TITI

Teaching Learning PERFORMING!

NEWSLETTER

IN THIS ISSUE

Interaction Program on "Strategic Directions for TITI: Pathway to Becoming a Centre of Excellence..."

TITI organized an interaction program titled ***"Strategic Directions for TITI: Pathway to Becoming a Centre of Excellence..."*** in Kathmandu on November 29, 2024. The event aimed to gather guidance and direction from **TITI** Managing Board Members and high-level officials of Council for Technical Education and Vocational Training (CTEVT). During the program, Executive Director of **TITI**, Er. Anoj Bhattarai (PhD), expressed **TITI**'s commitment to enhancing the effectiveness, efficiency, and quality of its programs and services to enhance the quality of Technical and Vocational Education and Training (TVET).

CTEVT Officials and Participants of the Interaction Program

CTEVT Vice Chairperson Prof. Dr. Om Prasad Baral, and Member Secretary Er. Mahesh Bhattarai increased the dignity of the program by accepting to participate as Chief Guest and Special Guest respectively. The event was chaired by **TITI** Management Board Chairperson Prof. Dr. Rajendra Prasad Adhikari. Likewise, **TITI** Board member and Vice President of the Confederation of Nepalese Industries (CNI), Er. Birendra Raj Pandey highlighted how the private sector can support **TITI** in expanding its reach to provincial and local levels. Mr. Damodar Devkota, Admin. Director of CTEVT and **TITI** Management Board Member, stressed the need for **TITI** to prioritize addressing training demands at the provincial level. The program successfully provided **TITI** with valuable insights to help achieve its goals. Nineteen **TITI** trainers and officials benefited from the program.

From the Executive Director's Desk

Fostering Professional Growth and Training Quality

How can a training organization foster a learning environment that enhances both the professional growth of its workforce and the quality of its training and services?

This question triggers when we plan cost-effective capacity development programs for our workforce, aiming to strengthen the quality of the training and services that we offer.

Here are some strategies that will help us stay competitive and effective in delivering high-quality training and services while also ensuring the professional growth and high morale of the workforce.

Supervision of Instruction (SOI): also known as clinical supervision, involves an experienced supervisor providing individualized guidance, support, and **TITI** feedback to trainers confidentially and without any formal evaluation. This process enhances the trainers' professional skills and effectiveness, ensuring they deliver high-quality training sessions and continuously refine their presentation skills and instructional methods. At **TITI**, each trainer is required to complete at least one SOI cycle annually.

Recognition and Feedback: recognition and affirmative feedback boost morale and encourage continued effort and engagement. Constructive feedback helps staff understand their progress and identify areas for improvement. At **TITI**, staff regularly engage in teamwork and receiving feedback.

Knowledge sharing program: knowledge sharing programs, such as presenting book abstracts after reading profession-related books and sharing insights from training or conferences with colleagues, not only aid in skill development but also fosters a culture of collaboration and continuous learning within the organization. At **TITI**, each trainer is required to present at least one book abstract annually. Additionally, trainers share their learnings with colleagues after participating in external training programs and conferences.

In a nutshell, fostering a learning environment that enhances both the professional growth of staff and the quality of training and services is essential for any training organization. By implementing strategies such as Supervision of Instruction (SOI), recognition and feedback, and knowledge sharing programs, organizations like **TITI** can ensure continuous improvement and high morale among their workforce. These practices not only help in developing the skills and effectiveness of trainers but also promote a culture of collaboration and continuous learning.

Er. Anoj Bhattarai (PhD),
PhD and M. Phil. in Education,
MSc Construction Management, B.E. Civil, BBA

Innovative Practice in Training and Development

TITI Moving Towards Digital Transformation

One of the key components of training and development is organizational growth. It is centered on engaging, goal-oriented, and effective methods. Organizational objectives are attained through the analysis, planning, development, and use of innovative methods. Innovative approaches focus on learning engagement and retention while grabbing learners' attention. Among the most innovative techniques in the TVET, is digital transformation and greening TVET.

Digital transformation in training and development refers to the use of state-of-the-art technologies to enhance learning outcomes, increase productivity, and align training initiatives with organizational goals. Aspects of digital transformation include the adoption of cutting-edge technology, a move to digital learning platforms such as learning management systems (LMS) and mobile learning, a focus on upskilling and continuous learning, and data-driven decision-making. Blended learning is one of them, which blends digital resources with conventional classroom techniques. It facilitates striking a balance between freedom in online mode and in-person engagement. The secret for attaining achievement is embracing teamwork, technological innovation, and personalization.

However, this digitalization process necessitates a methodical approach. Companies that want to fully benefit from digital transformation must take a planned approach, making sure that every action is in line with their overall objectives and sector-specific parameters.

For a Successful Digital Transition

A successful digital transition starts with defining a clear vision and strategy, identifying key areas for digitization, and assessing the current technology and skill levels within the organization. Next, prioritize digital initiatives based on their impact and complexity, and create a detailed plan with clear timelines, budgets, and roles. Implement the necessary infrastructure, invest in training, and collaborate with trusted partners. During the implementation phase, monitor progress, support staff, and track performance. Finally, recognize that digital transformation is an ongoing process, requiring regular evaluation, adaptation, and refinement of strategies to stay competitive and achieve long-term success.

TITI is now providing various transformation-based instructional skills training programs. Promoting a flexible, responsive approach, maintaining technological capabilities, navigating the technology, interacting meaningfully with the learning environment, and encouraging self-regulated learning are all challenges that **TITI** accepts. Based on the creative approach, **TITI** launched blended learning programs such as Comprehensive "Training of Trainers for Master Trainers" and "Comprehensive Instructional Skills for TVET Instructors". In order to ensure that all of its instructors are proficient in contemporary technology and methodologies, **TITI** believes in positive transformation. In conclusion, I strongly suggest the TVET sector to look for possibilities to engage in any innovative transformation.

Tribhuwan Chaudhary, Trainer

"Education is not preparation for life; education is life itself" ***- John Dewey***

TITI Customers' Column

Name of the Organization:
Government of Nepal Ministry of Labour, Employment and Social Security,
National Academy of Vocational Training (NAVT)
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The National Academy of Vocational Training (NAVT), Bhaisepati, Lalitpur, is a government-run institution that provides skill training to help individuals find employment or start their own businesses. NAVT offers a wide range of courses, including general mechanics, electrical connections, plumbing, hairdressing, cutting and sewing, electronics repair, mobile phone repair, motorcycle repair, auto mechanics, computer skills, cooking, housekeeping, and cleaning.
Established by the Ministry of Labor and Employment, NAVT aims to increase access to skill training for young people across Nepal, helping them develop the skills needed to join the workforce or start their own businesses.

In 2024, **TITI** resumed collaboration with NAVT by conducting training on ***'Training of Trainers of Monitoring and Supervision'*** for NVTA officials. **TITI** has received positive feedback from participants, and there is now a very cordial working relationship between NAVT and **TITI**, which is expected to strengthen further in the future.

Customer speaks:

Er. Richa Shah, Computer Instructor, Rana Bhuwaneshwori Secondary School, Nuwakot, Bagmati Province took part in the **TITI** training program titled ***"Comprehensive Instructional Skills for TVET Instructors"***. The training was conducted in a blended format, beginning virtually on November 18 for the first week, and then in person at **TITI** from November 25 to December 5, 2024. She will complete the remaining three-week practicum at her workplace within the next three months.
She said, *"I found the training highly aligned with our needs and requirements. The trainers were incredibly professional and competent. This training has been a transformative experience for me, significantly enriching* my instructional abilities..."

Ms. Binda Acharya, Director of NAVT, participated in the **TITI** training program titled ***"Training of Trainers on Monitoring and Evaluation,"*** held from November 18-28, 2024, at NAVT.
She remarked, *"This training has significantly enhanced my understanding of the TVET sector, emphasizing the importance and various methods of monitoring and evaluation. It covered the procedures and tools necessary for effective monitoring and evaluation of training programs. Additionally, it provided a platform to share both theoretical and practical knowledge, skills, and experiences on how to effectively monitor and evaluate skills and professional training."*

Competency Standards

TITI has set the Competency Standards for Instructors, categorized as Level I, II, and III. Below are the outlines for Level II.

Basic Competencies
BCL201: Manage institutional communication.
BCL202: Apply fundamental STEM principle.
BCL203: Resolve teaching learning environment issues.
BCL204: Facilitate a diverse teaching learning environment.
BCL205: Follow basic account and administrative system.
BCL206: Apply greening TVET practices.
BCL207: Monitor learners' behavior.
BCL208: Execute occupational health and safety (OHS).
BCL209: Apply ICT and digital technology tools.
BCL210: Apply presentation skills.
BCL211: Promote GEDSI principles.
BCL212: Promote entrepreneurship skills.

Common competencies:
Planning related competencies
CC01: Develop instructional plan
CC02: Develop evaluation tools
CC03: Develop workplace standard operating procedure (SOP).
CC04: Develop departmental plan.
CC05: Create a conducive learning environment.
Implementing Related Competencies
CC06: Execute multimodal instructional approaches.
CC07: Implement work-based learning approach.
CC08: Implement the instructional and academic plan.
CC09: Develop co-curricular & extra-curricular activities.
CC10: Coordinate community engagement and outreach initiatives
CC11: Conduct institutional and program promotional activities
CC12: Provide placement and counseling services.
Evaluation Related Competencies
CC13: Assess learners' achievements.
CC14: Maintain records of learners.
CC15: Conduct learners' performance analysis.

Core competencies
COCL201: Instruct subject specific occupational competencies.
COCL202: Enforce rigorous occupational safety measures.
COCL203: Supervise operation of occupational tools and equipment.
COCL204: Involve in sector specific curriculum development.
COCL205: Implement sector-specific practices in the workplace.

Key achievements *[FY 2081/82 (up to 2081/12/15)]*

The table shows the status of 25 training events. Altogether 480 (325 male and 115 female) were trained.

SN	Program	Male	Female	Total	PW	Events
1	Instruction	267	141	408	871	20
2	Curriculum	19	3	22	64	2
3	Management	31	4	35	48	2
4	Community	8	7	15	15	1
5	e-learning					
	Total	325	155	480	998	25

Course Information (Curricula): 4 developed; 2 revised
Progress: Physical: 80.00%; Financial: 95.43% (1st Trimester)

TITI is currently developing Master Trainers and has successfully completed the first two phases of the "Comprehensive Training of Trainers for Master Trainers (C-MToT)" in a blended format. The first phase was conducted online, while the second phase took place in person at **TITI**. The participants of C-MToT are now engaging in their practicum. The participants who successfully complete this training will help strengthen the quality of TVET.

"By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit" – ***Mahatma Gandhi***

Trainer's Profile

Tribhuwan Chaudhary
Trainer

Mr. Tribhuwan Chaudhary has been a professional in the Technical and Vocational Education and Training (TVET) field for the past seven years. He began his career in 2017 as an instructor at the Council for Technical Education and Vocational Training (CTEVT). Throughout his career, he has worked at various technical schools and provincial office under CTEVT.

Since 2024, he has been serving as a Trainer in the Instruction Program at **TITI**. He is primarily responsible for coordinating and conducting instruction related training programs. His major duties in the profession are planning, development, delivery and evaluation of training programs and courses for varied clients.

Master of Science in Zoology (Fish and Fisheries) from Tribhuvan University, Mr. Chaudhary has amassed wide range of experience in TEVT sector. He has traveled to many parts of Nepal in the course of his professional development.

Mr. Chaudhary aims to be a renowned and professional trainer/consultant nationally and internationally in TEVT and development sector.

Your Free Gift from TITI

Work Safe, Stay Healthy

Do you want to know about Occupational Safety and Health?

If so, read the skill card ***'Occupational Safety and Health'*** (English Version). It is one of the 416 Skill and Concept cards **TITI** has developed so far. **TITI** has also translated 135 Skill and Concept cards into Nepali language. The comprehensive approach to OHS helps create safer workplaces by identifying and mitigating risks, ensuring compliance with laws, and promoting a culture of safety and health. At **TITI**, we use this card in Occupational Safety and Health related training programs. Kindly let us know your opinion about this.

Upcoming Events at TITI

January 2025 to July 15, 2025

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
ToT for Effective Instruction for Private Technical Schools-Gandaki	02/03/25	02/13/25
ToT for Effective Instruction for Private Technical Schools-Koshi	02/03/25	02/13/25
IS for TVET Instructors Part III	06/02/25	06/18/25
Community Development		
Management Program		
In-Service Training (Assistant Level)	01/06/25	01/22/25
In-Service Training (2nd Class Officer)	02/24/25	03/12/25
Curriculum Program		
Training Needs Analysis	01/06/25	01/22/25
e-learning Program		
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)		
Creative Training Techniques (3 days)		
Design Power Point Presentation (3days)		
Develop Creative Visuals for Impact (3 days)		
Fast Track Schedule (3 days)		
Getting 70 minutes 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 15-20 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 programs.

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 in this issue.

– Editorial Board

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Overview of Occupational Safety and Health

Introduction

A safe and healthy worker is an asset to the business and industry. Only healthy workers can obtain maximum output in terms of quality and productivity. Most businesses and industries realize that health is an important factor and therefore, they employ only healthy workers by subjecting the selected workers to pre-employment medical examinations. Workers, who are medically fit, are taken on the job. Therefore, it is the duty of the management to look after the health of workers and make sure that they do not suffer from the hazards and diseases at the workplace.

Purpose

The purpose of occupational safety and health is that there will be no deterioration in the health of the workers at the end of their service period as compared to start of their service, except for changes that normally occur due to aging. Occupational safety and health focuses on the following points:

- Safety for heath
- Health promotion
- Early diagnosis of diseases and treatment

Relationship between safety and health

Safety is regarded as the prevention of accidents, particularly those resulting in physical injury. For example, safety involves controlling the risks from moving machinery, electricity and flammable materials. It also involves preventing injury from natural sources like lightening and earthquake, toxic sources like poisonous gases and deficiency like lack of oxygen and water.

Health on the other hand is regarded as the prevention of diseases usually over a longer period of time. It involves reducing the risks from chemical, physical and biological agents which cause the diseases. Occupational health is concerned with mental, physical and social well being of workers. The term health and safety are often used together. They are closely linked and there are many areas where safety and health overlap.

Definitions

Occupational health- The promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations by preventing departures from health, controlling risks and the adaptation of work to people, and people to their jobs.

Occupational safety-

- Freedom from danger; a property of a device or process which limits the risk of accident below some specified acceptable level.
- Freedom from those conditions that can cause death, injury, occupational illness, or damage to or loss of equipment or property, or damage to the environment.

Accident- Unexpected happening that may cause loss or injuries to people or property.

Hazard- An actual or potential cause or source of harm or damage to health property, environment, process or equipment.

Types of hazards

There are two basic categories of hazards: acute and chronic. Acute hazards are usually safety problems and chronic hazards are health problems.

- **Acute:** These are immediate in their effects and relatively simple to control. They are usually structural faults in the workplace that cause immediate physical injury such as slippery steps and unguarded machinery. Acute hazards also include corrosive, poisonous, explosive and inflammable gases, liquids and solids.
- **Chronic:** Chronic hazards are much more difficult to assess or identify as they may take a long time to have any effect. For example: cancer, where a carcinogen (cancer-causing agent) may not have an effect for 25 years or more. Each workplace will have its own chronic hazards. It is important that these long term, hidden problems are linked to specific occupations like carpenters, who suffer from allergies to wood dusts and stonemasons, who can develop silicosis from stone dust.

Sources of occupational hazards

There are five major sources of hazards. These are as follows:

Physical hazards

There are numerous examples of physical hazards. They all represent a source of energy and cause damage to the body by the force they exert. Some examples are listed below-

- Noise
- Light
- Vibration
- Heat and ventilation
- Slip, trips and falls
- Mechanical hazards

- Electrical hazards

Chemical hazards

Over 100 000 chemicals are used in business and industry worldwide. New chemical are introduced every year. Many are harmless but others are quite dangerous if handled improperly. Breathing in smoke, dust, mists, fumes and vapors can cause short-term injury to the lungs including sickness and death. Long-term effects can include asthma and lung cancer. Accidentally swallowing chemicals or contaminated food can cause acute poisoning or long-term effects on many different parts of the body.

Radiation

Radiation is a form of energy and is a part of our world. Radiation is produced by sunlight, television and radios, microwave ovens, computers, power lines and some building materials like brick and rock. Strong industrial sources of radiation such as lasers and arc welders can damage eyes quickly and permanently. Glare, poor lighting and strong sunlight can cause eye strain.

Biological hazards

Workers in industries like health, food and agriculture may be exposed to biological hazards. People working with high-risk groups in prisons and hospitals may be exposed to hepatitis or AIDS (Acquired immune Deficiency Syndrome).

Psychological hazards

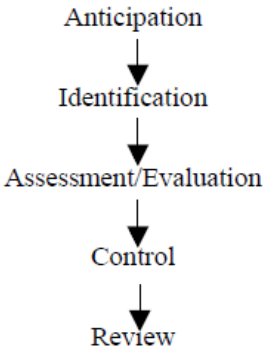
Workers must be allowed to develop and use their skills if they are to enjoy their work and make a real contribution to the workplace. A good job has the following features:

- A variety of tasks
- A opportunity for workers to make decisions about how they do their work
- Training that gives the worker a level of skills
- Opportunities for promotions or more interesting work

Poor organization of the work and lack of the above qualities in the job can put stress on workers. People reflect stress in terms of tiredness, poor concentration, headaches, back pains and heart diseases. The list is almost endless because constant stress weakens the whole body system. Workers must be allowed to develop and use their skills if they are to enjoy their work and make a real contribution to the workplace.

Principles of prevention and control

A systematic approach to controlling hazards is necessary in order to prevent injury or disease. The steps to control hazards are:



Anticipation involves predicting or expecting dangerous situations before they actually occur and taking steps to prevent them. Through identification, hazards are identified by different methods such as safety audits, accidents reports or environmental monitoring. Assessment is done to identify the risk in terms of likelihood versus severity. Controls implemented based on the risks are identified in the previous steps. Some control methods are more effective than others and should be used in preference. Review the controls mechanism against the reduced degree in hazard level and take the action accordingly.

Conclusion

The creation and maintenance of a safe and healthy work environment is a function of safety management. When the employees and employers are brought to a common platform of safety, the end result will be a hazard and accident free environment. Such an environment will lead to safer and healthier workers.