

TITI



The Flip Chart

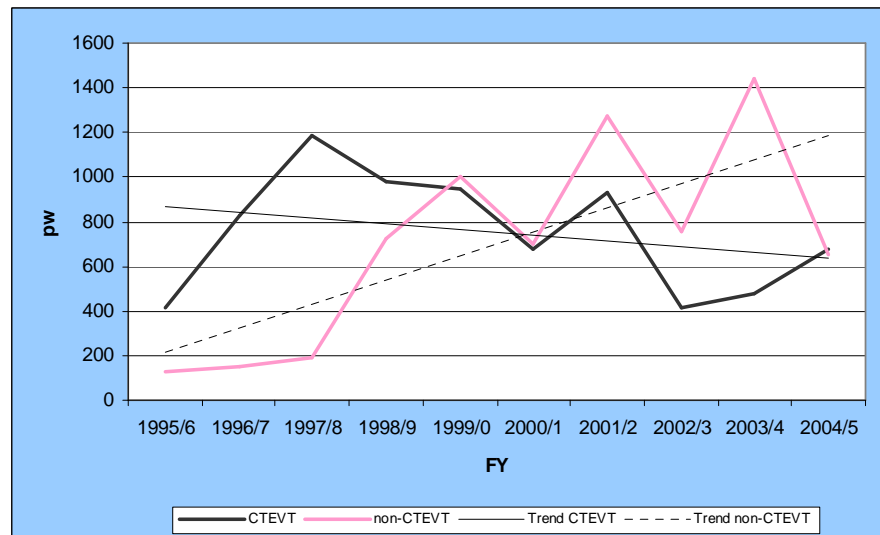
NEWSLETTER

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TITI's New Marketing Approach – Customer Care Agent

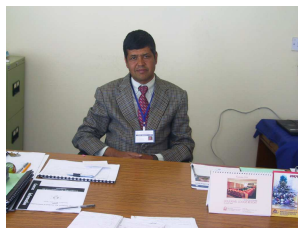
TITI was established in 1991 to improve the quality of training in the TEVT sector of Nepal. Although the number of CTEVT participants has been declining over the past few years, the number of non-CTEVT participants has been on a steep increase as shown in the graph below.



To strengthen the existing ties with the CTEVT Technical Schools, with Swisscontact support, TITI has introduced a new marketing approach named Customer Care Agent (CCA). In this approach, one or two TITI trainers are assigned to be responsible for every CTEVT technical school to inform the school about new training programs, update them on training offers and visit them from time to time to find out about their training needs. In this function, every trainer is a 'CCA', a contact person for the managerial and instructional staff of his or her technical school, regarding its training requests. As a result of this activity, TITI has set the objective to increase the number of off-premises training.

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From the Executive Director's Desk



Empowerment through Training

A trainer in teaching learning situation should be competent & confident over his/her tasks and should not be aloof from the scientific & learner

friendly style of imparting skills & knowledge. A trainer is a change agent who brings about the changes in the behavior and performance of trainees in teaching learning environment. A trainer's training is an effective endeavor to accomplish the desired results of teaching learning process.

Training, in the past, was considered as an unnecessary overhead upon corporate bodies. However, the organizations' prospective towards training has drastically changed and training initiatives are widely taken as an important component in the competitive organizations. Hence to improve the efficiency and effectiveness of any training program, trainers training is considered as one of the key factors and is given due credit.

TITI since its inception has chosen modular type of training rather than long term programs. This has resulted in many unique instruction-related courses such as TOT-K, TOT-S, TOT-V, and TOT-A (Training of Trainer – knowledge, skill, visual, assessment and evaluation). These courses have been found very effective and popular among the trainers who are responsible for instruction in various programs.

Curriculum is TITI's another important program. Without an appropriate course, the training delivered would be of no value. Hence the knowledge and skills imparted through this program enable the instructors to design and develop effective curricula. Some examples of proven TITI training packages related to curriculum are: Develop A Curriculum (DACUM), Training Course Design (TCD), Training Design and Development (TDD), Job Task Analysis (JTA) etc.

Similarly, to improve the management of the training providing institute, TITI has developed several courses on management program. These courses have been rated as high quality courses. A few other courses to mention are Leadership and Management, Conflict Management and Peace Building, Strategic Planning etc.

Politically, Nepal is in transitional phase now. To make the country's future prosperous, the promising youth should be trained appropriately both in social and technical skills. They should be equipped with technical and social skills to go to the community and to earn their livelihood and live a dignified life. If we do not have appropriate strategies at this critical moment, our future will be at a stake. One of the strategies could be training and empowerment of the youth. Here, TITI can play a significant role in improving the efficiency and effectiveness of the training and trainers.

Dhruba Prasad Dhungel, Executive Director

From the Project Manager's Desk



Is there role for TEVT to support the peace process in Nepal?

The government and the Maoists are trying to resolve the more than a decade old conflict. Friends and donors of Nepal are willing to support this endeavour financially and technically. A real challenge lies in rehabilitating youngsters who were at the forefront of the people's movement but are unaffiliated with any political stream. Many of them joined the movement during its last stage out of sheer excitement. A revolution was happening right before their eyes. They wanted to be a part of it. Now, after the success of the revolution they don't have a part anymore.

A political analyst stated recently: "Unless we find jobs for this restive and angst-filled generation, it will be impossible to establish sustainable peace. Many are internally displaced by the insurgency and counter-insurgency. They have no family, no jobs and no hope. Now they have no cause either.

The extent and intensity of mass mobilisation that forced the king to kneel down was tremendous but these deprived youth have no stake in stability. They are still ready to destroy cars they can never hope to ride, burn buildings they have no chance of ever occupying and risk being caught in the act for the simple reason that being in custody will be similar to being in vacation. There is no patience for the due process of law because they have just been through a revolution that has demonstrated that breaking "unjust" laws is noble.

The "demobilisation of minds" of agitated youth in urban areas requires as much attention as the management of insurgents' weapons. The only way to handle this problem is to provide a perspective for the agitated youth. Opportunities for gainful employment in country have to be created; ways to find opportunities abroad have to be supported. TEVT has a huge potential to ease this process. Short and medium term courses should be offered in urban and semi urban areas to equip the youth with life supporting skills here and abroad. In the long run, there is an urgent need to create additional market oriented TEVT programs of different lengths to provide practical skills for a number of professions in demand in the country and abroad. All of us involved in training and education have to join hands to achieve the vision of CTEVT: "No Nepali should be unemployed due to lack of access to TEVT program".

Dr. Ignaz Rieser, Project Manager, Swisscontact/TITI

Editorial Board

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TITI Customers' Column

Customer Profile

Name of the Organization: Khwopa Engineering College
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Located at the heart of the city in Bhaktapur Municipality, Khwopa Engineering College is the Nepal's first municipality-run public engineering college. This college provides its services for those who aspire to become professional engineers and architects. The college aims to produce highly skilled engineers/architects who will have a perfect blend of indigenous and modern-day technologies.

With a vision of maintaining Bhaktapur's hard-won glory, the college has the following major objectives:

- To produce effective and efficient engineers/architects
- To make quality engineering education accessible even to the people from economically common strata of the society.
- To conserve and improve the indigenous knowledge, traditional technologies and engineering materials.

B.E. in Civil, Computer, Electronics and Communications are the four-year academic programmes run by the college presently. Academic programmes such as five-year Bachelor in Architecture and two-year M.Sc. in Earthquake Engineering are also in operation. The college has a plan of running two-year M.Sc. in Conservation and Urban Design from the next year. The college is also running Diploma programme in three different subjects: Civil Engineering, Electronics and Nursing.

TITI has a very good professional relationship with the college since April 2003. TITI conducted a three-day course on 'Training of Trainers (ToT)' for the teaching staff of the college in the same year. Since then, TITI and the college are constantly sharing information on their programmes and activities. This year also, TITI conducted a five-day ToT for the college staff from 30 April to 04 May, 2006. Participants expressed happiness and deep satisfaction about the course. TITI looks forward to running such courses in future too.

Customer speaks

TITI conducted a two-week training program on Community Facilitation for 15 participants at its own premises from 13 to 24 March 2006. Speaking on behalf of the participants at the closing session, Mr. Jyoti Kumar Shrestha from Pavitra Madhyamik Vidhyalaya (CTEVT annex program)-Tanahun, said that the training was excellent. The contents and methods were quite relevant and practical in their contexts. They felt that they had become more confident, capable and efficient to work in communities and facilitate people to uplift their living standard. Mr. Shrestha further said that quality training like that needed to be offered from time to time. He assured that the skills and knowledge gained in the training would be put into practice in their work situations.

TITI Training Standards

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

Performance standard 29

Instructor consistently speaks in a clear and audible voice, with a variety of inflections.

In simple terms, this standard means that whenever you have something to say, say it in a way that can be heard, understood, and deemed interesting. Have you ever sat through a lecture you couldn't hear because the speaker spoke too softly? Can you recall a lecture that was delivered in a perfect monotone? If so, you probably spent the whole time wishing you could leave.

Performance standard 30

Instructor consistently demonstrates an enthusiastic and positive attitude towards the subject matter.

This standard requires some definition because of the word positive attitude. Demonstrating a positive attitude toward the subject matter does not mean standing before a class full of people and telling them you think the material is the greatest thing since sliced bread, particularly if you have serious problems with the material. Conversely, it is deadly to say "I know you've heard all this stuff before but..." or "I know this subject is boring but"

Performance standard 31

Instructor consistently uses words that participants understand or else defines new terms.

In simple terms, this standard means to speak in simple terms. In other words, use the language that you know participants understand. By using words that participants understand, you probably will come across as a good communicator and a human being, both of which will enhance your relationship with participants.

TITI's New Marketing ...

(Continued from Page 1)

According to the CCA report, 67.7 percent of the interviewees need two to six training events, the mean being 4.54 events per person. In an average, all of the 282 interviewees still require about three more training events to reach an expected standard of performance. According to our CCAs, the number of proposed training interventions is even higher than the number of training the interviewed CTEVT staff has taken in the past. A total of 658 training interventions were needed as per the findings during the CCA visit in the first needs assessment cycle. The most demanded training courses in rank order are: *Instructional Skill, Training Course Design, Instructional Media Development, Basic Computer Application, Supervision of Instruction, and Management Skills*. Other training programs on demand are: *Learner Assessment Evaluation, Proposal & Report Writing, Training Needs Assessment (Organization / Industry.), Foundations of Community Development, Project Management, DACUM Facilitator Training, Community Based Needs Assessment, Conflict Management and Peace Building*.

The CCA approach will also be used to address Private Technical Schools to strengthen the existing ties with them and provide training as per their needs. It is believed that this approach will ultimately contribute to improving the quality of technical education and vocational training in Nepal.

"Work and play are words used to describe the same thing under differing conditions".

-Mark Twain

Trainer's Profile

Mr. Bhulai Chaudhary



Mr. Bhulai Chaudhary has been working as a Program Director of Community Development Unit at TITI. He has also been working as a coordinator for occupational skill upgrading (OSU) and TITI documentation. He worked as an Instructor, Trade Head, Vice-principal, Principal at different technical schools and Deputy Director in CTEVT in the past. He has an experience of more than 28 years in TEVT system. During this period he taught technical school graduates, managed agriculture trade & farm and also in addition to managing technical schools. He has also a long experience of evaluation as a Deputy Director in Examination Division of CTEVT and Member Secretary of School Examination Committee at Jiri Technical School.

He has a long experience in community development approach too. Since 2057 BS, he has been responsible for organizing and conducting various community development training programs at TITI. He was graduated in diploma in agriculture education, diploma in agriculture from Institute of Agriculture and Animal Science (IAAS), Tribhuvan University. He was awarded Master of Social Science majoring in extension education in 2049 BS from University of Philippines at Loas Banios, Philippines. He completed his master degree thesis on "Extension Barriers and Facilitators among Tharu Rice Farmers in Saptary District of Nepal".

As a professional trainer, he is a member of Training Association of Nepal (TAN). As a social worker, he is also the General Secretary of Tharu Welfare Society, Central Committee. He has written and published many books and essays on crop production, Tharu language, tradition and culture.

Mr. Chaudhary has been honoured by "Education Award" by National Education Committee in 2042 B.S.

Upcoming Events at TITI

July 2006 to October 2006

Activity Name	Start Date	Finish Date
Instruction		
Basic First Aid	28 Aug. '06	1 Sept. '06
Basic Computer Application	18 Sept. '06	29 Sept. '06
Instructional Skill -1	11 Sept. '06	27 Oct. '06
Community Development		
Occupational Instructional Skills	28 Aug. '06	22 Sept. '06
Curriculum		
Training Course Design	17 July '06	28 July '06
DACUM Training	14 Aug. '06	1 Sept. '06
Training Needs Analysis	11 Sept. '06	22 Sept. '06
Management		
Supervision of Instruction	14 Aug. '06	25 Sept. '06
Training Institute Management	18 Sept. '06	22 Sept. '06
Project Planning	4 Sept. '06	15 Sept. '06
Presentation Skill for Managers	4 Sept. '06	8 Sept. '06
Report Writing	10 Oct. '06	8 Oct. '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)		



Your Free Gift from TITI

Do you want to know about TEVT?

If so, read **Overview of TEVT (Nepali Version)**. It is one of the 105 Skill and Concept cards TITI has translated in Nepali language and one of the 416 Skill and Concept cards TITI has developed so far. This card will let you to know about technical education and vocational training. At TITI, we use this card in TEVT Planning course. Let us know what you think of this.

Note: If you need English version of this skill card, please contact TITI, Sanothimi, Bhaktapur, Nepal.

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 participant 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.

We would welcome your feedback on this issue.

– Editorial Board



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