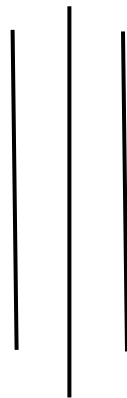




STRATEGIC PLAN
2021- 2025



COUNCIL FOR TECHNICAL EDUCATION & VOCATIONAL TRAINING

GORKHA POLYTECHNIC INSTITUTE

PALUNGTAR MUNICIPALITY -4,

PALUNGTAR, GORKHA, NEPAL

SEPTEMBER 2021

Acronyms:

TVET	Technical and Vocational Education and Training
WE	Workforce Education
TVET	Technical and Vocational Education and Training
TVE	Technical-Vocational Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
EFA	Education for All
CTEVT	Council for Technical Education and Vocational Training
DTVE	The Directorate of Technical and Vocational Education
ADB	Asian Development Bank,
SDC	Swiss Agency for Development and Cooperation,
DFID	Department for International Development
ODC	Organization for Development and Cooperation
UMN	United Mission to Nepal
MoE	Ministry of Education
FNCCI	Federation of Nepalese Chambers of Commerce and Industry
CNI	Coalition for Networked Information
NGO	Non-Governmental Organization
MMD	Multi-lateral and Multi-stakeholders Dialogue
GPI	Gorkha Polytechnic Institute
TSLC	Technical School Leaving Certificate
DCE	Diploma in Civil Engineering
DEE	Diploma in Electrical Engineering
DGE	Diploma in Geomatics Engineering
TSLC	Technical School Leaving Certificate
MoEST	Ministry of Education Science and Technology
MoSD	2Ministry of Social Development
DCC	District Co-ordination Committee
DAO	District Administrative Office

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1. Introduction

1.1. History of Technical Education and Vocational Training

The term 'Technical and Vocational Education and Training (TVET)' was officiated at the World Congress on TVET in 1999 in Seoul, Republic of Korea. The congress recognized the term TVET to be broad enough to incorporate other terms that had been used to describe similar educational and training activities including Workforce Education (WE), and Technical-Vocational Education (TVE). The term TVET parallels other types of education and training e.g. Vocational Education but is also used as an umbrella term to encompass education and training activities. The decision in 1999 to officiate the term TVET led to the development of the UNESCO- UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany.

Technical and Vocational Education and Training serves multiple purposes including the preparation of youth for work through both formal employment and self-employment, Professional development, continuously updating workers knowledge, skills and assurance of a job for life, with full-time employment, clear occupational roles, and well-established career paths, work-related education, personal development and emancipation and finally leading to economic growth from local level to the whole nation.

The Education for All (EFA) movement has had its own implications for TVET at both international and national levels. The third EFA goal lacked precision and measurable targets for TVET, however, it called for ensuring 'that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmers'. This goal had a symbolic value, helping to raise the visibility of TVET and skills development and create a more prominent place for them on the global education policy agenda. The current bulge of young people requiring TVET learning opportunities is partly fueled by the success of the EFA movement in opening access to basic education, particularly at the primary level. In 2009, 702 million children were enrolled worldwide in primary education, compared with 646 million in 1999.

1.2 The Nepalese Context

In Nepal, the concept of TVET is not new. The TEVT efforts so far are unorganized and scattered. For the purpose of formulating policies, implementing and managing the newly developed Technical School System, a national level Technical and Vocational Education Committee (TEVC) was formed in 1982.

The history of Nepal's development and the Council for technical education and vocational training (CTEVT) is basically inseparable. The Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS) and from its very initial period CTEVT is focused to achieve its desired objectives, courses are taught in their practical application with making provision of industries link as possible and learning outcomes are geared towards producing graduates who are well equipped with knowledge, competencies, and qualities needed for executing activities in relation to a particular field of study. With the vision of Skilling Nepal for People's Prosperity, it is authorized by the government of Nepal as an apex body for the TVET sector.

The fundamental requirement for the socio-economic development of any nation is through Education. Since education helps to build national capacity to apply science and technology to social and economic problems, there has been no disagreement over the link between education and development. Technical and Vocational Education and Training aims at providing graduates with practical knowledge and skills which are required at the workplace. It is the sector that produces the requisite technical and professional manpower in adequate numbers for sustainable national development. It is obvious that education in general and technical and vocational education, in particular, is the key to increased productivity. Therefore, technical and vocational education is viewed, as the bedrock of sustainable development of any nation. VET education emphasizes on the elimination of all forms of discrimination. TVET graduates trained for lifelong learning through developing the necessary knowledge, technical and entrepreneurial skills as well as attitudes.

The Directorate of Technical and Vocational Education (DTVE) were established in the same year as a division of the Ministry of Education. Furthermore, after the realization of the need for a unified structure for coordinating, developing and strengthening TEVT in Nepal, the Council

for Technical Education and Vocational Training Act, 1989 established the Council for Technical Education and Vocational Training (CTEVT) in Nepal.

Further, the Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS), is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector committed to the production of technical and skillful human resources required by the nation. To operationalize TVET, CTVET under the Ministry of Education is operating through coordination and collaboration of national and international agencies, donors, INGO, technical service providers and social as well as private organizations.

Then, to expand the physical facilities and institutional capacity of TVET in Nepal, CTEVT has developed relations and linkages with development partners. As a result, Asian Development Bank (ADB), Swiss Agency for Development and Cooperation (SDC), Department for International Development (DFID previously known as Organization for Development and Cooperation- ODC), United Mission to Nepal (UMN), Government of Denmark, Government of India, Government of China, KOICA and others have contributed in establishing technical institutes and expanding their capacity.

CTEVT as a member organization of this organization has established regular linkage in the field of human resource development. Asian Development Bank (ADB) has made a significant contribution to develop and expand TVET in Nepal by establishing many technical schools under the CTEVT system in various regions of Nepal.

The first contribution of the bank was to support the establishment of Lahan Technical School in 1983 through the Sagarmatha Integrated Project. Later on, the bank supported establishing and upgrading technical schools through Technical Education and Vocational Training (TEVT) Project: In addition, the bank has supported strengthening the capacity of the human resource of CTEVT providing training and higher education opportunities.

To conceptualize and internalize TVET at all horizontal and vertical levels among all categories of people among governmental, social and private organizations, political and beneficiary levels for making citizens skilled, we should plan to review and reform national TVET Policy 2012 aligned with Constitution of Nepal (2015), its federalization and different related policies.

Urgently the Ministry of Education (MoE) and CTVET aligned with concerned line ministries, private sector (FNCCI, CNI,) NGO Federation, Journalist Federation, other technical service providers, and other social and political organizations should be actively engaged through TVET Multi-lateral and Multi-stakeholders Dialogue (MMD) Process to bolster TVET opportunities from effective management.

Further, for making conducive coordination among public and private sector service provider institutions there are diverse opportunities. So, multiple partners should collaborate for TVET management to succeed in a larger and massive scale for making skilled Nepalese for enhancing economic growth and social prosperity of Nepal.

1.3 Overview of the Gorkha Polytechnic Institute

One of the CTEVT constituted Polytechnic Institute named **Gorkha Polytechnic Institute (GPI)** was established in 2017(2074 B.S.) is planned for becoming a top-rated polytechnic of Nepal's TVET sector. It is aiming for producing skilled, technical and vocational work-force to serve the growing needs of the national and international market. GPI is planning to be a pioneering technical and vocational training institute functioning under the CTEVT umbrella.

This Polytechnic is planned for providing skill-oriented 29 months (Pre SLC program) and 18 months (Post SLC program) long term **Technical School Leaving Certificate (TSLC)** course in four major trades- Civil Engineering, Automobile Engineering, Geomatics Engineering and Electrical Engineering; and Diploma level course in Hydropower Engineering, Civil Engineering (with specialization in Bridge Engineering), Information Technology, Automobile Engineering and Entrepreneurship from coming F / Y 2079/080. At present, this Institute is offering a **Diploma in Civil Engineering (DCE), Diploma in Electrical Engineering (DEE) and Diploma in Geomatics Engineering (DGE).**

GPI also will offer skill upgrading training (modular course) for the career development of its TSLC graduates considering achieving rich experience and expertise in conducting short term skill development training as per the need for the labor market. In coming days, a job placement, Industries, and production, as well as marketing/sales units, will be established to assess the

employers and employability of GPI graduates; to practices its graduate in its own established Industries and other by making provision of industrial link and marketing/sales unit for to sale the product in market. For developing as a trailblazer technical and vocational institute of the country it will make provision for maintaining good public relations with stakeholders in the market.

Since the major market of TVET is industry, Gorkha Polytechnic Institute (GPI) is going to make a linkage with the industry for enhancing its graduates to maintain professional competencies and industrial uplift. As Industries that collaborate with learning institutions typically have higher productivity rates than Industries that do not have such collaboration GPI is also researching the establishment of its own industries aiming to prove practically the motto of CTEVT *“Learn, Earn and Pay”*.

Gorkha Polytechnic Administration:

Table 2: Polytechnic Executive Committee

Polytechnic Executive Committee			
SN	Position	Name	Remarks
1	Chairman		
2	Members		
3	Members		
4	Members		
5	Members		
6	Members		
7	Members		
8	Members		
9	Members-seretary		

Table 2: Polytechnic Management Committee

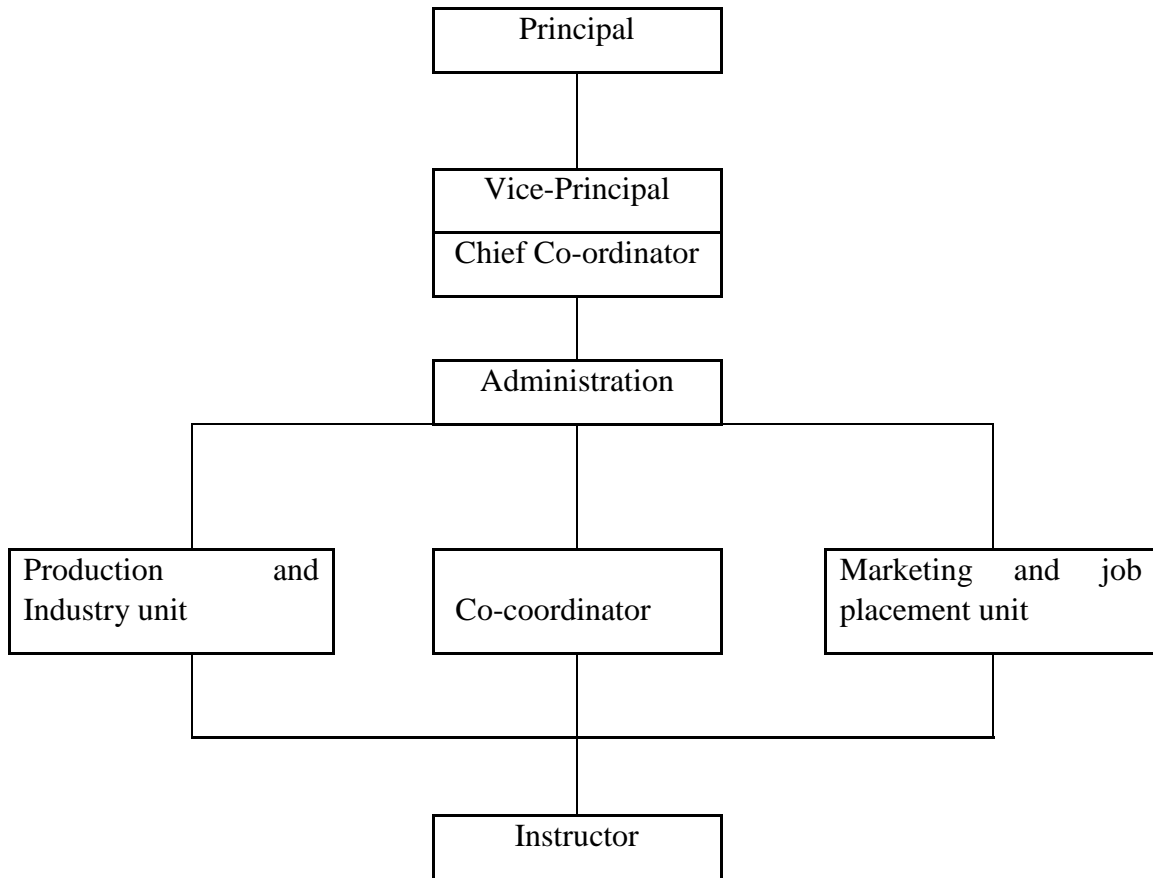
Polytechnic Executive Committee			
SN	Position	Name	Remarks
1	Chairman		
2	Members		
3	Members		
4	Members		
5	Members		
6	Members		

Table 3: Polytechnic Staffs Member

Polytechnic Staffs Member			
SN	Position	Name	Remarks
1	Principal	Er. Pradip Raj Basaula	
2	Vice-Principal	Krishna Prasad Devkota	Academic Head
3	Vice-Principal	Krishna Bahadur Shrestha	Examination Department Head
4	Chief Co-ordinator		
5	Unit chief Industry and Production		
6	Unit chief Sales and Marketing		
7	Civil Course Co-ordinator	Er. Kshitiz Gurung	
8	Electrical Course Co-ordinator	Er. Amit Khatri	
9	Geomatics Course Co-ordinator	Er. Pramod Devkota	
10	Instructors-Chemistry	Santosh Bhattarai	
11	Instructors-Physics	Ram Vinay Yadav	
12	Instructors-Mathematics	Rajkumar Bogati	
13	Instructor-Civil	Er. Saroj Adhikari	
14	Instructor-Civil	Er. Ajay Pokhrel	
15	Instructor-Civil	Er. Ashish Rana Bhat	
16	Instructor-Electrical	Er. Nishan Baral	Information Officer
17	Instructor-Electrical	Er. Pravina Poudel	
18	Instructor-Geomatics	Er. Arjun Nepal	
19	Assistant Instructor-Civil	Susil Poudel	
20	Assistant Instructor-Civil	Anita Shrestha	
21	Assistant Instructor-Electrical	Jiban Dangi	
22	Assitant Instructor-Electrical	Rabin Shrestha	
23	Assitant Instructor-Geomatics	Sulav Adhikari	
24	Administrative Assistant	Nirmala Malla	

25	Administrative Assistant	Babita Sharma	
26	Accountant	Gyanendra Devkota	
27	Laboratory Assistant	Indira Kumal	
28	Store Keeper	Mohan Bahadur Adhikari	
29	Office-Assistant	Ramsharan Pandey	
30	Office-Assistant	Apsara Pokharel	Librarian
31	Driver	Kishor Bogati	
32	Office-Helper	Bal Bahadur Khatri Chhetri	
33	Office-Helper	Som Bahadur Bhandari	
34	Office-Helper	Man Bahadur Kumal	
35	Office-Helper	Rabina Giri	
36	Security Guard	Kamal Bogati	
37	Security Guard	Ram Bhandari	
38	Security Guard	Krishna Giri	

Organization Chart:



General Information:

1. Language & Instruction:

The language of instruction at Gorkha Polytechnic is Nepali and English.

2. Student:

Gorkha Polytechnic Institute (GPI), a national Polytechnic founded in 2017 AD (2074 BS), currently has about 360 students. Students from many parts of the country attend a semester or a year-round at GPI as "Special Student". Gorkha Polytechnic Institute is planning for conducting Student Exchange Program activities with many other polytechnics of Nepal as well as polytechnic of foreign countries.

3. Program:

Now GPI has three Diploma programs in faculties of Civil, Electrical and Geomatics Engineering. But GPI plans for extending further diploma and TSLC programs as per

requirement. Additionally, there are more than 11 short term training of various disciplines and just made a plan for conducting other training programs with respect to the allocated budget of F/Y 2078/79.

4. Academic Session:

The academic session in GPI is generally beginning in the last week of Bhadra and ends in the middle of Shrawan of next year. GPI also has regular courses and courses of special Vocational training to interested individuals.

5. Standards of technical and vocational education and training:

Gorkha Polytechnic strives to maintain a high standard of technical and vocational education and training. All the programs under the Faculty of various disciplines were evaluated /accredited .

6. Gorkha Polytechnic in Nepal:

Gorkha Polytechnic is aiming to be a Nepal's most competitive Polytechnic. Each year, among the students taking the National level Entrance Examination, and applicants with the highest scores attends GPI in Merit basis.

7. Activities:

Throughout the academic year, students can enjoy art and technology exhibitions, concerts, recitals, cinema, sports, and recreational events as well as a variety of social and technological /innovative activities.

8. Location:

The GPI, about 14km far from Dumre Tanahun, is located on the peaceful place in Palungtar Municipality -4 Gorkha and link by road about 1.5 km from Maddhya Pahadi Lok Marga which has been forested entirely from an early period. The Marsyangdi River is about 2 km South-west from GPI. The river and its surroundings meet part of the picnicking needs of the GPI employees and students. The freshwater for GPI will be supplied from the river called Chepe. The Polytechnic area is 73 ropanies for construction and practical purposes. The process of taking ownership of additional land is continuing by coordination with local people and municipal authorities. Recreational activities (yoga, pranayam, etc.) are conducted as a regular course. From the Coming year, Bus service will be provided.

2. SWOT Analysis of GPI

Strengths:

- Faculty have a strong national reputations
- Good reputation for high-impact community outreach
- Believe to attract very good students
- Students learn in a real life hands-on environment
- Attractive and unique curricula
- Safe & peaceful physical locations.
- Affordable high quality education
- Close relationship with Community & Stakeholders.
- Strong outreach and partnerships with industry
- Engagement of faculty with students
- Competent Staffs/ Teachers

Weaknesses:

- Staffing insufficient in numbers.
- Inadequate space
- Insufficient infrastructure & Vehicles for transportation.
- Financial limitations - scholarships, new faculty lines.
- Cultural differences between sites - faculty, staff, students.
- Need clear plan to share courses offerings
- Need clear plan for faculty and staff development

Opportunities:

- Enhance quality educational outreach
- Strengthen partnerships with other institutions to support recruitment
- Expand community outreach
- Employ service-based learning
- Fully engage practical based projects
- Adopt project based learning
- Utilize Open GPI to develop new markets
- Planned to establish a global perspective program

- Expand online learning capability
- Strengthen faculty boards as experts in their fields
- Utilize industry partners as adjuncts and sources of internships
- Secure federal funding and research partnerships
- Increase support for faculty research

Threats:

- Maintaining accreditation requirements and cost of gaining.
- Educational mandates – federal / central, Provincial, Local / GPI.
- Controlling cost of education - faculty, staff, infrastructure, IT etc.
- Decreasing pool of traditional students
- Changing demographics of new students
- Student services and amenities offered.
- Lack of infrastructure
- Rising costs of learning resources - texts, journals, databases
- Rising costs of maintaining scholarship - travel, collaboration, graduate student support, lab equipment etc.

3. Strategic Plan

Vision:

To be the benchmark in TVET ecosystem of Nepal in the delivery of quality Technical, Vocational Education and Training.

Mission:

GPI ensure excellence in delivery, employability and embracing of entrepreneurship through innovative and quality management.

Goal:

To Produce globally competent technical and professional workforce needed for national and international market.

Objectives:

Gorkha Polytechnic Institute (GPI) has set the following objectives:

1. To provide the best possible education facilities.
2. To promote institutional functioning towards quality and best practices.
3. To enhance value based education.

Strategic areas and activities

Objectives -1: To provide the best possible education facilities.

Strategies:

- 1.1 Infrastructure development and facilities
- 1.2 Human Resource development
- 1.3 Good governance

Objectives -2: To promote institutional functioning towards quality and best practices.

Strategies:

- 2.1 Meet education and training in quality assurance standard.
- 2.2 Expanding and addition of Programs and training
- 2.3 Partnering with employers

Objectives -3: To enhance value based education.

Strategies:

- 3.1 Professional Conduct/Code of conduct
- 3.2 upholding a culture of learning, teaching and service delivery
- 3.3 Responsive to the socio-economic needs of our students and the community

The strategic plan with their implementing agents has described in Annex 2.

4. Service provided:

GPI planned to provide services from the coming year accordingly as:

E-service: (mail, web page, visitor registration, Phonebook, IT services)

Social Services: (Library Shopping, Accommodation, Drink Health, Banking & Post Office)

Culture, Art, and Sport: (Sports Facilities, Student Clubs and Societies, Culture and Convention Center)

Transportation: (Transportation & Polytechnic Map)

5. Strategic plan with budget:

The detail of Strategic plan budget is given in Annex I.

Year	Amount (NRS.)
2021	65653000
2022	280692000
2023	191150800
2024	373974065
2025	312655547.3

Annex- I: Strategic Plan Goals with its estimated costs for 2021-2024.

STRATEIC PLAN WITH BUDGET AND TIMELINE

COSTING: The financial resources required for the implementation of the 2021-20225 Strategic Plan and the year wise distribution of these resources with respect to objectives and goal.

Costs of 2021-2025 Strategic Plan

	2021	2022	2023	2024	2025	Remarks
OBJECTIVE 1: To provide the best possible education facilities.						
STRATEGY 1.1: Infrastructure development and facilities						
Activities to be performed						
Construction of Infrastructure						
Academic Building-Block -2		5000000				
Building for Research and Innovation				3000000	3000000	
maintainance of Existing workshop	500000					
Workshop Building -Block -2			4000000			
Senior staff Quarter-Block-2 &3		6000000		8000000		
Vice Principal Quarter-2 unit		3000000				
Hostel -2 stories for girls	2500000					
Hostel - for boys-2 unit			6500000	7000000		
Guard house for hostel		350000				
Guard Quarter and warden resident		1500000				
Multi-purpose hall		4000000				
Dispensary (Health unit)	1500000					
Co-operative				5000000		
Access road and supporting structure	500000	150000	500000	500000	500000	
Admin cum Library Building					7000000	
Canteen's Land scaping and Maintenance	250000	50000				
Single Room Quarter -2 unit				650000	700000	
Industry and production unit						
water-supply and electrical transmission line and Networking	250000	50000	50000	50000	50000	
prefeasibility study	50000	50000	50000	50000	50000	
A/E Design	50000	150000	150000	150000	150000	
Vehicles (2-Buses and 1- jeep)			1250000	650000		
STRATEGY 1.2: Human Resuorce development and Recruiting						
Activities to be performed						

Management & Development of HR (Managing Careers, Performance Appraisal & Management, Employee Training & Management Development, Compensation Management & Occupational Safety & Health etc.)	500000	600000	720000	864000	1036800	
Employee Relations (Grievance Handling, Disciplinary Action, Trade Unions, Collective Bargaining & Workers' Participation in Management)						
Employment of HR (Human Resource Planning, Job Analysis & Design, Staffing Process, Retention & Socialization)						
STRATEGY 1.3: Good governance						
Activities to be performed						
Act with relevance or be responsive to the needs of the economy, society and learners						
Deliver policies in a timely fashion, on the basis of clear objectives, assuring quality, learning from experience and producing expected outcomes.						
Decisions taken at the most appropriate level to support performance.						
Assurance of Transparency or Open processes and sharing of information.						
Roles, functions and responsibilities clearly defined, and practices complying with standards						
Establish an inclusive approach engaging key actors and partners at vertical and horizontal levels.						
OBJECTIVE 2: To promote institutional functioning towards quality and best practices.						
STRATEGY 2.1: Meet education and training in quality assurance standard.						
Activities to be performed						
develop a vision and mission for quality,	100000	150000	225000	337500	506250	
establish management commitment.						
choose strategies for implementation						

establish standards for quality performance						
audit the process and progress						
realise the results and make continuous improvement.						
STRATEGY 2.2: Expanding and addition of Programs and training						
Activities to be performed						
Expanding additional diploma in hydropower and civil with bridge engineering from F/Y 2079/2080(2022 AD) as per decision made by the Thaha Municipality.		1500000	1725000	19837500	22813125	
Expanding Diploma in Automobile engineering from F/Y 2080/2081(2023AD)			1700000	1955000	22482500	
Expanding Diploma in Tourism and hotel management from F/Y 2081/82 (2024 AD)				30000000	34500000	
Expanding Diploma in General Medicine and pharmacy from F/Y 20883/2084(2025AD)					70000000	
Providing Vocational Training as per need (Short term) , Modular Courses (TSLC) as per demand (Sanitary, Surveyin and Civil etc)		6500000	7150000	7865000	8651500	
STRATEGY 2.3: Partnering with employers						
Activities to be performed						
Develop Institute -Industry association	1500000	1650000	1815000	1996500	2196150	
Develop curricula as per indusial need						
workshop/Seminar with TVET job provider						
OBJECTIVE 3: To enhance value based education.						
STRATEGY 3.1: Professional Conduct/Code of conduct						
Activities to be performed						
Relationship with the Legislature and the Executive						
Relationship with the Public						

Relationship among Employee						
Performance of Duties						
Personal Conduct and Private Interests						
STRATEGY 3.2: upholding a culture of learning, teaching and service delivery						
Activities to be performed						
Society and Science linkage program						
workshop/Seminar with locals Community						
volunteering program for society						
We are devoted to the Gorkha Polytechnic as a cultural/ historical heritage and committed to enables the creation and institutionalization of a common culture						
We fulfill our duties with a sense of responsibility in light of ethical values, scientific criteria and the rule of law.						
When expressing their individual opinions and values, students, administrative and academic staff at Gorkha Polytechnic acts together irrespective of their titles, positions and units, and exhibit readiness to meet challenges with their libertarian attitudes. (Guest Lecture, Workshop, Interaction etc.)						
While Gorkha Polytechnic consider and protect the rights and freedoms of others, they regard diversity as a wealth, oppose any kind of discrimination and exhibit an unbiased, egalitarian approach based on respect to humanity in all their relations.						
STRATEGY 3.3: Responsive to the socio-economic needs of our students and the community						
Activities to be performed						
student support programm						
Scholarship for disadvantage and disable						
Programmed for enhancing local culture and values.						
Prepare students to be responsible and ethical citizens of our global community.						
Sub Total	58100000	248400000	169160000	330950500	276686325	
<u>VAT@13%</u>	7553000	32292000	21990800	43023565	35969222	
Grand Total with vat	65653000	280692000	191150800	373974065	312655547	

