



The Flip Chart

TITI

NEWSLETTER

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TITI Journal Released



"Journal of Training and Development" was inaugurated in a special function held at TITI on 28th August 2015. Both the printed and online web portal NepJOL documents of the journal were inaugurated by chief guest Prof. Dr. Suresh Raj Sharma and former Executive Director of TITI Dr. Bhawani Shankar Subedi respectively on the occasion.

Guest Speaker of the program, chairperson of Managing Board of TITI, Prof. Dr. Tanka Nath Sharma expressed his experience about publishing the journal and congratulated the editorial team for bringing out such a valuable output.

TITI had already published a journal with the same name and objectives in 2009 but was not able to publish it online due to internal reasons. This is the first TVET journal published online by TITI with ISSN (International Standard of Serial Number) and Digital Object Identification (DOI) prefixing. One distinctive feature of this journal is that it is published under creative concept licensing.

This journal can be viewed as a forum for enhancing scholarly practices in Technical and Vocational Education and Training (TVET) sector. TITI Research and Development Department is declaring 'call for papers' for its next journal which will be published in July 2016. Interested writers are requested to submit their TVET research articles before March 2016.



From the Executive Director's Desk



Need of Higher Education for TVET Teachers

Higher Education in terms of teacher's education in Technical and Vocational Education and Training system in Nepal are not

responsive to the existing TVET serving private and public institutions. Modern vocational education and training has shifted from preparing students for narrowly defined jobs to broader preparation for life in a volatile labor market. This changes the roles of teachers from being teacher to instructors to becoming facilitators and even counselors helping student to develop key competences so that they can adjust more flexibly to changing demands together with the new technology. Hence, teachers are the important factors to reform technical and vocational education and training. In general, there is a need to change from passive students to confident students who can cope with changing demand of industry and business.

At present, most of the TVET institutes are with young teachers with moderate educational background such as diploma or skill tests pass graduates; even teachers who have been working in TVET institutions for years are now in a need to update and improve their knowledge to cope with the changing demands and technologies. Retention of qualified experienced teachers is also becoming more difficult for the institution in TVET sector. Also, with the introduction of TVET in the secondary education system, the demand of well trained and capable TVET professionals are bound to increase. This will eventually lead to the need of higher education for TVET teacher/instructors so that they can instruct/orient the new generation on real life working and business process and make them capable to meet the changing demand in the TVET system.

There are provisions for short term training courses on pedagogies to deliver action – oriented instruction which help teachers to transfer the knowledge and skills to the students to some extent. For instance, teachers learn how to give demonstration of a skill, develop visuals, plan a lesson, assess students and provide knowledge using the principles of teaching and learning process etc. In addition, there are provisions for limited skills upgrading programs for teachers who need to enhance technical skills through occupational skills upgrading in business and industry standards. Such types of short training are also supporting teachers by improving their instructional skills. However, there is a need to develop teachers' higher level of education such as Diploma, Bachelor and Masters Level in TVET sector. TITI has been conducting Diploma in Technical Instruction and Bachelor degrees program (B. Tech. Ed.) in different disciplines such as Livestock extension, Agriculture extension and Mechanical to prepare individuals for careers in the private and public institutions at the level of trainer or

(Continue in next column)

Innovative Practices in Training and Development

Delineating the relevance of brainstorming in instruction

The use of indirect teaching methods is found prevailing in the field of instruction. Competent trainers and instructors do realize the necessity of participative style of teaching to achieve session objectives. Hence, to induce class interactions, trainers implement brainstorming as one of the widely used instructional methodologies. It is considered suitable to make an interesting start as well as to engage participants actively in the class during the session. This method has been proven effective in adult learning environment.

Brainstorming is simply a technique in which the instructor digs in as many new ideas as possible from the participants on certain precise topic or issue. While brainstorming can also be done individually, it would be effective in the class room setting to address the mass, preferably of less than 20. Here, the instructor may provoke the participants to generate ideas stressing on quantity. He/she acts as the facilitator to encourage each participant to contribute with some ideas and produce more through the use of generated ones.

Brainstorming requires a thorough planning and preparation. The instructor may choose one leader and recorder from the class to discuss on the topic, or choose one of those job roles for him/herself. It is important that each participant contribute to this process. Hence, brainstorming becomes effective only if coupled with oral questioning, distinctly open ended questions. A number of ideas may come concurrently making it difficult for the recorder to note down. The leader thus should control the noise and ask each individual at a time ensuring none is ignored. During the idea collection, the leader should not dominate the class but rather stay in shadow. However, the instructor or the leader should play the steering role if the class deviates from its session objectives, and bring the class back to track. Besides this, the instructor should also keep in mind that some participants may try to dominate the class and thus, be prepared to control them whenever necessary. The focus is on quantity. Hence, acknowledging the participants' contribution stimulates them to come with more ideas and actively participate.

The instructor after the set time or the stoppage of flow of ideas, discusses on those generated ideas. He/she puts those ideas into consideration which been repeated the most or given more weight by the participants. Since the instructors know the correct answers, he/she filters them through class discussion and ultimately selects the most suitable or best ideas or solutions.

Adults prefer interactive classroom learning. This method allows them to express their opinions and ideas from their knowledge and experiences without being evaluated. Hence, brainstorming not only helps meet the session objectives, but also creates an enjoyable learning environment.

- Mr. Amit Koirala, Trainer

instructor, teacher or expert in technical subject.

In this context, improving the quality of TVET teachers/instructors by enhancing their capacity and preparing them to serve the needs of TVET sector can only be possible by advancing the skills and educational level of TVET teachers/instructors.

- Ms. Akim Shrestha

"The five steps in teaching an employee new skills are preparation, explanation, showing, observing and supervision". –(Bruce Barton)

TITI Costumer's Column

Name of the Organization: Swiss Red Cross Nepal.

Phone and Fax #: 977-01-4280401

E- mail: kbaral@wlink.com.np

Address: Kalimati, GPO Box: 8975 EPC 652,
Kathmandu Nepal.

This Swiss Red Cross training project in Nepal endeavor to contribute to the International Committee for Red Cross (ICRC) Movement's recovery response in support of the Nepal Red Cross Society (NRCS)'s earthquake operation. It is developed within the framework outlined in the NRCS/International Federation of Red Cross (IFRC) Plan of Action, Revised Emergency Appeal and the ICRC Movement Recovery Programming Concept.

Because shelter has been declared a top priority in the country, it is necessary to support those, who have lost their houses or whose houses were damaged with assistance to repair or rebuild applying a 'building back safer' approach. At the same time a fast recovery response is crucial to ensure that affected populations have a safe place to stay before the winter starts in December and that building techniques are applied by the local population which reduce earthquake risks.

Therefore, through different projects that includes training of junior Architect/Engineers, skilled and semi-skilled masons and carpenters of the affected community, this training is focused to help construct safer homes by the masons and carpenters to increase their capacity and knowledge on construction techniques.

Among the different activities, the project in coordination with TITI provided 3 ToT training at Dolakha, Ramechhap and Sindhuli. This training included practical exercises supervised by master trainers (masons and carpenters from NSET). The contents of the training was based on NSET curriculum. The duration of each training was 6 days. TITI awarded the training certificate to the participants who completed all the required criteria of the training. The ToT training provided by TITI was appreciated by the Red Cross Project. TITI is committed to explore new areas of collaboration and cooperation with Red Cross Society to provide its services in the future as well.

Customers' speak:

Ms. Jeena Devi Gaha from Gaurav International Development Associates, Nepal and Mr. Kamal Prasad Bhattarai from Career Group Nepal attended Training of Trainers (ToT) and Life Skills Training respectively. This training was sponsored by Career Group Nepal. The training durations was from 31 Aug to 4 Sept and 5 Sept to 9 Sept.

For Mr. Kamal Prasad Bhattarai it was first time he had received such kind of training.

Both participants said that the training was very useful and they would apply the skills and knowledge gained from the training in their training centers and also in their day to day activities. They also said that the TITI trainers were very much confident and cooperative. They also expressed that they were very motivated after the

training.

When we asked about the any suggestion and recommendations for TITI for future improvements, they said that TITI is very well known and one of the best organizations in Nepal, "We wish TITI for further success", they added.

They also recommended that the TITI should provide these kind of training to all the trainers involved in the TVET sectors.

Words of Honor to

Dr. Bhawani Shankar Subedi



People well acquainted with Dr. Subedi often call him 'an iron man of TITI' as he contributed towards programmatic and financial sustainability of the institute and brought it to a 'booming stage' during the past 20 years of his service here, out of his 33 years career in TVET management and leadership. Both

CTEVT and TITI employees heartily honor him for his valuable contribution for the growth and development of CTEVT and TITI.

Dr. Subedi holds a PhD degree in Education with focused research on 'transfer of knowledge, skills and attitudes from training to workplace environment'. He is experienced in capacity building of TVET professionals and in the management and leadership of Technical Vocational Education and Training (TVET) programs and services. In his 33 years in the TVET sector, he has successfully accomplished several projects and programs funded by the government, donors and development partners. Earlier he worked as a Principal of Balaju Technical Training Center (BTTC), Project Manager of ADB funded Skill for Employment Project (SEP) and Executive Director of Training Institute for Technical Instruction (TITI). As head of institution and chief of party, he has experience of working with government, private sector and I/NGOs, including UN organizations in Nepal, in South Asia and beyond.

His specialized areas of expertise in training, education and research include- project contract administration, training of trainers, capacity building of TVET managers and leaders and CBT curricula development. He has worked with donor funded skill development projects in Nepal, Bangladesh, Pakistan and Bhutan. As an educationist and TVET researcher, he has delivered presentations in a number of countries including UK, Malaysia, Thailand, Australia, Philippines, India and Indonesia. His publications has appeared in international journals, reports and conference proceedings. Dr. Subedi has recently joined UNDP supported Government of Nepal-Ministry of Education program titled 'Support to Knowledge and Lifelong Learning Skills (SKILLS)' as National Program Manager (NPM). Major theme of this new program is to facilitate an inclusive TVET policy dialogue process and to institutionalize an effective M & E system for quality assurance of TVET provisions in Nepal. TITI and CTEVT family wish him all the best for his future endeavors.

New Customers' of TITI

1) Swiss Red Cross (Switzerland)

Trainings: Building Back Saller Training Program

2) Tear Fund (UK Based)

Trainings: Craftsman on Earthquake Resistance Building Construction

"I choose a lazy person to do a hard job, because a lazy person will find an easy way to do it". – (Bill Gates)

Trainer's Profile



Mr. Amit Koirala -Trainer

Mr. Amit Koirala has been working as a Trainer at Training Institute for Technical Instruction (TITI) since October 2014. Mr. Koirala is currently working

in the Research and Development Department. He is responsible for designing, developing, delivering, assessing and evaluation the training programs.

Mr. Koirala is a M.Phil. scholar in development studies from Kathmandu University School of Education. Before joining TITI, he worked as a teaching faculty in D.A.V Sushil Kedia Vishow Bharati, Jawalakhel, Lalitpur. He also worked as Quantitative Researcher in Broadcast Audience Survey (BAS) carried out by Equal Access International and USAID.

Mr. Koirala has a keen interest in research and publication. He has published one book from Orchid Books Pvt. Ltd, Nepal. He has also published several research and review articles in several national and international Journals addressing the issues of education and technical education and vocational training. He has also presented papers in different national and international seminars and conferences.

Mr. Koirala believes that learning is a lifelong and dynamic process. So training and learning are always interlinked with each other. According to him, trainer should mainly focus on quality of training delivered and work performed. The trainer should be a role model and must fulfill the basic standards of training to enhance training quality. Mr. Koirala has travelled to many parts of Nepal for the purpose of personal as well as professional development. Mr. Koirala aims to establish himself as a professional trainer and researcher in the field of TVET sector.



Your Free Gift from TITI

Do you want to make your theory classes more effective?

If so, read the skill card 'Give an Illustrated talk' (Nepali Version). It is one of the 135 Skill and Concept cards that TITI has translated into Nepali language and on the the 416 skill/concept cards TITI has developed so far.

This skill card will help you as a teacher/instructor to effectively deliver theory classes. This skill card gives you the idea on how to plan, prepare and deliver theory based classes. Use of proper visual, timelines and other options to clarify your theory session is provided in this skill card.

Note: If you need the English version of this skill card, please contact TITI, Sanothimi, Bhaktapur, Nepal.

Upcoming Events at TITI

December 2015 – February 2016

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Basic First Aid	12/07/2015	12/11/2015
Learners Assessment and Evaluation	01/25/2016	02/12/2016
Community Development Program		
Occupational Instructional Skill (OIS)	07/16/2014	07/15/2015
Occupational Skills Upgrading (OSU)	07/16/2014	07/15/2015
Foundation of Community Development	12/28/2015	01/08/2016
Management Program		
Training Monitoring and Evaluation	12/21/2015	01/15/2016
Facilitation and Moderation	01/18/2016	02/12/2016
Strategic and Operational Planning	02/22/2016	02/26/2016
Curriculum Program		
Training Design and Development	12/07/2015	12/18/2015
Technology Based Instructional Deliver	12/07/2015	01/08/2016
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 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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