

TITI



Teaching ||| Learning ||| PERFORMING!



NEWSLETTER

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TITI Training in Visakhapatnam, India

A training program entitled "Quality Assurance System in Watershed Management" was conducted in training cum workshop mode in Vizag (Visakhapatnam), India from 21 February, 2011 to 25 February, 2011. This program was conducted by TITI with the support of GIZ India for twenty officials working mainly in three states: Karnataka, Uttarakhand and Rajasthan. Two trainees from GIZ, India also participated in the training.

The main purpose of this program was to provide institution/project personnel with the knowledge/skills needed to promote quality assurance through capacity building. This includes conceptualization and design of effective and efficient program interventions which lead to an improved human performance and facilitate quality assurance system. This program was mainly focused on few major goals stated as:

- Develop a common understanding of quality, quality parameters, quality assurance system
- Develop varieties of quality assurance tools for project effectiveness
- Develop quality assurance strategies for the respective project

Throughout the training, the participants were trained in adult learning environment. They were provided with an opportunity to work in a complete project on their own and prepared relevant quality assurance tools to be used in their respective places. All the participants attended the training with full enthusiasm and curiosity.



TITI Trainers and Participants of the training in Vishakhapatnam, India

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From the Executive Director's Desk



Education and training for human capital formation

What is the contribution of education and training in the formation and maintenance of human capital for the nation? How can we build competitive economies by means of meaningful and relevant education and training programs? Do we need a human capital revolution? What does that actually mean? These questions trigger the required relevance and quality of education and training in Nepal and elsewhere.

Our values and beliefs often inhibit us from looking upon human beings as capital goods or commodities. However, human capital formation is not slavery. It must be viewed in terms of the role human capital has to play in economic growth. The meaning of 'investing in people' through education and training is to create a "capital" that brings long-term returns. By investing in people, the nation can enhance opportunities and range of choices available to the citizens. It is now time for economic reform through human capital revolution, education revolution and skills revolution.

Why do the human capital and education revolutions get mixed up? Formal education is an important factor in human capital formation. However, skills-based training and vocational education play a rather concrete role in human capital formation. Economic and social backgrounds are critical determinants too. The role of state or nation is to minimize the gaps between rich and the poor by increasing the extent of investment in the training and education of the poor, disadvantaged and the marginalized segments of population.

Decisions need to be guided by more than just the aim of boosting growth. Education and human capital are too complex, both in their individual composition and their relationship, to be seen purely in terms of serving a single goal. Socio-economic analyses of populations require special attention not only to formal education but also to factors such as the role of parenting and on-the-job training. These aspects are simply ignored by conventional education as traditional measures of human capital formation.

Education and training are equally important means of instilling social values. We, as providers of training and education, must struggle to create opportunities and space for the unconventional students the creative eccentrics, the emotionally gifted, or individuals who are just not academically inclined. Established as a government-owned semi-autonomous national institution of Nepal, the Training Institute for Technical Instruction (TITI) has been contributing as a lead institution in the process and outcome of human capital formation through education and training.

Dr. Bhawani Shankar Subedi

M. Phil. (Leadership Studies), Ph. D. (Education)

Innovative Practices in Training and Development

Significance of problem based learning in TEVT

Learning leading to the performance is the goal of teaching. People learn skills and knowledge through various styles of learning. Which approach or style suits the best entirely depends upon the individuals, trainers and learning environment.

There are scores of approaches that can be effectively applied in teaching and learning. One of the approaches pertinent in TEVT is problem based learning (PBL) approach. "It is, student centered pedagogy, an exciting alternative of traditional classroom learning. Generally, trainer/instructor presents in the class with a problem. Since students are not handed content and the learning becomes active in the sense that they discover and work with contents that determine to be necessary to solve the problem. From a constructivist perspective, problem based learning, the role of instructor/trainer is to guide the learning process rather than provide knowledge (Hmelo-Silver and Barrows, 2006).

Also it is driven by challenging, open ended, ill defined and ill structured problems where students work in a collaborative groups. So they are highly encouraged to take responsibility for their group and organize the learning process with support from instructor. The main aim of this type of learning is to develop the self directed learning skills. According to Loyens Magda and Rikeri, 2008, 'it is a process in which individual stake the initiative in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies and evaluating learning outcomes.'

How does it work?

Problems based learning is both interesting and challenging. The students are given a clearly defined problem. They need not have prior knowledge to solve the problem on their own. But the problem should be meaningful and goal-oriented. They the learners try to understand the problem and brainstorm a list of questions that need to be address to solve the problem. They will make use of various effective resources and information to find out the intended answers. There might be a role of the trainer/instructor in the process of problem solving. It is most desirable for the trainer/instructor to have already decided on what resources the students will use. In this way the trainer/instructor can identify learning resources and gather them in the classroom that will aid in the student's discovery.

Why is it significant in TEVT?

PBL approach is highly significant in TEVT. The real world that waits for the pass-out may be significantly different from the institutes where they are trained. Learners are sensitized as far as possible about the potential problems that they might encounter in the real world. In order to make them aware of the unprecedented problems and challenges, learners are provided with similar problems and challenges. In this way, they can have a preview of what problems they will have to deal with. This approach not only enhances learning through self discovery, but also develops the learners' creativity and problems solving techniques. This approach will definitely develop competence and confidence and will ultimately lead the learners towards perfection. And that is what the real work situation or industry is expecting from TEVT.

- Govinda Kumar Shrestha, Sr. Trainer

TITI Customers' Column

Name of the Organization:

Trail Bridge Support Unit (TBSU), Helvetas, Nepal

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The Government of Nepal (GoN) established the Suspension Bridge Division in 1964. In order to coordinate the program at the national level, develop policies, strategies, standards and norms, and enhance local capabilities, Trial Bridge Section was established under the Department of Local Infrastructure Development and Agricultural Roads (DoLIDAR) in 2001. Since then TBSU, previously known as TBSSP, has been working in this sector. With couple of trials and errors in the past for the appropriate model and design of trial bridges, Helvetas has developed another bridge type that was modeled after traditional bridges that used to be built in the district of Baglung and is adaptable to the community approach. The bridge type that emerged is based on reviving traditional skills, optimizing local materials and skills while minimizing the negative impact on the environment. These bridges are built and maintained by the community people themselves. Thus the local people have a sense of ownership, accountability and transparency in bridge building process. Average number of bridges built per year is 120. Most of the bridges are built in the remote parts of the country. At present, Nepal has a network of approximately 4,400 trail bridges. Still there is a potential demand of additional around 6,000 bridges.

TITI started to work together with TBSU from 2004 by conducting courses on 'Conflict Management, Facilitation, Negotiation and Social & Behavior Skills' and 'NGO Management, Communication, Report Writing and Basic Accounting' for TBSSP people. After 2006 when TBSU was established, TITI conducted course on 'Community Leadership Development' in 3 events in Dhangadi, Dharan and TITI in April and May, 2011. So far TITI has conducted a number of training programs for TBSU. TITI has received positive feedback from the participants as well as TBSU as an organization. Now, there is a very cordial working relationship between TBSU and TITI and this relationship will further strengthen in the days to come.

Customer speaks:

Mr. Ivo M. Rusch, Development Cooperation Advisor, a Swiss National, from Kiran Village, Vanarasi, India participated in the training entitled 'Training of Trainers – ToT' from 28th of March to 1st of April 2011 at TITI, Sanothimi, Bhaktapur, Nepal. He found the training at TITI very professional and says the trainers are very competent. It was very much up to the participants needs and requirements. According to Ivo, the training has fulfilled the objectives absolutely. The infrastructure at TITI is suitable for any special requirements. Technical equipment and tools are wisely used.

According to him, this 5-day training was nicely organized and went so well that he felt he got much more than he had expected.

"Really ...! I don't know where you could improve. You are very professional and friendly institution" - Ivo

TITI Training Standards

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

Performance standard 19

Instructor consistently shows proficiency in using the selected instructional methods.

Before using a new teaching method, study the procedures from textbooks or from discussions with senior trainers. Sometimes, even a "dry run" is needed to make sure the method will proceed smoothly.

Performance standard 20

Instructor consistently changes methodology after every 20 minutes of lecture or illustrated talk.

This standard reinforces what we know about the learning process. After 15 or 20 minutes of lecture or even an illustrated talk, most people lose attention and the effectiveness of the methodology is lost. Instructors should design lessons to actively engage the learner through discussion, group work or other types of participatory techniques.

Performance standard 21

Instructor generally conducts debriefing activities after most activities.

After most instructional activities, some time should be scheduled for debriefing. During this time, the participants can look back on the activity or experience and discuss "What it means to me." Such a discussion can include discussions of the activity itself, its relevance to the learners, and how the learners will plan to use what has been learned in the future.

TITI Training for Kiran Village, India

TITI conducted a customized ToT – Training of Trainers for the teachers/trainers of Kiran Village, India from 28th of March to 1st of April, 2011, in which eleven trainees participated (5 female). The participants were trainers and instructors from varied backgrounds such as social work, psychology, development therapy, special education for mentally retarded people and so on.

The main purpose of the training was to infuse fundamental qualities to be competent, confident and professional teachers and trainers. The objectives of the training were to inculcate knowledge and skill components such as adult learning strategies, principles of teaching learning process, varieties of teaching methods and media. The training was conducted in adult learning environment with fun-filled activities. Participants found different tastes in training and atmosphere at TITI. They were motivated to take part in teaching learning activities and enjoyed the training. Finally, all the participants completed the training successfully and were awarded with TITI Training Certificate.

Kiran Village was established in 1990 with a vision to be a well qualified resource centre for education and rehabilitation in North India for the empowerment of differently-able children and youngsters in a holistic way. The mission of the village is to support parents of differently-able children with quality service, so that their child gets empowered as much as possible in holistic way for an all-round healthy life as adult and to share the know-how and experience with persons and organizations who wish to do the same kind of service. Today, the centre functions as a small village where children and youngsters with different abilities receive education, therapeutic management and vocational training.

"The only person who is educated is the one who has learned how to learn – and change." - Carl Rogers

Trainer's Profile



Mr. Govinda Kumar Shrestha
(Sr. Trainer)

Mr. Govinda Kumar Shrestha has been working in training and development profession for the past 16 years. In 1996, he started his job career as an Agriculture instructor in CTEVT. So far he has worked at different Technical Schools under CTEVT.

Since 2009, He has been working as Sr. Trainer in Instruction program at TITI. He is primarily responsible for coordinating and conducting instruction related training programs in TITI. His major duties in the profession are planning, development, delivery and evaluation of training programs and courses for varied clients. In addition, he has provided development consultancy and agriculture related training to various NGOs and INGOs. He has conducted numerous of ToTs for Skill for Employment Project (SEP), Helvetas, Private Technical School, Instructional Skill-1 and Active Learners Methodology for Technical schools under CTEVT.

Master of Arts in Rural development (2007) from Tribhuvan University, Mr. Shrestha has amassed wide range of experience in TEVT sector. He was honored with Education Prize (Shiksha Puraskar) in 2001 by the Ministry of Education on the occasion of Education Day. He has traveled to many parts of Nepal and India in the course of his professional development.

Mr. Shrestha aims to be a renowned and professional trainer/consultant nationally and internationally in TEVT and development sector.

Your Free Gift from TITI



Do you want to know about one of the management styles known as Management by Walking Around?

If so, read the skill card 'MBWA – Management by Walking Around' (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 gift card is very useful for managers, management leaders, management trainers, management facilitators and moderators to be more effective and efficient in office or organization management. At TITI, we use this card in Management related training programmes. Kindly let us know your opinion about this.

Upcoming Events at TITI

July 2011 – October 2011

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Basic First Aid	8/8/11	8/12/11
Distance Learning	8/19/11	9/23/11
Study Skills	9/19/11	9/23/11
Community Development Program		
Foundation of Com. Development	10/10/11	10/21/11
Management Program		
Facilitation and Moderation	8/22/11	8/26/11
Supervision of Instruction	9/5/11	9/23/11
Curriculum Program		
Training Needs Analysis	8/22/11	9/2/11
Training Course Design	8/8/11	8/19/11
Technology Based Instruction Delivery	9/5/11	9/30/11
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 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 in this issue.

– Editorial Board

Editorial Board

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