, or

² To act "knowingly or recklessly," the fraudulent actor must either know that the information or impression being conveyed is false or be recklessly indifferent as to whether it is true or false. Mere inaccuracy in such information or impression, committed through simple negligence, is not enough to constitute fraudulent practice. ¹⁰ As used in the definition of "obstructive practice", the term "investigation" includes any inquiry undertaken under these Guidelines.

collusive practice; and/or threatening, harassing or intimidating any party to prevent it from disclosing its knowledge of matters relevant to the investigation or from pursuing the investigation, or (ii) acts intended to materially impede the exercise of the Bank's contractual rights of audit or access to information.

(f) The above practices, as so defined, are referred to collectively in these Guidelines as "Fraud and Corruption."

7. Annexures

Annexure I

Application Form

(To be submitted by Agency on their letter head)

Date.....

To
Project Director, DAKSH,
1st Floor, Elphinstone Technical Highschool Campus, 3,
Mahapalika Marg, Dhobi Talao, Mumbai - 400001.

Sub: Inviting an Agency to Conduct Detailed Assessment and Organizational Analysis of the Skill Development, Employment, Entrepreneurship & Innovation Department, Government of Maharashtra.

Ref: No.....

Dear Sir,

I/We submit that I/We on behalf of my company..... have gone through all the Terms & Conditions contained in the EoI document No..... datedand are hereby submitting our proposal in accordance with this EoI document.

We hereby declare that:

- a) All the information and statements made in this proposal are true and we accept that any misinterpretation or misrepresentation contained in this proposal may lead to our disqualification by Project Director DAKSH.
- b) The information submitted in our response document is complete and correct to the best of our knowledge and understanding. We would be solely responsible for any errors or omissions in our document. We acknowledge that SEEID will be relying on the information provided in our documents accompanying and we certify that all information provided in the application is true and correct; nothing has been omitted which renders such information misleading; and all documents accompanying are true copies of their respective originals.
- c) We acknowledge the right of department to reject our proposal without assigning any reason or otherwise and hereby waive, to the fullest extent permitted by applicable law, our right to challenge the same on any account whatsoever.
- d) We declare that we satisfy all legal requirements laid down in this EoI document.
- e) This proposal is unconditional, and we hereby undertake to abide by the terms and conditions of the EoI document.
- f) We understand that any work sanctioned in pursuance to the process detailed in this proposal shall be on the terms and conditions specified in the Letter of Award / Work Order / Agreement pertaining to such work, which shall be thoroughly reviewed and accepted by us before undertaking such work.

Yours Faithfully,

Signature:

Name of the Authorized signatory:

Company seal:

Date and Stamp

Annexure II

Agency Profile Form and Checklist

(To be submitted by Agency on their letter head)

Date.....

Sr No.	Particulars	Information with supporting documents
1.	Name of Agency	
2.	Legal Status of Agency	
3.	Registration Details of Agency	
4.	Incorporation OR Commencement of Business/ Other Statutory Registrations etc.	
5.	Date of Incorporation/ Registration	
6.	PAN Number	
7.	GST Number	
8.	Registered/ Corporate office Address of Applicant	
9.	Names and Designations of the persons authorized for single point interaction with SEEID	
10.	Mobile Numbers of Contact persons	
11.	E-mail of Contact persons	

Yours Faithfully,

Signature:

Name of the Authorized signatory:

Company seal:

Date and Stamp

Annexure III

Affidavit for not been blacklisted

(Affidavit on Rs.500/- stamp paper by Authorized Representative, duly notarized)

Affidavit

We, M/s (Name of Agency), having registered office at (Complete address of Agency) do hereby declare that we have not been sanctioned under the World Bank system of debarment and cross-debarment.

Should this declaration found to be false then Borrower has the right to declare the proposal /bid as non-responsive.

Yours Faithfully,

Signature:

Name of the Authorized signatory:

Company seal:

Date and Stamp

Note: The document should be an Affidavit on Rs.500/- stamp paper by Authorized Representative, duly notarized

Annexure IV

Details of experience of Agency

(To be submitted on the Agency's letter head)

Date.....

Sr No.	Name of Agency	Nature of Assignment	Date of Award	Date of Completion

Yours Faithfully,

Signature:

Name of the Authorized signatory:

Company seal:

Date and Stamp

Annexure V

Format for Pre-Bid Clarifications

(To be submitted on the Agency's letter head)

The agencies requiring specific points of clarification may communicate during the specified period using the following format. The queries should be sent in PDF and excel

Name of the Agency submitting query / request for clarification Correspondence Address:				
Tel:				
Fax:				
Email:				
S No.	Section No. of EoI	Pg. No. of EoI	Content of Tender requiring clarification	Points of Clarification Required
1				
2				
3				
4				
5				
6				
7				

Signature:

Name of the Authorized signatory:

Company seal:

Date and Stamp

Annexure VI: Terms of Reference

1. Introduction

- 1.1 **DAKSH Program:** SEEID is implementing a program called the Development of Applied Knowledge and Skills For Human Development (DAKSH). The aim of the DAKSH program is to improve skills and entrepreneurship training for enhanced employability in Maharashtra. This Program is focused on (i) Institutional Strengthening for High-Quality Market Relevant Training with robust MIS systems; (ii) Improving the Quality and Market Relevance of Skill Development Programs at the Training Provider Level; (iii) Enhancing Access for Women and Disadvantaged Groups; and (iv) Expanding Skills and Entrepreneurship Training through PPPs.
- 1.2 **Institutional Structure:** Skilling, employment, entrepreneurship, and innovation programs in Maharashtra are managed by the Skills, Employment, Entrepreneurship, and Innovation Department (SEEID) and its constituent units. Maharashtra's long term skilling interventions are managed by the Directorate of Vocational Education and Training (DVET), while short-term training is managed by the Maharashtra State Skill Development Society (MSSDS). They are mandated to prepare decentralized district skill development plans (DSDPs) that aggregate local labor demands and link youth with industry. DVET provides administration and vocational education and training services to and oversees Industrial Training Institutes (ITIs), skills development centers, technical schools, and technical junior colleges. The Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET) regulates skills, vocational education and training, and entrepreneurship education. The Maharashtra State Skills University (MSSU) has been established to provide youth seamless linkage between Technical and Vocational Education and Training (TVET) and higher education through credit rating; and multiple entry and exit options.
- 1.3 **Roles of Various Sub-Institutions of SEEID:** SEEID is the nodal department responsible for driving the State's agenda on skill development, employment generation, entrepreneurship promotion, and innovation. To implement its mandate, the department operates through a set of specialized institutions, each focusing on specific functional areas. DVET, MSSDS, and MSBSVET focus on skilling; the Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE) works towards connecting youth to employment opportunities; the Maharashtra State Innovation Society (MSInS) is tasked with fostering innovation; and MSSU has been set up to enable lateral and vertical mobility of students within the skilling and education ecosystem. While DVET and CSDEE have long-standing institutional presence and strong implementation capacity across the State, MSSDS and MSInS are relatively recent entities with roles centered on standard-setting, planning, and monitoring. MSSU, though given an ambitious mandate, remains in an early stage of development. All these institutions are under the administrative control of SEEID, which is therefore vested with the responsibility of monitoring their performance and ensuring effective coordination across them. Given the diverse mandates, institutional capacities, and maturity levels of these agencies, a diagnostic assessment can help identify capacity gaps and inform appropriate institutional strengthening measures.
- 1.4 **Current State of Various Sub-Institutions of SEEID:** The SEEID consists of organizations with diverse organizational backgrounds and functions. The implementing agencies have had decades of experience in independently managing skills development, employment, innovation, and entrepreneurship training programs for both the State and the central governments and have well-developed delivery and monitoring units at the state, district, and block levels. This lends confidence in their ability to act as implementing agencies under the coordination framework provided by SEEID. Additionally, given the experience of these agencies, they have some monitoring capabilities. However, there is ample scope to improve institutional capability to undertake needs-based and agile planning and management, coordination amongst agencies, policy-shaping functions, and integrated and holistic M&E

functions. To effectively fulfil the mandate of the SEEID, targeted capabilities need to be strengthened to monitor and enhance performance and facilitate collaboration among these organizations.

- 1.5 The need for institutional strengthening arises from the specific operational challenges faced by the various entities under SEEID, and the shared priority of improving the overall skills and entrepreneurship ecosystem. While MSSDS has demonstrated planning capacity, particularly in managing short-term training programs, it continues to face difficulties in effectively monitoring implementation at the training provider level. A key reason is the absence of structured frameworks, tools, and data systems to guide monitoring. In addition, both MSSDS and CSDEE face constraints due to a shared pool of human resources especially at the district level where staffing shortages, limited financial support, and lack of dedicated monitoring personnel hinder performance. Although CSDEE has the administrative presence and reach required for this function, it too lacks the necessary institutional capabilities to carry it out effectively. These overlapping constraints point to the need for targeted capacity building and clearer role delineation to strengthen monitoring and accountability mechanisms across the system. Similarly, MSInS is well-resourced to envision and plan for supporting innovation and entrepreneurship in the State. However, CSDEE, which has the presence to implement innovation and entrepreneurship activities, may require strengthening to effectively carry out initiatives related to innovation and entrepreneurship at the grassroots level. Furthermore, while CSDEE has a deep understanding of employment opportunities in the State, has an established district-level presence and years of experience in engaging with MSMEs, there is a need to strengthen the systems for capturing and translating insights into lessons for state-level planning on skills, entrepreneurship training, and innovation. These challenges highlight the significant need for institutional strengthening of MSSDS, MSInS and CSDEE. The long-term skilling ecosystem can also benefit greatly from strengthening of DVET. DVET has established systems and processes to deliver long-term skilling courses primarily through ITIs but could benefit from resources and capacity strengthening to better envision the future of results-oriented training system, monitor the quality of training imparted, engage with industries, and capture and leverage data.
- 1.6 Well-executed student/trainee assessments serve as a powerful tool for improving the quality of education and training. Assessments provide credible and reliable information on learning as well as performance of trainers, institutions, and programs. They also uncover hidden exclusions, influence the incentives of various stakeholders, and promote greater political engagement and improved service delivery. Assessments can be utilized in different ways. Formative assessments assist trainers in guiding and customizing instruction to meet the specific needs of trainees. State-level learning assessments offer valuable insights at the system level, enabling policymakers to understand the overall state of the education and training system. Furthermore, State-level assessments are also used to certify the achievement of learning outcomes by trainees.
- 1.7 TVET systems face the challenge that students/trainees often have weaker foundational skills, which hinders their ability to learn and develop other skills, including the technical and vocational skills that TVET aims to cultivate. This combination of demanding curricula and learners with limited foundational skills can negatively impact individual performance and retention, ultimately affecting the overall system performance. It is crucial to provide support to trainees not only in acquiring foundational and socio-economic skills but also through the provision of contextualized, user-centric learning materials. These materials should be available in vernacular languages and in various formats, such as reference guides, student handbooks, and teacher guides. Additionally, they should be accessible and adaptable to different modes of delivery, including in-person, virtual, and hybrid formats.
- 1.8 As the main regulatory and accreditation body within the skills system in Maharashtra, the MSBSVET is responsible for managing the student assessment architecture in the State.

Strengthening MSBSVET is an area of focus within DAKSH. The first phase of developing assessment and curriculum development capabilities will involve reviewing current capacities to identify strengths and weaknesses. This will be followed by the development and implementation of a roadmap. At a minimum, key initiatives will include creating an curriculum and assessment framework aligned with the learning outcomes and competencies outlined in the NSQF; reviewing and strengthening various curriculum and assessment practices to ensure that they are having a positive effect on teaching and learning practices in classrooms and on students' persistence, learning outcomes, and opportunities; establishing an online item/question bank; developing a comprehensive assessment delivery platform that can facilitate in-person, online, and hybrid assessments; and setting up a unit that undertakes/enables curriculum development as well as ensures the curation/development of contextualized and user-centric teaching learning materials. These systems should be integrated with the learning management systems used by various skills agencies and institutions in Maharashtra to ensure that assessments are considered and utilized as an integral part of the training process.

1.9 Therefore, there is a need to carry out diagnostics to identify possible interventions to strengthen SEEID's organization and management.

1.10 Further information on the DAKSH project can be found by reading the Project Appraisal Document, which is available here <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099050324133030563>

2. Objective(s) and Scope of Services by the Agency

The goal of this agency is to support the Government of Maharashtra in enhancing the institutional capacity of SEEID while strengthening the effectiveness of the assessment and examination ecosystem. The assignment shall involve a comprehensive institutional assessment across all levels of the organizational hierarchy, including the mapping and analysis of funds, functions, and functionaries to identify gaps and misalignments. In parallel, the agency shall review the content, design, and methodologies of assessments — including curricula, syllabi, question papers, and marking schemes — for a selected mix of key and emerging trades. The study will further evaluate the institutional, operational, and quality assurance mechanisms supporting assessment delivery, with a view to recommending measures for strengthening, reform, and innovation. The overall focus shall be on promoting high-quality teaching, learning, and competency development, ensuring alignment with national priorities and international best practices, and enhancing learner preparedness for employment within Maharashtra, across India, and globally.

Accordingly, the agency will be expected to: Review functions, institutional mandates, governance arrangements, and coordination mechanisms across SEEID and its constituent organizations, including the analysis of Functions, Funding and Functionaries (3Fs). Detailed areas of assessment are provided under Scope A.

Scope A- Institutional assessment of SEEID and its agencies across state, divisional, district and institution levels

An indicative list of aspects to be focused on under functions and functionaries are provided below:

Sr. No.	Assessment Area	Key Scope of Work
1	Organizational Assessment	Review organizational structure, reporting mechanisms, roles & responsibilities, staffing patterns, workforce distribution,

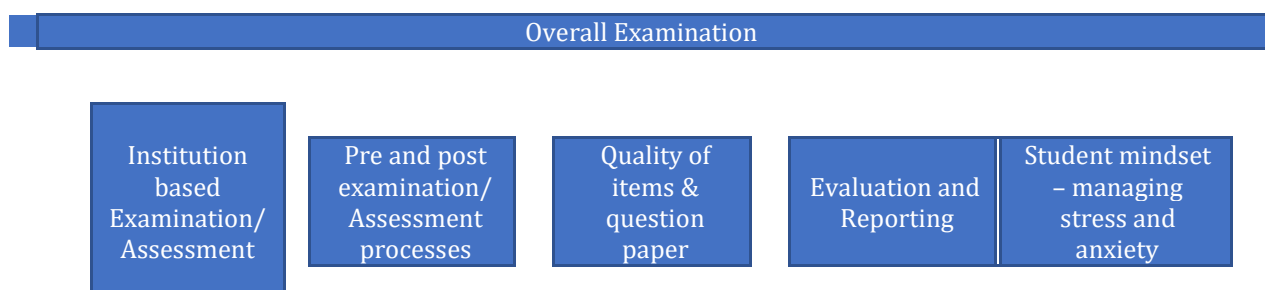
		vacancies, and institutional effectiveness across SEEID, DVET, CSDEE, MSSDS, MSInS, MSSU, and MSBSVET.
2	Human Resource Evaluation	Conduct workload analysis, competency assessment, skills gap analysis, future workforce readiness assessment, and Training Needs Assessment (TNA) with capacity-building roadmap.
3	Process & Workflow Analysis	Map and assess key business processes, workflows, and SOPs; identify inefficiencies and recommend process improvements and standardization measures.
4	Technology & Digital Systems Assessment	Evaluate existing IT infrastructure, digital platforms, MIS, software systems, interoperability, cybersecurity practices, data governance arrangements, data quality management systems, and opportunities for digital transformation and integrated decision support
5	Governance & Institutional Effectiveness	Review governance structures, delegation of powers, committee mechanisms, decision-making processes, accountability frameworks, and inter-agency coordination arrangements across SEEID and its constituent organizations.
6	Stakeholder Consultation & Institutional Effectiveness	Undertake consultations with internal stakeholders, industry partners, training institutions, beneficiaries, and other ecosystem actors to assess institutional performance and service delivery effectiveness.
7	Comparative Analysis & Benchmarking	Conduct comparative analysis of skill development departments, boards, missions, and vocational education institutions across leading Indian states; benchmark Maharashtra's performance, institutional arrangements, governance models, workforce practices, and digital systems against national best practices.
8	Future Preparedness & Strategic Readiness	Assess readiness for future initiatives such as international placements, incubation centres, ToT centres, digital transformation, Industry 4.0, emerging skills, and evolving workforce demands; recommend institutional strengthening and future-oriented reforms.
9	Environmental & Social (E&S) Systems and Capacity Assessment	Assess EHS/OHS systems, workplace safety, compliance mechanisms, gender and social safeguards, grievance redressal systems, infrastructure safety, risk management practices, labour management practices, occupational welfare provisions, emergency preparedness, and institutional E&S capacities across all entities.

Scope B- Review the assessment and examination ecosystem led by MSBSVET

The scope of work for the assignment necessarily, but not exclusively includes the following activities:

(i) Review of the current assessment, curriculum development and examination system

The agency is expected to review the overall adequacy of the current curriculum development and assessment system as well as the individual subject-area examinations for select trades under the focus areas mentioned below, using the overarching lenses of validity, reliability, and equity and keeping in mind the recommendations and requirements of the NSQF, National Skills Policy and Maharashtra's aspirations.



I. Overall Examination System:

- a) Evaluate the existing policy framework for TVET assessment and its alignment with national and regional economic and social development goals.
- b) Identify and assess gaps in vision, mandate, autonomy, current policy, guidelines, and practices of the skilling system's examination system in Maharashtra.
- c) Review the legal and regulatory framework governing TVET assessment and certification.
- d) Review the roles of and coordination mechanisms among ministries, regulators, awarding bodies, and industry.
- e) Assess stakeholder participation frameworks, including industry and employer engagement.
- f) Review the adequacy of measures currently in place to assess the learning of different types of learners.
- g) Identify and assess gaps with respect to the varied modes and types of assessments being practiced: verbal /group-based/internal/external/open book/compulsory/optional etc.
- h) Examine the feasibility of instituting a system of 2-3 levels (advanced, standard, basic etc.) of assessments in key subjects.
- i) Examine the present provisions and feasibilities for making examinations demand based. Based on this, throw light on necessary steps, checks, and balances to be put in place to transition to a demand-based examination system.
- j) Explore the feasibility of conducting examinations in both online and offline mode by looking into existing efforts in this direction.
- k) Examine the possibility of introducing flexibility in the date and time of examinations. Enumerate the steps, checks, and balances to be put in place were such flexible options to be implemented.
- l) Assess qualifications, recruitment, training, and deployment of assessors and trainers. Assess the competency standards and ongoing professional development (CPD) programs for assessors. Review the standardization, moderation, and calibration mechanisms for assessors to ensure consistency and reliability. Analyse the involvement of industry professionals as assessors or verifiers.
- m) Review the system for assessing and certifying informal or on-the-job skills.
- n) Review financing models for assessment delivery.

II. Pre- and Post-Exam Processes:

- a) Assess the pre- and post-exam management processes - appointment of institutions (ITIs/Technical Schools/TPs) as exam centers (including provision, if any, for choosing home school as the center), student registration, hall ticket generation and issuance, assigning of students to exam centers, paper seal opening protocol, practices for surveillance of exam

centers, malpractice prevention protocols at exam centers, invigilation processes, flying squad/similar mechanisms, student response sheet collation and transportation to designated evaluation centers/offices, processes in place to evaluate answer sheets, evaluation rubrics, examiner's capacity for timely evaluations etc.

- b) Examine the processes in relation to efficiency, effectiveness, transparency, and accountability; examine the extent of technology adoption in these processes and identify areas of improvement.

III. Institution- and Work-Based Assessment:

- a) Analyse the balance between formative and summative assessments, and the integration of work-based learning assessments.
- b) Assess institution- and work-based formative assessment systems; assess grade wise, aspects related to techniques, tools, periodicity, recording and reporting for scholastic areas, alignment with the NSQF and select chosen international framework(s), learning outcomes rubric and associated guidelines.
- c) Study the robustness of external/board moderation with reference to internal, institution-based grading and recommend measures to strengthen and & improve the credibility of institution-based assessments.

IV. Quality of items and question papers:

- a) Examine the integration between curriculum design (e.g., competency-based curricula) and assessment strategies.
- b) Understand year/trade-wise, the processes and practices related to classification of questions for examinations and creating a sample bank of questions under each type of classification - difficulty level/topic/competency being evaluated etc. Enumerate the measures required to improve the effectiveness of the said processes.
- c) Examine the present system in relation to sourcing, reviewing, and finalizing questions/question papers – assess the involvement of various actors, their accountabilities, the processes followed, etc.
- d) Assess the quality of question papers (year and trade wise) set by the Board over the last three years from the viewpoint of diverse aspects, including:
 - i. Alignment of assessment tools with occupational standards and curricula
 - ii. Extent to which key concepts and competencies are tested
 - iii. Extent to which the tests measure and build higher-order thinking skills in students
 - iv. Extent of emphasis on reproduction of textbook content
 - v. Proportionality of marks to different types of questions
 - vi. Biases – class, caste, geographical, regional, if any
 - vii. Repetition of similar questions from year to year
 - viii. Appropriateness, comprehensibility, and lucidity in phrasing.
- e) Review standards for assessment of validity, reliability, and fairness
- f) Review the mechanisms in place to ensure confidentiality at different points in the question paper setting process.
- g) Assess the process of selection/nomination of panel of question/question paper setters.
- h) Assess the motivation of and review the fees/ rewards/ recognition system for question/question paper setters.

V. Evaluation and Reporting:

Assess and identify areas of improvement, and recommend measures for improvement with respect to the following aspects of Board evaluation:

- a) Standardization of difficulty level and scaling when multiple papers are used
- b) Process followed for production of initial marks scheme, for its editing by experts and subsequent adjustment in the light of typical student responses
- c) Process of fixing cut-offs and the extent to which they indicate achievement of competencies

- d) Mechanisms for concealing identity of students during paper evaluation
- e) System for quality control in paper evaluation, including through the possible use of online examinations
- f) Transparency with respect to grading – provision for request-based access to evaluated transcripts, provision for making detailed marking scheme public etc.
- g) Provision for and process and timelines with respect to appeal against evaluation; and re-marking
- h) Process of selection/nomination of panel of examiners
- i) Motivation of and fees/rewards/recognition system for examiners
- j) Take note of the present practice in performance reporting; identify, where applicable, areas of improvement and recommend steps to improve it.

VI. Student mindset – managing stress and anxiety, and assuring security:

- a) Identify sources of anxiety and stress to students from exams. In this regard, review aspects including, but not limited to, exam paper length, duration, external exam center, pass/fail system etc, grievance redress and appeal systems, and safeguards against malpractice and fraud.
- b) Evaluate the integrity, security, and recognition of certification; assess whether TVET certifications help learners get jobs or continue their education, by examining if employers value the certificates and if they can be used to enter higher-level training or academic programs; and review national and international portability, including equivalency with general and higher education.
- c) Recommend a course of action to alleviate stress and anxiety of students from exams ,and provide a basic sense of security related to the value and usefulness of their certification.

(ii) Identify ways to strengthen the Board, curriculum development and assessment system

The agency is expected to present recommendations based on the findings from the review, broadly classified under the six focus areas mentioned above. The recommendations must be based on thorough research on international best practices, including the latest research in the above-mentioned focus areas, NSQF, National Skills Policy, and the geographical and cultural context of Maharashtra. The recommendation roadmap should also explore the levers of quality, relevance, and utility of these exams in the broader education and TVET/skilling ecosystem. The recommendations need to be tangible, with tools and frameworks, and must include mechanisms for feedback loops, system learning, and sustainability. Wherever national frameworks and policies influence practices in a sub-optimal manner, recommendations are expected to provide corrective actions at the State level.

(iii) Create an action plan

The agency is expected to create an action plan based on the findings from the review and recommendations suggested. This is the action plan for implementing the recommendations and learnings from the review report. There will be a particular focus on ways to enhance the competency orientation of the skill/TVET examinations and underpinning curricula. The action plan should lay out step-by-step, timebound activities, tangible and measurable outputs, and roles and responsibilities of the staff responsible for leading those specific activities.

- a) **Phase 1** of the action plan may be focused on more immediately addressable areas, such as enhancing the quality of question papers, modifying assessments to be more effective for workplace readiness of trainees as well as inclusive of different kinds of learners, and related aspects around trainer/assessor preparedness.
- b) **Phase 2** of the action plan may cover more systemic areas of curriculum revision, textbook re-alignment, state-level and institutional assessments, piloting new tools (e.g. VR assessments, AI grading), overall changes to the examination system, approaches to reducing

student stress/anxiety management, and promoting readiness for participation in the World Skills Competitions or other internationally benchmarked assessments.

(iv) Capacity building of staff

The agency is expected to begin to build the capacity of staff (state level) in relation to the recommended activities to be undertaken as per the action plan. While the findings of the examinations review and related recommendations will drive much of what goes into the action plan, it is already clear that capacity building will be needed in some key areas. Thus, this consultancy will include a series of workshops for MSBSVET and other key staff on topics that will help them begin to build their capacity to implement the more detailed action plan. These topics will include the following:

- How to design, administer, and score questions and question papers that measure higher-order thinking skills and competencies in select trades; and
- How to securely administer competency-based examinations online – Guidelines, software, and best practices.

The nature of the capacity-building workshops should be hands-on, with a focus on the provision of tools and frameworks for staff. The training is to be conducted at the state level with board officials and subject matter experts from different districts. The agency is expected to submit a training plan for review and approval by the Project Director, DAKSH. A pre- and post-training analysis, along with a training report, will be expected to be submitted by the agency. The training will be periodic in nature and spread over the lifetime of the consultancy.

In addition, the agency shall assess and recommend a structured Training of Trainers (ToT) ecosystem for MSBSVET and affiliated institutions. This shall include frameworks for trainer certification, periodic upskilling, industry immersion, and adoption of modern pedagogical practices aligned with competency-based education. The recommendations should address institutional mechanisms, delivery models (centralized/decentralized/blended), and sustainability of ToT systems.

Scope C- Review of existing schemes/policies of CSDEE and MSSDS

The agency shall undertake a review of the key policies, schemes, programs, and strategic initiatives implemented by CSDEE and MSSDS. The review shall assess their relevance, effectiveness, convergence, and alignment with the evolving needs of Maharashtra's skilling, employment, entrepreneurship, and innovation ecosystem.

The assessment shall identify implementation challenges, policy gaps, areas of overlap, and opportunities for strengthening coordination and improving outcomes. It shall also examine the extent to which existing interventions are prepared to address emerging priorities such as industry demand, digital transformation, entrepreneurship promotion, international workforce mobility, inclusion, and future skills requirements.

Based on the findings, the agency shall recommend measures for policy strengthening, institutional convergence, improved implementation efficiency, and future-ready reforms across CSDEE and MSSDS.

The review may include, but not be limited to:

- a. Review of key policies, schemes, government resolutions, and strategic initiatives of CSDEE and MSSDS
- b. Assessment of policy objectives, strategic relevance, implementation effectiveness, and alignment with departmental priorities.

- c. Analysis of scheme performance using available data, evaluations, and stakeholder feedback.
- d. Identification of overlaps, gaps, and opportunities for convergence across schemes and organizations.
- e. Review of industry engagement, PPP models, and ecosystem partnerships.
- f. Comparative analysis of skill development departments, boards, missions, and related institutions across leading Indian states, international best practices and identification of lessons relevant for Maharashtra.
- g. Assessment of readiness for emerging priorities, including digital transformation, Industry 4.0, international placements, incubation and entrepreneurship support, and future workforce requirements.
- h. Recommendations for policy improvements, program rationalization, institutional strengthening, and future strategic direction.

3. Methodology

- 3.1 The agency is expected to adopt a differentiated approach for each vertical under SEEID, recognizing their distinct mandates, operational models, and maturity levels. The methodology should allow for both vertical-specific diagnostics and cross-cutting system-level analysis.
- 3.2 Document Analysis: Review of scheme guidelines, budget documents, fund release/utilization data, staffing records.
- 3.3 Key Informant Interviews: With SEEID officials, employers, other government department officials, training partners, trainees, and student alumni.
- 3.4 Field Visits: one district per region to understand on-ground realities.
- 3.5 Workshops/FGDs: With DSCs, training providers, and youth groups to gather qualitative insights.
- 3.6 Comparative Review: Conduct a broad benchmarking exercise to draw relevant insights from well-performing national and international systems in areas such as skilling, employment, and innovation. This review will focus on institutional structures, coordination mechanisms, and capacity-building models, using secondary sources and global literature to inform SEEID's strategic direction.
- 3.7 Consultation and Brainstorming Workshop: With relevant stakeholders to discuss findings, and to get inputs on the appropriate strategy for institutional strengthening.

Please note that any and all recommendations must be backed by evidence and not opinion, and hence, the methodology must reflect the same.

Firms are required to provide evidence of their legal status through registration documents and certifications, demonstrating their capability to undertake the project. They should showcase relevant experience by presenting a portfolio of past work, highlighting unique expertise and innovative approaches. Additionally, firms must demonstrate technical and professional capability, including the qualifications of key personnel and their project management strategies. Financial stability should be evidenced by audited financial statements, while adherence to compliance and ethical standards is essential. Firms are encouraged to propose innovative solutions and value additions, outline risk management strategies, and provide references and testimonials from previous clients to support their reliability and capability.

4. Deliverable(s) of the Agency

For Scope A- SEEID, DVET, CSDEE, MSSDS, MSInS, and MSSU:

Sl. No.	Deliverable	Timeline (from contract commencement)	Remarks
4.1	Inception Report- outlining approach, tools, methodology, and work plan	Week 4	Draft to be submitted by Week 2; comments to be provided by client within 1 week of submission. Final version due by Week 4.
4.2	Institutional Mapping Report- detailing structure, mandates, functions, and inter-agency coordination	Week 8	Draft to be submitted by Week 6; comments to be provided within 1 week. Final version due by Week 8.
4.3	3F Diagnostic Report- identifying gaps in fund flow, function clarity, and functionaries' capacities	Week 10	Draft by Week 8; comments by Week 9. Final version due by Week 10.
4.4	Final Consolidated Report- with actionable recommendations for structural alignment, workforce capacity building, institutional convergence and policy benchmarking. Institutional Reform Roadmap containing short-term (0-1 year), medium-term (1-3 year), and long-term (3-5 year) reforms, implementation responsibilities, sequencing, risks, and indicative resource implications.	Week 12	Draft by Week 10; comments by Week 11. Final version due by Week 12.

For Scope B- MSBSVET:

Deliverable	Description	Timeline
Review Plan (Inception Report)	This will describe the agency's detailed plan for diagnosing the status of the examinations. It will include the timeline for the work; technical, analytical, and logistical approaches to be used; data to be collected; stakeholders to be consulted; intended outcomes; and personnel to be involved.	By first 10 days
Review Report	This report will summarize the agency's evidence-based findings highlighting the as-is condition of the current examination system, and will include case comparisons with global best practices; address validity, reliability, and equity concerns; and cover issues pertaining to the design, implementation, and outcomes of the examinations. A report that covers the mapping exercise, proposal, and design for the optimized data management system to be included. The Agency will provide a revised framework for the examinations that addresses the issues outlined in their report, and includes consideration of curriculum, pedagogy, question paper pattern and mode, allied services etc.	By the end of first 1 months (Final report acceptable to the Client)
Recommendation Report	A detailed thorough report on recommendations for the revised examination system under the six focus areas. The recommendation report must be based on thorough research on and benchmarking against international best practices and a literature review of the latest research in the above-mentioned focal areas, contextualized to the geographical and cultural context of Maharashtra.	By the end of first 2 months (Final report acceptable to the Client)

Action Plan (Phased approach with indicative timelines, activities, and roles and responsibilities of staff)	This is the action plan for implementing the recommendations and learnings from the review report. There will be a particular focus on ways to enhance the competency orientation of the examinations and underpinning curricula. It should lay out step-by-step, timebound activities, tangible and measurable outputs, and roles and responsibilities of the staff responsible for leading those specific activities. It will outline reforms to be undertaken at four levels – state (MSBSVET), division, district, and institution-level. The reforms may be rolled out in two phases (not necessarily one after the other): Phase 1 - It will focus on short-term (immediate) reforms focused on the design and implementation of competency-oriented examination questions and scoring guides. It will also include plans for building the capacity of selected stakeholders to implement this action plan. Phase 2 – It will focus on medium to long-term reforms, focused on syllabus and curriculum reforms.	By the end of 3 months (Final plan acceptable to the Client)
(i) Training plan and (ii) Training Report	(i) A training plan for staff to be prepared by the firm and approved by the Project Director, DAKSH. (ii) The training report will detail the outcomes of the implementation of the training plan with MSBSVET and other staff.	By the end of first (i) 2 months and (ii) 3 months respectively (Final report acceptable to the Client)

For Scope C – CSDEE and MSSDS

Sr No.	Deliverable	Timeline	Remarks
1.	Policy, Scheme and Strategic Initiative Review Report	Week 8	Review of major policies, schemes, GRs, programs and strategic initiatives across CSDEE and MSSDS; policy mapping and implementation assessment.
2.	Policy Benchmarking Report	Week 10	Comparative analysis of Maharashtra against selected leading Indian states and relevant national/international models covering governance, institutional arrangements, workforce systems, quality assurance, digital systems and industry engagement.
3.	Future Readiness Assessment Report	Week 11	Assessment of preparedness for international placements, Industry 4.0, digital transformation, future skills, entrepreneurship, incubation ecosystems, green skills and emerging workforce demands.
4.	Policy Reform & Strategic Roadmap	Week 12	Recommended policy reforms, convergence measures, program rationalization, institutional strengthening actions, investment priorities and strategic direction for SEEID over the next 3–5 years.

The review may include (but is not limited to):

- Desk review of policy documents, regulations, past evaluations, reports, assessment frameworks, curriculum documents, and examination procedures.
- Consultations with stakeholders (government agencies, employers, providers, assessors, learners).

- Site visits to assessment centers, institutions, and industry facilities to observe current practices, infrastructure, and resource utilization.
- Comparative analysis against high performing international TVET assessment systems/examination boards.
- Collection and analysis of available data related to assessment outcomes, student performance, employment rates, and industry feedback.
- Technical workshops to co-develop recommendations.

5. Indicative Staffing

The specific skillsets required to deliver the Terms of Reference are outlined below (*this is indicative*)

For SEEID, DVET, CSDEE, MSSDS, MSInS, and MSSU Required expertise to include:

S.no	Designation	Scope of Work	Indicative Qualification and experience	No. of resources	Duration (in months)
1	Team Lead	Responsible for the overall engagement, team and envisaged deliverables thereunder	• Ph.D. or Masters in Public Policy, Business Administration, HR Management, Public Administration etc. • At least 20 years of experience in the field of public institution building and strengthening, with demonstrated experience at the Strategy level in CXO positions in Org development, Management and in the Education/Skills space • Proven, successful experience leading at least 2 large-scale assignments in Education/Skills reform projects in the Government sector in the last 7 years	1	4

2	HR Expert	- Review organizational structure, reporting mechanisms, roles & responsibilities, staffing patterns, workforce distribution vacancies, and institutional effectiveness across SEEID, DVET, CSDEE, MSSDS, MSInS, MSSU, and MSBSVET. - Conduct workload analysis, competency assessment, skills gap analysis, future workforce readiness assessment, and Training Needs Assessment (TNA) with capacity-building roadmap.	- Ph.D. or Masters in HR Management - Minimum 15 years of overall experience, with at least 3 years of experience in HR consulting and 3 years in the HR function of a reputed institution - Experience in HR consulting/function of public institutions in India and overseas will be given weightage	1	4
3.	Governance Expert	- Review governance structures, delegation of powers, committee mechanisms, decision-making processes, accountability frameworks, and inter-agency coordination arrangements across SEEID and its constituent organizations. - Map and assess key business processes, workflows, and SOPs; identify inefficiencies and recommend process improvements and standardization measures.	- PhD or Masters in Finance, Business Administration, Public Administration, Public Policy, Law, IT (or equivalent like CA) - Minimum 15 years of overall experience, with at least 4 years in governance consulting and at least 3 years hands-on experience of overseeing the function in a reputed organization with a turnover of INR 500 cr or more - Demonstrated experience of design and oversight of various forms of organizations, design of organizational structures and process flows - Experience in the public sector and with educational	1	4

		Conduct comparative analysis of skill development departments, boards, missions, and vocational education institutions across leading Indian states; benchmark Maharashtra's performance, institutional arrangements, governance models, workforce practices, and digital systems against national best practices.	institutions will be given weightage		
4.	IT Consultant	Evaluate existing IT infrastructure, digital platforms, MIS, software systems, interoperability, cybersecurity practices, data governance arrangements, data quality management systems, and opportunities for digital transformation and integrated decision support	- Bachelors/Masters in IT or Computer Science - Minimum 15 years of overall experience, with at least 4 years in IT consulting and 4 years as a Senior Manager, IT in a reputed organization - Experience of laying down the IT strategy and roadmap for a organization with a turnover of INR 500 cr or more - Experience in the public sector and with educational institutions will be given weightage	1	4

Non-Key Experts

S.no	Designation	Scope of Work	Indicative Qualification and experience	No. of resources	Duration (in months)
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1	Analysts	To assist key experts on Governance, IT and HR	• Graduate in any field • Experience of 5-7 years in the specific area of expertise • Execution level experience with reputed organizations and with public institutions will be given weightage	Total of upto 4;	8
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Indicative Key Expert for MSBSVET:

S.no	Designation	Qualification and experience	No. of resources	Duration (in months)
1	Project Director	• Ph.D. or Masters in Assessments or Psychometrics or Education Measurement or Skilling/TVET or Education Management (Ph.D. preferred) • At least 10 years of experience in the Assessments or Education Measurement or Skilling/TVET or Education Management or Higher Education sector • Proven, successful experience leading at least 2 large-scale Assessments or Education Measurement or Skilling/TVET or Education Management or Higher Education reform projects in the Government sector	1	2
2	Program Manager	• MBA or Masters degree in areas like project management, operations, education management, etc. • Minimum 5 years of managerial experience in delivering high-quality large-scale examinations and other student assessments.	1	3
3	Assessment Experts	• Ph.D. or Masters in assessment or educational measurement or relevant experience (Ph.D. strongly preferred) • Specific expertise in the technical and analytical aspects of high-stakes examinations, particularly those that are curriculum-based • Minimum 5 years of experience in assessment/examination development	2	3 months each
4.	TVET Expert	• Post-Graduate or equivalent in Education/ Human Resource Development/ Engineering or related discipline from a reputed University/College • Minimum five years' experience of working on planning and management of large-scale, state level transformation		

		programs in the skills development/ TVET sector • Proficiency in English (written and spoken)		
5.	Capacity Building/ Training Experts	• Masters in a subject or B.Ed./M.Ed. • Minimum 3 years of teaching or training experience or relevant experience in assessment design/content creation • Fluent in written and verbal communication in English	2	3 months each

Non-Key Expert for MSBSVET:

1.	Trade/Subject Specialists	• Masters/PhD in specific trades/subjects • Minimum 5 Yrs of experience in training in relevant trades • Preferably experience in item development for high-stakes examinations, particularly competency-oriented item development	1 for each subject	3 months each for each experts
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6. Duration of the Assignment

The review will be conducted over a period of 3 months, including field assessments and stakeholder consultations.

7. Monitoring and Reporting

The agency will report to the DAKSH Project Director, unless specified otherwise. The agency will be required to submit periodic progress reports to this effect. The format and the frequency will be decided in consultation with the Project Management Unit.

In delivering this scope of work, the agency will work closely with SEEID, GoM. As and when required, support will be provided by the World Bank Task Team, especially through the technical, fiduciary, and environment and social assessments already conducted during the preparation of the DAKSH Program.

8. Facilities provided by the Department

The state shall provide the agency with access to the documents, datasets, reports, and staff needed for the timely delivery of the activities outlined in this TOR.