Extension Training Management

III year I Semester

EECM 311   3(1+2)

Chapter 1

Meaning & Definition

Meaning

Training means **to educate a person so as to be competent, qualified and proficient in doing some job**. It aims at bringing a desirable change in the behavior of the trainee or the learner.

Definition

According to Lynton and Pareek (1967), training is a process of **preparing the learners for certain line of action.** It helps the participants to improve job performance. It deals with understanding and skill.

Taylor (1961) defined training as a means to bring **about continuous improvement in the quality of work performed** by an individual and equip him with necessary knowledge, skills, abilities and attitudes to perform the job efficiently.

Training is a process by which individuals are helped to acquire certain specific skills related to a given set of operations in certain specified contents only. It ensures **methodical and mechanical replication of certain roles**/operations. Without further training suited to changing contexts, a trainee will not be able to engage in further self learning activities, or acquire higher order values required for arising needs/situations

Training can be therefore conceptualized as a planned and systematically organized effort to increase and update knowledge, improve skills, inculcate attitude and enhance capabilities and capacities of individuals so that they continuously try to become more productive, effective and meaningful in their pursuits. It on the other hand, leads to action that can be repeated for enhancing self motivation and further improvement through practice.

Need and importance

1. It helps in quantity and quality of workers' output.
2. It enables the individual in making the best use of materials and equipment, thus reducing the spoiled work and damage to the systems.
3. It develops worker-effective work habits and methods of work, thereby reducing the accident rate in industries and the need for close supervision.
4. Training helps to impart to the new entrants the basic knowledge and skills they need for an intelligent performance of definite tasks.
5. It is possible to prepare employees for more responsible positions.
6. Change in attitudes of employees in all directions can be achieved.
7. It is possible to reduce wastage of resources and improve the quality of products.
8. It reduces defects.
9. It improves the capability to absorb new skills and technology.
10. Helpful for the growth and improvement of employee's career.
11. It gives employees a sense of satisfaction and makes them feel that they are being cared for. As a result the morale and relationship of the employee with their superiors improve.
12. It instructs the worker towards better job adjustment and reduces the rate of labour turnover and absenteeism.
13. It facilitates the promotion of workers to higher jobs and increase their market value and earning power.
14. It makes the employee committed and loyal to the organization by educating him about the culture, philosophy and policies of the organization
15. It helps in creating a pool of trained personnel from which replacement can be drawn to fill the loss of key personnel at any time.

Training skills

Training is a highly technical skill. A trainer should possess many important skills. All trainers do not possess these skills. In order to conduct a good training course, one should develop and build the following training skills:

1. **Communication skills**

2. **Questioning skills**

3. **Dealing with difficult situations**

4. **Motivation skills**

Extension trainings

There are three broad categories of training for extension professionals. Threse are:

1. Pre- service Training:

   This refers to the training received by the prospective personnel prior to taking up a job.

   It is an essential qualifying training for the job which helps the person in general, in preparing for taking up of a new jobs. It is offered to the person prior to taking up employment .

2. Induction Training :

   This means the training imparted to the personnel just before their taking up the job. The objective of this training is simply to familiarise the personnel with their work environment including the people they will have to work with.

   Or

   It is given immediately upon employment to introduce the new extension staff member to his position. It involves development of desirable attiude work habits skill and techniques.

3. In- Service Training:

   This is the training the personnel undergo while on the job after having some experience of working in the organisation.

   Or

   It is the process of determining the training needs and problems of all extension personnel while on the job and providing necessary instruction and leaming situation to fulfil these needs.

4 Conventional training

   It is a passive learning in which students receive knowledge and memorization of facts is done. In this students are large, emphasis on quantity not quality of education. In the end ere given diplomas etc.

5.Participatory training

   Participatory training is a powerful training tool. It is learning throghsharing and doing. A rrusting atmosphere is basic to the suceeess of a training programme which is participatory in nature it is developed by involving trainers in all phases of planning and implementation of the programme. The number of trainees in the participatory approach is very small and the distinction between trainers and trainees is ninimal.

6.Institutional training: It refers to the training organized in a training institution, which is also

known as on-campus training as this is organized away from field location. They can be Krishi Vigyan Kendras (KVKs), Colleges, Farmers' Training Centers (FTC), Extension Education Institutions (EEI) etc. This type of training is more formal in nature and has the following advantages.

- The learners are away from home in a hostel with the sole purpose of attending training. Thus they remain more attentive, regular and can devote enough time to training.
- The learners are exposed to related learning experiences through visits to demonstration plots, exposure to new technologies and interaction with scientists and fellow farmers.
- The practical experiences are provided under favorable atmosphere by many resource persons.

7. Non- institutional training: This type of training is also known as on farm or off campus training. The trainings are organized in real situations i.e., on the farmers' field or home in a variety of ways where the trainees stay at home and come for training every day. Thus while attending the training, they can also attend their personal responsibilities at home and farm. But this has the following limitations.
   i. Learners may miss few sessions or tend to be irregular in attending the sessions
   ii. Learners may come late and leave early on account of work at home and farm
   iii. Learners may not be attentive due to diverse and psychological barriers.

8. Comprehensive training: In this approach both institutional and on farm trainings are integrated, i.e., trainings are organized both in the institutions and in the villages. This is found to be an effective approach which is mostly used by the extension organizations.

Chapter 2

Adult Learners

Generally speaking, adult learners can be defined as any learner over the age of 25.

According to the National Center for Education Statistics, adult learners make up around half of all students enrolled in higher education. But adult learners don't need to be on a college campus to expand their knowledge: thanks to training, conferences, online learning, and hands-on job training, adults can increase their skills on the job.

A definition of adult learners isn't as important as understanding why and how they learn; figure that out, and you'll be better prepared to create content with those characteristics in mind.

Adult learners can be every bit as enthusiastic as a class full of school kids—you just need to know how to access their motivation and capture their drive.

Characteristics of Adult Learners

Adult learners already have a lot on their plates. Balancing jobs, families, hobbies, health, and home, they're much more seasoned at multitasking than younger learners, and are more selfish with their time.

Training for adults that acknowledges that their time is precious and that they already have a wealth of knowledge and experience under their belts will be more likely to stick, and be more relevant and impactful. Keep these characteristics of adult learners in mind before you start to build your training:

1. They're Autonomous

Kids are used to being led in just about every aspect of their learning, but (hopefully) by adulthood, learning becomes more autonomous. Adults value the ability to pick and choose what's important to them, which is why they sometimes feel less-than-engaged with heavily prescriptive and forced learning events. Allow choice on how, when, and what they learn, and adult learners will thank you.

2. They're Purposeful and Motivated

Adult learners have the distinct advantage of understanding their own motivation. A child doesn't always understand why he or she has to learn algebra or rattle off the countries of South America, but adult learners have more context. When they know the *why* behind their learning experiences, they're more driven and motivated to achieve. Adult learners are also more likely to seek out learning experiences based on their individual needs. If they acknowledge that training will help solve an immediate issue, they probably won't wait around until someone tells them how to fix it—they'll find the solution and training themselves.

3. They Have More Experience

An adult learner isn't flying blind: they're constantly using their life experiences to color and give context to their opportunities. Using experience as a foundational aspect of creating an eLearning program means you're not always starting from scratch. You can use tools like simulations, role playing, and even testing out of certain topics as a way to respect your learners' past experiences and recognize them as individuals.

4. They're Goal – and Results-Oriented

"Because I said so" is never going to fly with adult learners. They want to know why they're engaging with training and then, they want to see the results of their time and effort. Sometimes called the "What's in it for me" principle, adult learners are much more judicious with their time than younger learners. If they don't immediately see the benefit or a way to measure their progress and proficiency, they're less likely to engage in a meaningful way.

5. They Appreciate Community

While the idea of gathering around the watercooler seems like a thing of the past, adult learners

still crave community. Autonomy in choosing relevant learning experiences is appreciated, but walking that learning path alone can feel isolating. Building in opportunities to connect with other learners offers them the chance to share, discuss, and even practice new skills in a safe space. It all adds to better learning experiences—together and apart.

6. They're Responsible for Their Own Mastery

No report cards here: You shouldn't have to push and prod adult learners to master a new skill or topic. That's because they're experienced enough to understand that their level of input is directly related to their output and there's nowhere to pass the buck if they fall short.

Use that sense of responsibility to create learning experiences where learners can demonstrate their mastery and receive positive feedback, even if it's just from themselves.

7. They're Change Resistant

Let's face it: Adults are, in general, fairly resistant to new things. Once they've locked into their preferred way of doing something, introducing a new skill, policy, or protocol can be a hard sell. Still, there are ways to get around that resistance, including how you introduce a new training program. By highlighting how it will benefit them (a new skill makes work faster or results in more sales, for instance), the change will be welcomed rather than worrisome.

8. They Love to Solve Problems

Adult learners are problem solvers; they see a need or an area where they're lacking, and want to improve. When faced with a roadblock, most adult learners are willing to do what it takes to overcome it. Training can be contextualized as a way to solve problems they face every day, further increasing buy-in and motivation. What's more, adult learners want to understand problems on an organizational level so they can become part of the solution.

Facilitation skills

Meaning and definition

Facilitation skills are the abilities you use to provide opportunities and resources to a group of people that enable them to make progress and succeed. Some examples include being prepared, setting guidelines, being flexible, active listening and managing time.

Facilitation skills are less about being an outspoken leader and more about allowing everyone else to contribute. As a facilitator, you bring the team together and create a common goal that everyone can be a part of. You then move the conversation toward the common goal and provide whatever is needed for your team to successfully reach it. A facilitator's main objective is to lead their team without getting directly involved by encouraging participation and creativity.

Facilitation is a technique used by trainers to help learners acquire, retain, and apply knowledge

and skills. Participants are introduced to content and then ask questions while the trainer fosters the discussion, takes steps to enhance the experience for the learners, and gives suggestions.

The *ASTD Handbook* outlines five facilitation tactics to help keep learners engaged:

• Define success ahead of time, so activities can be designed to help learners achieve a specific

goal.

• Prepare relentlessly, including self-preparation, preparing the learning environment, and

preparing the content. When moving from an in-person classroom to a virtual environment,

follow these facilitation tips.

• Start with impact so that learners are excited, empowered, and involved from the beginning.

• Keep learners engaged throughout the session by including a variety of learning experiences,

such as questions, role plays, practice exercises, and opportunities for learners to share their

experiences and learn from one another.

• Manage disfunction that occurs when a learner, whether consciously or unconsciously,

expresses displeasure with the training purpose, content, method, or outside factors.

Role of facilitatator

Facilitators are important because they enable groups and teams to make progress productively. A facilitator is less of a manager and more of a process helper and influencer of success. Here are three main reasons why facilitators are important:

1. **Helping resolve conflicts:** A facilitator is an unbiased person who listens to both sides of an argument. The facilitator will solve problems by reaching common ground between two or more people.
2. **Making progress:** A facilitator does what is necessary within a group to make progress. Time efficiency is vital to the facilitator in making progress under deadlines.
3. **Inspiring success:** A facilitator is someone who can inspire a team of people to solve their problems and succeed in their goals. The facilitator remains neutral about how the group achieves its end goal. As long as a successful outcome is reached, the facilitator has done their job.

Types of facilitation skills

There are many different types of facilitation skills you can learn and practice to help you become an effective facilitator. They include:

Ability to set guidelines

Setting guidelines from the beginning of a project allows the group to share a common goal. Progress is often made more quickly when everyone on the team understands the guidelines and knows what the facilitator wants.

Neutrality

Neutrality is the ability to stay unbiased during a team effort. Remaining neutral as a facilitator is crucial because it allows you to guide the team without having an agenda. The team's success is your priority, no matter what choices they make.

Encouragement

A facilitator encourages people to contribute to the conversation, which often promotes progress. Being encouraging to team members allows even the shyest people to participate and feel included.

Preparedness

Being prepared is a contributing factor to making progress and facilitating a group. A facilitator who is prepared will be able to provide the resources that the team needs to move the conversation toward a common goal.

Flexibility

Flexibility is the ability to adapt to change. A facilitator can do this by adapting to the current outlook and mindset of the team whenever necessary.

Active listening

This involves giving each member of the team your full attention. People contribute more when they feel like they are being heard. A facilitator should make sure to listen to everything a person has to say.

Read more: [Active Listening Skills: Definition and Examples](#)

Time management

When goals must be met or ideas need to be created by a deadline, time management is necessary to keep everyone focused. A facilitator uses their time management skills to ensure that progress is being made during a group project or meeting.

Read more: [Time Management Skills: Definition and Examples](#)

How to improve facilitation skills

Practicing facilitation skills and developing your strengths will enable you to become a better facilitator. These tips will aid in that improvement:

- **Develop your strengths:** Focusing on your strengths allows you to practice facilitation immediately. Understand the skills you possess and use them to bring a group of people together to make progress. For example, when you are presented with a chance to be the leader of a group, practice your facilitation strengths instead of acting like the boss. You will likely make more progress and have more success in your goals.
- **Acknowledge your weaknesses:** To be a great facilitator, consider your weaknesses. Understanding your weaknesses will allow you to actively work on them even before an opportunity to facilitate is presented. For example, if you believe you could improve upon your active listening skills, practice them during every conversation you have. Building upon your weaknesses with one or two people can help you prepare for a larger group setting.
- **Seek opportunities to facilitate:** As you develop your facilitation skills, seeking opportunities to facilitate will provide you with excellent practice. Whether you are facilitating two people or 20, practicing your skills will help you grow into a successful facilitator. For example, when two people need to work together to complete a project, you can practice your facilitation skills by being prepared, actively listening and encouraging each of them through the process.

Facilitation skills in the workplace

While there are many facilitation skills you can practice and develop, here are a few specific ways to be a more effective facilitator at work:

- **Actively listen to every member of your team:** Being an active listener is both a facilitation skill and social skill. Do your best to listen to what your coworkers have to say and give everyone your full attention. Actively listening to each member of your team can show tremendous respect because they feel like they are being heard. Practicing this skill in the workplace might cause others to choose you as their facilitator on the next group project.
- **Think about progress frequently:** When you consistently think about making progress, your facilitation skills will grow. For example, when a project must be completed by the end of the week, thinking about the needed progress might allow for facilitation to occur naturally.
- **Manage your time effectively during every task:** Time management is an important component of facilitation and progress. For example, when your manager gives you an assignment that needs to be completed by the end of the day, break up the task into pieces and give yourself a set amount of time to efficiently finish each one. The more effective you are at managing your own time, the better you can facilitate the time of an entire group of people.
- **Be flexible and adapt to change:** When things at work are not going as planned, practice your flexibility. You can adapt to changes during the day when you understand that success does not always follow a precise plan. For example, when progress is halted

because of a change in a project, be flexible and make a new plan. A facilitator understands how to adapt to change in order to reach an end goal.

- **Practice empathy toward others:** Empathy is a social skill that allows you to have compassion for what others are feeling. Practicing empathy can directly contribute to the continuation of a halted project. For example, when a team believes a project could be better and is unsure about the final result, having compassion can make them feel understood. Showing your team that you understand their feelings may encourage them and allow for progress to continue.

Differences Between Facilitation, Presentation, and Training?

Trainers help others improve their performance by teaching, instructing, or facilitating

learning. As such, facilitation and presentation are both tools in a trainer's toolkit. In

most cases, effective and engaging trainers will spend less time presenting content

through lectures or lecturettes and more time facilitating learning around that content.
Presentation vs. Facilitation

Presentation	Facilitation
The presenter delivers information, usually through a lecture.	The facilitator enhances learning for everyo usually through discussion or activities such plays.
The presenter is the expert sharing their knowledge of the subject matter.	The facilitator provides opportunities for me of the group to share knowledge and learn fr one another.
The presenter spends most of the time talking.	The facilitator spends most of the time askir questions, encouraging others to speak, and answering learners' questions during activiti
The presenter is usually on a stage or at the front of the room.	The facilitator is usually moving around the classroom to help address learners' question monitor how activities are progressing

Facilitator Skills

Facilitators can come from any background and a variety of experience levels. The best

facilitators, however, demonstrate the following skills:

Listening. A facilitator needs to listen actively and hear what every learner or team member is

saying.

Questioning. A facilitator should be skilled in asking questions that are open ended and stimulate

discussion.

Problem solving. A facilitator should be skilled at applying group problem-solving techniques,

including:

• defining the problem

• determining the cause

• considering a range of solutions

• weighing the advantages and disadvantages of solutions

• selecting the best solution

• implementing the solution

• evaluating the results.

Resolving conflict. A facilitator should recognize that conflict among group members is natural

and, as long as it's expressed politely, does not need to be suppressed. Conflict should be

expected and dealt with constructively.

Using a participative style. A facilitator should encourage all learners or team members to

actively engage and contribute in meetings, depending on their individual comfort levels. This

includes creating a safe and comfortable atmosphere in which group members are willing to share

their feelings and opinions.

Accepting others. A facilitator should maintain an open mind and not criticize ideas and suggestions offered by learners or group members.

Empathizing. A facilitator should be able to "walk a mile in another's shoes" to understand the learners' or team members' feelings.

Leading. A facilitator must be able to keep the training or meeting focused toward achieving the outcome identified beforehand.

Chapter 3

Steps for designing [training](#)

Need assessment

Training need may be defined as the gap between what is and what ought to be in terms of performance on the job as illustrated below.

What is the existing level of Knowledge, skills and attitude	What should be the desired level of knowledge, skills and attitude.

Training need assessment is the process of identifying and analyzing needs and problems of rural people. The training programmes based on valid, present or emerging needs are always sound and cost effective. Need assessment information is especially useful in developing course objectives, deciding what content is to be covered and selection of appropriate learning experiences. The need assessment process provides answers to knowledge, skill and attitude of the target group for need improvement and to the degree to which the needs should be improved.

The need of improvements of farm women can be assessed from three perspectives, i.e. farm women's point of view, society's point of view and national priorities and policies. For assessing these needs the interview and observation methods and Participatory Rural Appraisal (PRA) techniques can be used.

Framing objectives

Objectives are statements of outcomes or results put in terms of the learner. They are best stated in terms of what the learners will need to know, what they will be able to do and what they may be thinking as a result of training experience. The objectives should be based upon the training needs of farm women. They should be simple, clear, achievable, measurable and time bound. Well-stated learning objectives help the trainer to select the course content, learning methods and materials and the evaluation tools. Objectives also facilitate participant learning. If learners know what training session is expected to achieve, then they are more likely to commit themselves to the various training activities. The objectives can be attained with specific refers to KAS as explained below:

K= Knowledge that refers to acquisition of new information.

A = Attitude that refers to the feeling and believes of learners.

S = Skill that refers to new ways of doing things.

An example of the level of objectives along with action verbs is illustrated.

Level of objective and action verbs

Level of objective	Objective	Action verbs
Knowledge	By the end of this training session, the participants will be able to describe main symptoms of vitamin A deficiency	List, describe, state, report, debate, identity
Attitude	By the end of this training session,· the participants will be convinced to install smokeless chulha in their homes	Listen, perceive, attend, perform, discuss, judge demonstrate, verify, change
Skill	By the end of this training session, the participants will be able to use pressure cooker on their own	Handle, manipulate, choose, adopt, adapt

A well written objective must possess the quality of:

- Clarity: Objectives should be clear to the trainers and learners alike. Specific terms are better than general terms.
  Example: To know the functions of vegetables for good health is clear and specific.
- End results: The objective must identify what is to be achieved through training in terms of behavioural change - knowledge, skills or attitude. Example - "Learners will be able to

prepare a balanced diet within available resources". This statement demonstrates skill of learners.

- Action orientation: Statement of objective should use action oriented words pertaining to what is to be achieved. Example - "The learner will be able to list the sources of protein".

Planning overall schedule of training

In this step a general training plan is prepared which includes the aspects like - learning areas, number of sessions and time required to cover each learning area, the sequence of sessions within the overall schedule and total duration of training. Subsequently, on the basis of need assessment data and overall training objectives, the learning areas are identified. For e.g. training on bio-gas may include learning areas like-concept of bio-gas, its advantages, installation of biogas plant for domestic purpose, operation of biogas plant, use of bio-gas chulha etc.

After identifying learning areas, the training session with time duration is planned for each learning area. Then the sessions are arranged in sequence and the total duration required for the training is finalized.

Planning detailed training sessions

A training programme has a number of training sessions and there is a need to plan each session in detail as illustrated below

Supplementary food for infant's Total duration: 2 hrs.

Overall objectives

By the end of the training session the participants will:

Understand the need and importance of supplementary food for infants.

Know about the types of supplementary food, their quantity and age at which they should be given.

Know about precautions to be taken while giving supplementary food.

Prepare two supplementary food items for infants.

Procedure	Duration in minutes
Climate setting	5
Goal clarification	5
Slide show on	15

supplementary foods	minutes	
Interactive lecture on types of supplementary foods for different age groups	20	
Preparation of two recipes by participants	40	
Closure	5	

Arranging delivery of training

It is the most crucial and important step of training. Adequate arrangements are pre- requisite to successful training. The following arrangements should be made for effective delivery of training programme:

Three-four weeks before training programme: Select suitable date of training programme and the venue; survey the site for checking the space available for conducting the sessions, make, and comfortable seating arrangements for participants, ensure lighting, ventilation etc. that will enhance learning. Check on transportation arrangements for off-campus training and prepare a budget plan for various expenses. Also send a memo to potential participants to announce for training, and identify and contact resource persons/guest speakers for delivering lecture and key persons for opening and closing sessions; request resource persons/guest speakers to prepare written materials for distribution. Arrange for stationary articles and audiovisual equipments.

One week before training programme: Confirm on number of participants and remind resource persons/ guest speakers; make sure of availability of audiovisual equipments and preparation of written materials. Also make sure of availability of stationary materials.

The day of training session: Check physical facilities at training site/room; specially functioning of all audiovisual equipment. Place materials like chalk, duster, marker etc. on table for speaker and check materials for distribution to trainees.

Managing training

In this step the actual training is delivered. Regular monitoring is done to check that training is being carried out as planned. In case of any problem related to training, an alternative arrangement should be made for example electricity failure, absence of resource person or problems with audiovisual equipment. It is good to prepare a monitoring checklist to do monitoring throughout training period.

Chapter 4

Role play

Role play is a versatile and basic training technique in which few participants are asked to act out a realistic situation in order to meet learning objectives. Role playing is used for actually involving participants in life like situation where there are problems or conflicts. Role plays can simply involve two characters or multiple characters. Planning for role play requires that the situation be realistic and consistent with the overall learning objective of the training programme.

The advantage of role play is that the participants enjoy both acting out roles and watching others act them. Role play gives participants a chance to be creative, change attitudes, provide new information and energize a training session. The disadvantages are that role play requires much preparation by the trainee because role players have to be selected and told what to do. The trainer must also write and use discussion questions in order for the role play to produce learning. At times explaining and managing role play in the training situation can be difficult as the participants must know what is going on and the trainer must make sure of this part. Sometimes the interruptions during role play can be disturbing the learning process. Role plays are not usually effective for strengthening agricultural/ household skills.

If role play is to be selected as a training method then the role play should be written with a clear objective in mind. It should be ensured that at the end of role play the participants are able to understand the main theme of the message. A well-written role play should be formatted with clarity of message that is simple, realistic, believable, and interesting. Some degree of humour should be added so that participants enjoy the play. Simultaneously, the play should neither be too short or too lengthy to convey adequate message or it may lead to boredom. The educational and creative components should not be overlooked while using role play and the play should be so designed that participants

enjoy the play in a relaxed manner.
Types of role play
1. Structured or rehearsed role play- Without any script the participants are told in advance about what action, attitude and behavior each character should act out. It is a lively visual aid used to portray varying situation in the field. 2. Unstructured/Spontaneous role play- The participants are involved without any briefing. They act out according to their mind, attitudes and styles. It is a democratic way of presenting their experiences in their organizations; most of the times it reflects the culture and practices of the organization in their words and speeches. 3. Controlled and directed role play- The trainer provides direction to the participants and are asked to follow them strictly. Sometimes the script is also provided. The characters have no freedom and choice except acting according to the script by memorizing the script. It is an effective tool in the hands of the trainer to present his views regarding the issue.
T –grouped method
This method is usually described ad laboratory training method. S- Training or L-Group training is also used to denote the method. S means, sensitivity, L means learning and T means training. This method is originally developed by a group of social scientists under the reference of National Training Laboratory in U.SA. The method mainly consists of 10-15 trainees working under close observation of trainers. The group has no fixed agenda or instruction schedule. Initially it is started with individuals and slowly develops into a group and start sharing of experiences on wider topics. Intensive participation and immediate feedback are two important aspects of this method. The ultimate responsibility of success rests upon the participants based on introspection, feedback and openness. Merits: • It is a participation oriented methodology based on the self learning process, very much

suited to mature groups.

- The mental blocks or hidden agenda of participants are removed in a spontaneous process. This is a healthier process.
- The interaction skills are much developed and the trainee learns in a partial situation how to structure himself to interact with others to bring out fruitful consequences out of such interactions.

Demerits:

- It is a very touchy and sensitive type of programme and some of the managers or executives cannot put up with such programmes.
- The participants with mild or strong psychological diseases (neurosis, psychosis, manias and phobias) may upset the entire programme. Even one or two participants with such diseases are more than sufficient to damage the entire purpose of the programme.
- Highly trained, experienced, specialized and talented trainers are needed to conduct sensitivity training programmes. It is difficult to get such faculty some times.
- The sensitivity training is not suitable below certain cadres.

Use of folk media in training

The folk media like theatre plays, songs, puppets, storytelling or other traditional forms of entertainment has gained popularity in certain pockets of the country inspite of existence of modern information technologies. Since folk media involves substantial participation of rural audience the emphasis on learning can be increased. Moreover, folk media fits closely to the local cultural patterns where the members identify themselves with the players and their emotions get reflected in the players which bring the audience closer to the situation. The method thus helps to arouse interest and get motivated to adopt change. The audience also tends to gain confidence in message because the nature of communication takes place in a form they are used to, in their dialect and from the people whom they know.

The media should be used with care in those situations only where the players thoroughly understand the local culture otherwise it can have negative effect on audience. Moreover, the folk media should be used to compliment the modern media and not to compete with modern media. Folk songs and other traditional forms of entertainment can be broadcast on radio or audio cassettes can be made or shown on television by incorporating technical messages.

Criteria for selection of training methods

Training methods basically serve two purposes- a means for the learner to learn the specific training content and keep the learner interested and involved in the training so learning is enhanced. To achieve this one has to be cautious in selection of training methods.

- The trainer: Basically all training methods are effective in imparting skill, provided the trainer is capable of using them effectively. Many a time participatory lecture is used by the trainers. This method requires skill in selection of content and its logical presentation, followed by opening the session for the participation of trainees either through problem solving or discussion. Simply choosing and noting down the method in programme schedule may not help.
- Nature of participants: Selection of training method depends on the nature of participants in terms of personal factors like age, literacy and education qualification, nature of job or profession or vocation or occupation, language and dialect etc. In case of employees, it varies based on their designations and objectives of the working organization.
  For example: Brain storming session may be more helpful for higher level managers than lower level supervisors. Method demonstration on fertilizer application is suitable for farmers, while interactive CD for Agriculture officers for technical information.
- Objectives of training programme: Any objective of training, addresses three domains-increase in knowledge, or enhancement in skill or change in the attitude. Hence the method has to be chosen based on the objective either as single or in combination.

Method	Strength	Domain
Lecture	Presentation of Factual content in a consistent and logical way; Communication of large volume of information in a short time; Open discussion on a problem; Presentation of theory in terms of experience drawn from the examples of good practices; Coverage of large audience.	Knowledge
Discussion	Participants actively involve in training process, express independent opinions and interest. Quick feed back Self learning through listening to each other.	Attitude Knowledge
Case studies	Develop ability to analyze, ask relevant questions, develop	Skills Knowledge

		decisions and their analysis and defend one's point of view Improve participant's [communication skills](#) Develop ability to see situation from several different angles and take into consideration various factors that influence the situation;	Attitude	
	Role plays	Reconstruct a problematic situation in action See the roles of other participants, gain an understanding of their motivations and play through the new models of behaviour; Develop an ability to analyse the decisions that were made, etc.	Attitude	
	T- group method	Sharing of experiences on wider topics Intensive participation and immediate feedback Self introspection, feedback and openness. Hidden agenda of participants are removed in a spontaneous process	Attitude	
	Folk media	Arouse interest for participation Motivation through entertainment Identification of self in the situation	Skills Knowledge Attitude	
	[Interactive demonstration](#)	Sharing of experience between the trainer and the trainee throughout the demonstration. Higher involvement of both trainer and trainees. There is a	Knowledge Skills Attitude	

		possibility to judge the change of behaviour of trainees	
	Field trip	Observation and experience in natural settings Real and firsthand experience Can relate their practical experience with theory	Knowledge Skills Attitude
	Games, work books, practicals	Creative thinking and creation of new ideas; Collection of many ideas over a short period of time.	Skill Knowledge
	Audiovisual materials- movies, interactive CDS, slides, etc.	Bring in entertaining detail into the training process, and stimulate questions Focus attention of audience	Knowledge Attitude

- Subject area: Method for delivery of messages vary based on its nature. If messages are to develop new skills participative demonstration is more effective. Similarly if it is to improvise the existing skill, field trip is ideal as it provides direct experience. Total switch over to new methodology should be through participative lecture, followed by participative demonstration and practical. Case study method is suitable for problem solving.
- Time and material availability: Time refers to preparation time, length of training course and the time of day. Sometimes a situation may arise for conducting of training urgently. In such situations there may not be much time for preparation visual aids or organize field trips or to invite guest speaker. The trainer needs to create similar environment by organizing role plays or screening films. If duration of training course is longer, more time can be devoted for practical exercises. Lecture sessions or best methods for morning sessions and role plays, mock sessions for afternoon. Similarly availability of material to conduct practical, to access electronic devices etc. are also to be considered.

Chapter 5

Evaluation of training

Evaluation of training is important to find out the extent to which the training objectives have been achieved. Through evaluation one can also determine which general strategies are more or less successful; which strategies are achieving results more efficiently and economically; which subsystems within the training needs to be strengthened, modified or replaced in the light of learning outcomes. Evaluation of any training includes four basic areas to be measured namely, measuring reaction, measuring learning, measuring behaviour and measuring results.

Meaning of evaluation

- Assessing the worth as an overall effect of any programmes, process and individuals.
- It serves as an action oriented management instrument and process and also includes value judgments with respective success and failures of programmes.
- It is to determine whether the training programme has achieved its goals and whether these goals could have been achieved more effectively in a different way.

Areas of evaluation

- Measuring reaction: This measures participant's likes and dislikes about the training programme and it should be done during and after a programme. If the training does not meet out the needs and interests of the trainees, then it will not be considered an effective training. One of the ways to know the reaction of participants is through observation and discussing problems with trainees. This allows anonymity and encourages frank expressions of feelings by participants. The measurements can be partially quantified by using a scaling system and the participants can be asked to express their reactions to specific training aspects. For example, the worth of training session can be asked in terms of Yes/No or the quality of training facilities can be asked in terms of

inadequate/ average/excellent. Through scaled responses the trainer can obtain information immediately and if necessary can modify or make necessary changes in the training. Apart from this form the open-ended written evaluations, verbal discussions, observations and conference with observer can be done to get necessary feedback about training. The measurement should focus on the aspects like participant's feelings about worth of training, need satisfaction, reactions about trainers and reactions to training methods, duration, arrangement, weightage on theory and practice etc.

- Measuring learning: It is important to measure learning outcomes in terms of knowledge, skill and attitude immediately after training. It is most useful to measure learning as quantitatively and objectively as possible for making comparisons. One of the simplest way can be to do pre and post test (i.e. before and after training) to know the amount of knowledge gained and skills acquired. The attitudinal changes can be partially determined through direct observation, discussion and case studies. Skills can be measured through demonstrations and role play. Similarly facts can be gathered by tests and case studies.
- Measuring behaviour: It is important to measure learning and assess positive effects of learning. The conditions that are likely to create sound effect of training on learning includes the opportunity to put the learning into practice, the realization that new learning acquired can make the job easier and more efficient, and motivation on the part of trainee to improve job performance. For measuring behavioural changes enough time should be given after training to put the new learning into practice and for the change in behaviour to be measured. The measurement must be made by objective sources i.e., by involving various people to do the job, including trainee, supervisor, fellow workers, farm women etc. The comparison of effect of training can be made with the staff who has undergone training with untrained staff in case of in-service training.
- Measuring results: It is important to know the impact of training programme for expected/anticipated results. For example, the consequences of technologies in saving time and energy for household work, improvement in health status, increased production, improved storage practices, improved environment etc. can be measured after certain time duration.

Tools of evaluation

Some of the important methods of evaluating a training programme are as follows:
- Pre-test/post-test: In this technique an identical test (usually written) is given before and after conducting training. This helps to get quantitative and objective data about gain in knowledge or skill development or change in attitude of learner. It also helps to specify issues and areas of information needing reinforcement and review.
- Opinion/attitude questionnaire: Opinionnaries/ questionnaires with open ended questions can be given to the participants immediately after training or few days after training to determine participant's reaction about programme design, materials, trainee's attitudes

and behaviours and the relevance of training to trainee's felt needs.

- Trainer observation: The trainer can observe the participants by listening to their problems, their reactions towards delivery of message and while summarizing the strength and weaknesses of training sessions. Trainer's observations are particularly useful in evaluating the programme design; trainee's reactions, their comprehension, training techniques, facilities, etc.
- Trainer/trainee group evaluation session: There can be a combined group evaluation session of the trainers and trainees in which the important issues of training can be discussed viz. usefulness of training, facilities, programme design, delivery, trainee's reactions, their involvement etc. Part of the time can also be kept aside to check specific items of training, learning and change.
- Training practice session: Some practice sessions can be arranged in which the participants can do repeat skills and techniques acquired in training. For example, operating any equipment, role play on farmer's/ farm women's problems.
- Follow-up evaluation: This is useful for measuring results and behaviour changes in relation to trainee's job and to get suggestions for new training. After two to three months of training the trainer can check whether the training has helped the farmer/ farm women to do a job skillfully or not, or what more could be done to improve trainings?