

# TITI



Teaching Learning **PERFORMING!**



## NEWSLETTER

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### **TITI-NCED Join Hands for the Training of Managers, Trainers and Instructors**

National Center for Educational Development (NCED) is an apex body of Ministry of Education (MoE) for human resource development. The center is undertaking activities related to teacher development, educational research activities, and capacity development of educational personnel under the Ministry of Education.

The Government of Nepal has introduced vocational subjects in community schools. The government has selected 100 community schools for piloting purpose. In those schools, 100 instructors were selected from five different trades, namely Civil, Electrical, Construction, Computer science and Agriculture in the fiscal year 2069/70. Similarly, other 100 instructors and assistant instructors were hired to teach those vocational subjects in the fiscal year 2070/71. In this connection, TITI has been entrusted to upgrade the professionalism of those instructors.

In the fiscal year 2070/71, NCED made an agreement with TITI to conduct different training events. One of them was Instructional Skills. Altogether seventy-four participants successfully completed this training. The purpose of the training was to provide the Instructors and Assistant Instructors with basic competencies for effective field and workshop/lab instruction. These training events were conducted in , Nepalgunj and Biratnagar. Likewise, TITI conducted the Training Management Skills (TMS) training at NCED, Sanothimi, Bhaktapur. It was of 2 weeks duration and conducted for 25 participants. The purpose of this training was to provide the teacher/instructor/training management officers of NCED with the essential knowledge and skills needed to manage, supervise, monitor and evaluate training programs.



TITI Trainers with NCED participants in NCED, Sanothimi, Bhaktapur

## From the Executive Director's Desk



### Capacity Building of TVET Professionals

Training Institute for Technical Instruction (TITI) has a vision to become “a centre of excellence to develop

human resource capacity for Technical and Vocational Education and Training in Asia and beyond”. The institute’s mission states “Human capacity development is our mission. TITI contributes distinctly to the quality of programs and services of Technical Vocational Education and Training by means of Training, Education and Research”. TITI is a semi-autonomous institution under the ownership of Nepal Government and mandated by the Act of CTEVT 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 and private sector organizations and individuals in the need of professional capacity development 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 training. 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 for.

Technical Vocational Education and Training (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 and access to TEVT 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) and other in-services courses of various durations and content.

*(Contd. on next column)*

## Innovative Practices in Training and Development

### Quality Parameter in Training Delivery

Quality is the measure of excellence or a state of being good and without deficiencies and significant variations of delivery. It is a distinguishing property or attribute of people or goods. It is brought about by strict and consistent commitment to certain standards that achieve uniformity and quality of services in order to satisfy customers. Philosophically speaking, quality is the property taken singly for any object or person. It may be primary that can be measured like shape, size or density and secondary that can be realized but cannot be measured like odor, taste, color or ability and knowledge.

A factor that determines the range of variations is a quality parameter. Quality parameters are relative and changeable. For instance, parameter to judge the quality at press would be knowledge but would be skill at carpenter’s or speed for a vehicle. Generally, there are some sets of accepted parameters that may be used for analyzing “the product” depending on the nature, process and desirable outcomes.

It’s challenging for every trainer to deliver quality training. Only acquiring excellent knowledge and good skills doesn’t guarantee quality. A good trainer objectively satisfies the learners in each and every aspect by using his/her knowledge, skill and attitude. It is clear that without good training delivery, no one can be rated as a good trainer. Why does every organization want quality trainers and training? It’s because excellent training provides client satisfaction which ensures sustainability and credibility of organizations and professional growth of trainers as well.

Every trainer should know all aspects of training delivery quality parameters. Some of the quality parameters in training delivery are:

- Focusing on good training delivery skills
- Use of experimental and practical learning methods
- Group management ability
- Transfer of knowledge in clear and simple way
- Using audio/visual and modern tools of teaching
- Showing professionalism and high moral ethics

Utilizing quality parameters while delivering training is very important for trainers in order to uplift their professionalism and institutional development. It is simple and clear that a good trainer is not simply born but made out of hard work, strict discipline and passion.

- Mr. Deepak Babu Aryal, Trainer

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### Capacity Building.....

Still the need of TVET educators could not be addressed pragmatically. Therefore, TITI has a great role to model the desired interventions and it has been providing quality services as a pioneering institution in the field of training and education.

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

“The great aim of education is not knowledge but action.” – Herbert Spencer (1820 - 1903)

## Customers' Column

**Name of the Organization:** National Center for Educational Development (NCED), Ministry of Education, Sanothimi, Bhaktapur, Nepal.

**Phone #:** 977-01-6631372, 6638152, 6634148, 6635924 and 6631276 (Block-A)

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National Center for Educational Development (NCED) was established in 1993 under the Ministry of Education (MOE), as an apex body for human resource development. Since then, the centre is undertaking activities related to teacher development, capacity development of educational personnel under the Ministry of Education and conduction of research activities in education. In the past, the training programs were conducted by different institutions/organizations and it was difficult in coordination and avoiding duplications. As a result, it was realized that the integrated and coordinated approach and efforts could be more realistic, effective and efficient. Therefore, previous Distance Education Centre and Secondary Education Development Centre were merged with NCED in 2004 to form a greater NCED which deals with all aspects and levels of teacher training, and management and professional trainings. The Council for Educational Human Resource Development, headed by the Minister of Education, provides policy guidelines to NCED. It has four major program components.

NCED has currently been providing practical-based Instructional Skills and Management Skills for Supervisors for technical – vocational instructors of 100 pilot community schools with Vocational courses. This effort is a joint venture between training Institute for Technical Instruction (TITI) and NCED.

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### Customer speaks:

Santosh Puri of Women Skill Development Society, Biratnagar attended Training of Trainers (ToT) of sponsored by Youth Employment Project, Swiss Contact from April 27 to May 02, 2014 at TITI. According to him, the training was very informative, fruitful and as per the requirements of the trainers and really helped to enhance the quality of trainers. The differences he has experienced in the TITI trainings and the training programs in other places are mainly on the content and the delivery modality especially focusing on adult learning strategies, classroom management and friendly environment for learning. He found that, the content of the training was very relevant to his actual job situation. He added TITI trainers are very much confident enough in their subject matters and very good at their profession. He also found that TITI is very spacious and its environment is peaceful, pollution free and conducive to learning. When asked about TITI management, he said it was very compassionate and systematically managed. Similarly, when asked about any suggestions and recommendations for TITI for future improvement, he wished TITI for more flourishing in the days to come.

## Training Delivery Standards

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

### Performance standard 46

*Instructor consistently provides appropriate feedback on learner behavior.*

Appropriate feedback is that which is given non-emotionally and in a positive, professional manner. Typically, this involves stating what was observed and having the learner agree on the observation stating the expected behavior that was previously communicated and again, having the learner confirm that such was communicated, and then agreeing on eliminating further similar behaviors.

### Performance standard 47

*Instructor consistently maintains control of classroom environment.*

Control, as the word is used here, does not mean that instructors lead all discussions, demonstration, and practice activities, nor does it imply that instructors necessarily play any part in these situation other than being aware of what is going on and ensuring that the situations support learning and do not get out of hand.

### Performance standard 48

*Instructor consistently provides clear and concise instructions on tests, exercises group work and other activities.*

Providing clear and concise instructions certainly seems easy enough; after all, we give instructions frequently in and out of the classroom, usually with no difficulty. As a result, we always expect giving instructions to be easy. That is when we get into trouble. At best, poor or inadequate instructions will cause a delay; at worst, they can prevent participants from meeting training objectives.

### Performance standard 49

*Instructor generally distributes materials in an efficient manner.*

Much time can be wasted in the class, lab, workshop or field through the inefficient distribution of instructional materials or supplies. Any time that training participants are sitting or standing, doing nothing while waiting on something is time that could have been spent learning.

### Performance standard 50

*Instructor generally keeps all learners "on-task".*

On-task behavior is any behavior leading to learning the skill or topic. Off-task behavior is everything else that learners do in the class, lab or field. The instructor should make every effort to ensure that, at the minimum, 70 to 80% of the time of each learner is spent doing things that lead to learning the skill or topic.

### Performance standard 51

*Instructor generally handles classrooms problems so that the effect on learning is minimal.*

There are hundreds of problems that can crop up in the classroom, and you the instructor are expected to handle them in an appropriate manner. Handling classroom problems effectively will have positive impact on learning as well as increase the instructor's confidence.

### Performance standard 52

*Instructor generally focuses all activities on stated learning objectives.*

It is very easy during instruction to "get off the track". Sometimes a question from a participant will lead the way off course. An occasional deviation in the path of the planned instruction hurts no one. But when deviations become the normal instructional approach, something is wrong. The instructor should stick to the lesson plan and make sure that the current activity is helping to learn a lesson objective.

*"There are two fundamental equalizers in life - the internet and education." – John Chambers, CEO, CISCO System*



## Trainer's Profile



**Mr. Deepak Babu Aryal**  
-Trainer

Mr Deepak Babu Aryal has been working in TITI as a trainer since 2013. Mr Aryal has been working in the technical and vocational sector for the past 18 years.

He has a Master's Degree in Management from TU (1996) and an M. Phil. in Educational Leadership from Kathmandu University (2002). He has successfully completed the responsibility of teacher, trainer, instructor, principal, marketing officer for various colleges and projects. He has been linked with Basic and Primary Education Project, Skill for Employment Project, UCEP and CTEVT.

Currently, Mr. Aryal is in Research and Development Department of TITI. His major responsibilities include conducting follow up studies and assisting in the Research and Development activities. Along with these, he is also responsible for planning, designing, developing, delivering, assessment and evaluation of training courses in the area of instruction. Before he came to TITI, he was responsible in monitoring and evaluation of many research and development activities in education, training and development. In the course of professional development and work, he has travelled to many districts of Nepal and some foreign countries as well.

Mr. Aryal believes that the present education and learning is the gift of primal times, and learning can be done from any person who has knowledge. Knowledge is to be transferred from people who know; as transfer of knowledge is more important than the knowledge itself. This transfer of knowledge should be continued so the future generation can benefit from it as we benefitted from the generation before us.

### Your Free Gift from TITI



**Do you want to Measure your Training Success?**

If so, read the concept card 'Measure Training Success' (Nepali version) of 'Kirkpatrick's Level of Training Evaluation' (English Version). It is one of

the 135 Skill/concept cards that TITI has translated into Nepali language and one of the 416 Skill/Concept cards TITI has developed so far.

This card will let you know on how to establish measurement criteria for training success during the preliminary phase of the training. Donald Kirkpatrick's model is presented in this card that training success can be measured at a minimum of 4 different levels.

**Note:** If you need English version of this concept card. Please contact TITI, Sanothimi, Bhaktapur, Nepal.

## Upcoming Events at TITI

July 2014 – October 2014

| Activity Name   | Start Date<br>M/D/Y | Finish Date<br>M/D/Y |
|---|---------------------|----------------------|
| <b>Instruction Program</b>                                    |                     |                      |
| Basic First Aid   | 07/21/2014          | 07/25/2014           |
| Distance Learning   | 08/11/2014          | 08/15/2014           |
| Instructional Skills – 1                                      | 08/18/2014          | 09/19/2014           |
| Basic Computer Application                                    | 09/08/2014          | 09/19/2014           |
| Study Skills  | 09/15/2014          | 09/19/2014           |
| <b>Community Development Program</b>                          |                     |                      |
| Community Facilitation  | 10/20/2014          | 10/31/2014           |
| <b>Management Program</b>                                     |                     |                      |
|   |                     |                      |
| <b>Curriculum Program</b>                                     |                     |                      |
| Training Design and Development                               | 07/27/2014          | 08/18/2014           |
|   |                     |                      |
| <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 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 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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