



Council for Technical Education and Vocational Training
SAKCHYAMTA Project
Sanothimi, Bhaktapur



Organization and Management Survey
of
Pokhara Technical School with Job Descriptions
(Draft)

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

Contexts

Pokhara Technical School (PTS) is in the process of achieving vision to develop it as a “Centre of Excellence (COE) in Hospitality Education and Training” through effective implementation of its strategic plan 2020-2024. Appropriate organization structure and competent human resources are the key factors for successful implementation of it. Thus, PTS 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 PTS restructuring-redesigning organizational structure and recommendations for an effective human resource management system.

The Sakchyamta project aimed to provide professional recommendation for a new structure of PTS with functional responsibilities, a number of positions as per the new structure and required changes in the 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 PTS 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 by inadequate number of human resources in PTS. At the same time, a large number of available human resources in PTS are deputed to CTEVT and other institutes which have further affected the performance of this school.
- ii. Most of the PTS staff perceived a 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 implementation of policies and practices and production and business for income generation for the sustainability of the school. These types of support functions services perceived as non-core and un-organized that have hindered service process improvement are envisaged in the strategic plan.
- iv. Existing organizational structure, a number of positions, skills and motivation levels of human resources are observed inadequate in the changing context of new technology implementation, operations of expanded Programs and requirements of developing PTS as a centre of excellence as envisioned in the strategic plan.

Recommendations on structure

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

- i. There will be three functional groups in proposed structures viz. Academic, Administration, Quality Management. Under the academic group, three Programs will be launched: Diploma in Hotel Management, TSLC in Culinary Art, and TSLC in Hotel Management.
- ii. Altogether three departments, nine units under these functional groups have been proposed. Quality Management Department is a new addition to the present organizational structure. It includes four functional units such as placement and counselling, ICT, production and business (entrepreneurship) and quality improvement.
- iii. A position of senior instructor (Senior Quality Management Officer-II technical) will lead the Quality Management Department. Similarly, one position of ICT Officer-III), one position of Business Development Officer (technical-III); one position of Counselling and Placement Officer (technical-III); and one position of Quality Improvement Officer (technical-III) to lead the new units need to be created. All of these III-class officer positions will report to the Senior Quality Management Officer.
- iv. Provisions of school management committee in bylaws need to be amended. These amendments shall 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 has been 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 as there might be a chance of compromising the quality. In other words, no any interference from the mayor should be allowed in the recruitment and selection process. Thus, school should be independent, especially in these two functions.

Recommendation on staffing

Proper alignment of structure and staffing is crucial for 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 PTS in the current context, the following recommendations have been proposed.

- i. To create a conducive teaching and learning environment in PTS, the total number of staff positions proposed in new structure is 42 excluding driver, receptionist, security

guard, maintenance assistant and office assistant. 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 Programs in the country. At the same time, regular, strong and result-oriented monitoring of the implementation of the policies and Programs 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 position in this level will be re-adjusted to non-officer-I level. 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. At operational level, it is recommended that without consultation with and the agreement from the principal, the transfer of employees from the school should not be practiced. If it happens, it demotivates the employees which will affect the effectiveness of the overall performance of the school. So far as the transfer of the Principal is concerned, the authority should consult in advance and inform about the likely situation of his/her future responsibilities that can be helpful to realize and maintain the level of motivation. Undertaking this process in any organization is a common practice while transferring important people (such as principals, directors and so on). Although the transfer from one responsibility to another is the normal way, the organizational leader must understand and communicate well in advance with the concerned people for enhancing the practice of good governance and maintaining the organizational effectiveness.
- iv. To get promoted and receive higher responsibilities, there must be a provision for all teaching staff to teach at least for five years, which is suggested by school management team during focus group discussion in PTS.
- v. 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 Program' which should include instructional skills (Pedagogy), and knowledge on CTEVT rules and regulations, and an organizational culture and climate.
- vi. Role of induction training to the newly recruited employees is very crucial to enhance effectiveness and efficiency of organizational performance and cultural transformation. To conduct a well-organized induction Program, CTEVT and TITI should have a good coordination and communication in advance so that TITI can organize this on time.
- vii. Generally, new instructors lack an industrial exposure and experiences which make 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 a relevant industrial experience at least for a month or should have an industrial experience in relevant occupation before they get appointed as instructors.

- viii. The current recruitment system is based on knowledge test rather than skills test or performance test. Therefore, recruitment process should be performance-based, it means, competencies should be tested (performance test) before selecting instructors.
- ix. 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 school management.
- x. 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.
- xi. 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 the 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.
- xii. 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.
- xiii. To reduce the leadership crisis of managing technical schools, its departments and units, potential leaders should be trained as "Leadership and Management Development Program" which was recommended by previous study on TNA (Khanal, 2019). Nevertheless, CTEVT management should be proactive and take an initiation in planning, managing and implementing this special type of training package.
- xiv. To promote good governance and administration in CTEVT system and increase the effectiveness of PTS Programs, concerned authority should immediately stop deputation of PTS staff to CTEVT and other institutes as more than a dozen are being deputed currently.
- xv. 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
DHM	Diploma in Hotel Management
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
ICTO	Information and Communication Technology 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
NATTA	Nepal Travel and Tour Association of Nepal
NGOs	Non-Governmental Organizations
NSTB	National Skill Testing Board
NVQS	National Vocational Qualification System

OJT	On-The-Job Training
O &M	Organization and Management
PCL	Proficiency Certificate Level
PCO	Placement and Counselling Officer
PCU	Placement and Counselling Unit
PHAN	Pokhara Hotel Association of Nepal
PIMU	Procurement and Inventory Management Unit
PTS	Pokhara Technical School
QM	Quality Management
QMD	Quality Management Department
QIU	Quality Improvement Unit
QDO	Quality Development Officer
REBAN	Restaurant and Bar Association of Nepal
SEC	School Executive Committee
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
SQMO	Senior Quality Management Officer
TAAN	Trekking Agent Association of Nepal
TNA	Training Needs Assessment
TITI	Training Institute for Technical Instruction
ToT	Training of Trainer
TPI	Task Performance Test
TSLC	Technical School Leaving Certificate
TVET	Technical and Vocational Education and Training
TWC	Technical Working Committee
YPO	Yearly Plan of Operation

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Chapter One

Background

1.1 Introduction

Pokhara Technical School (PTS) was established in 1996 by the Council for Technical Education and Vocational Training (CTEVT) Sanothimi, Bhaktapur. It is located in Gandaki Pradesh (province-4), at the beautiful city Pokhara. The aim of its establishment was to produce trained and skilled human resource necessary for the fast-growing tourism market of Nepal. From its establishment, in a hotel management and tourism sector, it has been playing a crucial role in producing skilled human resources in the country who are either employed or opened their own enterprise to contribute to the economic development of the country.

PTS has been launching a three-year Diploma in Hotel Management (DHM) since 2014; 18-month Technical School Leaving Certificate (TSLC) program in Culinary Art (cooking/baking) since 2016. It also offers 2 year-TSLC in Hotel Management (apprenticeship model) course. In addition to these three Programs, it has been launching three-year Proficiency Certificate Level (PCL) course in Ophthalmic Science in partnership model with Himalaya Eye Hospital. Moreover, it has been organizing vocational training programs ranging from 1 week to 26 weeks in hospitality-related occupations. As being a school in hospitality, PTS is operating its own restaurant and a hotel to provide a real practical experience to the trainees.

PTS has produced more than 8000 competent graduates. Eighty percent of them are full time and self-employed in the domestic and overseas countries (<https://www.ptspokhara.edu.np/>).

CTEVT is taking an initiative to develop Pokhara Technical School as a Centre of Excellent (COE) in hospitality education and training. Its main mission is to prepare competent hospitality workforce through industry partnership. To achieve this mission, it has set the following objectives in its strategic plan: expand hospitality education and training ensuring access, equity and inclusion. To ensure access, equity and inclusion, various scholarship programs have been identified and practiced.

In order to achieve the stated goals and objective, the role, functions, and responsibilities of Pokhara Technical School include use of TVET policy instruments, implementing the education and training programs, organizing apprenticeship and on-the-job training programs, evaluation of education and training programs, coordinating with major stakeholders-- internal and external.

The expectations from PTS is so high because of its goodwill earned in the past and the prime location in which it is situated i.e. the heart of beautiful city, Pokhara. The success of PTS strategy depends on appropriate organization structure that ensures differentiation of tasks and integration of efforts toward attaining organizational goals. Likewise, competent employees in right size are the key resources to make a 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 PTS is increasing, the number of TVET programs it operates are also growing but the staff are inadequate for longer period of time and deputation of its staff is haphazard, unplanned, unsystematic. In this connection, conducting organization and management (O and M) survey for restructuring and allocating right size and positions to PTS is essential. More detailed reasons for restructuring is given below.

1.2. Need for restructuring

Pokhara Technical School (PTS) has prepared its strategic plan for 2020-2024. Implementation of this plan is the main focus and priority of this school and CTEVT. Its vision is to develop it as a 'Centre of Excellence in Hospitality Education and Training'. The main goal of the strategic plan is to prepare competent hospitality workforce by providing quality education and training. 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, PTS strategic plan has widened the scope of work that demands well-qualified additional staff in school. The scope of work is clearly aligned with the government expansion policy of TVET services. Now, Pokhara Technical School has started practicing its strategic plan to address the emerging scope of work as a Centre of Excellence and to develop hospitality workforce through industry partnership which is its mission.

Developing PTS as a CoE is the CTEVT policy based on which 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 Pokhara Technical School. To develop PTS 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 and essential.

Effectiveness of PTS depends on quality and competency of its human resources. Therefore, managing human resources effectively is a critical element for effective, credible school 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 PTS in line with the widening scope of PTS 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 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 PTS. 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 PTS 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 PTS in hotel management of tourism sector has increased and requires alteration in organizational structure, roles and responsibilities. Restructuring of PTS 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 PTS with a number of positions and the job description of various job positions. Specifically, efforts directed to achieve the following objectives:

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

1.5. Approach and Methodology

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 PTS. Study approaches, tools included:

- ❖ Review of PTS strategic plan 2020-2024, relevant policies, documents and human resource data;
- ❖ Study of current programs, 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 PTS;
- ❖ Focussed group discussion (FGD) with PTS staff;
- ❖ Individual face to face interview with the various levels of PTS staff in unstructured format;
- ❖ Worked intensively together with the PTS management team to develop new structure and JD for PTS 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 (also requested for written comments); and
- ❖ Finalization of report after amendments made by incorporating received feedbacks.

1.6 Key Considerations

- ❖ Existing Programs-Diploma in Hotel Management; TSLC in Culinary Art; and TSLC in Hotel Management
- ❖ Centre of Excellence (CoE)
- ❖ Strategic Plan of PTS (2020-2024)
- ❖ Focus on practicalities and program context (such as importance and needs of English Instructors in hotel management and tourism industry)
- ❖ 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 ensuring digital education and e-learning environment;
- ❖ Proposed number of positions are based on the current programs, demand from strategic priorities set in the 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 PTS and make it as a CoE provisioned in the CTEVT strategic plan;
- ❖ Necessary budget will be provided as per the requirement of school 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 PTS due to their busy schedule and lockdown due to COVID-19; and
- iii. No systematically written functions of departments and units available in the institute due to which 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 introduces the context and need for restructuring along with method of survey, 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 are presented in chapter three;

Chapter four presents the job descriptions of PTS staff; 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 school 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 PTS is divided mainly into three parts: i) the current organizational structure, and 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 Pokhara Technical School is determined by the Council for Technical Education and Vocational Training, Sanothimi, Bhaktapur. The current structure was developed more than two decades ago which is not revised and updated yet. Therefore, the current structure is inadequate to address the demands brought about by new technology, operation of new programs, diverse roles of the school in changing context of federalization and the needs of addressing its new strategy (five-year long-term plan: 2020-2024), aiming to develop it as a Centre of Excellence (COE) and so on. Currently, there are two main committees provisioned in the existing bylaws to support the management of school and its programs implementation which is described below:

School Management Committee (SMC)

According to the bylaws of Operation of Technical School (2049 B.S.), to support the implementation, monitoring and management of all programs and activities of the school, there is a provision of a School Management Committee (SMC). The bylaws have 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. 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 bylaws that additional members can be added as invitees if necessary. The major functions of the committee is to prepare annual programs 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 school's programs; provide necessary suggestions to the school and monitor whether the suggestions are implemented; develop guidelines for determination of scholarships; determine scholarship quotas and so on. However, in 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. Without amendments in the bylaws, it is impossible 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 have also provisioned the School Executive Committee (SEC) in the school the aim of which 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 trade head nominated by the chairperson remain as members in the committee. Similarly, a representative member from instructor community is nominated by the chairperson. 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 make 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 active. Similarly, it plays an active role in operational management of school, its hostels and other main activities of the school based on the road map and directions given by the Council and SMC. This committee seems quite effective in school operations. However, this committee has not included all department heads working in the school. Nevertheless, all department heads should be included in this committee rather than only a nominated one which can increase the team spirit and ownership of the decisions it makes.

To implement the PTS 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 four departments: Tourism, Hotel Management, Culinary Art and Ophthalmic. However, Ophthalmic Program is operating as a temporary project.

In addition to the above departments and units, there are several projects functioning to support PTS programs such as National Vocational Qualification System (NVQS), Ensure Sustainable and Rewarded Employment (ENSURE), Dakchyata and Sakchyamta. The activities related to these projects are being performed by the existing staff of PTS 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 programs operating by PTS are: Diploma in Hotel Management, TSLC program in Culinary Art, TSLC program in Hotel Management (apprenticeship model); PCL course in Ophthalmic Science in partnership model with Himalaya Eye Hospital. To implement all these programs, a competent human resource in adequate numbers and levels is essential. Due to the lack of availability of data, it is unclear how many permanent staff positions have been created for the PTS so far. Nevertheless, currently, government has allocated budget for 43 staff in PTS for their salary and allowance. CTEVT central office and previous study also mentioned the same number of positions available for PTS. The detailed description of current HR situation is given in the following section:

2.2 Current Staffing Situation

To achieve the vision, mission, goals and objectives of the PTS, altogether there are 43 human resources available which include both technical and administrative staff including principal, vice-principal and office support staff. Based on the current structure, there are a number of positions of different levels and groups, which is depicted in the following table:

Table 1 Details of Existing Staffing Structure

Levels	Technical	Administrative	Total	Remarks
Officer-II	3	0	3	
Officer-III	11	1	12	
Non-Officer-I	12	5	17	
Non-Officer-II	4	1	5	
Driver	-	1	1	
Office Assistant (support staff)	-	5	5	
Total	30	13	43	

The above table has not included the HR required for the ophthalmic program. Out of the 43, unfortunately, 14 staff have been deputed in different institutions.

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

1) It is observed that effectiveness of PTS in achieving strategic goal and objectives has largely been affected by inadequate number of employees, deployment of its employees in other places such as CTEVT and other technical schools, extremely busy schedule of managerial staff (Principal and Vice-Principal) in attending meetings organized by the stakeholders outside the organization at local and province levels as provincial offices are located in the same city. They are equally engaged in and busy with project works and meetings supported by Sakchyamta, Dakchyata, ENNSURE and so on. As a result, they get very little time to get engaged directly in teaching and learning activities.

2) The school is not structured fully based on volume of its functions. There is a huge gap between the functions it does and the structure it has. The wide range of functions such as counselling, placement, exam, skills testing, coordination with stakeholders with business and industries, data management using information and communication technology (ICT), production and business for income generation and computer teaching, e-learning and so on are organized and performed by the same academic 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 for their lessons-these situations may raise a lot of questions about the quality of teaching they perform.

3) Newly appointed instructors lack instructional skills (pedagogy), occupational skills (industrial experience) and knowledge on CTEVT rules and regulations, and organizational

culture and climate. In addition to these, they lack general computer skills, assessment skills, monitoring and evaluation skills.

4) The analysis shows that there is no good governance in terms of placing and transferring staff from one institution to another institution. No rules are followed and are rather influenced by political pressure. Staff are randomly transferred by CTEVT management without giving alternative solution to the school. In most of cases, school does not know who is transferred, where and when because CTEVT management do not ask the Principal of PTS. For example, PTS has reported that it provides monthly salary from its own budget to its 14 staff who are not working in PTS rather deputed by CTEVT to other institutions. Creating positions for one institution and placing them in another institution without providing necessary solutions is the example of bad governance and administration. This type of ill practice by the head office affects the quality of teaching and learning and ultimately affects the quality of PTS graduates as they have to compete in the highly competitive labour market environment for job opportunities.

5) Analysis of overall staffing situation reveals that the current structure and staffing is inadequate to support and operate existing programs effectively. For example, each polytechnic program demands 3 senior instructors but there are none available except principal. Currently, PTS is running a polytechnic program and two TSLC programs. According to the council's rule, to run these programs it requires 5 senior instructors, but there are none. Unavailability of senior instructors in school is a huge challenge for leading and managing school and its programs. In this context, maintaining the quality and standards of teaching and learning and producing competent graduates is questionable and challenging.

6) Observation also shows that physical infrastructure and facilities are not adequate to support the quality delivery of the functions of PTS. The school area itself is less spacious. Some construction and renovation works have started in support of various projects including Sakchyamta. However, special considerations for those employees working in different organizational units are essential to be addressed/provided necessary office/lab space. Nevertheless, the current expansion and renovation of its physical infrastructure would fulfil the needs of physical spaces to some extent.

2.3 Analysis of HR Related Other Issues

1) Diagnostic assessment revealed that several numbers of instructional staff working in PTS are on a contractual basis temporarily. They cannot see their future career in it as a result, they just use PTS as a platform which is obvious in Nepalese culture in which everyone is striving to achieve a 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, socially discouraged and disrespected as having a temporary job comparing to 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 be concentrated, creative, motivated, research-oriented and proactive in their work. Thus, in this regard, temporary staff have less motivation and enthusiasm in their work as they are mostly looking for permanent jobs outside the organization.

2) Several staff reported that the mentality of permanent staff is complex at current situation because they think that they should not teach to get their monthly salary which they think is their automatic right as being the permanent ones, this may be the impact of the lack of practice of good governance and poor discipline within CTEVT system which may create unfavourable teaching and learning environment in school and it may have negative results in the school's overall performance.

3) During the focus group discussion, several participants mentioned that a mentality of the senior instructors is that as senior instructors, they should not teach in the classroom which seems more complex; it may be an indication of frustration and demotivation; this problem should be resolved cautiously with concrete solutions by CTEVT management. The lack of practice of good governance, and placement of right person in wrong place may have cause this problem and is a huge challenge in maintaining professionalism and work ethics in TVET system but further investigation is required to corroborate this.

4) 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 is done of the temporary staff. In this sense, temporary staff are not considered and valued as assets of the organization comparing to the permanent ones.

5) Available staff have not received adequate trainings to improve their job performance. The main reason is that they are extremely busy teaching and learning in school and have no time to attend training in TITI and other places. At the same time, school is often reluctant to release them for training as it hampers the daily routine work of the school. There might be couple of options in this situation. Some trainings such as instructional skills training can be organized by TITI in school so that 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 should be planned and developed for them during school holidays. The best option is that if the school is provided with sufficient staff, then school 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 of its teachers and trainers, and, by extension, on the quality of their teacher training systems. The details about the needed trainings proposed for PTS staff are given in annex-2.

Chapter Three

Proposed Structure and Functions (Structural Re-design)

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 school 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 programs it has offered. This necessitates the structural adjustments keeping in view the possible expanded role of PTS as centre of excellence and implementation of strategic plan.

Major recommendations on structural changes are:

To implement the new strategic plan (2020 to 2024) of Pokhara Technical School, its structure should be organized into different functional groups. However, previously, the grouping did not commensurate with hierarchical authority since there was no position to lead functional sub-groups in certain areas creating decision making path to the Vice-Principal through Senior Quality Management Officer. In this situation, it would be appropriate to create a senior instructor level position to work as a 'Senior Quality Management Officer to new functional department 'Quality Management' that leads four functional units (sub-groups) such as placement and counselling, ICT, production and business, and quality improvement. Structure-wise, other academic and non-academic departments will remain as usual such as Tourism and Hospitality Management, and Administration.

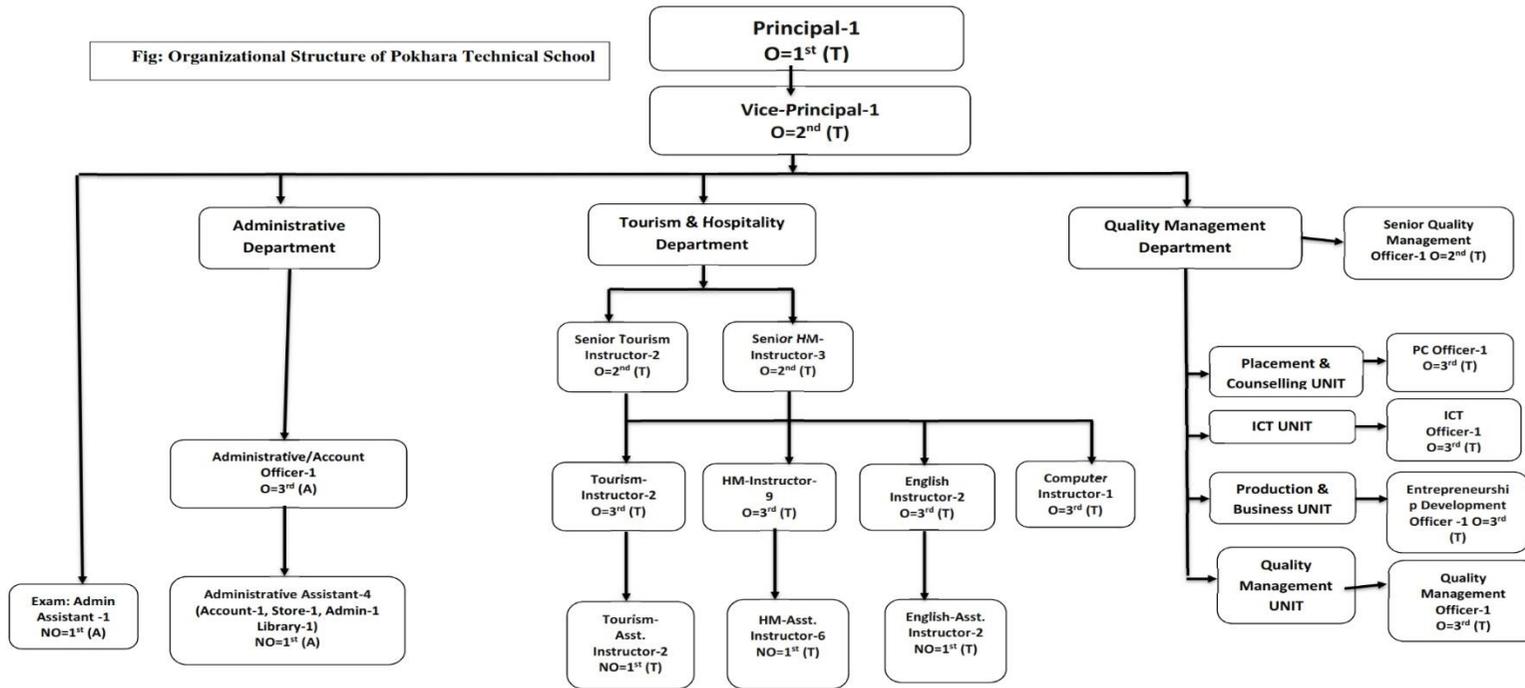
- ❖ There will be four functional units in new department (Quality Management) viz. ICT, placement and counselling, production and business and quality improvement. Four positions of third-class officer need to be created who will lead these units and report their activities to the Senior Quality Management Officer.
- ❖ The Senior Quality Management Officer should be selected from the free competition basis who must have at least Master's degree from the recognized university and have technical educational background with strong communication, proposal/report writing and computer/(ICT) and research skills and experience. The amendments in the bylaws should be made if needed. Alternatively, this position can be named as

Vice Principal to look at the quality aspects of TVET Programs leading Quality Management Department.

- ❖ It is observed that ICT development /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 regular basis and facilitation of e-learning system throughout the school. In this situation, a separate ICT unit will work under quality management department. This unit will be led by ICT Officer who facilitate e-learning system in school and reduce technology related hurdles. This position will also help in teaching computer related modules.
- ❖ Similarly, a placement and counselling unit, quality improvement unit, ICT unit and production and business unit for income generation will be functioning under quality management department and all these units will be led by third class level officer (technical). The detail functions of these units are explained below under separate headings.
- ❖ 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. Similarly, a receptionist should also be outsourced from trustworthy agencies.
- ❖ Strategic plan of PTS targeted to increase the numbers of Business and Industry Association (BIA) members in School Management Committee from existing participation of 36% to 60%. 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 taking ownership of the important decisions.

The proposed organizational structure is designed on a functional basis consisting of three functional groups: administrative, academic and quality management. The proposed organogram is presented below in the figure.

Fig: Organizational Structure of Pokhara Technical School



Out Sourcing Staff

1. Plumbing and Electrician Assistant (Engineering)	1
2. Receptionist-	1
3. Office Assistant/Helper/Cleaner	4
4. Security Guards-	3
5. Gardener-	1
6. Driver	1
Total-	11

Abbreviation

O=Officer
 N.O=Non-Officer
 T=Technical
 A =Administrative
 S=Senior
 HM=Hotel Management

Description of Positions

Officer-1 st Class-	1
Officer-2 nd Class-	7
Officer-3 rd Class-	19
Non-Officer-1 st Class-	15
Total Position=	42

3.2 Proposed Main Functions of Departments

Currently, there are no written functions of departments and units of Pokhara Technical School. This study has conducted school visits, researched, identified and proposed key functions that are listed below. Broadly, functions of PTS can be divided into three groups: Administration, Academic, and Quality Management. Main function of the Quality Management Department (new) will be to coordinate, communicate, monitor, research and provide active support for the improvement of quality of academic programs and their effectiveness. Tourism and Hospitality Management group works as an academic department. Similarly, Administration and Quality Management group works as separate departments. Thus, altogether three departments will be functioning in PTS.

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 (PIMU)

Infrastructure and supply-related functions

- a. Maintain custody of PTS 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 school;
- 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 school;

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 PTS;
- 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 Management Unit (HRMU)

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 programs such as awards, prizes, gifts, contests, and staff parties to motivate employees.

Training and development-related functions

- a. Plan, identify, and design annual training programs 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 programs 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 program 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 PTS 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 PTS 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 programs 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 (AMU)

Account unit is responsible for day-to-day financial transactions of the school. Functions include invoice processing, daily bookkeeping 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 programs;
- 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. Reconcile 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 (LMU)

- 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 programs;
- 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.

3.2.2 Academic Department

- a. Prepare a calendar of operations of programs 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 School;
- l. Organize departmental meetings to resolve student-related problems;
- m. Implement the programs 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. Coordinate with business and industries for the management of apprenticeship program for industrial practice through placement and counselling unit;

- x. Carry out the tracer studies in coordination with the 'Quality Management Department';
- y. Provide additional supports to the needy students to promote equity;
- z. Participate in various committee meetings organized by the school management;
- aa. Help in preparing and 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 and
- cc. Involve students in production process such as bakery preparation.

3.2.3 Quality Management Department (QMD)

This department performs the functions related to monitoring of the implementation of plans of 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 programs;
- c) Monitor implementation of departmental plan and policies;
- 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) Identify the potential business and industries for on-the-job training;
- i) 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;
- j) Coordinate and manage on-the-job placement in consultation with the concerned department;
- k) Organize skills testing program 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 program;
- 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.

3.2.3.1 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, and
- j) Monitor the implementation of plans and policies.

3.2.3.2 Placement and Counselling Unit (PCU)

- a) Conduct different orientation and motivational events in close coordination with school management team;
- b) Organize career guidance programs 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.
- l) Coordinate and arrange apprenticeship training to the trainees.

3.2.3.3 Information and Communication Technology (ICT) Unit

- a) Manage information technology and computer systems of the school (Database, Websites, Social Media etc.);
- b) Plan, organize, control and evaluate IT and electronic data operations of the school;
- c) Design, develop, implement and coordinate systems, policies and procedures;
- d) Ensure security of data, network access and backup systems;
- e) Identify problematic areas and implement strategic solutions in time;
- f) Maintain computer network system, Server, CCTV etc;
- g) Repair and maintenance of office ICT equipment;
- h) Management of all kinds of data in computer software system;

- i) Facilitate and promote e-Learning system;
- j) Instruct the learners about ICT and computer skills;
- k) Establish digital technology (PowerPoint presentation system) in each classroom;
- l) Develop online system to communicate with students and instructors;
- m) Train staff and students about how to use new technology;
- n) Train staff and students about the process of using Moodle technology and other popular software used in academic field, and
- o) Take computer classes as and when necessary.

3.2.3.4 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 effective entrepreneur.

Chapter Four

Job Descriptions

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 various job positions. Although there is no universal format for job description, the following information are generally included in JD which is used by this study.

- i) *Title of the job, level of the job*: 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 sub-ordinates
- vii) *Accountabilities*: Answerability for standard of performance
- viii) *Organizational interaction*: Both inside and outside the organization

4.1 JD of Principal

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

Location of the job: Pokhara Technical School, Fulbari, Pokhara

Relationship: Responsible to Member Secretary, CTEVT and responsible for team of technical and administrative human resources of PTS.

Job summary: Principal functions of this position is to operate technical school 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 programs 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 programs.

3. Implements the approved annual programs by dividing them into the quarterly format and communicates it to the executive committee and departments.
4. Analyses the implementation of the programs 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/Provincial CTEVT.
6. Implements the theory and practical classes according to the approved curricula.
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. Prepares and provides job descriptions to the teaching and non-teaching staff and monitors its implementation.
14. Evaluates the job performance according to job descriptions assigned and keeps its records up-to-date.
15. Maintains and keeps up-to-date records of each individual employee.
16. Assigns number of classes for each instructor as per the rules.
17. Oversees day-to-day school operations and provides guidance and counselling to instructors.
18. Presents data from school performance to management committee, provincial Directors and Member Secretary.
19. Researches new resources and techniques to improve teaching quality.
20. Handles emergencies and crises arises in the school.
21. Takes at least four periods in a week which is provisioned in the bylaws.
22. 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 programs.

- 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.
- Assures the yearly plan of operation are followed.

Organizational interaction:

- All departments, sections, units of the school.
- 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: Pokhara Technical School, Fulbari, Pokhara

Relationship: Responsible to Principal and responsible for team of technical and administrative human resources of all departments, sections, units of Pokhara Technical School.

Summary of the job

Management of monitoring and supervision functions of all academic programs to achieve a satisfactory standard and ensure effective implementation of plan, policies, procedures, rules and regulations through timely operations and evaluation of all academic programs 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. Supervises teaching and learning activities and participates in development and evaluation of academic programs.
5. Supervises the functions of quality management department.
6. Monitors the implementation of departmental plans and programs.
7. Encourages and supports development of innovative instructional methods, programs and helps teachers in piloting them.
8. Promotes the use of technology in teaching/learning process.

9. Communicates effectively with students and staff.
10. Participates in development of school improvement plans with principal, staff and parents.
11. Observes staff's performance, record observations, and conduct evaluation.
12. Assists principal in academic and administrative work.
13. Help to develop a student discipline management system that results in positive student behaviour.
14. Conducts meeting on academic issues with parents, students, and teachers.
15. Demonstrates awareness of school-community needs and initiate activities to meet those needs.
16. Performs other duties as delegated and assigned by the principal.

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 programs.
- 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.
- Maintain school academic record up-to-date.
- Maintain school website, database and social sites up-to-date.
- Timely monitoring of implementation of school YPO.

Organizational interaction:

- All departments, sections, units of the school.
- 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, Third Class (Group: Administrative)

Location of the job: Administrative Department, Pokhara Technical School, Fulbari, Pokhara

Relationship: Responsible to Principal and vice-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 programs. Common tasks for administrative officer include official correspondence, maintain the record of academic and administrative, dealing with telephone and email inquiries, creating and maintaining filing systems, keeping records, arranging meetings and appointments and organizing travel for staff.

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 School.
6. Prepares identity cards for employees and students.
7. Prepares annual programs and plans of the administrative department.
8. Prepares monthly, quarterly and yearly progress report.
9. Facilitates in implementing annual programs of the school.
10. Takes initiation in preparing periodic progress reports of the school.
11. Manages canteen, conference hall, guest house.
12. Publishes advertisements and disseminates essential information to staff and students.
13. Writes official letters, organizes attendance registers, and maintains employee's individual file.
14. Takes care of security issues and maintains cleanliness of school properties and places.
15. Handles duties assigned to other employees within the department.
16. Supervises the function of HR officer, account officer, librarian, storekeeper and other support staff.
17. Organizes files, creates correspondence, prepares reports and documents, and offers general staff support.
18. Manages an effective initial point of contact, answering phone calls and greeting visitors.
19. Engages in event planning and meeting setup and implementation.
20. Makes travel arrangements and generates itineraries.
21. Deals with other people from a wide variety of levels, from office assistants to management including principal, vice principal, department heads and outsiders.
22. Assists the department heads, staff and students whenever necessary.
23. Assigns and supervises the duties of office helpers and make proper record.

24. 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.
- Smooth running of activities of administrative department.

Organizational interaction:

- All departments, sections, units of the school.
- Administrative department of all units of PTS.
- Local government-municipality.
- Relevant agencies of Nepal governments.
- Relevant employers and their associations.
- Consultants, NGOs/INGOs.
- Local community organizations.

4.4 JD of Account Officer

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

Location of the job: Account Management Unit, Pokhara Technical School, Fulbari, Pokhara

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

Job summary: An account officer is responsible for 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 programs.
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. Reconcile 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 school.
- Administrative department of all units of PTS.
- 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, Pokhara Technical School, Fulbari, Pokhara

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 school.
- 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, Pokhra Technical School, Fulbari, Pokhara

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 programs 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, vice-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, Pokhara Technical School, Fulbari, Pokhara

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

Job summary

An Examination Officer is responsible for the timely and fairly conduction of the examinations of all academic programs 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 school. 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 school.
- All sections and units of Examination Control Office, Provincial and Federal CTEVT.

Note: If there are less than four programs (Diploma or TSLC), an Administrative Assistant (exam) will perform the tasks and duties of examination section.

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, Pokhara Technical School, Fulbari, Pokhara

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

Summary of the job

Management functions of all programs run by the department to achieve a high standard of teaching and learning practices and ensure effective implementation of plan, policies, procedures, rules and regulations through timely operations of all planned courses. The Head of the Department is required to lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities.

Duties and responsibilities

1. Organizes all theory and practical classes ensuring that effective teaching and learning takes place.
2. Prepares annual programs with the help of team members in the department.
3. Prepares yearly calendar of operations.
4. Supervises the teaching and learning processes on regular basis.
5. Prepares daily, weekly, monthly, quarterly, half yearly and yearly work plans.

6. Implements the programs 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 programs.
12. Organizes regular meetings within the department and resolves student's individual/program-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 program.
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 programs.
28. Conducts internal exam of all subjects as per the guidelines of the examination unit.
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. Ensures the smooth operation of classes of academic and vocational training conducted by school.

35. Coordinates with instructors for the development of lesson plan, log book and instructional methods.
36. Prepares the class routine of academic and vocational trainings.
37. Deals with regular academic problems and complaints of students and maintain the record.
38. Resolves the problems and complaints undertaken from student as soon as possible by coordinating with vice principal and principal.
39. Ensures the internship placement and job placement of students by coordinating with industry and placement and counselling unit.
40. Visits and supervises the intern to evaluate them on a regular basis.
41. Coordinates with employer on a regular basis to know the demand of staffs in the industry.
42. 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 school.

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 programs.
- 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.
- Smooth running of classes of academic and vocational trainings run by the school.
- Completion of all the courses on time according to the yearly academic calendar and routine.
- Maintain the quality of the practical classes on a regular basis.
- Regular supervision and monitoring of the interns placed in different hospitality organization.
- Upkeep of the records of disciplinary action of students.

Organizational interaction:

- All departments, sections, units of the school.
- Provincial and federal divisions, sections and units of CTEVT.
- Local government-municipality.

- Relevant agencies of Nepal government.
- Relevant employers and their associations.
- Hotels, restaurants, bar, coffee shop and other hospitality organization of Pokhara.
- Consultants, NGOs/INGOs and
- Local community organizations

4.9 JD of Instructor

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

Location of the job: Academic Department (Hotel Management, Tourism and), Pokhara Technical School, Fulbari, Pokhara

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 and ensure the high standard of teaching and learning practice in all program conducted by PTS.

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 programs, 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 bakery production.
25. Carry out any other related duties assigned by the department head and supervisor.
26. Takes at least 18 periods classes (theory and practical) per week.
27. Begins class on time in an orderly and organized fashion.
28. Maintains lesson plan and logbook as required by institute policy.
29. Manages and conducts internal examination as scheduled by institute.
30. Revises and updates continuously of course content and materials of instruction.
31. Follows approved policies and procedures in the conduct of all instructional activities.
32. Provides guidance and advice to students on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports.
33. Maintains discipline in accordance with the institute's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
34. Perform other reasonable duties as assigned by department head, vice-principal and principal.

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 school.

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.
- Smooth running of classes of academic and vocational trainings run by the school.

- Completion of all the courses on time according to the yearly academic calendar and routine.
- Maintain the quality of the theory and practical classes on a regular basis.
- Conduct class test and student assessment on time.
- Upkeep of the disciplinary action of students.

Organizational interaction:

- All departments, sections, units of the school.
- 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 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, Pokhara Technical School, Fulbari, Pokhara

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

Job summary

Quality improvement functions of all academic programs 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 programs (Diploma/TSLC).
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 PTS and its programs.
6. Strives proactively to accredit institution and its programs meeting the set standard criteria
7. Sets milestones of the timeline for the accreditation of institute and its programs.

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 programs' 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 programs 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 half yearly and annual bulletin of the school.
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 school.
- 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.

4.11 JD of Quality Management Officer (QMO)

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

Location of the job: Quality Management Department, Pokhara Technical School, Fulbari, Pokhara

Relationship: Responsible to Head of Department and Responsible for

Job summary

Quality improvement functions of all academic programs 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 programs.
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 carryout 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 Programs.
10. Strives proactively to accredit institution and programs 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 programs' from the perspective of meeting the quality standards for accreditation.
13. Sets milestones for the accreditation of institute and its programs.
14. Monitors to ensure the implementation of GESI policy in school and departments.

15. Organizes skill testing programs 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 school.

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 school.
- 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.

4.12 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)
Pokhara Technical School, Fulbari, Pokhara

Relationship: Responsible to Head of Department Quality Management and Responsible for
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Job summary

Coordination of counselling and placement functions of all academic programs 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 school.
- 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.

4.13 JD of ICT Officer (ICTO)

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

Location of the job: Quality Management Department (ICT Unit) Pokhara Technical School

Relationship: Responsible to Head of Department and Responsible for

Job summary

Functions of establishing and operating Information and Communication Technology in all Programs run by PTS 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 information and communication technology.
2. Develops e-learning system and facilitates to implement throughout the school.
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 PTS.
13. Manages information technology and computer systems of the school (Database, Websites, Social media etc.).
14. Plan, organize, control and evaluate IT and electronic data operations of the school.
15. Designs, develops, implements and coordinates systems, policies and procedures.
16. Ensures security of data, network access and backup systems.
17. Identifies problematic areas and implement strategic solutions in time.
18. Maintains ICT equipment in office.
19. Maintains computer network system, server, cctv etc

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 school.

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 school.
- 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.

4.14 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) Pokhara Technical School, Fulbari, Pokhara

Relationship: Responsible to Head of Department and Responsible for

Job summary

Functions of establishing 'Entrepreneurship Development Skills' and culture in students in all Programs run by PTS 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 school 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 school.

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 school.
- 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 PTS. 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 school. It is recommended that JD should be implemented immediately after the final report is formally submitted to the CTEVT authority and approved.

Chapter Five

Conclusion

It is clear that the organizational structure provides frameworks for effective communication, coordination and direction to all functional department/units to achieve vision of the organization. Similarly, availability of the capable human resources and their optimum utilization makes the structure functional and alive. 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 that 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 PTS as change agents. Key considerations for setting effective implementation framework are outlined below:

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

There is a potential gap in human resource due to the lack of proper system of transfer of employees and increased number of Programs without proper planning and management of human resource requirements. CTEVT management should be more responsible and supportive about the quality of teaching and learning process and products and should behave 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 PTS.

Technology implementation is primarily important for successful implementation of strategy to develop PTS as a vibrant and modern centre of excellence school in tourism industry which includes developing IT hub. Hence, technology up-gradation at all levels and programs is urgent. 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 COVID-19 pandemic condition where students can learn through e-learning system.

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

Frequent transfer of staff haphazardly and based on political pressure must be stopped that demotivates and lowers the performance of the employees. CTEVT leadership should be sincere and act more responsibly in this regard.

There is a lack of necessary number, and levels of qualified staff, CTEVT must pay attention in supplying adequate number and qualified employees to support the quality of teaching and learning process which is policy focused area.

Ensuring good governance and administration is the main component of the PTS strategy, to realize this, the CTEVT management and PTS team should behave professionally, ethically with full integrity.

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Appendix-1 A List of School Management Committee Members

1. Chief District Officer of Kaski	Chairperson
2. District Education Officer of Kaski-	Member
3. Chief of Pokhara-Lekhnath Metropolitan City	Member
4. Chief of Tourism Office, Pokhara	Member
5. President of PHAN, Pokhara	Member
6. President of REBAN, Pokhara	Member
7. President of NATTA, Pokhara	Member
8. President of TAAN, Pokhara	Member
9. Trade Head, PTS	Member
10. Staff Representative, PTS	Member
11. Principal, PTS	Member Secretary

Appendix-2 Capacity Development Plan of PTS

S.N	Category of Training	Positions to be Trained	Identified Training	Rem.
1	Tourism and Hotel Management	Senior Instructors, Instructors and Assistant Instructors	<ul style="list-style-type: none"> • Indian dish preparation • Online airline ticketing system • Barista (coffee making) • Carving skills and techniques • Bar tender • Food and beverage service • Seafood preparation • Bakery and confectionary preparation • HACCP (Hazard Critical Control Point) Principle • Applied communication-customer related skills • Continental and Chinese cook • Laundry operation • Restaurant service • Banquet/buffet service • Condiment knowledge/preparation • Equipment used in 5-star hotel 	
2	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 • Application of SPSS 	
3	Leadership and Management	Principal, Vice-Principal, HOD, Senior Instructors, Quality Development Officer, Entrepreneurship Development Officer and Placement and	<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 	

S.N	Category of Training	Positions to be Trained	Identified Training	Rem.
		Counselling Officer		
4	Instructional Training Needs	All instructional staff	<ul style="list-style-type: none"> • Instructional Skills • ToT (training of trainers) • Development of instructional materials 	
5	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 	
6	Social and Communication Skills	Principal, Vice-Principal, HOD, Entrepreneurship Development Officer, Quality Management Officer, Instructors and staff	<ul style="list-style-type: none"> • Motivational skills • Life skills/soft skills • Customer service skills 	
7	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 	
8	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 Program • Supervision of teaching and learning • Accreditation: concept, process and standards • Gender equality and social inclusion (GESI) • Facilitation and moderation • Inclusion and inclusive education 	

S.N	Category of Training	Positions to be Trained	Identified Training	Rem.
9	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 	
10	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> 	
11	Library Management	Librarian	<ul style="list-style-type: none"> • Library management including e-library (For Librarian) • Customer service • Trainings on software used in library management 	
12	HR Management	Administrative Officer, HR Officer, HR Assistant	<ul style="list-style-type: none"> • HR functions • Filing system including employee personal file management • Writing <i>Tippani</i> • Customer service 	
13	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 PTS Staff in February, 2020).

Notes:

i) It is essential to provide training opportunities to all staff for their capacity building. Some of them have received some pedagogy and occupation-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.

ii) To reduce the leadership crisis of managing technical schools, its departments and units, potential leaders/managers should be trained as “Leadership and Management Development Program” which was recommended by previous study on TNA (Khanal, 2019). Nevertheless, CTEVT management should be proactive and take an initiation in planning, managing and implementing this special type of training package for the effectiveness of TVET institutions.