TITI

Teaching Learning PERFORMING!

NEWS LETTER

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TITI and Dakchyata Project

The Dakchyata: TVET Practical Partnership program, funded by the European Union and implemented by the British Council and the Council for Technical Education and Vocational Training (CTEVT) over the course of four years, aims to contribute to Nepal's inclusive and sustainable growth through investment in human capital and by creating better employment opportunities. The Dakchyata project and **TITI** has made first phase agreement to develop the capacity development guidelines for the TVET personnel of Nepal. The capacity development guidelines have been developed through close consultation with TVET experts, practitioners, and experienced professionals. The developed competency framework for TVET personnel has been one of the cornerstones in the human resource development of TVET personnel in Nepal. The framework would also work as a guiding document for all TVET policy makers, TVET implementers and the developing partners in capacity development of TVET personnel across at federal, province and local level.

For above mentioned output, **TITI** has made phase wise agreement with Dakchyata Project. The first phase agreement was done in 2020 and there was the assignment for developing the capacity development guidelines of TVET sector in Nepal along with confined TVET glossaries. The second phase of the agreement was done in 2021 for the extension of the same program to the provincial level TVET stakeholders. The major themes of the capacity development guidelines were disseminated to TVET stakeholder through training program in TVET system in 7 provinces of Nepal.

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Trainers and participants of Training Program on TVET system

From the Executive Director's Desk

How can instruction be a blessed occupation?

The blessing has been a fundamentally encouraging tradition in eastern Hindu culture. Almost all sages, gurus and parents bestow their disciples or children with blessing of resourcefulness both in cash and authority but not in merits. Even in case of profession, they receive blessing to be mass leader and influential person by position but not by personality. The preferred title given during a blessing are political leaders, bureaucratic officials or business tycoons. Becoming a teacher is the last resort. Teaching has advanced from unipolar, learning by self-enlightenment, to bi-polar, where the learning is transferred from teacher to students. However, learning has now advanced to tri-polar dimension. i.e. apart from the student and teacher, there is a working environment. The learning that occurs in the working environment is known as work-place based learning. For work-place based learning, the teacher must help the students to learn and demonstrate what they have learnt. For this, only teaching is not sufficient and teachers alone are also not capable. Instructors and instructions are required. However, because teachers don't prefer to meddle their hands in hands-on practice, therefore there is no craze for instructors.

The curriculum also has to assess the level of the learners. It must also be dynamic. Most of the curriculum must be practice based and spiraled, with increasing complexities. The first step should be to revisit the prior learning of the students. Encompassing the prior learning higher complexity curriculum must be designed. Based on these two activities, the knowledge emerged will be included in the curriculum. This curriculum will then be ready for instructional delivery.

However, personnel who have already begun instructing in TVET has no option but to get capacitated. They have no option but to understand the system theory of input to training, throughput of teaching learning and output of learning achievement. They must be familiar with the behavioral, cognitive, constructivist, connectionist and humanist attributes of the learners. With the holistic perspective of system and learning theory, the teaching and instruction has to be concentrated on the enactive representation of the instructor. The hands-on experiences of the learners have to be associated with images. The next level of iconic representation has to be associated to iconic pictures. The experiences in the past and during the instruction has to be linked with iconic pictures. The third level of representation, symbolic representation has to be associated with symbol. It will develop some images and naturally it will be language based. The training session design and the instructional system design (ISD) have to be oriented towards achieving these representations.

Mostly teachers or instructors and subject matter expert (SME) or experts are involved in ISD.

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Innovative Practices in Training and Development

ICT Enabled TVET Education in Nepal

Globally, the way of working is changing every day. As a result of this change, we have to adopt new teaching and learning practices that use information and communication technologies (ICTs). TVET is an educational system designed to provide technical and vocational skills to youths and is driven by an economics of the world and ICT. In addition to producing skilled workers for the industry, TVET depends on ICT in pedagogy, training delivery, teacher training, curriculum, and labs. In the TVET education training cycle, the level of ICT enablement must be reviewed.

ICT is a more extensive range that incorporates all correspondence advancements, programming, video conferencing, online media, and other computerized media to utilize, store, communicate, and control data carefully. ICT in schooling is the method of training that utilizes data and interchanges innovation to help, improve, and advance the conveyance of data. The role of ICT in TVET should be expanded as the business expects TVET graduates to have both hypothetical information on the innovation they are examining and work abilities to apply their acquiring in the work environment.

With the rise of COVID-19, online classes have increased. Majority of educational institutions, universities, training institutes and organizations now deliver classes online. The time has arrived for all educational institutions to smoothly integrate technology into their curricula. Mobile learning (m-learning) as a kind of e-learning is a growing trend in the COVID-19 pandemic, where education has surpassed the physical limits of classrooms and acquired mobility. Without a doubt, TVET should make the most of ICT to prepare students for today's and tomorrow's workplaces. Learners may access information whenever and wherever they choose with ICT, and the number of institutions that provide such advanced technological terrains is growing every day.

However, majority of our country's TVET instructors have never worked in the industry for which they are training graduates. They finish university and then go on to teacher training or combine technology and teacher education. As a result, the industry looks down on school preparation, and graduates are dissatisfied with their jobs. The use of ICT for learning necessitates a shift in TVET teaching paradigms. Instructors must be able to manage ICT not only technically, but also grasp their new position as facilitators of learning rather than instructors. When technology is used, instructors must be properly prepared and supported, especially those who are unfamiliar with heutagogy and eLearning principles. Technology-assisted delivery can also help TVET teacher education. This strategy will help expand the scope of TVET teacher training, by introducing and instilling the behaviors and pedagogies which the instructors will need to facilitate technology-enabled TVET.

The introduction of new tools and technologies, on the other hand, assists in imparting new skills that are focused on Quality TVET Teaching. According to the TVET Technology Index, all TVET courses should include a strong emphasis on IoT, robotics, data science, artificial intelligence, and cloud computing. TVET training institutes can use ICT to enhance their teachers, curriculum, labs, and equipment, give industry, researchers, and academics recommendations, and focus on gaps to address future workforce development concerns. The TVET system's backbone is made up of teachers and trainers. New technology and tools, on the other hand, will never be able to replace them. Lifelong learning will need to become a part of TVET in the face of technological transformation if sustainable development is to be realized. TITI should continue to devote sufficient resources to maximize the use of technology in their training programs and services.

Sandesh Thapa (Mr.)

"Your attitude, not your aptitude, will determine your altitude." – Zig Ziglar

TITI Costumer's Column

Name of the Organization: Dakchyata TVET Practical Partnership
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Address: 5th Floor, Central Business Park, Kathmandu

Dakchyata: TVET Practical Partnership is a skill development programme, delivered by British Council in partnership with the Government of Nepal, to realise the potential of young people who – equipped with the right skills can contribute to national economic success in the agriculture, tourism and construction industries.

Dakchyata project's vision for the future Nepal's TVET is to see young people with greater access to training and meaningful livelihood options which opens doors to employment opportunities. This will help employers to have access to information on labor supply and demand and can hire staff with the knowledge and skill they need. The training providers will also benefit from this by providing relevant skills training in partnership with industries, valued by both employers and students alike.

Dakchyata works with a range of government and public and private sector partners, including the Ministry of Education, Science and Technology, the Council for Technical Education and Vocational Training (CTEVT), private sector organizations including chambers of commerce, small businesses and technical training providers and local municipalities across the country.

Dakchyata is a part of the European Union funded TVET Practical Partnership programme in Nepal which is managed by the British Council in partnership with the CTEVT. Through public-private partnerships, Dakchyata promotes shared responsibility between employers, education and training institutions and the government to develop high-quality skills training to bridge the gap between supply and demand in the labor market.

Customers' speak:

Ms. Mona Giri currently working at Shree Sahid Smirti Awasiya Secondary School, Majheri Patan recently took the Training Program on TVET system. It was the first time she ever participated in TITI's training program. This training has helped her to gain knowledge about the CTEVT and TITI. She said, "After the completion of training, I was very pleased to know how the TVET system works. Moreover, I learned how important is to have linkage between the school and the industries." So, it would be great opportunity for all of us, if TITI could make its presence in every community in the country."

Mr. Tej Bahadur Singh currently working at Sharda Secondary School, Dhangadi also took the Training Program on TVET System. Mr. Singh was well aware about CTEVT and TVET system. He has been working in the TVET system since the last 25 years. When we asked about the training, he said, "I am aware about the CTEVT and TITI, the professionalism shown by TITI trainers and administration are remarkable. If every other government organization showed the same kind of professionalism, the country could have progressed a lot." Further he added, "Since, TITI is more focused on technical trainings, it would be good if TITI also focuses on Managerial program and training, which only comes in rare occasions."

TITI and Dakchyata ...

After conducting the training in 7 provinces of Nepal, the major suggestions and feedbacks were collected and presented in the wind-up program with policy level TVET stakeholders. The major delivered themes were:

1. **Access, equity and expansion** (History of TVET, Expansion of TVET programs, Access to equity on TVET)
2. **Quality and relevance** (Relevance of TVET programs in National and International Market, Examination and Certification, Monitoring and Evaluation, training models, training resources, TVET Quality assurance, TVET curriculum, Quality assurance in TVET of Nepal, TVET qualification framework and accreditation)
3. **Governance and Management** (Graduates and Trainee Support, Category of Schools and its Management, Management Information System, Human Resource Plan, Workshop Management, TVET Governance)
4. **Structural and legal arrangements** (Legislation and Policy)
5. **Research and Innovation** (TVET Research)
6. **Sustainable Financing** (Program/Project Implementation, Resource Management, TVET Administration and Financing)
7. **Industry Institute Linkage and coordination** (Public Private Partnership in TVET, Coordination, Counseling and Job Placement, TVET Entrepreneurship)

The participants were represented from **CTEVT, Ministries and Professional Association**. Altogether 225 TVET stakeholders were benefitted from that program.

From the Executive...

(Continued from second page first column)

Teachers and instructors popularly known as educators can link educational objectives in ISD but it is more difficult if done by SME or expert. Therefore, attention has be given for the involvement of teachers and SME in ISD and curriculum design.

The subject matter experts or the experts, are persons working in the industries who have a very sound understanding and experience of the work-place and production. Without their active participation, the on-the job training is incomplete. The off-the-job training is also not complete without the active engagement of the instructors. So, the in-company trainers, the former ones, and the instructors, later ones, must be present in the instruction for effective teaching learning associated with real industry exposure. This is what the term dual-VET stands for. In vocational education and training (VET), the teaching delivery is generally defined as instruction and instruction is nothing more than the learners learning it and then demonstrating what they learned.

Are we aware of these issues? Can we advocate these issues to the policy makers and agencies engaged in employment? Can we articulate them with clear philosophical, psycho-social and economic underpinning that these are the right things to do and we have to follow them? Can we associate the policy makers, TVET professional and employers for this very purpose? Can we go for action in this specific order for execution? This is what TVET leadership entails. This will only serve the objective of bringing technology and education together in TVET. It will not only make our efforts fruitful, but also make it trustworthy both in domestic and regional markets. These endeavors, if taken into considerations, will take the teaching profession to "by choice" from "by chance" and people will proudly accept and select instruction as an occupation. This is what the Council for Technical Education and Vocational Training (CTEVT) and Training Institute for Technical Instruction (TITI) has to develop and lobby for.

Mahesh Bhattarai (Er.)

"Don't let what you cannot do interfere with what you can do." – John R. Wooden

Trainer's Profile

Ms. Sandesh Thapa
- Trainer

Mr. Sandesh Thapa has been working as a trainer at TITI for the last 2 years. Currently, he is working in the e-Learning Department in TITI's IT center.

Mr. Thapa is responsible for planning, coordinating, designing, evaluating and conducting different training programs at TITI. His jobs mainly include; conducting training needs analysis with costumers and the participants, developing customized courses and training packages, developing instructional materials. He is also responsible for designing new products and services being responsive to the market needs.

Mr. Thapa has completed Bachelor of Engineering in Information Technology from Pokhara University (PU). Before joining TITI, he worked as a front-end web developer in a private IT company (Lucky IT Solution, Jawalakhel) for two years. His job mainly involved front-end web development. He is able to write well-documented, clean code and follow well defined design principles. In addition to this, Mr. Thapa is also experienced in creating both logical and innovative solutions to complex web and networking problems.

Mr. Thapa has taken various short-term training such as IS-1, IS-II, Advance Computer Application (ACA), Cybersecurity, LMS for Admin etc. to enhance his knowledge and skills. As the trainer in e-learning Department, his main goal is to conduct the regular trainings of TITI as well as IT related trainings as per TITI standards. He has a keen interest in technology and desires to work for the optimum integration of ICT in TVET education system..

Your Free Gift from TITI

How learning takes place through modeling ?

To know, read the skill card 'Learn through modelling'. This is one of the 135 skill/concept card out of 416 skill/concept cards that has been translated into Nepali language.

TITI trainers are role models. The participants learn by watching the performance of the trainers. This card can be used by the trainers/instructors to use the principles and processes of learning through modelling. This card also explains the characteristics of effective models. This card will help the instructor/trainer to know how by only observing other people, different mental processes like attentions, memory, expectations and motivations are activated.

Upcoming Events at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
IS for TVET Instructor Part 1	11/15/21	12/01/22
IS for TVET Instructor Part 1	12/20/21	1/5/22
IS for TVET Instructor Part 2	12/20/21	12/30/21
IS for TVET Instructor Part 3	1/17/22	1/27/22
Basic Computer Skills	2/14/22	2/24/22
Advanced Computer Application	3/7/22	3/17/22
Management Program		
Supervision of Instruction	1/3/22	1/14/22
Training Institute Monitoring and Evaluation	2/21/22	3/1/22
Entrepreneurship Development	1/24/22	1/28/22
Skill Test Assessor's Training	11/22/21	2/28/22
Curriculum Program		
DACUM Stage 1	11/22/21	12/10/21
Occupational Health and Safety	1/3/22	1/13/22
Technology Based Instruction Delivery	1/17/22	2/11/22
Community Development		
GESI	12/27/21	12/31/21
Foundation of Community Development	11/22/21	12/2/21
Intervention of Community Development	2/28/22	3/11/22
E-Learning		
Advanced Computer Application	11/22/21	12/3/21
LMS for Trainers	1/10/22	1/21/22
E-TABS Training	2/7/22	2/18/22
Basic Computer Application	2/21/22	3/4/22
Advanced Computer Application	3/14/22	3/25/22
Packages (Intensive Trainings)		
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)		
Managing a Project (3 - 5 days)		
Occupational Instructional Skills		
Occupational Skill Upgrading		
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

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