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## Finance, Budget and Accounting Training Conducted for CTEVT Staff

The Skill Development Project (SDP), financed by Asian Development Bank and the Government of Nepal have supported to implement key aspects of Technical and Vocational Education and Training (TVET) Policy 2012. The project has been executed by CTEVT under Ministry of Education. One of the main objectives of the project is to enhance quality of TVET services through capacity building of TVET institutions. As per the mutual understanding among Policy Formulation and Planning Division, CTEVT, Skill Development Project (SDP) and Training Institute for Technical Instruction (TITI) jointly conducted Finance, Budget and Accounting (FBA) training at VDRC office Gaidakot, Nepal with support from SDP, Kesharmahal, Kathmandu.

All the participants of the training were the staff working in finance, admin, procurement and planning areas under CTEVT and its constitute organizations. There were fifty nine participants in the training. Three of them were female. The main purpose of the training was to equip them with necessary new tools and techniques used in the areas of Program, Budget, Procurement, Accounting and Finance.



**TITI** Trainers with participants in VDRC, Gaidakot, Nepal

## From the Executive Director's Desk



### In Search of Training Effectiveness

'Transfer of training' is a key concept in adult learning theories because most education and training aspires to transfer. The end goals of training and education are not achieved unless transfer occurs. Effectiveness of any training program or a course can be evaluated by the extent of transfer of the training at different levels- reaction, learning, application on the job, and organizational results. However, most training outcomes fail to produce full and sustained transfer of new knowledge, skills, and attitudes to the job.

Transfer of training relates closely to the evaluation of training in terms of the extent of application (or non-application) of the knowledge and skills on the job. A closer look at some of the important observations and conclusions derived from the existing literature and previous studies reveal that many aspects about the extent of transfer of learning from the training to the job still remain unexplored.

The extent of transfer of learning from training to job guides subsequent human resource development decisions in organizations. However, the growing recognition of the global problem of inadequate transfer of training has become a compelling issue. While much corporate training is now better designed than ever, there remains a sense of unease about the level of transfer.

Transfer of training is not a trivial issue. It is not only a core element of training research but also provides a field for cross-fertilization of interdisciplinary research endeavors. Perhaps most importantly for the present, there is a critical need to conduct research on transfer with more relevant criterion measures of generalization and maintenance of knowledge and skills from training to workplace.

Hence, transfer of training is a process of facilitating efforts to make use of the learned behaviours leading to better results in the post-training context. Training cannot be isolated from the system it supports. In fact the organizational context matters, and matters in a significant way. To understand transfer of training, it is important to study how training providers and organizations analyze, design, develop, implement, and evaluate training. Such evaluations are performed formally (testing) or informally (observation) to determine if a behavior change has occurred by answering the question, 'Do people use their newly acquired skills, knowledge, or attitude on the job?' If the knowledge, skills, and attitudes from a training environment are carried over to the workplace environment with a relatively smooth transition, then the training is rated as effective and successful. This is in fact the philosophy and meaning of transfer of training.

Training Institute for Technical Instruction (**TITI**) Nepal has gained specialized knowledge base and professional

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## Innovative Practices in Training and Development

### Role of Trainers in Quality Training Delivery

Every institute is established to deliver quality training that leads to excellent performance in any given sector. Some institutions are recognized after certain period of time by the services they provide whereas some institutions fail to reach that milestone. The important question that arises is why all the institutions can't reach their goal. The answer may be management problems, marketing and communication problems, quality resources, training quality and trainer's performance. Management plays a vital part in every institution, but the performance of the trainers directly affects the quality of training and hence the quality of the institution as a whole.

Quality in training delivery is the most important part of any institute. If the training quality is measured by trainer's performance, the institute should be able to measure the quality of their trainers. So how do we measure the quality of trainer? The answer might be that we should measure the knowledge of the trainer, management skills, communication skills, delivery skills and so on. But is it enough? For this the trainers should have knowledge about the quality parameters in quality training delivery. This professional growth of the trainers leads to client satisfaction which ensures the sustainability of the institution.

Every trainer should know how to plan, develop and deliver different knowledge, skill and attitude related training programs.

Similarly, she/he should know all aspects of training delivery quality parameters. Some of the quality parameters in training delivery are:

- The trainer follows the basic platform skills.
- The trainer selects appropriate methods and media.
- The trainer manages the physical learning environment.
- The trainer evaluates and gives feedback.
- The trainer should be expert and experienced.
- The trainer possesses good communication skills.
- The trainer should be confident that the trainees can apply what they have learned back on the job.
- The trainer should use different types of methods in instruction like role play, group work, discussion, oral questioning, brainstorming, case studies, games etc.
- The trainer should be physically, mentally and emotionally prepared for the training.
- The trainer should be well prepared with the subject matter before the training
- The trainer needs to show enthusiasm in every training session.

Finally, for any training institution to achieve its goals, it should have proper management, marketing and communication strategy, quality resources as well as professional trainers. The institution cannot achieve its goals if quality training is not delivered and the participants fail to learn. All these depend on the performance of the trainer. So for any institution proper recruitment of professionals as well as well planned staff development scheme is a must for quality training delivery.

- Mr. Raju Shrestha, Trainer

*"Never be afraid to try something new, Remember, amateurs built the ark but, professionals built the Titanic". – (Unknown)*

## TITI Customers' Column

**Name of the Organization:** Lumbini Medical College and Teaching Hospital, Palpa, Lumbini, Nepal.

**Phone #:** 977-075-411201, 411202

**Fax #:** 977-075-411205

**Website:** www.lmc.edu.np

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Lumbini Medical College & Teaching Hospital Pvt. Ltd. is located in the lap of lotus Pond "Kamalpokhari" of Pravas in the south of the peaceful town, Tansen, Palpa district, Lumbini Zone.

Health is a major responsibility of the government, considering the multitude problems faced by the county and realizing the need of a medical college concept of Lumbini Medical College and Teaching Hospital (LMCTH) was established in 2063 B.S. under the Ministry of Health and Population with the capacity of 100 bed hospital. In 2008 A.D. November 16, the college got the affiliation from renowned Kathmandu University and the college is also listed in the World Dictionary of Medical Schools by WHO. This year, LMCTH has become able to upgrade the capacity of the hospital to 600 beds and other services like CT scan, Fluoroscopy, Laparoscopy, Operation Theatres, etc.

The medical college is more focused to conduct the undergraduate, graduate and post graduate level of medical education programs. The main objective of the LMCTH is to reach the door steps of patients in remote and medically deprived areas and to link with national and international universities/ institutions/ colleges/ hospitals/ foundations and individuals to conduct academic programs of various levels providing health care performing research/ exchanging faculties/ developing infrastructure/ acquiring equipments / collecting endowments/ exchanging students.

### Customer's speak:

Mr. Krishna Prasad Parajuli attended Office Management (OM) Training sponsored by Lumbini Medical College and Teaching Hospital Palpa from 18-23, September, 2014 in Palpa. According to Mr. Parajuli, the training was as per his requirement and expectation. The OM training has enhanced his capabilities in office management as the content of the training was very relevant to his actual job situation. He also added that this training helped to enhance the quality of the trainers. He also appreciated the adult focused delivery modality and the ways to make environment conducive to learning by TITI trainers.

Furthermore, he expressed that the TITI trainers were very professional and much more competent and confident in their subject matters. The differences he has experienced in the TITI trainings and the training programs delivered by other organizations are especially on the updated and systematic training content and the positive attitude of the trainers especially in classroom management and helpfulness. When asked about any suggestions and recommendations for TITI for future improvement, he just wished TITI for all the best in the days to come.

## Induction Program for the Newly Recruited Staff

Recently TITI recruited sixteen new trainers on the basis of written test and performance test. Among them, five trainers recruited as a full time trainers, six appointed as part time trainers and rest five appointed as resource persons of TITI.

To provide basic concept of TITI programs, trainings and services to the newly recruited trainers, TITI organized three days induction activity from 13 October 2014 to 15 October 2014. This activity is an important for bringing new employees into an organization. It provides an introduction to the working environment and the set-up of the employees within the organization. This activity started with introduction about TITI, premises visit, introduction of whole staff and information of TITI departments, programs and their services. In addition, new trainers were also enriched with brief information of TEVT and CTEVT, TITI training cycle and TITI training delivery standards.

The purpose of the induction activity is intended to enable the new trainers to become useful, integrated member of the TITI team, how to do their job and how their role and contribution fits within TITI. This activity plays a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment.

## TITI Training Standards

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

### Performance standard 53

*Instructor consistently reviews the lesson and objectives.*

No lesson should end without a complete and well planned review of what has been learned. Now is the time to go back to the beginning and view all lesson objectives to insure that all participants have learned them. If an advance organizer was used at the beginning of the lesson, bring it back and use it to show what actually look place. Oral questioning can be used to selectively test for retention of key information. A last look at the products of the lesson can also be an effective way to review the content.

### Performance standard 54

*Instructor consistently provides previews of the next lesson.*

The end of lesson presents and excellent opportunity to prepare the learners for what is to come next. The instructor should not only tell the name of the next lesson, but should show how the next lesson builds on what has just been learned.

### Performance standard 55

*Instructor consistently ends all class sessions on time according to the established schedule.*

Running a class overtime presents both the learners and the next instructor with real problems. Every class must be considered equally important. Even if a class starts late for any reason, the scheduled end time must be adhered to.

## In search of .....

experience in the design, delivery and evaluation of training interventions that are meaningful and relevant in terms of transfer of knowledge, skills, attitudes and behaviors from training to workplace contexts.

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

*"Learning is not attained by chance, it must be sought for with ardour and attended to with diligenece." – Abigail Adams*

## Trainer's Profile



**Mr. Raju Shrestha**  
-Trainer

Mr. Raju Shrestha is currently working for Training Institute for Technical Instruction (**TITI**), Sanothimi in the position of Trainer/Technical officer. He is primarily responsible for planning, conducting and coordinating training programs. In addition he is responsible for the maintenance and IT related works at **TITI**.

Mr. Shrestha has completed his Master's degree in Rural Development from Tribhuvan University and Bachelor in Education (B. Ed.) with specialization in industrial Education from Tribhuvan University. He also has a Technical Certificate in Electrical Engineering from Balaju School of Engineering and Technology (BSET), previously known as Mechanical Training Center (MTC). Currently he is pursuing his Master Degree in Education (Curriculum). Mr. Shrestha started his career as a Technical Assistant at **TITI** in 1998. He has been in this field for the last 16 years.

His major duties assigned as of now are planning, designing, developing, delivering, assessing and evaluating training programs and courses for both the Government and Non-Government sectors in the areas of instruction and Information Technology related programs. His work also includes designing and updating **TITI** website, MIS system, **TITI** documentation system and networking system of **TITI**. He has also been involved in skill testing of electrical based occupations. He has traveled to many parts of Nepal for the purpose of personal as well as professional development. Mr. Shrestha aims to establish himself as a professional trainer in the field of TVET sector.

## Your Free Gift from TITI



**Do you want to Improve your Lesson more impressive?**

If so, read the skill card 'Introduce a Lesson'. 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 instructional training program at **TITI**. Moreover, this card has been found very useful in delivering new lesson on practical or theory. This card helps instructors that how to begin a new lesson and gain attention and stimulate a desire in the learner. Additionally, this card provides a glimpse of techniques and transition that will lead you into your actual lesson.

## Upcoming Events at TITI

November 2014 – January 2015

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
<b>Instruction Program</b>		
Instructional Media Development	12/22/2014	01/09/2015
Instructional Skills – II	01/12/2015	02/13/2015
<b>Community Development Program</b>		
Occupational Instructional Skill (OIS)	7/16/14	7/15/15
Occupational Skills Upgrading (OSU)	7/16/14	7/15/15
Foundation of Community Development	12/22/2014	01/02/2015
Community Based Need Assessment	01/19/2015	01/30/2015
<b>Management Program</b>		
Project Planning	01/12/2015	01/23/2015
Project Implementation	01/26/2015	01/30/2015
<b>Curriculum Program</b>		
Technology Based Instructional Delivery	12/22/2014	01/23/2015
<b>Packages (Intensive Trainings)</b>		
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 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

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