



The Flip Chart

TITI

NEWSLETTER

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Human Resource Development of TITI

'Instructional Supervision, Monitoring and Evaluation' training was conducted for TITI Trainers as Master ToT from 3 November 2014 to 5 December 2014 at TITI. This training was supported by Enhanced Vocational Education and Training (EVENT) project. There were 25 participants in the course. One of the participants was from Council for Technical Education and Vocational Training (CTEVT). There were 7 female participants.

'Instructional Supervision, Monitoring and Evaluation' training is very essential for all TVET institutions for quality instruction. Instructional supervision is very different from administrative supervision. It is merely internal business of two professional educators for professional development. It is not used for administrative or evaluative purposes. All trainers or instructors must have ideas and commitment to apply instructional supervision in order to institutionalize it.

As all TITI trainers expressed full commitment to exhibit professionalism, TITI organized this event. Fifty instructors of different TVET institutions from Pokhara, Butwal, Birgunj and Chitwan were supervised, monitored and evaluated during the training. This process motivates trainers or instructors to become professional in instruction.



Participants with Member Secretary of CTEVT and Director of EVENT project.

From the Executive Director's Desk



How can education and training help the disadvantaged?

Being 'advantaged' or 'disadvantaged' is rather a perceived psychological state of mind than a physical condition. In

other words, it is more a matter of perception or feeling of the individuals or social groups than a condition of overt poverty or deprivation in any socio-cultural context. In Nepal, there are deprived people belonging to any caste, origin, religion or ethnicity. A large section of urban as well as rural population is thus deprived of essentials for a dignified living. Can all people deprived of resources and means be called disadvantaged? Can education and training help to make a difference in the lives of people?

Currently, the term 'disadvantage' is also used as a verb to describe the explicit or implicit processes in which the mainstream society eventually acts in such a manner that it in fact disadvantages some segments of population in the society. Interestingly, the state of being 'disadvantaged' does not always originate from the sources or causes such as race, ethnic group, poverty or sex. Rather, the concept of being 'disadvantaged' refers to the condition of denied access to resources and means needed for a self-sufficient living. This situation of deprivation, if persists for a prolonged period of time, leads to socio-economic disparity and often extreme forms of poverty and anarchy.

In addition to education and training, these means and resources are more than physical or material needs. Such needs largely relate to and include essential autonomy, incentive, responsibility, self-respect, community support, health, education, information, employment, capital, and responsive support systems of economic activities and services required for a self-sufficient living.

Self-sufficiency is a social phenomenon that refers to the state of not requiring any outside aid, support, or dependence for survival. Self-sufficiency is therefore personal as well as collective self-reliance without having to rely on others for a dignified living. This sort of social order is possible only when there is adequate economic and socio-functional autonomy for individuals and communities in general. Social processes that contribute to self-sufficiency include autonomy, independence and reliable means of income for a living. This is where education and training can play a pivotal role.

The reason may be that there is little public discussion of the problems faced by the disadvantaged social groups. It may also be because some groups exist as negative stereotypes to other segments of society. Negative stereotypes of some social groups may be reinforced by the media, the schools, other social institutions, and by other segments of society as well.

(Contd. on 2nd column)

Innovative Practices in Training and Development

Efficiency of Group Work as an Indirect Method in Instruction

Quality of instruction is largely determined by teaching strategies and methods apart from contents. Thus, 'how we present' is as equally important as 'what we present'. It's a proven fact that adult learning environment significantly demands interactive classes where each participant can have active participation. This is where the use of indirect methods comes into light as relevant and appropriate methods in instruction and training.

The existing practice of direct teaching methods even by experienced instructors and teachers has become a disappointing fact in our present context. Dominance of one way lecture, not only makes the class passive, but also kills innovation. The adult participants also have relevant examples from their own experiences which upon sharing can make the class interactive and effective. Therefore, the application of indirect instructional methods needs to be brought into practice where adults can fully contribute.

This article aims to highlight the efficacy of 'Group Work' under indirect instructional strategy. Planned application of indirect teaching methods such as group work, brainstorming, oral questioning, role play, case study etc. ensures utmost output with minimal effort as it lightens the load on instructor to some extent. It actively involves all the participants and makes the whole class alive and active. Indirect methods such as group work, oral questioning and quizzing techniques make sessions exciting, participatory and allow two way communications. In addition, these techniques actively involve learners, as much-valued members of the group to generate innovative ideas and promote creativity which instructor's one way talking cannot do.

Group work, as a participatory method, prevents the session from being dull & monotonous. The key to the success of group work assignment is determined by effective planning. Decision on allocating seating arrangement, group size and selecting group members matter as much as the appropriateness and the difficulty level of the selected topic. The instructor should play the role of a facilitator, allowing them the freedom of selecting group leader, discussing and reaching a consensus. In addition, the instructor is responsible for providing clear directions about expected outcome & available time; controlling group leader's dominance and monopoly; ensuring the participation of slow and silent members; bringing the deviations back on track and managing the group work using effective communication and interpersonal skills. If needed, the instructor should provide hints and related examples to provoke the group members to come up with better ideas.

If applied with proper planning, supervision and control, group work method can be used for any levels of adult participants in instruction, facilitation and training. Hence, now-a-days this method is valued as an effective and interesting technique in instruction and training.

- Mr. Anup Bhurtel, Trainer

How can education....

Training Institute for Technical Instruction (TITI) of Nepal can perform as a pioneering institution in the transformation of approaches to education and training for addressing issues of disadvantaged and marginalized segments of population or at least to benefit. Institutions serving those populations.

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

"Learning starts with failure; the first failure is the beginning of education". – (John Hersey)

TITI Customers' Column

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Skills Development Project (SDP) was established in September 2013 with an objective to establish a market – responsive and social and gender inclusive TVET system in Nepal. The fund for the project is granted by the Asian Development Bank (ADB) and twenty percent of the grant is funded by the Government of Nepal (GoN). The office of the Project is situated at the heart of the capital city - Thamel, Kathmandu. The total duration of the project is 5 years. It started from September 2013 and continues to July 2018. The project has been executed by the Ministry of Education and implemented by the Council for Technical Education and Vocational Training (CTEVT) through a Project Implementation Unit (PIU).

TITI has joined hands to work together with the project. Recently, three days strategic and operational planning and two days quality improvement program phase III workshops were conducted for selected ten model CTEVT constituent technical institutions. TITI is going to conduct other training programs for the project especially in the areas of management, instruction, curriculum development and occupational skills upgrading (OSU) in the near future. These training programs are targeted for the participants from selected model schools and CTEVT head office.

Customer's speak:

Ragishree Kakshapati Shreshta and Prashanta Raj Sharma, Health Education Officers working under the Ministry of Health, attended Instructional Package Development Training of 2.2 weeks duration sponsored and organized by National Health Training Center, Teku, Kathmandu. The training was conducted from 09 February to 20 February 2015. According to the participants, the training was very useful and as per their requirements. They made a commitment that they would immediately apply the knowledge, skills and products developed during the training period. They said that there were remarkable differences between TITI trainings and the training programs conducted by other institutions. They further stated that TITI adopts fully competency-based and practice-oriented training approaches employing the adult learning strategies. They found the content of the training package very relevant to their actual job situation. According to them, TITI trainers are very much confident enough in facilitation skills and very good at their profession. When asked about any suggestions and recommendations, they said that TITI is a leading institution to provide TVET related training programs. They appreciated the tools and techniques used during the facilitation process. They said that TITI should provide more demand driven new courses to cover the national and international market needs. Then, they wished TITI for more success in the days to come.

Instructor License for Quality Instruction

For years, quality instruction has been an overriding concern in the Technical and Vocational Education and Training (TVET) sector. To ensure quality instruction, the instructor's role is of paramount importance. Therefore, it is important to select the quality instructors in TVET.

Who are the quality instructors? People tend to think that those who have graduated from the colleges/universities securing good marks should be the instructors. Actually this is not a bad idea. However, this is not enough to be a quality instructor. A university graduate who has passed with flying colors may not possess the practical occupational and instructional skills. Thus, a quality instructor must have the occupational as well as instructional skills.

Instructional licensing system is a way of ensuring quality instructors required in the TVET sector. For this we need an authorized body which examines the occupational and instructional skills of those who aspire to be instructors. The authority can grant permission to work as an instructor for those who meet the set standards. They can work as instructors for a certain period of time. After that, the licensee may have to undergo the process of renewal. It is an emerging concept in the Nepalese TVET sector. It has been expressed in the TVET Policy 2012. Following the policy guidelines, CTEVT has mentioned in its strategic plan (2014-2018) that it will ensure instructor licensing system by 2015.

If this system is materialized, it will be a boon for quality education system. There is a statement – quality breeds quality. That is to say, the quality instructors provide quality results. Moreover, the licensing system makes the instructional field more professional. It will build up the confidence of instructors. They will feel that they are recognized professionals.

TOPI: An Effective Approach to Orient New Trainers

TITI welcomes new staffs whether they are newly appointed or transferred through CTEVT as members of its family. The management of TITI provides the opportunity to all new trainers to familiarize with the system of organization and complete the Trainer Orientation Program - Individualized (TOPI).

The purpose of this program is to provide the new trainer/s with an overview of TITI beliefs about quality training delivery and to ensure that the new trainer is prepared to enter into the classroom or workshop with an excellent probability of delivering successful training. In this regard, a senior TITI trainer is assigned as a mentor. Any queries that arise during TOPI are addressed to the mentor who then helps to solve them or refer to other staffs.

This program is highly individualized. The new trainer promptly proceeds to complete activities assigned to them. There are different types of activities required to complete as part of the TOPI. Some activities require:

- Materials to be read and discussed with TITI staff.
- Completion of activities and discussion with a staff member.
- Observation of training sessions or a video-tape.

After completion of TOPI, trainers feel more comfortable with the TITI system and be ready to take the responsibilities of quality training delivery and other TITI activities. The TOPI process is found to be very helpful to the new trainers to deliver training sessions competently and confidently.

"Learning without thinking is labour lost; Thinking without learning is dangerous". – (Anonymous)

Trainer's Profile



Mr. Anup Bhurtel
-Trainer

Mr. Anup Bhurtel has been working as a Trainer at TITI since October 2014. He is in the management program and is responsible for designing, developing, delivering, assessing and evaluating training courses in the areas of management and instruction.

Anup has completed Master's Degree in Business Administration (MBA) in International Business from the University of Greenwich, London, UK in 2012. He has substantial work experiences in management sector both in the UK and Nepal. Prior to joining TITI, he worked in National Health Service (NHS) Grampian – Aberdeen, UK as an Admin Assistant and a Trainee Payroll Officer for over two years.

He aims to establish himself as a competent professional trainer recognized nationally and internationally in management and instruction fields. Furthermore, he aspires to grow his expertise in the field of management utilizing the opportunities provided by TITI.

Anup believes that the name of a training provider shines only when it sustains the quality benchmark of its services. With the conviction of achieving its mission and vision, TITI as a leading training institution, should strive for providing state-of-the-art training in Nepal and Asia. As a trainer of TITI, Anup is committed to being a part of this goal and enhancing the quality of TVET training in Nepal and beyond.



Your Free Gift from TITI

Do you want to make sure your student can perform the required skill?

If so, read the skill card 'Demonstrate a Skill' (Nepali 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 card is one of them.

This skill card shows the importance of demonstration in class/lab. The methods on how to demonstrate is clearly stated in this card. What to do before, during and after demonstration is also mentioned in this card.

This card helps an instructor/trainer to carefully plan, prepare and perform a demonstration in such a way that his/her students can clearly understand and learn the skill. This card helps the instructor/ trainers to demonstrate in such a way that his/her students can also perform the skill to the given standard.

Upcoming Events at TITI

March 2015 – May 2015

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Active Learners' Methodology	05/04/2015	05/22/2015
Community Development Program		
Occupational Instructional Skill (OIS)	07/16/2014	07/15/2015
Occupational Skills Upgrading (OSU)	07/16/2014	07/15/2015
Management Program		
Facilitation and Moderation	03/02/2015	03/06/2015
Strategic Operational Planning	03/16/2015	03/20/2015
Training Monitoring and Evaluation	05/11/2015	05/15/2015
Presentation Skills for Managers	05/25/2015	05/29/2015
Curriculum Program		
DACUM Facilitators Training	03/23/2015	04/10/2015
Training Needs Assessment	04/20/2015	05/08/2015
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 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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