

TITI



Teaching ||| Learning ||| PERFORMING!

NEWSLETTER

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In-Service Training at TITI

TITI has been conducting Professional Course on Management and Instruction (PCMI) and Basic Course on Management (BCM) training for staff of Council for Technical Education and Vocational Training (CTEVT). This training was designed especially for the permanent officer level (Technical and Administrative) staff of CTEVT. The PCMI course is designed to provide the managerial and instructional staff of CTEVT with the knowledge and skills needed to carry-out the organization/School functions effectively and efficiently. The modality of PCMI training is 3+3 weeks approach where first 3 weeks of time is allocated for classroom-based modality and the remaining three weeks for the practicum at the real workplace. The findings of the practicum while working in real place can be presented via online or in TITI premises. All the necessary theory and inputs like carrying out day to day management activities, analysing the functions and roles required for managers are provided in the first three weeks. In addition to this input managing human, financial and physical resources, maintaining public relation and develop management plan and its implementation in an effective way. Moreover, the training will focus on communication using a common managerial language. One event of PCMI training has been conducted by TITI for 17 participants. Similarly, the Basic Course on Management (BCM) training aims to provide the assistant level administrative and instructional staff with the knowledge and skills needed to carry out basic administrative and management functions of TVET.

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Group photo of In-Service Trainings' participants

From the Executive Director's Desk



“Promotion of TVET in Labour Market Arena”

Skilled labor is one of the most important competitive factors of any economy. Technical and Vocational Education and Training (TVET) prepares competent and self-reliant

citizens who contribute to produce quality and cost-effective sellable products leading to economic and social development. TVET, thus, serves the diversification and international integration of the economy, sustainably reduces poverty, and improves the livelihood of the people. In this regard TVET is a prerequisite for both economic development and increasing employment and, thus, is a key factor to achieve the national development objectives.

The success indicator of TVET promotion, in principle, is the increase in production and productivity through developing micro, small and medium enterprises (MSMEs). The increase in MSMEs is manifested through the employment of skillful graduates produced by the training providers. Unlikely it has been referred to the numbers produced by technical schools leaving them in road to search for job that is scarce in the horizon.

Good quality, customer's satisfaction, is ensured, if the employers are themselves involved in the training. Most MSMEs are family-run rather than management-run, therefore working environment, occupational health and safety, salaries and social security have always been taken as direct financial burden neglecting huge indirect financial and economic losses.

Government and donors both have been focusing training in isolation from employers (industry) involving only training providers and it has only been limited to the meetings and information dissemination seminars. Therefore, it is imperative to attracting employers in training management, design and delivery and it should be a component of enterprise development.

The promotion of TVET institutes has been pursued in various countries as part of development initiatives for a long time. Unfortunately, in the past the choice of TVET institutes has not always occurred based on quality or demand orientation of training, so that programs measures were often not sustainable and had only limited employment impact. The most important criteria to correct them are: employment-relevance of training, financial self-sustainability, competence level of personnel and organizational set-up and efficiency. The TVET policy instruments developed so far are sufficient and the focus has to be given for their implementation leading to good governance. The competence level of personnel involved in TVET organizational set-up and their efficiency are internal capacity of the institution shouldered to discharge the responsibility. In Nepal, TITI (semi-autonomous institute under CTEVT) has been mandated to shoulder this responsibility.

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Innovative Practices in Training and Development

Create Positive Attitude in Learners

“Change your thought and you change the world.” – Norman Vincet Peale

Attitudes can be viewed as a tendency to respond either positively or negatively towards certain things, ideas, persons, situations etc. Negative attitude in learners limits their performances, discourages and even prevents learning, positive change and growth. Everything is harder when you have a negative attitude about it. This negative attitude can arise from not wanting to be disappointed as we try to protect ourselves by expecting the worst. We may also have a role model with negative attitude which we picked up, or we might have set an unrealistic expectation or that if we can't do something perfectly, we're afraid to try it at all. A wise trainer/instructor should realize this and make sure that their learners have a positive attitude towards learning and towards life as well.

Having a positive attitude is about being optimistic about any situation and to remain hopeful even in difficult situations. A learner's active participation, critical thinking, improved interaction and communication skills can be motivated by a positive attitude. This positive attitude is a powerful tool that fosters enthusiasm, promotes self-esteem and creates an atmosphere conducive to learning. This positive attitude also provokes positive thinking, which is a contributing factor of success. A person's attitude towards learning determines his/her ability and willingness to learn. Learners with positive attitude are able to use a variety of learning strategies which can help them to develop their skills and learning. They have more willingness to try doing new things, see the good in people, belief that everything will be all right and has a mind-set that uses the word, “I can”, and “It is possible”.

Some strategies to inspire positive attitude and teach learners to think positive every time are:

1. To be an example. The instructors should model a positive, encouraging attitude in all that he/she says, does and believes.
2. To create a positive learning space. The instructor/trainer should be able to inspire optimism by ensuring that it is all around.
3. Help learners visualize a positive outcome from every scenario before starting. The instructor/trainer should help the learners set a stage for what success looks like.
4. To eliminate negative verbiage from your learner's dialogue. The instructor/trainer must know why their learners can't do something and what's holding them back. They should also be able to help the learner remove those barriers.
5. Help learners to change negative thinking pattern and encourage them to replace negativity with positivity.
6. To believe in your learners, this will help the learners to increase their self-confidence. The instructor/trainer should make sure the learners are aware of their own strength and weakness.
7. To incorporate a reward system to encourage positivity at all times

Learners with positive attitude are ready to welcome new experience and recognizes many different kinds of learning opportunities. In addition, having a positive attitude lets you relax, remember, focus and absorb information as you learn. Positivity makes it easier for a learner to achieve their goals. This is because he/she has a positive frame of mind hence allowing them to make better decisions. TITI trainers realizes this and helps to create a positive attitude in their learners.

Shalik Ram Dangri (Mr.)

“People learn something every day, and a lot of times it's that what they learned the day before was wrong.” – Bill Vaughan

TITI Costumer's Column

Name of the Organization: Balaju School of Engineering and Technology (BSET)

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Balaju School of Engineering and Technology (BSET) was established in 1962 A.D. with technical and financial assistance of the Swiss government and previously well known as Mechanical Training Center (MTC) and Balaju Technical Training Center (BTTC), with the aim of producing skilled industrial workforces to serve the growing needs of established industries in the country. BSET is one of the pioneering technical school of Council for Technical Education % vocational Training (CTET). CTEVT act-1989 has mandated its programs and services.

The vision is "BSET is the center of excellence to produce competent workforce in TVET." And the mission of BSET is to "Impart employable skills to produce skilled technical workforce for the nation and international labour market."

Currently, BSET is offering skill oriented 29 months (Pre SLC program) and 18 months (Post SLC program) long term Technical School Leaving Certificate (TSLC) course in three major trades – Mechanical, Electrical and sanitation and Diploma level course in Electrical Engineering, Mechanical Engineering, Civil Engineering and Ophthalmic Science. BSET also offers skill upgrading training (modular course) for the career development of its TSLC graduates. Furthermore, BSET also has the expertise and experience to conduct short term skill development training as per the need of the labor market. The job replacement unit in BSET helps to assess the employers and employability of BSET graduates.

BSET currently offers Diploma in Civil Engineering, Diploma in Electrical Engineering, Diploma in Mechanical Engineering, Diploma in Ophthalmic Science, TSLC in Electrical Engineering, TSLC in Mechanical Engineering and TSLC in Sanitation.

Customers' speak:

Ms. Laxmi Mahat is the founder of Fascinated Beauty Training Center, located at Thamel, Kathmandu. She has been in the business for the past 17 years. She recently attended the training of "Entrepreneurship Development" from 29 April to March 02, 2021, which was conducted at Pokhara. When we asked her about the learning from the training, she said "I have been running a business for 17 years, but never thought or knew anything about business plan. My business was quite traditional. However, after this training, I have gained depth knowledge and skills on how to be a good business person." She also thanked TITI for providing such an opportunity and suggested us to make this kind of training available to more people as much as possible.

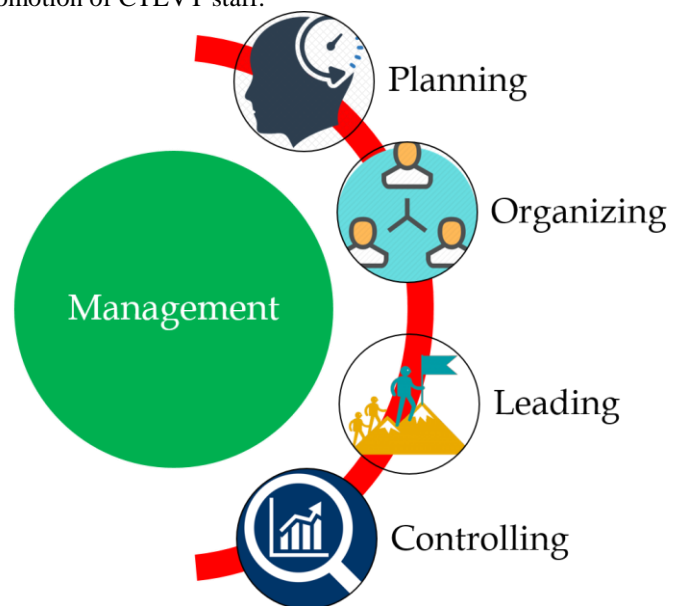
Similarly, Dr. Mina Bhatta, an instructor of Pharmacy at the School of Health Science, Bharatpur also attended the "Management and Leadership for TVET Professionals"

training from September 9 – October 17, 2019. Being from a technical background, Ms. Bhatta was very happy and excited about the content and knowledge she gained from the training. Before this training she didn't have much idea as to why create a Vision, Mission and Goal of any organization, neither about the internal managerial process. However, the training has broaden her views towards the administration and management process.

Ms. Bhatta said, "After the training, it has become easier for me to understand the daily administrative work and I have been using the skills gained during the training in my professional life as Hostel Warden too." She further added, "I promise to use the administrative and financial knowledge and skills I gained from the training and use it whenever I get the opportunity. I would also like to thank TITI and its staff for providing such an valuable training and for the learning environment."

In-Service Training at ...

This training is also designed for the permanent assistant level (Technical and Administrative) staff of CTEVT. The modality of this training is also 3+3 approach where first three weeks of training is conducted in TITI in a class whereas other three weeks was for practicum in real workplace setting. The language used in this training is both English and Nepali. Like in PCMI, this training is also focused on carrying out the day-to-day office administrative and managerial activities along with the application of information technology skills in classroom and working place. In addition, skills like managing financial plan, assisting to manage physical resources, skill testing and examination activities were discussed in training. Moreover, the training also focused on how to assist during the monitoring and supervision of schools and about the language used to communicate in administration. TITI has conducted two events of Basic Course on Management (BCM) for altogether 30 participants. The PCIM and BCM training help in promotion of CTEVT staff.



From the Executive...

(Continued from second page first column)

This newsletter opens the avenue of discussion in the above-mentioned issues especially internal capacity building of TVET professionals and teachers' development to bridge instruction and production through the institute and industries experiential attachment and exchanges.

Mahesh Bhattarai (Er.)

"Good teaching is more a giving of right question than a good answer." – Josef Albers

Trainer's Profile



Mr. Shalik Ram Dangi
- Program Director,
Curriculum

Mr. Shalik Ram Dangi is currently working in the position of Curriculum Program Director at TITI. He is responsible for planning, coordinating, designing, assessing and evaluating different training programs related to Instruction and Curriculum at TITI.

Mr. Dangi has a degree in Master of Science in Agriculture (M.Sc.Ag.) from the Institute of Agriculture and Animal Science. He is proficient in different languages such as Nepali, Hindi, Tharu, Maithali, Bhojpuri and English.

Mr. Dangi has been working in the TVET sector for around 20 years. He started his career from Jiri Technical School, where he worked as the agriculture instructor for around 15 years. He also handled Seti Technical School in the capacity of Principal for three and a half years before coming to TITI.

In the course of his career, Mr. Dangi has taken many trainings to upgrade his knowledge and skills. Some of the trainings include Strategic Planning and Management Training for TVET Professional from CPSC, Master Training of Trainers (MTotT) from TITI, IPM ToT (Plant Protection Directorate and FAO) training, Project Planning Training from TITI, Sustainable Soil Management (SSMP) training etc.

Mr. Dangi believes in bringing positive attitude to his students during the learning process. In his own word he says: "People only learn when they are ready to learn". Thus, preparing students to learn is the first thing any instructor must be able to do before the real teaching learning begins.

Training Events available at TITI

Training Name
Training Institution Monitoring and Evaluation
Store Management
Project Planning
Finance Budget and Account
Supervision of Instruction
Technology Based Instructional Delivery
In-service Training
Training Needs Analysis
Training Course Design
Training Design and Development
Occupational Instruction Skills
Occupational Skill Upgrading
Community Based Need Assessment
GESI
Community Facilitation Skill
Intervention of Community Development
OSU for KOICA (Automobile)
OSU for KOICA (Electronic)
OSU for KOICA (Electrical)
Analyzing Performance Problems (3 days)
Basic First Aid (3-5 days)
Career Counseling
Community Facilitation Skills (5 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)
Occupational Instructional Skills
Occupational Skill Upgrading
Performance Appraisal
Presenting... You (1 day)
Design Power Point Presentation
Creative Training Techniques
Develop Creative Visuals for Impact
Fast Track Schedule
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

Kalpa. K. Basnet
Sarita Regmi

Pramila Malakar
Bishwas Gurung

Your Free Gift from TITI



How can you evaluate the attitude of your learners?

To know, read the skill card 'Evaluate Learner's Attitude'. This is one of the 135 skill/concept card out of 416 skill/concept cards that has been translated into Nepali language.

This card can be used by the trainers/instructors to evaluate the attitude of their learners. This card clearly explains the types of attitude and the need to evaluate it. The different parts of the attitude along with the techniques to evaluate the learner's attitude is given in this skill card. This card not only gives the instructor/trainer techniques to evaluate the learner's attitude, but also gives an idea on how to change the attitude of the learner positively. .



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