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TITI Contribution to the Peace Process in Nepal

The vocational skill pre-assessment was conducted for the People's Liberation Army (PLA) combatants in cantonments together with Strengthening Peace Process (STPP) GTZ, Nepal and Training Institute for Technical Instruction (TITI), Nepal.

It is the privilege of TITI to get an opportunity to work in the peace process with GTZ. TITI believes this small contribution will add a brick on the wall making the peace process more effective.

The purpose of the assessment was to identify the gap between competencies demanded by skill standard (Level 1) of National Skills Testing Board (NSTB) and current competencies of PLAs.

The TITI team comprising of process experts and content experts, each one for the identified occupation, collectively worked to assess the listed competency level of Peoples Liberation Army (PLA) in different occupations.

The areas covered during the assessment were on the occupation Mason, Carpenter, Electrician, Plumber and Tailor, and total of 551 PLAs were assessed from all the main and satellite cantonments except for one satellite cantonment of division seven.

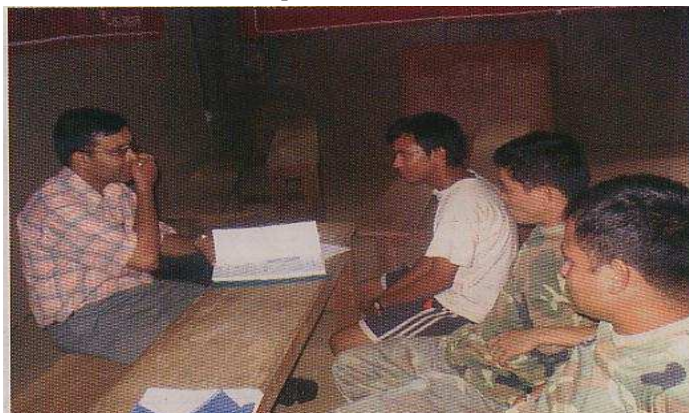


Fig: TITI Trainer taking interview with PLA

From the Executive Director's Desk



How trainers/instructors of TEVT can bring the changes?

The mismatch between the need of the workforce for business and industries and workforce prepared by Training Providing Institutes (TTP) has been debatable factors in context of human resource development since mass preparation of workforce began as a process of training and development.

Interpreting the need of business and industries and converting them into learning objectives and imparting the skills and knowledge required falls on the scope of activities of trainers and instructors of Technical Education and vocational Training (TEVT). Starting from the tasks that are required in business and industries and ending with the quality assurances of learner through assessing and providing certification to qualified trainers needs a lot of efforts and dedications and creativity. A qualified trainer would be equipped with all the skills knowledge and attitudes demanded in different phases of training preparation. The characteristics few to mention are explorer, industries motivator empathetic etc and list might go on and on.

If a trainer/instructor takes seriously on every aspects of training process the graduates of training program can not be mismatch between the needs of business and industries and supply of TTPs. Business and industries would be eager to grasp the opportunities provided by TTPs and will be willing to help such endeavor which boosts their productivity both in quality and quantity. The trainee to his/her expectation of finding a job would be happiest person after an employment opportunity.

The reliable Training Needs Assessments (TNA), a curriculum based on TNA, Learning Objectives (LO) and learning materials prepared accordingly, lessons on both performance skills and required knowledge managed in professional manner, assessment /evaluation of learning achievement administered in valid and reliable way , and post training activities i.e career counseling and guiding done keeping the focus on business and industries, would definitely bring the changes on mismatch between the supply of relevant competent human resources and need of business and industries.

Focusing on class hours and theoretical knowledge rather than performance on the job and performing routine job only would not contribute to bring the changes. Hence, trainer/instructors if they are committed and honest to their occupation can make the situation different. Right activities at right time are the need of the hour for change agents who in our context are trainers/instructors of TEVT.

- Dhruva Prasad Dhungel, Executive Director

Innovative Practices in Training and Development

How Do People Learn?

Learning is not all in our head. It takes place throughout our entire body. All of our senses are deeply involved in the process of learning. In fact, we cannot separate our senses from learning. After all, how would we learn anything if we were not using any of our senses: sight, sound, touch, smell, or taste.

The entire body, including brain, learns through **movement** and **repetition** but learning can be altered by **stress** and **emotions**. Movement is needed to engage the brain while repetition is used to move the information into our long term memory. Stress needs to be minimized while emotions need to be tuned to learning. Let's see how.

Movement Influences Learning

Our body's senses provide a continuous stream of data to the brain, which we use to make decisions about the environment around us. The thought we produce will be expressed back through the very same senses we used to collect information from in the first place: speaking, creating music, or typing on a computer to record thoughts. When our hands are active, our brain is more engaged. Therefore, "hands-on" learning activates the brain. The brain needs movement to keep it focused on the task of learning.

Repetition Support Learning and Retention

A famous study on retention of textbook materials compared the percentage of material remembered after different intervals of time. The results:

Time Interval	% Remembered	% Forgotten
After 1 day	54	46
After 7 days	35	65
After 14 days	21	79
After 21 days	18	82
After 28 days	19	81
After 63 days	17	83

In another study on recall after listening to a lecture, students forgot more than 90% of the material after 14 days.

To overcome the natural "fading" effect of short-term memory, we must recall and repeat what we want to remember. With each repetition, the brain moves the information into longer term portions of memory. The process of recalling over increasing intervals of time is called **spaced repetition**.

"We remember what we understand, we understand only what we pay attention to, and we pay attention to what we want"

Stress and Emotions Alter Learning

Stress caused by some type of physical or emotional trauma produces a hormone called **cortisol** that disrupts the connections between brain cells in the **learning and memory** part of the brain. Too much stress "shuts down" the brain and stops the learning process. Emotions are just as critical to learning. They influence our attention, meaning, and memory.

If we are angry, sad, upset, worried, or silly, what do we think our learning performance would be? Now compare that to being happy, energetic, enthusiastic, or serious. People perform better when they are happier. Stress and emotions alter learning both positively or negatively, depending on the level of stress or emotion encountered.

Training designed with these points in mind will keep the students involved, with information retained, and with increasing performance for years to come.

What we have found out about learning is that it is not all in our head. Learning takes place throughout our entire body. To be effective, instructors must design their classes to take into account how the whole body learns. So, how does the entire body learn?

Dr. Phanindra K. Chaudhary, PD-Community Development

Editorial Board

Yam Bhandari

Shalik Ram Dhakal

Dr. Bhawani S. Subedi

Ramesh Man Shakya

"The best way to be ready for the future is to invent it." – John Scully, Business Executive-1939

TITI Customers' Column

Customer Profile

Name of the Organization: Association of District Development Committees of Nepal (ADDCN), Sanepa Mode, Lalitpur,

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ADDCN was established as a representative institution of all seventy-five District Development Committees in 1995. It was registered under the National Directives Act, 1961. ADDCN has a council, an executive committee and a secretariat based in Kathmandu. Each member DDC is the member of ADDCN council. All DDC presidents and vice-presidents are ex-officio members, while other two members, at least one woman, are elected from among the DDC members of the member districts. Generally, council meets once a year. Local authorities are immediate governing institutions of people especially in the countries where people's democracy is in place. Hence, local bodies need to be empowered through appropriate delegation of authority in true spirit of decentralization. For it, capacity of local authority needs to be built or developed. Unless local authorities themselves are made capable and empowered, people centered development initiatives and democratization process lag behind.

With a view to accelerate learning and sharing at local level for the overall development of local area and people, ADDCN is created so that it can respond in the total context of decentralization and local governance of the country. A professionally and committed organization was required to furnish professional services to all DDCs in the area of local governance and development. Since it is almost impossible to afford for such services, a collective effort was initiated to this direction. As a result, ADDCN is also an outcome of this initiation.

The vision of ADDCN is to institutionalize decentralized local self governance and people centered development process in Nepal that can adequately and effectively respond to the needs, preferences, and aspirations of common people from the perspectives of need based, participatory, people-owned/sustained development. Likewise, the goal of ADDCN is to build institutional and human capabilities of all local authorities to work towards the accomplishment of the vision.

TITI had started to work with ADDCN, when TITI provided ADDCN the rental facilities to conduct couple of courses some four years back. Since then, these two organizations have had professional relations directly and indirectly. Last time, TITI conducted a course on 'Training of Trainers (ToT) for Community Facilitation' for 20 participants from ADDCN, National Association for Village Development Committees in Nepal (NAVIN) and Freedom Forum. The course conducted from 26 to 30 October 2009 in TITI. All the participants were very happy with a unique methodology applied in a teaching and learning environment. All these aforementioned three organizations appreciated training delivery system of TITI and participants appreciated experienced and qualified trainers of TITI as well. Because of these appreciations and feed-backs of the participants, TITI hopes to run other more training activities in collaboration with ADDCN, NAVIN and Freedom Forum in future.

Customer Speaks

Mr. Dideik Hari Nugroho, Head of Academic Development of POLITEKNIK ACEH, Banda Aceh, participated DACUM (Develop A Curriculum) Facilitator Training at TITI from 17th August to 4th

September 2009, as a DACUM Theory training, did his DACUM Interns in Batam City, Indonesia from 8th to 11th November 2009 supervised by Mr. Rajendra Bahadur Shrestha, Senior Trainer, TITI. He conducted his first DACUM Workshop on Information Technology Supervisor. He remarked that the training made his first DACUM Facilitator in his country. By profession he is the mathematician and expressed that the training added him a new chapter in his professional career. His Executive Director, Mr. Zainal Hanfi was very much impressed by his facilitation as well as probing skills during the workshop.

TITI Training Standards

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

Performance standard 7

Instructor consistently ensures that the class starts at the time specified on the posted schedule.

Instructors are expected to begin the class according to the published schedule. Even if some participants are late, the class should be started on time. Training participants should be made to understand that all TITI classes start exactly at the scheduled time.

Performance standard 8

Instructor generally motivates the participants of the training.

Motivation may be addressed through personal stories or anecdotes about the class topic; by calling on the experiences of the class participants; by the instructor actually demonstrating the skill. Many techniques are possible. It is up to the instructor to make sure the participants are motivated to learn prior to beginning the lesson.

Performance standard 9

Instructor consistently provides overviews, reviews and previews.

At the beginning of a lesson, the instructor should look back to what has previously been learned and tie that material in with the present topic or skill. An overview of the current topic or skill can act as an advance organizer and assist in learning the new material. A preview of how the topic or skill fits into the overall course or program can allow the participants to see the relevance of the material.

Key Events of TITI

Training Institute for Technical Instruction (TITI) has been contributing to Nepal's peace process by means of facilitating training and livelihood support initiatives. Recently, TITI and UNDP have signed an agreement in which TITI will facilitate vocational training in various occupations for the discharged PLA combatants from different cantonments. According to the MOU, TITI will facilitate such training support interventions in the Eastern and Mid-Western development regions, involving public as well as private technical training providers. These emerging assignments are likely to increase TITI's role as a professional organization in the field of training and development.

"Nothing is particularly hard if you divide it into smaller jobs." – Henry Ford, Automobile Manufacturer (1863-1947)

Trainer's Profile



Dr. Phanindra K. Chaudhary
M. Sc. in Animal Science (Institute of Agriculture & Animal Science), Rampur, Chitwan, Nepal, TU

Dr. Phnindra Kumar Chaudhary has been enjoying in the profession of training and development since last 16 years. He is full of experience of different types of responsibilities like instructor, trade head, program coordinator, vice-principle and principal of different Technical Schools run under the Council for Technical 'Education and Vocational Training (CTEVT) located in different socio-cultural and climatic zones of Nepal. Now he is serving as a senior trainer in Training Institute for Technical Instruction (TITI) since last 2 years with the responsibility of **Program Director** of Community Development Department along with the responsibility of **Program Coordinator** of B. Tech. Ed. Program, Occupational Instructional Skills (OIS), and Occupational Skills Upgrading (OSU) conducted in TITI.

As a trainer, his job includes analyzing, designing, developing, implementing, and evaluating training programs related to the community development, training of trainer (TOT), along with other instructional trainings. He has also great influence on the occupational training related with livestock and veterinary science of different duration.

He has been successfully coordinated, conducted and involved in different types of instructional as well as occupation (Veterinary and Livestock) related training of Helvetas, GTZ, Care Nepal, ADB Nepal so on and so far. He has been empowered with the national and international level of different types of training.

He aims to be a renowned trainer and consultant in the area of training and development nationally and internationally.

Your Free Gift from TITI



Do you want to manage a group discussion?

If so, read the concept card "**Manage Group Discussion**". It is one of the 135 Skill/Concept cards that TITI has translated into Nepali language and one of the 416 Skill/Concept cards TITI has developed so far. This card will let you to know on how to manage a group discussion. At TITI, to maintain the quality, all trainers refer this card.

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

Upcoming Events at TITI

March 2010 – July 2010

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Distance Learning Course	3/1/10	3/26/10
Active Learners' Methodology	4/5/10	4/23/10
Instructional Skills-2	4/5/10	4/30/10
Instructional Skills-1	5/31/10	6/25/10
Instructional Skills-3	5/31/10	6/25/10
Community Development Program		
Community Facilitation	4/27/10	5/8/10
Community Based Needs Assessment	5/17/10	5/28/10
Management Program		
Finance, Budget & Accounting	3/1/10	3/12/10
Strategic Operation Planning	3/22/10	3/26/10
Facilitation and Moderation	3/29/10	4/2/10
Presentation Skills for Managers	4/12/10	4/16/10
Supervision of Instruction	4/19/10	5/7/10
Project Implementation	5/3/10	5/7/10
Training Institute Management	5/10/10	5/21/10
Curriculum Program		
Training Design and Development	4/12/10	4/23/10
Job and Task Analysis	6/8/10	6/19/10
Occupational Safety and Health	7/5/10	7/16/10
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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