



NEWS LETTER

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Training for Educational Counselor

The first event of Educational Counselor Training was organized at TITI from 1st February 2016 to 10th February, 2016 to equip registered educational consultancies with necessary educational counseling tools and techniques. An MOU was signed between Ministry of Education (MOE) and Training Institute for Technical Instruction (TITI) on 25th August, 2015 to provide training to 740 counselors. The course was designed with support and coordination from different educational counseling experts and representatives from MOE. Altogether 37 training events have been planned. Till 25th May, 2016, 258 education counselors have been trained and certified. The training events will be conducted in other districts outside the valley as well. Two batches run at a time to meet the requirement within the set time. In this important task, the counselors' umbrella organization IRIN, Free Education Consultancies Organization (FACON) and Educational Consultancy Association of Nepal (ECAN) are very supportive and their contributions are highly appreciated in education sector.



Educational Secretary Mr. Bishwo Prakash Pandit formally inaugurating the event at TITI.

From the Executive Director's Desk



TVET Quality, and Instructor's Performance
Nepal is now positioning technical and vocational education and training (TVET) in the mainstream of education system. TVET has

been introduced in secondary (6-9 grade) and recently, higher secondary education (9-12 grade) schools. CTEVT has been producing middle level workforce since its establishment within its capacity of about 40 thousand through its constituent schools, polytechnics and affiliated schools every year. Apart from this, other organizations under different ministries are also providing short term vocational and technical training. TVET is therefore, becoming a priority in education agenda to support the socio-economic development of the nation. In order to train students enrolled in TVET stream, TVET instructors plays the main role in producing quality workforce. This workforce will later be recruited by business and industries or be self-employed or go abroad for employment.

Good quality teaching and training are crucial to achieve quality TVET graduates. Therefore, instructors should be equipped with essential knowledge and skills to transfer the technical competencies to the students. However, TVET instructors are still the pressing issue due to lack of quality and quantity in Nepal. The increasing number of student enrolments requires large number of qualified and trained instructors. In practice, most TVET instructors who are recruited are fresh graduates of vocational and technical colleges and universities. These instructors lack industrial experiences. This lack of experience in industrial working culture among TVET hinders the efforts of transferring the working culture to the students. Also, the instructors are sent into class without knowing how to deliver technical subjects in class and/or field lab instruction.

As part of assuring the quality of TVET, instructor competence is one of the important pillars including continuous professional development. Very few TVET institutions send them for pedagogical training after being recruited. Institute management give less emphasis to support them with essential teaching aids and instructional supervision activities.

Moreover, access and equity have been mentioned in TVET policy 2012, female instructors serving in TVET, except in few occupation like nursing sector, are negligible. For instance, out of total permanent staff in CTEVT i.e. 692, 15% are female, where only about 7% are female staff working as instructor.

To be up-to-date with the fast changing technology demanded by business and industry, there is also a need to modify and develop competency-based curriculum for instructor training to be more responsive to the current trends of TVET and various industry requirements.

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Innovative Practices in Training and Development

Delineating relevance of feedback in instruction

Training and Development is a combined role of TITI often called Human Resources Development (HRD), meaning the development of human resources to remain competitive in the workplace. Training focuses on doing activities today to develop trainees for their current jobs and development is preparing trainees for future roles and responsibilities

Training is teaching, or developing oneself or others in any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeship and provides the backbone of content at TITI.

Feedback is a vital part of effective learning. It helps trainees understand the subject being studied and gives them clear guidance on how to improve their performance. Feedback is information a trainee receives after they have completed a piece of work and can be provided in a range of formats. Feedback can be given after completing a piece of assignment in both lab and field report, presentation for a debate, essay etc.

On the whole trainees want and appreciate good feedback, yet TITI consistently finds that feedback is commonly an area where trainees feel improvements are needed.

Trainees need to be told how they are doing. Without feedback, you are walking blind. At best, you will accidentally reach your goal. At worst, you will wander aimlessly through the dark, never reaching your destination.

Effective and timely feedback is a critical component of a successful training program and should be used in combination with setting performance goals. If effective feedback is given to trainees on their progress towards their goals, their performance will improve. Trainees need to know in a timely manner how they are doing, what is working, and what is not.

Feedback in TITI can come from many different sources like trainers, peers and self. Feedback works best when it relates to a specific goal. Establishing trainees' performance expectations and goals before beginning to work is the key in providing tangible, objective, and powerful feedback. Telling employees that they are doing well because they exceeded their goal by 10% is more effective than simply saying you are doing a good job.

Feedback should be given in a manner that will best help improve performance. Since people respond better to information presented in a positive way. Feedback should be expressed in a positive manner. It must be accurate, factual, and complete. When presented, however, feedback is more effective when it reinforces what the trainee did right and then identifies what needs to be done in the future.

- **Wakil Jha, MPH, MPhil**
Senior Trainer

Further, it is valuable to understand the factors that determine quality. Pre-service and in-service teacher/instructor training are obviously important, but other factors also matter such as recruitment process, deployment, supervision, wages, career structure and management, performance assessment, qualification and leadership. In addition, there is a need of recruitment and retaining strategies to motivate female instructors in TVET to address the gender equity.

- **Ms. Akim Shrestha**

"Knowing is not enough; we must apply. Willing is not enough we must do." - Goethe

TITI Customers' Column

Name of the Organization: Underprivileged Children's Educational Programs (UCEP).

Phone and Fax #: 977-01-6630388 / 6631279

E- mail: info@ucep.org.np

Address: Sanothimi, GPO Box: 1286, Bhaktapur Nepal.

Underprivileged Children's Educational Programs (UCEP) Nepal is a Non-Governmental Organization (NGO) founded in 1978 to enhance the living condition of underprivileged, disadvantaged and working children by providing them opportunities for education and job oriented technical and vocational training. Initially, it was established as an extension of UCEP- Bangladesh that was established in Dhaka, in 1972. UCEP Nepal has been an independent and autonomous organization in Nepal since 1992, registered at District Administration Office, Bhaktapur and affiliated with Social Welfare Council. It is dedicated to protect and promote the rights of children firmly believing that all children and youths especially underprivileged and disadvantaged must be provided opportunities for education and skill training to be gainfully employed or self-employed for them to lead an independent and dignified life.

TITI has provided numerous training for UCEP Nepal for their instructors, trainers and managers. Recently, TITI provided ToT training to the most backward indigenous community of Nepal. TITI has also facilitated many workshops for UCEP since its establishment.

Customer's speak:

Mr. Rishi Ram Pokhrel, Principal of Rastriya Uchha Ma. Bi. HSS, Chandrauta and Mr. Raghu Nath Pandit, Principal of Pabitra Higher Secondary School, Tanahun attended a week long training in "Management Skill" at TITI. Both expressed that the training was very good. They said that the course content was as per their need, they were gratified in learning the skills of dealing with the top level management, office management, inventory management, etc. They were much eager to apply the learnt skill and knowledge back on their respective institution.

They acknowledged that the trainers of TITI are very professional in delivering the contents using different methods and media.

When asked about the suggestions and recommendations for TITI and its training, they said that TITI is one of the best organizations in TVET sector of Nepal and also recommended to increase a few days in the training to make it more effective and wishes TITI more success in future.

Major Achievements till April 2016:

Besides the activities specified in Yearly Plan of Operation (YPO). TITI has accomplished some of the remarkable achievements with newly introduced clients, which are as follows;

- **SUDOKKHO** – Agreement with SUDOKKHO, Bangladesh to develop different Standards and Assessment tools in 3 different events from 6th July 2015.
- **Educational Counselling** – Agreement with MoE, and started training of 10 days for 370 Institutions from 1st February 2016.
- **Helvetas for SaMi project** – Agreement with SaMi, Helvetas, started ToT of 7 days for 140 skilled persons of 4 different districts from 7th February 2016.
- **Post-Earthquake** – TITI has signed the agreement with Helvetas, Tearfund and Swiss Redcross for "Craftsman Training for Earthquake Resilience Building Construction", specially designed for mason occupation started from 14th September 2015.
- **UCEP** — Basic ToT for 49 participants of ToT for most backward indigenous community – Chepang on 25th January 2016.
- **SDP** – TITI made an agreement with Skill for Development Project (SDP) to develop more than 100 human resources of 10 model CTEVT constituted institutes.

Most Backward Indigenous People of Nepal Benefited by ToT Training



Training of Trainers (ToT) Training has been delivered to the most backward indigenous nationality of Nepal from 25th January to 29th January 2016. The participants were selected from the most backward indigenous nationality of Nepal, the **Chepangs** inhabit in the remote and sparse contours, outback and rolling precipices of the districts of Makawanpur, Chitwan, Gorkha and Dhading. All the participants were training graduates from different training programs of UCEP. The total number of participants in the training was 49, with 33 female and 16 male participants.

The main objectives of the training was to provide the participants with the basic training concepts and to enable them to plan, design, develop and deliver skill and knowledge related lessons and evaluate participant's performance, and courses.

Training for CTEVT Officers



CTEVT officers working in different departments and units were provided Project Management and Management Skills Training of six weeks duration. The events were conducted from February 22, 2016 to April 01, 2016 at TITI premises. The training was organized as per special direction from CTEVT management. There were 44 participants, among them 4 were female and 40 male.

The main objectives of organizing this training was to equip the participant with project management and management skill needed to deliver the quality products and services of the organization.

"Good things come to people who wait, but better things come to those who go out and get" - Anonymous

Trainer's Profile



Mr. Wakil Jha
- Senior Trainer

Mr. Wakil Jha is a public health expert, MPhil and PhD scholar in education. He has been working as a senior trainer in TITI since

18th September 2015. He is responsible for designing, developing, assessing and evaluating training programs.

Mr. Jha started his career from 10 months training of community medicine assistant (CMA) from Institute of Medicine (IOM), Tribhuvan University (TU) and completed Proficiency certificate level in Health science and Bachelor in public health from IOM, TU. He has completed his Master degree in public health from IOM, TU. He has also completed Master in Sociology and Anthropology from TU and Master in Philosophy from KU. He is now a scholar of PhD in Education at KU.

Regarding his professional experience, Mr. Jha had started his job as an Auxiliary health worker (AHW) in Ministry of Health and worked in health posts and hospitals in different VDCs and districts of Nepal. He was responsible for giving health care and health related trainings. He has more than 12 years' of experience as a health instructor, lecturer, HoD and as vice-principal in different technical schools of CTEVT system. He has participated in different trainings organized by the Ministry of Health, CTEVT, TITI, and CPSC both as a trainee and as a trainer. He has also participated in 40 days curriculum development training in Canada.

Currently as a senior trainer of TITI, Mr. Jha believes that the system and method of training in TITI are based on facilitating trainees to reconstruct or modify existing skills and information related to training. Trainers create situation for de-freezing the skills and knowledge of the trainees.



Your Free Gift from TITI

Do you ever think that you can have a self-directed learner?

Here we have a skill card 'Assign Projects and Problems'. It is one of the 416 Skill and Concept cards that TITI has developed so far. TITI has also translated 135 Skill and Concept cards into Nepali language.

This skill card will help you as a teacher/instructor to dictate the wisdom of a problem-based, student-centered and self-directed learner. This skill card gives you an idea on how to prepare project works and problems. The project works and problems should be able to help the students get an idea about what lies ahead of them and be prepared for their future role as managers, technicians or any other position in different industries/organization.

Upcoming Events at TITI

January 2016 – June 2016

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Learners Assessment and Evaluation	01/25/2016	02/12/2016
Distance Learning	03/07/2016	03/11/2016
Active Learner's Methodology	05/09/2016	05/27/2016
Instructional Skill - III	06/06/2016	06/17/2016
Community Development Program		
Intervention of Community Development	04/18/2016	04/29/2016
Management Program		
Training Monitoring and Evaluation	01/18/2016	01/22/2016
Facilitation and Moderation	02/01/2016	02/12/2016
Strategic and Operational Planning	02/22/2016	02/26/2016
TVET Management and Leadership	01/01/2016	07/15/2016
Curriculum Program		
Occupational Safety and Health	01/18/2016	01/29/2016
Training Course Design	02/15/2016	02/26/2016
Job and Task Design	02/22/2016	03/04/2016
Packages (Intensive Trainings)		
Analyzing Performance Problem (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 (3 days)		
Develop Creative Visuals for Impact (3 days)		
Fast Track Schedule (3 day)		
Getting 70 Minutes out 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 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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