



TITI



Teaching ||| Learning ||| PERFORMING!



NEWSLETTER

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"Self-Paced Digital Learning for TVET Instructors"

Council for Technical Education and Vocational Training (CTEVT)/Training Institute for Technical Instruction (**TITI**) launched event regarding self-paced, online Individualized Learning Module (ILM) on 10.07.2026. This is TITI's first remarkable milestone in the digital transformation for the development of TVET instructors.



TITI, Ministry of Education and Sports and QualiTY Project Officials

The free online course is mainly designed for new and aspiring instructors who have technical expertise but limited teaching experience. (Cont'd at Page 3.....)

Training Management Information System (TMIS) of the TITI

Training Management Information System (TMIS) of **TITI** has been developed and applied as a centralized web-based platform to digitize and streamline the complete training life cycle, from program creation, scheduling, trainer and participant management to attendance, assessment, certification, feedback, and reporting. It will provide role-based access for administrators, coordinators, trainers, participants, and management, with features for online registration, document verification, training records, certificate generation with QR-code verification, and feedback collection. The system will also offer dashboards and customizable reports for monitoring training performance, participation, attendance, gender, location, and other key indicators. Based on a three-tier architecture — presentation, application, and data layers, the system will ensure data management, accessibility, security, audit logging, encryption, and regular backups.

Nishi Manandhar Shrestha, Program Director, e-Learning



Executive Director's Insight

Applying the Instructor Learning Module:

TITI has operated Instructor Learning Module from technical and financial support of Quality Project. It can contribute significantly to improving the knowledge, skills, teaching practices, and professional performance of TVET instructors. The major outputs and benefits include:

Improvement in Instructional Skills

It strengthens instructors' teaching and facilitation skills and helps them adopt learner-centered teaching approaches. It improves lesson planning, classroom management, and instructional delivery while encouraging instructors to use practical, participatory, and activity-based learning methods.

Better Technical and Pedagogical Competence

It develops both technical knowledge and pedagogical competence. It helps instructors effectively connect theoretical concepts with practical workplace applications, improving their ability to demonstrate technical skills effectively. It also promotes continuous professional development.

Improved Learning Outcomes

It benefits learners from clearer, more structured, and practical instruction, resulting in increased participation and engagement. It improves their understanding and retention of technical concepts and supports better achievement of competency-based learning outcomes.

Effective Use of Training Methods

It encourages instructors to select appropriate teaching methods based on learners' needs, using demonstrations, group work, discussions, projects, simulations, and practical exercises. It promotes the integration of theory and practice while making training sessions more interactive, engaging, and meaningful.

Improved Assessment Practices

It Strengthens instructors' assessment skills by promoting competency-based assessment and effective feedback, while improving the reliability and fairness of assessment.

Increased Use of Learning Resources and Technology

It encourages the effective use of teaching-learning materials, digital tools, and multimedia, while supporting instructors in developing locally relevant resources and adopting blended and technology-assisted learning.

Stronger Classroom and Workshop Management

It improves the organization and safety of classrooms, laboratories, and workshops while helping instructors manage time, tools, equipment, and learners effectively and strengthening occupational health and safety awareness.

Increased Learner Motivation

It creates engaging and practical learning environments that encourage active participation and teamwork, while helping instructors address learners' different abilities and needs and build their confidence in performing practical tasks.

Professionalism Among Instructors

It develops a culture of reflection and continuous improvement, encourages self-evaluation of teaching practices, strengthens professional responsibility and ethical behavior, and builds instructors' confidence and leadership skills.

Better Linkage with Industry

It helps instructors align training with workplace needs, integrate relevant skills and technologies into teaching, understand changing occupational standards, and prepare more competent and employable graduates.

Institutional Benefits

It improves training quality, standardizing instructional practices, strengthening quality assurance, promoting the sharing of good practices, and fostering a culture of professional learning.

Conclusion

The application of the Instructor Learning Module can produce positive changes at three levels: instructor, learner, and institution. At the instructor level, it strengthens pedagogical, technical, assessment, and professional competencies. At the learner level, it promotes more practical, participatory, competency-based, and industry-relevant learning. At the institutional level, it supports quality improvement, professional development, safety, and effective training management.

Mr. Kalpa Kumar Basnet

Key Achievements

The table shows the status of 56 training events. Altogether 1164 (706 male and 458 female) were trained.

SN	Program	Male	Female	Total	PW	Events
1	Instruction	386	297	683	1406	30
2	Curriculum	172	93	265	281	14
3	Management	19	14	33	118	2
4	Community	129	54	183	186	10
5	e-learning	-	-	-	-	-
	Total	706	458	1164	1991	56

Source: **TITI** MIS, 2026 [Till Sept. 16, 2026, for FY 2083/84]

Course Information (Curricula): 6 developed; 4 revised;
2 training manuals developed.

Progress: Physical: 78.0 %; Financial: 71 %

"Emphasized that training allows error-free transformation and deliberate practice." - Orson Scott Card & Ann Voskamp

Innovative Practice in Training and Development

Adopting Artificial Intelligence in Training: A New Direction for TVET

Artificial Intelligence (AI) is becoming a practical tool for work, learning, communication, creativity, and decision-making. For TVET professionals, the focus is on adopting AI effectively, ethically, and responsibly to improve training quality.

AI as a New Partner in Training

AI can enhance training without replacing trainers or practical learning. It supports needs assessment, lesson planning, materials development, learner support, assessment, feedback, research, and evaluation. For learners, AI promotes self-learning, practice, translation, and exploration. Human-AI collaboration combines AI capabilities with human knowledge, creativity, critical thinking, and professional judgement.

Emerging AI Practices in TVET

TITI has designed a five-days Artificial Intelligence for TVET Professional (AITP) training programme for helping TVET Professionals to apply AI in training and professional work. Participants explored ChatGPT, Google Gemini, NotebookLM, DeepSeek, and Qwen Studio, as well as AI-supported search, prompt engineering, and basic AI concepts. They used these tools to create learning materials and support lesson planning, research, assessment, and instructional development.

Drawbacks and Challenges of AI in Training

AI-generated information may be wrong, incomplete, outdated, or biased, so trainers must verify important content. Overuse may reduce critical thinking, creativity, and problem-solving. Other concerns include privacy, data security, copyright, plagiarism, unequal access, and limited AI knowledge. Therefore, AI should support—not replace—trainers, practical experience, human interaction, and professional judgement.

The Future of AI in TVET

The future of TVET will involve collaboration between human expertise and AI, making training more personalized, flexible, interactive, and practical. TVET professionals will need digital literacy, AI awareness, critical thinking, creativity, adaptability, and ethical judgement, while trainers remain essential for coaching, mentoring, practical demonstration, motivation, and developing human values.

Conclusion

AI can improve TVET training, support learners, strengthen trainers, and respond to emerging market needs. Its purpose is not to replace trainers but to empower them with technology while keeping human expertise, ethics, professional judgement, and interaction at the center of training.

AI may provide the tool, but the trainer provides the human touch that transforms technology into learning.

Aarati Luitel, Trainer

Self-Paced Digital Learning.....

It is expected to significantly reduce training costs and is developed with support from the Quality TVET for Youth (QualiTY) Project, a partnership between the Governments of Switzerland and Nepal, the initiative also introduced two new e-learning courses—Occupational Safety & Health and Study Skills—to strengthen instructors' competencies and promote learner-centered teaching.

TITI aims to independently expand online learning, strengthening institutional ownership, capacity, and long-term sustainability beyond project support. Er. Anoj Bhattarai (PhD), officiating Member Secretary of CTEVT, highlighted this commitment, while Chandrakanta Bhusal, Joint Secretary at the Ministry of Education and Sports, emphasized e-learning's contribution to Nepal's digitization, national education plans such as TSSP and SESP, and SDG 4 on quality education

Course access: The Online Instructor Learning Module is free and open learners in Nepal and abroad through **TITI's** e-learning platform at <https://elearning.titi.org.np/>.

Nishi Manandhar Shrestha, Program Director, e-Learning

TITI Customers' Voice

Customer speaks:

Dr. Pawan Shrestha, Ophthalmologist of NICO, Kathmandu, had joined 10 days, Training of Trainers for Effective Instruction (TOT-EI) at **TITI**.

He shared:

"The Training of Trainers (TOT) programme conducted by TITI was a valuable learning experience that helped me understand the principles of effective teaching and training. During the training, I learned how to identify learners' knowledge and skill gaps, set clear learning objectives, plan structured teaching sessions, use appropriate teaching and learning methods, and provide constructive feedback. I also understood the importance of learner-centered teaching, active participation, assessment, and reflection in improving learning outcomes. The practical sessions and interactive activities by Uttam and Anil sir were particularly useful because they helped me relate the concepts to my clinical teaching environment. I believe that to become a good and effective teacher, everyone involved in teaching should receive TOT training, as it provides a structured understanding of how to teach, assess, and support learners effectively. The program has strengthened my confidence and given me a more systematic approach to becoming an effective clinical teacher.

Thank you, **TITI**, NICO and to our dynamic instructors.

Notice

Please go through the website of the **TITI**, www.titi.org.np for applying for **TITI's** Training. Procedural Sheet is also attached to this newsletter.

"Education is not preparation for life; education is life itself." - John Dewey



Trainer's Profile

Aarati Luitel
Trainer, Instruction Program

Ms. Luitel has been a dedicated professional in the TVET sector for several years. She began her career in 2018 with a strong academic foundation and gradually transitioned into teaching, training, and capacity development roles within Nepal's TVET system. Currently she is serving as a Trainer of Instruction Program at **TITI**. In this role, she has been actively involved in planning, designing, coordinating, and delivering training programs focused on instructional skills, pedagogy, and trainer development. Her core responsibilities include planning, facilitation, monitoring, and evaluation of training and capacity building initiatives for TVET professionals.

Ms. Luitel has completed her Master in Hospitality Management. She is hard-working, creative, disciplined and supportive.

Throughout her professional journey, Ms. Luitel has worked with diverse institution, actively participated in training programs. She has made 3 years of significant contribution for TVET sector and 2 years in the hospitality industry. In addition, 1-year academic work experience at International Global College.

Her professional interests lie in innovative training, pedagogical skill enhancement, research and development. She is deeply committed to upgrade knowledge and expand her scope of work, with a vision to uplift teaching and training standards while striving to develop skilled, confident and socially responsible professionals

Free Gift from TITI



As an instructor, have you ever used mastery learning concepts to influence in shaping the character and destiny of each student? And in your instructional career, have you ever tried to form students into almost any required character by a process of conditioning?

If so, you may refer to the skill card titled "**Apply Principles of Classical Conditioning**." **TITI** has developed 3 modules of e-learning platform, 464 skill cards in English and 5 in Nepali. Additionally, 97 skill and concept cards have been translated into Nepali. Beyond these, the **TITI** Skill Card System also includes 19 simplified cards, 12 modules, and 25 case studies.

At TITI, we use this card during Foundation of Learning and other instructional training. We would appreciate hearing your feedback and opinions about this.

Upcoming Events at TITI

Sept. 21, 2026, to Jan. 31, 2027

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Instructional Skills for TVET Instructors Part-I	9/21/26	10/9/26
Basic First Aid	11/2/26	11/6/26
Creative Training Technique	11/2/26	11/6/26
21 st Century Skills	11/2/26	11/6/26
Quality Assurance Accreditors	12/21/26	12/25/26
Instructional Skills for TEVT Instructors Part-I	1/4/27	1/22/27
Instructional Skills for TEVT Instructors Part-I	1/4/27	1/22/27
Instructional Skills for TEVT Instructors Part-II	1/4/27	1/15/27
Instructional Skills for TEVT Instructors Part-III	1/4/27	1/22/27
Community Development		
Gender Equality, Disability and Social Inclusion (GEDSI)	11/9/26	11/13/26
Academic Writing	11/16/26/	11/27/26
Management Program		
Strategic Operational Planning (SOP)	9/21/26	9/25/26
Induction Training (2D)	10/12/26	10/13/26
Induction Training (3D)	10/14/26	10/16/26
Induction Training (5D)	10/26/26	10/30/26
Induction Training (5D)	10/26/26	10/30/26
Public Asset Management System (PAMS)	11/2/26	11/6/26
Public Asset Management System (PAMS)	11/23/26	11/27/26
Personal Initiative (PI)- Province	12/7/26	12/11/26
In-Service Training (Assistant)	12/28/26	1/15/27
CPD for Health Professionals	1/4/27	1/8/27
Computerized Accounting System Training (CAST)	1/25/27	1/2/27
Curriculum Program		
DACUM Facilitator Stage-I	9/21/26	10/9/26
DACUM Facilitator Stage-II	11/23/26	12/4/26
Training Needs Assessment	11/30/26	12/11/26
Training Course Design	1/18/27	1/31/27
E-Learning Program		
Computer Applications (CAT-I)	9/21/26	10/2/26
Computer Applications (CAT-II)	11/30/26	12/11/26
Computer Applications (CAT-I)	1/4/27	1/15/27
Packages (Intensive Trainings)		
Design Power Point Presentation		
Creative Training Techniques		
Develop Creative Visuals for Impact		
Leadership and Leading		
Supervise your teachers, trainers, instructors		
Presenting you		
Basic First Aid		
Cont 'd.....		

NOTE: Training packages can be scheduled at any time: on weekends, weekdays, or public holidays based on customer requests. Each training requires a group size of 15 to 20 participants. Upon request, the training can also be delivered to the client's premises, provided the minimum training facility requirements are met. Additionally, **TITI** offers one free training seat for an individual representing the GEDSI group in every regular training program.

Please register for the courses and training packages that interest you. We encourage you to participate, gain firsthand experience, and share your feedback with us.

Your feedback on this matter is greatly appreciated.

Editorial Board

Editorial Board

Kalpa Kumar Basnet, Karma Sherpa, Achyut Raj Timilsina and Nishi Manandhar Shrestha



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