

# TITI



## The Flip Chart

## NEWSLETTER

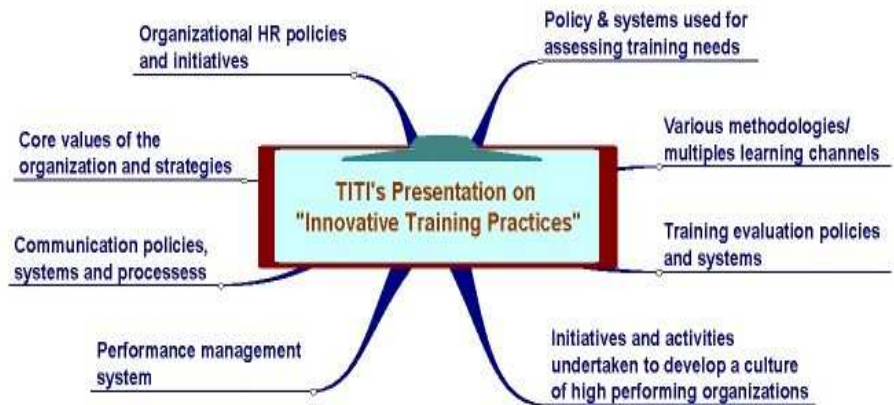
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## TITI Wins Another Prestigious International Award

July 14 of 2006 will be marked as one of the special days in the history of TITI. It was the day when Indian Society for Training and Development (ISTD) judgement committee announced that Training Institute for Technical Instruction (TITI) won the ISTD special prize for the presentation made on 'Innovative Training Practices' at India Habitat Centre, New Delhi, on July 1, 2006. Colonel DP Dimri, the Executive Director from ISTD highly commended TITI for attaining the honourable distinction in the field of training and human resource development from among the distinguished organizations that took part in the competition on the above topic.

Presented by Mr. Saurav Ram Joshi, TITI was one of the contestant organizations on the topic from among the fourteen short listed organizations which included Larsen & Tourbro Ltd. (L&T), Tata Consultancy Services (TCS), JK industries, Singareni Collieries, GAIL Training Institute and others. ISTD award is the 2<sup>nd</sup> international award received by TITI in two years time. Last year, TITI along with the supporting project, Swisscontact, won the 'Knowledge Management Oscar' award-2005 in a seminar in Switzerland for the development and distribution of "Skill Card Concept" among training institutions in almost every part of the world.



The innovations in training practices of TITI which were presented include:

- *Policies & Systems used for Training Needs Assessment (TNA)* – Need based staff development matrix, the ADDIE curriculum development model; and reflective & analytical model for occupational curriculum development.

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## From the Executive Director's Desk



### Shaping the future

Time has come for TITI to stand on its own without much support from external environment. The ability to be sustainable financially and technically is hard but possible. TITI's recent achievement of winning special award for innovation on training in a competitive forum organized by Indian Society for Training and Development, is a hallmark for TITI's credibility and success in training which can propel it to the right direction for its future activities.

Training can never be seen as a static system. Quite contrarily, a permanent process of updating, reshaping and adaptation will be necessary to maintain the productivity and appropriateness of a training system. And, indeed, preparation of an effective trainer in vocational education and training area plays an important role for the future prospects of society and economy everywhere in the world. In Nepal, significant number of boys and girls leave schools without certificates. This phenomenon makes vocational training and education more important than ever. It has been widely recognized that harnessing the power of modern technology for the learning purpose requires appropriate learning strategies that harmonize the effective learning making it relevant to the environment. This has been the inherent theme of TITI since its establishment 15 years ago.

TITI is striving to develop a course and trainers for *Technology Based Instruction*. Moreover, to cater to the needs of the disadvantaged group (DAG), a *Training of Trainers -DAG* course has been designed and implemented. It is hoped that both of the courses will address the modern training as well as societal needs.

Since TITI's mission, and vision have been established during its institutionalization process and proved valid in the context of present Nepal, the development of human resources as the major component of institutionalization process has always been a priority in TITI. Although TITI will soon miss the competitive advantage enjoyed during the project period for human resource development, it would leave no stone unturned to enhance the component even after the termination of the present project.

Despite the inevitable and potential challenges ahead, TITI would remain a model public institute for delivering quality services to its customers and convert challenges to opportunities. Moreover, TITI will continue to increase its credibility through dedication, effort and experiences of its staff.

Finally, I would like to take this opportunity to congratulate *Mr. Durga Prasad Upadhyaya* for being selected as the outstanding trainer, *Mr. Kamal Thapa*, as the outstanding staff, and *Mr. Kesh Bahadur Thapa* as the outstanding support staff of the fiscal year 2005-06.

Dhruba Prasad Dhungel, Executive Director

## From the Project Manager's Desk



### Needs for support to TITI

Established as a public Nepali national institute in 1991, TITI is a part of Government of Nepal with a certain level of autonomy. The creation of TITI was and still is supported by the Swiss Government through Swisscontact, the Swiss Foundation for Technical Cooperation. However, due to budget restrictions of SDC Nepal, the support is coming to an end by June 2007.

TITI has gained significant experiences in designing, delivering and evaluating training programs (Training of Trainers-ToT series, Training Institution Management, Training Program Evaluation and others ...) as well as conducting research and evaluation in the TEVT sector. TITI is also providing consulting services in Curriculum Development. It was through TITI that the DACUM process was established at the national level in Nepal. TITI is also recognized nationally and internationally in its core field. A recent workshop at SDC clearly showed that TITI and the project created a substantial quantity of tangible and intangible assets which can be and have to be used for the benefit of Nepal and its population.

SDC's decision to stop supporting TITI earlier than originally foreseen brings up critical issues regarding the future development of TITI.

1. The capitalization of assets generated by SDC's intervention might be slowed down due to the unexpected termination of the support.
2. The question of sustainability of these achievements is still a major concern of all stakeholders involved. In the long run, it might be difficult to maintain the existing level of performance without specific inputs from outside.

Needs for future support was especially identified in following areas:

- Delivering ToT to trainers involved in training for disadvantaged groups in Nepal
- Providing services to private technical schools
- Maintenance of a certain level of internal staff development
- Maintenance of institutional stability

It is the strong belief of the project that a limited support from outside will help to overcome the difficulties and protect the investment. Hence, we have to try to identify and discuss creative solutions to maintain and strengthen the capacities of TITI. We are convinced that solutions can be found in time. .

Dr. Ignaz Rieser, Project Manager, Swisscontact/TITI

### Editorial Board

Bhoj Raj Neupane  
Saurav Ram Joshi

Shalik Ram Dhakal  
Mohan Prasad Bhurtel

# TITI Customers' Column

## Customer Profile

**Name of the Organization:** Butwal Technical Institute

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Butwal Training Institute (BTI) started in early sixties in Butwal to meet the need of construction supervisors for the construction of a mission hospital in Tansen, Palpa. Later, when United Mission to Nepal (UMN) started working on hydro power projects, BTI expanded its training in metal trades followed by some other areas including secretarial services.

Set up as a non-profit making organization by the UMN and Nepal Government, BTI is the only institute in Nepal which provides apprenticeship training. It works with local industries to provide training in the following trades:

- Mechanical
- Welding
- Electrical
- Carpentry

It also provides various short-term courses designed to suit the needs of user agencies. It has provided services to various industries, projects, enterprises, I/NGOs including Nepal Electricity Authority, Himal Power Ltd. and Kali Gandaki Hydroelectric Project.

The aim of the BTI is to provide trained human resources to industries through apprenticeship and other models of training which incorporate on-the-job experience also. BTI has established itself as a centre of excellence, by promoting industrial growth in Nepal, building good relationships with local industries and increasing sponsorships. It has encouraged industrial growth in the country by offering apprenticeship instruction in technology and management.

TITI has a very good professional relationship with BTI since 1994. TITI conducted a one week course on 'Instructional Skills' for 13 teaching staff of the institute from 9 to 16 October, 2006. Participants expressed happiness and deep satisfaction about the course. TITI looks forward to running such courses for BTI and other institutes of such nature even in future.

## Customer speaks

Advanced Training of Trainers (AToT) and Leadership and Team Building (LTB) training courses were organized at TITI, from 28 August to 1 September 2006. Ms. Yog Maya (Dhakal) Kandel from TUKI, one of the participants of AToT course remarked at the closing ceremony that the course was very useful and practical oriented. She was impressed by the sound team of professional trainers and excellent facilities of TITI. Speaking on LTB course, Mr. Shankar Pandey, Executive Director of Institute of Information Technology remarked that the training was very useful and practical. His further remark was that the knowledge and skills acquired in the training were transferable to achieve organizational goals and targets of their respective organizations.

# TITI Training Standards

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

## Performance standard 32

*Instructor generally provides opportunities for questions and reviews.*

By providing opportunities for participants to ask questions and review key points, instructors will increase participation, reinforce key learning points, and correct misunderstandings. This simple standard can have a strong impact on whether participants meet training objectives.

## Performance standard 33

*Instructor generally uses open-ended questions to solicit response from participants.*

This standard is one of the most important because, when used effectively, it produces big results—namely, abundant responses and participation. It is also a standard that is often not met because instructors do not know how to use it. Open-ended questions force a response other than yes, no, or maybe. Open-ended questions usually begin with who, what, why, when, where, or how.

## Performance standard 34

*Instructor, when unable to answer questions asked, consistently researches answers and reports results back to participants.*

When you don't know the answer to a question, let participants know you will find out the answer and report back to them. Then do it. By meeting this standard, you will often exceed the expectations of participants. When you demonstrate a willingness to go out of your way, participants take notice. When that happens, your credibility goes up and so does the participants' desire to learn.

# TITI Wins Another ...

*(Continued from Page 1)*

- *Training evaluation policies & systems* – Pretest and post-test learning assessments; training evaluation using statistical tools: grading based on standard t-scores and standard deviations; the use of TOTEM (Transfer Of Training Evaluation Model); quality test items and item analysis; and a revised Kirkpatrick Model illustrating different levels of training evaluation.
- *Initiatives and activities to develop a culture of a high performing organization* – The award winning knowledge management system of Skill Cards; motivational techniques used at TITI including the best trainer & staff award; a performance-based incentive system; a functional structure of the organization; training delivery performance standards; clinical supervision of instruction; punctuality & time management; team spirit and dedication; and participatory planning & feedback mechanisms.
- *Instruction based on multiple methodologies delivered by multiple learning channels* – A focus on performance; learner active methodology; individualized learning modules; sabbatical and intern programs; and session design based on a combination on the learning architectures of Ruth Clark and David Merrill's Performance Content Matrix.

TITI is certainly encouraged to bag such awards in future with more innovations in its core working area of training & HRD.

"The world is a classroom and life is a memorable teacher- for those prepared to learn."

-Anonymous



## Trainer's Profile

### Mr. Rajendra Bahadur Shrestha



Mr. Rajendra Bahadur Shrestha has been in the profession of training and development over 17 years. He is currently working as a Senior Trainer at TITI. He received MBA and B.Ed. degrees from Tribhuvan University in Nepal. He was engaged in Hospitality

Management Program in Regency Institute of TAFE of South Australia in 1997. By profession, he is an instructional designer and job analyst.

Mr. Shrestha started his job as an instructor in 1989 in Balaju Technical Training Center. During 1996 to 2001, as a Curriculum Officer in CTEVT, he worked as a coordinator & facilitator, developed a large number of curricula and conducted over 40 DACUM (Developing A Curriculum) workshops to analyze occupational jobs.

As a Senior Trainer since 2001 at TITI, Mr. Shrestha's job includes planning, development, delivery & evaluation of training programs and courses for the government & non-governmental organizations in Nepal. His areas of expertise include designing and developing training programs, delivering training on needs analysis, job and task analysis, and training of trainers. He also delivered an international level training course in Bhutan.

He has provided consulting services in training and development for NGOs and INGOs such as UNICEF/DACA, SNV, Helvetas/VSBK, F-SKILL, TFE, NCED, and others. He worked as a District Coordinator for GTZ/NGO Fund Project in "NGO Strengthening Program" in Sankhuwasabha for 2 years. Besides that, he also worked as a part time consultant for Helvetas/Nepal, UNDP/LGP/PDDP/MEDEP/REDP for various activities. Mr. Shrestha has visited over 50 districts in Nepal and 10 countries of the world including Pakistan, Australia, Japan, Singapore, and Malaysia.

Presently, Mr. Shrestha is involved in designing and developing a new course named "Technology Based Instructional Delivery" and is planning to deliver it in January 2007.

## Upcoming Events at TITI

November 2006 to February 2007

Activity Name	Start Date	Finish Date
<b>Instruction</b>		
Training of Trainers - DAG	6 Nov. '06	24 Nov.'06
Training of Trainers - Visual	20 Nov. '06	8 Dec.'06
Instructional Skill -1	27 Nov. '06	22 Dec.'06
Instructional Skill -1	1 Jan.'07	26 Jan. '07
Instructional Skill -2	1 Jan.'07	26 Jan. '07
Instructional Skill -3	1 Jan.'07	26 Jan. '07
<b>Community Development</b>		
Foundation of Community Development	18 Dec.'06	12 Jan. '07
<b>Management</b>		
Conflict Management and Peace Building	18 Dec.'06	22 Dec.'06
Management Skills	1 Jan. '07	26 Jan.'07
Presentation Skills for Managers	15 Jan. '07	19 Jan.'07
Leadership Development	5 Feb. '07	9 Feb. '07
<b>Curriculum</b>		
Occupational Health and Safety	4 Dec.'06	15 Dec.'06
Job and Task Analysis	26 Feb. '07	9 March. '07
Technology Based Instruction Delivery	22 Jan. '07	16 Feb. '07
<b>Packages (Intensive Trainings)</b>		
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 build trust and openness with your subordinates?

If so, read **Use the Johari Window**. It is one of the 416 Skill and Concept cards TITI has developed so far. TITI has also translated 135 Skill and Concept cards in Nepali language. The Johari Window is an effective model for describing the dynamics of how trust and openness can be built through feedback and self-disclosure. At TITI, we use this card in Management Skill training. Let us know what you think of this.

**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.*

*We would welcome your feedback on this issue.*

*– Editorial Board*



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