

# TITI



Teaching |||> Learning |||> **PERFORMING!**



## NEWSLETTER

### IN THIS ISSUE

**Management of Workplace Based ...** 1

**From the Executive Director's Desk** 2

**Innovative practices in Training and Development** 2

**TITI Customers' Column** 3

**Trainer's Profile** 4

**Upcoming Events at TITI** 4

### Management of Workplace Based Training

Management of workplace based training supported by ENSSURE project was conducted by TITI for On-the-Job (OJT) supervisors with the purpose of enhancing their management skills required in the workplace so as to optimize the learning of the students who go for apprenticeship or on the job training. The objectives of the training was to equip the participants with subject matters related to occupations, discuss the curriculum and training contents, to make workplace based plans, to enable the OJT supervisors to monitor and evaluate the performance and progress of the students, and enhance their managerial skills. Both OJT supervisors who represented the industry or the demand side for the skill workforce and trainers from training institutes who represented the supply side participated in the training. This training, thus provided a platform for interaction between the two sides where the expectation, issues and agendas were discussed. Considering the busy schedule of the industry representatives, the training was made concise to three days, without compromising the essential skills and knowledge to be taught.

Altogether, three events was conducted by TITI. Of which, two events was conducted at TITI while one event was conducted at Chitwan. Altogether, 57 participants (51 male and 6 female) participated and successfully completed the training. The training essentially included development of useful tools for planning and controlling. For planning, the participants were taught the skills of job rotation plan including duty wheel, workload management plan for students to optimize the physical, human and time resources during the apprenticeship. It also included tools to continuously assess the performance of the students during the apprenticeship of OJT using various available tools such as performance guide, product rating scale, monitoring checklists, performance diaries, attendance and such. Conducted in adult learning environment, the training was designed and conducted with optimum sessions for input and practices. With proper guidance and facilitation, all the three trainings were successfully conducted and completed.

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Group Photo of Trainers and Participants of 'Management of Workplace Based' training

## From the Executive Director's Desk



### Teacher Development Model

TVET teachers play a key role in influencing student achievement, they are responsible for equipping the students with relevant

skills and knowledge for the job market. So, it is important for the TVET teacher or instructor to be qualified not only in the subject matter but also in the art of teaching. Educational background and other work experience cannot make someone a professional teacher or instructor, for this different teaching and learning skills along with occupational upgrading is necessary.

Teacher or instructor preparation program helps teachers to be equipped with necessary skills and knowledge in teaching instruction and teaching practices to fulfill the teaching requirements. The teachers or instructor get an opportunity to practice their teaching skills along with necessary support and supervision. If the teacher succeeds during the practice session then they are considered qualified. Such kind of training assist in professional development of teachers and benefits both teachers and students.

As teacher or instructor development is a continuous process, they should have the ability to flexibly learn new key issues quickly as well as ICT skills and generic skills that increase employability and mobility of graduates. They are responsible for controlling the physical learning environment to ensure that the class run smoothly and each student can learn the best they can. For the development of teacher and instructors the following model is practiced at TITI. This model indicates that for any technical education and vocational training program, a competent teacher/instructor is the fundamental requirement. This model was designed by TITI for teacher or instructor training program. It is believed that the skills are well learn by teacher or that they have foundation of good attitude. The modality for Technical Teacher or Instructor development program is as follows:

- General Education Skills
- General Education Instructional Skills
- Occupational Skills
- Occupational Instructional Skills
- Instructional Skills

The general education skills are communication skills, computational skills and science skills. The second domain i.e. General education instructional skills focuses on the skills required to teach the general educational skills needed by the students of the technical subject in the most efficient and effective way. The next domain Occupational skills deals with the skill required for a particular occupation which the instructor belongs to. The content of this domain provides the instructors with the opportunity to keep up with the technological advancement in their occupation. Once the teacher/instructor is competent in the occupational skills, he/she must be able to transfer that skill to the student.

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## Innovative Practices in Training and Development

### Training Innovation- A Continuous Process

Acquisition of new knowledge, skill and attitude (KSA) is encouraged through training and development. To impart new KSA, training requires innovation. A big question that always comes in mind of training professional is what approach should be adopted to respond to current issues in training system and to achieve excellence? The magic word that comes in mind once again is innovation, although there is no clear consensus over its meaning. Innovation is relative. For some, moving to a modest level from nothing is innovation. Innovation is practical transformative action that involves the concept of novelty. It is an invention sold to consumer. The trend of turning training into a marketable commodity. But we need to go further and to explore the concept in greater depth, particularly in the context of Technical and Vocational Education and Training (TVET).

For being innovative, training course should be interactive, need based, connected to real life problems, should be compatible to school environmental condition. We all need to engage ourselves in an ongoing process of reading, thinking and talking about all those idea necessary to educate the learners. During this process we should focus on content, pedagogy, skill, technology and attitude development.

Different research shows that cross cultural bonding leads to higher innovativeness. Organization can adopt a more creative workforce by accepting diversity and then capitalize on it through facilitating close cross-cultural collaboration among trainers. Distinguished character like questioning, observing, experimenting and networking can create a clear understanding in learner. Some examples of innovative learning during training are:

#### Empowered Group work sessions

One of the basic requirements of a successful work group is trust. Secondly, the group shall participate in the learning in a harmonious pace. Such workgroup encourages formation of knowledge neural and networks within the institution.

#### Technology Intervention

Learner exchange a lot of information and share it over various social networking sites. Combine classroom sessions with interactions over a face book page. Hesitation to enquire upon a subject matter is often embedded in the fear of humiliation or embarrassment, and as trainers often find that some people do hesitate to inquire during a classroom session. When such learners are subjected to a combination of social networking, we can find that such learners often come out in the open and discuss their thoughts without hesitation. Their individualism spikes up in the social platforms, mainly because it provides them the comfort of privacy. No wonder personal coaching which is done virtually is slowly becoming a huge success among learners.

#### Combination of classroom training and mentoring

Introduce pairing within the group and encourage them to do peer mentoring. Encourage them to identify improvements in their partner constantly, when they observe each other's work they are continuously improving themselves.

#### Problem work out solutions

Pose a problem or an issue to a group of students and witness how their mind opens out to newer vistas and encourage them to look around for solutions. It is seen that the group that goes through such problem workout sessions, emerge out stronger and their spiral learning curves are more extended.

So, Innovation for training professional is a continuous process which leads to marketable training program development.

-Hari Poudel (Mr)

*"Tell me and I forget. Teach me and I remember. Involve me and I learn." – Benjamin Franklin*

# TITI Costumer's Column

**Name of the Organization:** Korea International Cooperation Agency (KOICA)

**KOICA Domestic office:** Busan (1 office)

**KOICA Overseas Office:** 44 offices in 44 Countries

**Nepal Office Address:** Kupondole, Jwaga; 5<sup>th</sup> Cross, Lalitpur

**Tel:** 5261858, 5261860 **Fax:** 5261859

**Email:** Nepal@koica.go.kr

The Korea International Cooperation Agency (KOICA) was established as a governmental agency dedicated to providing grant aid programs of Korea government in April 1991. KOICA endeavors to combat poverty and support the sustainable socioeconomic growth of partner countries. By doing so, KOICA established and strengthens friendly ties with developing countries.

With the mission "Promoting amicable and cooperative relations and mutual exchange by rendering support for economic and social development of developing countries" and vision in "Serving both domestically and internationally as a development cooperation platform contributing to accomplish the Sustainable Development Goals (SDGs)". KOICA is in the direction to strengthen the ability to achieve the SDGs, improve the developing countries' ability to be self-reliant, increase the number of development cooperation partners and accomplish efficiency and customer oriented management.

KOICA has been working in Nepal since 1995, implementing its government's grant aid and technical assistance programmes. According to its Country Partnership Strategy (CPS) for Nepal, KOICA focuses on 4 sectors in health, technical education, rural development and energy. Its assistance is being carried out through different modalities, bilateral or multilateral projects, volunteer and fellowship programmes. In November 2014, Korean and Nepali governments signed on "Framework Agreement on Grant Aid" to strengthen the supports and commitment to contribute to socio-economic development of Nepal.

KOICA has committed to improve health status of vulnerable population and achieve universal health coverage in Nepal. They have been mainly working in maternal, neonatal and child health (MCH) and Health Financing (HF) issues as below.

1. Improving Maternal and Child Health care in Mugu (2013-18)
2. National Health Insurance Support Project (2013-17)
3. Multilateral Program with UNICEF for "Improving maternal and neonatal care for the unreached population in Nepal" (2013-15)
4. Health Care Improvement in Tikapur (2011-14)
5. Health Insurance Models Activation & Leveling up project (2010 - 12)
6. Establishment of Korea Nepal Friendship Hospital in Thimi municipality (2006-08)

KOICA has agreed to grant US \$ 5 million for the Project of Enhancing the quality of TVET through capacity building of TVET instructors on Nepal. MoU was exchanged between Secretary, Ministry of Finance with Ambassador and Government of Korea on 26th

September, 2018. The overall goal of this project is to expand the employability opportunity for youth and elderly through capacity building of TVET instructors and trainers of Training Institute for Technical Instruction (TITI), Nepal. It also aims to strengthen human resource capacity development of TVET trainers by establishing an Information Technology Center in TITI. Moreover, Gender Equality Social Inclusion (GESI) has been given emphasis through fund monitoring and fellowship.

KOICA on behalf of Korean government and CTEVT/TITI on behalf of Nepal government will be the implementing agencies. The Ministry of Education, Science and Technology will coordinate CTEVT/ TITI for necessary policy level support for project implementation. The duration of project is 2018 to 2020 AD. This project will help to uplift skills and knowledge of trainers associated with TVET sector which has been realized as a needed phenomenon in vocational training.

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## Customers' speak:

Mr. Kamal Raj Khetiwada, working at Everest Global Language Academy, Samakhushi attended Educational Counselor Training (ECT) conducted at TITI from 1<sup>st</sup> October, 2018 to 10<sup>th</sup> October, 2018. There were altogether 25 participants in the training.

Mr. Kamal Raj Khetiwada had found out about the training through a friend. He seemed happy with the training. He liked the physical environment and the facilities at TITI. Mr. Khatiwada said that he learned many things about the legal and moral values from the training. According to him the overall learning from the training was a different experience. He appreciated the trainers of TITI for their valuable inputs and the different methods and media used during the session. However, Mr. Khatiwada said the training would be even more fruitful if the training duration was increased. He was very eager to apply the learnt skills and knowledge back on the job.

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## Management of Workplace ...

Amidst the achieved output, ensuring more participation of OJT supervisors remained a challenge. Hence, it is essential to reach out to more industry representatives for the future course and communicate with them about the significance of such trainings. The certified participants learned to manage their workplace in an effective and efficient ways with which they can strengthen the students' learning as well as ensure more output from their efforts. Hence, this training is expected to be more fruitful and useful to both the training providers and OJT supervisors with appropriate participation of both sides.

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## From the Executive...

(Continued from second page first column)

The next domain Occupational Instructional Skills covers the skills required to teach the subject matter in an effective and efficient way. Finally, the last domain, Instructional Skills, provides the instructor with the opportunity to practice and then apply various instructional skills required for effective teaching learning process. This model allows flexibility in training design by integrating into it an important factor, the level of skills required or available in instructors in each domain.

Technical teachers and instructors are the backbone of TVET system. The trainees after completing the training should be equipped with the knowledge, skill and attitude and be able to meet the standard as per the need of any business or industries. This is only possible if they are given quality training by competent and confident teachers. Instructors and teachers should therefore have the knowledge in their subject matter and have the skill to properly and effectively transfer the KSA.

-Akim Shrestha (Ms)

*"Logic will get you from A to B. Imagination will take you everywhere." – Albert Einstein*

## Trainer's Profile



**Mr. Hari Poudel**  
-Trainer

Mr. Hari Poudel has been working as a trainer in TITI since 2018. Before joining TITI, Mr. Poudel worked as an instructor and later a coordinator for the I.Sc.Ag program at Karnali Technical School, Jumla for around two years.

Mr. Poudel holds a B.Sc. Agriculture and M.Sc. Agriculture (Horticulture) from Institute of Agriculture and Animal Sciences, Tribhuvan University, Rampur, Chitwan. He has deep interest in Agricultural knowledge transfer and enterprise development as well as research. Mr. Poudel has taken several training related to enterprise development during his professional career.

For the development of his instructional skills, he has taken both Instructional Skills 1 and 2 training. To further his knowledge in the field of research and development, he has taken a training in capacity building in Research and Development. Mr. Poudel has travelled to many parts of Nepal and India to take part in different training and as part of study and educational tour.

As a trainer at TITI he is responsible to deliver different training sessions and coordinating different trainings. Additionally, he is also responsible for the B. Tech. Ed. program and maintenance of TITI science lab. Mr. Poudel firmly believes that learning is a hit and trail process thus until and unless problem solving learning is not practiced in training, there is very little development in learning and performance. For this reason, training should be problem oriented and priority should be given to the local context. Handling and solving different problems that arises during any work situation will make the worker more experienced and competent in their work areas.



### Your Free Gift from TITI

#### How can you help your trainee/ student learn?

To know, read the concept card 'Foundation of Learning' (Nepali Version). This is one of the 135 skill/concept cards translated in Nepali Language.

Read this concept card to know how learning takes place. As each person is different from another in term of nature, background, religion, culture and behavior. So, their pattern of learning is also different. This concept card will help you to learn how to learn and know what learning is. Historical roots of learning in term of biology, psychology, philosophy/religion and the different study skills are discussed in this card.

## Upcoming Events at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Instruction Program</b>		
Instructional Skills - III	12/17/2018	12/28/2018
Instructional Skills - I	12/31/2018	01/18/2019
Advanced Computer Application	01/28/2019	02/08/2019
Instructional Skills - I	01/28/2019	02/15/2019
Basic Computer Application	02/18/2019	03/01/2019
<b>Community Development Program</b>		
Community Facilitation Skill	11/19/2018	11/30/2018
Community Based Needs Assessment	12/17/2018	12/28/2018
Intervention of Community Development	01/14/2019	01/25/2019
<b>Management Program</b>		
Management Skills	11/19/2018	12/07/2018
Project Planning	12/24/2018	12/28/2018
Supervision of Instruction	01/14/2019	01/25/2019
Strategic and Operational Planning	02/18/2019	03/01/2019
<b>Curriculum Program</b>		
Training Course Design	12/17/2018	12/28/2018
Training Design and Development	01/28/2019	02/08/2019
DACUM	02/18/2019	03/08/2019
<b>Packages (Intensive Trainings)</b>		
Analyzing Performance Problems (3 days)		
Basic First Aid (3-5 days)		
Community Facilitation Skills (5 days)		
Conflict Management & Peace Building (3 days)		
Design Power Point Presentation (3days)		
Develop Creative Visuals for Impact (3 days)		
Fast Track Schedule (3 days)		
Getting 70 Minutes out of 1 Hour (1 day)		
Human Resource Management for Organizational Results (5 days)		
Leadership and Leading (1 day)		
Life Skills (3-5 days)		
Managing a Project (3 - 5 days)		
Presenting... You (1 day)		
Proposal Writing (4 days)		
Social Mobilization (5 days)		
Study Smart not Hard (1 day)		
Supervise your Teachers, Trainers, Instructors (3 days)		

**NOTE:** Training Packages can be conducted at any time during weekends, working days, public holidays depending on the request of the customers for which 12-15 participants are required. The training can also be conducted at customers' premises with minimum requirement of training facilities. **TITI** also provides free of cost training for one DAG person in each regular training program.

*Please, book for the courses and packages in which you would like to receive the training. Participate in the training, experience it and give us your feedback.*

*We welcome your feedback on this issue. – Editorial Board*

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