

TITI



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NEWSLETTER

IN THIS ISSUE

TITI Conducts Diploma In Technical Instruction ...	1
From the Executive Director's Desk	2
Innovative Practices in Training and Development	2
TITI Customers' Column	3
TITI Training Standards	3
TITI Conducts 12-month ...	3
Trainer's Profile	4
Upcoming Events at TITI	4

TITI Conducts Diploma in Technical Instruction (DTI) for the 3rd Batch of TVET Instructors from Bhutan

After conducting the two successful programs on 'Customized 12-Month Diploma in Technical Instruction (DTI)' in 2010 and 2011, Training Institute for Technical Instruction (TITI) has commenced once again the 12-Month DTI for the 3rd batch of TVET Instructors from Bhutan. The Department of Human Resources (DHR), Ministry of Labour and Human Resources (MOLHR), Thimphu, Bhutan requested TITI for conducting DTI course for the 3rd batch, too, after receiving positive feedback from the 2nd batch of students on the course modules, instructional strategies and TITI's teaching-learning environment. It's a matter of pride for TITI to be trusted repeatedly by the Bhutanese students and the government of Bhutan as a professional training institute in the South Asia region.

A team of delegates from TITI visited Bhutan on the invitation of the Ministry of Labour and Human Resources, Thimphu, Bhutan in February 2012. The MoU between TITI, Nepal and the MOLHR, Bhutan was signed on February 13, 2012. According to the MoU, TITI, as a principal service provider (P-SP), shall conduct the 12-month DTI program for 11 TVET instructors from Bhutan according to the module structure given in the agreement and provide all required facilities, materials, reading resources etc. during their study and stay at TITI. On the other hand, the second party (the service receiver) shall ensure that the specified number of participants is sent for enrollment in time. **(Contd. on page 3)**



The 3rd Batch DTI Participants from Bhutan at Opening Ceremony

From the Executive Director's Desk



Capacity Building of TVET Professionals

The vision of TITI is to become a 'Centre of Excellence' for TEVT trainers and managers training in developing countries in Asia" whereas its mission states 'Training is our business. The mission of TITI is to improve the quality of technical education and vocational training in Nepal'. It is a semi-autonomous institution mandated 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 sector organizations and individuals in the need of professional capacity building 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 the training cycle. 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 on.

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 access to TVET 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 providing Training of Trainers (ToTs), Management Skills and other trainings of various durations and contents. Still the need of TVET educators could not be addressed pragmatically. Therefore, for capacity building of TVET professionals, TITI has a great role to model the desired interventions as a pioneering institution in the field of training and education.

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

Innovative Practices in Training and Development

Differentiated Instruction: Need for Skills Development

In seeking to meet both social and economic aspirations, Nepal government has emphasized the need for improvement of quality education and skills levels of the human resources. With contemporary classrooms becoming increasingly diverse, TEVT authorities, trainers and training institutions are making efforts to use teaching and learning strategies that cater to the learners' needs and interests in a variety of ways. Tomlinson (2005) defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate their learner according to the differences in their readiness levels, interests and learning profiles. Differentiated instruction as a response to addressing learner variance, a shift to a new paradigm for modern education is the country's need for skills development.

Addressing Differences

Competencies can be acquired either through structured training or through practical experiences on the job or learning from the experts performances, however, all learners are not the same; their needs are diverse and they do not learn in the same way. Some prefer visuals, some verbal and some learning-by-doing during teaching - learning process as induced by brain hemispheres. Learning in inclusive classrooms is further influenced by a learner's gender, culture, experiences, aptitudes, interests and teaching approaches. The common basis for them is a need of acceptance, reinforcement and attending to the differences of learners. There is a need to assist each learner in letting them experience the way they learn and encourage them to be capable as each individual (Stronge & Tomlinson, 2004).

Creating Environment

In the differentiated instruction, trainers, support staff and professionals collaborate to create an optimal learning experience for learners. Also in this environment each learner is valued for his/her unique strengths, while being offered opportunities to demonstrate skills through a variety of assessment techniques (Mulroy and Eddinger, 2003). Furthermore, trainers can use their time and resources flexibly and creatively assisting to create an atmosphere of collaboration in the classroom.

Engaging Learners

A fundamental tenet of the differentiated instruction is that trainers must engage learners in different activities linking them to their real-life contexts and positively influence in the motivation. Knowing learners well allows trainers to figure out their strengths, thereby helping them to move forward by engaging them in the weak areas. Wise trainers could find ways to engage learners by tapping their interest; triggering readiness of learners; using problem/project based learning; and bringing relevant & meaningful knowledge into classroom.

It is not an easy task to become a professional trainer who provides differentiated instruction and treats every "unique individual" in an adult friendly way; it requires a huge effort, time & resources for planning, implementing and assessing activities to ensure each individual's need and growth. TITI is striving to set a new example in this unique initiative on differentiated instruction for skills development.

Deepak Nepali Chhetri, Trainer
Saurav Ram Joshi, Trainer

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires – William Arthur Ward

TITI Customers' Column

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Aasaman Nepal was established as a leading national NGO in 1998 with its long term visions to establish communities where children are happy, healthy and educated; and the societies where children are not discriminated. Aasaman aims to create societies where children at home and in societies are well protected with minimum risks and hazards and promote their rights and a supportive environment where they can speak freely and are heard responsibly.

Under its vision, Aasaman has six broad objectives and three core values and principles. All of them are contributing to achieving its vision.

This NGO has primarily been engaged in developing and implementing programs aimed at protection, promotion and fulfillment of child rights in the country. It works with some 12,418 community based support members to mobilize community stakeholders and local resources on child labor and education issues. It has worked for marginalized communities in 11 districts in the eastern, central, western and far western regions. Now, Aasaman has been conducting human rights (Child rights and Dalit rights) based educational programs with the coverage of 117,373 populations. Its working strategy that lays emphasis on local ownership, capacity building and community mobilization has led to wider impact and sustainability of the program among local people in its working areas.

In the recent past, from 23 to 27 April, 2012, TITI conducted a course on 'Training of Trainers (ToT)' at TITI premises in which 12 participants (7 from Aasaman and 5 from UCEP) participated from different districts. After this first event, both the organizations have agreed to explore new areas for collaboration in future.

Customers speak:

Mr. Satish Niraula from Butwal Technical Institute, a trainee of ToT-Master Trainers at TITI (29 May - 22 June, 2012) found TITI training very effective and fruitful because of qualified trainers. He found TITI training programs different from other training institutes because of the effective methodologies, teaching styles and sociability of the trainers.

Dr. Rameshor Giri, from 'Training and Consultancy Services for Animal Health, Pokhara' attended the same training for ToT-Master Trainer and found the training very effective and he has felt that there is a positive change in his performance. For him, TITI training is different from other institutes because of clarity of subject matters, abundant teaching-learning materials and an analytical approach towards the needs of the participants. When asked about some suggestions for future improvement, Dr. Giri suggested to TITI for using resource persons frequently in the training. He further added that if a component called 'how to prepare slides for multimedia' is incorporated in the training course, the training will be more effective.

TITI Training Standards

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

Performance standard 28

Instructor generally uses natural and non-distracting gestures and movement.

The key to successfully meeting this standard lies in the word natural. Be aware that what is natural for one person may be absolutely foreign to another. Consequently, it is useless to expect all instructors to gesture and move alike unless you are partial to unnatural behavior. Instructors who are trained to be formal will look foolish unless that happens to be their natural style. That is just as true with instructors who have been trained to be informal.

Performance standard 29

Instructor consistently speaks in a clear and audible voice, with a varieties of inflections.

In simple terms, this standard means that whenever you have something to say, say it in a way that can be heard, understood, and deemed interesting. Have you ever sat through a lecture you couldn't hear because the speaker spoke too softly or one delivered at such a loud pitch you couldn't hear yourself think? Can you recall a lecture that was delivered in a perfect monotone? If so, you probably spent the whole time wishing you could leave.

Performance standard 30

Instructor consistently demonstrates an enthusiastic and positive attitude towards the subject matters.

This standard requires some definition because of the words positive attitude. Demonstrating a positive attitude toward the subject matter does not mean standing before a class full of people and telling them you think the material is the greatest thing, if you have serious problems with the material. Conversely, it is deadly to say "I know you've heard all this stuff before but...." or "I know this subject is boring but"

TITI Conducts ...

DTI program consists of proven course-modules specifically designed to cater to the needs of the instructors or teachers teaching various trade-related subjects under TVET system. In this course, the students are required to study full-time for the first six months at TITI and pass successfully all the modules, such as Instructional Skills (IS), Instructional Media Development (IMD), Supervision of Instruction (SOI), Training Needs Analysis (TNA), Training Course Design (TCD) and Applied Science-Physics (AS-P). The students are taught these modules on modular basis and the medium of instruction is English.

Upon successful completion of these modules, the students are sent to trade-specific actual work-places/industries for the remaining six months where they have opportunities for 'Occupational Skills Upgrading (OSU)' under the guidance of an expert-mentor who will have specific responsibility to coach and improve the performance of the students. To ensure each student is well-attended and well-taken care of, TITI signs a legally binding agreement with each workshop or industry where the students are accommodated. Thus, the students complete theory classes as well as industry-based OSUs at TITI and Industries respectively and graduate as competent, confident and professional instructors or teachers.

"The only real mistake is the one from which we learn nothing". – John Powel

Trainer's Profile



Mr. Deepak Nepali Chhetri

Deepak Nepali Chhetri is currently working for TITI, Sanothimi in the position of Chief Senior Trainer in Management Program. In TITI, he is primarily responsible for conducting and coordinating training programs related to management and assessors' training programs.

Diploma in civil engineering from Nepal and Malaysia, Mr. Chhetri has served in TVET sector for more than thirty years in various roles and capacities. Before joining TITI in 2066 B.S, Mr. Chhetri worked in CTEVT system for more than two decades in various positions i.e. assistant instructor, instructor and principal in Lahan Technical School, Lahan, Jiri Technical School, Jiri, Rural Training Centre, Bhimad, Technical Division of CTEVT and Karnali Technical School, Jumla.

In the course of his professional development, Mr. Chhetri has undergone several relevant training programs in various areas such as instruction, training, curriculum, management and other TEVT related fields. As a trainer in management program, so far he has conducted a number of training programs for various clients from private, NGOs, INGOs and government sector. He is mainly responsible for planning, designing, developing, coordinating and conducting management related training program. Apart from his regular training responsibilities, Mr. Chhetri is ready to cooperate as a trainer when other training programs are in progress at TITI.

Mr. Chhetri has spent and contributed his most significant time to TVET training & development and he further aims to enhance his professionalism and expertise in training and facilitation especially to support management related training programs in TITI in future.

Upcoming Events at TITI

July 2012 – October 2012

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Basic First Aid	8/13/12	8/17/12
Distance Learning	8/13/12	8/17/12
Instructional Skill-I	8/27/12	9/21/12
Study Skills	9/17/12	9/21/12
Community Development Program		
Foundation of Community Development	10/8/12	10/19/12
Management Program		
Management Skills	8/27/12	9/7/12
Training Institute Management	10/1/12	10/12/12
Curriculum Program		
DACUM	7/23/12	8/3/12
Training Course Design	8/6/12	8/17/12
Training Needs Analysis	8/27/12	9/7/12
Technology Based Instructional Delivery	9/10/12	9/28/12
Occupational Safety and Health	10/1/12	10/13/12
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 on this issue. – Editorial Board

Editorial Board

Shalik Ram Dhakal

Saurav Ram Joshi

Ramesh Man Shakya

Mohan Pd. Bhurtel

Your Free Gift from TITI



Do you want to motivate your learners or the subordinates for better performance in a school or organization?

If so, read the skill card 'Apply Motivational Theories' (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 skill card is primarily used in Management Program at TITI, however this card has been found very useful in other training programs and especially for motivating learners according to their characteristics and attributes. This card is useful particularly for gaining insight into popular motivational theories, their scopes, Maslow's theory of growth motivation, types and implication of these theories.



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