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SAKCHYAMTA Project
Sanothimi, Bhaktapur



Organization and Management Survey
of
Tikapur Polytechnic Institute with Job Descriptions

Submitted to
Council for Technical Education and Vocational Training
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Submitted by
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Executive Summary

Contexts

Tikapur Polytechnic Institute (TPI) is in the process of achieving vision to develop it as a “Centre of Excellence (COE) in Technology for Prosperous Nepal” through effective implementation of its strategic plan 2020-2024. Appropriate organization structure and competent human resources are the key factors for a successful implementation of organization’s strategy. Thus, TPI requires structural adjustments to deliver its functions effectively. In this connection, Council for Technical Education and Vocational Training (CTEVT) and Sakchyamta project entered into an agreement for TPI restructuring-redesigning organizational structure and recommendations for effective human resource management system.

The Sakchyamta project aimed at providing professional recommendation for a new structure of TPI with functional responsibilities, number of positions as per the new structure and required changes in human resource management system. As a collaborative process to diagnose the real needs and co-construction of system design and process reengineering, the study encompassed analysis of organization, jobs, and a number of positions in the frame of strategic orientation of TPI through functional level discussions and review of relevant rules, policies and previous studies.

Findings

- i. Major findings show that the effectiveness of strategic plan implementation is largely affected due to inadequate number of qualified and competent human resources in TPI.
- ii. Most of TPI staff viewed the strong need of continuous training and capacity development at all levels to make them competent and enhance efficiency of organizational performance and cultural transformation.
- iii. Functional level analysis of departments and units shows that there are gaps in functional grouping and a lack of ‘quality management’ department and its leadership resulting in poor interdepartmental service transfer; ineffectiveness in placement and counselling, computer teaching and Information and Communication Technology (ICT) management, implementation of e-learning and data management (staff, student and labour market); research and innovation; monitoring of policies and practices and production and business for income generation for the sustainability of the institution. These types of support functions services perceived as non-core and un-organized that have hindered service process improvement which are envisaged in the strategic plan.
- iv. Existing organizational structure, number of positions, skills and motivation level of human resources is observed inadequate in the changing context of new technology implementation, operations of expanded programmes, maintaining the quality of Technical and Vocational Education and Training (TVET) products and meeting the requirement of developing TPI as a centre of excellence as envisioned in the strategic plan.

Recommendations on Structure

Structure follows strategy and it creates a guiding path for an organizational performance. Functional integration approach is adopted in structural redesign that supports the business strategies and requirements of the TPI expressed through the diagnostic assessments. Future career, decision-making, procedural efficiency, technology adaptation and performance orientation are considered as key drivers of proposed structural change. Major features of recommended structure change include:

- i. There will be three functional groups in proposed structures viz. Academic, Administration, and Quality Management (QM). Under the academic group, three departments will be functioning four diploma level programmes in Agriculture (Plant Science and Livestock), Construction, and Forestry.
- ii. Altogether five departments and nine units under these functional groups have been proposed. QM department is a new addition to present an organizational structure. Under this department, four functional units (quality improvement, placement and counselling, ICT and computer, and entrepreneurship development) will be established.
- iii. A position of Senior Quality Management Officer (technical-II) was created who will lead the QM department. Similarly, to lead the new units, one position quality development officer (technical-III); one position of ICT officer (technical- III), one position of entrepreneurship development officer (technical- III); and one position of Counselling and Placement Officer (technical-III) need to be created. All of these III-class officer positions will report to the Senior Quality Management Officer who will report to the vice-principal. In addition, a computer instructor who will also help the ICT officer although his main duty is to teach computer modules of each diploma program.
- iv. Seven general instructor positions (Physics, Chemistry, Zoology, Botany, English, Nepali, and Math) will be created to teach in four diploma programmes. These positions can be fulfilled either on permanent basis or temporarily, which may also depend on their availability.
- v. Six Lab Assistant positions to support practical activities and manage lab, workshop, farm, clinic, nursery, orchard and so on should be created.
- vi. Provisions of school management committee in bylaws needs to be amended. These amendments ensure the representation of adequate numbers of Business and Industry Association (BIA) participation in school governance. It should also address the issues of leading SMC i.e. by Chief District Officer or Mayor. In the changing context, it is reasonable if the leadership of the SMC is given to the Mayor as the local government is empowered constitutionally. However, it should be mentioned in the bylaws that unnecessary political interference should not be entertained from the local government while selecting staff and students because there might be a chance of compromising the quality. In other words, no any interference from the mayor is allowed in the recruitment and selection process. Thus, Institute should be independent especially in these two functions.

Recommendation on Staffing

Proper alignment of structure and staffing is crucial for an organizational success. Human resource policies and practices provide framework for right size, quality and competencies of the staff in an organization. Considering the needs of TPI in the current context, the following recommendations have been proposed:

- i. To create a conducive teaching and learning environment in TPI, the total number of staff positions proposed in new structure is 86 excluding drivers, receptionist, security guards, maintenance assistant and office assistants. Empowering technical schools should be the main focus of the CTEVT because they are the key implementing agencies of technical and vocational education and training programmes in the country. At the same time, regular, strong and result-oriented monitoring of the implementation of the policies and programmes must be performed by the concerned authorities.
- ii. The entry point at non-officer levels should be started from non-officer-I. No staffing standard will exist in non-officer-II levels in the new structure. Existing positions in this level will be re-adjusted and transformed gradually in non-officer-I levels. Similarly, support functions (driver, repair and maintenance assistants/electrical and plumbing, receptionist, security guard and office assistant positions) should be outsourced through contract management considering the availability of quality service providers in the market.
- iii. Before entering the technical school, an instructor should have essential knowledge, skills and attitudes, which can be possible through a well-organized 'service entry training programme' that should include instructional skills (Pedagogy), and knowledge on CTEVT rules and regulations, and an organizational culture and climate.
- iv. Role of induction training to the newly recruited employees is very crucial to enhance the effectiveness and efficiency of organizational performance and cultural transformation. To conduct the well-organized induction programme, CTEVT and TITI should have a good coordination and communication in advance so that TITI can organize this on time.
- v. Generally, new instructors have a lack of industrial exposure and experiences that makes them difficult to teach skills although they are strong and good enough in theoretical aspects. There should be a provision that within one year of their appointment, the newly recruited instructors should be sent for relevant industrial experience at least for a month or should have the industrial experience in relevant occupation before they get appointed as instructors.
- vi. The current recruitment system is based on knowledge test rather than skills test or performance test. Therefore, recruitment process should be performance-based -- competencies should be tested (performance test) before selecting instructors.
- vii. Minimum requirements for instructors and other job positions such as educational qualification, competencies, industrial experience should be reviewed and updated on a regular basis to address the demands brought about by new technology in the

market place. In this regard, implementation of licencing system can be useful that can help to develop a professional instructor who meets certain quality standards. Similarly, authority of employee transfer of different levels of staff should be revised and redistributed between CTEVT management and institute management.

- viii. Clearly defined job description of employee positions is important to get better performance of the employees, which is clearly included in this report. However, it should be well communicated to the concerned staff and revised on a regular basis as per the need.
- ix. Appraisal of employees' performance is important which helps to identify their strengths and weaknesses that ultimately helps to assign them higher responsibilities in appropriate places. In addition, based on performance appraisal, training, and incentives package should be designed and developed. At the same time, institute can recognize good performers, and reward them accordingly. For the realization of future action, agreement of both supervisor and supervisee is essential regarding identified strengths and weaknesses of supervisee.
- x. To create competitive workforce at all levels, 'internal competition' will incorporate certain weight from regular performance appraisal and certain weight from the task performance test (TPT) that promotes fairness and more competent people get promoted. This recommendation is for concerned authorities.
- xi. School managers, potential managers, instructors and staff should be provided with a variety of need-based trainings, which will address the spirit of succession planning to support school management and impart quality trainings to the TVET trainees. See specific details in annex-II. The competent, capable and qualified human resources only can produce such quality TVET products who can compete in the 21st century competitive market place.

How should 21st century TVET products look like?

1. TVET products should have received adequate practical skills and knowledge demanded by the curriculum.
2. TVET products should be updated with current digital technology associated with their occupation, information and communication.
3. TVET products should have adequate soft skills that are necessary for the current world of work where diverse background of people should work together.
4. TVET products should have adequate exposure with the business and industry to match the education and training with industrial skill needs.
5. TVET products should be able to compete easily in national and international labour markets.

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List of Abbreviations

AMU	Account Management Unit
BIA	Business and Industry Association
CDO	Chief District Officer
CoE	Centre of Excellence
CTEVT	Council for Technical Education and Vocational Training
CV	Curriculum Vitae
EDO	Entrepreneurship Development Officer
EDU	Entrepreneurship Development Unit
EU	Examination Unit
FGD	Focus Group Discussion
GESI	Gender Equality and Social Inclusion
HoD	Head of Department
HR	Human Resource
HRMU	Human Resource Management Unit
ICT	Information and Communication Technology
ICTU	Information and Communication Technology Unit
ICTDO	Information and Communication Technology Development Officer
INGOs	International Non-Governmental Organizations
JD	Job Description
LA	Lab Assistant
LMI	Labour Market Information
LMIS	Labour Market Information System
LMU	Library Management Unit
NGOs	Non-Governmental Organizations
NSTB	National Skill Testing Board
NVQS	National Vocational Qualification System
OJT	On-The-Job Training
O &M	Organization and Management

PCO	Placement and Counselling Officer
PCU	Placement and Counselling Unit
PIMU	Procurement and Inventory Management Unit
QM	Quality Management
QMD	Quality Management Department
QIU	Quality Improvement Unit
QDO	Quality Development Officer
SEC	School Executive Committee
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
SQMO	Senior Quality Management Officer
TITI	Training Institute for Technical Instruction
ToT	Training of Trainer
TPI	Tikapur Polytechnic Institute
TPI	Task Performance Test
TVET	Technical and Vocational Education and Training
TWC	Technical Working Committee

Table of Contents

Executive Summary	i
Acknowledgement	v
List of Abbreviations	vi
Table of Contents	viii
Chapter One	1
Background	1
1.1 Introduction	1
1.2. Need for restructuring	2
1.3 Principles of Organization and Management Survey	3
1.4. Objectives	3
1.5. Study Approach and Methods	3
1.6 Key Considerations	4
1.7 Study Assumptions	4
1.8 Limitations	5
1.9 Organization of the Report	5
Chapter Two	6
Analysis of Current Structure, Staffing and Associated Issues	6
2.1 Current Structure	6
School Management Committee (SMC)	6
School Executive Committee (SEC)	7
2.2 Current Staffing Situation	8
2.3 Analysis of HR Related Other Issues	9
Chapter Three	11
Proposed Structure and Functions	11
3.1 Proposed Structure	11
3.2 Proposed Main Functions of Departments	15
3.2.1 Administration Department	15
3.3 Academic Departments	19
3.4 Quality Management Department (QMD)	20
3.4.1 Quality Improvement Unit (QIU)	21
3.4.2 Placement and Counselling Unit (PCU)	21

3.4.3 Information and Communication Technology (ICT) Unit	21
3.4.4 Entrepreneurship Development Unit (EDU)	22
Chapter Four	23
Job Descriptions	23
4.1 JD of Principal	23
4.2 JD of Vice-Principal	25
4.3 JD of Administrative Officer	26
4.4 JD of Account Officer	28
4.5 JD of Librarian	29
4.6 JD of Administrative Assistant (Property Manager/Store Keeper)	30
4.7 JD of Examination Officer	31
4.8 JD of Head of Department (Academic)	32
4.9 JD of Instructor	34
4.10 JD of Lab Assistant (LA)	36
4.11 JD of Head of Department (Quality Management)	37
4.12 JD of Quality Development Officer (QDO)	39
4.13 JD of Placement and Counselling Officer (PCO)	41
4.14 JD of ICT Development Officer (ICTDO)	42
4.15 JD of Entrepreneurship Development Officer (EDO)	43
Chapter Five	45
Conclusion	45
References	47
Appendix-1 A List of School Management Committee Members of TPI	48
Appendix-2 Capacity Development Plan of TPI	49

List of Tables

Table 1 Existing Staffing Structure	9
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Chapter One

Background

1.1 Introduction

Tikapur Polytechnic Institute (TPI) was established in 2009 by the Council for Technical Education and Vocational Training (CTEVT) Sanothimi, Bhaktapur. It is located in province-7, at the beautiful and well-planned city Tikapur, Kailali. It is situated 18 km South from Lamki Bazar, east-west Mahendra highway. It has its own land which is spread on 25 Bighas surrounded by a beautiful park, green jungle and Parkside road. Although the aim of its establishment was to produce trained and skilled human resource necessary for agriculture sector development of Nepal, it has been conducting technical education and training programmes in multiple sectors such as agriculture, livestock, forestry and construction. After eight years of its establishment, it started its long-term programmes from 2017 (2073 BS) due to the lack of necessary infrastructure and facilities. Before 2017, TPI conducted only short-course vocational training courses.

Now, TPI is launching both long-term technical education and short-term vocational training programmes. Long-term program includes Diploma in Agriculture (Plant Science); Diploma in Agriculture (Animal Science); Diploma in Civil Engineering and Diploma in Forestry. In addition to these regular programmes, TPI has been conducting two additional Diploma programmes in Plant Science (special scholarships programmes). Thus, now, it has been conducting five Diploma Programmes parallelly. The duration of all diploma programmes is of three years. Similarly, short-term vocational training courses includes: off season vegetable production; Community Agriculture Assistant; Community Livestock Assistant; plumber; building electrician; computer repair and maintenance; mason; general cook, beautician and so on. The duration of vocational trainings programmes ranging from 1 week to several weeks.

TPI has been produced 105 graduates from Diploma in Agriculture programmes including Junior Technician. Most of them have been employed both in government and non-government sectors. Similarly, it has been provided short-term vocational trainings for more than 1000 peoples.

CTEVT is taking an initiative to develop TPI as a Centre of Excellent (COE) in education and training in Agriculture. Its main goal is to ensure preparation of technically competent graduates for gainful employment. To achieve this goal, it has set the following four objectives in its strategic plan: i) expand education and training ensuring access, equity and inclusion; ii) ensure quality, relevant, sustainable and ICT inclusive education and training; iii) enhance industry partnership and coordination for relevance; and iv) enhance effective and efficient governance and management. To ensure access, equity and inclusion, various scholarships programmes have been identified and launched.

In order to achieve the stated goal and objectives, the role, functions, and responsibilities of the TPI include use of Technical and Vocational Education and Training (TVET) policy

instruments, implementing the education and training programmes, organizing on-the-job training programmes, evaluation of education and training programmes, coordinating with major stakeholders-internal and external.

TPI is considered as a potential institute which can play an important role in TVET sector contributing to economic development of the country. The success of TPI strategy depends on appropriate organization structure that ensures differentiation of tasks and integration of efforts toward attaining organizational goal and objectives. Likewise, competent employees in right size are the key resources to make difference in the entire efforts. So proper planning and management of human resources is critical to the overall effectiveness of an organization.

One reality is that the roles of TPI is increasing, the number of TVET programmes it operates is also increasing but the staff are inadequate and placed on an ad hoc basis and no any permanent position is created so far. In this connection, conducting organization and management (O and M) survey for restructuring and recommending right positions to TPI is essential. More detailed reasons for restructuring is given below.

1.2. Need for restructuring

Tikapur Polytechnic Institute (TPI) has been prepared its own strategic plan for 2020-2024. Implementation of this plan is the main focus and priority of this institute and CTEVT. Its vision is to develop it as a 'Centre of Excellence in Technology for Prosperous Nepal'. Ensuring preparation of technically competent graduates is the main goal of this plan. To achieve this goal, it has set several objectives such as expanding technical education and training ensuring access, equity and inclusion; ensure quality, relevant, sustainable and ICT inclusive education and training; enhance industry partnership and coordination for relevance; enhance effective and efficient governance and management. Thus, TPI strategic plan has widened the scope of work that demands well qualified additional staff in the institute. The scope of work is clearly aligned with the government expansion policy of TVET services. Now, Tikapur Polytechnic Institute has been started practicing its strategic plan to address the emerging scope of work as a Centre of Excellence and to develop technical workforce through the adoption of holistic approach in technology to prepare relevant workforce which is its mission.

Developing TPI as a Centre of Excellence (CoE) is the CTEVT policy, based on this policy, three institutions have been selected to develop as centre of excellence in the country which is supported by SAKCHYAMTA project and funded by European Union. One of the three proposed institutions for developing CoE is Tikapur Polytechnic Institute. This survey, therefore, is focussed on Tikapur Polytechnic Institute. To develop TPI as a Centre of Excellence, there needs some improvements in various areas including its structure, functions and HR needs and their development in terms of skills, knowledge and capabilities of its human resources. In this context, the organization and management survey is important.

Effectiveness of TPI depends on quality and competency of its human resources. Therefore, managing human resources effectively is a critical element for effective, credible institute as a centre of excellence. The strategic plan 2020-2024 has identified the challenges, among others, to create an organizational structure that best defines the roles and responsibilities

and effective mechanism for TVET service delivery and re-structuring of TPI in line with the widening scope of TPI in the context of transitioning to federal structure. Human resource management and capacity development has been one of the important components of the strategic plan that addresses the challenges posed by the globalization i.e. demands of quality, competition, research and innovation, good governance in administration and advancement in information and communication technology in the TVET sector.

Strengthening the organizational structure and human resource development are the important strategic priorities of the TPI. Management of competent human resource and consistent value addition to minimize the risk associated with human resource are important elements of this priority. Major tasks in this priority include study on restructuring the operational system of TPI based on the strategic plan which entails enhancing effective and efficient governance and management and ensuring placement of technically competent staff and capacity building of human resources.

In the context of federalization and organizational re-structuring, scope of work of TPI in agriculture and other relevant sector has increased and requires alteration in organizational structure, roles and responsibilities. Restructuring of TPI in this context is important to achieve its mission in the long run. Considering all these situations, an organization and management survey has been carried out broadly focussing on proposing a new structure and staffing with clearly defined job description (JD) of various job positions.

1.3 Principles of Organization and Management Survey

There are certain principles of conducting O and M survey. The following key principles were considered while planning, designing and conducting the survey and preparing the survey report:

1. Structure- - based on function
2. Staffing-- based on function and structure
3. Certainty of service delivery
4. Workload-based job description

1.4. Objectives

The study aimed at providing professional recommendations on organization structure of TPI with number of positions and the job description of various job positions. Specifically, efforts were directed to achieve the following objectives:

- ❖ Re-design organization structure of TPI as appropriate to achieve its strategic vision and mission;
- ❖ Propose required number of job positions as per the job requirements; and
- ❖ Prepare job descriptions of various job positions

1.5. Study Approach and Methods

The study followed partnership approach to diagnose the real needs and co-construction of system design and process reengineering. It encompassed analysis of organization and jobs, number of positions, situation of human resources in the frame of strategic orientation of the TPI. Study approaches, tools included:

- ❖ Review of TPI strategic plan 2020-2024, relevant policies, documents and human resource data;
- ❖ Study of current programmes, functions and structure;
- ❖ Review of prior studies and reports;
- ❖ Discussion on the need of O and M survey in the Technical Working Committee (TWC);
- ❖ Presentation on the processes of O and M survey and job descriptions to the staff of TPI;
- ❖ Focussed group discussion (FGD) with TPI staff;
- ❖ Individual face to face interview with the various levels of TPI staff in unstructured format;
- ❖ Worked intensively together with the TPI management team to develop new structure and JD for TPI employees;
- ❖ Meeting through skype and telephone call for the clarification of data and information
- ❖ Analysis of job information, survey of work processes through observation and analysis of existing workload of human resource at different levels and potential growth based on the strategic orientation;
- ❖ Presentation of draft reports to the technical working committee (TWC) of CTEVT) for comments and feedbacks; and
- ❖ Finalization of report after amendments made by incorporating received feedbacks.

1.6 Key Considerations

- ❖ Existing programmes-Agriculture (*Plant Science and Animal Science*), *Civil, Forestry*)
- ❖ Centre of Excellence (CoE)
- ❖ Strategic Plan of TPI (2020-2024)
- ❖ Focus on practicalities-local context (large areas to be managed-Tikapur, variety of agriculture related sub-projects)
- ❖ Respect to the constitutional spirit- *local participation in school governance*
- ❖ Workloads

1.7 Study Assumptions

The study embraces following assumptions for designing new structure and determining staff requirements:

- ❖ Technology adoption rate will be maintained as incorporated in the strategic plan which is ensuring digital education and e-learning environment;
- ❖ Proposed number of positions are based on the current programmes, strategic priorities set in the current strategic plan, workload assessment, discussions and observations;

- ❖ Human resources with required competencies are available in the domestic market;
- ❖ Full support (Legal as well as HR needs) will be provided by CTEVT to implement the current strategic plan of TPI and to develop it as a Centre of Excellence;
- ❖ Necessary budget will be provided as per the requirements of institutional strategic plan and its spirit and
- ❖ Technically competent and qualified staff in important positions (principal, vice-principal, department heads) will be available as per the provision in the strategic plan)

1.8 Limitations

- i. Unavailability of necessary data and information in school, especially HR related information;
- ii. Limited time available for the consultant to work together with the employees of TPI due to their busy schedule; and
- iii. No written functions of departments and units available in the institute as a result, trivial functions might be missing while searching, developing, framing, and documentation.

1.9 Organization of the Report

The report is structured into five chapters as follows:

Chapter One introduced the context and needs for restructuring along with study approach, basic assumptions and limitations;

Chapter Two presents observation and analysis of current structure, staffing and associated issues;

Major recommendations on organizational structure and staffing along with the departmental functions is presented in Chapter Three;

Chapter Four presents the job descriptions of TPI staff's job positions; and

Finally, Chapter Five presents conclusion including key considerations for the implementation of proposed changes.

Chapter Two

Analysis of Current Structure, Staffing and Associated Issues

There is a fundamental question in any organizational design which is: are we sure the challenges we are trying to address are rooted in organizational design? Re-structuring or re-organization can be the solution to all infrastructure problems and can miss other root causes of organizational performance challenges. Thus, we adopted a diagnostic exercise and conducted a survey in the organizational setting, discussed with key stakeholders: managerial and support staff of the institute to determine whether performance challenges are a matter of organizational structure, strategy, motivation, talent, rewards, recognition practices or business processes. Analysis of the current situation of TPI is divided mainly into three parts: i) the current organizational structure, ii) the current staffing situation and iii) major issues associated with HR. All of these important aspects are explained and analysed below:

2.1 Current Structure

The structure of Tikapur Polytechnic Institute is determined by the Council for Technical Education and Vocational Training, Sanothimi, Bhaktapur. There is no clear and complete structure designed, developed, and practiced in TPI. The institute is operating its programmes by managing the staff on ad hock basis. Therefore, the current structure is inadequate to address the demands brought about by new technology, operation of new programmes, diverse roles of the school and the needs of addressing its new strategy (five-year long-term plan: 2020-2024), aiming at developing it as a Centre of Excellence (CoE) and so on. Currently, there are two main committees provisioned in the existing bylaws to support for the management of school and its programmes implementation which is described below: In this report, School and Institute both are used synonymously which represent technical schools or polytechnic institutes.

School Management Committee (SMC)

According to the bylaws of operation of technical school (2049 BS), to support the implementation, monitoring and management of all programmes and activities of the institute, there is a provision of a School Management Committee (SMC). The bylaws has been provisioned total of 11 members of SMC which is chaired by the Chief District Officer (CDO) and its member secretary is the Principal of the concerned technical school. The current participation of business and industry in the committee is inadequate as there are no representations of business and industry associations (BIAs). On the other hand, ensuring industry representation in school governance is one of the strategies of the strategic plan: 2020-2024 i.e. increasing the participation of more numbers of business and industry associations (BIA) in SMC. Nevertheless, a flexibility is provisioned in the byelaws that additional members can be added as invitees if necessary. The major functions of the committee is to prepare annual programmes and budget of the school and recommend it to the Council for approval; help in coordinating with the employers to the successful implementation of the institute's programmes; provide necessary suggestions to the institute and monitor whether the suggestions are implemented; develop guidelines for determination

of scholarships; determine scholarship quotas and so on. However, in the existing SMC, some conflict of interest can be observed about the leadership role as to who to lead the SMC as usual by the CDO or Mayor of concerned municipality. Without amendments in the bylaws it is not possible to lead by the Mayor although the Portfolio of Mayor is considered higher than the CDO. For the detailed information of the current structure of the SMC (see annex-1).

School Executive Committee (SEC)

The same bylaws has also provisioned a School Executive Committee (SEC) in the school. Its aim is to support the chief of the school (Principal) in entire school management. This committee is chaired by the Principal and the Administrative Officer of the school acts as the member secretary. Vice Principal and a department head nominated by the chairperson remain as members in the committee. Similarly, a representative member from instructor community nominated by the chairperson also is in the committee. All members in this committee are from within the school. It is also provisioned that if funding agency is involved in school, a member will be included as a representative of such agency. This committee coordinates all school activities and makes the institutional management more active and dynamic following the directions given by the SMC and Council. This committee plays key implementation roles at an operational level. The main function of this committee is to coordinate among the teaching and non-teaching staff and students and to make the school management more dynamic. Similarly, it plays an active role in operational management of school, its hostels and other main activities of the institute based on the road map and directions given by the Council and SMC. This committee seems quite effective in institute operations. However, it has not included all department heads who are working in the institute. Nevertheless, all department heads should be included in this committee to increase the team spirit and ownership of the decisions it makes.

To implement the TPI roles including the directions given by School Management Committee, School Executive Committee and CTEVT, there are mainly two groups functioning: administration and academic. Under administrative group, there are four units such as administration, account, store and library. Similarly, under academic group, there are three departments: Agriculture, Forestry, and Civil Engineering.

In addition to the above departments and units, there are several projects functioning to supports TPI programmes such as National Vocational Qualification System (NVQS), Ensure Sustainable and Rewarded Employment (ENSURE), Dakchyata and Sakchyamta. The activities related to these projects are performed by the existing staff of TPI except a coordinator who is managed by the Sakchyamta project supported by European Union. The coordinator is given the responsibility of the vice-principal as well. The programmes operating by TPI are: Diploma in Agriculture (Plant Science), Diploma in Agriculture (Animal Science), Diploma in Civil Engineering, and Diploma in Forestry. In addition to these programmes, TPI has conducted Diploma in Agriculture (Plant Science) as special scholarship programmes. To implement all these programmes, a competent and qualified human resource in adequate numbers and levels is essential. In the current organizational structure and framework, there is no single position created on permanent basis. Staff provided are on a lumpsum basis. It is unclear how many staff positions should be created to the TPI. Nevertheless, as reported by

the institute, currently, government has allocated budget for 44 staff in TPI for their salary and allowance. The detailed description of current HR situation is given in the following section.

2.2 Current Staffing Situation

Although TPI is comparatively a newly established polytechnic institute, it is operating four regular Diploma Programmes: Civil-1, Agriculture-2 (Plan Science-1 and Animal Science-1) and Forestry-1. In addition, it is also running two additional scholarship programmes i.e. Diploma in Agriculture (Plant Science). A bitter truth is that there is no any permanent staff position created for Tikapur Polytechnic Institute so far, although it has received salary and allowances on ad hock basis for 44 staff from the government. As per the standard of the programmes, staff are not available to fulfil such standards. For example, currently, for four Diploma programmes 12 senior instructors (officer-II) are essential to meet the set standards which is recognized by the council and previous studies. Unfortunately, there are none-except the principal. The similar situation exists in office administration as well. For example, there is no single officer available in TPI, only assistant-level staff are working in this department. All of them are new untrained and struggling to perform their duties.

The analysis of current staff situation can be listed as follows:

- 1) It is observed that effectiveness of TPI in achieving strategic goal and objectives has largely been affected by inadequate number of staff. Available staff do not meet the standards of diploma programme as it demands Senior Instructors (Officer-II). Since the beginning of the diploma programme, only Instructors and Assistant Instructors have been teaching till the date.
- 2) Newly appointed instructors lack instructional skills (pedagogy), occupational skills (industrial experience) and knowledge on CTEVT rules and regulations, and institutional culture and climate. In addition to these, they lack general computer skills, assessment skills, monitoring and evaluation skills. Due to new administrative staff, they have a lack of several skills because they have not trained and experienced. It has been difficult for them to perform their duties for example, they do not even know how to write *tippani* as reported by the Principal.
- 3) There is a huge gap between the functions it does and the structure and staffing it has. In addition to teaching in diploma programmes, TPI has to perform several functions such as counselling, placement, taking exam, skills testing, coordination with business and industries, data management using information and communication technology (ICT), production and business activities for income generation for sustainable development and computer teaching, e-learning and so on are organized and performed by the existing staff who are not specialized and trained in the relevant areas and at the same time, they have over work load too. Due to the overwork load, they will have less time for preparation of their lessons, search new information-these situations may raise lots of questions about the quality of teaching and learning.

4) As reported by several staff of TPI, CTEVT is not taking seriously to provide competent, qualified and well-experienced teaching staff who can meet the standards of Diploma program. Unavailability of senior instructors in the institute is a huge challenge for leading and managing its programmes and departments. No 'Senior Instructor' available in the school except principal who primarily engages more on administration and management functions rather than in teaching. In this context, maintaining the quality and standards of teaching and learning and producing competent graduates, is questionable and remain challenging.

5) From the analysis of overall staffing situation, it reveals that the current staffing is inadequate to support and operate existing programmes effectively. For example, each polytechnic program demands 3 senior instructors but there are none. Currently, TPI is running four Diploma level programmes in three sectors: Agriculture (Plant Science and Livestock), Civil Engineering and Forestry. According to the council's rule, these four polytechnic programmes requires 56 technical teaching staff (12 senior instructors, 28 instructors and 16 assistant instructors) and 7 general instructors as teaching staff. Total 63 academic staff excluding lab/teaching assistants.

Thus, the existing staffing situation is inadequate and cannot meet the standards of Diploma programmes. However, currently, the budget is provided for the total of 44 employees which includes teaching and non-teaching staff. Annual report 2076 BS of TPI reveals that there are only 20 academic staff available in the institute which is outrageous.

Table 1 Existing Staffing Structure

Levels	Technical	Administrative	Total	Remarks
Officer-I	0	0	0	
Officer-II	1		1	
Officer-III	14	0	14	
Non-Officer-I	3	3	6	
Non-Officer-II	2	1	3	
Driver			1	
Office Assistant (office helper/security guard/Gardener/sweeper and so on)			11	
Total			36	

Currently, there are only 20 teaching staff in TPI including principal and 2 are deputed in provincial office.

2.3 Analysis of HR Related Other Issues

1) Diagnostic assessment revealed that all staff working in TPI are on contractual basis temporarily except principal. They cannot see their future career in it as a result, they just use TPI as a platform which is obvious in Nepalese culture in which everyone is striving to achieve permanent position. Temporary jobs in Nepal are not attractive because they are discriminated from various ways such as they are mostly restricted to international exposure visits/tours, trainings and workshops. No provident fund is deposited for their

future security; no sick allowance is provided; they do not get promoted; no contribution-based pension/gratuity provisioned for them; no future job security; no insurance scheme for them; they are socially discouraged and disrespected as having temporary jobs comparing permanent ones and so on. Thus, there is a huge gap between the permanent and temporary jobs within the organization in terms of priorities, facilities and career development. If employees cannot see their future career in and benefits from within the organization, it would be hard for them to become creative, motivated, research-oriented, innovative and proactive in their work. Thus, mostly, temporary contracted staff have less motivation and enthusiasm in their work as they invest their valuable time looking for permanent jobs elsewhere outside the organization.

2) The current practice reveals that the purpose of the performance appraisal is for internal promotion rather than identifying and exploring the employee's strengths and weaknesses for their performance improvement, career development and assigning higher responsibilities. More interestingly, no performance evaluation of the temporary staff has been done because there is no space for promotion. In this sense, temporary staff are not considered and valued as assets of the organization as compared to the permanent ones.

3) Available staff have not received adequate trainings to improve their job performance. In other words, not enough capacity-building opportunities are provided to the staff. The main reason is that they are extremely busy in teaching and learning in the institute and have no time to attend training in TITI and other places. At the same time, the school is often reluctant to release them for training as it hampers the daily routine work of the institute. There might be a couple of options in this situation. Some trainings such as instructional skills training can be organized by TITI in the institute so that the staff can utilize morning or evening time for their professional development. For occupational as well as leadership and management related training to the potential leaders (sub-ordinates), two training packages in a year can be planned and developed for them during holidays. The best option is that if the institute is provided with sufficient staff, then institute itself can manage training time for their staff alternatively. The capacity of TVET systems to provide high quality and relevant training to the students depends largely on the quality and competencies of its instructors and trainers, and, by extension of quality instructor training systems.

4) In addition to the above, there is no building for canteen operations, several workshops are under construction not ready yet, water-logged practical land, poor drainage system, inadequate electric back up system, a lack of machines and equipment (tracer, power tiller), sheds and so on.

Chapter Three

Proposed Structure and Functions

3.1 Proposed Structure

Appropriate organizational design is achieved through right combination of differentiation and integration of organization's operations in response to its external environment. Differentiation refers to the sub-division of functional or departmental units, each concentrating on a particular aspect of the organizational operations and integration refers to the linking of differentiated units to achieve unity of effort in working toward organizational goals and strategies. Both are considered while making recommendations in structural adjustment.

The redesign of structure is functional that supports the business strategies and requirements of the institute expressed through the diagnostic assessment stated in chapter two. Career path, decision-making, procedural efficiency and effectiveness, technology adaptation and performance orientation are considered as key drivers of proposed structural change. The strategic plan has also established the need of redesign in the context of technological adaptation and various programmes it has offered. This necessitates the structural adjustments keeping in view the possible expanded role of PTS as a centre of excellence and the implementation of strategic plan.

Major recommendations on structural changes are:

To implement the new strategic plan (2020-2024) of Tikapur Technical Institute, its structure should be organized into different functional groups. However, previously, the grouping did not commensurate with hierarchical authority since there is no position to lead and coordinate certain functional sub-groups in certain areas. In this situation, it would be appropriate to create a senior instructor level position to work as a 'Senior Quality Management Officer' in a new functional department: Quality Management Department (QMD) that leads and coordinates four functional units such as placement and counselling, information and communication technology, production and business (Entrepreneurship Development), and quality improvement (QI). Structure-wise, other academic and non-academic departments will remain as usual such as Agriculture, Civil, Forestry and Administration.

- ❖ There will be four functional units in new department (Quality Management) viz. computer and ICT; placement and counselling; entrepreneurship development and quality improvement unit (QIU). Four positions of third-class officer need to be created who will lead these units and report their activities to the Senior Quality Management Officer, who will report directly to the vice-principal (Figure:1).

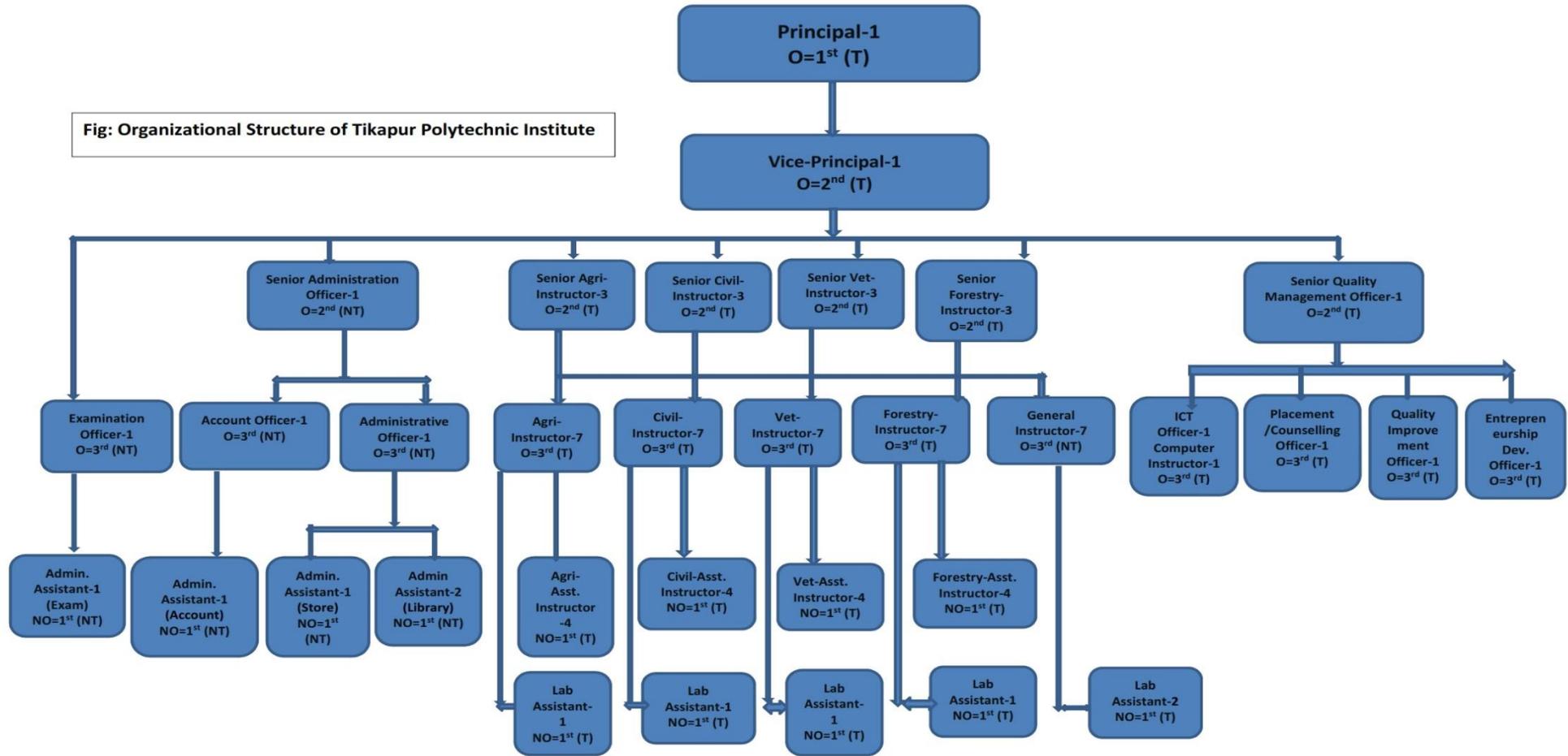
- ❖ The Senior Quality Management Officer should be selected from free competition basis who must have at least Master's degree from the recognized university and have technical educational background with strong communication, research, proposal/report writing and computer/(ICT) and research and innovation skills and experience and should be able to understand the quality in TVET graduates. The age should not be more than 45 years. The amendments in the bylaws should be made if needed.
- ❖ It is observed that ICT development /Labour market Information System (LMIS) and e-learning strategies spelled out in the strategic plan cannot be effectively implemented through the current structure as general service because of various reasons such as it needs specific technical skills, decision-making promptness, timely online registration and results publication, on-line data management of labour market information, updating of data in website on regular basis and facilitation of e-learning system throughout the institute. In this situation, a separate Computer/ICT unit will work under the Quality Management Department. This unit will be led by ICT officer who will facilitate in implementing e-learning system in school and reduce technology related hurdles. A computer instructor will teach computer-related modules and provide necessary technical support to the ICT officer.
- ❖ There is a computer module in each diploma course (Plant Science, Animal Science, Construction, and Forestry), without skilled Computer Instructor, this course cannot be taught and practiced effectively. Thus, for a quality teaching and learning, a computer instructor should be provisioned and selected through free competition basis.
- ❖ Similarly, a placement and counselling unit, quality improvement unit and production and business unit which will be functioning under Quality Management Department and all these units will be led by third class level officer (technical).
- ❖ Regarding the positions of general instructors to teach Physics, Chemistry, Zoology, Botany, English, Nepali, and Mathematics, there might be two options: i) recruit as permanent staff and ii) recruit as temporary staff on contract basis. Nevertheless, due to the four Diploma programmes operating currently in TPI, all general instructors will have enough workloads. They can also contribute other additional special diploma programmes as well. Thus, seven positions of general instructors have been proposed.
- ❖ Moreover, lab assistant positions have been proposed to assist practical activities in the lab or workshop, field, clinic, farm of different academic programmes and Physics/Chemistry and Zoology/Botany.
- ❖ In addition to the above, a maintenance assistant (plumbing and electrical) should be provisioned which should be outsourced on contractual basis, who will fix the plumbing and electricity-related problems.
- ❖ Strategic plan of TPI targeted to increase the numbers of Business and Industry Association (BIA) members in School Management Committee from existing levels of participation. The main purpose of increasing the BIA members in school governance is to working together to boost the linkage between the training providers and employers and reduce the skill mis-match and ultimately increase the quality of

training in terms of skills and employment. The necessary legal arrangements should be made in the bylaws if required.

- ❖ School Executive Committee should be continued and keep intact and more dynamic at operational level. However, all department heads should be included in this committee for better teamwork and realizing the ownership of important decisions. The existing bylaws should be amended for this.

The proposed organizational structure is designed on functional basis consisting of three functional groups: Administrative, Academic and Quality Management. For the detailed information, the proposed organogram is presented below ([Figure: 3.1](#)).

Fig: Organizational Structure of Tikapur Polytechnic Institute



Out-sourcing Staff	
1. Receptionist-	01
2. Repair & Maintenance (Electricity & Plumbing) Assistant-	01
3. Office Assistant (For Office Work)	02
4. Office Assistant (For Agriculture & Livestock Farm)	03
5. Office Cleaner-	04
6. Security Guards-	04
7. Gardener-	02
Total-	17

Abbreviation
O=Officer
N.O=Non-Officer
T=Technical
N.T.=Non-Technical
S=Senior

Description of Positions	
Officer-1 st Class-	01
Officer-2 nd Class-	15
Officer-3 rd Class-	43
Non-Officer-1 st Class-	27
Total Position=	86

3.2 Proposed Main Functions of Departments

Currently, there are no written functions of departments and units of Tikapur Polytechnic Institute. This study has conducted institute visit, researched, identified and proposed key functions that are listed below. Broadly, functions of TPI can be divided into three groups: Administration, Academic, and Quality Management. Main function of the Quality Management Department will be to coordinate, communicate, monitor, research and provide active support for the improvement of quality of academic programmes and their effectiveness. Under the academic group, there will be three departments: Agriculture, Civil, Forestry. Similarly, Administration and Quality Management group works as separate departments. Thus, altogether five departments will be functioning in TPI.

3.2.1 Administration Department

Under administration department, the following units will be functioning: procurement and inventory management (store), human resource management, account management, and library management. The detailed functions of these units are listed below in different sub-headings.

3.2.1.1 Procurement and Inventory Management Unit

Infrastructure and supply-related functions

- a. Maintain custody of TPI non-expendable properties and equipment and keep records of their status or condition;
- b. Document of all assets within a physical infrastructure to facilitate effective and efficient asset tracking management (both physical and electronic);
- c. Undertake periodic inventory of all properties of the institute;
- d. Prepare/process requisitions for supplies, materials and equipment;
- e. Supply, manage, repair and maintain furniture and fixtures, supplies (water, electricity and others), materials, digital and mechanical equipment and services to support the operational requirements;
- f. Routine and preventive maintenance of building and other premises facilities and perform necessary repair;
- g. Manage insurance of motor vehicles, buildings, power equipment etc and handle necessary claims;
- h. Undertake housekeeping services of offices, guesthouse, canteen and premises of the institute;
- i. Plan and manage activities pertaining to disposal of unusable and unserviceable properties eligible for auction;
- j. Renewal and payment processing of all service level contract purchased by the institute;
- k. Promote greater environmental consciousness, conserving resources like energy and water and auditing the use of these resources and
- l. Ensure rational utilization of properties of the institute;

Procurement-related functions

- a. Advise the management on matters pertaining to the procurement of goods and services and logistics management;
- b. Monitor adherence to procurement process and procedures as per CTEVT financial bylaws and public procurement Act;
- c. Develop an annual procurement plan;
- d. Undertake pre-qualification evaluation suppliers and contractors for general services and prepare standing list for suppliers;
- e. Procure supplies, materials, equipment and services to support the requirements of TPI;
- f. Maintain and monitor distribution of office supplies and materials;
- g. Provide secretariat services to the procurement committee;
- h. Set specifications/standards for goods and services procured and monitor adherence to them to ensure value of money and
- i. Prepare and present progress reports on budgets for the unit;

Inventory management-related functions

- a. Receive and inspect all incoming materials and supplies and reconcile with purchase orders;
- b. Process and distribute goods, supplies and materials in reference to demand slip;
- c. Report, document and track damages and discrepancies on orders received;
- d. Maintain and update inventory of goods, supplies and materials;
- e. Prepare annual property lists for items to be sold at auction and take approval from authority of auction;
- f. Initiate and manage the auction;
- g. Maintain the warehouse, records area and stores area in a safe, neat and orderly manner and
- h. Respond to the queries regarding procedures and resolves discrepancies regarding receipts, deliveries, warranties, repairs and surplus property.

3.2.1.2 Human Resource (HR) Management Unit

Acquisition and career development-related functions

- a. Perform all HR recruitment and selection-related tasks as authorized by CTEVT;
- b. Perform the employee annual performance evaluation and ensure performance culture in the institute;
- c. Initiate and manage all the internal promotion-related tasks through file promotion and internal competition;
- d. Perform all the tasks related to preparing annual staffing standard of all departments/units
- e. Perform the tasks related to staff transfer and
- f. Plan and implement incentive programmes such as awards, prizes, gifts, contests, and staff parties to motivate employees.

Training and development-related functions

- a. Plan, identify, and design annual training programmes including domestic and international trainings;
- b. Perform annual training needs analysis for all departments and units and other functional areas;
- c. Identify and analyse the domestic and international training programmes that fits to the needs of the institute;
- d. Maintain records of all trainings received at national and international level and update records in human resource information system;
- e. Provide data/records related to training to research department CTEVT and other departments on request;
- f. Organize post-training sharing sessions so that other employees can learn from trained employees and
- g. Follow up and review performance of employees through post-training feedback.

Compliance and employee-relations related functions

- a. Manage daily attendance of the employees;
- b. Mobilize available support staff in different places and departments/units;
- c. Organize and manage staff meeting;
- d. Prepare annual programme and budgets;
- e. Manage HR records and information;
- f. Perform the task related to HR compliance function including inspection, regulation and department action;
- g. Manage intra-organizational communication-circulars, notices, letters, email, internet, meeting, employee applications, department/section/unit request and others information (required to be sourced/processed/disseminated from/to other departments/sections/units and externals related to HR);
- h. Keep records related to employees' leave;
- i. Formulate health and safety policies and procedures for staff and students that are in compliance with provincial and federal laws and regulation;
- j. Act as the employee's helpdesk to hear, record, and address employee grievances, problems and concerns related to HR functions;
- k. Represent TPI in dealing with employee unions and in the administration of the collective bargaining agreement between the institute and employee unions;
- l. Coordinate and prepare annual operating budget, action plan and progress reports of the department;
- m. Compile and publish all report and statistics prepared from different department and upload in TPI website;
- n. Manage staff's attendance, leave, performance evaluation and other facility request processing and record management;
- o. Manage departmental correspondence and correspondence to the provincial and federal CTEVT;
- p. Manage all administrative and logistics support services for different departments/sections/units; coordinate and manage meetings, workshop, seminars, interaction programmes organized by the institute;

- q. Prepare travel order for employees;
- r. Perform tasks related to reservation of the guesthouse for incoming guests and
- s. Performs secretariat functions of school executive committee.

3.2.1.3 Account Management Unit

Account unit is responsible for day-to-day financial transactions of the school. Functions include invoice processing, daily book keeping records, billing and tracking all expenses of the school. More specific functions are:

- a. Compute and pay staff salaries on a monthly basis;
- b. Prepare monthly, quarterly and annual budget matching with the programmes;
- c. Prepare monthly, quarterly and annual financial progress reports;
- d. Maintain accurate and up-to-date records of all financial transactions;
- e. Operate daily financial activities;
- f. Record, classify, and summarize financial transaction and events in accordance with accepted national accounting principles and financial reporting standards;
- g. Use various software applications such as spreadsheets, tally and graphics packages to assemble, manipulate and or/format data for accounting and reporting purposes;
- h. Bring attention of the school management if any abnormality in the disbursement of the school's funds;
- i. Advise and assist the school management in the compilation and control of school budget;
- j. Reconciliate bank statements;
- k. Ensure appropriate financial control in compliance with the current legislation;
- l. Advise on the improvement of financial management system and internal control system, the use of financial management software, and program budgeting and
- m. Cooperate to internal/external auditors to carryout annual auditing.

3.2.1.4 Library Management Unit

- a. Manage and maintain cleanliness of library, books and equipment;
- b. Prepare and distribute library cards to staff and students;
- c. Issue and return books to and from staff and students;
- d. Provide and maintain a conducive library environment to make it more user friendly;
- e. Acquire information, materials that can meet various needs of staff and students;
- f. Systematically organize information resources to enhance easy availability;
- g. Provide users with information services that can help them in their research and study;
- h. Conduct periodic orientation on the use of library;
- i. Assist users to troubleshoot computers and other ICT facilities;
- j. Ensure library equipment are in good shape and condition;
- k. Act as a centre of information collection, storage, retrieval, and dissemination for students, and staff;
- l. Act as a centre of education and research services to the needy people and organizations and

- m. Create and nurture a reading culture through the expansive information resources that are housed in the library.

3.2.1.5 Examination Unit (EU)

This will remain as a separate unit under the direct supervision of the vice-principal. Maintaining secrecy is one of the main aspects of this unit.

- a. Register all students admitted in the different programmes;
- b. Keep up- to-date records of registered students;
- c. Prepare and communicate examination schedules on time;
- d. Plan, organize and conduct internal examinations;
- e. Maintain secrecy of the exam-related matters such as, individual results and information;
- f. Compile the results of the students from various departments;
- g. Keep the student's records safe both by electronically and hard copy;
- h. Keep the graduate's records up-to-date both electronically and in hard copy;
- i. Provide necessary supports in conducting external examinations;
- j. Prepare and compile quarterly and annual progress reports of the students in coordination with other departments;

3.3 Academic Departments

- a. Prepare a calendar of operations of programmes launched by the department;
- b. Prepare weekly schedule of teaching and learning process;
- c. Manage theoretical as well as practical classes;
- d. Track the record of students;
- e. Create the logbook for teaching staff;
- f. Conduct internal assessments of students;
- g. Involve students in short-term training;
- h. Verify the logbook of instructors;
- i. Maintain the attendance record of students;
- j. Develop annual program for the department;
- k. Participate in annual planning and budgeting meeting of the institute;
- l. Organize departmental meetings to resolve student-related problems;
- m. Implement the programmes approved by the CTEVT;
- n. Prepare quarterly and annual progress reports;
- o. Maintain the internal assessment result data at department level;
- p. Arrange educational tours and visits to the students;
- q. Assess the performance of students during and after the completion of program (both formative and summative);
- r. Provide feedback to the students based on their performance results;
- s. Keep up-to-date records of students and graduates;
- t. Coordinate with business and industries to enhance student's practice and learning;
- u. Provide career counselling services to the students through counselling unit;
- v. Organize On -the-Training (OJT) placement to the students through placement and counselling unit;

- w. Carryout the tracer studies in coordination with the 'Quality Management Department';
- x. Provide additional supports to the needy students to promote equity;
- y. Participate in various committee meetings organized by the school management;
- z. Coordinate with business and industries for the management of apprenticeship program for industrial practice through placement and counselling unit;
- aa. Help in conducting examination as per the schedule of examination unit;
- bb. Assess skills levels of different occupations as per the guidelines of National Skill Testing Board (NSTB) in consultation with the Quality Management Department;
- cc. Involve students in production process such as production of mushroom, seedlings, tissue culture, dairy products, vegetables production, furniture making, preparation of seedlings for plantation and other occupation-related products.

3.4 Quality Management Department (QMD)

This department performs the functions related to monitoring of the implementation of plans of each academic department, skill testing, placement and counselling services, implementation of Gender Equality and Social Inclusion (GESI) in school, prepare business development plan for income generation for sustainability, manage data and records electronically and organize e-learning system in each department, update the students and graduates data in websites, coordinate with business and industries, plan and conduct the research activities. The specific functions are stated below.

- a) Prepare and compile annual plan and budget from different departments and submit it to the SEC meeting for discussion;
- b) Prepare guidelines for improvement of quality of academic programmes;
- c) Monitor implementation of departmental plan;
- d) Facilitate in implementing e-learning system in all-academic departments;
- e) Teach information and communication technology to the staff and students;
- f) Provide counselling services to the students in consultation with concerned department;
- g) Identify potential business and industries for employment opportunities for the graduates;
- h) Provide job-related information to the students such as preparation of curriculum vitae (CV), interview; technique, provide a list of potential employers and so on;
- i) Identify the potential business and industries for on -the-job training;
- j) Coordinate and manage on-the-job placement in consultation with the concerned department;
- k) Organize skills testing programme on the request of National Skill Testing Board (NSTB);
- l) Monitor the implementation of Gender Equality and Social Inclusion (GESI) practices in school;
- m) Implement e-learning system in each programme;
- n) Keep and update labour market information (LMI) on the school website;
- o) Prepare guidelines for income generation;

- p) Develop business plans for income generation;
- q) Make the production and business units effective and dynamic;
- r) Write project proposals if required to the school;
- s) Prepare monthly, quarterly, and annual bulletins of school;
- t) Update brochure and school profile;
- u) Plan, prepare and conduct research activities in consultation with the academic departments and
- v) Disseminate necessary information to the internal and external stakeholders through various communication channels.

3.4.1 Quality Improvement Unit (QIU)

- a) Prepare guidelines to the academic departments for effective class management;
- b) Monitor and ensure the use of new technologies;
- c) Manage required teaching and learning materials in coordination with school management;
- d) Monitor internal as well as external examination to make sure it is fair;
- e) Manage and monitor skills test as per the guidelines of NSTB;
- f) Develop research plan including tracer study;
- g) Engage learners and instructional staff for joint research;
- h) Disseminate research findings timely and regularly and
- i) Monitor and ensure the implementation of GESI policy.

3.4.2 Placement and Counselling Unit (PCU)

- a) Conduct different orientation and motivational events in close coordination with school management team;
- b) Organize career guidance programmes and events;
- c) Coordinate and collaborate with employers for learner's linkage;
- d) Organize and facilitate capacity-building activities of learners;
- e) Counselling to learners for career path development within groups or individually;
- f) Provide career guidance service in a comprehensive manner;
- g) Conduct interaction meeting or workshops between learners and public private stakeholders;
- h) Conduct exposure visits/tours for learner's knowledge and skill enhancement;
- i) Identify learners career development problems/needs and coach them how to develop personal plans and career goals;
- j) Develop guidelines for On-the-Job placement in coordination with academic departments and
- k) Coordinate and communicate to the industry people to bring their skills to the school.

3.4.3 Information and Communication Technology (ICT) Unit

- a) Instruct the learners about ICT and computer skills;
- b) Repair and maintenance of office computer and laptop;
- c) Management of all kinds of data in computer software system;
- d) Facilitate and promote e-Learning system;
- e) Establish digital technology (PowerPoint presentation system) in each classroom;
- f) Develop online system to communicate with students and instructors;

- g) Train staff and students about how to use new technology;
- h) Train staff and students about the process of using Moodle technology and
- i) Take computer classes as and when necessary.

3.4.4 Entrepreneurship Development Unit (EDU)

- a) Develop a guideline to enhance entrepreneurship skills in students
- b) Develop business development plan;
- c) Develop strategies to engage learners in production;
- d) Manage required inputs for production in coordination with school management;
- e) Develop appropriate marketing channel and system;
- f) Keep sales records;
- g) Expand production projects and
- h) Teach students about how to be an entrepreneur.

Chapter Four

Job Descriptions

An organization structure provides jobs. Jobs are means for achieving goals. A job is a building block of an organizational structure. Job description (JD) is an overall written summary of task requirements of a job. There are several components of job analysis such as job description, job specification, job-performance standard and job evaluation. This chapter covers job description which is the scope of the assignment. Therefore, this study prepares job description of variety of job positions of TPI. Although there is no universal format for job description, the following format will be used in this study which is commonly used worldwide.

- i) *Title, level and group of the job*: this defines the job
- ii) *Location of the job*: department, physical location
- iii) *Relationships*: responsible to and responsible for
- iv) *Job summary*: describes general nature of the job
- v) *Duties and responsibilities*: what the employee do
- vi) *Authority*: right to make decisions and give orders to the subordinates
- vii) *Accountabilities*: answerability for standard of performance
- viii) *Organizational interaction*: both inside and outside the organization

Now, job description of each job position is described below:

4.1 JD of Principal

Title, level and group of the job: Principal, First Class (Technical)

Location of the job: Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Member Secretary, CTEVT and responsible for team of technical and administrative human resources of Tikapur Polytechnic Institute

Job summary: Principal functions of this position is to operate polytechnic institute effectively and efficiently according to the provisions in the Act/bylaws and directions given by the CTEVT Council and School Management Committee. As a chief of the institute, take all academic and administrative responsibilities to achieve its goals and objectives.

Duties and responsibilities

1. Prepares annual programmes according to the suggestions offered by the school executive committee and discusses them to the school management committee then forward them to the planning division, CTEVT for final approval.
2. Prepares estimated annual budget in consultation with the departments, sections and units matching the programmes.

3. Implements the approved annual programmes by dividing them into the quarterly format and communicate it to the executive committee and departments.
4. Analyses the implementation of the programmes and prepares the progress report and discusses it to the school executive committee for a final shaping.
5. Keeps the records of expenditures of approved budget in a particular format provided by the Federal CTEVT.
6. Implements the theory and practical classes according to the approved curriculum.
7. Maintains necessary coordination between Council, School and SMC.
8. Operationalizes, supervises and manages necessary arrangement of the hostels.
9. Implements the curriculum, examination system and evaluation process developed and approved by the Council.
10. Makes necessary arrangement of text books and teaching and learning materials.
11. Coordinates and communicates with internal and external stakeholders as and when needed.
12. Provides directions to the instructors to maintain the standard of teaching and learning.
13. Assigns 25 periods for each instructor that includes theory, practical and supervision class but tutorial and extra-curricular activities do not include in it.
14. Prepares and provides job descriptions to the teaching and non-teaching staff and monitors its implementation.
15. Evaluates the job performance according to job descriptions assigned and keeps its records up-to-date.
16. Maintains and keeps up-to-date records of each individual employee.
17. Takes at least four periods in a week which is provisioned in the bylaws.
18. Performs other works assigned by the CTEVT Council, School Executive Committee, and School Management Committee.

Authority:

The Principal shall judicially exercise the authority as defined by the bylaws, as delegated by the Member Secretary CTEVT and those defined in the rules and regulations of CTEVT.

Accountabilities:

Comply with provisions made in the school operations bylaws, rules and regulations of CTEVT. Take timely corrective actions for deviations.

- Timely operations of daily teaching and learning activities smoothly and regularly.
- Timely monitoring of implementation of plans and policies related to TVET programmes.
- Confidentiality of employees and student's information.
- Timely payment of salaries and allowances.
- Timely departmental disciplinary actions.
- Maintenance of up-to-date records of employees.
- Timely actions for clearing audit irregularities.

- Maintain the acceptable level of quality of students' learning and their performance.
- Timely adoption of information and communication technologies for teaching and learning processes and data recording and retrieval.

Organizational interaction:

- All departments, sections, units of the institute.
- Provincial and federal divisions, sections and units of CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

4.2 JD of Vice-Principal

Title, level and group of the job: Vice-Principal, Second Class (Technical)

Location of the job: Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Principal and responsible for team of technical and administrative human resources of all departments, sections, units of Tikapur Polytechnic Institute.

Summary of the job

Management of monitoring and supervision functions of all academic programmes to achieve a satisfactory standard and ensure effective implementation of plan, policies, procedures, rules and regulations through timely operations and evaluation of all academic programmes and students.

Duties and responsibilities

1. Performs all duties and responsibilities of the principal in his/her absence.
2. Performs all works assigned by the SMC and SEC.
3. Takes at least six periods in a week as provisioned in the bylaws.
4. Performs all works delegated and assigned by the principal.
5. Supervises teaching and learning activities and evaluation of academic programmes.
6. Supervises the functions of quality management department.
7. Monitors the implementation of departmental plans and programmes.

Authority:

The Vice-Principal shall judicially exercise the authority as defined by the byelaws, as delegated by the Principal and those defined in the rules and regulations of CTEVT.

Accountabilities:

- Comply with provisions made in the school operations bylaws, rules and regulations of CTEVT. Take timely corrective actions for deviations.
- Timely operations and supervisions of daily teaching and learning activities.

- Timely monitoring of implementation of plans and policies related to TVET programmes.
- Confidentiality of employees and student's information.
- Maintenance of up-to-date records of regular students and graduates.
- Maintain the acceptable level of quality of students' learning.
- Timely adoption of information and communication technologies for teaching and learning purpose and online data recording and retrieval.
- Timely monitoring of the adoption of new technologies by all departments in teaching and learning.
- Timely publication of students' performance results.

Organizational interaction:

- All departments, sections, units of the institute.
- Provincial and federal divisions, sections and units of CTEVT.
- Local government, municipality.
- Relevant agencies of Nepal governments.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

4.3 JD of Administrative Officer

Title, level and group of the job: Administrative Officer, Second Class (Group: Administrative)

Location of the job: Administrative Department, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Principal and responsible for team of administrative department

Summary of the job

Management of human resource and administration functions to a satisfactory standard to ensure effective implementation of plan, policies, procedures, rules and regulations through timely operations of all functional units in the department to support smooth running of all academic programmes.

Duties and responsibilities

1. Mobilizes available human resources at appropriate places: different departments, sections, and units.
2. Manages conduction of employee's performance assessment and keeps record of all employees.
3. Creates and maintains filing system, both electronic and physical.
4. Keeps up-to-date records of institute's properties.
5. Organizes meetings of different committees within the institute.
6. Prepares identity cards for employees and students.
7. Prepares annual programmes and plans of the administrative department.
8. Facilitates in implementing annual programmes of the school.
9. Takes initiation in preparing periodic progress reports of the school.
10. Manages canteen, conference hall, guest house.

11. Publishes advertisements and disseminates essential information to staff and students.
12. Writes official letters, organizes attendance registers, and maintains employee's individual file.
13. Takes care of security issues and maintains cleanliness of school properties and places.
14. Handles duties assigned to other employees within the department.
15. Supervises the function of HR officer, account officer, librarian, storekeeper and other support staff.
16. Organizes files, creates correspondence, prepares reports and documents, and offers general staff support.
17. Manages an effective initial point of contact, answering phone calls and greeting visitors.
18. Engages in event planning and meeting setup and implementation.
19. Makes travel arrangements and generates itineraries.
20. Deals with other people from a wide variety of levels, from office assistants to management including principal, vice principal, department heads and outsiders.
21. Assists to the department heads, staff and students whenever necessary.
22. Performs other administrative functions of school assigned by the principal and vice-principal.

Authority:

The Administrative Officer shall judicially exercise the authority as delegated by the Principal and those defined in the rules and regulations of CTEVT.

Accountabilities:

- Compliance with provisions made in the laws, rules and regulations of CTEVT. Timely corrective actions for deviations.
- Timely monitoring and supervision of the function of all units in the administrative department: HR, library, store, and account.
- Confidentiality of employees' individual information.
- Maintenance of up-to-date records of all employees in computerized system and hard copy.
- Timely opening and regular operations of HR, store, library and account units.
- Timely adoption of information and communication technologies for record keeping and retrieval.
- Timely publish the notices relevant to staff and students.
- Timely initiation of process of recruitment and promotion of employees.
- Timely departmental disciplinary actions.

Organizational interaction:

- All departments, sections, units of the institute.
- Administrative department of all units of TPI.
- Local government-municipality.
- Relevant agencies of Nepal governments.

- Relevant employers and their associations.
- Consultants, NGOs/INGOs.
- Local communities.

4.4 JD of Account Officer

Title, level and group of the job: Account Officer, Third Class (Group: Administrative)

Location of the job: Account, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Principal, Senior Administrative Officer and responsible for Assistant level team members in the department.

Job summary

An account officer is responsible for the day to day financial transactions of the institute. Duties include invoice processing, daily book keeping records, billing and tracking all expenses of the institute.

Duties and responsibilities

1. Computes and pays staff salaries on a monthly basis.
2. Prepares monthly, quarterly and annual budget matching to the programmes.
3. Prepares monthly, quarterly and annual financial reports.
4. Maintains accurate and up-to-date records and book keepings of all financial transactions.
5. Operates daily financial transactions.
6. Records, classifies, and summarizes financial transaction and events in accordance with accepted accounting principles and financial reporting standards.
7. Uses various software applications such as spreadsheets, tally, statistical packages and graphics packages to assemble, and format data for accounting and reporting purposes as guided by CTEVT.
8. Brings attention to the management if any abnormality in the disbursement of the school's funds.
9. Advises and assists the school management in the compilation and control of school budget.
10. Reconciliates bank statements.
11. Ensures appropriate financial control in compliance with the current legislation.
12. Advises on the improvement of financial management system and internal control system, the use of financial management software, and program budgeting.
13. Cooperates to internal/external auditors to carryout annual financial auditing.
14. Performs other financial management duties assigned by the principal.

Authority:

The Account Officer shall judicially exercise the authority as defined by the act/bylaws, as delegated by the Principal and those defined in the rules and regulations of CTEVT.

Accountabilities:

- Compliance with provisions made in the financial laws, rules and regulations of CTEVT. Timely corrective actions for deviations.
- Confidentiality of employees' individual information and payments.
- Maintenance of up-to-date records of all financial transactions in computerized system and hard copy.
- Timely preparation of financial reports
- Timely opening and regular operations of account functions.
- Timely adoption of information and communication technologies for record keeping of accounting.
- Timely publish the financial-related notices relevant to staff and students.

Organizational interaction:

- All departments, sections, units of the institute.
- Administrative department of all units of TPI.
- Local government-municipality.
- Relevant agencies of Nepal governments.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.
- Local communities.
- Contracting agencies and suppliers.

4.5 JD of Librarian

Title, level and group of the job: Library Assistant, Non-Officer First Class (Group: Administrative)

Location of the job: Library, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Administrative Officer and responsible for

Job summary

A Librarian is responsible for the day to day operations of the library. Creating learning environment for library users and learners. Keep library environment peaceful, clean, tidy and attractive.

Duties and responsibilities

1. Prepares and distributes library cards to the staff and students.
2. Issues books to the students and staff and keeps their up-to-date records.
3. Prepares the name list of new books to be purchased in coordination with departments and gets approval from the principal.
4. Registers new books received in the library.
5. Keeps up-to-date records of books registered in the library.
6. Create files of newspapers, magazines and organizes bulletins and books in the shelves.
7. Keep the book shelves with clear information, tidy and well organized.

8. Works as an active member of library management committee.
9. Develop and establish e-library system.
10. Performs other tasks assigned by the principal and supervisor.

Authority:

The librarian shall judicially exercise the authority as delegated by the Principal and those defined in the rules and regulations of CTEVT.

Accountabilities:

- Compliance with provisions made in the rules and regulations of CTEVT and the institute. Timely corrective actions for deviations.
- Timely return of the books issued to the staff and students.
- Keep up-to-date records of books and other learning resources.
- Timely opening and regular operations of the library.
- Timely adoption of information technologies for record keeping of library resources.
- Timely communicate and publish notices about the books to be returned and associated charges.

Organizational interaction:

- All departments, sections, units of the institute.
- All library using agencies: public and private.
- Consultants, NGOs/INGOs/employers and associations.

4.6 JD of Administrative Assistant (Property Manager/Store Keeper)

Title, level and group of the job: Store Keeper, Non-Officer First Class (Group: Administrative)

Location of the job: Store, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Administrative Officer and responsible for

Job summary

A store keeper is responsible for the day to day operations of the store. Provide tools, materials and supplies to the departments as per the approved demand slips. Keep up-to-date records of all physical properties of the institute.

Duties and responsibilities

1. Purchases tools equipment, materials and supplies necessary to the regular and sponsored programmes which are recommended by the department heads and approved by the principal.
2. Keeps up-to-date records of all purchased tools, equipment, materials and supplies on standard formats and books.
3. Keeps up-to-date record of all physical properties of the schools including buildings and lands
4. Carry outs maintenance of all physical properties of school.

5. Auctions of damaged, broken, very old materials which are not usable further and keeps their up-to-date records.
6. Cooperates to the internal/external auditors in annual physical audit.
7. Cooperates and provides guidance in managing stores of various departments.
8. Creates a separate register of materials and supplies distributed to different departments.
9. Purchases materials required to the canteen, guesthouse, staff quarters, hostels and keeps up-to-date record of all items.
10. Assigns hostel, quarter to those people who are entitled to get it- based on school's decision.
11. Maintains storerooms with stocking of operational materials and supplies.
12. Keeps records to maintain inventory control and to assure proper stock levels.
13. Pays attention in caring and maintenance of equipment and supplies.
14. Maintains good working relationships with supervisors, department heads, staff and students.
15. Ensures the store is kept clean and well organized.
16. Develop and implement electronic recording system.
17. Performs other tasks assigned by the principal and supervisor.

Authority:

The librarian shall judicially exercise the authority as delegated by the Principal and those defined in the rules and regulations of CTEVT.

Accountabilities:

- Compliance with provisions made in the rules and regulations of the CTEVT and institute. Timely corrective actions for deviations.
- Timely return of the books issued to the staff and students.
- Keep up-to-date records of books and other learning resources.
- Timely opening and regular operations of the library.
- Timely adoption of new technologies for record keeping of the library resources.
- Timely communicate and publish notices about the books to be returned and associated charges for the delay.

Organizational interaction:

- All departments, sections, units of the institute.
- All library using agencies: public and private.
- Consultants, NGOs/INGOs/employer associations.

4.7 JD of Examination Officer

Title, level and group of the job: Examination Officer, Third Class (Group: Administrative)

Location of the job: Examination Unit, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Vice Principal and responsible for team of assistant level staff in the examination unit.

Job summary

An Examination Officer is responsible for the timely and fairly conduction of the examinations of all academic programmes and keep records of the results secret and safe. Communication to all-academic departments to design and develop questions and inform them about the examination schedule well in advance.

Duties and responsibilities

1. Keeps the record of students' registration.
2. Prepares examination schedules and materials in coordination with all academic departments.
3. Communicates the examination process and publish examination schedule on time.
4. Ensures that all eligible students fill up the examination form.
5. Plans, organizes and conducts internal examinations.
6. Compiles the results of the students from various departments.
7. Keeps students' performance record safe both by electronically and hard copy.
8. Keeps the graduate's records both electronically and in hard copy.
9. Provides necessary supports in conducting external examinations.
10. Prepares and compile quarterly and annual progress reports of the students' performance in coordination with other departments.

Authority:

The Examination Officer shall judicially exercise the authority as delegated by the Vice-Principal and those defined in the laws, bylaws, rules and regulations of CTEVT.

Accountabilities:

- Compliance with provisions made in the rules and regulations of the CTEVT and institute. Timely corrective actions for deviations.
- Timely publish the notice about examination schedule.
- Keep up-to-date records of results of the students' performance.
- Conduction of exam on specified date and time.
- Timely communicate the results to the students.

Organizational interaction:

- All departments, sections, units of the institute.
- All sections and units of Examination Control Office CTEVT.

4.8 JD of Head of Department (Academic)

Title, level and group of the job: Head of Department, Second Class (Technical)

Location of the job: Academic Department, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Vice-Principal and responsible for team of human resources in the department.

Summary of the job

Management functions of all programmes run by the department to achieve a satisfactory standard and ensure effective implementation of plan, policies, procedures, rules and regulations through timely operations of all planned courses.

Duties and responsibilities

1. Organizes all theory and practical classes ensuring that effective teaching and learning takes place.
2. Prepares annual programmes with the help of team members in the department.
3. Prepares annual calendar of operations.
4. Supervises the teaching and learning processes.
5. Prepares daily, weekly, monthly, quarterly, half yearly and yearly work plans.
6. Implements the programmes approved by the CTEVT Council and Government of Nepal.
7. Maintains the laboratory, classrooms, workshop, and surrounding areas neat, clean and attractive.
8. Fill ups the demand form of the necessary educational materials and supplies required and checks standards and verifies the materials bought from the market.
9. Keeps up-to-date record of equipment, materials and supplies in the departmental store.
10. Prepares proposals, work plans, estimated cost and report of short-term trainings.
11. Organizes field work, educational tours and industry-visit programmes.
12. Organizes regular meetings within the department and resolves student's individual/programme-related problems.
13. Takes at least 10 periods in a week.
14. Conducts internal assessment, maintains attendance register of students and submit it to the examination unit.
15. Keeps and updates the logbook in the department.
16. Develop educational materials: handouts, drawings, models, visuals and so on by encouraging and motivating to the instructors.
17. Recommends trainings necessary for teaching staff for their performance improvement.
18. Recommends leave, *kaj* for teaching staff without disturbing daily operations of classes.
19. Conducts performance appraisal of all staff who are working within the department.
20. Assigns course modules to teaching staff and supervises them regularly.
21. Assigns course/program coordinator in the department if more than one programme.
22. Prepares quarterly progress report on time.
23. Performs student's scholarship related tasks.
24. Reports all activities performed at department level to the vice-principal.
25. Recommends those employees for prizes and awards who contributes extraordinarily in teaching and learning process.
26. Prepares a list of resource persons outside the organization and requests them to take classes.

27. Dialogues to the instructors and students to resolves the problems associated with programmes.
28. Conducts internal exam of all subjects as per the guidelines of the examination section.
29. Coordinates and communicates with other departments to get their support.
30. Ensures that GESI is practiced in the department as per the guidelines prepared by the quality management department.
31. Keeps the student's and graduate's data safely both soft and hard copy at departmental level.
32. Plans and carry outs research activities such as tracer study as per the guidelines prepared by the quality management department.
33. Develops and implements e-learning system adapting new technology.
34. Performs other tasks assigned by the principal and vice-principal.

Authority:

The Head of Department (Academic) shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Principal and Vice-Principal and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Timely operations and supervisions of daily teaching and learning activities.
- Timely monitoring of implementation of plans and policies related to TVET programmes.
- Confidentiality of employees and student's information.
- Maintenance of up-to-date records of regular students and graduates.
- Maintain the acceptable level of quality of students' learning.
- Timely adoption of information technologies for teaching and learning purpose and online data recording and retrieval.
- Timely monitoring of the adoption of new technologies by the instructors in teaching and learning.
- Timely completion of all courses and publication of students' performance results.

Organizational interaction:

- All departments, sections, units of the institute.
- Provincial and federal divisions, sections and units of CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs and local communities

4.9 JD of Instructor

Title, level and group of the job: Instructor, Third Class Officer (Technical)

Location of the job: Academic Department (Agriculture/Civil/Forestry), Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Head of Department, senior instructor and responsible for assistant level team of human resources in the department.

Job summary

An instructor delivers engaging lessons to diverse groups of students. Promotes enthusiasm for learning and for subjects adhering to national curriculum standards approved by CTEVT. Collects and reports on correct and detailed records of student performance and maintains classroom/labs/workshop/field order.

Duties and responsibilities

1. Prepares lesson plans which meet established CTEVT curriculum model.
2. Presents lessons in a comprehensive manner and uses real objects, audio/visual means.
3. Demonstrates the skills and organizes individual/group practice.
4. Plans and prepares educational materials: handouts, drawings, models, visuals and so on.
5. Creates and distributes educational content (notes, summary, assignments etc.).
6. Organizes field work and educational tours for learning purpose.
7. Assists to the placement and counselling unit for organizing On-the-Job training.
8. Plans and prepares for the internal assessment to evaluate student's performance.
9. Assesses and records student's progress and provide feedback accordingly.
10. Maintains a tidy and orderly classroom, lab, workshop, clinic, farm and so on.
11. Collaborates with other instructors, departments, employers to enhance effective teaching and learning.
12. Participates in departmental meeting and staff meeting.
13. Develops and enriches professional skills and knowledge by attending trainings, visiting industries and searching new information.
14. Helps in preparing annual programmes, calendar of operations, progress reports of the department.
15. Participates in extra-curricular activities, organized by the school.
16. Updates skills, knowledge and new technological developments in TVET.
17. Possesses and continually develops working knowledge of national curriculum and frameworks.
18. Maintains order and discipline among students while promoting safety and compliance with institute's rules and regulations.
19. Conducts assigned classes effectively at the scheduled times.
20. Demonstrates competence in classroom/lab/workshop/farm/field instruction.
21. Maintains a safe, orderly environment conducive to learning.
22. Prepares and maintains course file.
23. Demonstrates the ability to perform teaching or other responsibilities including good work habits, reliability, punctuality and follow-through on commitments.

24. Engages students in production process such as agriculture commodity production.
25. Carry outs any other related duties assigned by the department head and supervisor.

Authority:

An Instructor shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Department Head and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Timely starting of daily teaching and learning activities.
- Timely completion of assigned modules by fully addressing the approved curriculum.
- Confidentiality of student's information.
- Maintenance of up-to-date records of regular students.
- Maintain the acceptable level of quality of students' learning.
- Timely adoption of information technologies for teaching and learning purpose.
- Timely conduction of students' performance test.
- Timely provide feedbacks to the students for their performance improvement.

Organizational interaction:

- All departments, sections, units of the institute.
- Provincial and federal divisions, sections and units of CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

Note: Duties and responsibilities of the senior instructor, instructor and assistant instructor is the same until the additional responsibilities are assigned to them.

4.10 JD of Lab Assistant (LA)

Title, level and group of the job: Lab Assistant, First Class Non-Officer (Technical)

Location of the job: Academic Department (Agriculture/Civil/Forestry), Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Head of Department, senior instructor, Instructor and Responsible for--

Job summary

A Lab Assistant prepares and organizes lab/workshop/ clinic/ farm for practical activities and engages diverse groups of students. Maintains classroom/labs/workshop/field order.

Duties and responsibilities

1. Prepares lab/workshop/clinic/farm and makes ready for practical classes.
2. Demonstrates the skills and organizes individual/group practice.
3. Guides the students in practical activities and provides feedback.
4. Maintains a tidy and orderly classroom/lab/ workshop/ clinic/farm and so on.
5. Participates in departmental meeting and staff meeting.
6. Assists to the Assistant Instructor, Instructor, and Department Head in practical classes
7. Updates relevant skills, knowledge and new technological developments in TVET.
8. Maintains order and discipline among students while promoting safety and compliance with institute's rules and regulations.
9. Conducts assigned classes effectively at the scheduled times.
10. Demonstrates competence in classroom/lab/workshop/farm/field instruction.
11. Maintains a safe, orderly environment conducive to learning.
12. Engages students in production process such as agriculture commodity production.
13. Carry outs any other related duties assigned by the department head and supervisor.

Authority:

A Lab Assistant shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Department Head and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Timely starting of daily teaching and learning activities.
- Confidentiality of student's information.
- Maintenance of up-to-date records of regular students.
- Maintain the acceptable level of quality of students' learning specially skills learning.
- Timely provide feedbacks to the students for their performance improvement.

Organizational interaction:

- All departments, sections, units of the institute.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

4.11 JD of Head of Department (Quality Management)

Title, level and group of the job: Senior Quality Management Officer, Second Class (Technical)

Location of the job: Quality Management Department, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Vice-Principal and responsible for a team of human resources in the Department

Job summary

Quality improvement functions of all academic programmes run by different departments to achieve a satisfactory standard and ensure effective implementation of plans, policies, procedures, rules and regulations through continuous monitoring of teaching and learning process and providing necessary supports.

Duties and responsibilities

1. Prepares guidelines to achieve quality standards of the academic/diploma programmes.
2. Monitors the teaching and learning process regularly and provides necessary feedbacks for quality improvements.
3. Develops guidelines to design, develop and carryout the research activities including tracer study.
4. Promotes evidence-based teaching and learning practices.
5. Develops standard criteria for accreditation of TPI and its programmes.
6. Strives proactively to accredit institution and its programmes meeting the set standard criteria
7. Sets milestones of the timeline for the accreditation of institute and its programmes.
8. Designs, develops and organizes trainings to the staff on quality aspects and perspectives.
9. Conducts a study each year focussing on 'status of the institute and programmes' from the perspective of meeting the quality standards for accreditation.
10. Monitors internal as well as external examination to make sure it is fair.
11. Monitors to ensure the implementation of GESI policy in school and departments.
12. Organizes skill testing programmes as per the guidance of NSTB.
13. Develops guidelines for On-the-job training and increases the employer's participation in trainings of the institute.
14. Establishes counselling system in the institute.
15. Organizes training/workshop to disseminate job seeking skills and knowledge (CV writing, job application and interview skills).
16. Explores and identifies employers/potential employers' list through coordination and communication and share it to the students.
17. Ensures the participation and contribution of relevant employers in TVET training.
18. Develops guidelines for using computer and new digital technology.
19. Establishes and monitors the implementation of e-learning system in the institute.
20. Updates brochure and profile of the institute.
21. Publishes quarterly and annual bulletin of the institute.
22. Develops guidelines to promote and expand entrepreneurship skills in TVET students.
23. Develops business development plan and monitors its implementation.
24. Develops strategies to engage learners in production process in relevant occupation.
25. Expand and promote innovation and production-related projects.

Authority:

The Senior Quality Management Officer shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Principal and Vice-Principal and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Timely monitoring of the implementation of quality improvement guiding policies.
- Timely monitoring of the teaching and learning process.
- Timely conduction of the researches as per the plan.
- Maintenance of up-to-date records of monitoring works.
- Maintain the acceptable level of quality of students' learning.
- Timely monitoring of the adoption of information technologies for teaching and learning purpose.
- Timely monitoring of students' performance test to ensure it is fair.
- Timely provide feedbacks to the concerned departments.
- Timely monitoring of the students learning in on-the-job training
- Timely monitoring of implementation of GESI policy.
- Maintenance of up-to-date records of income and expenditure of production activities

Organizational interaction:

- All departments, sections, units of the institute.
- Relevant divisions, sections and units of provincial and federal CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

4.12 JD of Quality Development Officer (QDO)

Title, level and group of the job: Quality Management Officer, Third Class (Technical)

Location of the job: Quality Management Department, Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Head of Department and Responsible for

Job summary

Quality improvement functions of all academic programmes run by different departments to achieve a satisfactory standard and ensure effective implementation of plans, policies, procedures, rules and regulations through continuous monitoring of teaching and learning process and providing necessary supports.

Duties and responsibilities

1. Prepares guidelines to achieve quality standards of the academic programmes.
2. Monitors the teaching and learning process regularly and provides feedbacks for quality improvements (internal monitoring).
3. Manages required teaching and learning materials necessary for effective teaching in coordination with school management.
4. Monitors internal as well as external examination to make sure it is fair.
5. Develops guidelines to design, develop and carry out the research activities including tracer study.
6. Engages learners and instructional staff to carry out action research.
7. Disseminates research findings to other institutes and inform to the education policy makers.
8. Promotes evidence-based teaching and learning practices.
9. Develop standard criteria for accreditation of TPI and its programmes
10. Strives proactively to accredit institution and programmes meeting the standard criteria.
11. Designs, develops and organizes trainings to the staff on quality aspects and perspectives.
12. Conducts a study each year focussing on 'status of the institute and programmes' from the perspective of meeting the quality standards for accreditation.
13. Sets milestones for the accreditation of institute and its programmes.
14. Monitors to ensure the implementation of GESI policy in school and departments.
15. Organizes skill testing programmes as per the guidance of NSTB.

Authority:

A Quality Management Officer shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Department Head and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Timely monitoring of the implementation of quality improvement guiding policies.
- Timely monitoring of the teaching and learning process.
- Timely conduction of the researches as per the plan.
- Maintenance of up-to-date records of monitoring works.
- Maintain the acceptable level of quality of students' learning.
- Timely monitoring of the adoption of information technologies for teaching and learning purpose.
- Timely monitoring of students' performance test to ensure it is fair.
- Timely provide feedbacks to the concerned departments.
- Timely monitoring of implementation of GESI policy.

Organizational interaction:

- All departments, sections, units of the institute.
- Relevant divisions, sections and units of provincial and federal CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

4.13 JD of Placement and Counselling Officer (PCO)

Title, level and group of the job: Placement and Counselling Officer, Third Class (Technical)

Location of the job: Quality Management Department (Placement and Counselling Unit)
Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Head of Department and Responsible for

Job summary

Coordination of counselling and placement functions of all academic programmes to support students for their industrial practice, identifying career paths together with the students and facilitating for exploring employment and self-employment opportunities and ensure effective implementation of plans, policies, procedures, rules and regulations through providing counselling supports to the students and placement support through keeping cordial relationships with potential employers.

Duties and responsibilities

1. Coordinates and collaborates with employers for learner's linkage.
2. Conducts interaction meeting/workshops between learners and public/private employers.
3. Communicates to the industry people and brings their skills to training institutions.
4. Plans and organizes exposure visits/tours for learner's knowledge and skill enhancement.
5. Develops guidelines for On-the-Job placement in coordination with academic departments.
6. Provides counselling services to learners for the identification of right career paths
7. Provides career guidance services to the students.
8. Instructs and trains about how to write CV and application for jobs.
9. Provides training on how to prepare and face job interview.
10. Organizes and facilitates learners' capacity building activities.
11. Identifies learners' career development problems/needs and coaches them to develop and review their personal plans and career goals.
12. Conducts different orientation and motivational events in close coordination with institute's management team.
13. Prepares a comprehensive list of potential employers and their associations through establishing a good rapport.
14. Establishes good relationships with the various departments within the institute.

15. Ensures the participation and contribution of relevant employers in training.

Authority:

A Placement and Counselling Officer shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Department Head and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Updating the relationships with potential employers.
- Timely implementation of provisions in placement and counselling guidelines.
- Timely provide the counselling support to the needy students.
- Updating the relationships with various departments in the institutes.
- Maintenance and updating of the list of potential employers.
- Timely monitoring of students who are placed on 'on-the- job' training.

Organizational interaction:

- All departments, sections, units of the institute.
- Relevant divisions, sections and units of provincial and federal CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.
- Local community organizations.

4.14 JD of ICT Development Officer (ICTDO)

Title, level and group of the job: ICT Development Officer, Third Class (Technical)

Location of the job: Quality Management Department (ICT Development Unit) Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Head of Department and Responsible for

Job summary

Functions of establishing and operating Information and Communication Technology in all programmes run by TPI and ensure effective implementation of plans, policies, procedures, rules and regulations through continuous monitoring of adoption of new technology throughout the institute and providing necessary technical supports.

Duties and responsibilities

1. Develops guidelines for using computers and new technology.
2. Develops e-learning system and facilitates to implement throughout the institute.

3. Establishes digital technology (PowerPoint presentation system) in the classroom.
4. Manages all kinds of data in computer software system.
5. Develops online system to communicate between students and instructors.
6. Trains to staff and students about the process of using new technology/software including Moodle.
7. Repairs and maintenance of office computer and laptop.
8. Organizes computers in ICT lab ensuring that it looks good, well organized and tidy.
9. Takes computer classes in different departments as and when necessary.
10. Updates brochure and institute's profile with the help of principal, vice-principal and department heads.
11. Updates website of the institute in consultation with principal, vice principal and department heads.
12. Publishes quarterly, and annual bulletins of TPI.

Authority:

The ICT Officer shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Department Head and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Updating the new technologies in information and communication system.
- Timely implementation of provisions in the ICT guidelines.
- Timely provide the necessary technical support to the staff and students.
- Maintenance of computer appliances.
- Timely monitoring of adaptation of new technologies in teaching and learning process.

Organizational interaction:

- All departments, sections, units of the institute.
- Relevant divisions, sections and units of provincial and federal CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

4.15 JD of Entrepreneurship Development Officer (EDO)

Title, level and group of the job: Entrepreneurship Development Officer, Third Class (Technical)

Location of the job: Quality Management Department (Entrepreneurship Development Unit) Tikapur Polytechnic Institute, Tikapur, Kailali

Relationship: Responsible to Head of Department and Responsible for

Job summary

Functions of establishing 'Entrepreneurship Development Skills' and culture in students in all programmes run by TPI and ensure effective implementation of plans, policies, procedures, rules and regulations through continuous monitoring of engagement of students in production and marketing process throughout the institute and providing necessary supports for them.

Duties and Responsibilities

1. Develops guidelines to promote and expand entrepreneurship skills in TVET students.
2. Develops strategies to engage learners in production process in relevant occupation.
3. Develops business development plan for the institute and departments.
4. Manages required inputs for production in coordination with school management.
5. Develops appropriate marketing channel and system.
6. Keeps expenses and income records up-to-date.
7. Expands innovative production projects for the sustainability.
8. Teaches students and encourage them to develop entrepreneurial skills.

Authority:

An Entrepreneurship Development Officer shall judicially exercise the authority as defined by the School Management Committee and School Executive Committee; as delegated by the Department Head and those defined in the rules and regulations of CTEVT and institute.

Accountabilities:

- Compliance with policies, rules and regulations throughout CTEVT. Timely corrective actions for deviations.
- Timely implementation of provisions made in the entrepreneurship development guidelines.
- Timely provide the necessary support while introducing innovative projects.
- Maintenance of records of incomes and expenses.
- Timely monitoring of engagement/non-engagement of students in production projects.
- Timely provide feedback to the concerned department and unit.

Organizational interaction:

- All departments, sections, units of the institute.
- Relevant divisions, sections and units of provincial and federal CTEVT.
- Local government-municipality.
- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.

This chapter presented the job descriptions of various job positions of TPI. Job descriptions however should be revised, up dated and communicated regularly as per the tasks assigned to the particular position, which is the responsibility of the chief of the institute.

Chapter Five

Conclusion

It is clear that the organizational structure provides frameworks for effective communication, coordination and direction to all functional departments/units to achieve vision of the organization. Similarly, availability of the capable human resources and their optimum utilization make the structure functional and alive. The proposed structure creates a guiding path for the implementation of strategies outlined in the strategic plan. It is very important to note that organizational culture is vital as it creates driving paths for successful strategy implementation. Creating avenues for the employees to fulfil their career aspirations is important while redesigning organizations and its components. In this connection, the proposed restructuring needs commitments on the part of leadership team as well as all the employees of TPI as change agents. The key considerations for setting an effective implementation framework are outlined below:

Amendment in CTEVT Act and bylaws is required to incorporate a provision of school management committee (increasing the numbers of BIA and adjusting the hierarchy of membership) and other provisions regarding structure and staffing.

There is a potential gap in human resource due to the lack of proper system of recruitment, selection and transfer of employees and increased number of programmes without proper planning and management of human resource requirements. CTEVT management should be responsible and more supportive to create quality of teaching and learning to ensure the production of competent graduates and manage necessary human resources accordingly. CTEVT should plan and execute recruitment and selection on a regular basis to inject new generation knowledge workers into the TPI.

Technology implementation is very important for a successful implementation of strategy to develop TPI as a vibrant and modern centre of excellence school in agriculture industry in the far western part of Nepal. Hence, technology upgradation at all levels and programmes is of utmost urgency. At the same time, e-learning system should be developed and practiced. For this purpose, establishment of a separate functional unit has been proposed which is more relevant in the COVID-19 pandemic condition where students can learn through e-learning using new technology.

Employee performance substantially depends upon clearly-assigned duties and responsibilities at all levels. This requires well-written job descriptions which are included in this report that should be communicated to all employees and regularly monitored its implementation. Job descriptions should be revised on a regular basis as per the needs and changes in the assigned tasks for the employees.

Quality TVET products depend on the competent employees in general and instructional staff in particular. Therefore, CTEVT leadership should be sincere and act more responsibly in this regard. Now quality has been the main issue and policy focused areas of CTEVT and its institutes.

Ensuring good governance and administration is one of the main components of the TPI strategic plan, and to realize this, the CTEVT management and TPI team should behave professionally with full integrity.

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Appendix-1 A List of School Management Committee Members of TPI

1. Chief District Officer of Kailali	Chairperson
2. District Education Officer of Kailali	Member
3. Chief of Tikapur Metropolitan City	Member
4. Chief of Krishi Gyan Kendra, Kailali	Member
5. President Livestock office, Kailali	Member
6. President of TMC ward 5	Member
7. Staff Representative, TPI	Member
8. Principal, TPI	Member Secretary

Appendix-2 Capacity Development Plan of TPI

S.N.	Category of Training	Positions to be Trained	Identified Training	Remarks
1	Agriculture (occupational)	Senior Instructors, Instructors and Assistant Instructors	<ul style="list-style-type: none"> • Operation of farm machineries • Plant clinic/plant protection • Plant propagation (vegetative and tissue culture) • Soil testing and fertility maintenance • Hydroponic technology • Beekeeping • Post-mortem and clinical practices (Livestock) • Fish culture • Weather recording, equipment operation and maintenance • Vegetable production and post-harvest technology • Floriculture • Mushroom production • Dairy lab technology • Goat farming • Advanced vet lab technology • Hatchery management (Poultry) • Animal breeding and artificial insemination • Sericulture 	
2	Construction (occupational)	Senior Instructors, Instructors and Assistant Instructor	<ul style="list-style-type: none"> • Architectural building design-AUTO CAD, smart road design, E-Tab, SAP • Surveying training (equipment: Total Station) • Examination of water quality in lab (Physical, 	

S.N.	Category of Training	Positions to be Trained	Identified Training	Remarks
			<ul style="list-style-type: none"> Chemical and Biological parameters) • House wiring • Engineering construction material test • Highway design using software • Basic hydraulic lab • Cost estimation and valuation • Repair and maintenance/retrofitting in general • Construction management: resource levelling and conflict management • Basic level: procurement of service and works • Suspension bridge: survey, design, estimation and maintenance • Occupational safety and health (OSH) • Mix design (basic level) • Engineering report preparation/writing 	
3	Forestry (Occupational)	Senior Instructors, Instructors and Assistant Instructors	<ul style="list-style-type: none"> • Nursery management and seedlings preparation • 	
4	Computer/ICT	Computer Instructor, ICT Development Officer and other relevant instructors and staff	<ul style="list-style-type: none"> • Office package • Server management • Web designing • Use Moodle and multimedia Online registration and certificate management • Sketch of 3D • Financial management software-Talley • Big data analysis 	

S.N.	Category of Training	Positions to be Trained	Identified Training	Remarks
			<ul style="list-style-type: none"> • Application of SPSS 	
5	Leadership and Management	Principal, Vice-Principal, HOD, Senior Instructors, Quality Development Officer, Entrepreneurship Development Officer and Placement and Counselling Officer	<ul style="list-style-type: none"> • Leadership skills/theories • Institutional management and management functions • Management theories/tools • Conflict management/stress management • Human resource management • Change management • Team building and group management • Strategic and operational management • Performance evaluation and management • Good governance and administration • Professionalism and work ethics 	
6	Instructional Training Needs	All instructional staff	<ul style="list-style-type: none"> • Instructional Skills • ToT (training of trainers) • Development of instructional materials 	
7	Research Skills	Principal, Vice Principal, HODs, Senior instructors and Quality Development Officer	<ul style="list-style-type: none"> • Writing research proposal • Research-concept, methods, design, data collection, data analysis and report writing • Action Research • Tracer study 	
8	Social and Communication Skills	Principal, Vice-Principal, HOD, Entrepreneurship Development Officer, Quality Management Officer,	<ul style="list-style-type: none"> • Motivational skills • Life skills/soft skills • Customer service skills 	

S.N.	Category of Training	Positions to be Trained	Identified Training	Remarks
		Instructors and staff		
9	Entrepreneurship Skills	Entrepreneurship Development Officer, and those Instructors who teach Entrepreneurship Development Module/Skills	<ul style="list-style-type: none"> • Preparation of business plan • Entrepreneurship skills • Post-production technology with packaging and labelling • Marketing of the products • Project management • Management of income and expenditure • Loan management 	
10	Quality Management	Principal, Vice-Principal, HOD, senior Instructor, Quality Management Officer	<ul style="list-style-type: none"> • Total quality management • Monitoring and evaluation of training programme • Supervision of teaching and learning • Accreditation: concept, process and standards • Gender equality and social inclusion (GESI) • Facilitation and moderation • Inclusion and inclusive education 	
12	Placement and Counselling Skills	Placement and Counselling Officer	<ul style="list-style-type: none"> • Rapport building • Net working • Communication • Counselling • CV writing • Interview skills • Motivational skills 	
13	Account Management	Account officer, Account Assistant	<ul style="list-style-type: none"> • Accounting/budgeting and financial management including Tax/VAT • Writing of <i>Tippani</i> 	
14	Library Management	Librarian	<ul style="list-style-type: none"> • Library management including e-library (For Librarian) 	

S.N.	Category of Training	Positions to be Trained	Identified Training	Remarks
			<ul style="list-style-type: none"> • Customer service • Trainings on software used in library management 	
15	HR Management	Administrative Officer, HR Officer, HR Assistant	<ul style="list-style-type: none"> • HR functions • Filling system including employee personal file management • Writing <i>Tippani</i> • Customer service 	
16	Store Management	Store Keeper	<ul style="list-style-type: none"> • Procurement process including e-procurement • Property management • Auction 	

Source: Khanal (2019) and Interview (unstructured) with TPI Staff (Feb. 26-29, 2020).

Note: It is essential to provide training opportunities to all staff for their capacity building. Some of them have received pedagogy-related training, but they need other trainings as stated above. Those training which are not possible to learn in Nepal, should be organized in South-East Asian countries such as India, Philippines, and Malaysia and so on.