

# COMPREHENSIVE REPORT

## Capacity Building Framework of TVET 2021 AD

Funded by:

Managed by:



Government of Nepal

**Ministry of Education,  
Science and Technology**




(The guideline was approved by the Policy Level Committee  
chaired by then Secretary of Ministry of Education, Science and Technology, Mr. Mahesh Prasad Dahal)



The *Dakchyata* – TVET Practical Partnership project is part of a five-year programme (2017-2021) funded by the European Union and managed by the British Council, under the leadership of Nepal's Ministry of Education, Science and Technology, and delivered in coordination with the Council for Technical Education and Vocational Training.

**Disclaimer:** This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the independent organisation and do not necessarily reflect the views of the European Union.



### Message



**Dr. Pushpa Raman Wagle**  
**Member Secretary**  
**Council for Technical Education and Vocational Training**

Since the establishment of Council for Technical Education and Vocational Training (CTEVT) in 1989, high priority has been given throughout towards human resources development of its personnel. Various efforts and attempts have been made in the past to develop CTEVT personnel in the country as well as abroad. The Training Institute for Technical Instruction (TITI) has been established in 1995 in order to train instructors in the areas of instruction, curriculum and management of the TVET sector. Besides these, an overall capacity development framework of TVET personnel has been always been an outspoken need of CTEVT.

Dakchyata: TVET Practical Partnership Programme, funded by the European Union and implemented by the British Council, which has now, with partners developed the competency development framework for TVET Personnel has been one of the cornerstones in the human resource development of TVET personnel.

I believed the work done by Dakchyata in developing the competency development framework of TVET Personnel would work as an important step and foundation in the field of human resource development from now onwards. I personally felt that the framework would also work as a guiding document for all TVET policy makers, TVET implementers and the developing partners in capacity development of TVET personnel across at federal, province and local level. Also employers will be very interested in this work.

Finally, I would like to express my sincere thanks and congratulate Dakchyata: TVET Practical Partnership team members, MoEST as well as CTEVT colleagues who gave valuable inputs, and last but not the least, many thanks to the Training Institute for Technical Instruction (TITI) for their hard work and dedication in bringing about such a useful framework.

### Message



**Dr. Tulashi P Thapaliya**  
**Joint Secretary, Planning Division**  
**Ministry of Education, Science and Technology**

There is no doubt that skilled manpower is needed for the development of the country. To this end, the Government of Nepal has been making continuous policy and organizational arrangements for skill development. I would like to mention the issue of Technical Education and Vocational Training Policy 2063 issued with special importance. Regarding the effective implementation of technical education training programs, there are different roles at different levels. Its policy formulation, implementation, coordination and facilitation, active and understanding participation of employers and the private sector at all levels make it possible to improve the effectiveness and relevance of the program. Capacity development of those in different roles becomes the first condition for all these jobs. In the policy making level, the broad vision of those at the grassroots level, the conceptual clarity, the managerial skills of the people at the implementation level, the teaching skills of the people at the teaching level, all these provide the basis for the success of the overall sector. The capacity of the private sector helps to promote investment and I expect this capacity building format to guide the capacity development of all these aspects.

It is my pleasure to express a few words on the “Competency Development Framework for TVET Personnel” developed with the support of the Dakchyata: TVET Practical Partnership project, an effort carried out in close collaboration and coordination with the TVET Division, MoEST, CTEVT and TITI.

I am confident that this framework will not only be useful to develop key competencies of TVET personnel, but also cater for the corporate objectives of Ministry of Education, Science and Technology and CTEVT overall. I would like to express my sincere gratitude and congratulations to the Dakchyata: TVET Practical Partnership team members and those who have been involved in the development of the Competency Development Framework, and hope the framework will serve as a milestone in the area of capacity development of TVET sector personnel in Nepal.

### Message

**Mr. Deepak Sharma**  
**Joint Secretary, TVET Division**  
**Ministry of Education, Science and Technology**



Nepal has a long history of vocational education, and of traditional crafts and culture. The beginnings of the formal technical and vocational education sector came through the opening of the first technical training school established in 1942 imparting the vocational training in a well-managed and systematic way. This ultimately led to the establishment of the Mechanical Training Center in 1962 in Balaju, and the Butwal Technical Institute in 1963, through which the first apprenticeship delivery models of technical and vocational training were launched in Nepal. Subsequently, the new Education System introduced in 1971 saw arrangements for students to learn skills through vocational education in at least one subject in each secondary school in the country.

Since this early start, the need for professionalization of TVET in Nepal has only grown. Thus, at this crossroad of development of the TVET sector, the Council for Technical Education and Vocational Training (CTEVT) was established in 1989 for better access, expansion, quality improvement and sustainability of TVET in Nepal. This was soon followed by the Training Institute for Technical Instruction (TITI), established in 1995 to develop human resources in the field of curriculum development, instructional improvement and leadership development of the TVET personnel to cater for the emerging needs of the sector in planning, management and training of personnel.

The Dakchyata: TVET Practical Partnership project is being implemented by the British Council under the leadership of Ministry of Education, Science and Technology in technical coordination with the Council for Technical Education and Vocational Training, who have together developed a competency development framework for TVET personnel as a tool to encourage consistent and high quality capacity development of personnel involved in the TVET sector.

The Dakchyata project has made a praiseworthy effort in facilitating the development of this important document as a framework to strengthen the capacity of personnel across varied levels and positions for the well-functioning of the TVET system in the country. We can expect that this Competency Framework will become a strong instrument in further strengthening human resource developments of the sector.

On that background, I would like to thank all those involved in developing the framework, in particular the team of the Dakchyata: TVET Practical Partnership project who – with strong technical support provided by Training Institute for Technical Instruction (TITI) have succeeded in bringing together this valuable framework, which will surely benefit the TVET sector now and for many years to come.

### Appreciation

The Government of Nepal regards a well-functioning, market-relevant Technical and Vocational Education and Training (TVET) system as key to increased economic growth and national prosperity and is committed to investing in skills development and employment creation to reduce poverty.

Nepal has made significant progress in developing the TVET system in recent years, though one area consistently highlighted by the Ministry of Education, Science and Technology (MoEST) as in need of support, is that of capacity development of TVET personnel. MoEST underscored the need for a mechanism to guide the development of knowledge and understanding of TVET professionals in a robust and systematic manner. This is of particular relevance for staff and personnel who have been appointed to work within the TVET sector but may not necessarily have prior experience in TVET. Key figures within the MoEST considered a common framework to be of great importance, mapping out in a holistic way the capacity needs of various categories of staff involved in making the system work.

In response, the Dakchyata: TVET Practical Partnership project, funded by the European Union and implemented by the British Council, under the leadership of the MoEST, and in partnership with the Council for Technical Education and Vocational Training (CTEVT), has worked to develop the Competency Framework for TVET Professionals (Capacity Development Guidelines) in collaboration with the Training Institute for Technical Instruction (TITI) in Nepal.

The Competency Framework has been designed to inform stakeholders of the minimum capacity requirements of staff working for TVET implementers, including the TVET Division of the MoEST, CTEVT, and other TVET stakeholders. It sets clear expectations of the minimum knowledge and skills required for TVET Professionals at all levels to be able to perform their roles to their best of their potential.

The Competency Framework has been developed through close consultation with TVET experts, practitioners, and experienced professionals. Their inputs, opinions, and recommendations have been immensely valuable in creating a product which it is hoped will provide direction and guidance for those seeking to develop human resource capacity within the sector, ultimately contributing to more efficient and effective functioning of the TVET system overall. For this reason, there is a long list of individuals that the Dakchyata project team would like to thank for their involvement, contributions, and support.

Firstly, we would like to acknowledge the leadership and support provided by the MoEST and TITI for their work in developing the framework through a comprehensive series of consultative workshops and stakeholder interactions. In particular, we would like to acknowledge Mr. Mahesh Prasad Dahal, then Secretary of MoEST, for his valuable feedback, guidance and direction during the policy level workshop and for chairing the meeting to endorse the finalised Competency Framework for wider use.

Similarly, we would like to acknowledge Dr. Pushpa Raman Wagle, Member Secretary, CTEVT, for his tremendous support, and Dr. Hari Prasad Lamsal, then Joint-Secretary of Planning Division, MoEST, for his initiation to conceptualise the capacity development guidelines for TVET Professionals of Nepal. Likewise, our sincere thanks go to MoEST Joint Secretaries Mr. Deepak Prasad Sharma, Dr. Kamal Pokhrel, and Dr. Tulasi Thapaliya, for their valuable inputs in developing this framework.

Sincere gratitude is also extended to the Steering Committee members from CTEVT (Mr. Deepak Prasad Poudel, Director Curriculum Division, Mr. Binod Badal, Director Accreditation Division, and Mr. Debesh Chandra Devkota, Director Training Division) and all the Division Directors of CTEVT for their technical inputs in finalising the framework, as well as team members from the Sakchyamta project who have been involved throughout. They each played a significant role in the development of the Competency Framework.

Last but by no means least, we would like to acknowledge the wonderful leadership of Ms. Akim Shrestha, Executive Director, TITI, and coordinating work of Ms. Sarita Regmi, Trainer, TITI in spearheading the entire process, as well as the TITI action committee members for all their hard work in getting the framework right. Finally, thank you to all the individual experts who contributed their valuable time during the development workshops, and in particular, Dr. Hari Pradhan for his work in initial stages.

A final word on the Competency Framework itself: within the domain of human capacity development, it provides an overview and a means to qualify and quantify the needs for capacitating a range of professions, which together make up the contours of the TVET system. Through exemplary collaboration between MoEST, CTEVT, TITI, the Dakchyata project team and the many others mentioned above, the framework has not only come into being, but has also been piloted in a practical sense through the development and delivery of specific training for policy personnel, with the framework providing the backbone in guiding content development. The Competency Framework is both comprehensive and flexible and we would strongly encourage other TVET stakeholders to make use of it as they see fit, to design and implement specific training programmes for TVET Personnel at all levels. It is our hope that the Competency Framework will continue to serve the needs of TVET Professionals in both the public and private sectors as Nepal continues to make progress towards a modern, market relevant TVET system, driving the development of a more prosperous Nepal.

**Erik Winther-Schmidt, Team Leader**

**Dakchyata: TVET Practical Partnership, the British Council**



Dear Reader,

Please find attached a copy of the Publication: **The Competency Framework for TVET Professionals and the TVET Glossary**. We hope it will be a useful publication for you and your colleagues.

This Publication has come about through a unique and productive collaboration between MoEST, CTEVT, TITI and the Dakchyata Project.

Kindly allow a few words on how to use this Publication:

We all need competencies. Competencies improve how we do our job. That said, we all don't do the same job – thus the competencies, the knowledge, skills and experiences we need to do a better job, will of course vary. We have listed 5 different categories of TVET sector staff, whom we think could benefit from upgrading their competencies. We have also listed a number of competencies, which each category needs to know. When putting this together, we have drawn up a 'Competency Framework', the use of which is well explained in the Publication (please refer in particular to pages Pages X-XI) You will also find a TVET Glossary. The purpose of this Glossary is to standardise the wording – and the understanding – of key concepts and expressions that are much used in TVET. It eases not only the use and understanding of the Competency Framework – the Glossary also helps us 'speak the same language'!

For all of you who have experience in putting together a training programme, you will know very well how time-consuming it is to define matters such as: 1: Who should be trained? 2: What should the training consist of? 3: What should be the key subjects? 4: What should be the outcome of the training?

This Publication should make the above-mentioned choices much easier for you. Once you have decided on the category of staff who needs training and upgrading, you will find the key subjects that those categories of staff would benefit from receiving training in. We are talking about a template. You may have to add new subjects, to get across the right 'mix' of competencies that fits best to your target group – what is in the Competency Framework is merely a suggestion. This said, the training has been piloted and tested by TITI in real conditions, where it worked well – we hope it does for you too.

Welcome to further reading and study of this **Competency Framework for TVET Professionals and the TVET Glossary**. Thank you to all who have assisted in its coming about, in its conceptualisation, formulation, testing and evaluation.

If you need additional copies of this Publication, please write to us at [dakchyata@britishcouncil.org.np](mailto:dakchyata@britishcouncil.org.np)

Best wishes from

**The Dakchyata Team**



**List of the abbreviation**

|              |  |
|--------------|--|
| JD .....     | Job Description                                    |
| LMIS .....   | Labour Market Information System                   |
| M&E .....    | Monitoring and Evaluation                          |
| MIS .....    | Management Information System                      |
| MoALd .....  | Ministry of Agriculture and Livestock Development  |
| MoEST .....  | Ministry of Education Science and Technology       |
| MoICS .....  | Ministry of Industry, Commerce and Supplies        |
| MoLESS ..... | Ministry of Labour, Employment and Social Security |
| MoU .....    | Memorandum of Understanding                        |
| NHS .....    | Nepal Horticulture Society                         |
| NSTB .....   | National Skill Testing Board                       |
| NVQF .....   | National Vocational Qualification Framework        |
| OHS .....    | Occupational Health and Safety                     |
| OJT .....    | On the Job Training                                |
| PIM .....    | Program Implementation Manual                      |
| PPP .....    | Public Private Partnership                         |
| SDC .....    | Swiss Agency for Development and Cooperation       |
| SNV .....    | The Netherlands Organizations                      |
| T/L .....    | Teaching Learning                                  |
| TECS .....   | Technical Education in Community School            |
| TITI .....   | Training Institute for Technical Instruction       |
| TTP .....    | Technical Training Provider                        |
| TVET .....   | Technical Vocational Education and Training        |
| YPO .....    | Yearly Plan Operation                              |

## Table of Contents

Foreword

List of the abbreviation

Table of Contents

1. Introduction

1.1. Background

2. Methodology

2.1. Methodologies

3. Job Prospectus

3.1. Job Prospectus –Proprietors , Private Institutions

3.2. Job Prospectus - Support Function Category

3.3. Job Prospectus - Implementation Category

3.4. Job Prospectus - Coordination Category

3.5. Job Prospectus - Policy Category

ANNEX-I : Competency Content Matrix

ANNEX II: TVET Glossary

## **Introducing the Competency Framework for TVET Professionals and the TVET Glossary - *what it is and how to use it?***

The very short explanation to use of the Competency Framework is this: Who needs to know what in TVET? Which competencies and skills should different kinds of TVET professionals master, in order to do their job? This is in short what the Competency Framework for TVET Professionals wants to tell us.

Let's start by pointing out that the Competency Framework consists of 2 parts:

Part 1: The Competency Framework for TVET Professionals

Part 2: The Confined TVET Glossary

Here follows a short introduction to the above two parts:

### **1: The Competency Framework – how to navigate it ?**

The Framework starts by breaking down the human resources in the TVET sector by listing 5 different categories of TVET Professional Staff. These are:

1. Proprietor, Private Institutions and Employer Associations
2. Support Function Staff
3. Implementation Category
4. Coordination Category
5. Policy Category

In the attached Matrix you will find these 5 different categories of TVET staff mentioned, from left to right, when you read the matrix horizontally. You will further see that the 2 first columns to the left in the Matrix are called Area and Components. So the Framework – when read horizontally (left to right) will tell you a) which category of staff (of 5) we are talking about. And when read vertically (from top to bottom), b) what these different categories of professionals need to know and skills they need to master the different critical issues of importance in TVET.

As mentioned, when you read the matrix vertically (from top to bottom) you will see that the first 2 columns are called Area and Component. When you scroll down the matrix you will first see Area: there are 7 of these, all of them are critical issues in TVET, internationally and nationally in Nepal. The first one mentioned is Access, Equity and Expansion, the second one is Quality and Relevance and so it goes on, lining up the most important areas that needs understanding and monitoring from various categories of TVET professional.

In the next column is components; these are the specific subject areas that needs to be addressed, in order for the various categories of professionals to master the critical issues, as mentioned under the Area. In the case of the Area 1: Access, equity and expansion, there are 3 components, A. History of TVET, B. Expansion of TVET programs and C. Access to equity on TVET. Area 2. Quality and Relevance and this Area is broken down into 8 Components, the first one being A. Relevance of TVET Programs in National and International Market, followed by B. Examination and Certification so it goes on.

## 2: The Confined TVET Glossary

The confined Glossary is called so, because it is not a full-blown TVET Glossary, covering all subjects in TVET. It is confined, because it only highlights key concepts and theories and expressions, as used in the Competency Framework. This is why it is annexed to the Competency Framework – it is a partial or confined Glossary, not meant to cover everything in TVET, only to make the Framework useful and understandable.

## 3: How to use the Competency Framework – an Example

Let us give an example of how to use the Competency Framework. Take for instance the category of staff involved in implementation – this is captured as column 6 from the left in upper bar of the matrix: Implementation Category. What should this category know about Area 3? Governance and Management? You go down in the matrix to Component 3, and you find the first Component is A. Graduates and Trainee support. Then you move horizontally into the matrix and find that staff in TVET Implementation should receive orientation in the field of Counselling, which is further detailed.

Once you get to know how to work with the matrix you will get the overall picture of what the 5 most important categories of TVET Professionals need to know within the 8 critical areas in TVET. You can then ensure that training and learning is focused on these particular areas, not wasting time and efforts in areas that are not useful to know for a particular category of staff. The competency framework is also developed for providing a systematic description of what different levels of personnel need to know and develop or strengthen their performance at the level of learning such as: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom's taxonomy).

## 1. Introduction

### 1.1. Background

To accomplish the given assignment, a series of content development workshops were conducted to generate the contents and ideas related to the TVET practices in Nepal. With the help of the literature review, previous output of Budhanilkantha workshop early in 2019, steering committee guidelines and the discussion with concerned stakeholders, the categories to conduct the workshops were defined as and Policy, Coordination, Implementation, Support function and Proprietors, Private Institutions. The categories were well defined however, due to the multiple roles of the personnel involved in their job, they were seen in more than one category. To finalize the outputs of the series of workshops, one Verification workshop was also conducted. Regarding the involvement of the experts in different categories, different professional associates such as Hotel Association of Nepal (HAN), Nepal Horticulture Society (NHS), The Federation of Nepal Cottage & Small Industries (FNCSI) were all involved in Proprietor, Private Institutions. The admin and account staff working in different TVET institutions of Nepal involved in the workshop under the support function category. Similarly, the instructors, section officers, monitoring officers, program coordinator, lower level manager involved in the implementation category. Likewise, the principal, the vice-principal, under-secretary and deputy directors from different TVET institutions involved in the coordination category. In the same way, joint secretary, and directors from different TVET institutions of Nepal were involved in the policy category. The output of each category of the workshop was transformed in the form of the competency framework ( Capacity Development Guidelines).

### 1.2 Areas and capabilities under work

For each category, seven areas and its sub components were identified which are presented below. (For detailed information, please refer to workshop output section of this report).

**1. Access, equity and expansion** (History of TVET, Expansion of TVET programs,

Access to equity on TVET)

**2. Quality and relevance** (Relevance of TVET programs in National and International Market, Examination and Certification, Monitoring and Evaluation, training models, training resources, TVET Quality assurance, TVET curriculum, Quality assurance in TVET of Nepal, TVET qualification framework and accreditation)

**3. Governance and Management** (Graduates and Trainee Support, Category of

Schools and its Management, Management Information System, Human Resource

Plan, Workshop Management, TVET Governance)

**4. Structural and legal arrangements** (Legislation and Policy)

**5. Research and Innovation (TVET Research)**

**6. Sustainable Financing** (Program/Project Implementation, Resource Management, TVET Administration and Financing)

### **7. Industry Institute Linkage and coordination (Public Private Partnership in TVET, Coordination, Counseling and Job Placement, TVET Entrepreneurship)**

Additionally, terms and terminologies used in each category of the competency framework was developed as TVET glossary. The glossary is also translated into Nepali language.

After that, the course information for piloting of 2 events of workshop cum training was developed and conducted. The participants were from MoEST, MoLIS, MoICS, PPP, Private Institutions, TECS, CTEVT, and the Sakchymata project.

Under the Chair of Secretary of MoEST, the policy level sharing workshop was also conducted. In that workshop, feedback and suggestions with way forward was collected.

## **2. Methodology**

### **2.1. Methodologies**

Methodologies like literature review, interaction, verification, presentation of the plan, review, groupwork, pair work, with the clients and interaction with the experts were used to collect data.

- Conducted literature review to collect national and international experiences in capacity development of TVET;
- Conceptualised capacity development of personnel presently engaged in the TVET sector of Nepal;
- Developed TVET glossary of major contents using TVET professionals;
- Verified workshop plan with TITI extended management team;
- Facilitated workshop by TITI facilitators to collect ideas and establish common understanding about capacity development for each category of personnel;
- Re-verified the workshop outputs through Re-verification workshop;
- Received feedback from Dakchyata project regarding the draft content and resulting report;
- Present findings of the report to the Dakchyata Project.

### 3. Job Prospectus

#### 3.1. Job Prospectus –Proprietors , Private Institutions

Target Group: TVET Associates and TVET Entrepreneurs

##### Introduction

For quality assurance and systematic operation of the TVET Sectors of Nepal, different professional associations are established. The experts from those associations and TVET entrepreneurs were invited to participate in the workshop. Based on the inputs received from the workshop, the information is categorised under different headings.

##### Objectives

The main objectives of developing this job prospectus is to be aware about TVET related contents to personnel involved in the Proprietors, private institutions category. It mainly includes access, equity, and expansion in TVET, quality and relevance to TVET, sustainable financing in TVET and industrial linkage and coordination with TVET Industries.

##### Contents

#### 1. Access, Equity and Expansion

##### 1.1. History of TVET

- 1.1.1. Define TVET
- 1.1.2. Discuss briefly on national and international history of TVET

##### 1.2. Expansion of TVET Programs

- 1.2.1. Discuss on need based expansion
- 1.2.2. Discuss on the components of TVET mapping
- 1.2.3. Discuss on socio-economic context of TVET
- 1.2.4. Describe process/types of funding

##### 1.3. Access to equity on TVET

- 1.3.1. Define access and equity
- 1.3.2. Describe access and equity
- 1.3.3. Explain physical, financial and geographical barrier against access and equity

#### 2. Quality and Relevance

##### 2.1. Relevance of TVET programs in National and International Market

- 2.1.1. Discuss on existing market need/capacity and gap
- 2.1.2. Describe the trend of TVET demand
- 2.1.3. Discuss about obtained feedback regarding relevancy of TVET program



## **2.2. Examination and Certification**

- 2.2.1. Discuss on current practices of examination and certification
- 2.2.2. Describe existing guidelines related to examination and certification
- 2.2.3. Discuss existing TVET curricula
- 2.2.4. Discuss on issues and challenges

## **2.3. Monitoring and Evaluation**

- 2.3.1. Define monitoring and evaluation
- 2.3.2. Explain existing practices of Monitoring and & Evaluation in TVET
- 2.3.3. Discuss on Monitoring and & Evaluation process of TVET

## **2.4. Training Models**

- 2.4.1. Describe training model
- 2.4.2. Explain the role of professional associations for training models

## **2.5. TVET Quality Assurance**

- 2.5.1. Explain present practice of Quality Assurance
- 2.5.2. Describe status of TVET qualification framework (NVQF)
- 2.5.3. Discuss on process of getting involvement of TVET actor in quality assurance

## **2.6. TVET Curriculum**

- 2.6.1. Explain the role of professional association for TVET curriculum
- 2.6.2. Describe the process of curriculum development

## **2.7. TVET Qualification Framework**

- 2.7.1. Define National Qualification Framework ( NQF)
- 2.7.2. Discuss National Vocational Qualification Framework ( NVQF)
- 2.7.3. Describe on current status of TVET qualification framework (NVQF)

## **2.8. Quality Assurance and its accreditation in TVET of Nepal**

- 2.8.1. Explain present practice of Quality Assurance
- 2.8.2. Describe the present status of accreditation

## **3. Governance and Management**

### **3.1. Graduates and Trainee Support**

- 3.1.1. Describe the sources of educational fund (scholarship, stipend)
- 3.1.2. Explain internship / apprenticeship/OJT/Job placement
- 3.1.3. Explain roles of guardians for trainee support
- 3.1.4. Describe tracer study in TVET
- 3.1.5. Describe the roles and responsibilities for students' and graduates' support

### **3.2. Category of Schools and Management**

- 3.2.1. Describe types of technical school and its management
- 3.2.2. Explain the modality of courses run in different types of schools
- 3.2.3. Discuss on success stories of TVET model schools
- 3.2.4. Describe bi-lateral agreement ( for funding mechanism)

### **3.3. Management Information System (MIS)**

- 3.3.1. Explain the existing TVET MIS
- 3.3.2. Discuss the gap in current practices of MIS

### **3.4. Human Resource Plan**

- 3.4.1. Discuss the human resource needs in TVET
- 3.4.2. Explain human resource management for TVET
- 3.4.3. Describe about legal/technical provision of resource optimization

### **3.5. Workshop Management**

- 3.5.1. Define occupational health and safety (OHS)
- 3.5.2. Explain the existing situation of OHS in TVET program
- 3.5.3. Discuss factors related to safety management

### **3.6. TVET Governance**

- 3.6.1. Explain the components of governance in TVET
- 3.6.2. Describe issues and challenges related to TVET governance

## **4. Structural and Legal Arrangement**

### **4.1. Legislation and Policy**

- 4.1.1. Explain existing TVET policy
- 4.1.2. Discuss on legal issues related to national/international (industrial enterprises/labor act, rules, guidelines, convention/declaration)
- 4.1.3. Describe policy formulation process

## **5. Research and Innovation**

### **5.1. TVET Research**

- 5.1.1. Explain TVET research process
- 5.1.2. Interpret the report of the Tracer Study

## **6. Sustainable Financing**

### **6.1. Program and Project Implementation**

- 6.1.1. Explain the types of long term and short term program courses
- 6.1.2. Describe different types of courses
- 6.1.3. Discuss the roles and responsibilities for program/project implementation.

### **6.2. Resource Management**

- 6.2.1. Explain resource mapping (Financial and Physical resources)
- 6.2.2. Describe about legal/technical provision of resource optimization

### **6.3. TVET Administration and Financing**

- 6.3.1. Explain existing rules, regulation, policies and practices
- 6.3.2. Discuss on sustainability in TVET
- 6.3.3. Describe the types of available resources
- 6.3.4. Describe financial issues and challenges in TVET

## 7. Industry Institute Linkage and Coordination

### 7.1. Public Private Partnership (PPP) in TVET

- 7.1.1. Describe potential beneficial actors in TVET
- 7.1.2. Explain existing provision of PPP
- 7.1.3. Describe success stories of institutions

### 7.2. Coordination

- 7.2.1. Describe the nature of industries
- 7.2.2. Explain about major/ sectoral employer association
- 7.2.3. Match the interest of industries with TVET programs
- 7.2.4. Explain Involvement of TVET actors in TVET cycle

### 7.3. Counseling and Job Placement

- 7.3.1. Describe entry, mid, exit categories of counseling(guidance)
- 7.3.2. Identify qualified counselors

### 7.4. Entrepreneurship Development in TVET

- 7.4.1. Discuss on entrepreneurship
- 7.4.2. Explain business incubation center

## 3.2. Job Prospectus - Support Function Category

**Target Group: Administration and Finance staff of TVET institutions.**

### Introduction

Administration and finance division of TVET institutions have been playing the greatest role for financial planning, institutional sustainability, and viability of particular TVET institutions. In this reference, personnel involved in administration and finance must be familiar with the basic concept and knowledge about TVET. For this, a workshop was organized by inviting admin and finance staff working in different TVET institutions. Based on the inputs received from the workshop conducted with them, the information is categorised under different headings.

### Objectives

The main objectives of developing this job prospectus is to aware about TVET related contents for personnel working in administration and finance unit of TVET institutions. It mainly includes access, equity, and expansion in TVET, quality and relevance to TVET, sustainable financing in TVET and industrial linkage and coordination with TVET Industries.

### Contents

#### 1. Access, Equity and Expansion

##### 1.1. History of TVET

- 1.1.1. Define TVET
- 1.1.2. Discuss importance of TVET

## **1.2. Expansion of TVET Programs**

- 1.2.1. Define expansion in terms of access and equity
- 1.2.2. Discuss program need of community
- 1.2.3. Explain existing rules and regulation related to expansion

## **1.3. Access to equity on TVET**

- 1.3.1. Define access and equity
- 1.3.2. Describe access and equity
- 1.3.3. Explain physical, financial and geographical barrier against access and equity

## **2. Quality and Relevance**

### **2.1. Monitoring and Evaluation (M&E)**

- 2.1.1. Discuss the importance of monitoring and evaluation

### **2.2. Training Models**

- 2.2.1. Explain financial liabilities
- 2.2.2. Describe training models

### **2.3. TVET Quality Assurance**

- 2.3.1. List quality assurance parameters

### **2.4. TVET Curriculum**

- 2.4.1. Explain the decisions and financial provision for TVET curriculum development

### **2.5. TVET Qualification Framework and its accreditation**

- 2.5.1. Describe TVET Qualification and TVET accreditation process

### **2.6. Quality Assurance in TVET of Nepal**

- 2.6.1. List quality assurance parameters

## **3. Governance and Management**

### **3.1. Graduates and Trainee Support**

- 3.1.1. Orient on counselling methods
- 3.1.2. Apply skills in day to day work
- 3.1.3. Liaison graduates support program
- 3.1.4. Coordinate with trainee support activates (scholarship, stipend, free structure, accommodation, lab facilities)

### **3.2. Category of Schools and management**

- 3.2.1. List school types
- 3.2.2. Discuss on organogram of institute/schools
- 3.2.3. Explain school/institute management of each category

### **3.3. Management Information System (MIS)**

- 3.3.1. Explain MIS
- 3.3.2. Apply skills related to MIS system

### **3.4. Human Resource Plan**

- 3.4.1. Develop JD
- 3.4.2. Explain HR plan

### **3.5. Workshop Management**

- 3.5.1. Explain safety requirements in workshop/field/lab
- 3.5.2. Inspect safety condition in workshop/....
- 3.5.3. Handle emergency situations

### **3.6. TVET Governance**

- 3.6.1. Discuss code of conduct related to TVET governance
- 3.6.2. Explain the existing act, by-law

## **4. Structural and Legal Arrangement**

### **4.1. Legislation and Policy**

- 4.1.1. Discuss on national and international TVET Act
- 4.1.2. Develop TVET plan
- 4.1.3. Explain relevance of TVET programs in national and international markets
- 4.1.4. Discuss code of conduct related to TVET governance

## **5. Research and Innovation**

### **5.1. TVET Research**

- 5.1.1. Explain TVET research process

## **6. Sustainable Financing**

### **6.1. Program and Project Implementation**

- 6.1.1. Explain the types of long term and short term program courses
- 6.1.2. Describe different types of courses
- 6.1.3. Describe the funding mechanism

### **6.2. Resource Management,**

- 6.2.1. Physical resource management
  - 6.2.1.1. List the physical resources (workshop/field/lab.....)
  - 6.2.1.2. Explain physical resources audit
- 6.2.2. Financial resource management
  - 6.2.2.1. Prepare program budget
  - 6.2.2.2. Prepare progress report
  - 6.2.2.3. Identify sources of budget
  - 6.2.2.4. Explain financial control mechanism

**6.3. TVET Administration and Financing**

- 6.3.1. Explain existing rules, regulation, policies and practices
- 6.3.2. Discuss on sustainability mechanism
- 6.3.3. Describe issues and challenges

**7. Industry Institute Linkage and Coordination****7.1. Public Private Partnership (PPP) in TVET**

- 7.1.1. Define public private partnership
- 7.1.2. Interact with public and private organisation about TVET
- 7.1.3. Describe guidelines related to PPP
- 7.1.4. Explain components of MoU
- 7.1.5. Coordinate with industries for job placement/need/further assistance/MoU

**7.2. Coordination**

- 7.2.1. Explain the importance of coordination with different stakeholders.

**7.3. Counseling and Job Placement**

- 7.3.1. Define academic and career counseling
- 7.3.2. Explain the importance of counseling
- 7.3.3. Explain the techniques of academic and career counseling
- 7.3.4. Reform academic and career counseling
- 7.3.5. Maintain the counseling record

**7.4. TVET Entrepreneurship**

- 7.4.1. Describe TVET business incubation center and funding mechanism

**3.3. Job Prospectus - Implementation Category**

**Target Group: Instructors, senior instructors, vice – principal, section officers, monitoring officers, program coordinator, lower-level manager working in different TVET institutions of Nepal.**

**Introduction**

TVET implementers have been playing a great role for quality assurance and systematic operation of the TVET sectors of Nepal. Though they have technical expertise in their own field, they should also have related knowledge/skills of TVET sector. In this context, a workshop was conducted by inviting the relevant experts from different institutions. Based on the inputs received from the workshop, the information is categorised under different headings.

**Objectives**

The main objectives of developing this job prospectus are to implement TVET related activities and practices. The content mainly includes access, equity, and expansion in TVET, quality and relevance to TVET, sustainable financing in TVET and industrial linkage and coordination with TVET Industries.

## Contents

### 1. Access , Equity and Expansion

#### 1.1. Expansion of TVET Programs

- 1.1.1. Describe about access, equality and expansion of TVET
- 1.1.2. Conduct mapping of program for expansion and equity

### 2. Quality and Relevance

#### 2.1. Examination and Certification

- 2.1.1. Conduct entrance examination
- 2.1.2. Explain assessment process
- 2.1.3. Conduct internal and external assessment
- 2.1.4. Publish result
- 2.1.5. Explain certification process

#### 2.2. Monitoring and Evaluation (M&E)

- 2.2.1. Explain Monitoring and Evaluation process
- 2.2.2. Conduct result based Monitoring and Evaluation

#### 2.3. Training Models

- 2.3.1. Describe TVET current trends
- 2.3.2. Explain different TVET (successful) models

#### 2.4. TVET Quality Assurance

- 2.4.1. Develop TVET quality standard/tools qualification framework and its accreditation

#### 2.5. TVET Curriculum

- 2.5.1. Explain curriculum/skill standard
- 2.5.2. Maintain teacher/practical ratio
- 2.5.3. Collect suggestion about curriculum/skill standard

#### 2.6. TVET Qualification Framework and its accreditation

- 2.6.1. Describe TVET Qualification and TVET accreditation process
- 2.6.2. Develop TVET quality standard/tools qualification framework and its accreditation

#### 2.7. Quality Assurance in TVET of Nepal

- 2.7.1. Develop TVET quality standard/tools qualification framework and its accreditation



### **3. Governance and Management**

#### **3.1. Graduates and Trainee Support**

- 3.1.1. Counseling
  - 3.1.1.1. Define academic and career counseling
  - 3.1.1.2. Explain the techniques of academic and career counseling
  - 3.1.1.3. Reform academic and career counseling
  - 3.1.1.4. Maintain the counseling record
- 3.1.2. Soft Skill
  - 3.1.2.1. Define soft skill
  - 3.1.2.2. Explain components of soft skill
  - 3.1.2.3. Exhibit soft skill
- 3.1.3. Scholarship and stipend
  - 3.1.3.1. Explain the scholarship/stipend scheme
  - 3.1.3.2. Apply scholarship and stipend provision

#### **3.2. Category of Schools and it's management**

- 3.2.1. Describe types of TVET Schools

#### **3.3. Management Information System ( MIS)**

- 3.3.1. Define TVET MIS
- 3.3.2. Develop MIS
- 3.3.3. Maintain website

#### **3.4. Human Resource Plan**

- 3.4.1. Fulfil all Human Resource vacant post

#### **3.5. Workshop Management**

- 3.5.1. Describe occupational health and safety(OHS) of each program
- 3.5.2. Maintain OHS of each program

#### **3.6. TVET Governance**

- 3.6.1. Explain institution plan (Strategic, YPO, action plan)

### **4. Structural and Legal Arrangement**

#### **4.1. Legislation and Policy**

- 4.1.1. Discuss the background of TVET
- 4.1.2. Explain current TVET policy
- 4.1.3. Describe TVET national strategy
- 4.1.4. Explain TVET current act
- 4.1.5. Implement TVET institutional/school guidelines

## **5. Research and Innovation**

### **5.1. TVET Research**

- 5.1.1. Conduct tracer study of graduates
- 5.1.2. Describe Labour Market Information System (LMIS)
- 5.1.3. Conduct Labour Market Information System (LMIS)
- 5.1.4. Conduct course evaluation
- 5.1.5. Conduct program evaluation

## **6. Sustainable Financing**

### **6.1. Program and Project Implementation**

- 6.1.1. Explain about program/project implementation process
- 6.1.2. Explain the need of TVET fund

### **6.2. Resource Management**

- 6.2.1. Describe TVET resource management
- 6.2.2. Manage and upgrade infrastructure
- 6.2.3. Manage and upgrade tools, equipment
- 6.2.4. Develop annual plan and budget
- 6.2.5. Review plan quarterly
- 6.2.6. Prepare progress report
- 6.2.7. Develop revenue generation plan
- 6.2.8. Prepare facility maintenance plan
- 6.2.9. Explain existing rules, regulation, policies and practices
- 6.2.10. Discuss on sustainability mechanism
- 6.2.11. Describe issues and challenges

## **7. Industry Institute Linkage and Coordination**

### **7.1. Public Private Partnership (PPP) in TVET**

- 7.1.1. Define PPP
- 7.1.2. Compare different modalities with PPP
- 7.1.3. Manage networking with different institutions and industries
- 7.1.4. Establish linkages with institutions and industries as per need

### **7.2. Counseling and Job Placement**

- 7.2.1. Define academic and career counseling
- 7.2.2. Explain the techniques of academic and career counseling
- 7.2.3. Refer academic and career counseling
- 7.2.4. Maintain the counseling record

### **7.3. TVET Entrepreneurship**

- 7.3.1. Establish linkage for entrepreneurship

### 3.4. Job Prospectus - Coordination Category

**Target Group: Principal, under- secretary and deputy director from different TVET institutions involved in the coordination category.**

#### Introduction

The personnel involved in this category act as the bridge between the policy and implementation category for quality assurance and systematic operation of the TVET Sectors of Nepal. Though their job is basically to coordinate with different stakeholders of TVET, they also should have profound knowledge and skills of TVET sector. Coordinating personnel from different TVET institutions were invited to share their experiences in workshop. The information obtained from the workshop was categorised under different hearings.

#### Objectives

The main objectives of developing this job prospectus is to coordinate with stakeholders for TVET related activities to personnel involved in coordination category. It mainly includes access, equity, and expansion in TVET, quality and relevance to TVET, sustainable financing in TVET and industrial linkage and coordination with TVET Industries.

#### Contents

##### 1. Access, Equity and Expansion

###### 1.1. Expansion of TVET Programs

1.1.1. Coordinate with different stakeholders for expansion of TVET program

###### 1.2. Access to equity on TVET

1.2.1. Formulate guidelines for access to TVET based on TVET policy

##### 2. Quality and Relevance

###### 2.1. Relevance of TVET programs in National and International Market

2.1.1. Conduct research on relevancy of TVET program in national and international market

2.1.2. Recommend for curriculum for revision/development

2.1.3. Coordinate with local bodies regarding program relevance

###### 2.2. Examination and Certification

2.2.1. Coordinate with security sub committee

2.2.2. Conduct exam

2.2.3. Coordinate with province/Office of Control of Examination

2.2.4. Coordinate with institutions for course completion

2.2.5. Coordinate with accreditation/ poly-tech,/TECS for admission

2.2.6. Issue certificate of short-term program

### **2.3. Monitoring and Evaluation (M&E)**

- 2.3.1. Supervise finance/teacher/student/admin
- 2.3.2. Conduct performance evaluation

### **2.4. Training Models**

- 2.4.1. Develop T/L operational guidelines to run different training models
- 2.4.2. Coordinate with related stakeholders for job placement, apprenticeship, entrepreneurship for work place based learning
- 2.4.3. Discuss on issues and challenges related to recognition

### **2.5. TVET Quality Assurance**

- 2.5.1. Explain NVQS (TVET, qualification)
- 2.5.2. Discuss on quality parameters of TVET
- 2.5.3. Assure quality parameters of TVET
- 2.5.4. Explain accreditation process
- 2.5.5. Discuss on issues and challenges related to quality assurance

### **2.6. TVET Curriculum**

- 2.6.1. Recommend for curriculum revision/development

### **2.7. TVET Qualification Framework and its accreditation**

- 2.7.1. Explain NVQS (TVET, qualification)
- 2.7.2. Discuss on quality parameters of TVET
- 2.7.3. Assure quality parameters of TVET
- 2.7.4. Explain accreditation process
- 2.7.5. Discuss on issues and challenges related to quality assurance

### **2.8. Quality Assurance in TVET of Nepal**

- 2.8.1. Develop TVET quality standard/tools qualification framework and its accreditation

## **3. Governance and Management**

### **3.1. Graduates and Trainee Support**

- 3.1.1. Coordinate with school management school for trainee/graduate support
- 3.1.2. Develop guidelines of counselors
- 3.1.3. Establish linkage for placement and excursion
- 3.1.4. Coordinate for financial support

### **3.2. Category of Schools and its management**

- 3.2.1. List category of TVET schools and its management
- 3.2.2. Discuss on existing legislation and policy for categories schools of its management
- 3.2.3. Discuss issues and challenges related to schools category

### **3.3. Management Information System (MIS)**

- 3.3.1. Update MIS/establish
- 3.3.2. Coordinate for linkage between MIS-LMIS

### **3.4. Human Resource Plan**

- 3.4.1. Prepare Human Resource plan
- 3.4.2. Coordinate with related stakeholders for CD of staffs
- 3.4.3. Supervise the implementation part of the training

### **3.5. Workshop Management**

- 3.5.1. Manage workshop /lab
- 3.5.2. Monitor the condition of workshop, lab

### **3.6. TVET Governance**

- 3.6.1. Explain institution operating by-law.

## **4. Structural and Legal Arrangement**

### **4.1. Legislation and Policy**

- 4.1.1. Differentiate between legislation and policy
- 4.1.2. Describe current TVET national policy
- 4.1.3. Coordinate with local bodies for program/project implementation
- 4.1.4. Formulate guidelines for access to TVET based on TVET policy

## **5. Research and Innovation**

### **5.1. TVET Research**

- 5.1.1. Explain TVET research process
- 5.1.2. Disseminate the recommendation of research findings Conduct course evaluation
- 5.1.3. Conduct program evaluation

## **6. Sustainable Financing**

### **6.1. Program and Project Implementation**

- 6.1.1. Explain the rules/responsibilities of financial management for program/project implementation.

### **6.2. Resource Management**

- 6.2.1. For physical (tools/equipment infrastructure)
  - 6.2.1.1. Coordinate for physical resources need
  - 6.2.1.2. Develop plan for procurement
  - 6.2.1.3. Coordinate for procurement
- 6.2.2. For financial resource
  - 6.2.2.1. Identify sources of income generation
  - 6.2.2.2. Coordinate for income generation

### **6.3. TVET Administration and Financing**

- 6.3.1. Describe rules, regulation and by-laws
- 6.3.2. Explain TVET budget
- 6.3.3. Prepare YPO, action plan, program implementation manual (PIM)
- 6.3.4. Prepare budget plan

## 7. Industry Institute Linkage and Coordination

### 7.1. Public Private Partnership (PPP) in TVET

- 7.1.1. Describe potential beneficial actors in TVET
- 7.1.2. Explain existing provision of PPP
- 7.1.3. Describe success stories of institutions
- 7.1.4. Manage networking with different institutions and industries
- 7.1.5. Establish linkages with institutions and industries as per need
- 7.1.6. Coordinate for implementation of business incubation center

### 7.2. Coordination

- 7.2.1. Coordinate with different TVET stakeholders (local gov, professional organization, industries, parent teacher association)
- 7.2.2. Address issues and challenges related (TVET stakeholders)

### 7.3. Counseling and Job Placement

- 7.3.1. Coordinate with different stakeholders for job placement

### 7.4. TVET Entrepreneurship

- 7.4.1. Explain the provision of TVET business incubation center
- 7.4.2. Coordinate with stakeholders for establishing business incubation center

## 3.5. Job Prospectus - Policy Category

**Target Group: Joint Secretaries and Directors of TVET related ministries and institutions**

### Introduction

The personnel involved in this category play the role of key agents who formulates policies and guidelines of the TVET system of Nepal. To establish the common understanding among them, a workshop was conducted. Based on the experience sharing in the form of the inputs received from the workshop, the information is categorized under different headings.

### Objectives

The main objective of developing this job prospectus is to advocate and develop TVET policies and guidelines. Major areas : access, equity, and expansion, quality and relevance, sustainable financing , industrial linkage, and coordination etc.

### Contents

#### 1. Access , Equity and Expansion

- 1.1. Identify policy issues and challenges
- 1.2. Formulate/update policies, act, rules, regulation
- 1.3. Ensure the regulation of the existing policies/act /plan/program/institutional arrangement
- 1.4. Apply interventions/measures/preparedness to address challenges
- 1.5. Recommend for action (immediate-term, long term)

## **2. Quality and Relevance**

- 2.1. Apply National Vocational Qualification Framework (NVQF)
- 2.2. Apply TVET teacher qualification framework
- 2.3. Ensure quality of exam and certification
- 2.4. Conduct meta-evaluation of the process of Monitoring and Evaluation
- 2.5. Establish functional networking with stakeholders (inter-ministerial, private sector, schools, TTP)
- 2.6. Ensure adequate HR, Financial policies for TVET
- 2.7. Review the existing TVET quality assurance framework/system
- 2.8. Ensure the application of TVET quality assurance framework/system
- 2.9. Formulate the policy for strengthening sector skill council
- 2.10. Make decision for update/phase-out of curriculum as per market need

## **3. Governance and Management**

- 3.1. Formulate policy for student support
- 3.2. Develop guidelines for different categories of schools' operation
- 3.3. Develop policy for Integrated Management Information System (IMIS) in TVET
- 3.4. Apply Human Resource Plan
- 3.5. Implement good governance policy in TVET

## **4. Structural and Legal Arrangement**

- 4.1. Apply the existing policies/act/regulation/plan/program/institutional arrangements
- 4.2. Identify issues and challenges in implementing structural and legal arrangements
- 4.3. Apply interventions/measures/preparedness to address challenges
- 4.4. Recommend for action (immediate-term, long term)

## **5. Research and Innovation**

- 5.1. Develop TVET research policy
- 5.2. Apply research and innovation for TVET development.

## **6. Sustainable Financing**

- 6.1. Ensure TVET fund
- 6.2. Develop policy for learn, earn and pay
- 6.3. Develop sustainable financing policy

## **7. Industry Institute Linkage and Coordination**

- 7.1. Discuss on existing TVET PPP policy
- 7.2. Discuss TVET PPP
- 7.3. Discuss on establishment of business incubation center



Competency Content Matrix of Capacity Development of TVET Personnel

ANNEX-I :

| S.N. | Area                        | Components                    | Proprietor, Private Institutions  | Support Function category   | Implementation Category  | Coordination Category  | Policy Category  |
|------|-----------------------------|-------------------------------|---|---|--|--|--|
| 1.   | Access equity and expansion | A. History of TVET            | <ul style="list-style-type: none"> <li>● Define TVET</li> <li>● Discuss briefly on national and international history of TVET</li> </ul>  | <ul style="list-style-type: none"> <li>● Define TVET</li> <li>● Discuss the importance of TVET</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>● Identify policy issues and challenges</li> <li>● Formulate /update policies, act, rules, regulation</li> <li>● Regulate the existing policies/act/regulation/ plan/program/institutional arrangement</li> <li>● Apply interventions/ measures/preparedness to address challenges</li> <li>● Recommend for action (immediate-term, long term)</li> </ul> |
|      |                             | B. Expansion of TVET programs | <ul style="list-style-type: none"> <li>● Discuss on need base expansion</li> <li>● Explain or identify number and its types of TVET providers on the basis of geography.</li> <li>● Discuss on socio-economic context of TVET</li> <li>● Describe process / types of funding</li> </ul> | <ul style="list-style-type: none"> <li>● Define expansion in terms of access and equity</li> <li>● Discuss program need of community</li> <li>● Explain existing rules and regulation related to expansion</li> </ul> | <ul style="list-style-type: none"> <li>● Describe about access, equality and expansion of TVET</li> <li>● Conduct mapping of program for expansion and equity</li> </ul> | <ul style="list-style-type: none"> <li>● Coordinate with different stakeholders for expansion of TVET program</li> </ul> |  |

| S.N. | Area                  | Components   | Proprietor, Private Institutions   | Support Function category  | Implementation Category | Coordination Category   | Policy Category  |
|------|-----------------------|--|--|--|-------------------------|---|--|
|      |                       | C. Access to equity on TVET  | <ul style="list-style-type: none"> <li>● Define access and equity</li> <li>● Describe access and equity</li> <li>● Explain physical, financial and geographical barrier against access and equity</li> </ul>                     | <ul style="list-style-type: none"> <li>● Define access and equity</li> <li>● Describe access and equity</li> <li>● Explain physical, financial and geographical barrier against access and equity</li> </ul> |                         | <ul style="list-style-type: none"> <li>● Formulate guidelines for access to TVET based on TVET policy</li> </ul>  |  |
| 2.   | Quality and relevance | A. Relevance of TVET programs in National and International Market | <ul style="list-style-type: none"> <li>● Discuss on existing market need/capacity and gap</li> <li>● Describe the trend of TVET demand</li> <li>● Discuss about obtained feedback regarding relevancy of TVET program</li> </ul> |  |                         | <ul style="list-style-type: none"> <li>● Conduct research on relevancy of TVET program in national and international market</li> <li>● Recommend for curriculum for revision/development</li> <li>● Coordinate with local bodies regarding program relevance</li> </ul> | <ul style="list-style-type: none"> <li>● Apply NVQF</li> <li>● Apply TVET teacher qualification framework</li> <li>● Ensure quality of exam and certification</li> <li>● Upgrade eligibility criteria for TVET</li> <li>● Conduct meta-evaluation of the process of M and E</li> <li>● Establish functional networking with stakeholders (inter-ministerial, private sector, schools, TTP)</li> <li>● Ensure adequate HR, Financial policies for TVET</li> <li>● Formulate TVET quality assurance framework/system</li> <li>● Apply TVET quality assurance framework/system</li> <li>● Formulate the policy for strengthening sector skill council</li> <li>● Make decision for update/phase-out of curriculum as per market need</li> </ul> |

| S.N. | Area | Components                       | Proprietor, Private Institutions  | Support Function category   | Implementation Category   | Coordination Category   | Policy Category |
|------|------|----------------------------------|---|---|---|---|-----------------|
|      |      | B. Examination and certification | <ul style="list-style-type: none"> <li>● Discuss on current practices of examination and certification</li> <li>● Describe existing guidelines related to examination and certification</li> <li>● Discuss existing TVET curricula</li> <li>● Discuss on issues and challenges</li> </ul> |   | <ul style="list-style-type: none"> <li>● Conduct entrance examination</li> <li>● Conduct internal and external assessment</li> <li>● Explain assessment process</li> <li>● Publish result</li> <li>● Explain certification process</li> </ul> | <ul style="list-style-type: none"> <li>● Coordinate with security sub committee</li> <li>● Conduct exam</li> <li>● Coordinate with province/Office of Control of Examination</li> <li>● Coordinate with institutions for course completion</li> <li>● Coordinate with accreditation/ poly-tech, /TECS for admission</li> <li>● Issue certificate of short-term program</li> </ul> |                 |
|      |      | C. Monitoring and Evaluation     | <ul style="list-style-type: none"> <li>● Define monitoring and evaluation</li> <li>● Explain existing practices of M &amp; E in TVET</li> <li>Recommend M &amp; E process when necessary</li> </ul>   | <ul style="list-style-type: none"> <li>● Discuss in M/E importance</li> </ul> | <ul style="list-style-type: none"> <li>● Explain M/E process of T/L</li> <li>● Conduct M/E of T/L activities</li> </ul>   | <ul style="list-style-type: none"> <li>● Supervise finance/ teacher/student/admin</li> <li>● Conduct performance evaluation</li> </ul>  |                 |

| S.N. | Area | Components                | Proprietor, Private Institutions  | Support Function category   | Implementation Category  | Coordination Category  | Policy Category |
|------|------|---------------------------|---|---|--|--|-----------------|
|      |      | D. Training Models        | <ul style="list-style-type: none"> <li>● Describe training model</li> <li>● Explain the role of professional associations for training models</li> </ul>  | <ul style="list-style-type: none"> <li>● Explain financial liabilities</li> <li>● Describe training models</li> </ul> | <ul style="list-style-type: none"> <li>● Explain different TVET (successful) models</li> <li>● Describe TVET current trends</li> <li>● Describe types of workplace based training</li> <li>● Manage for apprenticeship/OJT/internship</li> </ul> | <ul style="list-style-type: none"> <li>● Develop T/L operational guidelines to run different training models</li> <li>● Coordinate with related stakeholders for job placement, apprenticeship, entrepreneurship for workplace based learning</li> <li>● Discuss issues and challenges related to recognition</li> </ul> |                 |
|      |      | E. TVET quality assurance | <ul style="list-style-type: none"> <li>● Explain present practice of Quality Assurance</li> <li>● Describe status TVET qualification framework ( NVQF)</li> <li>● Get involvement of TVET actor in quality assurance</li> </ul> | <ul style="list-style-type: none"> <li>● List quality assurance parameters</li> </ul>                                 | <ul style="list-style-type: none"> <li>● Develop TVET quality standard/tools qualification framework and its accreditation</li> </ul>  | <ul style="list-style-type: none"> <li>● Explain NVQS (TVET, qualification)</li> <li>● Discuss on quality parameters of TVET</li> <li>● Assure quality parameters of TVET</li> <li>● Explain accreditation process</li> <li>● Discuss on issues and challenges related to quality assurance</li> </ul>                   |                 |

| S.N. | Area | Components                            | Proprietor, Private Institutions  | Support Function category   | Implementation Category  | Coordination Category   | Policy Category |
|------|------|---------------------------------------|---|---|--|---|-----------------|
|      |      | F. TVET curriculum                    | <ul style="list-style-type: none"> <li>● Explain the role of professional association for TVET curriculum</li> <li>● Describe the process of curriculum development</li> </ul>  | <ul style="list-style-type: none"> <li>● Explain the decisions and financial provision for TVET curriculum development</li> </ul> | <ul style="list-style-type: none"> <li>● Explain curriculum /skill standard</li> <li>● Maintain teacher/practical ratio</li> <li>● Collect suggestion about curriculum/skill standard</li> </ul> | <ul style="list-style-type: none"> <li>● Recommend for curriculum revision/development</li> </ul>   |                 |
|      |      | G. Quality assurance in TVET of Nepal | <ul style="list-style-type: none"> <li>● Explain present practice of Quality Assurance</li> <li>● Describe status TVET qualification framework ( NVQF)</li> <li>● Get involvement of TVET actor in quality assurance</li> </ul> | <ul style="list-style-type: none"> <li>● List quality assurance parameters</li> </ul>   | <ul style="list-style-type: none"> <li>● Develop TVET quality standard/tools qualification framework and its accreditation</li> </ul>  | <ul style="list-style-type: none"> <li>● Explain NVQS (TVET, qualification)</li> <li>● Discuss on quality parameters of TVET</li> <li>● Assure quality parameters of TVET</li> <li>● Explain accreditation process</li> <li>● Discuss issues and challenges related to quality assurance</li> </ul> |                 |

| S.N. | Area                             | Components  | Proprietor, Private Institutions   | Support Function category  | Implementation Category   | Coordination Category  | Policy Category  |
|------|----------------------------------|---|--|--|---|--|--|
|      |                                  | H. TVET qualification framework and accreditation | <ul style="list-style-type: none"> <li>Describe status TVET qualification framework (NVQF)</li> </ul>  | <ul style="list-style-type: none"> <li>Describe TVET Qualification and TVET accreditation process</li> </ul>   | <ul style="list-style-type: none"> <li>Describe TVET Qualification and TVET accreditation process</li> <li>Develop TVET quality standard/tools qualification framework and its accreditation</li> </ul>   | <ul style="list-style-type: none"> <li>Describe TVET Qualification and TVET accreditation process</li> <li>Explain NVQS (TVET, qualification)</li> </ul>   |  |
| 3.   | <b>Governance and management</b> | A. Graduates and Trainee support                  | <ul style="list-style-type: none"> <li>Describe the sources of educational fund (scholarship, stipend)</li> <li>Explain internship / apprenticeship/OJT/Job placement</li> <li>Explain roles of guardians for trainee support</li> <li>Describe about tracer study</li> <li>Describe the roles and responsibilities for support</li> </ul> | <ul style="list-style-type: none"> <li>Orient on counselling methods</li> <li>Apply skills in day to day work</li> <li>Liaison graduates support program</li> <li>Coordinate with trainee support activates (scholarship, stipend, free structure, accommodation, lab facilities)</li> </ul> | <p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>Define academic and career counseling</li> <li>Explain the techniques of academic and career counseling</li> <li>Reform academic and career counseling</li> <li>Maintain the counseling record</li> </ul> <p><b>Soft Skill</b></p> <ul style="list-style-type: none"> <li>Define soft skill</li> <li>Explain components of soft skill</li> <li>Exhibit soft skill</li> </ul> <p><b>Scholarship and stipend</b></p> <ul style="list-style-type: none"> <li>Explain the scholarship/ stipend scheme</li> <li>Apply scholarship and stipend provision</li> </ul> | <ul style="list-style-type: none"> <li>Coordinate with school management school for trainee/graduate support</li> <li>Develop guidelines of counselors</li> <li>Establish linkage for placement and excursion</li> <li>Coordinate for financial support</li> </ul> | <ul style="list-style-type: none"> <li>Formulate policy for student support</li> <li>Develop guidelines for different categories of schools' operation</li> <li>Develop policy for integrated management system</li> <li>Apply HR plan</li> <li>Ensure transparency policy is implemented</li> </ul> |

| S.N. | Area | Components                                | Proprietor, Private Institutions   | Support Function category   | Implementation Category  | Coordination Category  | Policy Category |
|------|------|---|--|---|--|--|-----------------|
|      |      | B. Category of schools and its management | <ul style="list-style-type: none"> <li>● Describe types of technical school and its management</li> <li>● Explain the modality of courses run in different types of schools</li> <li>● Discuss on successful story of TVET model schools</li> <li>● Describe bi-lateral agreement (for funding mechanism)</li> </ul> | <ul style="list-style-type: none"> <li>● List school types</li> <li>● Discuss on organogram of institute/schools</li> <li>● Explain school/institute management of each category</li> </ul> | <ul style="list-style-type: none"> <li>● Describe types of TVET Schools</li> </ul>                                     | <ul style="list-style-type: none"> <li>● List category of TVET schools and its management</li> <li>● Discuss existing legislation and policy for categories schools of its management</li> <li>● Discuss issues and challenges related to schools' category</li> </ul> |                 |
|      |      | C. Management Information System          | <ul style="list-style-type: none"> <li>● Explain the existing TVET MIS</li> <li>● Describe the gap in contemporary practices of MIS</li> <li>● Discuss on technicality of effective MIS</li> </ul>   | <ul style="list-style-type: none"> <li>● Explain MIS</li> <li>● Apply skills related to MIS system</li> </ul>   | <ul style="list-style-type: none"> <li>● Define TVET MIS</li> <li>● Develop MIS</li> <li>● Maintain website</li> </ul> | <ul style="list-style-type: none"> <li>● Update MIS/establish</li> <li>● Coordinate for linkage between MIS-LMIS</li> </ul>  |                 |

| S.N. | Area | Components             | Proprietor, Private Institutions  | Support Function category   | Implementation Category  | Coordination Category   | Policy Category |
|------|------|------------------------|---|---|--|---|-----------------|
|      |      | D. Human Resource Plan | <ul style="list-style-type: none"> <li>● Describe the types of available resources</li> <li>● Explain resource mapping (HR, Financial and Physical resources)</li> <li>● Describe about legal/technical provision of resource optimization</li> </ul> | <ul style="list-style-type: none"> <li>● Develop JD</li> <li>● Explain HR plan</li> </ul>   | <ul style="list-style-type: none"> <li>● Fulfil all HR vacant post</li> </ul>  | <ul style="list-style-type: none"> <li>● Prepare HR plan</li> <li>● Coordinate with related stakeholders for CD of staffs</li> <li>● Supervise the implementation part of the training</li> </ul> |                 |
|      |      | E. Workshop Management | <ul style="list-style-type: none"> <li>● Define occupational health and safety (OHS)</li> <li>● Explain the existing situation of OHS in TVET program</li> <li>● Discuss factors related to safety management</li> </ul>                              | <ul style="list-style-type: none"> <li>● Explain safety requirements in workshop/field/laboratory</li> <li>● Inspect safety condition in workshop</li> <li>● Handle emergency situations</li> </ul> | <ul style="list-style-type: none"> <li>● Describe OHS of each program</li> <li>● Maintain OHS of each program</li> </ul> | <ul style="list-style-type: none"> <li>● Manage workshop /lab</li> <li>● Monitor the condition of workshop, lab</li> </ul>  |                 |



| S.N. | Area                                    | Components             | Proprietor, Private Institutions  | Support Function category  | Implementation Category  | Coordination Category  | Policy Category   |
|------|---|------------------------|---|--|--|--|---|
|      |   | F. TVET Governance     | <ul style="list-style-type: none"> <li>● Explain the components of governance in TVET</li> <li>● Describe issues and challenges related to TVET governance</li> </ul>   | <ul style="list-style-type: none"> <li>● Discuss code of conduct related to TVET governance</li> <li>● Explain the existing act, by-law</li> </ul>   | <ul style="list-style-type: none"> <li>● Explain institution plan (Strategic, YPO, action plan)</li> </ul>   | <ul style="list-style-type: none"> <li>● Explain institution operating by-law.</li> </ul>  |   |
| 4.   | <b>Structural and Legal Arrangement</b> | Legislation and policy | <ul style="list-style-type: none"> <li>● Explain existing TVET policy</li> <li>● Discuss on legal issues related to national/ international (industrial enterprises/labor act, rules, guidelines, convention/ declaration</li> <li>● Describe policy formulation process</li> </ul> | <ul style="list-style-type: none"> <li>● Discuss on national and international act</li> <li>● Develop TVET planning</li> <li>● Explain relevance of TVET programs in national and international markets</li> <li>● Discuss code of conduct related to TVET governance</li> </ul> | <ul style="list-style-type: none"> <li>● Discuss the background of TVET</li> <li>● Explain current TVET policy</li> <li>● Describe TVET national strategy</li> <li>● Explain TVET current act</li> <li>● Implement TVET institutional/school guidelines</li> </ul> | <ul style="list-style-type: none"> <li>● Differentiate between legislation and policy</li> <li>● Describe current TVET national policy</li> <li>● Coordinate with local bodies for program/project implementation</li> <li>● Formulate guidelines for access to TVET based on TVET policy</li> </ul> | <ul style="list-style-type: none"> <li>● Apply the existing policies/act/reregulate/ plan/program/institutional arrangement</li> <li>● Identify issues and challenges</li> <li>● Identify gap</li> <li>● Apply interventions/ measures/preparedness to address challenges Recommend for action (immediate-term, long term)</li> </ul> |

| S.N. | Area                           | Components                        | Proprietor, Private Institutions   | Support Function category  | Implementation Category   | Coordination Category  | Policy Category  |
|------|--------------------------------|-----------------------------------|--|--|---|--|--|
| 5.   | <b>Research and Innovation</b> | TVET Research                     | <ul style="list-style-type: none"> <li>● Explain TVET research process</li> </ul>  | <ul style="list-style-type: none"> <li>● Explain TVET research process</li> </ul>  | <ul style="list-style-type: none"> <li>● Conduct tracer study of graduates</li> <li>● Describe LMIS</li> <li>● Conduct LMIS</li> <li>● Conduct course evaluation</li> <li>● Conduct program evaluation</li> </ul> | <ul style="list-style-type: none"> <li>● Explain TVET research process</li> <li>● Disseminate the recommendation of research findings</li> </ul>   | <ul style="list-style-type: none"> <li>● Develop TVET research policy</li> </ul>   |
| 6.   | <b>Sustainable financing</b>   | A. Program/Project implementation | <ul style="list-style-type: none"> <li>● Explain the types of long term and short term program courses</li> <li>● Describe different types of courses</li> <li>● Discuss the roles and responsibilities for program/project implementation.</li> </ul> | <ul style="list-style-type: none"> <li>● Explain the types of long term and short term program courses</li> <li>● Describe different types of courses</li> <li>● Describe the funding mechanism</li> </ul> | <ul style="list-style-type: none"> <li>● Explain about program/project implementation process</li> <li>● Explain the need of TVET fund</li> </ul>   | <ul style="list-style-type: none"> <li>● Explain the rules/responsibilities of financial management for program/project implementation.</li> </ul> | <ul style="list-style-type: none"> <li>● Initiate for TVET fund</li> <li>● Develop policy for learn, earn and pay</li> <li>● Develop sustainable financing policy</li> </ul> |

| S.N. | Area | Components                           | Proprietor, Private Institutions  | Support Function category   | Implementation Category   | Coordination Category   | Policy Category |
|------|------|--------------------------------------|---|---|---|---|-----------------|
|      |      | B. Resource Management               | <ul style="list-style-type: none"> <li>● Describe the types of available resources</li> <li>● Explain resource mapping (HR, Financial and Physical resources)</li> <li>● Describe about legal/technical provision of resource optimization</li> </ul> | <p><b>Physical resource management</b></p> <ul style="list-style-type: none"> <li>● List the physical resources (workshop/field/laboratory)</li> <li>● Explain physical resources audit</li> </ul> <p><b>Financial resource management</b></p> <ul style="list-style-type: none"> <li>● Prepare program budget</li> <li>● Prepare progress report</li> <li>● Identify sources of budget</li> <li>● Explain financial control mechanism</li> </ul> | <ul style="list-style-type: none"> <li>● Describe TVET resource management</li> <li>● Manage and upgrade infrastructure</li> <li>● Manage and upgrade tools, equipment</li> <li>● Develop annual plan and budget</li> <li>● Review plan quarterly</li> <li>● Prepare progress report</li> <li>● Develop revenue generation plan</li> <li>● Prepare facility maintenance plan</li> <li>● Audit TVET resources</li> </ul> | <p>Physical (tools/equipment infrastructure)</p> <ul style="list-style-type: none"> <li>● Coordinate for physical resources need</li> <li>● Develop plan for procurement</li> <li>● Coordinate for procurement</li> </ul> <p>Financial resource</p> <ul style="list-style-type: none"> <li>● Identify sources of income generation</li> <li>● Coordinate for income generation</li> </ul> |                 |
|      |      | C. TVET Administration and Financing | <ul style="list-style-type: none"> <li>● Explain existing rules, regulation, policies and practices</li> <li>● Discuss on sustainability mechanism</li> <li>● Describe issues and challenges</li> </ul>   | <ul style="list-style-type: none"> <li>● Explain existing rules, regulation, policies and practices</li> <li>● Discuss on sustainability mechanism</li> <li>Describe issues and challenges</li> </ul>   | <ul style="list-style-type: none"> <li>● Explain existing rules, regulation, policies and practices</li> <li>● Discuss on sustainability mechanism</li> <li>Describe issues and challenges</li> </ul>   | <ul style="list-style-type: none"> <li>● Describe rules, regulation and by-laws</li> <li>● Explain TVET budget</li> <li>● Prepare YPO, action plan, program implementation manual (PIM)</li> <li>● Prepare budget plan</li> </ul>   |                 |

| S.N. | Area   | Components                            | Proprietor, Private Institutions   | Support Function category  | Implementation Category  | Coordination Category   | Policy Category   |
|------|--|---------------------------------------|--|--|--|---|---|
| 7.   | <b>Industry, Institute (II) linkage and coordination</b> | A. Public Private partnership in TVET | <ul style="list-style-type: none"> <li>● Describe potential beneficial actors in TVET</li> <li>● Explain existing provision of PPP</li> <li>● Describe success stories of institutions</li> </ul>  | <ul style="list-style-type: none"> <li>● Define public private partnership</li> <li>● Interact with public and private organization about TVET</li> <li>● Describe guidelines related to PPP</li> <li>● Explain components of MoU</li> <li>● Coordinate with industries for job placement/ need/further assistance/ MoU</li> </ul> | <ul style="list-style-type: none"> <li>● Define PPP</li> <li>● Compare different modalities with PPP</li> <li>● Manage networking with different institutions and industries</li> <li>● Establish linkages with institutions and industries as per need</li> </ul> | <ul style="list-style-type: none"> <li>● Describe potential beneficial actors in TVET</li> <li>● Explain existing provision of PPP</li> <li>● Describe success stories of institutions</li> <li>● Manage networking with different institutions and industries</li> <li>● Establish linkages with institutions and industries as per need</li> <li>● Coordinate for implementation of business incubation center</li> </ul> | <ul style="list-style-type: none"> <li>● Develop TVET PPP policy</li> <li>● Lobby to develop TVET PPP act</li> <li>● Develop the guidelines for business incubation center</li> </ul> |
|      |  | B. Coordination                       | <ul style="list-style-type: none"> <li>● Describe the nature of industries</li> <li>● Explain about major/ sectoral employer association</li> <li>● Match the interest of industries with TVET programs</li> <li>● Explain Involvement of TVET actors in TVET cycle</li> </ul> | <ul style="list-style-type: none"> <li>● Explain the importance of coordination with different stakeholders.</li> </ul>  |  | <ul style="list-style-type: none"> <li>● Coordinate with different TVET stakeholders (local gov, professional organization, industries, parent teacher association)</li> <li>● Address issues and challenges related (TVET stakeholders)</li> </ul>   |   |

| S.N. | Area | Components                      | Proprietor, Private Institutions  | Support Function category  | Implementation Category   | Coordination Category  | Policy Category |
|------|------|---------------------------------|---|--|---|--|-----------------|
|      |      | C. Counseling and Job Placement | <ul style="list-style-type: none"> <li>● Describe entry, mid, exit level of counseling (guidance)</li> <li>● Identify qualified counselors</li> </ul> | <ul style="list-style-type: none"> <li>● Define academic and career counseling</li> <li>● Explain the importance of counseling</li> <li>● Explain the techniques of academic and career counseling</li> <li>● Reform academic and career counseling</li> <li>● Maintain the counseling record</li> </ul> | <ul style="list-style-type: none"> <li>● Define academic and career counseling</li> <li>● Explain the techniques of academic and career counseling</li> <li>● Refer academic and career counseling</li> <li>● Maintain the counseling record</li> </ul> | <ul style="list-style-type: none"> <li>● Coordinate with different stakeholders for job placement</li> </ul>   |                 |
|      |      | D. TVET entrepreneurship        | <ul style="list-style-type: none"> <li>● Explain TVET business incubation center</li> </ul>   | <ul style="list-style-type: none"> <li>● Describe TVET business incubation center and funding mechanism</li> </ul>   | <ul style="list-style-type: none"> <li>● Establish linkage for entrepreneurship</li> </ul>  | <ul style="list-style-type: none"> <li>● Explain the provision of TVET business incubation center</li> <li>● Coordinate with stakeholders for establishing business incubation center</li> </ul> |                 |

## ANNEX II: TVET Glossary

### A

**Access:** The means or opportunity to approach or enter into a TVET for gaining knowledge, skills and attitude. (TVET Policy, 2012).

**पहुँच:** प्राविधिक शिक्षा तथा व्यावसायिक तालिमका अवसरहरुबाट ज्ञान, सीप र अभिवृत्ति प्राप्त गर्नका लागि सजिलो अवस्था ।

**Accreditation:** The action or process of officially recognizing TVET institutions as having a particular status or being qualified to provide quality TVET education.

**स्तरीकरण:** निर्धारित मापदण्ड अनुरूप सञ्चालन भएका शिक्षालय वा तालिमा संस्थाले सञ्चालन गर्ने तालिम कार्यक्रमको स्तरमा समानता ल्याउने औपचारिक प्रणाली ।

**Act:** A statutory plan passed by parliament or any legislature which is a "bill" until enacted and becomes law. e.g. TVET ACT, 2045

**ऐन:** संसदले स्वीकृत गरेको विधेयक जस अन्तर्गत तत्सम्बन्धी नियमावली विनियमावली एवं निर्देशिकाहरु बनाउन सकिन्छ, जस्तै: प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद् ऐन ।

**Attitude:** A behavior of the learner based on settled way of thinking, opinion or feeling about something

**मनोवृत्ति:** प्राविधिक शिक्षा तथा व्यावसायिक सीप र कामप्रति प्रशिक्षार्थीको मनोधारणा ।

**Career Counseling:** Is a process which helps to understand the world of work in order to make career, educational and life decisions.

**जीवनवृत्ति परामर्श:** प्राविधिक तथा व्यावसायिक क्षेत्रमा वृत्ति विकास, भविष्यमा लिइने शिक्षा, अगाडिको शिक्षा एवं सम्पूर्ण जीवन यापनका

विषयमा कामको संसारमा जानको लागि दिइने परामर्श सेवा, तालिम र कामको संसारलाई बुझाउनका लागि दिइने सल्लाह ।

**Affective Domain:** Involves skills which emphasize an attitude, feeling, emotion, or degree of acceptance and rejection.

**प्रभावकारी क्षेत्र:** मनोवृत्ति, अनुभूति, संवेग वा स्वीकार्यता र अस्वीकार्यताको तहलाई जोड दिने किसिमको प्राविधिक सीप र हौसला ।

**ASK or KSA:** Knowledge, Skill and Attitude generally applied in TVET Training.

**ए. एस. के. अथवा के. एस. ए.:** प्राविधिक शिक्षा तथा व्यावसायिक तालिमप्रतिको ज्ञान सीप र मनोधारण ।

**Assessment:** In TVET, the term assessment refers to the wide variety of methods or tools that are used to evaluate, measure, and document the readiness, learning progress and skill acquisition of learners

**परिक्षण :** प्राविधिक तथा व्यावसायिक प्रशिक्षार्थीहरुले सिकेको सीपले निजलाई के कति काम प्रति तत्पर बनायो र के कति सिक्यो वा के कति सिक्न बाँकी छ भन्ने कुरालाई तोकिएको मापन प्रणाली प्रयोग गरी जाच्ने कार्य ।

### C

**CIPP:** An acronym for Context, Input, Process and Product. It is an evaluation model that requires the evaluation of context, input, process and product in judging a program's value

**सि. आई. पी. पी.:** यो एउटा सन्दर्भ (Context), लगानी (Input), प्रक्रिया (Process) र उत्पादन (Product) को संक्षिप्त रूप हो। यो एउटा मूल्याङ्कन गर्ने तरिका हो जसले सन्दर्भ, लगानी, विधि र वस्तुहरुका जाँच गरेर तालिम कार्यक्रमको समग्र मूल्याङ्कन गर्दछ ।

**Cognitive Domain:** Involves the development of mental skills and the acquisition of knowledge

**ज्ञानको क्षेत्र:** ज्ञान आर्जन गर्ने मानसिक सीप वा अवस्था ।

**Competency:** The ability (including knowledge, skills and attitudes) to perform a task effectively and efficiently according to established standards.

**सक्षमता:** तोकिएको मापदण्ड अनुरूप कुनै पनि प्राविधिक तथा व्यावसायिक काम उपयुक्त ज्ञान, सीप र सकारात्मक मनोवृत्तिका साथ सम्पन्न गर्ने क्षमता ।

**Course:** A series of lectures or lessons in a particular subject, leading to an examination or qualification. (CTEVT definition)

**कोर्स:** तोकिएका खास विषयका विभिन्न पाठ र कक्षाहरूको सङ्गालो जसको निश्चित अवधि तोकिएको हुन्छ र जसलाई परीक्षा, प्रमाणपत्र र निश्चित योग्यतासँग जोडिएको हुन्छ । यो अल्पकालिन र दिर्घकालिन दुवै हुन सक्छ ।

**Criteria:** A set of standards by which something is judged as Good or Bad, Ok or Not Ok of performance.

**आधारहरू:** मापदण्डको सङ्गालो जसले कुनै प्राविधिक तथा व्यावसायिक कार्यसम्पादन ठीक छ वा छैन भनी जाँचन सघाउ पुर्‍याउछ ।

**Criterion Reference Test (CRT):** Consists of criteria used to evaluate performance of a person.

**सी. आर. टी.:** आधार (Criterion), सन्दर्भ (Reference) र परीक्षण (Test) शब्दको संक्षिप्त रूप हो । जसले व्यक्तिको कार्य सम्पादनको जाँच गर्दछ ।

**CTEVT:** Abbreviation for Council for Technical Education and Vocational Training, an apex body of TVET under MoEST in Nepal

**सि. टि. ई. भि. टि.:** यो प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्को संक्षिप्त रूप हो। यो संस्था प्राविधिक शिक्षा तथा व्यावसायिक तालिम क्षेत्रको शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय अन्तर्गतको उपल्लो निकाय हो ।

**Curriculum Guide:** A document that contains purposes, descriptions, course structure, weightage, competencies, entry criteria, evaluation system and level of certification.

**पाठ्यक्रम निर्देशिका:** एउटा यस्तो दस्तावेज हो, जहाँ कोर्सको उद्देश्य, विस्तृत विवरण, ढाँचा, सक्षमताका भारहरू प्रवेशका लागि निम्नतम योग्यता, मूल्याङ्कन प्रणाली, प्रमाण पत्रको स्तर समेटिएका हुन्छन् ।

**Curriculum:** An education system designated to produce workforce in nation. e.g. TVET Curricula

**पाठ्यक्रम:** राष्ट्रको लागि प्राविधिक तथा व्यावसायिक जनशक्ति उत्पादन गर्न तयार गरिएको एउटा शैक्षिक पाठ योजनाको दस्तावेज ।

### D

**Data:** Information collected for specific purposes using a technique for reference or analysis.

**सूचाङ्क:** तोकिएको ढाँचामा विश्लेषण गरेर खास उद्देश्यका लागि सङ्कलन गरिएका प्राविधिक तथ्य र अडकहरू ।

**Discovery Learning:** Discovery learning is an inquiry-based, learning that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

**खोजमूलक सिकाइ:** आफूसँग भएको विगतको व्यावसायिक अनुभव र ज्ञानको प्रयोग गरेर सिकिने जिज्ञासामा आधारित सिकाइ जसले नयाँ नयाँ तथ्यहरू पत्ता लगाउन सहयोग पुर्‍याउछ ।

**Dual Training Model:** It is a training modality that combines theoretical and practical trainings. In this modality, learning takes place alternately in two venues: the school or training center and the company or workshop.

**द्वैध तालिम नमूना:** यो प्राविधिक तालिमको त्यस्तो नमूना हो जसमा सैद्धान्तिक र व्यावहारिक तालिमको समिश्रण हुन्छ। यस्तो तालिम सैद्धान्तिक पक्षको लागि शिक्षालय वा तालिम संस्थामा सञ्चालन हुन्छ भने व्यावहारिक पक्षको लागि उद्योग वा कार्यालयमा सञ्चालन हुन्छ।

**Duty:** An arbitrary or convenient grouping of similar or related tasks perform in an occupation. It generally contains the list of 8-12 skills.

**कार्य/काम:** समान किसिमका स-साना कार्यहरूको समूह जुन एउटा प्राविधिक पेशाको कामलाई सम्पादन गर्न आवश्यक पर्दछ। स-साना सामान्यतया ड्युटीमा ८ देखि १२ वटा सीपहरू स-साना कार्यहरू पर्दछन्।

## E

**Effective and Efficiency:** General terms used for evaluating services in terms of achievement of performance objective/s and outcomes.

**प्रभावकारी एवम दक्षता:** कुनै पनि प्राविधिक कार्यक्रमको नतिजा र सम्पन्नतालाई मूल्याङ्कन गर्दा प्रयोग गरिने शब्दहरू। प्रभावकारी भन्नाले तोकिएको समय र बजेट सीमा भित्र सम्पन्न भएको कार्य भन्ने बुझिन्छ भने दक्षता भन्नाले गरेको कार्यको गुणस्तर भन्ने बुझिन्छ।

**Employability skills:** Employability skills are transferable skills needed by an individual to make them 'employable' along with good technical understanding and subject knowledge.

**रोजगारीमूलक सीप:** रोजगारीलाई सहयोग पुऱ्याउने किसिमको प्राविधिक एवम व्यावसायिक सीप, ज्ञान र तालिम।

**Employer:** A person or company that provides a job paying wages or a salary to one or more people

**रोजगारदाता :** प्राविधिक तालिम लिएका युवाहरूलाई उचित तलब वा पारिश्रमिक सहित काममा लगाउने व्यक्ति, कम्पनी वा संस्था।

**Entry Level Skills:** Entry level skills are those skills needed for the starting point in the employment market

**प्रवेश तहका सीपहरू:** रोजगारीको बजारमा शुरुमा प्रवेश पाउनका लागि आवश्यक पर्ने आधारभूत ज्ञान र सीपहरू।

**Equity:** Fairness or impartiality towards all concerned, based on the principles of even-handed dealing.

**समानता:** विना पूर्वाग्रह र पक्षपात तालिम र रोजगारीका अवसरहरू प्रदान गर्ने काम।

**Equivalence:** Refers to equivalence between and within the qualifications which allows learners to accelerate the acquisition of qualifications within the same qualifications framework or can be used in facilitating international cross recognition.

**समकक्षता:** योग्यताहरूको बिचमा वा तिनीहरूभित्रै समान स्तरको योग्यता भनी प्रमाणित गर्ने काम। एउटै योग्यता प्रारूप (Qualification frame work) भित्र प्रशिक्षार्थीहरूले अन्य योग्यता ग्रहण गर्न पाउछन्। यसले अन्तर्राष्ट्रिय मान्यता पाउनलाई पनि सहयोग पुऱ्याउछ।



**Ethical Behaviors:** Are values consistent with society and individuals.

**नैतिक व्यवहार:** मूल्य एवम् मान्यताहरु जुन समाज र व्यक्ति सापेक्ष भएमा उक्त मूल्य मान्यतालाई नैतिक व्यवहार भनिन्छ ।

**Evaluation:** Is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. e.g. TVET Evaluation System.

**मूल्याङ्कन:** तोकिएका मापदण्ड अनुरूप कुनै परिक्षार्थी वा तालिम कार्यक्रमको स्तर, गुण, दोष र महत्वको योजनाबद्ध रूपमा जाँच्ने काम ।

**Expansion:** Is program or faculty extension and addition in TVET.

**विस्तार:** प्राविधिक तथा व्यावसायिक तालिमको क्षेत्रमा "विस्तार" भन्नाले तालिम कार्यक्रम वा संस्था संकाय थप भन्ने बुझिन्छ ।

**Experiential Learning:** Is the process of learning through experience and is more specifically defined as learning through reflection on doing.

**परीक्षणगत सिकाइ:** अनुभवबाट सिक्ने सिकाइ अथवा काम गर्दाको अनुभव र यसको प्रतिविम्बनबाट हुने सिकाइ ।

**Expert:** A person with a high level of knowledge or skill relating to a particular subject or activity.

**विशेषज्ञ:** कुनै खास विषय वा कार्यको लागि उच्च स्तर को ज्ञान, सीप र अनुभव भएको व्यक्ति ।

**Explanation:** The act or process of making something clear or easy to understand.

**व्याख्या:** कुनै सीप वा प्रविधिसँग सम्बन्धित कुरालाई सामान्य प्रशिक्षार्थीहरुले बुझ्ने किसिमले बताउने काम ।

**F**

**Facilitation:** An instructional strategy to lead people through a process toward agreed-on objectives in a manner that encourages participation, ownership and productivity from all involved.

**सहजीकरण:** कुनै पनि तालिम कार्यक्रम, गोष्ठी र सेमिनार आदिमा तिनीहरुका स्वीकार गरिएका उद्देश्यहरु अनुसार छलफल गर्दा सबै सहभागीहरुलाई उक्त गोष्ठी, सेमिनारप्रति सकारात्मक र उत्साही तुल्याई आफ्नै कार्यक्रम हो भन्ने अनुभूती सिर्जना गर्ने एउटा प्रशिक्षण रणनीति ।

**Facilitator:** someone who helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance or supervision.

**सहजकर्ता:** पक्ष विपक्षमा प्रस्तुत नभईकन सहयोग, सल्लाह र निर्देशन दिएर तालिम गोष्ठीका नतिजाहरु निकाल्ने व्यक्ति जसले सहभागीहरुका बिच व्यापक छलफल चलाउँदछ ।

**Formative Assessment:** Informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment

**सुधारात्मक मूल्याङ्कन:** सिक्ने र सिकाउने क्रियाकलापहरुमा आवश्यक सुधारका लागि प्रशिक्षकले प्रशिक्षार्थीहरुको सिकाइ उपलब्धिका सम्बन्धमा गर्ने अनौपचारिक मूल्याङ्कन वा जाँच ।

**G**

**Goal:** An observable and measurable end result having one or more objectives to be achieved within more or less fixed timeframe.

**लक्ष्य:** देख्न र मापन गर्न सकिने यो एउटा निश्चित समयवधि भित्रको अपेक्षित अन्तिम नतिजा जस्मा एक वा एक भन्दा बढी उद्देश्यहरु आवद्ध गरिएका हुन्छन ।

**Graduate:** A person who has successfully completed a course of study or training.

**उत्तीर्ण प्रशिक्षार्थी:** कुनै पनि प्राविधिक कोर्ष सफलतापूर्वक सम्पन्न गर्ने प्रशिक्षार्थी ।

I

**In-service:** Is a kind of training which helps employees to attend special courses for improvement of their skills or to learn about new developments in their field.

**सेवाकालीन तालिम:** काम गरिरहेको वा सेवामा रहेका कामदारहरूलाई निजहरूको सीप र ज्ञानमा अद्यावधिकता ल्याउन वा त्यसलाई समय सापेक्ष तुल्याउन वा त्यसमा सुधार ल्याउन दिइने विशेष किसिमको तालिम ।

**Instructor:** A person who teaches practical skills.

**प्रशिक्षक:** व्यवहारिक वा व्यावसायिक सीप सिकाउने व्यक्ति ।

**Integration:** The combining of two or more things so that they work together effectively.

**एकिकृत:** प्रभावकारी ढंगले काम गराउनका लागि दुई वा दुई भन्दा बढी कुराहरूलाई मिलाएर सँगसँगै काम गर्नु ।

**IPO:** Stands for Input, Process and Output. The inputs represent the flow of data and materials into the process from the outside. The processing step includes all tasks required to effect a transformation of the inputs. The outputs are the data and materials flowing out of the transformation process.

**आई.पि.ओ.:** लगानी (Input), प्रक्रिया (Process) र उत्पादित वस्तु (Product) को संक्षिप्त रूप । सामग्री र सूचाङ्कहरूलाई उपयोग गरेर कुनै प्रक्रिया मा हालिन्छ र उक्त प्रक्रियावाट अपेक्षित नयाँ वस्तु वा नतिजा (Output) को रूपमा निस्कन्छ ।

**ISD:** Instructional Systems Design (ISD): model is an organized procedure that includes steps of analyzing, designing, developing, implementing and evaluating instruction to improve the quality and effectiveness of instruction and to enhance learning. It is mostly used in occupational curriculum development.

**आई.एस.डी.** प्रशिक्षण(Instructional), प्रणाली (System) र निर्माण (Design) को संक्षिप्त रूप। प्रशिक्षणमा सुधार र सिकाईलाई प्रभावकारी बनाउन संगठित तरिका ले चरणबद्ध रूपमा गरिने विश्लेषण, डिजाईन, विकास, कार्यान्वयन र मूल्यांकन गर्ने एउटा भरपर्दो नमूना हो । जुन प्राय पेशागत पाठ्यक्रम विकासमा प्रयोग गरिन्छ ।

**IT (Illustrated Talk):** An instructional method used in presenting information using verbal and visual illustrations

**आई.टी.(प्रदर्शित छलफल):** बोलेर वा श्रव्य-दृश्य सामग्री प्रयोग गरेर प्रशिक्षार्थीहरूलाई सिकाउने वा प्रशिक्षण गर्ने एउटा तरीका हो ।

J

**Job description:** A description that specifies the roles, responsibility and prerequisite of a job.

**कार्य विवरण:** गर्नु पर्ने कामहरूको विस्तृत विवरण जसमा कामदारको भूमिका, जिम्मेवारी र उक्त कामको पूर्व आवश्यकताहरूको व्याख्या गरिएको हुन्छ ।

**Job specification:** A description of job performance standard of quality assurance.

**कामको विवरण:** गरिने कामको गुणस्तर नियन्त्रण वा आवश्यकताको लागि तोकिएको कार्य सम्पादन गुणस्तर को विवरण ।

**Job title:** A name given to collection of duties of an occupation.

**कामको शीर्षक:** पेशाको लागि गर्नुपर्ने काम तथा कर्तव्यहरूको संगालोलाई दिईने शीर्षक वा नाम ।

**Job:** a paid position of regular employment.  
काम: नियमित रोजगारीको लागि तलब दिएर नियुक्ति गरिने पद ।

## K

**Knowledge:** Facts, information, and skills acquired through experience or education, the theoretical or practical understanding of a subject

**ज्ञान:** अनुभव र शिक्षाबाट आर्जन गरिएका तथ्य, सूचना र सीपहरू जसबाट कुनै विषयको सैद्धान्तिक र व्यावहारिक पक्षलाई बुझ्न र बुझाउन सजिलो पर्दछ ।

## L

**Learning domains:** Area of teaching and learning that includes; skill, knowledge and attitude.

**सिकाई क्षेत्र:** सीप, ज्ञान र मनोवृत्ति समावेश भएको शिक्षण सिकाईको क्षेत्र ।

**Learning Guide:** A manual that shows the contents and visualization, sequential learning activities, objectives and test items.

**सिकाई निर्देशिका:** सिकाईका उद्देश्यहरू, विषय वस्तु, श्रव्य-दृश्य सामग्री, क्रमिक सिकाई क्रियाकलापहरू र प्रशिक्षण वा अभ्यासका लागि प्रश्न पत्रहरू समावेश भएको पुस्तिका ।

**Learning Outcome:** The end results of teaching-learning process

**सिकाई नतिजा:** प्राविधिक तालिम र सिकाई प्रक्रियाको अन्तिम प्रतिफल ।

**Legislation:** Is collection of laws, acts, directives, rules and regulations which has been promulgated (or "enacted") by a legislature

**विधान:** कानूनहरूको सङ्गालो जसमा ऐन, नियमहरू र विनियमहरू सबै पर्छन् ।

**LMIS:** Labor Market Information System is systems, mechanisms, or process for gathering, organizing, providing and analyzing information about the condition of the labor market, occupations, jobs, including key changes taking place within the employment, jobs and the occupations

**एम.आई.एस.:** श्रम बजार सूचना प्रणालीको संक्षिप्त रूप जसले श्रम बजारको प्रणालीको सूचनाहरूलाई विस्तृत रूपमा संगठित गर्ने, विश्लेषण गर्ने र यस क्षेत्रमा के कस्ता परिवर्तन आएका भएका छन् भन्ने बारे जानकारी राख्ने काम गर्दछ ।

**Log Frame:** Another name for Logical Framework, which is a planning tool consisting of a matrix which provides an overview of a project's goal, activities and anticipated results

**लग फ्रेम:** तार्किक प्रारूपको अर्को नाम । यो एउटा परियोजना तर्जुमा गर्ने तरीका वा ढाँचा हो । यसमा परियोजनाको उद्देश्य, क्रियाकलाप र लक्षित नतिजाहरू एउटा तालिका (Matrix) मा उल्लेख गरिएको हुन्छ ।

## M

**Management:** The process of achieving objectives through dealing with or controlling things or people. e.g. TVET Management System.

**व्यवस्थापन:** मानव संसाधन र अन्य साधन स्रोतको उपयोग गरेर शिक्षालय वा तालिम केन्द्रका उद्देश्यहरू पूरा गर्ने कार्य ।

**Manual Work:** relating to or done with the hands.

**हातले गर्ने काम:** प्राविधिक वा व्यावसायिक सीपलाई मानिसले हातले सम्पादन गर्ने काम ।

**Mapping:** An operation that associates each element of a given set (the domain) with one or more elements of a second set (the range).

**नक्साङ्कन:** एउटा समूहका कार्यका अवयवहरूको दोस्रो समूहका कार्यहरूका अवयवहरूसँग सम्बन्ध स्थापित गर्ने काम ।

**Mastery Learning:** Refers to a category of instructional methods which establishes a level of performance that all students must master before moving on to the next unit.

**निपूर्ण सिकाई:** यस्तो किसिमको सिकाईको तरिकाका जसबाट सम्पूर्ण प्रशिक्षार्थीहरूले उपल्लो तहको कार्य सम्पादन गर्न सक्दछन् र त्यसपछि, अर्को सिकाई तर्फ लाग्दछन् ।

**Micro, Meso, Macro:** These are the level of analysis where a meso-level analysis indicates a population size that falls between the micro- and macro-levels, such as a community or an organization. However, meso-level may also refer to analyses that are specifically designed to reveal connections between micro- and macro-levels.

**माइक्रो, मेसो, म्याक्रो:** कुनै विषयको विभिन्न तहमा हुने विश्लेषण । माइक्रो तहमा सूक्ष्म विश्लेषण हुन्छ भने म्याक्रो तहमा समष्टिगत विश्लेषण हुन्छ । मेसो तहको विश्लेषणले जनसंख्याको त्यो आकारलाई संकेत गर्दछ जुन माइक्रो र म्याक्रो तहको बीचमा रहनेछ र दुवैलाई आवश्यक पर्दछ । यो बाहेक मेसो तहले माइक्रो र म्याक्रो तह दुवैको बीचको सम्बन्धमा पनि प्रकाश पार्दछ ।

**MIS:** MIS is the acronym for Management Information Systems. It is an information system used for decision-making, and for the coordination, control, analysis, and visualization of information in an organization.

**एम.आई.एस.:** व्यवस्थापन सूचना प्रणालीको संक्षिप्त रूप जसले सूचनाहरूलाई विस्तृत रूपमा संगठित गर्ने,

विश्लेषण सङ्गठित गर्ने र त्यस क्षेत्रमा के कस्ता परिवर्तन आएका वा भएका छन् भन्ने बारे जानकारी राख्ने काम गर्दछ । यो सूचना प्रणाली विद्युतीय र मानिस दुवैबाट हुन सक्दछ । कुनै संस्थालाई निर्णय लिन, समन्वय गर्न, तथा विश्लेषण आदि गर्न यो प्रणालीको उपयोग गरिन्छ ।

**Mission:** A mission statement is a short statement of why an organization exists, what its overall goal is, identifying the goal of its operations.

**परिकल्पना:** संस्था किन स्थापित गरिएको र के को लागि स्थापित गरिएको भन्ने कुरालाई छोटो तरिकाले उल्लेख गरिएको विवरण ।

**Mobile Training:** Is a flexible approach to provide training via the Internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs.

**घुम्ती तालिम:** तालिमको यो लचिलो धारणा हो यस्तो तालिममा इन्टरनेट, नेटवर्क, मोबाइल सेट, स्मार्टफोन नट्याबलेट आदिको उपयोग गरिन्छ। साथै सामाजिक अन्तर्क्रियालाई पनि उत्तिकै महत्व दिईन्छ ।

**Monitoring:** A process of continuing collection and analysis of data of an ongoing development intervention. Its aim is to provide indications of the extent of progress and achievement based on set objectives. E.g. TVET Monitoring System.

**अनुगमन:** सञ्चालन भइरहेको कार्यक्रम वा प्राविधिक परियोजनाहरूमा उद्देश्य अनुरूप तोकिएका कामहरू ठीक ढंगले भै रहेका छन् कि छैनन् भन्ने विषयमा समय समयमा अवलोकन गर्नु । तोकिएका कामहरू ठीक ढंगले भै रहेका छन् कि छैनन् भन्ने विषयमा समय समयमा अवलोकन निरीक्षण गरी आवश्यक तथ्याङ्क र सूचना सङ्कलन गरेर सुधारात्मक किसिमको परिक्षण गर्ने काम ।

**N**

**National Occupational Skills Standards (NOSS):** Is a performance specification expected from competent personnel to be qualified for a skill related profession

**एन. ओ. एस. एस.:** यो राष्ट्रिय (National), पेशागत (Occupational), सीप (skill) र प्रमाणिका स्तर (standard), को संक्षिप्त रूप हो । सीपसंग सम्बन्धित पेशाको लागि योग्य मानिएका प्रशिक्षार्थीबाट अपेक्षा गरिएको कार्य संपादन गुणस्तर (Performance specifications) उल्लेख गरिएको पुस्तिका ।

**National Skill Testing Board (NSTB):** Is an autonomous body which introduces a system of occupational classification, development of skill standards, skill testing and certification.

**एन. एस. टि. बि.:** राष्ट्रिय (National) सीप (Skill) परीक्षण (Testing) समिति (Board) को संक्षिप्त रूप । यो एउटा संरचनात्मक व्यवस्था हो जसले पेशागत विश्लेषण, सीप प्रमाणिका निर्माण, सीप परीक्षण र प्रमाण पत्र वितरण सम्बन्धि एउटा विशेष प्रणालीलाई लागू गर्दछ ।

**Nepal Vocational Qualifications System (NVQS):** Is a pathway of progression from informal short courses to the formal TVET programs.

**एन. भि. क्या. एस.:** नेपाल (Nepal) व्यावसायिक (vocational) योग्यता (qualification) प्रणाली (system) को संक्षिप्त रूप हो । अनौपचारिक अल्पकालिन तालीमबाट औपचारिक प्राविधिक तथा व्यावसायिक शिक्षाका कार्यक्रम तर्फ जाने एउटा बाटो हो । यसले वृत्ति विकासमा सहयोग पुऱ्याउछ ।

**Norm-Referenced Test (NRT):** Is a type of test, in which judgment is made on the basis of comparison in a predefined population, with respect to the trait being measured.

**एन. आर. टि.:** नर्म (Norm) सन्दर्भ (Reference) जाँच (Test) को संक्षिप्त रूप । पूर्व परिभाषित जनसङ्ख्या तुलनाको आधारमा गरिने जाँच । यसमा तोकिएका नर्मस्को आधारमा परीक्षण गरिन्छ ।

**O**

**Objective:** An objective is a specific end which aims to achieve within a time frame by available resources.

**उद्देश्य :** उद्देश्य भनेको एउटा निश्चित गन्तव्य हो । जसलाई एउटा निश्चित समय अवधिमा निश्चित साधन स्रोतहरूको प्रयोग गरेर प्राप्त गर्न लिइएको हुन्छ ।

**Occupation Analysis:** Is a process that systematically analyzes a job in terms of specific duties and tasks that competent workers must perform

**पेशा विश्लेषण:** सक्षम कामदारले गर्नु पर्ने काम र पुरा गर्नु पर्ने जिम्मेवारी पत्ता लगाई उसको पुरै पेशाको विश्लेषण गर्ने विधि ।

**Occupation:** Is an activity in which one engages, devotes in regular work, for means of getting a living.

**पेशा:** पारिश्रमिक वा तलव पाएर नियमित रूपले जीवन यापनको लागि गरिने कामलाई पेशा भनिन्छ ।

**Occupational Instructional Skills.**

**(OIS):** Is an activity to develop the instructional materials like lesson plan, visuals and other necessary things to teach a skill by instructor after completion of OSU in the actual place.

**पेशागत प्रशिक्षण सीप (ओआईएस):** पेशागत प्रशिक्षण र सीप को संक्षिप्त रूप । साना उद्योग वा कार्यालयमा पेशागत सीप (ओएसयु) को बढोत्तरी गरिसके पछि सीप सिकाउन प्रशिक्षकलाई आवश्यक पर्ने प्रशिक्षण सामग्री, पाठ योजना, श्रव्यदृष्य सामग्री आदि तयार गर्ने कार्यलाई ओ. आई. एस. भनिन्छ ।

**Occupational Profile (OP):** A graphic portrayal of all the duties and associated task statements important to workers in a given occupation. OP contains: duties, tasks, tool and equipment list, job entry requirements, occupation holder's characteristics, career paths and future concerns.

**पेशागत विवरण:** यसमा कामदारहरूले गर्नु पर्ने महत्वपूर्ण कामहरू उल्लेख गरिएको हुन्छ । यस भित्र खास गरेर साना ठुला काम, औजार उपकरणको सूची, काम प्रतिको योग्यताहरू काम गर्ने मान्छेमा हुनु पर्ने विशेषताहरू, वृत्ति विकासका बाटाहरू र भविष्यसंग सम्बन्धित कुराहरू उल्लेख गरिएका हुन्छन् ।

**Occupational Skill Standard (OSS):** Specify performance that people are expected to achieve in their occupation, and the knowledge and skills they need to perform effectively.

**पेशागत सीप मापदण्ड (ओएसएस):** कामदारहरूले आफ्नो पेशामा संपादन गर्नु पर्ने कामको अपेक्षित स्तर र सो को लागि आवश्यक पर्ने अपेक्षित ज्ञान र सीपको स्तर ।

**Occupational Skill Upgrading (OSU):** Is a program especially designed for instructors to upgrade their existing occupational skills and knowledge and proficiency by working in their trade specific workplaces like industries, workshops, technical vocational institutions and firms.

**पेशागत सीपको बढोत्तरी (ओएसयु):** काम गरिरहेको कामदारहरूको, भइरहेको सीप र ज्ञानलाई अभिवृद्धि गर्न उद्योग वा कार्यशालामा निजहरूलाई पठाई निजहरूको सीप र ज्ञानमा अभिवृद्धि ल्याउनुलाई ओ. एस. यु भनिन्छ ।

**On the Job Training (OJT):** An instructional method where instruction is provided at the place of work rather than in a training center.

**कार्यगतस्थलको तालिम (ओजेटी):** शिक्षालय वा तालिम केन्द्रमा भन्दा उद्योग वा कार्यालय वा साच्चिकै आफूलेपछि गएर काम गर्नु पर्ने ठाउँमा दिईने प्रशिक्षणलाई कार्यगत तालिम भनिन्छ। यसमा गरेर सिकने सिद्धान्तलाई अपनाईन्छ ।

**Open Entry/Open Exit:**

An administrative device which allows the learner to enter a training program at virtually any time a space is available, and exit the program whenever the specific competencies have been achieved.

**खुला आगमन र बहिरगमन:** यस प्रणालीका कुनै पनि प्रशिक्षार्थीलाई ठाउँ भएको कुनै पनि समयमा तालिममा प्रवेश गर्न दिईन्छ र सीप सिकिसकेपछि कुनै पनि समयमा निजलाई तालिम छोडेर जान अनुमति दिईन्छ ।

**Operational Plan:** Is a plan which provides organization personnel with a clear picture of their tasks and responsibilities in line with the goals and objectives contained within the strategic plan.

**कार्य संचालन योजना:** शिक्षालयका तालिम संस्थाको रणनीतिक योजना अनुरूप उक्त शिक्षालयमा प्रशिक्षक एवं कर्मचारीहरूलाई दिईने निजहरूले गर्नु पर्ने काम र जिम्मेवारीको स्पष्ट तस्वीर ।

**Outcome:** An end result or effect of an action and situation etc.

**नतिजा:** कुनै गरिएको कामको अन्तिम प्रभाव वा प्रतिफल ।



**P**

**Partnership:** Business in collaboration with more than single developer.

**साभेदारी:** दुई वा दुई भन्दा बढी व्यक्ति वा संस्थाहरुबाट संयुक्त रूपमा सञ्चालन गरिएको व्यापार वा व्यावसाय ।

**Pedagogy:** The art science and art of teaching.

**प्रशिक्षण विधि:** सैदान्तिक शिक्षा पढाउने कला, सीप र कौशल ।

**Performance Check List:** A tool which evaluates the performance of a skill in terms of standard met or not met.

**कार्य सम्पादन जाँच सूची:** तोकिएको गुणस्तर बमोजिम काम भए नभएको जाँच गर्ने एउटा तरिका वा विधि ।

**Performance Guide:** A collection of steps to perform a task of occupation with a standard or norms.

**कार्य सम्पादन निर्देशिका:** कुनै पेशासँग सम्बन्धित काम सम्पादन गर्नको लागि तयार गरिएको तहगत कार्यहरु ।

**Performance Standard:** A set-fourth of criteria of performance result that can accept by the expert.

**कार्य सम्पादन स्तर:** सम्बन्धित विशेषज्ञले स्वीकार गरेर पहिले तयार गरिएको कार्यसम्पादन नतिजाका मापदण्डहरु (Criteria) ।

**Performance Test:** A means to evaluate ability of performing an assigned task/s.

**कार्य सम्पादन परीक्षण:** तोकिएको कार्य सम्पादन गर्ने योग्यताको जाँच गर्ने विधि ।

**Physical Ambience:** Setting of tools, equipment and materials in lab, workshop and class room .

**भौतिक सज्जा:** तालिम वा परीक्षणको लागि औजार, उपकरण, कागजपत्र, प्रयोगशाला, कक्षा कोठा र अन्य पुर्वाधारहरुको पर्याप्तता ।

**Policies:** A set of policies are principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible. e.g. TVET Policy, 2012.

**नीतिहरु:** प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषद्ले आफ्नो निश्चित लक्ष्य प्राप्त गर्नको लागि तर्जुमा गरेको सिद्धान्त रणनीति एवं नियमहरुको सङ्गालो ।

**Polytechnic:** An institute affiliated to produce multi-disciplinary technical work force.

**पोलिटेक्निक:** प्राविधिक शिक्षा तथा व्यावसायिक तालिम परिषदबाट स्वीकृत बहुप्राविधिक शिक्षालय जसले विभिन्न क्षेत्रका प्राविधिक जनशक्ति उत्पादन गर्दछ ।

**Profession:** Occupation a person adopted to earn money with ethics.

**व्यवसाय:** नैतिक एवं समुचित किसिमले आम्दानी गरेर जीवन यापन गर्ने पेशा ।

**Proficiency:** An ability to comprehend and perform a task.

**प्रवीणता:** कुनै पनि काम राम्रोसँग बुझेर उच्च स्तरले सम्पादन गर्ने क्षमता ।

**Psychomotor Domain:** Involves skills which emphasize the manipulation of tools or materials.

**मनोचाल पक्ष:** उपलब्ध भएको औजार, उपकरण र सरसामग्रीहरुको अधिकतम उपयोगको लागि तिनीहरुलाई उपयुक्त ढङ्गले नियन्त्रण, परिचालन र साटफेर गर्न सक्ने क्षमताको क्षेत्र ।

**Public Private Partnership:** An approach in investment to provide TVET by partnership of both government sector and private developers.

**सरकारी नीजि साभेदारी:** प्राविधिक शिक्षा तथा व्यावसायिक तालिमको क्षेत्रमा लगानी गर्ने सन्दर्भमा सरकारी र नीजि क्षेत्रको पारस्परिक संलग्नता तथा साभेदारी ।

### Q

**Quality Assurance (QA):** Is the process of verifying whether a product meets required specifications and customer expectations.

**गुणस्तरमा सुनिश्चितता (QA):** कुनै पनि उत्पादित वस्तु वा सेवाले तोकिएको लगानी, प्रक्रिया र उत्पादनमा गुणस्तरका मापदण्डहरू र ग्राहकका आकाङ्क्षाहरूलाई पूरा गरेका छन् कि छैनन् भनी जाँचेर यो एउटा तरिका हो ।

### R

**Recognition of Prior Learning (RPL):** Is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

**पूर्व सिकाइलाई मान्यता (RPL):** यो एउटा यस्तो विधि हो जसमा सामान्य जाँच र मूल्याङ्कन गरेर व्यक्तिले औपचारिक वा अनौपचारिक रूपले सिकेको पूर्व सिकाइ कति 'क्रेडिट आवर' को छ भन्ने पत्ता लगाई यसलाई अझ उच्च तालिम वा शिक्षा वा कामको लागि मान्यता दिइन्छ ।

**Relevance:** The quality or state of being closely connected or appropriate.

**सान्दर्भिकता:** समय, परिस्थिति र वातावरण अनुकूल अर्थात् सबै तरहले उपयुक्तता ।

**Result Management:** Is a tool for monitoring and managing the implementation of strategy favored particularly by organizations and agencies.

**नतिजा व्यवस्थापन:** कुनै शिक्षालय वा तालिम संस्थाले तय गरेको रणनीतिहरूलाई कार्यान्वयन गर्ने सिलसिलामा निरीक्षण र व्यवस्थापन गर्ने एउटा विधि हो जसमा यी सबै क्रियाकलापहरू अन्तिम नतिजा तर्फ परिलक्षित हुन्छन् ।

### S

**Skill Test:** Is the corresponding performance test based on the occupational skill standard which must be demonstrated by every individual to obtain a "NATIONAL SKILL CERTIFICATE" indicating that the certificate holder meets the requirements of a trade/occupation.

**सीप परीक्षण:** राष्ट्रिय सीप प्रमाण पत्र प्राप्त गर्नको लागि पेशागत सीपका मापदण्डहरू ईच्छुक परीक्षार्थीहरूले पूरा गर्न सक्छन् कि सक्दैनन् भनी निजहरूलाई सम्बन्धित प्राविधिक सीपको कार्य सम्पादन गर्न लगाएर गरिने परीक्षणलाई सीप परीक्षण भनिन्छ ।

**Skill:** see task

**सीप:** व्यवसायमा काम लाग्ने कुनै पनि प्राविधिक सीप जस्तै: गारो लगाउने सीप, बिजुली वायरिङ गर्ने सीप, वेल्डीङ गर्ने सीप आदि ।

**Soft skill:** Personal attributes that enables someone to interact effectively and harmoniously with other people.

**सहायक सीप:** अन्य व्यक्ति वा व्यक्तिहरूको समुहसंग प्रभावकारी र सामान्य पूर्ण ढङ्गले कुराकानी र अन्तर क्रिया गर्न सक्ने गुण एवं क्षमता हुन प्राविधिक सीप सम्पादनमा धेरै सहयोगी हुन्छ ।



**Standard:** Is a level of quality or achievement that is thought to be acceptable.

**मानक:** कुनै पनि वस्तु वा सेवाको गुणको तह जसलाई ग्राहक वा सामान्य मानिसहरूले स्वीकार गर्दछन् ।

**Step:** Is the smallest identifiable part of a skill.

**खुड्कला:** कुनै पनि सीपको सबै भन्दा सानो अंश ।

**Strategic Plan:** Is a process in which organizational leaders determine their vision for the future as well as identify their goals and objectives for the organization.

**रणनीतिक योजना:** शिक्षालय वा तालिम प्रदायक संस्थाका प्रमुखले आफ्नो संस्थाको लागि तयार गरेको परिकल्पना तथा दिर्घकालिन र अल्पकालिन उद्देश्यहरू एवम रणनीतिहरू समावेश गरिएको योजना ।

**Strategies:** A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. e.g. strategies for TVET expansion.

**रणनीतिहरू:** संस्थाको लागि तय गरिएका परिकल्पना र अल्पकालिन तथा दिर्घकालिन उद्देश्यहरू पूरा गर्नको लागि अपनाईने विभिन्न तरिकाहरू । उदाहरणको लागि प्राविधिक शिक्षा तथा व्यावसायिक तालिमको व्यापक विस्तार गर्ने उद्देश्यको लागि प्राविधिक शिक्षालयहरूको स्थापना गर्दै जाने एउटा रणनीति हुन सक्छ ।

**Student Centered Learning:** Methods of teaching that shift the focus of instruction from the teacher to the student.

**विद्यार्थी केन्द्रीत सिकाइ:** शिक्षण प्रशिक्षण गर्ने एउटा विधि जसमा शिक्षक र प्रशिक्षक केन्द्रीतबाट विद्यार्थी र प्रशिक्षार्थी केन्द्रीत प्रशिक्षण गरिन्छ ।

**Summative Assessment:** Is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.

**निर्णयात्मक मूल्याङ्कन:** यो तोकिएको पूरै प्रशिक्षण अवधिको अन्तिममा गरिने मुल्यांकन हो । यस मूल्याङ्कनमा प्रशिक्षार्थीले पूरै अवधिमा सिकेका सीप र ज्ञानको जाँच गरिन्छ । यसमा बिच बिचमा गरेका साना मूल्याङ्कनहरूलाई समेत जोडी सफल भए नभएको एकिन गर्न अन्तिम मूल्याङ्कन गरिन्छ ।

**Supra system:** The environment (community) that has needs and provides inputs, resources, constraints and competition to the system and evaluates the product of the system.

**बृहत प्रणाली:** यस बृहत प्रणाली वा वरिपरिको वातावरण (समुदाय) का केही आवश्यकताहरू हुन्छन् यसले केही साधन स्रोत, विघ्नवाधा र प्रतिस्पर्धा सहित एउटा सानो संस्थागत प्रणालीलाई उपलब्ध गराउँदछ र उक्त आवश्यकताहरू पूरा भए भएन भनी संस्थागत सानो प्रणालीद्वारा उत्पादित वस्तु र सेवाहरूको मूल्याङ्कन गरिन्छ ।

**T**

**Task:** A specific, observable unit of work complete in itself having a definite start and end point which can be broken down into two or more steps and performed in a limited period of time.

**कार्य:** शुरुवात र अन्त्य एकिन भएको एउटा निश्चित, प्रष्ट देख्न र बुझ्न सकिने किसिमको पूर्ण काम । कार्यलाई दुई वा दुई भन्दा बढी खुड्कलाहरूमा बाँड्न सकिन्छ र सिमित अवधिमा पूरा गर्न सकिन्छ ।

**Teaching Learning Process:** The interaction between instructors, learners and the content that leads to accomplishment of learning objectives.

**शिक्षण सिकाइ प्रक्रिया:** सिकाइएका उद्देश्यहरू पुरा गर्नको लागि कुनै विषय वस्तुका प्रशिक्षक र सिकारुहरूले आपसमा छलफल र अन्तक्रिया गर्ने काम ।

**Team Teaching:** An instructional strategy which involves more than one trainer in the training session .

**समूह शिक्षण:** कक्षा वा तालिम सत्रमा एक भन्दा बढी प्रशिक्षकहरू सम्मिलित भएर प्रशिक्षण दिईने रणनीति ।

**Technical Education in Community Schools (TECS):** Provides technical education and vocational training by using existing resources of the community school as a supplementary program.

**सार्वजनिक विद्यालयमा प्राविधिक शिक्षा (TECS):** सार्वजनिक विद्यालयमा उपलब्ध स्रोत र साधनको उपयोग गरेर थप कार्यक्रमको रूपमा चलाईने प्राविधिक शिक्षा तथा व्यावसायिक तालिम ।

**Technical Instructor:** Is a person who offers courses that prepare students for achieving occupation specific outcomes.

**प्राविधिक प्रशिक्षक:** कुनै पेशाको लागि आवश्यक पर्ने ज्ञान र सीप प्राप्त गर्नको लागि प्रशिक्षार्थीलाई प्राविधिक तालिम दिने व्यक्ति ।

**Terminal Performance Objectives (TPO):** Is a performance standard which describes the conditions under which the task takes place, exactly what performance is expected and how well the task must be performed.

**टि.पि.ओ:** कुनै कार्य सम्पादन (Performance) को अन्तिम (Terminal) उद्देश्य (Objective) को संक्षिप्त रूप हो । यसमा कार्य सम्पादन सम्बन्धी गुणस्तर का मापदण्डहरूलाई ख्याल गरी प्रशिक्षणका उद्देश्यहरू राखिएका हुन्छन्।

**Trainee:** An individual who participate in a training to acquire skill, knowledge and attitude.

**प्रशिक्षार्थी:** सीप, ज्ञान र तदअनुसारको मनोप्रवृत्ति प्राप्त गर्नको लागि तालिममा समावेश हुने व्यक्ति ।

**Trainer:** A person who can teach or facilitate to learn skill, knowledge and attitude.

**प्रशिक्षक:** सीप, ज्ञान र तदअनुसारको आचरण र व्यवहार सिकाउने व्यक्ति ।

**Training Models:** Is a model which helps to design the training. One of the most commonly used models is ADDIE (Analysis, Design, Development, Implementation and Evaluation)

**तालिमका नमूनाहरू:** तालिमको नमूना जसले तालिमको डिजाइनगर्न सहयोग गर्दछ । ADDIE (विश्लेषण, प्रारूप विकास, कार्यान्वयन र मूल्याङ्कन) धेरै जसो हाल प्रयोग भई रहेको तालिमको एउटा नमूना हो ।

**Transfer:** The carryover of learned responses from one type of situation to another.

**तालिम स्थानन्तरण:** एक स्थान वा परिवेशमा तालिममा सिकेका ज्ञान र सीपहरूलाई एक ठाँउबाट अर्को ठाँउ वा अवस्थामा प्रयोग गर्ने काम ।

**TVET MIS:** TVET MIS is a portal contains data on TVET institutions, trainees, courses, trainers, facilities, institutions managements and reports

**टि.भि.ई.टी (MIS):** यो प्राविधिक तथा व्यावसायिक शिक्षा र तालिम सम्बन्धी सूचनाहरूलाई व्यवस्थित गरी अभिलेख राख्ने प्रणालीको हो । यस प्रणालीमा प्राविधिक तथा व्यावसायिक तालिम संस्थाहरू, प्रशिक्षक, प्रशिक्षार्थी, कर्मचारी, तालिमका कोर्षहरू, तालिमका भौतिक संरचना, तालिम व्यवस्थापन, तालिम प्रतिवेदन आदिसंग सम्बन्धित तथ्याङ्कहरू व्यवस्थित तरिकाले राखिन्छ ।

**V**

**Verification:** The process of establishing the truth, accuracy or validity of something.

**सत्यापन:** तालिम कार्यक्रम, परीक्षा र सोका प्रमाणपत्रका सम्बन्धमा सत्यता, ठीक बेठीक, एवम सर्वमान्यता माथि जाँच पड्ताल गर्ने एउटा विधि हो ।

**Vision:** A vision statement describes what a company desires to achieve in the long-run, generally in a time frame of five to ten years or sometimes even longer.

**दुर दृष्टि:** कुनै संस्थाले ५ देखि १० वा सो भन्दा बढी अवधिमा कुनै संस्थाले प्राप्त गर्ने दिर्घकालिन उपलब्धी सम्बन्धी संक्षिप्त कथन ।

**Vocational:** A system of providing skills and knowledge that prepare people for a job.

**व्यावसायिक:** कुनै खास काम वा रोजगारीको लागि मानिसहरूलाई सीप र ज्ञान दिने प्रणाली ।

**W**

**Work Place:** Place where people work, such as an office or factory .

**कार्य स्थल:** कार्यालय वा कारखाना जहाँ मानिसहरू काम गर्दछन् ।

**Worker:** Person who does a specified type of work or who works in a specified way.

**कामदार:** व्यक्ति जसले तोकिएको खास काम तोकिए वमोजिम गर्दछ ।

**Workshop:** Room or building in which goods are manufactured or repaired.

**कार्यशाला:** कोठा वा भवन जहाँ विभिन्न चिज वस्तुहरू उत्पादन वा मर्मत गरिन्छ ।

**Written Test:** Is a comprehensive exam that assesses the examinee's cognitive knowledge.

**लिखित परीक्षा:** प्रशिक्षार्थीहरूको सैद्धान्तिक ज्ञानलाई वृहत रूपले लिखित परीक्षाको माध्यमबाट गरिने मूल्याङ्कन ।

## Views and Comments of the Training Participants

### Quotes from the participants of TVET CD workshops

**Mr. Saroj Kumar Pandey, Principal, Tilingtar Secondary School, Kathmandu**

“In my journey as a Community School Principal for more than 3 decades, Dakchyata supported TVET CD Workshop is one of the most significant capacity development training I have ever participated in, which has really enhanced myself as a TVET Leader in the community, who is even more determined to make best transformation of the students to TVET Graduates. “

“I found TVET Personnel CD Training cum Workshop as a perfect platform for the entire TVET Sector ranging from MoEST to Community schools and even the private training providers, which not only enabled the sharing of experience among all the players in Nepal’s TVET system but also fed in vital technical knowledges on policies and practice around the world thus creating collaborative determinations for initiating better implementation of the TVET throughout Nepal”

“TVET is the only means Nepal can motivate, through creation of employment opportunities in the domestic job market, the unemployed youth to stay back in Nepal, and utilise their sweat in building prosperity of the motherland, Dakchyata supported CD activities are capacitating TVET system to deliver its best for the aspiring youths. “

“I am convinced that Dakchyata’s support in strengthening the collaboration among TVET authorities and hence their effective coordination with the employers (the private sector) through the CD activities would be the turning point in Nepal’s prosperity. “

**Ms. Mina Regmi Poudel, Section Officer, Vocational Education Enhancement Section, TVET Division, MoEST**

“Coming through the diverse roles as School Supervisor, Foreign Aid coordination personnel to the current role at the Vocational Education Enhancement Section under the very young TVET Division, MoEST, during my tenure for a decade, Dakchyata’s CD initiatives have really impressed me and my colleagues who have been largely benefitted in terms of technical and practical aspects of TVET reforms at the policy level. “

“Dakchyata led capacity development activities have come as an opportunity cum encouragement for intra-institution and inter-institution discourses and sharing thus leading to collaboration towards effective and sustainable TVET provisions ultimately leading to employments for the youth and the nation’s journey towards prosperity.”

**Mr. Bipin Acharya, ED UCEP Nepal (NGO)**

The Capacity Development Workshop cum Training enabled me to revisit my knowledge and experience as a TVET personnel, also boosting my ability on strategic work as well as institutional networking with the policy level – CTEVT, MoEST and other TVET line ministries.

**Ms. Ritu Acharya, Quality Assurance Officer, Sakchamta Project, CTEVT**

The workshop cum training was very informative as it matches my needs, working as a TVET personnel. The topics/contents of the workshop gave me a new perspective in understanding more about the TVET, also is being very helpful in my work as well.



Government of Nepal  
**Ministry of Education,  
Science and Technology**



**dakchyata**  
दक्षता  
TVET PRACTICAL PARTNERSHIP



**BRITISH  
COUNCIL**

Funded by:

Managed by: