



TITI



Teaching → Learning → PERFORMING!



NEWSLETTER

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“Quality Assurance Accreditors Program in TITI”

A five-day training program on “Quality Assurance Accreditors” was successfully organized in Training Institute for Technical Instruction (**TITI**) from 05-09 January 2026, with the support of QualiTY Project. The program covered core thematic areas of the Quality Assurance and Accreditation (QAA) framework within the Technical and Vocational Education and Training (TVET) sector. Participants engaged in comprehensive sessions on criteria, indicators, sub-indicators, and marking guidelines outlined in the *Manual for TVET Institution Accreditation-2082*. The training also clarified the roles and responsibilities of accreditors involved in the institutional accreditation process.



TITI Officials and Participants of Quality Assurance Accreditors Training

To enhance practical understanding, a one-day field visit was conducted for observation and data collection across four categories of TVET institutions: a constituent school, a partnership school, a Technical Education in Community School (TECS), and a private TVET institution. This hands-on exposure helped participants develop consistency, accuracy, and credibility in applying accreditation standards. (*cont'd at Page 3...*)

Vice Chairperson (VC), CTEVT Visits TITI, Urges Global Advancement in Trainer Development

Dr. Mohammad Shaphiullah Shaphi, VC of CTEVT visited **TITI** and emphasized raising its trainer development programs to global standards. After reviewing the Executive Director's presentation on institutional achievements and future priorities, he applauded **TITI**'s contributions at both national and international levels. He also pledged to review relevant policies and legal provisions to further strengthen **TITI**'s institutional identity and brand.





Executive Director's Insight

Nurturing Excellence: **TITI**'s Drive to Inspire and Retain a High Performing Workforce

At a time when expectations for quality training are rapidly rising, **TITI** continues to place its greatest focus where it matters most: its people. Behind every effective program, every innovative idea, and every successful training session stands a team that is skilled, motivated, and deeply committed. Strengthening this team remains at the heart of **TITI**'s mission.

Growing Talent, Growing Confidence

Over the past year, **TITI** has broadened opportunities for both professional and personal growth. Programs such as the Comprehensive Training of Trainers, Corporate IT Upskilling, Dining Etiquette Workshops, and Happiness & Well-Being Sessions have helped staff strengthen their competencies while nurturing personal resilience.

These initiatives keep our workforce sharp, confident, and future ready. We continue to foster team spirit and shared ownership through retreats, open discussions, and social gatherings creating an environment where ideas are valued and voices are heard. Promising staff members are also encouraged to attend national and international platforms, bringing back fresh insights that enrich **TITI**'s innovative culture.

Wellbeing that Motivates

At **TITI**, performance thrives when wellbeing is prioritized. We support our team through annual health checkups, vehicle services that ease daily commuting, and incentive and reward systems that honor dedication. When individuals feel cared for both personally and professionally, they contribute with greater energy, passion, and purpose.

A Culture Built for Learning

We strive to create a space where curiosity thrives and learning never stops. Through internal programs and external exposure, staff stay connected to emerging trends, modern methodologies, and evolving sectoral needs. This positive learning culture enhances commitment and supports long term retention, helping **TITI** remain a center of excellence in TVET capacity development.

Looking Ahead

Yes, the challenges are real; rising expectations, rapid technological change, and the constant need to upskill. But **TITI**'s commitment remains strong: To deliver exceptional training through a team that feels valued, inspired, and empowered. By investing in development, wellbeing, recognition, and innovation, **TITI** is building a workforce ready to shape the future of Nepal's TVET ecosystem.

Er. Anoj Bhattarai (PhD)

Innovative Practice in Training and Development

Sustaining Excellence: The Transformative Power of Mentorship in TVET

In today's rapidly evolving world of work, training requires more than traditional classrooms or structured workshops. Mentorship has emerged as one of the most meaningful practices blending guided learning with personal support and genuine human connection. For TVET instructors, it goes beyond transferring skills; it builds confidence, strengthens teamwork, and keeps teaching practices aligned with current and future industry needs.

Mentorship as a Journey of Growth

In the TVET context, mentorship is an ongoing journey of professional and personal growth. With guidance from experienced mentors, instructors; whether new or seasoned, gain clarity in their career paths, enhance instructional methods, and stay attuned to industry expectations. The relationship benefits both parties: mentors find fulfillment in sharing their experience, while mentees grow in competence, resilience, and direction.

The Dynamic Nature of Mentorship

At its heart, mentorship is a dynamic, reciprocal process that encourages role modeling, reflective practice, meaningful dialogue, and supportive connections. Whether naturally formed or institutionally designed, it fosters collaboration, deepens workplace relationships, and helps instructors adapt their teaching to meet the changing needs of learners.

Emerging Mentorship Practices in TVET

Innovative mentorship in TVET now includes structured support for newly appointed instructors, inclusive learning environments, onboarding strategies, and digital mentoring platforms. Approaches emphasizing emotional wellbeing, peer support, and online engagement ensure that instructors remain confident, capable, and well supported. Ultimately, mentorship enriches workplace culture, sustains knowledge transfer, and empowers instructors to deliver high quality training for a modern workforce.

TITI's Institutional Mentorship Efforts

TITI has already embedded mentorship into its systems. Programs like the Trainer's Orientation Program-Individualized (TOPI) and the Training of Trainers for Master Trainers (MToT) show how mentorship can be both practical and transformative offering structured guidance, tailored support, and advanced mentoring techniques that help instructors transition smoothly and continually grow their effectiveness.

Conclusion

Mentorship succeeds when mentors are carefully chosen and well trained. Strong mentorship systems enable new TVET professionals to step into their roles with confidence, elevating individual performance and strengthening the overall training environment.

Sabina Shrestha, Trainer

" Job training empowers people to realize their dreams and improve their lives. " - Sylvia Mathews Burwell

TITI Customers' Voice

Customer speaks:

Saroja Thapa, Assistant Lecturer of APF Nepal Institute of Health Sciences in Balambu, Kathmandu, joined Training of Trainers for Effective Instruction (TOT-EI) held from January 26th January to 5th February, 2026 at **TITI**.

She shared:

"The ToT-EI was a very meaningful learning experience for me. It helped build my confidence and strengthened my competency in teaching and facilitation. During the training, I understood how structured, learner centered classes can be made more effective using platform skills and different instructional aids. I also realized that teaching becomes more engaging and impactful when it is participatory, problem based, connected to real life experiences, and supported by clear demonstration of skills. The feedback sessions were especially helpful, as they showed me how constructive feedback can encourage learners and improve teaching practices. Moving forward, I hope to apply these lessons in my teaching and continue growing as a more confident and competent instructor."

LOU with KUSOED

TITI and Kathmandu University School of Education (KUSOED) have signed a landmark LoU to advance the development of high quality TVET instructors in Nepal on February 9, 2026.



The agreement allows selected **TITI** training programs to be recognized within KU's academic pathways, creating opportunities for credit linkage with PGDTVET and MTVET programs. This collaboration is expected to enhance instructor pedagogical skills and strengthen Nepal's TVET ecosystem, marking a significant step toward building a skilled, future ready workforce.

Quality Assurance...

...Participants acknowledged that the program effectively met its objectives by expanding their knowledge of quality assurance systems, accreditation procedures, and essential professional competencies. During the event, Er. Mahesh Bhattarai, Member Secretary, CTEVT delivered an in-depth presentation on the TVET sector and the significance of quality assurance. He emphasized that CTEVT is beginning the process of institutional accreditation, and this training represents a crucial first step in operationalizing that initiative. Likewise, Er. Anoj Bhattarai (PhD), Executive Director reaffirmed **TITI**'s commitment to ensuring accessible, efficient, and high-quality services across the national TVET landscape for the coordination on accreditation of the institutions as initiatives taken by CTEVT.

Competency Standards

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

Basic Competencies

- BCL301: Manage communication system
- BCL302: Analyze information with applied math, science, and related software tools
- BCL303: Adapt ICT and digital technology (MIS)
- BCL304: Manage TVET stakeholder dynamics
- BCL305: Manage greening TVET practices
- BCL306: Resolve organization issues
- BCL307: Prepare program and budget
- BCL308: Execute personal and workplace hygiene procedures and safety standards
- BCL309: Develop an Emergency Plan
- BCL310: Prepare an entrepreneurship development program.
- BCL311: Integrate Gender Equality and Social Inclusion (GESI) principles

Common Competencies

Planning Related Competencies

- COCL301: Develop strategic plan and YPO.
- COCL302: Design teaching and learning materials
- COCL303: Develop staff development plan
- COCL304: Perform monitoring and evaluation
- COCL305: Ensure a conducive learning environment
- COCL306: Adapt innovative teaching learning pedagogies

Implementing Related Competencies

- COCL307: Implement multimodal pedagogies
- COCL308: Apply presentation skills.
- COCL309: Apply teaching learning materials
- COCL310: Manage work-based learning system
- COCL311: Implement research-based activities
- COCL312: Manage administrative activities
- COCL313: Facilitate conflict management strategies
- COCL314: Manage cocurricular & extracurricular activities
- COCL315: Manage community services and outreach initiatives
- COCL316: Manage institution promotional activities
- COCL317: Establish industry-institute linkages system
- COCL318: Manage placement and counseling services
- COCL319: Provide mentoring services

Evaluation Related Competencies

- COCL320: Design evaluation tools
- COCL321: Prepare academic reports
- COCL322: Manage database (LMS, students' record,)
- COCL323: Assess curricula and other learning materials

Core competencies

- CC301: Conduct sector-specific theoretical instruction and experiential activities.
- CC302: Enforce sector-specific safety procedures and regulations
- CC303: Develop and implement sector-specific sustainability strategies
- CC304: Contribute in sector-specific curriculum update and revision process

Key achievements

The table shows the status of 54 training events. Altogether 1050 (735 male and 315 female) were trained.

SN	Program	Male	Female	Total	PW	Events
1	Instruction	492	247	739	1574	37
2	Curriculum	33	7	40	74	2
3	Management	136	41	177	156.4	9
4	Community	66	14	80	100.4	5
5	e-learning	8	6	14	14	1
	Total	735	315	1050	2000.8	54

Source: **TITI** MIS, 2026 [Till Feb. 08, 2026 for FY 2082/83]

Course Information (Curricula): 5 developed; 2 revised; 1 training manual developed; 8 skill/concept cards updated.

Progress: Physical: 77.0 %; Financial: 65 %

"Education is the most powerful weapon which you can use to change the world." (Nelson Mandela)



Trainer's Profile

Sabina Shrestha
Trainer, Instruction Program

Ms. Shrestha has been a dedicated professional in the TVET sectors for several years. She began her career in 2008 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 the planning, facilitation, monitoring, and evaluation of training and capacity building initiatives for TVET professionals.

Ms. Shrestha has completed her Post Basic Bachelor in Nursing and later obtained a Master in Art degree specialized in Child Development and Gender socialization, with emphasis on social and educational practices.

Throughout her professional journey, Ms. Shrestha has worked with diverse institution, actively participated in seminars, symposiums and training programs. She has made significant contributions to clinical education, mentoring nursing students and junior staff while promoting evidence-based practices. In addition, she has played an important role in assessment and quality assurance processes further strengthening standards with the TVET sector.

Her professional interests lie in innovative training, pedagogical skill enhancement, research and development. She is deeply commitment to upgrading knowledge and expanding her scope of work, with a vison 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 felt that the level of professionalism expected from you is higher or somewhat different compared to other professions? And in your instructional career, have you ever heard comments or perceptions about you from others, including

your students?

If so, you may refer to the skill card titled "**Be a Professional Instructor**." **TITI** has developed 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 Instructional Skills Series and Training of Trainers (ToT). We would appreciate hearing your feedback and opinions about this.

Upcoming Events at **TITI**

Feb 16, 2026 to July 15, 2026

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Instruction Program		
ToT for Effective Instruction	03/30/2026	04/09/2026
Occupational ToT	03/30/2026	04/09/2026
ToT for Effective Instruction	04/13/2026	04/23/2026
Creative Training Techniques	04/20/2026	04/24/2026
Study Skills	04/27/2026	05/01/2026
Community Development		
Greening TVET	05/04/2026	05/08/2026
Community Based Needs Assessment	05/18/2026	05/28/2026
Management Program		
Entrepreneurship Development	04/20/2026	04/24/2026
21 st Century Skills	05/04/2026	05/08/2026
Curriculum Program		
Training Needs Assessment	03/30/2026	04/03/2026
Career Guidance	03/30/2026	04/03/2026
Skill Test Assessors Training	04/20/2026	04/24/2026
e-learning Program		
Computer Application-I	03/09/2026	03/19/2026
Computer Application-II	05/11/2026	05/21/2026
Computer Application-II	06/15/2026	06/25/2026
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 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 at 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, Dil Bahadur Ghimire;
Anil Muni Bajracharya, Purushottam Chapagain;
Sabina Shrestha; Shiba Bagale



Council for Technical Education and Vocational Training (CTEVT)

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Be a Professional Instructor



Introduction

“Professional is not a label you give yourself – it’s a description you hope others will apply to you.” – David Maiste

A professional instructor helps learners build skills, deepen knowledge, and improve performance by delivering structured content and fostering engagement. This role demands subject expertise, strong communication, and adaptability to different learning styles, creating a meaningful and dynamic learning environment

Definition

Profession: A profession is an occupation that requires specialized education, training, and a formal qualification. It usually requires long academic and practical training, following certain rules, and a dedication to helping the community in the workplace.

Professional: An expert in a specialized field in a job who earns by selling his/her services. A professional is an individual who is engaged in a profession and demonstrates specialized knowledge, competence, and ethical behavior within their field.

Professionalism: Professionalism refers to the conduct, behavior, and attitude expected of someone who identifies as a professional. This includes maintaining high ethical standards, showing commitment to continued learning, reliability, and demonstrating respect for colleagues and clients.

Cycle of Professional Development



This image illustrates professional development as a continuous, interconnected cycle essential for instructors. At the center is “Professional Development,” which drives teaching excellence. Surrounding it are six recurring stages: mentoring, consultation, practice, study/improvement, reflection, and learning. Each stage builds upon the last, fostering ongoing growth. Instructors begin with mentoring, consult with experts, apply knowledge through practice, review their experiences, reflect on lessons learned, and deepen understanding. Eventually, they become mentors themselves, renewing the cycle.

Key Characteristics of a Professional Instructor

- **Subject Matter Expert:** A professional instructor is not just a teacher; they are a master of their craft. They possess deep, comprehensive knowledge and skills of their subject area and continuously update themselves with evolving trends, technologies, and teaching methodologies in their subject. Staying current ensures that their instruction remains relevant and impactful, preparing learners with up-to-date industry insights and practices.
- **Technical Competence:** Modern education demands technological fluency. A professional instructor must be familiar with digital tools, online platforms, artificial intelligence, and e-learning technologies to enhance learner engagement. They are equally comfortable with industry-specific tools, preparing
- **Planning:** Effective instruction doesn't happen by chance; it's the result of meticulous planning. A professional instructor skillfully develops session objectives, session designs, lesson plans, needed forms/format, handouts, checklists, assessment tools, etc. They tailor instructional methods and select appropriate media to suit the topic and audience, ensuring every session is structured, goal-oriented, and learner-centric.
- **Delivery:** A professional instructor's ability to deliver knowledge and demonstrate skills effectively & efficiently is what transforms information into education and industries. A professional instructor uses the three V's—verbal, vocal, and visual skills—to present content clearly and dynamically. They demonstrate skills as per industry standards, apply varied teaching methods, and create an interactive environment that supports engagement, mentorship, and learning. Additionally, they model essential soft skills, including interpersonal communication, collaboration, and empathy.
- **Assessment & Evaluation:** Valid & reliable assessment and evaluation is crucial for tracking progress. Professional instructors design and implement both formative and summative assessments that genuinely reflect learner performance and measure skills that reflect learners' competence. These assessments & evaluations are not only tools for grading, but vital instruments for guiding learning, identifying gaps, and shaping future instruction.
- **Feedback:** Constructive, timely feedback is a powerful driver of growth. A professional instructor provides personalized and skill development feedback to help learners understand their strengths and areas for improvement. This ongoing dialogue not only boosts student confidence but also informs the instructor's planning for future lessons and interventions.
- **Professional Ethics and Role Model:** A professional instructor shapes minds and character. They adhere to a strong code of ethics

students not just for the classroom but for real-world environments that rely on technology-driven workflows.

built on honesty, fairness, responsibility, and respect. By embodying professional behavior, instructors serve as role models, fostering trust, inclusivity, and a safe learning space for students.

- **Grooming:** A professional instructor presents themselves with confidence and care. Clean, appropriate attire and good hygiene are powerful indicators of professionalism. Grooming reflects respect for oneself, for learners, and the learning environment.
- **Continuous Professional Development:** Teaching is a journey, not a destination. Professional instructors continually embrace lifelong learning by attending workshops, earning certifications, and staying engaged with their field. Their dedication to development ensures they remain responsive, innovative, and aligned with the evolving global landscape of education and industry.
- **Work Culture:** A professional instructor embodies a strong work ethic that goes beyond teaching. They consistently demonstrate punctuality, adaptability, empathy, and critical thinking—building trust and reliability. Fairness, confidentiality, and effective time management guide their disciplined, collaborative approach. By maintaining balance and acting with integrity, they model professionalism and foster an ethical, motivated learning community.

Strategies to become a Professional Instructor:

In today's evolving educational landscape, ongoing professional development is vital, especially for TVET instructors. Through lifelong learning and purposeful preparation, educators can improve their teaching and better support learner success. This guide outlines strategies for becoming skilled, confident, and responsive professionals.

1. Commit to Lifelong Learning

- Join professional associations and learning communities to remain informed and connected.
- Seek mentorship and expert guidance to continuously strengthen instructional practice.

- Participate in industry-relevant workshops, seminars, and training programs to stay current with evolving trends.
- Observe experienced instructors and engage with research literature to deepen insights and broaden perspectives.

2. Prepare for effective Instruction

- Integrate cognitive, psychomotor, and emotional approaches in lesson planning.
- Design inclusive learning environments that promote safety, accessibility, and active participation.
- Align learning outcomes with workplace-relevant skills and competency standards.
- Manage time effectively, establish measurable objectives, and dedicate yourself to continuous self-development.

3. Deliver the session by fostering a Positive Learning Environment:

- Address learners' individual needs by adjusting teaching methods to suit diverse learning styles.
- Apply adult learning principles and active facilitation techniques during session delivery.
- Cultivate enthusiasm and encourage a joyful approach to learning.
- Demonstrate ownership and accountability in every teaching-learning interaction while fostering a supportive classroom culture

4. Seek Feedback and Self-Reflection

- Collect regular feedback from students, colleagues, supervisors, and trusted peers to guide growth.
- Engage in thoughtful self-reflection to assess teaching effectiveness and identify opportunities for improvement.
- Act on constructive feedback to enhance instructional strategies.
- Think carefully about what you've learned from reflecting, and use that knowledge and ev-

idence to make clear, smart improvements in how you teach and help students learn.

Conclusion

- Embracing the role of a professional instructor means committing to continuous growth, ethical practice, and authentic communication. By modeling professionalism and mentoring others, instructors create a transformative environment that fosters learner success.

Be a Professional Instructor

SN	Performance Guide	Yes	No
1.	Is the instructor showing updated, relevant subject expertise?		
2.	Is the instructor effectively using technology, AI, or e-learning tools?		
3.	Are plans, objectives, and materials audience-appropriate and well developed?		
4.	Is the instructor using verbal, vocal, and visual techniques to enhance learning?		
5.	Are assessments reliable and used to evaluate learner competence?		
6.	Is feedback timely, useful, and tailored to learner development?		
7.	Is the instructor modeling ethical behavior and fostering inclusivity?		
8.	Is personal grooming and professional appearance consistently maintained?		
9.	Is the instructor pursuing continual learning and professional growth?		
10.	Are punctuality, empathy, judgment, and discipline consistently applied?		

To be a Professional Instructor, all the activities are checked 'Yes'.