Concept Note: RISHTA (Recruiting Industry Supporting Holistic Training with Alignment)

1. **Introduction**

The Department of Industrial Promotion/ MSME, Department of S&T, Department of Technical Education, Skill Development, and Employment recognize the growing need to bridge the gap between industry requirements and educational outputs in technical education and skill development institutions. In response, the departments aims to establish " RISHTA," a platform designed to foster direct collaboration between industry stakeholders and skill development/technical education institutions. This effort aligns educational activities with the evolving needs of various industries, enhancing employability and readiness among graduates.

2. **Objectives**

i. Alignment: Sync technical education and skill development programs with real-time industry requirements.

ii. Adoption: Encourage industries to adopt Industrial Training Institutes (ITIs) and Technical Education Institutions in whole, or specific departments/trades or students.

iii. Integration: Integrate industry expertise into the training process to ensure courses remain relevant and forward-thinking.

iv. Coordination: Streamline this collaboration through the Centre for Trainers and Practitioner’s Development at Global Skills Park, Bhopal.

3. **Key Features**

i. Industry Partnerships: Foster strong collaborations by encouraging industries to take proactive roles in shaping curricula, contributing to course content, and providing hands-on training.

ii. Customized Training: Enable institutions to tailor their training modules based on direct input from adoptive industries, ensuring that students develop skills currently in demand.

iii. Expert Involvement: Involve seasoned practitioners from industry sectors as mentors, guest lecturers, or consultants to actively participate in the training process.
iv. Enhanced Employability: Equip students with the skills, knowledge, and experience necessary to meet industry standards and expectations, improving their job readiness.

4. Implementation Strategy

i. **Stakeholder Engagement**: Organize collaborative meetings with industry leaders and educational institutions to outline and agree on the scope of the adoption process.
ii. **Develop Frameworks**: Create guidelines and frameworks for the adoption process tailored to the needs of different industries and educational institutions.
iii. **Pilot Programs**: Launch pilot partnerships to test and refine strategies before broader implementation.
iv. **Training of Trainers**: Conduct workshops and training sessions at the Centre for Trainers and Practitioner's Development to prepare educators on integrating industry input effectively.
v. **Continuous Feedback Loop**: Establish a feedback system for continuous enhancement of curricula and training methodologies based on industry advancements.

5. Expected Outcomes

i. **Increased Employability**: Graduates will possess skills that directly align with industry demands, improving job placement rates.
ii. **Enhanced Curriculum**: Educational content will evolve regularly in response to technological and industry advancements.
iii. **Improved Industry-Academia Relationship**: A strong, sustainable partnership between educational institutions and industries will emerge, fostering innovation and development. The funds provided to institutions through industry support will be reinvested in promoting technical education and skill development within the state, further strengthening these relationships. Additionally, the industries involved will have a say in

determining how these funds are utilized, ensuring that the collaboration remains mutually beneficial and aligned with both educational and industry needs.

iv. **Enhancing Investment Facilitation Through Industry Involvement:** Currently, investment facilitation is dependent on the employment generation capabilities of industries. The state might consider making upfront investment by industries in skill development and technical education a criterion for investment facilitation. When industries participate in skill development and technical education, the quality of these processes is likely to improve. This is because industries are more likely to invest in individuals they plan to employ, leading to closer attention to the educational process by the end consumer—the industry itself.

6. Conclusion

The RISHTA platform represents a strategic initiative to align technical education with industry needs, ensuring that the workforce of Madhya Pradesh remains competitive and dynamic. It is proposed that a benchmark amount of Rs. 1 lakh be set for ITIs, Rs. 1.5 lakhs for GSP/Polytechnics, and Rs. 2.5 lakhs for engineering colleges. By leveraging the expertise and resources of various stakeholders, this initiative promises to create enriched learning environments, produce job-ready graduates, and foster thriving industry relationships. The Department of Technical Education, Skill Development, and Employment, along with the Department of Science and Technology and the Department of Industrial Promotion/MSME, is committed to driving this impactful change through RISHTA.