



TITI



Teaching ||| Learning ||| PERFORMING!



NEWSLETTER

IN THIS ISSUE

Self-Paced Digital Learning ... 1

Training Management Information System ... 1

Executive Director's Insight 2

Key Achievements 2

Innovative Practice in Training and Development 3

Customers' Voice 3

Trainer's Profile 4

Upcoming Events at ... 4

“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

Sent. 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



Council for Technical Education and Vocational Training (CTEVT)

Training Institute for Technical Instruction (TITI)

P.O. Box: 5694 (Kathmandu), Madhyapur Thimi -2, Sanothimi, Bhaktapur, Nepal
Tel.: 977-1- 6630187 Web page: <http://www.titi.org.np> E-mail: info@titi.org.np

Apply Principles of Classical Conditioning

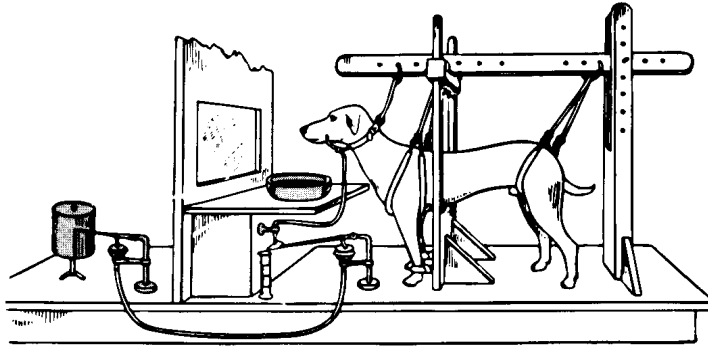


Figure 1 Pavlov's apparatus for studying conditioning

Introduction

During the early years of the twentieth century there was an emphasis on observable behaviour as the unit of study for psychology. The school of psychology that became known as **behaviourism** argued that psychologists should study behaviour only, avoiding analysis of subjective interpretation of mental processes. Behaviourists believe that the **environment** is the determining influence in shaping the character and destiny of each person. Hereditary factors are held to be of little consequence. According to this theory, it is possible to form people into almost any required character by a process of conditioning.

Conditioning

The new-born baby is fed and nursed by his/her mother. She is the one who satisfies all the baby's early needs. Quickly she comes to associate her with the satisfaction of these needs and even the sound of her voice may be enough to settle him/her when she cries. The child is **learning through association**. Our minds naturally link events that we have experienced together. Learning by association, or conditioning as it is called, is a useful method for learning attitudes and habits. It is also the basis of propaganda and advertising slogans that try to make us

with a particular brand of soap powder, or the fastest car with a particular make.

Ivan Pavlov

Associative learning is often called **classical conditioning** because it is based on famous, classic experiments. Ivan Pavlov (1849-1936), a Russian scientist, specialised in research on the physiology of digestion. This earned him a Nobel Prize in 1904. As part of his research on digestion, Pavlov set out to measure the degree to which dogs salivated while eating. A dog was given a measured amount of food and the resulting saliva was collected on the underside of the dog's mouth (see Figure 1). One day Pavlov noticed that the dog began to salivate at the sight of food or even the individual who brought it. Pavlov decided to study this phenomenon systematically. He set up a carefully controlled situation in which a bell was sounded just before the dog was presented with a small amount of food. After several pairings of bell and food, the bell alone aroused salivation. Pavlov called the food an **unconditioned stimulus** (abbreviated **UCS**) because it naturally causes salivation in hungry organisms. He called the salivation an **unconditioned response (UCR)** since it was a naturally occurring response. The new stimulus (the bell) he called a **conditioned stimulus (CS)** because it was a previously neutral stimulus that

did not cause salivation. The response to the bell was labelled a **conditioned response (CR)**.

The complete sequence of events Pavlov studied can be diagrammed as follows:

Phase	Stimulus	Response
1	UCS (food)	UCR (salivation)
2	CS (bell), then UCS (food)	UCR (salivation)
3	CS (bell)	CR (salivation)

John B. Watson

John Broadus Watson (1878 - 1958), an American psychologist, generally is considered to be the founder of modern behaviourism. He was a follower of Pavlov's research and used conditioning as the basis for his views of learning. He demonstrated the power of conditioning in humans in his famous **Little Albert** experiment. Albert, an 11-month-old baby, showed no fear of white rats. During conditioning, a hammer was struck against a steel bar behind Albert as he reached out for the rat. By hearing the loud noise (UCS) the baby jumped violently and started to cry. This reaction of fear was the unconditioned response (UCR). The rat (CS) and the loud noise (UCS) were paired several times, after which the rat was presented alone. The instant the rat was shown the baby began to show fear (CR).

Application in training

- Conditioned stimuli are things the trainee has learned to like or dislike. For example, grades. A slip of paper with an "A" or an "F" written on it has no meaning to a person who has never learned the meaning of the grade. Yet learners work hard to gain "A's" and avoid "F's". Plan for ungraded activities. Instead of linking good grades with positive feelings make use

of the natural, unconditioned stimulus-response reaction between success and joy. Mastery learning doesn't need any conditioning. The success (mastering a skill) is naturally linked with positive feelings.

- Classical conditioning explains why test failure can cause anxiety. Early in life, failure may be a neutral event. Often it becomes associated with disapproval from parents and teachers, which can serve as a UCS and cause anxiety. Other things associated with the situation also can become conditioned stimuli. It is not unusual for learners to experience anxiety when they walk into a room where they will take a test or when an instructor passes out a test. Don't scold a learner for bad test results. Analyse with him or her the mistakes made and support the person with ideas how to improve next time.
- If a learner misbehaves in a training situation we are often tempted to regulate his/her behaviour by punishing him/her. Doing this can have a very negative side effect. The punishment might stop his/her misbehaviour for the moment but at the same time associates negative feelings not only with the behaviour but also with the person of the instructor, the topic, or the training. As a result he or she starts to dislike learning in general. To avoid this, it's better to show the person another way to behave rather than just punishing him or her. This side-effect is especially known in corporal punishment. **Don't use corporal punishment in a training.**
- Another well-known phenomenon is the learner who doesn't want to participate in any activity because he/she wants to avoid failure. Failure, initially a neutral stimulus, can become a conditioned stimulus if the in-

structor criticises failure every time it occurs. Critic (UCS) causes negative feelings (UCR). Failure (CS) is paired with critic and can after some repetition cause negative feelings (CR). To avoid these negative feelings a learner might decide to stop participating and learning. No learning means no failure, means no negative feelings. Because of this avoidance behaviour the person misses also an opportunity to gain a different experience. In a vicious circle learning is blocked. Knowing this mechanism we, as instructors, should positively support learners rather than criticise them. Stress to your learners, by words or deeds that it is ok to fail as long as we can learn something from the failure.

- If a learner experiences many failures and few successes he/she starts to believe that his endeavours are pointless. He/she associates learning with helplessness. Whatever effort he/she takes it doesn't show any positive result. There is no point in making an effort. Because of this attitude success becomes even less likely. Again we are in a vicious circle. Excessive demands result in frustrations that are associated with learning. As an instructor we have to provide learners

with many situations where they can experience success.

Summarising the above findings we, as instructors have to plan, that trainees have many opportunities to experience success. Corrections should be positively formulated and not come in the form of negative statements. Failure should be regarded as a challenge to learn something new and not as something negative. A positive attitude towards our trainees is essential for their learning.

Summary

Classical conditioning is the learning of "relations between events". An association between two stimuli is formed. Some associations are easier to form than others because of the biological preparedness of the organism. Animals have the potential to do harm. Humans are biologically prepared to suspect them and therefore learn with relative ease to fear or avoid them. Sometimes one encounter is enough to condition a stimulus with a response, other times repeated certain pairing is necessary.

Performance Guide Apply Principles of Classical Conditioning

Did the instructor

1. use mastery learning concepts?
2. plan for ungraded activities?
3. communicate "it is okay to fail"?
4. regulate behaviour with reward when possible?
5. provide positive, developmental feedback?
6. plan for "success" experiences for all learners?
7. maintain a positive attitude?

Any "NO" means there is room to improve!

Training Management Information System (TMIS) Registration

1. To register in **TMIS** -> open internet browser
2. Type **tmis.titi.org.np** in the search bar
3. First log in page will open
4. Type **email address** in the email tab
5. Type any **password** (random, not your Gmail password) in the password tab
6. Tick on the box **I'm not a robot**.
7. Click on **create an account**.
8. It will direct to the next page where you will click **create profile**.
9. Fill out all the details required for registration.
10. Create **strong password** with capital letter, small letter, symbol and number with at least 8 characters long.
11. After you click **register**, a mail will be sent to your registered email address.
12. Open your email to click **verify email**. *
13. This will direct you to complete other information.
14. Fill out only one option like **NID no.**, or **citizenship** details or **pan no.**, or **passport no.** Only one detail is enough.
15. For **"is DAG?"**, click **yes** if you are differently able person and **no** if you are not.
16. For **"is employed"**, click **yes**, because you are employee of any organization.
17. Upload your **citizenship** in pdf format (reduce size 5MB max) where file needs to be uploaded.
18. Click **save and update**. Log out of the application.
19. Now log in to the **tmis.titi.org.np**
20. Go to your **profile** page.
21. Click on the scrolling training on the top of the page. (For example, If training name is ECT click as: **ECT- 2026-004**)
22. Upload the **nomination letter** (any format) to enroll to the training.
23. Click **enroll**, you are enrolled in the respective training.
24. You will be informed via **email**, if you are approved.
25. *If you do not receive email, go to the **TMIS login page** click login, it will direct you to the next page where you will write the same email address, click **resend verification**.
26. You will receive the email, check email and click **verify email**.
27. This will redirect you to the **create profile**. You can now fill out the further details.

Training Management Information System (TMIS) दर्ता

1. **TMIS** मा दर्ता गर्न इन्टरनेट ब्राउजर खोल्नुहोस्।
2. ब्राउजरको **Search Bar** मा **tmis.titi.org.np** टाइप गर्नुहोस्।
3. सुरुमा **Login Page** खुल्नेछ।
4. **Email** को Tab मा आफ्नो इमेल ठेगाना टाइप गर्नुहोस्।
5. **Password** को Tab मा कुनै पनि पासवर्ड टाइप गर्नुहोस्। (यो अस्थायी पासवर्ड हो; आफ्नो Gmail को पासवर्ड प्रयोग नगर्नुहोस्।)
6. **"I'm not a robot"** लेखिएको बाक्समा Tick गर्नुहोस्।
7. **"Create an Account"** मा Click गर्नुहोस्।
8. त्यसपछि अर्को Page खुल्नेछ। त्यहाँ **"Create Profile"** मा Click गर्नुहोस्।
9. दर्ताका लागि माग गरिएका सबै विवरणहरू सही रूपमा भर्नुहोस्।
10. कम्तीमा ८ वटा अक्षर भएको बलियो **Password** बनाउनुहोस्। Password मा ठूला अक्षर (**Capital Letter**), साना अक्षर (**Small Letter**), **Symbol** र **Number** समावेश गर्नुहोस्।
11. **Register** मा Click गरेपछि तपाईंले दर्ता गर्नुभएको इमेल ठेगानामा एउटा Mail पठाइनेछ।
12. आफ्नो इमेल खोल्नुहोस् र **"Verify Email"** मा Click गर्नुहोस्।*
13. त्यसपछि तपाईंलाई अन्य आवश्यक विवरणहरू पूरा गर्ने Page मा लगिनेछ।
14. परिचय सम्बन्धी विवरणमा एउटा मात्र विकल्प भर्नुहोस्। जस्तै: **NID नम्बर**, **नागरिकता विवरण**, **PAN नम्बर** वा **Passport नम्बर**। यी मध्ये कुनै एउटा विवरण मात्र पर्याप्त हुन्छ।
15. **"Is DAG?"** को लागि, यदि तपाईं अपाङ्गता भएको व्यक्ति (फरक क्षमता भएको व्यक्ति) हुनुहुन्छ भने **"Yes"** चयन गर्नुहोस्। यदि तपाईं अपाङ्गता भएको व्यक्ति हुनुहुन्न भने **"No"** चयन गर्नुहोस्।
16. **"Is Employed?"** को लागि, यदि तपाईं हाल कुनै संस्थामा रोजगाररत हुनुहुन्छ भने **"Yes"** चयन गर्नुहोस्।
17. माग गरिएको स्थानमा आफ्नो **नागरिकताको PDF फाइल** Upload गर्नुहोस्। (आवश्यक भए PDF फाइलको Size घटाउनुहोस् (5 MB max))
18. **Save and Update** मा Click गर्नुहोस् र त्यसपछि Application बाट **Log Out** गर्नुहोस्।
19. अब पुनः **tmis.titi.org.np** मा गएर Login गर्नुहोस्।
20. आफ्नो **Profile Page** मा जानुहोस्।
21. **Profile Page** को माथिल्लो भागमा तालिम **Scroll** भई रहेको हुन्छ।
22. आफ्नो नाम उल्लेख भएको **Confirmation letter** को माथिल्लो भागमा उल्लेख गरिएको तालिमको ID (उदाहरणको लागि ECT तालिम छ भने: **ECT-2026-004**) अनुसार तालिमको सम्बन्धीत ID click गर्नहोला।
23. सम्बन्धित तालिममा **Enroll** गर्न आफ्नो संस्थाबाट प्राप्त **Nomination Letter** कुनै पनि Format मा Upload गर्नुहोस्।
24. **Enroll** मा Click गर्नुहोस्। अब तपाईं **ECT Training** मा **Enroll** हुनुहुनेछ।
25. तपाईंको आवेदन स्वीकृत भएपछि त्यसको जानकारी **इमेल मार्फत** पठाइनेछ।
26. *यदि तपाईंले इमेल प्राप्त गर्नुभएन भने, **TMIS login** पेजमा जानुहोस् र **Login** मा क्लिक गर्नुहोस्। त्यसपछि तपाईंलाई अर्को पेजमा लगिनेछ, जहाँ तपाईंले सोही इमेल ठेगाना लेखी **Resend Verification** मा क्लिक गर्नुहोस्।
27. त्यसपछि तपाईंले इमेल प्राप्त गर्नुहुनेछ। आफ्नो इमेल जाँच गरी **Verify Email** मा क्लिक गर्नुहोस्।
28. **Verify Email** मा क्लिक गरेपछि तपाईंलाई **Create Profile** पेजमा लगिनेछ। अब तपाईंले बाँकी आवश्यक विवरणहरू भर्न सक्नुहुन्छ।