

# TITI



Teaching ||| Learning ||| PERFORMING!

## NEWSLETTER

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### Skill Test Assessor Training

According to the Memorandum of Understanding (MOU) signed as a tripartite agreement between the Training Institute for Technical Instruction (**TITI**) and the National Skill Testing Board (NSTB) with the Ministry of Social Development (MoSD) of the Bagmati Province, Koshi Province and Lumbini Province, **TITI** conducted a total of eleven Skill Test Assessor Training (STAT) events during the fiscal year 2022/23 (2079/080). A total of 199 participants successfully completed the training, becoming skill test assessors. The participants were from different occupations, namely: construction, hospitality, ECDF, agriculture (plant and livestock), hair and beauty and tailoring. This Skill Test Assessor Training (STAT) offers essential knowledge and skills for professionals across diverse fields involved in assessing test takers' performance and conducting skill tests for certification. The total duration of this training is five days. Any professional from a technical and vocational background with a minimum of three years' teaching experience and at least SEE academic qualification is eligible to become a skill test assessor. This training focuses on the Skill Testing System by NSTB/CTEVT, the concept of a professional profile, the National Competency Standards and the process of conducting skill tests as per the regulations set by NSTB/CTEVT.

In Bagmati Province, based on the selected list of participants provided by the selection committee of the MoSD, **TITI** conducted four STAT events. Two events of STAT were conducted at **TITI**, while one event each was conducted at Bharatpur, Chitwan and Hetauda, Makwanpur. 80 participants (42 female and 38 male) participated in the training to become skill test assessors.

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Participants and Trainers with the Executive Director and Training Director of **TITI**

## From the Executive Director's Desk



### “Programs and Services at TITI”

First of all, I would like to thank the staff and trainers of **TITI** for the effective and efficient delivery of training. **TITI** has a well-defined vision and mission. The vision of

**TITI** is “To be a Center of Excellence in developing professionals in the TVET sector.” This reflects the desire of **TITI** to be recognized both nationally and internationally for its quality and focused training programs. The mission of **TITI** is “To provide transformative education through pre-service and in-service training, research employing hands-on skills in TVET.” This statement communicates the commitment of **TITI** to providing high-quality training and services, ensuring the holistic development of its trainees. **TITI** offers short-term training courses, long-term courses, occupational skill upgrading (OSU) training, and occupational instructional skills (OIS). The short-term training courses range from one week to four weeks; the long-term courses range from 3 months to 48 months; and the duration of the OSU and OIS courses varies from person to person.

**TITI** understands the specific needs of teachers and provides them with the necessary tools and skills to excel in their profession. From enhancing their occupational skills to developing pedagogical techniques, **TITI** covers all aspects of teacher training. In addition to subject knowledge, effective teaching strategies are vital for teachers to engage and motivate their students. **TITI** understands the importance of instructional methodologies and offers courses that focus on various teaching techniques. By acquiring these skills, teachers and instructors can create a stimulating learning environment that fosters critical thinking and problem-solving abilities among their students. As we know, a well-managed classroom can enhance student learning and reduce disruptive behavior. **TITI** recognizes this and provides the teachers and instructors with insights and strategies to create a positive and productive learning atmosphere. **TITI** also offers training on instructional skills, which cultivates student-centered approaches. These trainings emphasize the importance of adopting pedagogical techniques such as project-based learning, cooperative learning and differentiated instruction. Technology has also revolutionized the way we learn and communicate, and teachers and instructors must also adapt to these changes. Teachers and instructors must equip themselves with skills such as using interactive whiteboards, educational software and online resources, ensuring that the teachers and instructors make the most of these technological advancements.

Even as we impart training to match the advancements in technology and globalization, we guide our participants forward with an attitude of moral values and principles. We constantly endeavor to instill these qualities in our trainees, taking pride in helping them grow and develop into competent and responsible trainers of the future. The capacity of trainers at **TITI** is developed by allowing them to participate in different workshops, seminars and other training programs where they share the best practices and learn from each other.

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## Innovative Practices in Training and Development

### Hybrid learning to cater the diverse learning style of students

The common innovative teaching strategies for adult learning are flipped classroom, personalized learning, project-based, inquiry-based, peer teaching, blended learning, hybrid learning, and feedback with the active participation of teachers and learners in learner-centered approaches. Today we will focus on hybrid learning.

Unlike blended learning, which includes all education that uses digital technology, hybrid learning refers to synchronous lessons that are taught live and remotely at the same time. So, we can say that all hybrid learning is blended learning, but not all blended learning is hybrid learning. This type of learning provides the students with the flexibility to learn at their own pace while also having the opportunity for in-person interactions with their teachers and peers. The key here is that hybrid learning has the ability to cater to the diverse learning styles of students. Some students may thrive in a traditional classroom setting, while others may need visual aids and multimedia resources.

Hybrid learning incorporates online tools such as videos, interactive quizzes and simulations to supplement classroom teachings. Hybrid learning helps to make the rigid schedules of traditional education more flexible, since students are allowed to access the materials online and learn them at their own pace. This flexibility makes education more accessible and inclusive for students who may not have time to attend the traditional classroom. Also, hybrid learning promotes the development of essential digital skills as students learn by using online tools and platforms, which makes them proficient in navigating technology and gaining experience in collaborating and communicating virtually. Forums and discussion boards help students interact with their peers and teachers, share ideas, ask questions and collaborate on projects remotely.

However, like any other education model, hybrid learning also has its challenges. The dependence on technology and access to reliable internet connections and devices may not be available to all students. The transition to hybrid learning also requires proper training and support for teachers to effectively incorporate online tools into their teaching practices.

As hybrid learning combines the best of traditional and online education methods, it offers students flexibility, accessibility, and the opportunity to develop valuable digital skills. While there are challenges, with proper support and training, hybrid learning has the potential to transform education and provide an engaging and effective learning experience for all students. Teachers and educators must be trained to incorporate online tools and new technologies into their teaching and support their students. Teachers must be able to tailor their instruction to meet the needs of individual students. They must also be able to develop digital resources, such as videos, interactive simulations and online discussions.

So, for the implementation of hybrid learning, both the teachers and the students must be able to use technology. The teachers must be trained to effectively integrate technology into their teaching. The students must have access to online learning components and support as and when required. Collaboration between teachers, students and parents is the key to creating a successful hybrid learning experience.

Mina Bhatta (Dr.)

*“Education is learning what you didn’t even know you didn’t know.” – Daniel J. Boorstin*

## TITI Costumer's Column

**Name of the Organization:** CTEVT Province 5 Office (Lumbini Province Office)

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With the vision of skilling Lumbini Province for people's prosperity and smart and good governance for the clients' convenience as their moral principle, a temporary headquarter of Lumbini Province was established in Butwal. Lumbini province comprises Arghakhanchi, Banke, Bardiya, Dang, Eastern Rukum, Gulmi, Kapilvastu, Parasi, Palpa, Pyuthan, Rolpa and Rupandehi districts (13 districts). The major role of this province office is also to select institutes, award them short-term training, conduct examinations, and coordinate with the different institutes and the central office. The provincial office also provides services on TEVT policy formation and program implementation. The quality of the TEVT programs is ensured by the provincial office through monitoring and supervision. The province office also assists the CTEVT central office in the accreditation processes of institutions and conducts CTEVT examinations in Lumbini province. Various research activities in the TEVT area, along with short-term skill upgrading training, skill/occupation tests, seminars, and workshops, are conducted by the province office to produce skilled human resources. The Lumbini province office also explores and mobilizes national and international assistance to develop the TEVT sector in Lumbini.

The Lumbini Province Office intends to build an effective and efficient TEVT system in the Lumbini Province by coordinating with different constituents, TECS, partnerships, private institutions, and all other stakeholders.

### *Customers' speak:*

Ms. Gita Bhattarai, a beautician by profession, attended "Skill Test Assessors" training at Biratnagar from June 12 to June 16, 2023. She was really impressed by the delivery skills of the trainers at **TITI**. According to her, the theoretical content that was provided was excellent, and the daily time for the training was also very good. After taking the training, she had one opportunity to work as a manager and an assessor, and she shared that after taking on the dual role, her responsibility increased and so did the learning opportunity. However, she said that the duration of the training was short and that more time was needed for the practical session. She recommended that one day be increased so more time can be given to practice the practical part of skill testing. She also added that when going for the actual skill test, there were too many details that needed to be written down, which was very time-consuming. For this, she requested that some of the details be printed before sending them to the exam center. Finally, she said that in one year, she only had one opportunity to conduct a skill test. She requests that if she had more

opportunity, she would be more experienced in conducting such tests. Ms. Binita Bartaula also attended the "Skill Test Assessor" training at Hetauda from June 5th to June 9th, 2023. A tailor by occupation, she mentioned that after taking part in the training, she was introduced to the Recognition of Prior Learning (RPL) **model**, through which she obtained the level 2 certificate. She also liked the content and the training methodology; however, she also wished that the duration of the training would be increased by one day as more time for the practical session was required. When asked if she had anything to say about the training, she replied that the training was excellent; however, she too only had one opportunity to conduct a skill test after taking the training. She says, "If we don't get to go on skill tests frequently, we might forget a lot of things and may require refresher training." She requests that the NSTB provide her and others like her with more opportunities to conduct skill tests.

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## Skill Test Assessor...

Out of 80 participants, 37 achieved grade "A", 31 achieved grade "B", 11 achieved grade "C" and one achieved grade "D". Grade D means unsatisfactory performance, so the module may be repeated if the trainee desires.

In Koshi Province, **TITI** conducted five STAT events in three districts: two events at Jhapa, one event at Sunsari and two events at Morang. 100 participants (38 female and 62 male) successfully completed the training to become skill test assessors. Out of 100, 56 achieved grade "A", 30 achieved grade "B" and the remaining 14 achieved grade "C". Finally, in the Lumbini Province, 19 participants successfully completed the STAT to become skill test assessors.

In order to provide information to a wider range of interested candidates willing to participate in the Skill Test Assessors Training, **TITI** advertised the information about the training in national papers and collected the applications online. Only an online application was accepted. A selection committee was then formed to select the participants. To be fair, the selection was done based on an agreed-upon criterion.

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## From the Executive Director's ...

They are provided with a platform for continuous professional development. The trainers at **TITI** foster a supportive and nurturing environment for our trainees. They provide constructive feedbacks and offer personal guidance to help each trainee reach their full potentials. They believe in the power of continuous learning and actively encourage the trainees to engage in reflective practice, helping them to grow both personally and professionally. Again, the consistent support of our trainers is the most strengthening power that enables us to mold our institution, **TITI**. I extend my gratitude to them for showing continuous faith in us.

**Nala Ram Devkota (Mr.)  
For Executive Director**

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*"A person who won't read has no advantage over a person who can't read." –Mark Twain*

## Trainer's Profile



**Dr. Mina Bhatta**  
- *Trainer*

Dr. Mina Bhatta joined **TITI** in 2021 and is responsible for coordinating, designing, conducting, assessing, and evaluating different training programs at **TITI**. She is currently working as a trainer in the Instruction Program at **TITI**.

Dr. Bhatta completed her Doctor of Pharmacy (post-baccalaureate) from Jawaharlal Nehru Technical University, Anantapur, India, in 2016 AD. She completed her Bachelors in Pharmacy (B. Pharm) from Purbanchal University in 2012 AD. Additionally, she has completed an LLB from the Nepal Law Campus, a B.Ed. in Health from the Mahendra Ratna Campus, Tahachal, and an M.Ed. in Educational Planning and Management (EPM) from Tribhuvan University (TU).

In the course of her career, from 2016 to 2018, Dr. Bhatta worked as a lecturer in different academic institutions affiliated with Pokhara University and Purbanchal University for the Master of Pharmacy, Bachelor of Pharmacy, and Bachelor of Public Health programs. She was also involved as the Chief Pharmacist at the All Nepal Hospital and worked as a consultant pharmacist at different hospitals. In 2018, Dr. Bhatta joined the School of Health Science, Bharatpur, as the pharmacy instructor.

Currently, she manages and conducts different training programs such as Instructional Skills for TVET Instructors Part I, Part II, Educational Counselor Training, ODT, In-Company Trainers Training, Training of Trainers, etc.

Dr. Bhatta likes to create a learning atmosphere with different case-based teaching and evidence-based learning approaches in her classroom. She believes that using different teaching strategies for different types of learners is the key to transferring KSA.

## Your Free Gift from TITI

Do you want to learn how to use the TOTEM Instrument?



To know, read the card 'TOTEM Instrument'. This is one of the 416 skill/concept cards developed by **TITI**.

This card can also be called an instrument card, which helps us prepare a questionnaire for TOTEM evaluation.

This card will guide you on how to fill out the questionnaire to get the data about the training evaluation. The data are based on the objectives of the training whose transfer is being evaluated. Once the data is received, this card will also help you to use the worksheet to enter the transfer of training evaluation data. Finally, this card can be used to calculate the transfer of training rate, training-job irrelevance rate, pre-training K and S rate, and the incomprehension rate using the given worksheet format.

## Training Events available at TITI

Activity Name
<b>Instruction Program</b>
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)
<b>Management Program</b>
Management Skills (MS)
Facilitation and Moderation (FM)
Finance Budget and Accounts for Managers (FBA)
Entrepreneurship Development (ED)
Supervision of Instruction (SOI)
<b>Curriculum Program</b>
DACUM Facilitator Training (DACUM)
Job Task Analysis (JTA)
Technology Based Instruction Delivery (TBID)
Training Course Design (TCD)
Training Need Assessment (TNA)
<b>Community Development</b>
Community Based Needs Assessment (CBNA)
Community Facilitator (CF)
Foundation of Community Development (FCD)
Intervention of Community Development (ICD)
Occupational Instructional Skills (OIS)
<b>E-Learning</b>
Computer Application Training – I
Computer Application Training - II
E-TABS Training
LMS for Trainers
Cyber Security
<b>Packages (Customized Courses)</b>
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

Bishwas Gurung



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