

Draft of Maharashtra Skill Policy 2026-2030

**Skills, Employment, Entrepreneurship and
Innovation Department**

**Maharashtra State Skill Development Society
(MSSDS)**

Contents

A.	Policy Background	2
B.	Policy Vision	3
C.	Policy Objectives	3
D.	Scope of the Policy	4
E.	Governance.....	4
F.	Expected Impact	4
G.	Approach and Methodology for the Policy	4
H.	Building a Strong Skills Ecosystem.....	5
I.	Implementation Framework.....	21

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Maharashtra State Skill Policy 2026-2030

A. Policy Background

Enabling the growth of human resources is crucial for any society's development; everything else anchors around human resources - opportunities for their growth, equity, and inclusiveness of facilities and societal norms. Education is an equalising factor for the growth of human resources. In this context of limited skilling network and entailing livelihood opportunities, Maharashtra's focus in the last few years has been to introduce and execute various skilling initiatives. In the last few years, some of the unique achievements of the State demonstrate right vision backed with the right actions. With such broad-based and future-backed plans, the State plans to have mandatory training for all, from people belong to disadvantaged and marginalised communities to high school students, and intends to work extensively in developing a robust vocational education and skill development ecosystem in the State, along with a conducive research environment. The State has alongside developed an enabling regulatory environment for the participation of private sector across the value chain in education.

The State is currently at an inflection point in its history with such a young population and unparalleled potential for high economic growth. Currently about 69 per cent of the population falls within the employable age-group of 15-59 years and the State's population pyramid is expected to further bulge across the 15-59-year age-group over the current decade. Hence, considering the huge challenges as well as the vast opportunities associated with skill development in the State, this is perhaps the most opportune time to curate the State's Vision and Policy in skill development and vocational education for identifying and tapping the new opportunities that will further propel the State towards global recognition and make it an aspirational destination for skill development nationally as well as globally.

The State Skill Policy aims to enhance capacities for skill development within the State through multiple channels viz. setting up of necessary high-quality training infrastructure right up to the Panchayat level followed by creating an enabling ecosystem for the trainees to enrol for skill training programmes, through policy impetus and coherent mobilisation approaches by the local authorities. The Policy shall focus on enhancing skill development and economic opportunities among women, and other historically disadvantaged and disengaged groups such as the tribals and Divyangs. Such equity among communities unleashes the full power of education to tackle problems associated with societal imbalances, discriminatory practices and belief systems underpinning community-based disparities and societal exclusion.

While the State's economy is largely driven by industries, the prowess for skill development can be emulated in other sectors and areas to build its own brand of globally competitive and skilled workforce, within both traditional as well as next-generation sectors and job roles. With a major part of the demand for future workforce of the State, over the current decade stemming from such emerging and niche sectors and start-ups in the State, the State shall focus on such sectors through innovation and other tech-based capacity building programmes.

Another area of focus for the Policy shall be entrepreneurship building, given the multi-faceted impact that entrepreneurship has on the economy. In addition to this, the State shall further revamp and rework on its promotional and outreach initiatives to enhance awareness, mass outreach and build a strong brand value, as well as messaging structures focused on creating an enabling environment for the youth to take up more skill trainings, leading to sustainable employment and entrepreneurship opportunities.

Finally, the Policy shall recommend a responsive institutional framework, involving all Government bodies and stakeholders, and an organic reporting structure at the GP/ block/ district and State-level that would allow for more communications and interactions and help in managing complexities. It is envisaged that such transformational and broad-based initiatives under the Policy shall usher the State among globally competitive societies in skill development and vocational education for all women and men by the end of the current decade.

B. Policy Vision

To develop the State as the most progressive and compelling brand of skill development nationally and globally, through providing industry-aligned and employment-linked skills training and vocational education, leveraging public private partnerships and ensuring inclusive practices through access to all citizens of the State by 2030.

C. Policy Objectives

1. Deepen 'Access' to skill development and vocational education among youth:

Deepening access to skilling by providing the most comprehensive and effective last mile delivery of quality skilling programmes is central to the Policy. This shall be achieved with bringing in disruption in the entire skilling-education ecosystem along with collaborative effort of State, private sector and not-for-profit partners.

2. Mainstream 'Equity' in all the skill development programmes:

Ensuring equity requires major shift in approach for policies conceptualisation, communication, and implementation across their lifecycle. Skill Policy 2026-2030 shall aim to design pathbreaking initiatives for helping disadvantaged communities to increasingly participate in State's skill development and become part of the paid workforce. This requires disruption in all spheres, not only skilling, but changing the workplace environment and the community perception about working women.

3. Achieve sustainable 'Collaboration' with all the stakeholders:

The Policy shall strongly emphasise collaboration with all the stakeholders, State, national and international partners/ stakeholders from industry, academia, actioners, philanthropist and define their role during the entire journey of transformation. The private sector's involvement at this level will strengthen the industry-academia connect and can move away from the trend of captive skilling by few industry giants to industry's contribution to skilling initiatives at large.

4. Remain 'Relevant' in alignment with industry, national, international priorities, and aspirations of youth:

Being ahead of the curve by always remaining relevant along the path is one the key principles of the Policy. The vision is to identify skills, which the world will need in next three to five years and thereafter, and preparing the workforce by creating infrastructure, dynamic skill planning and constantly keeping an eye on the trend.

5. Ensure 'Inclusivity' for all sections of society in skill development:

Include all and leave none is the motto of any inclusive society. The Policy shall aim to ensure that the interventions are designed with empathy and compassion so that Maharashtra, which is home to the second largest tribal population in India, all marginalised communities, informal and non-formal workforce as well those among senior population are included in the journey of growth.

6. Cultivate and nurture 'Innovation' and entrepreneurial culture in the State:

The young population of Maharashtra can be productively and meaningfully engaged with blend of job readiness and entrepreneurial acumen. The Policy shall be designed to cultivate and nurture a culture of innovation and entrepreneurship with customised solutions for rural and urban women and men, along with skilling initiatives attuned to next-generation sectors and job-roles.

7. Use 'Promotion' to improve perception for all the stakeholders about skill development interventions:

It is important to work on perception change very early both within and outside the State for all the stakeholders - students, communities, corporates, government in a targeted approach. The Policy shall identify key areas for promotional campaign, which will bring in conscious changes in the behaviour of people, build the global brand for skill development initiatives of the State and position the State as preferred destination for employing highly skilled women and men globally.

8. Strengthen 'Governance', build capacity, and achieve convergence at all the levels.

Good governance is the most critical lever for translating the ideas into success. The Policy shall aim to develop strategic consensus at all levels, critical reforms for creating a separate cadre of services to focus on skills and employment, and build capacity of all the actors at State, district, block, panchayat level.

9. Achieve digital inclusion and 'Technology' integration for all the stakeholders:

The technology if rightly used could be the single most differentiating factor between a good intent and a good result. The Policy shall aim to remain ahead of the curve in all aspects of technology, be it identifying the future technologies for skilling or extensive usages of technology in teaching, training, learning, governance and monitoring.

D. Scope of the Policy

The Policy provides interventions, incentives, directions and exemptions over and above any other department in the State. In case the same benefit is enlisted in any other policy of the State Government, being the apex body, the same benefit may be availed from the said departments. The Policy will remain in effect for 5 years from the date of issue or as per discretion of the State Government until further notice. An additional 5% administrative cost to execute the below schemes will be added in the budgetary head.

E. Governance

The Maharashtra Skill Policy 2026-2030 shall be overseen and implemented by the Skills, Employment, Entrepreneurship and Innovation Department (SEEID) through the Maharashtra State Skill Development Society (MSSDS), the apex agency with a General Body under the Chairmanship of the Hon'ble Minister, Skills, Employment, Entrepreneurship and Innovation and Governing Council under the Chairmanship of Additional Chief Secretary/ Principal Secretary/ Secretary, Skills, Employment, Entrepreneurship and Innovation Department.

F. Expected Impact

- Around five million youth trained in future-ready and industry-relevant skills in the State by 2030 of which at least 50 per cent are women,
- 100,000+ MSMEs supported through business development and entrepreneurial skilling,
- 50 per cent increase in employability of the youth as evidenced through increased placements, reduced attrition, and enhanced industry participation in skilling,
- 100% integration of vocational education with mainstream education, right from K12 to PG, to increase adoption and improve perception of skill development and vocational education,
- Access to industry-aligned skilling programmes and infrastructures in all Gram Panchayats, blocks, municipalities, and tehsils across all districts of the State,
- Sustainable and green jobs creation in line with climate change and sustainability goals,
- Enhanced international placement opportunities for the State's youth through placement support and international standard pedagogy strategies.

G. Approach and Methodology for the Policy

The Policy Draft has been developed in a consultative approach through discussions and deliberations by key stakeholders including Government, industries, academia, Sector Skill Councils etc. adopting a '*future backwards approach*'. The distinctive characteristics of using a '*future backwards*' approach for planning is that it accounts for sustainability of chosen interventions to reach the ideal future State while also giving a strong emphasis on achieving immediate outcome and impact. Additionally, the '*Nine Levers of Value*' framework has been deployed which is the guiding framework for designing the State's skill vision and preparing the implementation roadmap. This framework is based on an outcome-based planning and implementation and ensures that every single gear in the skilling machinery of the State aligns with the expected outcomes. This framework looks at skill development and vocational education from nine different perspectives - Access, Equity, Inclusivity, Relevance, Promotion, Collaboration, Governance,

Innovation and Technology. The different consultations, discussions, and deliberation sessions held till with stakeholders like ITIs/Polytechnics heads, Industry and MSME players, Sector Skill Council Officials, Incubation Centre Heads, Start-ups, and Entrepreneurs, Private Training Providers etc.

Also, One on One Interactions done with members of Skill Policy Committee

H. Building a Strong Skills Ecosystem

1. Access: Deepen 'Access' to skill development and vocational education among youth

1.1. Creation of Skill Development Centres within All Govt. Schools and Colleges

- The State shall set up skill development centres within premises of all Government and Government-aided secondary and higher-secondary schools, colleges and universities of the State for easy access of students to vocational education and democratisation of learnings by doing.
- The vision is to help an early introduction of vocational education in mainstream education so that the exposure to the concepts of vocational education help them make an informed choice to take up vocational courses.
- The State shall also encourage early introduction of vocational education in class five or even earlier in schools to help students and parents to select alternative career options and develop a positive mindset towards dignity of labour.

1.2. Flexible and Credit-linked Education Systems

- In line with the National Education Policy (NEP) 2020, the State shall encourage the introduction of flexible education systems, linked with modular and unitised structure along with the development of credit arrangements based on learning outcomes, through the launch of a pilot project targeting specific sectors and courses.
- Such credit-based framework shall provide easy mobility across vocational and general academic streams, through clear equivalence of qualifications/ certifications and credit structures.

1.3. Development of the Government Technical High Schools (GTHSs) into Mini-ITIs

- To ensure accessibility, affordability and equitable distribution of resources and facilities for skill development and vocational education, the State shall upgrade the infrastructure and facilities at the GTHSs into ITI-like multi-skilling training institutions imparting market-aligned vocational training in services sector or technology.
- The existing Government buildings shall be upgraded and remodelled into smart classrooms, high-end labs, modular office spaces through sustainable industry-led Public-Private Partnership (PPP) model.
- Such Mini-ITIs, co-managed by the industry, shall offer industry-aligned courses in emerging sectors and provide experiential learning through state-of-the-art labs and simulators set up through industry sponsorships.
- Strong partnerships shall be forged with industries and sector skill councils to design advanced vocational courses, outsource operations and maintenance as well as to increase internship and placement avenues for the graduates.

1.4. Skill Hubs in Urban Congglomerations

- Skill Hubs shall be set up in the urban/ peri-urban conglomerations of the State including Nashik, Amravati, Shambhajinagar, Thane, Kolhapur, Solapur and Jalgaon and shall be an SEZ-like ecosystem dedicated to skill development, providing plug-and-play infrastructure to industries, corporate offices/ training centres, vocational training institutes, ITIs and CoEs. The key features of the Skill Hubs shall include:
 - Multi-sector training hubs with state-of-the-art tools, equipment and technology to provide hands-on training aligned with industry demand,
 - Strong industry collaborations allowing for co-designed curricula, joint certifications, on-site internships and direct recruitment opportunities,
 - Regular workshops, seminars, knowledge sharing events and programmes aimed at upskilling the local population,
 - Dedicated spaces for research, innovation, and incubation encouraging experimentation, continuous learning and development of new technologies,
 - Facilities for career counselling, career advisory and placement cells in collaboration with industries.
- The Skill Hubs shall involve leveraging available Government spaces with benchmark infrastructure and training facilities to advance the State's skill development initiatives through collocation of different campuses and training initiatives of the local academia, institutes and industry.
- The Skill Hubs shall be meticulously organized into sector-focused zones, addressing both priority and emerging sectors critical to Maharashtra's economic landscape emerging sectors that are poised to drive future growth and sustainability.

1.5. Setting up of district-level Centres of Excellence (CoEs)

- The State shall set up district-level Centres of Excellence with quality infrastructure, and these shall provide leadership, best practices, research, incubation support, business consultancy, training initiatives, entrepreneurship support etc.
- Training initiatives shall be provided in Future sectors, the aspirational sector of the district, relevant Industry 4.0 areas (Digitech, agri-tech, construction tech, robotic manufacturing, 3-D printing, IoT, AI-ML etc.), and other relevant areas including teacher training, lifelong learning, entrepreneurship development, life-skills and language education among many others.
- The district-level CoEs shall be designed to develop indigenous capability in emerging technology programme, research, project development for the State, and bridge the industry-academia-government gap through collaboration with IIT, IIMs, NIT and IIITs of the State.

2. Equity: Mainstream ‘Equity’ in all aspects of skill development programmes

2.1. Promotion of Female Participation in Skill Development

- The State shall encourage all such skilling institutes with a minimum enrolment of 100 female candidates to mandatorily provide facilities for enhanced hygiene and sanitation, security and surveillance, flexible schedules and childcare support, and pick and drop facilities for females in late evening batches.
- Mobile training centres shall be mobilised to spread the message of learning and demonstrate vocational skill education, particularly for the women, and extended to PwDs and WSHGs in rural and geographically disadvantaged corners of the State. Such mobile training centres shall support smart technologies (smart boards, video feedback to monitors during live evolutions, live training aids) and advanced simulation technologies, offering short term courses (less than a month) and certifications via multilingual modular training programmes.
- To formulate a socially empowering atmosphere promoting more equitable relationships between men and women, the State shall encourage mobilisation of ideas that contest gender inequality and gender-based biases, and promote recognition of women equally in social, economic, environmental arenas and gender equitable behaviours and attitudes through community-based learning and vocational education. Collaborative spaces shall be set up for learning, discussing, and growing together in terms of promoting sense of belongingness, ideation, innovation, and education among women.
- The State shall enhance capacities for training of WSHGs in the areas of social mobilization and formation, financial inclusion, digital literacy, knowledge about Government schemes etc. With an extensive grass-root level connect and strong last-mile outreach, such WSHGs shall adequately be mobilized, through appropriate trainings, in ground-level data collection; conducting Participatory Rural Appraisal (PRA) exercises; involving stakeholders for problem analysis; and for micro-planning, decision making, and social development and livelihood missions impact analysis, as well as promotion of vocational education and skill development among women.

2.2. Institute for Equity Research (IER)¹

- The State shall set up an Institute for Equity Research (IER) as a platform for policy analysis, research, advocacy, and capacity development for gender and inclusivity (PwDs, transgenders and people belonging to LGBTQ communities) related activities.
- The IER shall devote a substantial portion of its financial and human resources to commissioning and publishing the research and policy analysis, communications publishing and debates in the inclusivity domain. Towards gender related research, the goal of this think tank shall be to contribute to the debate and discussion on gender theory, policy, practice, skill development and employment, and shall indirectly make the argument such that elements of gender-inclusive skill development reach the institutional decision makers.

3. Collaboration: Achieve sustainable ‘Collaboration’ with all the stakeholders

3.1. Promotion of Industry-Institute Collaboration

- The State shall endeavour to bring enterprises into a closer relationship with skill development institutes by making it possible for enterprises to build a part of their production line on campus and hire candidates (minimum 50 per cent of workers in the production centre) as both students and workers under the dual management of skill development institutes.
- The State shall also encourage institutes to form collaboration with industry through a shareholding model of mixed ownership, whereby medium and large enterprises shall be allowed to either adopt or enter into collaboration with such institutes.
- The State shall also encourage larger firms to hire more trainees and provide them OJT on sector specific or cross-sector skills, so that there is proper integration, and trainees are able to get a hands-on experience for a significant duration.
- Extensive advocacy efforts shall be undertaken with industries to showcase the benefits of hiring skilled workers and promoting skill premium for the skilled and certified workers as well as encouraging them to participate in the State's skill building agenda.

3.2. Industry Census

- The State shall conduct periodic industry census in all districts to create a district-wise catalogue of industries across sectors and segregated into industry type, scale of business, technology used, workforce size, growth/ expansion plans and strategies etc. The same shall be utilised to understand existing appetite and absorption potential of industries for skilled workers, thereby facilitating development of evidence-based strategies and policies for workforce development.
- The exercise shall also involve mapping and creating a profile of existing skillsets and competencies of workforce across sectors, industries, technologies, geographies etc. including technical skills, soft skills, traditionally inherited skills etc.

3.3. Continuous Skill-gap Study

- Flowing from the Industry Census, a continuous skill-gap study shall be conducted by the State involving the industry to provide insights into the requirement of skilled workforce and the skills in demand across sectors and across districts and how the different stakeholders, associated with skilling, are expected to respond in order to achieve the desired targets.
- Additionally, the relevance of existing courses offered under the different programmes also shall be evaluated through a placement and demand analysis under which placement uptake studies shall be conducted to identify underperforming and redundant courses. Such courses shall be replaced by courses catering to up- coming sectors such as AI, sustainability, Big data analytics, etc.

3.4. Curriculum Revision for Experiential Learning

- In order to provide candidates hands-on practical training and make them employable and industry-ready, the State shall revise the job-related mix of classroom to shop-floor from 70:30 to 30:70 by 2027, and to a further 10:20:70 mix of classroom, lab, and workshop/ industry exposure for skilling its youth by 2030.

3.5. Industry-led Training Programme²

- A new model of skill development shall be launched wherein industries shall be allowed to act as Experiential Training Providers by the way of demand aggregation and training of human resources for the purpose of providing captive employment/ placements in their establishments.
- Trainings can be delivered within industry premises using own resources or using Government infrastructure. To make the training more suited to the industry requirements, customization of course module by the MSBSVET shall be allowed, and, accordingly, assessment and certification of the candidates shall be done by MSBSVET. The curriculum shall involve a flexible top-up training module with additional training hours in alignment with existing course curriculum.

3.6. Skill Development Centres in all Industrial Parks

- A minimum of five per cent area within all Industry Parks under the jurisdiction and control of MIDC and the Govt. of Maharashtra shall be earmarked for setting up skill development centres and delivering industry-aligned and demand-linked trainings.
- Such facilities may either be set up in the Common Facility Centres (CFC) or such other facility earmarked for common use of the Industry Park, or within the premises of Anchor Industry/ Industrial Park Developer, or within the premises of other applicant industrial units of the park.

4. Relevant: Remain 'Relevant' in alignment with industry, national/ international priorities, and youth aspirations

4.1. Aspirational Sector-driven Skill Development

- The State shall identify in each district few sectors (not exceeding five), that offer distinctive investment and employment potential, as the Aspirational Sectors of the district, and align all training interventions within the district across training institutes, vocational institutes to such trades and courses from the Aspirational Sectors along with a distinctive focus on new-age and Industry 4.0 technologies.
- Dedicated infrastructure and resources for skilling and capacity building shall be set up in targeted sectors in collaboration with industries to strengthen industry-academia connect in curriculum design, faculty development, offering placements and internships.

4.2. Industry-aligned Teacher Training

- The State shall encourage the involvement of industry practitioners to work part-time as teachers/ faculty/ trainers through flexible arrangements.
- CoEs shall be set up for teacher training offering modular programmes informed by labour market requirements, covering the broad areas of Pedagogy Strategies; Assessment Techniques; Curriculum Design; Counselling, Mentoring and Coaching etc.
- To increase the pool of qualified vocational teachers, the State shall encourage retired citizens, who are willing to teach/ skill using their vast experience, to be reverse integrated into the education system as teacher/ mentors to students in vocational education ecosystem of the State.
- The State shall also create a pool of mentors by engaging with mid-career professionals, industry veterans, post-retirement citizens, key resource persons etc. as mentors guiding the candidates with possible career paths based on current training options, industry needs and candidate aspirations.

4.3. World Skill Centre (WSC) in Advanced Manufacturing³

- The State's first WSC shall be set up to offer industry aligned training programmes in partnership with local and global industries to design curricula that meet current and future workforce demands, with emphasis on the high-demand sectors within manufacturing (Smart manufacturing and automation, AI-ML, Robotics, 3D Printing, AR/ VR, Advanced Manufacturing, Precision Engineering etc.).
- The WSC's core objective shall be to bridge the skills gap by providing world-class training, equipped with cutting-edge laboratories, state-of-the-art simulation tools, future-aligned courses, technology for hands-on training, digital classrooms with e-learning platforms, AR/ VR for immersive training.
- The WSC shall also emphasize on international partnerships with global organizations to adopt best practices and standards, international faculty exchange and development programmes, language trainings, international placements/ internships, and student exchange programmes.

4.4. Sector-aligned Skill Development

- Agriculture

- The State shall establish CoEs specialising in agriculture and allied sector, with special focus on Climate Smart Agriculture (CSA). These shall focus in the areas of agriculture technologies, farm mechanization, CSA, organic farming, nutrient management, genetics and plant breeding, regenerative agriculture, biomedical engineering, agri-supply chain management, cold-chain, dairy processing, food analysis and science, food microbiology, fruits and vegetable processing etc. The CoEs shall be developed through alliances and collaborations with national and international Universities/ research organizations to activate a platform for communication, collaboration and to promote research as well as academic activities.
- The CoEs shall work closely with the Krishi Vigyan Kendras (KVKs) in activating a complete agri-institutional framework within the State with the KVKs at the district level, the CoEs at the agro-climatic zone level working seamlessly towards the Vision of creating a cadre of next-generation farmers and agri-entrepreneurs within the State. The KVKs shall be empowered to enhance the visibility of extension research, methodologies, approaches and outcomes for the benefit of the farming community and shall provide capacity development of stakeholders in effective decision making in production, post-production and marketing by large scale adoption of technologies.
- To ensure innovation across the agri-sector, the State shall empower the Farmers Producers Groups and grass-root level training organizations to train and develop a cadre of village level agri-entrepreneurs or agripreneurs, aiming at supplementing the existing extension network to accelerate the technology transfer process.
 - These activities and interest groups shall train the entrepreneurs and beginning farmers in value-added services such as connecting with the market, leveraging seed bank, providing input support services, performing harvest and post-harvest activities, primary processing, organic farming, and marketing.
 - Such initiatives shall be aimed at teaching last mile connectivity skills such as at-home para-vet services, mobile horticulture, and input services such as soil health, market Intelligence services, working with seeds etc.
 - Another area of focus for such training initiatives shall be in the areas of organic farming (with focus on soil health, traditional farming, agro-ecosystem, avoidance of over-exploitation, use of RE sources etc.).
 - Such programme shall enable the agripreneurs to pool funds via microfinance model and set up village-level agricultural cooperatives, organise brainstorming and ideation sessions in coordination with KVKs, and help prepare the beneficiaries at core for the innovative activities organised at the district level, by providing hands-on, season-long educational experience.
- Climate Change and Sustainability
 - District level CoEs shall be designed to focus on climate change and sustainability, offering diploma, advance diploma, and degree programmes, apart from short-term community-oriented certification programmes in climate change and sustainability. Curricula shall focus on introduction to SDGs, Environment, Social and Governance (ESG), global climate change and adaptation strategies, responsible supply chain, carbon foot-printing, carbon management and optimization, water foot-printing, disaster resilient public infrastructure, solid waste management, energy security and efficiency, ecology and environmental systems, wildlife management, forestry and natural resources management, urban environment and sustainability etc. for corporates and public administrators; and responsible production and consumption, disaster recovery and management, fuel consumption and efficiency, scientific animal health management, breeding management, water use efficiency, public health and disease prevention etc. for the communities.
- Healthcare
 - The State shall develop dedicated capacities to train workers in the areas of a) critical care workforce-lab technician, radiographers, dialysis technicians, microscopist, ICU specialist, oxygen ventilator operator paramedics etc.; b) healthcare logistics and supply chain; c) home care delivery, geriatric care, palliative care, especially for ageing people; and d) healthcare

technologies including data science, mobile health, immersive technology, genomics, clinical psychology etc.

- Moving ahead from the more conventional trainings on general daily patient caretaking, general health and hygiene, and basic nursing skills, such training programmes shall include tracheostomy and ventilator care, basic and advanced life support systems, intensive care nursing, orthopaedic care, cancer care etc.
- In order to augment the capacity of primary healthcare, specially designed training programmes shall be curated for teams of healthcare professionals who can visit rural and tribal areas of the State. In addition to technical trainings, these programmes shall also focus on rural culture, rural morbidity and mortality patterns, communication skills, empathy, and data collection and management.
- The State shall also increase the capacity of healthcare training, creating a cadre of nurses and healthcare service providers focusing on Optometry, Emergency medical technology, Dialysis technology, Medical radiation technology, Clinical microbiology, Clinical psychology, Anaesthesia technology, Nutrition and dietetics, Health management and digital health, Respiratory therapy.
- Courses shall be designed with pedagogy covering the areas of use of AI in early detection of diseases, creating personalized treatment plans, development of precision medicine and drug discovery, AI-assisted surgery and robotics, remote patient monitoring, healthcare data analytics, and streamlining healthcare operations. Interactive simulations shall be introduced in pedagogy where such simulations can provide immersive experience mimicking real-life experiences.

- Circular Fashion and Textiles
 - District-level CoEs shall be set up in the Textiles Parks in Amravati, Thane, Solapur, Kolhapur, Nagpur, Nashik, Pune, and Nandurbar focusing on skilling in the textiles, technical textiles, apparel, and sustainable and circular fashion.
 - R&D shall be the bedrock of such CoEs and involve areas such as specialty and multi-functional textiles, eco-friendly and sustainable technologies, protective textiles, geo-textiles, composites for automotive, aerospace, and architectural applications, biodegradable fibres, electro-textiles, nonwovens for apparel, medical, and specialty applications among many others.
- Renewable Energy
 - The State shall fulfil the reskilling and upskilling requirements of existing workforce due to the transition to RE and create an innovative reskilling model, mitigating job losses and ensuring their employability in the RE technologies, to create the country's largest cadre of experienced and certified solar PV installers, rooftop solar grid engineers, RE maintenance technicians, solar PV BD executives, energy analysts, energy transition technical specialists, energy efficiency consultants, RE designers, RE account executives etc.
 - Advanced courses shall be created in areas including Renewable and alternative energy; Energy policy and management; Solar and alternate energy; Renewable energy technology; Energy and sustainability policy; Environmental studies and sustainable development; ESG and climate change; Climate resilience and sustainable economy; Urban design/ urban practices etc.
 - Focusing on the National Green Hydrogen Mission (NGHM), separate modules including hydrogen energy production and management, hydrogen economy, hydrogen energy and fuel cells, hydrogen technology, hydrogen storage etc. shall be introduced as electives in other disciplines.
 - Degree and diploma-level courses shall also be promoted in the Biomass sector in waste to energy conversion process and technologies; installation, maintenance and repair of biomass equipment; pellet production; environmental impact and analysis etc. along with regular short-term courses.

- To align skill development with the green economy and climate action goals, the State shall establish Green Skill Training Centres in collaboration with industry and academia to skill/ reskill existing workforce, create a cadre of green skills and sustainability professionals as well as to build capacities of MSMEs and startups in using clean energy and sustainable manufacturing.
- **Tourism**
 - The State shall prioritize advocating for training programmes and industry initiatives aimed at women-centric job roles such as culinary entrepreneurs and community engagement coordinators.
 - Given the development of Agro Tourism and Adventure Tourism sub-sectors, initiatives shall be taken in training youth in roles such as Farm Tour Guides and Wildlife Safari Guides.
 - The State shall enhance its existing policies to support the growth of homestay businesses, by providing training and resources for homestay hosts and promoting quality standards for optimum employment potential for tourism sector through networking opportunities within the industry.
 - The State shall set up specialized training institutes in prominent tourist destinations such as Nashik, Shirdi, Amravati etc. to provide training in hospitality management and tour guiding. Moreover, recognizing the significant potential for religious tourism, training programmes focusing on the history of the religious sites and monuments and sculptures shall also be offered.
 - Formal trainings shall be conducted for tour guides, cook and waiters, interpreters, receptionists, roadside vendors, homestay facility providers etc. through RPL programmes focusing on tourist-friendly etiquette lessons, responsible tourist behaviour, and soft-skills trainings.
 - Recognising the importance of eco-tourism in the State, training programmes shall be undertaken for tourist guides and naturalists, natural science interpreters, patrol partners, covering various tasks such as interpretation and entrepreneurship, sustainable tourism, wildlife conservation, eco-tourism hospitality, and environmental education.
 - The State shall assess the market demand for cruise tourism workers, facilitating training for the State's youth tailored to both domestic and global markets, and offering sector-specific courses to enhance the development of workers in this segment.
- **ESDM**
 - With strong synergies from the industry and academia, the State shall offer specialized certification, diploma, and degree programmes in the ESDM sector within VLSI, Embedded systems, communications engineering, semiconductor (FAB) manufacturing, integrated device manufacturing, digital manufacturing technology, semi-conductor assembly and testing, networking and telecommunications etc.
- **Specialty Chemicals**
 - Specialised courses shall be offered in the hydrocarbon/ specialty chemicals sectors in the segments of chemical processes, plastics and polymers, industrial adhesives, surfactants, industrial gases, waste management, and active pharmaceutical ingredients.
- **Pharmaceuticals**
 - The State shall create a cadre of pharmaceutical sales representatives, regulatory specialists, clinical data managers, pharmaceutical research scientists, biotechnology consultants, IT specialists etc. through the provision of a wide variety of training programmes and to address the core competencies required, including product innovation, drug development, quality control and assurance, drug approvals, supply chain management, technology innovation and regulations.
- **Design**
 - The State shall respond to the demand for qualified designers alongside its enhanced support for design education through setting up new design institutes and enhancing the capacity of

existing ones in the State, particularly in the areas of product design, digital media and marketing, animation and VFX, textile design and sustainable fashion, interior design, packaging design etc.

- Efforts shall also be taken to enhance design curriculum planning, effecting a convergence of design thinking, technology, and user-centred design and experience design. Design curriculum shall also include modules on AI design algorithms, Machine Learning (ML) models, VR labs, data-driven design technologies, 3D modelling etc. incorporating personalized design experience.
- Design curricula shall also be rationalised to be more multi-disciplinary, and less compartmentalised, allowing enhanced choice, flexibility, and coverage to students, and making it more relevant for innovative thought process and practical outcome.
- **Electric Vehicle**
 - The State shall encourage research in the areas of vehicle autonomous control, wireless charging of EVs, modelling of future transport systems, smart grids, battery reliability and safety requirements, e-motor efficiency, energy demand scenarios for EVs, regulatory options, and consumer barriers and incentives.
 - The State shall also take a lead in designing/ updating qualification packs and occupational standards for newer job-roles within the sector (such as Electric Motor Design Engineer; Quality Control Inspector – EV; Battery Packs Tester; Battery Technician; Electric Vehicle Technician, EV Sales Lead, Regional Sales Manager etc.), in collaboration with NSDC, SSCs, along with Auto OEMs, EV manufacturers, and energy operators.
- **Industry 4.0**
 - To empower the future workforce by integration of technology into education, the State's AI University shall closely work as a Hub to the district-level CoEs, ITIs and polytechnics as Spokes to create opportunities for innovation and growth at a grass-root level.
 - The network of CoEs in the State shall offer state-of-the-art facilities in Industry 4.0 covering a wide area of topics related to AI, PLCs, IoT, Sensors, Robotics and SCADA; facilities for upskilling/ reskilling of workforce, faculties and industry personnel; industry collaboration for internships, placements, curriculum design, certifications etc.
 - Industry 4.0 courses shall include certification, graduate and post-graduate courses in AI-ML, IIoT, Smart Manufacturing & Automation, Digital Manufacturing, Cybersecurity, AR/ VR, additive manufacturing, VLSI, 3D Printing etc. Dedicated facilities for experiential learning shall include high-end labs in IoT, AI-ML, FinTech, Cybersecurity, Robotics, Sensors, 3D Printing, AR/ VR, SCADA, Advanced Electronics etc. within the CoEs, ITIs, polytechnics, engineering colleges.
- **Media and Entertainment**
 - The State shall encourage RPL for talented individuals with experience in film and TV production in areas including Performance and acting; Animation and visual effects; Digital media and content creation; Advertising and public relations; Journalism and media communications etc.
 - Higher standards shall be set in the creative curricula of schools, which will stimulate students in their creative talents and further motivate them to pursue their interests. At a post-graduate level, research projects based upon industry challenges shall be offered that are practical in nature.
 - Certification, diploma, graduate courses shall be offered towards developing dedicated capacities among the youth in the areas of advertising, public relations and talent management, marketing, sales, journalism, content management, photography, creative writing, brand management, social media marketing, radio programming and film production techniques, event management etc.

4.5. Skill2Work Studios for Life Skills and Foundational AI

- Dedicated Skill2Work Studios as finishing schools shall be set up as institutions focused only on building best-in-class life skills for personality and all-round development of students and jobseekers with one in each block.
- These shall offer courses in life skills including critical thinking, emotional intelligence, financial literacy, digital literacy, business etiquettes etc., as well as need-based proficiency in foreign languages.
- Through the network of such schools, foundational AI skills shall be provided universally to everyone and across all sectors preparing them for a dynamic job landscape with changing demands.

5. Inclusivity: Ensure 'Inclusivity' for all sections of society in skill development

5.1. Tribal Skill Development Centres

- Tribal skill development centres shall be set up in each of the four Aspirational districts of the State creating a distinctive native education system, guided by native epistemology, creating an environment that meets the student's needs academically, socially, culturally, psychologically, and spiritually.
- Such centres shall seek to fulfil the needs of native students through unique models recognising the tribal skills and strengths and providing programmes that are most suited to their aspirations, aptitude, and competencies.

5.2. Skill Development for Divyangs

- Special training programmes shall be designed for the Persons with Disabilities (PwDs) using an individualised approach as well as disability etiquette and disability-sensitive communication, multilingual program delivery to overcome language barriers, and inclusive delivery and assessment methodologies for them. The State shall take a lead in designing such PwD-aligned adaptive pedagogy, curriculum, instructional delivery trainings, e-content etc. for persons with disabilities/ impairments.
- Special training programmes shall also be designed for the capacity building of such instructors to apply their teaching methods with due consideration to the diverse needs of the students with disabilities.

5.3. Change Agents for Disadvantaged Communities⁴

- The State shall launch a targeted campaign to enable the different ethnic groups and disadvantaged communities to formally acknowledge the importance of vocational education, and to communicate the larger vision of the State on empowering them by increasing their participation in skilling and employment.
- To accomplish these distinctive activities, the State shall set up a taskforce of around 8-10 members at the block level, called 'Change Agents', working voluntarily (or through some alternative arrangements under the MGNREGA or relevant schemes), comprising local influencers, mobilisers, WSHG members, Anganwadi workers, local role models, entrepreneurs, local NGOs, social workers and sympathisers, Panchayat workers, local schoolteachers etc.
- Key activities shall include educational campaigns on themes such as diversity and inclusion, disability awareness, busting myths around training and employment, relevant trades, incentives on participation in vocational education, key entitlements and benefits under such programmes etc. involving a door-to-door participatory approach.

5.4. Training Interventions for Informal Workers and MSMEs

- Dedicated training infrastructure shall be developed close to each MSME clusters of the State along with common facilities and tailored courses in the PPP route to promote lifelong learning of the artisans and craftsmen.

- All such training initiatives within the clusters shall hence be primarily initiated by industry, coordinated by the cluster management/ SPV, and funded by the Government, thereby enabling a Triple Helix model of implementation.
- The State shall encourage such cluster-level training centres to emerge as mini-innovation centres and provide advocacy activities to promote the general enabling conditions that sustain the sectoral growth and employment opportunities.
- The State shall enhance the outreach and access of RPL to boost the morale of the informal and non-formal workforce who have been a part of the workforce over the years by integrating RPL with all State-sponsored skill development initiatives, offering higher NSQF level courses under the RPL framework, and introducing a blended training model.
- Cluster development programmes shall include workshops and seminars on entrepreneurship, business management, financial literacy, operational efficiency, quality control and new technologies, clean energy and sustainable manufacturing processes, digital literacy, legal and regulatory compliances and registration processes etc.

5.5. Wage-loss Compensation for Candidates

- To increase participation of youth in the State's skill development interventions and reduce dropout and attrition, trainees shall be awarded a wage-loss compensation for subsistence and alternative livelihood option during training-period, in line with the Minimum Wages for semi-skilled workers, on completion of 80 per cent of training hours of State-sponsored short-term skill development interventions.
- Additionally, the State's youth shall be incentivized to enrol in skilling programmes by issuing Skill vouchers/ wallets that can be redeemed by students after the skills training is imparted and on attaining a minimum 80 per cent attendance.

5.6. One District One Skill

- As traditional skills are at the forefront of indigenous identity, culture, heritage, and livelihoods of the country, one skill from each district of the State, that is native to that district, shall be identified, protected, preserved and encouraged to enable profitable trade in that skill and generate sustainable employment around it, under a 'One District One Skill' initiative.
- This is envisaged as a transformational step towards fuelling local economic growth, promoting rural entrepreneurship, and generating employment in the lines of 'Aatma Nirbhar Bharat'. Such idea of transforming districts into export hubs and linking local production houses to global supply chains shall, therefore, mandate skill development at the local level.

5.7. Destination-specific Trainings for International Migrants

- The State recognises the fact that migration is demand-oriented, that migrant workers' rights need to be protected, and hence must enable migrants to integrate into the labour market and destination society through access to education and training.
- The State shall design and deliver migration training typically delivered over a period of one to three months and as close as possible to the migrants' departure date, through the Maharashtra International Centres, covering a wide range of activities designed to prepare and empower migrants for a successful integration in their destination countries.
- Joint working committees shall be set up with international chambers of commerce, Marathi international clubs/ organizations, global Marathi non-profit institutions etc. for better information exchange between the international labour market and the education system, thereby providing the basis for up-to-date skills information, forecasting, and knowledge about the areas/ sectors for skilling.
- To facilitate effective international mobility of skilled manpower, an Overseas Development and Employment Promotion Agency shall be set up by the State. The agency shall provide migrants counselling services; seamless migration assistance; identity documentation needs; social/ welfare entitlements; banking services; remittance etc. and function for addressing all such sensitive issues of

international migrants on time, along with pre-migration assistance, and even opportunities for upskilling/ reskilling.⁵

5.8. Migration Counselling and Registration Centres and Community Hostels

- The State shall set up Migration Counselling and Registration Centres (MCRCs) in the major urban destinations including, but not limited to Mumbai Metropolitan Region (MMR), Nashik, Pune, Amravati, Nagpur, Kolhapur, Shambhajinagar to bolster candidates to make an informed and supported intra-state migration, as well as facilitate them in integrating with local culture and environment.
- Temporary accommodation (depending on availability) or accommodation assistance shall be provided through a network of community hostels for a period of two months from the date of migration. Accommodation shall include food, common kitchen, showers and laundry room, medical care etc. at concessional rates.

5.9. Artisan Villages

- To recognise, rejuvenate and promote the dimensions of the informal economy and the contributions of such indigenous and native skills of the State and connect it to the world market, a network of artisan villages shall be created in major urban locations of the State, including the outskirts/ suburbs of cities in the PPP route.
- As a melting pot of key indigenous crafts, the artisan villages shall be conceptualised as a place where one gets to know the traditions of a community, their historical interests, and skills of making artefacts, with an atmosphere and infrastructure that are very true to their culture.
- A district level documentation of ethnic skills and techniques in the form of skills catalogue shall be developed which would help preserve the knowledge and techniques and provide ready reference for new generation of artisans.
- Fellowship programmes for the indigenous artisans in the State shall also be launched in the fields of creative arts or for revival of some of the traditional forms of art.
- Under the programme, 8-10 artisans from each district shall be selected for a 6-8-week residential programme, wherein capacity building initiatives shall be undertaken in the areas of design, marketing, and technical support to build entrepreneurship skills and business acumen among the artisans as well as enable them to make sustainable changes at the community level.

5.10. Empathy Museum

- The State shall set up the country's first ever Empathy Museum - a platform to spread awareness about the State's rich and vibrant indigenous artform, manufacturing and culture, and educate the people about the skills involved in the manufacture of such products.
- The museum shall involve unique display of such products and artforms through art installations, podcasts, videos and storytelling, talking about the diversity, uniqueness and exquisiteness of the artform along with the skills and competencies associated with them.

5.11. Digital Skill Card

- All vocational graduates of the State shall receive a unique Digital Skill Card where they can check their current skill profile, certifications/ credentials, qualifications and can even access further learning and employment opportunities through linkages with Mahaswayam and the National Career Service (NCS) portal.
- Such Skill Card shall be linked to Aadhaar as an authenticated ID profile enhancing transparency and credibility for industry adoption and validating the individual's proficiency in various skills including NSQF levels, technical skills, soft skills, digital skills etc.

- An integrated, dynamic, customisable and user-friendly portal shall be developed with Cloud/ Data Centre-backed storage facilities wherein candidates can download the Digital Skill Card and access opportunities for further learning or employment opportunities basis the existing skill proficiency levels.
- The portal shall additionally have the features of asset management systems, facial recognition for security, convergence with line departments, integration with GoI portals for a one-stop shop for skilling or employment opportunities.
- Candidates shall be incentivized to regularly update their employment and education profiles by issuing Skill vouchers/ wallets that can be redeemed for advanced courses of their choices thereby encouraging further and lifelong learning and capturing the entire candidate lifecycle.
- The programme shall be introduced as a pilot in a few vocational training institutes of the State and shall subsequently be rolled out across all institutes subsequently.

6. Innovation: Cultivate and nurture ‘Innovation’ and entrepreneurial culture in the State

6.1. Entrepreneurship Education

- The State shall develop and rollout entrepreneurship mindset curriculum in schools, Higher Education Institutes (HEIs) etc. through digital platform in order to inculcate and implement an entrepreneurial mindset followed by seed funding and incubation support.
- Entrepreneurship courses, as elective subjects, shall be introduced in all secondary schools, and character development and mindset development for entrepreneurship shall be embedded within such courses. MSSDS shall work towards improving the flow of information on current and future entrepreneurial skills and shall design entrepreneurship modules to be incorporated within the curricula of all short-term skill development interventions of the State.

6.2. Innovation at Grass-root Level⁶

- The State shall launch the Nano Unicorn programme wherein skilled youth with entrepreneurial mindset and potential shall be identified and their skill set shall be enhanced through structured training and mentorship. Selected candidates shall be sent for a two-week, mini-MBA programme where the person can further hone the business idea. At the end of the programme, candidates shall be provided financial support of INR one lakh through philanthropic capital. A pilot shall be launched with 100 such Nano Unicorns and the plan shall be scaled up to cover about 5,000 by 2030.
- As a sustainable measure of developing the employable youth or livelihood options through self-employment/ entrepreneurial routes and support systems, the State shall train 25,000 candidates (with minimum 25 per cent being female) under micro-entrepreneurship/ self-employment initiatives. This shall be followed by handholding and mentoring of 5,000 youth in business plan development, establishing market linkages, facilitating financial intermediation, statutory compliances and regulatory hurdles, setting up enterprises etc.

7. Promotion: Use ‘Promotion’ to improve perception among all stakeholders about skill development interventions

7.1. Counselling and Career Advisory

- MSSDS shall mobilise a cadre of trained mobilisers/ influencers for the last mile outreach and doorstep counselling of youth, parents, guardians, helping them with awareness on vocational education; providing information on courses suitable to them and how they can benefit from attending these training programmes and giving confidence on placements post training etc. At least 50 per cent of such mobilisers shall be women mobilisers to help increase enrolment of girl children in skill development and vocational education, particularly in trades and courses wherein they have traditionally been underrepresented.
- The State shall encourage training institutes in actively involving the family members/ influencers/ decision makers/ guardians of candidates in the aptitude test, career counselling and trade selection

of their child etc., for the skill ecosystem to gain recognition, respect, and aspirations for the skill career.

- All teachers of vocational education of the State shall be trained to act as 10-15 per cent career counsellor who would help the students in bridging the gap between academic education and the diverse career opportunities such academic knowledge can support. To make career guidance and counselling systematic and professional and improve career information and awareness among students, the State shall integrate programmes on career guidance, behavioural science, and psychological counselling within pre-qualification diploma education, induction programme, and annual refresher trainings of all vocational education teachers.

7.2. Rebranding Vocational Education and Skill Development

- The State shall revamp and rework on its promotional and outreach initiatives to enhance awareness, mass outreach and build a strong brand value, as well as messaging structures focused on creating an enabling environment for the youth to take up more skill trainings.
 - The week of 15th July, coinciding with the International Youth Skills Day, every year may be celebrated as the 'Maharashtra Skills Week' across the State to celebrate the strategic importance of equipping young people with employable skills for employment and entrepreneurship.
 - Successful image-promoting activities that accompany skill development and vocational education shall be encouraged through onboarding of role models with exemplary growth journey to share their experiences with the larger communities and encourage youth participation in the skill development space. The State shall introduce '*Skill Caravans*' from Mumbai, Pune, Nagpur, Amravati, Shambhajinagar and Nashik to different districts with these role models to create a sense of connection with larger society and district administration.
 - Amid the growing popularity of World Skills Competition and the performance and potential of the State's youth in the same, the State shall regularly organise district skills competition as a platform to the youth of the State to showcase their talent at the State-level.
 - The State shall create rural-specific initiatives like "Village Shark Tank" or competitions to encourage innovation and entrepreneurship in rural communities. This shall be accompanied by sharing of success stories, appointing brand ambassadors, and providing mentorship programmes to inspire individuals, especially in rural areas.
 - The State, in collaboration with local vernacular newspapers and print media, shall also publish periodic newsletters that shall highlight the initiatives taken by the State in the field of skill development, the achievements of students and institutes, the outlook across many occupations and job roles within the State/ country, emerging labour market trends and the overview of the State's/ national labour market at occupational level etc.
 - Aiming to connect the local labour force with all possible opportunities in a transparent and effective manner as well as to conduct periodic recruitment drives for the placement of unemployed youths, the State shall establish Model Career Centres (MCCs) in all districts of the State connecting the local youth with the possible/ available employment opportunities in the region.
 - The State shall render the services of ground-level Government functionaries across departments with their grass-root level community connects for last mile outreach. Folk artists of the State, who regularly spread messages on health and sanitation, awareness against evils of dowry, child marriage and trafficking etc., shall effectively be mobilized to propagate different unique schemes of the State including the schemes for skill development.
 - The State shall encourage all institutes to develop and facilitate interaction of their existing students with the alumni, whenever their old students visit their hometown, and the current batches to have a group interaction, Q&A session with their old students, who may already be employed elsewhere.

- The State shall regularly identify and recognise training providers demonstrating exemplary performances and high-quality education with seals of quality and accreditations.
- Apprenticeship training shall be rebranded by positioning it as 'aspirational' for candidates and 'value adding' for employers by creating apprenticeship standards by involving industries to ensure demand led development of curriculum and content.
- A robust communication strategy shall be rolled out by creating a common brand and common emblem for all skilling initiatives of the State to ensure that various stakeholders connected with the initiatives articulate a standardised response in terms of the content, benefits and various processes associated with it.

8. Governance: Strengthen 'Governance', build capacity, and achieve convergence at all levels

8.1. Strengthened Governance for Skill Development

- The Maharashtra State Skill Development Society (MSSDS) shall be the nodal authority responsible for all State-level skill development initiatives and the implementation of the Policy and shall integrate efforts by the individual Government departments in the implementation of the different Government schemes and programmes for vocational and skill development interventions within the State.
- All skill development and capacity building interventions by the different departments/ agencies/ authorities shall accordingly be routed through MSSDS, that will provide policy direction and guidance to all stakeholders in the skill development and entrepreneurship ecosystem, apart from ensuring quality, industry alignment, and conformance to NSQF/ NCrF. The emphasis shall be on cross-departmental convergence initiatives in skilling and capacity building allowing for a better and effective planning and an optimum usage of skilling infrastructure.
- The MSSDS shall be strengthened with a network of district level satellite offices to oversee the skilling at a local/ regional level, thereby decentralising the skill development to the grassroot level, strengthening district level skill development, and bringing in market connectivity and inclusivity of the marginalised sections of the society.
- The District Skill Committees (DSCs) shall be strengthened and made responsible for all promotional activities at ground level and shall play a pivotal role in ensuring quality standards through a stringent monitoring and evaluation, as well as providing valuable inputs for the data aggregation and analytics which in turn would lead to effective decision making; labour market studies; sector studies and trends analysis; impact assessment and course correction at the State-level.
- To improve the public service delivery via innovation and other tech-based capacity building programmes, the State shall structure and implement an apt model (partnering with learning platforms, setting up in-house learning CoE, collaborating with leading service providers in PPP modes) for enhancing the capacity of Government employees in line with the Annual Capacity Building Plan by the Capacity Building Commission under the Mission Karmayogi

8.2. District Skill Development Ranking Framework

- A unique District Skill Development Ranking Framework shall be created that shall evaluate the State's skill development ecosystem through district-level interventions and support for entrepreneurship and employment generation. The framework shall act as an indicator for the need for institutional improvements at the district level and also indicate the level of preparedness of districts for alignment to the standardized frameworks. The top districts demonstrating exceptional responsiveness, performance and outcome in terms of infrastructure, coverage, placements and other parameters set by the MSSDS shall be recognized annually, while corrective measures shall be adopted for the rest of the districts.

8.3. Strong Monitoring & Evaluation Framework

- To ensure that the short-term skill development training service providers perform exceptionally at every step of the skilling life cycle (mobilisation, training, assessment, placement), provisions shall be made to align payment milestones based on outcomes for each batch including training completion

rate, placement rate (wage/ self-employment), assessment and certification rates, dropout rates, beneficiary/ industry feedback etc.

- Provisions for Aadhar linkages and/ or facial recognition-based systems shall be made at candidate level across all skill development schemes of the State to avoid duplication of resources, benefits, and efforts, as well as for tracking of life cycle of passouts/ beneficiaries.
- The State shall conduct periodic tracer studies of candidates that have completed their studies/ training in skill development institutes to understand their career progression along the entire life cycle of the passouts and to understand the quality and market relevance of vocational training provided through skill development centres.
- A mechanism for continuous monitoring of training providers shall be designed with the objectives of tracking achievement with respect to targets, taking timely corrective measures, identifying and prioritising required course correction etc. This will be done through a structured rating and grading framework for effective and real-time assessment and evaluation of all such institutes to identify the higher performing ones as well as the ones not performing up to the mark. As a means to incentivise institutes and training service providers to perform their functions more effectively, intrinsic rewards and benefits shall be provided to the high performing training providers and institutes linked to their performance-based grading.
- Target allocation mechanism shall be changed from a top-down to bottom-up approach factoring in local skills requirements and the geographical and cultural needs of the State. Training providers shall be provided yearly targets, so that they can plan and sustain their expenses over a longer term, leading to sustained assurance of their businesses and hence investments in quality improvements.
- A public information channel shall be devised to spread awareness about new and existing schemes and interventions, laws and policies, along with a grievance redressal mechanism to assess the efficiency and effectiveness of skill development programmes of the State.

8.4. Convergence of Schemes with Similar Objectives

- To improve the efficiency of expenditures on skills and to avoid duplication of efforts and resources, an umbrella scheme targeting all such schemes targeting the divergent sectors and beneficiary groups shall be created for rationalisation and convergence. This will ensure uniformity and standardization in terms of curricula, assessment procedures, sector focus, benefits, resources, outcomes associated with different qualifications across institutions etc.

9. Technology: Achieve digital inclusion and ‘Technology’ integration for all the stakeholders

9.1. Labour Market Information System (LMIS)

- The State shall remodel and refurbish the Mahaswayam portal into a Labour Market Information System (LMIS), that would act as a centralised database with information on skilled and certified candidates across various vocational training programmes and integrate the same with candidate information from mainstream education to present a holistic and real-time picture of the State's supply-side scenario.
- The AI-based portal shall act as a workforce market policy instrument and shall provide information pertaining to labour market trends, employment and labour policies, details of jobseekers (education, work experience, skills, and competencies), projections of labour demand/ supply at State and district levels.

9.2. Centralised Portal for all Skill Development Interventions

- The State shall create a centrally operated web portal that shall be periodically updated to have parity of information across departments and schemes. Division of responsibility between the different Government departments with respect to data ownership and updating on the single multipurpose information system shall also be outlined. The single window shall ease the process of registering on multiple portals easy for employers as well. The employer will then need to operate through a 'single window'; however, the information may be used by multiple bodies.

- The portal shall also act as an information repository as well as platforms for development of skills and competencies, and contain course content, study material on important topics across various relevant disciplines and subjects pertaining to multiple industries and sectors. Information shall be made available in the form of documents, illustrations, videos, pictorials for easy access and usage.
- The website shall also contain provisions for online short-term courses and certifications that students can avail to earn certificates to strengthen their credentials. Considering the lack of linguistic competence among the youth, such content would be made available in Marathi language, apart from English and Hindi.

9.3. Tech-led Counselling for Skill Development

- The State shall leverage AI to facilitate a counselling process wherein prospective candidates can enter their details (education, work experience) and proper matching shall be provided regarding courses, programmes, possible career trajectory etc.
- AI-powered neural networks shall be used to chart out learning plan and career paths for prospective students – subjects that should be opted for, best suitable programmes, possible job opportunities post-completion, etc.

9.4. Technology Inclusion in Skill Development

- Training delivery shall increasingly include interactive methods like gamification, case studies, real-world projects etc. to engage students and enhance learning outcomes. AI tools shall be used for monitoring learning outcomes, providing data-driven insights and support, tracking learner's progress, predicting future performance, and identifying areas where support might be needed before they become major issues. This proactive approach to monitoring ensures that training efforts are fine-tuned to yield the best possible outcomes.
- As an extension to dedicated web portal for skill development, the State shall launch a mobile application featuring online courses, certifications, and even learning credentials along with functionalities such as self-paced learning, AI-led tracking of progress, courses across relevant sectors, materials in the form of documents, videos, illustrative in local vernacular and English.
- The State shall increasingly use simulated learning experiences and virtual labs to help learners in better understanding and visualisation of concepts and functioning of the machines or processes. Important physical scenarios/ tasks in the courses shall be simulated and shall be part of video sessions/ post-session reading.
- Dedicated web portal shall be created for trainer registration, onboarding, induction, upskilling and even applying for TOT certification for trainers in the State. This web portal dedicated to the trainers shall act as a one-stop shop for all trainer related activities in the skill development ecosystem of the State.

I. Implementation Framework

1. Constitution of a Governing Body (GB)

- The State recognizes that the success of the Skill Policy is largely dependent on having a robust on-ground implementation plan which will, in turn, be largely dependent on having a real-time monitoring framework and responsive institutional mechanism. It is, therefore, important to build capable and effective institutions within the Government machinery in order to catalyse the overall efforts by various stakeholders and implementation of initiatives this large and expansive. In order to refocus and streamline structure, processes, management resources and abilities of the Government machineries to plan and implement the activities as envisaged under State Skill Policy, the Government shall constitute a Governing Body (GB), chaired by the Chief Secretary and with representation of all Govt. entities involved with skill development and vocational education, responsible for the overall direction and policy advocacy. Other members from industry/ associations etc. may be coopted by the Chairman at his discretion for better planning and implementation of the schemes. The GB shall be responsible for consensus building in policy measures and reform

initiatives, guiding policy setting for collective action, and fostering synergies in the field of skill development and vocational education in the State. The key responsibilities shall include the below mentioned.

- To provide policy direction, advocacy and overall guidance in implementation of the State Skill Policy,
- To approve the Annual Plan of action and supplementary budget proposals of the State for skilling,
- To review overall progress and development of Policy activities,
- To make, inform, adopt, amend, vary or rescind from time-to-time rules and by-laws related to skilling,
- To overlook convergence of all skill development initiatives/ schemes across Departments/ Ministries etc.,
- The sole authority for resolving any doubts as to the interpretation of these provisions and its ruling shall be final and binding.

2. Constitution of an Executive Council (EC)

- The State shall constitute an Executive Council, chaired by the Additional Chief Secretary/ Principal Secretary/ Secretary, SEEID and convened by the CEO, MSSDS, to ensure implementation, review progress and enforce quality as per Governing Body direction and standards set.
 - Overall responsibility for the administration and implementation of skill development interventions in the State,
 - To receive grants and contributions and to have custody of the funds for skilling,
 - To coordinate with industry partners and facilitate industry involvement in the space of TVET,
 - To strategize the convergence for skilling activities across all sectors of State/ national priorities and skill-gap findings,
 - To prepare the budget estimates of the SEEID and MSSDS each year and sanction expenditure within the limits of the budget approved by the GB,
 - To prepare and maintain accounts and other relevant records of skilling,
 - To fix levy and receive such fees and other charges for the service rented by the MSSDS/ SEEID,
 - To perform such additional functions and carry out such duties as may from time to time be assigned by the GB,
 - To establish procedures in respect of services and technical advice to be rendered by the MSSDS/ SEEID,
 - To cooperate any other organization in the matter of education, training, management and allied services,
 - To enter arrangements for and on behalf of the MSSDS/ SEEID,
 - To sue and defend all legal proceedings on behalf of the MSSDS/ SEEID,
 - To appoint committees or constitute sub missions to dispose any businesses of the MSSDS/ SEEID,
 - To consider and pass such resolutions on the annual report, the annual accounts and the financial estimates of the MSSDS/ SEEID,
 - To delegate powers as it may consider appropriate.

3. Setting up of District Project Management Units (DPMUs)

- To ascertain quality, enhance outreach and foster better industry collaboration for the implementation of the State Skill Policy, MSSDS shall set up District Project Management Units (DPMUs) in each district under District Magistrates, responsible for the below mentioned.
 - Implementing District Skill Development Plans (DSDPs) to achieve the targets being set by MSSDS at the district level,
 - Continual upgradation and skilling of the teaching faculty within the district,
 - Managing risks and issues in skilling and taking corrective measurements,
 - Monitoring and supervision including periodic reviews, inspections, and submission of quarterly reports to MSSDS,
 - Ensuring enhanced vocational education awareness among all youth through last-mile outreach,
 - Facilitating connect with industries and handholding support for placement/ self-employment etc.
 - Ensuring that skilling initiatives reach marginalized and disadvantaged groups, thereby promoting social and economic inclusion,
 - Contributing to the holistic and inclusive economic development of the district by creating a skilled workforce.

4. Creation of Sectoral Advisory Committees

- To enhance and augment the skill eco-system through improvement of pedagogical approach and methodology, standardisation of processes especially teaching-learning, R&D, assessment and certification, and to keep up with nationally and globally accepted standards in skilling, the State shall set up Sectoral Advisory Committees in all relevant and priority sectors of the State. The committee(s) shall involve industries, academia, accreditation/ certification bodies, concerned Govt. departments, industry associations/ chambers, and any other relevant stakeholders at the discretion of the Chairperson of the committee. The key responsibilities shall include the below mentioned.
 - Identifying the skill development needs, determining skill/ competency standards and development of a sector skill development plan,
 - Facilitating industry-led customisation of course curricula to enhance skills and employability,
 - Fostering sector-aligned R&D facilities with institutes and academia for knowledge and technology enhancement,
 - Facilitating setting up CoEs with industry-academia collaborations and designing industry-relevant training programmes,
 - Monitoring the effectiveness and quality of skill development programmes and bridging the gap between industry-required skills and qualifications available in the workforce,
 - Working towards connecting skilled individuals with employment/ livelihood opportunities available within their sectors and helping industries meet their workforce requirement.