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Information and Communication Technology Finds Way in TITI Training

Information and Communication Technology (ICT) has played an important role in every field of education. Likewise, its significance in TEVT sector also does not need much elaboration. TITI, as a training providing institution, is well aware of this reality and endeavors to introduce new ICT innovations useful for instruction. TITI has made a remarkable transformation in its approach in conducting training programs. Perhaps that is the reason why many private and public organizations opt TITI for developing their staff on ICT.

TITI conducted a training program on "Refresher Training Program for Telecenter Staff (RTPTS)" from 25 June to 08 July 2007 for Telecenter and the staff of High Level Commission for Information Technology (HLCIT). Almost 30 % out of 45 comprised of female participants.



Fig: HLCIT's Training at TITI premises

The purpose of the training was to provide Telecenters with skilled and creative managers, operators and social mobilizers capable of managing and operating Telecenters effectively by using various ICT- related skills. The training aimed at providing conceptual clarity on ICT, basic framework for ICT development, various technological dimensions and sustainability issues in technical, institutional and financial sectors.

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From the Executive Director's Desk



The Zeal for Training Institute

Human beings are gifted with the natural characteristics of eagerness to learn. This could evolve internally or externally. The

trainer's role becomes crucial when external stimulator plays the role in the beginning to create an environment to motivate the learner.

Learning institutions grow to meet the demand of learning. A modern learning center is equipped with the characteristics that follow.

The reputation does not come in the beginning with performance but initiators' personal reputation may be counted. The performance of institute slowly replaces personal recognition with organizational reputation. The pool of competent trainers is the backbone of any training institute. The trainers with appropriate level of motivation, competencies both in content and methods of delivery and above all integrity to the institutes will be the greatest assets. Traits like innovativeness, responsiveness to the clients, and good health and humor are also very important human assets.

The training services are crucial for an effective training center. Need based relevant, meaningful, responsive, and affordable training package make an effective training institute. The training programs are also part of recognition because demand driven programs would get recognition in easier way than robust conservative training programs.

Answers to the questions like what does an institute do that is different from others, and why it is beneficial to the client, are considered contributing factors to sustain training institutes. The prompt response to the need of client both virtually and emotionally is the sign of sustaining and growing institute.

Long term vision enables the institute to gain continuous momentum. The mass of constructive role players in the training institute with clear direction towards its vision can make institute resistive to external distorting factors. A clear vision of the institute when shared with its key role players within the organization can also boost the motivational level of its employees.

Marketing profile and culture of institutions is the moral entity of its employees. The good deeds of the institute and its good people should be known to the wider population.

Above all, leadership at all level is crucial. Cooperation, team work, integrity and innovation associated with leadership play an important role to make a dynamic and sustainable training institute.

Dhruba Prasad Dhungel, Executive Director

Message from the last Project Manager*

A Glimpse on the achievements during the Swisscontact/TITI Project



The Swisscontact/TITI Project came to an end on June 30, 2007. Since the start of the project in 1991, TITI has grown and developed competencies without depending upon project support alone. Since 1999 the Institute and the Project had separate Plans of Operations. On one hand, the Institute performed on its own, on the other, the Project enabled the Institute to perform.

What are the achievements in more details?

1. TITI has a well accepted **clear Vision and Mission**. CTEVT run/affiliated institutions are the main customers of TITI. It also provides training and consulting services to NGOs, INGOs and private sector customers in Nepal and abroad. Services provided to international projects have contributed significantly to financial sustainability of TITI and its reputation. TITI training is noted for high quality, practical yet research-based, adult friendly yet performance oriented, relevant and transferable into job.
2. TITI is a **semi-autonomous public institution**. TITI management has got a considerable degree of financial operational autonomy too.
3. TITI's **knowledge & expertise base** of appropriate number of training staff is well developed. Competence and commitment of training and management personnel are appropriate to the task. Some trainers show excellent performance even internationally.
4. TITI has an **appropriate organizational structure**. Several **management systems** are in place and in use viz Management Accounting, Pricing, Staff Development, Marketing System & Data Base, Facility Management, and, Business Plans.
5. **Research & Development** is related to the core functions of the institution. It supports development of training courses, baseline and impact studies in TEVT institutions, follow-up studies and consultancy services to private and public customers. The skill and concept card system is a particular highlight and was awarded the Swisscontact Oscar for Knowledge Management in 2005.
6. TITI disposes of an **excellent physical infrastructure** which is well maintained. A system of preventive maintenance is in place. Part of generated income is set aside for equipment replacement and staff incentives.

Now, TITI can be considered as a well established and reputed institution in its area. This is valid especially for Nepal, neighboring countries and certain institutions working in TEVT.

Dr. Ignaz Rieser, the last Project Manager, Swisscontact/TITI

[* From the next issue this column will bear a new title "**Innovative Practices in Training and Development**" where such articles will be published.]

Editorial Board

Bhoj Raj Neupane Shalik Ram Dhakal
Saurav Ram Joshi Mohan Prasad Bhurtel

TITI Customers' Column

Customer Profile

Name of the Organization: High Level Commission for Information Technology (HLCIT)
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High Level Commission for Information Technology (HLCIT) has been established by Nepal Government to provide strategic direction and help formulate appropriate policies for the development of ICT sector in the country. It also helps to harness ICT technologies with a view to cope with developmental challenges in the field of information and communication that will lead to governance reform for catalyzing economic growth for poverty reduction.

The major objectives of HLCIT are given as follows:

- Oversee the implementation of national IT policy and strategy.
- Provide strategic policy direction and support to government in concert with its vision to build a knowledge- based society by creating an enabling environment for the development and growth of knowledge-based institutions and industries.
- Play a key role in formulation of appropriate policy instruments in concert with the dynamism that characterizes the ICT sector.
- Formulate strategies aimed at harnessing information and communication technologies for development, economic growth and poverty reduction.

HLCIT has been entrusted with duties and responsibilities to achieve the aforementioned objectives. In course of fulfilling its responsibility in training, it has started to send its own and telecentre staff in TITI from this year. TITI conducted a Refresher Training Programme from June 25 to July 08 for forty- five staff participants from different telecentres of the country. The participants and HLCIT were quite happy with the training. HLCIT also would like to explore new areas of mutual collaboration possibilities with TITI. TITI hopes to conduct more training for HLCIT staff in the days to come and contribute in the age of information & communication technology for urban & rural areas of Nepal.

Customer speaks

“Study Skills” training course was designed and developed in the year 2007 and conducted for the first time at TITI. Highly experienced (>30 yrs.) trainer Ms Patricia Conroy of Tansen Nursing School expressed that she learnt many new things in ‘how to study’ course including new approaches of learning and reading. She said that TITI’s approach was quite unique as it covered all the basic rules of educational presentations, and used a great variety of teaching techniques.

Refresher Training for Telecentre Staff was conducted at TITI from 25th June – 8th July 2007. Ms. Prabha Thapa of Dailekh Telechetre, one of the participants of the training expressed that the training was very useful. She hoped, through Telecenters, it would help reduce the gap of access of information for poor and rich people. The methodology used at TITI was totally different from other training providers. She noted that TITI methods of delivery, local language, real practice opportunity and good handouts were appropriately used. She suggested for a homogeneous types of participants in the training.

TITI Training Standards

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

Performance standard 41

Instructor consistently provides adequate independent practice opportunities.

Performing a skill once is usually not enough to learn it well. How many times are necessary depends on the learner and on the expected performance. If the skill to be performed contains a time or speed limitation, additional time will be needed for independent practice. However, just providing the time for independent practice does not always mean that the time is used wisely.

Performance standard 42

Instructor consistently emphasizes safety.

Safety begins in the classroom, is shown during the demonstration and then proceeds into the lab or workshop where it is emphasized during guided and independent practice. Learners who violate safety standards or procedures must immediately be halted and corrective measures taken.

Performance standard 43

Instructor consistently evaluates the performance of the learners.

The outcome of skill based instruction should be a learner who can perform the skill. Pencil and paper testing alone is not enough to certify the ability to perform. The instructor should combine observations, oral questioning and actual performance testing to insure that learners can perform the skills according to the specified criteria.

Information and

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In addition, the training equipped the participants with operating systems, application programs, system software packages, Internet and Intranet, computer hardware, networking and virus problem handling skills.



Figure: HLCIT training at TITI’s ICT lab,

Design and implementation of ‘Technology Based Instruction Delivery (TBID)’ course for the trainers, instructors and other key persons in TEVT field in Nepal was the landmark of last January. The training focused on imparting the knowledge and skills on instructional system designing, internet instruction approach, computer-assisted material creation, computer-based courseware development, and development of animation for instruction etc.

Similarly, in last May, Colombo Plan Staff College of Manila, Philippines organized a training program entitled ‘Introduction of Ubiquitous Technology in TEVT’ in TITI ICT lab. This opened the eyes of many participants to use ICT as an indispensable part of their professional and everyday life.

“The art of teaching is the art of assisting discovery.” -Mark Van Doren

Trainer's Profile

Mr. Anoj Bhattarai



Mr. Anoj Bhattarai has been in the profession of training and development for over 6 years. He is currently working as a trainer for Training Institute for Technical Instruction (TITI). He received Masters degree in Construction Management

from Pokhara University and Bachelors degree in Civil Engineering and Bachelors degree in Business Administration from Tribhuvan University.

As a trainer, his job includes analyzing, designing, developing, implementing and evaluating training programs and courses for the government and non-governmental sector organizations. His area of expertise in training includes Training of Trainers, Instructional Media Development (Projected and Non-Projected), Information Technology for Instructors and Managers and AutoCAD.

In association with another trainer he designed, developed and implemented a new course on Technology Based Instructional Delivery (TBID) for TITI in 2006.

Mr. Bhattarai has traveled to many parts of Nepal and a few countries abroad in course of his job responsibilities. Currently, he is engaged in Training of Trainers-Visualization (TOT-V) training in Uganda, Africa.

To maintain his professionalism, he has received more than 10 short-term in-service training from Nepal and abroad. He aims to be a renowned trainer and consultant in the area of training and development nationally as well as internationally.



Your Free Gift from TITI

Do you want to be Professional Trainer?

If so, read skill card "Be a Professional Trainer". It is one of the 135 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 skills that make a professional trainer. At TITI, we use this card in Instructional skill training 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.

Upcoming Events at TITI

November 2007 to February 2008

Activity Name	Start Date	Finish Date
Instruction Program		
Study Skills	3 Dec. '07	7 Dec.'07
Instructional Skill -1	17 Dec. '07	11 Jan.'08
Instructional Media Development	7 Jan. '08	25 Jan.'08
Basic First Aid	14 Jan. '08	18 Jan.'08
Instructional Skill -3 (BTS)	14 Jan. '08	1 Feb.'08
Advanced Computer Application	21 Jan. '08	1 Feb.'08
Instructional Skill -2	4 Feb. '08	29 Feb.'08
Basic Computer Application	18 Feb. '08	29 Feb.'08
Community Development Program		
Community Facilitation	26 Nov.'07	7 Dec. '07
Occupational Instructional Skills	24 Dec.'07	18 Jan. '08
Community Based Needs Assessment	11 Feb.'08	22 Feb. '08
Management Program		
Presentation Skills for Managers	3 Dec.'07	7 Dec.'07
Management Skills	1 Jan. '08	1 Feb.'08
Curriculum Program		
Training Design and Development	10 Dec. '07	21 Dec. '07
DACUM	21 Jan. '08	8 Feb. '08
Packages (Intensive Trainings)		
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 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.

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 welcome your feedback in this issue.

– Editorial Board



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