
UNIT 1 TRAINING: AN OVERVIEW

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1.1 INTRODUCTION

Competent human resources at various levels are one of the important requirements of development. The competencies of development professionals and other stakeholders involved in development can be improved through well organized training programmes. Keeping this in view, this unit introduce you to the concept, philosophy, need, principles, types, different components of training along with training cycle and characteristics of good training.

After studying this unit, you should be able to:

- Understand the meaning, aim, and scope of training.
- Explain need and principles of training.
- Describe the training cycle components and features of good training.

1.2 TRAINING: MEANING AND CONCEPT

1.2.1 Meaning of Training

An essential feature of training of development professionals is a common understanding of what ‘training’ and ‘training and development’ mean. Let us examine the meaning of training given by different experts.

Training is ‘organization’s efforts to improve an individual’s ability to perform a job or organizational role’ - **Dunn and Stephens**

Training is the process of transforming and receiving information related to problem solving - **Jack Halloran.**

Training is an organized procedure by which people learn knowledge and/ or skills for a definite purpose-**Dale S. Beach**

Training is concerned with providing an individual with the opportunity to learn what he or she needs in order to do their job more effectively-**Megginson and Pedler**

Training is telling plus showing, plus supervising until the desired change is achieved in the skill, attitude or behaviour - **S.C Saxena**

Training is a systematic development of the knowledge, skills and attributes required by employee to programme adequately on a given task of job - **Abiodum**

Outcomes of Training

An analysis of different definitions of training reveals that:

- Training is a systematic learning process
- Training is a communication process
- Training and education are not the same
- Training results in knowledge, skill, practice and behaviour changes
- Training improves productivity of development professionals
- Training helps to achieve developmental goals.

Deb has summed up the training definition with the following three conclusions.

- 1) Training is a systematic and planned process to improve the knowledge, skills and attitude of employees.
- 2) Training provides a learning experience to employees to develop their abilities and improve job performance.
- 3) Training helps an organization with human resource planning by making available competent and motivated personnel.

Therefore, training is a learning process of the acquisition of new skills, attitudes, and knowledge in the context of preparing for entry into a vocation or improving one’s productivity in an organization or enterprises.

1.2.2 Training Vs. Capacity Development

Prasad et al., (2015) reviewed a vast literature on training and capacity development. They articulated capacity development as a concept that extends the term capacity building to encompass all aspects of creating and sustaining capacity growth over time. Capacity development involves learning and various types of training, along with continuous efforts to develop institutions, political awareness, financial resources, technology systems and the wider social and cultural enabling environment. Capacity building is much more than training and includes the following (UNDP, 2009):

- a) *Human Resource Development*: The process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
- b) *Organizational Development*: The elaboration of functional concepts, structures, processes and procedures, not only within the organizations, but also the relationships between different factors, approaches and sectors (public, private, community).
- c) *Institutional, Legal and Policy Framework*: Making legal and regulatory changes, strategies and enabling organizations, institutions, agencies and the people at all levels and in all sectors to enhance their capabilities.

Capacity development is fundamentally about change and transformation - at individual, organisational, sectoral and societal levels with long-term investments. Training as an important part of the capacity development initiative and experience shows that capacity development cannot be confined to training although this has often been the case in the past (ADB, 2009; SIDA, 2000).

1.2.3 Types of Capacities

According to UNESCO (2013), four types of capacities are required:

- a) *Institutional capacities* (include the rules, regulations and practices that set the overarching contextual environment to achieve development).
- b) *Organisational capacities* (how various actors come together to perform given tasks in the process of development).
- c) *Individual capacities* (technical, functional and leadership skills required by development professionals).
- d) *Knowledge base* (creation, absorption and diffusion of information and expertise towards effective development solution).

FAO's corporate strategy on capacity development (FAO, 2012) talks about functional and technical capacities across 3 levels: individuals, organisations and enabling environment:

- 1) *Individual Level*: The individual level relates to knowledge, skills (technical and managerial) and attitudes that can be addressed through facilitation, training and competency development.
- 2) *Organizational Level* : The organisational level relates to public, private and civil society organisations and networks of organisations in terms of :
 - Strategic management functions, structures and relationships;
 - Operational capacity (processes, systems, procedures, sanctions, incentives and values;
 - Human and financial resources (policies, deployment and performance);
 - Knowledge and information resources; and
 - Infrastructure.

- 3) *Enabling Policy Level:* The enabling environment level relates to political commitment and vision; policy, legal, regulatory and economic frameworks; national public sector budget allocations and processes; governance and power structures; incentives and social norms.

Some of the following functional capacities as identified by FAO are required at all these three levels:

- a) *Policy and normative capacity:* Capacities to formulate and implement policies and lead policy reform
- b) *Knowledge capacity:* Capacities to access, generate, manage and exchange information and knowledge
- c) *Partnering Capacity:* Capacities to engage in networks, alliances and partnerships
- d) *Implementation Capacity:* Management capacities to implement and deliver programmes and projects, from planning to monitoring, and evaluation.

The focus of this course MDV-110 is on training and development. As a development professional you undergo training individually and may also impart training to individual stakeholders of development. You need to possess or acquire the above functional capacities, especially at individual level, in order to be an effective development professional.

1.2.4 Aims of Training

All training programmes are conducted with specific aim and objectives in mind, because lot of resources are invested. Customarily, training means investment in human resources to enable them to perform effectively and efficiently.

The main aims of training are outlined below.

- i) To improve the performance so that (s)he can contribute to development goals and objectives.
- ii) To facilitate the overall growth of the development professional, so that (s)he is empowered.
- iii) To enable development professional to geared up of a planned change and his or her role in the organization.
- iv) To develop specific skill and competencies as per the need of the development organisation.
- v) To enable the development professional to contribute over a certain bench mark.

The objectives of training are to provide the skills, knowledge and attitudes necessary to undertake required job efficiently by the development workers. The objectives of training are also to increase productivity, improve quality of work; improve knowledge, skill, attitude understanding; enhance the use of tools and machines; reduce waste, accidents and overhead costs; and eliminate obsolete skills, technologies, methods, and capital management etc.

Activity 1

Ask some of your colleagues the difference between training, capacity building and capacity development. Compare their views with those given in this unit and write features that are common.

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Check Your Progress-1

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Write the meaning of training?

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2) List the advantages of training.

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3) Name different types of capacities

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4) Write any three intended benefits of training programmes

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1.3 TRAINING PHILOSOPHY

The training philosophy of a development organization expresses the degree of importance it attaches to training and capacity development of its human resources. The development organization with training philosophy realizes that the human resources are the key to development of any organization and organizational efficiency can be improved through effective training, which can enhance the skill and competencies of their employees. They understand that although it is difficult to calculate the return on investment in training, yet, they believe that the tangible and intangible benefits of training will more than justify the cost involved in training.

Some of the philosophies of training are given below.

- Development organizations should have a clear long-term view of the knowledge, attitude, and skill levels of competencies that their employees need.
- Training should be relevant and based on the need.
- Training should not be stereotyped and static.
- Training should be problem based with a mix of theory and practical application, so that trainees are not bored.
- It should be action oriented that stresses that training exists to get employees into action.
- Training should be related to the performance of an employee. A performance-related training philosophy specifically emphasises on performance and competence of the trainees.
- Training should be a continuous process and should not be a one-time affair.
- The training organisations should use various training methodology and aids in the training programme.

1.4 NEED FOR TRAINING

Training is an inevitable necessity for any development organization. The need for training arises because of the reasons that follow.

- i) The efficacy of development organization depends directly on how well its employees are trained. The newly recruited development professionals require induction training before they take up development work. Experienced and already servicing development professionals require in-service training to take up emerging and re-emerging challenges in development.
- ii) Training is necessary to help and promote development professionals to prepare for advancement, to overcome difficulties in their present job, to prevent obsolescence, and to build morale by demonstrating interest in them.

- iii) Training has been a successful method of reducing waste and increasing quality.
- iv) Training enhances knowledge skill and attitude of the people working in development organizations. According to Freedman and Yarbrough, people welcome training when they believe that the outcomes of their work would improve if they were to operate more skilfully and that training can provide those skills.

Pani (2015) summarised the need and importance of training as follows:

- Increasing productivity
- Improving quality
- Helping to fulfil future needs
- Improving organizational climate, health and safety
- Prevention of obsolescence
- Personal growth

Activity 2

Write importance of training from your own experiences.

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1.5 PRINCIPLES OF TRAINING

Training can produce good result and become effective, if it is based on the principles of training that follow.

- i) **The Principle of Goal Setting:** The training should be based on goals. If there is no goal or overall objective, the training effort will be wasted. The objectives of the training should be behavioural change in nature.
- ii) **Principle of Individuality:** In any development organization, different individual perform different works based on their specialty and individual education. Therefore, there is a possibility that trainees would respond differently to the same training. Further requirement also varies from person to person depending on their characteristics, personal commitment, and their level of maturity. Therefore, conditions and opportunities need to be created so that each employee can learn specific job skills and competencies.
- iii) **The Principle of Practice:** If development professional do not get the opportunity to practice what they learn during training, then the entire effort and resources invested in the training are wasted. Therefore, scope of practice must be there for improving the performance through practice.

- iv) **The Principles of Feedback:** Feedback is an important principle of training. No matter how successful the training is in meeting objectives, its effect will decline with time, if reinforcement is not provided in the workplace on a regular and consistent basis. Such reinforcement should be the function of the higher and middle level development functionaries. Further training needs to be conducted based on feedback.
- v) **The Principle of Progression:** Training should be imparted in a progressive manner from simple to difficult in a rationale and logical flow. It must address the basic skill requirements in the beginning and gradually move to more complex skill and competency requirements.
- vi) **The Principle of Variation:** The training should not be repetitious and it should be based on training needs. If it is repetitious then the trainees will lose interest in it. It is nothing but wastage of resources and time.

1.6 TYPES OF TRAINING

The types of training can be broadly categorized into following heads:

- 1) Based on structure
 - Structured training
 - Semi-structured training
 - Unstructured training
- 2) Based on context
 - Orientation training
 - Induction training
 - Refresher training
- 3) Other categories of training.
 - Direct contact and distance training
 - Formal and non formal training
 - Centralized and dispersed organization of training

Let us discuss these categories briefly.

1.6.1 Based on Structure

The three main categories of training based on structure are as follows.

- i) **Structured Training:** The structured training programme is most commonly used by the formal education system. In the structured training programme, the structure of the training programme is designed by the training institution, considering its relevance to the type of trainees. The programmes are properly structured and covered within the stipulated time period. These training programmes are planned well in advance by convening an expert group meeting held by the training coordinator of an institution.

In a few cases, the pre-designed training programmes are discussed with the trainees after registration and their needs are incorporated into the final

training programme. In other words, the training schedule is reformulated before the training progress. Some new topics are adopted and some are deleted in the final training schedule. Likewise, the guest faculty list also changes accordingly, based on the topic selected in the final list.

- ii) **Semi-structured Training:** The semi-structured training programmes are formulated by keeping in view that the training curriculum may be changed to suit the needs of the trainees during the course of a training programme. In such a training programme, it is assumed that the trainees may not react immediately after the registration. He, or she, reacts only when the training gets momentum. However, if the method of the training process is not efficient enough, it may create confusion among trainees during the training programme.
- iii) **Unstructured Training:** In unstructured training programmes, trainees themselves structure the training programme schedule with the trainer. In this type of training programme, the trainer has to work hard and plays a critical role for the effective implementation of the training programme. Here, the objective of the programme must be clear both to the trainers as well as to the trainees. Remember that unstructured training programmes can be organized only for a group that has a manageable size.

1.6.2 Based on Context

Training is contextualized when it is based on the experience of the clientele who needs training. Broadly, it comprises the following types.

- i) **Orientation Training:** Provides general information about the organizational structure, service rules, code of conduct, various facilities provided by the organization, etc. After going through this training, the employees became fully aware of the whole system of the organization.
- ii) **Induction Training:** Is the training about the work that is to be performed by the employee. It is more professional and completely job oriented as compared to orientation training. It instructs the employees their duties and responsibilities, and shows how to perform them. Its objective is to prepare the employee to perform job effectively and efficiently.
- iii) **Refresher Training:** These trainings are conducted from time to time to keep the employee continuously updated in their professional knowledge and skills. Since scientific advancements and developments are very fast, it is essential for successful organizations to keep their employee informed and trained in such developments. It ultimately helps organizations to increase their productivity and to improve the quality of output.

1.6.3 Other Types of Training

- i) **Direct Contact and Distance Training:** In direct contact training programs, trainers and learners work one on one. This limits the number of participants in a program. The direct contact trainings are on campus training or classroom training. Distance training can respond more realistically on the needs of large numbers of trainees, and, with the introduction of new technologies, is becoming increasingly important. Distance training can

reach participants wherever they are and spread new information widely. Distance training also has the advantage of letting workers learn at their own pace, and greatly enhances the ability of different organizations to collaborate in the development and delivery of training programmes. The rapid spread of electronic technologies such as video, closed circuit and responsive television, and rapid data processing for virtually instantaneous feedback has made distance learning highly attractive. Multimedia methods are, now days, used for the successful conduction of distance training.

Distance training of all kinds starts by combining the training needs of a particular group and preparing relevant curricula for meeting these needs. Later steps include: preparing a series of modules to be used by an individual or small groups of participants as progressively advanced learning experiences; preparing ways of reviewing the progress of participants and giving feedback to them on what they have been able to learn well, and where they need to improve further; supplementing cognitive learning with other methods; and reviewing the final learning outcome.

- ii) **Formal and Non Formal Training:** Formal training takes place in a classroom situation with strict structured time and curriculum schedule. Formal training system was traditionally the most visible and recognised system in the labour market. By utilising a formal training syllabus one can tell precisely what he /she is going to learn and how he or she is going to advance. As an alternative to training in formal programs at a particular place or in a program set at a distance with a fixed syllabus, training can be planned and conducted through various non formal modalities. Through action-research programs, for instance, participants can learn many things in a planned way if, during or after their participation in the action, tutoring and supervision and also regular evaluation and feedback based on their experiences are provided.

In the non formal modalities, the emphasis is on conscious, guided experiences. Many innovative devices are used to convert routine experiences into learning opportunities and also to create new experiences from which participants can learn. Plans are carefully made to ensure graded experiences and guidance. The mix of action and of learning from it can be adjusted to an organization's needs. For instance, if increased staff capacity has been decided upon as a major outcome, the number of participants with little experience in the planned action can be high, and many more opportunities can be included in the program for reviewing experiences and re-planning the program to ensure maximum learning. The non formal training avoids the rigidities of the classroom and is conducted in an open environment.

- iii) **Centralized and Dispersed Organization of Training:** Training modalities can also be differentiated along organizational lines. In a simple centralized model, for instance, one institute is formally charged with planning programs, staffing, and funding them, ensuring their conformity to standards and, often, selecting participants. This pattern still predominates in developing countries with just sufficient training resources for one or two central institutes. The central institute in this design initiates, guides, and supports all aspects of training, and the other units, subsidiary to it, carry out its plans.

At the other extreme are networks of largely autonomous training units, each responsible for its own training plans and programs and for linking with other units as needed or desired. What and how participants learn in a chosen field then depends, also, on the dispersed model, on which unit they have joined.

In developing countries mixed models are increasingly becoming common, in which a central institute sets frames of training, such as priority for training objectives, general guidelines for methodologies and materials to be used, and quantitative parameters for participants, time, and costs. Subsidiary units do the detailed planning, staffing, and management, and contribute actively to formulating and revising system-wide frameworks.

Essential Requirements of Training

Whatever may the type of training, the following are the essential requirements in training instructional plan

- Title
- About Training / Background
- Learning Outcomes
- Dates and Duration
- Target Learners
- Format
- Trainees Requirements
- Instructional Material and Training Aids
- Logistics
- Contents – Topics, methods, trainers etc.
- Feedback

Check Your Progress 2

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

Based on your experience and understanding of the above discussion, write the importance of the following.

1) Orientation Training

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2) Induction Training

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3) Refresher Training

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4) Distance Training

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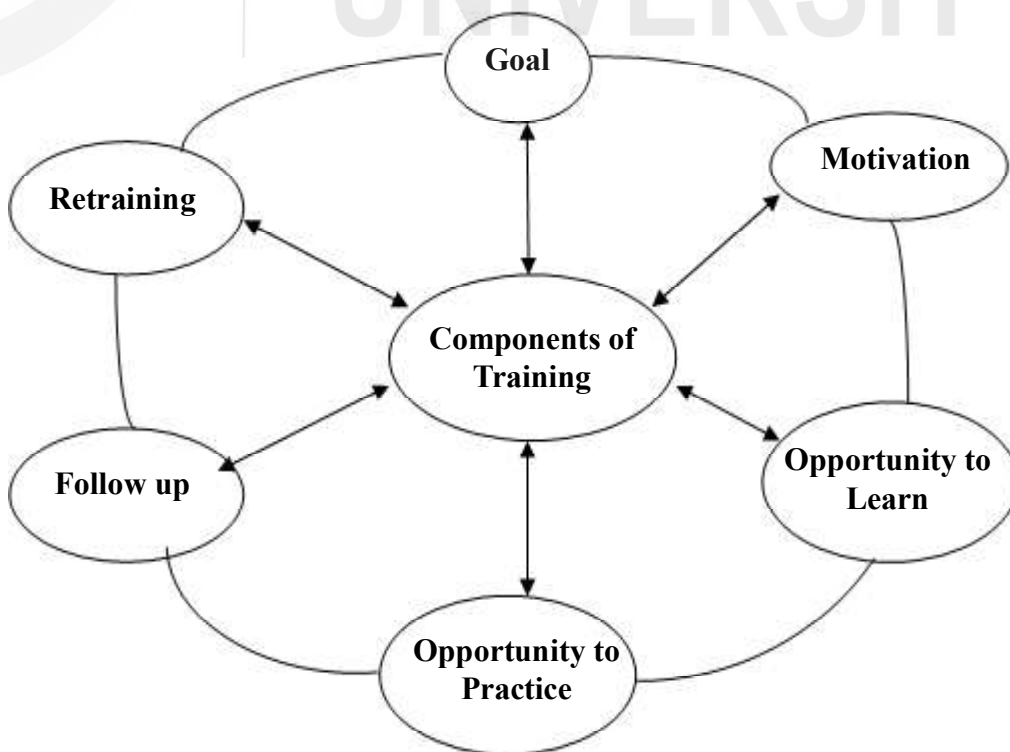
1.7 COMPONENTS OF TRAINING

The important components of training are:

- i) Goal
- ii) Motivation
- iii) Opportunity to learn
- iv) Opportunity to practice, and
- v) Follow up
- vi) Re-training.

They are illustrated in the diagram below.

Components of Training



Goal: A training programme must have a goal. The goal can further be subdivided into objectives. The objectives of the training will indicate what types of subjects and training methods and technologies to be used in the training programme.

Motivation: A participant's motivation is a key element in a successful training programme. Trainees must be willing to invest time and energy to develop themselves. Motivated employees actively pursue learning to improve their skills and competencies for improving their overall performance. Appropriate incentives like training allowances and training link promotion will enhance the motivation of employees for training.

Opportunity to Learn: Organizations must provide the opportunity to learn to its employees. Without the opportunity to learn, employees cannot improve their knowledge and skill and may not be able to contribute significantly to the organization's productivity.

Opportunity to Practice: Employees must be provided with opportunity to try out their new knowledge and skill at their workplace. For example, a person trained in computer accountancy, if given the job of maintaining files instead, will not only lose interest, but also will not have an opportunity to practice his/her skill. A conducive environment at the workplace allows employees to apply new knowledge and skills and further develop and refine them.

Follow up: No training programme is complete without a follow up. Follow ups provide an opportunity to the trainers to do away with difficulties that the trainees may experience.

Re-training: after the follow up period, the training organization will identify the gaps in training. The trainer will then conduct re-training in these gaps so that the trainees are fully empowered to execute the skills that they have been trained in.

1.8 TRAINING CYCLE

Training cycle is an important aspect of training. It is defined as a series of steps or stages that comprise a complete training programme. Training cycle consists of five phases which are narrated below.

- 1) Training Needs Assessment (TNA)
- 2) Training Plan Development (TPD)
- 3) Design of Training Programme (DTP)
- 4) Training Programme Implementation (TPI)
- 5) Training Monitoring and Evaluation (TME)

Phase I: Training Needs Assessment (TNA)

In the first phase – the Training Needs Assessment (TNA) phase – the training needs are assessed at six levels of aggregation, namely:

- 1) Individual
- 2) Group

- 3) Organizational
- 4) State
- 5) Regional
- 6) National

A number of methods for training needs assessment are available for different levels of aggregation. Two critical parameters usually circumscribe the training needs assessment (TNA) exercise. The first is the national priorities, laid down by policy-makers and planners. The training needs have to be assessed within the ambit of national priorities and programmes. The second is trainees felt needs for training. It is essential to realize the trainees felt needs for training.

Phase II: Training Plan Development (TPD)

After assessment of training needs (Phase I), appropriate training plans are required to be developed in the second phase. A training plan is a manpower document developed on the basis of assessed training needs. It takes into account the existing manpower stock, projects manpower needs for future and quantifies the training requirements. On the basis of assessed training needs for each category of personnel to be trained, it indicates the dates, duration, subject and the institution for training.

A training plan can be (a) short term, (b) long-term, or both. While an Annual Training Plan is an essential requirement of sound training management, it is desirable that training plans are developed in, say, a 5 year framework. The singular advantage of developing training plans in a 5-year frameworks is that management will have a reduced task of undertaking an annual review only, enabling it to devote more time to other aspects of training management, which will enhance the value of training.

A Training Plan can be:

- Territorial - National/State/District
- Sectoral - Agriculture, health, education
- Project-related - a comprehensive agricultural development project, which cuts across several sectors
- Special plan - Training of new recruits to development work
- Combination of above

Phase III: Design of Training Programme (DTP)

In the third place, appropriate training programmes are required to be designed after training needs assessment (Phase I) and in accordance with the developed training plans (Phase II). Before undertaking the design of training programmes, however, it is essential to select an appropriate training institution for training.

The starting point in the design of a training programme is a statement of its objectives. The objectives should be stated clearly and in simple, straight forward language. The use of jargon should be scrupulously avoided. The objectives, not more than four or five in number, should clearly state the knowledge, skills, attitudes and attributes (KSAs), the trainee will acquire after the training and how will it be useful to the trainee in his job performance. The statement of

objectives should enable the trainees to have a clear idea about the relevance of training programme to his training needs.

The next step is the determination of an appropriate mix of various skills required by development personnel. Broadly, three types of skills are required namely: i) technical, (ii) human, and (iii) conceptual skills.

The mix of these skills will be different for different levels of participants. Weights can be attached to different skills for determination of mix.

Appropriate curriculum can be developed by following the ‘Concentric Circles Approach to Curriculum’. Under this approach there are three concentric circles:

- The inner circle (priority 1) of what must be known
- The middle circle (Priority 2) of what should be known, and
- The outer circle (priority 3) of what could be known.

It is imperative that the curriculum concentrates upon the inner circle of what must be known and does not drift to the outer circle of what could be known, as it very often happens in practice.

The selection of an appropriate training method is the next step in the design of a training programme. An array of training methods is available suited to different training objectives and to different levels of personnel. As a general rule, a mix of training methods is preferable to only one training method, and the entire programme must have a problem-solving practical orientation. Practical assignments and providing adequate opportunities to trainees for interaction will enhance the utility of and receptivity of training.

Phase IV: Training Programme Implementation (TPI)

In the fourth phase, the training programmes are required to be implemented, after training needs assessment (Phase I), development of training Plans (Phase II), and design of training programmes (Phase III).

Phase IV has two aspects:

- a) Training Infrastructure, and
- b) Actual Implementation of Training Programmes.

In its turn, the training infrastructure has also two aspects, namely (a) a network of training institutions and for a meeting different training requirement of different levels of personnel, and (b) models and management of training institutions.

The actual implementation of training programmes is the responsibility of training institutions, or more precisely, the Course Directors. Many training programmes struggle due to poor implementation which usually reflects lack of or inadequate preparation. Use of checklist and alertness to respond to an emergency (like non-appearance of a resource person in time) can prevent occurrence of many avoidable mishaps. A wise word of counsel is not to take anything for granted and to personally ensure that things are in order.

Phase V: Training Monitoring and Evaluation (TME)

In the last fifth-phase, training is required to be monitored and evaluated, after training needs assessment (Phase I), development of training plans (Phase II), design of training programmes (Phase III) and implementation of training programmes (Phase IV).

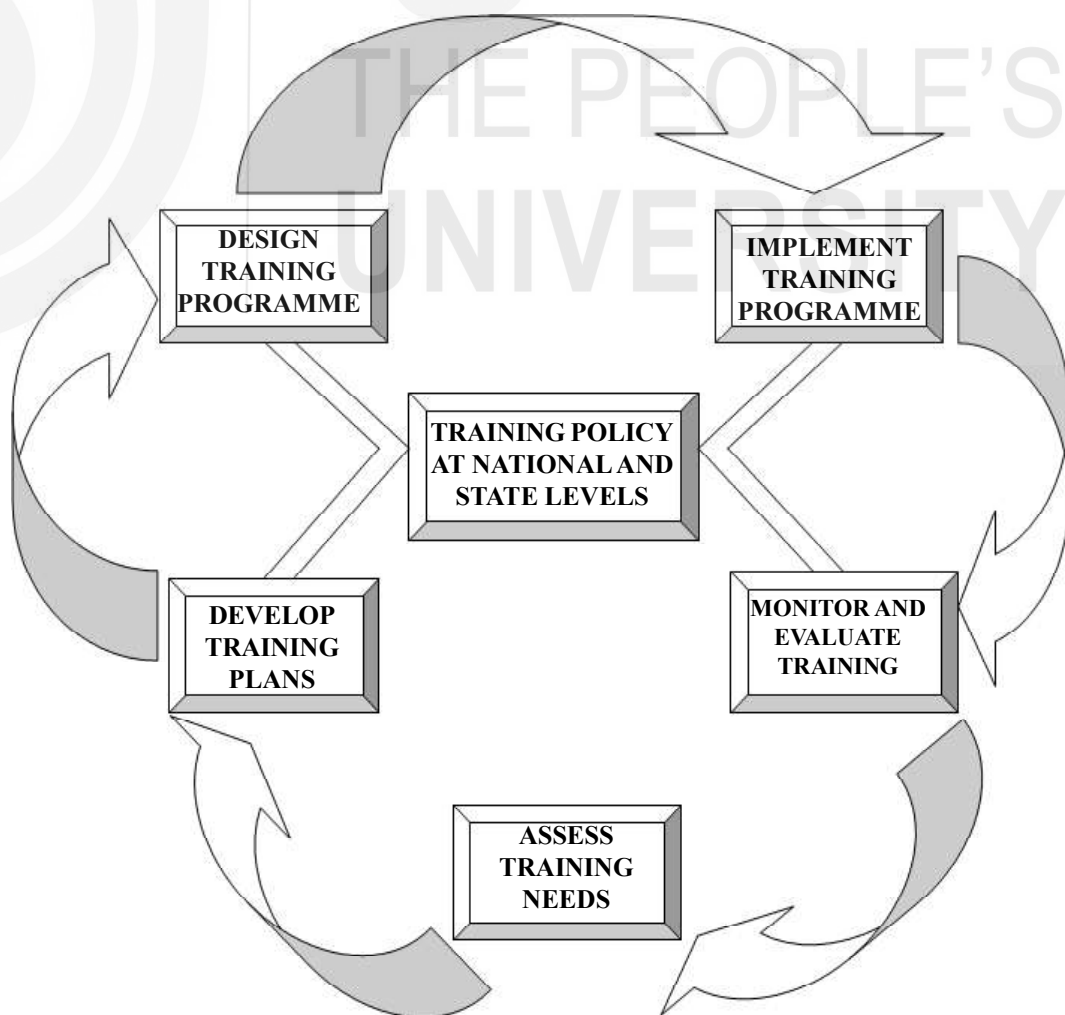
Training monitoring is relatively of greater practical importance than training evaluation. Training monitoring should take place through well developed training monitoring indices like number of training courses planned and held every month, number of seats planned and utilized, and State-wise allocation of seats and their utilization.

Training monitoring is required to be undertaken at different levels of training implementation – from fortnightly training sessions (FTSs)/ monthly workshops (MWs) to national training courses (NTCs). The training monitoring indices will also differ from level to level. These indices should be regularly brought to the notice of top management so that it can intervene to correct a situation.

Different types of training evaluations are available like evaluation for planning, process evaluation, terminal evaluation, impact evaluation and outsider evaluation. It is necessary to keep ambitions modest in training evaluations. A two-party evaluation of training by trainers and trainees followed by an annual review by the top management can considerably enhance the usefulness of training courses.

The training cycle is presented in the figure below for your comprehension.

THE TRAINING CYCLE



1.9 FEATURES OF GOOD TRAINING

Some of the features of good training are briefly discussed below.

- i) Motivation is basic to good training. A good trainer must start his work by creating a feeling of need or want in the trainee, since the actual willingness and desire to learn come from within the person. Basic needs, wants, desire, motives, incentives, or urges have been classified, broadly, in four ways, below.
 - a) The desire for security – economic, social, psychological and spiritual security.
 - b) The desire for new experience – adventure, new interests, new ideas, new friends and new ways of doing things.
 - c) The desire for affection and response – companionship, gregariousness and social mindedness; the need for a feeling of belonging.
 - d) The desire for recognition – status, prestige, achievement and being looked up to. These are all powerful motivating forces for learning.
- ii) Good training requires specific and clearly defined objectives. The different aspects of the training objectivities, namely the persons to be trained, the behavioural changes to be developed in them, the content or subject – matter to which the behaviour is related and the real situation in which the changes are to take place must be clearly spelled out in the training objectives.
- iii) Good training must accomplish certain kinds of educational changes in relation to the subject matter learned. These may be changes in knowledge, or things known; changes in skills; changes in attitudes or feelings for or ability to do things, including mental skills and manual or physical skills: points of view, etc., including changes in interests, and changes in understanding.
- iv) Good training requires effective learning situations which include five major elements: teacher; learner; subject matter; teaching aids, and; facilities, or environment
- v) Good training should provide an effective learning experience to the trainees.
- vi) Good training requires, usually, a combination of training techniques. Training could involve appropriate as oral, visual, audio – visual and hands on practices.
- vii) Training should be challenging and satisfying. To be challenging, the subject matter must be presented in the form of problems for which the trainees should be encouraged to find solutions. Appropriate and timely recognition should be given to the trainees' achievements. Fear and ridicule have no place in the training process and their use in a training programme is usually an adverse reflection on the ability of the trainer.

Check Your Progress-3

Note: a) Write your answer in about 50 words.

b) Check your answer with possible answers given at the end of the unit

1) Name the five phases in the training cycle.

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2) What do you understand by concentric circles approach to curriculum?

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3) Name the features of good training?

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1.10 LET US SUM UP

The focus of this unit is on need for competent human resources at various levels of development and how competencies of development professionals and other stakeholders involved in development can be improved through well organized training programmes. Keeping this in view, we started this unit with discussion on meaning of training, difference between training and capacity development, different types of capacities required in development work. We also discussed aims of training, training philosophy, need and principles of training. Later we discussed different types of training viz., based on structure, based on context and other types of training. In the last part we discussed different components of training, training cycle and features of good training.

1.11 KEYWORDS

Training: Training is a systematic and planned process to improve the knowledge, skills and attitude of employees.

Capacity Development: Capacity development involves learning and various types of training, along with continuous efforts to develop institutions, political awareness, financial resources, technology systems and the wider social and cultural enabling environment. **Human Resource Development:** The process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.

Organizational Development: The elaboration of functional concepts, structures, processes and procedures, not only within the organizations, but also the relationships between different factors, approaches and sectors (public, private, community).

Institutional Capacities: It includes the rules, regulations and practices that set the overarching contextual environment to achieve development.

Organisational Capacities: It includes how various actors come together to perform given tasks in the process of development.

Individual Capacities: It includes technical, functional and leadership skills required by development professionals.

Policy and Normative Capacity: Capacities to formulate and implement policies and lead policy reform

Knowledge Capacity: Capacities to access, generate, manage and exchange information and knowledge

Partnering Capacity: Capacities to engage in networks, alliances and partnerships

Implementation Capacity: Management capacities to implement and deliver programmes and projects, from planning to monitoring, and evaluation.

Training Philosophy: It is the expression of an organization's degree of importance it attaches to training and capacity development of human resources.

Structured Training: Structured training programme is designed by the training institution, considering its relevance to the type of trainees with stipulated time period and planned well in advance by convening an expert group meeting.

Orientation Training: Provides general information about the organizational structure, service rules, code of conduct, various facilities provided by the organization, etc.

Induction Training: Is the training about the work that is to be performed by the employee. It is more professional and completely job oriented to prepare the employee to perform job effectively and efficiently.

Refresher Training: It is conducted from time to time to keep the employee continuously updated in their professional knowledge and skills.

Re-training: After the follow up period, the training organization will identify the gaps in training. The trainer will then conduct re-training in these gaps so that the trainees are fully empowered to execute the skills that they have been trained in.

Training Cycle: It is defined as a series of steps or stages that comprise a complete training programme which includes needs assessment, training plan, design, implementation protocol and monitoring and evaluation.

Training Needs Assessment: A tool has to identify needs and gaps in the ability of employees in order to deliver desired results to an organization. The results suggest which training courses or activities could be provided to improve their skills and work productivity. The focus is on needs as opposed to desires.

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1.13 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) Training is a process of acquisition of new skills, attitudes and knowledge of development professionals in various issues and challenges of development.
- 2) Training is advantageous for both the individual undergoing training and the organization where he or she works. Its advantages are: a) it motivates individual and gives satisfaction; b) enhances knowledge; c) creates a favourable attitude towards change; d) increases efficiency at work; e) enables the adoption of improved practices; f) increases farm production and productivity; g) reduces the cost of production, h) produces overall improvement in organizational productivity.
- 3) The four types of capacities required are institutional capacities, organisational capacities individual capacities and knowledge base.
- 4) The main benefits of training are: (1) To improve the performance (2) To facilitate the overall growth empowerment of development professionals (3) To develop specific skill and competencies as per the need of the development organisation.

Check Your Progress 2

- 1) Orientation Training: Provides general information about the organizational structure, service rules, code of conduct, various facilities provided by the organization, etc which will help employees to understand the organization.
- 2) Induction Training: Is the training about the work that is to be performed by the employee. It is more professional and completely job oriented as compared to orientation training. Its objective is to prepare the employee to perform job effectively and efficiently.
- 3) Refresher Training: These trainings are conducted from time to time to keep the employee continuously updated in their professional knowledge and skills.

- 4) Distance Training: It responds to the needs of large numbers of trainees wherever they are and spread new information widely. Distance training also has the advantage of letting workers learn at their own pace, and greatly enhances the ability of different organizations to collaborate in the development and delivery of training programmes.

Check Your Progress 3

- 1) The five phases in the training cycle are Training Needs Assessment; Training Plan Development; Design of Training Programme; Training Programme Implementation, and; Training Monitoring and Evaluation.
- 2) Appropriate curriculum can be developed by following the ‘Concentric Circles Approach to Curriculum’. Under this approach there are three concentric circles are: The inner circle (priority 1) of what must be known; The middle circle (Priority 2) of what should be known, and The outer circle (priority 3) of what could be known.
- 3) Good features of training includes (a) Motivation (b) Specific and clearly defined objectives to accomplish certain kinds of educational changes in relation to the subject matter learned (c) Effective learning situations like teacher; learner; subject matter; teaching aids, and; facilities, or environment (d) Effective learning experience (e) A combination of training techniques.



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