



NEWS LETTER

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Bhutanese Officers Certified as Master Assessor at TITI.

As per the request of The Ministry of Labour and Resources (MoLHR), Bhutan, TITI conducted Master Skill Testing training to the technical officers of different training institute of Bhutan. The training was of nine days' duration and conducted from 12th to 20th September, 2016. There were 15 participants in the training (3 females and 12 males). The training was coordinated by Mr. Anoj Bhattarai, Program Director of Curriculum Program. All the participants completed the training successfully. Ms. Akim Shrestha, Executive Director of TITI provided certificates to all the participants.

Master Assessor's Training aims to equip Master Assessors with knowledge and skills needed to coordinate assessors training, including design and development of skill testing, assessment of performance of assessors and administration of skill test for skill testing and certificating. The training was conducted focusing on practice. All the instruments of skill testing were developed and practiced during the training. The participants highly appreciated TITI for the excellent training provided.

TITI has been serving its esteem services to Ministry of Labour and Resources (MoLHR), Bhutan for many years and will continue to do so in the years to come. Master Assessors Training has a wide scope in the TVET sector because it is mainly focused on improving the performance of the potential Master Assessors and ultimately the improvement in quality of administration and certification of skill testing.



Executive Director of TITI with Trainers and Bhutanese Participants

From the Executive Director's Desk



Professionalization of TVET Teachers and Instructors

Professionalization of teachers and instructors is an important factor in Technical and Vocational Education

and Training (TVET) because it serves as a resource for sustaining and improving the quality of instruction. Professionalization is the social process by which any trade or occupation transforms itself into a true profession of the highest integrity and competence. Professionalization makes teaching a relatively attractive occupation and provides a motive for self-improvement and high performance. Developing professionalism of TVET teachers and instructors is one of the major issues in skill training because the teaching learning approaches applied during the instruction eventually impact on the performance of learners on their jobs. It is worth mentioning that the trained teachers and instructors are the key personnel to provide professional and skilled human resources needed for business and industry.

Training to the teacher and instructor alone cannot develop professionalism of the TVET teaching workforce and empower them in shaping the norms and processes which determine how their profession operates and develops. In Nepal, teaching profession still needs to create a social value. In this context, professionalization is a key component for enhancing the position of teachers and instructors. According to the report published by UNESCO-UNEVOC (2014), entitled *A Review of Policies and Practices on Continuous Professional Development*, the key dimensions of professionalization are: qualifications that license practice for the whole profession; an appropriate training to acquire the knowledge that reinforces the profession; an independent body that regulates and oversees professional practice (including entry and exit from practice) – ultimately leading to professional self-regulation; norms or codes that are shared by the profession which regulate the conduct; a distinctive occupation which is closed to outsiders; and a relatively high level of social status and income or other benefits.

Reviewing the dimensions mentioned above, TITI has been contributing to improve the professionalism of teachers and trainers for addressing new pedagogical and occupational competencies which cannot always be developed on the job. TITI has been working for upgrading the quality standards of instruction by providing quality training to TVET teachers and instructors, occupational curriculum developers, and training institution managers in different modalities since last 25 years. In addition, TITI has started the Bachelor's Degree in Technical Education (B.Tech.Ed.) program since 2001 to upgrade the training and educational career of technical human resources. TITI has been serving to CTEVT constituted and affiliated schools for the improvement of pedagogical and managerial skills.

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Innovative Practices in Training and Development

Project-Based Learning (PBL) in Technical & Vocational Education and Training (TVET)

Project-based learning (PBL) is a broad concept. It has been defined differently in different contexts. In this approach of learning, learners pursue solutions to non-trivial problems by asking and refining questions, asking new questions, debating ideas, making predictions, designing plans/and or experiments, collecting and analyzing data, drawing conclusions, and communicating their ideas and findings to others.

In the past decade, the project-based learning (PBL) has increasingly been trailed and adopted across a diversity of technical and vocational education and training in different parts of the world. The PBL is notably applied in the field of engineering; for instance in Denmark, most of the engineering institutions incorporate PBL. A review of literature confirms the use of this approach across a wide range of disciplines in differing national contexts, including Media and Business Studies, Geography, Environmental Science, Education, Information Technology and Sustainability.

Key features of project-based learning

Learning by doing

Central to the PBL approach is the idea that learning is most effective when students put theory into practice – a philosophy derived from US educationalist John Dewey. In PBL approach, the learner's role changes from "learning by listening" to "learning by doing". Doing and learning are inextricable in TVET. The output obtained from the PBL approach can be shared and critiqued leading to revision and further learning.

Real world problems

The 'real world' task is central to the practice of PBL across the disciplines. This connection between academia and external social, political, and environmental realities is argued to engender and sustain learners' interest and motivation. In this approach, learning centers on a real life problem requiring a solution and which, importantly, drives the research and the learning process. The "authentic content" is the key element for this kind of learning. Furthermore, the problem must usually be complex and open-ended in order to permit a range of possible solutions and responses. Examples from the literature range from technical questions, such as how to speed up motion recognition software, to those requiring a combination of scientific and social investigations such as a pre-feasibility study for a multi-purpose leisure trail on a disused railway, to social issues, such as how to help adult learners returning to education. Who determines the problem (teacher, student or external partner) varies widely across the cases described. Another key feature of PBL is that "students have some choice of topic as well as the nature and the extent of the content in the project". Although the majority of projects are initially identified by the lead staff members, the projects are developed further by the learners themselves. While designing PBL in schools, learners' choice of a topic based on "questions that have piqued their natural curiosity" becomes central as it fosters motivation.

Role of the teacher as 'a guide-on-the-side'

As a learner-centered approach, there is a broad agreement within the literature that the role of teacher or lecturer in PBL shifts from "sage-on-the stage" to "guide-on-the-side". This can create new challenges for the teacher, requiring additional training, support and resources. A common description of the teachers' role in the PBL is that of "facilitator" or "mentor".

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"Education is what survives when what has been learned has been forgotten." – B. F. Skinner

Innovative Practices

The teacher's role changes from a distributor of knowledge to a process manager, helping students in their learning process by initiating reflection processes and supporting them, if necessary, on substantive matters. What is more, learning derives also from the knowledge, ideas and interactions between students in the group. The teacher's new role means that traditional hierarchies can be overturned. With less teacher control, students are encouraged to take more responsibility for their own learning, often determining the direction and methods of the investigation and drawing on prior knowledge to identify their learning needs. Projects are largely 'student-driven'. Students' autonomy and responsibility for their own learning as the key characteristic of PBL.

Inter-disciplinary nature

Another key feature of PBL is its emphasis on inter-disciplinary practices. Projects often either cross disciplines within the physical sciences or combine the natural and social sciences. Stress on inter-disciplinary practices reflects a belief that the complexity of pressing contemporary social or environmental problems implies that technical and vocational education and training (TVET) must equip learners with the adaptability and holistic thinking to tackle issues which defy disciplinary boundaries.

Collaboration and group work

One of the central characteristics of PBL is the use of group work. Learners' activity revolves around a complex series of interactions between team members over time and draws on a range of key transferable skills such as communication, planning and team working. Thus, the process of team working, and the skills and qualities this engenders, form part of the learning outcomes. Collaboration can also include partners external to academia such as community groups or corporate, or even an overseas consulate, leading to the development of further professional skills, behaviors and networks. However, while leading to valuable skills, group work is also identified as holding potential for conflict and student dissatisfaction.

An end product

In the PBL approach, significant emphasis is placed on the end-product of the project. Production of a "quality product" is a "distinguishing feature of PBL" and one which "drives the project planning, production, and evaluation." The types of outputs vary widely, usually depending on the discipline, but it is generally asserted that some form of end product or artefact is desirable. PBL is a prolonged activity resulting in a product, presentation, or performance. Products vary from a standard academic dissertation or presentation to a professional consultant report to exhibitions such as fashion shows, videos and games. As with the question of who defines the problem, the output may be chosen by the learners who were free to choose any final product which could form part of an exhibition. Furthermore, the product is usually shared, either among peers and academic staff or external audiences such as partners in the community or business sector.

- **Pramod Bhakta Acharya**
Senior Trainer/Chief of Administration and Finance.

TITI Costumer's Column

Name of the Organization: Poverty Alleviation Fund (PAF)

Phone and Fax #: 977-01-4030700 / 4030701

E- mail: info@pafnepal.org.np

Address: Red Cross Marg, Tahachal, GPO Box: 9985, Ktm, Nepal

Poverty Alleviation Fund (PAF) was established in 2003 as a special and targeted program to bring the excluded communities in the mainstream of development, by involving the poor and disadvantaged groups themselves in the driving seat of development efforts. So, PAF seeks to improve living conditions, livelihoods and empowerment among the rural poor, with particular attention to groups that have traditionally been excluded by reasons of gender, ethnicity, caste and location.

PAF is financed by the Government through a succession of IDA grants from the World Bank.

Covering all activities, the PAF organized 2 trainings to support re-building the earthquake affected villages. The organized training was "Earthquake Resilience Building Construction Technology ToT". This training included practical exercises on masons and carpenters. The duration of each training was 9 days each and conducted from August 3, 2016 to September 5, 2016. The participants were 42 civil engineering worker including 2 female. TITI is committed to explore new areas of collaboration and cooperation with Poverty Alleviation Fund to provide its services in the future as well.

In-house Training for CTEVT Staffs

The 3rd, 4th and 5th batch of in-house training for CTEVT non officers have been completed last month. The training were conducted to develop competencies in Instructional Media Development (IMD) and Administrative Skills (AS). The events were conducted from February 22, 2016 to April 01, 2016 at TITI premises. The trainings were organized with special direction of CTEVT management. There were 44 participants. Among them 4 were female and rest male.

The main objectives of organizing these trainings were to make employees more efficient at work. The technical staff were trained in IMD and Administrative staff in AS. TITI hopes that all the participants will be able to deliver the quality products and services of the organization.

From the Executive Director's.....

However, the professional development of TVET teachers and instructors has not been as successful as it should be. To fully develop the professionalism of TVET instructors, technical schools and the policy makers should work collaboratively. They should value the professional development of their human resources as the key component of organizational success.

To improve the quality of instruction and make the TVET more sustainable, it is thus important to recognize the professionalization of teachers and instructors by means of training and development. The concerned policy-makers and training institutes need to plan for professional development of TVET teachers and instructors rather than just achieving a particular standard activity.

"Retention is best when the learner is involved" – Edward Scannell, UCB, Arizona

Trainer's Profile



Mr. Pramod Bhakta Acharya
- Sr. Trainer / Chief of Administration & Finance

Mr. Pramod Bhakta Acharya has been working under CTEVT system for the last 22 years. He is one of the most experienced executive of the system. Currently he is working as the chief of Admin and Finance Department of TITI.

Mr. Acharya has completed Master Degree in Business Administration from Tribhuvan University (TU). He is experienced as an accountant under the Ministry of Irrigation, Pokhara for 4 years, and as a teacher in secondary school in Ghiring Sundhara, Tanahun for around one and a half years.

For his professional development, he has visited Colombo Plan Staff College for "Evaluation of Technical Education and Training Program" in Singapore. He has also been to India and Bhutan for his study visit. In addition to this, he is a life member of Nepal Red Cross, Member of the Management Associate Nepal (MAN) and member in the Institute of Chartered Accountants of Nepal (ICAN).

Apart from being the chief of the Admin and Finance Department, Mr. Acharya has experiences as a professional trainer in the area of management and entrepreneurship.

Mr. Acharya believes that learning is a lifelong process and people can learn things any time from anyone if desired. As a trainer, he thinks that along with the knowledge about the content, a trainer need facilitation skills as well. According to him, a training can be claimed as successful when it is transferred to the workplace.

Upcoming Events at TITI

January 2017 – June 2017

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Advance Computer Application	01/17/2017	01/27/2017
Active Learner's Methodology	05/15/2017	05/27/2017
Instructional Skill - III	05/29/2017	06/09/2017
Community Development Program		
Community Based Need Assessment	01/30/2017	02/10/2017
Intervention of Community Development	03/20/2017	03/31/2017
Management Program		
Management Skills	01/02/2017	01/20/2017
Training Institute Management	02/06/2017	02/17/2017
Project Planning	03/06/2017	03/17/2017
Strategic and Operational Planning	04/03/2017	04/14/2017
Curriculum Program		
Job and Task Analysis	03/13/2017	03/24/2017
Training Design and Development	05/08/2017	05/19/2017
Occupational Safety and Health	06/12/2017	06/23/2017
Packages (Intensive Trainings)		
Analyzing Performance Problem (3 days)		
Basic First Aid (3-5 days)		
Career Counseling		
Leadership and Leading		
Creative Training Techniques (3 days)		
Design Power Point Presentation (3 days)		
Develop Creative Visuals for Impact (3 days)		
Fast Track Schedule (3 day)		
Getting 70 Minutes out of 1 Hour (1 day)		
Human Resource Management for Organizational Results (5 days)		
Performance Appraisal		
Life Skills (3-5 days)		
Managing a Project (3-5 days)		
Presenting You (1 day)		
Proposal Writing (4 days)		
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 program.

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

Pramila Malakar
Raju Bajracharya

Pramod Bhakta Acharya
Bishwas Gurung



Your Free Gift from TITI

Do you ever wish to have an information sheet on Problem solving techniques?

Here we have a skill card 'Teach Problem-Solving'. It is one of the 416 Skill and Concept cards that TITI has developed so far. TITI has also translated 135 Skill and Concept cards into Nepali language.

This skill card will help you as a teacher/instructor to use problem solving techniques requires thorough planning. Learning opportunities for solving problems can occurred in any lesson if you are creative and looking problems to be solved.

Note: If you need other related Skill/Concept Cards, please contact TITI, Sanothimi, Bhaktapur, Nepal.

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