

Block

4

TRAINING DESIGN AND MANAGEMENT OF THE TRAINING PROCESS

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BLOCK INTRODUCTION

In this Block you will gain practical knowledge about training design and management of the training process. The important aspects covered include: planning training sessions; conducting training programmes; management and administrative aspects of training; evaluation and monitoring of training programmes. The steps in preparing training designs are elaborated as well as training models.

UNIT 15 PREPARING A TRAINING DESIGN

Structure

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- 15.2 What is a Training Design?
- 15.3 Implications of Training Models for Preparation of Training Design
 - 15.3.1 Self-to-Self
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 - 15.4.6 Putting the Whole into a Time Frame
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15.1 INTRODUCTION

You already know that training is an intervention that leads to change and development. At present, gender training is being increasingly used to guide the process of change and to prepare women (and men) for meeting the challenges and rising expectations. In order to perform this role effectively, the training needs to be carefully planned. The changes to be brought about in the goal; the specific participants; approach; the most promising training strategy in the setting and the methods that can actually be used are the key ingredients for any training programme. Clarifying training needs, defining training objectives, choosing a particular strategy, allocating resources, listing criteria for evaluating the effectiveness of training are the important inputs that have major implications for the success of any training programme. The opportunities and constraints need to be put to best use to strengthen the training programme. The primary objective of this Unit is to give you enough information and knowledge for doing this job i.e. to plan your training programme effectively.

In order to do this, you need to know the key components i.e. the programme objectives and priorities, training strategies and methods; participants' expectations; available resources and time, onward support etc. Training design

attempts to ensure the best possible relationship and linkages between these various key components so that the programme runs smoothly.

Objectives

After studying this Unit, you should be able to:

- relate the need for a training design;
- define a training design;
- list the key components of a training design;
- select an appropriate model for your training programme;
- adopt proper procedures for training need assessment;
- identify training and learning objectives;
- select appropriate content and sequence it;
- select appropriate strategy and methods;
- identify learning materials and other resources;
- put the training programme into a time frame (Prepare a time plan);
- work out monitoring and evaluation procedures; and
- prepare a detailed training design.

15.2 WHAT IS A TRAINING DESIGN?

A 'design' of a training programme is a blueprint to show the entire programme at a glance and help us in thorough preparation. Designing is a crucial part of the training programme and an important responsibility of the trainer.

Traditionally the designing of a training programme was not considered an important job requiring much skill and time. It was equivalent to fixing up course content and syllabus and scheduling who teaches what and when. Alternatively the course content was charted out in readymade modules and trainers only needed to mechanically select a module and identify appropriate resource persons. None of these approaches displayed any concern for the specific needs or expectations of a group of learners or the available resources, time, etc. Some trainers take this initial step very lightly because they feel they have considerable experience in conducting training programmes. However meeting the learning objectives of a group of learners is one of the most creative and challenging first steps in any training effort.

A training design attempts to relate identified measures in the policy and in its training strategy. It enables all to get a feel of the actions to take. It allocates responsibilities so that people are aware of what is expected of them and sets specific targets, aims and objectives. It also sets deadlines for the completion of objectives and specifies how and by whom each part would be measured and assessed. The shape it takes is determined by the nature of training, size of the training group and its location. It maps out a realistic timetable for completing various actions and stages. In fact, design of a training programme becomes a basis for its actual conduct. Ideally a design should contain training objectives; contents and their sequence; training methods; time plan for each session; identification of requisite learning materials and their resources; ongoing monitoring during the programme; post-programme evaluation and a broad

plan for follow-up. You have to keep them all firmly in view from the very beginning and at each stage. Each of these components also requires choosing and detailing as well.

Proper design is crucial for the success of a training programme. Lack of thorough planning and careful administration can obstruct the most dynamic and potentially effective training programme. Even problems with administrative arrangements (such as inadequate stationery supplies, poor lunch facilities, faulty electronic equipment such as OHP) can adversely affect the training process and the overall participant response. The training environment is also of great significance and needs careful attention. Preparing a training design is the best way to meet training needs and avoid many potential pitfalls. More specifically, a training design would enable a trainer to:

- establish and formulate objectives of the training programme;
- determine the content/topics to be included in the training programme;
- choose the most appropriate training methods;
- decide the training/learning materials required;
- determine the time duration required for each session and for the entire training programme; and
- assess if the set objectives have been achieved.

15.3 IMPLICATIONS OF TRAINING MODELS FOR PREPARATION OF THE TRAINING DESIGN

The appropriateness of the training design and the relevance of the content would depend on the training model you choose. If the focus of the training is capacity building, the thrust of the training would be the individual self. However, if the thrust of the training is to prepare individuals for collective action, the training would proceed from individual self to the community. In the following discussion, the implications of the various models for the training design and sequencing of various events in a training programme have been described.

15.3.1 Self-to-Self

When the purpose of training is to develop competence of learners for performing their various roles skillfully, the individual self becomes of key importance. You may like to develop certain skills to increase their income generation capacity or improve their existing work patterns or change their prevailing attitudes. In such a model, the objective is to increase the levels of knowledge, awareness, skills so as to enable learners to be better informed, efficient and productive. The training design might thus intend to reach the individual learners according to the time and place convenient to them. The work procedures would be more individualized. Monitoring at regular intervals and feedback to participants to keep their personal motivation high would be the strategic features of such a training design.

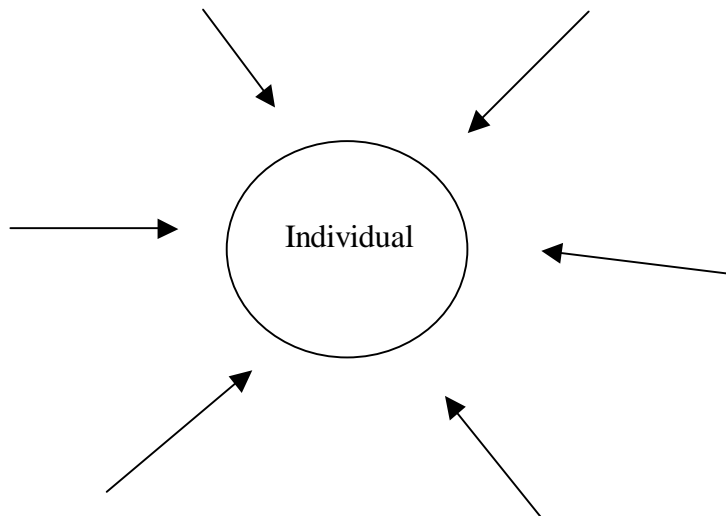


Figure 15.1: Self- to-Self Training Model

15.3.2 Self-to-Community

This model attempts to prepare individuals for social action and the training tries to follow the micro-to-macro model. In such a training programme, when the learners are familiar with each other, the training can start with issues and content areas related to the individual. After having dealt with the subjective elements first, the focus may gradually shift to the group, village and society in an objective manner. The analysis of the groups, community, work organization and society ought to be done with a view to focus on key issues and provide learners with a wider perspective. A training design which follows this strategy is alone expected to bring the required commitment and motivation for necessary action. Focussing on group processes, such a training design would focus on participatory training and learning.

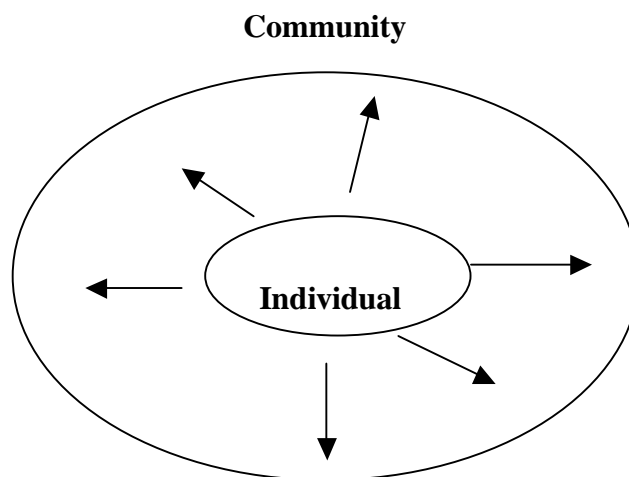


Figure 15.2: Self-to-Community Training Model

15.3.3 Community-to-Self

The ‘Community-to-Self ’ macro-micro model is helpful in designing training programmes to generate awareness and promote self development of learners. When the members of the group are unfamiliar with each other, the best way to proceed is to deal with general macro issues first. Such a situation is least threatening and provides learners time to feel comfortable with each other.

The analysis from the larger, broad societal issues should narrow down to the village, then to the group and finally to the subjective personal issues of an individual's concern. The focus in this design is to make learners sensitive to their roles, make individuals responsive to societal expectations.

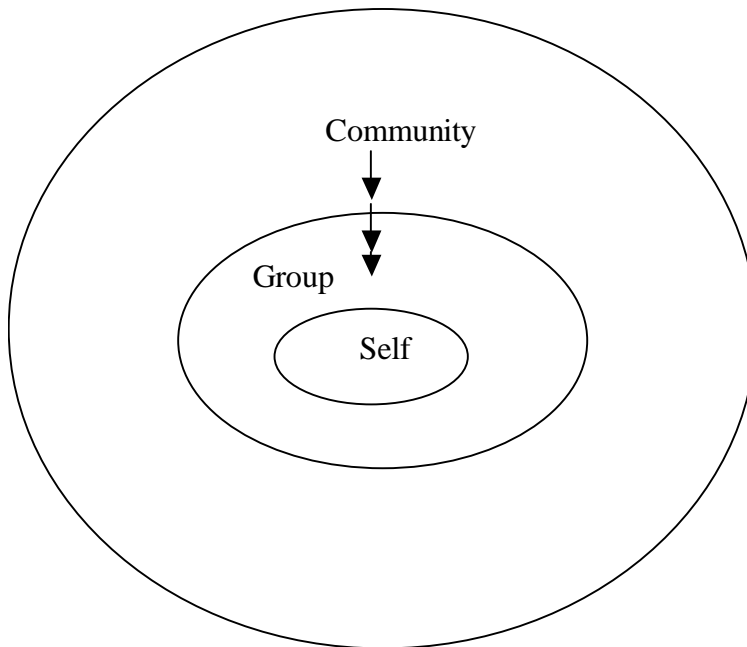


Fig. 15.3: Community-to-Self Training Model

15.3.4 Community-to-Self-to-Community

If the purpose of training is to develop awareness as well as deal with social issues, the safest procedure is to start with a general discussion on society, carry on to look at the group and then issues of self and gradually back to the broader question. This macro-micro-macro model is useful when a group of learners use training programmes partly to improve themselves and partly to increase their contribution in social action programmes. Training design for such an approach would shift its focus from group ideologies to changing attitudes and building personal commitments.

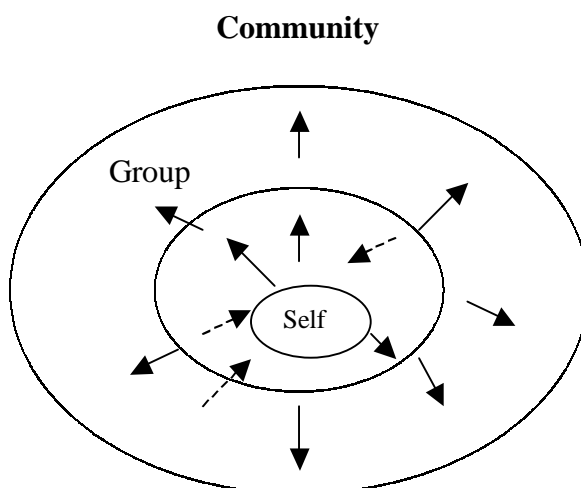


Figure 15.4: Community-to-Self-to-Community

Check Your Progress Exercise 1

1) What is a training design?

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2) Name the key components of a training design.

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3) How would a training design help you as a trainer?

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4) How does selection of a training model influence the preparation of a training design?

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15.4 STEPS IN PREPARING A TRAINING DESIGN

You have already learnt that the process of designing a training programme follows a series of steps. The first step is to identify the learning needs, which become the basis for the entire design of the training programme. Understanding the learner’s needs helps us to formulate training objectives. These training objectives provide the basis for the selection of relevant content. The content area selected is then sequenced to determine various events for the entire

duration of the programme. Appropriate training methods are selected. Keeping in view the available time and facilities, various sessions are scheduled. There are many factors that influence each step and many important things which one must remember while considering each step.

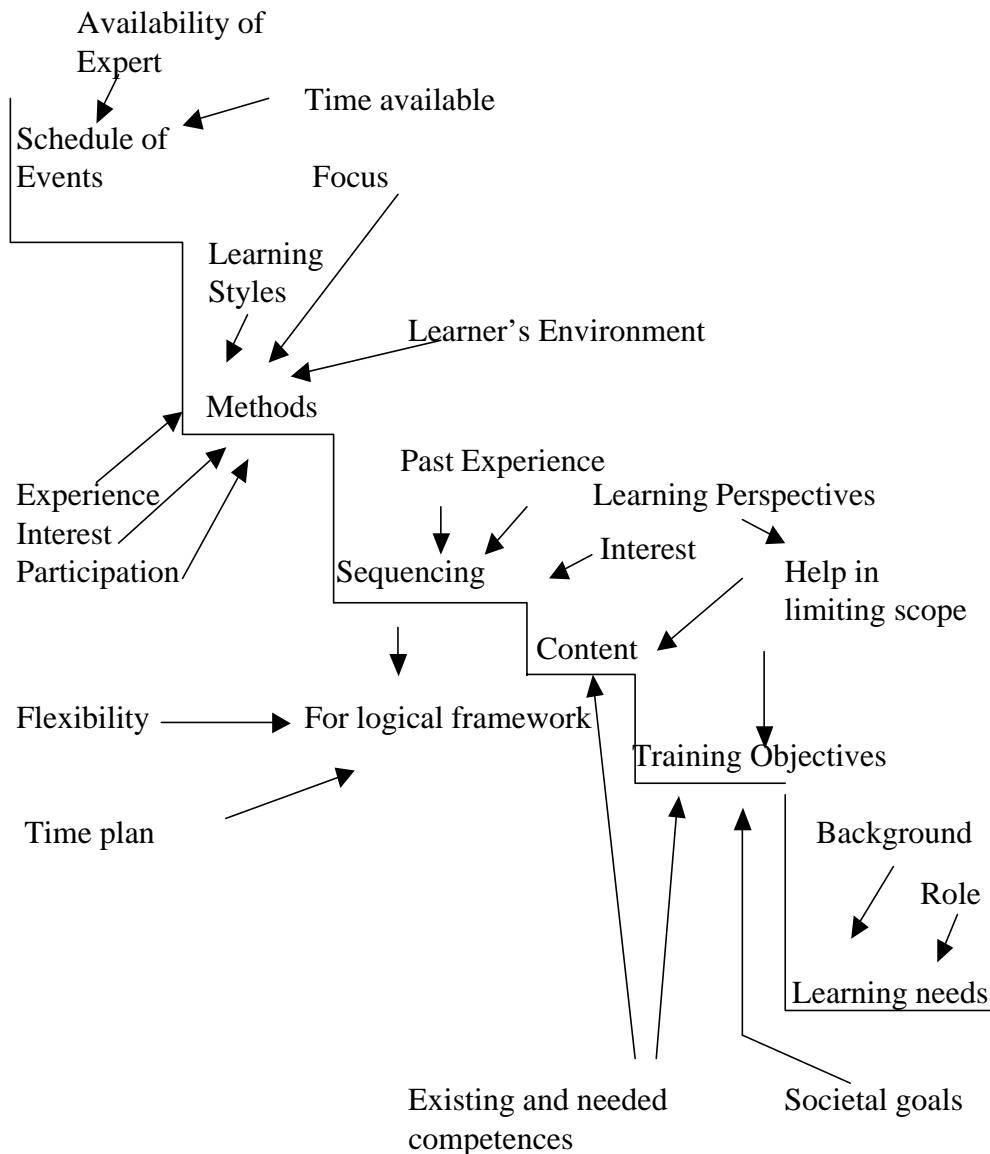


Figure 15.5: Steps in Designing a Training Programme and Factors influencing each Step.

The details and guidelines for the various steps in the designing of the training programme are described in the following sub-section. You should, however, remember that effective design is learnt through constant practice i.e. by actually trying out what works in the field.

15.4.1 Training Needs Assessment

The design of a training programme must emerge from training needs assessment. Let us discuss the features of training needs assessment.

Importance and Meaning

Learner's needs and problems are the starting point for any training intervention and the programme has to be specially designed to meet the unique needs of each group of learners. This crucial step is generally ignored as trainers tend to assume learning needs because of their vast experience in training or past

familiarity with a type of learner group. But, it is an important input which helps us to get an accurate overview in the first place. All training is aimed at change and should enable participants to become more effective in dealing with their problems and change their reality. The future aspirations and the present issues facing learners are crucial in determining the direction of the training programme. If we neglect this step, there is a possibility that the entire training may be misdirected and fail to have any impact or we may find midway in the programme that the learners are not interested in the training. This exercise of finding out what learners need to learn has to be thus undertaken seriously and carefully.

What Are Training/Learning Needs?

Learning/Training needs are the knowledge, skills, attitudes and beliefs which an individual or a group of individuals need to learn in order to perform their role effectively and meet specific requirements of the work she/he is involved in. This needs assessment must establish:

- What is required by the individual to perform her/his role in the community or organization?
- What are the existing competencies, skills, knowledge already available with the individual?
- What is expected of the individual by herself/himself, the community or the organization?
- What other skills, knowledge and competencies do individuals need to acquire in order to perform their roles successfully?

In general terms training needs analysis is a simple means of measuring the gap between the knowledge, skills and attitudes available and the ones required in the learners and making recommendations to bridge the gap. The trainer may find out the gap between ‘what is’ (the entry behaviour) and ‘what ought to be’ (the exit behaviour) to ascertain the training needs.

Entry behaviour Where the learner is
 Gap Training Need
 Exit behaviour Where the learner ought to be

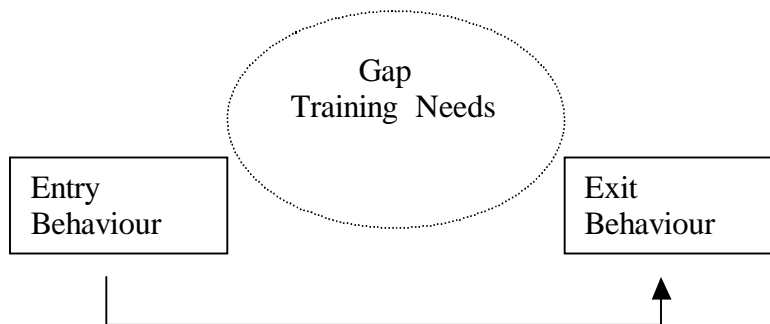


Figure 15.6: Training Need Assessment

Entry behaviour indicates the level of the learner’s knowledge, awareness, and skills in the related area of training at the beginning of training. Generally the entry behaviour is assumed in terms of the available information about the learners. Exit behaviour is the desired behaviour which the trainer expects the learners to acquire after the completion of training. For example, in a gender

training programme, knowledge about the key benefits of equality, awareness regarding prejudice and discrimination may form the exit behaviour set for the participants/ learners. The gap between the entry behaviour i.e. the existing beliefs and attitudes etc., and the specified exit behaviour would clearly indicate areas of training for learners.

Sources of Information and Methods of Need Assessment

In order to assess learning needs accurately, it is important to obtain information from a wide range of sources. Learners themselves are the most direct source to know what they want to learn. The individuals and groups who regularly interact with learners are also useful sources of information about the learning / training needs of learners. Remember, it is important to know:

- Learners : Their background, socio-cultural content, work or job in the field, experiences, felt needs, problems strengths, abilities and aspirations.
- Community : The nature of the community, people’s common problems and their causes, people’s attitude, traditions, resources — physical, human, economic concerns, place of the learners in the community, expectations.
- Organization/Institution : Its history, background, nature of work, focus, strategy, structure, growth and expectations.

Important tools for gathering this information include documents, meetings, focused group discussion, interviews and field observations. A common procedure is to look at the job or the work that learners have to perform.

Surveys collecting information from participants as well as prepared questionnaires would help determine learning needs when direct interaction with learners is not feasible.

Table 15.1: Sources of Information and Tools/ Methods of Collecting Information

Sources of Information	Tools/Methods
<ul style="list-style-type: none"> • Learners – individuals and groups • Persons associated with the learners like colleagues, community leaders, family members, organisation heads • Records, documents, post – training reports, progress reports, annual reports, performance reviews • Job analysis – Individual’s role, job requirement and organization/ community role 	<ul style="list-style-type: none"> • Individual meeting, focus group discussion, survey, tests • Interview, questionnaire, critical incident analysis • Study • Field observations in learner’s context of work.

The data and information collected through various sources help to provide a proper perspective and is analyzed to assess learning/ training needs. The important learning needs are addressed first in the training programme.

Assessment of learning/training needs is generally done before a training programme. However, at times learners may not initially be able to express clearly what they want and the focus may be on general concerns or problems. There is thus a possibility of redefining needs and your training design needs to have a provision for incorporating them.

15.4.2 Defining Training/Learning Objectives

In this sub-section we will discuss various aspects of defining training/ learning objectives.

Importance

The crucial test of all training ultimately rests on outcomes. Objectives help us to do the proper designing of the training programme and influence our selection of content and methods. They become indicators of learner's achievement and provide measures of learner's achievement and provide measures of accountability. More specifically, objectives:

- help the trainer develop and conduct training that provides the learners with the knowledge and skills they need;
- provide the learners with a clear understanding of what they will be expected to do as a result of training; and
- help both the trainer and learner evaluate the learning that has taken place through training.

These objectives of training thus need to be shared with the learners at the start of the programme. It is hoped that learners would involve themselves more actively in training once they understand the proposed direction of change.

Formulating Objectives

The learning needs identified provide the basis for defining training objectives. Training objectives are statements about the goals that the trainer aims to attain during the programme. They indicate the general intention and provide the direction in which the trainer is to aim. They are set forth on the basis of significant needs identified. Trainers have often to use their experience and insight to identify the learning needs from the problems expressed by the learners. A useful way is to collate the entire learning needs of the group and categorize similar or related needs together to arrive at the broader set of needs. Often the trainers have to use their own understanding to define these broad objectives. For example, in gender training, the training objectives may be to:

- develop critical awareness about the problems faced by women, and
- help evolve a plan of action and understand the roles of the trainer in implementing the plan.

These objectives have different directions. However, they tend to define the goal in a broader perspective.

Learning objectives, on the other hand, are those concrete and relevant changes that we expect in the learners by the end of the training programme. They enable the trainer to be explicit about what she/he is doing, enable learners to measure their learning and allow trainers to measure their performance. They are very specific goals that tend to break down the broader training aims into outcomes, usually in the areas of skills, knowledge and attitudes. Each area, in turn, needs to be linked to evaluation techniques employed by the trainer to assess the effectiveness of the training. In developing learning objectives for a particular training programme, it is useful to follow these guidelines:

- State what the learner should be able to do as precisely and as unambiguously as possible for e.g. desirable performance in skills, knowledge, attitudes, expertise etc. For example, an objective such as ‘To enable the learner to explain the meaning of equal opportunities and apply it to the work’ should be broken down and written in the following form. “ At the end of the course, learners will be able to:
 - recognize prejudice and discrimination, both direct and indirect;
 - explain the key benefits of equality in the work place.”
- Use action words such as describe, evaluate, identify, state, list, solve, formulate, explain etc. which are specific and provide clarity regarding evaluation procedures.
- General verbs like know, understand, realize etc. should be avoided as they are difficult to judge and evaluate.
- In the area of attitudes exploring prejudices and values, it is important to specify the specific ways to measure success.
- Objectives should be attainable. There is no point in having objectives that do not fit into the training programme or are so vague and ambiguous that they only serve to mislead. The duration of the course should lend itself to meeting the objectives decided. The context of the learner is also an important practical consideration in deciding on objectives.
- Objectives should be flexible. Should the circumstances demand, a trainer should be able to adapt the objectives or change them completely to ensure the success of the training programme.

Focus of Learning

Each objective needs to be seen clearly in terms of desired knowledge, skills, awareness or attitudes. In order to define the precise focus of learning in this way, we can ask the following questions about each desired learning outcome:

- Do learners need to have plenty of information in this area? Should they know more about this? Do they require detailed information on various points? Do they need to clarify concepts about the issues?
If the answer is yes, then the focus of learning is KNOWLEDGE.
- Do learners need to gain a deeper understanding about the area? Do they need to become sensitive to various aspects of this which they were not aware of earlier? Do they need to feel strongly in order to move towards change? Do they need to realize this at the emotional level?

If the answer is yes, then the focus of learning is AWARENESS

- Do learners need to improve their competence to perform the expected role? Do they need to become better at doing this? Do they need to develop an ability for this? Should they be able to carry out the task more effectively?

If the answer is yes, the focus of learning is SKILL.

- Objectives may, therefore, be stated simply as:
 - To develop awareness of oppression of women; or
 - To increase knowledge about women’s rights; or
 - To sharpen skills in organization of community women.

Check Your Progress Exercise 2

1) What are training needs?

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2) How do you assess training needs?

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3) What are the important sources of information for the assessment of needs?

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4) How are training objectives different from learning objectives?

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- socio-economic realities;
- development programmes for women; and
- skill training.

The major content areas need to be broken into sub-topics or sub-contents. For example, if the broad content is socio-economic realities, the sub-content may be:

- Indian social situation analysis;
 - Status of women in present day society; and
 - Consequences of gender oppression.
- Learners existing level of knowledge, understanding and competencies are also an important base for determining the content areas. The coverage of the topics, themes, ideas to be covered and their depth can be determined only on the basis of current level and background of learners. The size and relative homogeneity/ heterogeneity of the learner group also help to determine the scope of the content. For example, a gender training programme would have different content areas for uneducated women employed in factories, rural women, slum women and educated women. The depth of the content coverage would also vary with the size and composition of the learner group. In a training of village youth, where the learners have some years of working experience at the grassroot level, the content may be covered in greater depth. But if the same training group has some experienced youth, some youngsters with no experience and some local leaders, the scope of the content area would be considerably different for such a heterogenous composition.
 - The trainer's own frame of reference or ideology too tends to determine the content areas. For example, content areas related to an objective 'To increase awareness of unequal distribution of food to male and female children in the home' would be derived quite differently by two trainers, one of whom is a teacher and the other an activist working with development workers. The teacher's important concerns would be:
 - Importance of equal distribution of food to children;
 - Disadvantages of undernourishment of the girl child;
 - Strategies to convince people to stop unequal food distribution.The activist, on the other hand, might be concerned with
 - Economic necessity of feeding potential wage earners;
 - Malnutrition and its effect on health and well being ;
 - Importance of creative informed opinion on intra-household food distribution.

Categorizing the content

Having listed content and sub-content areas, we often tend to give them the same weightage. However, not all content carries the same importance for

learning and behavioural change. We also tend to frequently list more contents that can be taught or learnt in the available time. As a training designer, you must decide what to include or exclude. The omission should be the result of positive decision, not oversight.

You need to realistically assess the usefulness of the content. The content may be organized under one of the four categories i.e. essential, helpful, peripheral and unrelated.

The *essential category* includes the absolute minimal content that the curriculum must contain if the learning experience is to meet the previously stated objectives. The contents which cannot be omitted are placed in this category. If the answer to the question ‘Can it be omitted?’ is yes, the content may still be valid, but may be placed in a different category. The *helpful category* includes contents which supplement the essential. It is included where there is sufficient time and other resources and conditions are favourable. A way to identify the helpful content is to ask ‘Could the performance change without this content?’ The *peripheral category* includes content which also might supplement and help to clarify the essential. It is also tested on the similar ground ‘whether the performance would change even if it is not included?’ The *unrelated category* obviously includes those areas of content which are not directly related to the objectives. However usefulness of the content to some in the training group may call for its inclusion in this category.

It is important to remember that training is for a short duration and learners cannot possibly learn everything in detail. Adults do learn volitionally and selectively. The focus is only on what is of use. It is a waste of time and resources to burden them with excessive learning. Inclusion of more content areas which are dealt with superficially will not contribute to the achievement of the set strategic goals. The effort should be to stimulate the curiosity of learners and initiate the process of self learning. You have to be careful to exclude content areas that are not absolutely essential and may be carried over to the successive phases of training. Be cautious not to select content by your personal preference or convenience.

Cross-Check Content

- Will this content, if learnt, meet the previously stated objectives?
- Will this content, if learnt, meet the previously identified needs?
- Will this content, if learnt, lead to the performance specified?
- Will this content, if learnt, solve the previously identified problems?

An affirmative response to each of these questions indicates essential content. A weaker affirmative refers to helpful and peripheral, while a negative to the unrelated.

15.4.4 Sequencing Content Areas

After selecting the contents, the next important thing is to sequence or decide the order in which the contents should be presented to the learners. Some content areas seem to naturally lead on or flow from one to the next, but some have no linkages at all. In the latter case, the learner is jerked out of one train of thought and suddenly confronted with something quite unrelated. In some training programmes, sessions are fixed according to the availability of the

resource persons. Thus one topic may follow another in a purely ad-hoc manner. Such an arrangement is not conducive to learning. It is often reported that learners at times are emotionally unprepared and resist certain topics strongly. It thus becomes important to carefully sequence content areas so as to establish linkages between them. This helps to prevent blocks to learning and ensures smooth delivery. Though there are no absolutes yet there are some generalizations that the designers must consider while sequencing content areas.

The main principles to keep in mind while ordering content into a suitable sequence are to:

- create emotional and intellectual readiness for each succeeding content area; and
- avoid monotony, boredom and stress.

Creative Readiness

Developing a *logical framework*, with one idea or content area leading to the next content area, is crucial to create readiness in learners. Some of the content areas positioned earlier, can effectively set the stage for what follows. Should we first talk of gender disparities or suggest ways to stop discrimination against women? Should we discuss children's rights first or the extent of child labour? These and similar questions need to be answered while sequencing content areas. What logical order or sequence would make learners mentally receptive to successive learning content areas?

One approach is **general to specific**, where the learner is first introduced to the overview and the content is presented which moves from general towards the specific. This approach is based on the learner's focus on the total learning situation — the need to know the whole before getting into the specific. A contrary approach calls for sequencing from specific to general. This is based on the assumption that if the learning situation is appropriately structured, the learner will reach the end. This sequencing is important to have identical end performance.

A second approach calls for moving from **concrete to abstract**. The learning is initiated with the known, observable and undisputed. The alternative approach, abstract to concrete, starts with generalizations which then lead to more specific components. Such an approach is useful in dealing with issues of philosophical nature based on broad generalizations. Similar dichotomies like known to unknown, particular to general, observation to reasoning and their reverse are the other possible variations in sequencing.

The earlier decision regarding the appropriate model of training also facilitates sequencing of content areas. Selection of a particular model viz., self-to-self, self-to-community; community-to-self; community-to self-to-community helps us to order the content areas which are extremely personal and potentially threatening in relation to those dealing with issues of society at large at various stages which are comfortable for the learners and leads to objectivity.

Avoid Monotony, Boredom and Stress

It is important to keep in mind that repetition of the same activity, content or issue (too many sessions of the same type) may lead to monotony, boredom

and stress. Variation is thus necessary which must be done depending on the content areas being dealt with. Theoretical/abstract content needs to be altered with hands-on practice or learning at an emotional level interspersed with their conceptual analytical understanding. Such alterations in presentation of content bring novelty and promote meaningful learning and better retention.

The training which requires the development of skills needs to sequence practice sessions in an effective way. If the skill to be learnt is very simple, a certain amount of concentrated practice is sufficient. But if the skill is quite complex and difficult, it helps to follow some amount of sustained practice with frequent rest intervals. Such sequencing leads to better learning.

A good design presents various contents in an effective way — one stage laying the foundation/setting for another. Past experiences of the trainers are also an important input in establishing the flow of contents. You would know from your experience what works in the beginning for a particular group of learners, what later and what in the end. You would also know which sequences have worked and which have not. Such past experiences of the trainers provide useful insights in establishing the sequencing of contents.

In addition, you need to be aware of the following relevant concerns which intersperse with the sequence of contents:

- Introduction of the learners and the programme needs to be done first.
- Action planning and planning for follow-up should be done towards the end of the programme.
- Monitoring and review should be inbuilt and ongoing. A mid-term review and brief evaluation exercise at the end of the programme are useful.
- Post-programme evaluations are also necessary and strategies for doing them must be built into the programme.

Remember, that sequencing of contents in a training programme is not done in an ad-hoc manner, but needs to be done consciously and logically keeping in mind the various considerations we have discussed earlier.

Check Your Progress Exercise 3

1) List major factors which would help you to decide content areas for your training programme.

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2) Which characteristics of learners influence the selection of content areas?

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3) What are the various criteria to assess the usefulness of a particular content?

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4) What guidelines would you keep in mind when sequencing the selected content?

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5) How would you sequence a practice session on learning of a new simple skill?

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15.4.5 Selecting Training Methods

You have already studied about various training methods and their usefulness for achievement of certain objectives for a particular group of learners in a specific context. The appropriateness of the method plays a crucial role in the attainment of training goals. The choice of teaching methods for a particular programme depends first of all on a series of these comparisons viz. learning objectives; learning process and its stage, and available skill, time and facilities. The three have to be interrelated in the final choice. Some of the important factors which influence the selection of a particular method are:

- The training objectives: What are the proposed training outcomes? Does one method ensure attaining the objectives better than other methods?
- Content: Depending on the subject matter, select the theoretically based or practically oriented, experience-based methods.
- The trainers: Do the trainers have the expertise to use the methods and materials selected?
- The learners: Does the method take into account group size, experience, levels of learning and other special characteristics of learners?
- Practical requirements: Is the method appropriate to physical environment, available time, materials and cost limitations?

Most often, the methods depend upon the type of behavioural outcome desired, such as knowledge, skill and attitudes. Suggested below are training methods and techniques suitable for a particular type of behavioural outcome.

Table 15.2: Suitability of Training Methods for Behavioural Outcomes

Behavioural Outcome	Suggested Training Method/ Technique
Knowledge (Acquiring information, concepts, principles and forming generalizations)	Lecture, panel discussions, symposia, reading assignments, interviews, motion pictures, case discussions, critical incident analysis etc.
Skills (Learning new ways of performing tasks)	Drill, coaching games, participatory exercises, observation, role-play, demonstration etc.
Emotional Control (Attitudes, values and interests)	Role-play, participatory exercises, case method, motion picture, field visits, games, TV demonstrations, symposium, colloquy, games, etc.

After having selected a particular method, ask yourself the following questions:

- Does the method ensure that you hold the attention of the learners?
- Will the method ensure that the information would reach every learner?
- Will it make effective communication for achieving the objectives set for the session?
- Will it be suitable for the numbers of participants?
- Whether you/trainer has sufficient expertise to use the method?
- Will the method ensure active participation of learners?
- Are necessary facilities, arrangements and resources available?

An honest response to each of these questions would alone help you to make the right choice of a method.

Check Your Progress Exercise 4

1) List the major dimensions of a training strategy.

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2) How does a training strategy help the trainer?

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3) Discuss the important factors that affect the selection of a particular training method.

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4) What training methods would you use if you want to bring attitudinal changes in our learner?

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5) If the objective of your training is problem solving, which training strategy would you use?

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15.4.6 Putting the Whole into a Time Frame

The next step is to use the specifications of different training methods in order to arrive at the total time and facilities required for meeting the objectives. This yields sub-totals, which can then also be added together to arrive at a rough total of time and facilities required by the programme as a whole. A realistic calculation needs to be made in order to cover various units comprehensively depending on the depth of the topic to be covered. Table 15.3 depicts this calculation for the training of women for the stated objectives and methods.

Table 15.3: Time Required for Specific Objectives and Methods in Training Women

Objective	Training Method	Time	
		Participants	Trainers
1. To understand women s role in development	Discussion	6 hrs.	2 hrs.
2. To develop skill in Street Theatre	Demonstration and Role Play	50 hrs.	10 hrs.
Total		56 hrs.	12 hrs. 68 hrs.

In addition, you need to include time for breaks. Most importantly, structure time separately for participants to:

- know each other and be friendly and relaxed through “breaking the ice” games or other activities at the beginning of the programme;
- go through reading materials, perhaps even discuss it with others to gain clarity;
- familiarize themselves with norms or procedures before exercises, games, field trips, practice sessions needed;
- seek individual clarifications or counselling from trainers; and
- increase energy levels through short games, exercises etc.

The Whole Programme

The next step in designing is to dovetail different training events and methodologies into training sequences and finally into the programme as the whole. This is simply not a mechanical exercise of converting sixty half hour

sessions into the requisite number of days for training. The programme needs to be phased keeping in view the learning process, prevailing expectations of the participants, repeating themes of innovation and interdependence so that all parts of the programme fit into the design that promotes the attainment of objectives by the learner. You would read more about the how of training sessions in the next Unit. But just remember, that all training situations, whether part of sessions or not should be designed to promote the training objectives.

15.4.7 Detailed Training Design for Conducting, Monitoring and Evaluating Training

Once you have sequenced the programme content and themes, you can work out the detailed syllabus. This is a creative task with various possibilities. Some of the important considerations are:

- *Alternate stimulation and reflection:* Remember continuous activity may not be of value and may burden learners. Time left alone for personal study provides opportunity to participants to discuss their meanings for themselves and reflect on them. This process is essential for converting events into personal experience.
- *Alternate personal involvement and safe distance:* The intensive training using personal experience which may even be threatening ought to alternate with sessions for analytical and conceptual understanding of such experiences.
- *Alternate theory with practice.* Sometimes practice of a new skill in actual situations might be dangerous or too expensive. Try simulations instead here. Practice provides an understanding of theory as well as motivation to learn it. Continuous practice, on the other hand, may be mechanical and dry. So provide practice till improvement tapers off, sort out difficulties and then resume practice.
- *Alternate individual and group tasks.* Groups provide opportunities to individuals to learn from each other's experiences and ideas and check their learning. In an ideal programme, participants could be provided with group events for stimulation followed by individual tasks where individuals can learn to the limits of their personal capabilities followed by group capacities to affirm their efforts in the new direction, for setting goals, learning social skills etc.

A syllabus which alternates these four pairs provides variety and is conducive to learning rather than change of topics or trainers. Successful implementation of a well designed training programme also calls for consideration of the following aspects:

- Resource persons;
- Preparation of training materials; and
- The training environment

Resource Persons

Resource persons like the trainers play a key role and are expected to have the requisite knowledge, skills and attitudes.

More specially, select a resource person who:

- has expertise and knowledge of the related content.
- is competent in dealing with human relations processes and facilitating change.
- has a high level of presentation skills.
- has a knowledge and appreciation of learning styles.
- has ability to analyze problems and learning needs and difficulties.
- is competent to develop material appropriate to participant's needs.
- has group work skills and an understanding of group dynamics.
- has an ability to convey knowledge and ideas to others.
- has an appreciation of the context of training.
- has some experience of conducting similar tasks.

Select the appropriate resource persons for particular sessions depending on the constraints of time and other feasibility factors.

Preparation of Training Materials

Training often involves a number of activities to be performed by the participants. One needs to systematically prepare and present requisite materials to support training. Some of the common materials which are generally required include:

- Background material related to various concepts;
- Individual handouts or booklets;
- Participants workbooks or sheets;
- Papers, pencils, crayons, markers, envelopes etc.;
- Portable writing surfaces;
- Flip charts;
- Audio-visual aids like projectors, screen recorders etc.;
- Name tags for participants; and
- Structured experience materials like blocks, cards, instruction sheets, worksheets etc.

Inadequate stationery supplies or faulty mechanical equipment such as broken video or overhead projector may adversely affect the training process. On the other hand, availability of well prepared materials tends to supplement trainer's roles and makes the learning more effective.

The Training Environment

The physical setting, arrangements for lunch, refreshments and other amenities for satisfaction of their physical needs are also an important input in a training

programme. You may well remember that poor food, lack of beverages, uncomfortable seating, bad lighting, etc. affect the overall participant response. The training environment is quite significant and must be taken seriously. You must pay sufficient attention to such details and create a conducive environment for learning.

The venue selected should be within easy reach of the learners, a fairly quiet place which would permit concentration of looking within themselves without any distraction. The size of the training room should be proportionate to the size of the group and the activities planned. Distractions such as telephones, other noises and interruptions from the non-participants should be minimized or excluded from the training room. The participants should be seated comfortably and care must be taken to check all other arrangements for food, sanitation and other facilities much in advance.

Monitoring and Improving Training during the Programme

It is very important to build into the training programme some procedures for the concurrent monitoring of the programme as a whole and also individually towards specific training objectives. Such monitoring which is done throughout the course is a way to check to what extent the objectives are being achieved. It helps to assess both task and maintenance functions of the training groups and helps to make necessary changes wherever possible and work out practical ways to achieve the set targets. You can facilitate this process by:

- Measuring learner's progress at specific times during the programme; and
- Scheduling regular review sessions into the programme.

A useful strategy for this would be to ask small groups to meet at the end of each day to discuss the day's activities and report back to the trainers. This enables trainers to assess levels of learning and keeps the course pitched at the right level. It also alerts them to any difficulties in the group dynamics and helps them to make changes to the programme if needed. They can then decide with precision whether to add a session here or there, revise the sequence, try an alternate teaching method or provide extra practice for participants. At the same time it also allows participants some control over the process.

Evaluation

Training is an investment from which both learners and trainers expect returns proportional to the time, effort and money spent. Evaluation is an endeavour in this direction which helps us to assess whether the returns i.e. accomplishment of training objectives are forthcoming or not. Evaluation helps in controlling and correcting training programmes. More specifically, the broad purposes for which evaluation is done are to:

- improve the training programme and
- check the efficacy of the training programme and to make decisions about the future of training and the resources to be allocated for it.

Feedback to improve the training programme is designed to elicit information about the design, content and presentation of the training programme itself. Evaluation forms for both the trainers and learners which elicit information on

various related aspects viz. course coverage, presentation style, adequacy of facilities, time allocation etc. should be pre-designed and administered at the end of the programme.

Feedback regarding efficacy of the training programme intends to elicit information about one of three basic outcomes viz:

Acceptance: The degree to which learners perceive the training to be of value.

Effectiveness: Whether learning has occurred and improved performance resulted?

Operational Objectives: Whether the training was worth the cost?

Acceptability in terms of perceived relevance and satisfaction with the training of participants are important data for the justification of any training programme. This feedback to determine acceptance is generally obtained from participants using interviews and questionnaires as tools. The feedback needs to be collected on conditions of anonymity or confidentiality of response so that the participants are motivated to tell the truth.

Effectiveness of a training programme is judged by the degree to which learning objectives have been met. Most often the increased competence often accompanied by personal satisfaction is the ultimate learning objective. Specifying performance standards at the start of the training programme facilitates evaluation at this juncture. Interviews and questionnaires provide the subjective measures of the learner's perceptions of improvement of their competence. Checklists, product evaluations, rating scales, printed tests, performance measures are the most objective measures that can be used to collect evidence of learning.

Operational objectives and cost evaluation tend to explore all pertinent criteria and select those that best indicate important gains resulting from training. Participants reporting success in meeting the goals established during the training and the relative success with which they apply skills learned during the training to solve their problems are all indicators of the success of the training programme. The judgement of cost effectiveness is essential and should be based on observable facts i.e. to what extent has training led to improved role performance of learners. This alone ensures that type, duration and content training selected are good choices in terms of both usefulness and cost.

You will learn about training environment and evaluation in the following Units.

15.4.8 Flexibility

Design for a training programme can be very detailed and exact, specifying for every minute or it can be a rough approximation of what area of learning would be covered every half or a full day. The following Table 15.4 is an example. Though a detailed schedule helps us to work with greater precision, it has its own disadvantages. It does not take into account the variations between learners of one group and successive groups. It is important to remember that learners from different backgrounds come with different experiences and needs and respond differently to training and learn at different speeds. The rigidity in planning also does not make any provision for unexpected or unpredictable events during the training which may be used well for training or deter learning. Flexibility is thus necessary in training to provide space within the design to

accommodate emerging learning needs and preferred learning styles which might not have been anticipated before the training. Monitoring of the programme during the course may call for rescheduling of various events, cancellation of a session or even revision of the whole design.

Table 15.4 : Designing Format

Designing Format				
<ul style="list-style-type: none"> • Context, Strategic role of training • Learning group • Learning needs • Duration of the programme • Training objective 				
Day	Content	Method	Approx. Time	Resources, Materials and Other Preparations

Check Your Progress Exercise 5

1) What are some of the important learning considerations you will keep in mind when detailing your training design?

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2) Which aspects of a training programme demand attention for its smooth implementation?

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3) How would you plan to monitor a training programme?
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4) Why is monitoring important in a training programme?
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5) How would you judge the effectiveness of a training programme?
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6) Why do we need to build in flexibility in a training programme?
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15.5 LET US SUM UP

What have you studied so far?

- First you learnt how to assess learning needs and objectives and choose

an overall training strategy in the light of training objectives and available resources.

- Then you learnt how to select appropriate content and convert these into a programme design, break them down, when necessary into constituent parts and choose training methods and materials with appropriate specification for each.
- Next you learnt to tailor your programme according to your capabilities, available facilities and time. You learnt how to outline the programme sequences and events keeping in mind the learning process and relate it to expectations.
- Finally, you learnt how to draw up a schedule alternating stimulation with reflection; individual and group tasks, theory and practice; personal involvement and safe distance. You allowed sufficient flexibility to allow for variations between participants and groups and also for evaluation and review of participant's progress so that adjustments could be made during the programme.

You are now ready to work out a weekly and daily training schedule. These are generally announced at the beginning of the programme in the form of a time-table. You can even involve learners in this process.

15.6 GLOSSARY

Capacity Building	: Creating new capacities or skills; enhancing existing capacities/ skills
Formulating	: Setting, establishing, determining
Requisite	: Necessary
Subjective	: Not possible to measure exactly; things which vary from person to person

15.7 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) A training design is the preliminary plan which becomes a basis for the actual conduct of training.
- 2) The key components of a training design are: Programme objectives and priorities, training strategies, methods, learner's needs, available resources and time, and other support.
- 3) A training design helps the trainer to meet the learning objectives of the group for learning. It helps to select objectives and contents, choose appropriate methods and materials, estimate time and judge learners achievements more realistically.
- 4) The selection of a particular training model determines the thrust of the programme. In particular, it influences the selection of appropriate content and its treatment. Sequencing of various events in a training programme is generally done on the basis of the training model selected.

Check Your Progress Exercise 2

- 1) Learning /Training needs are the knowledge, skills, attitudes and beliefs which an individual or a group of individuals need to learn in order to perform their role effectively and meet specific requirements of the work she/he is involved in.
- 2) Training needs are assessed by finding out the gap between the entry behaviour (where the learner is) and the exit behaviour (where the learner ought to be) of learners.
- 3) Important sources of information for the assessment of needs are learners, persons associated with learners, records, documents, organization, community, family members etc.
- 4) Training objectives are the broad goals that provide the direction, while learning objectives are specific learning outcomes that we expect in the learners by the end of the training programme.
- 5) The important areas of learning outcomes are knowledge, awareness, skills.
- 6) The realistic objectives are attainable and they do not mislead.

Check Your Progress Exercise 3

- 1) Training objectives; learners' existing level of knowledge, understanding and competence and trainer's frame of reference are important factors which help to determine the contents of a training programme.
- 2) Learner's age, background and current level of knowledge, understanding and competencies are important characteristics that influence the selection of a content area.
- 3) The criteria which help to assess the usefulness of particular content areas are the extent to which content meets the:
 - stated objectives;
 - identified needs;
 - specified performance;
 - identified problems.
- 4) Two important guidelines which help to sequence the content are:
 - The contents to be presented in a logical framework so as to create emotional and intellectual readiness;
 - Monotony, boredom and stress should be avoided.
- 5) Concentrated practice is required for learning a new simple skill.

Check Your Progress Exercise 4

- 1) The focus, time frame, composition of the group, objectives, level of learning, programme pacing and space are important dimensions of training strategy.

- 2) A training strategy provides guidelines to trainers for planning and implementing the training programmes.
- 3) The training objectives, nature of the content, expertise of the trainers, background of learners and practical requirements like physical environment, time, materials and cost are important factors which affect the selection of a training method.
- 4) Role play, participatory exercises, field visits, motion pictures and symposia are important methods to bring attitudinal changes in the learners.
- 5) Large group strategies which are trainer paced are important for problem solving.

Check Your Progress Exercise 5

- 1) Alternating stimulation with reflection, personal involvement with safe distance, theory with practice, and individual with group tasks are important learning considerations when designing a training programme.
- 2) Resource persons, training materials and training environment are important aspects which need to be considered for successful implementation of the programme.
- 3) Measuring learners progress at various intervals and scheduling regular review sessions at the end of the day are important to monitor a training programme.
- 4) Monitoring helps to check the extent to which training objectives are being realized and provides an opportunity to trainers to alter their teaching/training methodologies/strategies.
- 5) Effectiveness of a training programme is evaluated by:
 - Subjective learner's perceptions of their competence obtained through interview and questionnaire
 - Objective evidence of learning obtained through checklists, printed tests, rating scales etc.
- 6) Flexibility is important in a training programme to account for variations between individuals and groups as well as to meet emergent contingencies.

There ought to be a deliberate provision for flexibility to meet contingencies. However, the trainer must be willing to modify the design in order to ensure the attainment of training objectives. Before the commencement of the programme you need to clarify and decide what really must be done in the programme and what can wait. Depending on the nature of the task and your experience, plan in advance the minimum blocks of subjects and sequence of events for a given objective. You must stick to this core while other sequences and schedules can be worked out subsequently. Such detailed schedules must address the individuals and groups in that particular programme.