TITI

NEWSLETTER

Teaching ➤ Learning ➤ PERFORMING!

In-Company Trainers' Training

As per the agreement between TITI and the Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) project, TITI conducted In-Company Trainers' training for the in-company trainers of different industries and companies. As part of the agreement, seventeen trainers from TITI participated in the MToT In-Company Trainers' Training. These trainers would go ahead and conduct the In-Company Trainers training for TITI. Five events of the In-Company Trainers' training were conducted at TITI, Jhapa, Butwal and Chitwan. Altogether, 100 participants (81 male and 19 female) successfully completed the In-company Trainers training conducted by TITI at different times and venues from April 3, 2023, to May 12, 2023.

The main purpose of this training was to upgrade the skills and knowledge of the company supervisors/in-company trainers on training management, delivery, and performance evaluation of apprentices/trainees/recruits/industry professionals. The training duration was five days. The training aims to provide in-company trainers/supervisors with the skills and knowledge required to plan, deliver industry-based training, and assess the training and learners' performances. The roles and responsibilities of in-company trainers were described during the training. The participants of the training were the supervisors, industry professionals, in-company trainers, and instructors of the dual VET apprenticeship training. The dual VET-Apprenticeship program is supported by the ENSSURE project, which is financed by the Swiss Development Agency (SDC) and implemented by the Council for Technical Education and Vocational Training (CTEVT) with technical assistance support from HELVATAS Swiss Intercooperation Nepal (Helvatas). This two-year program is structured such that after three months of classroom education, apprentices receive one day of classroom education and four to five days of work-place training each week for twenty months.

After the final month of classroom education, apprentices take the examination for the TSLC, which is a formal TVET degree offered by CTEVT. This Dual VET-Apprenticeship allows participants to earn a salary while learning new skills. Although the salary is much lower than the salary for a normal employee, the apprentices will have a return on their investments in their skills that will increase their salary in the future.

Training Director, Trainers and participants of In-Company Trainers at TITI

From the Executive Director's Desk

"Verification and Validation of TITI Programs and Services"

Transformation from school to the world of work is the philosophical objective of Council for Technical Education and Vocational Training (CTEVT). The development and upgradation of TVET professional including teachers, managers and other staffs are the major activities of Training Institute for Technical Instruction (TITI).

TITI has been providing its services primarily in four different focus areas namely: instruction, management, curriculum development and community development along with work place-based training. The ultimate destination of TITI are initial education to the aspirant TVET teachers, capacity development of teachers leading to licensing, preparatory functions for teachers licensing, lifelong learning (LLL) and continuous education and training (CET). These functional objectives can be achieved through the operating departments of Research and Development, Training, Education and Marketing. The Research and Development Department has to work for the integration of vocational education and higher education. This department also has to work for the integration of education and job market especially work place-based education and gainful employment. Similarly, the training department and education department has to deliver training and education in occupational instructional skill and occupational skill upgrading especially focusing on pedagogy. The Research and Development department also have to work in the areas of learning management system (LMS), training and learning material (TLM) development, information and communication technology (ICT) etc. Likewise, other departments have to work in coordination with various technical schools and disseminate the lessons learned from them as well as help them in career counseling and placement activities. The Organizational and Management survey (O & M Survey) carried out by CTEVT/TITI has been prioritizing these issues. TITI system has been designed and devised to spirit up this philosophical lining in that orientation, though much of the activities are still to be initiated.

The execution and implementation of the above-mentioned focus areas have to be viewed in relation to management, engineering, technological, social, humanistic, political and legal perspectives too. TITI has two-major responsibilities; first being the teacher's development activities and another being the exploration of employer's friendly teacher's development model.

Therefore, TITI is not only a project management or management focused office but it is also system engineering. Much care has been given to input-teachers recruitment, students, facilities, less in process-teaching learning environment, teachers' development, quality assurance and very little has been given in output-result, employment, skill mismatch etc. The system still has to complete its life cycle.

The issues discussed above carries the policy, institutional, organizational and resources concerns. The policy issues of teachers pre-service and in-service have to be incorporated in the TVET policy in particular and the education policy in general. Recognition of the policy has to be translated in the CTEVT legal documents, CTEVT Act, CTEVT Rules, CTEVT by-rules etc.

Since, CTEVT policy is in offing, hopefully, this will be incorporated. It will also succeed in recognizing TITI as the major pavilion for competency development and enhancement of TVET professional. Since, teachers have to work as trainer, practitioner and transformer, the envisioned ideas have to be first inculcated to the TITI trainers.

Innovative Practices in Training and Development

Harnessing the Power of Audio-Visual Elements in Training and Development

Innovation in the classroom helps instructors incorporate different approaches into their instruction. This helps the student retain more information and have a deeper level of understanding. One such innovation that can be used in the classroom is the use of audio-visual media. Audio-visual aids refer to the tools, materials, and technologies that can be used to enhance and support learning by using both the auditory and visual elements.

To effectively use audio-visual materials in the classroom, the instructor should choose the appropriate teaching method. The instructor also has the freedom to choose the audio-visual material to be used. Audio-Visual aids are tools or devices that are used in the classroom to make learning engaging and easy. The use of audio-visual aids encourages collaborative learning. Students can engage in discussions, group activities, and multimedia presentations, develop teamwork, communication, and cooperation. By incorporating audio-visual aids, instructors create an interactive classroom environment that encourages students to share ideas, ask questions, and learn from one another.

Audio-visual aids also help bring examples from the real world into the classroom. Teachers can use videos or virtual reality simulations to clarify theoretical concepts and their real-world applications. The selection of proper audiovisual aid that aligns with the learning objectives is a skill an educator must have.

Formative assessment focuses on the learning process and fills the gap between students' current situation and the desired goal. This helps the students to find their strengths as well as weakness and perform accordingly. It stimulates students' interest in learning and increases their self-confidence, reasoning and planning which are important for effective learning.

According to Dale's research, listening is the least effective method of learning, and the most effective method involves direct, purposeful learning experiences. Direct purposeful experiences represent reality or the closest thing to real, everyday life. The cone charts the average retention rate for various methods of teaching. The further you progress down the cone, the greater the learning, and the more information is likely to be retained. It also suggests that when choosing an instructional method, it is important to remember that involving students in the process strengthens knowledge retention.

With the development of science and technology, many audio-visual resources have been created that are extremely useful to both teachers and students. Although audiovisual materials can never replace the teachers, they definitely supplement their efforts and where required, even help students in self-directed learning.

Dale's Cone of Experience

- Verbal Symbols
- Visual Symbols
- Still Pictures, Radio, Recordings
- Motion Pictures
- Exhibits
- Field Trips
- Demonstrations
- Dramatic Participation
- Contrived Experiences
- Direct, Purposeful Experiences

Dale's Audio-visual methods in teaching (1957)

"What we learn with pleasure we never forget." – Alfred Mercier

TITI Costumer's Column

Name of the Organization: CTEVT Province 4 Office (Gandaki Province Office)
Address: Malepatan - 5, Pokhara, Kaski, Nepal
Contact Number: +977-61-532271
Email: ctevtgandaki@gmail.com

The CTEVT Province 4 Office (Gandaki Province Office) was established in the Gandaki Province in 2019 (2075 BS) following the implementation of federalism as a contact and coordination office for CTEVT. For the advancement of Technical and Vocational Education and Training (TVET) in the province, Gandaki Province, Province Office (GPPO) collaborates with the Ministry of Social Development, a provincial line Ministry of Education. With the primary focus on TVET sector reform, the Gandaki Province Office operated as a link between the provincial government and CTEVT. GPPO monitors and regulates the admission, registration, examination and result publication of all the constituent, TECS, affiliated, and partner school. Skill-based short-term training and skill testing conducted by National Skill Testing Board (NSTB) are also coordinated and monitored. It acts as a facilitator, coordinator and indicator for the province's overall improvement of TVET.

The provincial office's primary responsibility is to assist and counsel the provincial government on TVET policy and programs, as well as to establish both long-term and short-term plans for the improvement of TVET at the provincial level. The province office also chooses the institutions that will provide short-term training and manages the examination activities. It works with the central office and institutions to supervise, monitor and regulate partner, private and TECS institutes. Gandaki Province Office also coordinates with TITI to conduct various trainings for the instructors and administrative staff in order to advance their personal and professional career.

Customers' speak:

Mr. Mo. Kamil, working for an electric firm, attended the "In-Company Trainers' Training" at Butwal. He was very happy with the training, as it helped him be clear about the roles and responsibilities of the company, trainers, and helpers. According to him, this training has helped him prepare himself as an in-company trainer and clarified his duties as well. He further explained the need to update and apply new techniques to make on-the-job training more effective. He hopes to attend more trainings from TITI in the future.

Mr. Shishir Nepal, a mechanical engineer from Hetauda, also attended the "In-Company Trainers' Training" at TITI. Through this training, he became more aware of the safety responsibilities, the trainer's responsibility, and, as a whole, how the in-company trainer concept works. He also said that there is a need to improve the linkage between industries and institutions for this program to be successful. He further added that the selection of students and industries must be done carefully and that there must be a balance between the practical and theoretical sessions.

In-Company Trainers'...

The selected apprentices are matched with the industries, and a tripartite agreement between the apprentice, the training provider, and the industry is signed. The apprentice, after completing the first three months of institute-based training, joins industry-based training for 20 months under the close guidance of the craftsperson, who acts as an In-company trainer to facilitate the learning at the industry. This approach helps in creating an industry-ready workforce, increasing the employability of the graduates of technical schools. For companies that have no experience with education programs that include workplace training, the in-company trainers working in these companies have little to no knowledge regarding the training modules, assessment and evaluation criteria, etc. This In-Company Trainers' training provided by TITI will help the in-company trainers plan, deliver, and evaluate the performance of the apprentices.

From the Executive...

(Continued from second page first column)

The capacity strengthening through life-long learning and continuous education and training are the means to accomplish these functions.

These initiatives have to be worked out in terms of verification and validation. Once we sort out the requirements of the government, employers and teachers, and the baseline has been prepared, it has to be designed, developed and finally tested for their compliance. This is what verification is. TITI has been doing these activities for years but their verification methodology has not been disseminated yet. This may create doubt over the performance of TITI. However, this is not the case in reality, though ample room is there for the improvement in documentation. On the other hand, the appropriateness and application of the services provided to the users still has to be justified in terms of appropriateness, cost-effectiveness and acceptance, which is the real definition of the validation. The former responsibility lies to TITI but the later lies on the independent professional bodies recognized by the government and employers' agencies.

This newsletter, not only disseminates the activities TITI has been carrying out but advocates the way forwards to move from standard verification of TITI activities and performance and also meet the market response and acceptance to their needs.

I'm honored to be part of the process and I feel proud to write down some of the words to advocate TITI efforts and the way forward for the TITI vision in bridging education and employment through effective learning and successful performance or decent work and rewarding employment.

Mahesh Bhattarai (Er.)

Innovative Practices in ...

Broadly, audio-visual materials are of three types:

1. Audio materials, which consist of music, sounds, and sound effects that add beauty to the verbal expression.
2. Visual Materials are the materials that can be seen. As the visual sense is the most effective sense among the five senses for learning, teachers can use a wide range of visuals in their classroom.
3. Audiovisual materials are materials that can be both seen and heard. These resources help transform abstract notions and ideas into a more practical format.

Importance of Audio-Visual Aids in Training

1. **Visual and auditory learning:** The use of visuals and audio can help explain complex concepts and make learning more engaging. Documentaries, interactive simulations and educational games can make learning more interesting and help students maintain focus.
2. **Make information more concrete and memorable:** Audio-visual aids transform abstract information into concrete and tangible forms. By adding visuals and sounds, educators can increase learning interaction and make it more experiential. Students can see and hear through videos and simulations to better understand and make what they know more memorable. Information retention and memory are improved when visual and audio inputs are combined.
3. **Provide participants with hands-on experience:** Audio-visual aids can bring real-world examples into the classroom. This makes abstract concepts more tangible and relatable, thus making it easier for students to connect theoretical knowledge with real life scenarios.
4. **Differentiate instruction to meet the needs of all learners:** Every participant has varying learning styles. It is possible to modify and adjust audio-visual aids to accommodate the participants' various learning preferences, skill levels and interests. Visual aids offer a solid foundation for learning for visual learners, and audio explanations and conversations are helpful for auditory learners.
5. **Distant learning and the flipped classroom approach:** Live streams or recorded lectures, video conferences, and online tutorials that can be accessed by the students help break down the geographical barriers. Going through the materials available online in advance enables the students to participate more actively in discussion and problem solving during the actual class period.

Hence, the use of audio-visual aids encourages collaborative learning. Students can participate in group projects, conversations and multimedia presentations that promote cooperation, communication and teamwork. By incorporating audio-visual aids, educators create a dynamic and engaging classroom environment that fosters deeper understanding and critical thinking skills.

Durga Prasad Ojha (Mr.)

"A well-educated mind will always have more questions than answers." – Helen Keller

---

Trainer's Profile

Mr. Durga Prasad Ojha - *Trainer*

Mr. Durga Prasad Ojha has been involved in the TVET sector for more than two decades. He joined TITI in March 2022 and is responsible for coordinating, designing, assessing, and evaluating different training programs at TITI.

Mr. Ojha has a bachelor's degree in humanities and social science from Tribhuvan University. He started his career as an employee of the Hotel Himalaya in 1994. He later joined the CTEVT system in 1997 as an assistant instructor for the food and beverage department at Pokhara Technical School. He was later posted at Dhawalagiri Technical School as an assistant instructor in the food and beverage department. In 2009, he joined CTEVT as a curriculum officer and later served at the NSTB as an exam officer.

In the course of his career, Mr. Ojha has taken a number of training courses to upgrade his knowledge and skills. Instructional Skills Series, Occupational Instructional Skills, Computer Application Training, Community Based Needs Assessment, Community Facilitation, and Foundation of Learning are training he took from TITI. In addition, he has also taken Skill Test Assessors' Training for the NSTB and Recognition of Prior Learning Management from CPSC, Manila.

Mr. Ojha believes that to maintain a learning culture, every trainer must keep themselves updated with the world of work, thus making themselves an important part of the TVET education system. He feels that TVET trainers must experience the rapidity of technological changes in the world of work and be able to share that experience with their students.

Your Free Gift from TITI

Do you want to learn how to evaluate the transfer of training back on the job?

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

This card can be used to learn how the TOTEM model helps measure the extent of transfer of training from the training environment to the workplace environment. The TOTEM model can be used to find out the transfer of training rate, training-job irrelevance rate, pre-training knowledge & skill rate, and the incomprehension rate. Thus helping measure the effectiveness of the training. This card is followed by the TOTEM instrument card which will help to design questions related to any training events and evaluate the transfer of training based on the responses.

Training Events available at TITI

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

Training Institute for Technical Instruction (TITI)
Madhyapur Thimi -02, Sanothimi, Bhaktapur, Nepal
Tel.: 977–1– 6630187   Fax: 977–1– 6630289 P.O. Box: 5694 (Kathmandu)
Web page: http://www.titi.org.np
E-mail: info@titi.org.np