



## NEWS LETTER

### IN THIS ISSUE

**B. Tech. Ed. Program in TITI** 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

### B. Tech. Ed. Program in TITI

The Bachelor of Technical Education Program (B. Tech. Ed.) is designed to prepare individuals for careers in the private and public sector at the level of trainer or instructor, teacher or expert in technical subject equivalent to officer level third class (technical). TITI is an affiliated institution to run the B. Tech. Ed. program in two majors (Agriculture and Livestock extension) from Kathmandu University School of Education (KUSOED). The affiliation was awarded in the year 2001 to run the undergraduate program with compliance to KU rules and regulations. This was possible as TITI comprises optimal physical facilities and amenities of high standard to run an academic program. Also, the consortium of human resources is qualified and adequate in number to support the execution of the program. The program consist of five different areas. Students can take courses from any areas on modular basis at different times. The total program has been divided into eight semesters. Total credit hours of the programs is 142. At the end of each semester, there will be a semester exam. The total duration to complete the program, however, must not exceed seven years as per the rule of Kathmandu University. At the end of the program, every student is required to take a comprehensive examination administered by Kathmandu University. Graduates of this program are eligible to master level studies in related areas.

A total of 77 students have graduated the B. Tech. Ed. program since TITI started the program at 2001. Initially, 14 students graduated the 3 years program. In 2008, 14 students were enrolled into the 4 years program. Similarly, in 2011, 14 students were enrolled, 21 students were enrolled in 2015 and in 2016, and another 14 students were enrolled into the program. They all graduated from the program. In 2019, 9 students were enrolled into the program, which is still ongoing. Most of the participants enrolled into this program are from CTEVT, DOLS, and DOA. TITI has maintained all the standards and the condition that were set when KU provided its affiliation and will continue to do so in future as well.



*Group photo of B. Tech. Ed. Graduates at TITI*

## From the Executive Director's Desk



### COVID-19 Pandemic: Challenges and Opportunities in TVET

More than 1.5 billion students and youth across the world are or have been affected by school and university closures due to the COVID-19 pandemic (UNESCO, 2020). Similarly, around 8,27,267 community and institutional schools have been closed (Naya Partika, June 2020) in Nepal. The classes of around 92 thousand students studying in CTVET schools (Constituent, TESC, Private, and Partnership) have also been disrupted by the COVID-19 pandemic.

CTEVT has issued an alternative teaching procedure 2077 to address the effect of Covid-19 and to bridge the ongoing interruption of the learning process of students with the support of different technological platforms. Many schools and institutions are making their efforts to reach out to the students through online delivery of education and training. Though there are a lot of online platforms like Microsoft Teams, Google Meet, Google classroom, etc. available, such platforms are useful only for the theoretical subjects whereas, in TVET, the teaching and learning process is highly practical in nature. TVET's emphasis on learning-by-doing practical skills acquired in workshops and laboratories or through gaining hands-on experience in work environments. TVET students need to practice their skills using real machines and equipment and it is very difficult to have them in a virtual platform or to practice at home. Although for some occupations like computer-based technology-aided subjects, the students can practice in virtual simulators. Again, there is a gap in TEVT institutions since they don't have the necessary resource to grant their students access to the e-resources for self-learning. Further, lack of access to ICT infrastructure and a poor internet connection and limited available free online resources are the challenges.

To respond to the pandemic situation, TVET teachers' capacity development in handling online platforms, online instructional delivery and effective communication in class need to be strengthened. They have to get trained to use the free and open-source online TVET lessons, modules, and virtual simulation to ease the session delivery.

TVET teacher's capacity development on foundational cognitive and socio-emotional skills, such as empathy, ethical, resilience, and moral values to be strengthened. As the pandemic is uncertain, training to TVET teachers in providing flexible (part-time, modular, morning or evening) teaching and learning environment are also necessary. TVET teachers need to train to exploit opportunities to skill idle students. Both the TVET teachers and students are to be engaged in providing emergency response skills (health workers, care services, essential service workers) as and when needed.

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## Innovative Practices in Training and Development

### Apply Adult Learning Effectiveness, Efficiency and Implementation of Online training

Online training has been on the rise in recent years, and it's really not hard to see why. Due to the pandemic, the demand for online training has increased exponentially. Its cost-effectiveness can be further enhanced if the online training module can remain consistent even when repeated numerous times, particularly compared to the significant variation potential of repeated in-person training.

The benefits of online training have been well established. And yet, not every organization achieves these benefits. Simply offering this type of learning environment is not enough. First of all, we should evaluate the effectiveness of online training. Kirkpatrick Model can play a critical role in the development of managerial recommendations. The Kirkpatrick Model consists of four levels that can be used to evaluate training programs:

1. reaction, or how much learners were satisfied with the program;
2. learning, or the principles, facts, and techniques that were learned;
3. behavior, or the changes in job behavior that resulted from the training program; and
4. concrete results in terms of cost reduction and quality and quantity improvements (Galloway, 2005, p. 21).

Since the Kirkpatrick Model is a complex and graduating scale of precision, training teams need to start at level 1 and work their way up to level 4. Beginning at the necessary level of measurement will allow organizations to become familiar with the process. The first level also lets everyone on the team experience the effectiveness of the system, making it easier to adhere to. TITI started the online training but now the training team should follow the model for its better **effectiveness**.

Obviously this model will assist in the development of training recommendations. Furthermore, more recent adaptations in the Kirkpatrick model has been made to make it more relevant to e-learning (Jack J. Philips, Ph.D.) (Hamtini, 2008). As a result, it enables us take the measurement of learning outcomes of online training, it also enables the ability to directly compare these measurements with associated costs, which can show a firm whether this new form of training is appropriate for their specific organization.

The **efficiency** of online training is crucial to its significance. In the 21st century, institutes should adopt the new technologies for teaching, learning, administration, and ICT infrastructure. Teachers and students should also develop life skills that mean not only being equipped with technical skills but also with relevant soft skills. One huge potential benefit of online training is its capacity to significantly reduce the training time. Not only does it have the potential to reduce the trainees' training time, but also virtually eliminates the time an employee spends giving training (after the initial online training module is set-up). Other benefits include cost efficiency, faster and quick performance, improved quality of TVET programs, and not prone to human errors. It also improves knowledge and skill retention and helps to identify unknown weaknesses and strengths.

The potential of freeing up valuable time of a trainer and cutting the trainee's learning time in half can seem enticing to many employers. This is because online training has made it possible to potentially maintain effectiveness and reduce time, therefore significantly reducing costs.

Our Institute should follow Kirk's five-step **implementation** method (identifying learning styles, examining the content, determining instructional methodologies, establishing a proposed time for development and evaluation) for online learning with the support from the top management.

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*"I am not a teacher, but an awakener." – Robert Frost*

## TITI Costumer's Column

**Name of the Organization:** Ministry of Agriculture and Livestock

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Agriculture is the major sector of Nepalese economy. It provides employment opportunities to around 65 percent of the total population and contributes about 27 percentage in the GDP. The Ministry of Agriculture and Livestock is responsible for the growth and development of agriculture and livestock sector.

The two departments of Ministry of Agriculture and Livestock, Department of Agriculture and Department of Livestock are the major clients of TITI. These two departments has sent in their staff to the .B. Tech. Ed. program conducted at TITI in affiliation with Kathmandu University. This programs helps the staff to prepare themselves for a careers in the private or public sector at the level of instructors, teacher, trainer or expert in technical subject areas. Both the department of agriculture and department of Livestock are situated in Harihar Bhawan, Lalitpur. The objectives of the department of agriculture is to promote the agriculture sector through diversification and commercialization and also to make certain in food safety to help in the reduction of poverty. Other objectives are to fulfill the internal and external demand of agricultural product by increasing the agricultural product and productivity, increase the product and productivity of raw materials required for the agriculture based industry, conduct different programs that promote entrepreneurship and productivity for the small, marginal and women farmers and help in the reduction of poverty and to conduct sustainable programs to develop the agriculture sector by maintaining the balance between agriculture development and protecting the environment.

The main aim of the department of Livestock is to promote the livestock sector of Nepal through diversification and commercialization of the sector and to make the livestock sector income generating and respectable so that it can contribute in the national production.

### **Customers' speak:**

Ms. Sita Rai has been serving CTEVT for more than 22 years. She recently graduated the 4 years B. Tech. Ed – Livestock Extension from TITI. She was funded by Skills Development Project (SDP). When asked about her learning in the B. Tech. Ed program jointly organized by TITI and Kathmandu University (KU), she said that the program was really reliable and practical. She added that this program would definitely help to become an instructor in the TVET sector. She further added that the course content of the program was academic and focused towards how to prepare for a session, deliver a session and in pedagogical skills. She also gained depth knowledge and skills on how to become self-employed through the entrepreneurship development module. On top of that she feels the four years spent at TITI was fruitful and she is now able to transfer most of the skills and knowledge back in her occupation.

Similarly, Mr. Jagat Prasad Upadhyaya also attended and graduated the B. Tech. Ed. Agriculture Plant Science course from TITI. As an employee of Horticulture Development, Research & Training Center, he was funded by the Agriculture and Food Security Project (AFSP). About the course, he said "The course content and teaching methods applied was very practical and helped me to prepare and

delivery different sessions. Furthermore, the computer skills and other knowledge gained at TITI has helped me during the preparation of different teaching/working materials and research work". For the improvement he said that it would be more effective if he had the opportunity to choose the elective subject as per his occupation and that the course would be even better if more practical sessions were added.

## **Innovative Practices in ...**

It may be concluded that online training "is the future of workforce training in both educational and corporate institutions" and without strategically planning and calculating the development and implementation of online training, efficiency cannot be attained.

Online training has the proven potential to be more effective than in-person training if implemented and administered correctly. As per the example, TITI has conducted more than 16 online training within the time period of 1 month during the COVID-19 pandemic. This is a huge achievement for TITI. But the effectiveness of such training should be evaluated as mentioned above.

TITI is now offering training on teachers' skill development. The critical challenge now is to promote a flexible, responsive approach and maintain technological capabilities and an ability to navigate the technology, interact with the learning environment in meaningful ways, and promote self-regulated learning. However, newer technology has enhanced the benefits of online training, which implies that the utilization of modern software has the potential to maximize the effectiveness of online training. As online modes of training continue to expand, there is increasing awareness of the need for competent online instructors. These instructors should be competent in their subject matter, the teaching learning methods and also be able to use the latest technology to deliver sessions online. TITI believes in upgrading and making all its instructors' competent in modern technology

Hence **teach the mind, transform life and train hand** could be possible by merging our training system with ICT collaboration to be competent in this era of industrial revolution 4.0.

**Purushottam Chapagain (Mr.)**

## **From the Executive...**

**(Continued from second page first column)**

Apart from developing occupation related course, to address the COVID-19 pandemic, TITI has put its effort into designing, developing, and conducting distance mode of TVET teachers and management development training courses as per the TITI alternative training procedure 2077. The participants found that the courses were very relevant to them where they could use their free time for self-learning and to interact with different teachers online. As the online mode of class delivery was not practiced in TVET institutions before, the training offered by TITI helped them to conduct online courses in their institutions.

COVID-19 pandemic has badly affected the economic, social, educational, and professional life of every individual, it has given a lessons to the education and training sector to prepare themselves for flexible and technology-based teaching and learning which can counter the face-to-face mode. As the nature of TVET, the skills to be practiced in workshops and laboratories, cannot be fulfilled by a theory-based online platform. TVET teacher's capacity development can be a milestone to address the pandemic to some extent till the schools reopen.

**Akim Shrestha (Ms)**

*"The Hunter who chases two rabbit will catch neither" – Unknown*



## Trainer's Profile



**Mr. Purushottam Chapagain**  
- Senior Trainer

Mr. Purushottam Chapagain has been working as a senior trainer in at TITI since November, 2019. He is currently in the curriculum development program of TITI.

Mr. Chapagain has a Master's Degree in Construction Management from Pokhara University. He had previously completed his Bachelor of Engineering in Civil from Tribhuvan University. Mr. Chapagain started his career as a civil engineer intern at Gairibisauna Deupur. He joined the CTEVT system in 2007. He worked in the position of Instructor at Jiri Technical School, Seti Technical School and as a site engineer with Co-ordinator in and as Principal at Gorkha Polytechnic Institute, Gorkha for around three years.

Mr. Chapagain has taken a number of training for his personal and professional development. He was also awarded 1<sup>st</sup> prize on Civil Project in Kantipur FETE 2005.

Mr. Chapagain believes that TVET is one of the human resource development programs that is attracting the attention of various countries around the world. TVET education is aimed for poverty reduction by creating employment opportunities for the employment seeking youths. However, most of the teachers lack the concept of effective instruction to impart occupational skills to the students in a best way. Thus, all the TVET teachers need to be trained on instructional skills, which will make them competent in imparting knowledge, skills, and attitudes to the students.



### Your Free Gift from TITI

Do you want to be able to develop a competency based training program?

If yes, read the concept card 'Develop Competency Based Training'. This is one of the 416 skill/concept card developed by TITI.

CBT is a structured approach to training and assessment that is directed towards achieving specific outcomes. It is about assisting individuals to acquire skill and knowledge so that they are able to perform a task to a specified standard. This card will help you to develop a successful competency based training program, develop talents and exceed organizational targets. Clear step by step process to develop a competency based training is given in this card along with the Competency Based Training Development Model.

## Upcoming Events at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Management Program</b>		
Facilitation and Moderation	11/23/20	11/30/20
Training Institute Management	12/07/20	12/12/20
Supervision of Instruction	02/15/21	02/24/21
<b>Curriculum Program</b>		
DACUM Stage I	11/23/20	12/11/20
Occupational Health & Safety	01/18/21	01/29/21
Technology Based Instructional Delivery	02/15/21	03/12/21
<b>Instruction Program</b>		
Is for TVET Instructors part-1(CTEVT)	11/23/20	12/18/20
Computer Skills (CTEVT/TECS)	11/23/20	12/11/20
Is for TVET Instructors part-1(TECS)	11/23/20	12/11/20
Is for TVET Instructors part-2(CTEVT)	12/21/20	01/01/21
Is for TVET Instructors part-2(TECS)	12/21/20	01/01/21
ToT for Pvt. Tech. School in Province 1	12/21/20	01/01/21
ToT for Pvt. Tech. School in Province 3	12/21/20	01/01/21
ToT for Pvt. Tech. School in Province 3	12/21/20	01/01/21
ToT for Pvt. Tech. School in Province 4	02/01/21	02/12/21
ToT for Pvt. Tech. School in Province 5	02/01/21	02/12/21
ToT for Pvt. Tech. School in Province 6	02/01/21	02/12/21
Study Skills	12/28/20	01/01/21
Basic First Aid (CTEVT/TECS)	01/18/21	01/21/21
ToT for Pvt. Tech. School in Province 2	01/11/21	01/21/21
<b>Community Development Program</b>		
Foundation of Community Development	12/21/20	01/01/21
<b>Packages (Intensive Trainings)</b>		
Analyzing Performance Problems (3 days)		
Basic First Aid (3-5 days)		
Career Counseling		
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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