

TITI



Teaching ||| Learning ||| **PERFORMING!**

NEWSLETTER

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TITI Conducts DACUM Facilitators' Training in Pakistan

Training Institute for Technical Instruction (TITI) and TVET Reform Support Programme, GIZ-Pakistan signed an agreement on 20th of June, 2012 to conduct DACUM Facilitators' Training from 25th of June to 6th of July, 2012 in Islamabad, Pakistan. A team of TITI trainers conducted the training for 13 participants (11 males and 2 females) and completed the training with remarkably good results.

The DACUM is an acronym for 'Developing A Curriculum'. DACUM facilitators' training primarily aimed at imparting knowledge and skills to the potential facilitators needed to facilitate DACUM workshop that ultimately yields an occupational profile and thereafter a full-fledged curriculum. Once, the trainees become DACUM process experts, they are competent to conduct DACUM workshop with higher standard of performance and ease.

The specific objectives of the training were to conduct occupational research; to organize DACUM workshop; to facilitate DACUM workshop to obtain job data; to prepare DACUM chart; and to speak a common language used in curriculum development process and also in curriculum-related training.

The training was conducted in a participatory and practical approach. Each trainee was involved in developing a sample DACUM chart on "Building Electrician" supported by a panel of 6 experts from the industry. All trainees have expressed satisfaction over the results of this training and TVET Reform Support Programme, GIZ-Pakistan has planned to have further collaborations with TITI to conduct the second phase of DACUM Facilitators Training followed immediately by one more DACUM Facilitators Training-Phase-I in near future.



Trainers and participants of DACUM Facilitators' Training in Pakistan

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 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. People deprived of resources and means can be called disadvantaged. Can education and training help to make a difference?

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. 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. If such deprivation persists for a prolonged period, it leads to socio-economic disparity and often extreme forms of poverty and anarchy.

Education and training can create means to resources, both physical and material. Such needs largely relate to and include essential autonomy, incentive, responsibility, self-respect, community support, health, information, employment and responsive support systems. 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.

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.

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. Training Institute for Technical Instruction (TITI) of Nepal can be a pioneering institution in the transformation of approaches to education and training by supporting institutions serving those populations.

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

Innovative Practices in Training and Development

Effects of Technology in Training

It is common to say that we are in a period of rapid technological change. Today, increasing number of trainers and teachers interact with the technology on a very regular basis. Training technology is simply an array of tools that might prove helpful in any teaching learning process. The training technology may vary from basic training activities such as lectures, talk, discussion, role-play and case studies to more complex techniques including technology-based learning, computer-based training, distant learning, interactive video, multimedia supported training, the internet, intranet, virtual reality and so on.

Impact on Teaching-Learning and Training Quality

The new wave of training is based on new training technology. With the help of different technologies available, learners can focus more on things they would like to know instead of learning everything from head to toe. In addition to this, learners can also learn things at their own pace i.e. they give more time to things they don't know and less to the topics they already know. Training technology provides the means to focus on active student participation. Students are encouraged to incorporate the knowledge gained in creative and entertaining ways. It is also possible to measure the outcome of any training with the help of technology and if needed quick modification in the instruction can be made to enhance the teaching learning process. Different tests have proved that an improved quality of training material and media increases the retention rate by 30 to 40 percent, this fact cannot be neglected (ILO report, A. Herremans, 1995). Therefore, the introduction of such technology increases learning attractiveness and ultimately the learning effectiveness. Lack of proper training, limited access to technology, and extra implementation time of technology are only few clear drawbacks in using technology for quality training. One must also understand 'Media Psychology' as how the human behavior is affected by technology.

Parameters for using technology

Since technology is not the end goal of training, but rather a means by which it can be accomplished. Therefore the learning situation has to be analyzed before the use of technology. It is important to know as accurately as possible number, age, geographic dispersion, level of knowledge of the subject matter, learning skills, attitude, preferred learning styles and competency level of the learner. The trainer should have the technical experience, teaching skills, communication ability, attitude, and in depth knowledge of the technology that is being used. Also, the subject matter may be stable for a certain time or may change very frequently, so the course must be updated regularly along with the subject matter. The interaction between learners, between learner and instructor, between learner and technology, or between learner and an expert is very important. In addition to that, according to specific training situations more detailed parameters may also be needed in the analysis.

Conclusion

Trainers must have a good functional knowledge of the technology that is being used in the teaching-learning process. If there is a lack in either of these areas, technology will be seen more as a hindrance rather than a boon. TITI always strives for using innovative ways, updated training technologies to make training delivery more professional and effective. This endeavor will be sustained at TITI even in the days ahead.

- Er. Pushpa Ram Suwal, Sr. Trainer

"You educate a man; you educate a man. You educate a woman; you educate a generation." – Brigham Young

TITI Customers' Column

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Practical Action is a non-government organization that started working in Nepal in 1979. Currently, together with partner organizations, Practical Action is contributing towards sustaining life and livelihoods of the poor by providing technological options in the areas of food security, adaptation to climate change, disaster management, improving market access for small producers, maximizing benefits from energy and alternative transport services, clean air actions, and waste management and sanitation for sustainable urban environment.

Practical Action is committed to contributing to the national objectives by addressing both Poverty Reduction Strategy Paper (PRSP) and the Millennium Development Goals (MDGs). Its programmes in Nepal are driven by the needs of both the rural and urban poor. Practical Action works in partnership with non-government and private sector organisations through a General Agreement and separate Project Agreements with the Social Welfare Council of the Government of Nepal.

Practical Action Nepal came in contact with TITI as one of its valued clients with a request to have collaboration for conducting a training program entitled 'Development and Marketing Tools'. Both the organizations signed an agreement on 10 July 2012 for conducting the aforementioned training for 25 participants for 3 days (20-22 July 2012) in Dhangadhi. As per the agreement, TITI conducted the training successfully. TITI is hopeful to have further mutual cooperation and collaboration with Practical Action Nepal in the days ahead.

Customers speak:

Mr. Sushil Kumar Shrestha and Bijaya Rana Magar of Contract Management Training conducted at TITI from 20 to 24 August, 2012 found the training very fruitful to all trainees. They found the training more educative and informative as they had opportunities to have discussions and share information related to contract management acts and regulations. This training provided them with a platform to discuss issues related to contract management. According to Mr. Shrestha and Magar, evaluation of the trainees was also a positive aspect of this training. The training would be more effective, if there were more practice opportunities with some actual contracts.

Mr. Lalu Giri a trainee of the same Contract Management Training found this training at TITI satisfactory regarding subject matter, trainers' performance and other physical facilities, however the during-training activities could be better if the training was made interesting by using more energizers. According to Mr. Giri, to make this training more effective in future, several fun-filled activities, external resource persons, course specific examples and case studies need to be used. If handouts were distributed before the start of the training, it would be better for the trainees.

TITI Training Standards

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

Performance standard 31

Instructor consistently uses words that participants understand or else defines new terms.

In simple terms, this standard means to speak in simple terms. In other words, use language that you know participants understand. This increases the likelihood that no one gets left behind, feels stupid, or asks what might be perceived as embarrassing questions. By using words that participants understand, you probably will come across as a good communicator and a human being, both of which will enhance your relationship with participants.

Performance standard 32

Instructors generally provides opportunities for questions and reviews.

By providing opportunities for participants to ask questions and review key points, instructors will increase participation, reinforce key learning points, and correct misunderstandings. This simple standard can have a strong impact on whether participants meet training objectives.

Performance standard 33

Instructor generally uses open ended question to solicit response from participants.

This standard is one of the most important because, when used effectively, it produces big results-namely, abundant responses and participation. It is also a standard that is often not met because instructors do not know how to use it. Open-ended questions force a response other than yes, no, or maybe. Open-ended questions usually begin with who, what, why, when, where, or how. For example, "What questions do you have?", "How did you arrive at that conclusion?", and questions. "Who would like to comment?", "When did this project begin?", and "Where did you find the information?" are also open-ended questions, though they generally produce limited, rather than full, responses.

TITI Begins EVENT Project's Training Programs in 2nd FY

After the successful completion 1st Fiscal Year (FY) training programs of EVENT project, TITI signed a tri-partite MoU with CTEVT and EVENT Project on 4th of September, 2012 to conduct ToT Programs in 2nd FY for Master, Lead and Assistant Trainers. This four-year project supported by EVENT Project, under the Ministry of Education aims to expand the supply of skilled and employable labor by increasing access to quality training programs and by strengthening the technical and vocational education and training system in Nepal.

TITI shall conduct TOT for 40 Master Trainers and 300 Lead and Assistant Trainers at different locations of the country as agreed upon in the MoU. The ToT for the master trainers will be conducted at TITI, where as the training for Lead and Assistant trainers will be conducted at Mahendra Nagar, Nepalgunj, Birgunj, Janakpur, Pokhara and Dharan. TITI has already started implementation of the program and is fully geared up to achieve the targets and objectives of this initiative before July 2013.

Education is a progressive discovery of our own ignorance. - Will Durant

Trainer's Profile



Er. Pushpa Ram Suwal
Sr. Trainer

Mr. Pushpa Ram Suwal is currently working for TITI, Sanothimi in the position of Senior Trainer in Instruction Program. He is primarily responsible for coordinating, conducting, implementing and

evaluating training in Instruction program with other technical training modules.

Mr. Suwal has acquired his Bachelor degree in Civil Engineering and Master of Science in Water Resources Engineering from Institute of Engineering Pulchowk Campus, Nepal. He has served in TEVT sector for more than thirteen years in various roles and capacities. Before being transferred to TITI in 2068 B.S, Mr. Suwal worked in CTEVT system for more than twelve years in various positions viz. instructor, trainer, senior instructor and trade head in Jiri Technical School, Jiri and Lahan Technical School, Lahan.

Mr. Suwal possesses expertise in Training of Trainers (ToT), Instruction Skills (IS) series, different modules for B. Tech. Ed and Diploma in Technical Instruction (DTI) and with specialization in hydropower sector. In addition, he has provided many construction related trainings to various NGOs and public organizations. Before joining CTEVT, he served as a professional engineer to various construction companies and consultancies especially in building, road and irrigation sectors. Mr. Suwal has travelled to many parts of Nepal in the course of his professional development. He has participated in a number of short-term as well as different technical training programs in the country.

In addition to being a professional engineer, Mr. Suwal aims to enhance his knowledge, skills and expertise in professional training delivery to work nationally and internationally in TEVT and development sector.

Your Free Gift from TITI



Do you want to give and receive feedback professionally to your learners or the subordinates for better performance in a classroom/lab or organization?

If so, read the skill card 'Give and Receive Feedback' (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 skill card is primarily used in ToT and Instructional related program at TITI, however this card has been found very useful in other training programs such as management especially for giving feedback to subordinates without insulting and embarrassing them for the mistakes they commit. This card is very useful for learning guidelines on how to give and receive feedback during teaching or after performance or at any other situation of our daily social life.

Upcoming Events at TITI

November 2012 – February 2013

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Basic Computer Application	11/26/12	12/7/12
Instructional Media Development	12/17/12	1/4/13
Instructional Skills II	12/17/12	1/11/13
Advance Computer Application	1/7/13	1/18/13
Learners Assessment and Evaluation	1/21/13	2/8/13
Community Development Program		
Foundation of Community Development	11/26/12	12/7/12
Community Based Needs Assessment	12/17/12	12/28/12
Community Facilitation	12/31/12	1/11/13
Management Program		
Project Planning	11/26/12	12/7/12
Supervision of Instruction	12/17/12	12/28/12
Project Monitoring and Evaluation	12/31/12	1/4/13
Finance Budget and Account	1/14/12	1/18/13
Project Implementation	2/4/13	2/8/13
Curriculum Program		
Training Design and Development	1/14/13	1/25/13
Technology Based Instructional Delivery	2/11/13	3/1/13
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

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