
UNIT 3 PLANNING AND ORGANIZATION OF TRAINING

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3.1 INTRODUCTION

Dear Learner,

In the previous two units, we discussed the need for competent human resources at various levels of development, how competencies of development professionals and other stakeholders involved in development can be improved through training and various approaches and strategies of training. Once we decide on the training approach and strategy, the next step is to plan and organize the training programme successfully. A more systematic planning for training is, the more hassle-free a trainer can be when conducting the training sessions.

The following questions on design considerations need to be thoroughly understood before planning and organizing training:

- What is the goal of training?
- What does the trainee need to learn?

- What type of training required?
- Which method of instruction is supportive?
- What form of audio-visual aids will you use?
- What physical facilities will you need?
- What about timing?
- Who will be selected as an instructor?
- What will be the programme cost?
- What controls will you use?
- How will you evaluate the training?

After studying this unit, you should be able to:

- Understand the designing and planning of training
- Describe how to organise a training programme
- Discuss the organisation's role in training

3.2 DESIGNING AND PLANNING OF TRAINING

A training design is a blueprint of a training event. It is a detailed plan of what you will do, why you will be doing it, and the best way to reach your training objectives. The following is an eight-step model for designing an effective training event that meets the needs of participants and trainers alike.

- Step 1: Selection of the participants
- Step 2: Determine the participants' needs
- Step 3: Formulate training goal and objectives
- Step 4: Outline the training content.
- Step 5: Develop instructional activities
- Step 6: Prepare the training design
- Step 7: Prepare a participant's evaluation form
- Step 8: Determine follow-up activities

Let us discuss these steps in detail.

3.2.1 Selection of the Participants

Before selecting the participants for training, the organisers of the training programme have to introspect about following fundamental questions:

- What are the specific benefits and outcomes of the training?
- Why should a person attend this training?
- Why should a development organisation depute its functionaries to participate?

Once these fundamental questions are answered, the categories of participants for the training programme have to be decided. Example some of some target groups for a development training programme are: district level officers, field level officials, NGO's, etc. Here, you have to make clear target segmentation

and, accordingly, approach the target group for participation. Sometimes integrated approach with various types of participants can also be chosen. Selection of participants is a key consideration for training programme.

3.2.2 Determine Participants' Needs

The specific training needs of the participants will influence the development of learning objectives and guide the choice of activities and training strategies. The more we know about participants, the greater the likelihood that we design a training event that will be meaningful to them. There are several ways to find out about the training needs and expectations of the participants. Conduct the needs assessment early enough to use the information that you collect in designing your training programme.

More details about the training needs assessment are discussed in Block 2, Unit 1.

3.2.3 Formulate Training Goal and Objectives

After assessing the needs and expectations of the participants, you are ready to define the goals and objectives for the training. A training goal should be broad with details like who will be affected, and the behavioural changes that will ensue as a result of training. Objectives should be more precise, specifying a path for achieving the programme goals. They should state, as specifically as possible, the training result that you are trying to achieve, including what will change, who will change, under what conditions, and to what extent.

The examples of goal and objective for a farmers training programme are given below.

Goal: Training to increase knowledge of the System of Rice Intensification (SRI) cultivation among groundwater / bore well irrigation farmers in Mahabubnagar district of Andhra Pradesh.

Objective: By the end of the training, participants would be able to utilize the water use efficiency in SRI cultivation.

When developing your objectives, ask yourself what you want participants to know and to do after learning and any actions you would like them to take. Follow the steps, below:

- 1) List the ways you would like training to benefit the participants - designed outcomes.
- 2) Write down those outcomes as objectives, keeping in mind that participants want practical, usable knowledge.
- 3) Check your objectivities from the perspectives of the training participants. Will these objectivities meet their needs? Will these help you meet your training goal(s)?
- 4) Set training priorities. Rank objectives according to their importance. Recognize that you may not be able to address all of them during one training session.

Remember to develop both, overall objectives (for the entire training session), and separate objectives for each segment and/ or day of the training. Present these objectives to participants at the start of each training segment.

3.2.4 Outline Training Content

Most trainings are divided into three key segments: introduction, learning core component, and the wrap - up and evaluation segment.

Introduction: the introduction establishes a positive learning environment. The opening activities should stimulate interest and enthusiasm in the training and reduce anxiety among participants. It is important to build some content in the introduction, so that participants experience these activities as meaningful. Nevertheless, the development of group rapport cannot be rushed, so make sure to allow time for participants to become comfortable with one another.

Learning core component: This is the body of the programme, participants engage in activities designed to accomplish the training objectives; concepts and ideas are taught and explained; resources are shared; and, training strategies and skills are demonstrated, practiced and discussed. To be most effective, activities should keenly involve participants in acquiring knowledge or practicing skills.

Wrap - up and evaluation segment: This segment should help bridge the gap between training and training implementation and promote a positive feeling of closure. Highlight essential learnings, summarize central concepts and themes, and describe the next step. Participants should also have an opportunity to ask questions, discuss concerns and provide feedback to the trainers. Finally, it is helpful to review the group expectations, and identify resources to help satisfy those expectations that have not been met.

3.2.5 Develop Instructional Activities

The development of training design consists of organizing learning activities, so that outcomes identified by the objectives are achieved. Make sure that activities flow logically from one to the next. As you develop activities, select training strategies that are most likely to help you to meet your objectives.

Example: Skill development is best achieved through modelling, practice, and feedback, while information acquisition can be achieved through group discussion.

Keep in mind that people learn in a variety of ways: some learn best by listening, others by reading, and most by doing. An effective training design incorporates a variety of training strategies, taking in to account: participants learning style; principles of adult learning; group size; prior experience and education level; type of skill of information to be presented and; trainers' style.

Example: Some strategies that promote active learning include brainstorming, small group work, simulations, role playing, and case studies.

3.2.6 Prepare the Written Training Design

Create a written document that provides a detailed plan of the training sessions, including your goals and objectives; the sequence of specific learning activities and the time allotted to cover during each activity; and, consider the trainer who will be responsible for the activity - take into account the skill, expertise, training style, comfort level with the subject, etc..

3.2.7 Prepare Participant's Evaluation Forms

The purpose of evaluation is to determine the extent to which the training achieved its objectives and to identify what adjustment, if any, needs to be made to the training design or to follow-up process. The following are some issues to address through evaluation forms.

- Did the participant acquire the knowledge and skills that training was supposed to provide?
- Were the trainers knowledgeable about training content?
- Were the activities interesting and effective?
- Was the training format appreciated?
- Are more trainings on this or related topics needed?

During training, the participants should complete an evaluation form at the end of each day and summary evaluation at the end of the training programme.

3.2.8 Determine Follow-up Activities

Without follow-up, the benefits of training may quickly be forgotten or never used. Follow-up activity provides the continued support and feedback necessary for successful implementation of new ideas and practices. To be effective, follow-up should be planned as you develop your training design, and should include a range of opportunities for participants to reflect on both the content that they learned during the training, and the process of implementation.

The number of steps may vary in different programmes. But essentially all of them are critical in planning and organizing a training programme. These steps are discussed in the above section with a macro level perspective on designing and planning a training programme. Unit 4 in this block discuss designing and planning a training programme with a micro level perspective with an example.

Activity 1

Visit a nearby training institution and discuss with the faculty about the steps they follow while planning a training programme. Compare their views with those given in the above section and write your observations on the following:

a) Selection of Participants:

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b) Training Needs Assessment

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c) Training Goal and Objectives

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d) Instructional Activities Followed

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e) Participant's Evaluation

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f) Follow-up Activities

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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) What is training design?

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2) Name the steps to be followed while designing a training programme.

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3) What is the outline of training content.

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3.3 ORGANISATION OF TRAINING

The training organisers have to take care of many operational arrangements at different stages of organisation of training programme. They include:

- 1) Before the training programme
- 2) During the training programme
- 3) Middle of the training programme
- 4) At the end of the training programme
- 5) After the training programme
- 6) Follow up

Let us discuss these stages in detail.

3.3.1 Before the training programme

The training organisers have to carefully look after following aspects before the training programme.

- i) Check the materials: A list of background materials required for conducting a training course has to be prepared and ready before the training programme. To ensure availability of all the material during a training programme, the course director should check all the course materials as per list prepared before the commencement of the course. The background materials needed to be photocopied and distributed to the participants at the time of registration along with the introductory concept of the training programme.

- ii) Receiving and lodging of trainees: On arrival of the trainees at the training institution, they should be welcomed and the caretaker of the hostel should allot rooms to the trainees. It should be ensured that all the accessories in hostel rooms are in working order and that hostel rooms have been cleaned properly.
- iii) Arrangement for registration: One day before the course begins, it should be ensured that the registration forms and course materials are ready. A person should be assigned with the duty of registering the participants and to make registration forms and course bag / folder, etc. available at the training venue. As soon as the trainees arrive at the training hall, they should be requested to complete their registration forms. The course folder or bag that contains a copy of the course programme, a notebook, and a pen should be handed over to the trainees after their registration. They should also be given TA/DA forms along with the registration form and be advised to submit them as early as possible.
- iv) Boarding arrangements: One day before the start of the training programme, it should be ensured that all the food articles have been purchased for preparation and that good food is served to the trainees. It should be ensured that tea / food are available to the trainees well in time.
- v) Meeting of trainers / faculty: A day before the commencement of a training programme, a meeting of the faculty members should be held to ensure all the arrangements have been made by the faculty members for the programme. If something before the commencement of a training programme is still lacking, efforts must be made to complete it.

3.3.2 During the Training Programme

The following steps needed to be taken during the conduction of the training programme.

- i) Inauguration of training programme: The course inauguration should be done on the day of commencement of the training. All the arrangements for tea, water, registration, etc., should be completed before the inauguration of the course. It is necessary that the copies of the course programme / syllabus, etc., are available to the trainees before inauguration. The dignitary, who has to inaugurate the course, should be reminded of the time of the course inauguration. The inaugural session should not be very long. The ideal time is 60 to 90 minutes. After inauguration, the 1st session should develop a mutual understating among the trainers and trainees. Besides formal introductions, each trainee should be asked to talk about his roles, responsibilities, duties, and specific activities, as well as his expectations of the training. The programme director should also explain the training methodology. The training programme to be conducted and expectations from the trainees must be spelt out. It is also advisable that the information about their specific training needs/ problems/ expectation should be collected in writing so that the training is focused on these issues.
- a) Pre-test: The pre-test, with relevant questions should be conducted before the inaugural session. This is essential to identify the training needs of the trainees.

- b) Training expectations assessment: Trainees should be asked about their specific training expectations during inaugural session so that the arrangements could be made to fulfil them.
- c) Ice-breaking sessions/ opening sessions: An exercise on role and responsibilities of trainees should be conducted. This helps in developing rapport between trainees and trainers.

3.3.3 Middle of the Training Programme

During the middle of the training programme the following actions need to be taken.

- i) Contingency planning: when things do not go as per plan, it is useful to be prepared regarding the following aspects.
 - a) Power backup: Electricity supply is not always regular or there may be scheduled power cuts. To ensure uninterrupted programme delivery, make arrangements for alternative power supply, such as a generator.
 - b) Guest speakers: Experience shows that, often the invited speakers are not able to come to deliver their lecture / talk or request for change in date / time of their sessions. Keep a standby speaker ready to take the session, or engage the trainees in a relevant and fruitful training activity.
 - c) Equipment: Sometimes, the equipment - slide projector, overhead projector, video cameras / VCR and computer, etc. - go out of order during a training programme. To run a training programme smoothly, it is essential that alternative arrangements for additional equipment should be made available well in advance.
- ii) Prompt action: Whenever there is a problem in the classroom or hostel, prompt action should be taken by the course director to put things in order. This facilitates trust and goodwill among trainees about the training organizers and the institute. Prompt action by the course director will also enhance the interest and motivation of the trainees in training activities.
- iii) Timely information: It is essential that the trainees are informed about the course activities well in advance. For this purpose, a copy of the course design (day-to-day programme) should be supplied to the trainees at the time of registration, along with a copy of the course content. In case there is some change in the course activities, the trainees should be informed immediately about it.
- iv) Arrangement for lunch, tea, and drinking water: Lunch, tea, and drinking water should be made available to the trainees in right time, otherwise trainees are distracted from their training activities. Things like this may seem simple, but they have a high impact on the overall effectiveness of a training programme.
- v) Professional image building: Trainees should feel that they have really arrived at a place / institution, where they will definitely learn something new. To building this type of professional image, the following points are

of great significance.

- a) The trainers should prepare their lectures/ conduct a training programme with high quality / standards. For this purpose, new innovations / research finding, related to the subject of the training course should be included.
- b) The subject taught in a training course should be applicable in field / work situation and should also be directly related with the job / work of trainees.
- c) If the trainees have queries or demand additional information, the concerned course faculty / staff should immediately supply the required information to trainees.
- d) A cordial relationship between trainees and trainers contributes a lot in conducting a quality training programme. For developing this relationship, a trainee should not be considered as a subordinate. The trainers should also make it possible to meet trainees in hostel in evening hours. If possible, some cultural programmes should be arranged in the hostel in the evening hours at least once in a week. Experience has shown that this helps in developing a cordial relationship between trainees and trainers and, indirect learning by trainees is also enhanced.
- e) During meetings with the trainees in hostel, an informal feedback about the quality of the training programme should also be taken from the trainees. Efforts should be made to incorporate their suggestions.
- f) Materials required for planning, practice, and presentation sessions, should be made available well in time.
- vi) Course certificates: The certificates to be given to the trainees at the end of the course should be ready and signed by the head of the institute or authorized persons well in time.
- vii) Group photographs: An arrangement for a group photograph should be made after inaugural session.
- viii) Timelines: The library sessions, video films show and field visits / study tours and all the course activities / deliberations should be conducted as per plan.
- ix) Handouts: Handout of the lectures delivered to the trainees should be supplied well in time.
- x) Monitoring of the course activities: Monitoring is the process of keeping a watch over the implementation of any programme/ activity to ensure that the things are moving as per the plan. If not, corrective measures should be taken immediately. The steps that follow should be taken to monitor a training programme properly.
 - a) Informal feedback from the trainees, should be obtained about the course, during the tea break sessions and informal interaction sessions.

- b) At the end of the day, the trainees should be asked how they felt about the training during the day. Did they get some useful information / knowledge / skill during the day? They should also be asked if they have suggestions for improvement.
- c) Recall / review sessions should be conducted daily, or, on alternate days in short duration courses, and weekly, in long duration courses.

3.3.4 At the End of the Training Programme

At the end of the programme course director has to take care of following aspects.

- i) Back home application: On the last day of the course, a two hour session should be devoted to make plans by the trainees about how they are going to apply the learning from the training in their work situation. The help and support of the faculty members should be provided for making these plans.
- ii) Post test: Post test should be conducted on the last day of the course to know the extent of learning by the trainees. The questions in the post test should be only from the content covered during the course.
- iii) Training evaluation: The course evaluation forms should be delivered and distributed among the trainees on the last day of the course. This is essential to know the overall effectiveness of the course and to get the suggestions given by the trainees for improvements in future.
- iv) Concluding session: All arrangements, like relieving letters of the participants, course certificates, etc., should be made well in time for the concluding sessions of the course. The transport arrangements for dropping trainees at bus stand / railway station / airport should be checked. A valedictory address to the trainees need to arranged and head of the institution and donor agency's representative must be invited, who can get a feedback from the trainees about the training programme.
- v) Return journey: Return journey tickets should be booked or arranged for the trainees well in time.

3.3.5 After the Training Programme

Training is a continuous process which ends when an objective has been achieved. It never ends with a workshop of a few days or a single training programme. Rather, it continues with follow-up trainings with participants. After a training programme, there are four important tasks to be conducted:

- a) Preparation of training programme evaluation report on the basis of trainee response
- b) Report of the training programme director
- c) Settlement of accounts, and
- d) Follow-up programmes.

3.3.6 Follow-Up

Follow-up is one of the important but totally neglected aspects of training. The

follow-up of a training programme can be defined as the activities that identify the utility of the programme in job performance, the reasons for non - utilization of new skills or knowledge acquired during the training, and providing help and reinforcement for the application of the new learning, as well as an assessment of future training requirements.

- i) Importance of follow-up: One of the weakest links in the entire training management is follow-up. Most of the trainers and training organizations conduct evaluation of the training as soon as the programme is over. However, they fail to follow-up the training programme due to various reasons. This defeats the very purpose of training, as we may not know whether trainees actually practice or implement what they have learnt. A follow-up of a programme is essential for the reasons that follow.
 - a) Training programmes involve a lot of money, and a follow-up identifies the actual impact on individual job performance and the organization's productivity, which is essential to justify the continuance of the programme in future.
 - b) The feedback about the utility of programme from the trainees after they resume their job and their experimentation with new knowledge and skills is essential to validate the impact of the programme.
 - c) Sometimes the trainees may not be interested in the programme and fail to perceive its relevance during the training. However, they may realize its importance and relevance when they are back on the job.
 - d) The feedback from the participants will greatly help in making suitable changes in the contents and methodology of the programme.
- ii) Objectives of follow-up
 - a) To identify the extent of utilization of newly acquired knowledge, attitudes, and practices on the actual job situation by the trainees.
 - b) To find out the problems and reasons for poor transfer of learning in their work situation.
 - c) To help the participants to keep up their motivation level through reinforcement and by providing new learning materials
 - d) To provide feedback to the trainers and training organizations about the impact of the training on the actual job situation so as to make necessary changes in the training programme.
 - e) To assess the future training needs of the clients.
 - f) To help the trainees to share their experiences, ideas, and to develop a professional network among themselves.
- iii) Timing of follow-up: When to start the follow-up and how much time-lapse should be allowed between the training programme and the start of follow-up will depend upon a number of factors such as:
 - a) The availability of training facilities to the trainees to practice the new learning

- b) Overall organizational climate of the trainees.

In the case of farmers' training, for example, the season and climate have to be taken into account. However, it will be reasonable to allow two to six months before a follow-up is made. This will provide sufficient time for the trainees to practice what they have learnt. If the follow-up done after a long gap, it might not be possible to correctly assess the impact of the training due to the influence of extraneous variables. The objectives of the training programme will also have to be taken into account in determining the time at which the follow-up should be done. If the follow-up programme is unduly delayed, it may not provide reliable data from the trainees.

- iv) Components of a follow-up system: An effective follow-up system will have the following components.
 - a) An analysis of utility of the programme.
 - b) Identification of the reasons for non- adoption of newly acquired skills and knowledge.
 - c) Reinforcement of the motivation and skills of the participants through
 - Post-training contact through a regular newsletter, journal and other literature
 - Refresher courses
 - Personal contact
 - d) Support for the adoption of newly acquired skills is provided through
 - Clarification of doubts, and solving technical problems arising out of transfer of learning
 - Making arrangements for the availability of equipment, materials needed for transfer of learning
 - Providing constructive feedback
 - e) Encouraging interaction among the trainees through
 - Formation of alumni association
 - Development of e- mailing list, for network among the trainees
 - Informal meetings

Activity 2

Visit a nearby training institution and discuss with the faculty about the operational arrangements at different stages of training programme. Compare them with those given in the above section and write your observations on the following:

- 1) Before the training programme

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2) During the training programme

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3) Middle of the training programme

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4) At the end of the training programme

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5) After the training programme

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6) Follow up

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3.4 GUIDE SHEET AND STAKE HOLDERS RESPONSIBILITIES

Preparation of a guide sheet and chart of stakeholders responsibilities are two other important aspects of organisation of training programme. Effectiveness of training programme depends on how seriously you follow the guide sheet. This guide sheet organizes various activities that are important for organizing a training programme effectively.

3.4.1 Guide Sheet

Table 3.1: Guide Sheet

Sl. No.	Activity	Time of Action	Actual Date of Action
I)	Pre-Training	(In Advance)	
1)	Intimation for nomination of trainees	30-45 days	
2)	Preparation of folder	30 days	
3)	Second reminder for the nominations along with folders	20-25 days	
4)	Confirmation of the nominations along with the folder to the individual participant	15 days	
5)	Preparation of daily programme	7 days	
6)	Fixing up the guest speakers and intimation to the guest speakers	10 days	
7)	Getting sanctioned the budget	15 days	
8)	Ordering for the bags, plastic folders, note pads, pens, books and film roll	15 days	
9)	Preparation of registration forms pre-evaluation and speaker evaluation sheets.	5 day	
10)	Keeping ready the honorarium receipts	1 day	
11)	Planning for field visits	10 days	
II)	During the Training		
12)	Collection of lecture notes and preparation of reading material	7 days	

13)	Reminding guest speakers and arranging transport	One day in advance
14)	Supply of TA forms	3rd day
15)	Arrangement for group photo	5th day
16)	Preparation of certificates	5th day
17)	Preparation of post-evaluation and course-evaluation sheets	Last but one day
18)	Arrangements for valedictory	Last but one day
III)	Post Training	
19)	Settlement of Accounts	Within One week
20)	Submitting course report	Within One week
21)	Contact with participants	Within two weeks
22)	Follow-up visits to assess application of training in back home situation	Within One year
23)	Using the feedback for designing the course when organized next time	-

3.4.2 Stakeholders in Training and their Responsibilities

In any training programme, along with the participants and the training team, the training agency and the participating organizations are among the key stakeholders. If the funding for the programme has been provided by a donor agency, it too becomes a stakeholder, depending on the nature of its involvement in the training. The following table provides an overview of key functions or responsibilities of these stakeholders.

Table 3.2: Stakeholders and Their Responsibilities

Participants	<ul style="list-style-type: none"> • Participate and contribute to all training activities. • Set out personal learning objectives and direct efforts to realize them. • Extend support to the training team in achieving the programme objectives and maintain a learning environment. • Assist co-participants in realizing their learning objectives.
Organizations Work	<ul style="list-style-type: none"> • Assist the training agency in identifying training needs of their nominees. • Select appropriate participants in accordance with the criteria and requirements set out by the training agency. • Communicate expectations from the programme to their nominees and the training agency.

	<ul style="list-style-type: none"> • Keep in regular contact with the training agency to secure information on the progress and performance of their nominees, especially if it is a long term programme. • Provide appropriate opportunities and support to their participants to facilitate the transfer of training to the field situation. • Maintain the performance or actions of their nominees after the training programme and provide necessary data to the training agency.
Training Institution	<ul style="list-style-type: none"> • Provides an environment that is conducive to learning, including physical facilities. • Ensures effective coordination between the trainers and the support staff associated with the delivery of the programme. • Maintains contacts with the sponsoring agencies, especially in a long term programme, and keeps it informed of the progress and performance of its nominees. • Maintains consistency between what it advocates in the programme and what it practices in its own functioning. • Assists in the professional growth and development of the training staff. · Maintains the training team; keeps pace with the developments in the field of training. • Appraisal of work on a regular basis.
Trainers	<ul style="list-style-type: none"> • Shoulder the responsibility of the training delivery.
Funding or Donor agencies	<ul style="list-style-type: none"> • Ensure the availability of funding well in advance. • Have a watch that funds are used in accordance with the declared objectives and agreed plan of action. • Ensure quality of training.

In the above sections, we discussed about the organisation of training programmes and importance of guide sheet and stakeholders in training and their responsibilities. Now, answer the following questions in Check Your Progress2.

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

1) Write the major steps in organizing any training programme?

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2) Write the importance of follow-up after training.

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3.5 LET US SUM UP

The planning and organisation of training are important aspects of training for development. The entire fabric of a training programme is built on these two aspects. In this unit a detail discussion on these aspects has been made. At the outset, we have examined, at length, the subject of training design and studied the eight steps in a model of training design, in detail. In the next part of the unit we described how to design a training programme and categorized the interventions at various stages, i.e., during the course, middle of the course, and after the course. We are now able to explain how to conduct a training programme at various stages. We discussed the follow-up activities to be taken up by a trainer, to assess the impact of the training, as well as facilitate the effective transfer of training in the real job situation.

In the next unit we discussed again planning and organizing training, by taking Family Poultry Training as an example for your understanding.

3.6 KEYWORDS

Training design: a blue print of training events. Learning is a process by which a person becomes changed in his behaviour through self activity excluding the changes brought due to growth, maturation, and illness.

Follow-Up: activities that identify the utility of the programme in the job performance. It helps the trainers to reinforce learning and assess the future training requirements.

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3.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress-1

- 1) A training design is a blue print of a training event or programme which is a detailed plan of what we will do, why doing it and above all the best way to reach your training objectives.
- 2) Steps to be followed while designing a training programme includes: Determine participants of the training and target audience, Determine participants' needs, Formulate training goal and objectives, Outline training content, Develop institutional actions, Prepare the training design, Prepare participants evaluation form, and Determine follow-up activities.
- 3) According to the needs of the training programme, the training contents are outlined broadly as Introduction; Learning; Core components; Wrap-up, and; Evaluation component.

Check Your Progress-2

- 1) Broadly, any training programme is divided into three stages of strategies: before commencement of the programme; the middle of the training programme; and, thereafter, the follow up strategy. Each stage has different objectives to pursue and is further sub-divided into various specific preparations.
- 2) It is observed that follow-up has given least importance in any training programme, one of the weakest links in the entire training programme. This defeats the very purpose of training. A follow – up is essential for: a) individual job performance and the organizational productivity, b) the feedback about the utility of programme, c) sometimes the trainees may not be interested in the programme and fail to perceive its relevance during the training but realizes its importance and relevance on the job situation, and d) the feedback from the participants also help in making suitable changes in future training.