GUIDELINES FOR TRAINING OF TRAINERS (TECHNICAL INSTRUCTION & PEDAGOGY)

JUNE, 2018

TVET Professional Services Division
Department of Technical Education
Ministry of Labour and Human Resources
Royal Government of Bhutan

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Department of Technical Education

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FOREWORD

Ministry of Labour and Human Resources has taken major initiatives to enhance the quality of Technical and Vocational Education and Training (TVET) system, to cope up with the rapid changing technology and needs of the country. Bhutan Vocational Qualifications Framework (BVQF) was established as a part of major TVET reform to streamline and unify the TVET System in the country. TVET institutes adopted Competency Based Training system for the design of standards & curriculum, delivery of courses and assessment as per BVQF to enhance the quality of courses offered in TVET institutes and support in providing right skills to meet the socio-economic plans and aspiration of Bhutan.

In order to enhance the quality of courses offered in TVET institutions, quality instructional methodologies are vital. Therefore, Regulation for Registration of Training Provider-2010 under section 18: “Registration of Trainer” requires certified and registered TVET trainers to conduct any training in registered TVET institutes. TVET trainer must be certified in technical instruction and pedagogy for accreditation of course of the institutes by DOS, MoLHR.

The TVET Professional Services Division (TPSD), Department of Technical Education, MoLHR has the mandates, to support capacity development of TVET faculties and in particular certification and capacity development of TVET trainer in ToT-Technical Instruction and Pedagogy.

This guideline is developed by TPSD, DTE to streamline and standardize the training delivery, evaluation and assessment process of the Technical Instruction & Pedagogy program and improve the quality of ToT program which will lead to certification

and recognition to gain more credibility. Hence, it will enable to build the professionalism of TVET Trainers in instructional methodologies and improve the quality of training delivery of TVET courses.

I encourage all TVET Trainers in the country offering TVET courses, to avail of this excellent opportunity in acquiring certificate of ToT-Technical Instruction & Pedagogy as per this guideline. The Department shall endeavor to provide necessary support to the training providers in facilitating certification and registration of TVET Trainers.

I like to wish all the TVET trainers the best in their endeavors in achieving the professionalism of TVET trainer to achieve the common goals of providing quality TVET programs.

Norbu Wangchuk

Director

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3. Mr. Sonam Wangdue, Trainer/Instructor, TTI-Khuruthang, DTE, MoLHR.
4. Mr. Karma Dorji, Program Analyst, TPSD, DTE, MoLHR.
5. Mr. Karma Dorji, Sr. Program Officer, TPSD, DTE, MoLHR.
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ACRONYMS

1.	BVQF	-	Bhutan Vocational Qualification Framework
2.	CBC	-	Competency Based Curriculum
3.	CBT	-	Competency Based Training
4.	DA	-	Daily Allowance
5.	DTE	-	Department of Technical Education
6.	DOS	-	Department of Occupational Standard
7.	IZC	-	Institute of Zorig Chusum
8.	MoLHR	-	Ministry of Labour and Human Resources
9.	NC	-	National Certificate
10.	NCS	-	National Competency Standards
11.	OHS	-	Occupational Health and Safety
12.	RPL	-	Recognition of Prior Learning.
13.	TA	-	Traveling Allowance
14.	ToT	-	Training of Trainer
15.	TPSD	-	TVET Professional Services Division
16.	TTI	-	Technical Training Institute
17.	TVET	-	Technical Vocational Education and Training

1. Title, Application and commencement

1.1 Title: These guidelines shall be called the "Guidelines for Training of Trainers (Technical Instruction & Pedagogy)"

1.2 Application and Commencement: These guidelines shall apply when conducting the Training of Trainers program, particularly with Technical Instruction and Pedagogy. It is applicable for broad spectrum of TVET Trainer capacity development in terms of instructional methodologies and pedagogies. These guidelines shall come into application from the date approved by the Department of Technical Education, Ministry of Labour and Human Resources.

2. Definitions

- ***Coordinator:*** an official from the Department of Technical Education, who is responsible for the conduction of program.
- ***Master Trainer:*** a professional who enables a group of trainers to develop competencies in technical instruction & pedagogy. He/she shall also facilitate, assess and design & develop training program.
- ***Co-Trainer:*** a Trainer who assists Master Trainer during the training program.
- ***TVET:*** Technical & Vocational Education & Training is concerned with the acquisition of knowledge, skills and attitude for the world of work.
- ***Participants:*** trainers/instructors from public and private TVET institutions.
- ***ToT-Program:*** any Training of Trainers program of any level specified in the TVET Trainers pathways.

3. Goals

The goals of this guideline are to:

- Set standard practice of ToT training to enhance the quality of Training of Trainer program and gain recognition from relevant agencies;
- Facilitate certification and registration of TVET Trainers as per the Regulation for Registration of Training Provider-2010;
- Set the career pathways of TVET trainers through alternative mode and Recognition of Prior Learning (RPL) and
- Streamline the selection of Master Trainers, Co-trainers and participants for professionalism.

4. Scope and objectives

The program is designed for the professional development of TVET Trainers of registered public and private TVET institutes. This is a customized capacity development program to enhance the professionalism in instructional methodologies and pedagogies of TVET trainers who are qualified in their respective field, to use wide variety of teaching learning strategies, methods, techniques and tools.

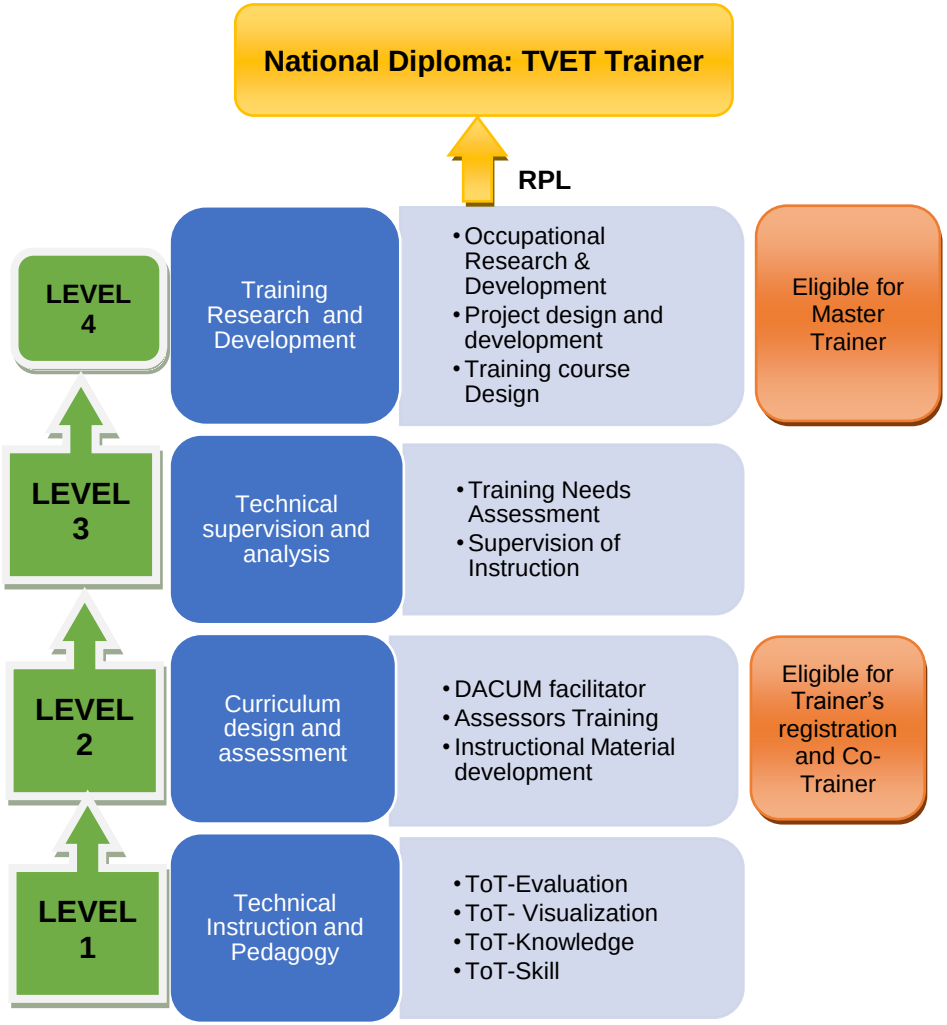
This program shall lead to certification from Department of Technical Education and registration of trainer with the Department of Occupational Standard (DOS), Ministry of Labour and Human Resources as per the "Regulation for Registration of Training Provider-2010".

The objectives of ToT-Technical Instruction & Pedagogy are to:

- Provide wide variety of learning strategies, methods, techniques and evaluation tools;
- Plan and prepare training delivery documents and lesson plans professionally;

- Deliver lesson effectively through use of appropriate instructional methodologies;
- Prepare teaching and learning materials as per the standard;
- Design and develop problem based learning through projects and problems;
- Develop and conduct assessment effectively;
- Assess and facilitate trainees learning and professional development.

5. TVET Trainer Levels and Pathways



5.1. Level Description

The TVET Trainer pathways is defined in four levels, this different levels are defined with an objective to facilitate recognition of different levels of competencies of the TVET trainers. This will create clear career pathways for TVET trainers for the recognition and certification at different levels, based on the training and experience acquired as per the level descriptor.

A TVET Trainer pathway is created for professional development of the TVET Trainer, and has an opportunity to obtain National Diploma of TVET Trainer through Recognition of Prior Learning (RPL), without attending formal National Diploma program. For the certification and registration for TVET Trainer, one must obtain Level-1 certification.

5.1.1. Level-1: Technical Instruction and Pedagogy

The level consists of four mandatory modules which comprises of ToT skills, knowledge, visualization and Evaluation to be completed successfully for certification and registration as trainer. Each module is for two weeks full time with minimum of one month teaching practice in between each module to qualify and continue next module. To be eligible for next module, one has to obtain minimum Grade-C. It is mandatory to obtain level-1 (ToT Technical Instruction & Pedagogy) certificate for Trainer registration with Department of Occupational Standards.

5.1.2. Level-2: Curriculum design and assessment

The level consists of three modules which comprises of DACUM facilitator training, Assessors Training and Instructional Material development training focusing more on e-learning and training. Each module has to be certified separately to obtain the Level-2 trainer certificate.

5.1.3. Level-3: Technical supervision and analysis

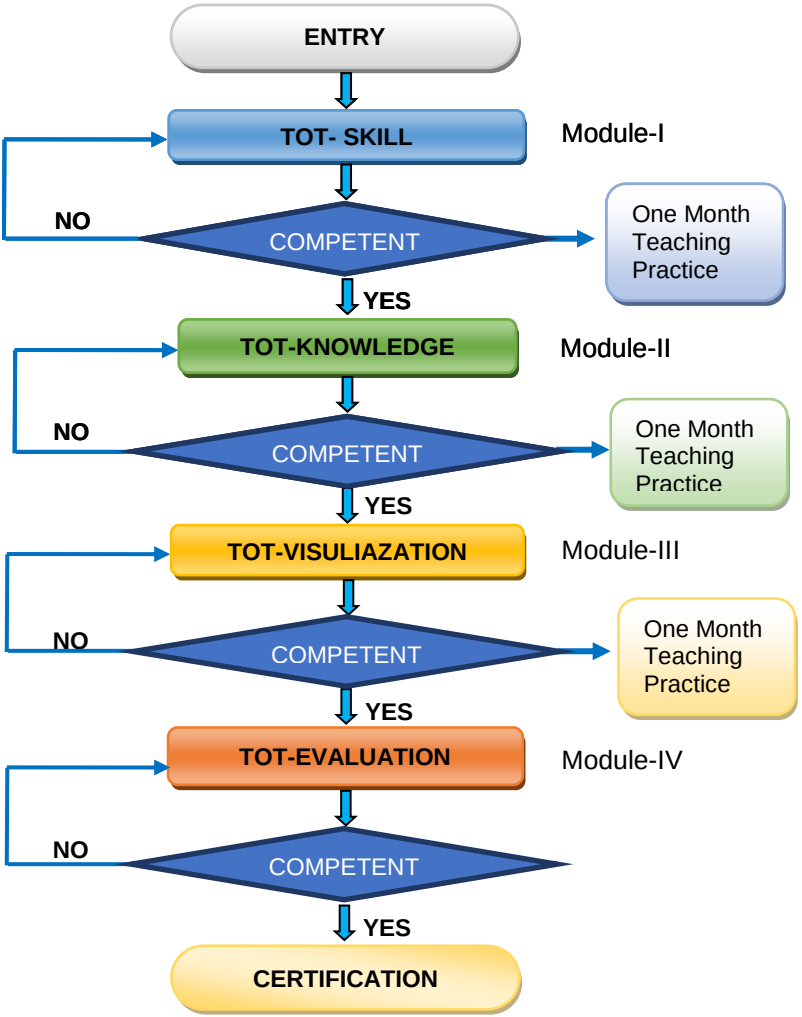
The level consists of two modules which comprises of Training Needs training and Supervision of Instruction. Each module has to be certified separately to obtain the Level-3 trainer certificate.

5.1.4. Level-4: Training Research and Development

The level consists of two modules which comprises of Occupational Research & Development training and Project design and development training. Each module has to be certified separately to obtain the Level-4 trainer certificate.

6. ToT-Technical Instruction and Pedagogy program

ToT- Technical Instruction & Pedagogy is to provide the trainers/instructors of training organizations with instructional methodology, who have mastered the basic competencies in their profession and workshop/lab instruction.



It consists of four modules with at least one month of teaching practice after module-I, II and III. To be certified as competent trainer, one have to complete all four modules with minimum grade "C". In order to continue successive module, one should successfully complete preceding module with grade "C" as per the above flow chart.

6.1. General requirements and conditions

- For the ToT-Technical Instructional & pedagogy to convene, a minimum of 15 required and should not exceed maximum number of 21 participants for effective delivery;
- Trainer to participants ratio shall be maintained at 1:7 for effective delivery;
- Participants are required to maintain 100% attendance for each module, except on medical condition upon production of medical transcript from registered physician, but he/she has to fulfill the assessment criteria;
- Participants who are not able to meet the attendance requirements or not yet competent after attending the module shall be eligible to continue same module in the next batch;
- Participants failing to obtain the required points/grade may appeal for re-assessment (or) re-assignments for those assignments scoring below grade "C" upon paying nominal fees as per approved rate.
- Participants must obtain minimum of grade 'C' to continue next module of TOT-Technical Instruction & Pedagogy;
- After each module participants shall perform minimum of one month teaching practice and submit assignments and report to Master Trainer to continue next module;

- The Participant is allowed to repeat the same module twice only;
- Participants other than the teaching profession are NOT eligible for the ToT program;
- The medium of instruction shall be in English and Dzongkha;
- The weekly evaluation and course evaluation will be conducted at the end of 1st week and at the end of each module respectively as per the evaluation form in Annexure-V & VI.

7. Master Trainers and Co-Trainers

Relevant and qualified Master Trainer and Co-Trainer should be identified and selected by Department of Technical Education as per the following criteria.

7.1 Master Trainer

- Shall have successfully completed all the modules of level-1: ToT-Technical Instruction & Pedagogy with minimum of grade B;
- Shall have worked as Co-trainer for minimum of five cycles of ToT-Technical Instruction & Pedagogy;
- Shall possess good command of communication skills and positive attitude;
- Shall be certified as Master trainer by the Department of Technical Education or recognized institute in the region.

7.2. Co-Trainer

- Shall have successfully completed all the modules of Level-1:ToT-Technical Instruction & Pedagogy with minimum of grade B;
- Shall have minimum of three year experience as trainer;
- Shall have one year teaching experience after completion of ToT;
- Shall possess good command of communication skills and positive attitude;
- Shall be recommended by Master Trainer.

8. Roles & Responsibilities

8.1. Master Trainer

The following are the key roles and responsibilities of Master Trainer, he/she must:

- Plan and prepare the training schedule;
- Prepare lesson as per schedule;
- Conduct the training as per the schedule;
- Mange the resource and training materials during training;
- Develop effective teaching aids /job aids and training materials;
- Assess and maintain records of assignments and micro teaching(s);
- Manage and control the training session;
- Mentor the Co-Trainer in designing training session and delivery;
- Provide developmental feedback and
- Provide Clinical supervision to the Co-Trainer at the end of every session.

8.2. Co-Trainer

The following are the key roles and responsibilities of Co-Trainer, he/she must:

- Assist the Master Trainer to prepare training schedule, develop teaching and training materials;
- Develop lesson plan and conduct lesson as per the session assigned;
- Assist Master Trainer to maintain records of the assignments and micro teaching(s);
- Participate in team teaching with Master Trainer;
- Maintain time and training resources;
- Seek professional guidance and support from the Master Trainer and
- Assist course coordinator to conduct, collect and submit weekly & course evaluation to the coordinator.

8.3. Coordinator

- Coordinate selection of Trainers and participants;
- Conduct pre and post conference;
- Facilitate logistics arrangement and resources;
- Prepare training report;
- Archive training documents;
- Facilitate and manage training program and
- Conduct weekly and course evaluation.

8.4. Participants

- Attend all session on time;
- Complete and submit the assignment on time;
- Participate actively in all training session and
- Maintain proper code of conduct and decorum during training period.

9. Selection criteria of Participants

Participants shall fulfill the following selection criteria:

- Participants must be from the training provider registered with Department of Occupational Standard;
- Participants must have been teaching in the registered training provider for minimum of six month;
- Participants must have relevant qualifications in their field of training and
- Mastered the basic competencies for effective field and workshop/lab instruction

9.1. Preparation for ToT program

- Department of Technical Education shall advertise the ToT program one month before the commencement of the program;
- Confirm training venue and logistic arrangements;
- Confirm Master Trainer and Co-Trainers at least two weeks prior to ToT program;
- Select and confirm the participants before two weeks prior to the commencement of ToT program;
- Procure required materials and resources;
- Print and compile skill cards and handouts and
- Organize pre-conference.

9.2. Pre-Conference of ToT program

The pre-conference shall be held with the trainers two days prior to the commencement of the training. All Trainers must attend the pre-conference:

The Pre conference shall include the following topics of discussion:

- Job distribution of Trainers;
- Prepare and finalize training schedule;
- Select appropriate skill cards and concept cards;
- Finalize assignment memo;
- Finalize assessment tools;
- Finalize grading system and
- Review and study participants profile.

9.3. Post –Conference ToT program

The post-conference shall be held within the Master Trainers, Co-Trainers and coordinator at the end of Training.

The post- conference shall include the following topics of discussion:

- Share the experience, observation and lesson learned by Trainer at the end of the program;
- Provide developmental feedback and comments among the trainers;
- Submission of detail assessment and grading system;
- Prepare, publish and declare the results and;
- Recommend further improvements of the ToT program in the future.

10. Assessment and Certification criteria

10.1. Assignment Criteria

- Trainers shall provide assignments on the prescribed standard as per skill cards and Assessment guide (ToT-Technical Instruction & Pedagogy) printed separately;
- Assignments and respective points shall be based on the TOT-Modular grading system as per Annexure-I or Assessment guide.
- Minimum number of skills/task will be decided by the trainers based on the need for the selected assignments;
- Assignment shall be submitted on the prescribed deadline as per assignment memo issued during each module. Failure to submit on time will lead to deduction of 10% per day after the deadline for 2 days. Failing to submit assignment beyond second day shall not be accepted;
- Assignment shall be evaluated based on the standard assessment criteria developed based on Assessment Guide (Technical Instruction & Pedagogy)-2018;
- Assignment points shall be awarded as per the criteria defined in Assignment Guide of ToT and take average points from all trainers;
- Plagiarism or other unfair means of assignment shall lead to the disqualification for award for particular assignment for both / all parties.

10.2. Modular Assessment and grading criteria (Shall include)

- Written Test - 10%
- Performance Test - 80%
- Attitude - 10%
- Written test shall be conducted at the end of each module
- Performance test includes Micro teaching and other assignment as per the module descriptor in Annexure-I
- For each module, it is of 1000 points with GPA of 4 points and should score minimum of 700 points to obtain Grade "C" to qualify for next module.
- Module grading system:

Points earned	Grade	GPA	Performance description	Result
900 - 1000	A	4	Excellent	Competent
800 – 899	B	3	Good	Competent
700 - 799	C	2	Satisfactory	Competent
600 - 699	D	1	Unsatisfactory	Not yet competent
000 - 599	F	0	Unacceptable	Not yet competent

10.3. Final assessment and certification

To be certified as competent trainer, participant must complete all four modules with minimum of grade "C". The final grade and score will be the average of all four modules. The standard grading system for final certification will be as per Annexure-III-b and consolidated mark sheet as per Annexure-I will be awarded.

11. Trainer's Oath taking

Every participant shall take the "Trainers oath" during final certification in the presence of the Chief Guest to uphold the values and ethic while serving the Tsa-Wa-Sum as TVET trainer with utmost dedication and loyalty. Therefore, maintaining the professionalism in skilling the Bhutanese citizen and contributes towards the need of the socio-economic aspiration of Bhutan. The sample of Oath is attached in Annexure-IV.

ANNEXURES

Annexure I

Consolidated Mark sheet format for ToT-Technical Instruction & Pedagogy

Module I: ToT-Skill		
Module duration: 96 Hrs.		
Venue:		
Date: W.e.f		
Course Content	**Full Marks**	**Marks**
Training Session Design 5D	50	
Develop Training Plan	50	
Develop Lesson Plan/Task Sheet	100	
Develop Performance Guide	50	
Develop PRI	50	
Develop TPO and EO	100	
Use Flip Chart	50	
Provide developmental Feedback	50	
Assign Projects & Problems	50	
Micro-Teaching-1	50	
Micro Teaching-2	200	
Attitude	100	
Written Test	100	
TOTAL	**1000**	
Percentage		
Grade		

Module II: ToT-Knowledge		
Module duration: 96 Hrs.		
Venue:		
Date: W.e.f		
Course Content	**Full Marks**	**Marks**
Prepare Mind Map	50	
Design Case Study	100	
Develop Lesson Plan	100	
Teach Procedure (Decision PG)	100	
Develop Simple Objective	100	
Provide Developmental Feedback	50	
Micro-Teaching-1 (Teach Concept)	100	
Micro-Teaching-2 (Teach Process)	100	
Attitude	100	
Written Test	100	
ToT-Skill Assignment	100	
Total	**1000**	
Percentage		
Grade		

Module III: ToT-Visualization		
Module duration: 96 Hrs.		
Venue:		
Date: W.e.f		
Course Content	**Full Marks**	**Marks**
Prepare Handouts	50	
Develop Poster	100	
Use Impromptu	50	
Lettering/Flipchart writing	50	
Use Chalk Board	100	
Create Template	50	
Prepare Wall Chart	100	
Micro Teaching (Use Ppt. & medias)	200	
Attitude	100	
Written Test	100	
ToT-Knowledge Assignment	100	
TOTAL	**1000**	
Percentage		
Grade		

Module IV: ToT-Evaluation		
Module duration: 96 Hrs.		
Venue:		
Date: W.e.f		
Course Content	**Full Marks**	**Marks**
Prepare Criteria for Employability Skills	50	
Construct Interpretive Exercise	50	
Develop Completion Test Item	50	
Develop Short Answer Test Item	50	
Develop True and False Test Item	100	
Develop Matching Test Item	100	
Develop Essay Test Item	100	
Develop Rubrics	100	
Develop Multiple Choice Test Item	100	
Project work report	100	
Attitude	100	
Written Test	100	
TOTAL	**1000**	
Percentage		
Grade		

Annexure II

COMMON ASSESSMENT FORMAT

NOTE: Develop the criteria and distribute the marks as per requirement

TASK Title										**Training of Trainers**	
Sl. no	**Name of Trainees**	**Assessment Criteria**									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**	**Remarks**
		10	**10**	**10**	**15**	**15**	**10**	**15**	**15**	**100**	
1											
2											
3											
Criteria **1.** **2.**						**3.** **4.** **5.**					
Assessed by:											

Annexure III-a

ལས་གཡོག་ལྷན་ཁག། འཕྲུལ་རིགས་ཤེས་ཡོན་ལས་ཁུང་།

འཕྲུལ་རིགས་ཤེས་ཡོན་དང་སྦྱོང་བརྡར་ཁྱད་རིག་ཞབས་ཏོག་སྡེ་ཚན།

Ministry of Labour and Human Resources

Ministry of Labour and Human Resources

TVET Professional Services Division

Training of Trainers - Technical Instruction
Marks Sheet of Module-I (ToT-Skills)

Issued on:……

Venue:……

Sl. #	Name of Participant	TSD	TP	LP/TS	PG	PRI	TPO	FC	FB	MT1	MT2	PP	ATT	WT	TOTAL	GRADE
		50	100	100	50	50	50	50	50	50	200	50	100	100	1000	
1																
2																
3																

TP = Training Plan

LP/TS = Lesson Planning & Task sheet

PRI = Product Rating Instrument

TPO=Terminal performance

FB : Feed Back…….

…….

Mr./Mrs. X
Trainer

Mr./Mrs. Y
Trainer

Mr./Mrs. Z
Trainer

Annexure III-b

Criteria for Class Marks and Certificates

Points Earned	Percentage	Grade	GPA	Performance Description	Certificate Awarded	Competency
900-1000	90%-100%	**A**	**4**	Excellent	Yes	Competent with Distinction
800-899	80%-89.9%	**B**	**3**	Good	Yes	Competent with Merit
700-799	70%-79.9	**C**	**2**	Satisfactory	Yes	Competent
600-699	60%-69.9%	**D**	**1**	Unsatisfactory	*No (letter of attendance provided)	Not Yet Competent
000-599	Below 59.9%	**F**	**0**	Unacceptable	**No (letter of attendance provided)	

Note:

A) * Module may be repeated if trainee desires

** Module must be repeated

B) Participants missing training for more than one day will not receive certificate of completion

Annexure IV

TRAINER'S OATH

I **(STATE YOUR NAME)**……do solemnly pledge to uphold the values and ethics of professional TVET Trainer. I pledge to perform my duties to the best of my abilities in serving the Tsa-Wa-Sum through teaching profession and I pledge to work in a concerted effort with following commitments:

I shall

1. Base my learning objectives on relevant skills and knowledge.
2. Plan my lessons in a professional manner– never going to class unprepared.
3. Communicate the learning objectives.
4. Provide lessons that are creative, interesting and even fun, using a mix of learning architectures.
5. NEVER lecture more than 20'.
6. Provide learning activities that require problem-solving, communications, research and teamwork.
7. Model what I expect of my learners.
8. Provide my learners with adequate practice and guidance to master the skill.
9. Monitor and assess each individual against the learning objectives.
10. Build far transfer of learning through distributed projects.

Tashi Delek!

Annexure V

WEEKLY EVALUATION

ToT-Skills/Knowledge/Visualization/Evaluation

Date: ……..

Direction: *Please provide (✓) mark in the* box that suits you and provide any other recommendations in spaces provided below. Your genuine feedback will be highly appreciated.

1. Rate your opinion about the following:

	Poor	Good	Very good	Excellent
Session objectives were met				
Content delivered				
Methodology used				
Instructional materials provided				
Logistics provided				

2. Could you use Knowledge /Skills taught this week back in your job?

Yes	No

If no, why?

3. What percentage of your learning would you use in your job?

1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100

If you rate below 60%, what are the reasons for it?

_____

_____

_____

_____

4. As a result of this training, what differences will you brings in your job?

_____

_____

_____

_____

5. My overall rating of this training is (check (√) only one).

Poor	Fair	Good	Very good	Excellent

6. Can you suggest any improvements, which would make this training more effective in future?

_____

_____

_____

_____

6. **Please give specific suggestion/s to the trainers. Consider voice, visuals, training methods, objective, contents, etc.**

Name of trainer:					
Suggestions					
Overall Performance	Poor	Fair	Good	Very Good	Excellent

Annexure VI

COURSE EVALUATION

Training Name: ……

Course Coordinator: ……

Date: …….. **Venue:** …….

The statements below concern specific aspects of this training program. Please indicate using the following scales to what extent you agree or disagree with each statement and provide your comments where appropriate.

	❶	❷	❸	❹	❺
I. CONTENT	**Not Applicable**	**Strongly Disagree / None**	**Disagree / Slight**	**Agree/ Great**	**Strongly Agree/ Extensive**
1. Prior to this instruction, my experience in this area was					
2. My knowledge of this area increased due to this program					
3. My knowledge in this area increased by what amount					
4. Objectives were clearly stated					
5. Objectives stated were met					
6. I understand the materials and topics in this program					
7. Content is relevant to my job					
8. I feel confident that I will be able to apply the content (transfer)					
Your comments please:					

II. METHODOLOGY					
9. Pre-work was received prior to the program					
10. Course book with Skill Cards was helpful					
11. Class discussions were helpful					
12. Exercises, activities and field assignments were helpful					
13. Visuals used were helpful					
14. Individual coaching provided was helpful					
15. Answers to my questions were meaningful					
16. Additional resources provided (handouts, CD-ROM) were helpful					
Your comments please:					
III.ENVIRONMENT/ADMINISTRATION					
17. The classroom was suitable for this program					
18. The environment was conducive to learning					
Your comments please:					

	❶	❷	❸	❹	❺	❻	❼	❽	❾	❿
IV. OVERALL PROGRAM RATING										
1 = Completely unacceptable 10 = Very Exceptional										
Your comments please:										

V. PROJECTED IMPACT

As a result of this training program, my personal effectiveness and confidence will increase by (write in %):

As a result of this training program, here are the things I will do differently on my job:

As a result of this training program and how it changed my thinking and skills, here is my estimate (in monetary value) of the benefits to my organization (e.g. reduced absenteeism, increased productivity, better teamwork, increased personal effectiveness, etc.)

Nu._____

The basis for the above estimate is:

VI. TRAINERS

Name of Trainers																				
	❶	❷	❸	❹	❺	❶	❷	❸	❹	❺	❶	❷	❸	❹	❺	❶	❷	❸	❹	❺
Knowledgeable in the subject matter																				
Presented clearly																				
Was enthusiastic																				
Managed group dynamics																				
Was sensitive and respectful to our culture																				
Promoted discussion and involvement																				
Answered my questions effectively																				
Kept the focus on the objectives																				
Your comments please:																				

What may prevent you from applying the skills learned in this program?

Thank you for taking the time to share your comments and reactions to this training program.

Annexure-VII

Master Trainer / Co-Trainer selection checklist

Name: Institute:

Contact number email address:

Direction: Check the appropriate box to confirm the following

Applying for Master Trainer ☐ Co-trainer ☐

Documents checklist

Sl. No	Particular	Yes	No
1	ToT-Technical Instruction & Pedagogy Certificate		
2	CID copy		
3	ToT-TI& Pedagogy co-trainer recognition/appreciation certificate if applying for Master Trainer (5 cycle)		
4	Professional certificate		
5	Teaching experience certificate		

For official Purpose

Any other remarks