

TITI



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



NEWSLETTER

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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 conducted were completed successfully.

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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: Sustainable Tourism Education Development (STED) Project

Address: Indonesia

Duration of the project: 2018-2022

The Government of Indonesia has a strategy to make the tourism industry Indonesia's biggest short term source of foreign exchange revenues. For this, the Government of Indonesia has prioritized tourism as one of the main pillars of the country's economic growth potential. Within the overall framework of the national tourism strategy, the aim is to build up sustainability in the tourism sector through competitive and sustainable destinations and a skilled workforce.

The STED project aims to contribute to this goal by working towards a better qualified workforce with relevant skills for the tourism sector. Demand driven education will ensure that graduates meet the standards required by the Indonesian tourism sector, and will equip them with better knowledge on sustainability and inclusion, thereby creating more and better jobs for the local population.

The project is a part of a broader system. While the primary beneficiary is the tourism destination of Lombok, the broader tourism sector in Indonesia and the Indonesian TVET system will also benefit from the project's result via strengthening of a network of education institutions under the Ministry of Tourism. The approach applied by STED is based on best practice of the Swiss dual skills development system adapted to the local context.

The main interventions are:

- School development focusing on strengthening the school management, revision of training curricula and strengthening the teachers capacity including the practical exposure, demonstrating skills and overall coaching abilities
- Strengthening the relation between tourism school and the industry.
- Networking between training institutions to focus in exchange in knowledge and human resource development.

The project will improve the framework conditions for sustainable tourism and contribute to the following results

- Improved training relevance at Politeknik Pariwisata in Lombok has been achieved
- Mechanism for collaboration on tourism education and labour market issues between polytechnics, the local industry and the public sector are functional
- Experience generated as part of the support to the polytechnic and the local tourism industry in Lombok are successfully applied by other Ministry of Tourism education institutions are effectively brought into policy dialogue.

TITI and STED will be working together to help Indonesia fulfill its goal. Currently, two trainers from TITI are in Indonesia to conduct DACUM training. This will help the participants to be able to facilitate the process of developing a curriculum. Revision of the

current curricula is one of the strategy of the STED project for school development. TITI will also help the project to strengthen the capacity of the trainers and instructors in teaching and coaching abilities.

Customers' speak:

Mr. Kamal Raj Khetiwada, working at Everest Global Language Academy, Samakhusi and Ms. Rachana Bhatta Khanal, working at Sea Public Open School (Consultancy Pvt.Ltd), Thamel, attended Educational Counselor Training (ECT) conducted at TITI from 1st October, 2018 to 10th 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 teaching learning methods used during the session. However, Mr. Khatiwada said the training would be even more fruitful if the duration was increased

Ms. Rachana Bhatta Khanal also liked the training as she had the opportunity to learn and share new ideas. She liked the well maintained physical environment and the facilities at TITI. When asked about the necessary improvement needed at TITI, she pointed out that the noises from neighboring institute was a little disturbing. Also, she advised to improve the content of the training and for the trainers to make sure that language is not a barrier during the training. She also pointed out that the content was country specific and it would have been better if more information from different countries were also presented. Both the participants were eager to apply the learnt skills and knowledge back on their respective institution.

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.

From the Executive...

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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 skill 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 each other 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
Instruction Program		
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
Community Development Program		
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
Management Program		
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
Curriculum Program		
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
Packages (Intensive Trainings)		
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

Editorial Board

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