TITI

Teaching ➤ Learning ➤ PERFORMING!

NEWSLETTER

IN THIS ISSUE

Social Marketing Interaction Program on "TITI's Programs and Services…"

The Training Institute for Technical Instruction (**TITI**) organized a social marketing interaction program titled **"TITI's Programs and Services…"** in Narayani Polytechnic Institute, Chitwan, Bagmati Province on April 20, 2025.

The event brought together principals of TVET schools, **TITI** focal persons of Bagmati and Gandaki province, and representatives from provincial and local governments to exchange ideas and provide strategic guidance for enhancing the reach and effectiveness of **TITI** programs at the subnational level.

TITI Officials and Participants of the Social Marketing Interaction Program

During the program, Training Director, Er. Arbind Kumar Chaudhary, delivered a comprehensive presentation on the institution's current initiatives, services, and future plans.

Participants collectively acknowledged the strength of **TITI**'s programs while underscoring the importance of expanding their implementation beyond the central level to all provinces and technical institutions.

Reaffirming this commitment, Executive Director Er. Anoj Bhattarai (PhD) emphasized **TITI**'s commitment to ensuring accessible, efficient, and high-quality services across the national TVET landscape.

On the occasion, Ms. Sarita Regmi, Principal of Narayani Polytechnic Institute, extended her warm wishes for the success of the initiatives.

The session was jointly facilitated by Marketing Chief Ms. Meena Kharel, Admin Chief, Mr. Dil Bahadur Ghimire, Instruction Program Director Mr. Suman Poudel, Finance Officer, Mr. Dinesh Sharma Luitel and Marketing Officer Ms. Srijana Acharya.

From the Executive Director's Desk

Ensuring Training Excellence: TITI's Strategic Approach to overcoming Workforce Challenges

Despite the frequent turnover of trainers, the limited availability of committed and experienced professionals,

and the increasing workload, **TITI** is proactively implementing various strategic initiatives to enhance the quality of its trainings and services, including:

1. **Enhancing Trainer Development Programs: TITI** is actively implementing specialized programs to elevate the skills of existing and potential Master Trainers and ensure high-quality instruction. Recent initiatives, including the Comprehensive Training of Trainers for Master Trainers (C-MToT) and Master Training of Trainers (M-ToT), have successfully strengthened training methodologies while cultivating a roster of resource persons capable of confidently imparting pedagogical competencies to other TVET professionals.

2. **Establishing a Strong Trainer Support System:**

   TITI is actively promoting mentorship through initiatives such as Supervision of Instruction (SOI), Peer Collaboration/Teaching, and tailored programs like the Trainer Orientation Program-Individualized (TOPI) for newly appointed trainers. Moreover, continuous professional development activities, including Book Review and Sharing Programs following participation in conferences, seminars, and training events are playing a crucial role in keeping trainers motivated while enhancing their professional competencies.

3. **Strengthening Institutional Collaborations: TITI** actively encourages its trainers to engage with industry experts, academia, and experienced civil service professionals by inviting them as guest lecturers/resource persons. This approach not only enriches the learning experience for training participants but also enables **TITI** trainers to gain exposure to diverse expertise. Additionally, it helps **TITI** reduce dependency on full-time staff while effectively balancing workload distribution

In a nutshell, despite challenges like trainer turnover, limited committed and experienced trainers, and rising workload at **TITI**, **TITI** remains committed to high-quality training and services. Through initiatives in trainer development, mentorship, and institutional collaborations, it fosters a resilient learning ecosystem that supports knowledge transfer and professional growth. By refining strategies and adapting to industry needs, **TITI** continues to strengthen its role in technical instruction, equipping trainers and professionals with essential TVET competencies.

Er. Anoj Bhattarai (PhD),
PhD and M. Phil. in Education,
MSc Construction Management, B.E. Civil, BBA

Innovative Practice in Training and Development

Strengthening Workplace based TVET Through Trainer Development

Nepal is making a transformative stride in aligning technical education with employment by implementing the Dual Vocational Education and Training (Dual VET) apprenticeship model. This proven system integrates classroom-based theoretical instruction with structured, supervised, hands-on learning in real workplace environments. Apprentices split their time between technical schools where they gain foundational knowledge and industries or service sectors where they apply that knowledge in practical settings. This dual approach ensures graduates are both academically prepared and practically skilled to meet industry demands.

The core objectives of the Dual VET model are to:

- Develop a workforce aligned with current labor market needs;
- Enhance the employability of technical school graduates;
- Equip apprentices with workplace-relevant competencies for sustainable careers.

A cornerstone of this model is the role of in-company trainers or the workplace mentors who guide apprentices through on-the-job learning, assess their progress, support their integration into company operations, and coordinate with training institutions to ensure quality outcomes.

To build the capacity of these trainers, the Training Institute for Technical Instruction (**TITI**), has introduced the In-Company Trainers' Training (ICTT) program. This 5-day professional development course is tailored for technical school instructors and company supervisors/ trainers. It focuses on enhancing pedagogical skills, technical instruction delivery, performance monitoring, and apprentice assessment. The training also emphasizes creating safe, inclusive, and effective learning environments within workplaces.

Over the past three years, **TITI** has been consistently delivering ICTT programs. In fiscal year 2081/82 (2024/25), 17 ICTT events were conducted across various provinces, resulting in the certification of 305 in-company trainers. This effort has significantly contributed to build a national pool of skilled trainers capable of delivering high-quality apprenticeship experiences.

In conclusion, the ICTT initiative marks a pivotal advancement in Nepal's technical and vocational education landscape. By investing in the professional development of in-company trainers, Nepal is not only enhancing the quality of workplace based TVET programs but also laying a robust foundation for sustainable employment and inclusive economic growth.

Suman Poudel, Program Director/Senior Trainer

*" Arriving at one goal is the starting point to another." - **John Dewey***

TITI Customers' Column

Name of the Organization:
Central Campus of Technology (CCT), Tribhuvan University
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The Central Campus of Technology (CCT), Dharan under the Institute of Science and Technology is a leading institution in Nepal for Food Technology and Nutrition education. As a constituent campus of Tribhuvan University, it offers a range of undergraduate and postgraduate academic programs. To date, the campus has produced over 1,000 graduates in Food and Nutrition, many of whom are contributing to the field both within Nepal and internationally.

In 2025, CCT signed a Memorandum of Understanding (MoU) with the Training Institute for Technical Instruction (TITI). The MoU aims to foster mutual collaboration and strengthen bilateral relations between the two institutions. Both parties recognize the potential of their partnership to enhance human resource development through cost-effective or low-cost strategies. As part of the agreement, they have committed to sharing available facilities for academic and research activities in accordance with their respective policies, and to providing opportunities for participation in relevant training programs, seminars, and meetings.

Customer speaks:

Madan Sanyok Limbu, Founder and CEO of Lotus Education Point Pvt. Ltd in New Baneshwor, Kathmandu, took part in the "Educational Counselor Training" organized by TITI from 23rd June to 3rd July, 2025.

He shared:

"This training really helped me improve my knowledge, skills, and attitude needed for educational counseling. I learned more about ethical counseling, education systems in Nepal and abroad, how to handle documents, and how to support students. The training was very interactive and involved everyone, which made it more effective."

Usha Prajapati, owner of Kumar Bakery and Coffee Shop in Madhyapur Thimi, joined the "Training of Trainers (ToT)" held from 9th to 19th June, 2025.

She said:

"The ToT program was truly enriching and deepened my understanding of effective training methodologies. I now feel confident in designing and delivering engaging training sessions. We had the opportunity to facilitate a complete session ourselves, applying the techniques we learned. The feedback sessions were especially valuable, offering constructive insights that helped each of us refine our approach. I'm excited to apply these strategies in my future endeavors and to promote a culture of continuous learning."

Competency Standards

TITI has set the Competency Standards for Instructors, categorized as Level I, II, and III. Below are the L-I outlines.

Basic Competencies

BCL101: Maintain institutional communication.
BCL102: Apply basic math and science principles in technical training
BCL103: Collaborate with team members
BCL104: Create conducive teaching and learning environment
BCL105: Work in a diverse environment
BCL106: Utilize government accounting/administrative system
BCL107: Apply greening TVET practices.
BCL108: Implement personal and workplace hygiene, procedures and safety standards
BCL109: Utilize basic ICT and digital technology tools (key words: word processing, Spreadsheet, presentation slide, and other digital platforms)
BCL110: Apply presentation skills
BCL111: Apply workplace guidelines and standard
BCL112: Integrate Basic Gender Equality and Social Inclusion (GESI) principles
BCL113: Promote entrepreneurship skills

Common competencies:

Planning Related competencies
COCL101: Develop instructional plan
COCL102: Prepare instructional materials
COCL103: Formulate learning objectives
COCL104: Organize classroom, lab and workshop layouts
Implementation related competencies
COCL105: Apply multi-model pedagogy
COCL106: Implement work-based learning approach
COCL107: Coordinate community engagement and outreach initiatives
COCL108: Organize learner centered activities (CCA, ECA) co-curricular activities
COCL109: Participate in professional development activities
Evaluation Related Competencies
COCL110: Develop the assessment tools and equipment
COCL112: Update database and report to the system
COCL113: Provide feedback

Core competencies

COCL201: Exhibits ability to recall, explain, and discuss application of sector-specific core concepts
COCL201: Demonstrate occupational skills
COCL201: Utilize sector specific tools and equipment
COCL201: Apply sector-specific safety procedures and regulations
COCL201: Participate in sector specific curriculum development / revision activities.
COCL201: Exercise sector-specific sustainable practices in the workplace.

Key achievements *[FY 2081/82]*

The table shows the status of 99 training events. Altogether 1852 (1310 male and 542 female) were trained.

SN	Program	Male	Female	Total	PW	Events
1	Instruction	916	436	1352	3276	68
2	Curriculum	39	16	55	130	4
3	Management	166	35	201	375	11
4	Community	93	25	118	199.6	10
5	e-learning	96	30	126	144.8	6
	Total	1310	542	1852	4125.4	99

Course Information (Curricula): 5 developed; 8 revised; 3 training manuals, 8 new skill/concept cards developed.
Progress: Physical: 85.0 %; Financial: 70 %

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*"Education turns an empty mind into an open mind. It turns information into behavioral transformation." – **Shiv Khera***

Trainer's Profile

Suman Poudel
Program Director/Senior
Trainer, Instruction Program

Mr. Poudel has been a dedicated professional in the TVET sector for several years. He began his career in 2011 with a strong academic foundation and gradually transitioned into teaching, training, and capacity development roles within Nepal's TVET system. Currently he is serving as a Program Director/Senior Trainer of Instruction Program at **TITI**. In this role, he has been actively involved in planning, designing, coordinating, and delivering training programs focused on instructional skills, pedagogy, and trainer development. His core responsibilities include the planning, facilitation, monitoring, and evaluation of training and capacity-building initiatives for TVET professionals.

Mr. Poudel holds master's degrees in pharmacy (pharmacology), and population studies and a bachelor's degree in law (LLB). He is a registered pharmacist with a strong academic background and research experience in molecular cancer biology, pharmacology, and related health sciences. Over the years, he has gained extensive experience in training delivery, instructional design, curriculum development, and TVET system strengthening.

He has developed various training courses, online learning modules, and textbooks in the field of pharmacy and pharmacology. He has published multiple research articles in national and international journals and received the 'Best Paper Publication Award' from Wonkwang University, South Korea.

Throughout his professional journey, Mr. Poudel has worked with diverse institutions, participated in national and international-level seminars, symposiums, and training programs, and contributed across the country to enhance instructional quality in technical education.

He aspires to become a nationally and internationally recognized trainer and consultant in the fields of TVET.

Your Free Gift from TITI

As a student, have you ever felt that the test you studied for was completely/partially unrelated to the class activities you experienced, or test focuses on one area than others? As a teacher, have you ever heard these complaints from students?

If so, refer to the skill card titled "*Develop Table of Specification (ToS)*". **TITI** has created 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, 7 modules, and 25 case studies.

At **TITI**, we use this card in Instructional Skills Series and Training of Trainers (ToT) training programs. Kindly let us know your opinion about this.

Upcoming Events at TITI

July 17, 2025 to December 16, 2025

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
Supervision of Instruction	08/18/25	08/22/25
IS for TVET Instructors Part-I (3 events)	9/1/25	9/17/25
ToT for Effective Instruction (2 events)	10/7/25	10/17/25
IS for TVET Instructors Part-II	11/3/25	11/13/25
Study Skills	11/3/25	11/07/25
Basic First Aid	11/3/25	11/07/25
Community Development		
Gender Equality, Disability and Social Inclusion	11/24/25	11/28/25
Management Program		
Induction Training	8/11/25	8/15/25
Induction Training	8/18/25	8/22/25
Strategic and Operational Planning (SoP)	10/13/25	10/17/25
Integrated Public finance Mgt. System	11/10/25	11/20/25
Curriculum Program		
DACUM Facilitator Training Stage I	9/1/25	9/17/25
Training Course Design	11/03/25	11/13/25
e-learning Program		
Training on Integrated Examination System	9/1/25	9/5/25
e-learning	9/8/25	9/12/25
e-learning	10/13/25	10/17/25
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 15-20 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 in this issue.
Editorial Board

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Fig. 1 Difficulty distribution

Introduction

As a student, have you ever felt that the test you studied for was completely/partially unrelated to the class activities you experienced, or test focuses on one area than others? As a teacher, have you ever heard these complaints from students? This is not an uncommon experience in most classrooms. Frequently there are both real and perceived mismatch between the content examined in class and the material assessed on an end of chapter/unit test. This lack of coherence leads to a test that fails to provide evidence from which teachers can make valid judgments about students' progress. One strategy teachers can use to mitigate this problem is to develop a *'Table of Specification (TOS)'*.

Definition

TOS, also known as *'Specification Grid'* is a graphic organizer (matrix) which enables the viewer to quickly and accurately identify a learning goal and its intended taxonomic, difficulty and complexity levels for purposes of assessment and instruction.

Purpose

The purpose of TOS is to:

1. Enable one to specify appropriate levels of taxonomy, difficulty and complexity for each learning goal in order to enable authentic assessment and to enlighten instruction.
2. Allow the teacher/instructor to set, assess, and instruct each curricular component at an appropriate learner level. (It stops moving from the target!)

By using TOS, we can make a valid assessment and evaluation tools. Furthermore, if we use TOS while developing the test, difficulty level of the test will not vary for different sets of the test.

Six levels of cognitive domain

Bloom's Taxonomy divides the way people learn into three domains: cognitive, psychomotor and affirmative. Cognitive domain emphasizes intellectual outcomes. This domain is further divided into 6 categories or levels of performance as mentioned in table 1.

Table 1. Taxonomy (difficulty levels) of cognitive domain

Difficulty LEVEL	Bloom's Taxonomy	
	Old version	New version
1.	Knowledge	Remembering
2.	Comprehension	Understanding
3.	Application	Applying
4.	Analysis	Analysing
5.	Synthesis*	Evaluating
6.	Evaluation	Creating

* Synthesis part was incorporated in creating level according to the new version.

(See skill card Bloom's Taxonomy for details)

When to develop?

TOS is developed during design phase of training and used during training delivery and assessment.

TOS Users

TOS is used by trainees, instructors, assessors and evaluators in course of training delivery and assessment. In case of course revision, the course designers/developers may use it.

Development steps

Although, TOS is basically for the course implementation and assessment, we can also develop TOS for a particular skill. The guiding steps for development of TOS are as follows:

1. State course or skill

The first step is to identify the course for which the TOS needs to be developed.

2. List the learning objectives

Here, we will list the learning objectives and keep them in the format given, whereby different levels of difficulty level is mentioned. For basic and mid-level courses, we can make only 5 levels. (See sample TOS template).

3. Identify weightage of each learning objective

Generally weightage in terms of time or score can be found in the curriculum, however, if not available, we can assume the importance of each objective and mention the weightage in terms of percentage.

4. Decide total no. of test items

Total no. and type of test items depends upon the time available for the test and nature of the course. Mostly, multiple choice test items (MCTIs) are used for objective judgment and subjective questions are used to see the writing patterns, creativity apart from assessment of learning outcomes. Decide total no. of test items.

5. Decide no. of test items for each objective

Total no. of test items is divided in proportion to the weightage of the learning objectives.

6. Distribute no. of test items to each difficulty level for each objective

Total no. of test items for each objective are distributed to various levels of difficulty. The distribution depends on the nature and importance of each objective.

7. Check the total no. of test items for each difficulty level

Total no. of test items for each difficulty level is calculated. There should be limited no. of test items with low level and high level of difficulty and larger no. on application level for TVET courses.

8. Recheck the distribution

Recheck the distribution of test items in terms of difficulty levels and weightage. Total no. of test items for each difficulty level is calculated. Generally, it should be in a normal distribution curve. (See fig. 1. Difficulty distribution)

9. Revise (as necessary)

Test TOS for its effectiveness and revise (if necessary).

Hints and tips

The following hints and tips can help developers/instructors to develop and use TOS:

- Be clear about the purpose of TOS
- Check the importance of each objective
- Check the difficulty distribution. It is recommended to be in bell shaped normal distribution. (see fig.1 Difficulty distribution)

Conclusion

A TOS is one tool that teachers can use to support their professional judgment when creating or selecting test for use with their learners. The TOS can be used in conjunction with lesson and unit planning to help teacher make clear the connections between planning, instruction, and assessment.

Performance Guide

Develop Table of Specification

Use the following criteria to develop TOS:

		YES	NO
1.	State the course?	___	___
2.	List the learning objectives/ content?	___	___
3.	Identify weightage of each learning objective/content?	___	___
4.	Decide total no. of test items	___	___
5.	Decide no. of test items for each objective/content?	___	___
6.	Distribute no. of test items to each difficulty level for each objective/content?	___	___
7.	Check the total no. of test items for each difficulty level?	___	___
8.	Recheck the distribution?	___	___

For successful development of table of specification, all items should be checked "YES"

TABLE OF SPECIFICATIONS (TOS)

Trade/Occupation: …………….

Course/Subject: Basic Research Methodology (2-week)

Learning Objectives/ Contents	Weightage (%)	REMEMBERING Recognize, list, describe, identify, retrieve, name — Obj.	Sub.	UNDERSTANDING Interpret, exemplify, summarize, infer, paraphrase — Obj.	Sub.	APPLYING Implement, carry out, use — Obj.	Sub.	ANALYZING Compare, attribute, organize, deconstruct — Obj.	Sub.	EVALUATING Check, critique, judge hypothesize & CREATING Design, construct, plan, produce — Obj.	Sub.	N — O	N — S
Describe concept of educational research	10	1	1	2								3	1
Describe types of research	10	1		1	1			1				3	1
Describe process of research	10			1	1	1		1				3	1
Select research design and procedure	14	1		1		1	1	1				4	1
Select measuring instrument	10			1		1	1	1				3	1
Analyze simple data	16			1		3	1	1	1			5	2
Conduct small scale applied/ action research	20					3	1	2	1	1		6	2
Report the findings of research	10					1		1		1	1	3	1
Total	**100**	3	1	7	2	10	4	8	2	2	1	N–30	10

Type of questions	No. of question	Marks
Objective	30	30x1.5=45
Subjective	10	10x5=50
Short answer	2	2.5x2=5
Total		**100**