

TITI



Teaching Learning **PERFORMING!**



NEWS LETTER

IN THIS ISSUE

TITI: An Institution for Professional Training and Development 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

TITI: An Institution for Professional Training and Development

Training Institute for Technical Instruction (TITI) traces its beginning from "Technical Instructors Training Institute" established as a Nepali national institute in 1991, with the assistance of the Swiss Government, Swiss Agency for Development & Cooperation (SDC) through Swisscontact, the Swiss Foundation for Technical Cooperation. TITI is devoted to meeting the nationwide training needs of technical, managerial human resources and curriculum developers in the Technical Vocational Education and Training (TVET) sector. TITI programs and services are mandated by an Act of the Council for Technical Vocational Education and Training (CTEVT).

With a vision of becoming the "Center of Excellence" to develop human resource capacity for Technical and Vocational Education and Training in Asia and beyond, TITI is moving forward with the mission of contributing distinctly to the quality of programs and services of TVET by means of training, education and research. Because of its conducive (physical and working) environment & resources (physical, human and financial), TITI's recognition/reputation as an excellent institution in the domestic and international market is growing day by day.

TITI has trained over 36,000 instructional, managerial and curriculum developers from various countries, such as Afghanistan, Albania, Bangladesh, Bhutan, Burkina Faso, India, Indonesia, Kosovo, Mali, Moldova, Nepal, Pakistan, Sri-Lanka, Switzerland, Uganda, Vietnam and Zimbabwe. TITI has conducted training programs, consultancies related to TVET and other services to British Embassy, HELVETAS, EVENT, Dakchyata and Sakchaymata Projects. TITI has also provided various services related to TVET to Technical Cooperation-Federal Republic of Germany (GTZ), Department for International Development (DFID), Netherlands Development Organization (SNV), ILO/UNDP, SDC, UNICEF, ADRA, SOS, NCED, Aga Khan Foundation, UNFPA, ADB, Sustainable Tourism Education Development Project (STED), Indonesia and other national and international organizations in Nepal and abroad.

TITI won the "Knowledge Management Oscar-2005" award for the successful Skill Card System from Switzerland and a Special Commendation Prize for "Innovative Training Practices 2005-06" from the Indian Society for Training and Development (ISTD), India.

(Continue in third page first column)



Training Institute for Technical Instruction

From the Executive Director's Desk



Training monitoring

Assessment of the curriculum of trainers' training, its implementation through instruction, application of the training outcomes in on-the-job and off-the-job training and overall training administration are the major components of training monitoring. The training monitoring is specially carried out against certain criteria for which the standards are set. Those standards are further assessed with reference to the specified indicators. The training monitoring criteria are already set in the supervision and monitoring tools developed by the Council for Technical Education and Vocational Training decades ago. These criteria elaborated in the tools were further revisited and modified in the quality improvement program (QIP). The QIP developed elaborated 9 criteria, 72 standards and 246 indicators. Those nine criteria are:

1. Governance and Management (standards: 7)
2. Teaching and Learning (standards: 10)
3. Support to Students (standards: 9)
4. Teachers/Faculty (Standards: 8)
5. Budget and Funding Sources (standards: 12)
6. Facilities and Environment (Standards: 10)
7. Management Information System: (Standards: 7)
8. Linkages to Industry (Standards: 6)
9. Research and Development (Standards: 3)

These standards are being used for the monitoring and supervision of the technical schools, focusing on their overall management. The program-wise supervision and monitoring practice has been rare, that entails administrative purpose. Because supervision was done on an annual basis, the implementation of the recommendation from the monitoring output was also assessed on an annual basis.

For the program to be effective and expeditious, the teachers' quality is the core concern, along with infrastructure, facilities and their mobilization. There are five categories of instructor in the CTEVT system. The first one is teaching aid, helping in teaching and learning. The teaching aids require the basic education of a technical secondary education examination (TSEE) or Level-2 skill attainment. The next level of instructor is assistant instructor, with an entry qualification of diploma or level-3 skill attainment. A permanent teaching aid with three years of teaching experience can be a candidate for this second ranking instructor position from the bottom. The universal next level of instructor, also christened as instructor, requires a bachelor's degree or level-4 skill attainment. A permanent assistant instructor with four years of teaching experience can compete in the fray. The fourth level of command from the bottom is the senior instructor. It requires five years of teaching experience as an instructor to become a senior instructor. Similarly, the topmost rank in the ladder is chief instructor, which can be promoted from among the senior instructors with five years of teaching experience.

(Continue in next page second column)

Innovative Practices in Training and Development

Different Approaches to Effective Learning

TITI has been illuminating various effective learning methods as an institute that trains and upgrades teachers in a variety of instructional skills. Readers, whether instructors or students, must go through various phases of reading, from comprehension to analysis. Reading is a challenge for every learner. Some learners comprehend the entire subject, while others do not.

The conventional reading method is one of the primary contributors to difficulties in comprehension and retention. The majority of learners do not know how to learn, so in TITI, we emphasize training and practicing effective learning techniques. "Mnemonics" is one of many such practices that focuses on increasing thinking capacity. It is hard for the brain to remember large amount of information. Mnemonics techniques, according to scientific research, helps to remember such information. This method is unknown to a lot of students. We think that a teacher who knows how to use this method could help students remember lists well. These methods are extremely effective, and many of our "study skill" training participants have pledged to pass them on to their successors.

Mind mapping is another method that can be used to develop efficient learning habits. A "mind map" helps to memorize large text in its structural form, while a "mnemonic" provides a short form for memorizing a series of words or texts. Public speakers also use "mind map" to organize their speech lists. Similar to how the earth's geography appears in a variety of colors from space, when we zoom in, we see the sea, hills, mountains, and desert. A text might have an introduction, a classification, advantages, disadvantages, uses, and more, and reading such things in structured form is convenient and beneficial.

In Nepal, TITI serves as the central hub for instructional methods and skills for vocational training and technical education. Instead of teaching students, we train instructors who will use the techniques they learn in our training to impart their knowledge and skills to students. Nearly every method of instruction that has been utilized in the technical education system can be found in TITI, including learning strategies. Reading is more than just spelling out the written text; it's more like understanding the depth of knowledge contained in letters or finding treasures contained in words and letters. Reading textbooks is students' primary source of knowledge, but many students struggle to comprehend due to poor reading techniques. A learner reads a text once or twice but frequently exaggerates because they read it in an unorganized way. Using the SQ3R Method, a proper reading strategy is the easiest and most efficient way to read, which includes surveys, reading, reciting, and recall.

Forgetting what is learned is another major issue faced by every learner, this is due to lack of repetition. Because the human brain tends to remember only those things that have been reviewed. Reviewing helps the learners to retain what they have learned for a longer period of time. At TITI, we prioritize using timely review techniques in all trainings, whether they are instructional, managerial or any other trainings. We also make the participants capable enough to use these tactics and knowledge back on their job. Although many learners are not aware of the forgetting curve, timely review is the most effective method to remember the learned material and reduce the forgetting curve.

Kamal Lamichhane (Er.)

"Everyone you will ever meet knows something you don't." – Bill Nye

TITI Costumer's Column

Name of the Organization: CTEVT Province 2 Office
(Madhesh Province Office)
Address: Janakpurdharm-13, Dhanusha
Contact Number: 041-528386, +977-9854021182(Admin)
E-mail: ctevt.province2@gmail.com(Exam),
ctevtp2prasaran@gmail.com(Admin)

CTEVT province 2 office (Madhesh Province Office) was established in the Madhesh province after the promulgation of constitution in 2015 A.D. As provisioned in the constitution, the government bodies were also restructured to the federal system. CTEVT also constituted its seven provincial offices at the corresponding provinces. Madhesh province office was accordingly established in Janakpur in Falgun, 2075 B.S. Madhesh province is located on flat plains of terai which has an international border with India in the southern side. It consists of 15.04 % population of the country. This province has eight districts in series. This province has 53 affiliated institutes, 8 constituent institutes, 8 institutes under partnership modality and 55 institutes under TECS modality. These institutes offer Diploma level (3 years) course in electrical engineering, mechanical engineering and civil engineering along with TSLC level (18 months) course in electrical engineering, mechanical engineering, civil engineering, automobile engineering, Electronics engineering, refrigeration and Air conditioning (A/C) and computer application & secretarial management. Other short-term and long-term trainings are also provided. Learning, Earning and Paying is the motto of technical education; hence province 2 believes the technical education is the backbone for the prosperity of the nation. Madhesh province office is responsible for the activities of the 124 institutes in that province. Some major activities of this province office are to select institutes for short term trainings, conduct examination for the province and coordinate with the institutes and central office.

Customers' speak:

Mr. Bishnu B.K, Agriculture Instructor, from Beena Secondary School, Bichuwa, Kanchanpur, attended the training of "Training on Competency Development Framework of TVET System for TVET Instructor at Provincial Level" at Kanchanpur. Mr. B.K. found about the training from the CTEVT province office.

Mr. B. K. thanked TITI and CTEVT for providing an opportunity to attend the training and said, "At first, I was very skeptical about the training, however after the training, I got deep knowledge about CTEVT and the entire TVET system of the country. He thanked TITI/CTEVT for the opportunity. However, he was quite dissatisfied that he could not get any information about TITI's trainings before. He said, "TITI's trainings are very important for instructors like me, TITI must be able to provide such trainings to all instructors of TVET system in Nepal." He further added, "TITI must have its representation at all provinces so it would be easier to disseminate the information about the their trainings.

From the Executive...

(Continued from second page first column)

The primary educational qualification is obviously a bachelor's degree. However, the lateral entry to the senior position has demotivated the working teachers. This is one of the reasons why teachers are less likely to go to school and pool at the center for non-professional work.

Furthermore, there are four corresponding ranks of trainers in Training Institute for Technical Instruction (TITI). The entry level educational qualification for the trainer, though a master's

degree, as enshrined in by-laws, has rarely been implemented. The first position is that of a trainer, the second is a senior trainer and the third and topmost ranking is that of a consulting trainer. The promotion system is similar to the CTEVT system with five years of working experience, not necessarily in the trainers' training.

Although the Occupational Instructional Skills (OIS) training of eight weeks has been planned and implemented for years, there are no criteria for mandatory training to augment pedagogy for the teaching delivery. The issue of mandatory teacher training has been not only pertinent but also urgent since there are already licensed teachers in general education. The monitoring of these issues has never ever been thought of. TITI has developed a vocational teachers' standards framework which emphasizes the activities before class, during class and always required for teachers. Though this has been thought for TITI trainers, it can be extended to the CTEVT as a whole. These standards have been summarized below:

Before (Criteria: 1; Standards:6)

Criteria: Preparing

During (Criteria: 5; standards: 49)

Criteria:	Introducing	Content Methods Resources Platform Skills
	Delivering	
	Guiding	Questioning Performance
	Controlling	Learners behavior Use of time
	Concluding	

Always (criteria: 2; standards: 8)

Criteria Personal values and Social Responsibility

ICT, Diversity and Environment

There are five rating scales for measuring the performance of the teacher and they are NO (not observed), NA (not applicable), NI (needs improvement), OK (acceptable performance) and EX (excellent performance).

If we can monitor the teaching and learning performance of the teacher based on the above-mentioned criteria and standards along with the rating scale, it will be more than sufficient to enter into the monitoring, let alone the evaluation and the subsequent feedback.

Mahesh Bhattarai (Er.)

TITI: An Institution for...

(Continued from first page)

TITI is governed by a Managing Board presently consisting of total 10 members including Chairperson and Member Secretary. The Managing Board consists of people from government, non-government and private organizations. The Board holds a meeting at least two times a year to provide direction for the operation of the organization and approve the yearly plan of operation.

TITI has five departments for its smooth operation viz. Research & Development, Training, Education, Marketing and Administration department. The training department has five programs – Instruction, Management, Curriculum Development, Community Development and E-Learning.

TITI has well-equipped modern classrooms, an executive classroom, IT building, modern Information & Communication Technology (ICT) facilities, meeting room, a multi-purpose hall, a learning resource center, three computer labs with 24-hour internet, a science and technology lab, sport facilities, gardens and spacious grounds along with a peaceful educational environment. TITI has a modern guest house with 60 beds and a canteen with services provided seven days a week.

"I find that the harder I work, the more luck I seen to have." – Thomas Jefferson

Trainer's Profile



Er. Kamal Lamichhane
- Trainer

Er. Kamal Lamichhane is currently working in the position of trainer at TITI. He is responsible for planning, coordinating, designing, assessing and evaluating different training programs related to instruction and occupational skills upgrading training in the electrical and electronic sector.

Er. Lamichhane has a Bachelor's degree in Electrical Engineering from Khwopa College of Engineering, Tribhuvan University. Er. Lamichhane also has diploma in graphic design and is specialized in MS-Office and 2D Auto CAD. He also has practical knowledge of Cascade Hydropower system and Micro-Hydropower system from Hetauda Diesel Power Station, Marsyangdi Hydropower, NEEK Transformer Manufacturer and Hetauda Industrial Sector Pasta Production.

Er. Lamichhane has taken a number of training in the course of his career to upgrade his knowledge and skills. Some of the trainings include Training of Trainers (ToT), Instructional Skills training, Learning Management System MOODLE training, Master ToT training and ODT training. He has also traveled to various parts of Nepal to deliver instruction related training.

Er. Lamichhane is hardworking, punctual and dedicated to his work. As a trainer, he focuses on the quality of the training that he provides. He tries to apply different approaches to learning so that his participants actually learn.



Your Free Gift from TITI

Do you want to help your learners retain what they have learned ?

To know how, read the skill card "Conduct Timely Review". This is one of the 416 skill/concept cards developed by TITI.

It is said we forget most of what we learn within one hour. Forgetting is human nature. So, what can we do to retain the information we learn in the classroom?

This skill card provides information on different review strategies that will help anyone retain information for a long period of time. This card will help you understand that review is not just blind repetition of information but a planned series of specific times for looking at information already previously understood just before the memory of what you want to remember starts to drop.

Upcoming Events at TITI

Activity Name
Instruction Program
Active Learner Methodology (ALM)
Instructional Media Development (IMD)
Instructional Skills – I (IS I – Field, Lab and Workshop Instruction)
Instructional Skills – II (IS II – Classroom Instruction)
Instructional Skills – III (IS III – Quality Training Sessions)
Learner Assessment and Evaluation (LAE)
Management Program
Management Skills (MS)
Facilitation and Moderation (FM)
Finance Budget and Accounts for Managers (FBA)
Entrepreneurship Development (ED)
Supervision of Instruction (SOI)
Curriculum Program
DACUM Facilitator Training (DACUM)
Job Task Analysis (JTA)
Technology Based Instruction Delivery (TBID)
Training Course Design (TCD)
Community Development
Community Based Needs Assessment (CBNA)
Community Facilitator (CF)
Foundation of Community Development (FCD)
Intervention of Community Development (ICD)
Occupational Instructional Skills (OIS)
E-Learning
Advanced Computer Application
LMS for Trainers
E-TABS Training
Basic Computer Application
Cyber Security
Packages (Customized Courses)
Advanced First Aid (1 week)
Training for Trainers (2 weeks)
Conflict Management and Peace Building (CMPB) – 2 weeks
Getting 70 Minutes out of 1 Hour (1 day)
Leadership through Relationship Management (3 days)
Office Management (1 week)
Proposal and Report Writing (1 week)
Skill Test Assessors' Training (1 week)
Time Management (1 day)
Presenting... You (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

Editorial Board

Pramila Malakar
Kalpa K. Basnet

Bishwas Gurung
Ashwin Poudel



Training Institute for Technical Instruction (TITI)

P.O. Box: 5694 (Kathmandu), Madhyapur Thimi – 2, Sanothimi, Bhaktapur, Nepal

Tel.: 977-1- 6630187 Fax: 977-1- 6630289

Web page: <http://www.titi.org.np>

E-mail: info@titi.org.np