

Role Title	Senior Director, Centre for Occupational Skills Acquisition – 1, Global Skills Park
Role Purpose	The Senior Director, Center for Occupational Skills Acquisition -1 (COSA-1), which is the core center of Global Skills Park (GSP) to impart advanced training, will have the overall strategic and operational responsibility for the development and delivery of advanced levels of skills training courses at COSA-1 and Centre of Advanced Agricultural Training (CAAT) that meet global standards and ensure trainees acquire industry-ready skills. The Senior Director will be responsible for institutionalizing the strategic, academic/technical, and operational framework developed in collaboration with the ITE ¹ Education Services (ITEES), Singapore to establish and uphold the international standards of GSP training in course content, quality of trainers and management staff, and assessment and certification procedures.
Reports to	Chief Executive Officer (CEO), Global Skills Park Society
Levels of Direct Reports	<ul style="list-style-type: none"> • Cluster Head for TVET courses in Electrical Technology and allied areas • Cluster Head for TVET courses in Mechanical Technology and allied areas • Cluster Head for TVET courses in Service Sector such as hospitality operations and retail services • Cluster Head – Centre of Advanced Agricultural Training (CAAT) • Manager, Exams & Certifications
Key Areas of Responsibility and Accountability	
1.	<p>Strategic Planning</p> <ul style="list-style-type: none"> • Work closely with CEO of GSP to set the strategic vision for the growth of COSA-1 as the core centre of advanced skills training, aligned to the vision, mission and values of the GSP • Plan, establish and implement short- and long-term targets, objectives, policies, and standard operating procedures for COSA-1 and CAAT in close coordination with ITEES Singapore and other stakeholders • Prepare the annual budget and funding allocations for different training programmes. Review, support and implement the departmental/ centers' annual work plans and budgetary requirements • Review the courses and curriculum framework that has been developed by the MPSDP team and ITEES and finalize the portfolio of training courses in close collaboration with ITEES, based on the validation of market demand and industry needs • Review technical support and capacity development plans by ITEES and develop long-term technical cooperation/advisory frameworks, along with branding strategies • Develop and execute a performance monitoring framework with clearly defined key performance indicators to measure the performance standards of the institutions and a strategic plan to achieve these metrics

¹ Institute of Technical Education, Singapore

2.	<p>Leadership</p> <ul style="list-style-type: none"> • Lead, coach and develop the management team of COSA-1 and provide thought leadership in ensuring the objectives of COSA -1 are achieved • Manage and actively support the development of the management team of COSA-1, and continually hold the team to high standards for planning, people leadership, and accountability for achievement of COSA-1's strategic goals including student intake and placement goals • Guide different cluster teams at COSA-1 to develop and finalize operational priorities and action plans on academic development (curriculum, academic progression, RPL), pedagogy development (mentoring, education technology, instructional design), student development (management, conduct, support services) to support delivery of decided portfolio of training courses in close collaboration with ITEES. • Collaborate with Director Administration and TVET Practitioners Development Centre to review, finalize and implement a performance management & capacity building framework for the academic and non-academic staff at the COSA-1 centre.
3	<p>Counselling and Admissions</p> <ul style="list-style-type: none"> • Collaborate with the Director External Relations to promote the centres as a Center of Excellence in respective sectors and attract enrollment of youth through effective mobilization interventions • Develop and execute a trainee intake system and admission policies for different courses that are most suitable to attract and accommodate potential candidate trainees. Review the timelines of admission processes and ensure to set up most suitable timelines for each course vis-à-vis potential trainees • Ensure an appropriate counselling process is established for varying needs of trainees and for providing proper career advice through various channels (e.g., online information/materials or one-on-one discussions); ensure requisite training is provided to program staff on an ongoing basis for effective counselling of trainees • Ensure greater enrollment of women and youths from tribal, remote locations and socially disadvantaged groups

4	<p>Learning Experience and Assessment Design</p> <ul style="list-style-type: none"> • Engage and coordinate with Directorate of Technical Education, Skill Development & Employment (DTESD&E), Directorate of Skill Development (DOSD) and Madhya Pradesh Housing & Infrastructure Development Board (MPHIDB) in Madhya Pradesh for the development of GSP infrastructure in line with pedagogical requirements and for delivery of quality training • Work with the project and infrastructure development teams to ensure relevant and required inputs from ITEES in design and space planning are incorporated into construction of GSP to meet quality training environments of international standards, according to the principles of GSP training programs • Ensure to coordinate closely with ITEES to develop a framework for design of the curriculum structure, trainee learning outcomes and skill proficiency attainment, along with the certification policy in line with Indian and global standards and industry relevance • Mobilize and establish Academic Advisory Committees for sector specific courses and working closely with them to design industry relevant curricula, and assessment methodologies, along with ITEES and other international standards • Develop and execute strategies for pedagogy development which includes a mentoring system, e-learning, development of learning resources, lesson planning and instructional design and Learning Management Systems for digitally enable learning in close collaboration with ITEES • Plan, develop and execute the assessment and certification policy in line with national and global standards • Develop hiring frameworks with cluster heads to ensure high standards are upheld in hiring of trainers • Develop 'Train the Trainer' plans for each course of COSA – 1 to ensure trainers undergo requisite upskilling and reskilling as per the demands of the course and technological advancements in the sector.
5	<p>Partnerships and Stakeholder Management</p> <ul style="list-style-type: none"> • Establish partnerships with key stakeholders across government bodies, Sector Skills Councils, Industry Bodies, Assessing Bodies, TVET institutions, media, and civil society organizations to strengthen the brand positioning of GSP • Engage with Central and State Government Departments to innovate ground up and bring synergy in ensuring and upgrading quality norms, assessment, and certification procedures to global standards • Build, maintain and expand academic partnerships with leading academic and TVET institutions in India and globally. Identify, learn, and inculcate best practices to ensure COSA-1 courses are developed and adhere to global quality standards. <ul style="list-style-type: none"> ◦ Close collaboration with ITEES Singapore to absorb best practices from ITE Singapore and inculcate them into the operations of COSA – 1 ◦ Expand academic partnerships based on the needs of the course portfolio • Collaborate with the Department of External Relations and Industry Partnerships to

	<p>develop partnership with industry and industry associations to understand market needs and ensure that the curriculum and pedagogy support an 'authentic learning' experience for job-ready skill acquisition</p> <ul style="list-style-type: none"> • Ensure focus on placement drives with an endeavour to achieve 100% placements, both domestic and overseas • Lead initiatives to promote regular industry exchange and collaboration to facilitate OJT/apprenticeships and placements opportunities for the trainees and industry attachment for the capacity development of trainers • Partner with national and global agencies to ensure quality assurance across areas such as course development, assessment, and certification
6	<p>Operational Excellence and Outcomes</p> <ul style="list-style-type: none"> • Manage the team to optimally utilize COSA-1 resource for smooth operations of multiple courses/training programmes running in parallel • Guide the team to rigorously monitor and evaluate courses, project tracking, financial stability, and efficient administration of the GSP and its implementing/training partners • Develop and execute a robust administrative and academic management information system that facilitates data collection, analysis and visualization of student records, exam transcripts, course offerings, placement records, and alumni engagement for improved performance of the GSP • Leverage technology to design and deliver blended and 'authentic' or simulated learning training programmes for more practical and hands-on training • Achieve key performance outcomes in learning and certification trainings by tracking outcomes and allowing mid-course corrections of action plans, strategies for trainings • Execute performance measurement system for staff and trainers in COSA – 1
<p>Qualification, Experience & Essential Knowledge</p> <ul style="list-style-type: none"> • Minimum 20 years of total work experience, with substantive experience at a leadership level in large skills-related education or advanced vocational training institutes, with proven records in managing various a good understanding of technical programs, including curriculum design, pedagogy, and assessments • Industry experience will be given an advantage • The incumbent must be an Engineering graduate with Post-Graduation in Engineering or Management from a recognised university • Excellent command in written and spoken English and Hindi is a must. 	

Technical Competencies

- Knowledge of the trends, best practices, and challenges of the Education and Skill/TVET development sector in India and internationally
- Understanding of curriculum design, immersive learning, and assessment designs of national and international skills programs (e.g., Singapore, Germany, UK, Australia)
- Good understanding of emerging technologies (e.g., automation and others under industry 4.0) and their roles and uses in different trade areas, and skills requirements for current and future workforce
- Knowledge of process monitoring tools and data analysis to support market surveys, tracer studies etc.

Behavioural Competencies

- Strong leadership skills; strategic planning & management
- People management and stakeholder communication skills
- Analytical and problem-solving skills
- Effective communication and networking skills, especially with industry leaders
- Partnership and negotiation skills with national and international agencies