
UNIT 19 EVALUATION AND MONITORING OF TRAINING PROGRAMMES

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19.1 INTRODUCTION

As you have already understood after studying Units 15 and Unit 16, designing a training programme and planning training sessions are very important for conducting a training programme. You have also read that training will be more effective if you could play the role of a facilitator in a training programme. But the question is: how can you be sure that learners are learning? In order to ensure this, you need to evaluate and monitor the training programmes. Evaluation and monitoring are two areas which need constant reflection by the trainers during and after training.

This Unit will help you to reflect upon and consolidate the learning generated from the training programmes you are planning to conduct.

Objectives

After going through this Unit, you will be able to:

- state how monitoring differs from evaluation; and
- explain rationale and methodologies of evaluation and monitoring.

19.2 CONCEPT OF EVALUATION

Evaluation is a process of seeking feedback from learners and co-trainers during and after the training programme about the various aspects of the training programme.

Now let us try to understand the concept of evaluation.

What is traditional evaluation?

In traditional evaluation learners involve themselves passively. They are asked questions that evaluate the content part only. The process part is neglected totally. In the traditional method the results of evaluation are usually not shared with the learners. This evaluation seems to help only the trainers, not the learners.

What is participatory evaluation?

Participatory evaluation is an effective learning tool for both the learners and trainers. In this we do not judge whether the training programme was good or bad. What we do in this process is that we discuss and try to bring out the strengths and weaknesses of the training programme. It is considered useful for both trainers and learners.

19.3 CHARACTERISTICS OF PARTICIPATORY EVALUATION

Not all the methods of evaluation can be termed as participatory evaluation. It has certain characteristics which help to bring out the feedback from the participants and co-trainers effectively. Some of its characteristics are described in the following discussion.

Shared Control: The process of evaluation is controlled by both learners and trainers, not trainers alone.

Development Role: The process reveals the difficulties faced by learners and trainers. Thus it helps to facilitate appropriate action in the form of interventions in the training programme. The results of evaluation help to improve subsequent training programmes.

Awareness Raising : The sharing of information and experiences becomes the basis for awareness generation for both learners and trainers. This helps to spell out clearly what is happening at a given moment of time.

Empowering : The process of mutual information sharing and transparency means that learners are aware of the process and contribute to its outcome. This shared control helps it to become empowering for both learners and trainers.

Mobilization: Involvement of a high degree by the learners enables them to get motivated and mobilized for individual and collective action in improving the training programme.

Joint Problem Solving: In the process of evaluation whatever problem comes, learners and trainers both involve themselves in solving the problem.

Check Your Progress Exercise 1

1) List five characteristics of participatory evaluation that you do not find in traditional evaluation.

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19.4 WHAT TO EVALUATE?

In participatory evaluation you will be assessing the changes that have been brought about in the learners and also the effectiveness of the programme as a whole. It also evaluates the trainer’s role as mentioned in Unit 17.

19.4.1 Assessment of Changes in the Learners

In order to measure what changes have taken place in the learners, it is important to understand the changes you want to bring about in the learners. You will agree that a participatory training programme cannot increase their height nor can it change the colour of the hair. What it can do is to achieve attitudinal changes within them, increase their knowledge or improve their skills and ultimately bring about changes in their behaviours. Hence what we can evaluate are the changes within the learners that are shown in their behaviours. Thus you will be able to evaluate the following after training:

- Attitudinal changes;
- Behavioural changes;
- Conceptual development/knowledge gain; and
- Performance changes.

Attitudinal Changes

You may evaluate if the training programme has brought about some changes in the attitudes and values of the learners. Does the learner perceive certain significant changes in his or her orientation towards gender relations, work, family, self, etc? Can the learner feel a change in her or his feeling of self worth or self esteem?

Behavioural Changes

After attending the training programme, learners may show some changes in their behaviour. Perhaps by the end of the training the changes would be more visible. You may like to evaluate this change.

Conceptual Development

Do you feel that training has increased the 'knowledge' of the trainees on the topics covered? Will that knowledge be useful in their day-to-day life? Your training programme might have exposed them to the areas about which they knew nothing before attending the training programme.

Performance Changes

You may like to evaluate the changes in the learners which have been brought about by the training programme and how these changes would help the learners to improve the performance of selected tasks. Is there improvement in skills? Perhaps there will be distinct changes in functioning of the individual learners in their day-to-day work.

19.4.2 Assessment of Training Programmes

You would also like to evaluate the training programme as a whole during or after the completion of the training programme. The following are yardsticks through which you can judge the overall effectiveness of the programme.

Training Objectives

You may evaluate the objectives of the training programme based on the following questions.

- a) Were they realistic?
- b) Are they achievable? What's the difference?
- c) If yes — to what extent could the training programme achieve these objectives?

Contents

You have to ensure that the contents match with the objectives. In order to evaluate whether the content matched with the objectives or not you may ask the learners to evaluate the contents on the following points:

- a) Whether contents are adequately covered?
- b) Whether contents are meaningful?
- c) Which content area will be more useful to your work?
- d) Which content area do you feel should not have been included in the programme?

Training Methods

As mentioned, in any training programme, you generally use a combination of different methods. They are chosen and planned before you commence the sessions. The following points may help you to evaluate the methods you chose to communicate.

- a) Are the training methods appropriate to the content?
- b) Do the training methods communicate the content in a simple way?
- c) Are the training methods hampering or facilitating the learning process?

Group Processes

Group processes are the processes generally occurring in any group. You have understood the nature of these processes. These processes also contribute to learning. In order to evaluate whether the group processes have contributed to learning you may ask learners to think about the following two questions.

- a) Are the groups functioning effectively? In case of small group formation, are they serving the purpose for which they were formed?
- b) Do the group processes contribute to learning or do they interfere with it?

Learning Materials

You will appreciate that mere training sessions are not enough for learning. Whenever the session is concluded, some extra learning materials will be helpful for further reading. It does have more impact. Learning materials can supplement and complement the learning which has already taken place. The following points will help you to evaluate the learning materials:

- a) Are the learning materials well organized?
- b) Are the learning materials appropriate to the content?
- c) Did the learners find the material relevant?
- d) Are there grammatical or typographical errors in the learning material? Is the text easily comprehensible?

Physical Arrangements

No training can be complete unless the physical arrangements are taken care of. You will agree that if the learners are not comfortably seated they find it very difficult to concentrate on the content. A cold, damp classroom in winter or poorly ventilated training rooms in summer without proper physical arrangements can result in distracting the learners and preventing effective learning. A useful checklist for evaluating the physical arrangements includes the following points:

- a) Are the training facilities comfortable?
- b) Are the living arrangements all right?
- c) Are the food arrangements satisfactory?
- d) Does the physical environment facilitate or hamper the learning?

Physical Equipment

If you are using any equipment for the training programme, ensure that it works properly. Even the blackboard should be such that what you are writing can be easily seen and read by the learners. More sophisticated equipment needs more care in handling. The video film will not be effective if the picture is not seen or sound is not heard clearly. In order to evaluate how effective the equipment is, you may ask the following questions:

- a) Is the equipment functioning properly?
- b) Did the equipment add to the learning or did it interfere with it?

19.4.3 Assessment of Trainers

We have to remember that while trainers are important as individuals, they function as part of a training team. The training team is as important as the individual trainer. The ability to conduct a training programme as a trainers' team always enhances the learning. If trainers cannot function as a team and contradict each other, the learners get confused.

The Individual Trainer

For evaluation of the individual trainer, write the name of the trainer to identify him/her and after that you may note how the trainers train. In order to evaluate how effective a trainer has been as an individual trainer and as a team you could use the following checklists.

Trainer Team

- a) How effective was/is the trainer team?
- b) Is/was there good co-ordination among the members of the trainer team?
- c) Is/was there any group process among the trainers enhancing or interfering with learning?
- d) Are/were they complementary or supplementary to each other?
- e) Was/ is there a visible leader in the training sessions?

Check Your Progress Exercise 2

1) Fill in the blank spaces in the following table.

Evaluation

Assessment of changes	Assessment of training programmes	Assessment of trainers
Attitudinal changes		Individual trainers
	Contents	
Behavioural changes		
	Group process	
	Physical arrangements	

19.5 WHEN TO EVALUATE?

Evaluation of the training programme can be done during the training and also at the end of the training programme. During the training programme, evaluation could be daily or mid- term evaluation. When you evaluate the training programme, this helps you in monitoring the training programme. (You will learn more about monitoring in Section 19.7). You can also evaluate the training programme at regular intervals. For example, at the end of each day or week or fortnight.

During the training programme		After the training programme	
Daily Evaluation	Mid-term evaluation	Evaluation at the end of training	At regular intervals after the end of training

19.5.1 Daily Evaluation

Daily evaluation is very helpful in finding out the problems that come up during the training. They also help in solving such problems. You could adopt any one of the three methods mentioned in the following discussion. Perhaps after conducting a training programme you may come up with an innovative way of daily evaluation.

Remember spying never helps. The more open you will be in your activities, the more effective a trainer you will be.

Method 1

Hang a blank chart in a strategic location which all the participants visit. You could hang the chart in the dining hall or in the training hall. Write the date on the top of the chart. It is always better if you divide the chart into two columns by drawing a line from the top and down the centre of the chart. At the top of the first column write 'Feedback on content' and in the second column write 'Feedback on logistics'. Content here means training content and logistics here means physical support you are providing. Request participants to give the feedback of that day's training programme. Always remember that no learning can take place if the learners are worried about their back-home train reservation or mosquito bites. On the other hand, food may be oily or there may be no water in the tap. At the end of the day collect this feedback. Replace the old chart with a new one every day. Try to correct or rectify the problems reported as soon as possible.

Method 2

On the very first day, after you have welcomed the participants and explained the training objectives and design, expectations and issues raised by the participants, you could form a steering committee by inviting two/ three/ four volunteers to be the members of the steering committee on the first day. Remember to specify the number of members before you invite them to be a member of the steering committee. You can decide the numbers according to the number of participants attending the training programme. It is always better if you invite one eighth of the participants as members of the steering committee. For example, if the total number of learners are thirty two, four members form the steering committee. Once the members have volunteered, specify the task they have to perform. You may mention that they have to get the feedback from the participants about both the aspects of the training programme that are academic or content-related as well as logistics as mentioned. Both are important for effective learning. Meet with the steering committee and jot down the feedback given by these members. Share the feedback with the large group the next day. New members will form the steering committee everyday.

Do not form the steering committee on the last and last but one day. By the end of the last training day, you will definitely seek a more elaborate and specific feed back as already mentioned.

Method 3

Discuss in the morning for some time (say fifteen to twenty minutes) the concerns learners want to share. Remember to note down the points shared by the learners. In this process those who are very vocal would participate. Others generally take a back seat. But you want others also to share their views.

Remember whatever method you may choose you should be honest to the findings. Playing with the words or embarrassing individuals in a large group while giving feedback should not only be avoided by the trainers but you should also ensure that other learners do not do so .

This process of daily evaluation helps you in many ways.

- a) Participants feel that they are also responsible for the learning taking place in the desired direction.
- b) Some of the participants who would not like to give their feedback direct to the trainers would feel comfortable in giving feedback to the fellow participants.
- c) Both learners and trainers give better attention to the training process – they feel the training programme needs to be viewed seriously.
- d) Learners may initially use this process to find out if the trainers have a genuine interest in the learners’ concerns.
- e) ‘Dialogue’ between the trainers and learners takes place daily.
- f) Different issues that would have interfered with the process of learning are spoken about frankly and problems are solved.
- g) Daily modifications can take place to keep the learning process smooth and effective.

Check Your Progress Exercise 3

1) State the advantages of daily evaluation.

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19.5.2 Mid-term Evaluation

In the middle of the training programme evaluation can be carried out. This may be quick –not very time consuming or it will interfere with the flow of the training. This is a vital stage of consolidating or putting together the present learning, “giving opportunity for catharsis to take place and ensuring the relevant direction for the remaining period of training.”

The following methods are suggested:

Method I

Divide the learners into two or three groups. Let one trainer be the member of each small group. Discuss the training programme with the learners. Note down the feedback. Do not discourage or contradict the feedback. In a group, individual learners can share their feelings; what they feel concerned about; anything particularly important that they have learned; their reactions to the content and process of training, anything new they would like to learn, etc. A sense of where the group is can be gauged in this way. For more details please refer to sub-section 19.6.2.

Method II

Distribute a questionnaire and get the feedback. For details refer to sub-section 19.6.2

Method III

Interview each individual. Although a very effective way, this is time consuming in nature. It is not always useful. It is very effective with an illiterate group. For details refer to Section 19.6.2.

19.5.3 Immediately after the Training

As soon as the training is completed, an evaluation is held to assess the impact of the training. Experiences are fresh in the minds of the learners and this information must be noted down or else it will get lost as it is forgotten by the learners and trainers both.

This evaluation can be done through an “oral sharing process in groups, through questionnaires, small group meetings and individual meetings. Suggestions for future training programmes can be sought at this stage.”

19.5.4 At Specified Intervals after the Training Programme

After the training programme is over, the learners return to their homes and communities. Through his/her practice, learners explore further and learn to apply the knowledge gained during training.

Remember, many times evaluation is conducted three or six months after the training programme. This can provide a realistic assessment of the learning and its relevance. The learners’ assessment immediately after the training programme may be euphoric or rejecting. With the passage of time, this is less likely. The lasting impact of the training programme becomes clearer.

However, based on your resources and the time available, it is desirable to evaluate training programmes at all four stages.

Check Your Progress Exercise 4

- 1) How will you collect feedback from the participants immediately after the training programme is over?

(Remember you must try to find out as many points as possible both on the training and on individual learners) .

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19.6 HOW TO EVALUATE?

In this section we will discuss the ways in which to evaluate training. We begin with a discussion on collecting information for evaluation.

19.6.1 Primary and Secondary Sources of Information

We must try to obtain valid and authentic information for evaluation from reliable sources. Individual learners have their own indicators and standards for evaluating. Therefore, evaluation feedback can be sought from them. In addition information should be sought from other sources also. These can be classified into two types of sources:

Primary Sources: The following list indicates three primary sources of information:

- *Learners* who will give first hand information.
- *Trainers* who have seen the learners very closely during the training period.
- *Colleagues* (People around the learners or at work) see whether there are any changes in the behaviour of learners.

Secondary Sources: Three secondary sources can be listed:

- *Diary* – If maintained by the learners and trainers during or after the training.
- *Records* – If previous or similar training programmes/ records are available.
- *Reports* – This can be in two forms: (a) Organizational reports like progress, performance or activity reports; (b) Report of a similar training programme conducted earlier.

Remember you should always verify the secondary data available for the training programme. Secondary information is always coloured with or influenced by the perceptions of the writer. Hence you must scrutinize some of the information before you build up the training programme.

Your best source of information is you, your trainer teams and the learners. Bank upon them or rely on them most for the feedback during or after the training programmes.

19.6.2 Techniques of Assessment

In this sub-section we will discuss five techniques of assessment: Oral sharing; questionnaire; interviews; observation and records.

A) *Oral Sharing*

This is a method where participants evaluate the training programme in pairs, groups of three individuals or more. They may have a set of criteria which can be used to evaluate the programme or a questionnaire given to them. Each pair or small group can have a reporter, or they can present one another's reactions. In a large group, the trainers may take notes.

Advantages of oral sharing

It is appropriate for any sort of learner group, especially illiterate learners. It can be used at any time. It reinforces the learner's sense of ownership and participation.

Smaller groups might help shy learners to express their views. This does not need a lot of resources.

Disadvantages of oral sharing

Oral sharing can take a considerable duration of time. Some learners may share in detail without giving others a chance to speak. The data might be too superficial or too generalized because learners are not secure about sharing their true feelings. Feedback can reveal only impressions or they can be non-specific. Learners can influence each other's expressions.

B) *Questionnaire*

A questionnaire is a series of written questions on a given topic. These questions are open-ended or close - ended. The answers to questions are not categorized into specific pre-determined categories or choices. Giving the name of the learner is always optional.

Example 1: Question – How relevant was the topic A?

Close - ended questions provide a scale, category or choice from alternatives provided.

Example 2: Question – How relevant was the topic A ?

Fully relevant Partially relevant Not relevant at all.

(Put a tick mark on one of the above mentioned options].

Questionnaires are useful if we need data at different points of time. For example, you may get the feedback through a questionnaire at mid-term evaluation and also at the end of the training programme and perhaps three months and six months after the training programme. This will help you to analyse at any one point of time or different points of time. Remember, questionnaires are easy to administer and can handle a number of questions. Cross checking is also possible in a questionnaire. The question comes: How can you do this? The best way of cross checking is to ask multiple questions on the same topic, in different forms.

Disadvantages of questionnaires

Questionnaires do not support an interactive process of evaluation. In the mass of data, emotional responses do not come through. They cannot be used with illiterate learners. The anonymous nature of a questionnaire can reduce the motivation of the respondent in providing useful information.

<p>Check Your Progress Exercise 5</p> <p>1) Prepare a questionnaire to use for mid-term evaluation of a training programme conducted to enable women to understand the importance of management training.</p> <p>(Hint: Use only six or seven most important questions)</p> <p>.....</p> <p>.....</p> <p>.....</p>

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2) Which of the following statements are true or false? Indicate true with T and false with F in the bracket provided.

i) Evaluation can be done only at the end of the training programme. ()

ii) When you are evaluating a training programme, evaluate the content only. ()

iii) Evaluation is done by the head of the organization to assess effectiveness of the training programme. ()

iv) Participatory evaluation is a joint evaluation done by trainers and learners together. ()

C) Interview

Interviews are a “face- to- face” method of collecting information. In other words, we meet the learners personally, and gather information by asking them questions and noting down their answers. Interviewing can provide us with very specific information.

Advantages

Since interviews are conducted face-to-face, certain non-verbal cues can be easily picked up and some ‘leads’ can be followed through. It provides the opportunity to further explore and probe certain issues in detail.

This method is more flexible than the questionnaire method. This is a good method to use with illiterate learners.

Disadvantages

The interview method is a time consuming process. Hence it is costly. Also, the interviewers should be trained. Only a good interviewer can create a rapport with the learner. If this is not ensured, interviews may not provide the desired information. The learner may hesitate to provide critical information in the interview if she/he is unsure about its confidentiality.

D) Observation

Observation techniques are useful methods of collecting data quietly in a natural setting without making it obvious. Data about individual performance and group interactions can be collected by observation. A person observes and notes the necessary information.

Advantages

This data about real life situations can easily be collected. Learners are not subjected to any active interference. Detailed recording is possible. Some of

the complex behaviour and processes could be understood better by you through observation. As you will notice, learners sometimes like to give a reply in the form of more socially desirable answers such as “I learnt a lot” or “the training programme was good”. Such possibilities are avoided with this method.

Disadvantages

An inherent disadvantage of the observational method is that it is subject to the biases of the observer. Therefore, data collected become heavily influenced by the perception of the observer and may not be reliable.

The gathering of data is limited by the observational skills of the evaluator. Sometimes it may happen that you miss an opportunity to observe. Hence important data gets lost in the process.

E) **Records**

Organizations keep several types of records. The nature and types of records kept is influenced by the various stages of an organization’s performance and growth. Remember, records are second hand information.

Nevertheless records are valuable information for the evaluator. They provide the background information with which the evaluator can judge progress.

Advantages

The organizational data are easily available. It costs very little to obtain the data.

In most cases records have been maintained over a period of time and it is possible to follow the changes that have taken place over a period of time.

Disadvantages

Interpretation of records should be done with caution, since these records contain ‘selected’ information and may not be reliable. There are chances of untrue statistics being present in the information. Data may be tampered with to present an organization in a better light. Sometimes records do not contain all the needed information.

Obviously, no one single method of data collection is complete in itself. A combination of different methods provides much more valuable information than one method alone. The important thing you must remember is that you must obtain authentic and valid information from a variety of sources and methods. This provides an opportunity for cross-checking the information obtained. Also you must assess the budget you have available in your hand to gather valid information for evaluation. Based on the above mentioned points a trade-off is necessary. For this you are the best judge.

19.6.3 Consolidation of Feedback

Remember the information you have gathered needs to be consolidated so that you can understand what has happened. Was this the expected outcome? If not, the reasons can be analyzed.

When you are doing daily evaluation and mid-term evaluation, remember you do not have to follow a lengthy procedure. When the trainer team feels competent to take corrective measures they should do so, but at the end of the training programme when you get the feedback you have to write down the points as suggested and take action.

An example of a useful format to consolidate the information is given in the following table.

Table 19.1: Concluding Qualitative Evaluation

TOPIC	UNDERSTANDING			
List of contents 1. 2. 3. 4. 5. 6.	Very little	Average	Good	Excellent
Methods 1. 2. 3. 4. 5. 6.	Not Useful	Partially useful	Quite useful	Very useful
Objectives 1. 2. 3.	Not achieved	Partially achieved	Totally achieved	Quite well achieved

Source: PRIA (1995) A Manual for Participatory Training Methodology p.103

19.7 MONITORING

Training is monitored based on the feedback you have collected. On the basis of this, corrective measures need to be taken.. These corrective measures should follow the monitoring process. Monitoring is done to ensure that desired learning has taken place in learners. Remember, monitoring can be done only during the training programme.

You should systematically elicit and analyze feedback from the learners and co-trainers. Based on the analysis, corrective measures are taken. This will help in monitoring the ongoing training programme. It will also help you to evaluate the training during and after the training is over .

Why Monitor?

Your future training programme will be built upon the learning from monitoring and evaluation of the previous training programmes. Hence do not think this evaluation is a concluding ceremony only.

The feedback gathered from the evaluation can be used both at the individual and group levels. Modifications can also be brought about in topics, pace of the training programme, re-orientation of sessions, etc. for the entire group of learners. If some individual learners are feeling low and disconnected, they can be supported and encouraged by co-learners and trainers.

Remember you may be able to work on some forms of feedback for this training programme but some points may be such that you may not be able to work them out. Note down these points for future training programmes. You may be able to improve upon them in the next training programme. For example, you may have already chosen a training venue keeping in mind all the necessary precautions you should take. In spite of this you may get some negative feedback from the learners regarding the venue. Obviously you may try to change the venue if it is possible. But most of the time you will find that if the venue is changed after the training programme has started, you will find loss of learning time and disturbances in the process of learning. In these cases, it is best to utilize the present situation to the maximum possible extent without changing the venue. However, this point can be recorded and should be taken care of when you identify a training venue for the next programme. Remember, most of the learners understand the limitations of the monitoring process if you are open with them.

19.8 LET US SUM UP

In this Unit you have learnt about the importance of evaluation. You have also understood how participatory evaluation differs from traditional evaluation.

Participatory evaluation is an empowering process that helps both the trainers and learners. There are certain characteristics you must remember about participatory evaluation. You are evaluating a training programme and also the trainers. You may evaluate the training programme on daily or mid-term basis. Evaluation can be conducted immediately after the training programme or three to six months after the training programme was conducted. Based on your feedback during the training programme you may monitor the training programme. Monitoring lays the foundation for measures taken to enhance the learning of trainees during the training programmes. Evaluation also lays the foundation for improving further training programmes.

19.9 GLOSSARY

- Attitude** : The way you think and what you value.
Catharsis : A process of “releasing” feelings and thus

- experiencing a release from problems that are troubling the person.
- Empowering** : You may be empowered by various means. For example, a rural woman has gone to a new town. She does not know the way to reach a particular destination in the new town. By knowing a bus number for reaching that particular destination and being able to read the bus number, she feels empowered.
- Mobilization** : In the rainy season, a particular village gets cut off from rest of the area for atleast one or two months. The Government has funds which can only procure raw materials. You can mobilize the community to donate one day's labour for building the road.
- Process** : The events and their sequence in the training programme.
- Shared control** : When anything can be controlled by more than one person and at terms beneficial to both. Example: Water flows from a particular point between two fields. Owners of both the fields have shared control over the water plug.

19.10 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) a) Joint control
- b) Helps in improving future training
- c) Empowers learners
- d) Reflect equally on strengths and weaknesses
- e) Promotes self esteem of learners

Check Your Progress Exercise 2

Assessment of changes	Assessment of training programmes	Assessment of trainers
Attitudinal changes	Training objectives	Individual trainers
Conceptual development	Contents	Training team
Behavioural changes	Training methods	
Performance changes	Group process	
	Physical arrangements	

Check Your Progress Exercise 3

- 1) Daily evaluation is very useful since :
 - a) Participants feel that they are also responsible for the learning taking place in the desired direction.
 - b) Some of the participants who would not like to give their feedback direct to the trainers would feel comfortable in giving feedback to the fellow participants.
 - c) Both learners and trainers give better attention to the training process— they feel the training programme needs to be viewed seriously.
 - d) Learners may initially use this process to find out if the trainers have a genuine interest in the learners' concerns.
 - e) 'Dialogue' between the trainers and learners takes place daily.
 - f) Different issues that would have interfered with the process of learning are spoken about frankly and problems are solved.
 - g) Daily modifications can take place to keep the learning process smooth and effective.

Check Your Progress Exercise 4

- 1)
 - a) Oral sharing
 - b) Small group meetings
 - c) Individual meetings

Check Your Progress Exercise 5

- 1)
 - a) Do you find the duration of the sessions adequate?
 - b) Was the content adequate?
 - c) Did the content and coverage of the sessions meet your expectations?
 - d) Can you suggest improvements in the training programme?
 - e) How do you rate the trainers?
 - f) How are the arrangements for accommodation and venue?
- 2)
 - i) False ii) False iii) False iv) True.