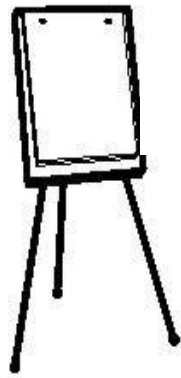


TITI



Teaching  Learning  **PERFORMING!**

NEWSLETTER

IN THIS ISSUE

TITI's Bids Adieu to DTI Third-Batch Graduates Back to Bhutan 1

From the Executive Director's Desk 2

Innovative Practices in Training and Development 2

TITI Customers' Column 3

TITI Training Standards 3

TITI Bids Adieu... 3

Trainer's Profile 4

Upcoming Events at TITI 4

TITI Bids Adieu to DTI Third-Batch Graduates Back to Bhutan

The third batch of eleven students (8 male and 3 female) successfully completed the 12-month Diploma in Technical Instruction (DTI) program from May 07, 2012 to March 01, 2013 from Training Institute for Technical Instruction (TITI), Sanothimi, Bhaktapur. The Ministry of Labour and Human Resources (MoLHR), Bhutan and TITI signed an agreement in February 2012 to conduct this Program for the Third Batch of eleven in-service instructors & assistant instructors working in technical and vocational education and training in Bhutan.

TITI organized 'Certificate Distribution Ceremony' on May 07, 2013 to give away the certificates to the graduates in the gracious presence of the Chief Guest Mr. Som Lal Subedi, Honorable Secretary, Ministry of Education, Nepal; Dr. Ram Hari Lamichhane, Member-Secretary, CTEVT; Mr. Pema Wangda Dorji, Honorable Secretary, MoHLR, Bhutan; Prof. Dr. Tanka Nath Sharma, Chairperson, TITI Managing Board and Dean, Kathmandu University-School of Education; Dr. Bhawani Shankar Subedi, Executive Director, TITI, Sanothimi, Bhaktapur and other dignitaries from CTEVT, TITI and industries. Speaking at the function, Mr. Subedi, Secretary MoE, expressed his happiness for TITI being a model training institute in Nepal and providing quality training programs and services not only in Nepal but also in the neighboring countries and beyond.

Mr. Pema Wangda Dorji, Secretary, MoHLR, Bhutan stated that TITI has set its standard in providing quality training and academic programs to the students from Bhutan. According to Mr. Dorji, TITI training programs and courses have already been proved instrumental in enhancing the standard of technical and vocational training programs in Bhutan through previous graduates. (Contd. on 3rd page)



DTI Students with CTEVT & TITI Officials and Bhutanese Delegates

From the Executive Director's Desk



Human Resource Strategies for Quality

Faced with rapid change, organizations need to develop a more focused and coherent approach to managing people. In just the same way a business requires a marketing or information technology strategy, it also requires a human resource or people strategy. In developing such a strategy two critical questions must be addressed.

1. What kinds of people do you need to manage and run your business to meet your strategic business objectives?
2. What people programs and initiatives must be designed and implemented to attract, develop and retain staff to compete effectively?

In order to answer these questions four key dimensions of an organization must be addressed. These are:

1. **Culture:** the beliefs, values, norms and management style of the organization
2. **Organization:** the structure, job roles and reporting lines of the organization
3. **People:** the skill levels, staff potential and management capability
4. **Human resources systems:** the people focused mechanisms which deliver the strategy - employee selection, communications, training, rewards, career development, etc.

Frequently in managing the people element of their business, senior managers will only focus on one or two dimensions and neglect to deal with the others. Typically, companies reorganize their structures to free managers from bureaucracy and drive for more entrepreneurial flair but then fail to adjust their training or reward systems.

When the desired entrepreneurial behavior does not emerge, managers frequently look confused at the apparent failure of the changes to deliver results. The fact is that seldom can you focus on only one area. What is required is a strategic perspective aimed at identifying the relationship between all four dimensions.

If you require an organization which really values quality and service you not only have to retrain staff, you must also review the organization, reward, appraisal and communications systems.

The pay and reward system is a classic problem in this area. Frequently, organizations have payment systems which are designed around the volume of output produced. If you then seek to develop a company which emphasizes the product's quality you must change the pay systems. Otherwise you have a contradiction between what the chief executive is saying about quality and what your payment system is encouraging staff to do. Training Institute for Technical Instruction (TITI) creates a platform for managers and leaders of both government and non-government organizations to learn and practice human resource strategies for ensuring quality in training, education and research.

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

Innovative Practices in Training and Development

Perceived Benefits of Technology in TVET

Now-a-days technology is apparently becoming popular and effective in technical & vocational education and training (TVET). Technology and TVET can't be isolated. They are complementary to each other. A few decades in the recent past have become more fertile for remarkable progress in technology. Like many other sectors, TVET has also been positively influenced by technologies. This article aims to present a glimpse of a few prominent perceived benefits of technology in TVET sector.

New innovations and inventions in modern technologies of late have brought revolutionary improvements in TVET sector. The aspects of TVET that are more positively influenced are curricula; training approach, methods and media; hands-on practice in labs/workshops; ways of providing guidance in labs and workshops; assessment and evaluation; on-the-job (OJT) training; feedback and reinforcement system; and so on. A few domains that are commonly influenced are discussed hereunder.

- a. New technology has certainly influenced old curricula. Now-a-days old, narrow and teacher-centered curricula and contents are modified and improved due to the advent of new technologies.
- b. Technology has the potential to support instructors/trainers to select methods and media according to the availability of the technologies or facilities. They can make their lesson more engaging, exciting, and effective. It has the potential to hyper-accelerate learning of the technically-gifted learners with hands-on learning experience. In such situations, the learners are more focused on the task and learning is more intensified.
- c. Technology-supported instruction boosts the interest and motivation of the learners. According to Paul D Eggen and Donald P Kauchak, "technology can heighten learner motivation by promoting more positive attitudes towards increasing student involvement in learning activities".
- d. One remarkable benefit is that it has been a boon to the learners with disability and learning difficulties. The learners with special needs can have access to relevant technologies to aid their learning.
- e. E-learning, online and distance learning technologies have made it possible for the learners who are physically far away and do not have access to desired education and training.
- f. Technology has become an effective way to enhance communication and interaction between the instructors and the learners to improve learning. It's because of technology that the learners can keep themselves in close contact with their instructors and peers for peer-support as well.
- g. Technology ensures the opportunity to acquire knowledge and skill in the real-world situation. Technologically well-equipped labs, workshops or classrooms or simulators provide better and more effective learning environment to the learners. Even for a trainer/instructor, it is easier to impart knowledge and skills when supported by appropriate technology.

Technology's advantages are too numerous to name. The only immediate action ahead is to learn to capitalize the available technological resources. Trainers/instructors must learn to harness them in order to provide effective instruction in TVET. TITI always emphasizes the importance of technology in TVET and encourages trainers and staff to keep themselves abreast of modern technologies to provide quality training and services to its clients.

- Mr. Bishwas Gurung and Mr. Mohan P. Bhurtel, Trainers

"Good teaching is one-fourth preparation and three-fourths pure theatre" – Gail Godwin

TITI Customers' Column

Name of the Organization: National Human Rights Commission, Harihar Bhawan, Pulchowk, Lalitpur

Phone #: + 977-1-5010015, 16, 17 and 18

Fax #: 977-1-5547973 and 5547975

Website: www.nhrcnepal.org

E- mail: nhrc@nhrcnepal.org

The National Human Rights Commission (NHRC) was established on May 26, 2000 under the Human Rights Commission Act 1997. Interim Constitution of Nepal 2007 has elevated NHRC as one of the constitutional bodies of the nation. The constitution has provided mandates to NHRC for the promotion and protection of human rights. International Coordination Committee of National Human Rights Institutions has accredited NHRC with 'A' status since its establishment. Appointed by the President of Nepal for 6 years, the commission comprises of a chairperson and four commissioners. NHRC has five regional offices- one in each region.

It has different activities to protect human rights. Mainly they are: law, investigation, monitoring, coordinating, promotion, advocacy and collective rights and lastly policy and planning. The main rights and duties of the commission are to:

- receive complaints, conduct inquiry and investigation upon them;
- recommend for reparation for victims or their kin;
- recommend for prosecution, departmental action to perpetrators;
- conduct rescue, search and seizure operations at suspicious places, if so required;
- carry out monitoring of international human rights treaties and human rights situation;
- review law/policies relating to human rights and recommend for reforms;
- enjoy equal power as that of court of law on procedural matters;
- make the name of human rights violators public, if so required.

TITI conducted a 7-day Project Management Training for 12 staff-members (7 male and 5 female) of NHRC from May 30 to June 06, 013. The participants were very happy and satisfied with the training program. In the mean time, both TITI and NHRC are looking forward to exploring new areas of cooperation and collaboration in future.

Customers speak:

Ramila Maharjan of Kathmandu Model Hospital & School of Nursing, Nina Shrestha of ANPC, College and Sumeena Shakya of Hope Int'l college attended a training program at TITI entitled 'Training Course Design' (TCD) from 20 May 2013 to 31 May 2013. According to the participants, the training program was very effective and useful. The differences they have experienced in this training and the training programs in other places are that the training environment at TITI is very conducive; confidence-boosting and the trainers' guidance is excellent. They have found the administration of TITI more energetic, cooperative and helpful. They found TITI trainers more enthusiastic, tactful, friendly and with good sense of humour.

When asked about any suggestions, they said they found TITI training environment perfect and did not find any areas for improvement in trainers' performance and training.

TITI Training Standards

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

Performance standard 37

Instructor consistently provides ample time for guided practice.

Guided (or supervised) practice is a standard part of any skill based lesson. After observing a demonstration of a skill, the participants need the opportunity to practice under the close watch of the instructor. This is especially true for skills that could be dangerous to the participants or to expensive equipment. Enough guided practice must be provided so that the participant is comfortable with the skill before totally being left alone.

Performance standard 38

Instructor consistently provides encouragement and developmental feedback to the learners.

As participants attempt to perform the skill, both encouragement and developmental feedback should be provided. Developmental feedback is intended to help participants develop or correct their performance. It is not critical and does not attack the individual. In giving developmental feedback, state what you have observed the participant doing, state what the correct procedure is, demonstrate the correct procedure, and then observe the participant using the correct procedure.

Performance standard 39

Instructor generally moves among the students as they learn to perform the skill.

As participants attempt to perform the skill, the instructor should be constantly moving among them, observing, encouraging, providing feedback, answering questions, giving quick demonstrations. This closeness to the learners will encourage them to stay "on-task" and keep practicing the skill.

TITI Bids Adieu...

Similarly, Dr. Lamichhane, Member-Secretary, CTEVT expressed his immense satisfaction over the quality of TITI programs and services that have won the trust of the Bhutanese Govt. time and again. Dr. Lamichhane further stressed on the need of exchanging expertise in educational and training programs between Nepal and Bhutan.

DTI program, as has been commended, is a perfect package to equip TVET instructors/trainers with all necessary knowledge, skills and on-the-job experiences right from classrooms to industries and workshops. This program is divided into two phases: the first phase consists of 6 core modules for six months namely Instructional Skills (IS), Instructional Media Development, Supervision of Instruction (SOI), Training Needs Analysis (TNA), Training Course Design (TCD) and Science (Physics). For the remaining six months, the students are sent to trade-specific industries/workshops/factories for on-the-job training. This combination of both theoretical inputs and practical know-how from the industries and workshops has enhanced the competence and confidence of the pass-outs and now they have upgraded their knowledge and skills level in planning, delivering knowledge & skill-based lessons effectively and professionally. They can also assist in training needs analysis, designing training courses and conduct supervision of instruction in technical and vocational schools.

Because of the hard-work and dedication, all the students successfully completed the training with distinction marks. During their stay, they exhibited the quality of being disciplined learners and maintained the code and dignity of the training institute. TITI is immensely delighted to have such a wonderful group of dedicated learners from Bhutan.

"The educated differ from the uneducated as much as the living differ from the dead." - Aristotle

Trainer's Profile



Mr. Bishwas Gurung
- Trainer

Mr. Bishwas Gurung is currently working as a trainer at TITI, Sanothimi, Bhaktapur. Mr Gurung joined TITI in 2010 after completing his Bachelor Degree in Computer Engineering from Pokhara University. He is currently doing his Masters in Business Administration.

Before joining TITI, Mr. Gurung worked as a software developer and then as an instructor in a private institute. Currently, he is in Research and Development Department of TITI and his major responsibilities are managing MIS System in TITI; updating TITI website; updating TITI documentation system; conducting follow up & TOTEM studies; assisting in media and publication and assisting in the development of the TITI yearly plan of operations.

In addition, he is responsible for planning, designing, developing, delivering, assessment and evaluation of training courses in the area of instruction and information technology. He has also attended a number of short term training from TITI and other institutions to upgrade his professional career. So far, he has coordinated and conducted Instructional Skills Training, Computer Application Training and other OSU programs related to Information Technology.

Being a trainer at TITI, he feels that learning is a never ending process and will continue to learn and make himself a professional trainer, capacity builder and an information technologist in TITI.

Your Free Gift from TITI



Do you want to apply the principles of group dynamics in a professional and living organization?

If so, read the skill card 'Apply Principles of Group Dynamics' (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 management training program at TITI. Moreover, this card has been found very useful in practical areas of organizational management and operation. This card helps management leaders to analyze the involvement of various types of team-actors in the management of an organization. This card is also useful to analyze the positive and negatives aspects of the team-actors. Additionally, this card provides a glimpse of how team members can productively be used in team-building in an organization.

Upcoming Events at TITI

July 2013 – October 2013

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Basic First Aid	8/5/13	8/9/13
Distance Learning	8/5/13	8/9/13
Instructional Skills-II	9/2/13	10/4/13
Study Skills	10/21/13	10/25/13
Basic Computer Application	10/21/13	11/1/13
Community Development Program		
Occupational Instructional Skill (OIS)	7/16/13	7/15/14
Occupational Skills Upgrading (OSU)	7/16/13	7/15/14
Community Facilitation	10/21/13	11/1/13
Management Program		
Facilitation and Moderation	8/5/13	8/9/13
Training Monitoring and Evaluation	8/26/13	8/30/13
Management Skills	9/2/13	10/4/13
Curriculum Program		
Training Needs Assessment	7/29/13	8/9/13
DACUM Facilitators' Training	9/2/13	9/13/13
Occupational Safety and Health	9/23/13	10/4/13
Training Course Design	10/21/13	11/1/13
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 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

Shalik Ram Dhakal

Saurav Ram Joshi

Ramesh Man Shakya

Mohan Pd. Bhurtel



Training Institute for Technical Instruction (TITI)

P.O. Box: 5694 (Kathmandu), Madhyapur Thimi -17, Sanothimi, Bhaktapur, Nepal

Tel.: 977-1- 6630187 Fax: 977-1- 6630289

Web page: <http://www.titi.org.np>

E-mail: info@titi.org.np