



Manual on Functioning of Institute Management Committees and District Board of Management



Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Published by

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices

Bonn and Eschborn, Germany

TVET Sector Support Programme

House 23, Street 55, F-7/4,

Islamabad, Pakistan

T +92 51 8469 120

F +92 51 2608 860

www.giz.de

www.tvetreform.org.pk

Responsible

Mr. Hans-Ludwig Bruns, Head of Programme, TVET Sector Support Programme

Mr. Muhammad Ali Khan, Team Leader, Private Sector Engagement (DV), Punjab, Khyber
Pakhtunkhwa, GB & AJK

TVET Sector Support Programme, Pakistan

Author

Mr. Shaban Babar Baig – Saadat Shaban Adnan Associates (SSAA)

Edited by

Ms. Sonia Emaan, Technical Advisor Communication, TVET Sector Support Programme

Mr. Qaiser Sarwar Khan, Technical Advisor, M&E/Programme Management

TVET Sector Support Programme, Pakistan

Layout & design

Mr. Niaz Muhammad, Junior Communication Officer,

TVET Sector Support Programme, Pakistan

August 2018

This document has been produced by the TVET Sector Support Programme, which is funded by the European Union and the Federal Republic of Germany. The Programme has been commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and is being implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close collaboration with the National Vocational and Technical Training Commission (NAVTTTC) as well as provincial Technical Education and Vocational Training Authorities (TEVTAs), Punjab Vocational Training Council (PVTC) and private sector organizations. The analysis, results and recommendations of this study represent the opinion of the authors and does not necessarily reflect the position of GIZ.

Manual on Functioning of Institute Management Committees and District Board of Management



“For the prevailing economic development across the globe there is ever increasing requirement for the highly skilled human resources”

(Editha et al, 2011)

Contents

Type of Members.....	6
Number of Members.....	6
Term of Members	6
Profile of Convener	7
Prerequisite.....	7
Function	7
Characteristics	7
Qualities, skills and knowledge.....	7
Do's and Don'ts	8
Role of the Convener	8
Main duties of the Convener.....	8
1. To provide leadership	8
2. To ensure the Committee functions properly.....	8
3. To ensure the Committee is managed effectively.....	9
4. To represent the Committee as its figurehead.	9
Profile of Secretary	9
Prerequisite.....	9
Function	9
Characteristics	9
Quality, skills & knowledge	9
Do's and Don'ts	10
Secretary's Role at Meetings.....	10
Before the Meeting	10
At the Meeting.....	10
After the Meeting	11
Secretary's additional Role.....	11
Profile of Member	11
Prerequisite.....	11
Function	12
Responsibilities	12
Committee Formation Process.....	12
Call for Nominations	13
Finalization of Convener/ Committee Member	13
Invitation to Convener/ Committee Member	13
Invitation acceptance by Convener / Committee Member	13
Notification of IMC formation by TEVTA / PVTC.....	14
Onboarding of Convener/ Committee Member	14
Removal of Members	14
Co-opted Members	14
Agenda setting and Notice for Meeting	15
Circulation of Agenda	15
Arrangement of Meeting Venue.....	15
Meeting Session.....	15
Control	16
Coax	16
Compare.....	16
Summarize	16
Decision Making	16
Recording of Minutes and Attendance	16

Approval and Circulation of Minutes	17
Follow-up of Minutes.....	17
Annual Conference	20
Types of Engagement	22
Benefits for Committee	23
Benefits for enterprises/industry	24
Benefits for Students	24
Building relationships.....	24
Barriers to Engagement.....	25
Barriers for Industry	25
Barriers for Committee.....	25
Identification of Potential Partners	27
Potential partnerships.....	27
Training Need Assessment (TNA)	27
Industry Survey	28
Date Collection Techniques.....	28
Seed Money	29
Research & Survey.....	29
Renting Space & Facilities.....	29
Business Incubation Center	29
Revision and Introduction of New Courses.....	31
Development of Delivery and Assessment Strategies.....	31
Step 1: Establish the delivery and assessment context	32
Step 2: Identify participant and enterprise needs	32
Step 3: Select the relevant qualification and units of competency	33
Step 4: Determine the structure, mode and sequence of delivery and assessment..	33
Step 5: Confirm staffing and infrastructure requirements.....	34
Step 6: Establish the assessment validation process	34
Step 7: Document the delivery and assessment strategies	34
Trainer and Staff.....	35
Industry Exposure Visits.....	35
Industrial Attachment.....	35
Refresher Courses	35
Committee Member	36
Orientation on Committee's mandate and working.....	36
Students.....	36
Industry Exposure Visits.....	36
Career Counselling.....	37
Where am I now?	37
Where do I want to be?.....	37
Making a decision	38
How am I going to get there?	38
Apprenticeship	38
Internships.....	39
Entrepreneurial Training	39
Job Fair	40

Acronyms

CAC	Center Advisory Committee
CCI	Chamber of Commerce & Industries
CMC	Centre Management Committee
DBoM	District Board of Management
FDG	Focus Group Discussion
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IMC	Institute Management Committee
KP-TEVTA	Khyber Pakhtunkhwa Technical Education & Vocational Training Authority
NAVTTTC	National Vocational & Technical Training Commission
NGO	Non Governmental Organization
NVQF	National Vocational Qualification Framework
NVTP	National Vocational Training Project
NVTS	National Vocational Training System
PVTC	Punjab Vocational Training Council
RoB	Rules of Business
SSC	Sector Skill Council
SSDP	Sindh Skills Development Project
STEVTA	Sindh Technical Education & Vocational Training Authority
TEVTA	Technical Education & Vocational Training Authority
TNA	Training Need Assessment
ToRs	Terms of Reference

Introduction

It is now generally recognized that, in order to be effective, skills development strategies must at the very least take account of, but preferably involve, the private sector. The principal purpose of skills development, for both social and economic reasons, is to help people to gain marketable skills and then support them in finding decent employment in which they can utilize these skills. To do so requires an in-depth knowledge of the labor market and the ability to translate that knowledge into training programs which will attract unskilled, or under-skilled, job-seekers.

In Pakistan, the National Vocational Training Project (NVTP), which began in July 1981, was designed to create a national vocational training system (NVTS) as outlined in the National Training Ordinance of March 1980.

Early in 1983, the Government of Pakistan requested the World Bank to provide further assistance in vocational training in a second phase of the above project. Activities were to take place specifically in rural training, women's training, increasing the participation of industry, establishing permanent instructor training facilities, and equipping existing centers whose facilities were not up to the standards. Phase II of NVTP started in April 1987.

There were gaps in training provided by government training institutions which had not been responsive to the training needs of the labor market. In order to address the situation, (04) four Skill Development Centers and twenty Centre Management Committees (CMC) were established in training centers. The increased autonomy of the centers was expected to encourage flexible and diverse training programs designed to respond to changing labor market needs.

CMCs started on 12th February 1993 in Sindh in NVTP Phase II. According to document of the World Bank 'Implementation Completion Report Second Vocational Training Project, June 24, 1997' "Employers-led formal mechanism to partially decentralize the management of training centers were Center Management Committees (CMCs) which replaced the previously ineffective Center Advisory Committees (CACs).

The Government established the Sindh TEVT Authority (STEVTA) in August 2008 to manage TEVT Institutions. In the early 1990s and on the recommendation of World Bank, the formation/constitution of Center Management Committees (CMCs) - renamed Institute Management Committees (IMCs) took place. The first IMCs (with Chairpersons from industry) were formed in 1993 and were notified by the Directorate of Manpower and Training. Gazette Notifications were issued to 20 Centers in all Provinces.

Two-hundred IMCs were formed under Sindh Skills Development Project SSDP. According to a rough estimate at least 60-70% were only on paper. The Robs for IMCs, developed by STEVTA have been notified by the Sindh government after being approved by the Chief Minister Sindh (on 26th May 2017). Through KP-TEVTA Act, 2015 the board made regulations which fortify the importance of IMCs. KP-TEVTA is so far the most successful in forming and running IMCs.

Punjab TEVTA established District Board of Management (DBoM) in 2000. A large number of Departments and agencies are engaged directly and indirectly in training at the provincial level but with little coordination. This fragmented structure reduces our ability to exploit complementarities between various skills training programs and between these programs them and other interventions.

A recent study conducted by the TVET Sector Support Programme of GIZ revealed that apart from operational and financial issues, the successful implementation of programs under IMCs would be constrained by the lack of required understanding and the readiness of notified IMCs to take up their role at the Institutes, as the principals noted that most of the time their Chairpersons or members are either abroad or otherwise not available.

It is in this backdrop, that need for a manual was greatly felt to support IMC or DBoM in effectively managing their responsibilities whilst fostering a mutually beneficial industry-institute relationship.

Institute Management Committee / District Board of Management – What is Common?

At the core, Institute Management Committee (IMC) and District Board of Management (DBoM) are very similar in terms of Roles and Responsibilities. However, there is a slight difference, when it comes to geographical coverage.

Institute Management Committee scope of work covers a single institute. On the other hand District Board of Management may be responsible for more than one institute located in one district.

Since the objective of this manual is to support IMC / DBoM in carrying out their roles and responsibilities effectively, therefore for the convenience, word “Committee” is used to refer to IMC or DBoM.

Roles and Responsibilities

The committee plays an important role in effective management of the institute(s) through active involvement of the industry. Here are some generic¹ roles and responsibilities of the committee(s):

1. Identify local employment opportunities or requirements of skilled labor force
2. Prepare annual training plan based on identified training needs
3. Ensure optimum utilization available facilities and monitor training costs
4. Reflect on the effectiveness of the prescribed training courses and suggest remedial actions
5. Generation and utilization of IMC funds
6. Selection & management of training programs to be offered
7. Faculty evaluation, development and suggesting/requesting TEVTA / PVTC for promotion
8. Facilitating enterprise based training (on-the-job, off-the-job & apprenticeship training)
9. Facilitating placements of pass outs
10. Overseeing equipment maintenance
11. Support TEVTA / PVTC Institute in organizing seminars, workshops and exhibitions
12. Formation of sub-committees (when required)
13. Providing suggestions for Curriculum revision / development
14. Assessment & examination supervision
15. Facilitate career guidance and counselling
16. Mentors and guest Lecturers
17. Offer internal/external Consultancies
18. Input in hiring of Institute's faculty members
19. Develop and propose to TEVTA / PVTC a sustainable and effective mechanism by which inputs on above mentioned functions is communicated to the TEVTA / PVTC board for its consideration wherever relevant.
20. Promote public private joint ventures for income generation and enhancement of training quality

¹ Reference existing Rules of Business (RoB) of Notified IMCs

Formation

The Committee shall comprise preferably of 5 to 10 members (including its Convener and the Secretary) of which 50% are recommended to be from local industry including its Convener; at least 10% from civil society, communities and 40% Government representatives

Type of Members

There are three type of members in the committee

1. Convener (Chairperson)
2. Secretary
3. Member

The Committee may co-opt any person against the vacant position for the remaining tenure of the Committee in the event of any casual vacancy (e.g. death, resignation, removal etc.).

Number of Members

The composition of committee may vary from province to province and from organization to organization.

Term of Members

The term of office of committee member shall be realistic and clearly defined in Rules of Business, notified by competent authority.

Profile of Convener

Prerequisite

- An employer preferably from manufacturing industrial or services sector having experience of successfully running his/her own business with 5-10 years of experience OR senior employee of a reputable organization having at least 10 years of experience.
- At least a graduate from a reputed institute.
- Nominated from the local leading industry or business

Function

- Advisory and Supervisors
- Chairing the Committee Meetings

Characteristics

The Convener plays a key role in management committee. Below are summarized some of the key qualities, skills and knowledge that are characteristic of an effective Convener.

Qualities, skills and knowledge

A Convener will:

- speak clearly and succinctly;
- be sensitive to the feelings of members;
- be impartial and objective;
- start and finish on time;
- ensure availability for meetings
- vision and mission oriented
- be approachable;
- have an understanding of the TVET sector;
- be tactful;
- have knowledge of the key networks;
- be able to delegate;
- be a good strategist;
- be a strong networker;
- be good at team building;
- consider succession planning across the board;
- plan for skills development of themselves and the committee;
- preferably have experience of managing committees;
- show interest in member's viewpoints;
- have sound knowledge of the committee scope of work;
- have an ability to respect confidences; and
- Ensure decisions are taken and recorded.

Do's and Don'ts

A good Convener will:

- Make all members feel valued
- Strive for consensus, using his/her casting vote sparingly
- Listen to others
- Encourage new faces onto committee
- Plan for the future
- Make new members feel welcome
- Allow others to take responsibility
- Keep calm
- Know when to stand down

A good Convener will not:

- Be the person who talks most at the meetings
- Make all the decisions
- Allow one or two people to dominate meetings
- Cut people out of discussions
- Allow meetings to become unproductive
- Make people feel foolish or useless
- Force people to contribute to discussions
- Lose his/her temper
- Stay too long

Role of the Convener

Chairing is a key role on a Committee. The Convener must ensure that the Committee functions properly, that there is full participation during meetings that all relevant matters are discussed and that effective decisions are made and carried out.

The role of a Convener is time consuming, with work between meetings and external representation of the committee.

Main duties of the Convener

The responsibilities of a Convener are as follows:

1. To provide leadership

The overarching role of the Convener is to provide leadership, they must be an effective strategist and a good networker.

2. To ensure the Committee functions properly.

The Convener is responsible for making sure that each meeting is planned effectively, conducted according to the agenda and that matters are dealt with in an orderly, efficient manner. The Convener must make the most of all his/her committee members, building and leading the team. This also involves regularly reviewing the Committee's performance.

3. To ensure the Committee is managed effectively.

The Convener must ensure that appropriate policies and procedures are in place for the effective management of the committee.

4. To represent the Committee as its figurehead.

The Convener may from time to time be called upon to represent the Committee and sometimes be its spokesperson at, for example, functions or meetings.

Profile of Secretary

Prerequisite

Principal of the concerned TEVT / PVTC Institution.

Function

- Management
- Operations
- Implementation

Characteristics

The role of Secretary of a Committee can be key to the efficient functioning of the Committee.

Below are some of the qualities, skills and knowledge which should be demonstrated by those carrying out this role.

Quality, skills & knowledge

A good Secretary will:

- be methodical, with a good eye for detail;
- be well organized, with an orderly mind;
- bring objectivity to the proceedings;
- deal promptly with correspondence;
- be able to take accurate notes of meetings;
- make sure members receive all the necessary material;
- bring the necessary material to the meeting;
- work well with the Convener ;
- ensure quorum is met for meetings; and
- Have knowledge or experience of committee procedures.

Do's and Don'ts

A good Secretary will:

- Be organized.
- Keep copies of all correspondence.
- Check quorum is met for meetings.
- Respect confidentiality.
- Work closely with the Convener.
- Make it easy for others to take over by keeping clear records.
- Prepare for meetings well in advance.
- Summarize discussions effectively.
- Keep people informed.
- Ensure accurate minutes of meetings are kept.

A good Secretary will NOT:

- Ignore correspondence.
- Keep information to her/himself.
- Be late for meetings.
- Throw away important papers.
- Write down trivial details of all discussions at every meeting.
- Rely on his/her memory.
- Repeat private conversations.
- Organize meetings at the last minute.

Secretary's Role at Meetings

The Secretary is crucial to the smooth running of a Committee meeting. This involves activities before, during and after Committee meetings.

In order to be effective, the Secretary of the Committee should ensure that they carry out the following activities:

Before the Meeting

- Consult with the Convener on the order of business for the meeting, and the way in which it should be dealt with on the agenda. Decide what business requires discussion and what requires a decision by the Committee;
- Ensure that the notice of the meeting is given, that suitable venue is arranged and confirmed, and that copies of the agenda is prepared;
- Ensure that timely follow ups have been acquired from the relevant persons on the decisions of the previous meetings
- Circulate to all members (a) any papers to be discussed at the upcoming meeting and (b) a copy of the agenda, minutes of the previous meeting; and
- Make sure that any reports or information requested at the last meeting is available.

At the Meeting

- Arrive in good time before the meeting with the minutes and with all the relevant correspondence and matters for that meeting, in good order. Record the names of those who are present, and convey and record apologies received from those who are absent;

- Read the minutes of the previous meeting, and reflect upon the implementation status of the decisions taken.
- Report on action or matters arising from the previous minutes. Read any important correspondence that has been received;
- Unless there is a Minutes Secretary, take notes of the meeting, recording the key points and making sure that all decisions and proposals are recorded, as well as the name of the person or group responsible for carrying them out. Make sure action points are clear; and
- Make sure that the Convener is supplied with all the necessary information for items on the agenda, and remind the Convener if an item has been overlooked.

After the Meeting

- Prepare a draft of the minutes (unless there is a minutes secretary) and consult the Convener and most senior staff member (where relevant) for approval;
- Timely dissemination of meeting minutes among all members of the committee.
- Send a reminder notice of each decision requiring action to the relevant person; this can be done by telephone, or by an 'action list' with the relevant action for each person duly marked; and
- Promptly send all correspondence as decided by the Management Committee.

Secretary's additional Role

Apart from Secretary's role at the meeting. The Secretary will also be responsible for follow-up on all decisions made by Committee. The Secretary with the consent of Convener, may assign this role to competent member of committee.

Profile of Member

Prerequisite

- Representatives of the relevant Employers from the local industry preferably including a Woman
- Representatives of Workers nominated by the accredited Trade Union or from amongst the workers of the local industry
- Member of the Chamber of Skilled Crafts.
- Nominations from local accredited NGO / Training Organization including trade experts.
- Regional Manager / Manager, Employment Exchange/Job Placement Cell officer or any other relevant person from the TEVTA / PVTC Institute.
- Graduate from the TEVTA / PVTC Institute

Function

- Advisory
- Technical Support for Implementation

Responsibilities

- Attend committee meetings regularly
- Carry out agreed actions set by the committee
- To make decisions as a collective group and hold joint responsibility for decisions and actions taken by the committee, even in their absence. They are responsible for ensuring that all decisions are taken in the best interests of the committee and that their role is carried out effectively.

Committee Formation Process



Call for Nominations

Three months prior to the ending of the term of the committee, the committee secretary shall inform the relevant TEVTA / PVTC or the administrative department about the last date of committee tenure.

The secretary then call for nominations in writing ([Annex 4a.](#)) from relevant organizations/ Business, Industry Associations as per the criteria defined in the member profiles or Rules of Business, whichever are recent. The deadline for receipt of nomination should not go beyond one calendar month.

Finalization of Convener/ Committee Member

After receipt of the nomination, the Committee Secretary shall present the list of nomination received in the committee meeting for discussion and approval. The committee may finalize at least 3 potential members against every membership available, in case, if any potential member declines committee membership offer.

The list of finalized committee members shall be shared with TEVTA / PVTC for review and approval.

Invitation to Convener/ Committee Member

After the approval from committee and TEVTA / PVTC, the committee Secretary shall issue invitation letters ([Annex 4b.](#)) to the approved / finalized potential members for the membership of the committee. The following documents to be shared along with invitation letter:

1. Recent copy of Committee Rules of Business
2. Committee Progress Report / List of achievements
3. Roles and responsibilities of Convener(only for potential Convener)
4. Roles and responsibilities of Member (only for potential member)
5. IMC Code of Conduct ([Annex 4c.](#))
6. Acceptance letter format ([Annex 4d.](#))

Invitation acceptance by Convener /Committee Member

After the receipt of all acceptances against invitation letters, the committee secretary with the consent of committee shall coordinate extra ordinary meeting for onboarding of new members. The committee secretary shall issue invitation letters to all finalized new members for a date and time agreed by all members of the committee for maximum participation.

In case, any potential member declines the invitation, the committee secretary shall issue invitation letter to the next in line potential member.

Notification of IMC formation by TEVTA / PVTC

Soon after receipt of all letters of acceptance, the secretary IMC shall submit a request to TEVTA / PVTC along with list of new members for issuance of a formal notification of IMC formation along with Committee's Terms of Reference (ToRs) with new tenure.

Onboarding of Convener/ Committee Member

An extra ordinary meeting of the committee may be planned for the purpose of onboarding of new committee members with TEVTA / PVTC representation through special invitation. The agenda may include following in addition to the regular agenda items:

1. Committee background and importance
2. Briefing on Committee Rules of Business
3. Committee past performance and future projects
4. Regular agenda items

Removal of Members

On the resolution passed by two third majority of Committee, relevant TEVTA / PVTC may remove a Convener/ Member from IMC against the following reasons:

1. Breach of IMC Code of Conduct
2. Regular absence from consecutive meetings without (specified in RoB) without prior notification.
3. Criminal offence

Co-opted Members

The Committee may co-opt any person against (in accordance of membership criteria) the vacant position for the remaining tenure of the Committee in the event of any casual vacancy (e.g. death, resignation, removal etc.).

Procedure to Conduct Meetings

Agenda setting and Notice for Meeting

It is suggested, that committee at its first meeting at the start of year may decide on the dates of all meetings planned to be held in the running year. However, the committee may choose to decide date of every meeting separately through notice to the members.

In former case, as mentioned above, the secretary shall circulate dates of all meetings planned to be held in the running year through notice to the members including TEVTA / PVTC for information and record.

In later case, the secretary shall at least 30 days in advance, issue a notice of meeting with the consent of Convener confirming a proposed suitable date and time from all members.
(Annex 5a.)

Circulation of Agenda

The Secretary shall ensure that after receiving confirmation from members, agenda items and working papers to be circulated at least seven working days in advance. (Annex 5b.)

The Secretary shall circulate meeting agenda items to all members with a copy for information to TEVTA / PVTC.

Arrangement of Meeting Venue

Secretary with the consent of Convener will finalize venue for meeting at the time of issuance of Notice for meeting.

The preferable venue for the meeting is the Institute premises. However, if it is not available or lacks required amenities then a suitable venue need to be finalized with minimum possible expense to the committee budget.

Meeting Session

In order to make every meeting session effective, it is important to set out rules for discussion, time and deliberation to avoid unnecessary debates and wastage of time.

Following are few points for committee members to consider for committee meetings.

Control

- Maintain control. Set out any time limits.
- Allow flexibility and freedom of expression.
- Keep to the agenda.
- Ensure quorum is present.
- Ensure time is used effectively.
- Ensure that proper minutes are taken.

Coax

- Ensure full participation.
- Draw out quieter members and discourage those who are monopolizing the meeting.
- Be prepared to highlight issues that no-one else will, and to be the one who always has to ask the awkward questions.

Compare

- Weigh up contributions impartially.
- All points in favor of a point should be summarized against all points not in favor.
- Clarify
- Ensure everyone understands what is being discussed.

Summarize

- Ensure that if jargon and abbreviations are used, all present understand them.
- Ensure that decisions are recorded, together with who is going to implement them. It can be useful to record decisions on a flip-chart as they are made.

Decision Making

- Ensure that decisions are taken in the context of the IMC objectives and strategy and that they are recorded, together with who is going to implement them.

Recording of Minutes and Attendance

Minutes and Attendance ([Annex 5c.](#)) are an essential record of what has happened at a committee meeting. They need to be accurate, succinct and circulated in a timely manner.

Minutes should be detailed enough to give an accurate record of the attendance at the meeting, the content of the meeting and clearly follow the agenda. Having good minutes prevents time being wasted by going over ground which has already been covered. The secretary is responsible for taking minutes and ensuring they are circulated. A standard

format (Annex 5d.) may be followed for the ease of preparing minutes' document and for convenience of reader to traverse through minutes and compare easily.

Approval and Circulation of Minutes

Within seven working days from the date of meeting The Secretary with the approval of Convener, circulate the minutes of meeting through formal notice (Annex 5e.) for information and record of all members.

Follow-up of Minutes

With the circulation of minutes, the Secretary will summarize the decisions made in the meeting for the sake of follow-up with all relevant. (Annex 5f.)

Appointment of Sub-Committee

- a) The Committee may appoint sub-committee for a specific purpose specified by committee (a special project or function) through formal approval in committee meeting.
- b) The Convener of the sub-committee shall be appointed by Committee.
- c) Where a sub-committee is appointed, the rules of business and procedure of sub-committee will be defined by IMC.
- d) A proper ToRs for the sub committees may be formulated and dispersed among the members with proper notification by the Committee
- e) A clear time lines should be mutually agreed for the proposed assignment of the sub committee

Annual Planning

Annual planning is the process of planning goals over a period of year along with their timelines. It describes milestones to be achieved during a given operational period. An annual plan is the basis for, and justification of an annual operating and developmental budget request.

Annual plans should establish the activities and budgets. An annual plan draws directly from agreed engagements. An operational plan addresses following questions:

- Where are we now?
- What do we want to achieve?
- How long it should take?
- Who is responsible?
- What resources are needed?

The annual plan is both the first and the last step in preparing a budget, personnel and operational request. As the first step, the annual plan provides a plan for resource allocation; as the last step, the annual plan may be modified to reflect policy decisions or financial changes made during the budget development process.

Annual plans should be thoroughly discussed and agreed in committee meetings.

Annual plans should contain:

- activities to be delivered
- timeline
- Responsibility
- Status for monitoring

Annual Plan sample ([Annex 7a.](#))

Periodic Performance Review

Performance review is an important process to review the progress of implementation of annual plans, decisions, initiatives and projects. This also helps to identify factors retarding the progress and triggers the possible solution or alternative process.

Convener and Secretary must ensure that performance review remain constant agenda in every meeting. Additionally, based on the type of project or activity and its milestone a separate follow-up may also be devised and made part of the project or activity. Typically, weekly or fortnightly follow-up is an appropriate performance review mechanism.

It is suggested that TEVTA / PVTC may assign a dedicated focal person to coordinate all activities between committee and TEVTA / PVTC. This may include:

1. TEVTA / PVTC review and concurrence on decisions made by Committee
2. Monitoring and supporting Committee activities
3. Supporting in creating linkages with industry
4. Connecting Committee with income generation opportunities

Annual Conference

TEVTA / PVTC may arrange Annual Conference at a suitable location and invite Conveners and Secretaries of all Committees for:

1. Information sharing on policy matters by TEVTA / PVTC
2. Information sharing by Committees on progress
3. Industry engagement experiences and lesson learnt
4. Sharing of ideas
5. Networking
6. Brainstorming for common problems
7. Support commonly required by Committees from TEVTA / PVTC

Reporting

Reporting is not only an integral part of progress review and monitoring as well as a mode of communication of activities to all stakeholders.

Apart from regular reporting to TEVTA / PVTC on operational, developmental and financial matters and informing stakeholders who are directly or indirectly involved in any activity connected with Committee's initiatives, the committee may strive to use the progress reporting for rapport building for industry engagement and image building with potential students.

This may include but not limited to the following:

1. Publication of monthly or quarterly newsletters
2. Arrangement of workshops for industry to seek their input on projects under implementation
3. Publication of market trends and standards based on industry surveys conducted
4. Industry future labour requirement

Industry Engagement

Industry Engagement is also referred as Industry Partnership, skilling networks and employer engagement. Whatever, the term used for industry engagement; TVET is concerned with communication and relationship between key groups to ensure skilling activities meets need of employer.

Types of Engagement

Inform – Providing advice to industry / enterprises on activities that may relate to them.

Consult – Seeking feedback from industry / enterprises to help form your plans & strategies.

Participate – Involving industry / enterprises through a range of activities to foreground contemporary issues and to understand and consider these during decision making.

Partner – Collaborating with industry / enterprises to engage in long term mutual endeavors.

It is always good to formalize any engagement for record and division of responsibility. The committee may use Memorandum of understanding for the same. (Annex 10a.)

Industry engage with the training system because they expect that training will assist in achieving business objectives, such as:

- acquiring new skills
- bolstering productivity and profitability
- improving production quality
- staying ahead of the competition
- addressing staff turnover and skill shortages
- adapting to new technology and changes in work practices
- meeting quality system requirements
- complying with regulatory and licensing requirements
- improving safety
- keeping their customers through offering improved customer service.

Organizations view assessment of training needs as business tools. They want to be treated as customers and expect training organizations to respond to their needs with the right product, accurately described, reasonably priced and professionally presented.

In this environment, training are expected to be workplace-oriented, demand-driven delivery and assessment solutions that:

- directly address enterprise needs
- are informed by a knowledge of the enterprise
- and the industry in which it operates
- are sequenced to fit in with enterprise production and work schedules
- accommodate the needs of casual, shift and part-time workers
- reflect enterprise policy, procedures and work practices
- produce clear business outcomes
- offer the benefits of national recognition.

Engaging with enterprises/industry and involving them in the development of their assessment strategies will help to meet these needs.

The form of engagement varies from one situation to the next. In some contexts, enterprises/industry and Committee may be working in close partnerships where the enterprise has significant, direct input into the design of the Committee's assessment and training solutions. This is typical of situations where Committee has been engaged by an organization to deliver a particular service.

Students need to be sure that they have the appropriate skills, and employers need to be confident that prospective employees can perform at the required standard. Committee offering these programs need to consult with enterprises/industry and other stakeholders to ensure that assessment and consultative strategies are appropriate.

The form of engagement may be less direct and rely on Committee meeting with relevant organizations, conducting employer surveys or canvassing industry views on the programs they offer.

While the form of engagement may vary, it is critical that all Committee involve enterprises/industry in the development of their strategies. This ensures that the programs offered are appropriately targeted, provide students with the skills and knowledge required by enterprises/industry and reflect current work practice and standards of performance. It also helps to build confidence in the effectiveness of Committee.

Benefits for Committee

Some of the benefits to Committee in enterprise/industry engagement include:

- strengthening business networks and contacts
- ensuring that need assessment, trainings and processes reflect contemporary work practices
- confirming that performance standards are consistent with industry/enterprise requirements
- providing up-to-date information for trainers and assessors
- understanding the business culture within enterprises
- understanding the needs of small to medium-sized enterprises
- gathering information on the way in which skills are developed and enhanced in the workplace.
- active industry-institute engagement leads to attraction of students and thus increases enrollment

- fostering engagement of students post acquisition of training such as provision of internships, on the job trainings and even direct employment

Benefits for enterprises/ industry

Some of the benefits to enterprises/industry of engagement with Committee include:

- understanding what the enterprise can expect from people with competencies and qualifications
- influencing the way in which training is sequenced and delivered
- influencing the way in which evidence is collected and assessment decisions are made
- gathering information on different training strategies for the enterprise
- hiring services of qualified and cheap workforce
- gaining insight into whether it is preferable to hire people already trained, train them in-house or contract training services
- closer integrating of enterprise policies, procedures and work practices with the relevant industry competency standards
- better integrating of evidence collection and work activities.

Benefits for Students

Some of the benefits to candidates includes:

- increased confidence that the training delivered meets the relevant standards and enterprise requirements
- increased likelihood that assessment reflects the standard of performance required by enterprises
- improved quality and consistency of assessment, which improves portability and acceptance of qualifications
- greater awareness and acceptance by enterprises of the qualifications
- better understanding by employers of the demands placed on candidates through training
- better understanding by institute of the demands placed on candidates by enterprises/industry
- more accurate information on the special needs of candidates.

Building relationships

As well as identifying the appropriate enterprise, Committee that take a strategic approach to engagement also work on building strong relationships with each business. The key rules for establishing such relationships include:

- choosing the right person in the enterprise to act as the contact between the Committee and the enterprise — someone who has influence and commitment
- being flexible, that is, working within the timeframe and constraints of the enterprise

- ensuring regular contact with the enterprise and being prepared to invest time in developing the relationship
- establishing credibility through experience, knowledge, using the right language and providing solutions to problems
- recognizing that different people in the enterprise have different expertise and that being able to tap the expertise of both management and workers is critical for effective engagement.

Barriers to Engagement

While there is much to be gained from Committee engaging enterprises, there can be significant barriers to business participation. In some cases these barriers relate to the enterprise itself. These include:

Barriers for Industry

Financial Restraints – Preventing Industry from entering into partnerships as they may not see training or developing a relationship with Committee as an immediate positive benefit.

Lack of Trust in Training System – Enterprises not believing or in favor of long term training partnership as regards quality of training.

Complexity of the Training System – Industry perception that the sector is difficult to navigate and jargon-ridden.

Dissatisfaction with the Content of Training – The enterprise/ industry is not satisfied with the content of training in part or whole.

Barriers for Committee

Complexity of System – There are many stakeholders and it is often difficult to determine who can provide assistance at a systemic level and where best to be involved.

Financial Barriers – Developing strong relationships is a money and time consuming activity that does not happen quickly and may have no immediate returns. As such fostering relationships may not be seen as priority.

Staff /Trainer with necessary skills – To reduce the gap of training and demand through skilled trainers is again a time consuming activity and require focus approach.

In other cases, the barriers relate to the Committee. These include:

- a failure to focus on the issues of direct concern to enterprises, which means that consultations may lack value for business
- inflexible consultation strategies, which means that enterprises, especially SMEs, are unable to participate in meetings and other activities

- inadequately developed business networks, which means that potential enterprise participants are not identified or the same enterprises keep being invited to participate in consultation and validation activities
- the use of technical and jargon-laden materials that exclude people who do not have a background in training and education.

Some of the strategies that Committee may adopt to minimize these barriers are addressed below.

Barriers to Engagement	Possible action by Committee
Human, financial and time constraints	▪ Use short, concise consultation strategies. ▪ Engage in purposeful consultation that focuses on critical enterprise issues. ▪ Provide support services
Enterprise capacity to add value	▪ Provide evidence of impact of enterprise input on Committee delivery and assessment. ▪ Identify areas in which enterprise has capacity to add value
Lack of confidence in formal delivery and assessment	▪ Provide evidence of impact of formal training on enterprise performance.
Mistrust of external providers	▪ Use informal/formal networks for referral. ▪ Provide honest, realistic estimates of time required for consultation.
Lack of focus on business concerns	▪ Structure consultations around key enterprise issues. ▪ Distinguish between macro issues, i.e., broad approach to delivery/assessment and micro issues i.e. program level.
Inflexible consultation strategies	▪ Conduct consultations at times that suit enterprises. ▪ Use direct and indirect consultation strategies. ▪ Use face-to-face consultations conducted on site.
Limited business networks	▪ Use intermediaries to target enterprises and individuals. ▪ Target key influences, i.e., Chamber of commerce, industry association, suppliers, customers
Technical and jargon-laden materials	▪ Use plain English documentation. ▪ Provide targeted summaries of key documents. ▪ Provide information on key aspects of training system.

Identification of Potential Partners

A strategic approach is one in which Committee directly engage those enterprises/industry stakeholders that can add most value. Consultations with other stakeholders are then conducted to confirm the outcomes of initial consultations, test ideas and gather additional information.

They may involve direct contact, such as interviews and focus groups, or indirect contact, such as questionnaires, surveys and literature reviews. The enterprises that are most likely to “add value” to an Committee assessment and training services are those that employ or are likely to employ people who are assessed Committee training institutes.

Potential partnerships

- Industrial enterprises
- Sector Skills Councils (SSC)
- Chamber of Commerce & Industries (CCI)
- Clusters & Association
- Employers/Organizations (services sector)

Training Need Assessment (TNA)

TNA is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop.

The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. A sample questionnaire for assessing the training requirement is **Annex 10b**.

TNA can be applied to a single enterprise or to specific industry sector e.g. construction, hospitality, engineering and automobile. TNA can be used for technical as well as soft skill requirement of specific enterprise or industry.

TNA will support Committee to recognize current training needs of the industry / enterprises and also the future needs. A regular TNA activity will not only help in understanding the training requirement but also better understanding of the overall working of the industry.

Analysis of data received during TNA activity may also be a base to revise or update a qualification by requesting TEVTA / PVTC, if required.

NOTE: NAVTTC has developed a detailed manual on *Developing, Registering and Reviewing NVQF Qualifications*.

Industry Survey

Industry Survey is a great way to gather information on current situation and future plans of specific industry of enterprise. The data gathered through surveys will be of great importance as it will not only provide information but also assist Committees to prepare their Industry engagement plans and approach enterprises in an effective manner.

Committee may also offer Industry Survey as a product to Chamber of Commerce, Business Associations and enterprises.

Date Collection Techniques

The following are some techniques for acquiring data for TNA as well as Industry Survey. These may be applied independently or in combination.

Techniques	Details
<i>Structured Interview</i>	Quantitative Research method commonly employed in survey research to ensure that each interviewee is presented with same questions in the same order and that the answers can be reliably aggregated and that the comparison can be made between different survey periods.
<i>Semi-Structured Interviews</i>	Unlike the structured interviews, more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues become the basis for more specific questions, which do not to be prepared in advance allowing both interviewer and the person being interviewed the flexibility to probe for details or discuss issues.
<i>Observations</i>	Observations of working environment workers.
<i>Questionnaire Survey</i>	A Questionnaire is a survey instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis.
<i>Focus Group Discussion (FDG)</i>	Qualitative research method whose purpose is to obtain in-depth information on ideas and perception of a group and also to be more than a question answer session.

Income Generation

Seed Money

At the time of formation of Committee, relevant TEVTA / PVTC may provide seed money to cover administrative, operational & development activities at least for two years. This will enable Committee to run smoothly and focus on its role and responsibilities.

Research & Survey

Industry engagement can help Committee identify research and survey opportunities. This will not only be a source of income but also create a knowledge bank of current happenings and future trends of industry. This includes conducting broader industry surveys and focused research on enterprise / industry requirements.

Committee must identify the enterprise / industry information requirement and better if it is regular. For regular (monthly / quarterly / annual) requirements, committee may choose to design research product which has a wider client base.

The information gathered through research & survey will also help the committee to develop annual developmental and operational plans.

Renting Space & Facilities

Another good idea is to offer use of available space & facilities on charges to local enterprises for training, meeting and social events. This is possibly the easiest and manageable income generation activity possible.

Business Incubation Center

Supporting entrepreneurship in vocational education and training is important as this improves pathways to the labor market for students. Given the youth unemployment challenge, entrepreneurship can offer opportunities for youth to create jobs for themselves and for others. The Committee has an important role to play in supporting this by providing entrepreneurship training and business start-up support.

Business Incubation Center can be a stable source of income for the committee. This will provide opportunities for students to hone their competencies acquired through training and simultaneously make some money for themselves.

Industry in general and large enterprises in particular may be contacted to support the establishment of incubation center by providing equipment, renovation of space allocated by Committee, guidance in business model and using the products and services incubation center will offer.

Training Courses

Revision and Introduction of New Courses

Revision of course contents and assessment methodologies and introduction of new courses in response to industry requirement is pivotal for the Committee to be effective.

Engagement of Chamber of Commerce & Industries, Industry Associations, Sector Skills Council and conducting industry survey and training need assessment can provide great insight to the current and future short term and long term training needs. (Annex 12a.)

It is essential that relevant industry / enterprise have active role in training delivery and assessment methodology design of training to avoid gaps.

Development of Delivery and Assessment Strategies

Committee can develop delivery and assessment strategies in consultation with relevant enterprises and industry by taking following into account:

- the needs of candidates
- the requirements and practices of enterprises and industry
- the specifications in the relevant Training
- institute's capacity as well as the capacity of relevant enterprises to provide delivery and assessment opportunities for candidates

This process usually involves seven key steps:

Step 1: Establish the delivery and assessment context.

Step 2: Identify participant and enterprise needs.

Step 3: Select the relevant qualification and units of competency.

Step 4: Determine the structure, mode and sequence of delivery and assessment.

Step 5: Confirm staffing and infrastructure requirements.

Step 6: Establish the assessment validation process.

Step 7: Document the delivery and assessment strategies.

.

Step 1: Establish the delivery and assessment context

Establishing the delivery and assessment context is a critical first step in deciding how delivery and assessment will be organized. To do this Committee could consider questions such as:

What need is the training intended to address?

- Is this training directed at an enterprise, a group of enterprises or a broader audience?
- Who should be consulted about the development of this training?
- What is the best way to engage these individuals and organizations?
- What are the pre-requisites for training participants?
- The key outcome of this stage is a clear description of the purpose of the program and the delivery and assessment context.

Step 2: Identify participant and enterprise needs

Having established the delivery and assessment context, the Committee can then focus on identifying the needs of the participants and the relevant enterprises.

The first stage in this process involves developing an understanding of the particular enterprise, group of enterprises or industry with which the Committee is working. In the case of a single enterprise, this involves gathering information on:

- the nature of the enterprise
- the market in which it operates
- its key business objectives
- the challenges confronting the enterprise
- the skills held within the enterprise
- the approach taken to staff training and development.

This information is often most easily obtained by talking to key enterprise personnel

Other techniques include:

- face-to-face discussions
- using formal questionnaires
- conducting interviews with key personnel
- conducting a workshop
- reviewing broader industry information, surveys and reports
- consulting with industry experts on market trends in the enterprise's sector
- consulting with relevant industry groups and associations.

Building an understanding of the enterprise enables Committee to develop relationships with key personnel, identify how the enterprise operates and establish skills-development requirements. Having gathered this information, the Committee is in a better position to focus on the training delivery and assessment requirements of the enterprise on the following aspects:

- the broad areas in which training is required
- the training delivery methodology
- the enterprise and the Committee capacity/willingness to deliver and assess
- customization of the Training to meet enterprise conditions
- the sequencing of delivery and assessment
- evidence collection, i.e., collected by assessor/candidate

Once these matters are clarified, the second stage involves identifying the enterprise's requirements such as:

- the specific competencies to be developed through the program
- discussing and understanding the different aspects of competency
- integrating enterprise operating procedures and performance standards with the relevant industry competency standards
- the design of assessment tools and processes
- establishing communication links between the Committee and the enterprise (focal persons)
- establishing record-keeping

Step 3: Select the relevant qualification and units of competency

Having confirmed both participant and enterprise needs, the committee next identifies the Training, qualification and combination of units of competency that best meet these needs.

This involves:

- identifying the appropriate training, qualifications and units of competency
- checking the assessment guidelines to ensure that proposed assessment approaches are consistent with the requirement
- identifying relevant training support materials, such as training content and assessment tools
- confirming the selection of finalized training, qualifications and units of competency with the enterprise, if appropriate.

Step 4: Determine the structure, mode and sequence of delivery and assessment

Once the appropriate training and combination of units of competency are identified, the specific delivery and assessment strategy may be established. This involves making decisions about the:

- structure of the training program

- mode of delivery
- sequence of delivery and assessment.

Step 5: Confirm staffing and infrastructure requirements

Having established the structure, mode and sequence of delivery and assessment, the Committee must confirm that it has access to the staffing and infrastructure required to support the training.

The Committee must ensure that all training and delivery staff involved in the program have the required competencies as required for training.

Step 6: Establish the assessment validation process

To ensure the consistency and quality of assessment, Committee is required to validate assessment strategies. This involves reviewing the assessment processes, tools and the evidence contributing to the judgments made by assessors.

Step 7: Document the delivery and assessment strategies

It is a requirement that delivery and assessment strategies be documented in a form that clearly shows the approach that the Committee will take to the delivery and assessment of the training.

Capacity Building

Trainer and Staff

Trainer and Staff development is a continuous and long term process and requires careful assessment and planning. It is essential to conduct a training need assessment before developing training plans for trainer and staff. Use (Annex 13a.) for such assessments.

Industry Exposure Visits

Industry exposure visits is a great learning and networking opportunity for Institute's trainers. This will allow free interaction and communication between the industrial representatives and trainer. Which later will be very helpful in understanding required training demands and work closely for development and revision of course content and teaching methodologies. (Annex 13b.)

Industrial Attachment

Regular industrial attachment of teaching staff with relevant industry must be encouraged. This allows teaching staff to keep themselves abreast with current knowledge and requirement. This also include, work ethics, backward and forward operational linkages, working environment and most importantly their enhanced ability to impart training most relevant to the industry requirements. (Annex 13c.)

Refresher Courses

In a world of constantly changing industrial and technological environment, the teaching faculty is required to keep themselves up-to-date with the latest development. Based on the local industry requirement, it is a good idea to arrange refresher courses for the teaching staff.

Committee through industry engagement may look in the opportunity, where an enterprise is training their employees on new technology and where institutes' relevant teaching staff may also participate. This will not only be cost effective but also a great bonding opportunity. (Annex 13d.)

The staff gets exposure to the real world of work. The staff experiences the contemporary technology that is being employed in the industry for the relevant trade/field. Such exposition can be a basis for revision of curricula as per contemporary industrial needs.

Committee Member

Orientation on Committee's mandate and working

The members are entrusted with smooth working of Committee. This mainly includes procedure to conduct business and industry engagement.

It is suggested that for new members a separate meeting may be called wherein, detailed briefing on responsibilities, expectations and desired outcomes of the efforts must be made.

Moreover, Committee must identify relevant seminars, workshops, meetings opportunities, where member can participate and acquaint themselves with industry trends and latest developments.

Students

Industry Exposure Visits

Having a successful career in one's respective field of study has become a great challenge for today's students.

Research says that, there is a huge gap between today's educational system and industrial requirements. College outcomes do not reach the expectations of a company. The only way to bridge the gap is connecting students with the industries so that students will be able to know the needs of the industry and groom themselves accordingly. And, to do so, Industrial visits to students is a pathway.

The industrial visit also provides an insight on how companies work and also useful information related to the practical aspects of the course which cannot be visualized in lectures. With an aim to go beyond academics, these visits are arranged to develop the insights of the students – attaining practical knowledge and their theoretical applications thereof.

Industrial visit is considered as one of the most tactical methods of teaching. The main reason behind this – it lets students to know things practically through interaction, working methods and employment practices. Moreover, it gives exposure from academic point of view and provides exposure to practical working environment, increases practical awareness of various Industrial sectors; acquaint students with Interesting facts and breath-taking technologies. In addition to industrial exposure and knowledge, this will increase the internship and placement opportunities.

Committee must strive to arrange as much as possible industrial visits for students' exposure. To document the progress use (Annex 13e.)

Career Counselling

The career counselling is a serious matter and puts heavy responsibility on career counselor for shaping up student's career.

The career guidance is an important process and consist of following areas:

Where am I now?

The career counselor will look at the current situation and explore the individual's:

- Experience
- Skills and Interests
- Qualifications
- What is expected from employers
- Values and attitudes, and personality
- Barriers and limiting factors

The first step for the individual is to have a better understanding of themselves, build and maintain a positive self-concept, interact positively and effectively with others and change and grow throughout life. As the career counselor first support is to help the individual with this process.

Where do I want to be?

The career counselor will find out about the individual's current knowledge and experience of the world work and help them develop skills to fill the gaps in their understanding. They will discuss their:

- Work experience
- Knowledge about the labor market
- Job opportunities
- Training opportunities
- Learning opportunities
- Potential area of study corresponding to the aptitude and attitudinal behavior of the student

It is also important for career counselor to provide information about careers and the transition from institute to work for students so that they can carry out much of the research for themselves. This is also one way of motivating students to take responsibility for their own career planning and is an essential element of the process. Career counselor could provide information on:

- Finding out about careers
- Applying for work or training
- Going to University
- Taking a year out – voluntary work, work/travel abroad, activity projects
- Entrepreneurship

Making a decision

The career counselor will work with the individual to facilitate a realistic decision by:

- Matching self-awareness to the opportunities
- Drawing up an action plan
- Evaluating the information
- Overcoming barriers

Career counselor assist students to:

- Make life and career-enhancing decisions
- Make and review learning and career plans
- Act appropriately to manage their own careers

How am I going to get there?

The career counselor will complete the process by helping the individual work through their action plan to achieve their goals. They will help them improve their understanding of:

- The labor market and application procedures
- Job opportunities and training programs: helping them to identify the possible entry routes
- How to complete a CV and application forms
- Complete an Action Planning by setting and working towards achievable goals and targets.

By encouraging debate and discussion amongst students they will be able to consider the merits of different job opportunities and the qualifications, training and experience required. They will be able to talk about their own concerns about finding the right jobs and discuss entry routes to help them decide upon a plan of action. (Annex 13f.)

Apprenticeship

Apprenticeship or Industrial training is mandatory to bridge the gap in the academic curriculum and in the industry. This will help the students develop skills and competencies they require to become employable.

It provides an opportunity for students to apply theoretical knowledge acquired in the classroom with practical application of knowledge required to perform a task. The industrial training will also teach them how the environment will be when they go to work. It gives the students a feel of how their work environment will be when they join the company.

Industrial training also gives the students exposure on the tools used in the industry. None of the advanced tools used in the industry are part of curriculum. This will make students understand what their value addition is and what value students can give to the industry. The industrial training process will make the students job ready faster.

Industrial training will fasten the process of transformation from a student to employee. It also helps the students to connect between what they are doing in the college and what is there in the industry.

Internships

An internship is a structured and monitored workplace experience gained through exposure and interactions within a real work environment. This is a beneficial opportunity for freshly qualified students.

Committee through industry engagement may arrange maximum internship opportunities for students so they gain valuable experience and get the opportunity to interact with potential employer. (Annex 13g.)

Entrepreneurial Training

Every group of students have few individuals who have entrepreneurial streak. These students aims to run their own business instead of choosing employment. These students must be encouraged and supported through entrepreneurial training, technical and financial support for success. (Annex 13h.)

Committee may introduce such trainings preferably for students who have completed their qualification and apprenticeship training. The entrepreneurial training must aim to:

- Foster their entrepreneurial motivation, skills and mindset.
- Raise the students' awareness of the various aspects of starting up and running a successful business including legal, financial, managerial, leadership, marketing, etc.
- Provide a comprehensive learning environment combining theory, practice, mentoring from experienced trainers and mentors, active networking with peers and opportunity to attract potential investors;
- The training must be based around tasks, missions and challenges with real life case studies and situation handling

Below are the exemplary course contents for entrepreneurial training. This is just a guideline and may be amended as required or deemed fit:

- Introduction to Entrepreneurship
- How to Start an Enterprise
- Legal Framework
- Creating a Business Model for Social Enterprises
- Marketing
- Fundraising and Attracting Investors
- Business Management
- Business Finance and Economics
- The Business Plan
- Business sustaining approaches

Job Fair

A job fair is a good opportunity for students to meet with the potential employers and to get information on different enterprises and type of business they are in.

Students attend these while trying to make a good impression to potential coworkers by speaking face-to-face with one another, filling out résumés, and asking questions in attempt to get a good feel on the work needed.

Committee may arrange job fair at least once a year with the partnership of local industry.

Hiring of Personnel on Need Basis

Committee during the course of business may require administrative or technical support in shape of personnel. The requirement of hiring personnel may entail but not limited to developmental projects, capacity building, consultancies such studies, surveys etc.

For administrative support, it is suggested that Committee may choose senior students (in final term of their qualification). This will not only be cost effective but also provide grooming and opportunity for students to work in a formal office environment.

For technical support, preference should be given to senior teaching staff. However, if the required skill and experience is not available with the teaching staff then, professional from industry with relevant skills and experience may be contracted after checking references.

Committee must make “hiring of personnel” part of annual planning with clear objective of services required. The approval may be sought through annual planning submission to TEVTA / PVTC or any time during the year, if immediate need arises.

Prior approval from TEVTA / PVTC is required either through approval of annual plan or any time during the year with strong justification, if immediate need arises. Use *14a. Job Profile Template* for such requirements.

Procurement of Goods and Services

The procurement is a process of obtaining or buying goods and services. The process includes preparation and processing of a demand as well as the end receipt and approval of payment. It often involves:

1. purchase planning,
2. standards determination,
3. specifications development,
4. supplier research and selection,
5. value analysis,
6. price negotiation,
7. making the purchase,
8. supply contract administration,
9. inventory control and stores, and
10. disposals and other related functions.

The procurement planning should be part of annual plans and must be regularly reviewed and updated. Since procurement is a lengthy process a well thought plans will support swift availability of goods or services well in time. **15a. Procurement Requisition Form** may be used for such actions for better processing and record keeping.

It is pertinent to mention that Committee must follow relevant Public Procurement Rules and Regulations.

Funds Management & Audit

Fund Management is a task require utmost attention, care and systematic procedure. Transparency is the key to reputation in financial matters. Following is a transparency checklist for financial system health:

1. Can the Committee shows:

- How much money has been received in any given period?
- Whom this money was received from?
- How much has been spent and on what it has been spent on?; and
- Grant monies have only been spent on items agreed by the relevant funder;

2. Is the Committee confident that their financial recording system is:

- Complete, so that all transactions are recorded;
- Accurate, so that information gathered from the system will be reliable;
- Able to produce relevant and timely reports; and
- Easily understood, so that any interested bodies can trace transactions and calculate cash, balances and other assets and liabilities.

3. Is there an effective audit trail?

For example, can payments to suppliers or individual be traced through the system from:

- an initial purchase order to the supplier;
- the receipt of the supplies – the delivery note;
- the receipt of the purchase invoice;
- authorization and payment of the invoice; and
- the bank statement showing the relevant cheque.

4. Can the Committee match all expenditure to the appropriate source of income?

For example,

- Is there a separate bank account for each significant source of income? If not, how does the Committee calculate the cash balance of any grant and ensure that grant monies are only used for the intended purpose?
- Is there a separate ledger/cheque journal for each grant with headings for expenditure which match the budget for the grant as agreed by the funder? If not, how grant expenditure is being recorded?

- Is there a system that ensures that all expenditure on project activity can be related to these agreed budget headings?
- Is there a system for recording how much has been spent on each budget heading and how much remains to be spent?

IMC/ DBoM must ensure that a registered chartered accounting firm conducts annual financial audit and submit a formal report. The report must be shared with TEVTA/ PVTC for information.

4a.

Call for Nomination Letter

Date _____

Ref: _____

<Name of Head of Organization>

<Address>

Subject: Call for Nominations for Institute Management Committee

Dear Mr./Ms. _____

The Institute Management Committee (IMC) is an endeavor to manage the training activity of <Training Centre Name> with a view to ensuring that training meets the skills need of local industry in a cost effective manner and leads to employment or to the opportunity for further training by establishing strong links with industrial enterprises. We have attached the details of IMC Rule of Business at Annex A and IMC Progress Report at Annex B for clear understanding of IMC role and achievements.

In this context, IMC is looking for professionally sound and committed individuals to be the Chairperson / Member of IMC. The detail profile of potential Chairperson/ Member are attached at Annex B for your information.

We therefore request you to kindly send nominations to the undersigned for Chairperson / Member, fulfilling the required criteria at your earliest convenience.

Thank you & best regards,

<Name>

Secretary

Institute Management Committee

Attachments:

1. Annex A - Rules of Business
2. Annex B - Progress Report
3. Annex C - Profile of Committee Convener / Member

4b.

Membership Invitation Letter

Date _____

Ref: _____

<Name of potential Chairperson / Member>

<Address>

Subject: Invitation to join Institute Management Committee of <Institute Name>

Dear Mr. / Ms.

The Institute Management Committee (IMC) is an endeavor to manage the training activity of **<Training Centre Name>** with a view to ensuring that training meets the skills need of local industry in a cost effective manner and leads to employment or to the opportunity for further training by establishing strong links with industrial enterprises.

The current IMC is completing its term on <DATE>. Therefore, IMC called for nominations from Industry for potential Chairperson/ Member which are professionally sound and has the ability to further the mission of IMC for betterment of TVET Sector.

In this context, I am pleased to inform you that your name was nominated from industry in the recent call for nominations and subsequently approved by Institute Management Committee and TEVTA / PVTCL.

We, therefore offer you the membership of IMC as Chairperson / Member for a term of three years. Please find attached following documents for your information.

1. IMC Rules of Business
2. IMC Progress Report
3. Member Role and Responsibilities (Chairperson / Member)
4. IMC Code of Conduct
5. Acceptance Letter

It is pertinent to mention, that this opportunity is a voluntary engagement and provides a chance to play your part for the betterment of TVET Sector and simultaneously a prospect to broad your professional profile.

If you find this offer exciting, then kindly send the signed copy of Acceptance Letter and IMC Code of Conduct as mentioned above at serial no. 5 & 4 respectively.

Thanks & best regards,

<NAME>
Secretary
Institute Management Committee

4c.

IMC Code of Conduct

I will respect and uphold the values of IMC:

- **Inclusiveness** – we recognize that diversity is strength and will seek to involve all members, as active participants.
- **Responsive** – we will strengthen the efforts of IMC and its stakeholders and make a difference.
- **Quality** – we will strive for excellence in the delivery of our services and activities.
- **Connected** – we will work with all stakeholders and partnerships to enhance institute-employer relationship.
- **Accessible** – we will provide fair and open access and support to learning and employment opportunities.
- **Forward looking** – we will recognize the need for continual review and improvement.
- **Impact focused** – we believe that success is measured by outcomes, and will seek to deliver results that benefit both job seekers and the employer.

GENERAL

- I will act within the scope of IMC, and abide by the policies and procedures of the IMC. This includes having a knowledge of the contents of relevant policies and procedures.
- I will support the objective and mission of IMC, championing it, using any skills or knowledge I have to further that mission and seeking expert advice where appropriate.
- I will be an active member of IMC, making my skills, experience and knowledge available to IMC and seeking to do what additional work I can outside IMC, including sitting on sub-committees.

- I will respect IMC confidentiality, while never using confidentiality as an excuse not to disclose matters that should be transparent and open.
- I will develop and maintain a sound and up-to-date knowledge of IMC and its working. This will include an understanding of how IMC operates for the better of TVET and the nature and extent of its work.
- I will use IMC resources responsibly and abide by all relevant policies and procedures.
- I will seek to be accountable for my actions as an IMC member, and will submit myself to whatever scrutiny is appropriate.
- I accept my responsibility to ensure that IMC is well run and will raise issues and questions in an appropriate and sensitive way to ensure that this is the case.

MANAGING INTERESTS

I will not gain materially or financially from my involvement with IMC.

I will act in the best interests of IMC as a whole, considering what is best for IMC and its present and future endeavors and avoiding bringing IMC into disrepute.

Unless authorized, I will not put myself in a position where my personal interests conflict with my duty to act in the interests of the IMC. Where there is a conflict of interest I will ensure that this is managed effectively with information to all concerned.

I understand that a failure to declare a conflict of interest may be considered to be a breach of this code.

MEETINGS

I will attend all meetings and other appointments of IMC.

I will prepare fully for all meetings and work for the IMC. This will include reading papers, querying anything I do not understand, thinking through issues before meetings and completing any tasks assigned to me in the agreed time.

I will actively engage in discussion, debate and voting in meetings; contributing in a considered and constructive way, listening carefully, challenging sensitively and avoiding conflict.

I will participate in collective decision making, accept a majority decision of the IMC and will not act individually unless specifically authorized to do so.

GOVERNANCE

I will actively contribute towards improving the governance of the IMC, participating in induction and training and sharing ideas for improvement with the IMC.

RELATIONS WITH OTHERS

I will endeavor to work considerately and respectfully with all those I come into contact with at IMC. I will respect diversity, different roles and boundaries, and avoid giving offence.

I recognize that the roles of Chairperson, Secretary and members are different, and I will seek to understand and respect the difference between these roles.

I will seek to support and encourage all those I come into contact with at IMC. In particular I recognize my responsibility to support the chairperson, Secretary and all committee members.

I will not make public comments about the IMC unless authorized to do so. Any public comments I make about IMC will be considered and in line with policy, whether I make them as an individual or as an IMC member.

LEAVING THE IMC

I understand that substantial breach of any part of this code may result in procedures being put in motion that may result in my being asked to resign from the IMC.

Should this happen I will be given the opportunity to be heard. In the event that I am asked to resign from the IMC. I will accept the majority decision of the IMC in this matter and resign at the earliest opportunity.

If I wish to cease being a member of IMC at any time, I will inform the chairperson in advance (giving as much notice as possible) in writing, stating my reasons for leaving.

Signed _____

Name _____

Date _____

4d.

Membership Accpetance Letter

Date _____

<Name>
Secretary
Institute Management Committee
<Address>

Subject: Invitation to join Institute Management Committee of <Institute Name>

Dear Mr. <Name of Secretary>.

Thank you very much for your invitation letter regarding the captioned subject.

In this context, I like to inform you that after thorough review of all the documents you have share with invitation letter and detailed deliberation on the subject matter:

- ☐ I accept the offer and have also attached the signed copy of IMC Code of Conduct
- ☐ I decline the offer

Please provide reason in case of decline.

Thanks & best regards,

<NAME of Potential chairperson / member>

5a.

Notice for Date confirmation

<Institute Name>

Institute Management Committee

“MOST URGENT”

Ref: _____

Date: _____

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

Subject: <Meeting No.> Meeting of Institute Management Committee

Dear Committee Members,

As per Rules of Business, it is required to hold committee meeting at least once in two months. In compliance of the same, we propose to hold the committee meeting on <DATE>.

Please indicate your availability for the same, so that the date can be finalized which ensures availability of maximum committee members for the meeting.

We request a confirmation at your earliest convenience to enable us for timely circulation of notice agenda and working papers.

<NAME>
Secretary
Institute Management Committee

CC:

1. Convener
2. <Relevant> TEVTA / PVTC

5b.

Notice for Meeting Agenda

<Institute Name>

Institute Management Committee

“MOST URGENT”

Ref: _____

Date: _____

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

Subject: Agenda for <Meeting No.> Meeting of Institute
Management Committee

Dear Committee Members,

This is with reference to <Meeting No> Meeting of Institute Management Committee, planned to be held on <DATE> at <TIME> at <VENUE>

Please find below the details of agenda items set for <Meeting No> Meeting of Institute Management Committee for your review and information.

Agenda No.	Details
1.	Budget review and expense details of IMC for approval
2.	Proposal for collaboration of ABC Industries for students training for discussion
3.	Student cancelling session by industry experts for approval.
4.	Proposal Consulting project for review and discussion

You are requested to please make it convenient to attend the meeting.

<NAME>
Secretary
Institute Management Committee

CC:
3. Convener
4. <Relevant> TEVTA / PVTG

5c.

Meeting Attendance Sheet

<Meeting No.> Meeting of Institute Management Committee

Attendance Sheet

Date	Venue
------	-------

Sr.	Name	Designation	Contact	Signature

<Name of the Institute>
Institute Management Committee (IMC)

Minutes of <Meeting No.> Meeting of Institute Management Committee

1. The <Meeting No.> meeting of Institute Management Committee (IMC) was held at <Time> on <Date> at <Venue>.

The following attended the meeting:

Sr. No.	Name	Designation	Organization
1.			
2.			
3.			
4.			

2. Agenda Item No. 01

Salient points of agenda and discussion. Including points in favor of agenda and points against the agenda.

Resolution

Resolved that “*Actual decision on the agenda item by the committee member*”

Also include specific remarks and suggestions

3. Agenda Item No. 01

Salient points of agenda and discussion. Including points in favor of agenda and points against the agenda.

Resolution

Resolved that “*Actual decision on the agenda item by the committee member*”

Also include specific remarks and suggestions

4. The meeting ended with the vote of thanks to the Chair

5d.

Minutes of the meeting

<Name of the Institute>
Institute Management Committee (IMC)

Minutes of <Meeting No.> Meeting of Institute Management Committee

5. The <Meeting No.> meeting of Institute Management Committee (IMC) was held at <Time> on <Date> at <Venue>.

The following attended the meeting:

Sr. No.	Name	Designation	Organization
1.			
2.			
3.			
4.			

6. Agenda Item No. 01

Salient points of agenda and discussion. Including points in favor of agenda and points against the agenda.

Resolution

Resolved that “Actual decision on the agenda item by the committee member”

Also include specific remarks and suggestions

7. Agenda Item No. 01

Salient points of agenda and discussion. Including points in favor of agenda and points against the agenda.

Resolution

Resolved that “*Actual decision on the agenda item by the committee member*”

Also include specific remarks and suggestions

8. The meeting ended with the vote of thanks to the Chair

5e.

Notice for Minutes Circulation

<Institute Name>

Institute Management Committee

“MOST URGENT”

Ref: _____

Date: _____

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

<Member Name>

Designation

Address

Subject: Minutes of <Meeting No.> Meeting of Institute Management Committee

Dear Committee Members,

This is with reference to <Meeting No> Meeting of Institute Management Committee, planned to be held on <DATE> at <TIME> at <VENUE>

Please find attached approved minutes of <Meeting No.> meeting of Institute Management Committee for your information, record and necessary action (if any).

<NAME>
Secretary
Institute Management Committee

CC:

5. Chairperson – IMC
6. <Relevant> TEVTA / TEVTA

5f.

Meeting Decsion Follow-up Sheet

<Number of Meeting> **Committee Meeting – Decisions Follow-up Sheet**

Sr.	Decision	Action by	Deadline	Status

7a.

Annual Planning

Operational Plan, Institute Management Committee KP/FATA

S.No	Activity	2017						2018						Responsible	Status
		Q1			Q2			Q3			Q4				
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
1	Coordination	Passed													
1.1	Meeting agenda prepared													Secretary IMC	
1.2	Extended invitation to the participants													Secretary IMC	
1.3	IMC meeting conducted													Secretary IMC	
1.4	Minutes of the meetings compiled and circulated													Secretary IMC	
1.5	Follow Up on monthly meetings conducted													Secretary IMC	
2	Identification of Employment Opportunities														
2.1	Annual Training Needs Assessment (TNA) conducted for the current year (short survey for demanded trades)													Secretary IMC/Chairperson/Placement officer	
2.2	Float TNA survey form among the potential employers													Placement Officer	
2.3	Data for the required trades collected and compiled													Placement Officer	
2.4	Data analysis for the required trade conducted													Placement Officer	
2.5	New training course prescribed as per the findings (atleast one programme considering training pre-requisites i.e. availability of training facilities)													Secretary IMC/Chairperson/Placement officer	
2.6	Intimation of demand driven trade to concerned quarters i.e. TEVTA/PVTC/NAVTC for further pursuance													Secretary IMC	
2.7	Atleast 2 vocational counselling sessions conducted for students													Placement Officer	

2.8	75% students/passedout placed at various organizations and/or engaged in entrepreneurship														Placement Officer
2.9	One MoU/Agreement signed with Micro Finance Institute (Bank etc) for provision of loans to students for entrepreneurship														Secretary IMC/Chairperson
2.10	100% students registered with NSIS (web based portal to link passouts with employers)														Placement Officer
2.11	Annual tracer study conducted for the passout students/ Alumni														Placement Officer
3	Facilitate Capacity Building														
3.1	Distribution of TNA form among the faculty for Training of Trainers (ToT) (all steps for TNA to be followed i.e. questionnaire distribution, data collection and analysis etc)														Secretary IMC
3.2	Annual training plan prepared for the current year (both for staff and students)														Secretary IMC/Chairperson
3.3	2 professional development trainings conducted for faculty based on TNA findings														Secretary IMC
3.4	Atleast 2 Staff training sessions by the industry has been conducted														Chairperson IMC
3.5	Atleast 2 students exposure visits conducted to industry														Chairperson IMC
3.6	2 seminars/workshops conducted for students														Secretary IMC
3.7	2 seminars/workshops conducted for faculty														Secretary IMC
4	Optimum utilization of facilities														
4.1	Feasibility study conducted to identify production units within institute														Secretary IMC
4.2	Signing of MoU with employer for commercialization of available facilities														Secretary IMC/Chairperson
4.3	Two MoUs signed with employers for production cum training/ space sharing etc														Secretary IMC/Chairperson
4.4	One sports event conducted														Secretary IMC
5	Budgeting														
5.1	Annual budget for the current fiscal year prepared														Secretary IMC/Chairperson
5.2	Major budgetary activities identified for the current year based on training plan														Secretary IMC/Chairperson
5.3	Financial costing of activities conducted														Secretary IMC/Chairperson
5.4	Budget report for current year prepared and shared with TEVTA/PVTC														Secretary IMC
6	Establish industry linkages														

6.1	Two agreements signed for on the job training														Secretary IMC/Chairperson
6.2	Two agreements signed for intership of students post completion of course														Secretary IMC/Chairperson
6.3	75% students enrolled for apprenticeship														Secretary IMC/Chairperson
7	Awareness														
7.1	Prepare advertisement ads														Secretary IMC
7.2	Float ad for radio, print & electronic media coverage														Secretary IMC
7.3	Two awareness sessions conducted for TVET in general education stream														Secretary IMC

10a.

Memorandum of Understanding

BETWEEN

Institute Management Committee _____

AND

COMPANY

This Agreement made and entered into on this _____ day of _____ between Institute Management Committee _____, (hereinafter called Committee) <Office Address> and COMPANY (hereinafter called " COMPANY " which expression shall include its successors and permitted assignees) with its registered office at _____.

1. OBJECTIVES OF THE MOU

The objective of this Memorandum of Understanding is:

- a. to promote interaction between COMMITTEE and COMPANY in mutually beneficial areas.
- b. to provide a formal basis for initiating interaction between COMMITTEE and COMPANY.

2. PROPOSED MODES OF COLLABORATION

COMMITTEE and COMPANY propose to collaborate through

- a. sponsoring student projects / fellowships / Internships in <qualifications>.
- b. sponsoring eligible employees of COMPANY for doing <qualifications> arranged by COMMITTEES'. The eligibility criteria for selection will be as per norms of COMMITTEE.

- c. Sponsoring R&D projects, which may be carried out wholly by COMMITTEE or at premises of COMPANY or partly at COMMITTEE and partly at COMPANY.
- d. training of COMPANY personnel through Continuing Education Programs conducted arranged by COMMITTEE in areas of interest to COMPANY.
- e. any other appropriate mode of interaction agreed upon between COMMITTEE and COMPANY.

Each of the above modes of interaction will be initiated by entering into a separate agreement between the two parties.

3. FORMS OF RESEARCH AND DEVELOPMENT PROGRAMS

The form of any of the said Research and Development Program (hereinafter referred to as "Research Program") will be subject to a separate Research Agreement entered into by the Parties but may also include the following:

- a. **In their own existing facilities** - The performance of research individually by each Party or concurrently by both Parties in mixed groups at their own facilities with regular exchanges of results.
- b. **In a separate research and development facility** - The performance of research by the technical personnel of both Parties working together in the facilities of one Party or in mixed groups at the facilities supported/ sponsored by either Party.
- c. **Third parties** - The performance of research by the Parties together with one or more third parties.

4. TECHNICAL AREAS OF COLLABORATION

The principal technical areas of collaboration between COMMITTEE and COMPANY will be as set out in Annexure A.

5. AGREEMENTS FOR RESEARCH COLLABORATION

Each research collaboration undertaken by the parties hereunder shall be initiated by the signing of a separate research agreement between the parties, which will describe in detail:

- a. the nature, scope and schedule of the research collaboration.
- b. the form of the research collaboration.
- c. the estimated cost of the research collaboration together with the amount of funding, if any, to be received from third parties.
- d. the treatment of intellectual property and data rights, including patents, industrial design registration, copyrights and all other proprietary information (including innovations not patented, designs not registered etc.) Which result from the research collaboration or which belong to a party and are used in research collaboration.
- e. other provisions as may be mutually agreed upon, including provisions covering the consequences of default or termination by a participant, term, arbitration of disputes and applicable law.

6. CONFIDENTIALITY

- a. During and for a period of three years from the date of disclosure, each party agrees to consider as confidential all information disclosed by the other party in written or tangible form or, if orally disclosed confirmed in writing within thirty days of disclosure and identified as confidential by the disclosing party.
- b. The obligations above shall not extend to any confidential information for which the receiving party can prove that this information:
 - is in the public domain at the time of disclosure or comes within the public domain without fault of the receiving party.
 - is already known or become known to the receiving party
 - is received from a third party having no obligations of confidentiality to the disclosing party,
 - is independently developed by the receiving party; or
 - is required to be disclosed by law or court order.

7. NON-EXCLUSIVITY

The relationship of the parties under this MOU shall be nonexclusive and both parties, including their affiliates, subsidiaries and divisions, are free to pursue other agreements or collaborations of any kind. However, when entering into a particular research agreement, the participants may agree to limit each party's right to collaborate with others on that subject.

8. TERMS AND TERMINATION

This MOU, unless extended by mutual written agreement of the parties, shall expire 3 years after the effective date specified in the opening paragraph. This MOU may be amended or terminated earlier by mutual written agreement of the parties at any time. Either party shall have the right to unilaterally terminate this MOU upon 60 days prior written notice to the other party. However, no such early termination of this MOU, whether mutual or unilateral, shall affect the obligations of the participants under any Research Agreement, Confidentiality clause as referenced in clause 6 above, or any other agreement entered into pursuant to this MOU, which obligations shall survive any such termination.

9. RELATIONSHIP

Nothing in this MOU shall be construed to make either party a partner, an agent or legal representative of the other for any purpose.

10. ASSIGNMENT

It is understood by the Parties herein this MOU is based on the professional competence and expertise of each party and hence neither Party shall transfer or assign this Agreement, or rights or obligations arising hereunder, either wholly or in part, to any third party.

11. COSTS OF THE MOU

Each Party shall bear the respective costs of carrying out the obligations under this MOU.

12. SIGNED IN DUPLICATE

This MOU is executed in duplicate with each copy being an official version of the Agreement and having equal legal validity.

BY SIGNING BELOW, the parties, acting by their duly authorized officers, have caused this Memorandum of Understanding to be executed, effective as of the day and year first above written.

On behalf of

on behalf of

Institute Management Committee

COMPANY

By :

By :

Name :

Name :

Title : Convener

Title :

Date :

Date :

Witness :

Witness :

1.

1.

2.

2.

Annexure A : Technical Areas of Collaboration

10b.

Training Need Assessment

For <Enterprise Name>

Date _____

Prepared by	<i>Name of Assessor</i>
Assessment Period	
Gaps Identified	<i>List all gaps in performance, knowledge, skill identified</i>
Target Group	<i>Are there any special needs to be catered for</i>
Training Delivery and Assessment	<i>Broad outline of the major approaches to skill/ knowledge development and assessment, e.g. workplace based training, project work, job rotation, off job training</i>
Learning Strategy	<i>Details of the specific activities to be used to develop the required knowledge and skills, e.g. mock workplace activities, theory or practical</i>
Post Training Evaluation Indicators	<i>List all indicators that will be used to evaluate the training impact</i>
Resources Required	<i>Trainer, facility, time and cost</i>
Link with Qualification	<i>Qualification name</i>
Competencies	<i>Required to be developed</i>

12a.

Recommendations for Curricula Development

S. No	Description (Trades Offered)	Level of qualifications offered	Meeting on Analysis of Curricula Offered	Follow-up meeting on finalizing recommendations for revision	Remarks

13a.

Faculty TNA Form

A. GENERAL INFORMATION

Name of the staff member	
BPS	
Position	
Years of experience	

B. EDUCATION:

College/Certificates	Bachelor's Degree
Master's Degree	MS/M.Phil Degree
Doctorate Degree	Vocational/Technical Education

C. LIST MOST IMPORTANT JOB RESPONSABILITIES

D.SCALE

1	Capable to accomplish without any help
2	Somewhat capable to accomplish (Learn with the passage of time through observation)
3	Needs training course

4	Training attended
5	Training attended but needs refresher course

Click the appropriate box based on the above scale.

S.N	Skills	1	2	3	4	5	Additional comments
1	Educational planning						
2	Pedagogical guidelines						
3	Skills up gradation						
4	Equipment usage and maintenance						
5	Accreditation						
6	Competency based training						
7	Quality assurance system						
8	Administration/HRM						
9	Leadership						
10	Financial Management						
11	Procurement						
12	Team work						
13	Communication skills						
14	IT/Network support/troubleshooting						
15	Soft skills						
16	Contemporary Management / Administration topics						

E. TRAININGS NEEDED DURING THE CURRENT YEAR

F. BENEFITS OF TRAINING

G. PREVIOUS RECORD OF TRAININGS HELD

S/N	Nature of training	Place (where held)	Duration

Approved by:
Principal

13b.

Industry Exposure Visit – Faculty

S. No	Description (Trades Offered)	Industry Focal Person	Faculty Member	Exposure Visit to	Duration (in days)	Responsible
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

13c.

Industry Attachment for Faculty

Sr. No.	Faculty Member	Focal Person at Industry	Industry	Period of Attachment	Responsible
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

13d.

Refresher Courses for Faculty

Sr. No.	Faculty Member	Training Title	Duration	Relevance
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

13e.

Industry Exposure Visit for Students

S. No	Description (Trades Offered)	Description of Training Staff	Description of Enrollment (Trainees)	Exposure Visit to	Duration (in days)	Responsible
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						

13f.

Career Counselling

S. No	Description (Trades)	CC Sessions Held Earlier	CC Panel Members Invited	Target Group (Students)	Date for Holding CC Session	Remarks

13g.

Activity Sheet Internships

S. No	Description (Trades Offered)	Number of Sessions	Number of Passouts	Number of Internships Offered	Duration of Internship	Internship Offered by	Responsible
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							

13h.

Nomination for Entrepreneurship Training

Sr. No.	Student Name	Qualification	Mentor	Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

14a.

Job Profile Template

This template provides the major categories that you should include in your job descriptions along with an explanation of what to include in each category.

Job title	<i>The formal title of the position</i>
Reports to	<i>The title of the position that the job incumbent reports to</i>

Job purpose

Provide a brief description of the general nature of the position; an overview of why the job exists; and what the job is to accomplish.

The job purpose is usually no more than four sentences long

Duties and responsibilities

- Identify between three and eight primary duties and responsibilities for the position
- List the primary duties and responsibilities in order of importance
- Use generic language such a photocopy instead of Xerox
- Where appropriate use qualifiers to clarify the task – where, when, why or how often – for example instead of “greet visitor to the office” use “greet visitors to the office in a professional and friendly manner”
- Avoid words that are open to interpretation – for example instead of “handle incoming mail” use “sort and distribute incoming mail”

Qualifications

State the minimum qualifications required to successfully perform the job. These are the qualifications that are necessary for someone to be considered for the position.

All qualifications must comply with provincial human rights legislation.

Qualifications include:

- Education

- Specialized knowledge
- Skills
- Abilities
- Other characteristics such as personal characteristics
- Professional Certification
- Experience

Working conditions

If the job requires a person to work in special working conditions this should be stated in the job description. Special working conditions cover a range of circumstances from, working outdoors, working with challenging clients, and so forth.

Physical requirements

If the job is physically demanding, this should be stated in the job description. A physically demanding job is one where the incumbent is required to stand for extended periods of time, lift heavy objects on a regular basis, do repetitive tasks with few breaks, and so forth.

Direct reports

List by job title any positions to be supervised by the incumbent.

15a.

Procurement Requisition Form

General Information	
Requestor Name	
To be charged to (cost head)	
Estimated Budget	
Brief description of and justification for requirements	

Procurement information		
Is this a Goods, Services or Works requirement	☐ Goods	☐ Services ☐ Works
Is this a one-off or on-going requirement?	☐ One-off	☐ On-going
Have you had any discussions with potential suppliers regarding this requirement?	☐ Yes	☐ No
Current supply arrangements in place (if applicable)		
Current spend on existing arrangements (if applicable)		
Anticipated value of requirement		
Anticipated volume		
Estimated timeframe for requirement to be in place		

Timetable	
Start	
Prepare documents	
Issue documents	
Evaluation	
Award	
End	