



Maharashtra State Board of
Secondary & Higher
Secondary Education
Kolhapur Divisional Board
Kolhapur-416004



महाराष्ट्र राज्य माध्यमिक व उच्च
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दिनांक 17 JUL 2025

प्रति,
मुख्याध्यापक/प्राचार्य,
सर्व माध्यमिक शाळा / कनिष्ठ महाविद्यालय,
सातारा, सांगली व कोल्हापूर.

विषय: विकसित महाराष्ट्र २०४७ च्या अनुषंगाने व्हीजन डॉक्युमेंट तयार करणेबाबत.

**संदर्भ : मा. आयुक्त (शिक्षण), यांचे पत्र क्र.आशिका/2025/डॅशबोर्ड/ई.गव्ह.143/1327861/2025
दि.15/07/2025.**

उपरोक्त विषयाच्या संदर्भीय पत्रास अनुसरून आपणास कळविण्यात येते की, विकसित महाराष्ट्र 2047 च्या व्हीजन मध्ये नागरिकांचे मत, अपेक्षा, आकांक्षा व प्राथम्यक्रम जाणून घेण्याच्या दृष्टीने राज्यव्यापी नागरिक सर्वेक्षण अभियान राबविण्यात येणार आहे असे मा. मुख्यमंत्री यांनी दि. 17 जून, 2025 च्या मंत्रीमंडळ बैठकीमध्ये जाहिर केले आहे.

1. या अनुषंगाने संदर्भीय पत्रान्वये विकसित महाराष्ट्र 2047 करिता व्हीजन डॉक्युमेंट तयार करणेबाबत मसुदा प्राप्त झाला आहे. सदर मसुदा या पत्रासोबत देण्यात येत आहे. त्यानुसार विकसित महाराष्ट्र 2047 व्हीजन डॉक्युमेंटबाबत सुचना/संकल्पना/अभिप्राय असल्यास या कार्यालयास कळविण्यात यावे.

2. संदर्भ क्र. 2 अन्वये विकसित महाराष्ट्र 2047 च्या व्हीजनमध्ये नागरिकांचे मत अपेक्षा व आकांक्षा जाणून घेण्याच्या दृष्टीकोनातून शाळा/कनिष्ठ महाविद्यालयामध्ये येणाऱ्या नागरिक, विद्यार्थी व पालक यांना सदर सर्वेक्षणामध्ये सहभागी होणेसाठी फलक (लंक व स्कॅनर) तयार करून शाळा/कनिष्ठ महाविद्यालयाच्या दर्शनी भागात लावण्यात यावे. फलकाचा नमुना या पत्रासोबत देण्यात येत आहे. तसेच सदर सर्वेक्षणामध्ये जास्तीत जास्त नागरिकांचा सहभाग होईल याबाबत आपल्या स्तरावरून उपाययोजना कराव्यात.

(बसवेश्वर किल्लेदार)

विभागीय सचिव (प्र.),
कोल्हापूर विभागीय मंडळ, कोल्हापूर.

प्रत माहितीस्तव सविनय सादर,
मा.सचिव, राज्यमंडळ, पुणे.



School Education & Sports Department
Government of Maharashtra

Mission Title (Marathi) @ २०४७

Mission Title (English) @ 2047

Mission Slogan (Marathi or English)

Maharashtra School Education

Viksit Maharashtra @ 2047

Overview of School Education

Education has always held a sacred place in Indian civilization, from the ancient Gurukul system that emphasized holistic learning, character building, and community living, to the reformist movements of the 19th and 20th centuries that championed universal access to education. Maharashtra, in particular, has been a torchbearer of educational progress—home to visionaries like Jyotirao Phule, Savitribai Phule, and Gopal Krishna Gokhale, who laid the foundation for inclusive and socially transformative education. The state’s legacy of pioneering girls’ education, social justice through schooling, and institution-building continues to inspire its modern educational aspirations.

As India approaches its centenary of independence in 2047, Maharashtra stands at a pivotal moment to reimagine its school education system for the future. With a vast and diverse student population, the state has made commendable progress in foundational learning, digital governance, and curriculum reform. Yet, challenges remain in bridging equity gaps, modernizing infrastructure, and preparing learners for a rapidly evolving global economy. This Vision Document builds on Maharashtra’s rich educational heritage and outlines a strategic roadmap to create a future-ready, inclusive, and innovation-driven school ecosystem—one that honors its past while embracing the possibilities of tomorrow.

Vision:

“Maharashtra envisions a school education system that is inclusive, innovative, and globally benchmarked—where every child is prepared for the future through modern pedagogy, digital and climate-resilient infrastructure, and a curriculum rooted in Indian values and global competencies. Rooted in the wisdom of the Gurukul tradition and driven by modern innovation, Maharashtra’s vision is to cultivate future-ready learners through value-based education, digital fluency, and experiential learning for a dynamic global landscape by 2047.”

The state is committed to work towards a transformative school education system by 2047 that is inclusive, equitable, and globally benchmarked - rooted in Indian values and responsive to the demands of a rapidly evolving world. The state aims to prepare every learner to thrive in the knowledge economy through a holistic curriculum, modern pedagogy, and seamless integration of technology.

At the heart of this transformation is the empowerment of educators through continuous professional development, implementation of the National Professional Standards for Teachers (NPST), and leadership training to foster innovation and accountability. Assessment systems will evolve to reflect international benchmarks such as Global Student Competency Framework, focusing on competency-based learning, critical thinking, and real-world problem-solving.

The state will invest in robust digital and physical infrastructure, ensuring every school is equipped with smart classrooms, science labs, libraries, and climate-resilient facilities. A Unified Data Management System will enable real-time monitoring, planning, and governance.

With a targeted Net Enrolment Ratio of 100% across all age groups, the state will ensure universal access to quality education, bridging gaps across caste, gender, geography, and economic status. Vocational education, coding, and life skills will be embedded from early grades, supported by community learning centers for adult literacy and reskilling.

By 2047, Maharashtra's schools will be vibrant ecosystems of learning, innovation, and inclusion—producing confident, skilled, and socially responsible citizens ready to lead in a globalized, tech-driven future

Current Status of Education in Maharashtra State

In 2025, Maharashtra solidified its position as one of India's top-performing states in school education. According to the Performance Grading Index (PGI 2.0), the state earned a Level II ranking, with high scores in Digital Learning, Governance Processes, and Infrastructure & Facilities, reflecting its strong investment in modern classrooms, administrative efficiency, and basic school amenities [1]. These achievements are supported by a network of over 65,000 government schools, of which a large majority are digitally enabled and have electricity access, as reported by UDISE+ 2025[2]. The state also maintains a high teacher qualification rate and a relatively low dropout rate at the secondary level[2].

The National Achievement Survey (NAS) provided deeper insights into student learning outcomes across grades and subjects. In Grade 3, students scored 67% in Language and 64% in Mathematics, indicating strong foundational skills [3]. In Grade 5, the scores were 68% in Language, 63% in Mathematics, and 61% in Environmental Studies (EVS). By Grade 8, students achieved 65% in Science, 62% in Mathematics, 60% in Social Science, and 66% in Language, all above the national averages [3]. These results highlight Maharashtra's effective curriculum delivery and growing academic proficiency, especially in STEM subjects. However, a 12% performance gap between urban and rural students was observed, particularly in language and social science domains [3].

Maharashtra also ranked 6th nationally in the NITI Aayog SDG Education Index, scoring 78 out of 100 [4]. The state was recognized for its early adoption of the National Education Policy (NEP) 2020, integration of vocational education, and inclusive policies aimed at improving access and equity. While challenges remain in bridging gender gaps and improving outcomes in tribal regions, Maharashtra's data-driven reforms and consistent performance across national benchmarks underscore its leadership in public education.

Maharashtra has emerged as a high-performing state in the PARAKH Rashtriya Sarvekshan 2024, consistently surpassing national averages across all assessed grades and subjects. In Grade 3, students scored 69% in Language and 64% in Mathematics, outperforming national averages by 5% and 4%, respectively. In Grade 6, the state maintained a lead of 5% in Language and Mathematics, and 6% in Environmental Studies. By Grade 9, students achieved 59% in Language, 38% in Mathematics, 42% in Science, and 43% in Social Science, each subject showing a 1–5% advantage over national scores.

[1] [Performance Grading Index 2.0 for States/UTs](#), [2] [UDISE+ Dashboard](#), [3] [National Achievement Survey Report Card - Ministry of Education](#), [4] [Reports on SDG - NITI Aayog](#)

These gains were consistent across gender, location, and social groups, with rural and tribal students outperforming national peers by up to 7%. Maharashtra also leads in pedagogical innovation, with over 90% of teachers regularly using self-assessment, project work, arts-integrated, and experiential learning methods. However, challenges remain: only 46% of schools offer skill-based courses for Grade 9+, and 64% of teachers use tools like *Jadui Pitara*. Despite these gaps, the state's strong alignment with NEP 2020 and its emphasis on competency-based, inclusive, and future-ready education position it as a national leader in school education reform [5].

Challenges:

To elevate Maharashtra into the top states in school education, the state must address several systemic challenges, each supported by recent data and policy assessments. One of the most pressing issues is the decline in student learning outcomes, particularly in mathematics and science. Internal assessments show that over 75% of Class 10 students in government schools scored below basic proficiency levels in science, with mathematics showing similarly poor results. This is reflected in board exam trends, where pass percentages in SSC and HSC exams have declined by 5–6 percentage points over the past two years. These figures highlight the urgent need for targeted academic interventions, especially in STEM subjects.

Teacher availability and deployment remain critical concerns. Many government schools face high student-teacher ratios, often exceeding 1:35, which limits personalized instruction. The shortage of subject-specific teachers, especially in science, mathematics, and English, and delays in recruitment have led to vacant teaching posts in several regions. While urban schools maintain ratios closer to the RTE-recommended 1:30, rural and remote areas lag behind. Additionally, teacher professional development is inconsistent. Although the state has introduced LMS-based training and performance-linked evaluations, many teachers lack exposure to blended learning, digital pedagogy, and competency-based assessments. There is a pressing need for continuous professional development (CPD) programs that are modular, localized, and aligned with NEP 2020 goals.

While Maharashtra has made notable strides in student learning outcomes, several foundational challenges continue to impede the goal of equitable and high-quality education. A major concern is the over-reliance on Private (Self-Financed) and Government-Aided schools, which together educate nearly three-fourths of the student population. These institutions often operate with minimal regulatory oversight, limiting the state's ability to enforce uniform standards in curriculum, teacher quality, and student welfare. Simultaneously, the lack of model Government schools in every block deprives many regions—especially rural and tribal belts—of access to high-quality public education. Infrastructure gaps remain acute, with many Government schools lacking basic amenities such as functional toilets, clean drinking water, science labs, and digital learning tools. Moreover, the absence of a robust monitoring framework for private institutions has led to disparities in learning conditions and outcomes.

These systemic issues underscore the urgent need for policy reforms focused on infrastructure, governance, and regulatory mechanisms to ensure that every child in Maharashtra receives a safe, inclusive, and future-ready education.

Persistent infrastructure gaps continue to hinder the progress toward inclusive and future-ready education in Maharashtra. Although many schools are equipped with digital devices, their integration into everyday learning remains limited, especially in public institutions. The disparity in internet connectivity between government and private schools further exacerbates the digital divide, restricting access to online learning resources for a large segment of students. Basic amenities such as functional toilets, electricity, and clean drinking water are still not universally available, disproportionately affecting girls and students in remote areas. These deficiencies contribute to absenteeism, reduced engagement, and early dropouts. Additionally, the stagnation of operational funding has constrained schools' ability to upgrade facilities, maintain digital infrastructure, and create safe, engaging learning environments. Addressing these challenges is essential to ensure that every child in Maharashtra has access to a school that is not only functional but also empowering. Despite these challenges, Maharashtra has made commendable progress in school enrolment and digital access. The state maintains a 98% enrolment rate among children aged 15–16, and the out-of-school rate is just 0.4%, significantly lower than the national average. Over 90% of students aged 14–16 have access to smartphones at home, and more than 60% use them for educational purposes, indicating strong potential for expanding digital learning. [6]

Looking ahead, Maharashtra has an opportunity to lead in blending modern pedagogy with traditional Indian educational values. A Gurukul-inspired model—emphasizing holistic development, experiential learning, and moral education—can be integrated with 21st-century skills like digital literacy, critical thinking, and entrepreneurship. This hybrid approach aligns with NEP 2020's vision of value-based, multidisciplinary education and could serve as a transformative model for the rest of the country.

Opportunities:

Maharashtra's school education system is primed to catalyze a wide spectrum of opportunities for students, educators, and communities through a forward-looking and inclusive approach. Students will benefit from enriched learning environments, modern infrastructure, and a curriculum that nurtures foundational literacy, life skills, and future-ready competencies. Teachers are being empowered through structured professional development, performance-linked growth, and leadership training aligned with global standards. Citizens are increasingly engaged through participatory governance and community-led initiatives that support school transformation.

A key enabler of these opportunities will be the enhanced collaboration with the private sector, facilitated by the upcoming CSR Cell within the School Education and Sports Department. While not the centerpiece, this mechanism will help mobilize resources, expertise, and innovation from corporate partners, accelerating improvements in infrastructure, digital learning, and inclusive education.

[6] UDISE+ 2023 -24 - Ministry of Education

Additionally, the PM Shri and CM Shri Schools initiative is set to create model institutions across the state, showcasing best practices in pedagogy, infrastructure, and governance. These schools will serve as innovation hubs and exemplars of excellence, inspiring systemic improvements and offering students access to high-quality, future-oriented education. Together, these efforts reflect a shared mission to build an equitable, empowered, and globally competitive education ecosystem in Maharashtra.

Way Forward

Maharashtra envisions a transformative and future-ready education system built upon five strategic pillars that drive development, sustainability, and quality learning.

The foundation begins with Integrated Physical & Digital Infrastructure for Learning, ensuring that every school is equipped with modern facilities, digital tools, and climate-resilient design to support effective learning environments.

The second pillar, Empowering Teaching Professionals, focuses on enhancing teacher quality and leadership through continuous professional development, performance-linked growth, and global pedagogical standards.

Through Transforming Learning & Curriculum, Maharashtra aims to implement a holistic, competency-based curriculum that integrates foundational literacy, life skills, and international benchmarks.

The fourth pillar, Equity, Inclusion & Wellbeing, ensures that all children—regardless of background—receive inclusive, health-integrated, and supportive education.

Finally, Governance, Policy Reform & Lifelong Learning strengthens the system through digitized processes, community engagement, and transparent, tech-enabled decision-making.

Together, these the State aim to create a solid foundation for the youth to achieve knowledge and skill sets to succeed in the rapidly evolving global economy.

Pillar 1: Integrated Physical & Digital Infrastructure for Learning

Short Term (2025 to 2029): Foundational Infrastructure & Digital Integration

- Ensure all schools meet **infrastructure requirements** focused on safe, inclusive, and conducive learning environments—prioritizing classrooms, sanitation, drinking water, electricity, and disaster-resilient construction.
- Equip preparatory stage, middle stage and secondary stage schools with **smart classrooms**, including smart boards, projectors, and Learning Management Systems (LMS), to enhance digital learning experiences.
- To have a fully operational **Unified Data Management System (UDMS)** integrating SARAL, UDISE+, MRSAC, and other departmental web portals with real-time dashboards for **monitoring, planning, and data-driven decision-making**. This will be part of the **Vidya Samiksha Kendra**, which will serve as a centralized analytics hub for tracking student learning outcomes, teacher performance, and school operations.
- Focus on the **comprehensive development of PM Shri Schools, CM Shri Schools, and Anandi Gurukul Schools** as model institutions aligned with **global standards** in infrastructure, pedagogy, and governance.
- The state plans to setup state of the art **science labs, libraries, sports facilities, and innovation hubs** in one school each block.
- Introduce **AI-powered learning and teaching tools** in model schools to support personalized learning, intelligent tutoring systems, and real-time feedback mechanisms for students and teachers.
- The state will upgrade **DIETs** with modern training halls, digital labs, and resource centers, supported by climate-resilient civil infrastructure to enhance educator development and pedagogical innovation.

Mid Term (2030–2035): Innovation Ecosystem Expansion

- The state will undertake a **comprehensive audit and development program** for all schools, ensuring that infrastructure upgrades are systematically planned and implemented to meet the evolving needs of learners.
- By 2035, **science labs, sports facilities, and innovation hubs** will be established across all preparatory stage, middle stage and secondary stage schools, fostering experiential and interdisciplinary learning.
- **District-level innovation clusters** will be created in collaboration with IITs, polytechnics, and industry leaders, enabling students to engage with emerging technologies such as robotics, AI, and design thinking.

- **AI-powered personalized learning systems** will be scaled across all schools, supporting adaptive instruction, intelligent feedback, and data-driven academic support tailored to individual learners.
- Every classroom will be transformed into a **smart learning space**, equipped with LMS platforms and supported by educators trained in digital pedagogy and blended learning.
- The **Unified Data Management System (UDMS)** and **Vidya Samiksha Kendra** will be strengthened to enable **predictive analytics, performance benchmarking, and evidence-based decision-making** across the education system.
- Students will be empowered to become **innovators and changemakers**, through coding clubs, maker spaces, and eco-tech projects, guided by mentors from professional and community networks.

Long Term (2036–2047): Sustainability & Global Positioning

- Maharashtra will transform every school into a **globally benchmarked, climate-resilient learning space**, integrating smart infrastructure, green building practices, and sustainable campus design.
- Inspired by the traditional Indian teachings (Gurukul ideology), school infrastructure will promote holistic development through nature-integrated architecture, community living spaces, and environments that foster reflection, collaboration, and value-based learning.
- **Smart classrooms, AI-powered learning systems, and innovation hubs** will be universally adopted, enabling personalized, adaptive, and competency-based education for every learner.
- **PM Shri, CM Shri, and Anandi Gurukul Schools** will be fully developed as **flagship institutions**, showcasing excellence in infrastructure, pedagogy, and inclusive governance, and serving as scalable models for the entire state.
- Students will be empowered to lead **real-world innovation** through coding clubs, maker spaces, and eco-tech projects, supported by mentors, alumni, and industry experts, cultivating creativity and problem-solving from an early age.
- Through the **Vidya Samiksha Kendra and Unified Data Management System (UDMS)**, Maharashtra will institutionalize **data-driven governance**, enabling predictive planning, performance benchmarking, and continuous improvement across the education system.

Pillar 2: Empowering Teaching Professionals

Short Term (2025–2029): Foundational Capacity Building

- Maharashtra will ensure that **100% teachers** across government and aided schools receive **NEP-aligned training**, with a minimum of **50 hours of Continuous Professional Development (CPD)** annually, focused on digital pedagogy, inclusive practices, and competency-based learning.
- A **hub-and-spoke model of Model Cluster Schools** will be established, where **PM Shri and CM Shri Schools** act as training and innovation hubs, supporting surrounding schools through peer learning, demonstration classrooms, and resource sharing.
- The state will initiate **early implementation of the National Professional Standards for Teachers (NPST)** in **PM Shri and CM Shri Schools**, setting a benchmark for teacher competencies, performance expectations, and professional growth pathways. Along with this the trainings will also focus on the timeless values of the traditional Indian teachings like fostering holistic development, moral integrity, mentorship, community living, and nature-integrated experiential learning - creating a new generation of teaching professionals who are both globally competent and culturally rooted
- **LMS-based teacher training platforms** will be scaled up to offer **modular, flexible, and multilingual courses**, enabling teachers to access high-quality content anytime, anywhere.
- Teachers will be oriented towards **global assessment standards**, including the **Global Student Competency Framework** like PISA, to build capacity for preparing students in critical thinking, problem-solving, and interdisciplinary learning aligned with international benchmarks.
- **Leadership development programs** for principals and headmasters will be institutionalized, promoting **instructional leadership, academic planning, and school transformation** aligned with the vision of Viksit Maharashtra @ 2047.
- The state will **develop and deliver modular, multilingual training programs** for **SMCs and Education Department Officials at all levels** on NEP 2020, NCF, NPST, Global Competency Frameworks, Global Assessment Standards, etc. Delivered via LMS platforms and Model Cluster Schools, these trainings will promote instructional leadership, inclusive practices, and data-driven governance aligned with global benchmarks and Indian educational values

Mid Term (2030–2035): Professionalization & Leadership Development

- Maharashtra will fully implement the **National Professional Standards for Teachers (NPST)** across all schools, institutionalizing a culture of excellence, accountability, and continuous growth in teaching practices.

- The **hub-and-spoke model of Model Cluster Schools** will be expanded to every block, enabling **PM Shri, CM Shri, and Anandi Gurukul Schools** to serve as regional centers for **pedagogical innovation, peer learning, and leadership development**.
- Teacher training will evolve into a **modular, competency-based system**, aligned with global standards and infused with traditional Indian teachings values such as mentorship, moral education, and holistic learner engagement.
- **Performance-linked development programs** will be introduced, tying teacher growth to student learning outcomes, classroom innovation, and community engagement.
- **School leadership training** will be scaled across all districts, focusing on academic planning, inclusive practices, and digital transformation, with principals and headmasters becoming instructional leaders and change agents.
- Teachers will be trained to align with **international assessment frameworks**, including the **Global Student Competency Framework**, for example PISA, enabling them to prepare students for global benchmarks in critical thinking, problem-solving, and interdisciplinary learning.
- **Peer learning networks and teacher-led innovation forums** will be institutionalized, fostering collaboration, experimentation, and the sharing of best practices across the state.
- The state will **institutionalize annual training programs** for SMCs and implement structured, competency-based training for **all in-service and newly appointed Education Department officials**. These programs will be delivered through LMS platforms and Model Cluster Schools, focusing on NEP, NPST, NCF, global assessment frameworks, and inclusive governance practices.

Long Term 2036–2047: Excellence in Teaching & Leadership Innovation

- Maharashtra will achieve **global standards in teacher quality** through full-scale implementation of the **National Professional Standards for Teachers (NPST)**, advanced certifications, and international collaborations, ensuring every educator is equipped for lifelong excellence.
- Teachers will embody a **hybrid pedagogy** that integrates traditional Indian teaching values - mentorship, moral education, holistic development, and community engagement - with modern instructional strategies, digital fluency, and inclusive practices.
- The **hub-and-spoke model of Model Cluster Schools** will evolve into **statewide centers of excellence**, driving peer-led training, pedagogical innovation, and leadership development across all districts.

- Maharashtra will institutionalize **teacher-led action research, innovation grants, and sabbatical programs**, fostering a culture of reflective practice, creativity, and continuous improvement in teaching.
- Educators will be fully prepared to deliver learning aligned with **international benchmarks**, including **PISA and the Global Student Competency Framework**, ensuring students are globally competitive and future ready.
- The state will establish the **Maharashtra Centre for School Leadership and Pedagogy Innovation**, serving as a hub for policy experimentation, leadership development, and the scaling of best practices in teaching and school governance.
- The state will **establish a continuous professional development ecosystem for all education officials**, integrating advanced modules on policy innovation, global benchmarking, and inclusive leadership. **Annual SMC trainings** will be embedded **into school governance cycles**, ensuring sustained community engagement and alignment with evolving educational standards.

Pillar 3: Transforming Learning & Curriculum

Short Term (2025–2029): Foundational Literacy, Structural Reform & Early Vocational Exposure

- Maharashtra will achieve **100% Foundational Literacy and Numeracy (FLN)** by Grade 3 through **NIPUN Maharashtra**, supported by quarterly assessments, grade-wise toolkits, and targeted teacher training.
- The state will implement the **5+3+3+4 curricular structure**, aligning textbooks, learning outcomes, and pedagogy with age-appropriate developmental stages and NEP 2020 guidelines.
- A shift from **rote-based to competency-based assessments** will begin, emphasizing comprehension, application, and real-world problem-solving, supported by **PAT-based learning outcome assessments** integrated with the **Unified Data Management System (UDMS)**.
- Maharashtra will pilot **digital and bagless schools**, distributing tablets and learning apps, and collecting feedback from teachers and parents to inform scalable models for tech-integrated learning.
- Early exposure to **vocational education and emerging technologies** will be introduced from Grades 6–10, including foundational modules in **EV technology, digital media, and basic electronics**, developed in collaboration with industry experts and skill councils.
- The curriculum will begin integrating **life skills, coding, and environmental awareness** from early grades, laying the foundation for holistic and future-ready learning.
- Teachers will be trained to deliver the revised curriculum using **blended learning, experiential methods, and Gurukul-inspired approaches** that promote inquiry, ethics, group discussions and holistic development.
- Schools will create **safe spaces for inquiry and expression**, where students are encouraged to ask questions, engage in dialogue, and collaborate with teachers, subject experts, and senior peers.

Mid Term (2030–2035): Holistic Curriculum, Global Alignment & Skill Development

- Maharashtra will implement a **holistic and interdisciplinary curriculum** across all grades, integrating **life skills, critical thinking, sports, arts, coding, and environmental education**, fostering well-rounded learners prepared for real-world challenges.
- **CM Shri and PM Shri Schools** will be aligned with the **Global Student Competency Framework**, serving as model institutions for competency-based, inquiry-driven, and experiential learning.

- Student assessments will be reformed to emphasize **critical thinking, logical reasoning, and analytical ability**, moving away from memory-based testing and incorporating **project-based evaluations, peer-led activities, and mentor–mentee models** that promote collaborative learning and personalized guidance.
- Maharashtra will launch **structured vocational education programs** in emerging sectors such as **AVGC-XR (Animation, Visual Effects, Gaming, Comics, Extended Reality), Healthcare Electronics, and Industry 4.0 technologies**, supported by hands-on labs and mentorship from professionals.
- Vocational modules will be designed in consultation with new age industry experts and will be aligned with the **National Skills Qualification Framework (NSQF)** to ensure certification, career pathways, and integration with higher education and employment opportunities.
- The curriculum will be supported by **digitally enabled classrooms and AI-based learning systems**, ensuring personalized and adaptive learning experiences for every student.

Long Term (2036–2047): International Benchmarking, Lifelong Learning & Industry Readiness

- Maharashtra will **benchmark its school curriculum against global standards**, ensuring alignment with international best practices such as PISA and other such Global Student Competency Framework, while remaining rooted in Indian values and cultural context.
- The state will institutionalize **formative, diagnostic, and adaptive assessments** that support personalized learning pathways, enabling every student to progress at their own pace and develop a mindset of lifelong learning.
- **Student-led inquiry, project-based learning, and reflective practices** will become core pedagogical approaches across all schools, supported by digitally enabled classrooms and AI-driven learning platforms.
- Every school will establish a **structured mentorship ecosystem**, involving teachers, alumni, industry professionals, and senior students to guide learners in academic, personal, and career development.
- Vocational education will be expanded to include **advanced modules in automation, robotics, AI in manufacturing, green technologies, and entrepreneurship**, ensuring students are equipped for the future of work.
- Maharashtra will foster **school–industry partnerships** to provide students with real-world exposure through internships, apprenticeships, and innovation challenges, positioning the state as a **national leader in learner-centric, globally benchmarked education**.

Pillar 4: Equity, Inclusion & Wellbeing

Short Term (2025–2029): Inclusive Foundations & Health Integration

- Maharashtra will implement **targeted inclusion strategies** for SC/ST/OBC/minorities and **Children with Disabilities (CwD)**, ensuring equitable access to quality education through localized interventions and community engagement.
- The state will integrate **mental and physical health initiatives** into daily school routines, including a **Health Check-up Calendar** for all government schools, supported by trained teachers and referral linkages with district health departments.
- Every block will host **NEP-compliant model schools** that serve as exemplars of inclusive, holistic, and future-ready education, showcasing best practices in infrastructure, pedagogy, and wellbeing.
- Teachers will be trained in **inclusive pedagogy and first-level mental health support**, with a focus on creating safe, responsive, and emotionally supportive classrooms for all learners.
- Schools will begin mapping and addressing **barriers to access** for marginalized groups, including girls, migrant children, and tribal learners, using data from UDMS and community consultations to design localized solutions.
- Maharashtra will promote **student voice and agency** by creating platforms for expression, feedback, and participation in school development activities, ensuring every child feels safe, heard, and valued

Mid Term (2030–2035): Bridging Gaps & Expanding Access

- Maharashtra will construct **residential hostels in migration-prone districts** and implement **academic bridging programs** for mobile learners, ensuring continuity in education and reducing dropout risks.
- The state will integrate **migrant child tracking systems** with UDISE+ for real-time data monitoring and targeted support, enabling responsive planning and resource allocation.
- All schools will be equipped with **inclusive teaching–learning materials**, including **resource kits for Children with Disabilities (CwD)**, supported by demonstration units in DIETs and regular teacher training.
- Maharashtra will promote **community-based learning tools** such as **community radio, audiobooks, and tactile resources** for children with visual and auditory impairments, ensuring multi-modal access to education.
- A statewide rollout of **inclusive pedagogy training** will be conducted for all teachers, focusing on **differentiated instruction, classroom equity, and universal design for learning**, aligned with NEP 2020.

- The state will strengthen **parent and community participation** in school development through structured awareness campaigns, inclusive planning processes, and capacity-building of School Management Committees (SMCs).

Long Term (2036–2047): Inclusive Excellence

- Maharashtra will achieve **zero learning gaps** across caste, gender, geography, and economic backgrounds through sustained, data-driven interventions, inclusive pedagogy, and targeted support systems.
- Every school will institutionalize **school-based wellbeing programs**, including **peer support groups, mental health clubs, and life skills education**, fostering emotionally resilient and socially aware learners.
- The state will ensure that all schools are equipped with **resource centers for inclusive education**, featuring **assistive technologies, trained facilitators**, and universal design principles to support diverse learning needs.
- Maharashtra will emerge as a **national role model for inclusive education**, showcasing scalable best practices in accessibility, equity, and wellbeing through its PM Shri, CM Shri, and Anandi Gurukul Schools.
- Students will be empowered through **voice and agency platforms**, enabling active participation in school governance, curriculum feedback, and community engagement, ensuring every learner is heard, respected, and supported.

Pillar 5: Governance, Policy Reform & Lifelong Learning

Short Term (2025 to 2029): Digitization, Quality Assurance & Vocational Foundations

- Maharashtra will build a **digitally enabled governance framework** by launching an integrated portal for **automated teacher transfers, postings, and grievance redressal**, ensuring transparency, efficiency, and accountability in human resource management.
- The state will implement the **School Quality Assessment & Accreditation Framework (SQA&AF)** across all government schools, with baseline assessments and capacity-building for school leaders and education officers to drive quality assurance.
- A **real-time school performance dashboard** will be developed by integrating SARAL, UDISE+, PAT, and other systems, enabling data-driven decision-making and public access to key indicators.
- Maharashtra will initiate **vocational education from Grade 6**, supported by **NSQF-aligned starter kits**, pre-vocational teacher training, and partnerships with local professionals for experiential learning sessions.
- The state will lay the foundation for a **lifelong learning ecosystem** by promoting community learning centers, adult literacy programs, and digital platforms for continuous skilling and reskilling.
- Maharashtra will **empower education department officials** through structured training on NEP, NCF, and governance tools, while **strengthening DIETs** with upgraded infrastructure and digital platforms for capacity building. **Annual training modules for SMCs** will be institutionalized to enhance participatory governance and school-level planning.

Mid Term (2030–2035): Community Empowerment & Skill Integration

- Maharashtra will empower **School Management Committees (SMCs)** in every school through structured training modules, enabling them to actively participate in school governance, budgeting, and development planning.
- The state will develop **real-time school performance dashboards** by integrating SARAL, UDISE+, PAT, and other systems, enabling transparent monitoring, predictive analytics, and responsive decision-making at all administrative levels.
- A framework of **Key Performance Indicators (KPIs)** will be established for schools, teachers, and students to guide strategic planning, resource allocation, and continuous improvement.
- The state will institutionalize **skill-based courses and internship programs** across secondary schools, aligned with industry needs and the National Skills Qualification Framework (NSQF), fostering career readiness and lifelong learning.

- Maharashtra will initiate **policy reform pilots** through collaboration with SCERT, DIETs, universities, and think tanks, enabling evidence-based innovation in curriculum, pedagogy, and school governance.
- The state will **institutionalize continuous professional development** for all education officials through LMS-based systems and DIET-led training hubs. SMCs will receive **yearly training aligned with evolving policy frameworks**. DIETs will lead policy reform pilots in collaboration with SCERT and universities, fostering innovation in curriculum, pedagogy, and school governance.

Long Term (2036–2047): Transparent Governance, Policy Innovation & Lifelong Learning Ecosystem

- Build a **fully automated and integrated education governance architecture**, covering HR, finance, infrastructure, and academics—ensuring seamless workflows, predictive planning, and real-time responsiveness across all administrative levels.
- Enable **public access to school performance dashboards**, grievance redressal status, and key indicators through open data platforms, fostering **citizen trust, accountability**, and participatory governance.
- Institutionalize **Policy Labs and Innovation Cells** within SCERT and DIETs to design, test, and scale **evidence-based reforms** in curriculum, pedagogy, school leadership, and inclusive education - leveraging insights from global best practices and traditional Indian wisdom.
- Collaborate with **universities, NGOs, and think tanks** to co-create and evaluate **adaptive education policies** that respond to emerging societal, technological, and environmental challenges.
- Expand the **lifelong learning ecosystem** by scaling **Community Learning Centers** and digital platforms offering adult literacy, skilling, and micro-credentialing - ensuring inclusive access to education across age groups and geographies.
- Engage **retired educators, community mentors, and civil society organizations** as facilitators in lifelong learning programs, supported by **learner portfolios, skill certifications**, and outcome tracking systems.
- Position Maharashtra as a **national and global leader in educational innovation**, showcasing scalable models in governance, policy reform, and lifelong learning through its **PM Shri, CM Shri, and Anandi Gurukul Schools**.
- Maharashtra will **establish a resilient and adaptive education governance ecosystem** through fully automated systems, predictive planning, and transparent dashboards. **DIETs** will evolve into **centers of excellence** for policy innovation and leadership development. SMCs will be embedded into school governance cycles through annual capacity-building programs, ensuring inclusive, data-driven, and sustainable decision-making.

Macro Goals

Metric	Stage	Current Status	2029 Target	2047 Target
GER (Gross Enrolment Ratio)	Foundational	41%	70%	100%
Dropout Rate	Secondary	7.7	<4% at secondary level	Near-zero dropout across all levels
NAS (National Achievement Survey)	% of secondary students at proficient and advanced level	<22%	>50%	100%
PGI (Performance Grading Index)		Prachesta -3	Uttam	Daksh



सत्यमेव जयते
महाराष्ट्र शासन



नरेंद्र मोदी
प्रधानमंत्री



देवेंद्र फडणवीस
मुख्यमंत्री

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विकसित महाराष्ट्र २०४७ : महाराष्ट्राचे विजन डॉक्युमेंट

विकसित

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लिंक वर क्लिक करा
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विकसित महाराष्ट्राची रूपरेखा ठरविण्यास द्या आपला सहभाग

नागरिक सर्वेक्षण

कालावधी १८ जून ते १७ जुलै, २०२५



देवेंद्र फडणवीस
मुख्यमंत्री



एकनाथ शिंदे
उपमुख्यमंत्री



अजित पवार
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अॅड. आशिष जयसवाल
राज्यमंत्री, वित्त व नियोजन विभाग

नियोजन विभाग, महाराष्ट्र शासन