

## VPED 301 TVET Ecosystem in Nepal

**Course Name:** TVET Ecosystem in Nepal

**Code:** VPED 301

**Credit Hour:** 2 (1 TH + 1 PR)

**Nature:** Theory + Practical

### Course Description and goals

This course is designed to provide students with a comprehensive understanding of Nepal's Technical and Vocational Education and Training (TVET) ecosystems. It covers the structure, policies, stakeholders, and challenges within the TVET framework. The aim of this course is to familiarize students with different components of the TVET ecosystem in Nepal and around the world. Students will compare different TVET ecosystems across time and space and research TVET and industry connections by conducting case studies of the components of the TVET ecosystem. It will provide students with a comprehensive understanding of human resource management (HRM) principles and practices specific to the context of Technical and Vocational Education and Training (TVET) institutions. Moreover, this course aims to equip students with the necessary skills, knowledge, and attitudes to thrive in the workplace of tomorrow. Through theoretical learning and practical applications, students will gain the necessary knowledge and skills to contribute effectively to Nepal's TVET sector in the future.

### Learning Outcomes

- Understand the concept and importance of TVET
- Develop a sound understanding of the different components of the TVET ecosystem
- Compare and contrast various TVET ecosystem models around the globe
- Understand the concepts and importance of National Vocational Qualification Framework (NVQF)
- Recognize the importance of industry collaboration in TVET, including the Dual VET Apprenticeship Model
- Understand the accreditation and certification system in TVET
- Understand and analyze the importance of HRM in TVET
- Explore the concept of the Future of Work and analyze the emerging trends in TVET

### Content with specific objectives

Specific objectives	Contents
<ul style="list-style-type: none"><li>• To provide an overview of TVET, including its concepts and importance</li><li>• To explore the historical background and evolution of TVET</li><li>• To examine the evolution of TVET policies and regulations</li><li>• To analyze the current status and trends in TVET</li></ul>	<b>Module I: Introduction to TVET Education (4 hours)</b> <ul style="list-style-type: none"><li>1.1. Overview of TVET: Concepts and Importance</li><li>1.2. Historical background and evolution of TVET</li><li>1.3. Evolution of TVET policies and regulations</li><li>1.4. Current Status and Trends in TVET</li></ul>

<ul style="list-style-type: none"> <li>• To familiarize students with the general landscape of TVET systems around the globe</li> <li>• To gain insights into different TVET systems across various countries</li> <li>• To establish a comprehensive understanding of TVET components</li> <li>• To identify and understand the roles and contributions of various stakeholders involved in TVET</li> </ul>	<p><b>Module II: TVET Ecosystems Worldwide (6 hours)</b></p> <ol style="list-style-type: none"> <li>2.1. Overview of global TVET systems and structures</li> <li>2.2. Comparison of TVET systems across different countries</li> <li>2.3. Key components of TVET Ecosystems <ol style="list-style-type: none"> <li>2.3.1. <i>Government and Policy</i></li> <li>2.3.2. <i>Industry Engagement</i></li> <li>2.3.3. <i>TVET Institutions</i></li> <li>2.3.4. <i>TVET Instructors</i></li> <li>2.3.5. <i>Curriculum Development and Quality Assurance</i></li> <li>2.3.6. <i>TVET Financing</i></li> </ol> </li> <li>2.4. Stakeholders in TVET Ecosystems <ol style="list-style-type: none"> <li>2.4.1. <i>Government agencies and ministries involved in TVET</i></li> <li>2.4.2. <i>Business Industry Associations (BIAs) and employers</i></li> <li>2.4.3. <i>Non-Governmental Organizations (NGOs) and International Agencies</i></li> </ol> </li> </ol>
<ul style="list-style-type: none"> <li>• To understand the structure and components of the education system in Nepal</li> <li>• To familiarize with the laws and regulations that govern TVET in Nepal</li> <li>• To gain insights into the various types of TVET institutions</li> <li>• To familiarize the concept of NVQF and understand the principles of lifelong learning, permeability, and equivalence in TVET</li> <li>• To explore the significance of Education-Employment Linkages (EEL)</li> <li>• To understand the accreditation standards, processes, and certification system</li> </ul>	<p><b>Module III: Framework of TVET in Nepal (10 hours)</b></p> <ol style="list-style-type: none"> <li>3.1. Overview of Education System in Nepal</li> <li>3.2. Legal framework governing TVET in Nepal</li> <li>3.3. Overview of TVET institutions in Nepal</li> <li>3.4. Concepts and Importance of National Vocational Qualification Framework (NVQF) <ol style="list-style-type: none"> <li>3.4.1. <i>Lifelong Learning in TVET</i></li> <li>3.4.2. <i>Permeability and Equivalence in TVET</i></li> </ol> </li> <li>3.5. Linkages between TVET institutions and industries <ol style="list-style-type: none"> <li>3.5.1. <i>Importance of Industry Collaboration in TVET</i></li> <li>3.5.2. <i>Dual VET Apprenticeship Model in Nepal</i></li> </ol> </li> <li>3.6. Accreditation and Certification System in TVET</li> </ol>

	<p><i>3.6.1. Standards and Criteria for quality assurance in TVET</i></p> <p><i>3.6.2. Accreditation processes for TVET institutions and programs</i></p>
<ul style="list-style-type: none"> <li>• To emphasize the importance the HRM within TVET</li> <li>• To explore the processes and best practices involved in recruitment and selection for TVET institutions</li> <li>• To examine the role of training and development</li> <li>• To understand the significance of coaching, mentoring, and counseling</li> <li>• To explore the performance management practices</li> <li>• To discuss HR planning and strategic management within the framework of TVET</li> </ul>	<p><b>Module IV: TVET Human Resource Management (6 hours)</b></p> <p>4.1. Definition and importance of HRM in TVET</p> <p>4.2. Recruitment and Selection in TVET</p> <p>4.2.1. <i>Job Analysis and Design in TVET</i></p> <p>4.2.2. <i>Recruitment methods and strategies for TVET institutions</i></p> <p>4.2.3. <i>Selection techniques and tools</i></p> <p>4.3. Training and Development in TVET</p> <p>4.4. Coaching, mentoring, and counseling</p> <p>4.5. Performance Management in TVET</p> <p>4.6. HR Planning and Strategic Management in TVET</p>
<ul style="list-style-type: none"> <li>• To understand the concept of the Future of Work</li> <li>• To introduce students to soft skills with the evolving nature of future workplace needs</li> <li>• To understand the emerging trends aligning soft skills and training with industry needs</li> <li>• To emphasize the importance of adaptability and flexibility in the Future Workplace</li> </ul>	<p><b>Module V: TVET Future for Work (4 hours)</b></p> <p>5.1. Concept of the Future of Work</p> <p>5.2. Soft Skills for the Future Workplace</p> <p>5.3. Emerging trends in TVET: <i>Green skills, digitalization, Entrepreneurial Mindset and Industry 4.0</i></p> <p>5.4. Adaptability and Flexibility in the Future Workplace</p>

**Major Teaching and Learning Strategy (List of some Teaching and Learning Strategies for the faculty)**

- **Hybrid-based teaching:** Present information to students through oral presentation and deliver instructional content outside of class through videos or PowerPoint.
- **Inquiry-based and active learning:** Encourage students to ask questions and engage them to participate actively in the learning process. (For example: Group Discussion or Case Studies)

- **Problem-based, Project-based, and Collaborative learning:** Provide students with a project and coach them to apply knowledge and skills to understand, explore, and solve the problem collaboratively.
- **Reflective Practice:** Encourage students to reflect on their learning at the end of the module. Review of key learnings from the module along with the feedback on the module.

### **Practical (List some of the practical and field-based tasks to be done)**

**1. Field Visits:** Students will have the opportunity to visit a range of institutions including TVET institutions, governmental agencies, and industry partners. During these visits, students will gain firsthand experience observing the implementation of TVET programs and policies. They will have the chance to witness the practical applications of what they have learned in the classroom and see how these programs and policies are being put into action. After each visit, students will be required to prepare a detailed field report that documents their observations, insights, and any recommendations they may have for improving the implementation of TVET programs and policies.

**2. Case Studies:** This project involves an in-depth exploration and analysis of the TVET ecosystems of specific countries. Students will be tasked with selecting a country and thoroughly examining its TVET ecosystem, including its policies, programs, and institutions. They will conduct research, analyze data, and present their findings in a comprehensive case study format. Through this project, students will gain a deeper understanding of the TVET landscape in different countries and develop critical thinking and research skills.

### **Assessment Plan**

- **In-semester (50)**  
Assignment, written exam, presentation, case study, report, objectives, attendance
- **End-semester (50)**

Question Types	Marks Distribution	Total Question
MCQ	10 Marks	10 Questions
SAQ	24 Marks	7 Questions [Attempt 6 Questions]
LAQ	16 Marks	3 Questions [Attempt 2 Questions]

### **Marking Scheme for Final Examination:**

- Section A (**MCQ**): 10 Questions × 1 marks
- Section B (**Short Answer Question-SAQ**) – Total 7 Questions × 4 marks (Attempt any Six)
- Section C (**Long Answer Question-LAQ**) – Total 3 Questions × 8 marks (Attempt any Two)

Learning Units	Total Credit Hours	MCQs	SQs	LQs	Remarks
Module I: Introduction to TVET Education	4	1	1	0.5	
Module II: TVET Ecosystems Worldwide	6	2	2	0.5	

Module III: Framework of TVET in Nepal	10	3	2	1	
Module IV: TVET Human Resource Management	6	2	1	0.5	
Module V: TVET Future for Work	4	2	1	0.5	

### References:

- Technical and Vocational Education and Training: Issues, Concerns and Prospects by UNESCO
- Skills for a Changing World: National Perspectives and the Global Movement by OECD
- Transforming Education: Learning Pathways in TVET by UNESCO-UNEVOC
- Technical and Vocational Education and Training in Nepal: Current Status and Future Directions by Government of Nepal, Ministry of Education.
- TVET Sector Strategic Plan (TSS) 2023 – 2032 AD
- TVET Reform Strategic Plan (TRSP) 2080 – 2089 BS