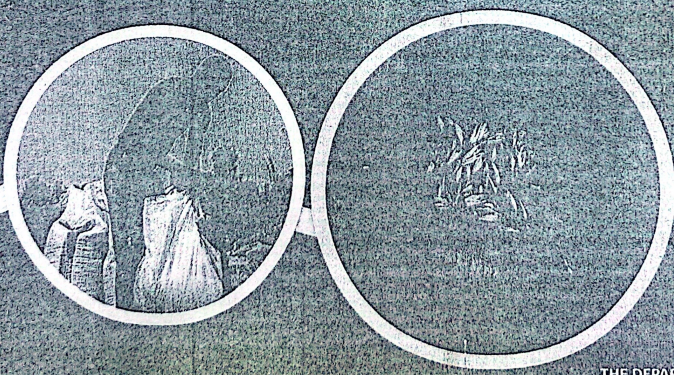


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FUNDAMENTALS OF AGRICULTURAL EXTENSION AND RURAL DEVELOPMENT



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CHAPTER SEVENTEEN

PARTICIPATORY TRAINING MANAGEMENT

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Definition of Training

Training is a process of 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 enterprise. An analysis of different definition of training will reveal that:

1. Training is a systematic process.
2. Training is a learning process.
3. Training is a communication process.
4. Training and education are not the same.
5. Training results in changes in knowledge, skill, and practice.
6. Training improves employees' productivity.
7. Training helps the employees to achieve organizational goals.

Training versus Education

The term education and training do not have similar meaning though both are related. According to the UN (1966) as reported by Misra (1990) the distinction is as follows: "In technological terms, education is designed as preparation for life, not for earning a living, while training is always understood to have a vocational purpose. With particular reference to the public services, education is understood to be the general cultural preparation which a young person receives before entering public employment, while training is understood to be the specific preparation just before entering public employment or a later point in the career and directed towards the performance of the duties assigned to the individual."

Training versus Teaching

It is important to know the difference between the concept of training and teaching. In a typical class, teacher controls the process and contents of learning, but in a training session the trainer facilitates learning and decides the contents through participatory process. The job of the trainer is more of a leader and not of a controller. A comparison of teaching versus training given by Margolis and Bell (1995) can be seen in table below:

Table: Comparison: Training versus Teaching

Characteristics	Teaching	Training
Underlying philosophy	To pass knowledge from the teacher to the learner. To improve organizations through technical advances. Teacher-oriented.	Mutual investigation of problems and issues results in discovering new knowledge. Organizations are improved through developing the resources and self-directing capabilities of learners. Learner-oriented.
Assessment of needs for and results of education	Observable and measurable behaviour is only considered.	Attitudes as well as behaviour are considered.
Learning objectives	Focus on measurable and precise behavioural objectives. Acquiring information is given importance	Shapes the degree of precision in objectives to the task or skill being learned. Interpersonal and self-directing competencies are given importance.
Learning method	Tends to be subject-oriented in structuring the contents and mechanical in devising instructional methods. Uses programmed learning lecture.	Tends to orient the structure of the contents to the learner, the problems, and the situation. Uses discovery learning methods

TYPES OF TRAINING**(A) Pre-service training:**

- ❖ Orientation or Induction training
- ❖ Foundation training
- ❖ On the job training
- ❖ Maintenance or refresher training
- ❖ Retraining
- ❖ External training
- ❖ Career or development training
- ❖ Overseas training

(B) In-service training:

- Conference
- Workshop
- Seminar
- Mentorship

Basic Training Approaches

1. **Traditional approach:** The training staff designs the objectives, contents, teaching techniques, assignments, lesson plan and evaluation for the participations.
2. **Participatory approach:** The trainer and trainees jointly determine the objectives and other elements of the training through creating experiential learning situation.
3. **Performance-based approach:** Emphasis is given to acquiring specific observable skills for a task or attainment of a specific level of proficiency.

Benefits of Training

Training will result in substantial benefits both for the people and the organization. Some of the benefits of training are:

- Increased motivation and satisfaction.
- Increased knowledge related to concerned subject matter.
- Development of favourable attitude for change.
- Increased efficiency in work.
- Increased adoption of improved practices.
- Increased farm production and productivity.
- Reduction in the cost of production and saving of money.
- Overall improvement in organizational productivity.

Roles of a Trainer

In the context of a training programme, the accomplished trainer is expected to perform multiple roles in accordance with specific requirements of the programme or in response to a particular situation. These roles are briefly explained.

1. **Planner:** Planning a programme is primarily the responsibility of the trainer or the training team. The management of the training agency may also participate in the process. There are a number of tasks associated with this exercise.
2. **Facilitator of the learning process:** The role of a trainer as a facilitator of the learning process involves creating a learning environment that stimulates and motivates the participants for meaningful participation in the learning activities, assists them in discovering the relevance of the training and their job, and encourages them to make optimum use of opportunities for realizing their learning objectives.

The performance of this role will largely depend on:

- ❖ Use of a variety of training methods and techniques
- ❖ Training style
- ❖ Content and manner of presentation
- ❖ Ability of trainer to understand and guide the group processes
- ❖ Interpersonal skill of a trainer

3. **Subject-matter specialist:** The trainer as a subject-matter specialist is expected to have an appropriate level of competency and a high degree of proficiency in the subject or the topic to be handled in the programme. He needs to be fully familiar with various aspects of the topic, relevant to the needs of the programme and the group. The ability to perform the role of a subject-matter specialist comes from experience, professional commitment, interest in the topic and hard work. A strong desire to excel and to perform progressively better provides the necessary motivation for this.
4. **Developer of the individual:** A training programme is not only a tool to enhance knowledge and develop competencies of the participants. It also provides opportunities to the participants to develop themselves regardless of the nature of the programme. As a developer of the individual, the trainer should provide feedback to the participants on their behaviour and actions. The developer should also guide the participants/trainees in the process of personal development. This role can be carried out only if the trainer looks beyond his responsibility as a subject specialist.
5. **Counsellor:** Some trainers hold the view that their responsibility in a training programme is limited to its effective delivery, and they are not concerned with personal problems of the participants. However, the trainer should consider a situation when a participant receives some disturbing news from home, someone has difficulty in comprehending what transpires in the session, or another has a problem of relationship within the group. A sympathetic ear and some words of comfort, encouragement and advice will assist the participants to come out of the situation.
6. **Manager:** As a manager, in some cases, a trainer may be required to market his training programme to prospective client organizations. Mobilising resources-financial, manpower and facilities for the programme may be another assignment for him. During the implementation phase, he may be asked to coordinate the work of the support staff to ensure that the programme runs on expected lines.
7. **Leader of the group:** The trainer is an undesignated and informal leader of the training group. Some of the tasks they (he/she) are expected to perform as a leader are as follows:

- ❖ They are responsible to ensure a smooth passage for the programme. If it moves off the course, they should be prompt in taking immediate corrective action.
 - ❖ They should be equipped and willing to take crucial decisions related to the implementation of the programme.
 - ❖ There are certain occasions when a trainer is required to give direction and support to the participants while exercising some degree of control and authority to handle undesirable elements in the group or situation.
8. **Learner:** An interesting and exciting part of a trainer's job is that they (he/she) get a lot of opportunities to learn. Thus, participation in a training programme can be an enriching experience provided they are willing to make full use of opportunities and are open to new learning. The participants develop more respect for a trainer if they realize that he/she is not only open to learning from them but is also willing to acknowledge it.
 9. **Member of the group:** While on one hand, a trainer has to act as an informal leader of the group, on the other hand, they should remain a part of the group. They should identify with the group and its objectives. The trainers, individually and collectively, should conform to the norms, behaviour, and working procedures set out at the initial stage of the programme. If this stand is accepted by the trainers, it will make a good impact among the participants and help in creating healthy atmosphere of cooperation and mutual support.

Skills of a trainer

In order to perform different roles, a trainer should have some key skills which are as follows:

1. **Planning skill:** A trainer must have a planning skill which includes identifying and analyzing needs, setting out programme objectives, preparing an action plan for the programme etc.
2. **Skill in selecting and using appropriate training methods:** By itself, a training method cannot achieve much. It becomes an important tool for enhancing learning only when it is relevant to the learning objectives and used with proper know-how and skill. Therefore, a trainer must have the expertise in choosing proper training methods according to the situation and skill in using them in an effective manner.
3. **Interpersonal skill:** In training situations, establishing good and functional relationship with the training team are core factors required on the part of a trainer. The trainer should also have the ability to get along with all members of the training team even with those who disagree or challenges them.
4. **Communication skill:** Communication does not merely mean a good command of the language, a pleasant voice or a spontaneous flow of ideas and words, but it entails using words that are clearly understood by the person at whom they

are directed. It is all about transmitting a message in a simple, clear, and unambiguous manner.

5. **Skill in managing conflicts in the group:** Sometimes contentious issues emerge and there are differences and disagreements in the group. In such cases, a trainer will be in a dire need of skills that help to prevent discords, disagreements, as well as bring harmony to the group.
6. **Ability to receive and give feedback:** The ability to give and receive meaningful feedback is an important skill of a trainer. Feedback helps the trainer to evaluate the learning process. It is also a tool for motivating and stimulating participants.
7. **Skill in understanding and using group processes:**
Group processes are activated right from the time the participants assemble for the programme and terminate only when they disperse after the programme is over. They play a very crucial role in the training programme. It is important that a trainer should understand the intricacies and implications of these processes and develop the required abilities and skills in furthering the training process.
8. **Skill in organizing and conducting the training activities:** Organising a training activity requires considerable skill on the part of a trainer. Some key aspects of a training activity that deserve attention are:
 - ❖ A thorough understanding of the training method
 - ❖ Understanding the role to be played in the context of the activity
 - ❖ Awareness of the requirements of the group in terms of support, guidance, and assistance during the activity
 - ❖ Ability to handle situations arising out of the implementation of the activity
 - ❖ Providing appropriate facilities and physical environment
8. **Skill in planning and making presentation:** A key skill of a trainer is to plan and make effective presentation in the assigned topics or areas of the programme. The trainer should have the ability to appropriately assess the requirements of the programme and the training group and prepare the content of these presentations accordingly.

Relationship between Roles and Skills of a Trainer

Roles	Required skills	
Subject-matter specialist	❖ Planning and making presentation ❖ Communication ❖ Receiving and giving feedback	
Facilitator of the training process	❖ Using various training methods ❖ Communication skills ❖ Presentation skill ❖ Motivating participants ❖ Interpersonal relations ❖ Receiving and giving feedback	

Manager	❖ Coordinating work of those associated with the programme delivery ❖ Decision-making ❖ Mobilisation of resources and management ❖ Public relations ❖ General administration	financial
Developer of an individual	❖ Communication ❖ Interpersonal relations ❖ Giving feedback to the participants ❖ Using group processes for individual development ❖ Coaching	
Leader of the group	❖ Handling difficult situations in the programme ❖ Communication ❖ Crisis intervention ❖ Conflict resolution ❖ Decision-making ❖ Interpersonal relations	
Planner	❖ Planning	

Orientation to Training Methods

A training method can be understood as an instrument or a technique that a trainer employs for delivering training content or for facilitating the learning process, in pursuance of predetermined learning objectives. In other words, training methods are the means through which message reaches the trainees. If curriculum is the heart of a training programme, training methods can be described as the arteries or veins through which training message reaches the trainees and trainers receive concurrent feedback.

Functions of training methods

Some major functions of training methods are as follow:

1. Assist in creating an appropriate learning environment: use of an appropriate training method stimulates the participants and sustains their interest in the training activity. It arouses their curiosity. Thus, it helps in creating and sustaining an appropriate learning environment for a particular topic.
2. Enhance participation and involvement of the group: a training method aims to enhance the process of learning by energizing and motivating the participants for greater contribution and involvement in the training process.

promote group interaction and cohesion: increased participation and involvement of the participants in training activities, promotes interaction and cohesion among participants.

Classification of Training Methods

According to the senses involved:

1. Telling (talking and listening) methods: lecture, seminar, group discussion, symposium etc.
2. Showing methods: written words, pictures, video, tv, charts, diagrams etc.
3. Doing methods: role play, field work assignment, business, games.

According to the involvement of the trainees:

1. Training in the field-on the job: e.g. apprenticeship.
2. Simulating real life situations: e.g. role playing.
3. Laboratory training: e.g. sensitivity training, transactional analysis.
4. Sampling real life: e.g. case method.
5. Individualized training: e.g. practicing specific skill.
6. Discussion method: e.g. brainstorming, group discussion.
7. Lecture method.

Factors determining selection of training methods:

The choice of the appropriate training methods is essential to enhance the effectiveness of a training programme. The following factors should be taken into consideration while selecting the training methods.

1. **Objective:** The most important factor that guides the choice of a training method is that of the learning outcomes for the training activity. The primary consideration should be to ensure that the selected training method will help realize the learning objective. If the purpose of training is to increase knowledge, training methods like lecture, group discussion, audio and video tapes will be effective.
2. **Subject matter:** The subject matter or content has a bearing on the choice of the training method. For example, if the subject matter includes a debatable outcome, the training methods such as group discussion, workshop etc. will be relevant, but if the content needs minimum debate, then lecture or audio/video tape will be sufficient.
3. **Special characteristics of the training group:** Before a decision is taken on the training method for a particular training activity, it will be helpful to have the information on the following:

- Composition of the group including the sex balance, age groupings, and social background
 - Level of comprehension of the group
 - Participants' previous experience
 - Appropriateness of the size of the group to the method
4. **Time allocated for the sub-topic:** There is a need to keep time allocation in mind while deciding on the method because certain methods (e.g. role play) require a good amount of time.
 5. **Level of competence of the trainer in effective use of the method:** The trainer should objectively assess their own ability and expertise in using the method and in handling the situations arising out of its application.
 6. **Availability of facilities and resources required for the method:** The practical and operational aspects, such as cost, materials, equipment, and other facilities, of using a method should be taken into consideration.
 7. **Stage of the programme:** Experience shows that some training methods produce optimum results when used in the initial stage of the programme, while some others are effective for use at the intermediate or closing stage of the programme.

Some commonly used training methods

1. Lecture:

It is a method of verbal presentation on a topic where a speaker talks to an audience. It should be well organized and well prepared. Visual aids may be used during the talk to sustain the interest of the group.

2. Group discussion

The lecture method can be made more participatory, thus, becoming a discussion method if participants are allowed to join the discussion by contributing in the presence of the speaker. The task of the discussion leader is to pose the questions, stimulate participation of the shy members, keep individual participants from monopolizing the time, keep them on subject and make final summary.

3. Buzz group

This technique involves dividing a large group into much smaller ones in which the topic is discussed within a limited time. The groups are expected to produce as many ideas, opinions, or suggestions as possible within the time limit. A member in each buzz group who has been selected by their group may report their ideas to the whole group. The purpose of this technique is to involve every participant.

4. Panel discussion

A panel is a small group discussing a topic in a large group situation. In this, there may be three or four experts who discuss an issue or a problem. The mutual interaction among panellists themselves and with the audience can lead to an effective understanding of the topic.

Opposite panel: Here a group is divided into two groups. One group poses questions and other group attempts to answer them.

5. Colloquium

This is a modified version of panel discussion in which three or four resource persons discuss a specific topic. In colloquium, there is more of audience participation.

6. Symposium

It is made up of a short series of lectures with two to five speakers participating. Each one speaks for a definite period and usually represents a specific phase or a sub-division of a general topic. For symposium, the subject should be large enough to permit two or more sub-divisions.

7. Seminar

It is one of the most important forms of group discussion and is more formal in nature. It allows for an in-depth study in specific areas under the guidance of experts. In seminars, the discussion papers are presented, and discussion is made afterwards. Certain conclusions and recommendations are drawn at the end.

8. Workshop

It is a co-operative gathering of individuals who discuss, learn, and apply practical skills under expert supervision. Considerable time should be allotted for work sessions. The participants exchange ideas, experiences, and skills and on this basis prepare a programme for future action.

9. Case study

In this method a written case or a problem situation is presented to the participants for careful examination and analysis. This is to enable them to implement their decision-making powers.

10. Brainstorming

Here a group is given a problem and asked to produce as many solutions as possible within a stipulated time. Spontaneity and creativity are important parts of the process. Ideas are presented or recorded for every member to see. Then the group is asked to reflect on these ideas/suggestions and evaluate their merits and demerits. A reasonably small number of worthwhile final solutions may emerge from this evaluation.

11. Role playing

The participants can be made to act and relive a particular situation so that they get a real feel of the roles they are actually called upon to play. The purpose of this is to help participants experience what something "sounds" or "feels like".

Training Need Assessment

Training need refers to the "gap between" 'what is' and 'what should be' in terms of incumbents' knowledge, skills, attitude, and behaviour for a particular situation in a given time. This gap is called 'a problem', which usually occurs when a difference exists between 'desired performance' and 'actual performance'. The need identification process assists trainers in matching a training programme to a training problem.

Levels of Performance and Needs

It is important to know that performance and needs fall under three different levels (Boydell and Leary, 1997) as stated:

- I. Implementing- doing things well
- II. Improving- doing things better
- III. Innovating- doing new and better things

In any organisation, these three levels of need can occur in three different areas, such as organizational, group and individual. Accordingly, stating what we should consider when carrying out a training-needs analysis at implementing, improving and innovating stages for individual, group, and organization, has to be prepared as suggested by Boydell and Leary (1997).

Approaches to Training Need Analysis

Four major approaches for identification of training needs have been proposed by different authors (Rummler, 1987). A brief description of each approach is given:

1. Performance Analysis: This approach deals with determination of the performance context of the training. For example, the extension manager in-charge of human resource development at district level has to find answer to the question, "What training will improve the job performance of Village Level Extension Workers (VLWs)?" To know answer to the question, one has to understand how the VLWS affect the performance of extension organization at village level and study their job performance. The elements of job performance of VLWs and the methods to improve them have to be worked out. Data have to be gathered through methods like interview, observation, and case studies to answer the following questions:

- a. What is the actual job performance of VLWs?
- b. What is the expected job performance of VLWs?
- c. What is the gap between actual and expected job performance of VLWs?
- d. What are the reasons for gap in job performance?
- e. To what extent can training bridge the gap in job performance?

Advantage of performance analysis

1. Through this method, one can link knowledge and skill requirements with job performance.
2. One can prioritize training needs and evaluate the impact of training need on job performance.

Disadvantages of performance analysis

It is costly, takes time and requires skill.

2. Task Analysis: Task analysis is one of the effective and widely used approaches in determining training needs. The training given through this method links the training needs to task performance. Under this approach, the extension manager in-charge of human resource development at district level has to find answer to the question, "What training does the VLWs requires?" Since the training has to be based upon the job/task performance of the VLWs there is a need to analyse their tasks. Therefore, this approach requires a detailed analysis of tasks performed by different individuals. The data have to be collected through methods like interviews, case methods, and observation.

Advantages of task Analysis

1. A clear-cut identification of task and the knowledge and skill needed to perform the task.
2. The training impact can be linked with performance of the task, which can be related to overall productivity of the employees.

Disadvantages of task analysis

1. It is a time consuming and costly method
2. This approach does not account for other factors of job performance in an environment.

3. Competency Study: Training needs assessment through competency study is gaining more popularity these days. Under this approach, the extension manager in-charge of human resource development has to find answers to the question, "What are the different qualities needed for an efficient VLWs and how does one train the VLWs on these competencies?" The help of experts will be sought in identifying competencies. Therefore, data collection to identify training need under this approach will involve discussion with experts.

Advantages of competency studies

1. This method is relatively inexpensive and fast.

Disadvantages of competency studies

1. Sometimes, it will not be possible to relate the competencies and skill requirements with job output and organizational performance.

4. Training Needs Survey: Identification of training needs by survey method is one of the most frequently used methods. The training needs are assessed based upon the opinion of those who are being interviewed. Hence, the extension manager in-charge of human resource has to find answer to the question, "What training is needed for VLWs? The opinion of VLWs, supervisors, or clients will be sought to identify training needs. Data will be collected through mailed questionnaire, interviews as well as small group meetings.

Advantages of training need survey

1. This method is fast and inexpensive.
2. A large number of people can participate in identification of training needs.

Disadvantages of training need survey

1. The results of analysis may lack precision as they are based upon opinion of respondents.

Data Collection Methods in Identifying Training Needs

Singh (1996) has classified different data collection methods, to identify training needs, into two broad classes: rational and empirical methods. "The rational methods are those, "while appearing to be logical as a way of determining the training needs, do not necessary involve collection of factual data by objective means". On the other hand, 'empirical' method involves collection of data by objective means. The methods falling under each category are listed.

A. Rational Methods

1. **Observation:** Training needs are based on the observation made by specialists or experts from the normal organizational life.
2. **Informal talks:** Clues and indications gathered through informal talks are used to identify training needs.
3. **Complaints:** The formal and informal complaints give an idea of the performance problems needing training.

4. **Comparison:** On the basis of fixed performance criteria of effectiveness, comparison and judgments are made between two groups. The differences between the two groups form the basis of training needs.
5. **Analysis of Report:** Annual performance records become the basis in deciding training needs.
6. **Opinion poll:** Potential training areas can be identified by conducting opinion polls among the employees or farmers.
7. **Buzz session:** Pooling of suggestions expressed by the different buzz groups can help to identify training needs of a group of employees.
8. **Analysis of the new programme:** Identify the requirements that have arisen from the implementation of a programme which indicate the areas of training.

(B) Empirical methods

1. **Job analysis:** Identifying and recording critical information about the functions and operations involved in the performance of a job and analysing the extent to which the tasks are accomplished, can reveal potential training needs.
2. **Performance Evaluation:** The performance of employees is evaluated, and training needs are arrived at.
3. **Checklist or Questionnaire Method:** The training needs are assessed based on the opinion of employees, subordinates, superiors, and peers who respond to a well-developed questionnaire or checklist.
4. **Tests:** Tests are developed to measure knowledge, skill, and attitude of the employees and the test scores are used to identify training needs.
5. **Critical Incident Technique:** The employees are asked to recall critical incidents in their career in the last one or two years when they found themselves practically effective in their job performance.
6. **Card Sort Method:** Cards containing potential training needs are provided to employees, who are asked to arrange these cards in the order of importance. Based on the sorting carried by the selected sample of employees, training needs are identified.
7. **SWOT Analysis:** The employees are asked to list out their strengths, weaknesses, opportunities, and threats regarding their job. Training objectives are decided to maximize the effects of strengths and opportunities and to minimize the deleterious effects of weaknesses and threats.

Information and Skills Needed in Training Need Analysis

(A) Information

1. **Data on current performance**
 - The current level of production and productivity
 - Work environment and personnel policies

2. Information about developmental needs
 - New technologies which would replace the old
 - Government policies and initiatives
 - Finance availability and restrictions
 - Financial sustainability

(B) Skills

1. **Process skills:** Process skills are related to setting goals, developing plans, reviewing, and evaluating the process of identifying training needs.
2. **Relationship skills:** Relationship skills are needed to build and maintain helpful relationship with a group of people whose needs are being identified. This involves such abilities as related to supporting, listening, questioning, and showing empathy.
3. **Content skills:** Content skill deals with the capacity to collect, analyse and interpret data as well as drawing sensible implications from them.

Formulation of Training Objectives

The training needs identified through task analysis, or any other method indicate the problems in performance. Identified needs have to be translated into training objectives which is one of the crucial components in the management of training programme. A properly stated objective will act as a foundation for effective training by specifying what are to be accomplished through a training programme. In other words, training objectives give direction to the entire training programme.

Role of Training Objectives

The role of objectives can be stated as follows:

- To help the trainers know what the outcome of the training will be.
- To help the trainers decide what knowledge and skill components to be imparted on the trainees.
- To help in evaluation of the training programme.

Type of Training Objectives

• General Objectives

General objectives refer to the overall impact of a training programme. Example: The general objective of a training programme on extension management can be stated as: "To improve the management skill of the extension professionals"

• Specific objectives

Specific objectives give details of different component of training programme. Example: The specific objective of a training programme on extension management can be stated

as follows: "To improve the knowledge, attitude and practice of extension professionals on the following management skills".

- Planning
- Communication
- Leadership
- Motivation
- Time Management

Domains of training objectives

The training objectives can be stated under the following domains:

1. **Cognitive or knowledge domain:** This deals with change in knowledge.
2. **Psycho-motor or skill domain:** This domain deals with change in skill and practice.
3. **Affective or attitude domain:** Affective domain concerns change in attitude or opinion.

Essentialities in Stating Objectives

The essential information needed in a training objective are:

1. **Performance:** A definition of performance indicates the behaviour or performance that is expected as evidence that the training has achieved the intended outcome. The expected behaviour of the trainee is explained in observable and measurable terms.
2. **Condition:** This refers to certain conditions or situation including the availability of certain materials for machineries under which the above-mentioned performance will occur.
3. **Standards:** This refers to the acceptable level of performance in terms of quality and quantity.

Considerations while stating training objectives

1. The training objectives should be formulated based on assessed training needs.
2. The training objectives should be well defined in terms of condition, performance, and standards.
3. The objective should specify the type of behavioural changes with respect to knowledge, skills, and attitude.
4. The stated objective should be SMART (Simple, Measurable, Attainable, Realistic, and Time bound).
5. Matching action verbs should be included while formulating training objectives.

Steps in translating Needs into Objectives

The following steps may be useful in translating needs into programme objectives.

1. List all the needs identified.

2. Identify those needs which can be met through training.
3. Prioritize those needs suitable for training in the order of their importance.
4. Critically analyse each need to see whether it comes within the purview of institutional objectives, feasibility, and interest of the people.
5. Translate those needs that meet the above criteria into programme objectives.

DESIGNING OF TRAINING PROGRAMME

Preparation of training course description document is an important activity in organization of any training programme. Care should be taken to prepare the document or brochure in an attractive way, as it is a medium through which the prospective trainees are informed about the course. The brochure should give an overview of entire course.

Elements in Preparation of Course Description Document

1. **Course Title:** The title should be short, specific and reflect the purpose of the course. Example: "Motivation Development for Extension Managers"
2. **Course Purpose:** The purpose looks into the rationale, need and advantages of the training course. An example of course purpose for a programme on "improving management skills of extension professionals" is given below:
 "The need for enhancing the managerial skills of extension and development managers have increased in recent years due to changing scenario of agriculture, which demands greater efficiency. Today, extension organizations have to face a complex situation arising out of changes in technology, new economic scenario, and the need to increase productivity to meet future needs. The call for increasing efficiency has to be achieved by improving the managerial skills of extension professionals. It is surprising to note that most of the extension and development managers of Government and NGOs have very little formal training in management skills. If any skill has been acquired, it would have been through trial and error. Thus, development of managerial skills should be the focus for extension organizations going forward.
3. **Course Objectives:** The objectives of the course should be clearly stated in a logical sequence. An example of 'general and specific objectives' is given below for a training programme on 'Motivation Development for Extension Managers'.
"General Objective: To increase the motivational level of extension managers.
Specific objectives are to:
 1. understand different types of motivation and their implications in job performance.
 2. learn different methods and techniques to motivate self, subordinates, and farmers.

3. understand the importance of leadership styles, organizational climate in work motivation.
4. **Outline of contents:** The content outline will help the participants to know the major topics of the programme. The content outline is derived from the objectives, and it factors in the knowledge, skill, and attitude domain of each objective. A sample of 'content outline' for the training on 'Motivation Development for Extension Managers' is given below:
 - Motivation
 - Creativity
 - Team building & conflict management
 - Performance management & appraisal
 - Personal effectiveness
 - Information management & networking techniques
 - Programme evaluation & impact analysis
5. **Training Methods:** Under training methods, a brief description of different pedagogical methods used to achieve the objectives of the programme has to be given while highlighting the use of interactive methods including computer-based training. Example: "The pedagogical methods to be followed in the training consist not only of traditional methods like classroom lectures but also include interactive methods like structured experiences, group discussion, case studies and field visits."
6. **Participants of Training Programme:** The section on participants of the course will attempt to provide answers to the following questions:
 1. Who can participate in the training programme?
 2. What are the minimum educational qualifications required?
 3. Is there any other condition, which can limit the participation by the interested audience?Example: "This training course is open for agricultural extension officers working at block/district/regional level and employed either by Government or Non-Government agencies."
7. **Training Venue:** The details with regard to the place where the programme is to be conducted are provided under this part. Example: "This training programme will be organized at the Department of Agricultural Extension and Rural Development, Faculty of Agriculture, University of Ilorin, Ilorin, Nigeria."
8. **Training Cost:** The section on 'training cost' will indicate the cost for items like registration, course materials, boarding & accommodation, travel, and other expenses. Information on facilities available for accommodation and meals also have to be indicated. Example: "Total cost of a programme which includes course fee, boarding & loading expenses and local travel will be N100,000 per participant. Arrangements for accommodation will be made available at our

Institute premises. The cost of travel will have to be borne by the sponsoring organization.

9. **Course Duration:** The duration and dates of the proposed training will be provided under this part. Example: "The duration of the course is five days i.e.: from 2nd January 2023 to 6th January 2023."
10. **Course Director:** This session on 'Course Director' gives information about the team of key persons involved in planning and organizing the entire programme. The names of course Director and Associate Course Director along with their addresses should be given. Example: Course Director: Prof. O. A. Adekunle. Department of Agricultural Extension and Rural Development. University of Ilorin.
Associate Course Director: Dr. (Mrs) Sidiqat Aderinoye-Abdulwahab, Associate Professor. Department of Agricultural Extension and Rural Development. University of Ilorin.
11. **Resource Persons:** The section on resource persons will provide information about faculty members who will be handling different topics. The list of resource persons will also indicate whether they are from the host institution or from outside.

Example:

1. Dr. M.J. Wilson, Federal Ministry of Agriculture, Abuja
2. Dr. (Mrs.) Anita Jumai, Senior Scientist, NAERLS, ABU Zaria
3. Dr. B.S. Peter ARMTI, Kwara State, Nigeria
4. Dr. K.A. Badmus, ARCN, Abuja Nigeria

Preparation of Course Schedule

As we indicated earlier, the training programme starts with identification of training needs, followed by translation of training needs into objectives. Based on the objectives, the contents of the programme are developed, taking into consideration the knowledge, skill and attitude elements needed to achieve each objective. Once the training contents or topics are decided, appropriate or suitable training methods should be selected. Hereafter, the topics have to be put in a particular sequence and a complete course schedule with time and duration should be decided. The course schedule thus prepared should be handed over to the participants as soon as they arrive.

EVALUATION OF TRAINING PROGRAMME

Evaluation is a process of investigating how far the objectives of the training programme have been achieved or the amount of movement that has been made in the desired direction. It is also a review of the strength and weakness of the programme, reactions of the participants, and the overall impact on behavioural change and job performance of the participants. Different steps in evaluation include collection of relevant data of

various phases of the training programme and analysing them to assess the effectiveness of training programme.

Objectives of Evaluation:

- ✦ To examine strong and weak points of programme.
- ✦ To understand factors responsible for success or failure of the programme.
- ✦ To increase confidence among trainees as well as trainers.
- ✦ To determine the degree of result achieved in terms of knowledge, skills, and attitude.
- ✦ To facilitate presentation.

Criteria for Effective Evaluation: -

- Clearly defined objectives
- Valued instruments of measurement
- Reliability
- Objectivity
- Accurate evidence of change
- Practicability

Types of training Evaluation: evaluation can be classified into four types such as planning evaluation, process evaluation, terminal evaluation and import evaluation.

- 1) **Planning Evaluation:** the evaluation for planning of the training programme consists of two phases. In the first phase the training needs of the participants are assessed through one of the following four approaches:

- a) Performance analysis
- b) Task analysis
- c) Competency study
- d) Training needs survey

The skill gap analysis is also a part of assessing training needs. In the second phase, an assessment of instructional methods is done, and the most appropriate training methodology and instructional strategy is worked out.

- 2) **Process Evaluation:** the process evaluation is also known as formative evaluation. This is done when the training programme is running, and it helps in solving the problems that arise during implementation of the programme.

According to Mishra (1990) 'process evaluation is performed to detect or predict defects in the procedural design of a training activity during the implementation phase'. As a part of process evaluation, investigation is made on the following:

- a) Monitoring of training to know whether it goes on as per the plan.
- b) Appropriateness of training methods or audio-visual aids used.
- c) Effectiveness of delivery or presentation
- d) Effectiveness with regards to proper mix of theory and practical.

- e) Changes in the knowledge, skill, and attitude among participants.
 - f) Satisfaction of trainees with boarding and lodging facilities
 - g) Effective utilization of finance.
- 3) **Terminal Evaluation:** Terminal evaluation is done at the end of the programme to find out the extent to which the objectives and desired benefits of the programme have been achieved. The strengths and weaknesses of the programme as perceived by the participants are also analysed to aid adjustment of future improvements. The terminal evaluation is primarily concerned with learner performance which can be analysed using two approaches namely norm-referenced and criterion-referenced. Under the norm-referenced evaluation, the gain in training is determined based on pre and post training scores. The criterion referenced evaluation is related to investigation of what was taught and what was learned.
- 4) **Impact Evaluation:** Impact evaluation refers to assessing the programme impact on the job performance of the participants. It attempts to find answers to the following questions.
- What are the improvements in the performance of the job as the result of training?
 - What are the benefits accrued to the participants and organizations as the result of improved job performance?
 - What are the problems in applying the skills learned in the real works situation?
 - What can be done to enhance the application of newly learnt knowledge and skill in the workplace?

Impact evaluation can be carried out at two levels. At the level of immediate objectives, it is concerned with application of newly required knowledge and skill to work situation after the completion of training and its impact on job productivity. At the level of long-range objectives, the evaluation is done to determine the impact of the training on the over-all project goal or organization which is also the concern of top management and policy makers.

Steps of Evaluation: -

- ✓ Formulate overall objectives.
- ✓ Clarify the objectives and make them specific.
- ✓ Identify indicators of evidence that will indicate movement towards objective.
- ✓ Develop techniques and methods of measurements.
- ✓ Consider and decide on the design of the evaluation.
- ✓ Decide on what data are necessary to obtain evidence of achievement of objectives.
- ✓ Select samples and collect data.
- ✓ Organize and analyse data and interpret the result.

Tools and Techniques for Evaluation: The most important techniques and tools which can be used for collection of data for monitoring and evaluation are as follows:

- | | | |
|---|------------------|---------------|
| 1) Questionnaire | *Structured | *Unstructured |
| 2) Interview | *Group interview | |
| 3) Project techniques | | |
| 4) Observation Participants non-participant | | |
| 5) Critical incident techniques | | |
| 6) Case study | | |
| 7) Analysis of report | | |
| 8) Ratings by self, peer, and supervisors | | |
| 9) Use of scales and checklist | | |
| 10) Document analysis | | |

Evaluation Methods: The following evaluation methods have all been used successfully and their most appropriate applications are indicated.

- 1) **Pre/Post Test:** An identical test (usually written) given before and after training. Before and after testing gives a reasonable quantitative and objective reading of information learning. It also helps to specify issues and areas of information that needed reinforcement and review.
- 2) **Opinion/Attitude Questionnaire:** Open ended questions given immediately after the training (or periodically throughout training) to elicit the reactions of the trainers or to the programme. It helps to determine participant's evaluation of the overall programme design, materials, trainee's attitude and behaviours and the relevance of training to trainee's felt needs.
- 3) **Trainer Observation:** The direct observation throughout the course of the training. Such observation may be organized in several ways – listing problems encountered and how they were dealt with, noting trainees' reactions during delivery, summarizing strengths and weaknesses of each session or whole programme. Observation is useful for all aspects but is particularly helpful in evaluating such things as: programme design, trainee reactions, trainee comprehension, training techniques, facilities and logistical arrangements, and consultant trainers.
- 4) **Trainer/Trainee Group Evaluation Session:** The trainer designs a training session to evaluate the programme. Part of the time is set aside to check specific items, learning and change, part of the time is open for trainees to focus on what they think was most important or what hindered the programme. From this, one can know trainees' reactions and learning, attitudinal changes, programme design and delivery, trainers' skills, involvement of trainees.

- 5) **Past training Practice Session:** Session in which trainees use skills and techniques presented in training. e.g. role play practice or meeting with a farmer; most farmers appreciate uses of skills after the training (e.g. how to apply pesticide with accurate dosage).
- 6) **Follow up Trainee Evaluation Forms:** Two to three months after training, check to find out if training helped on the job (if not, what would have been more useful). It can help to measure results and behaviour changes in relation to trainee job, points out needs for new training.
- 7) **Follow up Supervisory Evaluation Forms:** Two to three months check after training by supervisor(s) of the trainees. Since the supervisor didn't attend the training, he cannot evaluate the programme directly, but can judge and appreciate behavioural, attitudinal, and skill changes of the trainee on the job. Most appropriately, it is used to measure results and behaviour changes in relation to trainees' performance, skill, and attitude changes. It also points out unmet needs.

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