



Guideline for Implementing:

Village Skills Development Program (VSDP)

Special Skills Development Program (SSDP)

**Department of Technical Education
Ministry of Labour & Human Resources**

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1. Introduction

The Village Skills Development Program (VSDP) was initiated in the year 1984 under the Royal command of His Majesty the King. The program was designed to provide manual skills to rural people with an objective to improve their livelihood. The separate training institute was established in Gelephu to provide training for villagers. This institute, however, functioned only for 4 years during which time 656 villagers were trained in vocational skills. In 1988, the training institute and the program were closed since it was not able to meet function well due to the travel distance & transportation.

However later, the Royal Government realized the urgent need to re-introduce the village skills development program and this instigated the National Technical Training Authority (NTTA) to include the VSDP and Special Skills Development Program (SSDP) as one of its program activities.

The National Technical Training Authority has implemented the Village Skills Development Program on a pilot basis from 1997 to 1999 during which a total of 461 villagers were trained in 29 training workshops. The training was conducted on masonry, house wiring, construction carpentry, furniture making, cane weaving, handloom weaving. The feedback on the pilot activity from the villagers was found to be encouraging and promising. As a result an expansion of the program in scope and contents was recommendable and felt necessary.

Placing high priority on skill development of the villagers, the Department of Technical Education is exploring every possible means to make this program a success. In order to come up with significant impact of the training program, DTE has started involving Dzongkhags/Gewogs and other relevant organizations in the planning and preparatory phase of the program and trained 2651 villagers, 175 gewogs, 20 Dzongkhags as of 2018.

2. Objectives VSDP

- 1 To increase the quality of life in the rural community;
- 2 To provide skills for income generation activities;
- 3 To enhance community participation in education and development activity;
- 4 To promote lifelong learning and sustainable development in the rural community;
- 5 To create greater independence of the community by enabling them to carryout construction and repair and maintenance of community property;
- 6 To build capabilities of the villagers and reduce dependency on skilled expatriate workers;
- 7 Revive and preserve traditional arts and crafts of the community and
- 8 To discourage rural- urban migration.

3. Scope of the Village Skills Development Programme

The scope of the Village Skills Development Program (VSDP) can encompass a wide range of clientele. Learning activities and work environment. The main reason for this is the dynamic nature of non-formal training. It can:

- Match specific economic development objectives with the learning requirement of a specific target group.
- Address transitional demographic trends;
- Satisfy the needs of a particular community
- Integrate local community development and
- Include generic skills

4. Components of Village Skills Development Program (VSDP)

The Village Skills Development Programme aims at enhancing the quality of life and income in the villages by providing skills training to villagers. This programme has two components.

1. *Generic skills training.*

Mobile training units provide skills training in generic trades that are required to maintain and improve individual and community property. Some of the identified training areas are as follows:

Carpentry ,Stone masonry, Brick masonry, Furniture making, House wiring, Plumbing and rural water supply, Tailoring ,Weaving ,Cane basket weaving, Rammed mud wall construction, Electric stove repair and maintenance, Rural entrepreneurship development

2. *Village specific skills training*

Villages are identified to produce quality goods, particularly Zorig Chusum (13 traditional arts & Crafts) products, and youth, including school leavers, are trained in the manufacture of these goods. The objective is to create jobs and establish the reputation of participating villages in the production of quality goods

Target Groups

The VSDP is essentially targeted towards groups who have missed formal schooling and training opportunity throughout their lives, such as:

- School dropouts/lever
- NFE learners
- Villagers (adult men and women who can read and write)

5. Description of Special Skills Development Program (SSDP)

The SSDP was initiated under the Royal command in 1996. The program was geared towards skilling of armed forces in vocational skills so that they are in position to generate income upon retirement from their service. The program later expanded to other special groups, such as people with disability, juvenile, delinquents, monks/nuns, prisoners, and disbanded gang members. While the focus in the 9th FYP was on juvenile and delinquents with support provided to Draktsho Vocational Institute (under administration of Youth Development Fund), the focus shifted to training of monks, nuns and spouses of armed force in the 10th & 11th FYP.

This program coordinates training and works in tandem with the respective organization identified for these target groups, wherein support in terms of trainers and necessary tools and equipment are provided by MoLHR. Some example of identifies organization are the Dratshang Lhentshog, the Royal Bhutan Police, Draktsho, Wangsel Deaf School, RENEW and the Royal Bhutan Army. DHR has started involving civil organization like Dratshang Gomdays, Nunneries, Hope project, disabilities institutes and other relevant organizations in the planning and preparatory phase of the program and trained 2538 trainees as of 2018.

Objectives of SSDP

- 1 Reviving and preserving traditional arts and crafts and create centre of traditional
- 2 Generating income for the specified target groups
- 3 Creating greater independence by enabling them to carryout any related work by themselves,
- 4 Enhancing and encouraging equal opportunities in training and overall development activities of the country, and
- 5 To enable those leaving the institutes to earn their livelihood.
- 6 To create awareness and promote vocational skills to both non disabled and disability persons.
- 7 To provide self-confidence and ability through appropriate vocational skills
- 8 Every Bhutanese will have access to quality, Vocational Skill Training, enabling them to embark on and remain in gainful economic activity.
- 9 To support disabled children and youth in preparing them to lead independent, confident and happy lives by providing them with vocational training opportunities

Target Groups:

- Armed force personnel including spouses
- Monks & Nuns
- Juvinales
- Disabilites

Area of Training will focuses on Construction, Zorig Chusum Trades and others special occupation in coordination with other agencies.

6. Roles and Responsibility of DTE/ Regional Offices

The Department of Technical Education will ensure inputs from the Technical Institutes and provide course Instructors from the TTI Training Institutions. DTE/Regional offices will look after the training needs assessment to be undertaken jointly with the concerned Dzongkhag/gewogs/ agencies and prepare outline of the program. All the training cost including training materials, tools and equipment, course fee for Trainer and daily allowance for the participants will be looked after by the DTE/Regional Offices.

- a. Facilitates and coordinating with Dzongkhags/gewogs in implementing the training.
- b. Select the external trainers through a competitive process
- c. Develop the training schedule and related work plan.
- d. Develop an appropriate course contain or curriculum discussing with TTI Institute & TPSD.
- e. Provide / procured all the necessary equipment/tools and material for training.
- f. Carry out the training in the selected Dzongkhags, gewogs and village.
- g. Monitor the training program at least twice to ensure that quality is met.
- h. Document the evidence during monitoring the program
- i. Submit a financial report, with the eligible expenditure, at the end of each training batch.
- j. Create, operate, and maintained a database of all graduated trainees, which should be made available.

7. Roles and Responsibility Dzongkhag/gewog/ Agencies

Many of our training programs in the past suffered from lack of sufficient support from other organizations. Cooperation at the Dzongkhag and community levels is not strongly established. To certain extend cooperation occurs at the initiative of the individual official and on the basis of the personal contacts. Therefore, the DTE/ Regional Offices would like to place major emphasis on Dzongkhag/community participation, particularly in the following areas:

- a. Coordinate and ensure cooperation from other organization such as schools, community leaders (gup, chimi)
- b. Discuss and ensure support from DYT and GYT in the Dzongkhag
- c. Identify and select participant for training
- d. Identify and select prime location (with basic facilities)
- e. Assist Department and Regional Offices in organizing and conducting the initial surveys in the Dzongkhag
- f. Monitor/ assess the training program and provide feedback to Department/ Regional Offices.
- g. Provide basic facilities required by the Instructors and participants
- h. Make regular contact with Department & Regional offices for any training requirement.
- i. Identify and select village with knowledge and practice of traditional arts and crafts.
- j. Prepared of training venue accommodation for trainer and trainees

8. Major components of a feasibility study

The objective of conducting feasibility study is to assess the viability and sustainability of the economic activities that have been identified and pre selected as to avoid investing time, money and energy in training that will not yield the expected outcomes.

Before the implementation of the skill development training program, it is imperative to carry out feasibility studies to identify potential economic activities which is suitable in the community and it is necessary to analyze the data/information in greater detail to determine whether it will create self employment for livelihood promotion, generate income with establishment of micro enterprise and contributes to overall local development initiative which will further have positive impact on poverty reduction of that locality.

The data is collected through group interview, ensuring that both men and women actively participate in decision making for fruitful outcome.

After having identified the training course/trade in consultation with local communities through dzongkhag administration office, the curriculum/instruction manual will be developed accordingly by DTE/ Regional Offices. The training venue will be identified by the Dzongkhag/gewog/ administration office in consultation with the beneficiaries.

To ensure the effective implementation of strategies and delivery of the training programme, an appropriate governance system must be established between Regional office and local government through dzongkhag administration office.

9. Training Needs Assessment (TNA)

To establish a micro enterprise, potential entrepreneur will need to have not only technical and entrepreneurial skills but also management abilities and other soft skills. We have to identify any additional training needs or gaps that are essential for the trainees to cope with the real market situation and sustain their business. Notably TNA should focus on the identification of skills that are relevant to the community which contributes in income generation, provides employment opportunities and reviving of existing skills. The TNA helps assess these requirements (organizing on-the-job training, providing refreshers and training to upgrade skills) for the economic activities that have been considered as feasible by the feasibility studies.

17. Identifying Collaborating Agencies

The regional office can collaborate or establish linkage with other agencies to implement VSDP and SSDP training program.

When working as team with other organization, it will provide a forum for exchange of information and experience for developing ideas and projects to create employment/self employment opportunities for livelihood promotion and establishment of business enterprise in the rural areas.

10. Implementation Strategic

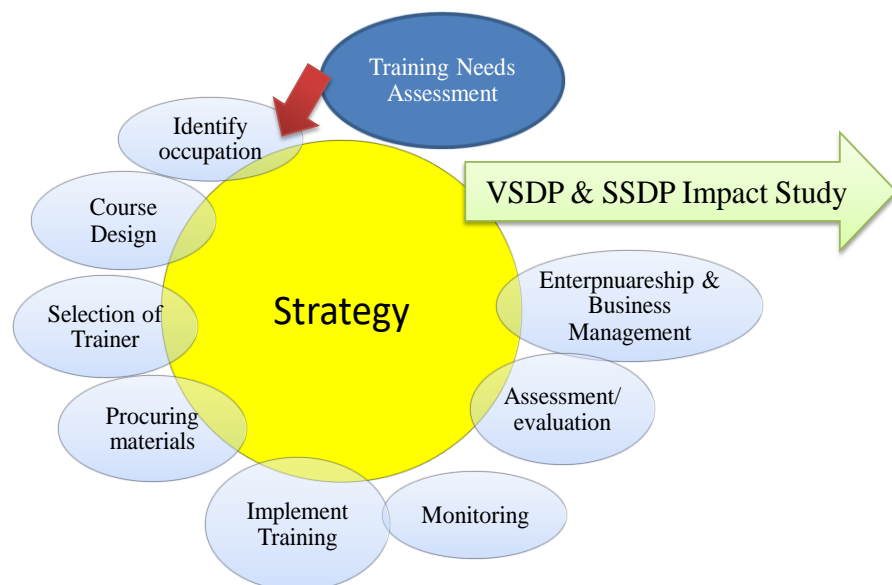
This strategic aims to systematically identify employment and income generating opportunities at the community level; design and deliver appropriate training programmes; and provide the necessary post training support intended for livelihood promotion, poverty reduction and economic empowerment in rural areas.

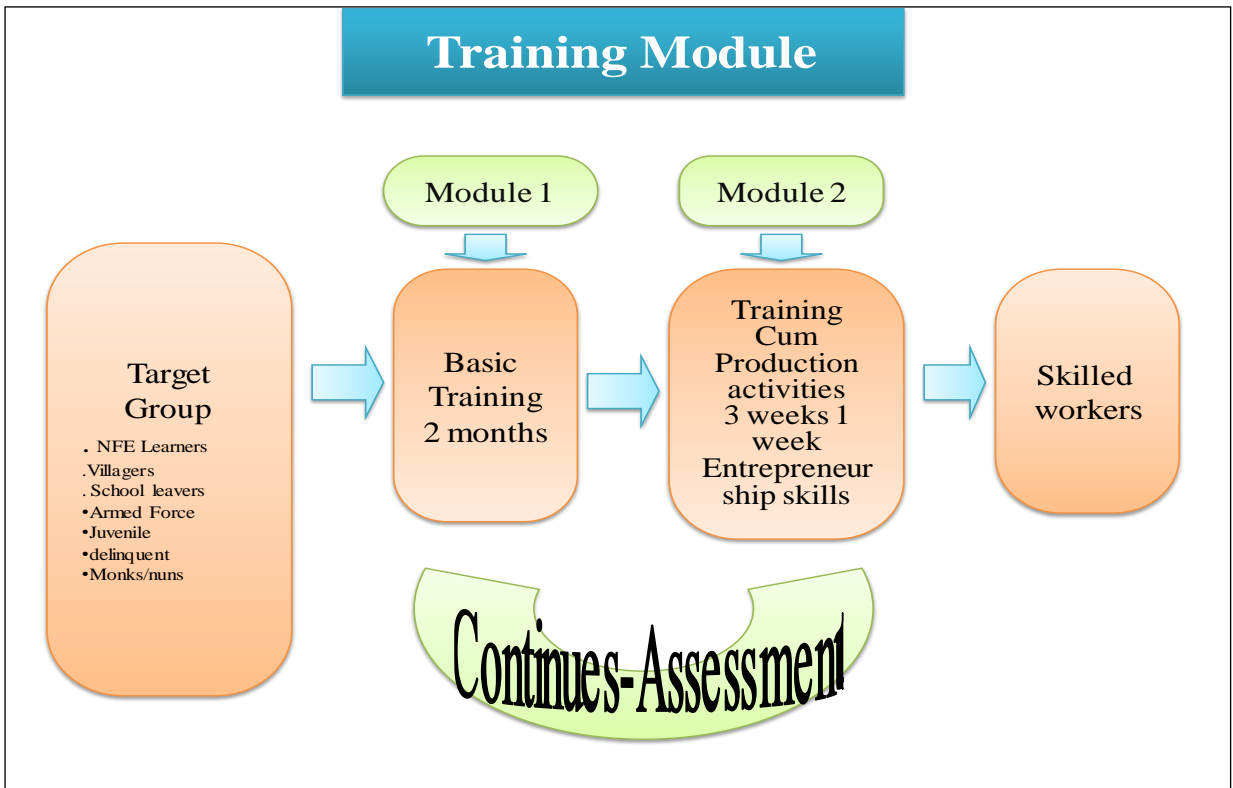
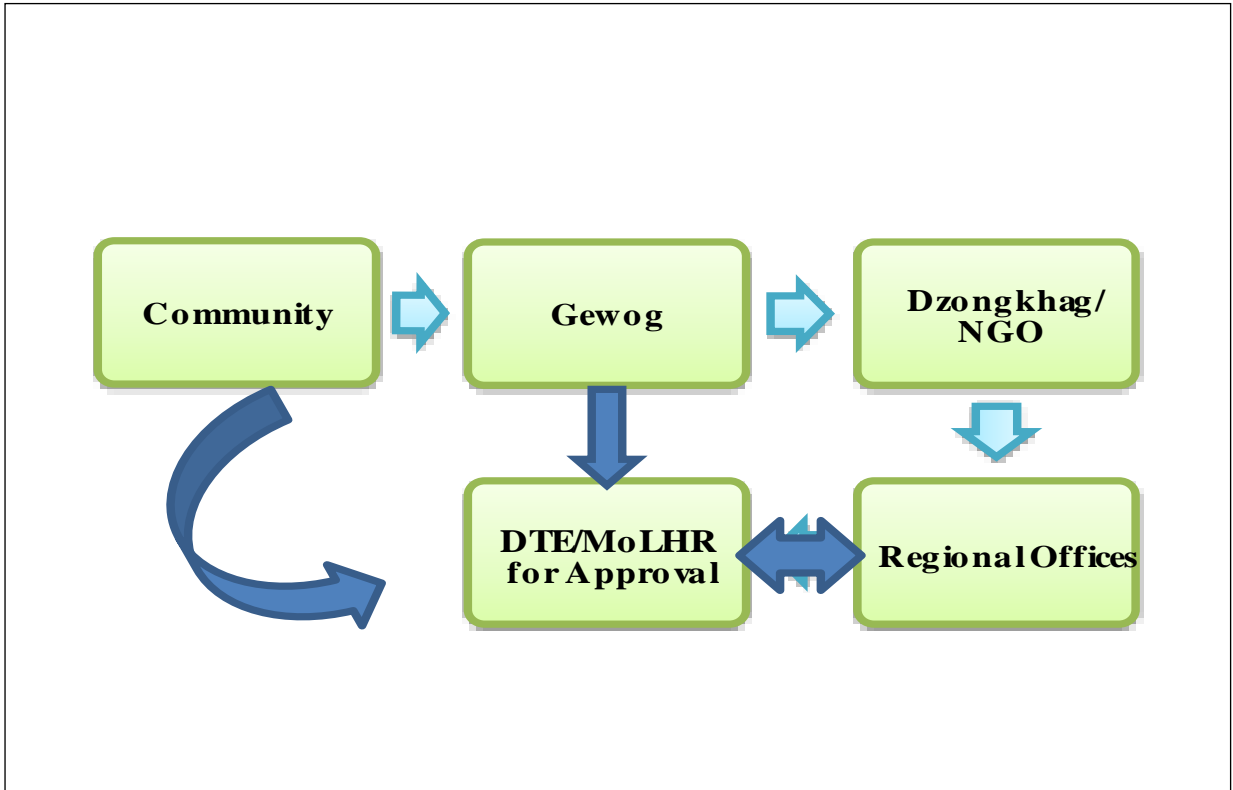
To design and delivery of appropriate skills training is based on the market need/economic demand of the rural area. The post training support, including micro – credit through Department of Employment support, technical assistance, market information and access to market are considered important since these are inter- dependent

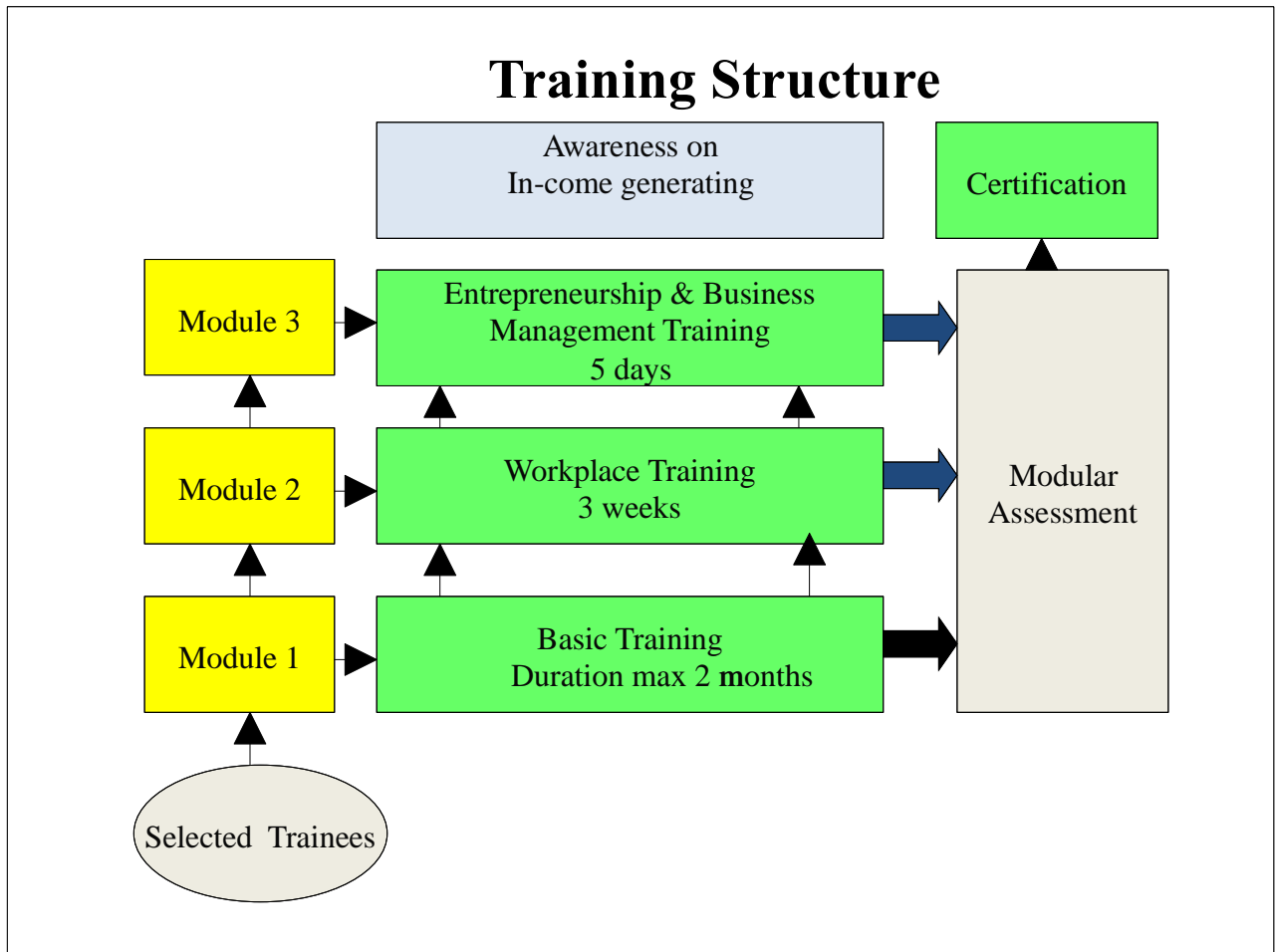
The training program is very flexible with regards to training contents and delivery. The duration and contents is tailor-made for specific target groups ranging from one month to three months basis skills training and wherever possible delivered in existing facility, such as school building, BHU and community service centers.

Wherever possible the program will be conducted on “Training-cum-Production model”. The essence of this approach is that three to four weeks pre-training will be given to the participants after that they will be required to carry out the real work at the site under the direct supervision of the concerned Dzongkhag authority/ Community leader/Instructor and the Department and Regional Offices. This is to make the program more meaningful and result oriented.

Implementation Strategy







Note: Training Duration will depend on the occupation wise for construction trade maximum duration will be 3 months rest 2 weeks to 4 weeks.

11. Selection criteria for Trainers

1. Selection criteria/ procedure for Trainers

Department/Regional office will recruit TTIs/IZCs graduates or master craftsmen as trainer on contract through selection process and he/she should be given orientation on the delivery of training programme. For the recruitment of trainers, the preference must be given to the NC holders' from TTIs and IZCs. This will immensely benefit our TTIs and IZCs graduates will gain work experience while gainfully employed.

- a. Must have demonstrated his/her competency.
- b. Will be hired on contract basis.
- c. Selection interview will be done through open competition.
- d. Regional office will coordinate for the selection interview.
- e. Should have minimum Vocational skills certificate (NC2 or NC3) or equivalent skills certificate depending upon the trade.
- f. The hired trainer will sign contract agreement with Department/Regional Office (**annexure 1**)

12. The role and responsibility of Trainer & Check list

Before the training:

- Prepare lesson plan in consultation with the Programme Coordinator (**annexure 2**)
- Prepare teaching materials and hand out based on training Plan;
- Prepare list of training tools, materials and stationeries in consultation with Programme coordinator;
- Receive tools, materials and stationeries from Program coordinator;
- Issued the training materials and hand tool to the participants;
- The trainer should sign an agreement/ training contract with the department/ Regional Offices;
- The trainer will avail 3 days preparation time after assigning the contract.

During the training:

- Issue tools to the trainees as per the list and obtained signature from the trainees, countersigned by the trainer and Programme coordinator;
- The Trainer/Instructor should follow all the safety precautions in the work place;
- The Trainer is held responsible for training, tools, materials stationeries and trainees during the working hours;
- The trainer should follow 7 hrs of daily working time;
- Should there be any problem and difficulties, the trainer should consult local coordinator and report to the Program Coordinator;
- The Trainer should keep the record of individual trainees and carry out continues assessment;
- The department/regional offices will monitor the training from time to time;
- The trainer will not avail any leave during the training period unless due to unavoidable circumstance. He/she has to take prior permission from the concern local coordinator and department in writing;
- The trainer will not be paid during his/her absent;
- The trainer should be a good role model to the trainees.

After the training program:

- Conduct final assessment;
- Collect training equipment and machine as per the list and submit to the department/Regional offices
- Should disburse used training materials to the participants with proper handing record;
- Should submit the training report to the Program coordinator;
- Should be given one day time to submit the training report and other documents.

13. Submission of Post Training Report to DTE

The Instructor should submit the final post training report to Department or Regional offices along with the Self Evaluation Form & report containing all the information such as: **(annexure3)**

- Area of training
- Duration, date of start.
- Training Venue (Dzongkhag, Gewog, Chiwog, Village etc)
- List of participants
- Activities undertaken (opening, closing of Programme and daily activities)
- Remarks on training-cum-production activities
- Contribution and support made by Dzongkhag and local community
- Interest and motivation of the participants
- Impact of the training program
- Submission of Summative assessment
- General suggestions
- Other

14. Selection criteria/procedure for Participants

The selection of participants will be based on the established criteria and it will be jointly executed by regional office and dzongkhag administration office.

- a. Regional office and Dzongkhag administration office are primarily responsible to coordinate the selection interview of the participants.
- b. Respective Gewog administration office will collect the name list along with the required documents of interested and potential participants and submit to Dzongkhag administration office for compilation. The final name list and the documents are sent to Regional office for registration. **(annexure 4)**
- c. Participants must be Bhutanese citizen and should produce citizenship identity card at the time of interview.
- d. Participants will be selected primarily on the bases of their genuine interest and committed to make use of skills in their day to day life for livelihood promotion or establish business in his/her area. **(annexure 5)**
- e. Minimum age required 18 years and maximum 40 years
- f. Training capacity should maintain minimum ratio of 1:15 per trade.
- g. Selected candidates will have to sign undertaking letter. **(annexure 6)**

15. Remuneration for Trainer and Trainees

- a. Open selection the Instructor/Trainer will be paid Professional fee equal to RCSC Position Directory, TTIs/IZCs graduate and relevant skill experts is placed in S3 level with minimum pay scale Nu.18000/-per month and depending upon number of field experience can negotiate to increase up to 40% for short term (1- 6 months). Less than a month can pay as expert fee as per the approval rate.

- b. To & fro TA/DA and mileage for Trainer should be paid in case the agency doesn't provide transportation.
- c. The trainers should sign the letter of undertaking form.
- d. Monthly Professional fee will be paid upon submitting the attendance sheet verified by the Head.
- e. Monthly stipend @ Nu.1800/- will be paid to the VSDP trainees only upon submitting the attendance sheet verified by the Trainer & Head.
- f. Trainees availing the SSDP program will not be entitled for stipend, since the training is within their Institution.
- g. The Dzongkhag & the community leaders are primarily responsible for the selection of the participants. The criteria for the selection of the participants for skills training program relate to physical fitness, basic literacy and numerically (although this qualification will depend on the type of the training course), and a genuine interest in making use of the skills and knowledge in remunerative productive activities. Upon completion of the course the trainees will be provided with free Hands tools set.

16. Procurement of Equipments, Hand Tools, and Training Materials

From the feasibility study conducted, the training course/trade is identified and the DTE/Regional offices will develop curriculum/instruction manual incorporating the requirement of training tools, equipments and training materials. The training venue will be identified by the Dzongkhag/gewog administration office in consultation with the beneficiaries.

Based on the requirement and specification given in the curriculum, the regional office will procure tools, equipments and training materials following the RGoB procurement manual. The entire items must be transported to the training site before the training course is commenced.

17. Handing Taking form for Training materials & Equipment.

The Department/Regional offices should:

- a. maintain proper inventory records of stock procured.
- b. maintain Goods Received Note & Goods Issue Note (**7 annexure FAM 8.3 & FAM 8.4**)
- c. in case of stock transfer to Dzongkhag/gewog/ community follow stock transfer note form DNP Property Transfer Note (**8 annexure PMM – 4**)
- d. basis hand tools can be issued to the individual after training with proper handing taking note concern from Regional offices/Department.
- e. Ensure the training equipment other than basic hand tools to be collected by the Regional offices for future training.
- f. Waste training materials should be disburse to the trainees.
- g. Production training materials should be hand over to gewog/community.
- h. Any training cum- production materials shall be handed over to the Dzongkhag/Gewogs and communities.

18. Training-cum Production

Training-cum- production scheme was followed in all the skills training organized by DTE/ Regional Offices. Unlike other training programme, we have also used the same strategy in this training

programme to avail some repair and maintenance work during the training program, which in fact has multiple effects like effective use of materials, with very minimum wastage and participant would be able to get the real life skills by wiring the houses and building and outsiders will have better impression on the impact of the training programme.

19. Entrepreneurship and business management training

The participants who had completed training under VSDP and SSDP can avail entrepreneurship and business management training for 5 days. The participants will let to think and identify on various business opportunity on their trade of core skill training on the two days entrepreneurship training. The three days business management training will let participants to do practical on communication, marketing and basic book keeping of finance. Various opportunity to access to finance of financial institutes, CSO and government support will be provided by inviting resource persons from relevant organizations. Legal requirement for starting business will be also delivered to the participants.

20. Opening the Training Programme

The Village Skills Training Coordinator and the concerned Dzongkhag authority will open the Village skills training course explaining the objectives of the training program and the importance of the skills to be acquired. The coordinator should explain in general terms how the course will be conducted and the rules to be observed by the trainees, especially within the training premises.

21. Monitoring the Training Programme

Monitoring is an important tool which provides the information on the progress of the training program and provides feedback for the purpose of decision making, control and check regular monitoring will ensure that the training is being conducted according to plan.

A monitoring team/committee should consist of subject experts/curriculum developer, focal person from regional office and dzongkhag administration office and program in charge of the department.

Findings of the visits should be documented in a report and discussed by the committee to provide suggested changes or adjustments both in the contents of training course and program. **(Evaluation annexure 9)**

The evaluation is carried out by the same team and the information collected from the source is being analyzed, this will benefit implementer to find out whether the programme is achieving its objectives or not and subsequently the suggestion is provided for improvement.

22. Assessment of skills during the training programme

Trainer keeps the progress report of each activity performed by the participants, this is not to make pass or fail but to assess the level of skill they gain and also to motivate and encourage learners on the progress they make at each stages. Trainers maintained wall chart record of all participants and practical exercises they perform **(annexure 10)**

23. Formative Evaluation

The instructor needs to check constantly to see if the trainees are actually learning the skills. This can be done through questions and answer session, quizzes and skills performance tests. The main purpose of the testing and evaluation is not pass or fail a trainee, but to assess if he/she is learning and adapt the approach if necessary.

Throughout the training process a trainee needs to have feedback on the progress being made. This serves as motivation and control of the learning-taking place.

24. Summative Evaluation

In the course of conducting the training, the instructor should note any alterations that are needed to the course to improve in the future. On the last day of the training program the instructor should evaluation trainees and Instructor himself through the set of questionnaire. **(annexure 11)**

The questionnaires should be submitted to the coordinator for analyze the information gathered and make an overall assessment of the effectiveness and efficiency of the conduct of the course.

25. Closing the Training Program

It may be decided by the Instructor and the concerned Dzongkhag and the graduates of the training program to hold a formal closing ceremony at the end of the training. The closing can be held after the last day of the training. The graduates can make preparation for the closing. DASHO DZONGDAG, GUP and concerned Dzongkhag officer should attend the closing.

26. Certification

The participants will be awarded basic course completion certificates after successfully completing training program by the Department of Technical Education only. **(annexure 12)**

Further with this basic certificate they can apply for Recognition for Prior Learning (RPL) coordinated by Department of Occupational Standard (DoS). Certification of Appreciation shall be issued to the Trainer for conducting the training. **(annexure 13)**

27. Post training benefit

Regional offices will build linkages with employers in the community for job placement and coordinate with DoE& HR to conduct training on entrepreneurship skills for small business start-up to draw a plan of action by the program coordinator of regional office and dzongkhag administration office. Further, regional office can facilitates with financial institution through DoE&HR for credit facilities.

Regional offices are required to establish a network among participating partners and maintain good coordination for providing post training support to the SSDP and VSDP graduates.

Follow up visit to VSDP & SSDP graduates /Conduct Impact Study by DTE/Regional Offices.

Annexure (1)

CONTRACT AGREEMENT

THIS AGREEMENT is made on, between the Regional Director, Regional Office,..... under Ministry of Labour and Human Resources (hereinafter called “employer”) on the one part and **name of trainer** bearing CID No (hereinafter called “the Instructor”) on the other part.

WHEREAS

The Instructor has agreed to deliver the service with his/her full capacity for training the selected participants Course from the gewogs under dzongkhag for duration ofmonths w.e.f..... with the monthly remuneration fixed to Nu..... (in words) only. The contract period will expire on

NOW THIS AGREEMENT WITNESSETH AS FOLLOWS:

1. The Instructor will take class regularly as per the curriculum. Class should start from 9:00 am till 5:00 pm and with one hour of lunch break from 1:00 pm to 2:00pm.
2. The Instructor will be permitted for Government Holiday except for Saturday where the class should be taken till 1:00 pm.
3. The Instructor can avail medical leave after providing medical documents.
4. The Instructor will take care of machines, tools, equipments and training materials at their own cost.
5. Failing to comply with the given terms and conditions, the Instructor will be accountable for the cost of the three months training course and need to be compensated.
6. Besides, professional fee, the instructor is entitled to receive TA/DA if he/she is engaged in official duty before and after the conduct of the training period. Nu. per day will be paid as DA and the bus fare is paid for his/her travel.

IN WITNESS the parties hereto have executed the Contract under the laws of the Kingdom of Bhutan on the date indicated above.

Signature of the Employer:
FOR AND BEHALF OF

(Legal stamp)

Regional Director
Regional Office, MoLHR

Signature of the
Instructor:

(Legal stamp)

Name of Trainer

Annexure (2a)

Sample of Lesson Plan

Topic: _____ Duration: _____
Date: _____ Time: _____

Objectives

At the end of the session, the participant should be able to:

1. _____
2. _____
3. _____
4. _____
5. _____

Teaching Strategy: _____

Teaching aids/ resources required: _____

Activities

Sl.no	Related Theory	Sl.no	Practical
1		1	
2		2	
3		3	
4		4	
5		5	

Assessment methods: _____

Follow-upactivities/next topic: _____

Annexure (2b)

TO EVALUATE ONE'S OWN SKILL

For Participants Name:.....

Criteria for the ability level

1. I do not know it at all or I cannot do it
2. I have heard it / I have seen it
3. I can do it if I can ask others to get advice or receive guidance
4. I can do it myself based on texts/materials distributed
5. I can do/explain it largely
6. I can do it perfectly

Module Title:

Learning Outcome 1:		Skill level of yourself					
Sl.no	Content	1	2	3	4	5	AVG
1							
2							
3							
4							
5							
Learning Outcome 2:		Skill level of yourself					
Sl.no	Content	1	2	3	4	5	AVG
1							
2							
3							
4							
5							
Learning Outcome 3 :		Skill level of yourself					
Sl.no	Content	1	2	3	4	5	AVG
1							
2							
3							
4							
5							

Name & Signature of Instructor

Annexure (3)

Department/ Regional Offices

Self Evaluation sheet

To be evaluated by the Program Coordinator.

Please tick where appropriate and elaborate further on problems and countermeasures if any undertaken:

Sl. no	Check(tick if yes)	Question	Problems encountered /Issues	Countermeasures to have been taken, if any
1		Did you provide sufficient training tools & training materials as per curriculum/lesson plan		
3		Did you provide the remuneration for trainer & stipend for trainees		
3		Did you coordinate the training with stockholder?		
4		Did you timely monitor the Training activities?		
5		Did you review curriculum/lesson plan?		
6		Did you update record of the trainee in website?		
7		Did you check & review training logbook?		
8		Did you check the training cum production activities?		
9		Did you take initiative with other stockholder to promote TVET?		
10		Did you examine disparity between the plan and implementation of your division's activities?		
11		Did you involve in selecting trainer & trainees with the stockholder?		
12		Did you follow up impact study for VSDP/SSDP program?		

Name & Signature of Instructor

Annexure (4)

**Ministry of Labour and Human Resources
Department of Technical Education**

Village Skills Development Program/ Special Skills Development Program

Registration Form for:		Recent Passport size photograph	
Full Name:		Gender:	
Citizenship.ID No:		Date of Birth	
Permanent Address		Present Address	
Village:		Address:	
Gewog:			
Dzongkhag:		Contact No:	
Educational Background:		Name of Guardian:	
Qualification:		Contact No:	
Year of Completion:			
Name of School/Institute:			
Reason for leaving school:			
Training Attended:			
Field of Training:			
Duration:		Year Completed:	
Certification Type:			
Documents Required: 1. Photocopy of CID card. 2. Any other merit documents. 3. Security clearance			
I hereby certify that the information given herein is true and complete to the best of my knowledge. In the event of detection of false or misleading information, I understand that the regional office shall cancel/reject my application.			

Annexure (5)

Regional Office
MoLHR

Village Skills Development Program/ Special Skills Development Program

Assessment Form for Screening

Place:.....

Date:.....

Name of Candidate:.....Sex:.....

CID No.Gewog:.....Dzongkhag.....

Training course.....

Sl.no	Questions	Weightage	Score
1	Self Presentation		
2	Technical question		
3	General Question		
4	Family background		
5	Plan on how to make use of skill after training		
Total Score obtained by participant			

Name & Signature of appraiser

.....

.....

ཁས་སྐྱོང་སྒྲུབ་དམ་བཅའ།

༣ ལྷན་པ་ ----- རྫོང་ཁག་----- བོད་འོག་ ཡུལ་----- ལས་
གྲང་ཨང----- ཁྲམ་ཨང----- ངོ་སློང་ལག་ཁྲམ་ཨང----- ཅན་མ་ ----- རྫོང་
ཁག་ནང་ སྤྱི་ཚེས་ ----- ལས་འགོ་བཙུགས་ཡོད་པའི་ ལྷ་ངོ་ --- གྱི་དོན་ལུ་-----

གི་སློང་བཅའ་ནང་བཅའ་མར་གཏོགས་མི་ གཤམ་འཁོད་པ་རང་གིས་ གཤམ་ལུ་བཀོད་དེ་ཡོད་པའི་ལམ་ལུགས་ལས་མ་འགལ་བར་ཐ་དང་
དམ་ཚིག་གཙུག་མའི་སློ་ལས་ཕྱག་ཕྱིད་ལུ་ཞིན་པའི་ཁས་སྐྱོང་སྒྲུབ་ལུ་ཞིན།

- ༡ ཉེན་བསྐྱར་བཞིན་དྲོ་བ་ཚུ་ཚོད་ལས་ཕྱི་དྲོ་ཚུ་ཚོད་༤.༥༠ཚུན་སློང་བཅའ་གྱི་ལས་རིམ་ནང་
ཚུལ་མཐུན་སྤྱི་བཅའ་མར་གཏོགས་དགོས་ཞིན།
- ༢ གལ་སྲིད་ སློང་བཅའ་འགོ་བཙུགས་པའི་ཉེན་མ་ལས་ སྐྱན་ལུ་ག་ཅི་ཡང་མེད་པ་སློང་བཅའ་ནང་བཅའ་མར་གཏོགས་མ་ཚུགས་པར་
ཚད་སྲོང་ད་པ་ཅིན་ཉེན་བསྐྱར་གྱི་སྐྱེ་འབྱས་ལས་ ཉེན་རེ་དངུལ་ཀྲམ་ ༥༠/- བརྒྱ་རེ་བཏོགས་དགོས་ཞིན།
- ༣ གལ་སྲིད་ སྐྱན་ལུ་ག་ཅི་ཡང་མེད་པར་ ཉེན་གངས་ ༥ ལས་སྟག་སྟེ་ཚད་སྲོང་ད་པ་ཅིན་ སློང་བཅའ་ནང་ལས་ཚུ་བཏོན་གཏང་བེ་
དང་ འདས་པའི་སློང་བཅའ་འབད་བའི་དུས་ཚོད་ནང་སློང་ཡོད་པའི་ མཁོ་ཚས་ལག་ལེན་འཐབ་པའི་འབྱས་ཚུ་དང་ ཉེན་བསྐྱར་
གྱི་འབྱས་ཚུ་ཡང་ཚེས་རྒྱབ་སྟེ་ ལོག་སྟེ་གཞུང་ལུ་སློང་བེ་ཞིན།
- ༤ གལ་སྲིད་སློང་བཅའ་འདི་མཇུག་བཟུ་མ་ཚུགས་པར་ཕྱི་ཁ་ལས་བཀོག་བཞག་པ་ཅིན་ད་ཚུན་གནང་ཡོད་པའི་ལྷ་ངོ་སྐྱེ་འབྱས་
དང་ མཁོ་ཚས་ལག་ལེན་འཐབ་པའི་འབྱས་ཚུ་ ཚངས་སྤྱི་གས་སྟེ་ལོག་གཞུང་ལུ་སྐྱེ་འབྱས་དགོས་ཞིན།
- ༥ སློང་བཅའ་འབད་བའི་སྐབས་ལུ་སློང་ཚུ་ཚང་ཚུ་ལག་ལེན་འཐབ་བེ་དང་ ཚུལ་མིན་གྱི་བྱ་སློང་དན་པ་ཚུ་འབད་བ་
ཅིན་སློང་བཅའ་གྱི་ནང་ལས་ཚུ་བཏོན་གཏང་བེ་ཞིན་མ་ཚང་མཁོ་ཚས་ལག་ལེན་འཐབ་པའི་འབྱས་ཚུ་དང་ ཉེན་བསྐྱར་གྱི་འབྱས་
ཚུ་ཡང་ཚེས་རྒྱབ་སྟེ་ ལོག་སྟེ་གཞུང་ལུ་སློང་དགོས་ཞིན།
གལ་སྲིད་ བོད་བཀོད་གྱི་དོན་ཚན་གངས་ ༡-༥ཚུན་གྱི་གནང་དོན་ལུ་མ་གནས་པ་ཅིན་གཞུང་གི་བྱིམས་ལུ་སྐྱར་ཕྱག་ལུ་དགོས་ཞིན་
པའི་ཁས་སྐྱོང་སྒྲུབ་ལུ་དགོས་ཞིན།

སློང་བཅའ་པ་ངོ་མེད་ ལག་བྲིས།

། རྫོང་སློང་ལག་ཁྲམ་ཨང་..... }
..... }
..... }
..... }

སློང་བཅའ་པའི་རྒྱབ་མི་ངོ་མེད་ ལག་བྲིས།

ལག་བྲིས།
(བྲིམས་རྟགས་
སྤྱར་དགོ།)

Annexure (7a)

GOODS RECEIVED NOTE

No:

FAM-8.3

Name of the office:

Name of Supplier:

Address:

Consignment Note No. Date:

Purchase Order No.

Date:

Sl.No (1)	Date (2)	Article (3)	Quantity (5)	Unit (6)	Rate (7)	Amount Nu. (8)	Others Charges Nu. (9)	Total Value Nu. (10)	Bin Card Nu. (11)	Stock L.F (12)	Voucher		Remarks (15)	
											No.(13)	Date (14)		
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

Inspection/ Check Report:

Document Attached:

Signature

(Name & Date and seal of Inspecting Officer)

Signature

(Name & Date and seal of Property Officer)

Annexure (7b)

Ministry of Labour & Human Resources
Regional Office, MoLHR.....

No:

FAM. - 8.4

Issued to :

Date:

Authorization :

Requisition No. & Date:

GOODS ISSUE NOTE

Purpose: Internal Consumption/ Sales

Sl. no	Code No.	Description	GRN no.	Qty Issued	Rate Nu.	Value Nu.	Remarks

Prepared by:

Approved by:

Received by/Name:

(Signature)
Name & Designation
Date:

(Signature)
Name & Designation
Date:

(Signature)
Name & Designation
Date:

Annexure (8)



Royal Government of Bhutan

Property Management Manual

(Regional Office, MoLHR)
PROPERTY TRANSFER NOTE

PMM - 4

Transfer to:

No.:

Authorization No and Date:

Date:

Mode of transfer: Stock Transferred

Name & Address of transporter:

Vehicle No. :

L.R. No. & Other ref. No.:

Sl. No.	Code No.	Description	Folio	Qty.	Rate Nu.	Value Nu.	Remarks
		Total					

(Prepared by):

Name & Designation: Regional, MoLHR

.....
 (Approved by)
 Name & Designation (Regional Director)

Acceptance certificate: Certified that the goods specified above have been received in good condition and entered in the Stock Ledger/fixed assets register

Store in charge/Property Officer

(Transferee),

File : PMM. Doc.

Version: July 2001

Page: 43

Annexure (9)

Department of Technical Education
MoLHR

Village Skills Development Program/ Special Skills Development Program
Training Evaluation Form

Venue:

Date:

(Please mark with (x) in the appropriate box)

Training content, delivery, environment, facilities and support received during training		Trainees' rating Poor ⇒ Excellent					Remarks
		1	2	3	4	5	
Instructor/Pedagogic Matter	Clarity of explanation by instructor						
	Motivation by instructors						
	Group discussion (Was there any group discussion sessions?)						
	Special attention (Did instructor attend to any special needs during the class/workshop period?)						
	Assignments (Were you given adequate assignments?)						
	Positive feedback (Did the instructors gave you positive feedback)						
	Use of multimedia projector						
	Use of Graphs/charts (Did the instructor make use of Graphs and charts during the class/workshop session?)						
	Updated information by the instructor (Does the instructor have latest information on the technological development?)						
	Timely guidance and support during teaching /learning						
	Responsiveness of instructor to trainees						
	Instructors subject knowledge (How competent s/ he is?)						
Pace of learning (Was it too fast or too slow?)							
Training environment	Proper sitting arrangement (Is the classroom arranged properly?)						
	Table and chair in the class (Is there sufficient table & chair?)						
	Brightness in class (Is the lighting adequate in the classroom?)						
	Area of class room (Is the classroom spacious?)						
	Number of trainees per class (Do you think the number of trainees in the class is more)						
	OHS facilities (Is there adequate PPE in the classroom)						
	Cleanliness in workshop (Overall cleanliness of workshop)						
	Marker for white board (Is there whiteboard & marker in the class?)						

Training content evaluation	Training content meets expectation (<i>Your expectation!</i>)						
	Relevancy of Training cum production (<i>Was it relevant?</i>)						
	Equipment/tools for practice (<i>Was it adequate, good, relevant?</i>)						
	Training materials for practice (<i>Was it adequate, good, relevant?</i>)						
	Time allocation for practical subjects(<i>Did you get enough time to practice in the workshop</i>)						
	Time allocation for theoretical subjects(<i>In your opinion, was the time adequate for theory subjects</i>)						
	Duration of training (is it too long or short)						
Services of Department	Examination system (<i>How did you find the system?</i>)						
	Visiting by program coordinator (<i>Was the timely monitor by the Department?</i>)						
	Training venue & accommodation (<i>Is it equipped with basic facilities or not</i>)						
	Availability of internet (<i>Speed of internet during class?</i>)						
	How was the overall service of the Dzongkha/gewog?						

Question 1

What are the skills that you think you can perform confidently right after the training? Specify upto two skills.

- a)
- b)

Question 2

Any other comments (General feedback)

.....

.....

Name & Signature

Annexure (10)

Assessment Format

Subject: **Practical**

Exercise no:

Trade:

Title name:

Date:

Sl no.	Marks distribution	10	10	10	10	10	10	10	10	10	10	100	Full marks	Total score in percent
	Skill to be Assessed													
Name of the trainees														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														

Rating Scale

Sl no.	Tolerance	points
01.	+ - 1 mm	1 point
02.	+ - 2 mm	2 point
03.	+ - 3 mm	3 points
04.	+ - 4 mm	4 points
05.	+ - 5 mm	5 points
06.	+ - 6 mm	Mark Zero

Name & Signature of Instructor

Annexure (11)

Department Of Technical Education, MoLHR
Instructor self Evaluation

Sl. No	Check (Tick if yes)	Question	Problems/Issues encountered	Countermeasures taken to address the issue/problem
1		Did you pay full attention on safety and occupational health in the training environment?		
2		Did you take appropriate actions in case of accident caused on trainee?		
3		Did you prepare a lesson plan?		
4		Did you prepare instructional resource plan?		
5		Did you provide examples and non examples during the training?		
6		Did you understand trainees' behavior well?		
7		Did you acknowledge the learners responses?		
8		Did you provide skills developmental feedbacks?		
9		Are you able to create conducive learning environment?		
10		Have you been impartial and fair toward your trainees?		
11		Did you give an introduction on the objectives and scope of the training to generate interest among trainees toward this learning		
12		Did you give trainees an introduction that connects what the trainees already know with the present lesson?		
13		Did you provide positive feedback to trainees?		
14		Did you follow the prescribed learning sequence for trainees to understand well?		
15		Did you make an observation on trainees if they applied learning theory during practical activities?		
16		Did you check the level of trainee's understanding based on the result of application?		
17		Did you summarize the details of training at the end of the training?		
18		Has the modular assessment tools been examined by the Program Coordinator?		
19		Did you obtain information related to training subjects from industry people?		

Name & Signature of Instructor



ལས་གཞིའི་ལྷན་ཁག།
Ministry of Labour and Human Resources



འབྲུག་ལྗོངས་ཤིང་ལོ་སྦྱོར་ལས་ཁུངས་།

Department of Technical Education

Village Skills Development Program

This is to certify that Mr. /Ms.....bearing CID Card No....., from Village.....,Gewog.....,Dzongkhag....., has successfully completed.....weeks/months, basic skills training in....., conducted at, from....., to....., year.....

Director
Department of Technical Education



ལས་གཞིའི་ལྷན་ཁག།
Ministry of Labour and Human Resources



འབྲུག་ལྗོངས་ཤིང་ལོ་སྦྱོར་ལས་ཁུངས་།

Department of Technical Education

Special Skills Development Program

This is to certify that Mr. /Ms.....bearing CID Card No....., from Village.....,Gewog.....,Dzongkhag....., has successfully completed.....weeks/months, basic skills training in....., conducted at, from....., to....., year.....

Director
Department of Technical Education



ལས་གཞི་ལྷན་ཁག།
Ministry of Labour and Human Resources
འབྲུག་རྒྱལ་ཤེས་པོན་ལས་ཁུངས།
Department of Technical Education



Certificate of Appreciation

Awarded to Mr. / Ms bearing CID Card No, from
Village, Gewog, Dzongkhag on successful facilitation as a
Trainer for imparting Basic Skills Training on to the community conducted at.....
For the duration ofweeks/ months (from.....to.....), under Village Skills Development
(VSDP) / Special Skills Development (SSDP) Program.

Director
Department of Technical Education