

# TITI



Teaching ||| Learning ||| **PERFORMING!**

## NEWSLETTER

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### **TITI's 2<sup>nd</sup> Batch of B. Tech. Ed. Students graduate from Kathmandu University**

The second batch of fourteen students (13 male and 1 female) successfully completed the four-year Bachelor's Degree course entitled 'Bachelor in Technical Education Programme' (B. Tech. Ed. - 2008-2012) from Training Institute for Technical Instruction (TITI), Sanothimi, Bhaktapur in 2012. TITI and the Department of Livestock Services, Government of Nepal signed an agreement in 2008 to conduct this program for 13 participants from the Department of Livestock Services (DLS), Government of Nepal.

Subsequent to this agreement, the DLS and Community Livestock Development Project (CLDP) selected 13 government service-holders as in-service students for this programme. One student was selected from among CTEVT instructors. The students, selected from government service, were from livestock background working in different districts of Nepal and the student from CTEVT was from mechanical trade. The total 4-year programme has been designed in modular pattern and is spread over 8 semesters with altogether 131 credit hours. At the end of each module, the students are assessed internally; however the final examination is administered by Kathmandu University (KU) according its norms and standards. For being eligible to be a graduate from KU, all individual students must score at least 2.00 CGPA. Graduates of this program are eligible to master level studies in related fields.

After completing this academic course, the students have not only upgraded their academic level, but have also achieved a milestone in their career-path.



B. Tech Ed. Graduates with Executive Director at TITI Premises

## From the Executive Director's Desk



### Capacity Building of TVET Professionals

The vision of TITI is to become a “centre of excellence to develop human resource capacity for Technical and Vocational Education and Training in Asia and beyond”, whereas its mission states “Human capacity development is our mission. TITI contributes distinctly to the quality of programs and services of Technical and Vocational Education and Training by means of training, education and research.”. It is a semi-autonomous institution mandated for the training and development of TVET educators; including managers, leaders, principals, instructors, curriculum developers and community facilitators of the civil as well as corporate sector organizations and individuals in the need of professional capacity building for effective delivery of programs and services.

Capacity building of TVET educators and professionals has always been a demanding task with scope for future expansion and innovations in the programs and services throughout the country and beyond. Strengthening technical education and training sub-sector to deliver more relevant and market-oriented education and training is one of the challenges.

The development interventions initiated by the government as well as non-government agencies characterize critical weaknesses at different phases of the training cycle. Without involving employers and other relevant stakeholders at all phases of the training cycle- analysis, design, development, implementation, evaluation- training becomes more supply-driven and less market oriented. Thus, by effectively involving partners and stakeholders, quality and relevance of training can be improved. Most training interventions fail primarily due to the gap between what employers expect from the workers and what they are trained on.

TVET activities largely remained in the form of trial and error through the history. This sector characterized scattered and uncoordinated experiments for more than 50 years in Nepal. Policies and practices did not fairly address the needs of those groups in terms of ensuring equity of access to TVET programs at all levels. Existing policies attempt to address (or at least reflect) the issue of equitable access to employment oriented technical and vocational education and training for women and other disadvantaged groups.

Many institutions, both in the government and non-government sectors, attempted to meet the emerging needs of capacity building by proving Training of Trainers (ToTs), Management Skills and other trainings of various durations and contents. Still the need of TVET educators could not be addressed pragmatically. Therefore, the Training Institute such as TITI has a great role to model the desired interventions as a pioneering institution in the field of training and education.

*(Republished for wider readership)*

Dr. Bhawani Shankar Subedi  
M. Phil.(Leadership Studies), Ph. D. (Education)

## Innovative Practices in Training and Development

### Collaboration between Industry and Institution for Quality Training

It's an obvious fact that TVET graduates ultimately work for industries. Institutes depend upon industries as a means of accessing the latest technologies in practice and thus they try to replicate or at least provide an environment for training that simulates the real workplace. This linkage between institutes and industries is inevitable and empowers training through the acquisition of knowledge, skills, and attitudes corresponding to the needs of the industries. An effective relationship between them will ensure that training curricula and teaching methodologies are relevant, up-to-date and industry-based.

An Industry is the primary source of information for instructors. Close collaboration provides opportunity to access information of latest technologies used within industry, which can form the basis for suitable training programs. Industries provide trainees with the opportunity to observe their practices through OJT or internships, learning about appropriate working behavior and culture. Some of the approaches for the strong collaboration between industry and institution can be as listed below.

The ‘knocking doors approach’ will be the best approach for developing linkages in less industrialized countries like Nepal. This represents a suitable means of initiating collaborations with cooperative or un-cooperative industries. Collaboration with industries should be constructed through continued personal efforts based upon an understanding of mutual advantages of cooperation.

The ‘win-win partnership’ could be another approach in developing linkages between instructors and industries. The institute and its instructors should be able to provide suitable workforces in accordance with the industry's needs. Furthermore, they could offer the expertise required by industries through training for both new entrants as well as their old staffs. Instructors can be placed as part-time employees within industries, and selected employers can be assigned as part-time instructors.

The ‘teaching factory’ is a new approach for building relationships with industries as the advancement of production-based training. The successful teaching factories can be established as institute-run enterprises, thus facilitating instructors to constantly improve their skill sets. The benefits of teaching factories are: trainees can gain positive reinforcement through observing their finished products being sold on the market, and can learn, at the same time, soft skills of punctuality, efficiency, team work, and a valuable insight into running small enterprises.

To sum up, what we can say is that a TVET system without industry linkage is untenable. Hence, the linkages between institutions with employers should be developed to strengthen training. Training with employability skills, correct values and positive attitude prepares trainees for job opportunities; gainful employment and contributes to the pool of experts in the labor market.

To bridge the gap between the industry and the training, it is inevitable to provide at least some industry exposures to both instructors and trainees. Along with the above-mentioned approaches, TITI advocates and strengthens the quality of instruction through its successful practices of internship, and OSU training opportunities in trade-related industries and workplaces.

*Source: UNESCO, UNEVOC 2012*

- Mr. Pushpa Raj Poudel, Trainer

“He who asks a question is a fool for a minute; he who does not, remains a fool forever.” – Chinese Proverb

## TITI Customers' Column

**Name of the Organization:** Road Sector Skill Development Unit (RSSDU)

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Road Sector Skill Development Unit (RSSDU) was established in Nepal around two decades ago under Department of Roads, Nepal. It is the only government organization to develop the capacity of staff(s) who are working in road sector in Nepal. Its vision is to create workforce that are technically sound, academically knowledgeable and are honed with skills through experience. To fulfill this vision, it has been organizing and facilitating HRD activities and these activities are reflected on the performance of the staff working for DoR.

RSSDU has taken a couple of effective strategies:

- Improve DOR human resource management environment
- Incorporate a training management system
- Increase RSSDU's capacity in training management
- Design and implement a comprehensive training plan
- Create an enabling and encouraging working environment

In order to develop the capacity through training, RSSDU tries to accomplish specific tasks that are related to objectives. The tasks are: assessment of training needs; designing training programs; initiate contact with training providers; select participants for the training; finalize training with the training provider; sponsor training and finally monitor and evaluate the training.

TITI recently conducted a ToT training from February 04, 2013 to February 15, 2013 for 15 participants from RSSDU for the first time. TITI expects to have further collaborations in training and capacity building with RSSDU in future.

### **Customers speak:**

Mr. Buddhi Prasad Neupane, a training participant of Training of Trainers (TOT) from Road Sector Skill Development Unit (RSSDU) found ToT training very much fruitful to enrich the trainees with knowledge and skills to be a good trainer. Regarding the difference between TITI training and the training programs at other places, According to Mr. Neupane, TITI training programs are perfectly and professionally designed and delivered. The training programs are focused to training and instructional skills. When asked about the suggestions to TITI training, Mr. Neupane didn't make any suggestions regarding training delivery, however he expressed that the logistics, classroom furniture and canteen facilities can be improved.

Mr. Prakash Babu Karki, a trainee from Samyog Training Centre, participated in ToT training organized at TITI from December 31, 2012 to January 07, 2013. Although the training was a bit boring for him in the beginning, after the 3<sup>rd</sup> day, he found the training very useful and he feels that the training has developed his confidence as a training designer, planner and implementer.

When asked about the differences in TITI training, Mr. Karki found TITI training programs more systematic and objective-focused. Regarding suggestions to TITI, he found TITI a well managed institute with everything up-to-date and satisfactory.

## TITI Training Standards

TITI follows 55 performance standards while delivering training. **Below, you will find three standards, continued from the last issue.**

### **Performance standard 34**

*Instructor, when unable to answer questions asked, consistently researches answers and reports results back to participants.*

When you don't know the answer to a question, let participants know you will find out the answer and report back to them. Then do it. By meeting this standard, you will often exceed the expectations of participants. When you demonstrate a willingness to go out of your way, participants take notice. When that happens, your credibility goes up and so does the participants' desire to learn.

### **Performance standard 35**

*Instructors occasionally refers questions back to participants.*

This standard means that instructors, when asked questions, should occasionally refer them to participants. Let me cite some examples. Barbara asks, "What do you mean by this standard?" Rather than answer this question, the instructor decides to toss it to the group for an answer. The instructor asks, "Who would like to answer that question?"... The instructor says, "That's an important question." "Who can tell us why an instructor might want to refer questions back to participants?" Referring questions back to participants is way to get people actively involved in the learning process.

### **Performance standard 36**

*Instructor occasionally guides participants to reach answers themselves.*

When appropriate, instructors are expected to help participants answer questions or reach conclusions themselves. Too often, participants ask questions when they already know or could easily figure out the answers. For example, Lloyd says to the instructor, "Would you repeat the ten performance standards on questioning techniques?" The instructor recognizes that Lloyd can probably list most, if not all of the standards himself. Instead of answering the question, the instructor says, "Why don't you tell me which of the ten you already know?" Lloyd finds that he is able to recall all ten. If the participants answer the questions themselves, they will realize that they are more capable than they thought. This realization is of real value.

## TITI conducts ToT-Advanced for MoLHR, Bhutan

One of TITI's valued international clients, Dept. of Human Resources, Ministry of Labor and Human Resources, Bhutan approached TITI with a request to conduct Advanced ToT for six Bhutanese senior instructors and instructors. The training entitled 'Training of Trainers – Advanced' was conducted for 12 days from 20 November to 13 December, 2012 at TITI, Sanathimi. The main purpose of the training was to provide the concepts and skills of creative training techniques and skills to supervise, monitor and evaluate instructors/ trainers in training planning and delivery.

This training was specially designed incorporating the components of ToT, Supervision and Monitoring & Evaluation. The participants enjoyed the perfect blend of all three areas and their components.

The participants, though fewer in number, enjoyed the training at TITI with adult-friendly interaction, learning activities, delivery and assessment. The performance of the participants was found very well with an average of 88% marks.

The participants were very disciplined, enthusiastic and professional in carrying out given assignments and presentations. After the completion of the training, it's hoped that the participants will be able to make better presentations and use SOI cycle in supervision and monitoring of sessions of their peers and subordinates.

*"Education is the most powerful tool which you can use to change the world." – Nelson Mandela*

## Trainer's Profile



**Mr. Pushpa Raj Poudel**  
- Trainer

Mr. Pushpa Raj Poudel is currently working for TITI, Sanothimi in the position of Trainer. He is primarily responsible for conducting and coordinating training programs.

Mr. Poudel has received Master's degree in rural development from Tribhuvan University and Bachelor of Technical Education (B. Tech. Ed.) from Kathmandu University. After completion of 3 year's Technician certificate from Balaju School of Engineering and Technology, formerly known as Mechanical Training Center (MTC), he has got Intermediate in Commerce (I.Com.) and Bachelor in Education with specialization in Industrial education from TU. He is also doing Master's Degree in Education Planning and Management (EPM).

Mr. Poudel started his career as an assistant instructor in Balaju Technical Training Center (BTTC), Balaju in 1994. He joined TITI as an assistant trainer in 1998. He also worked as a Mechanical Instructor in Bheri Technical School (BTS), Nepalgunj for two years from 2008 to 2010.

His major duties assigned as of now are planning, designing, developing, delivery, assessment and evaluation of training programs and courses for the government and non-government sectors in the areas of instruction and community development. In addition, he has provided development consultancy to various NGOs and INGOs. He has traveled to many parts of Nepal for the purpose of his personal as well as professional development. Mr. Poudel aims to establish himself as a professional trainer in the field of TVET training and education.

## Your Free Gift from TITI



**Do you want to administer tests in a professional and ethical manner without any bias and discrimination?**

If so, read the skill card 'Administer Tests' (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. This skill card is primarily used in ToT and Instructional related program at TITI, however this card has been found very useful in other training programs especially when there is a need for administering tests either for diagnostic, formative or summative purposes. This card is very useful for learning guidelines on how to administer tests professionally. This skill card also provides information on ethical issues, roles of a test administrator and roles of test takers. This card provides information also about special arrangements for the people with special educational needs.

## Upcoming Events at TITI

March 2013 – June 2013

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Instruction Program</b>		
Active Learner Methodology	5/13/13	5/31/13
Instructional Skills III	6/3/13	6/28/13
<b>Community Development Program</b>		
-	-	-
<b>Management Program</b>		
Strategic Operational Planning	3/4/13	3/8/13
Facilitation and Moderation	4/1/13	4/5/1
Proposal and Report Writing	5/6/13	5/10/13
Training Monitoring and Evaluation	6/3/13	6/14/13
<b>Curriculum Program</b>		
Job and Task Analysis	3/4/13	3/15/13
<b>Packages (Intensive Trainings)</b>		
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 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 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 on this issue. – Editorial Board

### Editorial Board

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