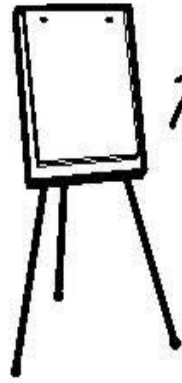


TITI



The Flip Chart

NEWSLETTER

IN THIS ISSUE

- 1 **TITI Pioneers in Producing B.Tech. Ed. Graduates ...**
- 2 **From the Executive Director's Desk**
- 2 **From the Project Manager's Desk**
- 3 **TITI Customers' Column**
- 3 **TITI Training Standards**
- 4 **Trainer's Profile**
- 4 **Upcoming Events at TITI**
- 4 **Your Free Gift from TITI (Attached)**

TITI Pioneers in Producing B.Tech.Ed Graduates in Nepal



Kathmandu University (KU) conferred the Bachelor of Technical Education (B.Tech.Ed.) degree to the 14 young and promising students from TITI on September 17, 2004. These persons have set their records as the first batch of B. Tech. Ed. program graduates in Nepal. The B.Tech.Ed. program of TITI, which is affiliated with KU, is initiated with the purpose of preparing individuals for careers in the private and public sectors at the level of instructors and teachers in technical subject areas. TITI's first batch of B.Tech.Ed program started on July 30, 2001 and completed on July 15, 2004. These graduates comprise individuals as well as in-service staff from different organizations representing both private and public sectors.

The program is designed to:

- provide courses and contents based on skills, identified through research that are needed by instructors and trainers,

(Continued on page 3)

From the Executive Director's Desk



Challenges within the Opportunity Clothes of TITI

Often organizations come into existence with enthusiasm, energy and complete resources in the beginning. They continue to function for sometime with some tangible results too. In due course of time, these organizations start declining. Slowly, the resources become scarce. People lose enthusiasm. Organizational strength deteriorates. Results become less tangible. Customers' interest in the organization goes down. And finally, a stage of 'difficult to exist' may come. In other words, each organization has a life with heydays and valley of despairs. In Nepalese context, most of such organizations suffer mainly from financial constraints.

Where does TITI come in this scenario?

To our most valued customers and stakeholders, definitely in its 13th year of existence, TITI has not yet experienced any kind of fallacy as depicted above. In-fact, TITI continues to excel positively in all areas. To cite some examples, TITI has more than 85% repeat customers and every year 5 to 10% new customers are added. Results are quite encouraging. There is no single case of resource deficiency experienced so far. As far as finance is concerned, TITI has not yet suffered heavily. This is one of the areas where the institute is fully aware of. TITI sees that in future it could be one of the major issues for itself too. Though TITI is already generating almost 80% of its operational cost, every year the expenses are increasing and the market of full paying customers is extremely low.

Year 2004 has become tremendously encouraging as well as challenging for TITI. Encouraging, because TITI has received a consultancy from GTZ to develop master trainers and curricula developers for Bhutanese TEVT system. The institute has received another consultancy from ADB through ND LEA to train technical auditors for National Vigilance Centre, HMG Nepal. TITI is identified as one of the most suitable institutes to work for \$50 million World Bank project that will cater for developing capacities of local bodies through out Nepal. TITI is also encouraged to have known a \$30 million project coming to Nepal in the name of Skill for Employment, which has a tremendous amount of vocational teachers training and management capacity development training components. These training components fall in TITI's lap.

It is challenging because the following questions need to be answered.

Can TITI cope with all the quality and quantity dimensions of the work mentioned above? Will TITI be fully supported by the government and its partners to take up the challenges? Does its internal capacity match with the demands and needs? Has TITI got its plan to cope with the emerging new areas? How can TITI manage its primary customers' requirements and address the new issues?

Whatever may be the questions towards the challenging aspects, TITI has to take the responsibilities, to which I call the "Challenges within the Opportunity Clothes" of TITI for its sustainability. TITI has to prove that it is **not** like an organization, which comes in with a big pomp and show but ceases to perform quickly.

Devi Prasad Dahal, Executive Director

From the Project Manager's Desk



Life Long Learning for the Rural Areas

As a Project Manager at TITI, I had the opportunity to participate and present at a seminar at the International Centre for Agricultural Education – CIEA in Grangeneuve, Switzerland. The topic of the seminar was

"Lifelong Learning for the Rural Area". Presenters and participants from more than 40 countries all over the world shared their experiences.

My own presentation "*Aims and contents of educational offers, as well as reflections on their identification, formulation and realisation*" highlighted the specific situation and conditions of the general topic in the least developed countries. A short abstract of the presentation and of the intensive discussion afterwards are as follows:

Providing training in rural areas is not an easy task. The problem of the improvement of the livelihood is not solved just by offering training. The training should be relevant and responsive to the needs of the rural population in order to change their living conditions.

1. The aims and contents of Vocational Education and Training (VET) offers for the rural areas are to:

- maintain/increase productivity in actual activity/occupation
- provide skills to generate additional income
- provide skills to create self-employment or employment.

These findings are very general and, of course, not valid for rural areas only.

2. The conclusions regarding the contents are as follows:

- First of all, the skills provided by these offers have to be job or activity related.
- Secondly, offers that aim to provide skills to improve the livelihood of the beneficiaries by additional activities or self-employment have to include entrepreneurial skills and life skills (literacy, hygiene).

3. VET offers for the rural areas can be identified, formulated and realized by:

- A top down approach, where a general need is defined (normally by the concerned authorities or by a donor agency). Afterwards, a strategy or a program is developed and implemented.
- A bottom up approach, where needs are defined at the local level (normally by communities, local authorities or local NGOs). Afterwards, a strategy or solution is developed and the respective program is implemented.

Both approaches have their advantages and disadvantages. A top down approach tends to be supply driven, but probably coordinated within an overall system. A bottom up approach often tends to reinvent the wheel and is normally loosely integrated in an overall system, but it derives its strengths from strong identification by the local communities.

A combination of both approaches seems to be most promising in order to develop and implement effective and efficient skill development programs and courses that can help improve the economic situation of the rural population. A thoroughly conducted Training Needs Analysis is a crucial component in the process of developing such offers. The methods applied in this process have to be tailored to the local situation.

Dr. Ignaz Rieser, Project Manager, Swisscontact/TITI

Newsletter Editorial Board

Bhoj Raj Neupane
Dr. Aslesha Sharma
Saurav Ram Joshi

Dhruba P. Dhungel
Shalik Ram Dhakal

TITI Customers' Column

Customer Profile

Name of the Organization: National Vigilance Centre

Tel #: + 977-1-4226380, 4227096, 4224901

Fax #: 977-1-4228209

E-mail: nvc@most.gov.np

National Vigilance Centre (NVC) is a body of His Majesty's Government of Nepal. It intends to combat and control corruption to bring about good governance in the country. It is instituted as per chapter 4 of the anti-corruption Act 2002. NVC functions under the direct control and supervision of the Prime Minister.

The main objective of NVC is to play preventive and vigilant role to ensure good governance by controlling work delay, administrative and financial irregularities, manipulation of public revenue and other ill practices that exist in the various aspects of government and public sector organizations.

The main duties of NVC are to collect information in relation to service delivery and performance of ministries, departments and public institutions of HMG and public enterprises, and to update corruption related information and other necessary details received from the concerned authorities or organizations responsible for investigating corruption charges. Likewise, NVC is authorized to exercise vigilance and warn ministries, departments and public institutions of HMG and public enterprises if they do not regularly deliver services, and to keep close watch over those high risk areas where corruption can creep.

TITI and ND LEA Consultants Ltd signed an agreement on June 25, 2004 to design and conduct a training course on "Technical Auditors" to 50 people in three groups. The training of first group, consisting of 18 participants, started on September 20, 2004 and completed on October 08, 2004. The training for second and third group will be conducted in a convenient time within January 2005. The trainees trained by TITI will work as free lance technical auditors in different HMG ministries, departments, offices and public institutions as and when assigned by NVC. This is the first time TITI conducted this type of course. TITI hopes that the relation and mutual cooperation between TITI and NVC will be further strengthened in future. TITI will continue to cooperate with NVC through training courses in discharging latter's duties and responsibilities of establishing and maintaining good governance in the country.

Customer Speaks

1. Mr. Vinod Kumar Adhikary, the Acting Chief of National Vigilance Centre said that the 'Technical Auditors Training' would provide a lot of concept/skills and techniques to create awareness against corruption. The professional and scientific tools, capabilities and scientific approach discussed and learnt in the training would lead towards reducing corruption. He added that the training would be very effective for the professionals and technical auditors since the renowned training institute like TITI would take over all responsibilities of conducting the training.
2. Mr. Robert M. Prescott, the Project Leader, ND LEA Consultants Ltd. said that the training was very timely and useful for Nepal. He also appreciated the training approach and the environment of TITI.

TITI Training Standards

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

Performance standard 14

Instructor generally provides summaries and transitions.

Summaries and transitions are like checkpoints along the road to achieving training objectives. Summaries are simply reiterations of key points made at different stages along the way. Transitions move the training from one stage to the next. Let's assume that a course is offered to equip participants to demonstrate the ten standards covered in this chapter (the objective). The instructor tells the class the standards will be defined and demonstrated one by one (the overview). After the first standard is completed, the instructor reiterates the key points made (the summary) and then makes a statement that moves the discussion from the first standard to the second standard (the transition).

Performance standard 15

Instructor generally encourages active participation.

Instructors are expected to encourage people to take an active part in the class. By actively participating, trainees invest themselves in the learning process and, as a result, have a high success rate in meeting course objectives.

Performance standard 16

Instructor generally refers to participants by their preferred name.

Mostly, everyone agrees that using people's name is desirable. However, many do not recognize that this behavior can threaten people as well as reinforce their participation. Consequently, it becomes important that instructors know the difference between using names to gain participation and using names to threaten participants.

TITI, Pioneers in

(Continued from Page 1)

- provide instructors and trainers with a balance of occupational skills and the technological concepts underlying those skills,
- equip instructors and trainers with the latest tools of information technology corresponding to their profession,
- provide instructors and trainers with the experiences of a real world of training and instruction through supervised internships.

The B.Tech.Ed program has a total of 106 credit hours consisting of five different areas:

- Pre-assessment Based Requirements
- Core courses - Communication Skills, General Education Skills, Occupational Instructional Skills, Instructional Skills.
- Information Technology Competencies
- Electives – Instructional Media Development, Training of Trainers, Environmental Protection, Training Needs Assessment, Facilitation and Moderation
- Teaching Internship

Graduates of this program may advance to master level studies in related areas.

Trainer's Profile



Mrs. Usha Bhandari

Mrs. Usha Bhandari is currently working as a Senior Trainer and Executive Coordinator (Curriculum and Instruction) at TITI. She also worked as Instruction Program Director at TITI. She has been

involved in planning, developing, delivering and evaluating training programs as well as courses for the government and non-government organizations. Besides these, as an Executive Coordinator, her major duties include maintaining training delivery standards and ensuring quality of courses and programs offered by TITI.

She has completed Bachelor of Nursing, Bachelor of Arts (English/Economics) and Master in Sociology from Tribhuvan University, Nepal. In addition, she has completed Master's Degree in Public Health with specialization in Health Program Evaluation from University of Melbourne, Australia.

Mrs. Bhandari is known for her excellent presentation and group motivation skills while coordinating various training courses. Her area of expertise in training includes training of trainers, supervision of instruction, learner assessment evaluation and training program evaluation. Besides these, she has also worked in a research team preparing proposals and undertaking various researches focused on technical education and vocational training as well as evaluation and monitoring. She has also delivered international level training and consultancy services. She has traveled many parts of Nepal and few countries abroad in course of her job responsibilities.

Mrs. Bhandari has been awarded with **"Outstanding Trainer of the Year 2003-04"** for her performance, dedication and commitment at TITI.



Your Free Gift from TITI

Do you want to learn efficiently & effectively?

If so, read *Organize Your Learning*. It is one of the 352 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 learn effectively and efficiently by planning, setting goal, managing time etc. At TITI, we use this card in Foundation of Learning and Education training. Let us know what you think of this.

Upcoming Events at TITI

November 2004 to February 2005

Activity Name	Start Date	Finish Date
Instruction		
Computer Application	26 Oct. '04	5 Nov. '04
Occupational Instructional Skills	13 Dec. '04	7 Jan. '05
Community Based Needs Assessment (practicum)	3 Jan. '05	14 Jan. '05
Computer Application	3 Jan. '05	14 Jan. '05
Basic First Aid	10 Jan. '05	14 Jan. '05
Instructional Skills General (for Private Technical Schools)	3 Jan. '05	28 Jan. '05
Instructional Media Development	7 Feb. '05	25 Feb. '05
Instructional Skills General (for Private Technical Schools)	7 Feb. '05	4 March '05
TOT-E	7 Feb. '05	25 Feb. '05
Intervention of Community Development (practicum)	21 Feb. '05	4 March '05
Curriculum		
DACUM	21 Feb. '05	11 March '05
Training Course Design	3 Jan. '05	14 Jan. '05
Management		
Office Management	1 Nov. '04	6 Nov. '04
Packages (Intensive Trainings)		
Design PowerPoint 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. If unsatisfied, we will gladly refund your fees.



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