

Quality Standards for TVET Institutions

**Council for Technical Education and Vocational Training
(CTEVT)
Skill Development Project
(SDP)**

Quality Improvement Program Workbook

Institution: CTEVT School of Health Science

Principal: Achyut Raj Dahal

Date: Aug. 17, 2014

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Governance and Management

Standard 1

Institutional objectives are established in accordance with the roles, responsibilities and capabilities of the institution.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Roles and responsibilities of the institution are clearly identified and available for review of staff students, stakeholder and the community.		yes	
2	The capabilities of the institution are clearly understood by management and staff and based on an annual assessment of institutional capability.	yes		
3	The roles and responsibilities of the institution are sanctioned by CTEVT.	yes		

GAP AND GAP ANALYSIS

- Though roles and responsibilities of the SOHS are clearly identified and available for review of staffs, stakeholder and the community, SOHS is still now on advocacy period for its roles, responsibility and importance. Many community people and stakeholders come to SOHS to get information related to CTEVT council office.

OBJECTIVE(S)

- Publish citizen charter even in newspaper and various articles including its website.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Identify and publish roles	Principal	Aug, 2014 – Nov,	

and responsibility of SOHS		2014	
Sanction roles and responsibility of SOHS by CTEVT	Principal	Aug, 2014 – Nov, 2014	
Publish citizen charter in Wall, notice board, magazine, newspaper, website and various media	Principal	Aug, 2014 – Dec, 2014	

Standard 2

There is a vision, mission and strategic plan for the institution linked to the CTEVT Strategic Plan.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The CTEVT Strategic plan has been reviewed by management, teaching, and administrative staff and is understood.		yes	
2	Prior to formulating a strategic plan, the institution reviewed both external and internal environment and analyzed strengths, weaknesses, opportunities and threats.		yes	
3	Management teaching and administrative staff, key stakeholders, local industry and the community have input in the strategic plan.		yes	
4	The strategic plan contains strategies, objectives, activities, timelines, resources required (financial) for development and implementation activities and assigns individual responsibilities.		yes	
5	The strategic plan covers a three-year period and is reviewed and adjusted annually.		yes	

GAP AND GAP ANALYSIS

- SOHS has vision, mission and goals linked to CTEVT strategic plan, but it does not have its own three years strategic plans till date.
- SOHS has review its SWOT analysis and various preliminary SWOT strategies are prepared, however it is not finalize.

OBJECTIVE(S)

- Materialize master plan
- Finalize various strategies with reviewing SWOT analysis
- Develop strategic plan (5 years) containing objectives, activities, timelines, resources required (financial) for development and implementation activities and assigns individual responsibilities.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE, MONTH, YEAR TO: DATE, MONTH, YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Conduct detail engineering survey to materialize master plan	Principal	Aug, 2014 – Dec, 2014	
Review SWOT and strategies of SOHS	Principal	Aug, 2014 – Nov, 2014	
Develop 5 year strategic plan of SOHS	Principal	Aug, 2014 – Dec, 2014	

Standard 3

The Yearly plan of operation is derived from the strategic plan and it is implemented.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Management is responsible for formulating the annual plan of operation and ensuring it is linked to the strategic plan.		yes	
2	All programs and administrative		yes	

	services have input into the plan.			
3	The plan contains necessary objectives and activities and the resources required to implement them.		yes	
4	The annual budget is linked to the plan.		yes	
5	Management reviews the plan on a quarterly basis and makes necessary adjustments.		yes	
6	Plan performance is reviewed at the end of the fiscal year and lessons learned are identified and recorded.			

GAP AND GAP ANALYSIS

- Though SOHS prepares Academic Calendar, Yearly Plan of Operation is lacking.

OBJECTIVE(S)

- Prepare Yearly Plan of Operation linking it with three year strategic plan involving inputs from various departments and sections.
- Mention required objectives, activities and resources in the Yearly Plan of Operation and linked it with annual budget.
- Prepares various academic plans, plans for theory, practical, field works, OJT, monitoring, work schedule for practicum, duty roster and so on.
- Review plan performance at the end of the fiscal year.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare Academic Calendar for 2071-072	Principal	Aug, 2014 – Sep, 2014	
Prepare Yearly Plan of Operation	Principal	Aug, 2014 – Sep, 2014	
Plan academic activities according to Academic calendar	HODs	1 month before commencement	
Review plans	Principal	July	

Standard 4

Leadership positions are filled and leaders are qualified and experienced as required by their job descriptions.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	All leadership positions (sanctioned posts for Principal, Vice- Principal, Heads of Departments, and Administrative Heads) are filled.	yes		
2	Appointments to sanctioned Posts are in accordance with the management levels stipulated for the positions (i.e. Levels 1, 2, or 3)	yes		
3	All individuals occupying leadership positions are qualified and sufficiently experienced (as outlined in job descriptions) to do the work.	yes		

GAP AND GAP ANALYSIS

- All leadership positions are filled and qualified. However there is problem for retention of staffs. Lots of senior staffs left the SOHS after getting promotion.

OBJECTIVE(S)

- Request CTEVT council office to retain staffs even after promotion particularly for teaching faculty.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize an ad hoc committee to study and report to retain teaching faculty	Principal	Aug, 2014 – Nov, 2014	
Review the report and	Principal	Nov, 2014 –	

moderate if required		Dec, 2014	
Prepare a letter and submit the report to CTEVT for consideration	Principal	Dec, 2014 – Dec, 2014	

Standard 5

There is shared quality improvement institutional culture.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	All staff members (teaching and administrative staff) are oriented to the institution's Quality Improvement Program.		yes	
2	Each staff member has a Quality Improvement objective.		yes	
3	All staff members are provided an opportunity to participate in the formulation of the Quality Improvement Program and contribute to the review and assessment of its performance.		yes	

GAP AND GAP ANALYSIS

- As such SOHS has no documented Quality Improvement Program, so its objectives and review and assessment of its performance are lacking.

OBJECTIVE(S)

- Involve all staffs to develop Institution's Quality Improvement objective.
- Orient all staff members (teaching and administrative staff) to the institution's Quality Improvement Program.
- Prepare Quality Improvement objective for each staff member.
- Involve all staff members to contribute to the review and assessment of its performance.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)

		YEAR	
Prepare an quality Improvement Program	Vice Principal	Aug, 2014 – Oct, 2014	
Finalize the program by Management Committee	Admin/Account Officer	Oct, 2014 – Oct, 2014	
Orient the program to all staffs by staff meeting	Admin/Account Officer	Oct, 2014	
Review and assess performance	Admin/Account Officer	July	

Standard 6

There is a fully developed Quality Management System (QMS)

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Annual Quality Improvement objectives are clearly specified and posted.		yes	
2	Quality Improvement activities in support of each objective are specified, timeframes for each activity are articulated, and resources are allocated to support the activities.		yes	
3	Responsibilities for implementing objectives and activities are identified.		yes	

GAP AND GAP ANALYSIS

- Documented Annual Quality Improvement objectives are lacking in SOHS, so quality improvement activities are also lacking.

OBJECTIVE(S)

- Specify Annual Quality Improvement objectives clearly and posted.
- Develop and implement Quality Improvement activities in support of each objective with timeframes, and resources.
- Identify responsibilities for implementing objectives and activities.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO

		TO: DATE MONTH YEAR	BE FILLED AFTER ACTION IS TAKEN)
Specify Annual Quality Improvement Objectives	Vice Principal	Aug, 2014 – Oct, 2014	
Articulate timeframes for each activity in objectives	Vice Principal	Aug, 2014 – Oct, 2014	
Allocate resources to support the activities in objectives.	Vice Principal	Aug, 2014 – Oct, 2014	

Standard 7

A Quality Management Unit (QMU) is established and guides Quality Improvement.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The role and responsibilities of the QMU for guiding and supporting quality improvement are specified and understood by the staff of the institution.		yes	
2	The members of the QMU are appointed annually by the Principal and are representative of HODs, teaching staff and administrative staff. Gender Equality and Social inclusion principles also guide selection of members.		yes	
3	Members of the QMU receive orientation and training in Quality Improvement.		yes	
4	The QMU conducts a monthly review of progress in implementing the Annual Quality Improvement Program, identifies issues and solutions and files a monthly report with the Principal.		yes	

GAP AND GAP ANALYSIS

- Quality Management Unit is not established in SOHS, so its roles, responsibilities, person working in the unit and its activities are missing.

OBJECTIVE(S)

- Establish Quality Management Unit with defined roles and responsibility for guiding and supporting quality improvement.
- Appoint HOD and senior staffs to work in the unit with considering GESI.
- Provide training and orientation to members of the QMU in Quality Improvement.
- Conduct a monthly review of progress in implementing the Annual Quality Improvement Program, identifies issues and solutions and files a monthly report with the Principal by QMU.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Establish Quality Management Unit	Principal	Aug, 2014 – Nov, 2014	
Appoint some staffs to work in QMU	Principal	Aug, 2014 – Sep, 2014	
Assign roles and responsibility of QMU for guiding and supporting quality improvement.	Principal	Aug, 2014 – Sep, 2014	
Training and orientate to members of the QMU in Quality Improvement.	Principal	Aug, 2014 – Nov, 2014	
Conduct a monthly review of progress	HOD working in QMU	First week of next month	

Teaching and Learning

Standard 8

Curriculum is delivered in accordance with the national curriculum rules and regulations.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The identification and selection of programme	yes		
2	Development of programme curricula	yes		
3	Specification of learning objectives and outcomes		yes	
4	Formulation of teaching and learning activities		yes	
5	The delivery of course modules		yes	
6	Monitoring evaluation of programme		yes	
7	Testing and examination of students are documented and available to teachers and administrative staffs		yes	

GAP AND GAP ANALYSIS

- The specification of learning objectives and outcomes are missing in curriculum.
- Orientation of curriculum to teachers and management of school is missing.
- Teachers conduct their classes in their own way.
- No course modules developed yet.
- Monitoring of evaluation of program is also very poor.
- National Curriculum Framework not defined yet.

OBJECTIVE(S)

- Develop Micro-level curriculum
- Orient curriculum to teachers and management before classes start every year with help of Curriculum Division of CTEVT
- Develop Course module
- Develop Standard Operation Procedure for every courses
- Develop and maintain monitoring and Evaluation system

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize a workshop to develop micro-level curriculum	Principal, Vice Principal, HODs Admin/Account Officer	Aug, 2014 – July, 2018	
Organize a workshop to develop course modules	Principal, Vice Principal, HODs Admin/Account Officer	Aug, 2014 – July, 2015	
Organize a workshop to develop Standard Operation Procedure	Principal, Vice Principal, HODs Admin/Account Officer	Aug, 2014 – July, 2015	
Orient curriculum to teachers before commencement of new batch	Vice Principal	August	
Develop monitoring and evaluation format for every program	Vice Principal	Aug, 2014 – July, 2015	
Review and finalize the format	Principal	July, 2015	
Organize a workshop to review curriculum	Vice Principal	August	

Standard 9

Curricula for all programs offered are available to teachers and students.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Each teacher has a copy of the curriculum that s/he is responsible to teach		yes	
2	Students can avail the curriculum for their program from library		yes	

3	Necessary textbooks and required reading materials are available to students at local bookstores and/or in their classrooms or the library	yes		
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Though library has rich sources of books and manuals, textbooks are not recommended. Students are studying the books that are prescribed by teacher. Whenever new teacher comes in the SOHS, the librarian feels discomfort.

GAP AND GAP ANALYSIS

- Textbooks are not recommended
- Students are studying books that are prescribed by teacher
- New books are demanded by students whenever new teacher come to teach
- Curriculum is not available in library, teachers rooms, Principal and vice principal room, examination section and administration section.
- Lack of relevant journals (hardcopy and softcopy)

OBJECTIVE(S)

- Identify required textbooks
- Develop required textbooks
- Publish required textbooks
- Keep at least one copy of curriculum available always in library, teacher's room, Principal and vice principal's room, examination and administration section
- Maintain required textbooks available for teachers and students
- Subscribe Journals hardcopy, subscribe e-journals in library.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize a library committee	Principal	Aug, 2014 – Sep, 2014	
Identify and prepare a list of required textbooks	Library Committee	Aug, 2014 – Dec, 2014	
Keep one hard copy of curriculum in library,	Library Committee	Aug, 2014 – Sep, 2014	

teacher's room, Examination section, Account section, Principal and Vice Principal's office			
Purchase required textbooks and references in library	Library Committee	Aug - July	
Identify professional journals	Library Committee	Aug, 2014 – Oct, 2014	
Subscribe journals	Library Committee	Sep, 2014 – Oct, 2014	

Standard 10

Teaching delivery of theory and practice and workplace training is according to curriculum.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Each teacher is aware of the ratio of theory to practice prescribed for the program s/he instructs.	yes		
2	Teaching is monitored to ensure adherence to specifications of the ratio of theory and practice prescribed for each program		yes	
3	There is adherence to all provisions for workplace training (OJT) prescribed in the curriculum and workplace training is monitored and evaluated	yes		

50:50 theory and practical in every course are mismatching. The curriculum is also not mentioning the theory and practical portion separately. Knowledge from practical to theoretical is also missing.

GAP AND GAP ANALYSIS

- Theory and practical ratio is mismatch; more theory and less practice in most courses
- Practical to theoretical teaching model is missing
- There is lack of project works.

OBJECTIVE(S)

- Distinguish theory and practice session according to ratio defined in the curricula
- Link practice to theoretical input
- Assign project works to students
- Upgrade Comprehensive Field Practice status (OJT)

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Distinguish theory and practice session during workshop in micro-level curriculum	Principal, Vice Principal, HODs Admin/Account Officer	Aug, 2014 – July, 2015	
Link practice to theoretical inputs during workshop in micro-level curriculum	Principal, Vice Principal, HODs Admin/Account Officer	Aug, 2014 – July, 2015	
Assign project works in curriculum during workshop to develop course modules	Principal, Vice Principal, HODs Admin/Account Officer	Aug, 2014 – July, 2015	
Upgrade Comprehensive Field Practice status	HODs, teachers	Aug, 2014 – July, 2015	

Standard 11

The curriculum is updated at least every five years by CTEVT.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The CTEVT schedule for curriculum updating and revision is publicized in the institution.	yes		
2	The Principal encourages HOD and		yes	

	teachers to submit, to CTEVT, comments suggestion			
3	The updated (revised) curriculum is made available to HODs and teaching staff of the institution and made available, in the library, to students.	yes		
4	HODs orient teaching staff to the new curriculum and provide coaching to support its implementation.		yes	

Curriculum is revised regularly for most of the courses. Faculties and graduates are rich sources to provide feedback. However revision seems lacking of utilizing feedbacks. There is no programme to orient the revised curriculum.

GAP AND GAP ANALYSIS

- Curriculum revised without feedback collection from faculties and other stakeholders,
- Lacking of communication for dissemination of new curriculum. It will better if curriculum softcopy is uploaded in website.
- no orientation with new curriculum
- curriculum evaluation system is lacking

OBJECTIVE(S)

- Organize curriculum revision workshop in School once in a year with stakeholders.
- Disseminate curriculum by website, individual correspondence and notice publish in newspaper
- Conduct curriculum orientation programme to introduce new curriculum
- Introduce curriculum evaluation system regularly

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize Curriculum revision workshop	Principal	August	
Publish curriculum in SOHS website making it accessible for SOHS faculty only	Principal	Aug, 2014 – Oct, 2015	
Orient new curriculum to	Principal	Aug, 2014 –	

faculty		Oct, 2015	
Organize a workshop to review curriculum	Vice Principal	August	

Standard 12

There is a teaching/training and learning (session) plan for every subject.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Teachers prepare and maintain records of daily session plans that specify the day's learning outcomes or objectives to be met, the instructional activities to be delivered, the resources to be used and the student activity prescribed to enable learning		yes	
2	Teachers prepare, implement and maintain records of weekly and monthly plans (similar table of contents as daily session plans)		yes	
3	HODs review session plans, observe instruction and provide guidance for teaching improvement		yes	

GAP AND GAP ANALYSIS

- Annual Academic Calendar exist, session plans are not developed.
- No review and no feedback provided.
- Logbook keeping system is very poor
- Class observation and providing guidance for teaching improvement is lacking.

OBJECTIVE(S)

- Prepare Annual Academic Calendar before commencement of new session
- Prepare session plan for each unit of the lesson
- Develop duty roster and detail planning before conducting practical and OJT.
- Link teachers performance evaluation to effective design of session and course plan,
- Provide non-monetary incentive to teachers to develop session and course plan

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop Annual Academic Calendar before commencement of new session	Principal	Aug	
Develop session plan for each unit of lesson	Vice Principal	Aug- Sep	
Develop Lesson Plan	HODs	Daily before class	
Develop Plan of action, duty roster	HODs	Before commencement of academic activities	
Provide marks on planning during teacher's evaluation	Vice Principal, HODs	Aug	
Provide incentive to teachers on session and course plan	Principal, Vice Principal, HODs	Aug	

Standard 13

Short –term training is organized to respond to local labor market needs and training needs assessments.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Staff members, designated by the principal, identify training needs of the local community (annual needs identification)		yes	
2	Local industry and employers are involved in training needs identification		yes	
3	The training needs are assessed and prioritized by the senior officers of the institution with input and		yes	

	involvement of local community leaders			
4	Based on the training needs are assessment, an annual schedule of short courses is developed, and publicized locally		yes	
5	Short courses are delivered, monitored and contribute to income generation for the institution.		yes	

GAP AND GAP ANALYSIS

- Training needs are not assessed and
- Responsive short courses are rare.

OBJECTIVE(S)

- Train faculty on Training Need Assessment and RMA
- Conduct TNA and RMA before launching short courses
- Designed and delivered short courses based on periodic need assessment,

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Train faculty on TNA & RMA	HRD Unit	July - June	
Conduct TNA & RMA (Standard 70)	MIS Unit	July - June	
Launch short courses according to TNA & RMA (Standard 70)	MIS Unit	July - June	

Standard 14

Each program has a Gender Equality and Social Inclusion (GESI) teaching/learning component.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	A standardized GESI learning module is delivered in all programs.		yes	

2	Each HOD and teacher has a copy of the GESI module. Students can avail copies from library		yes	
3	HOD and teachers are oriented to the GESI Module		yes	
4	HODs monitor delivery of the GESI module.		yes	

GAP AND GAP ANALYSIS

- HODs and teachers along with other staffs are not oriented with GESI concept.
- GESI practice does not exist as teaching learning component

OBJECTIVE(S)

- Provide training on GESI for staffs
- Include 1 or 2 sessions on GESI in each course for awareness and recent practices
- Train final year students on life skills and business skills

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Train staffs on GESI concept	HRD Unit	July, 2014 – June, 2015	
Orient staffs on GESI module	GESI Focal Person	July - June	
Provide GESI training to students	GESI Focal Person	July - June	
Provide life skills and business skills training to students	GESI Focal Person	July - June	

Standard 15

Updated and relevant instructional materials and resources, manuals are available to teachers and students.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Mandatory texts, manuals and learning resources are available, in	yes		

	sufficient numbers, to teachers and students			
2	The library maintains and updates its collection of mandatory texts, manuals and learning resources	yes		
3	HOD review every six months the supply of mandatory text, manuals and learning resources		yes	
4	Sufficient budgets are assigned annually to ensure the maintenance of mandatory texts manuals and learning resources	yes		

However relevant journals are lacking.

GAP AND GAP ANALYSIS

- Updated resources materials and manuals are available to instructors and students, however relevant journals are lacking

OBJECTIVE(S)

- Make updated resources materials and manuals available at least in library.
- Identify and subscribe relevant professional journals and make those available at least in the library

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Make sufficient text and reference books available in library (Standard 22)	Library Committee	July - June	
Keep professional journals in library (Standard 22)	Library Committee	July - June	
Review facilities of library twice a year	Library Committee	July - June	

Standard 16

Teaching/ training and Learning delivery is monitored and results are applied for improvements.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	HOD monitor teaching in the classroom, laboratory, and workshop, on a quarterly basis.		yes	
2	HODs meet and review the performance with each teacher on a quarterly basis, noting good practice and areas requiring improvement. The teacher maintains a written record of the meeting		yes	
3	Gaps in technical knowledge or skill and/or instructional methodology are identified in reviews of teaching performance. Professional Development Training and support is provided to assist the teacher in addressing these gaps.		yes	

GAP AND GAP ANALYSIS

- Monitoring is lacking,
- feedback is reactive,
- feed-back is often treated as confidential

OBJECTIVE(S)

- Develop transparent monitoring system with clear and well accepted criteria (monitoring through supervisors, students, instructional logbook)

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop monitoring methods and tools	Vice Principal	Aug- Nov 2014	
Monitor teaching in the classroom, laboratory, and workshop, on a quarterly basis	HODs	July - June	
Review performance of	HODs	July - June	

teachers on a quarterly basis			
Identify gaps in technical knowledge or skill and/or instructional methodology	HODs	July - June	
Provide training and support to assist the teacher in addressing gaps	HRD Unit	July - June	

Standard 17

Teaching quality is evaluated.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	An annual evaluation is conducted by the HOD with each teacher (permanent and short-term) and reviews teaching objectives, actual teaching performance, noting areas of good practice and areas for improvement		yes	
2	Based on the annual evaluation, a performance improvement or enhancement plan is prepared.		yes	
3	The evaluation and performance plan are signed by the teachers, the HOD and the Principal and copies are maintained in each of their offices		yes	
4	The performance plan is implemented and progress is reviewed during the quarterly monitoring review		yes	

GAP AND GAP ANALYSIS

- Teaching quality is not systematically evaluated.
- Feedback to poor performance is often given, not proactive

OBJECTIVE(S)

- Design criteria for quality of teaching linking these to teaching-learning-performance
- Collect feedbacks to identify performance standards
- Communicate quality standards for uniformity in understanding.

- Introduce continuous evaluation system (daily and weekly).

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Conduct an annual evaluation of each teacher (permanent and short-term) and	HODs	Aug -Sep	
Review teaching objectives, actual teaching performance, noting areas of good practice and areas for improvement	HODs	Aug -Sep	
Prepare performance improvement or enhancement plan based on the annual evaluation.	HODs	Sep - Oct	
Sign performance improvement plan by teacher and HOD and submit to Principal	HODs	Sep - Oct	
Develop Staff performance Appraisal format and approve it	HRD Unit	Aug – Sep, 2014	
Train every staffs to develop performance improvement plan	HRD Unit	Oct – Dec	
Implement performance improvement plan	HRD Unit	Oct - Dec	
Review progress of performance improvement plan quarterly	HRD Unit		

Support to Students

Standard 18

Academic counseling is available for all students who need it.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Teachers identify, to the Heads of Departments, students requiring academic counseling and note their academic counseling needs.		yes	
2	The Heads of Departments schedule and conduct academic counseling sessions.		yes	
3	Academic counseling sessions are conducted until the required improvements in the student's academic performance are made.		yes	
4	The Heads of Departments maintain a weekly and monthly record of the number of academic counseling sessions conducted.		yes	

Students and staffs counseling is done in extreme cases only, particularly during strike and violation of rules and harmony.

GAP AND GAP ANALYSIS

- Management and teachers have no systematic idea on Academic Counseling.
- Lack of detail process and procedure of Academic Counseling.
- There is no schedule for Academic Counseling.
- There is lack of recording system of Academic Counseling.

OBJECTIVE(S)

- Provide training on Academic Counseling for Principal, Vice Principals, HODs and person working in Counseling Unit.
- Develop or use readymade process and procedure of Academic Counseling
- Plan for continuous counseling.
- Make schedule of Academic Counseling
- Develop and maintain systemic recording system of Academic Counseling and keep it up to date.
- Equip departments with necessary logistics for academic counseling.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Establish Academic Counseling Unit	Principal	Aug- Sep 2014	
Assign senior staffs to work in the Unit	Principal	Aug- Sep 2014	
Equip the unit	Principal	Aug- Sep 2014	
Develop and approve process and procedure of academic counseling	ACU	Aug – Oct 2014	
Orient staffs on process, procedure and importance of academic counseling	ACU	Aug – Oct 2014	
Identify need of academic counseling	ACU	Aug – Dec 2014	
Make schedule for academic counseling	ACU	Dec 2014	
Develop recording system and format	ACU	Aug – Oct 2014	
Records counseling activities	ACU	Whenever counseling is done	

Standard 19

Career Counseling is available and promoted to all students.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	At least one member of the senior staff, teaching or administrative staff has training and experience in career counseling.		yes	
2	A Career Counseling Program is established and provides students assistance in identifying their career interests, formulating		yes	

	career goals, assessing their individual aptitudes, and information on the skills and knowledge required to pursue the career of their choice.			
3	Students have access to Information on where careers and jobs in their area and the country (and overseas) are available. Information on job descriptions, job, requirements and salaries is also accessible.		yes	
4	Students are provided assistance in formulating their career development plan.		yes	
5	A record of career counseling and training sessions is maintained.			

GAP AND GAP ANALYSIS

- None of the staff is trained with carrier counseling.
- There is lack of process and procedure of carrier counseling.
- There is no provision of career counseling.
- Students are getting admission without proper counseling, often they are making choice by market propaganda/rumors.
- A detail list of the employers is not available.
- A unit with some staffs must be established who will provide carrier counseling for those who are seeking for study, and for those who are on study and have completed the course.
- There is lack of recording system of Carrier Counseling.

OBJECTIVE(S)

- Provide training on Carrier Counseling for Principal, Vice Principals, HODs and person working in Counseling Unit.
- Develop or use readymade process and procedure of Carrier Counseling
- Provide carrier counseling for those who are seeking for study, for those who are on study and have completed the course.
- Make schedule of Carrier Counseling
- Train students to search job, prepare their CV and writing application.
- Prepare and update a detail list of employers.
- Develop and maintain systemic recording system of Carrier Counseling and keep it up to date.
- Equip departments with necessary logistics for carrier counseling.

ACTION REQUIRED	RESONSIBLE	TIMEFRAME	DATE ACTION
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	PERSON	FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Establish Carrier Counseling Unit	Principal	Aug- Sep 2014	
Assign senior staffs to work in the Unit	Principal	Aug- Sep 2014	
Equip the unit	Principal	Aug- Sep 2014	
Develop and approve process and procedure of carrier counseling	CCU	Aug – Oct 2014	
Orient staffs on process, procedure and importance of carrier counseling	CCU	Aug – Oct 2014	
Make schedule for Carrier counseling	CCU	Dec 2014	
Prepare and update a list of potential employers	CCU	Aug – Oct 2014	
Develop recording system and format	CCU	Aug – Oct 2014	
Records counseling activities	CCU	Whenever counseling is done	

Standard 20

Support services are available for women, and members of excluded groups and people with special needs.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The learning environment is supportive to women and excluded group members. All institute staff have received GESI training.	yes	yes	
2	Transportation and housing supports are provided to women and members of excluded groups,	yes		Hostel facility
3	Weekly support groups for women are organized and facilitated by Institute staff.		yes	

4	Procedures are in place and well publicized to report incidents of gender or excluded group member discrimination to the Principal.		yes	
5	A system of investigating and addressing and settling claims of discrimination is in place.		yes	
6	Staff members are identified and trained to provide personal counseling to women and members of excluded groups upon request.		yes	

GAP AND GAP ANALYSIS

- Though learning environment is supportive to women and excluded group members, none of the staff is trained with GESI.
- There is 50 bedded girl's hostel, criteria to select applicants is made however it may not have GESI concept on that criteria.
- There is no support group for women and no weekly or monthly meeting is organized
- GESI procedures are not available
- Till now there is no case of discrimination and no complain on it. However the school lacks to address if such discrimination happens.

OBJECTIVE(S)

- Provide training on GESI for Principal, Vice Principals, HODs and staffs.
- Develop and use girls selection criteria based on GESI concept.
- Compose an effective and efficient support group for women.
- Develop or use readymade GESI procedure
- Develop a system of investigating and addressing and settling claims of discrimination.
- Equip departments with necessary logistics for GESI.
- Provide at least 1 or 2 sessions on GESI, life skills and Business skills for all students/participants.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Train staffs on GESI module	Principal	Aug – Sep, 2014	

Assign a staff to work on GESI	Principal	Aug – Sep, 2014	
Orient all staffs on GESI module	GESI Focal person	Aug – Oct, 2014	
Institutionalize GESI concept during selection (for training, hostel etc)	GESI Focal person	Aug – Sep, 2014	
Organize weekly support groups for women	GESI Focal person	Aug – Oct, 2014	
Develop a system of investigating and addressing and settling claims of GESI discrimination	GESI Focal person	Aug – Oct, 2014	
Conduct sessions on GESI, life skills and business skills to students	GESI Focal person	July-June	

Standard 21

Additional practicing hours, tutorial and counseling assistance and resource materials, living support and transportation assistance are available for physically challenged persons, including visual and hearing impaired persons.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The facility is accessible to staff and student with special physical needs (handicapped accessible)		yes	
2	The institution maintains a list of homes and hostels to provide affordable and accessible housing.		yes	
3	The Institution assists n the organization of transport for special needs (physically handicapped or physically impaired) individuals.		yes	
4	Instruction, counseling, and		yes	

	resource materials tailored to the needs of visually and hearing impaired students are readily available.			
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Blind people are to greater extent unfit to work in the courses we offer. However SOHS at present unable to teach silent people.

GAP AND GAP ANALYSIS

- Only one building (multipurpose building) has ramps facility. Though we have 16 buildings most of them are single story and are accessible to physically handicapped people. We have two two-story classroom buildings without ramps facility. Physically disable people can't use 2nd story of those buildings.
- There is 50 bedded girl's hostel, criteria to select applicants is made however it does not contain criteria on physical handicap. The hostel is only for girls, the boy students having physical handicap has no hostel services.
- A list of homes and hostels to provide affordable and accessible housing is also lacking.
- The organization is not providing transport facility to physically handicapped students
- Train some teachers on silent language.

OBJECTIVE(S)

- Constructs ramps in every building.
- Manage lift system in multistory academic building.
- Develop criteria to select applicant in hostel with giving highest preference to physically handicapped girls.
- Search, negotiate and prepare and update a list of hostels and houses to provide affordable and accessible housing facility for disabled peoples.
- Manage a vehicle for transportation of physically handicapped students with making clear rules to use those vehicles.
- Train some teachers on silent language.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Construct ramps in every ground story of building	Principal	July - June	

(Standard 56)			
Request CTEVT to establish lift in under construction academic building (Standard 56)	Principal	July - June	
Institutionalize preference system to physically handicapped people for selection of hostel.	Vice Principal	Aug – Sep 2014	
Search, negotiate and prepare and update a list of hostels and houses to provide affordable and accessible housing facility for disable peoples.	Vice Principal	Aug – Sep 2014	
Train teacher on silent language	Vice Principal	July - June	

Standard 22

The library management system is efficient in providing support to teachers and learners and the library collection is digitalized and computerized.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	A library, meeting CTEVT standards, is fully operational.		yes	Lack of staffs
2	A librarian is responsible for the management of the library.	yes		
3	There is sufficient budget to maintain a library collection that supports curriculum standards (required/mandatory texts, manuals, and resources are maintained in sufficient quantity and quality).	yes		
4	The library system and collection is computerized.	yes		
5	The operation of the library is reviewed annually by the Senior		yes	

	Officers of the institution.			
6	A suggestions box is in place and available to all users of the library.		yes	
7	Suggestions are reviewed regularly and addressed as feasible.		yes	

GAP AND GAP ANALYSIS

- Only one person is assigned in library. The person has NSTB librarian L-3 certificate, however his designation is cook. There is extreme scarcity of staffs in library.
- Only five computers with internet are available for students. 5 computers for more than 500 students are not sufficient. At least 15 computers with internet facility should be there.
- The library system is fully computerized, it has online UPS, however sustainability is questionable.
- There is lack of library committee and library is not reviewed annually.
- The reference section of library is not effective. Policy to provide reference books to study in the library only is urgent.
- There is no suggestion box in library and suggestion are not reviewed

OBJECTIVE(S)

- Request CTEVT to recruit at least 3 persons in library.
- Install 10 more branded PC Computer and tie them with network.
- Organize library committee and delegate authority.
- Develop and implement system to review the library annually.
- Develop and implement policy of providing reference books to study in the library only.
- Develop and implement policy to increase reference books.
- Keep one suggestion box in library.
- Review suggestions weekly by library committee.
- Make library open 1 hour before and 1 hour after office time.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Request CTEVT to recruit at least 3 persons in library.	Principal	Aug – Sep 2014	
Install 10 more branded PC Computer and tie them with	Principal	July - June	

network			
Organize library committee and delegate authority	Principal	Aug – Sep, 2014	
Purchase textbooks, reference books, journals, newspaper	Library committee	July - June	
Develop and implement system to review the library annually	Library committee	Sep – Oct, 2014	
Develop and implement policy of providing reference books to study in the library only	Library committee	Sep – Oct, 2014	
Keep one suggestion box in library.	Library committee	Sep – Oct, 2014	
Review suggestion box weekly	Library committee	Sep – Oct, 2014	
Open library before and after 1 hour of office time	Library committee	Sep – Oct, 2014	

Standard 23

Recreational and cultural, co-curricular and extra-curricular activities and facilities and are available for students.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Adequate fields and facilities are available for team and individual sports.	yes		
2	The sports program is GESI sensitive.		yes	
3	Students have input in the development of the recreational and sports program.	yes		
4	Cultural programs are organized in response to student and community interests.	yes		
5	Budget is allocated for sports recreation and cultural programs.		yes	

GAP AND GAP ANALYSIS

- Football ground, & volley ball court are available. However indoor games like table tennis, badminton are also in outdoor.
- Male students are involved in playing football, volley ball, cricket, table tennis. Female students are often ignored in playing games.
- MNDAP is a sports week managed by students themselves. There is large numbers of student involvement to organize, play and celebrate games and cultural programmes.
- Budget is not allocated for games and cultural programmes.
- Sports and recreational committee is lacking. SOHS must develop and make it functional.

OBJECTIVE(S)

- Develop and functionalize sports and recreational committee.
- Build Table Tennis and Badminton indoor.
- Build Lawn Tennis court.
- Participate girls in various games during sports week and cultural program equally as boys.
- Organize, manage and celebrate MNDAP together with students.
- Develop and implement schedule for recreational activities.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize recreational committee	Principal	Aug – Sep 2014	
Functionalize the committee	Principal	Aug – Sep 2014	
List necessary recreational tools and approved by Principal	Recreational committee	Aug – Sep 2014	
Purchase and make required tools available	Recreational committee and storekeeper	Aug – Sep 2014	
Build Table Tennis and Badminton indoor	Principal	July - June	
Build Lawn Tennis Court	Principal	July - June	
Develop and implement schedule for recreational activities	Recreational committee	Aug – Sep 2014	
Organize, manage and	Recreational		

celebrate MNDAP School Day together with students	committee		
Participate girls in various games during sports week and cultural programs equally as boys.	Recreational committee		

Standard 24

Networks are established for facilitating employment linkages for graduates

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The Principal appoints a member of the staff to be responsible for establishing and facilitating employment linkages for graduates.		yes	
2	Potential employers of program graduates are identified.		yes	
3	The institution develops linkages with the potential employers of graduates.		yes	
4	Students are referred for employment following graduation.		yes	
5	Employers are invited to the institution to recruit graduates.		yes	

GAP AND GAP ANALYSIS

- The Principal does not appoint the staff to establish and facilitate employment linkage. Sometimes employers come to principal office to offer job for recently passed best graduate. It is on ad hoc basis, not in systematic way.
- Potential employers of program graduates are not identified and list of those employers are not available.
- There is no formal linkage with the potential employers of graduates.
- Students are not referred for employment following graduation.
- Employers are not invited to the institution to recruit graduates.

OBJECTIVE(S)

- Appoint a senior staffs with well defined TOR to establish and facilitate employment linkage.
- Prepare and update potential employers of program graduates annually.
- At least organize a conference to interact with potential employers and students once in a year.
- Develop system and invite the institution to recruit graduates (for short term programmes)

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Appoint a senior staffs with well defined TOR to establish and facilitate employment linkage.	Principal	Aug- Sep, 2014	
Prepare and update potential employers of program graduates annually	SS Unit	Aug – Nov, 2014	
At least organize a conference to interact with potential employers and students once in a year	SS Unit	Nov – Dec	
Prepare and approve criteria to select trainees	IAC	Nov, 2014 – Jan, 2015	
Institutionalize system to invite employers to recruit participants (short term trainings)	IAC	Nov, 2014 – Jan, 2015	

Standard 25

Networks are established for facilitating financial linkages for graduates planning to establish their own enterprises.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
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1	Graduates, planning to establish their own businesses, are offered training in business plan development. Resource persons from finance institutions help facilitate the training.		yes	
2	The institution identifies and contacts finance institutions and agencies, advising them of the programs offered and that graduates may wish to avail their services to help establish their enterprises		yes	
3	The institution provides graduates a list of financial institutions and agencies that provide assistance for enterprise development.		yes	

GAP AND GAP ANALYSIS

- SOSH is not offering business skills training.
- The institution is not seeking for finance institutes till now.
- The institution is not able to provide a list of financial institutions and agencies that provide assistance for enterprise development.

OBJECTIVE(S)

- Appoint a senior staff with well defined TOR for linking SOHS with finance institutions and agencies.
- Develop system of educational loan.
- Provide business skill training with resource person from finance institution.
- Search and make rapport with the finance institution and agencies that provide assistance for enterprise development.
- Prepare and update list of finance institutions and agencies that provide assistance for enterprise development.

ACTION PLAN

ACTION REQUIRED	RESONSIBL E PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Appoint a senior staff with	Principal	Aug – Sep, 2014	

well defined TOR for linking SOHS with finance institutions and agencies			
Train final year students in business plan development from finance institution resource person.	SS Unit	July - June	
Identifies and contacts finance institutions and agencies	SS Unit	July - June	
advise them to offer loan to graduates to establish their enterprises	SS Unit	July - June	
Prepare and update a list of finance institutions and agencies that provide assistant for enterprise development.	SS Unit	July - June	

Standard 26

Enterprise development training is available to students who seek self-employment and/or establishment of their own businesses.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The Principal assigns a staff member responsible for Enterprise development training.		yes	
2	Students, who plan to establish their own enterprises, are offered training in enterprise and business plan development. Resource persons from finance institutions help facilitate the training.		yes	
3	There is functional student support (employment, finance) unit in the institution.		yes	
4	The institution maintains a record of enterprise development training		yes	

	organized per batch/cycle of training.			
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GAP AND GAP ANALYSIS

- SOSH management and staffs are not trained with Enterprise development. There is no Student Support Unit in school.
- There is no staff to work in Enterprise development and students are not getting Enterprise development training.

OBJECTIVE(S)

- Train SOHS mgt and staffs on Enterprise Development,
- Appoint a senior staff with well defined TOR for Enterprise Development training.
- Establish student support unit with clear roles and responsibilities and job description.
- Develop, implement, maintain and update recording system

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAM E FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Appoint a senior staff with well defined TOR to work on Enterprise Development	Principal	Aug – Sep, 2014	
Train staff on Enterprise Development	Principal	Aug – Nov, 2014	
Orient staffs on Enterprise Development	SS Unit	July - June	
Establish Student Support Unit	Principal	Aug – Sep, 2014	
Prepare roles, responsibility and job description of the unit and approve by Principal	SS Unit	July - June	
Organize enterprise development training per batch	SS Unit	July - June	

Teachers/Faculty

Standard 27

Ratio of students to teachers, as specified in the curriculum, is maintained in every program.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The ratio of students to teachers in theory classes, as specified in the curriculum, is maintained.	yes		
2	The ratio of students to teachers in laboratories, as specified in the curriculum, is maintained.	yes		
3	The ratio of students to teachers in workshops, as specified in the curriculum, is maintained.	yes		

Number of teaching faculty in DARBANDI is very poor and inadequate for any program. However we have hired teaching faculty from Hospitals, TU and other multiple colleges, number including such hired faculty is adequate for theory, practical and industrial visit.

GAP AND GAP ANALYSIS

- Though there is adequate number of teaching faculty because SOHS hires faculties from hospitals (where students go for practical exposure), CTEVT should increase DARBANDI gradually.

OBJECTIVE(S)

- Increase DARBANDI gradually.
- Maintain visiting and so called fulltime faculties working in hospital as usual.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize an ad hoc committee to report	Principal	Aug – Sep, 2014	

required status of staffs for SOHS			
Review the report	Principal and HRD Unit	Aug – Oct, 2014	
Request CTEVT to increase sanction post	Principal	Oct - Nov, 2014	

Standard 28

Teaching positions are filled by qualified staff.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	All classroom teaching positions are filled by qualified staff.	yes		
2	All laboratory teaching positions are filled by qualified staff.		yes	
3	All workshop teaching positions are filled by qualified staff.	yes		

GAP AND GAP ANALYSIS

- There are no laboratory assistants particularly in general science department. Support staffs are working as laboratory assistant from the beginning and though they have no academic qualification, they are able to conduct and assist laboratory practicum.

OBJECTIVE(S)

- Increase number of laboratory assistants
- Maintain visiting and so called fulltime faculties working in hospital as usual.
- Increase sanction posts for laboratory assistants

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Request CTEVT to	Principal	Aug – Nov,	

increase sanction post for laboratory assistant		2014	
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Standard 29

Teachers, library and other academic support staff have the qualifications and experience required in their job descriptions.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Teachers, library and other academic staff have up-to-date job descriptions.		yes	
2	Teachers library and other academic support staff possess the qualifications outlined in their job descriptions.		yes	
3	Teachers, library and other academic staff have the experience requirements outlined in their job descriptions.	yes		

GAP AND GAP ANALYSIS

- Though all staffs are working in their section/department individual job description/ TOR is not assigned to any staffs.
- Cook is working in library. Though he is designated as cook, he has NSTB library L-3 certificate.
- All staffs have good working experiences.

OBJECTIVE(S)

- Prepare and implement Job description of every staffs.
- Request CTEVT to change designation of cook because he has librarian certificate.
- Provide industry exposure training particularly pharmacy faculty for their skill upgrading.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE	DATE ACTION WAS
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		MONTH YEAR TO: DATE MONTH YEAR	COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare and implement Job Description to every staffs and approve by Principal	HRD Unit	Aug – Dec, 2014	
Provide Occupational Upgrading training for Pharmacy faculty	HRD Unit	July - June	

Standard 30

Teachers have training in instructional methodology.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Heads of Departments meet with each teacher to identify the instructional methodology courses or training sessions completed by the teacher.		yes	
2	The institution organizes Instructional Methodology courses for teachers who have not received training in instructional methodology or need or want to update their training.	yes		
3	At least one member of staff has completed Training of Trainers (ToT) in Instructional Methodology.	yes		

GAP AND GAP ANALYSIS

- There is no system of identifying instructional methodology courses or training by department, however SOHS is organizing various types of training programs every year with consent from management committee.
- Most of teachers have completed ToT training.

OBJECTIVE(S)

- Prepare and implement system to identify and recommend trainings for teaching and non teaching staffs once a year by department heads.
- Organize various training programs continuously as previous.

- Make a system to disseminate learning among staffs once a staff comes back after participating a training or workshop.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Identify the instructional methodology courses or training sessions completed by the staffs.	HODs	July - June	
Report to Principal	HODs	July - June	
Organize various training programs	HRD Unit	July - June	
Develop system and make it mandatory to disseminate learning after participating out school training/workshop	HRD Unit	Aug – Nov, 2014	

Standard 31

There are clear rules and procedures for performance assessment of teachers and staff and these are systematically implemented. A performance-based incentive system is in place.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Rules and procedures for performance assessment of teachers and staff are available to all teachers and staff of the institution.		yes	
2	The Principal ensures that performance assessment rules are implemented.		yes	
3	The Principal identifies Senior Staff who are responsible for conducting performance assessments.		yes	

4	The Human Resource Development Unit maintains the records of performance assessments		yes	
5	Incentives are awarded for good, very good, and excellent performance.		yes	
6	Senior officers, Teachers, Administrative and Support staff who have achieved very good and excellent performance are recognized by the Principal in a meeting of all staff.		yes	

GAP AND GAP ANALYSIS

- Though permanent staffs are obliged to fill up and submit KA SA MU every year, SOHS has no such developed rules and procedures for performance assessment.
- There is no Human Resource Development Unit and it does not maintain records of performance assessment.
- There is no system of incentive

OBJECTIVE(S)

- Establish and make it efficient functioning system of Human Resource Development unit in SOHS.
- Develop and Implement or use readymade performance evaluation system
- Make every staffs to know rules and procedures for their performance assessment.
- Provide nonmonetary incentive to very good and excellent staffs once in a year.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Establish Human Resource Development Unit in SOHS	Principal	Aug – Oct, 2014	
Assign a senior staff to work in HRD Unit	Principal	Aug – Oct, 2014	

Develop and Implement or use readymade performance evaluation system	HRD Unit	Aug – Nov, 2014	
Make every staffs to know rules and procedures for their performance assessment	HRD Unit	Aug – Nov, 2014	
Assess performance of staffs	HRD Unit	July - Aug	

Standard 32

Promotion of teachers and staff incorporates provisions for affirmative action (preference for promotion of qualified women and members of excluded groups) and merit.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The Affirmative Action program for promotion of teachers and staff is established by the Principal, is in keeping with CTEVT policy for promotions, and is reviewed by the Principal in an all staff meeting.	yes		
2	The Human Resources Unit is responsible for helping staff understand the provisions of affirmative action for promotion and the principles of merit.		yes	
3	In all position postings, women and members of excluded groups who meet the required qualifications are encouraged to apply.	yes		
4	The Human Resources Unit maintains a record of all promotions in the institution and records the number of promotions awarded to women and excluded groups.		yes	

In CTEVT system promotion is provided only for permanent staffs. There are some quota to promote staffs by reviewing marks obtained in KA SA MU. However there is no provision of promotion for non-permanent staffs.

GAP AND GAP ANALYSIS

- In CTEVT system promotion is provided only for permanent staffs. There are some quota to promote staffs by reviewing marks obtained in KA SA MU.
- However there is no provision of promotion for non-permanent staffs.

OBJECTIVE(S)

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ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)

Standard 33

There is plan for teacher and administrative staff development linked to performance assessment.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The individual plan for teacher and administrative staff identifies areas for teaching performance or administrative performance improvement		yes	
2	Options for improvement are given- training coaching, peer support		yes	
3	Specific objectives for development are listed, activities are identified and a time frame for action is established.		yes	

4	The plan is implemented and monitored by the HOD or Senior Administrative Officer.		yes	
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GAP AND GAP ANALYSIS

- There is no such individual plan. Sometimes teachers come to request on a particular training or workshop and management provides them opportunities. These all are on ad hoc basis.

OBJECTIVE(S)

- Train every staffs to prepare their own plan for their performance improvement
- Institutionalize personal planning system
- Provide different options for improvement – training, coaching, peer support.
- Implement plan and monitor it by HOD or senior staffs of HRD unit.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Train every staffs to develop performance improvement plan (Standard 17)	HRD Unit	Oct – Dec	
Implement performance improvement plan (Standard 17)	HRD Unit	Oct - Dec	
Monitor the plan	HRD Unit	July- June	

Standard 34

There is a functional Human Resource Development Unit in the institution.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
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1	The Principal assigns a Senior Officer responsibility for developing and managing the HRD Unit.		yes	
2	At least one additional administrative staff person is assigned to the unit.		yes	
3	The unit supports the implementation of human resource development for the institute staff, helps arrange HRD programs and maintains HRD records including records of performance assessments.		yes	
4	The HRD Unit helps ensure human resource development opportunities for women and members of excluded groups employed in teaching and administrative positions at the institution.		yes	
5	The HRD Unit is responsible for submitting an Annual Report of its activity to the Principal that identifies the objective for the year, the achievements of the year and the objectives and planned activities for the coming year.		yes	

GAP AND GAP ANALYSIS

- There is no such Human Resource Development Unit in SOHS. Assigning senior staff and giving him/her responsibility of HRD unit is lacking.

OBJECTIVE(S)

- Establish HRD unit in SOHS.
- Assigns a Senior Administrative Officer with well defined roles and responsibility for developing and managing the HRD Unit. Provide one administrative staff to work in HRD unit.
- Keep records up date.
- Develop reporting format and prepare a report and submit to principal annually.

ACTION PLAN

ACTION REQUIRED	RESONSI	TIMEFRAME	DATE ACTION
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	BLE PERSON	FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Establish HRD unit	Principal	Aug – Oct, 2014	
Assign a senior staff to work in the unit	Principal	Aug – Oct, 2014	
Install a branded PC computer and provide required logistic to the unit	Principal	Aug – Oct, 2014	
Prepare roles, responsibility, process and procedures of the unit and approve by principal	HRD Unit	Aug – Dec, 2014	
Plan for Human Resource Development	HRD Unit	Aug – Dec, 2014	
Implement human resource development plan	HRD Unit	July - June	
Arrange HRD programs and maintains HRD records including records of performance assessments.	HRD Unit	July - June	
Develop reporting format	HRD Unit	Aug – Dec, 2014	
Prepare a report and submit to Principal	HRD Unit	July- Aug	

Budget and Funding Sources

Standard 35

There is an annual budget of income and expenses.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The budget identifies income from all sources,	yes		
2	The budget specifies expenses needed to support all program and administrative operations in the institution,	yes		
3	The budget provides for facility and equipment maintenance and upgrading.		yes	
4	When required, the budget provides for facility construction and new equipment acquisition.	yes		
5	Income and expenditures are broken down on a monthly and quarterly basis The budget is recommended by the Principal and submitted to CTEVT.	yes		

GAP AND GAP ANALYSIS

- SOHS has budget covering all those fields.
- However SOHS is getting inadequate budget for maintenance and upgrading the facilities.

OBJECTIVE(S)

- Plan and Develop Maintenance and Upgrading fund and make it effective and efficient.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION

			IS TAKEN)
Identify income from all sources in the budget	Admin/Account Officer		
Break down Income and expenditures on a monthly and quarterly basis	Admin/Account Officer		
Specify expenses needed to support all program and administrative operations in the institution in budget	Admin/Account Officer		
Plan and develop Maintenance fund	Admin/Account Officer		

Standard 36

Income and expenditures are according to budget.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The budget is reviewed monthly to ensure income and expenditures are according to budget,	yes		
2	A quarterly budget review is conducted by the senior staff and submitted to CTEVT	yes		
3	As required, the budget is adjusted semi-annually with the approval of CTEVT.	yes		

GAP AND GAP ANALYSIS

- Budget is reviewed monthly, quarterly and annually and is adjusted with approval of CTEVT, however there is lack of meeting and dissemination of information system among various workers of SOHS.

OBJECTIVE(S)

- Involve all senior staffs during review and adjustment of budget.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Review the budget monthly to ensure income and expenditures are according to budget.	Management Committee		
Conduct quarterly budget review and submitted to CTEVT	Management Committee		
Adjust budget semi-annually with the approval of CTEVT	Management Committee		

Standard 37

A financial reporting system is established and operational.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The Principal assigns responsibility for financial reporting.	yes		
2	Financial reporting is in keeping with CTEVT policy, rules and regulations.	yes		
3	The system of financial reporting is clearly documented and observed.	yes		
4	Financial reporting demonstrates that generally accepted accounting principles are maintained.	yes		

GAP AND GAP ANALYSIS

- SOHS has good financial reporting system. However it will better if report is placed in notice board also.

OBJECTIVE(S)

- Maintain financial reporting system as better as possible.
- Keep report in notice board also.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Keep financial report in notice board also	Admin/Account Officer		

Standard 38

The accounting system is computerized.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The computerized accounting system can link with CTEVT's 'accounting system.		yes	
2	And annual maintenance contract provides that the computerized accounting system is effectively operated.	yes		
3	The computerized accounting system is designed to allow for the addition of necessary modules.		yes	
4	Measures are in place to ensure security, integrity and backup of the data.		yes	

GAP AND GAP ANALYSIS

- Newly installed tally software in Account section is the beginning of computerized accounting system in SOHS.
- Though account officer has received tally software training, till now he is confuse about the software.
- The system does not allow for addition of necessary modules.
- Security, integrity and backup of the date measures are not ensured.

OBJECTIVE(S)

- Train effectively staffs on tally and other account software till s/he is able to operate system freely.
- Develop measures for back up of data.
- Develop measures to ensure security.
- Link Account computerized system to CTEVT council office.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Train effectively staffs on tally and other account software till s/he is able to operate system freely	HRD Unit		
Develop measures for back up of data.	Admin/Account Officer		
Develop measures to ensure security and approve by Principal	Admin/Account Officer		
Link Account computerized system to CTEVT council office	Admin/Account Officer		

Standard 39

Provision is made for gender and social inclusion- based budgeting.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Program and administrative staff are trained in Gender and Social Inclusion-based budgeting.		yes	
2	The budget clearly outlines income and expenditures related to training and support services for women and excluded groups.		yes	
3	The budget provides for the		yes	

	training of all staff in GESI principles and practices.			
4	Staff members responsible for support services for GESI have input into budget development and review.		yes	

GAP AND GAP ANALYSIS

- None of the staff is trained in Gender and Social Inclusion-based budgeting.
- There is no budget to train staffs on GESI principles and practices.
- Till now there is no staffs assigned to make him/her responsible for support services for GESI and s/he has no input into budget development and review.

OBJECTIVE(S)

- Train Staff to make GESI based budgeting.
- Develop and implement budget that clearly outline income and expenditures related to training and support services for women and excluded groups.
- Allocate funds to train staffs on GESI principles and practice and make fund effective.
- Collect inputs of staffs and use those to develop and review the budget.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Train staff to make GESI based budgeting	HRD Unit		
Develop and implement budget that clearly outline income and expenditures related to training and support services for women and excluded groups	Admin/Account Officer		
Collect inputs of staffs and use those to	Admin/Account Officer		

develop and review the budget			
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Standard 40

An adequate annual budget is allocated to support the development and operation of the library and recreation and cultural programs.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The expenditures for the library and recreation and cultural programs are specified in accordance with their respective plan of activities for the year.		yes	
2	Expenditures for library, recreation and cultural programs are reviewed monthly and quarterly.		yes	
3	The budget provisions for library, recreation and cultural programs are adjusted semi-annually as required.		yes	

GAP AND GAP ANALYSIS

- SOHS does not have plan for recreation and cultural programs, such programs are organized without formal planning.
- There is no review of library, recreation and cultural programs
- Budget adjustment is not done for recreation and cultural programs because there is no provision of budget for recreation and cultural programs.

OBJECTIVE(S)

- Plan recreation and cultural programs in budget and request CTEVT to develop such budget.
- Review monthly and quarterly the expenditures for library, recreation and cultural programs.
- If required adjust budget semi-annually for library, recreation and cultural programs provision.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE	TIMEFRAME	DATE ACTION
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	PERSON	FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Plan recreation and cultural programs in budget and request CTEVT to develop such budget	Recreational Committee		
Review the budget monthly to ensure income and expenditures are according to budget. (Standard 36)	Management Committee		
Adjust budget semi-annually with the approval of CTEVT (Standard 36)	Management Committee		

Standard 41

School Executive members including Heads of Departments and units are involved in budget formulation and are responsible for the budgets of their respective program and services.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The Principal convenes an annual budget planning session of the senior officers to identify institutional priorities for the coming year and determine the financial resources required to support them		yes	
2	Each Head of Department or administrative service unit, in consultation with members of the unit, identifies the programs and services to be offered within their respective areas and the expenditures required to support them.		yes	
3	The Senior Finance	yes		

	Officer/Finance Officer collates the budget requirements of each program and administrative unit and prepares a comprehensive institutional draft budget for review by the Principal and Senior Officers.			
4	The Principal and senior officers review the proposed budget, make final adjustments, and the Principal recommends the budget for approval by CTEVT.	yes		

GAP AND GAP ANALYSIS

- SOHS does not apply those processes of developing budget nowadays. Principal and Account officer are invited to participate in planning workshop where they prepare the budget and submit to CTEVT for approval.
- System to prepare participatory budget is required.

OBJECTIVE(S)

- Develop and implement participatory budget preparation system.
- Organize annual budget planning session of senior officers in SOHS prior to planning workshop.
- Identify institutional priorities for the coming year and determine financial resources required to support them.
- Identifies the programs and services to be offered within their respective areas and the expenditures required to support them by each department with help of administrative staffs.
- Finance officer will be able to collate the budget requirements of each program and administrative unit and prepares a comprehensive institutional draft budget for review by the Principal and Senior Officers.
- The Principal and senior officers will be able to review the proposed budget, make final adjustments,
- Principal recommends the budget for approval by CTEVT.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)

convene an annual budget planning session	Principal		
Identify institutional priorities for the coming year and determine the financial resources required to support them	Management Committee		
Identifies the programs and services to be offered	Management Committee		
Identify expenditures required to support them	Management Committee		
Prepares a comprehensive institutional draft budget	Management Committee		
Review propose budget and make final adjustment if required	Management Committee		
Recommend budget for approval by CTEVT	Principal		

Standard 42

Budget is provided for depreciation and replacement of tools, equipment and machines.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Depreciation, and the cost of tools and equipment replacement is determined and calculated annually.		yes	
2	Provision is made in the annual budget for depreciation and cost of tools and equipment replacement.		yes	

GAP AND GAP ANALYSIS

- SOHS tries every year to prepare a report on inventory with making a committee. However there is lack of such detail report on inventory.
- Depreciation, and the cost of tools and equipment replacement is not determined and not calculated annually.
- Though there is provision for depreciation, it is not done.

OBJECTIVE(S)

- Organize a team to prepare inventory report every year
- Prepare inventory report with accepting general rules of CTEVT and GoN.
- Whenever required auction those non-repairable and non-usable tools and furniture.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize a team to prepare inventory report every year	Principal	July - August	
Prepare inventory report with accepting general rules of CTEVT and GoN	Inventory report team	July - August	
Calculate depreciation, and the cost of tools and equipment replacement annually	Inventory report team	July - August	
Auction those non-repairable and non-usable tools and furniture with CTEVT permission	Principal	July - June	

Standard 43

An annual plan is in place for income generation.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks

1	The Principal assigns staff responsibility for income generation.		yes	
2	An annual income generation target is set.		yes	
3	Sources of income generation are identified and include sponsorship of TSLC and Diploma programs, professional development upgrading and training, short course training funded by organizations, projects and individuals, sale of agricultural products from institutional lands, rental of halls and facilities to business and community groups.		yes	
4	The plan for income generation is developed for each quarter and reviewed quarterly.		yes	

GAP AND GAP ANALYSIS

- Though SOHS has goal to generate income till now income generation unit is not established. And an annual income generation target is not set.
- Sources of income generation are not identified formally yet.
- There is no plan for income generation.

OBJECTIVE(S)

- Establish income generation unit.
- Assign a staff with well defined roles and responsibility.
- Develop and use or use readymade procedure and process of Income generation.
- Set annual income generation target.
- Develop and implement plan for income generation.
- Identify sources of income generation and prepare a list of those sources.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)

Establish Income Generation Unit	Principal	Aug- Sep, 2014	
Prepare roles, responsibility, process and procedures of the Unit and approve by Principal	IGU	Aug – Oct, 2014	
Set annual income generation target	IGU	Aug – Nov, 2014	
Develop and implement plan for Income generation	IGU	Aug – Nov, 2014	
Identify sources and make a list of possible income generation sources	IGU	Aug – Nov, 2014	

Standard 44

The institution raises thirty per cent (30%) of its income.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The institution raises 30% of its income from student fees.		yes	
2	The institution aims to raise an additional 10% through cost recovery programs.		yes	
3	The income generation program (see standard 43) is instrumental in meeting income generation targets.		yes	

GAP AND GAP ANALYSIS

- Student fee is constant since more than 10 years. Though SOHS tries to increase student fee, student unions are always opposing to rise fees.
- Because fee structure in SOHS is affordable, even lots of poor people have been successfully completed the courses.

OBJECTIVE(S)

- Expand programs to generate more income.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Expand courses to generate more income	Principal	July - June	
Negotiate with students to attempt to increase student's fee	Principal	July - June	

Standard 45

Funds are used efficiently.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Procedures, for acquiring quotations, for bidding and tendering as required for purchases of goods and services, are in place and observed to ensure efficient use of funds	yes		
2	Monthly and quarterly financial reviews address efficient use of funds		yes	
3	An audit is carried out annually to determine that the institution observes financial efficiency, fiscal propriety and fiscal responsibility. Any audit observations are addressed within one year.	yes		

GAP AND GAP ANALYSIS

- SOHS follows all rules of CTEVT and SARBAJANIK KHARID AIN. However monthly and quarterly financial reviews addressing efficient use of funds is poor.

OBJECTIVE(S)

- Institutionalize monthly and quarterly financial review addressing efficient use of funds.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Institutionalize monthly and quarterly financial review addressing efficient use of funds	Principal		

Standard 46

The budget provides for special programs and services in support of trainees who are women or members of excluded groups.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The unit responsible for special programs and services to support students who are women members of excluded groups submits an annual program and budget that is reviewed by the senior officers, adjusted as required, and integrated in the annual budget.		yes	
2	The budget provisions for special program and services for GESI are monitored quarterly and adjusted semi-annually as required.		yes	

GAP AND GAP ANALYSIS

- There is no student support unit and so it does not submit annual program, so it is not adjusted in annual budget.

- The unit does not prepare and submit an annual program

OBJECTIVE(S)

- Develop student support unit to prepare and submit an annual program and budget
- Review the annual program and budget by senior officers, and adjust as required, and integrated in the annual budget.
- Monitor and adjust budget on special program and services for GESI semi-annually.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop SSU	Principal	Aug – Sep, 2014	
Review propose budget and make final adjustment if required (Standard 41)	Management Committee		
Recommend budget for approval by CTEVT (Standard 41)	Principal		

Facilities and Environment

Standard 47

Buildings and facilities are suitable to curriculum offered.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The building and facilities are designed to house the full range of programs and services operated by the institution.	yes		
2	Curriculum and administrative standards have been observed in the design and construction of the buildings and facilities.	yes		
3	The results of the curricula reviews conducted every five years by CTEVT are incorporated in building and facility specifications.	yes		

GAP AND GAP ANALYSIS

- Buildings and facilities are suitable to conduct the running courses. However there are some maintenance problem in girl's hostel, department of general medicine and guest house.
- The new academic building which is under construction lacks lift. After construction it seems handicapped people can't access it easily.

OBJECTIVE(S)

- Repair and maintain girl's hostel, department of general medicine and guest house.
- Prepare and implement repairing plan of the buildings.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop repairing plan of	Principal	Aug – Sep,	

buildings		2014	
Repair and renovate girl's hostel	Principal	Aug – Dec, 2014	
Repair Guest House	Principal	Aug – Dec, 2014	
Repair Departments	Principal	Aug – Dec, 2014	
Implement repairing activities according to plan	Principal	July - June	

Standard 48

There is a building and facilities development plan.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The building and facilities development plan covers a five-year span and provides for the improvement and or construction of new facilities to house program or administrative services expansion and program or administrative service renewal.		yes	
2	The building and facilities development plan is reviewed annually by the senior officers of the institution and adjusted as required.		yes	
3	The building and facilities development plan is sanctioned by CTEVT and takes into account a realistic assessment of the resources available for program expansion and maintenance.		yes	

GAP AND GAP ANALYSIS

- SOHS is going to conduct detail engineering survey to finalize its master plan. Till now SOHS has no building and facilities development plan.

OBJECTIVE(S)

- Conduct detail engineering survey

- Materialize Master Plan
- Develop building and facilities development plan.
- Sanction the building and facilities plan by CTEVT council office.
- Implement the plan effectively and efficiently.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Conduct detail engineering survey to materialize master plan (Standard 2)	Principal	Aug, 2014 – Dec, 2014	
Prepare 5 year buildings and facilities development plan	Principal	Aug, 2014 – April, 2015	
Review the plan annually	Management Committee		
Sanction the plan from CTEVT Council office	Principal	April, 2015 – May, 2015	
Implement the Plan	Principal		
Install devices to block cell phone network in classrooms, lab and hostel	Principal	July - June	

Standard 49

There is a building and facilities maintenance plan.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The building and facilities maintenance plan covers a one-year span and provides for emergency repair and maintenance and regular repair and maintenance to ensure program and curriculum standards		yes	

	and safety concerns are observed.			
2	The building and facilities maintenance plan is reviewed quarterly and adjusted semi-annually as required.		yes	

GAP AND GAP ANALYSIS

- Most of buildings of SOHS are around 50 years old. These need regular maintenance. However there is no building and facility maintenance plan, these are maintaining as ad hoc basis.
- There is no emergency repair plan.
- Because there is no maintenance plan, it is not reviewed.

OBJECTIVE(S)

- Develop and implement building and facilities maintenance plan annually.
- Incorporate emergency repair and maintenance and regular repair and maintenance in the plan.
- Review the plan quarterly involving senior staffs
- Adjust the plan semi-annually as required.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Conduct detail engineering survey to materialize master plan (Standard 2)	Principal	Aug, 2014 – Dec, 2014	
Plan to increase maintenance and repairing fund	Principal	Aug, 2014 – Dec, 2014	
Plan buildings and facility maintenance (Standard 47)	Principal	Aug– Dec	
Develop emergency repair plan	Principal	Aug– Dec	
Review the plan	Principal	Aug– Dec	
Adjust the plan semiannually as required	Principal	Aug– Dec	

Standard 50

Classrooms, laboratories, workshops are suitable in number and size according to curriculum specifications.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Classrooms provide space for maintaining the student teacher ratio prescribed in the curriculum.	yes		
2	Laboratories provide space for maintaining the student teacher ratio prescribed in the curriculum.	yes		
3	Workshops provide space for maintaining the student teacher ratio prescribed in the curriculum.	yes		

GAP AND GAP ANALYSIS

- There is no space problem in classrooms and laboratories. However SOHS has only one computer laboratory with 15 computers for more than 500 students.

OBJECTIVE(S)

- Develop a computer laboratory with 21 branded PC computers and ties them with network and internet facility.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop a computer laboratory with 21 branded PC computers and ties them with network and internet facility	Principal	July - June	

Standard 51

The library facilities provide adequate and comfortable space for staff and students, internet and reprographic facilities, current newspapers, magazines and trade journals and adequate furniture and fixtures.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The library facilities meet the standards prescribed by CTEVT or generally accepted library standards for technical and vocational education institutions.	yes		
2	The library facilities provide sufficient space to accommodate the needs of the students enrolled in the institution and the staff of the institution.		yes	
3	The library has sufficient space to house the collection of print and AV and materials, internet, and reprographic equipment needed to serve the students and staff.	yes		

GAP AND GAP ANALYSIS

- There are only 5 PC computers in library for students.
- Space for students is lesser; however number of students sitting in library to study is also less.
- Though there is space, library lacks photocopy and AV materials.

OBJECTIVE(S)

- Increase number of branded PC computer in library to 15. Tie them all with network and internet.
- Install a Photocopy machine in library and make it usable for students with taking subsidy charges.
- Keep AV aids, charts, models and projectors in library so that teachers can carry them to classrooms for teaching.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO
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		TO: DATE MONTH YEAR	BE FILLED AFTER ACTION IS TAKEN)
Install 10 branded PC computers in library with network and internet	Principal	Aug, 2014 – May, 2015	
Install a Photocopy machine in library	Principal	Aug – Dec, 2014	
Removed useless furniture from reading space	Principal	Aug – Dec, 2014	
Keep AV aids, charts, models and projectors in library	Storekeeper	Aug – Sep, 2014	

Standard 52

Facilities are available to accommodate staff and students.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Housing, for the Principal and Senior staff, as prescribed by CTEVT policy or guidelines, is available.		yes	
2	There are separate hostels for female and male students.		yes	
3	Housing and hostels are properly maintained.		yes	

GAP AND GAP ANALYSIS

- SOHS is established by CTEVT receiving handover of old buildings of TU. There is no separate resident and academic area. Buildings suitable to resident and suitable for academic activities are used spontaneously.
- SOHS has only girls hostel having accommodation for 50 girls.
- Housing and hostel are not maintained properly.

OBJECTIVE(S)

- Prepare a Housing committee with well defined roles and responsibility.
- Prepare and implement rules and regulation for resident and hostel.
- Appoint a warden for girl's hostel.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare Resident committee	Principal		
Prepare roles, responsibility, process and procedure of RC and approve by Principal	RC		
Develop and communicate rules, regulations and ethics of residents	RC		
Prepare Hostel committee	Principal		
Prepare roles, responsibility, process and procedure of HC and approve by Principal	HC		
Develop and communicate rules, regulations and ethics of hostellers	HC		

Standard 53

The equipment, tools, and machinery are suitable according to curriculum offered.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The institution has copies of the curriculum specifications for equipment, tools, and machinery for each program offered.	yes		
2	The equipment tools and machinery meet the current curriculum requirements specified for all programs offered.		yes	

3	Equipment tools and machinery are updated to meet new curriculum specifications (curriculum reviewed every five years).		yes	
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GAP AND GAP ANALYSIS

- Though SOHS has tools and equipment, most of them are old.
- Most of tools and equipments are more than 5 years old.

OBJECTIVE(S)

- Replace the old and non-repairable tools and equipment.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare a list of non-repairable tools and equipment	Storekeeper	Aug – Dec, 2014	
Plan to replace those tools and equipment	Vice Principal	Jan – Feb, 2014	
Replace tools and equipment according plan	Vice Principal		

Standard 54

There are facilities available for teacher offices or meeting rooms, computer room for students and teachers, library, cafeteria.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Office space or meeting rooms are provided for Heads of Departments and teachers.	yes		
2	Sufficient computer room and computers are available to serve the teachers and students of the		yes	

	institution.			
3	The Cafeteria provides sufficient space to deliver foods services to the teachers and students in the institution.		yes	

GAP AND GAP ANALYSIS

- Office space, meeting rooms, computers are available.
- However number of computer is inadequate.
- SOHS is attached with Bharatpur Hospital. Near entrance of SOHS there is a cafeteria and currently SOHS is using hospital cafeteria. After completion of new academic building it will have its entrance gate in opposite site and SOHS need Cafeteria inside its premises.

OBJECTIVE(S)

- Increase number of computers
- Organize a cafeteria committee, prepare rules and regulations and operate cafeteria after completion of new academic building.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Install one branded PC Computer with network and internet in every section	Principal	Aug, 2014 – June, 2015	
Develop a computer laboratory with 21 branded PC computers and ties them with network and internet facility (Standard 50)	Principal	July - June	

Standard 55

There are separate and well-maintained washrooms for women and men.

ASSESSMENT

S.	Indicators	Rich	Poor	Remarks
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No.				
1	The separate men and women's washrooms are inspected daily to ensure cleanliness.		yes	

GAP AND GAP ANALYSIS

- SOHS has separate washrooms for boys and girls. Sweeper is assigned to clean, however cleanliness is not inspected daily.

OBJECTIVE(S)

- Assign a person to inspect daily to ensure cleanliness.
- Keep cleaning brush, chemicals available always.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Assign a person to inspect washroom daily	Principal	Aug – Sep, 2014	
Keep cleaning brush and chemical available	Washroom inspector	July - June	
Ensure cleanliness of washrooms	Washroom inspector	July - June	

Standard 56

Facilities are accessible for physically challenged individuals (e.g. persons in wheelchairs).

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	All buildings and facilities of the institution are accessible to physically challenged persons.		yes	
2	Washrooms for physically challenged persons are provided and maintained.		yes	

GAP AND GAP ANALYSIS

- Most of buildings of SOHS are single story and accessible to physically challenged persons. Only multipurpose hall and washrooms of the hall have ramps.

OBJECTIVE(S)

- Prepare ramps in every buildings and washrooms.
- Request CTEVT to construct lift in the under-construction academic building.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare ramps for ground story in every building	Principal	Aug, 2014, May, 2015	
Request CTEVT to construct lift in the under-construction academic building.	Principal	Aug, 2014, May, 2015	

Management Information System

Standard 57

There is a unit responsible for the management of information (MIS).

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The staff of the MIS unit is assigned by the Principal and meets qualifications for MIS operations.		yes	
2	The responsibilities of the MIS unit are to create, manage, update, process and disseminate data.		yes	
3	The MIS is also responsible to maintain the system (ensure security, backup and restoration of data) on a weekly basis.		yes	
4	The database is online with the server located at CTEVT. The institution can access data from the central server as and when required, and in accordance with CTEVT protocol.		yes	
5	The MIS is responsible to provide training as required for institution users of the MIS network and provide IT support to staff.		yes	
6	The MIS Unit is responsible for developing and updating the institution's website.		yes	
7	The MIS Unit develops standardized forms for each unit's data collection.		yes	

GAP AND GAP ANALYSIS

- There is no MIS unit,
- Person assigned to work in MIS unit, roles and responsibility, process and procedure to work is lacking.

OBJECTIVE(S)

- Establish a MIS unit
- Assign a qualified staff to work in MIS unit.
- Prepare and implement roles, responsibility, process and procedures of MIS unit.
- Develop MIS unit to maintain the system (ensure security, backup and restoration of data) on a weekly basis.
- Develop MIS unit to work on online database with the server located at CTEVT.
- Develop MIS unit to access data from the central server as and when required, and in accordance with CTEVT protocol.
- Provide training as required for institution users of the MIS network and provide IT support to staff.
- Develop and update website.
- Develops standardized forms for each unit's data collection.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Establish MIS unit	Principal	Aug – Nov, 2014	
Assign a staff to work in MIS unit	Principal	Aug – Nov, 2014	
Prepare roles, responsibility, process and procedures of MIS Unit and approve by Principal	MIS Unit	Aug – Dec, 2014	
Equip MIS unit with computer, printer and other logistics	Principal	Aug – Nov, 2014	

Standard 58

The databases are updated regularly in accordance with the provisions of CTEVT.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
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1	The databases are updated as required (daily, or weekly at a minimum).		yes	
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GAP AND GAP ANALYSIS

- Databases are updated randomly. There is no schedule to update database.

OBJECTIVE(S)

- Plan to update database.
- Update database as it is planned.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Plan to update database	MIS Unit	Aug – Dec, 2014	
Update database every year on May	MIS Unit		

Standard 59

Relevant information on staff, students, and graduates is collected.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Databases are developed and maintained to record and process information on staff, students and graduates.		yes	
2	The databases are designed to be communicable.		yes	

GAP AND GAP ANALYSIS

- SOHS has database in its website, however it is not complete.
- There is no system to communicate database.

OBJECTIVE(S)

- Develop database to maintain records and process on staff, students and graduates information.
- Design communicable database.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Hire IT Expert	Principal	Aug – Dec, 2014	
Develop database to record staffs, students and graduates	MIS Unit	Aug – Dec, 2014	
Hire expert to record data	Principal	Oct – Dec, 2014	
Design communicable database	MIS Unit	Aug – Dec, 2014	
Maintain records of staffs, students and graduates	MIS Unit	July - June	
Digitalize student and staff attendance	MIS Unit	July - June	

Standard 60

Staff, student, and graduate data are sex and excluded group disaggregated.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Separate attributes are developed to support the sex and excluded group disaggregation of data.		yes	

GAP AND GAP ANALYSIS

- SOHS has attempted to develop data on sex and excluded group, however it is poor and till under development.

OBJECTIVE(S)

- Disaggregate Staff, student, and graduate data according to sex and excluded group.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Disaggregate Staff, student, and graduate data according to sex and excluded group	MIS Unit	Aug – Dec, 2014	

Standard 61

Training, employment and income related relevant information is available.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The MIS is developed to support the collection and processing of data on training and on the employment of graduates (tracer studies).		yes	

GAP AND GAP ANALYSIS

- SOHS has attempted to develop data on training, its courses and employment of the graduates (tracer study), however it is poor and till under development.

OBJECTIVE(S)

- Develop MIS to support the collection and processing of the data on training, courses and on the employment of graduates.

ACTION PLAN

ACTION REQUIRED	RESONSIBL E PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare formats to collect data and approve by Principal	MIS Unit	Aug – Dec, 2014	
Collect, Process the data on training, courses, and employment of graduates.	MIS Unit	Aug – Dec, 2014	

Standard 62

There is a functional and effective information storage system.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The MIS stores student and staff information for periods of time prescribed by CTEVT rules, regulations and protocols.		yes	

GAP AND GAP ANALYSIS

- MIS system is poor

OBJECTIVE(S)

- Develop MIS so that it will store student and staff information for periods of time prescribed by CTEVT rules, regulations and protocols.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO
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		TO: DATE MONTH YEAR	BE FILLED AFTER ACTION IS TAKEN)
Store student and staff information for periods of time prescribed by CTEVT rules, regulations and protocols.	MIS Unit	Aug – Dec, 2014	

Standard 63

Rules and procedures for storage and security of staff and student records are established and followed.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Rights of access to information are provided in accordance with level of users as defined by CTEVT.		yes	

GAP AND GAP ANALYSIS

- Records are haphazard.

OBJECTIVE(S)

- Establish rules and procedures for storage and security of staff and student records.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare and follow rules and procedures for storage and security of staff and student records.	MIS Unit	Aug – Dec, 2014	

Linkages to Industry

Standard 64

Industry and community linkages are established and operational.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The institution develops the linkages with industry that are required to support program identification, development, program delivery and improvement.	yes		
2	The institution engages with representatives of industry and employers to support and further develop its program operations.	yes		
3	Community linkages are developed to support local community training needs identification and short course development and management.	yes		
4	An Industrial Advisory Committee is established and co-chaired by an Industry Representative and the Principal and meets quarterly to advise the institution on program development and delivery and institutional operations.		yes	
5	Heads of Departments have responsibility for maintaining linkages with industries that employ or potentially employ graduates of their programs.	yes		

GAP AND GAP ANALYSIS

- SOHS has School Management Board where representatives of industry participate in meeting to advise the institution. However it does not have an Industrial Advisory Committee.

OBJECTIVE(S)

- Establish Industrial Advisory Committee.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Organize Industrial Advisory Committee	Principal	Aug – Dec, 2014	
Prepare roles, responsibility, process and procedures of IAC and approved by Principal	IAC	Aug – Dec, 2014	
Functionalize IA Committee	IAC	Aug – Dec, 2014	

Standard 65

Industry and the community are regularly consulted about institutional development and operations (consultation through committees, advisory groups, forums, public meetings, or surveys).

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The Industrial Advisory Group (Standard 65 Indicator) is regularly consulted about new programs and changes to existing programs.		yes	
2	Public meetings are convened once a year by the Principal to get community input in programs and maintain a supportive working relationship with local communities.		yes	
3	A network of community representatives regularly helps identify community's training needs and help formulate short course offerings.		yes	

4	The institution conducts community training needs assessment surveys annually and develops short courses in response to the prioritized needs of communities.		yes	
5	Women and excluded groups participation is actively sought in the conduct of surveys and community meetings. Training needs and interests of women and excluded groups are identified.		yes	

GAP AND GAP ANALYSIS

- SOHS has no Industrial Advisory Group till date, so activities by Industrial Advisory Group are missing.
- There is no system of public meetings, so SOHS is unable to get community input in programs and maintain a supportive working relationship with local communities.
- Though SOHS provides livelihood trainings and awareness campaigns targeting women and disadvantaged group yearly, it lacks community participation to conduct need assessment and community diagnosis.

OBJECTIVE(S)

- Establish Industrial Advisory Committee.
- Consult regularly about new programs and changes to existing programs by Industrial Advisory Committee.
- Convene Public meetings once a year by the Principal to get community input in programs and maintain a supportive working relationship with local communities.
- Identify community's training needs regularly and help to formulate short-courses by network of community representatives
- Conduct community training needs assessment surveys annually and develops short courses in response to the prioritized needs of communities.
- Sight active participation of women and excluded groups in the conduct of surveys and community meetings.
- Identify training needs and interests of women and excluded groups.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO
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		TO: DATE MONTH YEAR	BE FILLED AFTER ACTION IS TAKEN)
Establish Industrial Advisory Committee. (Standard 64)	Principal	Aug – Dec, 2014	
Consult about new programs and changes to existing programs	IAC		
Convene Public meetings once a year	IAC		
Conduct community training needs assessment surveys annually and develops short courses in response to the prioritized needs of communities	MIS Unit		

Standard 66

Industry experts and practitioners serve as resource persons for programs and interact with students.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Heads of Departments identify industry persons to serve as resource persons in their courses.	yes		
2	Every program involves resource persons from industry to provide students with information about current working requirements, conditions, challenges and benefits.	yes		
3	A record of industry resource person presentations is maintained by each HOD.	yes		

GAP AND GAP ANALYSIS

- SOHS is using part-time and visiting faculty from industry every year in every courses. Records are also maintained by administration section of SOHS.

OBJECTIVE(S)

- Sustain the use of part-time and visiting faculty from industry.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Sustain use of part-time and visiting faculty from industry	IAC		

Standard 67

Industry exposure visits are organized for students and teachers.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Every program organizes student and teacher exposure visits to industrial and employment settings. Students and teachers conduct industry visits at least once per year.	yes		
2	The record of industry exposure visits is maintained by the HOD.	yes		

GAP AND GAP ANALYSIS

- Every program organizes student and teacher exposure visits to industrial and employment settings. Students and teachers conduct industry visits at least once per year.
- The record of industry exposure visits is maintained by the administration section.

OBJECTIVE(S)

- Sustain the industrial exposure visits and maintain the records.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Sustain the industrial exposure visits and maintain the records.	IAC		

Standard 68

The institution responds effectively to community learning needs and interests.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	In response to community training and learning needs assessments, the institution develops and schedules short courses demanded by the community.	yes		

GAP AND GAP ANALYSIS

- SOHS conducts community diagnosis by using students and organize awareness campaigns, medical camps demanded by the community. However SOHS need to institutionalize such programs.

OBJECTIVE(S)

- Use learning of community diagnosis and need assessment, RMA to develop and schedule short courses.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED

		MONTH YEAR	AFTER ACTION IS TAKEN)
Develop and schedule short courses using learning of community diagnosis and need assessment, RMA	IAC		

Standard 69

On the Job Training (OJT) is systematically provided for students in certificate and diploma programs.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Provisions and Requirements for OJT are shared with all students and teachers.	yes		
2	Heads of Departments are assigned responsibility to ensure all students complete OJT placement.	yes		
3	Employers are identified for OJT support and oriented to the objectives and program.	yes		
4	Teachers monitor students in the OJT program (teachers visit the worksite).	yes		
5	A report in each OJT placement is completed as per CTEVT requirements.	yes		
	Experience sharing sessions between students who have completed OJT and new students are conducted every year and organized by a teacher assigned by the Principal.		yes	

GAP AND GAP ANALYSIS

- SOHS engage all students of General Medicine, Medical Lab Technology and Ophthalmic Science to complete OJT placement as per CTEVT requirement. However there is problem in OJT of DPh students (for pharmaceutical practicum).
- Students prepare and submit report, they do community presentation also, but formal sharing of their experiences in school is lacking.

OBJECTIVE(S)

- Prepare and apply strategy to engage DPh students in Pharmaceutical practicum.
- Make School presentation mandatory by students after OJT.

ACTION PLAN

ACTION REQUIRED	RESPONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Prepare and apply strategy to engage DPh students in Pharmaceutical practicum	IAC	July - June	
Mandate School presentation by student after OJT	IAC	Aug – Oct, 2014	

Research and Development

Standard 70

Training needs assessments are conducted every three years for established programs, and prior to the establishment of new programs and serve to inform program decision-making.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	The institution develops training needs assessment formats and surveys	yes		
2	Heads of Departments are responsible to ensure that training needs assessments for established programs are conducted every three years.		yes	
3	Information from the training needs assessments is analyzed and summarized, reviewed by the relevant program and the Principal and shared with CTEVT to inform the curriculum review (conducted every five years) of the program.		yes	

GAP AND GAP ANALYSIS

- SOHS has training needs assessment formats and surveys for comprehensive community filed practicum, however format for short courses and livelihood training is lacking.
- SOHS does not analyze, summarize, review and share Information from the training needs assessments with CTEVT to inform the curriculum review (conducted every five years) of the program.

OBJECTIVE(S)

- Develop and implement format for short courses and livelihood training need assessment.
- Ensures training needs assessments for established programs are conducted every three years.
- Analyze, summarize, review and share Information from the training needs assessments with CTEVT to inform the curriculum review (conducted every five years) of the program.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop and implement format for short courses and livelihood TNA. (Standard 12)	MIS Unit		
Conduct TNA every 3 years for established programs (Standard 12)	MIS Unit		
Analyze, summarize, review and share Information from the TNA with CTEVT	MIS Unit		

Standard 71

Tracer studies are conducted regularly (every twelve months) to determine the employment status and incomes of graduates and Tracer study results are publicized.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Graduates of all programs are surveyed within six months of graduation to determine their employment status, their job and salary, and their feedback on the usefulness of the program in preparing them for employment. The data are GESI disaggregated.		yes	

2	The results of Tracer Studies are shared with the programs and made available to all teacher and students on line or in the library.		yes	
3	Tracer study results are considered in the curriculum reviews (conducted every five years).		yes	

GAP AND GAP ANALYSIS

- Attempt is made for tracer study, however it is not completed yet. SOHS need system of tracer study.
- Because tracer study is not completed, its sharing is also missing and not considered in the curriculum reviews.

OBJECTIVE(S)

- Develop system of tracer study so that graduates of all programs are surveyed within six months of graduation to determine their employment status, their job and salary, and their feedback on the usefulness of the program in preparing them for employment.
- Prepare tracer study data disaggregated on GESI.
- Publish results of Tracer Studies and made available to all teacher and students online.
- Report the tracer study to CTEVT curriculum division to consider in the curriculum reviews (conducted every five years).

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop system of tracer study so that graduates of all programs are surveyed	MIS Unit	Aug -	
Prepare tracer study data disaggregated on GESI	MIS Unit		
Publish results of Tracer Studies	MIS Unit		

and made available to all teacher and students online			
Report the tracer study to CTEVT curriculum division to consider in the curriculum reviews (conducted every five years).	Principal		

Standard 72

All students complete evaluations of the instruction, programs and services of the institution and the results are compiled and publicized.

ASSESSMENT

S. No.	Indicators	Rich	Poor	Remarks
1	Students in all programs complete end- of-course evaluations in which they assess instruction, student services, and the institutional environment.	yes		
2	The student evaluation data are maintained in the MIS and are GESI disaggregated.		yes	
3	Results of student evaluations are accessible to students and teachers and are maintained in the library.	yes		

GAP AND GAP ANALYSIS

- Student evaluation data are not maintained in the MIS and are not GESI disaggregated.
- Results of student evaluation are accessible to students and teachers, however results are not maintained in library, it is maintained in examination section.

OBJECTIVE(S)

- Develop MIS system maintaining student evaluation data
- Develop GESI disaggregated data.
- Keep and maintain results of student evaluation accessible to students and teachers in library also.

ACTION PLAN

ACTION REQUIRED	RESONSIBLE PERSON	TIMEFRAME FROM: DATE MONTH YEAR TO: DATE MONTH YEAR	DATE ACTION WAS COMPLETED (TO BE FILLED AFTER ACTION IS TAKEN)
Develop MIS system maintaining student evaluation data	MIS Unit	Aug – Dec, 2014	
Develop GESI disaggregated data	MIS Unit	Aug – Dec, 2014	
Keep and maintain results of student evaluation accessible to students and teachers in library also	MIS Unit	Aug – Dec, 2014	