

Tracer study of Trainers Trained by TITI within the Scope of EVENT Project

Final Report

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EXECUTIVE SUMMARY

Purpose of the study

A tracer study was carried out to explore to the effectiveness of Master ToT (MToT) Training being offered by Training Institute for Technical Institution (TITI). The purpose of the study was to examine its current effectiveness and recommend required future intervention to further enhance its effectiveness.

Therefore the study was carried out to trace the past graduates and carryout study on its effectiveness. Moreover, to recommend necessary interventions to enhance the effectiveness of the study was another important objective.

Conceptual framework

The study attempts to explore the current status of employment; it effectiveness through the content of the program specifically concept and skills, development, implementation, and evaluation; contribution of program in enriching knowledge, skill and attitude; self evaluation; subordinates' feedback; participants feedback; and recommendations for further improvement to enhance the effectiveness of the program.

Therefore the response of the alumni and other stakeholders namely subordinate, superordinate, trainees along with workplace observation were the independent variable and effectiveness of the training was dependant variable.

Research Methodology

It was a combination of qualitative and qualitative research design. A convenient sampling was drawn from willing to contribute alumni of the program. The research design applied was as per the nature of the study to bring a truthful insight.

A set of survey questionnaire and focus group discussion questions were developed. The survey questionnaire was designed with five point likert measurement scale. The survey questionnaires were kept in google doc and link of the google doc was sent through email for online survey, also the soft copy of the questionnaire were sent through email and were also manually distributed. The collected questionnaires and responses were cleaned and analyzed.

Two focus group discussions were carried out in Kathmandu and Pokhara on different dates to obtain response in group setting.

Furthermore in-depth interviews were also carried out to seek individual depth response towards the effectiveness of the training.

The response of participants of training sessions; participants' feedback;

superordinate's; and subordinate response were obtained to understand different facets of effectiveness. The possible training session were also observed to get first hand information.

The finding was drawn from the triangulation the feedback obtained from the participants and stakeholders aforementioned.

Findings

The response of the past participants on the contribution of program on their concept and knowledge was found effective. The participants were found to be highly confident to develop training programs as per requirements within the learning objectives. Similarly they expressed their high level of confidence in implanting the designed program as a proficient trainer. Furthermore, they expressed similar level of confidence in evaluating the training programs.

The respondents on the status of transfer of training at the work were found to be high. Moreover, in the response to the enhancement of overall capability they expressed high level of confidence. On the response to expression of deficiency, the feedback was insignificant.

On the feedback from the superordinate, it was found that there has been a significant improvement on their effectiveness. Similarly on the feedback from the subordinate was significantly positive. Moreover the participants who were interacted during the training session gave positive response specifically with very effective. On the observation study the symbols of environment and culture of a proficient trainer was observed.

Conclusion

On the basis individual response of the MToT participants and their superordinates, subordinates, participants' response and observations of the work station it can be concluded that the training was found to be effective.

Recommendation

On the basis of study the research team following is recommendations:

- The duration of the training program either has to be extended or some contents keeping in mind least significant to be curtailed.
- The participant prior to the commencement should be trained on tools and methods of effective presentation with the aid of information technology.
- More and varieties of resource persons having sound background and hands on

application to be applied in order to enhance the learning.

- Participants should be provided timely refreshers courses to keep their learning and update according to the time.
- Participants are required to provide with opportunity to brush-up their skills by offering them with opportunity to be trainers.
- More exposure visits required.
- Mentor assigned should provide quality time to mentee.
- TITI should take initiative to create network and link with and among the alumni to create more opportunity to all interested.

Limitations of study

- The finding of the research cannot be generalized with previous and future researches as it was a purposive research.
- The group response was obtained on the basis of convenient of the respondents.
- The responded of Kathmandu and Pokhara were only personally met to seek their response through individual interview and focus group discussion.

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Introduction

Training is a human resources development activity carried out to enhance the level of knowledge, sharpen the skills and bring about change in the attitude of individual to meet individual goal and organizational mission.

TITI has been organizing various training programs to enhance organizational and individuals' capacity. The Master ToT which is commonly called as MToT is one of burning examples them.

Background

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. The following programs, courses and policies are currently available at TITI.

1. Modular Training Course
2. Long-term training programs
3. Advanced Diploma programs
4. Short-term Training Packages

Master of Trainers Training (MToT) courses are designed to impart skills of planning, delivering and evaluating individual training sessions. It includes a series of highly structured experiences in the area of training design and delivery. A wide range of training techniques and skills will be provided during the training. Topics include the training philosophy, nature of training, good instruction, effective coaching and feedback techniques, planning, conducting and giving feedback on training sessions in a lively and creative manner. The training focuses on modeling, coaching, performing and conducting the critique of teaching of skills.

Tracer studies constitute one form of empirical study to appropriately evaluating the outcome of the tertiary education sector. By bringing together certain basic types of information concerning, amongst others, the level of employment, unemployment and underemployment amongst graduates, the correspondence between educational qualifications and employment and experience they can indicate possible deficits in a given educational program and assist in better planning at both the institutional and national levels, so that academic provisions are more closely aligned with the needs of the economy.

Objectives of the Tracer Study

The main objective of M-ToT Tracer Study 2014 was to study the effectiveness of M-ToT in the real world of work. Additional objectives of the Tracer Study were:

- To explore the current state of participants of Master Trainer Training and Train the Trainer programs;
- To assess current level of understanding of trainees on concept and skills imparted, their
- To explore participants' current engagement in related area;
- To assess the individual and organizational level performance of the Graduates;
- To identify need for future support in order to enhance their capabilities; and
- To identify deficiencies in the program and recommend the essential improvements

Methodology

The Type of research design used was both qualitative as well as quantitative. The type of data used for survey was Primary where method of data collection was questionnaire, Focus group Discussion and Depth Interview. From the list of 125 those who attended the training (MTOT and TOT) the survey included 50.2% as the respondents. Out of those included in survey the following table shows number of respondents for different categories.

Survey questionnaire	Focus Group	In-depth Interview
53	13	6

The ways of selection of respondents were done by using Purposive sampling method. The study consisted of a mailed questionnaire (Annexure 1). The Survey questionnaire comprised of 63 questions, grouped into 4 broad themes as follows:

- i. Concept or skills, development, implementation, evaluation;
- ii. Status of transfer of learning
- iii. Self evaluation
- iv. Recommendation

Population and Sample Design

The survey targeted convenient sampling of total 62 MToT graduates out of 125 graduates over a period of two months. The sample comprised from a list obtained from

TITI which provided details of names and addresses of graduates of Master ToT (MToT).

Survey Implementation

A set of survey questionnaires were kept in google doc and link of the google doc was sent through email to obtain responses; also soft copies of the same was sent through email and were manually delivered to some respondents to meet the objectives of the Study.

The responses were collated, coded, inputted, and analyzed in SPSS. Some data cleaning was necessary where responses received were not clear or were not properly recorded.

Focused Group Discussion

The focus group discussions were conducted to inquire about their perceptions, opinions, beliefs, and attitudes towards the training being attended.

The first focus group discussion was conducted in the meeting room of TITI, Sanothimi. Five past graduates of MToT program actively participated in the discussions. The discussion was moderated by the team researcher especially the team leader. A congenial environment was created for the benefit of participants and research team.

The participants were communicated the objectives of the research. The issues covered during the FGD included concept or knowledge enhancement, development of training programs, implementation, and evaluation; personal transformation, development of interpersonal skills, contribution to institutional initiative; feedback from the participants; and recommendations for further enhancement of effectiveness of trainings.

They appreciated the initiative of TITI for timely organizing MToT program. The participants expressed that there was substantially amount initiatives taken to enhance the level of concept and skills. They expressed their confidence in the development, implement, and evaluation of trainings.

On inquiry of personal transformation, they developed essential quality to cope up with difficulties arising in the trainings. Their level of motivation has been enhanced. They feel delighted in taking training sessions. They expressed the level of confidence in all four core levels i.e. concept or skills, implementations, development, and evaluation has been enhanced at a substantial level.

On interpersonal skills side they expressed that there has been a substantial level

of enhancement on dealing with participants, peers, subordinate, and internal and external customers. They have been able to motivate the participants. The training on emotional intelligence had contributed positively on the same.

They expressed that organizational level of effectiveness in delivering the training programs has been enhanced. They have been getting higher level of rating from the participants. All of them expressed the training have been enhanced their creativity. They said the ability in creative writing has become significantly higher in comparison to the past.

They overwhelming expressed the ability to make the skills cards and its utilities. The exposure visit to India was also an appreciable effort from the organizer which has been able to enhance the confidence. After the training the morale of the group has been increased with the feeling to enhanced overall competencies.

The major benefits they were as skill to develop skill card; change in level of confidence and self esteem after exposure visit; has become more emotionally intelligent; has enhanced personal efficiency and effectiveness; able to do the evaluation with more accuracy; increase the horizon; the micro teaching has become more effective; and moreover expressed they more engaged in their responsibilities than in the past.

They expressed certain areas for further enhancement of the effectiveness of the trainings with consideration of the followings:

- flexi timings
- discovery learning
- designing training programs
- less heterogeneous group
- formation of task grouping based on commonalities
- better user friendly technologies
- more observation tours in better training centers
- opportunities and environment at work to apply learned skills
- application based contents
- apply better technology.

Similarly the participants also highlighted on the drawbacks of the programs which are as follows:

- improper division of group

- limited time
- limited scope
- limited input
- less initiative on skill writing
- logistics could be have been better
- and better and latest technology could have been used

Second Focus Group Discussion

The second FGD was conducted in Pokhara on 10th Jestha 2071 (May 24, 2014). There were six participants of MToTs. A similar set of questions were asked during the FGD which was applied in Kathmandu in order have consistency.

The FGD's participants expressed that their concept and skills have been tremendously enhanced after the trainings; they are able to develop and design, implement, and evaluate the training programs as per requirements.

They further added that their classroom teaching have become more effective; have able to focus and utilize content; implement lesson plan in micro teaching which has enhanced effectiveness; and have developed skills of using the flip charts.

They responded that the training has been enhanced their level of confidence; there has been greater leave of enthusiasm; can decide on choice of approaches; more focus on work; higher level of consciousness; learned new techniques; increased level of appreciation from participants. However participants had identified the weakness as well which are as follows:

- traditional methods of training were used
- contents are superficial instead of in-depth
- less diversity of content
- contents were more specific to TITI
- content were very basic
- applicability of the contents were questionable
- few or no opportunities to apply and brush learnt skills
- no initiative for follow up trainings
- training excessively theoretical

The participants also recommend the solutions to enhance the effectiveness of

training interventions which are as follows:

- more focus is required on latest training methods
- more use of multimedia and like technology
- trainers with more exposure who are proficient in content and topics
- duration to be four and half weeks with required extension
- less diversified in terms of profession and occupation-wise participants
- timely refreshment in between group discussion and practical activities required
- provision or opportunity for internship
- proper timely follow-up of graduates required
- communication between and among participants and trainer facilitated
- TITI should a make a profile of program graduate for their benefits
- Opportunities for job placement at TITI and prospective employers

A set of structured survey questionnaires as mentioned above were posted on Google-drive and email were sent to respond; set of questionnaire were sent through email; and personally delivery to the prospective respondents and collected thereafter. The response were collected, cleaned and coded as required for analysis. The data was analyzed in the SPSS as per requirement; and information collected in the descriptive studies were analyzed according to the response obtained without tampering the essence. Finally aforementioned data and information were combined.

Observation study

Observations were carried out in places with the consent of the respondent and following were observed:

- Physical environment which includes furnished class, equipment, tools, accessories were found to be present at small scale enterprise offering training, consulting services and alike trade
- Documentation of training material were noticed
- Poster and reference materials were found
- Professional were observed frequently using terms and jargons of training and development during interaction
- Interaction with the students and officials were more focused and gave impression of intellectual practices

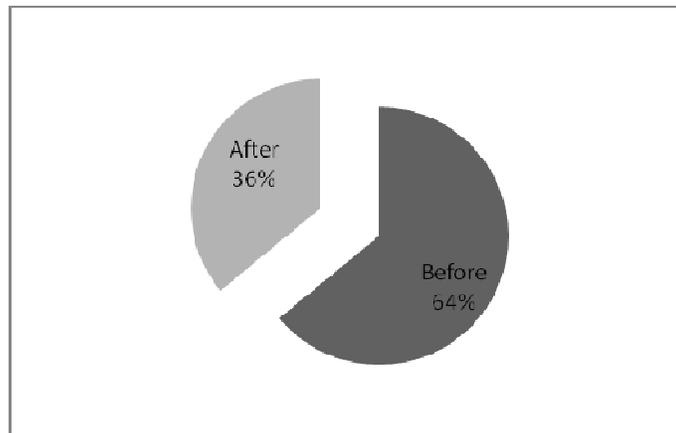
- Student were observed as delighted
- Participants or students skills were tested and certified completion of the training program
- Participants were encouraged to take internship and a significant number of students were doing internship during the day as training were operated in the morning
- Outstandingly training were already placed in jobs

Presentation and Discussion of Data

The quantitative analysis was carried out to analyze the collected data. The following were the findings on the basis of the same.

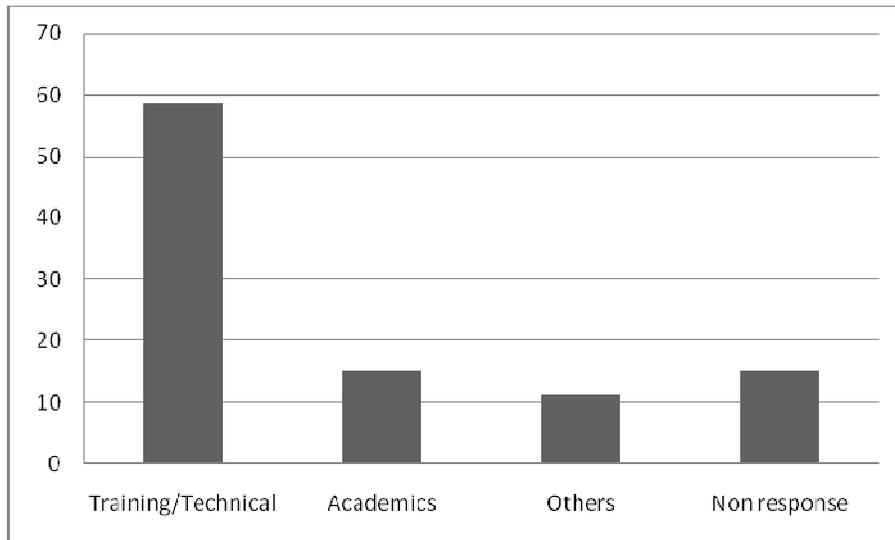
The study found that 64.2% of trainee were already working before attending the training while 35.8% of were not professionally engaged.

Figure 1 Status of employment before training



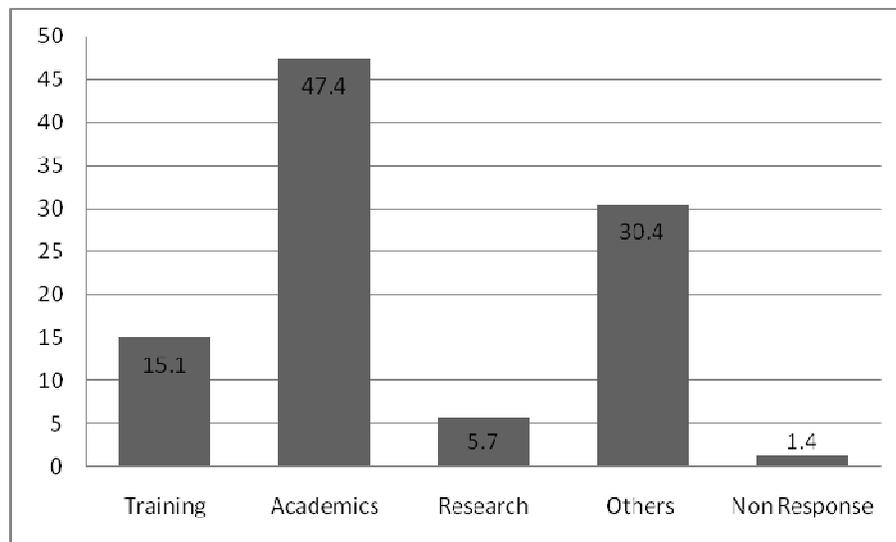
Furthermore, 58.5% trainees were from technical background and 15.1 from academics and rest from other areas.

Figure 2: Area of employment



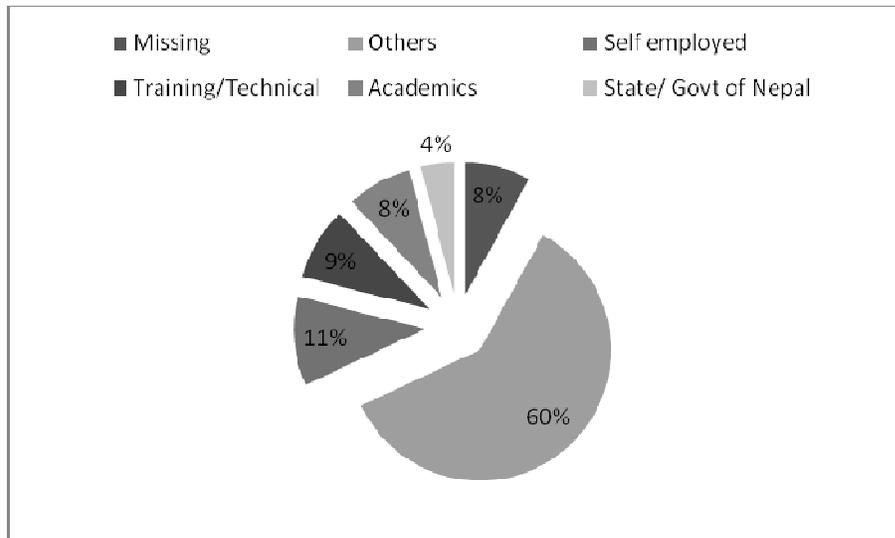
In terms of occupation-wide distribution 47.40% of trainees had opted academics; 15.1% training and development; 5.7% research work; and 30.4% in other occupations. Majority of the participants which 68.2% had opted profession in training, academics and research.

Figure 3: Area of Professional Engagement



60.4% of participants were found to be from different organizations from tourism sector, NGO from non-profit, private consultancies. 11.3% were found to be self employed and 9.4% were from technical areas such as medicine.

Figure 4: Types of organization associated with



The study found that 75.5% of trainees were expecting a job of trainer and 15.4% academician and 5.8% were expecting a job of consultant. It signifies that majority of trainees were interested to opted profession alike with purpose of training.

Figure 5: Exception of job



The mean for average Concept and Skill was found to be 4.3151 with the standard deviation of 0.6803. The majority of the trainees had retained learnt concept and skills.

The mean of question, program has enhanced the level of conceptual clarity and

knowledge of assessing training needs was 4.17 and with SD of 0.87.

Mean of question, I am able to apply concept of competency based training (CBT) in designing training program was 4.06 with standard deviation of 0.770. As mean greater than 4, the participants can apply the concept of competency based training (CBT) at their work.

The mean of the enhancement of concept of aligning curriculum, instruction and assessment in training system was found to be 4.23 with a standard deviation of 0.824; as mean is slightly greater than 4 therefore the participant's concept of aligning curriculum, instruction and assessment in training system was enhanced after the training.

The mean of respondent describing the models what training is was found 4.21 with a standard deviation of 0.793 which means the participants can describe what training is?

The mean of respondent describing the process of occupational curriculum development considering industry and instructional experiences was found to be 4.15 and standard deviation of 0.818. As average score was greater than 4 therefore participants could describe the process of occupational curriculum development considering industry and instructional experiences.

The mean of respondent defining the use of occupational skills as required in a training program was found to be 4.30 with standard deviation of 0.845. As mean was greater than 4 hence trainee can define the use occupational skills as required in a training program.

The mean of participants expressed that writing and explaining the set of terminal performance objective (TPO) was to be 4.45 with standard deviation of 0.867. As the mean was greater than 4 hence trainee can write and explain the set of terminal performance objective (TPO).

The mean of respondent writing objective based on selected knowledge based topics was found to be 4.55 and Standard deviation is 0.774 as mean is slightly greater than 4 hence trainee can write objective based on selected knowledge based topics.

The mean of respondent designing training session applying knowledge and skills learn by the program was found 4.53 and standard deviation was 0.799. As the mean was higher, the participants can design training session applying knowledge and skills learn in the training.

The mean of respondent designing project and problem for skill based learning was 4.51 with standard deviation of 0.775. As mean higher than 4 therefore trainees have

expressed their confidence in designing project and problem for skill based learning.

The mean of response of preparing training planner for 3 days training program was found to be 4.28 with standard deviation of 0.928. As mean is higher than 4 in scale, trainees had expressed their confidence to prepare training planner for 3 days training program.

The mean of respondent preparing training planner for short term courses is 4.45 and Standard deviation is 0.798 as mean is slightly greater than 4 therefore trainees can prepare training planner for short term courses.

The mean of respondent developing required training schedule for program and courses was found 4.43 with standard deviation of 0.844; as mean was greater than 4 the trainees expressed the confidence.

The mean of respondent developing lesson plans for micro teaching is 4.58 and Standard deviation is 0.745 as mean is greater than 4 therefore trainees can develop lesson plans for micro teaching.

The mean of respondent developing performance guide for selected skills was 4.58 with standard deviation of 0.770; as mean is greater than 4 therefore trainees expressed confidence to develop performance guide for selected skills.

The mean of respondent developing product rating instruments for given product was 4.55 with and standard deviation of 0.867. As the mean was found higher than 4 the trainees expressed their confidence to develop product rating instruments for given.

The mean of respondent describing the types of knowledge test item was 4.51 with standard deviation of 0.800 as mean was found to be higher than 4 participants expressed their confidence to describe the types of knowledge.

The mean of level of expression of confidence in applying the types of knowledge test item was found to be 4.53 with standard deviation of 0.775. As the mean was higher than 4 the response was positive.

The mean of respondent confidence in describing the process of testing knowledge was found to be 4.51 with standard deviation of 0.775 which is positive.

The mean of trainee applying the process of testing knowledge was found to be 4.58 with standard deviation of 0.745, as mean being higher than 4 therefore showed the confidence.

The mean of expression of confidence in developing table of specification was found to be 4.49 with standard deviation of 0.697 which mean is slightly greater than 4 therefore trainees can develop table of specification.

The mean of expression of confidence in constructing multiple choice question set for tests was 4.62 with standard deviation of 0.740 as mean is slightly greater than 4 therefore trainees can construct multiple choice question set for tests.

The mean of response of expression of developing short answer questions for requires topic was 4.43 with standard deviation of 0.866. As mean was higher than 4 trainees expressed confidence in developing short answer questions for requires topics.

The mean of respondent being aware of the application and importance of visual in training programs was found to be 4.53 with standard deviation of 0.775 which means the trainee expresses participants' expression was positive.

The mean of respondent having required set of skills of developing visuals for the training program is 4.43 and Standard deviation is 0.747 as mean is slightly greater than 4 therefore trainees can develop visuals for the training program.

The mean of expression of confidence in preparing and developing handouts was found to be 4.51 with standard deviation of 0.800.

The mean of respondent preparing assignments for different topics was 4.38 and Standard deviation is 0.860 as mean is slightly greater than 4 therefore trainees can prepare assignments for different topics.

The mean of participants' response on possessing the confidence on exhibiting qualities of a professional trainer in a micro teaching was to be 4.58 with standard deviation of 0.842.

The mean of expression of confidence of understanding and apply sensitivity of gender issues and develop training materials accordingly was found to be 4.47 with standard deviation is 0.890.

The mean of respondent expression on applying basic platform skills during presentations was found to be 4.53 with standard deviation of 0.846.

The mean of respondent receiving and give feedback during micro teaching sessions was found to be 4.53 with standard deviation of 0.823.

The mean of respondent providing required feedback to the participants to enhance theory learning was found 4.57 with standard deviation of 0.82.

The mean of respondent having conceptual clarity of learning domains and incorporate the same while planning a lesson was found to be 4.51 with standard deviation of 0.775.

The mean of respondent possessing a set of skills to apply lesson plan for micro teaching was 4.58 with standard deviation of 0.819.

The mean of respondent possessing required skills of illustrating talk and use the same in the training program was found to be 4.55 with standard deviation of 0.822, therefore trainees possess required skills.

The mean of respondents' ability to demonstrate the application of work place safety in field/work place/lab was found to be 4.58 with standard deviation of 0.819. The mean of respondents' possession of required set of skills to do demonstration in micro teaching was found to be 4.53 with standard deviation of 0.723.

The mean of respondent possessing set of skills and apply brainstorming as a teaching method was found to be 4.47 with standard deviation of 0.749.

The mean of respondents' forming group and manage the work in a simulated activity was found to be 4.38 with standard deviation of 0.790.

The mean of respondents' possessing required knowledge of oral questioning techniques in micro teaching and apply the same was found to be 4.40 with standard deviation of 0.768.

The mean of respondents' possessing required knowledge of administering test and apply the set of skills was found to be 4.49 with standard deviation of 0.823.

The mean of respondents' possessing a different models of evaluation and apply the same in different training program was found to be 4.40 with standard deviation of 0.743.

The mean of respondents' being aware of importance of debriefing sessions and apply the same as per requirement of the trainings was found to be 4.42 with standard deviation of 0.770.

The mean of respondents' have been applying the concept, knowledge and skill learnt from MTOT training in their current job was found to be 4.17 with standard deviation of 0.893.

The mean of respondents' have been applying the concept, knowledge and skill learnt from MTOT training outside the job for designing training program for their client was 4.15 and standard deviation of 1.036.

The mean of respondents' have successfully transferred their learning to their peers and sub-ordinates were found to be 4.23 with standard deviation of 0.993 presented Table no. 7.

The mean of respondents' having overall effectiveness has been enhanced after the training was found to be 4.25 with standard deviation of 0.979.

The mean of respondent's organization has been benefited from his better

performance after the training program was 4.17 with standard deviation was 1.004.

The mean of respondent's knowledge regarding designing, organizing, conducting and evaluating in training has been enhanced after taking this training was found to be 4.32 with standard deviation of 0.827 as mean was slightly greater than 4.

The mean of respondents' skills regarding designing, organizing, conducting and evaluating in training has been enhanced after taking this training and applying the same was found to be 4.32 with standard deviation of 0.728.

The mean of respondents' enjoyment of designing, organizing, conducting and evaluating in training has been enhanced after taking this training and applying the same was 4.42 and standard deviation was 0.887.

The mean of respondents' benefitting from his/her guidance, coaching and feedback after he/she attendant the training was found to be 4.17 with standard deviation of 1.029.

The mean of response to effectiveness of participants learning has been better in the past was 4.09 with Standard deviation of 1.151.

The mean response of trainee's currently enjoying the responsibility more than before was 4.19 with standard deviation 1.030.

The mean of trainee's response to overall effectiveness of training are better was 4.29 with standard deviation 1.102.

The mean of trainees response to level of concept, knowledge and skill learnt from MTOT training has not been enhanced after the training was 3.15 with standard deviation 1.586.

The mean of response of training's ability to enhance trainers' capability after the training was 1.72 with standard deviation 1.116.

The mean of response to trainee not recommending others to take this training was 1.92 with standard deviation 1.439.

The mean response of training ability to enhance trainees overall performance after the training was 1.68 with standard deviation 1.105.

The mean response of trainee's considerable increment in income after training was 3.27 with standard deviation 1.330.

The mean response of trainee having been receiving positive feedback and commendation from the stake holders was 3.92 with standard deviation 1.107.

The mean of response to overall feeling that the training is worth taking was 4.25 with standard deviation 1.142.

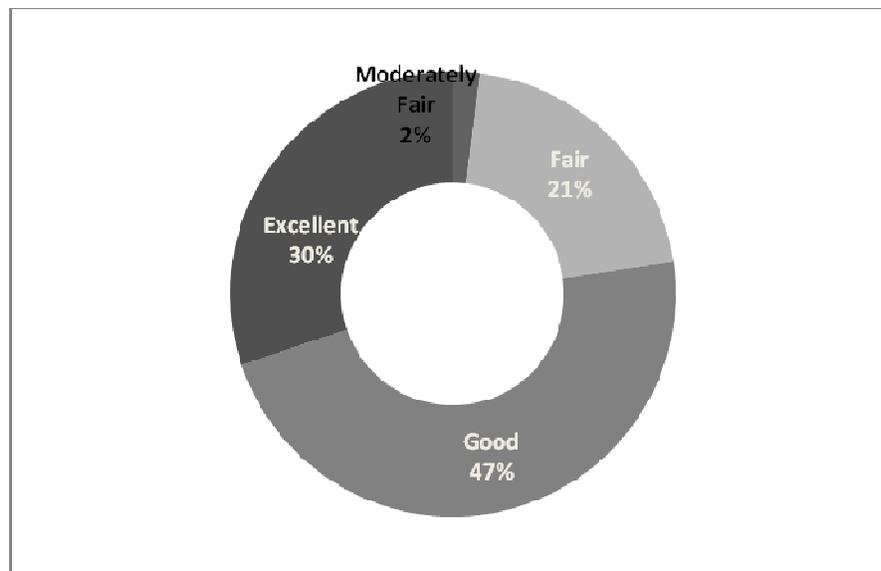
The training enhanced the conceptual knowledge moderately for 5.7% of graduate and 13.2% fairly and 39.6% had good conceptual knowledge and remaining 41.5% had excellent knowledge from the training.

Figure 6: Conceptual Clarity and Knowledge assessing training needs



1.9% of trainees have moderately been able to apply their concept of CBT in designing training, 20.8% have been fairly, 47.2% are good to apply their concept of CBT in designing training and remaining 30.2% have been excellent in implementation.

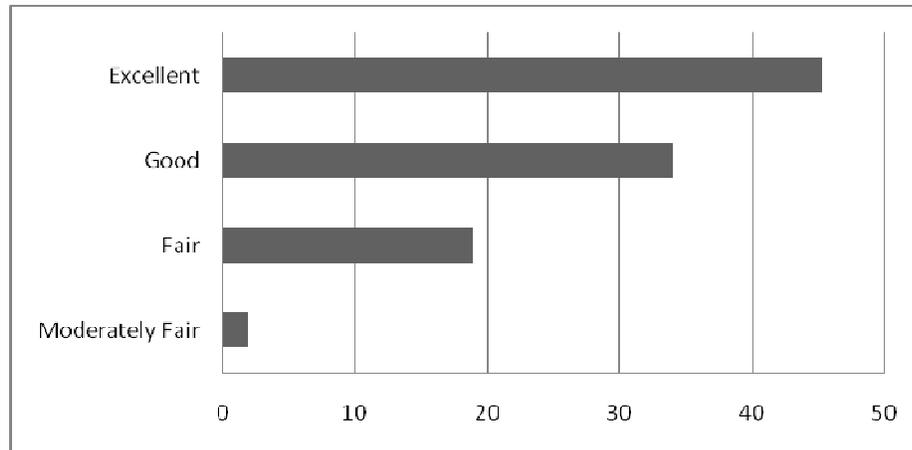
Figure 7: CBT in designing training programs



The training has not enhanced 1.9% of trainee's concept of aligning curriculum, instruction and assessment in training system. 18.9% of the trainee has fairly been

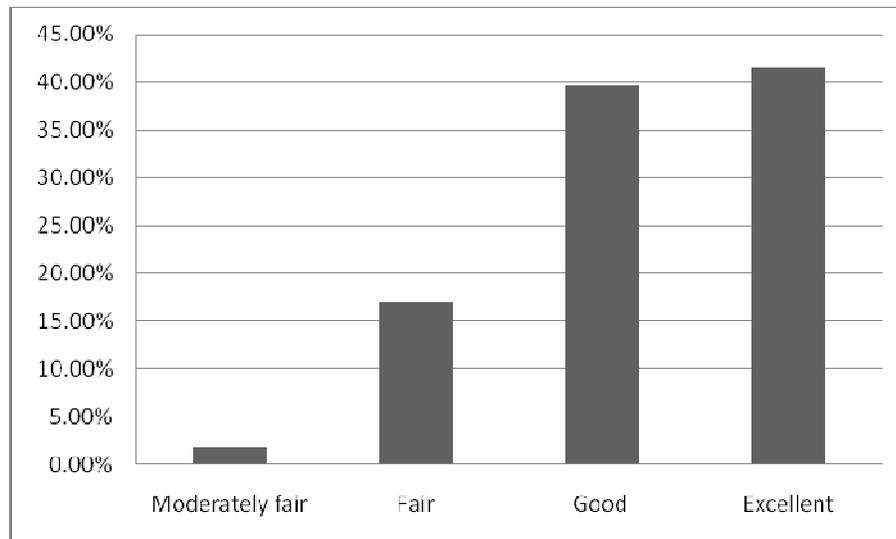
enhanced concept of aligning curriculum, instruction and assessment in training system and 34% of trainees are good at aligning curriculum, instruction and assessment in training system rest 45.3% in excellent.

Figure 8: Concept of aligning curriculum, instruction and assessment



1.9% of trainees can describe what a training is specifically the models moderately, 17% trainees can fairly describe what a training is specifically the models, 39.6% of trainees are good in describing what a training is specifically the models and 41.5% of trainees can excellent.

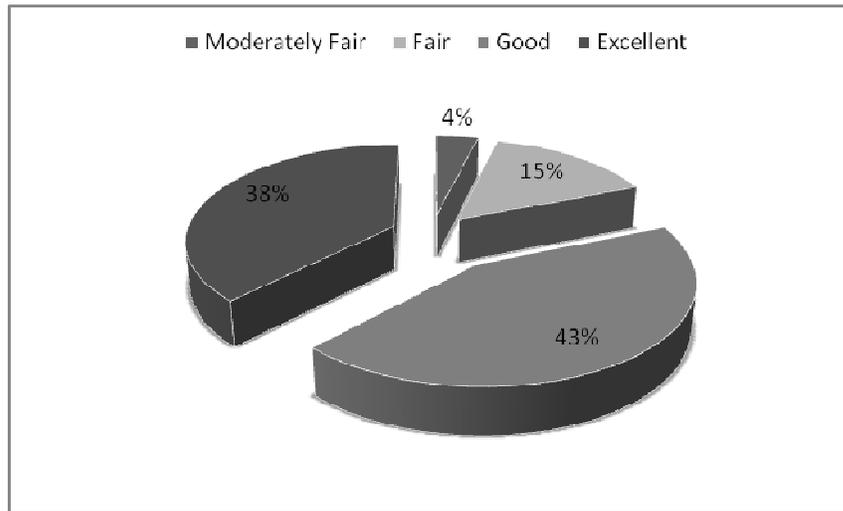
Figure 9: Describe what training is specifically the model



3.8% of trainees can moderately describe the process of occupational curriculum development considering industry and instructional experiences, 15.1% of trainees can fairly describe the process of occupational curriculum development considering industry and instructional experiences, 43.4% of trainees are good in describing the process of occupational curriculum development considering industry and instructional experiences

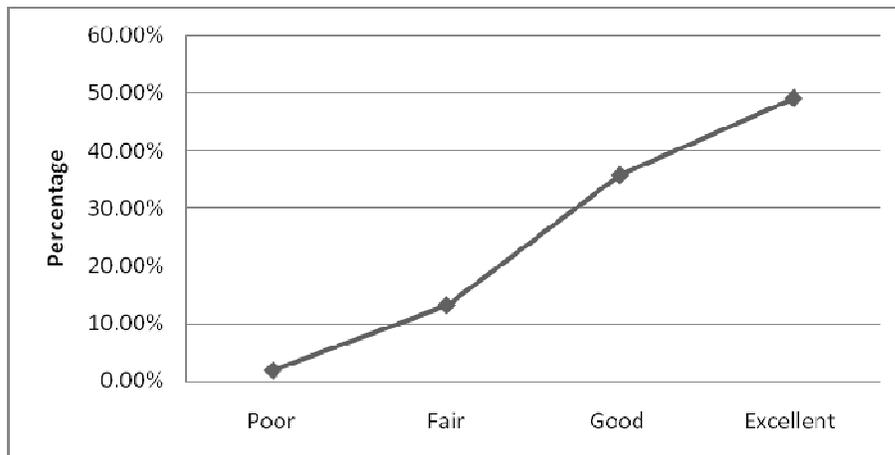
and 37.7% of trainees are excellent.

Figure 10: Describe process of curriculum development



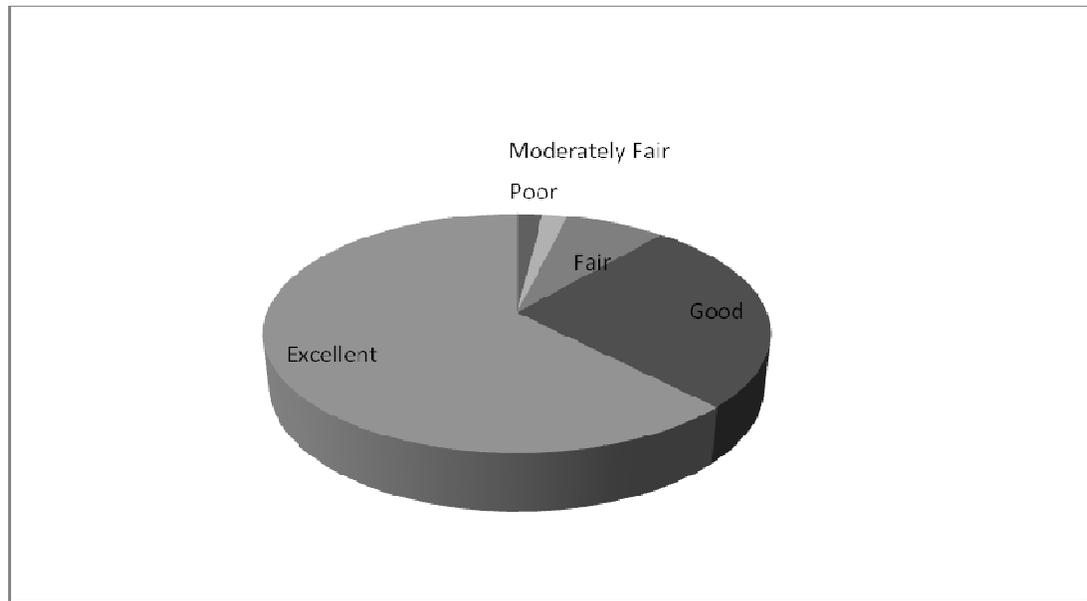
1.9% of trainees are poor at occupational skills as required in a training program is acquired in training, 13.2 % of trainees are fair in occupational skills as required in a training program is acquired in training, 35.8% of trainees are good in occupational skills as required in a training program is acquired in training, and 49.1% of trainees are excellent.

Figure 11: Occupational skills as required in a training program



1.9% of trainees are poorly and moderately to write and explain the set of terminal performance objective (TPO). 7.5% of trainees can write and explain the set of terminal performance objective (TPO) fairly, 26.4% of trainees are good in writing and explaining the set of terminal performance objective (TPO) and 62.3% of trainees excellent in doing.

Figure 12: Write and explain the set of terminal performance objective(TPO)



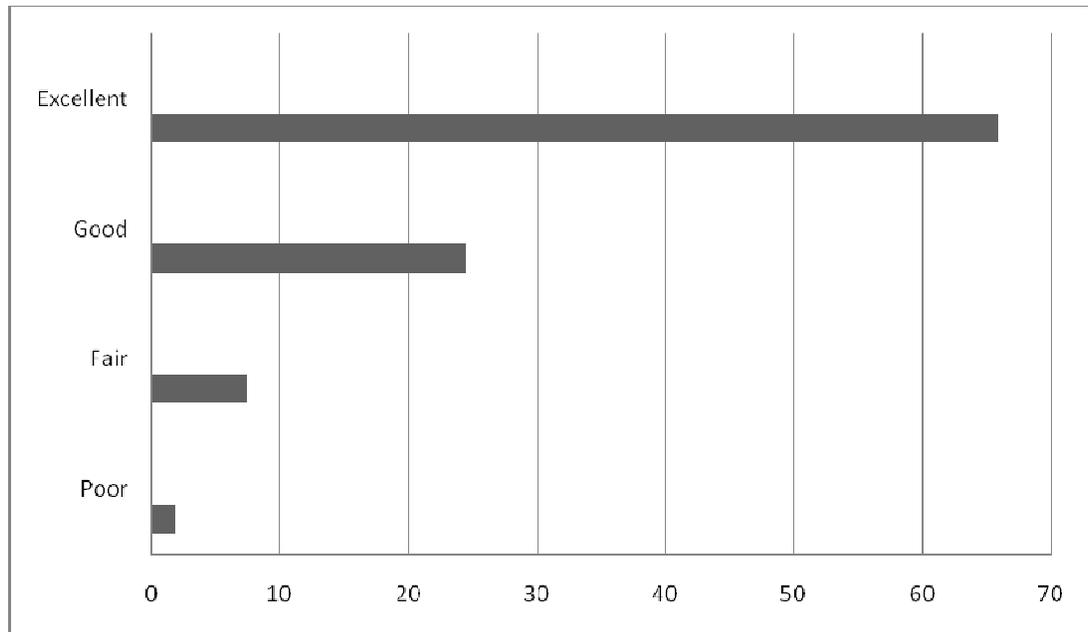
1.9% of trainees are poor to write enabling objective based on selected knowledge based topics, 5.7% of trainees can fairly write enabling objective based on selected knowledge based topics, 26.4% of trainees are good in writing objective based on selected knowledge based topics and 66% of trainees are excellent.

Figure 13: Write enabling objective based on selected knowledge based topics



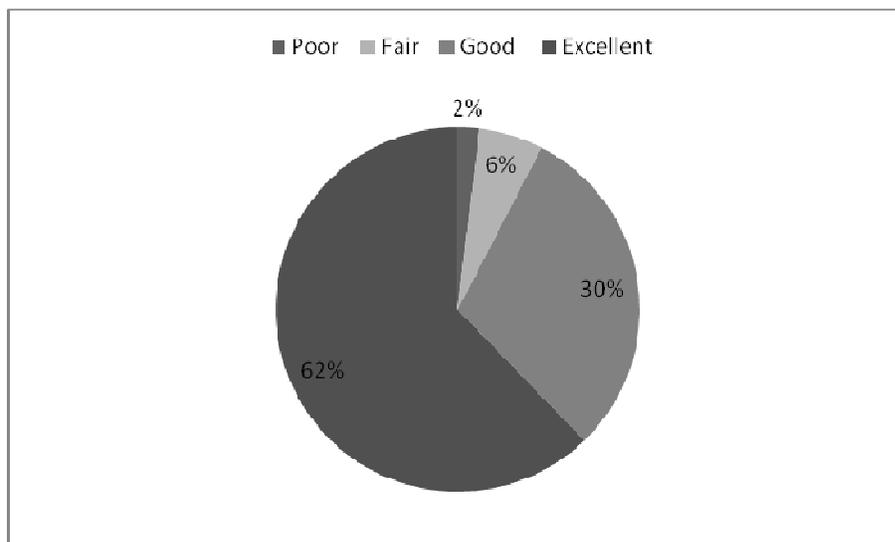
1.9% of trainees can poorly design training session applying knowledge and skills learn by the program, 7.5% of trainees can fairly design training session applying knowledge and skills learn by the program, 24.5% of trainees are good in designing training session applying knowledge and skills learn by the program and 66% of trainees are excellent.

Figure 14: Designing training session applying knowledge and skills learn by the program



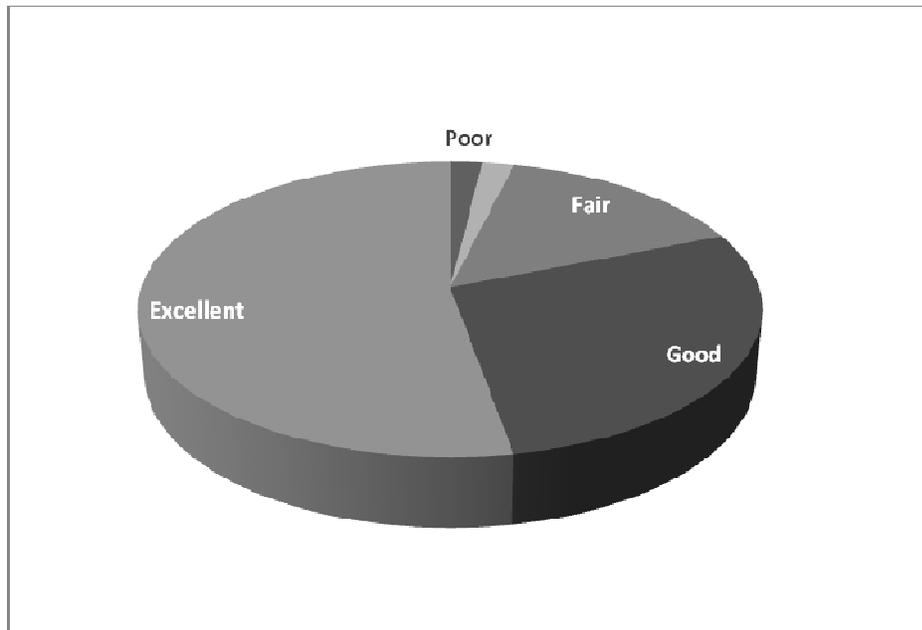
1.9% of trainees can poorly design project and problem for skill based learning, 5.7% of trainees can fairly design project and problem for skill based learning, 30.2% of trainees are good at designing project and problem for skill based learning and 62.3% of trainees are excellent.

Figure 15: Design project and problem for skill based learning



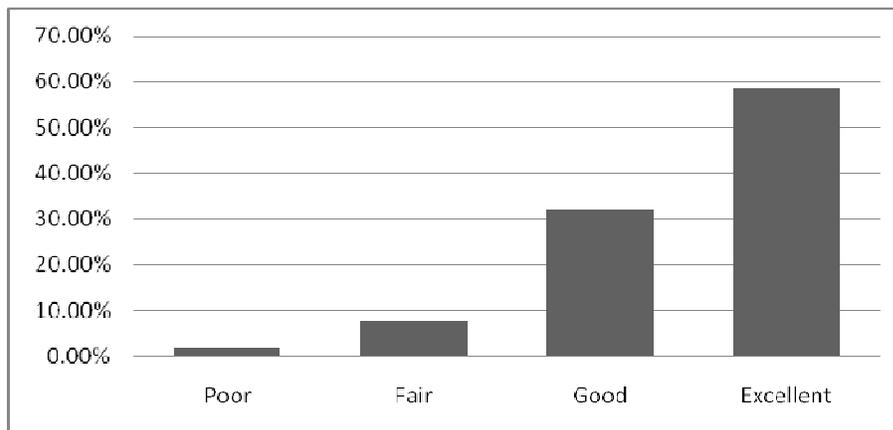
1.9% of trainees can poorly and moderately prepare training planner for 3 days training program. 15.1% of trainees can fairly prepare training planner for 3 days training program, 28.3% of trainees are good in preparing training planner for 3 days training program and 52.8% of trainees excellent in planning for 3 days training program.

Figure 16: Training planner for 3 days training program



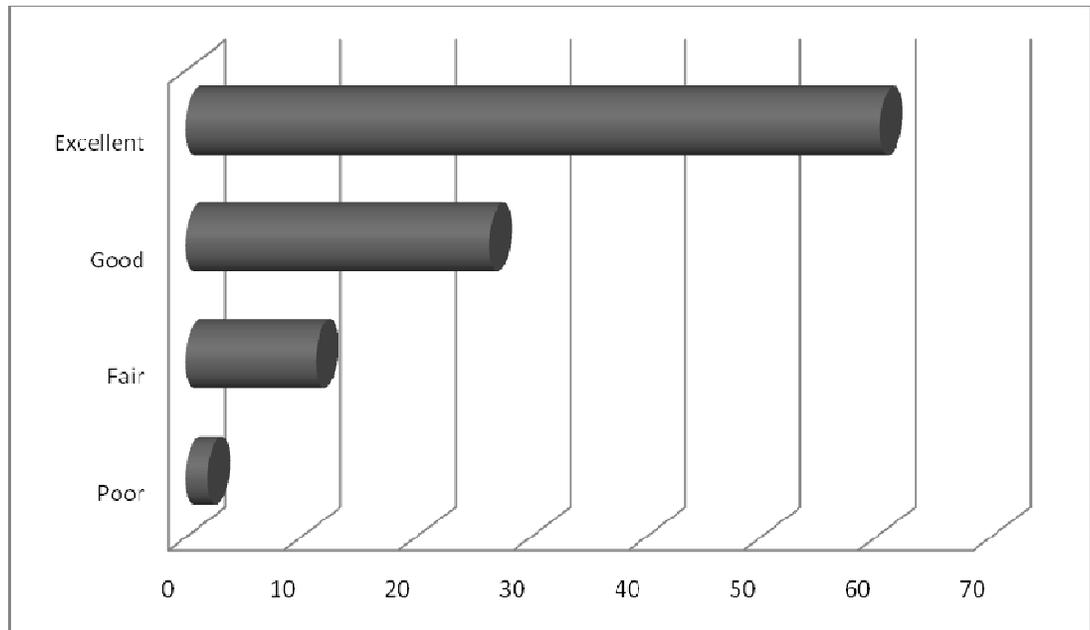
1.9% of trainees can poorly prepare training planner for short term courses, 7.5% of trainees can fairly prepare training planner for short term courses, 32.1% of trainees can prepare training planner for short term courses, and 58.5% of trainees can poorly prepare training planner for short term courses excellently.

Figure 17: Prepare training planner for short term courses



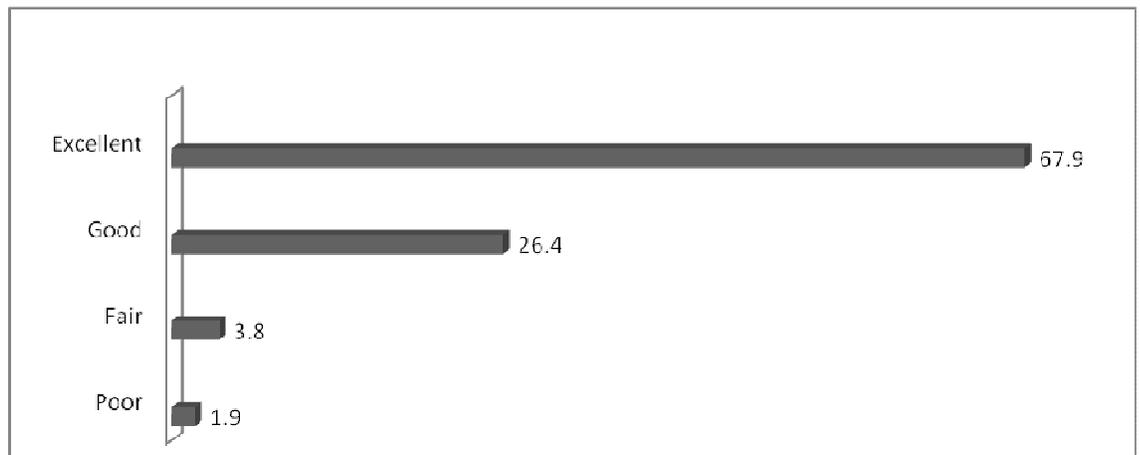
1.9% of trainees are poor in develop require training schedule for program and courses, 11.3% of trainees can fairly develop require training schedule for program and courses, 26.4% of trainees are good at developing require training schedule for program and courses and 60.4% of trainees are excellent.

Figure 18: Develop require training schedule for program and courses



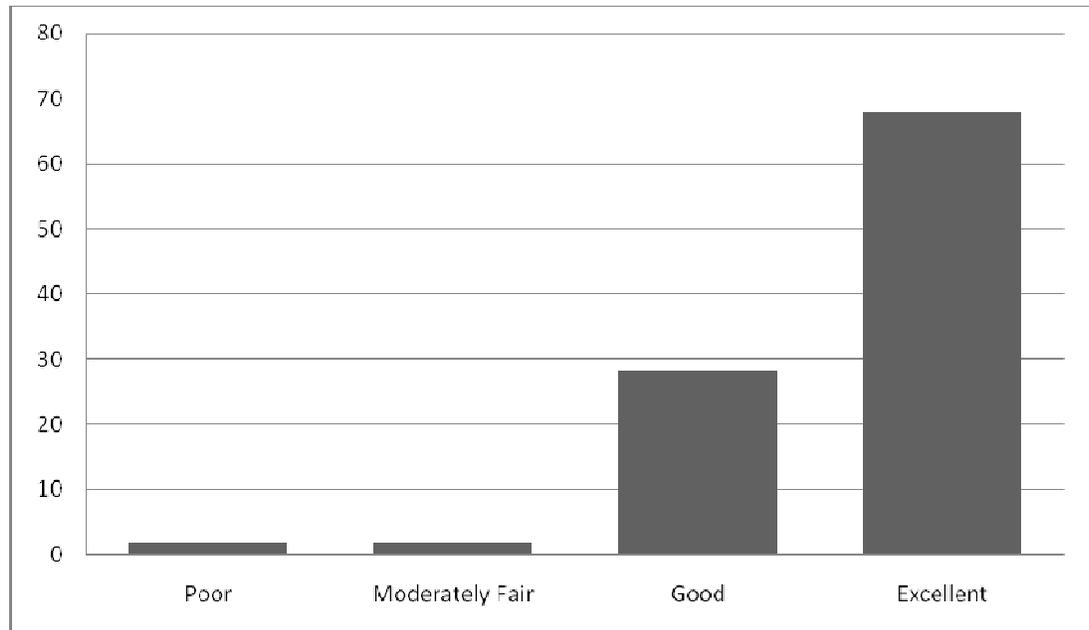
1.9% of trainees can poorly develop lesson plans for micro teaching, 3.8% of trainees can fairly develop lesson plans for micro teaching, 26.4% of trainees are good in developing lesson plans for micro teaching and 67.9% of trainees are excellent in developing lesson plans for micro teaching.

Figure 19: Develop lesson plans for micro teaching



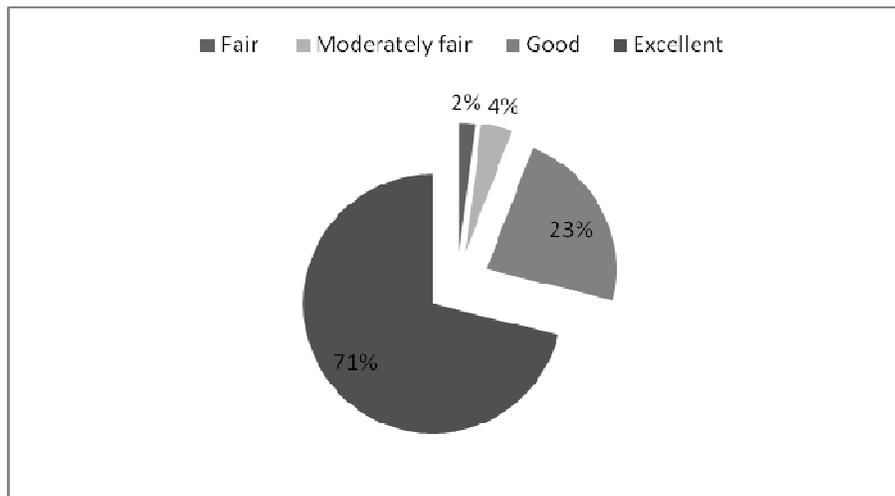
1.9% of trainees can poorly and moderately develop performance guide for selected skills, 28.3% of trainees can develop performance guide for selected skills, and 67.9% of trainees are excellent.

Figure 20: Develop performance guide for selected skills



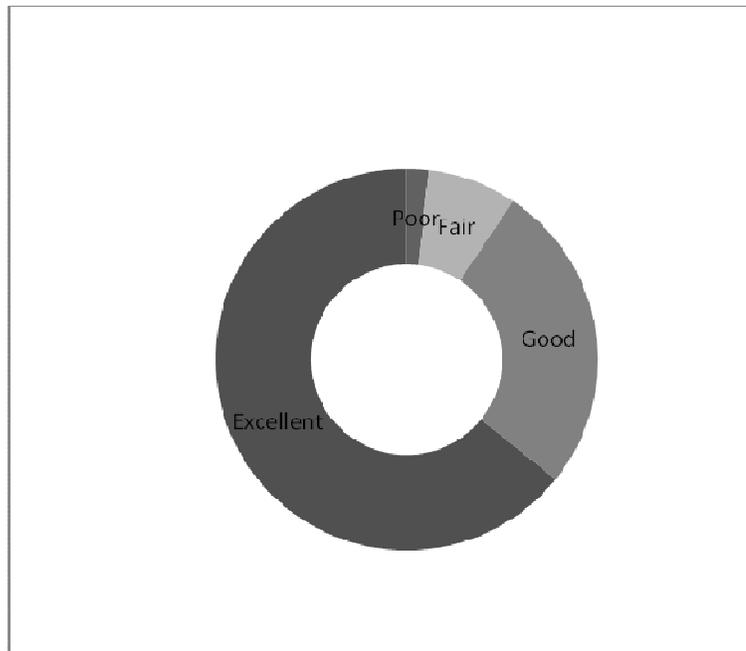
1.9% of trainee's are poor and fair in product rating instruments for given product, 3.8% of trainees are moderately fair in developing product rating instruments for given product, 22.6% of trainees are good in developing performance guide for selected skills, 69.8% of trainees excellent in doing so.

Figure 21: Develop product rating instruments for given product



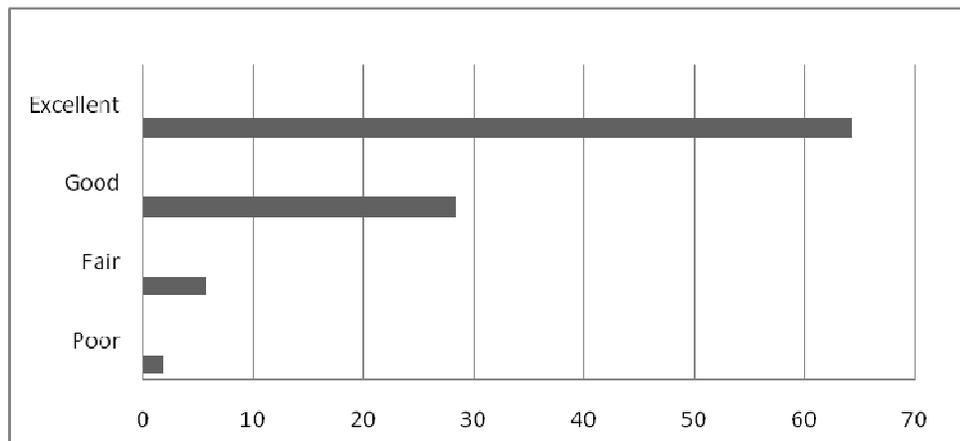
1.9% of trainees can poorly describe the types of knowledge test item, 7.5% of trainees can fairly describe the types of knowledge test item, 26.4% of trainees are good in describing the types of knowledge test item, and 64.2 % of trainees are excellent in describing the types of knowledge test item.

Figure 22: Describing the types of knowledge test item



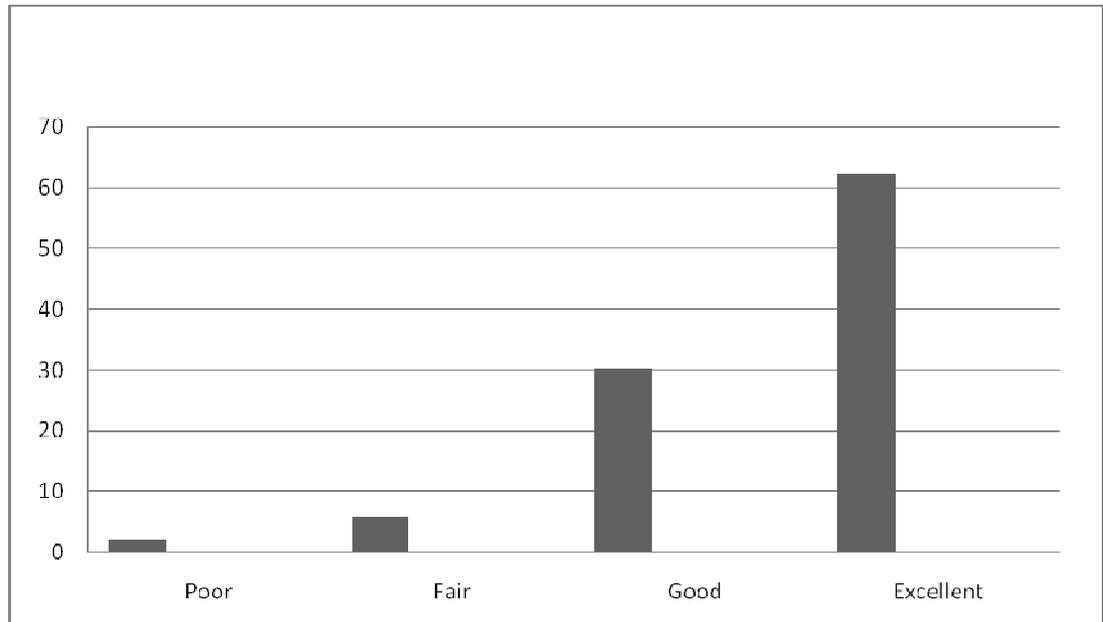
1.9% of trainees can poor in applying the types of knowledge test item, 5.7% of trainees can fairly apply the types of knowledge test item, 28.3% of trainees are good in applying the types of knowledge test item, and 64.2 % of trainees can excellently apply the types of knowledge test item.

Figure 23: Apply the types of knowledge test item



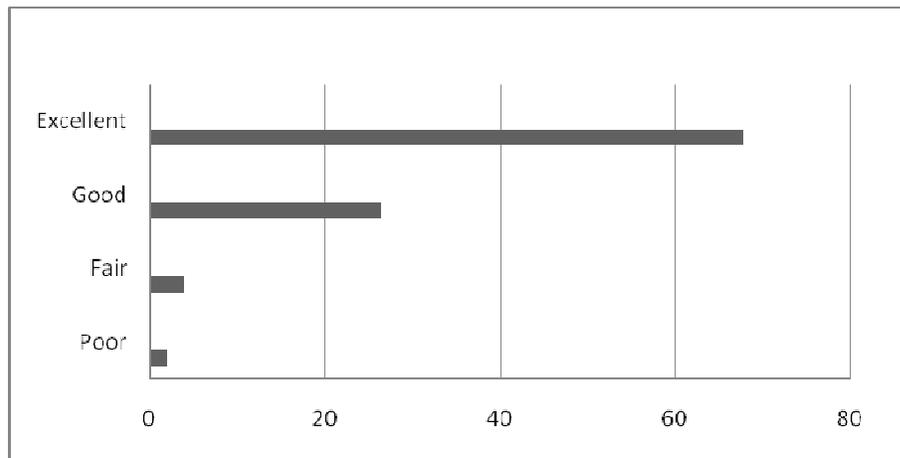
1.9% of trainees can poor in describing the process of testing knowledge, 5.7% of trainees can fairly describe the process of testing knowledge, 30.2% of trainees can describe the process of testing knowledge and 62.3% of trainees can describe the process of testing knowledge excellently.

Figure 24: Can describe the process of testing knowledge



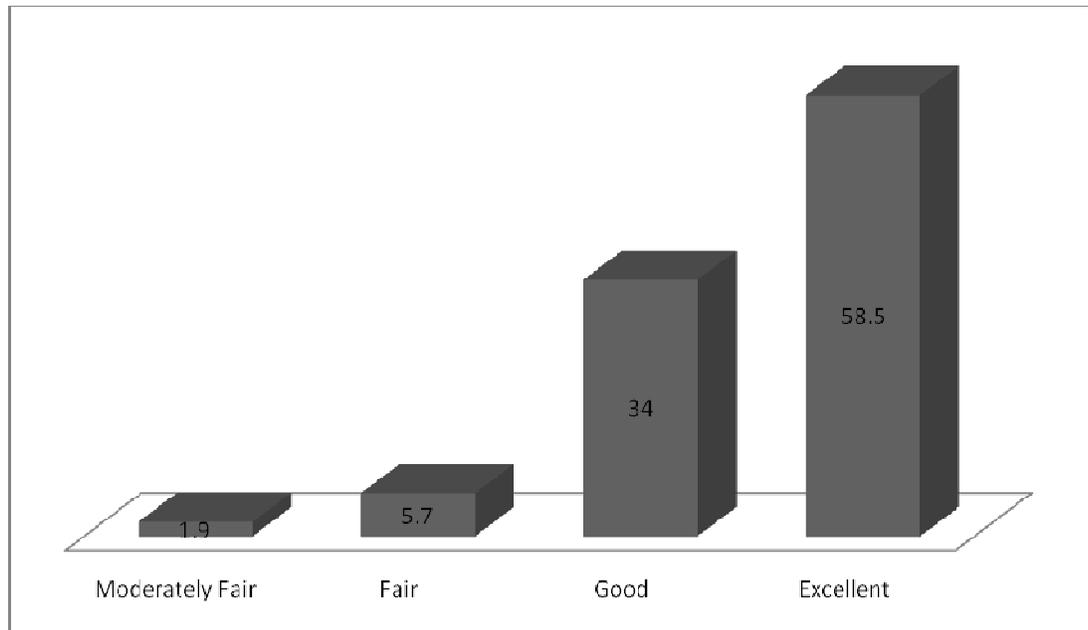
1.9% of trainees can poor in applying the process of testing knowledge, 3.8% of trainees can fairly apply the process of testing knowledge, 26.4% of trainees can apply the process of testing knowledge and 67.9% of trainees can apply the process of testing knowledge excellently.

Figure 25: Can apply the process of testing knowledge



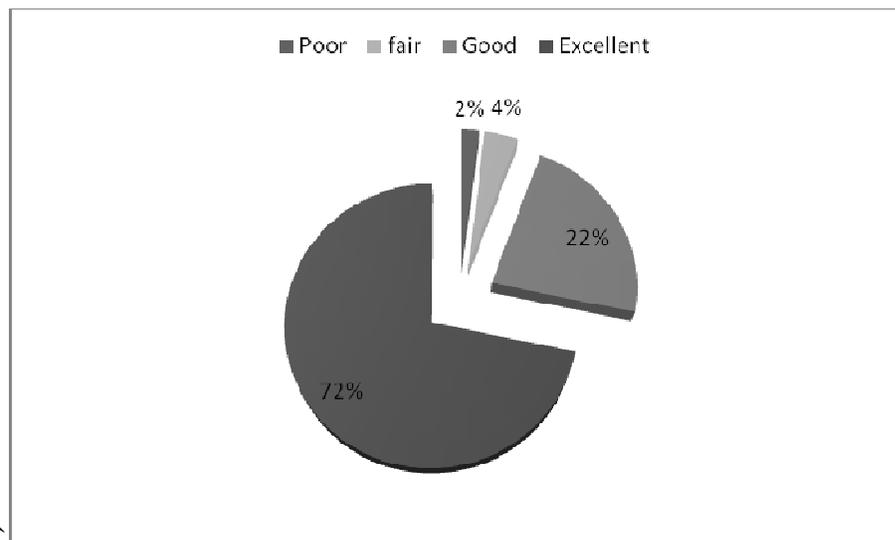
1.9% of trainee can moderately develop the table of specification, 5.7% of trainee can fairly develop the table of specifications, 34.0% of trainees are good in developing the table of specification and 58.5% are excellent.

Figure 26: Develop the table of specification



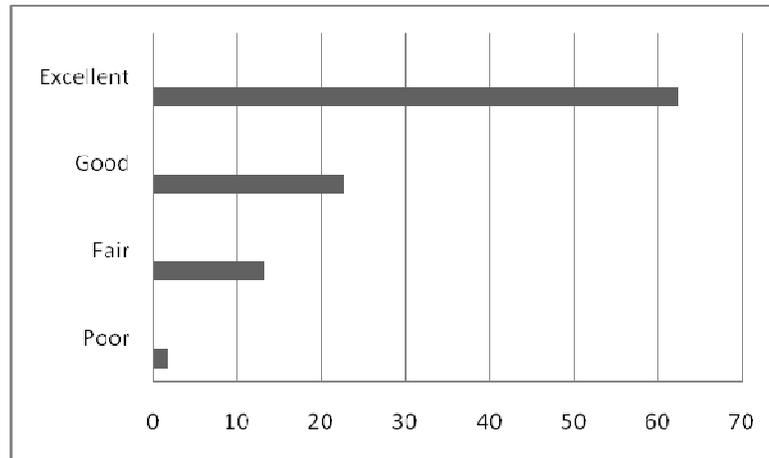
1.9% of trainee is poor in constructing multiple choice questions set for tests, 3.8% of trainee are fair in constructing multiple choice questions set for tests fairly, 22.6% of trainee's are good in constructing multiple choice questions set for tests, and 71.7% of trainee's are excellent.

Figure 27: Can construct multiple choice questions set for tests



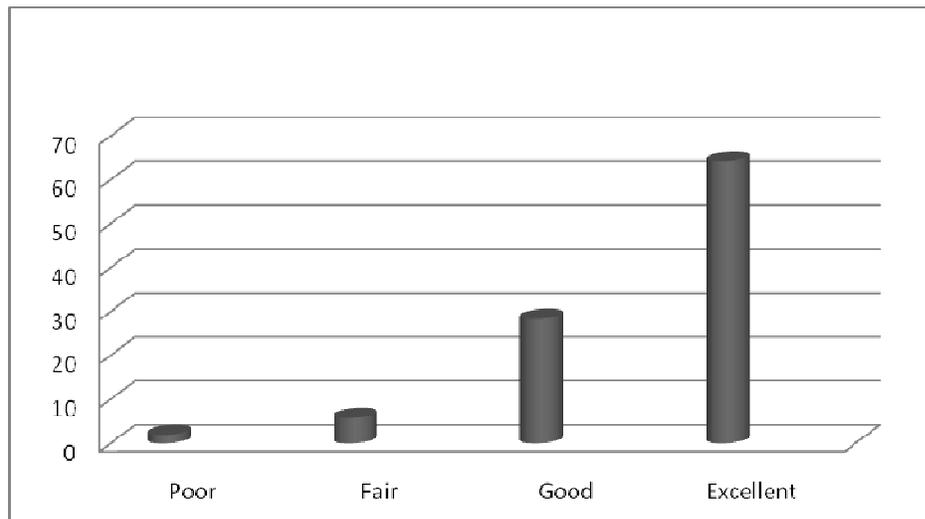
1.9% of trainee are poor in developing short answer questions for requires topics, 13.2% trainee's are fair in developing short answer questions for requires topics, 22.6% of trainee's are good in developing short answer questions for requires topics and 62.3% of trainee are excellent.

Figure 28: Can develop short answer questions for requires topics



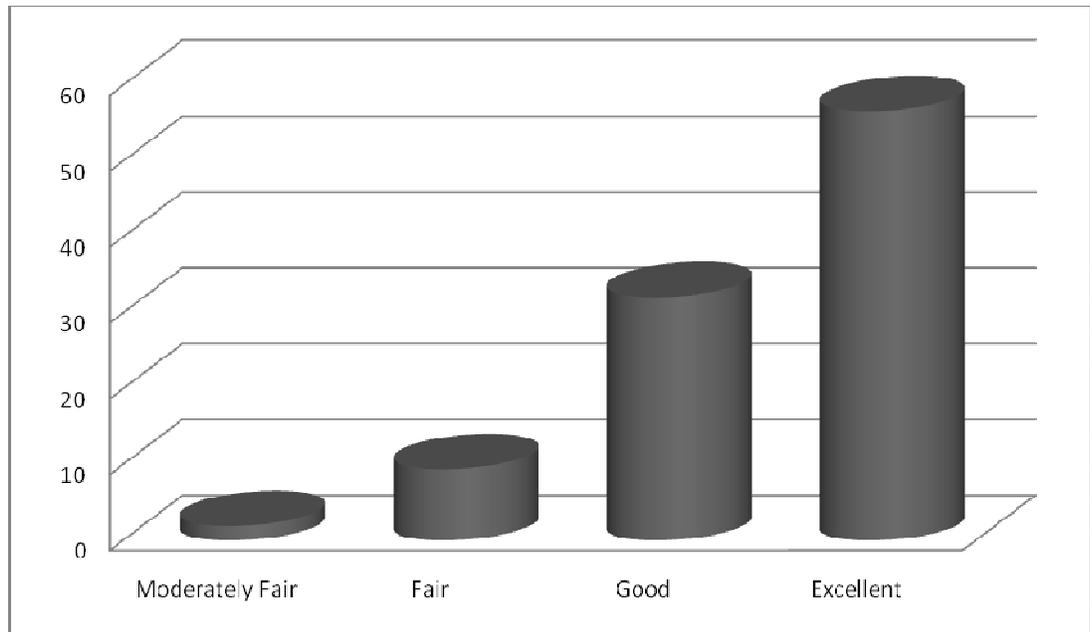
1.9% of trainees are poorly aware of the application and importance of visual in training programs, 5.7% of trainee are fairly aware of the application and importance of visual in training programs, 28.3% of trainee are aware of the application and importance of visual in training programs, and 64.2% of trainee are aware of the application and importance of visual in training programs excellently.

Figure 29: Aware of the application and importance of visual in training programs



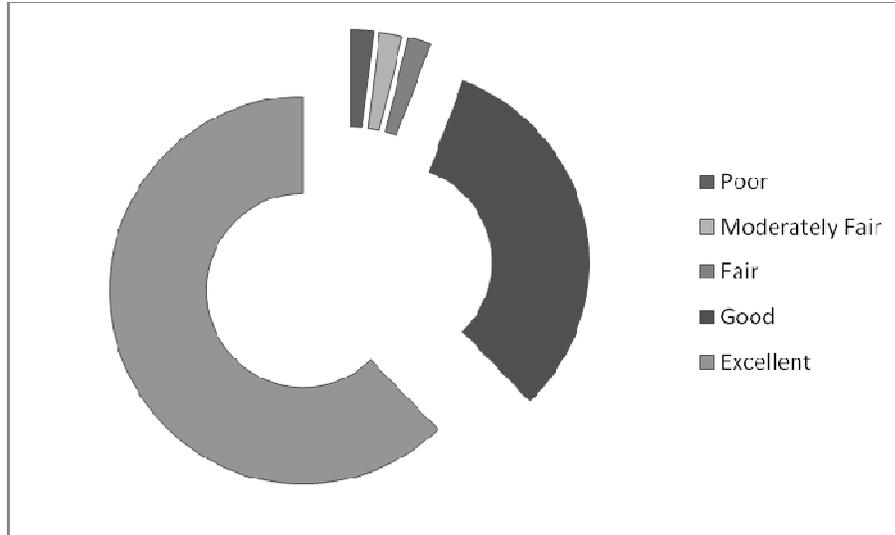
1.9% of trainee has moderately fair skills of developing visuals for the training program, 9.4% of trainee has fair skills of developing visuals for the training program, 32.1% of trainees are good in skills of developing visuals for the training program, and 56.6% of trainees have excellent skills of developing visuals for the training program.

Figure 30: Skills of developing visuals for the training program



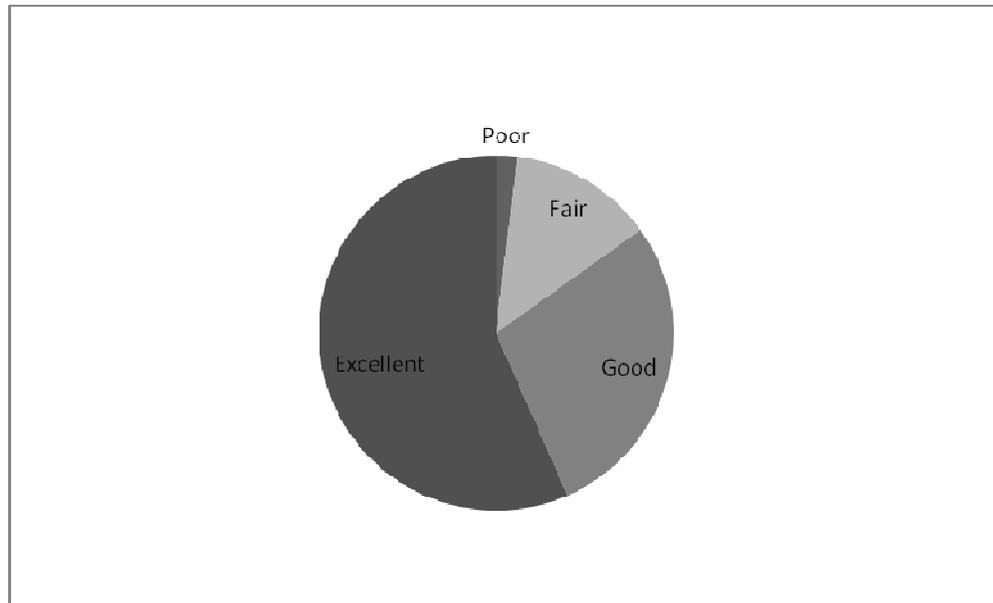
1.9% of trainee is poor in developing hand outs. 32.1 % of trainee is good in preparing hand outs in properly and 62.3% of trainee can prepare hand outs excellently.

Figure 31: Develop handouts



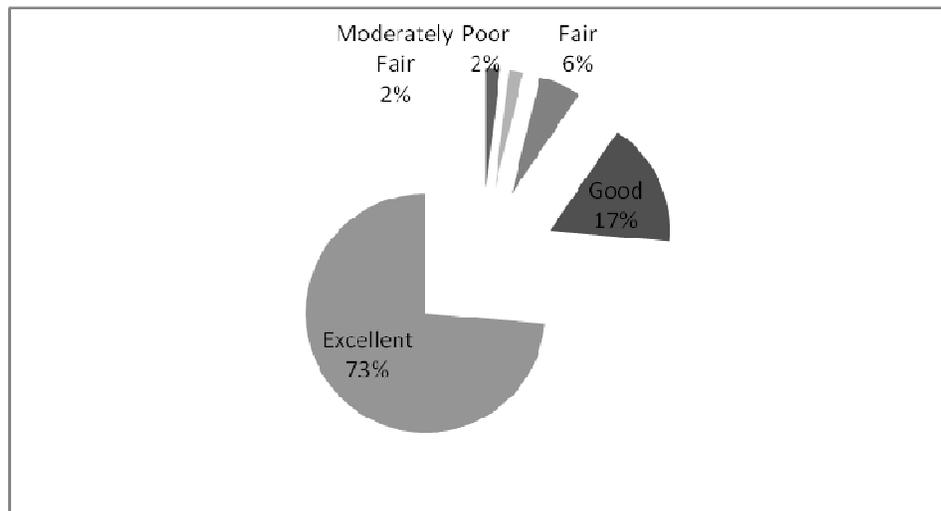
1.9% of trainee can prepare assignment in different topics poorly, 13.2% of trainee can prepare assignment in different topics fairly, 28.3% of trainee can prepare assignment for different topics and 56.6% of trainee can prepare assignment for different topics excellently.

Figure 32: Can prepare assignments for different topics



1.9% of trainee poorly possess an exhibit qualities of a professional trainer in a microteaching, 5.7% of trainee fairly possess an exhibit qualities of a professional trainer in a microteaching, 17.0% of trainee possess an exhibit qualities of a professional trainer in a microteaching, and 73.6% of trainee possess an exhibit qualities of a professional trainer in a microteaching excellently.

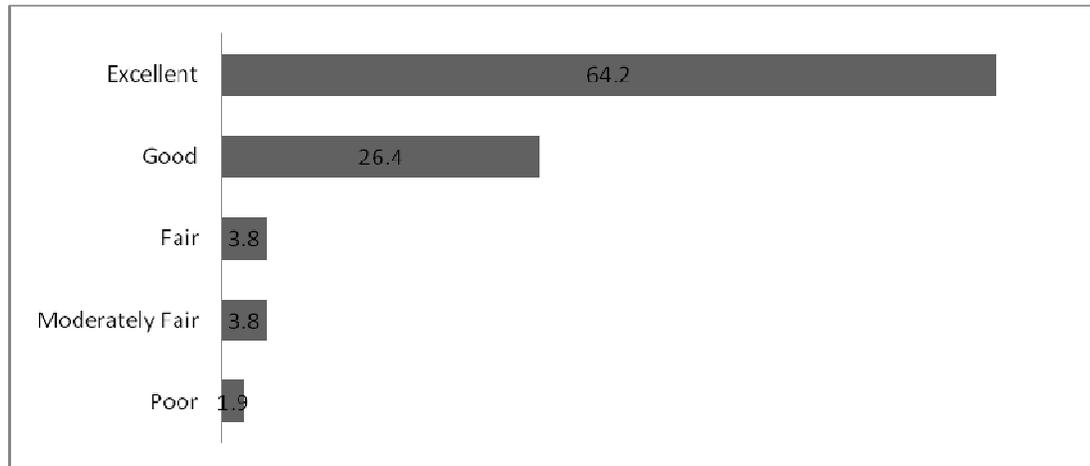
Figure 33: Posses can exhibit qualities of a professional trainer in a microteaching



1.9% of trainee poorly understand and apply sensitivity of gender issues and develop training materials accordingly, 3.8% of trainee moderately, 3.8% of trainee fairly understand and apply sensitivity of gender issues and develop training materials

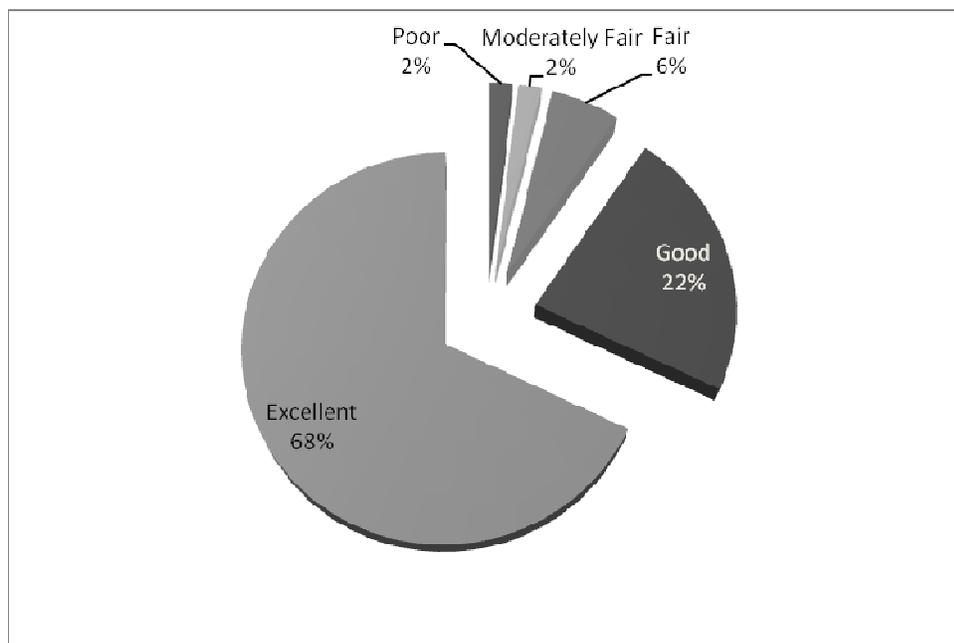
accordingly, 26.4% of trainee understand and apply sensitivity of gender issues and develop training materials accordingly and, 64.2% of trainee understand and apply sensitivity of gender issues and develop training materials excellently.

Figure 34: Understand and apply sensitivity of gender issues and develop training materials



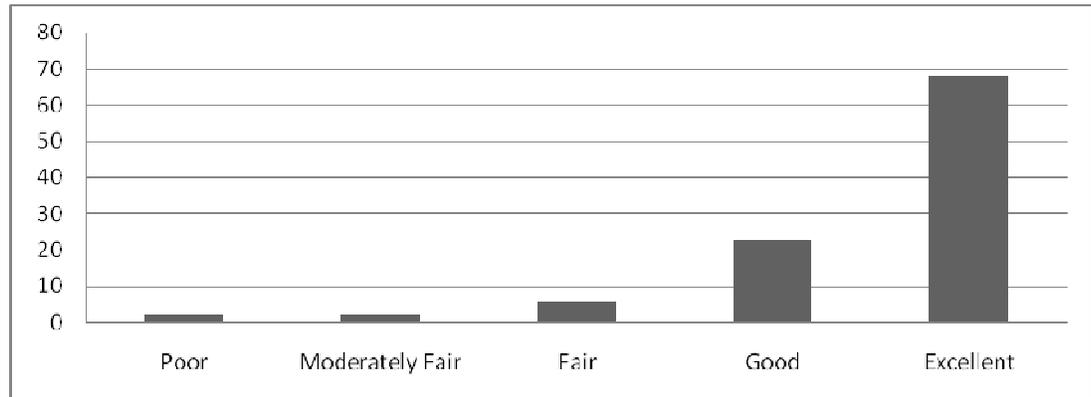
1.9% of trainee moderately fair and poorly applies the basic platform skills during presentation, 5.7% of trainee fairly applies the basic platform skills during presentation, and 22.6% of trainee applies the basic platform skills during presentation, and 67.9% of trainee can apply the basic platform skills during presentation.

Figure 35: Applies the basic platform skills



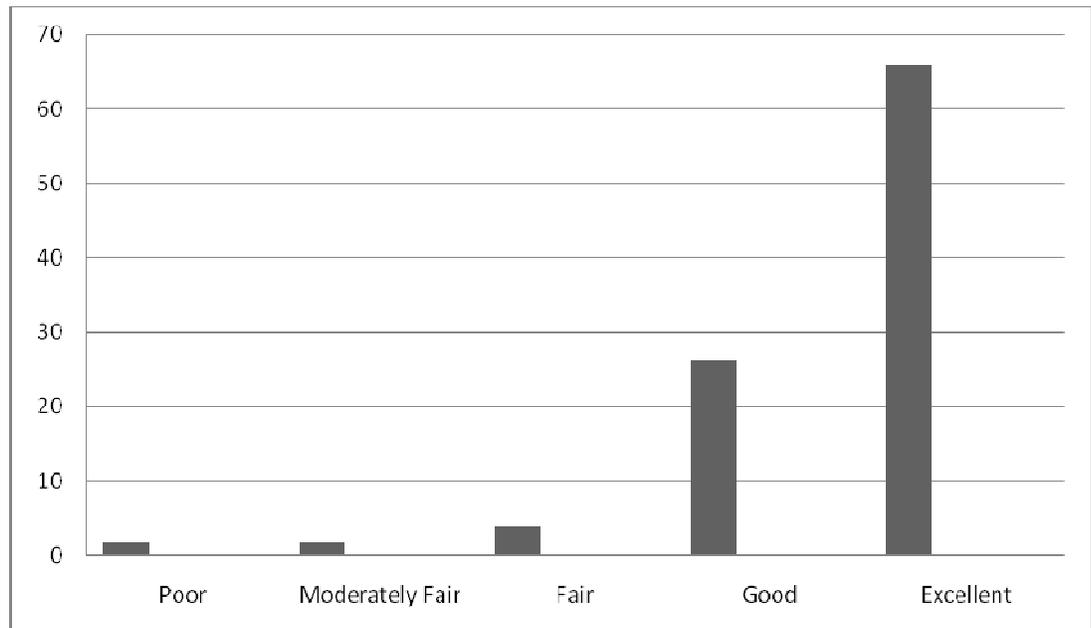
1.9% of trainee are poor in receiving and giving feedback during micro teaching sessions, 3.8% of trainee are fair receiving and giving feedback during micro teaching sessions fairly, 26.4% of trainee are good in receiving and giving feedback during micro teaching sessions, and 66.0% of trainee are excellent.

Figure 36: Receiving and giving feedback during micro teaching sessions



1.9% of trainee are poor in providing required feedback to the participants to enhance theory, 3.8% of trainee are fair in providing required feedback to the participants to enhance theory learning, 22.6% of trainee are good in providing required feedback to the participants to enhance theory learning, and 69.8% of trainee are excellent.

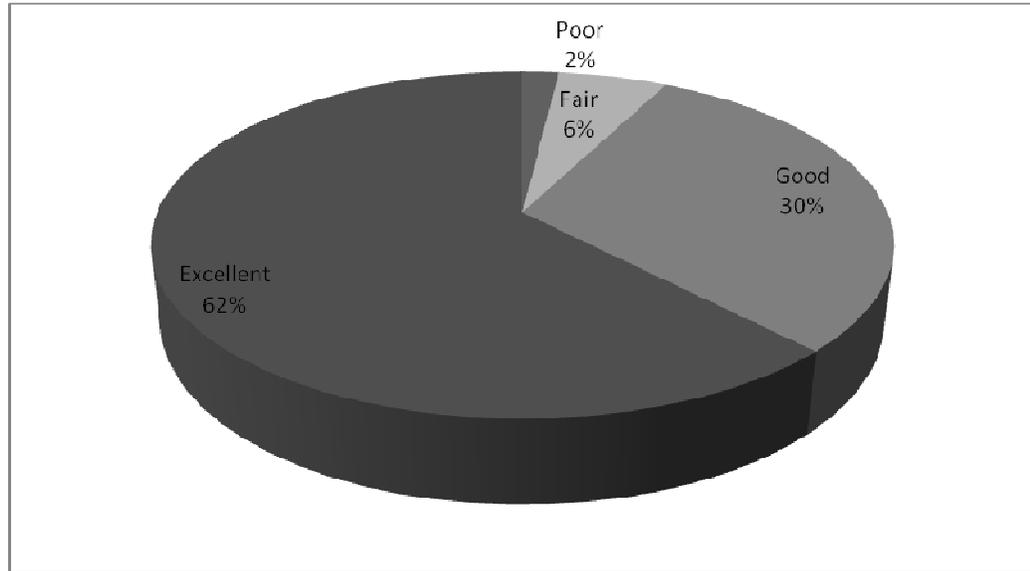
Figure 37: Providing required feedback to the participants to enhance theory



1.9% of trainee has poor conceptual clarity of learning domains and incorporates the same while planning a lesson, 5.7% of trainee has fair conceptual clarity of learning

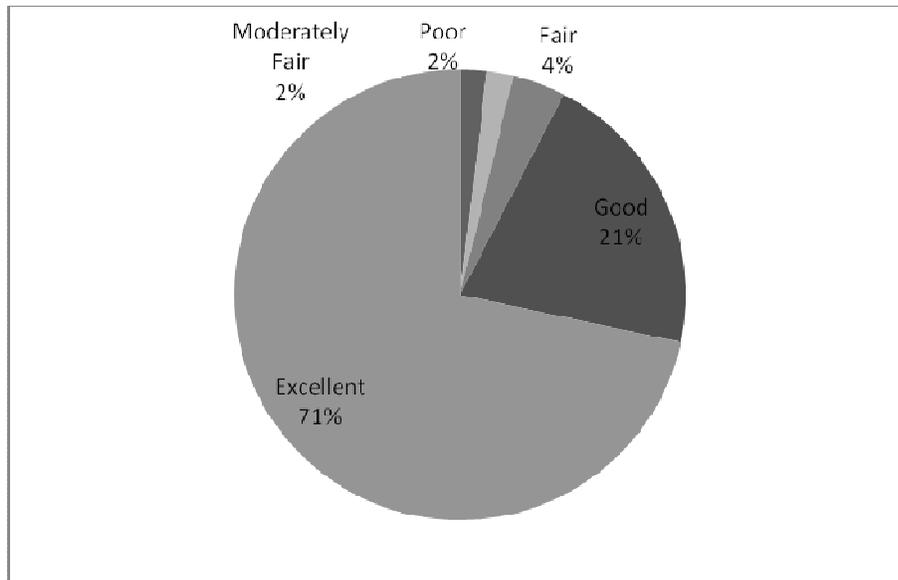
domains and incorporates the same while planning a lesson, 30.2% of trainee have good conceptual clarity of learning domains and incorporates the same while planning a lesson, and 62.3% of trainee have been sensitized themselves in conceptual clarity of learning domains and incorporates the same while planning a lesson.

Figure 38: Conceptual clarity of learning domains and incorporates the same while planning a lesson



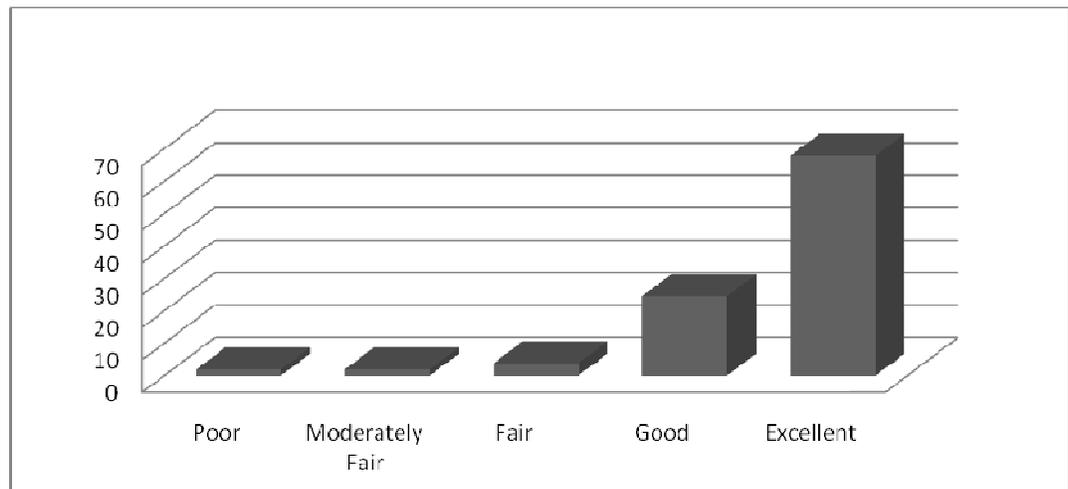
1.9% of trainee poor in possessing a set of skills to apply lesson plan for micro teaching, 3.8% of trainee fairly possess a set of skills to apply lesson plan for micro teaching. 20.8% of trainee have good concept of a set of skills to apply lesson plan for micro teaching, and 71.7% of trainee have been sensitized themselves in posing a set of skills to apply lesson plan for micro teaching .

Figure 39: Possessing a set of skills to apply lesson plan for micro teaching



1.9% of trainee poorly possess required skills of illustrating talk and using the same in the training program, 3.8% of trainee fairly possess required skills of illustrating talk and using the same in the training program. 20.8% of trainee have a good concept of required skills of illustrating talk and using the same in the training program, and 71.7% of trainee have been sensitized themselves in posing a required skill of illustrating talk and using the same in the training program.

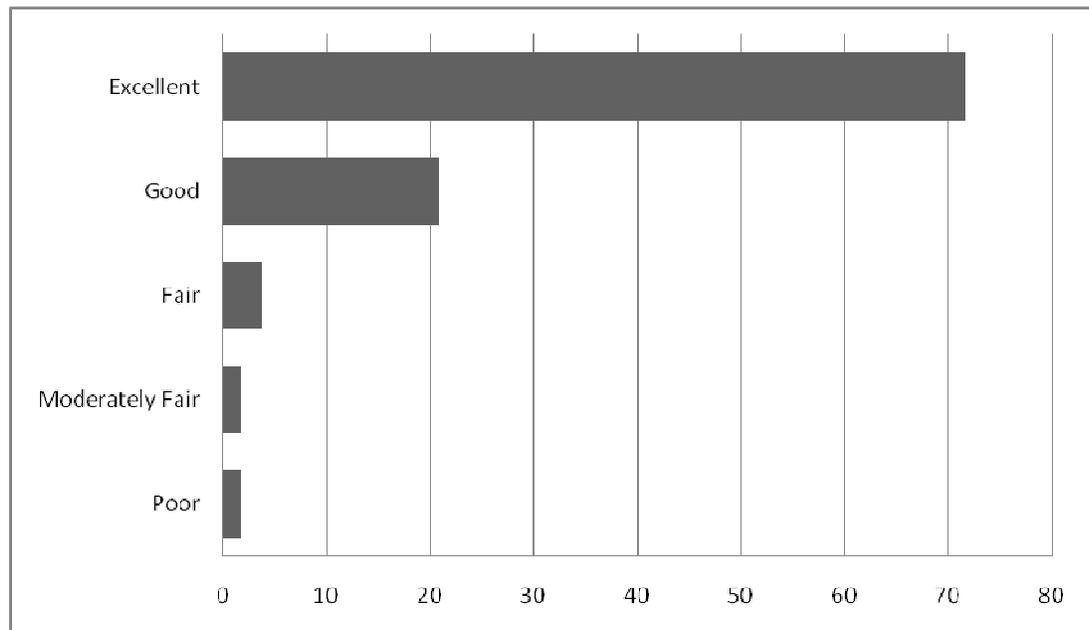
Figure 40: Possesses required of illustrating talk and using the same in the training program



1.9% of trainee are poorly able to demonstrate the application of workplace safety in field/work place/lab, 3.8% of trainee can fairly be able to demonstrate the application of workplace safety in field/work place/lab, 20.8% of trainee are good and 71.7% of trainee have been sensitized themselves to demonstrate the application of workplace safety in

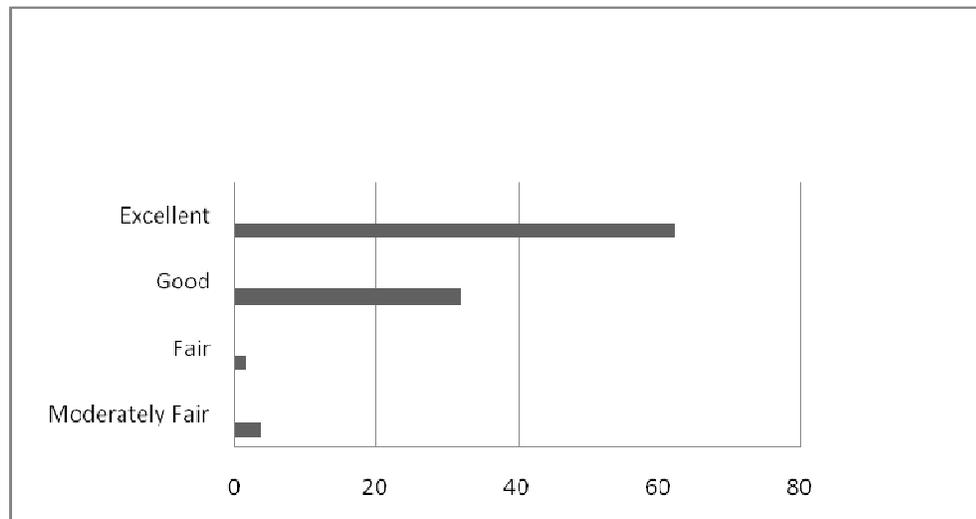
field/work place/lab.

Figure 41: Able to demonstrate the application of work place safety in field/work place/lab



3.8% of trainee posses moderately fair set of skills to do demonstration in micro teaching, 1.9% of trainee posses fairly set of skills to do demonstration in micro teaching, 32.1% of trainee posses good set of skills to do demonstration in micro teaching, and 62.3% of trainee have been sensitized for set of skills to do demonstration in micro teaching.

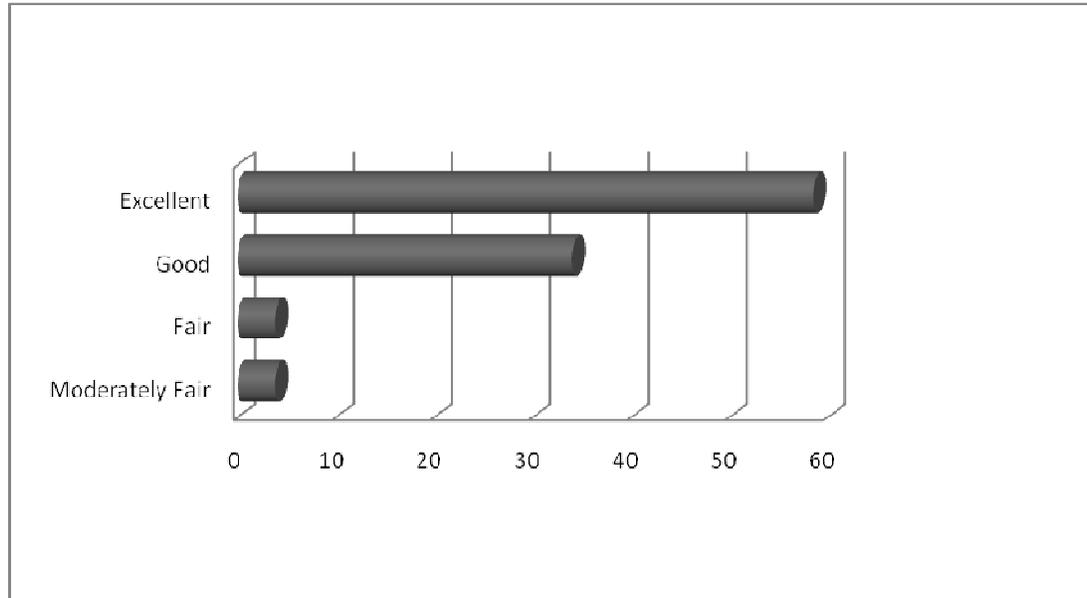
Figure 42: Posses required set of skills to do demonstration in micro teaching



3.8% of trainee have moderately and fairly set of skills and apply brainstorming as a teaching method, 34.0% of trainee have good set of skills and apply brainstorming as a

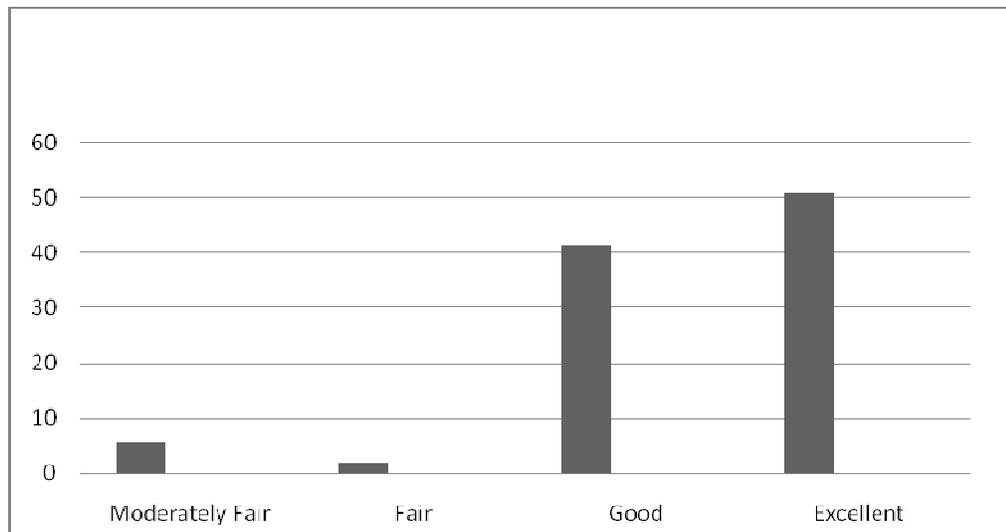
teaching method, 58.5% of trainee have been sensitized themselves to possess set of skills and apply brainstorming as a teaching method.

Figure 43: Posses set of skills and apply brainstorming as a teaching method



5.7% of trainee can form group and manage the work in a simulated activity in moderately fair manner, 1.9% of trainee can fairly form group and manage the work in a simulated activity, 41.5% of trainee can form group and manage the work in a simulated activity, and 50.9% of trainee have sensitized them to form group and manage the work in simulated way.

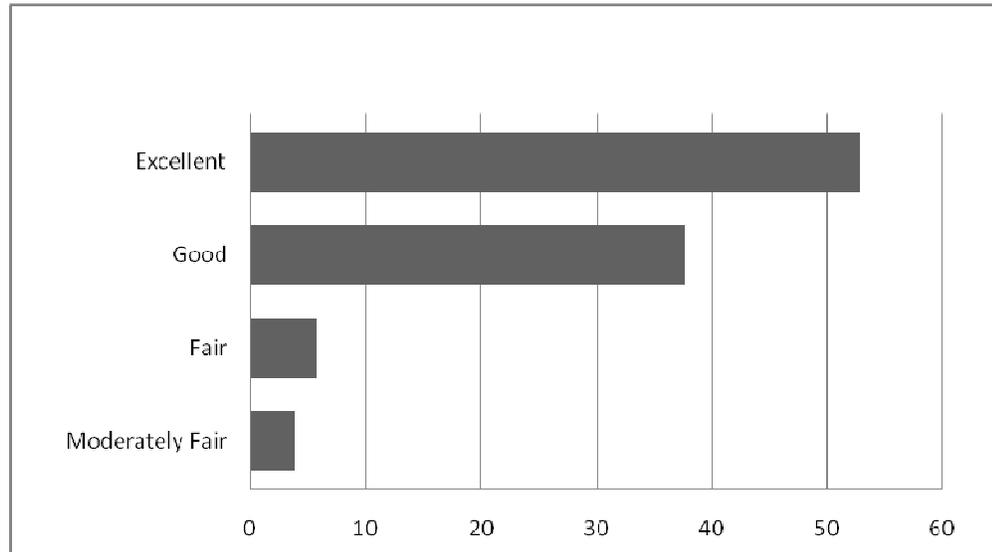
Figure 44: Can form group and manage the work in a simulated activity



3.8% of trainee have moderately fair knowledge of oral questioning techniques in micro teaching and apply the same, 5.7% of trainee fairly possess required knowledge of

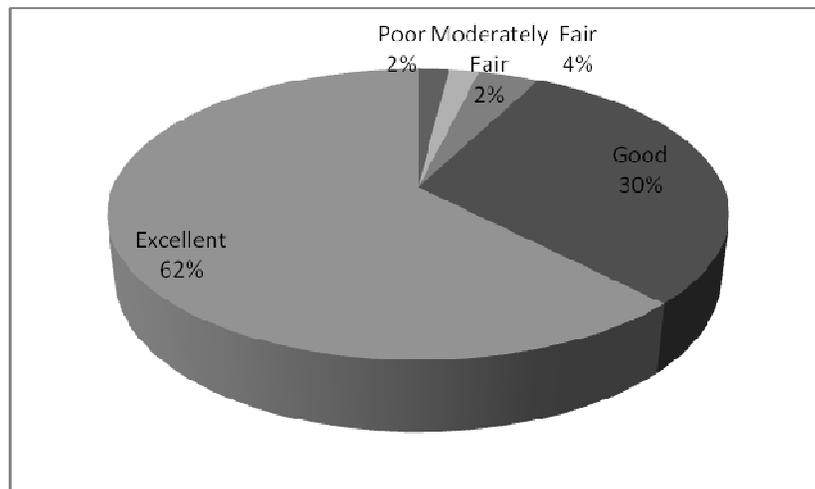
oral questioning techniques in micro teaching and apply the same, 37.7% of trainee have a good knowledge of oral questioning techniques in micro teaching and apply the same, and 52.8% of trainee have sensitized them in the knowledge of oral questioning techniques in micro teaching and apply the same.

Figure 45: Posses required knowledge of oral questioning techniques in micro teaching and supply the same



1.9% of trainee has moderately fair and poor knowledge of administering test and applies the set of skills, 3.8% of trainee has fair knowledge of administering test and applies the set of skills, 30.2% of trainee have good knowledge of administering test and applies the set of skills, and 62.3% of trainee have excellent knowledge of administering test and applies the set of skills.

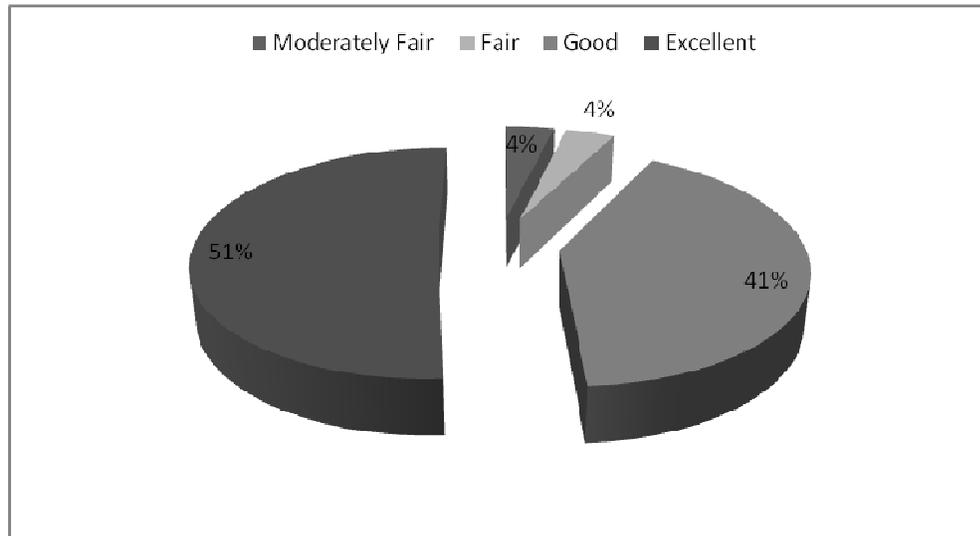
Figure 46: Posses required knowledge of administering test and applies the set of skills



3.8% of trainee has moderately fair concept of different models of evaluation and

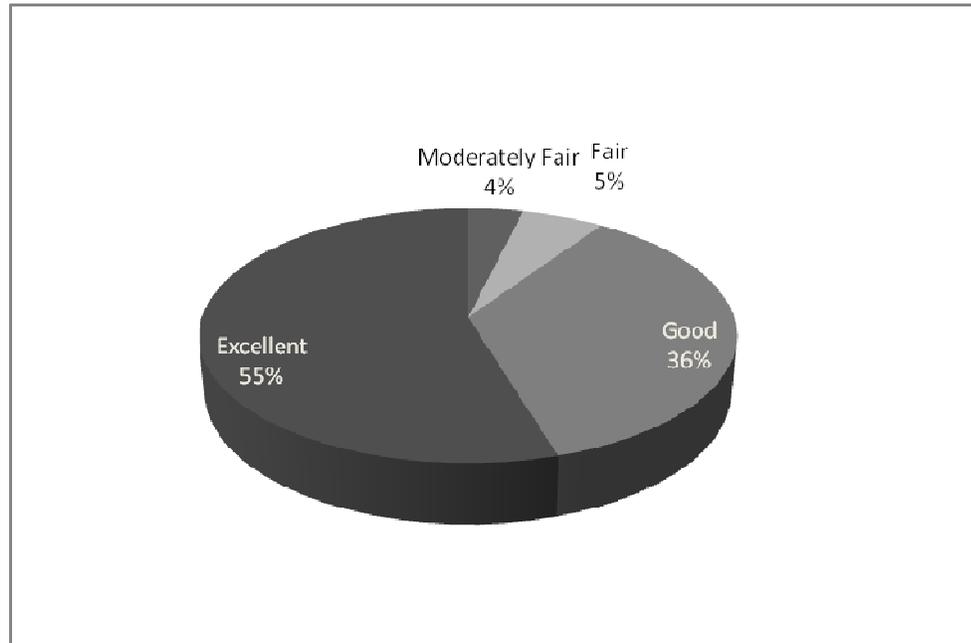
apply the same in different training program, 41.5% of trainee has good concept of different models of evaluation and apply the same in different training program, and 50.9% of trainee have sensitized the concept of different models of evaluation and apply the same in different training program.

Figure 47: Posses a different models of evaluation and supply the same in different training program



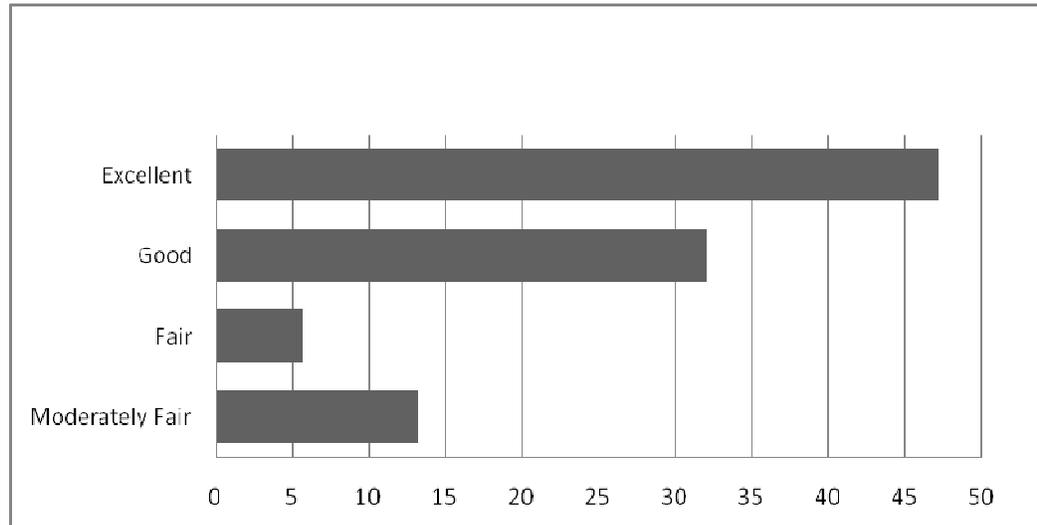
3.8% of trainee are moderately fair aware of importance of debriefing sessions and apply the same as per requirement of the trainings, 5.7% of trainee are fair aware of importance of debriefing sessions and apply the same as per requirement of the trainings, and 35.8% of trainee are aware of importance of debriefing sessions and apply the same as per requirement of the trainings, 54.7% of trainee are aware of importance of debriefing sessions and apply the same as per requirement of the trainings excellently.

Figure 48: Aware of importance of debriefing sessions and apply the same as per requirement of the trainings



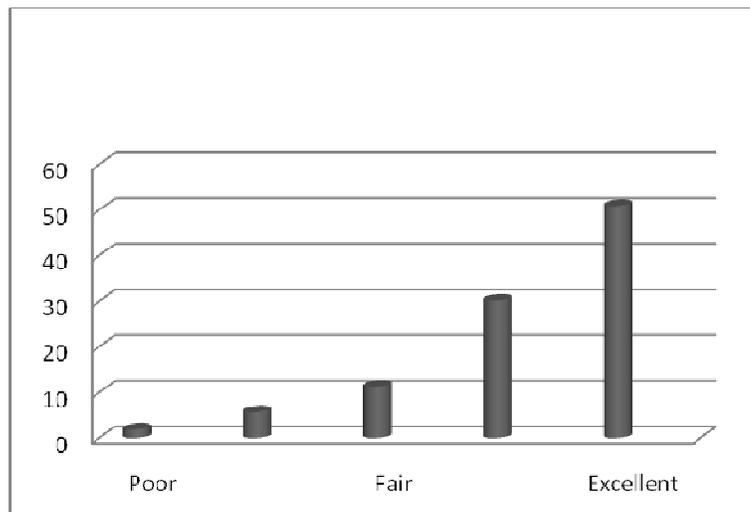
13.23% of trainee has moderately been applying the concept, knowledge and skill learnt from MToT training outside the job for designing training program for their client, 5.7% of trainee has been applying the concept, knowledge and skill learnt from MToT training outside the job for designing training program for their client in moderately fair manner, 32.7% of trainee has been applying the concept, knowledge and skill learnt from MToT training outside the job for designing training program for their client and, 47.2% of trainee has been applying the concept, knowledge and skill learnt from MToT training outside the job for designing training program for their client in excellent way.

Figure 49: Applying the concept, knowledge and skill learnt from MToT training outside the job for designing training program for their client



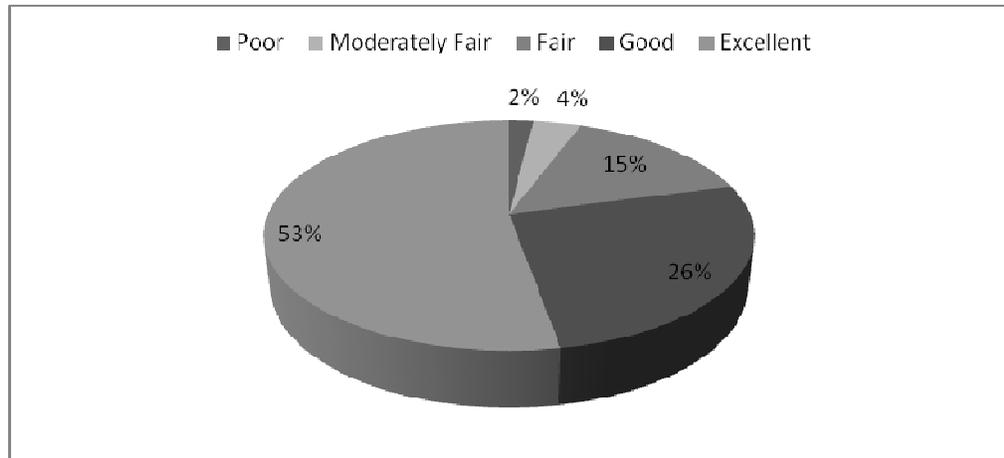
1.9% of trainee has been poor in successfully transferred their learning to their peers and sub-ordinates, 11.3% of trainee has successfully transferred their learning to their peers and sub-ordinates fairly, 30.2% of trainee are good in transferring their learning to their peers and sub-ordinates and 50.9% of trainee has successfully transferred their learning to their peers and sub-ordinates excellently.

Figure 50: Successfully transferred their learning to their peers and sub-ordinates



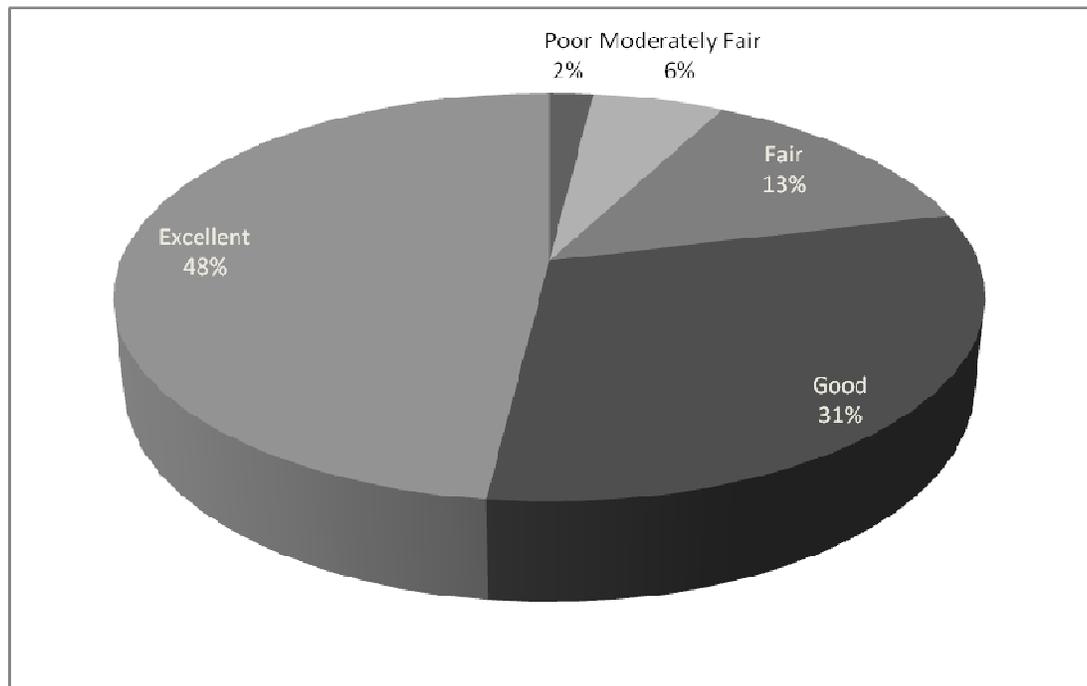
53% of the trainee's stated that the training enhanced their overall effectiveness at excellent level, 26.4% of them stated that it is good, 15.1% found it at fair level and 32.8% found it at fairly moderate level and 1.9% of trainee's found the effectiveness as poor.

Figure 51: Overall effectiveness has been enhanced after training



1.9% of graduates have poorly benefitted from their better performance after the training program, 5.7% of graduates have moderately benefitted from their better performance after the training program, 13.2% of graduates have benefitted from their better performance after the training program and 47.2% of graduates have excellently benefitted from their better performance after the training program.

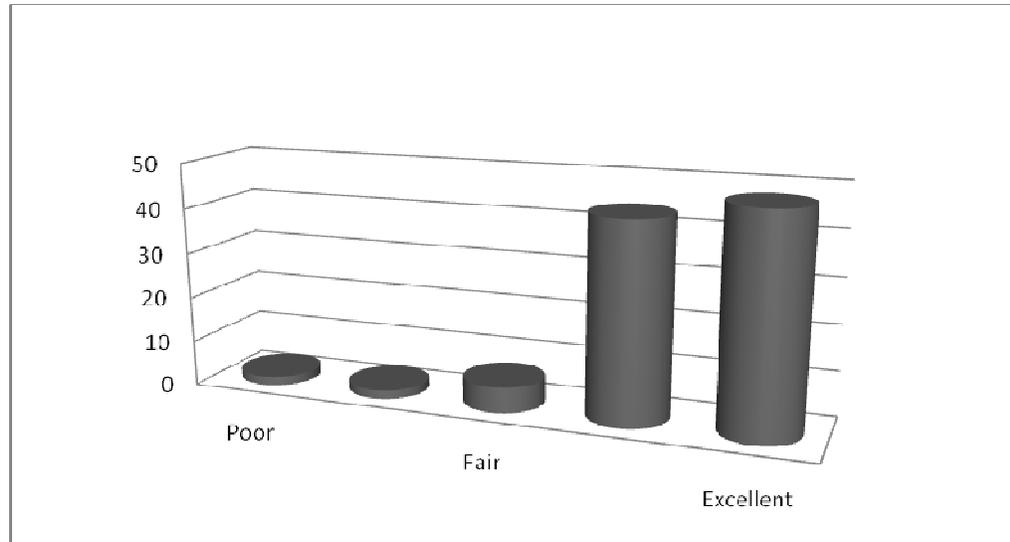
Figure 52: Benefited for organization from their better performance after the training program



1.9% of trainees knowledge regarding designing, organizing, conducting and evaluating in training has poorly and moderately been enhanced after taking this training, 5.7% of trainees knowledge regarding designing, organizing, conducting and evaluating

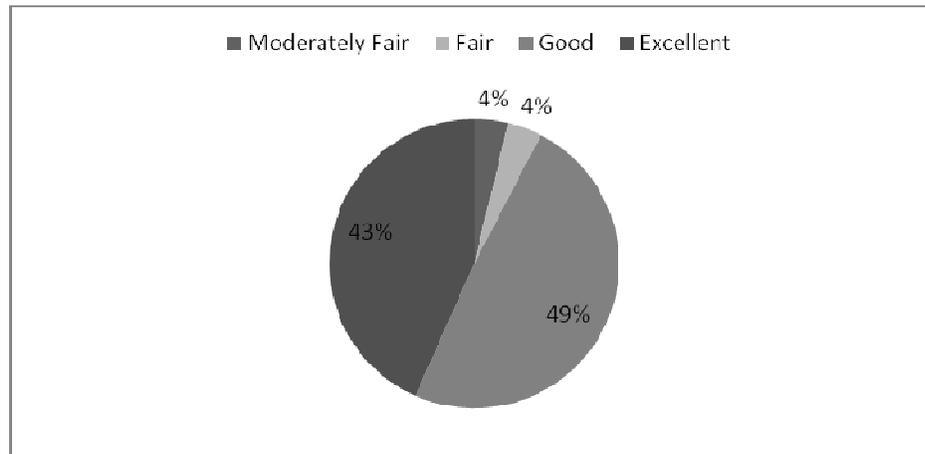
in training has fairly been enhanced after taking this training, 43.4 % of trainees are good in knowledge regarding designing, organizing, conducting and evaluating in training has been enhanced after taking this training, and 47.2% of trainees knowledge regarding designing, organizing, conducting and evaluating in training has excellently been enhanced after taking this training.

Figure 53: Enhancement of knowledge regarding designing, organizing, conducting and evaluating in after taking this training



3.8% of trainee’s skills have moderately and fairly been enhanced after training, 49.1% of trainee’s skills have been enhanced after training and 43.4 % of trainee’s skills have excellently been enhanced after training.

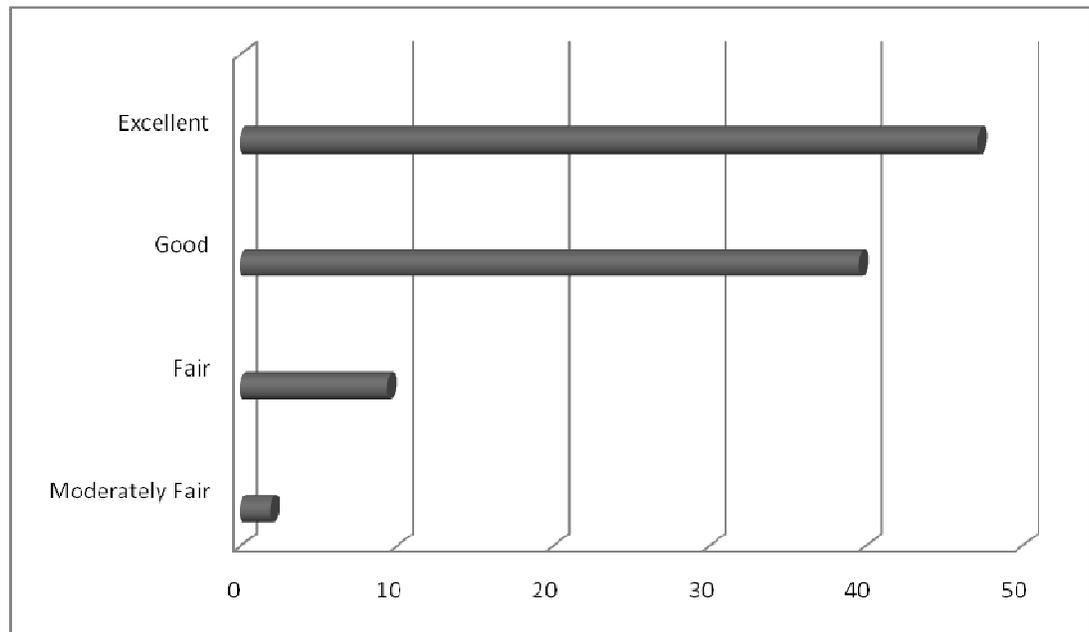
Figure 54: Skill enhancement after training in regarding designing, organizing, conducting and evaluating



1.9% of the trainee moderately enjoy designing, organizing, conducting and evaluating training has been enhanced after taking training and applying the same, 9.4%

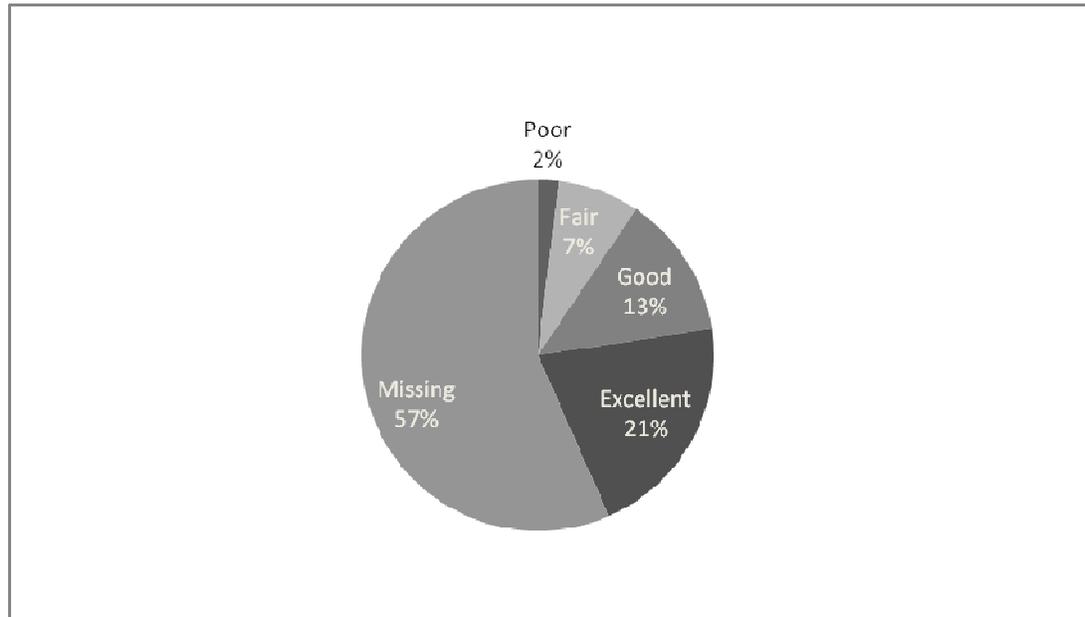
of the trainee fairly enjoy designing, organizing, conducting and evaluating training has been enhanced after taking training and applying the same, 39.6% of the trainee enjoy in designing, organizing, conducting and evaluating training has been enhanced after taking training and applying the same, 47.2% of the trainee excellently enjoy designing, organizing, conducting and evaluating in training has been enhanced after taking training and apply the same.

Figure 55: Enjoyment of designing, organizing, conducting and evaluating in training has been enhanced after taking training



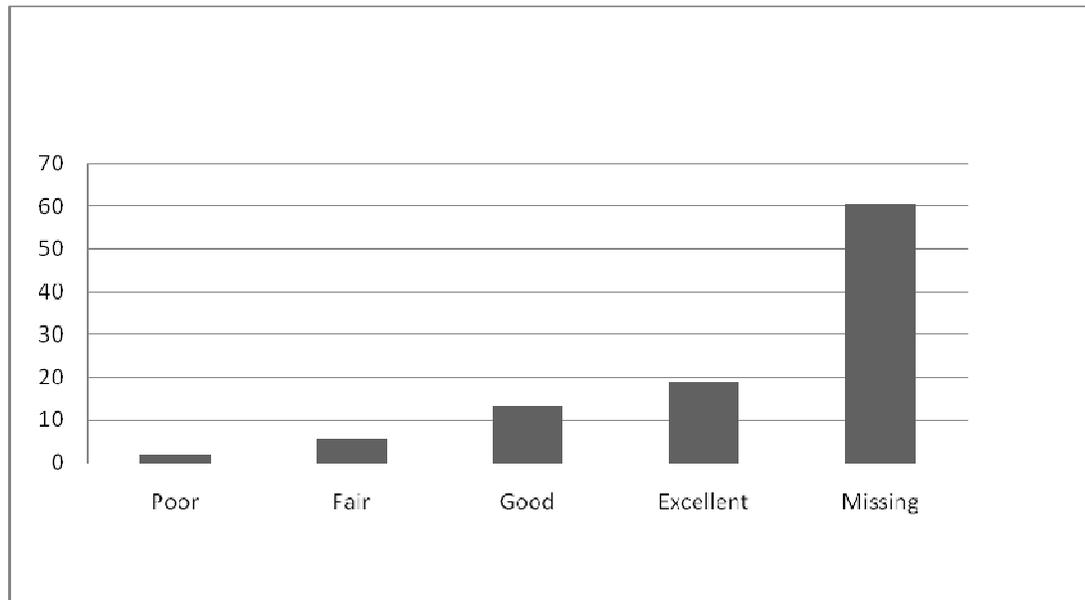
1.9% of trainees have been poorly benefitted from his/her guidance, coaching and feedback after he/she attendant the training, 7.5% of trainees have been fairly benefitted from his/her guidance, coaching and feedback after he/she attendant the training, 13.2% of trainees have been benefitted from his/her guidance, coaching and feedback after he/she attendant the training, and 20.8% of trainees have been excellently benefitted from his/her guidance, coaching and feedback after he/she attendant the training.

Figure 56: Benefitted form his/her guidance, coaching and feedback after he/she attendant the training



1.9% of trainees have poorly enjoyed responsibility more than before, 5.7 % of trainees have fairly enjoyed responsibility more than before, 13.2% of trainees have enjoyed responsibility more than before, and 39.6 of trainees have excellently enjoyed responsibility more than before.

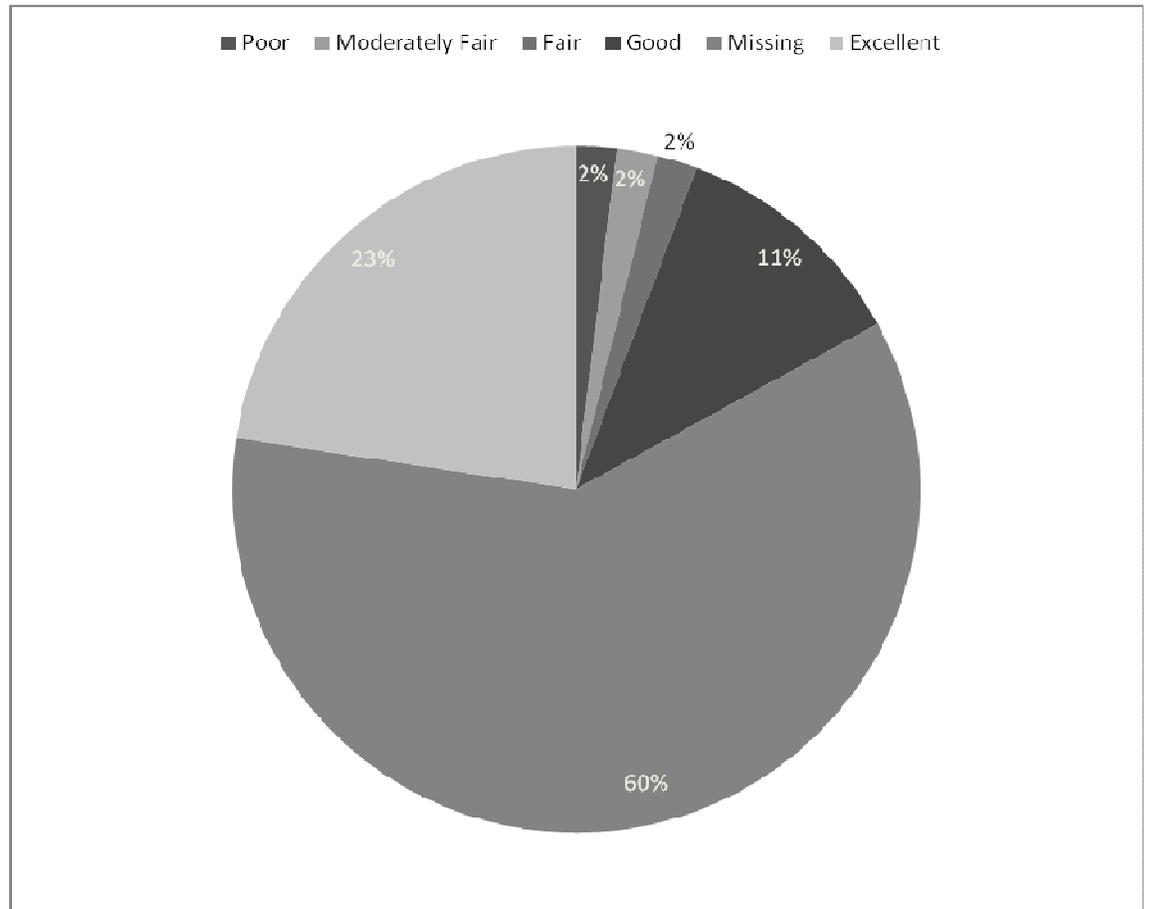
Figure 57: Enjoyment of responsibility



The training was poorly effective to 1.9%, moderately to 1.9% and fairly to 1.9%.

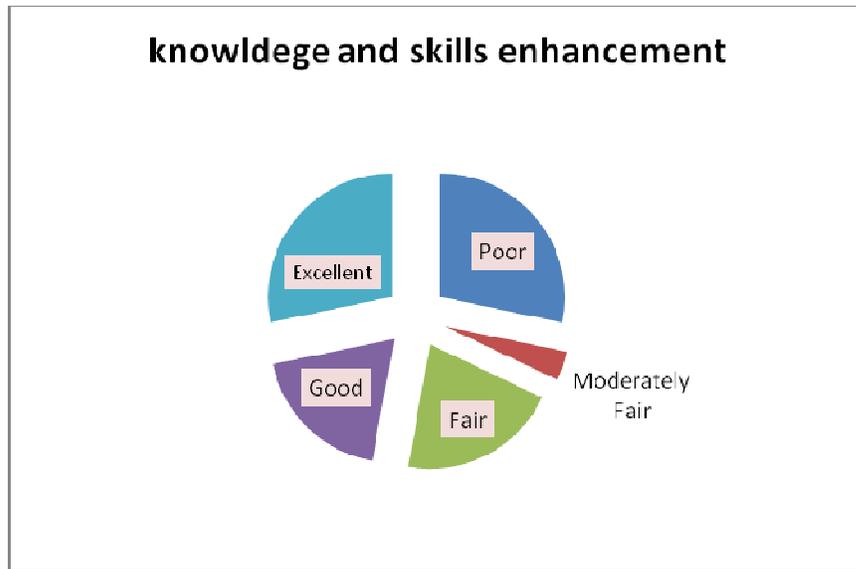
Also, training was effective to 11.3% likewise the training was excellently effective to 22.6% of trainees.

Figure 58: Overall effectiveness of the training



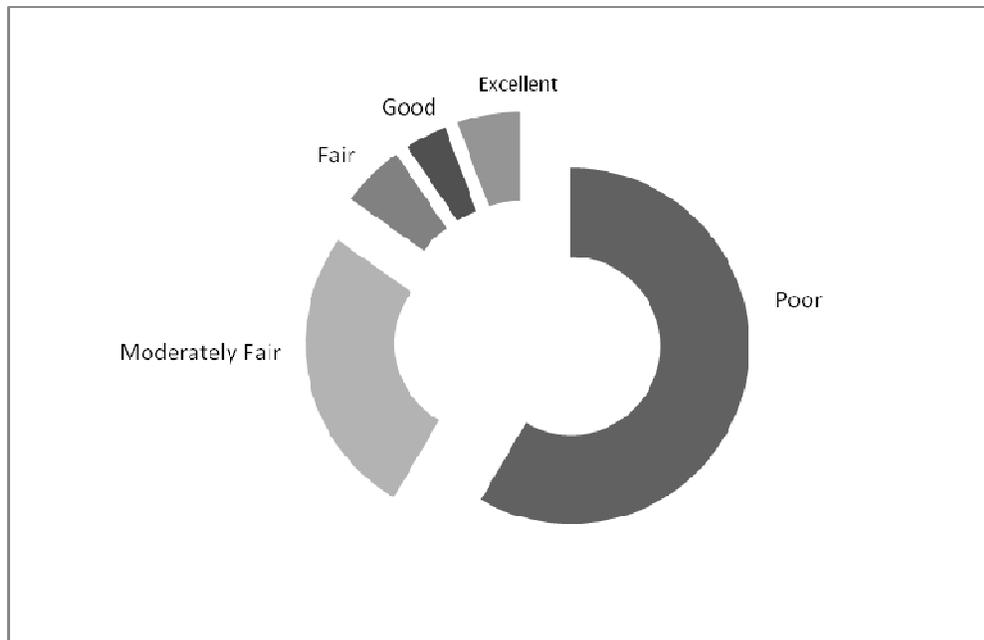
28.3% of trainees concept, knowledge and skills learnt from MToT has poorly been enhanced after training, 3.8 % of trainees concept, knowledge and skills learnt from MToT has moderately been enhanced after training, 20.8% of trainees concept, knowledge and skills learnt from MToT has fairly been enhanced after training, 18.9% of trainees concept, knowledge and skills learnt from MToT has been enhanced after training and 28.3% of trainees concept, knowledge and skills learnt from MToT has excellently been enhanced after training.

Figure 59: knowledge and skill enhancement



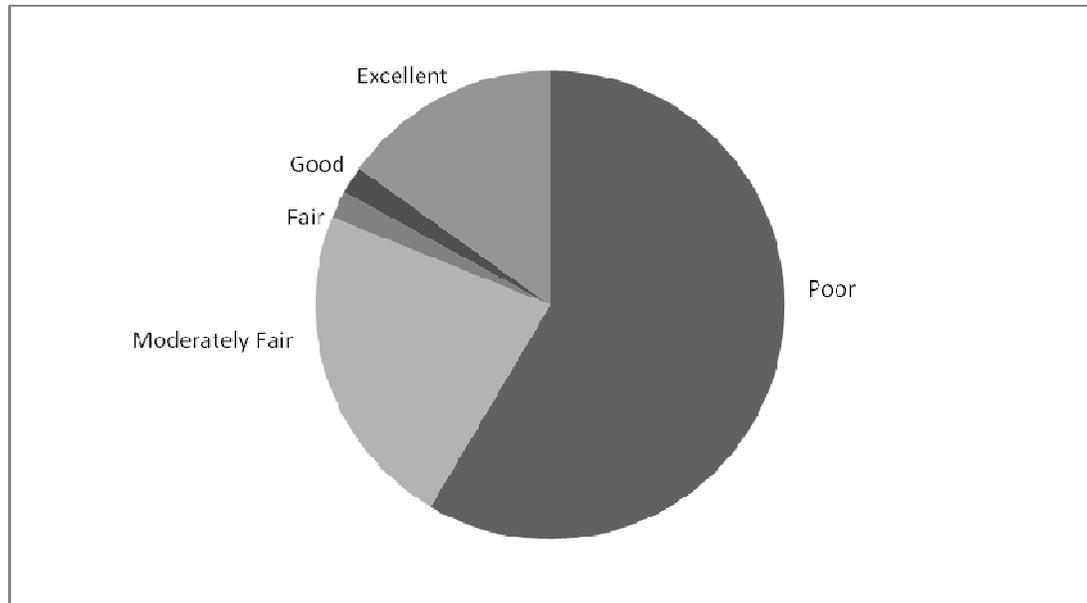
5.7% of trainees feel training has not at all been able to enhance their skills. Also 58% of trainees feel training has moderately enhanced their capability. Likewise 3.8% of respondents feel training fairly enhanced their capability. 5.7% of trainees have enhanced their capability and 26.4% of trainees have enhanced their capability excellently.

Figure 60: Enhancement capacities



15.1% of trainees don't recommend the training to anyone, 1.9% of trainees moderately recommend the training to others, 22.6% of the trainee fairly recommends the training to others, and 58.5% of the trainee highly recommend.

Figure 61: Training recommendation



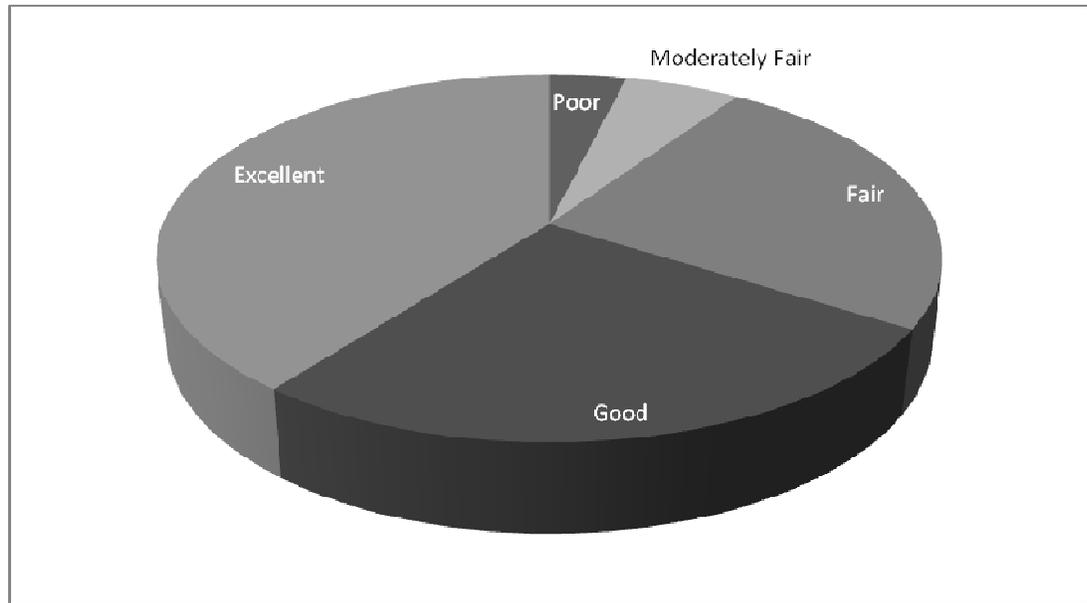
The training has poorly enhanced the overall performance of 5.7% of trainee. 3.8% of the trainee knowledge has been moderately fairly enhanced. The training has fairly enhanced the overall performance of 26.4% and also in good manner. While remaining 60.4% of trainees overall performance has been excellent after the training.

Figure 62: Increment in income



13 % of MToT graduates income has increased poorly, 18% of graduates' income has increased moderately fairly, while 6% graduates' income has increased fairly. Also, 7% of graduate's income increased tremendously.

Figure 63: Positive feedbacks from employer



2% of respondents have poorly been receiving positive feedback and commendations from stakeholders, 3% of respondents have moderately fairly been receiving positive feedback and commendations from stakeholders, 13% of respondents have fairly been receiving positive feedback and commendations from stakeholders also 21% of respondents have been excellently receiving positive feedback and commendations from stakeholders

Figure 64: Training worthiness



5.7% of respondents feel that training was not so worthy. 20.8 % of respondents feel that training was fairly worthy. 11.3 % of respondents feel that training was worthy and 33% of respondents feel that training was productive.

Findings

Following are the main findings on the basis of structured survey questionnaires. The responses of the past participants were analyzed:

- Knowledge or concept
 - The majority of participants were already professionally involved or working before attending the training. Among which 58.5% of them were from technical field and 15.1 from academics and rest from other areas. Among them 60.4% were from tourism sector, NGO specifically from non-profit, and private consulting organizations. 11.3% were found to be self employed and 9.4% were from technical areas such as medicine
 - 68.2% of the participants had chosen profession in training, academics and research.
 - Similarly 75.5% of trainees were expecting a job of trainer and 15.4% academician and 5.8% were expecting a job of consultant, which showed the participants, had inclined towards knowledge works. It signifies that majority of trainees were interested to opted profession alike with purpose of training and development.
 - Majority of the trainees had retained learnt concept and skills which also had enhanced their conceptual clarity and knowledge of assessing training needs. This connotes that training was effective in transferring the planned concepts and knowledge in the MToT participants.
- Design training
 - Similarly, they were found to be confident to design training session applying knowledge and skills learn in the training.
 - They were found to be capable to design project and problem for skill based learning and also in preparing training planner for 3 days as well as r short term courses.
 - They were found to be able to develop required training schedule for program and courses; along with ability to develop lesson plans for micro teaching as well.
- Implementation
 - Participants were found to have abilities to apply the technique of visual in training programs along with the developing required visuals for the training program.

- Trainees were found able to prepare and develop handouts required for the participants. Trainees were able to prepare assignments for different topics.
- The trainees were found to have confidence on exhibiting qualities of a professional trainer in a micro teaching.
- They were confident in understanding and apply sensitivity of gender issues and develop training materials accordingly.
- They were able to apply basic platform skills during presentations.
- They have received positive feedback during micro teaching sessions.
- Trainees were able to provide required feedback to the participants to enhance theory learning.
- Past trainees were found to possess required skills of illustrating talk and use the same in the training program. Trainees were able to demonstrate the application of work place safety in field/work place/lab.
- Trainees were found to be able to form group and manage the work in a simulated activity.
- Evaluation
 - Trainees possessed knowledge of different models of evaluation and were able to apply the same in different training program.
 - Trainees were aware of importance of debriefing sessions and were applying the same as per requirement of the trainings.
- Transfer of learning
 - The majority of the participants were found to be applying the concept and knowledge, skills learnt in their current assignment.
 - Majority of the respondents' have found successfully transferring their learning to their peers and subordinates.
 - The overall effectiveness of the participants was found to be enhanced in comparison to prior the training.
 - The majority of the participants' believe that their organization or employers have been benefitted from the learning.
- Participants subordinates feedback
 - Majority of the subordinates of participants were benefitted from their supervisors guidance, support and feedback after attending the training.

- Similarly majority of the participants learning has been enhanced with the trained supervisor.
- The professional attitudes of the past participants towards their responsibilities have positively enhanced. They observed them enjoying their job.
- The overall effectiveness of the training has been found positive and enhanced the overall effectiveness of the participants.
- Major deficiencies of the trainings from the perspective of the past participants
 - All of the participants would recommend others to take the MToT training.
 - Majority of the participants believed that there has been a significant increase in their level of earnings after the training.
- Superordinates feedback
 - The superordinates of the participants' felt that their subordinates knowledge of designing, organizing, conducting and evaluating training program has become sufficient in meeting organizational requirements.
 - Similarly they believe their subordinates after training has been applying the above in the required places and times for the organizational benefit.
 - They have observed their subordinates have been more engaged in their responsibilities and thoroughly enjoying the same.
 - Moreover they believe that the organization has been benefitted from their subordinates performance.

Conclusion

On the overall the MToT can be considered as highly effective on the basis of feedback obtain from the participants through the responses of survey and in-depth interviews as well as focus group discussion; response of their superordinates, subordinates, and current participants. Furthermore the observation study also supports the above proposition.

Moreover the a success story of the participants further supports that in claiming the effectiveness of the program

Recommendation

On the basis of response obtained from the stakeholders and observation following are the recommendations to further enhance the effectiveness of MToT training program.

The duration of the training program was felt to be bit in-convent by the participants in terms content. Thus, it is recommended to be extended the duration to cover all the contents with adequate time for to the first time participant. On the other hand the can identify the least important content and manage it with related topics. TITI can also decide to have some of the basics as prerequisites for the enrollment in MToT.

As participants come from diversified background, in order being them in equal footing a pre-training commencement hands on tools and methods of effective presentation is required.

In the same manner pool of resources persons for various relevant background and having hands on application can be introduced to bring balance knowledge and skills.

A significant number of participants require refreshers courses to update their skills and for continues update in order to be contemporary.

In many of the organizations participants engaged have been giving low priority on in-house training and development thus it is recommended to provide with opportunity to brush-up their skills by offering them with opportunity to be trainers in program offered by TITI.

Organization visits to enhance confident and exposure to the participants is required and exiting policy has to be revisited. TITI recommended increases the exposure of participants by inviting the resource persons and experts from institutions of international reputations. This would enhance self esteem of the participants after knowing their training program is of international standards.

Keeping in mind the existing standard of education and exposure of prospective participants a pool of highly qualified national, regional and international trainers are recommended. These mentors should be able to provide quality time to enhance learning of the mentee.

The authority is recommended to take initiative to establish make functional alumni of MToT TITI facilities or social media and update the development to them. This will increase the interactishould take initiative to create network and would benefit entire stakeholders. The participant shall be able to share difficulties and resolve the same through their own alumni.

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B. Employment Information:

B.1 Were you working while training in this institution? Yes No

B.2 If 'No', how long did it take you to find a job since obtaining your degree from this institution? months

B.3 Please give reasons for any time gap between obtaining your degree and your first employment.....
.....

B.4 Which one of the following best describes your current professional status?

- Working full-time
- Working part-time but seeking full-time work
- Working part-time but not seeking full-time work
- Self - employed
- Not working and looking for a job
- Others, please specify
.....

C. Area of Engagement/Employment

C.1 Specify area of
employment/Engagement:.....

Position/Designation:.....

C.3 In the case of Self Employment:

i. Starting Date: (Date Format: DD/Month/Year)

ii. Type of organization:.....

D. What type of jobs were you expecting after of training?.....

E. How would you rate the contribution of the program of your study at the institution to your personal knowledge, skills and attitudes?

E.1. Skill or Concept

SN	Skill or Concept	Please tick under the number which best suits your answer.				
		1	2	3	4	5
1	This program has enhanced my level of conceptual clarity and knowledge of assessing training needs.					
2	I am able to apply concept of competency based training (CBT) in designing training programs.					
3	The training has enhanced my concept of aligning curriculum, instruction and assessment in training system.					
4	I can describe what a training is specifically the models.					
5	I can describe the process of occupational curriculum development considering industry and instructional experiences.					
6	I can define, use occupational skills as required in a training program is acquired in training.					
7	I can write and explain the set of terminal performance objective (TPO).					
8	I can write enabling objective based on selected knowledge based topics.					
9	I can design training session applying knowledge and skills learn by the program.					
10	I can design project and problem for skill based learning.					

E.2. Development

SN	Development	Please tick under the number which best suits your answer.				
		1	2	3	4	5
11	I can prepare training planner for 3 days training program.					
12	I can prepare training planner for short term courses.					
13	I can develop require training schedule for program and courses.					
14	I can develop lesson plans for micro teaching.					
15	I can develop performance guide for selected skills.					
16	I can develop product rating instruments for given product.					
17	I can describe the types of knowledge test item.					
18	I can apply the types of knowledge test item.					
19	I can describe the process of testing knowledge.					
20	I can apply the process of testing knowledge.					
21	I can develop table of specification.					
22	I can construct multiple choice question set for tests.					
23	I can develop short answer questions for requires topics.					
24	I am aware of the application and importance of visual in training programs.					
25	I have require set of skills of developing visuals for the training program.					
26	I can prepare develop handouts.					
27	I can prepare assignments for different topics.					

E.3. Implementation

Sn	Particulars	Please tick under the number which best suits your answer.				
		1	2	3	4	5
28	I possess an exhibit qualities of a professional trainer in a micro teaching.					
29	I understand and apply sensitivity of gender issues and develop training materials accordingly.					
30	I can apply basic platform skills during presentations.					
31	I receive and give feedback during micro teaching sessions.					
32	I provide required feedback to the participants to enhance theory learning.					
33	I have conceptual clarity of learning domains and incorporate the same while planning a lesson.					
34	I possess a set of skills to apply to apply lesson plan for microteaching.					
35	I possess required skills of illustrates talk and use the same in the training program.					
36	I am able to demonstrate the application of work place safety in field/work place/lab.					
37	I possess required set of skills to do demonstration in micro teaching.					
38	I possess set of skills and apply brainstorming as a teaching method.					
39	I can form group and manage the work in a simulated activity.					
40	I possess required knowledge of oral questioning techniques in micro teaching and apply the same.					
41	I possess required knowledge of administering test and apply the set of skills.					

E.4. Evaluation

sn	Particulars	Please tick under the number which best suits your answer.				
		1	2	3	4	5
42	I possess a different model of evaluation and apply the same in different training programs.					
43	I am aware of the importance of debriefing sessions and apply the same as per requirement of the trainings.					

F. How would you rate the contribution of the program of your study at the institution to your personal knowledge, skills and attitudes?

F.1. Status and transfer of training

SN	Particulars	Please tick under the number which best suits your answer.				
		1	2	3	4	5
1	I have been applying the concept, knowledge and skill learnt from MToT training in my current job.					
2	I have been applying the concept, knowledge and skill learnt from MToT training outside the job for designing training programs for my client.					
3	I have successfully transferred my learning to my peers and subordinates.					
4	His/her overall effectiveness has been enhanced after the training.					
5	The organization has been benefited from his better performance after the training program.					

F.2. Self Evaluation:

SN	Particulars	Please tick under the number which best suits your answer.				
		1	2	3	4	5
6	My knowledge regarding designing, organizing, conducting and evaluating in training has been enhanced after taking this training					
7	My skills regarding designing, organizing, conducting and evaluating in training has been enhanced after taking this training and applying the same.					
8	My enjoyment of designing, organizing, conducting and evaluating in training has been enhanced after taking this training and applying the same.					

F.3. Subordinates

SN	Particulars	Please tick under the number which best suits your answer.				
		1	2	3	4	5
9	I am more benefited from his/her guidance, coaching and feedback after he/she attendant the training.					
10	Now, the effectiveness of participants learning has been better in the past.					
11	Currently, it is observable that he/she has been enjoying the responsibility more than before.					
12	It is clearly observable that the overall effectiveness of training are better.					

F.4. Participants (To measure deficiency of trainings).

SN	Particulars	Please tick under the number which best suits your answer.				
		1	2	3	4	5
13	My level of concept, knowledge and skill learnt from MToT training has not been enhanced after the training.					
14	The training has not been able to enhance after the training.					
15	I would not recommend others to take this training.					
16	The training has not been able to enhance my overall performance after the training.					
17	There has been a considerable increment in my income after training.					
18	I have been receiving positive feedback and commendation from the stake holders.					
19	In overall, I feel that this training is worth taking.					

F.5. Recommendation:

28. Please specify major area of improvement.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

What major problem you have faced during training?

1. _____

2. _____

3. _____

4. _____

5. _____

Annexure II

List of Participants

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Success Story

Mr. Prem Narayan Regmi is one the alumni of MToT program. He holds a Master Degree in Management and is an entrepreneur. He comes from a disciplined family which maintains warm bond among them. He values education and training the most. He believes that self-respects can be commanded through intense hard work and persistence. He has been named a Gadget Doctor by Kantipur Daily newspaper in the Kartik 20 issue of year 2066 due to his quality of attempting for higher level work. For him nothing is impossible says bring me that equipment which others claim as beyond repair and maintenance.

His first initiative was Electronica in 2004 in Zama Bazar, Bagh Bazar in Kathmandu doing a computer hardware, accessories and office equipment maintenance center. Then he developed a passion, and to decide transfer the skills to young who wants to pursue a career in hardware maintenance. Without wasting any time he started another venture for to meet the objective, which is Technical in Red Cross Building at Bagh Bazar in 2068.

He has been offering various training programs now in Megha Training Center. After realizing there was an opportunity for him to excel his initiatives in organized manner he enrolled in MToT program. The chief objective was to enhance the learning of the trainees by applying methods, tools, and techniques adult learning and skills development.

He has been applying the leaning in the training program Programs being offered. Currently he has three batches of trainee of ten each in basic hardware maintenance. It is a three months course. He only enrolls them who want to pursue career in same field. These trainees are initially taught fundamentals and then provided with opportunities to apply in the solving problem. These trainees are sent to do internship in different originations. Some of his alumni have started their own workshop and had become self employed.

During the interaction he expressed that has been applying the concepts, methods, tools and technique learnt in the MToT training. The learning of the training in his institution has been enhanced. We had an opportunity to observe the session in progress. The observation was without prior information to the both trainer and participants. The both mentor and mentee were enjoying the session. The mentor was explaining about the maintenance of power supply in compute in an application based manner. The power

supply unit itself was present on the occasion. The participants had opportunity to apply their learning.

He has designed a scientific method to certify the skills of the trainees which he learnt from the MToT. He expressed that there has been a substantial increase the inquiry for the enrollment in the training; he gives credit to the MToT program. Currently he operates three batches of the trainings. The number of batches could have been six due to the reputation that his institution as gained. However he is quality conscious person confines with three groups only at time.

He confirms that there has been a considerable increase in the number of equipment coming for maintenance due to the quality they have been providing which is result of quality of work they have been doing. He appreciates the efforts of TITI and recommend them the engage the trainers in the TITI's initiatives in the future.