

TITI



Teaching ||| Learning ||| **PERFORMING!**



NEWSLETTER

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TITI conducts Diploma in Technical Instruction for Instructors from Bhutan

An agreement was signed between Training Institute for Technical Instruction (TITI), Nepal and Department of Human Resources, Ministry of Labour and Human Resources, Thimphu, Bhutan on implementation of program on Diploma in Technical Instruction (DTI). As per the contract, 14 participants (12 male and 2 female) from Bhutan are enrolled and they are all from technical and vocational backgrounds such as electrical, auto-mechanics, civil and mechanical. Diploma in Technical Instruction (DTI) program is especially designed and customized for the technical/vocational instructors from Bhutan. It is a 12-month intensive program.

In the first six months, the participants will study various modules on Instructional Skills, Instructional Media Development, Supervision of Instruction, Training Needs Analysis, Training Course Design and Applied Science Course. These modules intensively focus on imparting knowledge and skills on planning, organizing, delivering and evaluating the technical and vocational training programs along with developing supervisory skills, needs analysis skills and training course designing skills. The other six months will be spent to upgrade their existing occupational skills, knowledge and proficiency by sending them to trade specific workplaces such as workshops, industries or institutions.



DTI Participants from Bhutan at the Training Opening Ceremony at TITI

From the Executive Director's Desk



What actually makes training work?

Research on training has truly become interdisciplinary.

Researchers from fields other than education and

training such as industrial psychology, organizational behaviour, aviation and military technology have also contributed to research on training. Training research has now offered sound theories and practices of effective training design, training and evaluation that utilize adult learning principles and humanistic approach of learning and behaviour change.

What actually makes training work? Such questions mainly relate to the rate of return in terms of transfer and application of knowledge and skills from training to the work-settings. For training to be effective, designers, trainers and evaluators need to identify exact aspects of training that help improve performance in the work-environment. Some of the training strategies that have been experimented with and the results have been compared in terms of effects on the work environment.

Training design strategies are based on four basic principles: 1. they present relevant information or concepts to be learned; 2. they demonstrate the knowledge, skills, and attitudes (KSA) to be learned; 3. they create opportunities for trainees to practice the skills and 4. they provide feedback to trainees during and after practice.

Training delivery strategies primarily build upon the strategies for effective training delivery such as maximizing the similarity between teaching and the ultimate testing situation; providing adequate experience with the original task; providing for a variety of examples when teaching concepts and principles; labeling or identifying important features of a task and making sure that general principles are understood before expecting much transfer.

Training transfer strategies: Supporting the above guidelines, the major empirical principles of transfer have been identified and they can be enumerated as: a. overall task similarity - emphasize importance of identical situations between training and task; b. joint stimulus-response variation - less positive transfer occurs if the responses in the transfer task are different from those in the original task; c. learning to learn - learning a series of related tasks promotes learning how to learn; d. amount of practice on the original task - greater amount of practice leads to positive transfer whereas limited practice on the original task may lead to negative transfer and e. stimulus pre-differentiation - relevant pre-training stimulus leads to positive transfer in case of learning whereas it leads to negative (or dubious!) transfer in case of perceptual tasks.

TITI is experienced enough to incorporate these strategies in its training design, delivery and transfer approaches.

Dr. Bhawani Shankar Subedi

M. Phil. (Leadership Studies), Ph. D. (Education)

Innovative Practices in Training and Development

Communication Skills in Training and Development

Communication is the life-blood of an organization which facilitates all the functions of management. It is pervasive in all functions and levels of training and development. Individuals spend nearly 70 percent of their working hours in communication - writing, reading, speaking, and listening. The main purpose of communication is to share the information clearly. What you say is only as effective and informative as how it's heard. The message received should be as close in meaning as possible to the intended message. Communication is about 40% listening, 35% speaking, 15% reading and 10% writing (Zalko, 1968). The formal structures of communication can be downward, upward, two-way, horizontal, and diagonal. It can be formal and informal, interpersonal and intrapersonal as well as verbal and non-verbal.

Effective communication is measured by the quality of message received. Barriers may exist in communication which are filtering, distrust, gender differences, emotions, poor planning, status differences, organizational distance, timing, technology etc.

Good communication skills are fundamental to all relationships and key to business success. Some tips for improving communication skills in training and developments are : use of multiple channels, tailor the message to the audience, empathize with others, practice active listening, match words with actions, write about what you know, use feedback and improve accordingly. Rules of communication in training and development can be: ensure that it fits the purpose, **ABC** (Accuracy, Brevity, and Clarity), **KISS** (Keep it short & simple) and deliver information in three stages i.e. introduction, main body of the message and summary.

Communication is omnipresent in all functions of management. Effective communication does not come automatically. It must be planned and carefully carried out. Good communication makes the training more effective and result oriented. It's also very important to get constant feedback from the trainees to ensure that the training that is being provided is useful and productive not to waste time and resources.

TITI has been conducting many training programs in different areas in and out of the country throughout the year. An effective and professional communication system exists in TITI right from the beginning of training design and till the end of the training delivery and feedback. Even after the training, there have always been efforts in TITI to be in contact or communication with the trainees through follow up activities. At least once a year the trainees are met and discussions held regarding post-training activities at their respective technical schools through face-to-face communication. Apart from direct communication with participants, communication between TITI trainers and trainees has been carried out through mail, corresponding letter, memos, telephone, fax and other possible channels. The communication at TITI is purpose-orientated and well-structured in training delivery, performance appraisal, performance improvement, training assessment, evaluation and such other activities. TITI always welcomes constructive feedback and suggestions from its valued clients to improve the communication system for better performance and better organizational results.

- Gita Dhungana, Trainer

TITI Customers' Column

Name of the Organization: Childreach Nepal

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Childreach Nepal is a part of the global network of Childreach International - a charity organization registered in the UK. Childreach Nepal was registered and established in Nepal as a local non-government organization in April, 2010. It is affiliated to Social Welfare Council, Nepal.

Childreach Nepal's programme is realized through pioneering a community based organization which focuses on creating a brighter future for children living in poverty.

Currently, Childreach Nepal has eleven innovative and inspiring projects that are being implemented in Sindhupalchok, Lukla, Kalikot, Jumla, Kaski, Kavre districts and Kathmandu Valley. So far, its projects have reached out to approximately 50,000 children.

Its mission is to enable children in Nepal to unlock their potential and its goal is to improve children's access to health and education, promote child rights and ensure child protection.

First time, TITI conducted one-week "Training of Trainers" for the participants from Childreach Nepal from 8 to 13 August, 2011. There were 20 participants in the training - 19 male and 1 female. Recently, TITI conducted a training course at Helmbu, Sindhupalchowk for the teachers of Yangrima School and the teachers from other parts of the county as well. Yangrima is a partner organization of Childreach Nepal. All the participants of the training were very happy with the contents and delivery strategies. Many of the participants of the training even showed their interest to participate in other relevant courses of TITI in future. Hopefully, the collaborative activities between TITI and Childreach Nepal will further extend in future and TITI looks forward to many more collaborative ventures in the days to come.

Customers speak:

Program coordinator from Bananas Training Centre, Nepalganj, Mr. Simon Chaudhary attended a week long ToT training sponsored by ILO and conducted by TITI at Nepalganj. According to Mr. Chaudhary, the training was very practical, useful and effective especially for the vocational training service providers who are particularly dealing with adult learners.

He found this training quite different from other training programs because of its 'learning by doing' approach. He found this training program quite unique in content structure and delivery approach. According to him, this training has benefitted the trainees immensely, however the training could be much more effective, if the training duration was longer or more than just a week.

Similarly, Balaram B.C from Sworgadwari Training Centre, Nepalganj, Banke also attended the ToT training and found the training very useful. He is of the opinion that the training has enhanced the capacity of the trainees to be good trainers. He has found TITI training quite different from other training because of its design process and excellent delivery style.

TITI Training Standards

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

Performance standard 22

Instructor consistently uses visual materials to emphasize key points or concepts.

This standard also reinforces what we know about the learning process. Information obtained through the visual sense will probably be retained longer than through any other sense. Needless to say, the visuals should be carefully prepared to illustrate the key point or concept, shown at the appropriate time and shown in a proficient manner.

Performance standard 23

Instructor generally uses instructional resources so that they add to the learning experience.

Instructional resources are developed to enhance instruction not detract from it. They are not intended as a replacement for the instructor; they are intended to help the instructor reach learners. In order to meet this standard, instructors must use these aids as enhancements to learning.

Performance standard 24

Instructor consistently demonstrates proficiency in using instructional resources.

There are a number of ground rules that can help make you proficient in using instructional resources. For tips on using each type of resource, see the appropriate Skill Card.

TITI's Recent Interventions

B. Tech Ed. Program (Third Batch) is one of the on-going long-term programs at TITI including DTI for Bhutanese participants. This course is customized bachelor level academic program for the staff working under Department of Agriculture and Livestocks, Nepal. There are altogether 15 participants in this program and the students are now studying in second semester.

The other interventions that TITI is currently doing are the programs supported by International Labor Organization and Helvetas. TITI has also conducted Training Institute Management (1 event) and Strategic Operational Planning training (2 events) which were financially supported by Helvetas. Similarly, TITI has conducted Training Institute Management (TIM) training (1 event), Computer Application in Training and Education (CATE) (3 events) and ToT (4 events). These training were financially supported by ILO for the participants of service providers under UNIRP/UNDP.

The purpose of these training programs is to build the capacity of the service providers in different parts of the country. TITI's one of the recent training accomplishments is the ToT customized for the school teachers working for Yangrima, which have been mentioned in TITI's Customer Column as well.

The purpose of the training was to train the in-service school teacher on teaching skills and develop them as trained teachers capable of teaching school children with special focus on child psychology, children's motivation, planning of the session, effective and professional delivery of the contents, assessment and evaluation. Childreach Nepal, Yangrima and TITI have further plans to have agreement for more ToT program in future.

"If you can find a path with no obstacles, it probably doesn't lead anywhere." Frank A. Clark

Trainer's Profile



Ms. Gita Dhungana
Trainer

Ms. Gita Dhungana is currently working as a Trainer in Instruction program for Training Institute for Technical Instruction (TITI).

As a trainer, her duties include coordinating, conducting, implementing and evaluating training in Instruction program. She possesses expertise in Training of Trainers (ToT), Instruction Skills (IS) series, Active Learner Methodology (ALM), and Basic First-Aid (BFA). In addition, she has provided health related training to various NGOs and public agencies.

Before 1999, she served as a professional nurse in BP Koirala Institute of Science at Dharan. In 1999, she joined Council for Technical Education and Vocational Training (CTEVT) as an Assistant Supervisor at Technical Division, CTEVT. After that, she got transferred to Technical Schools and worked as Instructor and Health Trade-Head in Jiri Technical School, Jiri Dolkha and Karnali Technical School, Jumla. She conducted participatory rural appraisal (PRA) training in different places of Jiri, Jumla as well as Mugu districts.

Ms. Gita has a Bachelor's degree in Nursing from National Academy of Medical Science, Bir Hospital, Kathmandu. She is also doing her Master's Degree in Sociology/Antropology. Ms. Gita has travelled to many parts of Nepal and India in the course of her professional development. She has participated in more than 10 different short- term training including ToT (Advance) from TITI.

Ms Gita Dhungana aims to be a renowned and professional trainer/consultant to work nationally and internationally in TEVT and development sector. She is also interested in social works.

Your Free Gift from TITI



Do you want to plan practice activities properly and in an effective way when teaching a skill?

If so, read the skill card 'Plan Practice Activities' (Nepali Version). 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 gift card is very useful for Technical Education and Vocational School teachers and trainers and this card helps the trainers/teachers in planning practice activities in effectively and providing such activities to the learners in a sequential and systematic order. At TITI, we use this card in instruction related training programmes. Kindly let us know your opinion about this card.

Upcoming Events at TITI

November 2011 – February 2012

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Basic Computer Application	10/31/11	11/11/11
Instruction Skills - II	12/19/11	1/13/12
Instructional Media Development	12/19/11	1/6/12
Advance Computer Application	1/2/12	1/13/12
Learners Assessment and Evaluation	1/23/12	2/10/12
Community Development Program		
Community Based Needs Assessment	1/2/12	1/13/12
Intervention of Community Development	2/13/12	3/9/12
Management Program		
Training Institute Management	11/7/11	11/11/11
Management Skills	12/19/11	12/30/11
Finance, Budget and Account	1/23/12	2/3/12
Curriculum Program		
Training Design and Development	1/16/12	1/27/12
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. TITI also provides free of cost training for one DAG person in each regular training programs.

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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