

TITI



The Flip Chart

NEWSLETTER

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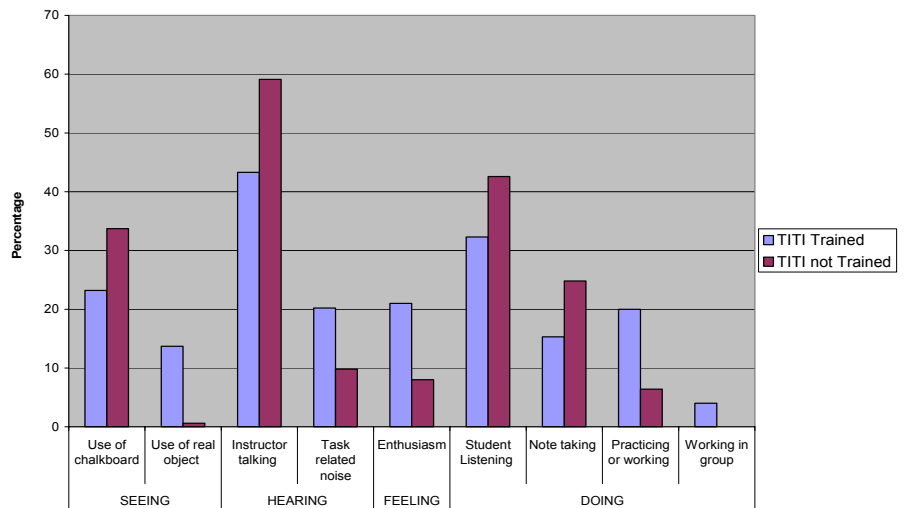
TITI Making Difference on the Instruction in Technical Schools

A Baseline study on instruction in CTEVT technical schools was replicated to describe the current state of instruction and compare it with the initial baseline data of 1996. Sixty four different instructors of sixteen different programs of seven sample technical schools (five urban and two rural technical schools) were observed during the study. The study focused on the "on-the-job performance" of the instructors and the behavior of trainees.

Overall, the study showed **positive trends** of CTEVT instruction.

Since 1996, technical school instruction has:

- utilized more active learning methodology
- become more open and less authoritative
- made use of more group work, group activities and group discussions
- shown an increase in time-on-task
- made use of a greater variety of visual media
- shown an increase in the use of handouts for students
- made use of more real objects as instructional aids



RESULTS OF TITI'S INTERVENTION ON TECHNICAL SCHOOL INSTRUCTION

Source: Baseline study report -2005, TITI

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From the Executive Director's Desk



The Nexus of Training and Development

Sharpening professional skills of trainers to sustain the use of knowledge and competencies by their trainees is always

challenging. It should be the expectation of the trainers that the knowledge and competencies imparted must have a real and long term effect on trainees and the respective institutions.

Development of all the three major categories of human resources involved in training and development is within the working scope of Training Institute for Technical Instruction (TITI). The categories consist of curriculum developers, trainers, and administrators/managers of training institutes. All of them have a perspective on training and development. The trainer's perspective would be on the long term effect of the knowledge and competencies imparted, the curriculum developer's on the efficient and effective delivery of training programs, and that of the manager and administrator's on the benefit provided to the clients on one hand, and the ability of the institute to conduct the mandated activities in a sustainable manner, on the other.

The paradigm shift on training from trainer-focus to trainee-focus and from knowledge base to performance base is the hall mark of TITI training. To be the leader and center of excellence in training and development, TITI will maintain this trend in future too. In TITI, currently started sabbatical approach for two of its trainers to develop **technology based instructional delivery** is the beginning of marching ahead on modernizing training delivery system in Nepal.

Creating an environment to develop human performance capacity to the maximum has been a challenge to any human resource developer. TITI's efforts, so far, have begun to be reflected in the technical schools of Council for Technical Education and Vocational Training (CTEVT). The baseline survey conducted in 2005 indicates that TITI training has brought a noticeable impact on the quality of training conducted by CTEVT technical schools. However, there is a long way to reach the destination, where training activities are fully effectively efficiently functioning in the schools.

We believe that TITI has grown to the adolescent stage and is ready to accept any challenges on training and development. There is no doubt that SDC supported Swisscontact project has strengthened the capacity of the organization to the extent that it is prepared to take any challenge effectively and in a sustainable manner.

Dhruba Prasad Dhungel, Executive Director

From the Project Manager's Desk



Project's program on the way of implementation

The final program for the remaining time of the Project's support is on the way of implementation.

The three of the four approved key interventions of the Project for the Financial Year 2005/06 are in a very advanced stage.

- **Increased marketing activities:** As recommended and supported by the Project, TITI trainers visited all CTEVT Technical Schools to assess their training needs and to build stronger ties with each of these schools. Until now the results are quite promising: very probably, TITI will be able to provide an additional number of trainings at the bigger premises of the schools in 2006. A similar effort will be made to address training needs of Private Technical Schools and that of Vocational Training Schemes in Nepal.
- The development of a standardized offer of **Training of Trainers (ToT) courses** for trainers and instructors working in **Skill Development programs** addressing disadvantaged and excluded people is in an advanced stage. Following an intensive research and consultation with national and international experts, an exploratory pilot training was conducted in December 2005. A total of 12 trainers from different institutions participated in this event. Their responses were very positive.
- A three-week **ToT-Skill** was conducted in November 2005 by Dr. John Collum, a senior trainer (Swisscontact), with Prativa Joshi and Sanyog Bhattarai as co-trainers (TITI) for 12 TITI trainers. ToT-Skill is now completely handed over to the Institute.

An additional joint effort was made to develop the first **Business Plan for TITI**. The main purposes of this Plan are to estimate the consequences of the accelerated handover for TITI's financial situation and identify possible solutions to ease the financial stress created by the changed situation. As a first step, the financial development of the past six years were analyzed and – under consideration of the end of the SDC's financial support – extrapolated into the future. With this approach, the widening financial gap for the coming five years was estimated. Seven options to close the gap were developed and respective financial consequences explored. It is hoped that a successful implementation of the combination of these options will most likely close the gap.

Dr. Ignaz Rieser, Project Manager, Swisscontact/TITI

Editorial Board

Bhoj Raj Neupane

Shalik Ram Dhakal

Saurav Ram Joshi

Mohan Prasad Bhurtel

TITI Customers' Column

Customer Profile

Name of the Organization:

Trial Bridge Sub-Sector Project (TBSSP) Helvetas/Nepal

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Trial Bridge Programme was established with the joint co-operation of His Majesty's Government of Nepal and the Government of Switzerland in 2001. The programme has made a remarkable contribution in the development, maintenance and sustainability of trail bridges in Nepal through the following elements:

- **Policy Support**
- **Local Bodies' Support**
- **Communities and Short Span Trial Bridges**
- **Private Sector and Long Span Trial Bridges**
- **Maintenance**
- **Resources**
- **Sustainability and Capacity Building**

TITI started to work together with TBSSP for the last three years and the relationship with them has been encouraging and fruitful.

TITI conducted a two-week training course on 'Conflict Management, Facilitation, Negotiation and Social and Behaviour Skills' for 27 participants in January, 2004. Similarly, training on 'NGO Management, Communication, Report Writing and Basic Accounting' was also conducted two times for around 40 participants during August and September, 2004. Participant's feedback has been found to be positive with the word that they would return to TITI for training. TITI would love to work with them.

Customer speaks

A 5-day Contract Management Training was completed recently in TITI. Funded by Asian Development Bank (ADB) and organized by National Vigilance Centre (NVC), this training was developed, designed and conducted by Training Institute for Technical Instruction (TITI) with the support of many resource people. A total of seven NVC engineers attended the training.

Mr. Krishna Kumar Shrestha, the Chief of NVC, said that minimization of corruption in GOs, NGOs and private sector has become a great challenge for Nepal. There is a need for transparency and everybody's involvement in this regard, he added. He also said that this training was designed, developed and being delivered to provide knowledge, skills and attitude to remove the corruption right from the very beginning. He hoped the training will help to make the maximum use the resources and concerned persons accountable.

Mr. Medini Rijal, Deputy Team Leader for the project from ADB said that TITI had very successfully completed Technical Auditor Training four times in the past. The Contract Management Training, delivered with the same quality and standards, would be very useful, Mr. Rijal said confidently.

TITI Training Standards

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

Performance standard 26

Instructor generally manages own nervousness so as not to detract from learning.

Nervousness can be defined as the physical or mental manifestation of a desire to do well. You won't find this definition in the dictionary, but it's a good definition because it implies that being nervous before you walk into a classroom is OK, or even desirable.

Performance standard 27

Instructor generally maintains equal eye contact with participants.

This standard means that instructors are expected to look into the eyes of each participant for a second or so. This is a wonderful standard because it enables you to know what is going on in you and classroom at all times. In addition, looking into the faces of participants can calm your nerves as well as the nerves of participants. It also signals that you care about them and are attuned to their needs.

Performance standard 28

Instructor generally uses natural and non-distracting gestures and movements

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.

TITI Making Difference on

(Continued from Page 1)

62% of the observed instructors received instruction training from TITI. The differences found in the sessions of TITI trained and not trained instructors in 2005 are listed below. TITI trained instructors:

- provided more practical instruction
- used less plain text visuals and demonstrated skill in using real objects as instructional devices
- talked less during their instructional sessions
- were more enthusiastic during their session delivery
- utilized more group activities in their instruction
- wasted less time by not allowing off-task behaviour.

During the trained instructors' instruction sessions, students were more interactive, spent less time on listening & note-taking and spent more time on practicing.

However, instruction, both at the TSLC and Diploma levels in CTEVT technical school, has been found to be still very direct. It was too teacher centered and no enough visuals were used. Technical school instruction provided learners with less time for practice and for actually doing practical work.

The positive trends like more time-on-task, more active involvement of learners in classroom activities clearly indicate that TITI training is making an impact by improving the instruction in technical school classrooms, laboratories, workshops and fields.

Trainer's Profile

Mr. Suresh Prasad Mahto



Mr. Suresh Prasad Mahto has been in the profession of training and development for over eight years. He is currently working as a Trainer at the Training Institute for Technical Instruction (TITI). He received his B.E. (Bachelor of Engineering) degree in Electrical

from Bangalore University, India. Presently, he is enrolled in EMBA (Executive-Master of Business Administration) Program of Kathmandu University.

As a trainer, his job includes analyzing, designing, developing, implementing and evaluating training programs and courses for the government and non-government sector organizations. Till now, he has trained more than 300 professionals, including managers, curriculum developers and trainers, working in TEVT sector.

In 2005, he designed, developed and implemented a new course on Occupational Safety and Health (OSH) for TITI. He has also worked as an international consultant in Bangladesh and Bhutan. In Bangladesh, he facilitated a workshop on Occupational Curriculum Development for the employees of CARITAS Bangladesh and Center for Mass Education in Science, Bangladesh. In Bhutan, he facilitated a GTZ-Bhutan sponsored workshop on Training of Trainers – Evaluation for the participants of Department of Labor. He has also provided in-country consulting services in training and development for INGOs such as SMD/DoR, UNICEF, SDC/VSBK, SDC/TfE and others. He has also worked as a job analyst for many organizations.

To maintain his professionalism, he has received more than 20 short-term in-service training from abroad and Nepal. He aims to be a renowned international consultant in the area of training and development.



Your Free Gift from TITI

Do you want to give and receive feedback?

If so, read skill card **Give and Receive Feedback**. It is one of the 416 Skill and Concept cards TITI has developed so far. TITI has also translated 105 Skill and Concept cards in Nepali language. This card enables you to improve personal behaviour and performance. At TITI, we use this card in various training including Instructional Skills series. Let us know what you think of this.

We would welcome your feedback on this issue.

– Editorial Board

Upcoming Events at TITI

March 2006 to June 2006

Activity Name	Start Date	Finish Date
Instruction		
Computer Application	13 March '06	24 March '06
Instructional Skill -3	27 March '06	21 April '06
Learners Assessment Evaluation	10 April '06	28 April '06
Instructional Media Development	24 April '06	12 May '06
Active Learners Methodology	5 June '06	23 June '06
Instructional Skill -1	5 June '06	30 June '06
Community Development		
Community Facilitation Training	13 March '06	24 March '06
Community Mobilization for DAG	3 April '06	14 April '06
Community Based Needs Assessment	1 May '06	12 May '06
Foundation of Community Development	5 June '06	16 June '06
Curriculum		
Job Task Analysis	17 April '06	28 April '06
Training Needs Analysis (Organization/Industry)	8 May '06	19 May '06
Training Design and Development	26 June '06	7 July '06
Occupational Safety & Health	26 June '06	7 July '06
Management		
Conflict Management and Peace Building	10 April '06	21 April '06
Facilitation and Moderation	5 May '06	16 May '06
Management Skill	12 June '06	07 July '06
Packages (Intensive Trainings)		
Design Power Point Presentation (3days)		
Creative Training Techniques (3 days)		
Develop Creative Visuals for Impact (3 days)		
Analyzing Performance Problems (3 days)		
Leadership and Leading (1 day)		
Supervise your Teachers, Trainers, Instructors (3 days)		
Presenting... You (1 day)		
Study Smart not Hard (1 day)		
Fast Track Schedule (3 days)		
Life Skills (3-5 days)		
Basic First Aid (3-5 days)		
Getting 70 minutes of 1 hour (1 day)		
Human Resource Management for Organizational Results (5 days)		
Managing a Project (3 - 5 days)		
Proposal Writing (4 days)		
Conflict Management & Peace Building (3 days)		
Community Facilitation Skills (5 days)		
Social Mobilization (5 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.

Please, book for the courses and packages in which you would like to receive the training. Take the training, taste it and give us your feedback.



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