# C T E V T

## ANNUAL REPORT 2071/72

**Council for Technical Education and Vocational Training**

**Research and Information Division**

**Sanothimi, Bhaktapur**

*February, 2016*

# PREFACE

I t is a great pleasure of Council for Technical Education and Vocational Training to publish the first edition of Annual Report. Although Research and Information Division of CTEVT has been publishing various publications, this volume as an Annual Report is the first publication of its kind which incorporates major activities and achievements of the previous Fiscal Year (2071/72) as an synergic efforts of the CTEVT system together with its 529 long term training providing institutions.

Council for Technical Education and Vocational Training (CTEVT) is an autonomous organization established under Council for Technical Education and Vocational Training Act. 2045 with objectives of coordinating TVET activities in the country, producing basic to higher level technical human resources; and certifying and accreditating skills that are learned formally, informally and non-formally. Since then, CTEVT has remarkably expanded and developed the TVET landscape in the country. More than five hundred long term TTPs and almost in equal number of short term TTPs are currently operating their TVET activities through out the country under CTEVT. Besides, it develops TVET curricula, conducts research and studies, monitors and evaluates TVET programs to ensure its quality and carry out coordinating activities among various TVET stakeholders. This annual report incorporates the major activities and achievements of the past under the above mentioned responsibilities.

On the one hand, this Annual Report acts as mirror for the organization to review its activities of the past thus provides crucial feedback to formulate future plans and policies and on the other hand, it is also expected to be beneficial to wide range of TVET stakeholders to be informed and acquainted with about its programs, activities and achievements. We also express our commitments to continue this publication in the future in a more refined and informative way.

**Ramhari Lamichhane, Ph.D.**
Member Sectretary

# ACRONYMS AND ABBREVIATION

| | |
|---|---|
| AAM | Acupuncture Acupressure and Moxibustion |
| APSDEP | Asia Pacific Skill Development Project |
| AC | Air Conditioning |
| ANM | Auxiliary Nurse Midwifery |
| CMA | Community Medicine Assistant |
| CTEVT | Council for Technical Education and Vocational Training |
| DTVE | Directorate of Technical and Vocational Education |
| EL | Elementary Level |
| Ele/Elex | Electrical and Electronics |
| HA | Health Assistant |
| I. Sc. | Intermediate in Science |
| ILO | International Labour Organization |
| JTA | Junior Technical Assistant |
| MoE | Ministry of Education |
| NESP | New Education System Plan |
| NSTB | National Skill Testing Board |
| NVQF/S | National Vocational Qualification System |
| NVTC | National Vocational Training Center |
| OIS | Occupational Instructional Skills |
| OSU | Occupational Skill Upgrading |
| PCL | Proficiency Certificate Level |
| PPCP | Public Private Community Partnership |
| QIP | Quality Improvement Program |
| RPL | Recognition of Prior Learning |
| STA | Skill Testing Authority |
| TECS | Technical Education in Community School |
| TITI | Training Institution for Technical Instruction |
| TSLC | Technical School Leaving Certificate |
| TVET | Technical and Vocational Education and Training |
| V/PJTA | Junior Technical Assistant in Veterinary/ Plant Science |

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# 1. INTRODUCTION

## 1. 1    Background

The Council for Technical Education and Vocational Training (CTEVT), has a long history of efforts made for its development. The current TEVT sector can be traced back to 1930 when an engineering school was established to produce skilled workforce. Similarly, the Butwal Technical Institute (1962 A.D.) and the Balaju Technical Training Center (1963 A.D.), (then Mechanical Training Center) have been milestone for producing trained and skilled human resources in the country. On the recommendation of the National Education Commission (1954 A.D.), secondary level curricula and regulations were amended to accommodate vocational education in secondary and multi-purpose secondary schools. This decade was important for the opening for National Vocational Training Center (NVTC) and for the implementation of the New Education System Plan (NESP) which introduced vocational education in every secondary school throughout the country.

The formal system of technical education evolved after 1980 when the Karnali Technical School was established as the first technical school. After the withdrawal of National Education System Plan (NESP), a Technical and Vocational Education Committee was formed with the responsibility of managing technical schools. This was followed by the establishment of Directorate of Technical and Vocational Education (DTVE), which was a division of Ministry of Education (MoE).

The directorate's functions were to coordinate the training activities of technical schools, design curricula, conduct final examination and certify successful candidates, approve the programs of each technical school and allocate resources.

Before the establishment of CTEVT, some technical schools were under the DTVE and some were under Tribhuwan University. Later, the need of coordinating and facilitating body for the overall development of Technical and Vocational Education System was realized.

Thus, after series of efforts, the CTEVT was formed legally under the Technical Education and Vocational Training (TEVT) Act in 2045 B.S. (1989 A.D.). In 1993 A.D., it was re-organized by the amended TEVT Act.

CTEVT headquarter is established in Sanothimi, Bhaktapur. The Council has now its own 1 Training Institute for Technical Instruction (TITI), 40 Constituted Technical School (including under-construction Polytechnics and 2 Rural Training Centers). In addition, 530 TSLC Training Institutes 233 PCL/Diploma level including Partnership Program) are affiliated to CTEVT and 357 Short Term Training Centers are affiliated to CTEVT as well. In addition, there are 73 Public Schools under TECS (Technical Education in Community Schools) program. Therefore, it has now big challenge and responsibilities ahead for the successful execution and implementation of the TVET programs.

CTEVT, a national autonomous apex body of Technical and Vocational Education and Training (TVET) sub-sector in Nepal is mainly responsible for policy formulation, program coordination, quality assurance and program implementation. CTEVT has been mandated for offering technical and vocational education and short term vocational training by CTEVT act 1989.

It has an assembly consisting of 24 members and a governing board known as 'Council' comprising nine members. Minister of Education chairs both the Assembly and the Council. The Council has a full time Vice-Chairperson and a Member-Secretary.

## 1.2  Vision - 2030
Skilling Nepal for People's Prosperity.

## 1.3  Mission
CTEVT is a vibrant organization promoting TVET system to develop a competent workforce for national and international market needs.

### 1.4 Objectives

- ➢ To establish the inclusive and equitable approach of the interested citizens by making wide extension of the opportunities of the technical education and vocational training so as to prepare the capable, efficient, competitive and productive workforce for the economic development of country and to create the opportunity of employment for all.
- ➢ To provide appropriate, contextual and qualitative technical education and vocational training in consonance with the demand of the national and international labour market by making identification, protection, promotion and development of the traditional skill, capacity and qualification and by covering the skills which are learnt formally or informally.
- ➢ To make maximum utilization of resources and means by proceeding the technical education and vocational training providers in a coordinative manner.

### 1.5 Goals

In order to achieve and attain the mission and vision, CTEVT has set the following six goals:

1. Expand TVET programs for ensuring access and equity
2. Ensure quality, relevant and efficient TVET system
3. Enhance effectiveness and efficiency of CTEVT management
4. Establish NVQF to ensure its compatibility with education framework
5. Extend technical input to establish TVET Fund
6. Establish effective coordination with and among TVET Stakeholders

This annual report has briefly explained on the achievement towards this goals.

### 1.6 General Information of the Organization

Presently, CTEVT is not limited within an organization. It is a system with various organizations and institutions with major responsibilities of producing technical human resources, recognition of prior learning (RPL), quality assurance of TVET programs as well as coordinating and facilitating the activities of whole TVET sub-sector of Nepal. National Skill Testing Board, Controller of Examination, Training Institute for Technical Instruction (TITI) are the wings of CTEVT having limited operational autonomy. Besides, it has 3 regional offices, 15 constituent institutes running for long term training, and other various partnerships and affiliated institutions. Moreover, Seventeen polytechnic institutes are under the phase of construction in various parts of the country. The followings are some basic information about the CTEVT system.



*Bheri Technical School, Nepalgunj Banke*

| Establishment | 2045/11/12 |
|---|---|
| Head Office | Sanothimi, Bhaktapur |
| Divisions & Functional Units within Head Office | 10 |
| Training Institute for Technical Instruction | 1 |
| National Skill Testing Board | 1 |
| Controller of Examinations | 1 |
| Number of Regional Offices | 3 |
| Constituent Schools with Long Term Program | 15 |
| Constituent Schools with Short Term Programs | 3 |
| Polytechnic Institutes under Construction | 16 |
| TSLC Programs in Community School (TECS) | 73 |
| TSLC Programs in Community Schools (as a private) | 15 |
| Diploma Programs in Community Schools (TECS) | 29 |
| Number of Private Institutes Affiliated for Long Term Program | 421 |
| Institution Running under PPCP[1] Modality | 5 |
| Number of Diploma Programs | 404 |
| Number of Institutes Running Diploma Program | 242 |
| Total Enrolment Capacity for Diploma Level Programs | 16,122 |
| Number of 15 & 18 Months TSLC Programs | 534 |
| Number of Institutes Running 15&18 Months TSLC Programs | 303 |
| Total Enrolment Capacity for 15 & 18 Months TSLC Programs | 21,260 |
| Number Of 29 Months TSLC Program | 86 |
| Number of Institutions Running 29 Months TSLC Programs | 68 |
| Total Enrolment Capacity for 29 Months TSLC Programs | 3,309 |
| Total Number of Institutes Running Long Term Programs | 529 |
| Total Number of Long Term Programs | 1,024 |
| Total Enrolment Capacity of Long Term Program | 40,721 |
| Total Number of Affiliated Institutes for Short Term Program | 442 |
| Total Number of Affiliated Short Term Programs | 4417 |

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1 *PPCP Stands for Public, Private and Community Partnership*

# 2. DELIVERY OF ACADEMIC AND TRAINING PROGRAMS

CTEVT mainly carries out the various activities focusing on the above mentioned goals of the strategic plan 2014-2018. As always, the major achievements and outputs of CTEVT in the fiscal year 2071/72 are delivery of the long term and short term trainings, curricula development and revision, recognition of prior learning or skill test), expansion and extension of TVET institutions and activities, assurance of quality and relevancy of TVET programs, enhancing effectiveness and efficiency of TVET management with organizational and staff development and facilitation and coordination among various TVET stakeholders for uniformity of training programs. Till Fiscal Year 2071/72, CTEVT has produced 186,298 graduates from the long term training programs including 3 years diploma and 15 and 18 months TSLC programs. The total number of graduates produced in the diploma level program and 15 and 18 months TSLC level program are 34130 and 151671 respectively. Some major outputs and achievements of Fiscal Year 2071/72 are reflected in detail in the following sub-topics.

**Chart 2.1: Disaggregated Figure of Graduates by Level**
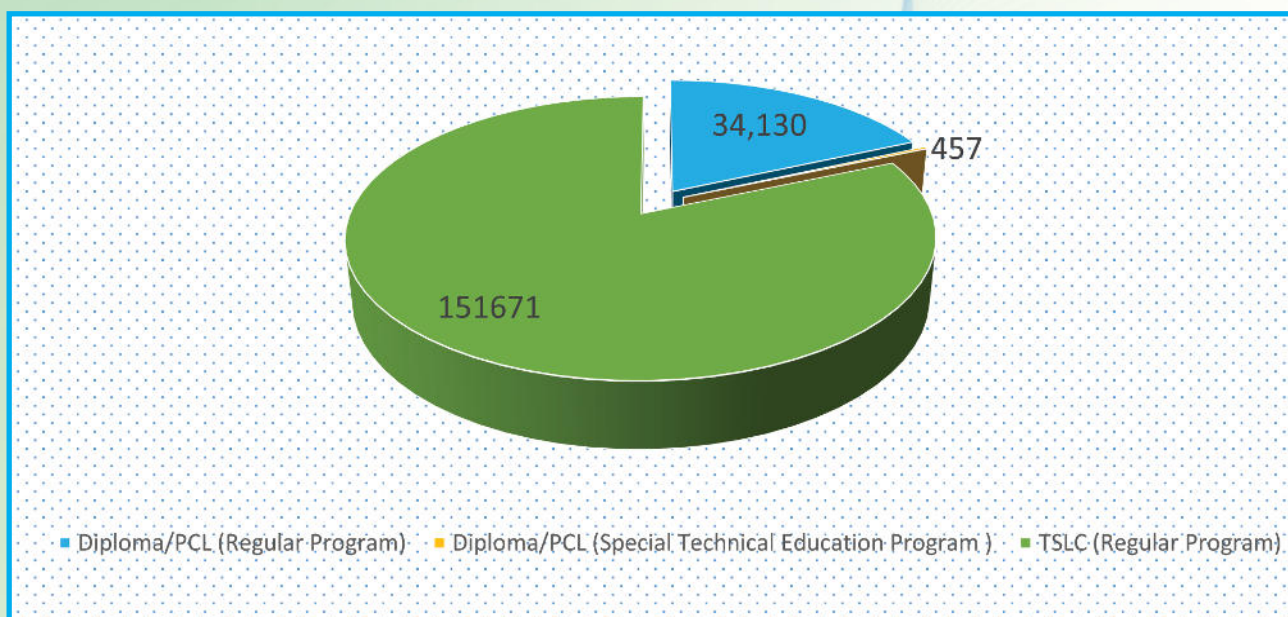


## 2.1 Delivery of the Long Term Training Programs

CTEVT is presently running three types of long term training programs- Three Years Diploma Level Program, 15 Months TSLC Level Program and 29 Months TSLC Program. Enrolment figures in the corresponding long term training programs in Academic Year 2071/72 are given hereunder.

**Table 2.1: Enrolment in Three Years Diploma Level of Programs**

| SN | Name of Program | 2070 | | 2071 | |
|---|---|---|---|---|---|
| | | Institute | Enrolment | Institute | Enrolment |
| 1 | Proficiency Certificate in Nursing | 96 | 3837 | 97 | 3869 |
| 2 | Certificate in General Medicine (HA) | 46 | 1843 | 46 | 1843 |
| 3 | Certificate in Medical Lab Technology | 45 | 1276 | 45 | 1276 |
| 4 | Diploma in Pharmacy | 28 | 1094 | 28 | 1094 |

| SN | Name of Program | 2070 | | 2071 | |
|---|---|---|---|---|---|
| | | Institute | Enrolment | Institute | Enrolment |
| 5 | Certificate in Radiography | 15 | 380 | 15 | 380 |
| 6 | Diploma in Ophthalmic Science | 2 | 80 | 5 | 199 |
| 7 | Diploma in Dental Science | 8 | 259 | 8 | 253 |
| 8 | Diploma in Homeopathy | 1 | 11 | 1 | 6 |
| 9 | Diploma in General Medicine (Ayurveda) | 2 | 17 | 2 | 17 |
| 10 | Diploma in AAM | 1 | 13 | 1 | 23 |
| 11 | I. Sc. in Agriculture | 11 | 439 | 17 | 679 |
| 12 | Diploma in Forestry | 1 | 40 | 1 | 40 |
| 13 | Diploma in Civil Engineering | 32 | 1571 | 32 | 1487 |
| 14 | Diploma in Computer Engineering | 17 | 500 | 17 | 436 |
| 15 | Diploma in Electrical Engineering | 11 | 478 | 11 | 450 |
| 16 | Diploma in Electronics Engineering | 3 | 45 | 5 | 87 |
| 17 | Diploma in Ele/Elex Engineering | 1 | 30 | 1 | 30 |
| 18 | Diploma in Architecture Engineering | 2 | 19 | 2 | 15 |
| 19 | Diploma in Information Technology | 1 | 48 | 1 | 47 |
| 20 | Diploma in Food and Dairy Technology | 2 | 13 | 2 | 27 |
| 21 | Diploma in Automobile Engineering | 1 | 30 | 1 | 30 |
| 22 | Diploma in Survey Engineering | 1 | 48 | 1 | 48 |
| 23 | Diploma in Mechanical Engineering | 3 | 125 | 3 | 123 |
| 24 | Diploma in Hotel Management | 2 | 46 | 3 | 90 |
| 25 | Total ( Health Trade) | 244 | 8810 | 248 | 8960 |
| 26 | Total  (Engineering Trade) | 72 | 2894 | 74 | 2753 |
| 27 | Total (Ag., Forestry and others) | 16 | 538 | 23 | 836 |
| 27 | Grand Total | 332 | 12242 | 345 | 12549 |

**Chart 2.2 : Enrolment Trends of Diploma Programs in Last Five Years**
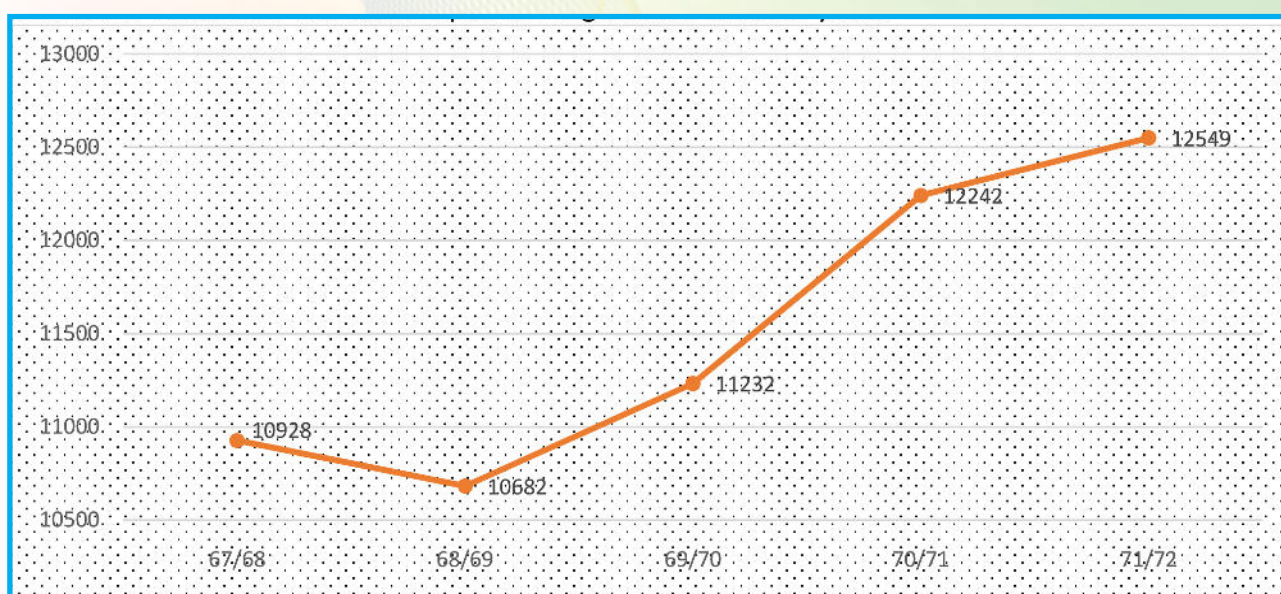
**Table 2. 2 : Enrolment in TSLC Programs (Post SLC Intake)**

| SN | Program | 2070/71 | | 2071/72 | |
|---|---|---|---|---|---|
| | | Institute | Enrolment | Institute | Enrolment |
| 1 | TSLC in Community Medicine Assistant | 76 | 2989 | 81 | 3139 |
| 2 | TSLC in Auxiliary Nurse Midwifery | 45 | 1784 | 49 | 2004 |
| 3 | TSLC in Medical Laboratory Technology | 29 | 1025 | 78 | 2166 |
| 4 | TSLC in Ayurved | 6 | 178 | 15 | 321 |
| 5 | TSLC in Community Amchi Assistant | 1 | 5 | 1 | 3 |
| 6 | TSLC in Electrical Engineering | 14 | 337 | 43 | 321 |
| 7 | TSLC in Survey Engineering (Amin) | 8 | 309 | 27 | 1232 |
| 8 | TSLC in Civil Engineering | 27 | 653 | 90 | 847 |
| 9 | TSLC in Computer Engineering | 22 | 756 | 24 | 180 |
| 10 | TSLC in Mechanical Engineering | | | 4 | |
| 11 | TSLC in Refrigeration and AC | 1 | 15 | 1 | |
| 12 | TSLC in Animal Health (JTA, Livestock) | 34 (1) | 926 (30) | 56 | 1105 |
| 13 | JTA in Agriculture (JTA, Plant science) | 39 | 1298 | 75 | 783 |
| 14 | Textile and Sericulture JTA | | | 1 | 6 |
| 15 | Office Management | | | 1 | 40 |
| 16 | TSLC in Social Mobilization | | | 8 | 88 |
| 17 | TSLC in Dental Hygienist | | | 1 | 29 |
| 18 | TSLC in Entrepreneurship Development | | | 4 | 115 |
| 19 | TSLC in Culinary Art | | | 3 | 120 |
| 20 | TSLC in Computer Application and Secretarial Management | 1 | 28 | 1 | 30 |

**Table 2.3: Enrolment in TSLC Programs (Pre SLC Intake)**

| SN | Program | 2070/71 | | 2071/72 | |
|---|---|---|---|---|---|
| | | Institute | Enrolment | Institute | Enrolment |
| 1 | JTA Course in Agriculture | 6 | 263 | 28 | 257 |
| 2 | TSLC in CMA | | | 2 | 76 |
| 3 | TSLC in Civil Engineering | 2(1) | 73(27) | | 139 |
| 4 | TSLC in Mechanical Engineering | 2 | 54 | 5 | 217 |
| 5 | TSLC in Auto-mechanics- (Apprentice) | | | 1 | 40 |
| 6 | TSLC in Sanitation Engineering | 1 | 26 | 1 | |
| 7 | TSLC in Electronics Engineering | 1 | 24 | | |
| 8 | TSLC in Electrical Engineering | 2 | 64 | | |
| 9 | TSLC in Auxiliary Nurse Midwifery | 3(1) | 107(40) | | |
| 10 | TSLC in Dental Hygienist | 2 | 45 | | |
| 11 | Dental Hygienist | 2 | 45 | | |

## 2.2 Details of Special Scholarship Program

Due to various situations large number of communities couldn't be streamlined in the mainstream of Technical Education. CTEVT, under the support of Government of Nepal, has therefore started special TVET programs for Dalit and Muslim girls from selected 8 districts of Tarai Region which was later extended to endangered ethnicities, poor and disadvantaged groups and youth from all over Nepal. In the Fiscal Year 2071/72, 400 students were selected and enrolled in 3 Years Diploma Level Programs from these groups as well as Dalit of Karnali Zone. Similarly 742 students were being enrolled in the fiscal year 2070/71 in the 8 different TVET programs as mentioned in the table below.

**Table 2.4 : Enrolment Details of Special TVET Programs**

| SN | Name of Programs | Enrolled in FY 2070/71 | | | | Enrolled in FY 2071/72 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | E[2] | D | M | T | E | D | M | T |
| 1 | Proficiency Certificate in Nursing | 38 | 290 | 31 | 359 | 80 | 80 | 40 | 200 |
| 2 | Certificate in General Medicine | 23 | 25 | 25 | 73 | 50 | 40 | 30 | 120 |
| 3 | Diploma in Civil Engineering | 15 | 6 | 0 | 21 | 30 | 40 | 10 | 80 |
| 4 | TSLC in Animal Science (VJTA) | 10 | 5 | 0 | 15 | | | | |
| 5 | TSLC in Auxiliary Nurse Midwifery (18 Months) | 9 | 110 | 11 | 130 | | | | |
| 6 | TSLC in Auxiliary Nurse Midwifery (29 Months) | 49 | 87 | 8 | 144 | | | | |
| 7 | TSLC in Agriculture (PJTA) | 10 | 5 | 0 | 15 | | | | |
| 8 | Total | 144 | 523 | 75 | 742 | 160 | 160 | 80 | 400 |

## 2.3 Details of Constituent Schools

Presently fifteen constituent schools of CTEVT are running various long term programs under three categories e.g. three years diploma level programs, 15 months TSLC Level Programs, and 29 months TSLC Level Programs. The table below shows program-wise Enrolment Capacity, Enrolled Number of reporting year and Number of Graduates till the reporting period that is fiscal year 2071/72.

**Table 2.5: Details of Diploma Level Programs**

| SN | Name of Institute | Capacity [3] | Enrolled Number [3] | Graduates | Total Graduates Till 2072 |
|---|---|---|---|---|---|
| 1 | **Diploma in Civil Engineering** | | | | |
| 1 | *Balaju School of Engineering and Technology* | *36* | *36* | *17* | *17* |
| 2 | *Lahan Technical Institute* | *48 (48)* | *48 (45)* | *14* | *461* |
| 3 | *Karnali Technical Institute* | *40* | *40* | | *107* |
| 4 | *Seti Technical School* | *40(40)* | *40(40)* | | *378* |
| 5 | *Sumnima Polytechnic Institute* | *48* | *40* | *Second Batch Ongoing* | |
| 6 | *Nepal Banepa Polytechnic Institute* | *48* | *48* | *First Batch ongoing* | |

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2 *E, D, M, and T stands for Endangered Caste, Dalit Caste, Muslim Community and Total Enrolment respectively.*

3 *The figures in parenthesis depict the addition program for specific purpose*

| SN | Name of Institute | Capacity [3] | Enrolled Number [3] | Graduates | Total Graduates Till 2072 |
|---|---|---|---|---|---|
| **2** | **Diploma in Electrical Engineering** | | | | |
| 1 | Balaju School of Engineering and Technology | 36 | 36 | 24 | 55 |
| 2 | Bheri Technical Institute | 48 (45) | 48 | | 168 |
| 3 | Nepal | | | | |
| **3** | **Diploma in Mechanical Engineering** | | | | |
| 1 | Balaju School of Engineering and Technology | 36 | 36 | | - |
| 2 | Bheri Technical Institute | 30 | 30 | First batch | |
| 3 | Korea Nepal Institute of Technology | 30 | 30 | 30 | 30 |
| **4** | **I Sc. in Agriculture (Plant Science)** | | | | |
| 1 | Karnali Technical Institute | 40 | 40 | | 70 |
| 2 | Rapti Technical Institute | 40 | 40 | 29 | 284 |
| 3 | Seti Technical School | 40 | 40 | | 38 |
| 4 | Jiri Technical School | 40 | 40 | | |
| 5 | Lahan Technical School | 40 | 33 | Not graduated | |
| 6 | Sumnima Polytechnic Institute | 40 | 24 | | |
| **5.** | **I. Sc. in Agriculture (Animal Science)** | | | | |
| 1 | Rapti Technical Institute | 40 | 40 | | |
| 2 | Jiri Technical School | 40 | 40 | | |
| **6.** | **Diploma in Electrical and Electronics Engineering** | | | | |
| 1 | Korea Nepal Institute of Technology | 30 | 30 | 30 | 30 |
| **7.** | **Diploma in Ophthalmic Science** | | | | |
| 1 | Lahan Technical Institute | 40 | 40 | First batch | |
| 2 | School of Health Science | 40 | 40 | First batch | |
| **8.** | **Junior Technician (Agriculture)** | | | | |
| 1 | Lahan Technical Institute | Closed | | | 148 |
| 2 | Uttarpani Technical Institute | 42 | 39 | | |
| **9.** | **Certificate in Medical Lab Technology** | | | | |
| 1 | School of Health Science | 30 | 30 | 22 | |
| **10** | **Diploma in Pharmacy** | | | | |
| 1 | School of Health Science | 40 | 40 | 32 | 146 |
| **11** | **Certificate Level in General Medicine (HA)** | | | | |
| 1 | General Medicine | 62 | 62 | 48 | |
| **12** | **Diploma in Automobile Engineering** | | | | |
| 1 | Korea Nepal Institute of Technology | 30 | 30 | | |

| SN | Name of Institute | Capacity [3] | Enrolled Number [3] | Graduates | Total Graduates Till 2072 |
|---|---|---|---|---|---|
| **13** | **Diploma in Hotel Management** | | | | |
| 1 | Nepal Banepa Polytechnic Institute | 40 | 40 | 32 | 146 |
| **14** | **Diploma in Information Technology** | | | | |
| 1 | Nepal Banepa Polytechnic Institute | 40 | 40 | 32 | 146 |

**Table 2.6 : Details of TSLC Level Program (Post SLC Intake)**

| SN | Name of Institute | Capacity | Enrolled Number | Graduates | Total Graduates Till 2072 |
|---|---|---|---|---|---|
| 1 | **Dhawalagiri Technical Institute, Lete, Mustang** | | | | |
| 1 | TSLC in Culinary Art | 20 | 20 | First Batch | |
| 2 | Veterinary JTA | 40 | 25 | | 312 |
| 3 | JTA, Plant Science | 40 | 44 | | 212 |
| 4 | TSLC in Lodge/Hotel Management | 20 | 22 | | |
| 2. | **Uttarpani Technical Institute** | | | | |
| 1 | TSLC in Plant/Animal Science | 40 | 39 | | 599 |
| 3 | TSLC in Veterinary JTA | 40 | 33 | | 608 |

**Table 2.7 : Details of TSLC Level Program (Pre SLC Intake)**

| SN | Name of Institute | Capacity | Enrolled Number | Graduates | Total Graduates Till 2072 |
|---|---|---|---|---|---|
| 1 | **TSLC in Electrical Engineering** | | | | |
| 1 | Balaju School of Engineering and Technology | 35 | 40 | 16 | 577 |
| 2 | Bheri Technical Institute | 30 | 30 | | 432 |
| 2 | **TSLC in Mechanical Engineering** | | | | |
| 1 | Balaju School of Engineering and Technology | 35 | 35 | 28 | 553 |
| 2 | Lahan Technical Institute | 24 | 24 | | 359 |
| 3 | **TSLC in Junior Technical Assistant, Plant Science** | | | | |
| 1 | Lahan Technical Institute | 48 | | | 1179 |
| 2 | Jiri Technical School | 40 | 37 | | 997 |
| 4 | **TSLC in Plant/Veterinary (JTA** | | | | |
| 1 | Utterpani Technical Institute | 50 | 50 | | 1126 |
| 2 | Karnali Technical Institute | 40 | 40 | | 700 |
| 3 | Rapti Technical Institute | 45 | 45 | 43 | 723 |
| 4 | Seti Technical School | 40 | 40 | | 811 |
| 5 | **TSLC in Civil Engineering** | | | | |
| 1 | Balaju School of Engineering and Technology | | | | |
| 2 | Lahan Technical Institute | 48 | | | 1169 |
| 3 | Karnali Technical Institute | 40 | 40 | | 725 |
| 4 | Bheri Technical Institute | 24 | 24 | | 207 |

| SN | | Name of Institute | Capacity | Enrolled Number | Graduates | Total Graduates Till 2072 |
|---|---|---|---|---|---|---|
| | 5 | Rapti Technical Institute | 45 | 45 | 38 | 651 |
| | 6 | Seti Technical School | Closed | | | 279 |
| | 7 | Jiri Technical School | 40 | 40 | 40 | 1072 |
| 6 | | **TSLC in Sanitation Engineering** | | | | |
| | 1 | Balaju School of Engineering and Technology | 35 | 28 | 13 | 546 |
| 7 | | **TSLC in Community Medicine Assistant** | | | | |
| | 1 | Karnali Technical Institute | 40 | 40 | | 762 |
| | 2 | Rapti Technical Institute | 40 | 40 | 35 | 803 |
| 8 | | **TSLC in Auxiliary Nurse Midwifery** | | | | |
| | 1 | Karnali Technical Institute | 40 | 40 | | 663 |
| | 2 | Seti Technical School | 40 | 40 | | 719 |
| | 3 | Jiri Technical School | 40 | | 40 | 913 |
| 9 | | **TSLC in Automobile Engineering** | | | | |
| | 1 | Bheri Technical Institute | 26 | 26 | | 308 |
| 10 | | **TSLC in Ref & AC** | | | | |
| | 1 | Bheri Technical Institute | 20 | 20 | | 145 |
| 11 | | **TSLC in Electronics Engineering** | | | | |
| | 1 | Bheri Technical Institute | 26 | 22 | | 315 |
| 12 | | **TSLC in Computer Application and Secretarial Management** | | | | |
| | 1 | Bheri Technical Institute | 30 | 30 | | 474 |

## 2.4    Delivery of Short Term Training Program

Skill Development Project in the support of Asian Development Bank is carrying out various short term training activities in the various occupations under the sector of Construction, Manufacturing and Services. In the fiscal year 2071/72, the corresponding number of trainees, graduates and skill test passed candidates in the respective occupation is reflected in the table below.

**Table 2.8 : Short Term Training under Skill Development Project.**

| SN | Category | Construction | Manufacturing | Service | Total |
|---|---|---|---|---|---|
| 1 | Total Enrolment | 2963 | 1426 | 3727 | **8116** |
| 2 | Female Enrolment | 435 | 543 | 1817 | 2805 |
| 3 | Male Enrolment | 2528 | 883 | 1900 | 5311 |
| 4 | Training Graduate | 1856 | 1055 | 2855 | 5766 |
| 5 | Skill Test Appeared | 1856 | 1055 | 2855 | 5766 |
| 6 | Result Pending | 1532 | 931 | 2322 | 4785 |
| 7 | Result Published | 324 | 124 | 533 | 981 |
| 8 | Skill Test Passed | 269 | 112 | 476 | 857 |

**Table 2.9: Short Term Training Graduates Disaggregated by Gender and Occupation**

| SN | Trade Name | Female | Male | Total |
|----|------------|--------|------|-------|
| 1 | Aluminum Fabricator | 12 | 107 | 119 |
| 2 | ARC WELDER (IG & IF) | 11 | 265 | 276 |
| 3 | Assistant Beautician | 328 | 3 | 331 |
| 4 | Assistant Waiter | 13 | 68 | 81 |
| 5 | Baker | 58 | 38 | 96 |
| 6 | Building Electrician | 62 | 615 | 677 |
| 7 | Care Giver | 40 | | 40 |
| 8 | Chinese Cook | 13 | 87 | 100 |
| 9 | Color TV Receiver Repair Technician | 24 | 152 | 176 |
| 10 | Construction Carpenter | 43 | 253 | 296 |
| 11 | Construction Carpentor | 5 | 13 | 18 |
| 12 | Continental Cook | 17 | 82 | 99 |
| 13 | Dress Maker/Tailoring | 356 | 5 | 361 |
| 14 | Early Childhood Development (ECD) Facilitator | 256 | | 256 |
| 15 | Electrical Vehicle Driving Cum Repairer | 40 | | 40 |
| 16 | Fruit and Vegetable Processor | 66 | 13 | 79 |
| 17 | Furniture Maker | 27 | 400 | 427 |
| 18 | Garment Fabricator | 192 | 8 | 200 |
| 19 | Hand Embroider | 311 | 2 | 313 |
| 20 | Indian Cook | 63 | 96 | 159 |
| 21 | Junior Computer Hardware Technician | 228 | 253 | 481 |
| 22 | Junior Plumber | 37 | 547 | 584 |
| 23 | Junior Telecom Technician | 24 | 96 | 120 |
| 24 | Livestock Junior Technical Assistant | 8 | 13 | 21 |
| 25 | Mason | 273 | 769 | 1042 |
| 26 | Mobile Phone Repair Technician | 96 | 426 | 522 |
| 27 | Motorcycle Service Mechanics | 8 | 352 | 360 |
| 28 | Post Harvest Technician Vegetable | 19 | 1 | 20 |
| 29 | Scaffolder | 42 | 170 | 212 |
| 30 | Security Guard | 58 | 298 | 356 |
| 31 | Shoe Maker | 99 | 82 | 181 |
| 32 | Shuttering Carpenter | 34 | 285 | 319 |
| 33 | Sweets and Snacks Maker | 134 | 25 | 159 |
| 34 | Tailoring | 39 | | 39 |
| 35 | **Total** | **3036** | **5524** | **8560** |

# 3. CURRICULA DEVELOPMENT

Curricula Development is one of the major responsibilities of CTEVT. National Curricula Development Committee under the Vice-chairperson of CTEVT approves all types of TVET curricula not only for CTEVT but also for TVET sub-sector of Nepal as a whole. CTEVT presently has 33 diploma level curricula, 45 TSLC level curricula and 155 curricula for short term level courses. During Fiscal Year 2071/72, Curricula Development Division of CTEVT has developed 2 diploma level curricula and 23 short term level curricula. Similarly it has also revised 19 existing short term curricula, 10 TSLC level curricula and 6 diploma level curricula during the reported period. To achieve this, the division has involved incumbent workers related to industry, training institution and migrant worker. The detail list of developed and revised curricula are as follows.

**List of revised and developed curricula in the Fiscal Year 2071/72.**

**i.  Revised Short Term Curricula**

1.  Offset Printing Machine Operator
2.  Assistant Studio Photographer
3.  Computer Operator
4.  Shuttering Carpenter
5.  Telecom outside Technician
6.  Building Electrician
7.  Assistant Massage Therapist
8.  Physical Rehabilitation Assistant
9.  Fruit Processor
10. Bar Bender
11. Flower Decorator
12. Garden Designer
13. Assistant Tea Technician
14. Assistant Coffee Technician
15. Nursery and Garden Assistant
16. Assistant Furniture Maker
17. Assistant Beautician
18. Telecom technician
19. Tile & Marble Fitter.

**ii.  Revised TSLC Curricula**

1.  TSLC in Community Medicine Assistant (Pre SLC intake)
2.  TSLC in Mechanical Engineering (pre SLC Intake)
3.  TSLC in Civil Engineering (Pre SLC intake)
4.  TSLC in Community Medicine Assistant (Post SLC intake)
5.  TSLC in Computer Application and Secretarial Management (Post SLC Intake)
6.  TSLC in Civil Engineering (Post SLC intake)
7.  TSLC in Agriculture Plant Science (post SLC intake)
8.  TSLC in Computer Engineering (Former Junior Computer Technician) (post SLC intake)
9.  TSLC in Automobile Engineering (Pre SLC intake)
10. TSLC in Sanitation Engineering (Pre SLC intake)

**iii.  Revised Diploma Level Curricula**

1. Diploma in Pharmacy
2. I.Sc. in Agriculture (Plant Science)
3. I.Sc. in Agriculture (Animal Science)
4. Diploma in Electronics Engineering
5 Diploma in Mechanical Engineering
6. Diploma in Electrical Engineering

### iv. Newly developed short term level curricula.

1. Offset Printing Machine Operator
2. Paralegal Legal Assistant
3. Singer
4. Excavator Operator
5. Backhoe Loader Operator
6. Ginger Farmer
7. Geo Engineering Assistant Lab Technician
8. Child Protection Worker
9. Furniture Maker (Level -2)
10. Beautician (Level -2)
11. Tailor (Level -2)
12. Building Electrician (Level -2)
13. Mobile Phone Repair Technician (Level -2)
14. Structural Fabricator (Level -2)
15. General Cook Commis II (Level -2)
16. Community Live Stock Level -2
17. Aluminum Fabricator
18. Garment Fabricator
19. Junior Fishery Technician
20. Junior Rice Mill (Machine) Operator
21. Banana Farming Technical Assistant
22. Junior Book Binder
23. Industrial Machine Operator,

### Newly Developed Diploma Level Curricula

1. Diploma in Architecture (3 years after SLC)
2. Diploma in Bio Medical Equipment Engineering (18 months after plus 2 science)
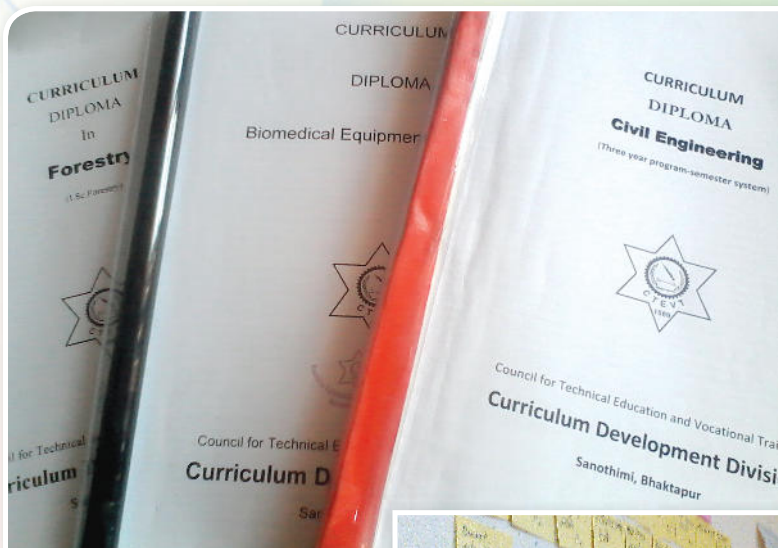
# 4. RECOGNITION OF PRIOR LEARNING (SKILL TEST)

Skill testing activity was initiated in Nepal in 1983 through an autonomous body called Skill Testing Authority (STA), which introduced a system of occupational classification, development of skill standards, skill testing and certification based upon the guidelines of Asia Pacific Skill Development Project/ International Labor Organization (APSDEP/ILO). After CTEVT was constituted in 1989, the STA was placed under the umbrella of CTEVT as National Skill Testing Board (NSTB). Since then the Board has been functioning as the secretariat of National Skill Testing Board (NSTB), which has been attached to the council. Till date, NSTB has developed National Occupational Skill Standards/ Profiles of 276 different occupations. Similarly skills of 310,402 craft persons have been tested and 220,611 succeeded participants have been certified (See Table 4.1 and 4.2).

A 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.

**Table 4.1: Year Wise Applicants and Graduates Record of Skill Test**

| SN | Level | Up to FY 2069/70 | | FY 070/71 | | FY 071/72 | | Total | |
|----|-------|------|------|------|------|------|------|------|------|
|    |       | App. | Grad. | App. | Grad. | App. | Grad. | App. | Grad. |
| 1 | Elementary | 8977 | 7853 | 0 | 0 | 23 | 0 | 9000 | 7853 |
| 2 | Level-1 | 162248 | 129371 | 50601 | 33687 | 52970 | 33654 | 265819 | 196712 |
| 3 | Level-2 | 18890 | 9408 | 4245 | 1617 | 6283 | 2821 | 29418 | 13846 |
| 4 | Level-3 | 4765 | 1746 | 633 | 191 | 720 | 226 | 6118 | 2163 |
| 5 | Level-4 | 47 | 37 | 0 | 0 | 0 | 0 | 47 | 37 |
|  | Total | 194927 | 148415 | 55479 | 35495 | 59996 | 36701 | 310402 | 220611 |

During the fiscal year 2071/72, National Skill Testing Board has developed 11 skill standards and conducted skill test for 59,996 applicants, out of them 61.17% has passed the test. The table below depicts detailed picture for level wise skill standard and skill test.



*Applicants demonstrating their skills for Skills Test*

**Table 4.2: Details of Occupational Skill Standard Developed**

| SN | Occupational Sector | Developed till End of Ashad 2070 | | | | | Total | Developed During FY 2071/72 | | | | | Total | Developed Till Date | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Level | | | | | | Level | | | | | | Level | | | | | |
| | | EL | 1 | 2 | 3 | 4 | | EL | 1 | 2 | 3 | 4 | | EL | 1 | 2 | 3 | 4 | |
| 1 | Agriculture | 0 | 26 | 8 | 2 | 0 | 36 | | | | | | | 0 | 26 | 8 | 2 | 0 | 36 |
| 2 | Automobile | 0 | 5 | 11 | 2 | 0 | 18 | | | | | | | 0 | 5 | 11 | 2 | 0 | 18 |
| 3 | Business | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 1 | 0 | | | 1 | 0 | 1 | 1 | 1 | 0 | 3 |
| 4 | Computer | 0 | 1 | 1 | 4 | 0 | 6 | 0 | 0 | 1 | | | 1 | 0 | 1 | 2 | 4 | 0 | 7 |
| 5 | Construction | 1 | 25 | 11 | 3 | 0 | 40 | 0 | 0 | 1 | | | 1 | 1 | 25 | 12 | 3 | 0 | 41 |
| 6 | Construction Equipment | 0 | 0 | 7 | 6 | 0 | 13 | | | | | | | 0 | 0 | 7 | 6 | 0 | 13 |
| 7 | Electrical | 0 | 7 | 8 | 2 | 1 | 18 | | | | | | | 0 | 7 | 8 | 2 | 1 | 18 |
| 8 | Electronics | 2 | 6 | 5 | 1 | 0 | 14 | | | | | | | 2 | 6 | 5 | 1 | 0 | 14 |
| 9 | Forestry | 1 | 1 | 1 | 0 | 0 | 3 | | | | | | | 1 | 1 | 1 | 0 | 0 | 3 |
| 10 | Handicraft | 3 | 9 | 0 | 3 | 0 | 15 | 0 | 0 | 1 | | | 1 | 3 | 9 | 1 | 3 | 0 | 16 |
| 11 | Health | 0 | 7 | 5 | 4 | 2 | 18 | | | | | | | 0 | 7 | 5 | 4 | 2 | 18 |
| 12 | Hospitality Industry | 1 | 12 | 2 | 0 | 0 | 15 | | | | | | | 1 | 12 | 2 | 0 | 0 | 15 |
| 13 | Leather Goods & Industry | 0 | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | | | 1 | 1 | 1 | 1 | 0 | 0 | 3 |
| 14 | Mechanical | 0 | 13 | 8 | 6 | 0 | 27 | 0 | 0 | 1 | | | 1 | 0 | 13 | 9 | 6 | 0 | 28 |
| 15 | Mountaineering | 0 | 0 | 0 | 1 | 1 | 2 | | | | | | | 0 | 0 | 0 | 1 | 1 | 2 |
| 16 | Others | 0 | 2 | 2 | 1 | 0 | 5 | 0 | 1 | 1 | | | 2 | 0 | 3 | 3 | 1 | 0 | 7 |
| 17 | Printing | 0 | 1 | 1 | 2 | 0 | 4 | | | | | | | 0 | 1 | 1 | 2 | 0 | 4 |
| 18 | Renewable Energy | 0 | 2 | 2 | 0 | 1 | 5 | 0 | 0 | 2 | | | 2 | 0 | 2 | 4 | 0 | 1 | 7 |
| 19 | Tailoring/ Garment | 0 | 8 | 2 | 1 | 0 | 11 | 0 | 0 | 1 | | | 1 | 0 | 8 | 3 | 1 | 0 | 12 |
| 20 | Textile | 1 | 8 | 2 | 0 | 0 | 11 | | | | | | | 1 | 8 | 2 | 0 | 0 | 11 |
| 21 | Total | 9 | 134 | 78 | 39 | 5 | 265 | 1 | 2 | 8 | 0 | 0 | 11 | 10 | 136 | 86 | 39 | 5 | 276 |

# 5. EXTENSION AND EXPANSION OF TVET PROGRAMS

Council for Technical Education and Vocational Training is presently running four types of institutions they are constituent institutes, affiliated schools running under the private sector and Technical Education in Community Schools and institutions running under the partnership with local community. One of the major objectives of CTEVT as per the TVET Policy 2012 as well as Strategic Plan 2014-2018 is to increase the access of TVET program equitably to all parts of the country and every marginalized communities. Accreditation Division of CTEVT is responsible to check prerequisites and grant affiliation to private institutes to run the TVET program as per the guidance of these documents. Similarly, TVET Expansion Unit is working to design and build infrastructures for establishing new polytechnic institutes as well as to renovate the old ones. The table below gives the detail of the programs that was expanded in the the reporting period.

**Table 5.1: Affiliation to Three Years Diploma Programs**

| SN | Name of Programs | Programs | |
| --- | --- | --- | --- |
| | | Affiliated in FY 2071/72 | Total Programs |
| 1 | Proficiency Certificate in Nursing (Staff Nurse) | 12 | 109 |
| 2 | Proficiency Certificate in General Medicine (HA) | 0 | 47 |
| 3 | Diploma in Civil Engineering | 7 | 39 |
| 4 | Certificate in Medical Laboratory Technician | 1 | 48 |
| 5 | Intermediate in Agriculture Science | 14 | 25 |
| 6 | Diploma in Pharmacy | 0 | 28 |
| 7 | Diploma in Computer Engineering | 6 | 23 |
| 8 | Diploma in Electrical Engineering | 4 | 15 |
| 9 | Diploma in Radiography Radiography | 0 | 18 |
| 10 | Diploma in Electronics Engineering | 0 | 10 |
| 11 | Certificate in Dental Science | 0 | 8 |
| 12 | I.Sc. in Agriculture (Animal Science) | 3 | 5 |
| 13 | Diploma in Mechanical Engineering | 2 | 5 |
| 14 | Diploma in Ophthalmic Science | - | 5 |
| 15 | Diploma in Architecture Engineering | 0 | 4 |
| 16 | Certificate in Ayurveda General Science | 0 | 3 |
| 17 | Diploma in Hotel Management | 0 | 3 |
| 18 | Diploma in Surveying | - | 1 |
| 19 | Diploma in Food technology | 0 | 2 |
| 20 | Diploma in Information Technology | 1 | 1 |
| 21 | Diploma in Homeopathy | 0 | 1 |
| 22 | Diploma in AAM | 0 | 1 |
| 23 | Diploma in Forestry | 0 | 1 |
| 24 | Diploma in Electrical /Electronics | 0 | 1 |
| 25 | Diploma in Auto mechanics | - | 1 |
| 26 | Diploma in Biomedical Equipment Engineering | - | 1 |

**Table 5.2: Affiliation to TSLC Program (Pre SLC Intake)**

| SN | Name of Programs | Programs | |
|---|---|---|---|
| | | Affiliated in FY 2071/72 | Total Programs |
| 1 | TSLC in Laboratory Technology | 1 | 87 |
| 2 | TSLC in Civil Engineering | 0 | 87 |
| 3 | TSLC in Community Medicine Assistant | 1 | 82 |
| 4 | Junior Technical Assistant (Livestock) | 4 | 54 |
| 5 | Junior Technical Assistant in Plant science | 1 | 38 |
| 6 | TSLC in Auxiliary Nurse Midwifery | 2 | 50 |
| 7 | TSLC in Electrical Engineering | (2)[4] | 39 |
| 8 | TSLC in Survey Engineering | 1 | 27 |
| 9 | TSLC in Computer Engineering | (1) | 8 |
| 10 | TSLC in Ayurveda | 1 | 14 |
| 11 | TSLC in Social Mobilization | (1) | 8 |
| 12 | Entrepreneurship Development | 1 | 4 |
| 16 | TSLC in Mechanical Engineering | 0 | 7 |
| 17 | TSLC in Culinary Art | (1) | 3 |
| 18 | TSLC in Animal/Plant Science | 1 | 6 |
| 19 | Community Amchi Assistant | 0 | 1 |
| 20 | TSLC in AAM | (1) | 1 |
| 21 | TSLC in Auto-mechanics Engineering | 0 | 3 |
| 22 | TSLC in Textile and Sericulture | 0 | 1 |
| 22 | Office Management | 0 | 2 |
| 24 | TSLC in Electrical Engineering | 1 | 1 |
| 25 | TSLC in Ref. and A/C Engineering | 0 | 1 |
| 26 | Plumbing | 0 | 1 |

**Table 5.3: Expansion of Polytechnic Institutes**

| SN | Name of Polytechnic Institute | Progress in Fiscal Year 2071/72 | Present Status |
|---|---|---|---|
| 1 | Bhim Dutta Polytechnic Institute, Patan Baitadi | Ongoing Construction | Ongoing Construction |
| 2 | Tikapur Polytechnic Institute, Tikapur, Kailali | Ongoing Construction | Preparation to conduct program |
| 3 | Rolpa Polytechnic, Rolpa | Ongoing Construction | Ongoing Construction |
| 4 | Dhawalagiri Polytechnic, Baglung | Ongoing Construction | Ongoing Construction |
| 5 | Agro-forestry Polytechnic, Arghakhanchi | Ongoing Construction | Ongoing Construction |

| SN | Name of Polytechnic Institute | Progress in Fiscal Year 2071/72 | Present Status |
|---|---|---|---|
| 6 | Madan Pokhara Polytechnic, Madan-pokhara, Palpa | Ongoing Construction | Ongoing Construction |
| 7 | Gorkha Polytechnic Paluntar, Gorkha | Partly Completed | Preparation to conduct program |
| 8 | Jaya Kishan Polytechnic Institute, Rautahat | Ongoing Construction | Preparation to conduct program |
| 9 | Gaur Nursing College, Gaur, Rautahat | Partly Completed | Preparation to conduct program |
| 10 | Narayani Polytechnic Institute, Bharatpur, Chitwan | Ongoing Construction | Preparation to conduct program |
| 11 | Sankarapur Polytechnic, Shankhu, Kathmandu | Partly Completed | Preparation to conduct program |
| 12 | Dhading Polytechnic Institute, Dhadhing | Ongoing Construction | Ongoing Construction |
| 13 | Santa Alpamai Ram Narayan Nursing Collage, Malangawa, Sarlahi | Completed | Preparation to conduct program |
| 14 | BP Memorial Polytechnic, Saphi, Dhanusha | Partly Completed | Preparation to conduct program |
| 15 | Ramechhap Polytechnic, Ramechhap | Ongoing Construction | Ongoing Construction |
| 16 | Ratna Kumar Bantawa Polytechnic Institute, Sankhejung, Illam | Ongoing Construction | Ongoing Construction |



*Construction of polytechnic institutes are ongoing- BP Memorial Polytechnic Institute Dhanusha (Left) & Bhimdatta Polytechnic, Baitadi (Right)*

## 5.1    TECS Program

Besides its constituent technical schools and affiliated private institutes, CTEVT has started Technical SLC programs in community high schools since 2057 B.S. as a different modality. The main purpose behind initiating this concept is to decentralize technical program far from city areas, make program cost effective using existing physical infrastructures and administration, and bridge the gap between technical programs with local needs thereby increase the access of target groups. Since the initial years, only TSLC programs have been running under these high schools. But after 2069/70, diploma level programs are also being affiliated to those TECS modality schools. The following information gives the expansion detail for these types of schools.

**Table 5.4: Details of TECS Modality Schools**

| SN | Types of Program | Added in Fiscal Year 2071/72 | Programs Till Now |
|----|------------------|------------------------------|-------------------|
| 1 | TSLC Programs (Pre-SLC intake) | 4 | 60 |
| 2 | 3 Years Diploma Level Programs | 15 | 29 |
| 3 | 15 Months TSLC Programs | 2 | 19 |
| 4 | Number of Total Program | 21 | 108 |

**Table 5.5: Trends of Enrolment and Graduates  of TECS Programs**

| SN | Academic Year | Capacity | Enrolment | Graduates |
|----|---------------|----------|-----------|-----------|
| 1 | 2069/070 | *2240* | 1839 | 6336 |
| 2 | 2070/071 | 2878 | 2542 | 7642 |
| 3 | 2071/072 | 2878 | 2550 | 9652 |



*Shree Rastriya Higher Secondary School Chandrauta Kapilvastu: An example of TECS modality school*

# 6. QUALITY ASSURANCE

Quality assurance of TVET program is another foremost responsibility of CTEVT. The Technical Division, which is responsible for quality assurance is liable to conduct monitoring and supervision activities mainly of the affiliated technical institutes. The technical division conducts monitoring and supervision with the help of other divisions as well as three regional offices. In the Fiscal Year 2071/72, 374 diploma level programs and 320 TSLC Programs were monitored and supervised. The details of the monitoring results is as follows.

**Table 6.1: Brief Figure of Monitoring and Supervision Result**

| SN | Type of Program | Total Number | Number of Adequate Programs | Number of Inadequate Program[4] |
|----|-----------------|--------------|------------------------------|----------------------------------|
| 1 | TSLC Program | 374 (319) | 357(305) | 17 (14) |
| 2 | Diploma Program | 320 (180) | 306(167) | 14(13) |
| 3 | Total Program | 649 | 663 | 31 |

**Chart 6.1: Result of Monitoring and Supervision**



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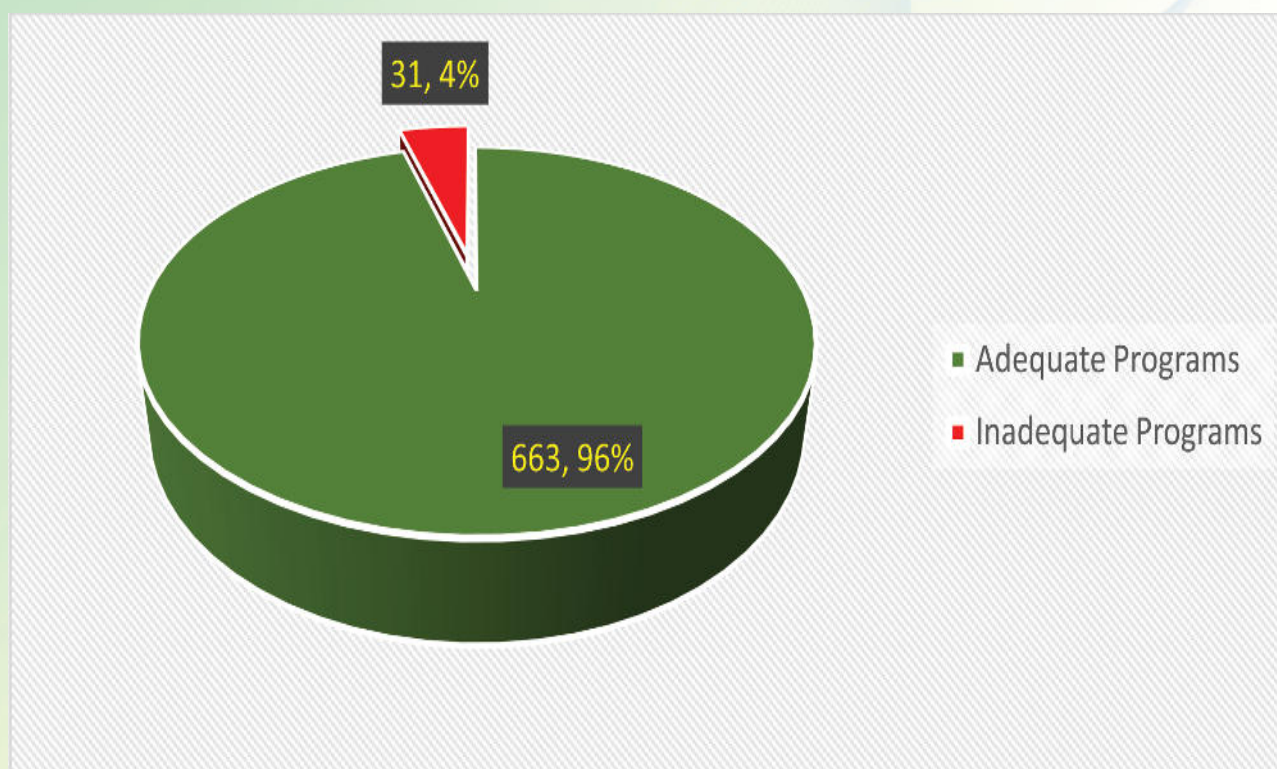
4  *Figure in parentheses indicates the institutes.*

# 7. RESEARCH AND DEVELOPMENT

The role of research and development, knowledge management and information dissemination is emerging as a major sector of any organization to bring effectiveness in its delivery. Research and Information Division, which is taking the responsibility, is collecting, processing and disseminating information that is usually needed for the the planners, policy makers and other stakeholders of CTEVT in particular and TVET Sector in general. For this to achieve, it conducts several studies including Market Survey, Tracer Studies, Impact Studies, Feasibility Studies for establishing new technical as well as polytechnic institutes and publish report and disseminate information accordingly. Presently it is also working on establishing Labour Market Information System and Integrated Training Management System and making efforts to operationalize it. During Fiscal Year 2071/72, Research and Information Division carried out several research studies and other activities which are as follows.

**Research Report Prepared:**
1. National Skilled Human Resource Projection in Health and Engineering Profession,
2. Global Demand Assessment for Nepalese Skilled Workforce (A study based on advertisement Analysis)
3. A Rapid Assessment of Relevancy of 29-Month TSLC Program

**Ongoing Research Activities:**
- Tracer Study of Graduates of Diploma and TSLC Programs Under CTEVT
- Impact Study of Karnali Technical School Jumla
- Labour Market Survey to Identify the Emerging Needs of Technical Human Resources in the Country
- Labour Market Signaling Analysis on Demand of Nepalese Skilled Workforce in Abroad Job Market

**Other Activities:**
- Installation of Integrated Training Management System (ITMS) with Examination System, Affiliation System and Training Management Information System
- Institutionalization of Knowledge Management and Networking System in the TVET Sub-sector
- Publication of CTEVT New Bulletins, TVET Development Journal, A Profile of Technical Training Providers.

# 8. HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

## 8.1 Human Resource Management

Career development for staffs is the major and most significant task of motivation. Administration Division looks on the placement and promotional activities as the regular activities of the organization. During the fiscal year 2071/72, the total newly appointed staffs in disaggregated forms is presented in the following table.

**Table 8.1: Brief Figure of Level Wise Recruitment and Promotion**

| SN | Position | Open Competition | Limited Competition | Internal Competition | Under Performance Evaluation |
|----|----------|------------------|---------------------|----------------------|------------------------------|
| 1 | Officer Level Third | 34 | 26 | 9 | 7 |
| 2 | Assistant Level I | 17 | 19 | - | 13 |
| 3 | Assistant Level II | 21 | 16 | - | - |
| 4 | Total | 72 | 61 | 9 | 20 |

## 8.2. Human Resource Development

During the fiscal year 2071/72, the following numbers of staffs and other human resources of other TVET related organizations were capacitated by various short term in-service training and longer term higher education degrees as mentioned hereunder in the table 8.2. Similarly TITI has conducted 4084.2 persons/week training for 1723 human resources including 885 males and 838 females. During the reporting period, 25 case studies of skills cards were also developed.

**Table 8.2: Brief Figure of Career Development Opportunities of Staffs**

| S.N | Activity | Duration | Total Staffs | Male | Female |
|-----|----------|----------|--------------|------|--------|
| **Achievement of Fiscal Year 2071/72** | | | | | |
| 1 | OSU,OIS,QIP (Short-Term TITI) | 1-4 Weeks | 153 | 146 | 7 |
| 2 | Bachelor in Technical Education | 4 years | 2 | 2 | 0 |
| 3 | Masters in Technical Education | 2 years | 6 | 6 | 0 |
| **Proposed for the Fiscal Year 2072/73** | | | | | |
| 1 | Bachelor in Technical Education | 4 years | 8 | 5 | 3 |
| 2 | Master in Technical Education | 2 years | 9 | 8 | 1 |

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