



MANUAL FOR ACCREDITATION OF TVET PROGRAMMES

**Council for Technical Education and Vocational Training  
Sanothimi, Bhaktapur, Nepal**

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### Acronyms and Abbreviation

APACC	Asia Pacific Accreditation and Certification Commission
CTEVT	Council for Technical Education and Vocational Training
MoEST	Ministry of Education, Science and Technology
MoSD	Ministry of Social Development
NA	Not Applicable
NTAB	National TVET Accreditation Board
PCC	Policy Coordination Committee
TECS	Technical Education in Community School
TITI	Training Institute for Technical Instruction
Dip	Diploma
Pre-Dip	Pre-Diploma Level Programs
TVET	Technical and Vocational Education and Training

### Definition of Terminologies Used in the Manual

Assessment	Assessment is the collection, analysis, evaluation and judgement of evidences to measure whether an program running by institute has meet the standard set by National TVET Accreditation Board (NTAB).
Self-assessment	It is a review made by individual institute by itself to assess whether its programs meet the standards set by NTAB.
Self -assessment form	Self-assessment form developed by NTAB to assist individual institute compare its achievements against the nationally approved standards.
Internal assessment form	It is a format used by provincial TVET authority for monitoring and evaluation TVET programs/institutes running in the corresponding province.
Proposal preparation guidelines	It is set of guidelines developed and approved by NTAB to facilitate applicant institutes to prepare a standard proposal for accreditation.
Assessment criteria	It is the broader framework of assessment used to structure the various indicators for assessing TVET program/institutes.
Indicators	Indicators are the statement that help to measure the performance level or progress status of TVET programs/institutes prepared based on the assessment criteria. <i>Indicators are further breakdown into two categories- critical and essential based on their importance for enhancing quality of TVET programs. Here the critical indicators are considered as more influential to quality education than those categorized as essential indicators.</i>
Scoring specification	Statements that facilitate further measurable breakdown of the indicators.
Accreditation	The official approval of achievement standards, including qualifications usually for a particular period of time, as recognition of meeting particular requirements defined by the NTAB.
Accreditation award	The title awarded to accredited institute as a formal recognition and indication of level of the quality of program or institute.

## 1. Background and status:

### 1.1 TVET System in Nepal

Nepal has glorious history of development of Technical and Vocational Education and Training (TVET) in the form of traditional arts and craft. In Lichhabi period, the development of arts and crafts was at the peak which was carried on in later periods of Malla and Shah Regimes. After establishment of democracy in 2050, development of TVET entered into institutional development phase by establishing and launching one and another TVET institutes and programs. This phase includes establishment and operation of base schools (2004-09), multipurpose schools (2015-25), vocational secondary schools (2030-37) and trades schools (2037-2045). The development of TVET reached at another height after establishing CTEVT in 2045.

Council for Technical Education and Vocational Training (CTEVT) is established under Council for Technical Education and Vocational Training Act 2045 as an apex TVET body in Nepal. The major objectives of CTEVT are (1) producing lower to higher level technical human resources as per the demand of the labour market (2) coordinate with and among various TVET providing agencies in the country and (3) certify and recognize the skills learned informally. At the time of its establishment, there were only six technical schools offering PRE-DIPLOMA programs with 29 months in health, construction and agriculture trades with limited enrolment capacity. However, today, CTEVT is a regulating board of TVET with wider network of institutes. CTEVT has been conducting three types of TVET programs. They are- (a) short-term vocational training programs duration ranges from 140 hours to 1696 hours including 24 months' apprenticeship programs (b) pre-diploma level programs of 18 months' duration and (3) diploma level programs of 3 years' duration.

Although, CTEVT is an apex body in TVET, 14 federal line ministries of TVET and agencies under it including Ministry of Education, Science and Technology, provincial ministries and associated agencies, local government, donor supported projects are also found involved in delivery of TVET programs. Moreover, large numbers of private institutions have also been providing TVET programs getting affiliation from council for technical education and vocational training.

Presently, the TVET Curriculum Development Board under CTEVT is mandated to develop curricula of various TVET programs. These include diploma level academic courses with 3-years duration and 18-months Pre-diploma Level courses. Similarly, it offers, 29-months long apprenticeship courses equivalent to pre-diploma. The duration of short term programs ranges between 140 and 1696 hours. Curriculum Development Division is responsible for development and revision of curricula to address the market needs.

All these initiatives contribute to quality assurance of TVET system but so far there is absence of a structured and commonly agreed quality assurance system in general and the accreditation system in particular.

### 1.2 Rationale for Accreditation System

According to the Constitutional unbundling report mandates, CTEVT as federal agency is responsible for quality assurance of the TVET programs offered in the country. The TVET institutions are growing rapidly, however reliable mechanism for quality assurance is still lacking. This is even more important in federalization context where the provinces and local governments are mandated or have introduced TVET Acts with implementation responsibility in their territory. This situation explains how important is putting quality assurance mechanism in place.

Accreditation is adopted world wide as one quality assurance mechanism of education programs and it is utilized likewise for TVET programs. However, despite long history of CTEVT and its quality control responsibility, it is not practiced in Nepal. The Accreditation Division under CTEVT has so far focus on affiliation of institutes. Till now it has granted affiliation to 429 private institutes to run either Pre-Diploma or Diploma Level Programs and 1131 institutes for running short term VET programs. Moreover, there are 59 constituent institutes under direct management of CTEVT, 534 institutes are running under the TECS modality and 20 institutes are running under partnership modality offering short and long term TVET courses. CTEVT's Accreditation Division facilitates affiliation and renewal of private institutes but no action so far is initiated for development and operationalization of the accreditation system.

In view of the background, in order to address the gap explained above, Accreditation System for Nepal's TVET System is developed and this manual is prepared to facilitate its operationalization.

## 2 The Accreditation Concept

According to Association of South East Asian Nations (ASEAN), accreditation is defined as the official approval of achievement standards, including qualifications or unit(s) of a qualification, usually for a particular period of time, as being able to meet particular requirements defined by an accrediting agency<sup>1</sup>. Similarly, APACC defines Accreditation as an integrated process of assessment of TVET institutes including programs or programs alone, providing official approval and recognition to them and awarding a certificate after meeting the defined requirements or quality standards that function within a quality assurance system. Overall accreditation is considered as an instrument to create a trust towards institutions and/or programs among its wide range of stakeholders. It also helps to facilitate national and international comparability and recognition of institutions, programs and qualifications.

Accreditation is viewed as both a process and a status. It is a process in the sense that accrediting agency follows a comprehensive process for evaluating the operations and programs of TVET institutes and makes an independent judgment to confirm that a particular institute has achieved its objectives compared to the set standards. The self-evaluation process provides an excellent opportunity to the institute personnel to understand their own strengths and weaknesses and facilitates opportunity to explore ways for further improvement. As a

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<sup>1</sup> Source: (ASEAN, 2016). Asian Guiding Principles for Quality Assurance and Recognition of Competency Certification System, Jakarta, Indonesia. ASEAN

status, it is a formal recognition granted by an authorized accrediting agencies to an institution and program as possessing already defined quality standards.

### 3. Benefits of Accreditation

In the case of educational sector, accreditation serves the quality improvement of the educational programs, which bestows overarching benefits to all of its stakeholders including students, TVET providers, employers, government and communities. Each groups are benefitted from accreditation in their own way while at the same time they can share best practices and learn from each other. Therefore, it has been particularly important to involve as many stakeholders not only in the development of the accreditation regime but also in the process itself. The Accreditations Manual issued by NEVTTTC, Pakistan has listed out several benefits for its wide range of stakeholders, which seems much relevant in our context too. Potential benefits of Accreditation System to various stakeholders are presented in the following paragraphs:

#### For the students

- Helps students and parents in identifying quality institutions to attain desired knowledge, competences and skills;
- Facilitates students' mobility as accredited institutes provides trust and increases acceptability of graduates for further education.
- Assurance against the money spent / invested; and
- Students take pride in completing their training from a recognized institution.

#### For the TVET institutions

- Facilitates training institutions in identifying their strengths and weaknesses and motivates them to overcome the identified gaps;
- Strengthens institutional responsibility for a quality education by taking into account the institutions' own self-assessment reports;
- Supports institutions to establish a process of continuous quality improvement through self-evaluation involving feedback from stakeholders;
- Involves faculty and staff in institutional matters development thus making it more sustainable;
- Facilitate linkages with business and industry and their associations (BIAs);
- Develops pride among the faculty in serving in accredited institutions;
- Indicates, through the institutional accreditation, that the entire institution is achieving its own specified objectives in a satisfactory manner;
- Facilitates transferability/ acceptability of the credits earned from accredited institutes thereby enhancing students' mobility;
- Facilitates donors' attention when they search for quality institutes;
- By encouraging fair competition among the institutions, it motivates for continuous improvement in quality.

#### For the parents/guardian

- Facilitates the identification of quality institutions;
- Achieves real value for money invested;
- May get an opportunity to provide feedback to the institute;

- Provides the parents an opportunity to participate in and observe career planning of their children;
- Offers opportunity to the parents to get involvement in counselling of their children with a view to effect improvement in their academic achievement.

#### **For employers or Business and Industry Sectors.**

- Get opportunity to build confidence on the training processes and the graduates
- Helps to identify institutions that provide adequately qualified graduates who meet the expectations;
- Helps employers in making a choice in hiring employees;
- Steady supply of quality skilled work force;
- Employers can provide specific feedback to the institution with a view to making their trainings service provider's demand driven;
- Facilitates in decisions for technological up-gradation of industry;
- Motivates setting up of joint ventures with foreign companies particularly where production deletion programs are involved;
- Facilitates industry in resolving technical glitches;
- Facilitates in industrial research.

#### **For the Alumni**

- ✚ Lifelong professional pride;
- ✚ Facilitation in career progression;
- ✚ Employer preference;
- ✚ Social networking.

#### **For the Country**

- ✚ Gains confidence of international investors that quality human technical resource is available;
- ✚ Helps in achieving portability of skills throughout the country.
- ✚ Facilitates international skills portability (human resources export);
- ✚ Attracts students from regional and third world countries;
- ✚ Promotes innovation and knowledge resource through interaction among accredited Institutions.

## **4. TVET Accreditation System**

Including the procedural systems, following agencies make Nepal's Accreditation System

### ***4.1 National TVET Accreditation Board (NTAB)***

National Technical and Vocational Education and Training Accreditation Board (NTAB) is the main executing agency of National TVET Accreditation System, which functions under the premises of Council for Technical Education and Vocational Training. Accreditation Division functions as a secretariat of NTAB. The NTAB will develop its structure at the province and local level as appropriate. But they will not be the part of the provincial and local governments.

The following are the major roles and responsibilities of NTAB;

- Develop and approve necessary frameworks, guidelines, formats, scoring criteria and system, responsibilities of assessment team and other essential documents needed throughout the accreditation process.
- Conducts orientation and capacity development programs for the staffs working in the NTAB secretariats, provincial Unit of NTAB province office regarding the accreditation process;
- Coordinate orientation/training programs for potential assessors and prepare and certify assessors ;
- Commission external verification and assessment team for the assessment of the institutes and award accreditation etc.
- Conduct overall activity to implement Accreditation System in Nepal etc.

#### **4.2 Major Stakeholders of National Accreditation System and their role**

There are various stakeholders of accreditation system of Nepal. Although, NTAB is the major executing agency for making National Accreditation System functional, some ministries and agencies under federal, provincial and local government also have significant roles to make accreditation system functional. These agencies includes Policy Coordination Committee (PCC) formed under the chairpersonship of Minister, Ministry of Education Science and Technology, CTEVT Province Office/Provincial TVET Authorities of each provinces, and TVET Coordination Committee formed in each Rural/Municipalities, TVET providers and so on. The roles and responsibilities of some of the major agencies are included hereunder.

#### **Roles and Responsibility of associated agencies and stakeholders:**

##### **1. TVET Providers (Institutes)**

- Acquire knowledge about the accreditation process and be aware about the benefits of accreditation.
- Conduct self-evaluation of quality of programs regularly;
- Prepare comprehensive and standard proposals and apply for the accreditation;
- Facilitates internal assessment team and external verification team during the field visit;

##### **2. CTEVT Province Office/Provincial TVET Authority**

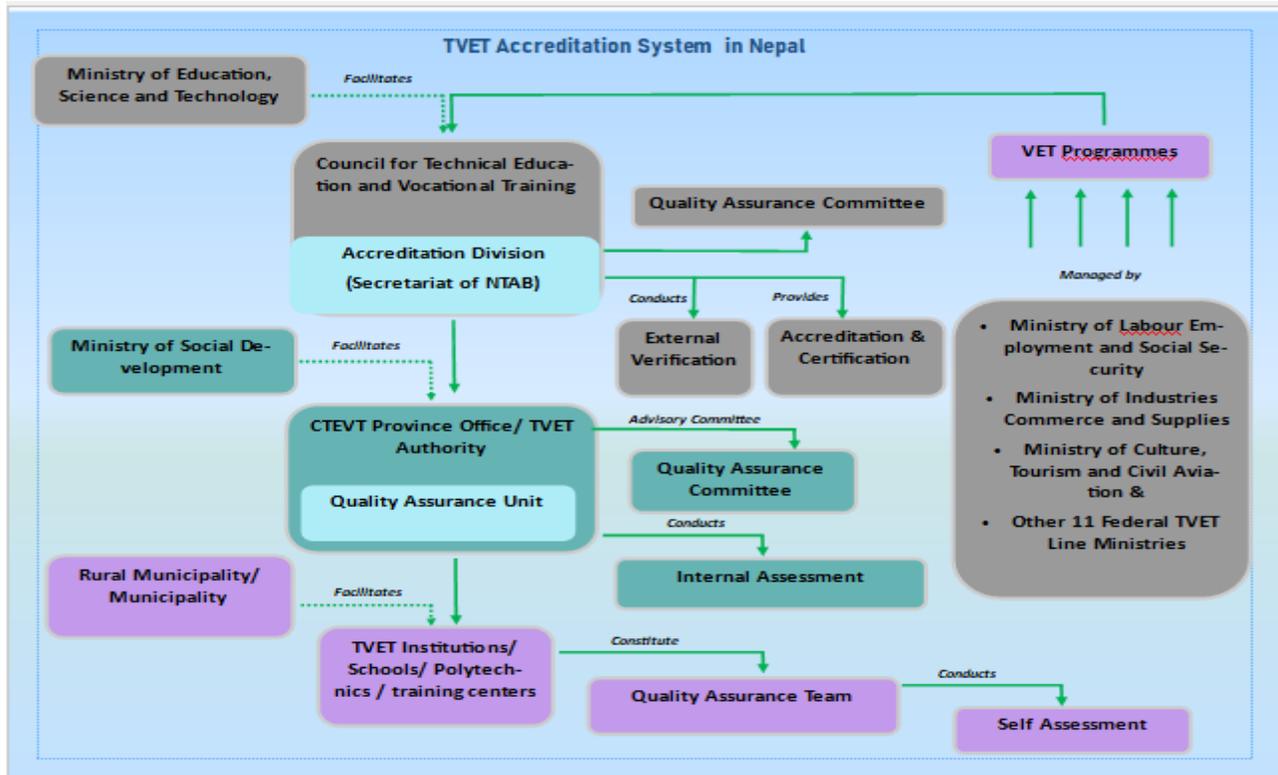
- Circulate all the accreditation related documents prepared by NTAB to TVET providers under their jurisdictions;
- Conduct orientation to all TVET providers regarding the accreditation system and encourage them to get accredited their programs and institutes;
- Develop internal assessment form based on the accreditation indicators and conduct internal assessment regularly;
- Collect and assess application of TVET providers and forward it to the NTAB;
- Make proper coordination between and among NTAB and TVET Providers and local level TVET Coordination Committee;

##### **3. Council for Technical Education and Vocational Training**

- Make unbiased judgement on the appeal over the decision of NTAB regarding granting of accreditation awards;

- Provide advices and suggestions to NTAB regarding the process and policies adopted throughout the accreditation process;

Chart : Accreditation System in Nepal



#### 4. Ministry of Social Development Ministry (all Province)

- Facilitates coordination with and among provincial level ministries and other public TVET providers;
- Provide regular suggestions and feedback to Provincial TVET Authority regarding conducting internal assessment and facilitating external verification by the team of NTAB;

#### 5. Provincial TVET Authorities

- Encourage TVET institutions in their province for accreditation
- Provide necessary technical backstopping for preparation for Accreditation
- Coordinate with CTEVT/NTAB for accreditation of provincial institutes
- Follow up with institutes, if necessary, for improvement following accreditation results

#### 6. Ministry of Education Science and Technology

- Facilitates coordination with and among federal line Ministries of TVET, National Planning Commission and public TVET providers operating under these ministries;
- Provide appropriate suggestions to the board regarding administrative part of coordination;

**5. Major Documents Needed for Accreditation**

NTAB prepares, approves and timely revises the following documents before initiating the process of accreditation. These are the publicly accessible documents and NTAB will not make any revision on these documents once the accreditation process starts. It calls for accreditation annually and completes the process in the same academic years. The applications of these documents are further mentioned as the definition of terminology in the beginning and accreditation process later on.

**List of document to be publicly accessible**

<b>Self -assessment form (Annex I)</b>	This form is applicable to conduct self-assessment of ongoing programs by the institutes
<b>Application form and proposal format for accreditation (Annex II)</b>	Applicant institute should take reference of it to prepare and submit application for accreditation
<b>Proposal preparation guidelines (Annex III)</b>	Facilitate applicant institutes to submit the proposal
<b>Scoring criteria</b>	Used by the assessment team to evaluate proposals and monitors other provisions.
<b>Indicators</b>	It is the measuring rod of the performance of
<b>Sub indicators or scoring specification (Annex IV)</b>	Further measurable breakdown of the indicators to make the scoring objectives easier
<b>Guidelines for Accreditation Facilitators</b>	List of evidences to collect (means of verification) for granting specific scores
<b>Criteria for granting accreditation award</b>	To take final decision for granting award of accreditation

**6. Scope of Accreditation**

National TVET Accreditation Board conducts accreditation of TVET programs running by TVET providers who are certified to cater specific types of TVET programs by an authorized agencies established under federal or provincial acts. NTAB will only cover those programs whose curricula was developed or approved by TVET Curriculum Development Board i.e. curriculum development board formed under *CTEVT Regulation 2051*. The following TVET programs will be the subject of accreditation as per this manual.

- Three years diploma level programs
- Eighteen months pre-diploma level programs
- Twenty-nine months Apprenticeship Program
- Short term vocational training programs of duration between 140 hours to 1696 hours
- Workers' training for ..... months durations

The TVET institutes who are following national curricula (developed and approved by TVET Curriculum Development Board) can apply for accreditation of their programs. These institutes includes;

- (a) Constituent institutes managed by CTEVT
- (b) Public institute managed by federal and provincial TVET agencies;
- (c) Programs run by community schools
- (d) Institutes established under partnership with public sector;

- (e) Private institutes who have got affiliation with CTEVT (other agencies authorized by federal and provincial TVET acts).

**7. Formation of Assessment Team**

The National TVET Accreditation Board will form maximum five members assessment team to assess the proposal and verify the physical, educational and institutional infrastructures of the applicant TVET institutes. Individuals with the following specific qualification, experience and expertise will be qualified to be a member of assessment team as a lead assessor or an assessor.

**Lead Assessor:**

To be a lead assessor of the assessment team individual must have the following qualification, experiences and expertise;

- Minimum of masters' degree in related trade and having more than 5 years of teaching experience in trade schools or planning, policy making, research and managerial role in the TVET sub sector; or  
Minimum of bachelor degree in related trade and having more than 10 years of teaching experience in trade schools or planning, policy making, research and managerial role in the organization of TVET sub sector;
- Minimum of two years' management level experience of trade school management;
- Minimum one week's assessment training from the TITI or any other reputed organizations.

**Assessor:**

To be a member of the assessment team individual must have the following qualification, experiences and expertise;

- Minimum of masters' degree in related trade and having more than 5 years of teaching experience in trade schools or planning, policy making, research and managerial role in the organization related to TVET sub sector; or  
Minimum of bachelor degree in related trade and having more than 10 years of teaching experience in trade schools or planning, policy making, research and managerial role in the TVET sub sector;
- Minimum one week's assessment training from the TITI or any other reputed organizations.

**8. Accreditation Process**

The whole accreditation process is explained dividing in to 11 steps. The activities to be carried out in each of the steps and responsible agency/parties to carry out these activities is presented hereunder in tabular form.

**Table: Activities carried out during the accreditation process and responsible agencies to carry out the process.**

Steps	Activities	Resp.
	1. Prepare/revise/approve documents required for accreditations (Manuals/ evaluation criteria, guidelines & indicators/working procedure etc.). 2. Circulate the above-mentioned documents to all seven CTEVT Province Office /Provincial TVET Authority. 3. Make all the prepared documents {manuals/ evaluation criteria, guidelines & indicators/working procedure etc.} publicly accessible by uploading in website so that interested TVET providers can get easy access of it.	

Steps	Activities	Resp.
STEP 1	<p>4. Conduct awareness campaign among the TVET providers in all province in coordination with provincial TVET Authority to aware providers about the accreditation system and process.</p> <p>5. Call applications and proposal form TVET providers in the national newspaper.</p>	CTE VT/ Secre tariat
STEP 2	<p>6. Interested TVET providers will review/study accreditation related provisions including manuals/ evaluation criteria, guidelines &amp; indicators/working procedure etc. issued by CTEVT, Accreditation Division (Secretariat of NTAB).</p> <p>7. Providers form an internal team for carrying out self-assessment of the programs as suggested in the guidelines published by National TVET Accreditation Board;</p> <p>8. Get approval and recommendation from concerned local level;</p> <p>9. Prepare proposal incorporating information and documents as per the available guidelines and proposal format issued by National TVET Accreditation Board</p> <p>10. Submit Proposals to the related CTEVT Province Office (Provincial TVET Authority)</p>	Step 2 (Responsibility of TVET Providers)
STEP 3	<p>11. CTEVT Province Office, (Quality Assurance Unit) register proposals submitted by applicants institutes ensuring that all required documents are attached;</p> <p>12. Collect all the proposals submitted by applicants institutions;</p> <p>13. Make administrative verification of documents submitted with the proposals and provide them the administrative code;</p>	( Responsibility of CTEVT
STEP 4	<p>14. CTEVT province office will form technical team (ensuring at least one related subject expert) to conduct technical verification of the submitted documents against the internal assessment report;</p> <p>15. Technical team asked for clarification on the submitted documents either by e-mail or calling clarification meeting as per the need and practicality;</p> <p>16. Make decision whether to forward or send back to review the documents;</p>	( Responsibility of CTEVT Province
STEP 5	<p>17. CTEVT Province office forwards proposals to CTEVT, National TVET Accreditation Board with their recommendations based on their annual internal assessment.</p> <p style="text-align: center;">or</p> <p>Send back to applicant TVET providers with their remarks and suggestions.</p>	( Responsibility of CTEVT
EP 6	<p>18. NTAB will form assessment team for final assessment and verification of the proposals incorporating certified lead assessors and other assessors as mentioned in this manual;</p> <p>19. Assessment team will be supported by a convener (a staffs from the CTEVT) who facilitated the team during desk assessment and site verification;</p> <p>20. Assessment team will make desk review and verification of the submitted documents;</p> <p>21. Expert team conduct field visit to verify their actual status and requirements against the criteria. (The field visit team should consists at least one member from the staffs of CTEVT, Province Office).</p> <p>22. Deploy assessment team to their corresponding sites for site verification.</p>	( Responsibility of Province Office)

Steps	Activities	Resp.
STEP 7	<p>23. Assessment team will work on the sites for site verification;</p> <p>24. Verify each of the submitted documents and status concerned with the assessment and evaluation;</p> <p>25. Evaluate the proposals against the verified documents and assessment criteria;</p> <p>26. Fill the score form as per the observed and verified status;</p> <p>27. Prepare draft report and discussed with the management of TVET providers;</p>	Responsibility of Verification/
STEP 8	<p>28. Back to the desk review and analysis of the documents;</p> <p>29. Prepare final report based on the in-house and site verifications incorporating the scoring sheet;</p> <p>30. Submit final report within seven days since the last date of the field visit.</p> <p>31. Provide summary report to the TVET providers.</p>	Responsibility of Verification
STEP 9	<p>32. National TVET Accreditation Board forms verification committee to check the consistency of the report submitted by the assessment teams;</p> <p>33. Verification Committee will review the report submitted by assessment team;</p> <p>34. Get clarification from the assessment team if needed;</p> <p>35. Prepare summary report incorporating the types of accreditation awards to be awarded to applicants' institutes or reasons for not awarding it.</p> <p>36. Submit summary report to National TVET Accreditation Board via Accreditation Division with appropriate recommendations;</p>	National TVET Accreditation Board & Verification
STEP 9	<p>37. Make final decision on types/level of award to be awarded or not to the applicant TVET providers ;</p> <p>38. Committee may deploy another team for supervision if observed serious lapses in the report submitted;</p> <p>39. Allow TVET providers to appeal on their dissatisfaction to the CTEVT board via Member-Secretary</p>	(National TVET Accreditation Board)
STEP 10	<p>40. Award certificate with-in 15 days from the decision (by Accreditation Division/Secretariat of National TVET Accreditation Board);</p> <p>41. The TVET providers which are not success to get accreditation certificate will be provided the information with the reason of their not success.</p>	Accreditation Division
STEP 11	<p>42. Providers can submit their appeal to CTEVT Council via member secretary against the decision made by National TVET Accreditation Board within 15 days from the date of notice received,</p> <p>43. CTEVT Council takes decision on their appeal in the first council meeting or within 30 days from the date of appeal registered.</p>	CTEVT Council



## 10. Assessment Process

### 10.1 Application and Assessment

Institutes submit their application as per the format attached in Annex II together with the proposal as per the attached guidelines of Annex III. Institutes will specify about the programs they intend to accredit. If an institute applies for more than one program, criteria 1, 6, 7, 8, 9 and 10 will be common for all indicators but criteria 2, 3, 4 and 5 are assessed separately for each of the applied programs. The assessment score will be valid for two years from the date of assessment.

### 10.2 Assessment of Status and Assigning Scores

All of the mentioned 76 indicators have different importance and role in quality enhancement of TVET programs, so these indicators do not weight the same. The indicators are therefore divided into two categories (a) critical and (b) essential as per their importance<sup>2</sup>. All indicators are influential to quality TVET but critical indicators are more important than essential indicators. The indicators which are identified as critical are therefore given weightage of 5 score against 3 of essential indicators for the maximum achievement status.

The performance status under each of these indicators can be observed and evaluated under 0 to 5 for different mutually exclusive conditions or levels. These levels are defined as sub-indicators or evaluation specification. The assessor will choose one of these levels and assign the score based on the valid and reliable documents available to them as evidence.

For example, "*Strategic plan with clear vision, mission, goals, objectives and time-bound action led indicators is operational*" is the first indicator categorized under "**Governance and Management**" criteria. Under this indicator, an institute must have one of the six statuses.

1. *Status 1: Approved participatory strategic plan is fully operational. (5 score)*
2. *Status 2: Approved strategic plan is fully operational. (4 score)*
3. *Status 3: Approved strategic plan exists but only part of its actions are implemented (3 score)*
4. *Status 4: Institute has approved strategic plan but not in specific standard. (2 score)*
5. *Status 5: Institute has unapproved strategic plan. (1 score)*
6. *Status 6: Institute does not have strategic plan (0 score)*

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<sup>2</sup> The indicators are divided into critical and essential based on their importance to quality TVET. While deciding on their level of importance, reference was taken either from the theoretical perspective or findings of the previous researches or international and national practices or stakeholders' and experts' opinion from several rounds of discussion.

## Performance Criteria No 1: Governance and Management

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
1	Strategic plan with clear vision, mission, goals, objectives and time-bound action led indicators is operational	Critical	1	<i>Approved participatory strategic plan is fully operational</i>	5	
			2	<i>Approved strategic plan is fully operational.</i>	4	
			3	<i>Approved strategic plan exists but only part of its actions are implemented.</i>	3	
			4	<i>Institute has approved strategic plan but not in specific standard.</i>	2	
			5	<i>Institute has unapproved strategic plan</i>	1	
			6	<i>Institute does not have strategic plan</i>	0	

Another example under essential category is presented below.

## Performance Criteria 2: Physical Infrastructure - Classrooms, Lab and Consumable

S N	Indicators	Category	#	Specifications	Full Score	Achieved Score
1	Departmental office for staff with required furniture is adequately available	Essential	1	Well-furnished and well-managed department office with separate cabs & cupboard for each instructional staffs.	3	
			2	Well-furnished and well-managed department office with common office for instructional staffs.	2	
			3	Designated Office space available but without any specific furniture and facility exist for instructional staff	1	
			4	No specific office space available for instructional staff	0	

As such the indicators and justification for score needs to be as specific as possible leaving only very limited scope for evaluators to make their own judgement while assigning score under specific indicator.

### 10.2 Evidence for Justification

Assessment team will ask institute for the verifiable documents and verify their validity and compatibility with mentioned list of potential status. Then s/he identify the best-fit status of the

institute based on verified documents and gives the score allocated for this status. All the indicators will be evaluated following the same procedure.

### 11 Types of Awards and Awarding Criteria

As presented in Table 1, based on the scores against 10 performance criteria and 76 indicators categorized further as 36 critical and 40 essential, the full score of the assessment is 300. The sum total of 36 critical criteria is 180 and essential criteria is 120. The awarding criteria is set so as to encourage institutes to meet first critical indicators than essential indicators. So the award winning threshold is not set only on the total score but also on the critical score.

The following four progressive categories of award will be distributed to the successful programs/institutes as per the range of their score. The characteristic of all of these awards are mentioned as hereunder.

Level	Title	Characteristic of Institutes
A	<b>"Platinum" Award</b>	Platinum Awarded institutes is envisaged to be an institute which effectively uses various teaching/learning models including business industry associations (BIA) partnership provisions. The provided market relevant quality TVET is recognized in the country and possibly, in the region.
B	<b>"Gold" Award</b>	It is a proactive institute proves itself as role model and inspires other institutes to deliver education and training programs of nationally admirable quality.
C	<b>"Silver" Award</b>	It is an institute not only achieved basic quality standard but proactively engaged to develop admirable teaching learning environment for delivering nationally acceptable quality TVET.
D	<b>"Bronze" Award</b>	The institute which has developed minimum infrastructure and maintained basic teaching learning environment required to deliver nationally acceptable quality education and training.
E	<b>Not Awarded</b>	The institute unable to maintain basic teaching learning environment required to deliver education and training programs for nationally acceptable quality.

To achieve above mentioned accreditation award, institute/program should cross the minimum threshold of total score as well as score of critical indicators stipulated for each level. D or Bronze Award is the lowest level of accreditation award. To achieve this award, institute should get 180 out of 300 in total score and 130 of 180 in the indicators of critical groups. Likewise, to promote in the upper level of award, the thresholds will be progressively increased both in total score and score of the critical group of indicators.

Without achieving full score under critical criteria, institute can't achieve the top award of accreditation or **"Platinum Award"**. The table below clearly mentions about the minimum score that the assessed program should get in all of these groups of indicators and in aggregate.

**Table: Qualifying score to get each level of accreditation awards:**

SN	Title and specification		Scoring Criteria					
			Critical Criteria		Essential Criteria		Total	
			Full	Minimum	Full	Minimum	Full	Minimum
1	A	Platinum Award	180	180	120	NA	300	271 (90%) and above
2	B	Gold Award	180	170	120	NA	300	240-270 (81-90%)
3	C	Silver Award	180	150	120	NA	300	210-240 (71-80%)
4	D	Bronze Award	180	130	120	NA	300	180-210 (60-70%)
5	E	Not Accredited	180	NA	120	NA	300	Below 180 (60%)

**Accreditation of Institutes:**

NTAB will also accredits institutes upon the request if all the programs are accredits during the two years period. The criteria for accreditation is as follows.

**Score of the Institutions:**

$$\text{Aggregate score of Institutes} = W + \{X*63.15/100\} + \{Y*31.58/100\} + \{Z*5.27/100\}$$

*W = Sum of the score of criteria 1,6,7,8,9,10*

*X = Average score of all diploma level programs on criteria 2, 3, 4 and 5*

*Y = Average score of all Pre-DIP level programs on criteria 2, 3, 4 and 5*

*Z = Average score of all vocational training programs on criteria 2,3, 4 and 5*

*Xn = Number of diploma level programs*

*Yn = Number of Pre-Dip level programs*

*Zn = Number of short term training programs*

**Alternative method; (giving weightage to number of programs)**

$$\text{Aggregate score of Institutes} = W + \{X*x/100\} + \{Y*y/100\} + \{Z*z/100\}$$

*W = Sum of the score of criteria 1,6,7,8,9,10*

*X = Average of the score of all diploma program on criteria 2, 3, 4 and 5*

*Y = Average score of all Pre-Dip level program on criteria 2, 3, 4 and 5*

*Z = Average score of all vocational training programs on criteria 2,3, 4 and 5*

$$x = \frac{63.15 * Dn}{63.15 * Dn + 31.58 * Pre-Dipn + 5.27 * STn}$$

$$y = \frac{31.58 * Pre-Dipn}{63.15 * Dn + 31.58 * Pre-Dipn + 5.27 * STn}$$

$$z = \frac{5.27 * STn}{63.15 * Dn + 31.58 * PRE-DIPLOMAN + 5.27 * STn}$$

*Dn = Number of diploma level programs*

*Pre-Dipn = Number of Pre-Diploma level programs*

*STn = Number of short term training programs*

*n = Total number of programs (diploma +pre-diploma +ST)*

## Annex ONE Self-Assessment Form

Annex TWO: Application Form

## Annex THREE: Proposal Preparation Guidelines

## Annex IV: Indicators, Sub indicators or scoring specification

**Council for Technical Education and Vocational Training**  
**National TVET Accreditation Board**  
**Sanothimi, Bhaktapur**

**SELF-ASSESSMENT FORM**  
(for TVET Providers/Institutes)

**Background:**

*Self-assessment is a collection, analysis and judgement of the quality standard of TVET institutes by institution itself based on the verifiable data and other evidences available in the institutes. This assessment is the starting point of the accreditation of TVET institute or programs. The management committee may take help from professional experts or firm task team incorporating the staffs of all departments and administration to conduct self-assessment of their institute/programs based on this form. Separate form should be filled for each of their programs, however similar evaluation will be right for most of the indicators related to the infrastructure and managerial issue.*

**Evaluation Sheet & Assessment Tips:**

This evaluation sheet contains 10 criteria and corresponding indicators similar as the indicators used for external verification. These major 10 criteria are as follows;

1. Governance and Management
2. Physical Infrastructure (class rooms/laboratory/consumable)
3. Programs, Faculties and Staffs
4. Instructions and Learning
5. Assessment and Evaluation
6. Market linkage and Research
7. Production and Benefit Sharing System
8. Students' Support Service
9. Information and Communication
10. Financing and Sustainability

Under each of the indicator, 5-26 questions are mentioned as an indicators. Altogether 127 indicators are there on which every single positive answer will provide score '1' to the institute.

## Performance Criteria No 1: Governance and Management

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Strategic plan and annual plan</b>		
	1. Has the institute have strategic plan?		
	2. Does the strategic plan has clearly mentioned vision, mission, goals, objectives and strategies?		
	3. Has the strategic plan approved by the management committee?		
	4. Does the institute has annual plan of the current year?		
	5 Is the institute preparing annual plan regularly since last three years?		
	6. Is the strategic plan taken in to reference while developing annual plan?		
	6 Are more than 80% goals of strategic plan addressed in the annual plan		
	7. Is the mid-term review of strategic plan conducted ?		
	8. Is the final evaluation of strategic plan ever conducted?		
		Number of (√) = ..... of 8 question.	
<b>2.</b>	<b>Organogram, job description and HRD Plan</b>		
	1. Does the institute has its organogram?		
	2. Has the organogram approved by management committee?		
	3. Does the organogram incorporate details number of employees in the institute?		
	4. Has the institutes clarified and approved duties and responsibilities of each of the positions?		
	5 Does the institute has HRD plan ?		
	6. Does the institute provide capacity development opportunity to 10% of its staffs annually ?		
	7. Does the institute has any example of supporting its staffs for higher study?		
	8. Has the institute have SOP to implement the programs?		
	9. Has the management committee approved SOP ?		
		Number of (√) = ..... of 9 question.	
<b>3</b>	<b>Activities of management committee</b>		
	1. Does the management committee meet at least once in a semester?		
	2. Is the minute prepared and recorded in each meeting of the management committee?		
	3. Has the decision of earlier meeting reviewed in next meeting?		
	4. Is periodic (bi-annual) management review being practiced in the institutes?		
		Number of (√) = ..... of 4 question.	
<b>4</b>	<b>M&amp;E Plan and Procurement Plan</b>		
	1. Has the institute M&E plan approved by management committee?		

SN	Indicators	√ if Yes	Evidences
	2. Has the institute any proof to justify that M&E plan is under implementation?		
	3 Has the institute have any dedicated unit or officer for M&E responsibility?		
	4. Has the institutes approved procurement plan?		
	5. Has the institute any proof to justify that the procurement carried out as per the procurement plan?		
Number of (√) = ..... of 5 question.			

## Performance Criteria 2: Physical Infrastructure – Classrooms, Lab and Consumable

1	Indicators	√ if Yes	Evidence
<b>1</b>	<b>Furnishing of department office</b>		
	1. Does the department (trade) have separate office room?		
	2. Is the department office well-furnished and well-managed ?		
	3. Does each of the department members have separate desk to work on?		
	4. Does each of the department members separate lockers to keep their belongings?		
	5. Do all instructional staffs have provided stationeries and logistics for instructional purpose?		
Number of (√) = ..... of 5 question.			
<b>2</b>	<b>Instructional infrastructures: Classroom, library, laboratory and workshops</b>		
	1. Do the number of classrooms and their size meet the standards required by the curricula?		
	2. Does the library has sufficient room to manage interested students stay for the study ?		
	3. Do all the laboratories have enough space to allow students to participate in practical work at a time or in shift basis?		
	4. Do the workshops have enough space to allow all student to participate in practical work at a time or in shift basis?		
	5. Are all the buildings and rooms of institutes regularly repaired?		
Number of (√) = ..... of 5 question.			
<b>3</b>	<b>Tools, equipment, furniture, books and consumables</b>		
	1. Are all the classrooms well-furnished and adequate instructional materials are in place?		
	2. Has the library have adequate text-books and reference books mentioned in the curricula?		
	3. Has the laboratory have sufficient tools and equipment manageable for all student to participate in practical work at a time or in shift basis?		

1	Indicators	√ if Yes	Evidence
	4. Has the workshops have sufficient tools and equipment manageable for all students to participate in practical work at a time or in shift basis?		
	5. Are Students found satisfied with the consumables required in the laboratories and workshop for the practical classes?		
Number of (√) = ..... of 8 question.			
<b>GESI Friendly Infrastructure</b>			
	1. Do all the rooms of institutes are wheelchair accessed?		
	2. Does the institute have third gender friendly toilet		
	3. Does the institute have toilet friendly for differently able people?		
Number of (√) = ..... of 3 question.			
<b>Safety and Security in the workplace</b>			
	1. Are all the chemicals in the laboratory properly leveled?		
	2. Are students are properly oriented before allowing them use tools, equipment and chemicals?		
	3. Are the precautionary measures written appropriately and displayed in the laboratory and workshops?		
	4. Is proper supervision is made for students' activities during the workshops?		
Number of (√) = ..... of 4 question.			

### Performance Criteria 3: Programs, Faculty and Staffs

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Instructors' qualification and competencies</b>		
	1. Have all the instructors had minimum qualification mentioned in the curricula?		
	2. Do more than 60% of instructional staffs have at least 2 years of teaching experience?		
	3. Do more than 60% of instructional staffs have ToT or IS (instructional skills) training?		
	4. Have all the assistant instructors/teaching assistant had the minimum qualification mentioned in the curricula?		
	5. Is back up plan for instructional staffs in place?		
Number of (√) = ..... of 5 question.			
<b>2.</b>	<b>Occupancy of staffs with full time staffs</b>		
	1. Are more than 80% instructional positions of department fulfilled?		
	2. Are more than 80% administrative positions of the institutes fulfilled?		
	3. Is annual retention rate of instructional staffs more than 80%?		
	4. Are all the instructional staffs distributed the load evenly?		

SN	Indicators	√ if Yes	Evidences
<i>Number of (√) = ..... of 5 question.</i>			
<b>3</b>	<b>Professional development plan</b>		
	<i>1. Is the professional development plan for staffs (faculty &amp; administration) in place?</i>		
	<i>2. Do the teaching aid/assistant instructors are allocated as per the curricula?</i>		
	<i>3. Are more than 60% teaching aid/assistant instructors are provided OSU training?</i>		
<i>Number of (√) = ..... of 3 question.</i>			

#### Performance Criteria 4: Instructions and Learning

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Curricula and lesson plan</b>		
	<i>1. Is the curricula adopted for the instructional purpose approved by CTEVT, Curriculum Development Board?</i>		
	<i>2. Is the comprehensive session plan developed with clearly indicating learning outcomes in the beginning of the session?</i>		
	<i>3. Do the institutes have sufficient proof to justify the theoretical/practical ratio maintain as defined by curricula?</i>		
	<i>4. Is Instructional delivery fully completed as per the curricula in last two academic years?</i>		
	<i>5. Is Instructional delivery is fully completed as per the curricula in last two academic years?</i>		
<i>Number of (√) = ..... of 5 question.</i>			
<b>2.</b>	<b>Practical, Workplace and Industrial Training</b>		
	<i>1. Are the students' practical workbooks, tasks etc. checked regularly?</i>		
	<i>2. Has the institutes adopted sufficient example of at least one workplace based practical learning model?</i>		
	<i>3. Does the institute teaches additional practical skills on top of the skills mentioned in the curricula?</i>		
	<i>4. Does the institute conducts inter-school skills competition or exhibition?</i>		
	<i>5. Does the institute conducts intra-school skills competition or exhibition?</i>		
	<i>6. Are students taken to community for outreach program?</i>		
<i>Number of (√) = ..... of 6 question.</i>			
<b>3</b>	<b>Attendance and regulations</b>		
	<i>1. Is the attendance of students maintains in each theoretical and practical classes?</i>		
	<i>2. Is the attendance of students maintains at least once a day including all</i>		

SN	Indicators	√ if Yes	Evidences
	theoretical and practical classes?		
	3. Is institute has sufficient evidence to justify that it has properly monitored the learning outcomes achieved out graduates?		
Number of (√) = ..... of 2 question.			

### Performance Criteria 5: Quality Improvement

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Quality Improvement Plan (QIP)</b>		
	1. Does the institute develop and approved QIP?		
	2. Does the institute have sufficient evidence to justify operationalization of QIP ?		
	3. Does the institute has valid and reliable mechanism to collect feedback form stakeholders including students and teachers ?		
	4 Does the institute have proof to justify implementation of this feedback?		
Number of (√) = ..... of 4 question.			
<b>2.</b>	<b>Evaluation and Assessment</b>		
	1. Does the institute conduct bi-annual review of the teaching learning process?		
	2. Does the institute conduct annual review of the teaching learning process?		
	3. Does the institute conduct independent evaluation at least once a year?		
	4. Does the institute have some evidence that recommendation from these evidences are in practice?		
	5. Does the institutes conducted tracer study of last three batches of graduates?		
	6. Does the institute have conducted tracer study of last batch of students?		
Number of (√) = .....			

### Performance Criteria 6: Market Linkage and Research

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Market Linkage</b>		
	1. Does your company made aggregate with BIA Community for partnership in training provisions?		
	2. Have your institutes established EAPC partnership with BIA mechanism?		
	3. Does the management committee have more than 30% representation of B&A Community		
	4. Did your institute conduct some types of market assessment?		
	5. Does your industry have active engagement with BIA for OJT placement?		
Number of (√) = .....			

SN	Indicators	√ if Yes	Evidences
<b>2.</b>	<b>Research</b>		
	1. Does the institute involved in some types of market assessment in the current fiscal year?		
	2. Does the market assessment report applied by the institute for planning and policy-making?		
<i>Number of (√) = ..... of 2 question.</i>			

### Performance Criteria 7: Production and Benefit Sharing System

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Quality Improvement Plan (QIP)</b>		
	<i>1. Does the institute produce goods and services during the workshop practice?</i>		
	<i>2. Does the institutes have practice of selling those goods and services for profit?</i>		
	<i>3. Have the institute officially established a unit to run production and service activities?</i>		
	<i>4. Does the institute have approved profit sharing provisions between students, teachers and institute?</i>		
	<i>5. Does 60% of existing students make some money by involving in such activities?</i>		
<i>Number of (√) = ..... of 5 question.</i>			

### Performance Criteria 8: Students Support Services

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Placement and Counseling</b>		
	<i>1. Does the institute have formally established placement and service unit?</i>		
	<i>2. Does the institute have some dedicated staffs for providing placement and counseling service to the students?</i>		
	<i>3. Does your institute have approved working procedure to run placement and service unit?</i>		
	<i>4. Is there any grievance mechanism in placed?</i>		
	<i>5. Is this mechanism benefit more than 50% of needy students ?</i>		
<i>Number of (√) = ..... of 5 question.</i>			
<b>2.</b>	<b>Direct support and financial assistant</b>		
	<i>1. Does the institutes have provided scholarship to additional students on top of CTEVT mandatory provision?</i>		
	<i>2. Does the institute managed donor scholarship programs for needy students?</i>		

SN	Indicators	√ if Yes	Evidences
	3. Does your institute have provided some subsidy in the fee than the rate fixed by CTEVT?		
Number of (√) = ..... of 3 question.			
<b>3</b>	<b>Attendance and regulations</b>		
	1. Does institute managed playground for outdoor game (football/Cricket)?		
	2. Does institute has auditorium hall?		
	3. Does institute has cafeteria?		
Number of (√) = ..... of 3 question.			

### Performance Criteria 9: Information and Communication

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Communication Plan &amp; Strategy</b>		
	1. Does institute developed communication strategy?		
	2. Does the communication strategy is approved by management committee?		
	3. Does the institute have any evidence to proof the communication strategy is in function?		
	4. Does institute organize knowledge sharing/learning workshops among the stakeholders?		
Number of (√) = ..... of 4 question.			
<b>2.</b>	<b>Management Information System</b>		
	1. Does the institute have develop TVET MIS with the organization?		
	2. Does TVET MIS allow to generate disaggregated data of students?		
	3. Does the institute developed LMIS ?		
	4. Does the LMIS and EMIS are linked with each other?		
	5. Does the institute have Financial Management Information System?		
	6. Does the Financial Management Information System is fully functional (generating bill, voucher, statement, reports) ?		
Number of (√) = ..... of 6 question.			

### Performance Criteria 10: Financing and Sustainability

SN	Indicators	√ if Yes	Evidences
<b>1</b>	<b>Budget and Expenditure</b>		
	1. Is estimation of annual budget and expenditure is practice with in the institute?		
	2. Is estimation of annual budget and expenditure get approved from management committee of institute?		
	3. Is the annual income of the institute sufficient to run programs?		

SN	Indicators	√ if Yes	Evidences
	4. Is institute earning up to 20% of income other than the students' fee?		
	5. Does institute have adequate evidences to proof that it has exercised an effective inventory control and management?		
<i>Number of (√) = ..... of 6 question.</i>			

### Criteria for self-assessment

Altogether, institute should give the answer of 127 questions. If institution is confidence enough to answer "yes" on more than 95 questions, there is higher chance of getting accreditation so institute are recommended to apply for accreditation. It this number of possible "Yes" answer question will be up to 108, almost 99% chance of getting accreditation (1% is for the extreme inefficiency and dishonesty in the assessment process). If the assesse institute is confident in 120 question to answer "yes", there is higher chance of winning "Central of Excellent" title in the external verification.

SN	Criteria	Total Questions	Thresholds	Recommendation
1	Governance and Management	26	20	<b>Score &gt; 95</b> : Recommendation to apply however depends upon how fairly the assessment was made
2	Physical Infrastructure (class rooms/laboratory/consumable)	22	18	
3	Programs, Faculties and Staffs	12	9	
4	Instructions and Learning	14	10	
5	Quality Improvement	10	8	
6	Market linkage and Research	7	5	<b>Score &gt; 108</b> Encouraged to apply & almost 90% chance for accreditation
7	Production and Benefit Sharing System	10	7	<b>Score &gt; 120</b> Encouraged to apply & almost 99% chance for accreditation & 50% possibility to get "Platinum Award"
8	Students' Support Service	11	7	
9	Information and Communication	10	7	
10	Financing and Sustainability	5	3	
		127	95	



**Council for Technical Education and Vocational Training**  
**National TVET Accreditation Board**  
**Sanothimi, Bhaktapur**  
**Application Form for Programs Accreditation**

**A. Basic Information of applicant TVET providers**

**1. Contact details**

1. Name of Institution: .....
2. Postal Address:.....
3. Province:..... District :..... Rural/Municipality: .....
4. Telephone no(s): ..... ;.....;
5. Fax No:..... E-mail: .....

**2. Registration Details**

1. Name of Registration Authority: .....
2. Date of Registration: (dd/mm/yy) .....
3. Registration validity data ((dd/mm/yy): .....
4. Type of Registration: NGO/Trust/Private Limited/Public Limited/Public Institute

**3. Details of Affiliation with Examining/Certification Body**

- a) Name of affiliating body: .....
- b) Date Affiliation Awarded: .....
- c) Period for which Affiliation awarded: .....
- d) Detail of Affiliated Program:

SN	Name of Program	Duration	Offered Since	Approved Quota	Number of batches	
					Batches	graduates
1						
2						
3						
4						
5						
6						

**4. Detail of the Vocational Training Programs, if applicable**

SN	Name of the Program	Duration	Offered date	Approved Quota	Number of	
					Batches	Graduates
1						
2						
3						
4						
5						



**5. 5. Details of Previous Accreditation (if any)**

Statement	Yes	No	If yes	
			Accreditation Date	Duration of Accreditation
Previously applied for institutional accreditation				-
Institute was previous accredited				
The proposed program were applied previously for accredited Prog. 1..... Prog. 2.....				
The proposed program were previously accredited Prog. 1..... Prog. 2.....				

**6. 6. Detail of physical Infrastructures of Schools/polytechnic/training centers**

Land Plots	Name of Buildings	Types of building*	Number of Rooms	Type of ownership
1	Building 1			
	Building 2			
	Building 3			
2	Building 1			
	Building 2			
	Building 3			

Note: \* concrete structure/ mud structure/ temporary hot

**7. 6. Detail of physical Infrastructures of Schools/polytechnic/training centers**

SN.	Size of Room	Name of Building	Name of Plots	Use/application *
1				
2				
3				
4				
5				
6				

Note: \* class room/laboratory/workshops/library/faculty/managerial or administrative purpose



**8. 7. Details of the permanent faculty**

SN	Name	Qualification	Designation	Date of Employment	Associated Programs
1					
2					
3					
4					
5					
6					
7					

**6. 8 Detail of the Visiting Faculty**

SN	Name	Qualification	Designation	Date of Employment	Associated Programs
1					
2					
3					
4					
5					
6					
7					

**7. 8 Detail of the Visiting Faculty**

SN	Name	Qualification	Designation	Duration of Service	Associated Programs
1					
2					
3					
4					
5					
6					
7					



**9. Detail of Non-Teaching Staffs**

SN	Name	Qualification	Designation	Duration of Service	Associated Programs
1					
2					
3					
4					
5					
6					
7					

**Documents to be attached**

- Copy of certificate of registration issued by the concerned authority
- Copy of certificate of affiliation issued by the concerned authority
- Certificate of building completion or building plan
- Copy of accreditation certificate(s), If applicable
- Copy of letter intimating refusal of accreditation status, if applicable

Applicant (Authorized Representative)

- a. Name: .....
- b. Designation: .....
- c. Signature : .....
- d. Date: .....



**Council for Technical Education and Vocational Training**  
**National TVET Accreditation Board**  
**Sanothimi, Bhaktapur**  
**Proposal Preparation Guidelines**

This guideline is for the TVET providers to facilitate preparation of applications and proposals for accreditation incorporating the present the strength and weakness of institutes in various aspects. These aspects include general information of the institutes, governance and management, faculty and staffs, physical infrastructures and consumables, Instructions and learning, Social inclusion, students support service, communication and management information system, labour market linkage and research, continuous quality improvement, financing and sustainability and production and benefit sharing system.

While preparing proposal, individual institutes should try to incorporates the information that was covered by the indicators under the above-mentioned criteria. The following guidelines makes more clear on what types of information should institutes incorporate and the what types of verifiable document should be included as an evidences.

**1. General Information for the Institutes**

Give a short description of the institute regarding the programs, enrolment, drop-outs, graduates etc. In this part, institute should try to answer the following questions.

- What is the legal status of institute, when and how it was affiliated? What is the affiliating agencies?
  - How many programs does the institute currently provide?
  - How many students were enrolled in those programs in the last three years?
  - Which are the most popular programs in terms of student numbers?
  - What is the dropout-rate?
  - How many students appeared in the final examination?
  - What is the graduation rate and employment rate after graduation?
  - How many staffs are presently working in the institute?
  - Does the institute have a special clientele?
- 
- **Required evidence for justification**
  - List of programs provided in the last three years (see cover sheet)
  - Number of students enrolled in the programs (see cover sheet)
  - Number of dropouts (see cover sheet)
  - Number of staff (see cover sheet)
  - Brochures or general information material on the institute



## 2. Governance and Management

Give an overview of the organizational structure, strategic plan of the institute, annual plan, procurement plan, staffs recruitment policy and procedure, responsibilities of the institution. The information about the legal ground of the institutes.

- Who is involved in the management of the institute?
- What are the mission, vision and goals of the institutes?
- What are the aims and objectives of the institute?
- How regularly does the management of the institute meet? Who sets the agenda of the meeting?
- How are the discussions and decisions of the meetings recorded?
- How does the management assure that stakeholders including staffs, students and parents are informed about decisions?
- What is the mechanism for ensuring implementation of the decision and how the follow-up actions are taken?
- What is the HRD policy and plan of the institutes?
- Which of the organizational measures is responsible for making teaching and learning process more effective?
- In what way does the management pursue the implementation / operation of internal quality assurance? What is the current state?
- How does the management of institute deal with complaints from students and stakeholders?

### Required evidence for justification

- Strategic plan of the institutes including mission, vision and goal,
- Organizational chart
- Internal policy papers, guidelines and working procedure of the institutes;
- Management meetings minutes (last 12 month)
- HR development and management plan
- Actions plans
- Annual report of the institute of last academic year
- Any other

## 3. Physical Infrastructure and Consumable

Provide a short over view of the physical resources of the institution: land, buildings, rooms and its size, classrooms, labs, workshops, recreation facilities, etc. (a detailed list should be attached)

- What is the area of complex of institutes and how many buildings and rooms are available for institutional purpose?
- What is the ownership status of land and buildings used for institutional purpose?
- What are the size of libraries, laboratories, workshops and classrooms and types and number books and equipment available there?
- What is done to keep those infrastructures and others tools and equipment up-to-date and functional?



- What types of safety features are adopted for students and staffs while working in the laboratories, workshops and handling equipment? How does the institute maintain an adequate health, safety and environmental management?
- What is the institute's policy on the provision of reference books and text books (how many copies) and other media? Do students have access to internet resources? Does the library meet the demands of students and faculty?
- Which recreational facilities does the institute provide for students?
- Which efforts does the institute make to give its premises, classrooms, etc. a positive appearance that stimulates teaching and learning?
- How does the institute make sure that its infrastructures are sufficiently utilized for instructional purpose?

#### **Examples of evidence**

- List of land plots, buildings and corresponding number of rooms;
- Number of classrooms, labs, workshop, major equipment in lab and workshop and their corresponding numbers;
- Whether the equipment relevant to instruction and their corresponding size;
- Photos or videos of the above mentioned physical facilities, tools and equipment
- Health, safety and environmental regulations for institutional purpose.

#### **4. Program, Faculty and Staffs**

Provide a list of faculty members and other key administrative staff alongside their educational qualification, teaching experience and experience of working with industry etc. The following concerns are to be addressed in this part.

- How does the institute make sure that teaching staff is properly qualified to teach their courses?
- What does the institute do to maintain an adequate student-teacher ratio? What is the plan to conduct theoretical courses and practical courses (lab/workshop/workplace)?
- What does the institute do to maintain an evenly distributed teaching load among teachers?
- What policy has the institute been adopted for faculty development? How do you make sure that teaching staff can keep up to date with technological development in industry?
- What does the institute do to familiarize new faculty and staff with their tasks?
- Do you invite students' feedback on teacher performance? If so, what function does it have and how does it lead to improvement?
- What strategies does the institute have to stimulate the exchange of best teaching practice among teachers? How does faculty maintain a cooperative and supportive relationship?

#### **Examples of evidence**

- List of faculty including their qualification and teaching areas
- List of staff including their qualification and field of employment
- Work load policies



- Concept of faculty development
- List of qualification measures

## 5. Instructions and Learning

Under the instructions and learning process, institute will explore evidences of the policies, procedure and strategic they have adopting to make instructions and learning process more effective.

- How does the institute ensure carrying out of instructing and learning activities as per the prescheduled time tables and lesson plans? Who is responsible to do so?
- What does the institute do to monitor the learning progress of students? What records of students' achievements are kept and regularly checked?
- What does the institute do to integrate industrial practice into the programs?
- Is there any initiation to introduce quality improvement plan in this process? Have learning outcomes been defined for lessons / programs?
- Are students' works, achievements and distinctions publicly displayed for the information and motivation of other students?
- Does the institute invite students' feedback on courses and / or programs? How is this information used for enhancement?
- Which competences are expected to acquire by the students? Are these competences are documented ? (e.g. in a program description, lesson plan, etc.)
- Does the program contain any industrial practice? To what extent? How is it integrated into the program?

### Examples of evidence

- Annual academic calendar
- Weekly time table for the program(s)
- Lesson plans for the program(s)
- Records of students' progress, assignments and achievements
- Concept for implementation of competency-based learning.
- Examples of students achievements
- Examples of students' feedback on courses

## 6. Quality Improvement

- Has the institute defined quality goals? (If yes In what areas/ programs, support services, general, etc.)? What are they ?
- Does the institution follow a defined quality policy to achieve its goals?
- Has a self-assessment concept been devised? What does it comprise? Is it already implemented?
- Who is involved in self-assessment? How is the process organized? Who is involved in analyzing the evaluation results? Who will be informed about the results?



- Which information do you use to get information about the quality of education and training, to identify the institution's strength and weaknesses (statistics, feedback from stakeholder, etc.)?
- How do you use this information to initiate quality enhancement and mitigate weaknesses?
- Who is involved in the institution's quality management at different stages (management, teachers, staff, students, parents, alumni, employers) in what way do they participate?
- Does the institute have an active partnership with alumni? What does it look like? What is it used for?
- Program: Have quality goals been defined for the program(s)?
  - Program: Has students' feedback (and/or feedback from other stakeholders) been invited on the program? What was the result? How was the information used?
- Program: What are results of the students in the last three years (aggregate distribution of marks)?
- Program: What was the development of placements during the last three years?
- With regard to the program(s) which are being accredited: Where do you see strengths and weaknesses? On what evidence is that evaluation based? What measure can be taken to enhance the program?

**Required evidence for justification**

- Self-assessment manual / evaluation concept
- Self-assessment report
- Results and analysis of selected evaluations /self-assessments
- Table of students' results and placements

**7. Market Linkage and Research**

- How does the institute establish linkages to the labour market? How are these managed? Who is responsible for linkages to industry / employers?
- Does the institute have a concept / a strategy for an active partnership with industry? If so, what does it look like?
- Are employers invited to take part in the activities of the institution? In which functions?
- Which role does industry / do employers play in the development of new programs / skills / competences?
- Does the institute host joint events with industry? What is their purpose?
- Does the institute invite industry's / employers' feedback for improvement of courses and programs? How is this information used?
- Program: Which linkages to industry / employers have been established for the program(s)? Who is responsible for them?
- Program: Are students of the program given the opportunity to receive job training? To what extent? If available, present records of job training.
- Program: How successful are students of the program to find adequate jobs in industry?
- In your opinion: What is the current state of industry linkages? What can the institute do to improve industry linkages?

**Required evidence for justification:**



- Concept / strategy to maintain links to industry
- Records of (joint) activities
- Records of job trainings and job placements
- Records of employers' involvement in activities of the institute

**9. Production and Benefit Sharing**

Under this heading, institutes give the detail on how institutes provide a real workplace environment for student within the workshops and laboratory of the institutes. The institutes should give the answer of the following questions.

- What types of mechanism is place in institutes? Is there a formal unit that coordinate production and service activities within the institutes?
- What is the business plan of production and service unit?
- What is the modality for profit sharing among the institute, students and teachers? Is there any special subsidy to economically vulnerable groups?

**Required evidence for justification**

- Operating procedure for production and service units
- Income and Expenditure sheets of the unit
- Profit sharing sheet among the institutes
- Pictures of produced goods and services delivery

**9. Students Support Services**

- What services does the institute offer for the career orientation of students?
- In there any dedicated unit/person made responsible for career counselling activities? If so what are its/his/her responsibilities?
- Does the institute pursue a defined concept for counselling and support services? If so, what are the aims and how is it organized ?
- What services does the institute offer to support students and parents to make right choice of program?
- Are there support / counselling services for special groups of students (e.g. weak students, high achievers, handicapped students, etc.)? What are they?
- How regular are counselling services offered? Does the institute maintain records of counselling?
- Does the institute support job placement of students? What measures are taken?
- Does the institute regularly evaluate support / counselling services? How is it done and what are the results?

**Required evidence for justification**

- Concept for support services
- Exemplary records of counselling
- Counselling schedule
- Exemplary announcements for support / counselling services
- Approved ToR for counseling and Placement Unit



## 10. Information and Communication

Information and Communication plays important role for evidence based policy making and planning as well as monitoring and evaluation of any types of TVET programs in Nepal. Institutes should have clear and concrete communication strategy as well as functional Educational Management Information System (EMIS). The under mentioned questions should therefore be addressed in the proposals.

- How is the educational management information system (EMIS) working in the institute? Is there a trend to use EMIS data while taking policy level decision?
- Is there a connection between EMIS of institute to CTEVT MIS ?
- Is there any plan to connect it to LMIS; If yes how do you make significant relationship between these two system?
- How the EMIS works in the total quality management of the institute?

### **Required evidence for justification:**

- Functional diagram of EMIS System
- Working plan of EMIS

## 11. Sustainable Financing

The mechanism to collect the financial resources of the institutes and sustainability of financing are the major indicators for the effective learning outcomes of the TVET institutes.

- What is the share of the budget expensed as administrative budget, budget for infrastructure and tools, budget for consumable training material in last three years ?
- What are the institution's policies and strategies guiding the allocation of the budget in various headings? Who is involved in these decisions?
- How does the institute check that the budget and funds are spent to meet the objectives?
- What types of strategies does the institute have to generate extra income?
- Which financial resources have been allocated to the program(s) applied for accreditation?

### **Required evidence for justification**

- Annual budget and expenditure (allocations of headings and sub-headings) of last three years.
- Internal policy papers and strategies on financial management.
- Organizational structure that clearly depicts financial responsibility of institute
- Minutes of meetings of respective bodies



## Annex IV

### Criteria and Indicators for Accreditation of TVET Programs

#### A. Summary Sheet of Indicators and Corresponding Scores

SN	Criteria's	Number of Indicators					Total weight	Remarks
		Critical Indicators		Essential Indicators		Total		
		Number	Weightage	Number	Weightage			
1	Governance and Management	1	5	9	27	10	32	
2	Physical Infrastructure	7	35	7	21	14	56	
3	Program, Faculty and Staff	7	35	3	9	10	44	
4	Instructions and Learning	13	65	1	3	14	68	
5	Assessment and Evaluation	3	15	5	15	8	30	
6	Market Linkage & research	4	20		0	4	20	
7	Production and Benefit Sharing		0	2	6	2	6	
8	Student Support Service	1	5	5	15	6	20	
9	Information and Communication	1	5	4	12	5	17	
10	Sustainable Financing		0	3	9	3	9	
	Aggregate Score	36	180	40	120	77	300	

## B. Performance Criteria

### Performance Criteria No 1: Governance and Management

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
1	Strategic plan with clear vision, mission, goals, objectives and time-bound action led indicators is operational	Critical	1	Approved strategic plan is fully-operational.	5	
			2	Approved strategic plan exists but is partially in operation.	4	
			3	Approved strategic plan in standard format exists but yet to be implemented.	3	
			4	Institute has strategic plan but not prepared in standard format.	2	
			5	Institute just initiated to prepare strategic plan	1	
			6	Institute neither have strategic plan not made an initiation to prepare.	0	
2	Green TVET practices in its managerial and teaching activities	Essential	1	Ample of evidences are available to prove that institute is efficiently adopting green TVET practices in its managerial and teaching activities.	3	
			2	Some evidences are available to prove that institute is adopting green TVET practices in its managerial and teaching activities.	2	
			3	Some evidences were available to show the initiation of institute towards green TVET green practices in its managerial and teaching activities.	1	
			4	Absence of such practices in its managerial and teaching activities.	0	
3	Organogram in place	Essential	1	Organogram and corresponding Job description is in place	3	
			2	Organogram is in place but only job description of partial staffs	2	
			3	Organogram is in place but not the job description.	1	
			4	Neither the organogram nor the Job description is in place	0	
4	HRD plan is in place	Essential	1	Approved HRD plan is in place and is operationalized for HR development	3	
			2	Approved HRD plan is in place but only a limited evidence of its	2	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
				operationalization is available		
			3	Approved HRD plan is in place but operationalization yet to be made	1	
			4	No HRD plan is in place	0	
5	Institutions has standard operating procedures (SOP)/ guidelines for the implementation of programs	Essential	1	Institution has standard operating procedures (SOP)/(YPO)/ guidelines for the institutional procedures and is fully operationalized	3	
			2	Institution has standard operating guidelines for the institutional procedure but only partially practiced.	2	
			3	Institution has standard operating procedure/guidelines for the institutional procedure. But yet to be practiced	1	
			4	No standard operating procedures (SoP)/guidelines in place.	0	
6	Management meetings are organized periodically		1	Management meetings are regularly conducted (at least a month) and decisions are formally recorded and fully implemented.	3	
		Essential	2	Management meetings are occasionally (not in regularly interval) conducted and decisions are formally recorded and fully implemented.	2	
			3	Management meetings are formally conducted and decisions are recorded but decisions are not fully implemented.	1	
			4	Management meetings are not formally conducted.	0	
7	M&E plan is in place		1	Well-structured M&E plan is in place and implemented accordingly.	3	
			2	Well-structured M&E plan is in place but not fully implemented.	2	
		Essential	3	M&E plan is in place but neither well-structured nor fully implemented.	1	
			4	Monitoring plan does not exist	0	
8	System of periodic management review is in practice.	Essential	1	Bi-annual management review is in practice and proceedings are well documented and decisions are implemented.	3	
			2	Annual management review is in practice and proceedings are well documented and decisions are implemented.	2	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
			3	Management review is in practice but decisions not implemented.	1	
			4	No system of such periodic management review exist	0	
9	Representation of trade related technical professionals in management committee.		1	Institute has more than 60% representation of trade related technical professionals in management committee.	3	
		Essential	2	Institute has 50-60% representation of trade related technical professional in management committee.	2	
			3	Institutes has 40-50% representation of trade related technical professional in management committee	1	
			4	Institute has less than 40% representation of trade related technical professional in management committee.	0	
10	Procurement plan and its effective operation.		1	Institute has annual procurement plan and completed one cycle of its operation.	3	
		Essential	2	Institution has procurement plan but yet to be in operation.	2	
			3	Institute has started developing procurement plan.	1	
			4	Procurement plan is not in existence at all.	0	

## Performance Area 2: Physical Infrastructure – Classrooms, Lab and Consumable

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
1	Departmental office for staff with required furniture and basic automation is adequately available	Essential	1	Well -managed department office with separate space/cabins & cupboard and sufficient automation for instructional staffs.	3	
			2	Well -managed department office with common office for instructional staffs and sufficient automation for instructional staffs.	2	
			3	Well managed department office with common office for instructional staffs but insufficient office equipment.	1	
			4	Designated office space does not exist for instructional staff	0	
2	School has required number of classrooms with specified standard.	Critical	1	All the classrooms meet the standard (in terms of number, size and other specifications) set in the curricula or approved infrastructure guidelines.	5	
			2	More than 80% of the classrooms meet the standard (in terms of number, size and other specifications) set in the curricula or approved infrastructure guidelines.	4	
			3	70%-80% of the classrooms meet the standard (in terms of number, size and other specifications) set in the curricula or approved infrastructure guidelines.	3	
			4	60%-70% of the classrooms meet the standard (in terms of number, size and other specifications) set in the curricula or approved infrastructure guidelines.	2	
			5	50%-60% of the classrooms meet the standard (in terms of number, size and other specifications) set in the curricula or approved infrastructure guidelines.	1	
			6	Less than 50% of the classrooms meet the standard (in terms of	0	

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
				number, size and other specifications) set in the curricula or approved infrastructure guidelines.		
3	School has required laboratories and workshops in terms of number, size, design and specification.	Critical	1	Number, size, design and specification of all laboratories and workshops meet the standard set in the curricula or approved infrastructure guidelines.	5	
			2	More than 90% of laboratories and workshops meet the standard set in curricula or approved infrastructure guidelines in terms of number, size, design and other specifications.	4	
			3	80-90% of laboratories and workshops meet the standard set in curricula or approved infrastructure guidelines in terms of number, size, design and other specifications.	3	
			4	70-80% of laboratories and workshops meet the standard set in curricula or approved infrastructure guidelines in terms of number, size, design and other specifications.	2	
			5	60-70% of laboratories and workshops meet the standard set in curricula or approved infrastructure guidelines in terms of number, size, design and other specifications.	1	
			6	Less than 60% of laboratories and workshops meet the standard set in curricula or approved infrastructure guidelines in terms of number, size, design and other specifications.	0	
4	All laboratories and workshops are well equipped with necessary and operational machine and equipment as specified in curricula or approved guidelines.	Critical	1	All laboratories/workshops have operational machines, tools & equipment as specified in curricula or approved infrastructure guidelines in well-maintained and operational conditions.	5	
			2	More than 90% laboratories/workshops have operational machines, tools & equipment as specified in curricula or approved infrastructure guidelines in well-maintained and operational conditions.	4	

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
			3	80%- 90% laboratories/workshops have operational machines, tools & equipment as specified in curricula or approved infrastructure guidelines in well-maintained and operational conditions.	3	
			4	70%- 80% laboratories/workshops have operational machines, tools & equipment as specified in curricula or approved infrastructure guidelines in well-maintained and operational conditions.	2	
			5	60%- 70% laboratories/workshops have operational machines, tools & equipment as specified in curricula or approved infrastructure guidelines in well-maintained and operational conditions.	1	
			6	Less than 60% laboratories/workshops have operational machines, tools & equipment as specified in curricula or approved infrastructure guidelines in well-maintained and operational conditions.	0	
5	Sufficiency and legal ownership of land and buildings.	Critical	1	All the required land plots and buildings are fully owned by institute itself.	5	
			2	More than 80% of required lands and buildings used by institutes falls under the ownership of institution itself.	4	
			3	70% to 80% of required lands and buildings used by institutes are falls under the ownership of institution itself.	3	
			4	Institute has acquired sufficient lands and buildings (as specified in curricula under the long-term lease with the owner. (10 years and +)	2	
			5	Institute has acquired required lands and buildings under the short-term lease with the owner. (Less than 10 years)	1	
			6	Institute has lands and buildings under the short-term lease with the owner but not sufficient to run program. (Less than 10 years)	0	
6	Students find sufficient opportunity to practice in the	Critical	1	Institute has sufficient machine and equipment allowing individual practice for each of the students at a time.	5	

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
	machine and equipment		2	Institute has sufficient machine and equipment allowing individual practice for each of the students in double shift.	4	
			3	Institute has sufficient machine and equipment allowing individual practice for each of the students in triple shift.	3	
			4	Institute has satisfactorily managed available machines and equipment for individual practice to all students by some means despite its limitation.	2	
			5	Institute has sufficient machines and equipment allowing designated time for students allowing group practice.	1	
			6	The availability of machines and equipment and its management for allowing individual practice is found unsatisfactory.	0	
7	All the students have access to minimum consumables	Essential	1	All students are satisfied with the quantity of consumable teaching learning materials for available for practical training.	3	
			2	More than 80% of students are satisfied with the quantity of consumable teaching learning materials for available for practical training.	2	
			3	60-80% students are satisfied with the quantity of consumable teaching learning materials for available for practical training.	1	
			4	More 40% students are found unsatisfied with the quantity of consumables teaching learning materials available for practical training.	0	
8	Library with required reference materials (text books and reference books) are available in minimum number	Essential	1	Library exists with standard lending and returning procedures and all students are satisfied with the curricula specified reference materials.	3	
			2	Library exists with minimum numbers of curricula specified reference materials.	2	
			3	Library exists but curricula specified reference materials are not	1	

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
				sufficiently available		
			4	Library does not exist altogether.	0	
9	Girls and Boys hostels are available for needy (who resides on rental buildings) students	Essential	1	Girls and boys hostels with sufficient rooms available for almost all of the needy students.	3	
			2	Girls or boys hostels are available with a capacity for accommodating at least 60% of needy students.	2	
			3	Girls or boys hostels with a capacity of accommodating at least 40% of needy students	1	
			4	Girls or boys hostels is either unavailable or does not meet the above standard.	0	
10	Institutes' rest rooms are gender/ gender minorities friendly	Critical	1	Institute has separate, and properly maintained rest rooms for male, female, gender minorities and persons with disabilities in sufficient numbers.	5	
			2	Institute has separate and properly maintained rest rooms for male, female, gender minorities and persons with disabilities.	4	
			3	Institute have separate and properly maintained rest rooms for male, female and persons with disabilities but not for gender minorities.	3	
			4	Institute have separate and sufficient rest rooms for male and female but not for gender minorities and persons with disabilities.	2	
			5	Institute have separate but insufficient rest rooms for male and female and do not have separate rest rooms for gender minorities and persons with disabilities.	1	
			6	Institute does not have separate toilets even for girls.	0	
11	Institutes ensures access into physical facilitates for	Critical	1	All buildings, classrooms, laboratories and workshops are accessible to people with disability.	5	

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
	differently able people.		2	More than 90% of classrooms, laboratories and workshops are accessible to people with disabilities.	4	
			3	80%-90% of classrooms, laboratories and workshops are accessible to people with disabilities.	3	
			4	70%-80% of classrooms, laboratories and workshops are accessible to people with disabilities.	2	
			5	60%-70% of classrooms, laboratories and workshops are accessible to people with disabilities.	1	
			6	Less than 60% of classrooms and laboratories are accessible to people with disabilities.	0	
<b>12</b>	Institute maintains an occupational safety and health (OSH) measures.	Essential	1	Institute has approved OSH guidelines and is fully practiced accordingly	3	
			2	Institute has approved OSH guidelines and but only partially practiced	2	
			3	Institute has initiated the process of preparation of OSH guidelines.	1	
			4	No evidence proving institute's initiation towards OSH is available	0	
<b>13</b>	Institute property is regularly repaired and maintained.	Critical	1	All the physical facilities, machines and equipment are in operational condition	5	
			2	More than 90% of physical facilities, machines and equipment are in operational condition	4	
			3	80-90% of physical facilities, machines and equipment are in operational condition	3	
			4	70-80% of physical facilities, machines and equipment are in operational condition	2	
			5	60-70% of physical facilities, machines and equipment are in operational condition	1	
			6	Less than 60% of physical facilities and machine and equipment are	0	

SN	Indicators	Category	#	Specifications	Allocated Score	Achieved Score
				in operational condition		
14	Exposure visit to related industries and mega projects and learning exchange programs between institutes.		1	Institute facilitates exposure visit to related industries and mega projects and conducts at least one learning exchange programs between institutes annually involving more than 75% teachers and students.	3	
			2	Institutes either facilitates exposure visit to related industries and mega projects or conducts at least one learning exchange programs annually with incorporating more than 75% teachers and students.	2	
			3	Institute facilitates at least one exposure visit to related industries or mega projects and conducts at least one learning exchange programs.	1	
			4	None of such programs is in practice	0	

### Performance Criteria 3: Programs, Faculty and Staffs

SN	Indicators	Category	#	Scoring Specification	Allocated Scores	Achieved Score
1	Qualification and level of Instructors are maintained as per the curricula		1	All instructors have required educational qualification in related subjects as defined by the curricula.	5	
			2	More than 90% of instructors have required educational qualification in related subjects as defined by the curricula.	4	
		Critical	3	80-90% of instructors have required educational qualification in related subjects as defined by the curricula.	3	
			4	70-80% of instructors have required educational qualification in related subjects as defined by the curricula.	2	
			5	60-70% of instructors have required educational qualification in related subjects as defined by the curricula.	1	

SN	Indicators	Category	#	Scoring Specification	Allocated Scores	Achieved Score
			6	Less than 60% of instructors have required educational qualification in the related subjects as defined by the curricula	0	
2	Faculty positions are filled in with full time staffs.		1	All Instructional positions are filled up with subject specific full time instructional staff.	5	
			2	More than 90% of instructional positions are filled up with subject specific full time instructional staff.	4	
		Critical	3	80-90% of instructional positions are filled up with subject specific full time instructional staff.	3	
			4	70-80% of instructional positions are filled up with subject specific full time instructional staff.	2	
			5	60-70% instructional positions are filled up with subject specific full time instructional staff.	1	
			6	Less than 60% of instructional positions are filled up with subject specific full time instructional staff.	0	
3	Administrative positions are filled in with formally appointed staffs.		1	All administrative positions are filled in with formally appointed staffs.	5	
			2	More than 90% of administrative positions are filled in with formally appointed staffs.	4	
		Critical	3	80-90% of administrative positions are filled up with formally appointed staffs.	3	
			4	70-80% of administrative positions are filled up with formally appointed staffs.	2	
			5	60-70% of administrative positions are filled up with formally appointed staffs.	1	
			6	Less than 60% administrative positions are filled up with formally appointed staffs.	0	
4	Teaching Aid/ assistant	Critical	1	All teaching aid/ assistant instructors are filled in with formally	5	

SN	Indicators	Category	#	Scoring Specification	Allocated Scores	Achieved Score
	instructors are allocated as per curriculum			appointed staffs.		
			2	More than 90% of teaching aid/ assistant instructors are filled in with formally appointed staffs.	4	
			3	80-90% of teaching aid/ assistant instructors are filled up with formally appointed staffs.	3	
			4	70-80% of teaching aid/ assistant instructors are filled up with formally appointed staffs.	2	
			5	60-70% of teaching aid/ assistant instructors are filled up with formally appointed staffs.	1	
			6	Less than 60% teaching aid/ assistant instructors are filled up with formally appointed staffs.	0	
5	Plan for professional development of faculty and administrative staff is in place and operational	Essential	1	Plan for professional development of faculty and administrative staff is in place and fully operational	3	
			2	Plan for professional development of faculty and administrative staff is in place and partly in operation	2	
			3	Plan for professional development of faculty and administrative staff is in place but yet to be in operation.	1	
			4	Professional development plan for staffs does not exist	0	
6	Faculty have some types of Instructional skills training (ToT or IS) from recognized body	Critical	1	All the faculties have instructional skills related training	5	
			2	More than 90% of the faculties have instructional skills training	4	
			3	80-90% of the faculties have instructional skills training	3	
			4	70-80% of the faculties have instructional skills training	2	
			5	60-70% of the faculties have instructional skills training	1	
			6	Less than 60% faculties have instructional skills training	0	
7	Faculty have actual workplace based OSU training organized	Critical	1	All the Faculties have actual workplace based OSU training organized from recognized body	5	

SN	Indicators	Category	#	Scoring Specification	Allocated Scores	Achieved Score
	from recognized body		2	More than 90% faculties have actual workplace based OSU training organized by recognized body.	4	
			3	80-90% faculties have actual workplace based OSU training organized by recognized body.	3	
			4	70-80% faculties have actual workplace based OSU training organized by recognized body.	2	
			5	60-70% faculties have actual workplace based OSU training organized by recognized body.	1	
			6	Less than 60% faculties have actual workplace based OSU training organized by recognized body	0	
8	School maintains an even teaching load among instructional staffs	Critical	1	All the instructional staffs are happy by the distribution of workload.	5	
			2	More than 90% of instructional staffs are happy by the distribution of work load.	4	
			3	80-90% of instructional staffs are happy by the distribution of work load.	3	
			4	70-80% of instructional staffs are happy by the distribution of work load.	2	
			5	60-70% of instructional staffs are happy by the distribution of work load.	1	
			6	More than 40% of instructional staffs are unhappy by the distribution of work load.	0	
9	Instructional staff backup plan is in place	Essential	1	Back up plan as per SOP is in place and practiced	3	
			2	Back up plan as per SOP is in place but yet to be practiced	2	
			3	Back up plan as per SOP is in the process of development.	1	
			4	Back up plan as per SOP does not exist	0	
10	The faculty meetings are	Essential	1	Faculty meetings are organized weekly and minutes of the	3	

SN	Indicators	Category	#	Scoring Specification	Allocated Scores	Achieved Score
	organized regularly for exchange and learning			decisions are properly documented and reviewed in the next meetings.		
			2	Faculty meetings are organized fortnightly and minutes of the decisions are properly documented and reviewed in the next meetings.	2	
			3	Faculty meetings are organized on need basis but minutes are not documented	1	
			4	Evidence of faculty actively engaged in implementing the students' feedback is not visible.	0	

#### Performance Criteria 4: Instructions and Learning

SN	Indicators			Specification	Allocated Score	Achieved Score
1	Nationally approved Curriculum is in practice	Critical	1	All courses have nationally approved curricula/ curriculum framework and teaching learning materials (TLM)	5	
			2	All courses have nationally approved curricula/ curriculum framework but only 75% of them have defined TLM.	4	
			3	All courses have nationally approved curricula/ curriculum framework but only 50% of them have defined TLM.	3	
			4	All courses have nationally approved curricula and curriculum framework but only 25% of them has defined TLM.	2	
			5	All course have either nationally approved curricula or curriculum framework.	1	
			6	All Courses have neither nationally approved curricula nor curriculum framework.	0	

SN	Indicators		Specification	Allocated Score	Achieved Score	
2	Session plans with learning outcomes practiced	Critical	1	All instructors have practiced session plans in clear format with clearly specified learning outcomes.	5	
			2	More than 90% of instructors have practiced session plans in clear format with clearly specified learning outcomes.	4	
			3	80-90% of instructors have practiced session plans in clear format with clearly specified learning outcomes.	3	
			4	70-80% of instructors have practiced session plans in clear format with clearly specified learning outcomes.	2	
			5	60-70% of instructors have practiced session plans in clear format with clearly specified learning outcomes.	1	
			6	Less than 60% of instructors have practiced session plans in clear format with clearly specified learning outcomes.	0	
3	Theoretical and practical ratio maintained as per curriculum	Critical	1	Theoretical and practical training ratio is fully maintained as per the curricula in all subjects.	5	
			2	Theoretical and practical training ratio is fully maintained as per the curricula in more than 90% of subjects.	4	
			3	Theoretical and practical training ratio is almost (5% flexibility is considered) maintained as per the curricula in 80-90% of subjects.	3	
			4	Theoretical and practical training ratio is almost (5% flexibility is considered) maintained as per the curricula in 70-80% of subjects.	2	
			5	Theoretical and practical training ratio is almost (5% flexibility is considered) maintained as per the curricula in 60-70% of subjects.	1	
			6	Theoretical and practical training ratio is maintained as	0	

SN	Indicators		Specification	Allocated Score	Achieved Score	
			per the curricula in less than 60% of subjects.			
4	Curriculum delivery completed as planned	Critical	1	Evidence of full delivery of curriculum (log books, session plan) in the last two fiscal years is available.	5	
			2	Evidence of full delivery of curriculum in the last fiscal year is available	4	
			3	Evidences of more than 90% delivery of curriculum (log books, session plan) in the last two fiscal years is available.	3	
			4	Evidences of more than 90% delivery of curriculum (log books, session plan) in the last fiscal years is available.	2	
			5	Limited evidence of more than 90% delivery of curriculum (log books, session plan) in the last fiscal years is available.	1	
			6	No such evidence is available.	0	
5	Curriculum provisioned instructional hours in industries (real workplace) is followed.	Critical	1	Curriculum provisioned instructional hours conducted in industries (real workplace) is found fully followed in all subjects.	5	
			2	Curriculum provisioned instructional hours conducted in industries (real workplace) is found fully followed in more than 90% of subjects.	4	
			3	Curriculum provisioned instructional hours conducted in industries (real workplace) is found followed in 80-90% of subjects.	3	
			4	Curriculum provisioned instructional hours conducted in industries (real workplace) is found followed in 70-80% of subjects.	2	
			5	Curriculum provisioned instructional hours conducted in industries (real workplace) is found followed in 60-70% of	1	

SN	Indicators		Specification	Allocated Score	Achieved Score
			subjects.		
			6 No such practice exist or below the above standard	0	
6	Instructor-student ratio is maintained in classes and workshops	Essential	1 Instructor- student ratio is fully maintained in all theoretical and practical classes as per curricula.	5	
			2 Instructor- student ratio is fully maintained in more than 90% of classes (both theoretical and practical) as per curricula.	4	
			3 Instructor- student ratio is fully maintained in 80-90% of classes (both theoretical and practical) as per curricula.	3	
			4 Instructor- student ratio is fully maintained in 70-80% of classes (both theoretical and practical) as per curricula.	2	
			5 Instructor- student ratio is fully maintained in 60-70% of classes (theoretical and practical) as per curricula.	1	
			6 Instructor- student ratio is fully maintained in less than 60% classes (both theoretical and practical) as per curricula.	0	
7	Monitoring of learning achievements			1 Internal monitoring system for learning achievements is been in implementation since last two fiscal years.	
		Critical	2 Internal monitoring system for learning achievements is been in implementation since last fiscal year.	4	
			3 Internal monitoring system for learning achievements is in place and initiated to implement since current fiscal year.	3	
			4 Internal monitoring system for learning achievements is in place but yet to be in implementation.	2	
			5 Development of internal monitoring system for learning achievements is being initiated.	1	

SN	Indicators		Specification	Allocated Score	Achieved Score	
			6	No system for monitoring of learning achievement exist.	0	
8	Regular assessment of class works/ practical workbooks, tasks etc. is in practiced.	Essential	1	Evidences are available on regular assessment of students' class works/ practical workbooks, project works etc. in all subjects.	5	
			2	Evidences are available on regular assessment of students' class works/ practical workbooks, project works etc. in more than 90% of subjects.	4	
			3	Evidences are available on regular assessment of students' class works/ practical workbooks, project works etc. in 80-90% of subjects.	3	
			4	Evidences are available on regular assessment of students' class works/ practical workbooks, project works etc. in 70-80% of subjects.	2	
			5	Evidences are available on regular assessment of students' class works/ practical workbooks, project works etc. in 60-70% of subjects.	1	
			6	No such system is available or available in less than 60% of subjects.	0	
			9	At least, one model of workplace based learning as OJT in practice	Critical	
2	Evidence of at least one model of workplace based learning is available for more than 90% of applicable courses offered	4				
3	Evidence of at least one model of workplace based learning is available for 80-90% of applicable courses offered	3				

SN	Indicators		Specification	Allocated Score	Achieved Score
			4 Evidence of at least one model of workplace based learning is available for 70-80% of applicable courses offered	2	
			5 Evidence of at least one model of workplace based learning is available for 60-70% of applicable courses offered	1	
			6 No such model is in practice at all or less than 60% of applicable courses.	0	
10	Incorporation of Green TVET component in curricula and its delivery.	Critical	1 Incorporation of green TVET components in all applicable subjects and all faculty members got sufficient orientation on it.	3	
			2 Incorporation of green TVET component in more than 80% of applicable subjects and more than 70% faculty members got sufficient orientation on it.	2	
			3 Incorporation of green TVET component in more than 60% of applicable subjects and more than 60% faculty members got orientation on it.	1	
			4 Neither green TVET components is incorporated in curricula nor faculty members got sufficient orientation on it.	0	
11	Exposure to emerging skills demands in market other than incorporated in curricula.	Critical	1 Evidence of providing industry exposure to students at least one week in a semester to impart emerging skills.	5	
			2 Evidence of providing industry exposure to students at least one week in a year to impart emerging skills.	4	
			3 Evidence of providing industry exposure to students at least once in a semester to impart emerging skills.	3	

SN	Indicators		Specification	Allocated Score	Achieved Score
			4 Evidence of providing industry exposure to students at least once in a year to impart emerging skills.	2	
			5 Evidence of providing at least one exposure visit to industry during their whole study period.	1	
			6 No such practice exist at all.	0	
<b>12</b>	Students are taken in the local communities (actual workplace) for outreach services	Essential	1 Evidence of students taken in the local communities for outreach services at least once in a semester.	3	
			2 Evidence of students taken in the local communities for outreach services at least once in a year.	2	
			3 Evidence of students taken in the local communities for outreach services at least one example in last two years.	1	
			4 No such practice exist	0	
<b>13</b>	Students are encouraged for innovations and extracurricular technical activities	Essential	1 Students organizes intra-institutions' skills competitions and technical exhibitions once in a semester under the encouragement and support of department.	5	
			2 Students organizes intra-institutions' skills competitions and technical exhibitions annually under the encouragement and support of department.	4	
			3 Students organizes inter institutions' skills competition or technical exhibition once in a semester under the encouragement and support of department.	3	
			4 Students organizes inter institution skills competitions or technical exhibition once in a semester under the encouragement and support of department..	2	
			5 At least one example of skill competition or technical exhibition organized by students in last two years under	1	

SN	Indicators		Specification	Allocated Score	Achieved Score
			the encouragement and support of department..		
			6 No such practice exist in last two years.	0	
14	Students' attendance are maintained	critical	1 Students' attendance is systematically maintained and recorded in each of the practical and theoretical sessions and feedback is provided accordingly.	5	
			2 Students' attendance is systematically maintained and recorded in all theoretical and practical sessions but no practice for providing feedback.	4	
			3 Students' attendance is taken in all theoretical and practical sessions and evidences is available of its application in assessment.	3	
			4 Students' attendance is maintained and recorded once a day and evidences is available of its application in assessment.	2	
			5 Students' attendance is maintained and recorded once a day but evidences is not available of its application in assessment.	1	
			6 Students' attendance is recorded neither in theoretical class nor in practical class.	0	

#### Performance Indicator 5: Assessment and Evaluation

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
5.1	Institute has operational quality improvement plan (QIP)	Essential	1	Institute has operational QIP and have evidences that institute has been practicing it for last two years.	5	
			2	Institute has operational QIP and practicing it since last year.	4	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
			3	Institute has approved QIP and just taken it in operation.	3	
			4	Institute has QIP but yet to be in operation.	2	
			5	Institute just initiated developing QIP.	1	
			6	Institute does not have QIP at all	0	
5.2	Students/ trainees evaluate the respective faculty at the end of each semester/year		1	Students/ trainees evaluate the respective faculty at end of each semester/year and feedbacks are shared among the faculties.	3	
		Essential	2	Students/ trainees evaluate the respective faculty at the end of each semester/year but results are not practice of sharing feedbacks	2	
			3	Students/ trainees evaluate the respective faculty but not in regular basis.	1	
			4	Students' evaluation of faculty is not in practice	0	
5.3	Students' feedbacks are implemented	Essential	1	Evidence of faculty actively engaged in implementing the students' feedback is visible.	3	
			2	Evidence of implementation of majority of the feedback is available	2	
			3	Evidence of implementation of some feedbacks of the students is available.	1	
			4	Such evidence is not available	0	
5.4	Institute systematically invites feedback from all other stakeholders e.g. teachers, parents, employers, alumni, etc)	Essential	1	Institute has regular practice of getting feedback from stakeholders' -teachers/ parents/ employers/alumni etc. using standardize format and have the evidence of change based on the feedback	3	
			2	Institute has system of getting feedbacks from stakeholders' - teachers/ parents/ employers/alumni etc. but not practiced regularly.	2	
			3	Institute gets feedbacks from stakeholders' -teachers/ parents/	1	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
				employers/alumni etc. informally from meetings and interactions.		
			4	Institutes does not have practice of getting feedbacks from stakeholders	0	
5.5	School conducts joint review meeting.	Essential	1	Institute conducts review meeting bi-annually and has evidence to verify that decisions are implemented.	3	
			2	Institute conducts review meeting annually and has evidence to verify that decisions are implemented.	2	
			3	Institutes conduct review meeting bi-annually/annually but has only limited evidences to verify that decisions are implemented.	1	
			4	No practice of conducting review meetings exists.	0	
5.6	School conducts periodic independent evaluation and findings are implemented	Essential	1	School conducts independent evaluation annually and has evidence of findings are implemented.	3	
			2	School conducts independent evaluation once in every two years and has evidence of findings are implemented.	2	
			3	School has at least one example of independent periodic evaluation.	1	
			4	No such practice is in place	0	
5.7	Institute conducts tracer study and uses its report for quality enhancement	Critical	1	Institute has standard tracer study reports since last three batches of graduates and using it for quality enhancement.	5	
			2	Institute has at least one standard tracer study reports and uses it for quality enhancement.	4	
			3	Institute has at least one tracer study report if not in expected standard.	3	
			4	Evidence of institute conducting tracer studies is available but the reliability of report is limited.	2	
			5	Instituting has maintained the record of post training status of	1	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
				graduates if not in the form of report.		
			6	No such practice exist	0	
5.8	Enrolment, drop out and pass out rate of students		1	Programs has more than 95% enrolment, less than 3% drop out and more than 90% pass out.	5	
			2	Institutes has more than 90% enrolment, less than 3% drop out and more than 85% pass out.	4	
		Critical	3	Institutes has more than 85% enrolment, less than 4% drop out and more than 80% pass out.	3	
			4	Institutes has more than 80% enrolment, less than 4% drop out and more than 75% pass out.	2	
			5	Institutes has more than 75% enrolment, less than 5% drop out and more than 70% pass out.	1	
			6	Institutes has less than 75% enrolment or more than 5% drop out or less than 70% pass out.	0	

### Performance Criteria 6: Market Linkage and Research

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
6.1	Business and Industry Association ( BIA) mechanism operational under business and industry leadership established	Critical	1	EAPC established under BIA leadership and is engaged in the institute operations (Evidence guide to be prepared to define institute operations). Institute follows all the EAPC decisions. EAPC facilitates workplace based training and employment placement.	5	
			2	EAPC established under BIA leadership and Institute follows all the EAPC decisions. EAPC facilitates workplace based training and employment placement.	4	
			3	EAPC established but not under BIA leadership. But EAPC does not	3	

SN	Indicators			Scoring Specification	Allocated Score	Achieved Score
				follow all the EAPC decisions.		
			4	EAPC formed but meetings are not organized regularly.	2	
			5	EAPC in process of its formation	1	
			6	EAPC does not exist	0	
6.2	Representation of business and industry members/association (BIAs) in the school management committee	Critical	1	More than 40% representation of business and industry members/association (BIAs) in the school management committee	3	
			2	Representation of business and industry members/association (BIAs) in the school management committee ranges between 25% and 40%	2	
			3	Representation of business and industry members/association (BIAs) in the school management committee ranges between 10% and 25%	1	
			4	Less than 10% representation of business and industry members/association (BIAs) in the school management committee	0	
6.3	Institute maintains an active exchange with BIAs	Critical	1	Plan and practice of BIAs facilitating OJT/workplace based training and placement support to the institute is in place since last three years.	5	
			2	Plan and practice of BIAs facilitating OJT/workplace based training and placement support to the institute is in place since last two years	4	
			3	Institute has clear plan of BIAs facilitating OJT/workplace based training but placement support to the institute and some activities are already in practice.	3	
			4	Institute has clear plan of BIAs facilitating OJT/workplace based training and placement support to the institute but yet to be taken in to practices.	2	
			5	Institute has initiated to develop a plan of BIAs facilitating OJT/workplace based training, placement support to the institute.	1	

SN	Indicators			Scoring Specification	Allocated Score	Achieved Score
			6	Such support is neither available nor initiated.	0	
6.4	Some kind of market assessment for workforce and technology (Market research, employers' interaction, meeting with BIA etc.)	Essential	1	Institute has been practicing all three tools of market assessment - market survey, employers' interaction and meeting with BIA since last two years and findings affect the course offered.	3	
			2	Institute has practiced any two of market assessment tools - market survey, employers' interaction and meeting with BIA in the last year and findings affect the course offered.	2	
			3	Institute has been practicing any one of market assessment tools- market survey, employers' interaction and meeting with BIA since last year.	1	
			4	No market assessment practices exist	0	

### Performance Criteria 7: Production and Benefit Sharing System

SN	Indicators	Category	#	Scoring Specification	Allocated score	Achieved Score
7.1	School makes production of goods and services during training	Essential	1	School has operationalized production unit with clear operating procedure and generate revenue more than 15% of total budget of the department.	5	
			2	School has operationalized production unit with clear operating procedure and generate revenue between 10-15% of total budget of the department.	4	
			3	School has not formalized production unit but production of goods and services is in practice and generate revenue more than 5% of total budget of the department.	3	
			4	School has neither formalized production unit nor generate revenue but production of goods and services is in practice during the practical hours.	2	
			5	School has neither formalized production unit nor generate revenue but production of goods and services is initiated during the practical hours.	1	
			6	Such type of practice is completely absent.	0	
7.2	Maintenance of account from sales of products transparently and shared among school teachers and trainees	Essential	1	Approved procedure for account keeping of revenue income and sufficient evidence of its distribution among stakeholders is available	3	
			2	Approved procedure for account keeping of revenue income and limited evidence of its distribution among stakeholders is available	2	
			3	Approved procedure for account keeping of revenue income but no evidence of such practices available	1	
			4	No such practice available	0	

### Performance Criteria 8: Students Support Services

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
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SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
8.1	Operational Counseling and Placement Unit is in place	Essential	1	Operational Counseling and Placement Unit is in place.	3	
			2	Counseling and Placement support service are available but no such unit is in place	2	
			3	Counseling and Placement Unit is in place but not in operation.	1	
			4	Neither such Unit nor such support service is available	0	
8.2	Student' aptitude test before enrolment is in practice	Essential	1	System for conducting aptitude test before enrolment using standardize format is in place since last two years.	3	
			2	System for conducting aptitude test before enrolment using standardize format is in place since last year.	2	
			3	System for conducting aptitude test before enrolment using standardize format is initiated form the current year.	1	
			4	Such system neither is in place nor initiated.	0	
8.3	Placement service is available	Critical	1	Placement and Counseling unit has been made operational for last 3 years and evidences of placement services is available	5	
			2	Placement and Counseling unit has been made operational for last 2 years and evidence of placement services available	4	
			3	Placement and Counseling unit has been made operational since last year and evidence of placement services available	3	
			4	Placement and Counseling service provided regularly by other alternative mechanism.	2	
			5	Placement and counseling service made available occasionally but no Placement and Counseling unit has established	1	
			6	Neither such Unit nor such service is made available	0	
8.4	Needy students are provided with financial support services (full Scholarship,	Essential	1	All the needy students are provided financial support from the institutes on top of compulsory provision of CTEVT.	3	
			2	At least 80% of additional needy students are provided financial	2	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
	partial scholarship, support on accommodation etc.)			support from the institutes on top of compulsory provision of CTEVT.		
			3	At least 60% of additional needy students are provided financial support from the institutes on top of compulsory provision of CTEVT.	1	
			4	No such support or support less than this threshold is available.	0	
8.5	Institute provides recreational facilities for the students (playgrounds, indoor games, facilities, meeting rooms, cafeteria etc.)	Essential	1	Institute has infrastructure for recreational facilities including (a) playground for outdoor game, (b) auditorium halls and (c) cafeteria	3	
			2	Institute has some kind of recreational facility and cafeteria	2	
			3	Institute has no recreational facility but cafeteria exists	1	
			4	None of such facility exist	0	
8.6	Students grievance mechanism is in place and practiced.	Essential	1	Evidence of students' grievance mechanism is in place and have been practicing for last two years.	3	
			2	Evidence of students' grievance mechanism is in place and have been practicing at least since previous year.	2	
			3	Students grievance mechanism is in place but no evidence of its effective operations available	1	
			4	No such mechanism is in place	0	

### Performance Criteria 9: Information and Communication

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
9.1	Institution has clear communication strategy and is in operation	Essential	1	Institution has developed comprehensive and clear communication strategy and is in operation since last two years.	3	
			2	Institution has developed comprehensive and clear communication strategy and is in operation since last year.	2	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
			3	Institution has developed comprehensive and clear communication strategy but yet to be operationalized.	1	
			4	Communication strategy does not exist	0	
9.2	TVET MIS is in place and operational	Critical	1	Institute has operational TVET MIS linked with CTEVT MIS and at least five years' (or date of its establishment) time series data is available on enrolment, OJT, and graduation.	5	
			2	Institute has operational TVET MIS and at least five years' time series data is available on enrolment, OJT and graduation.	4	
			3	Institute has operational TVET MIS and at least three years' time series data is available on enrolment, OJT and graduation.	3	
			4	Institute has developed TVET MIS System and at least three years' time series data is available on enrolment, OJT and graduation.	2	
			5	Institute has developed TVET MIS System and at least two years' time series data is available on enrolment, OJT and graduation.	1	
			6	Institute does not have any TVET MIS System.	0	
9.3	LMIS is in place and operational	Essential	1	Institute has developed web-based LMIS and make it functional with real time data.	3	
			2	Institute has developed web-based LMIS of its own but yet to be functional	2	
			3	Evidence is available that Institute has initiated to develop web-based LMIS	1	
			4	Institute neither have operational LMIS nor initiated to develop it.	0	
9.4	Institute organizes learning sharing workshop with stakeholders	Essential	1	Learning sharing workshops organized annually	3	
			2	Learning sharing workshop is occasionally organized.	2	
			3	Institute has at least one example of organizing learning sharing workshops in last two years.	1	

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
			4	Institute does not have such practice	0	
9.5	Functional financial management information system is in place	Essential	1	Institute has developed financial management system and is fully functional (bills, vouchers, statements, reports can be generated)	3	
			2	Institute has developed financial management system but not working satisfactorily (some limitation to generate bills, vouchers, statements, reports)	2	
			3	Institute has developed financial management system and waiting to be functional)	1	
			4	Institute has not any computerized financial management system.	0	

### Performance Criteria 10: Financing and Sustainability

SN	Indicators	Category	#	Scoring Specification	Allocated Score	Achieved Score
10.1	Institute has established practice of effective annual budgeting and expenditure.	Essential	1	Institute has practice of estimating annual budgeting & expenditures formally collecting the needs from faculty, library, workshops, laboratories and central administration and approving form management committee.	3	
			2	Institute has practice of estimating annual budget & expenditures and get approval from management but needs of faculty, libraries, workshops etc. are only collected informally.	2	
			3	Institute has estimation of annual budget and expenditure and get it approved from management without addressing the need of faculty, libraries, workshops, and laboratories etc.	1	
			4	Institute has not systematic estimation of annual budgets and expenditure and it was running in ad-hoc basis.	0	
10.2	Institute's income/budget is sufficient to run	Essential	1	All students, teachers and administrative staffs are satisfied with the expenditure made by institute to run program.	3	

	programs effectively.		2	More than 80% students, teachers and administrative staffs are satisfied with the expenditure made by institute to run program.	2	
			3	More than 60% students, teachers and administrative staffs are satisfied with the expenditure made by institute to run program.	1	
			4	More than 40% students, teachers and administrative staffs are unsatisfied with the expenditure made by institute to run program.	0	
10.3	Institute has an effective inventory control and management.	Essential	1	Institute has sufficient evidences to verify that it has exercised an effective inventory control and management.	3	
			2	Institute has limited evidences to verify that it has exercised an effective inventory control and management.	2	
			3	Institute has at least one evidence to verify that it has exercised an effective inventory control and management.	1	
			4	No such practices exist in the institute	0	

# TVET Accreditation System in Nepal

