

Block

5

Emerging Developments in Training

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BLOCK 5 EMERGING DEVELOPMENTS IN TRAINING

Block 5 of this course MDV-110 consists of four units namely Systems Approach to Training, Training Policy, e-Training and Action Research in Training and TQM.

Unit-1 on **‘Systems Approach to Training’**, examines one of the important component in the process of designing training strategy namely system approach to training. The unit discusses various components of system approach to training like need assessment, objective formulation, development of curriculum, preparation of lesson plan, implementation of training programme and evaluation.

Unit-2 on **‘Training Policy’**, discusses the meaning and need for training policy, different components of training policy and salient features of National Training policy 2012.

Unit-3 on **‘e –TRAINING’**, explains the meaning and concept of e-training, benefits and process of e-training and describe various categories of e-Training.

Unit-4 on **‘Action Research in Training and TQM’**, discusses action research and its importance, explain the application of action research in training and describe the importance of TQM in training.



UNIT 1 SYSTEMS APPROACH TO TRAINING

Structure

- 1.1 Introduction
- 1.2 Systems Approach to Training
 - 1.2.1 Need for System Approach to Training
 - 1.2.2 Meaning of Systems Approach to Training
- 1.3 Components of a Systems Approach to Training
 - 1.3.1 Needs Assessment
 - 1.3.2 Objective Formulation
 - 1.3.3 Development of Curriculum
 - 1.3.4 Preparation of Lesson Plan
 - 1.3.5 Implementation of Training Programme
 - 1.3.6 Evaluation
- 1.4 Let Us Sum Up
- 1.5 Keywords
- 1.6 References and Selected Readings
- 1.7 Check Your Progress-Possible Answers

1.1 INTRODUCTION

Dear Learner,

In the previous blocks, we discussed fundamentals of training, training needs assessment and its methods, trainer and training management, process of training with methods, evaluation and impact assessment. In this block let us discuss some emerging developments in training.

The two important components in the process of designing coherent training strategies are:

- Systems approach to training
- Training policy.

In this unit let us discuss the systems approach to training which is an important component of training programme. Next unit deals with other important component i.e. training policy.

The systems approach intends to keep various aspects of training programme connected in a systematic manner so that the goal of a training programme is achieved. It is a scientific way of conducting any training programme. According to Sharma (1977), 'the system approach has introduced a new type of increased professionalism and expertise'. It calls upon the trainers to see their activities as a whole along with management system for putting all resources together in a functional system. Through the systems approach, the training programme is made easier for the trainer to achieve a goal.

After studying this unit you should be able to:

- Understand the concept of systems approach to training
- Describe different components of a systems approach to training

1.2 SYSTEMS APPROACH TO TRAINING

1.2.1 Need for System Approach to Training

According to J. Paul Leagans (1961) wherever proper educational approaches have been made, it has been found possible to change people in the following four broad areas:

- 1) Changes in what people know - their knowledge of themselves, of their society and of their physical environment.
- 2) Changes in what people can do - their skill, mental and physical.
- 3) Changes in what people think and feel - their attitude towards themselves, towards their society and towards their physical environment.
- 4) Changes in what people actually do - their actions related to factors determine their own welfare.

The need for system approach to training arises because of the following reasons:

- 1) To systematically and frequently organize various phases of training programme
- 2) To formulate the objectives in behavioural terms, so that it becomes easier in the part of the organizer to achieve them within the stipulated period
- 3) To arrange the appropriate method mix which are in accordance with the set objectives
- 4) To evaluate and also provide suitable feed-backs for the improvement of future training programme.

In recent years, because of innovations, the need for scientific knowledge and large scale application of scientific methods has become inevitable. At the same time, it has called for going deeper into the human autonomy, dignity, self-reliance, and freedom. The application of modern day development programme need total involvement, total participation and total conviction. Therefore, a systems approach to training is a *sine qua non* for bringing ramifications in human knowledge, attitude, and action. Training must clearly visualize the fundamental role that each element of training programme plays and its relationship to others in shaping the nature and effectiveness of the programme. Training programmes should not be considered as ends in themselves, rather tools for enabling in doing the work more effectively and efficiently.

1.2.2 Meaning of Systems Approach to Training

The term ‘system’ customarily connotes wholeness and inter-relationships between parts or elements. The following definitions highlight the basic meaning as well as characteristics of a system.

“A system is an entity composed of interdependent parts each of which contributes to the unique characteristics of the whole.”

“A system is essentially a set or assemblage of things interconnected or interdependent, so as to form a complex unity.”

According to Jalauddin (1977), a system may be defined as a dynamic, complex, integrated whole consisting of self regulating pattern of inter-dependant elements organized to achieve the pre-determined or specified objectives. The systems approach to instruction signifies a process and a technique by means of which an instructional system is developed, implemented, controlled and evaluated or improved. In his opinion, a systems approach to instruction involves the following six major phases.

- 1) Formulation of objectives
- 2) Pre-assessment of entry level behaviour of learners
- 3) Designing learning experiences
- 4) Implementation of system of instruction
- 5) Evaluation of outcomes
- 6) Improvement of the system

According to Kumar (2000), the systems approach to training provides valuable and rational means to plan training design and refine the training or learning situation leading to accomplishment of effective behaviour and modification of the learner.

Chaudhary (1997) defined the systems approach as “a systematic way of designing, evaluating the total process of teaching-training in terms of specific objectives, structuring the subject matter to bring out more effective instructions.” He said that in the Indian context, educational problem consists of:

- 1) Introduction of educational needs and aspirations of the community
- 2) Development of learning objectives
- 3) Development of curriculum with interaction of science, art and human values
- 4) Organization of learning resources
- 5) Teacher training
- 6) Development of instructional materials
- 7) Evaluation- Formative and summative
- 8) Management of educational system, concerned with personnel, space, training, budget, maintenance
- 9) Total planning of the educational system

The systems approach is a holistic way of doing an instructional programme rather than looking and designing it in piecemeal. It looks at training programmes in totality, starting from the training need assessment to feedback and improvement of future programmes. It can be compared with a chain where the bubbles are intertwined and the breaking of one leads to the breaking of a whole chain.

In this section you read about the system approach to training, now answer the questions given in Check Your Progress 1.

Check your Progress 1

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

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

1) What do you mean by a systems approach?

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2) What are the components of a systems approach?

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1.3 COMPONENTS OF A SYSTEMS APPROACH TO TRAINING

Before discussing the components of systems approach to training, the two examples of training models given below will provide a better understanding of the systems approach to training.

- The Quintec Associate Model (Fig. 1.1)
- The Concord Associate Model (Fig. 1.2)

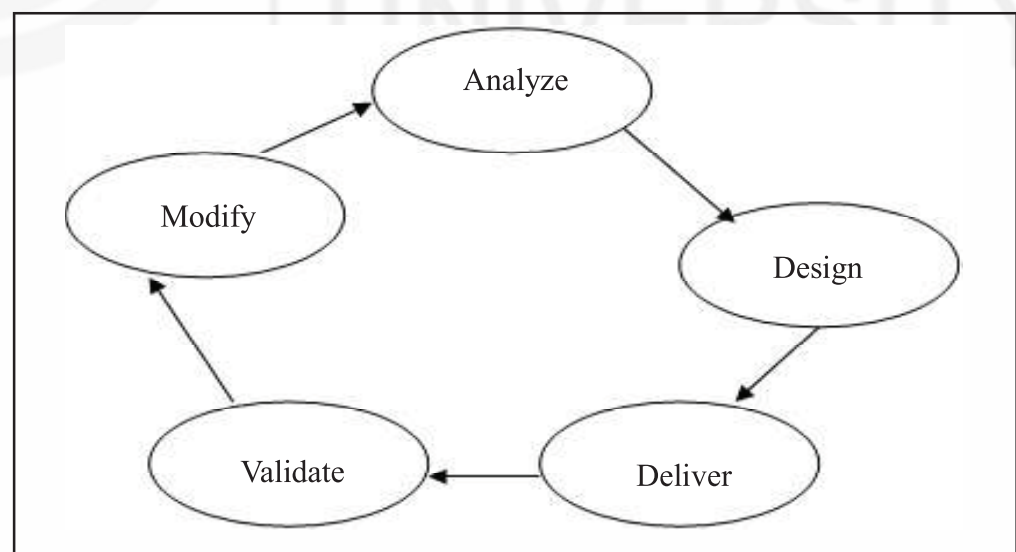


Fig 1.1 Quintec Associate Model of Systems Approach

Source: [http:// www.quintec.com/specialist-services/system- approach- to training](http://www.quintec.com/specialist-services/system-approach-to-training)

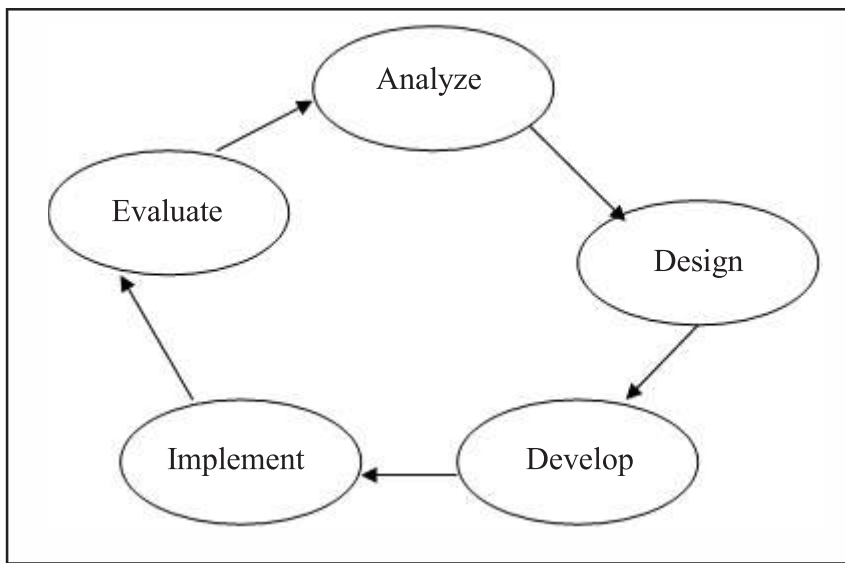


Fig 1.2 Concord Associates Model of Systems Approach

Source: <http://www.concordassoc.com/main.aspx?PID=1>

The systems approach to training in the Quintec Associates comprises five components:

- Analysis
- Design
- Deliver
- Validate, and
- Modify.

At the onset, the training team has to analyze various aspects on which training has to be conducted.

On the other hand, the five different components of Concord Associate model are:

- Analyze
- Design
- Develop
- Implement and,
- Evaluate.

The Concord Associate model differs from Quintec Associate model in the sense that it has placed evaluation of training programme against validation and modification. The evaluation will, itself, provide input for validation and modification of the training programme. The systems approach to training in the Concord Associates model is interactive in nature, which creates a continuous cycle of reviewing and improving the training.

Some Components and steps of a systems approach to training are provided, below.

- 1) Assessment of the needs of the clientele either through individual interview or through PRA (Participatory Rural Appraisal) approach.

- 2) Formulation of objectives in behavioural terms based on the assessment of needs.
- 3) Designing the curriculum for the training programme based on the objectives.
- 4) Setting of the appropriate trainers/training methods for each and every lessons of the curriculum.
- 5) Implementation and conduction of training programme.
- 6) Conducting pre and post evaluation for finding not only the gaps but also assessment of the achievement of trainees as well as of trainers.
- 7) Conduction of 'follow up' programme and receiving the feedback and gaps for designing the courses for future training programme.

The cycle of systems approach to training which is to be followed in the conduct of training programme is given in Fig.1.3.

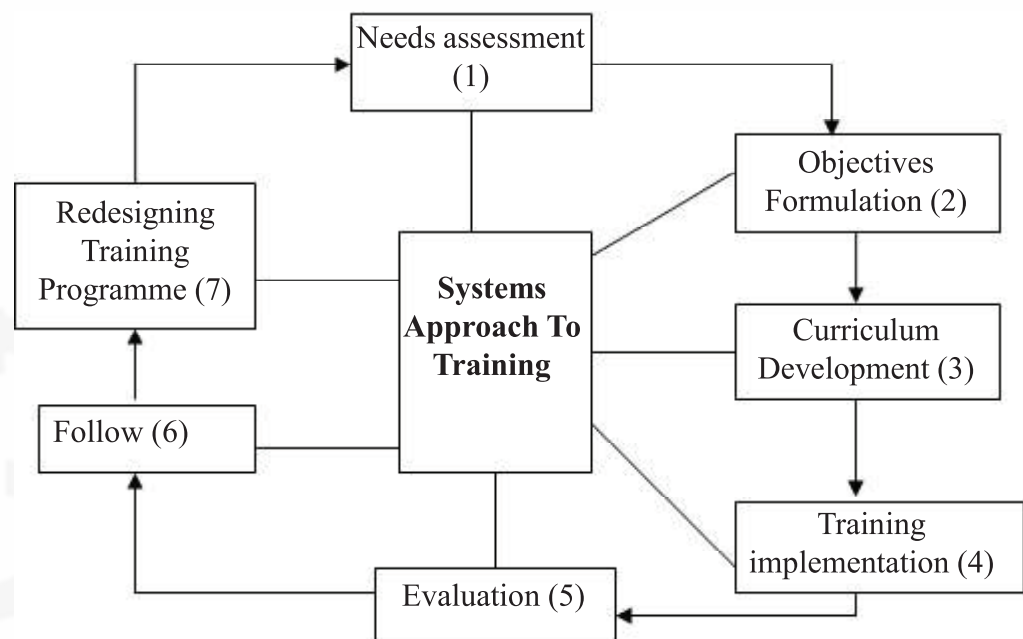


Fig.1.3 Cycle of Systems Approach to Training

1.3.1 Needs Assessment

Before conducting any new training programme, the needs assessment of a client holds the key. The needs assessment (Fig. 1.4) enables a trainer to find the gap in knowledge, skill and attitude and this helps the trainer to avoid duplications. The need based training programme usually creates interest among the trainees, while the stereotyped and repetitive programme makes learning boring and monotonous. Although, the word 'need' seems to be simple, yet it is one of the arduous words to be assessed. The needs assessment constitutes the core around which all other components of training programme planning are built. The term 'need' refers to necessity, requirement, urgency, pre-requisite, vacancy, society, and indispensability. Generally, need is the difference between what we have and what we ought to have.

In other words it is the difference between the existing situation and desirable situation.

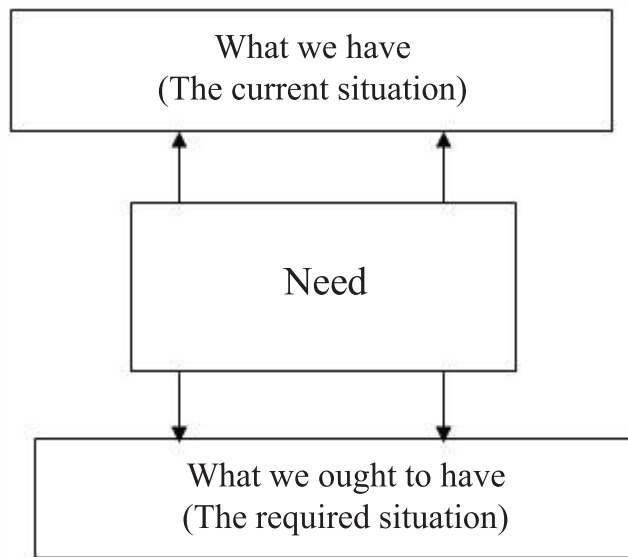


Fig.1.4 Need Assessment Process

Some ways of assessing needs are given below.

- Reviewing the related literature, research, journals and curriculum of the similar kind of extension programme.
- Interacting with the development workers and functionaries working in the field in the particular area in which the extension programme is to be launched.
- Interacting the community leaders, civil society groups, panchayat functionaries, etc.
- Training needs survey - Conducting a survey on KAS (knowledge, attitude and skill).
- Performance analysis
- Task analysis
- Competency study

(Please refer Block 2 for more discussion on Training Needs Assessment)

1.3.2 Objective Formulation

The second important aspect of a systems approach is the formulation of objectives based on the assessed training programme which must be structured in behavioural terms. In other words, the objective of the training programme must be aimed at behavioural change with following three essential components:

- An action verb
- Criteria
- Content

One of the examples of the behavioural objectives is given as below.

After the end of the training programme on child immunization to mothers with 0-1 year age children, she would be able to name five different vaccinations required to be given to a 0-1 year child. In this objective:

- Action verb is - able to name

- Criteria is - five
- Content is - vaccine

Some action verbs are given in Table-1.1

Table-1.1 Action verbs to be considered in formulating training objectives

Write	Explain	Prepare	Count
Answer	Evaluate	Monitor	Arrange
Calculate	Speak	Organize	Initiate
Apply	Undertake	Comprehend	Conduct
Cultivate	Discuss	Implement	Compare
Count	Maintain	Analyze	Compute
Plan	Draft	Describe	Narrate
Recite	Identify	Differentiate	Compose
Relate	Develop	Use	State
Trace	Outline	Distinguish	Demonstrate

The behavioural objectives should have the following characteristics

- Specific
- Attainable
- Measurable
- Understandable

This is popularly called ‘SAMU’ (Fig. 1.5)

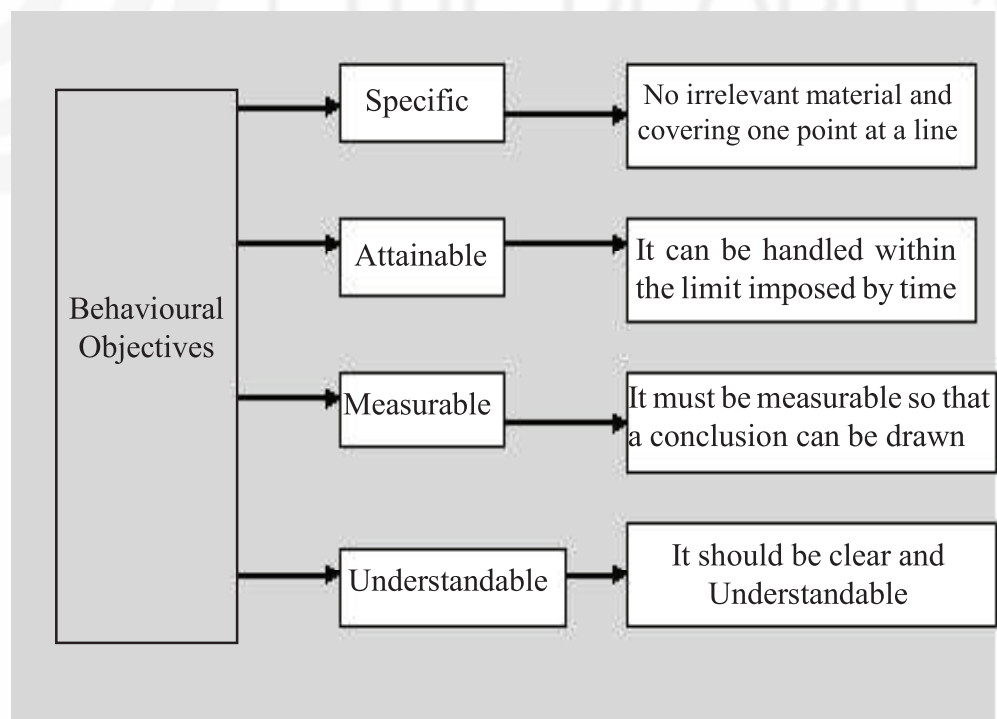


Fig.1.5 Behavioural objectives formulation

The teaching objectives are used to describe the desired end product or the condition the trainer is trying to achieve through a training programme. Therefore, the teaching objectives must be pre-defined, formulated so that it could achieve the desired behavioural change among the clientele.

For all purposes, the teaching-training has the following two types of objectives.

- i) General objectives.
- ii) Specific objectives.

The general objective or the training programme objective is a broad one and comprised of several specific objectives. Specific objectives are derived from the general objective and are quite specific which usually cover one aspect at a time.

Examples of general and specific objectives are given below.

General Objective:

- To built the capacity of traditional birth attendants (TBAs) on child immunization.

Specific Objectives:

After the end of the training programme, the TBAs would be able to

- Name the type of vaccination given to 0-1 years children
- Explain the benefit of immunization to the mother of 0-1 years children

Therefore, clear cut objective formulation has prime importance in training programme.

1.3.3 Development of Curriculum

The next step after training objectives formulation is the construction of a curriculum based on the objectives.

Inlow (1996) said, “Curriculum is an attempt to communicate the essential principles features of an educational proposal in such a firm that is open to critical scrutiny and capable of effective translation in to practice”.

According to Vashists (2003) “a curriculum is the means by which experience of attempting to put an education proposal is put into practice. It involves both contents and methods, in its widest application it takes account of the problem of implementation in the institution of the educational system”.

Customarily, the training curriculum needs to be based on the specific objectives formulated. Some curriculum frameworks are given below for your understanding.

- 1) Identification of the contents and topics based on formulated specific objectives.
- 2) Formulation of session objectives based on contents.
- 3) Identification of trainers for each topic.
- 4) Procurement of lesson plan from each trainer as per topic allotted.

- 5) Arrangement of training aids in accordance with the training methods identified by each trainer.
- 6) Fixation of duration of training programme as well as timing for each session.
- 7) Collection of background documents for each topics.
- 8) Evaluation of each training session as well as training programme.

The strategy to be adopted while formulating the curriculum is that first priority should be given to those areas which the participants ‘**must know**’. The second priority is areas which they ‘**should know**’; and, the third priority are the areas which they ‘**could know**’. The strategy for curriculum formulation is given in Fig. 1.6

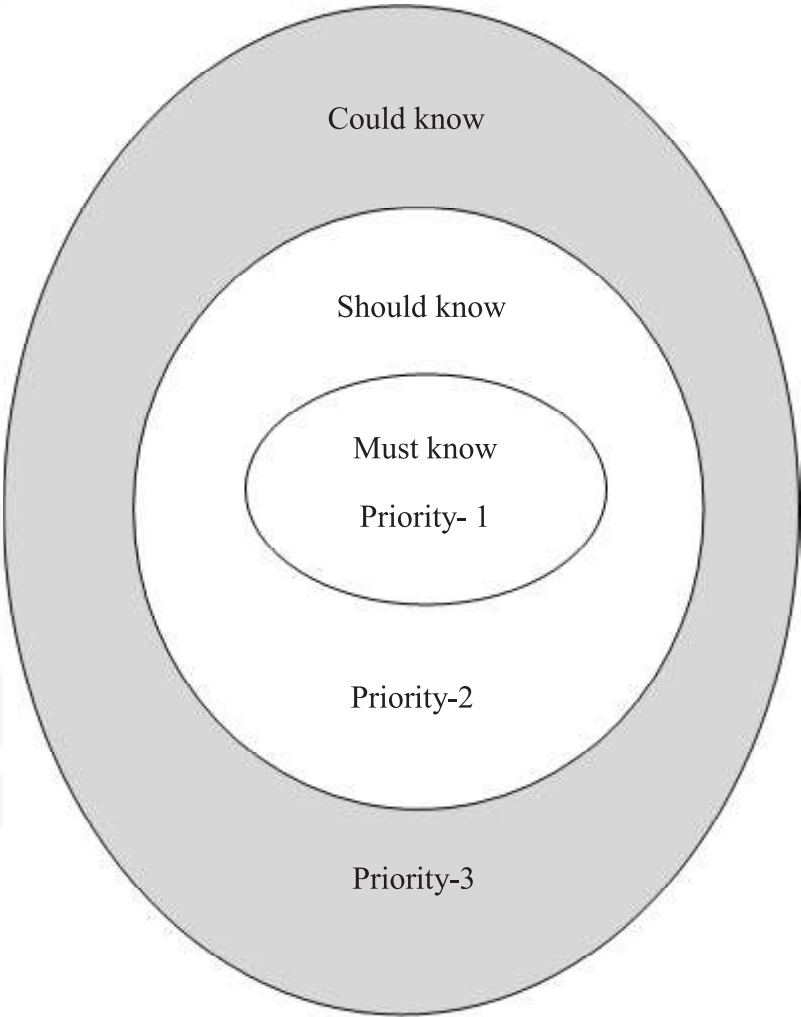


Fig. 1.6 Curriculum Strategy

A framework for curriculum development is given below.

- 1) Name of the Programme:
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.....
.....

2) Duration:

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3) Venue:

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4) Category of Participants:

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Table-1.2 Curriculum Framework

1	2	3	4	5	6	7	8
Date	Timing	Topic	Trainer	Methodology	Teaching	Reference	Evaluation

1.3.4 Preparation of Lesson Plan

After the course outline and curriculum is developed, the next step for the trainers is to draw up a lesson for their respective topics. It is remarked that “a lesson is not merely a means of doling out facts, but it can be an occasion for learning, for thinking, for understanding, and, it can provide generous scope for the self activity of the people directed, guided, and simulated by the trainer (Bhatia and Bhatia, 1956). Meticulous preparation of the lesson plan by the trainer makes the teaching-training interesting, effective, and economical on time.

Steps in preparation of a lesson plan

Before preparing a lesson plan, up-to-date information on the subject matter needs to be collected, and recent data should be procured. This involves consultation of recent edition books, research journals, magazines, bulletins, newspaper cuttings, etc. This will enable the trainer to be well informed, and to make the presentation of topics more interesting and informative on the subject. The preparation of lesson plans involved a good amount of groundwork, updating, and sharpening topics through current facts and data. A lesson usually comprises three stages, given below.

a) The introductory stage

In the introductory stage of the lesson, the trainer presents some basic facts and gives the background of the topic. In the process he tries to test the knowledge of the trainees about the topics. Then, he links the topic with the new material.

b) The presentation stage

In this stage, new aspects of the topic are presented to the trainees. It is best done by lecture discussion, showing audio visual aids, and even hands-on exercises.

c) The Application Stage

In this stage, the trainees learn best by ‘doing some exercises regarding how to apply the new knowledge’. The things are demonstrated by the trainer to them during the presentation stages. By applying this method, the trainer tries to make the teaching-training more concrete. In other words, in this stage, the trainer tries to develop skill in trainees.

Illustration of a Lesson Plan

An illustration of a lesson plan is given below.

- 1) Category of Trainees : Progressive Farmer from Nimapara Block, Puri district
- 2) Topic : HYV seeds/seedling preparation
- 3) Period : Afternoon Section-I&II
- 4) Time : From 2.00-2.30 and 3.30-4.30
- 5) Objective : To equip the trainees with the theoretical and practical knowledge about HYV seeds and seedling methods.
- 6) Contents
 - Types of HYV seeds
 - Preparation of seeding
- 7) Methods/materials to be used
 - Lecture – Discussion
 - Charts showing different HYV seeds
 - Models
 - Materials and equipments
 - a) HYV seeds
 - b) Essential ingredients for preparation of seeding
 - c) Equipments, pot, etc.
- 8) Steps in Presentation of Topic

	Contents	Methods	Teaching Aid
A)	Introduction	Lecture/Discussion	Use of Flip chart

- i) What is HYV
- ii) Type of HYV
- i) Why preparation of seedling
- ii) Advantage of seedling

B) Presentation of new contents Lecture/Discussion Use of Flip char

- i) Modern method of seedling
- ii) Use of ingredients in preparation of seedling
- iii) Various steps in seedling
- iv) Precautions required

C) Application Demonstration & Redemonstration

Trainees will be asked to give a redemonstration on seeding. In other words, the trainer would instruct trainees in a hands-on practice and correct the mistakes committed by them.

D) Model Questions to be asked

- i) What do you mean by seedling?
- ii) Why is seeding is important?
- iii) Name a few steps of seedling of HYV paddy?

References

- i) Reference manual of State Agriculture Department
- ii) Leaflets, folders developed by KVKs

1.3.5 Implementation of Training Programme

After the curriculum of a training programme is framed, the next step is implementation of training programme. The trainer has to look into the arrangement of the following things.

A) Pre- Implementation Stage

- i) Arrangement of training hall and audio-visual aids
- ii) Boarding and lodging
- iii) Background document

B) Implementation Stage

- i) Registration of trainees
- ii) Distribution of background documents and handouts
- iii) Administration of pre-test
- iv) Organization of training session
- v) Conduct of session evaluation
- vi) Arrangement of field trip, if any

C) Post Implementation Stage

- i) Administration of post-test
- ii) Disbursement of TA/DA

Physical arrangement of the classroom is vital for creating a congenial atmosphere for the effective implementation of a training programme. The following physical facilities are essential for a good class room situation.

- 1) The class room should be properly constructed with required doors and windows
- 2) It should be well ventilated and lit with fans, AC, and a generator
- 3) The chair and table must be well arranged in a way that could create face-to-face interaction between the trainer and the trainees
- 4) The classroom must be properly cleaned and drinking water must be available
- 5) There should be separate toilet for men and women
- 6) The visual aid facility, the blackboard, and arrangements for power point presentation should be available
- 7) In case of in-house training, there should not be much distance between the training hall and trainee's hostel
- 8) An attendant must be available to attend to the problems of the trainees.

1.3.6 Evaluation

Evaluation is an essential part of the Training and Development Programme. It helps the programme organizers to know the change and impact that has been produced by the programme on the trainees. The dictionary meaning of evaluation is: the determination of the value, strength, force of or the making of a judgement of something. Moss (1955) defined evaluation as "measuring performance against predetermined goals". Kinedberge (1955) remarked that, "It is an effort to learn what changes have taken place during and after an action programme, and what part of these changes can be attributed to the programme". One of the exponents noted that evaluation refers to the scientific process of assessment of the changes that have taken place in the attitudes, knowledge and skills among the trainees, or effects that have resulted from operation to the programme.

A) Purposes of Evaluation

Evaluation is conducted with a purpose. The main purpose of the evaluation is given below.

- i) It helps in identifying the strong and weak points of the programme
- ii) It helps the extension programme and training organizer to assess, whether the objectives of the training have been achieved
- iii) It enhances confidence among both the trainers and trainees
- iv) It provides the opportunities to trainers to restructure its training methodology, and trainees to know in what components, they need further training

- v) It helps to analyze the cost and effectiveness of a training programme
- vi) It facilitates the trainer's presentation of the evaluation results to a higher authority or sponsors, and, also before the stakeholders
- vii) It provides clues for making necessary addition, deletion and other suitable changes for further training programme
- viii) It provides a means for testing trainers, the trainees, and the training programmes.

B) Types of Evaluation in Training

There are three main aspects are evaluated in the training programme:

- i) Evaluation of Trainers
- ii) Evaluation of Trainees
- iii) Evaluation of Training Process

Evaluation of Trainers

The objective of effective training is to transfer knowledge, attitude and skills (KAS) and that they are understood, learned, remembered and used. The role of the trainer is for the effective transmission of KAS to the trainees. The performance of the trainers can be judged both by the trainees and by the supervisors or donors who monitors the programme. The judgment may be both quantitative and qualitative; quantitative judgments are made largely by looking at the achievement of trainees in scoring on questions related to the subject taught by the trainer. On the other hand, the qualitative judgement is based on the observations of the trainees accordingly given on a prescribed rating scale. One example of rating scale for evaluation of trainers is given in Table 1.3.

Table-1.3 Rating scale for Evaluation of Trainers

Sl. No.	Statement	Rating Scale			
		Very Good	Good	Average	Poor
1)	Technical soundness of subject matter				
2)	Adequacy of content				
3)	Method of presentation				
4)	Audio-Video Aid used				
5)	Linking the subject matter with the objective				
6)	Relationship with trainees				
7)	Participatory approach in teaching				
8)	Overall impression on introduction, content, summarizing and questioning				

Evaluation of Trainees

Evaluation of trainees is vital to the training programme. An effective training programme successfully transmits knowledge, skill and practices to trainees. Trainees are the ultimate stakeholders. The evaluation of trainees would inform the trainer whether there has been improvement in the knowledge and skills and whether there is a need for further training. A pre and post test on KAS (knowledge, attitude and skill) may be developed by the training organizer and administered before and after the programme. The difference between the two scores would enable the trainer to know the impact of training programme.

The types of question required to be formulated by the training organizers are given below.

- i) Multiple choice question
- ii) Fill in the blanks
- iii) Matching responses
- iv) Three or five point attitude scale
- v) Scale of practices

Evaluation of Training Process

Every training programme needs to be evaluated by the trainees for whom it is organized. The trainees are the best judge to evaluate, whether the training programme has really improved their knowledge, attitude, skills, and practices. The evaluation of the training programme would enable the programme organizers to know the gaps. It is, therefore, largely their subjective judgement of others associated with the trainees work after the training and the success that he achieves in the performance of his assignment (Chitamber 1960). The trainees will help to evaluate the entire process of training which would include the following check points.

- i) The arrangement of training hall
- ii) Use of audio-visual materials
- iii) The performance of the trainers
- iv) The arrangement of field trips
- v) Lodging/boarding
- vi) Background documents/related material distribution
- vii) Trainers/Trainees interaction
- viii) Duration of training
- ix) Coverage of knowledge and skill components
- x) Hands on training
- xi) Group work/Group presentation
- xii) Participation of trainees in the training sessions

(Please refer Block 4 for more details on training evaluation).

In this section, you have read about the components of the systems approach to training. Now, answer the questions given in Check Your Progress 2.

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

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

- 1) Differentiate between Quintec and Concord Associate models of systems approach

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- 2) What are various processes of development of curriculum?

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1.4 LET US SUM UP

The system approach is a holistic way of conducting a training programme. Customarily, the system approach shows the inter-relationship between various aspects of a training programme starting from need assessment and ending at follow up. In this unit you have learnt about various aspects of system approach to training, starting from need assessment, objective formulation, curriculum development, implementation, evaluation and follow up of training programme.

1.5 KEYWORDS

System: It customarily connotes wholeness and inter-relationships between parts or elements. A system is an entity composed of interdependent parts each of which contributes to the unique characteristics of the whole

Systems Approach: It is a systematic way of designing, evaluating the total process of teaching-training in terms of specific objectives, structuring the subject matter to bring out more effective instructions.

Needs Assessment: The needs assessment enables a trainer to find the gap in knowledge, skill and attitude and this helps the trainer to avoid duplications.

General Objective: It is a broad one and comprised of several specific objectives.

Specific Objective: It is derived from the general objective and are quite specific which usually cover one aspect at a time.

Curriculum: It is the means by which experience of attempting to put an education proposal into practice. It involves both contents and methods, in its widest application it takes account of the problem of implementation in the institution of the educational system.

Evaluation: Evaluation is an essential part of the training and development programme which helps the programme organizers to know the change and impact that has been produced by the programme on the trainees.

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1.7 CHECK YOUR PROGRESS-POSSIBLE ANSWERS

Check Your Progress 1

1) What do you mean by systems approach?

The systems approach is a holistic way of conducting programme rather than looking and designing it in piecemeal. It looks at a training programme in totality, starting from the training need assessment to feedback and improvement of future programme. It can be compared with a chain where the bubbles are intertwined, and the breaking of one leads to the breaking of the whole chain.

2) What are the components of systems approach?

The components of a systems approach to extension education are as follows: assessment of the needs of the clientele either through individual interviews or through PRA (Participatory Rural Appraisal) approach; formulation of objectives in behavioural terms based on the assessment of needs; designing the curriculum for the extension programme based on the objectives; setting of the appropriate trainers/training methods for each and every lessons of the curriculum; and evaluation and follow up of the extension programme.

- 1) What do you mean by the Quintec and Concord Associate models of systems approach?

The Quintec Associates model of System Approach to training comprises five components: analysis, design, deliver, validate and modify. At the onset, the training team has to analyze various aspects on which training has to be conducted. On the other hand, the five different components of Concord Associate model are: analyze, design, develop, implement and evaluate. The Concord Associate model places evaluation of training programme against validation and modification.

- 2) What are various processes of the development of a curriculum?

At the outset the trainer has to prepare the curriculum for the training programme. While preparing the curriculum, he or she has to mention the topic, the trainers and the method of teaching. The training organizer has to prepare each training session and the topic, methods and type of evaluation to be used by the concerned trainers during the training session.



UNIT 2 TRAINING POLICY

Structure

- 2.1 Introduction
- 2.2 Training Policy – Meaning and Need
- 2.3 Components of Training Policy
- 2.4 Features of a Good Training Policy
- 2.5 National Training Policy - 2012
 - 2.5.1 Background
 - 2.5.2 Competency Framework
 - 2.5.3 Training Objectives
 - 2.5.4 Training Target
 - 2.5.5 Role of Ministries/Departments
 - 2.5.6 Role of Training Institutions
 - 2.5.7 Trainer Development
 - 2.5.8 Foreign Training
 - 2.5.9 Funding
 - 2.5.10 Training for Urban and Rural Development
 - 2.5.11 Implementation and Coordination
 - 2.5.12 Monitoring and Evaluation
 - 2.5.13 Role of Training Division
 - 2.5.14 Role of Ministry/Department
 - 2.5.15 Role of Training Institution
- 2.6 Let Us Sum Up
- 2.7 References and Selected Readings
- 2.8 Check Your Progress - Possible Answers

2.1 INTRODUCTION

Dear Learner,

In the previous unit we discussed systems approach to training as one of the important components of designing coherent training strategy. The other important component is training policy. Training policy is broadly an outline of staff training and development process with operational guidelines which aims at identifying the core competencies required by development professionals at all levels and how to impart or improve these competencies through induction and refresher training programmes.

After studying this unit you should be able to:

- Understand the concept of training policy and its need
- Explain the important components of training policy
- Discuss the salient features of National Training Policy 2012

2.2 TRAINING POLICY – MEANING AND NEED

The Training Policy is also referred to as ‘Staff Training and Development Policy’ or ‘Employee Development Policy’ or ‘Employee Training and Development Policy’ etc. It is the starting point and refers to the development organisation’s learning and development programmes and activities at all levels. Training policy may be defined as a plan or course of action or guiding principle intended to influence and determine decisions & actions related to capacity building of all employees. The training policy structure is given below for your understanding.

According to Kumar and Ghosh “An organization’s training policy statement would cover the aspects that follow.

- i) Guidelines determining educational and training goals and the selection of courses to attain these goals.
- ii) Development of educational activities and full detail concerning course length, content, materials, costs, etc.
- iii) Financial assistance for capacity building for attaining educational pursuit of an organization.
- iv) Certification of the training.
- v) Training records to be completed and kept updated at all time.

Training Policy Structure

Introduction/definitions/scope: Outlines the purpose and reach of policy.

Cultural/philosophical: Specify the values, vision, ethos, guiding principles of development organisation etc)

Legal issues: Mentions the jurisdiction, safety, discrimination, etc.

People: Where employees stand in organizational priorities, input, care, compassion, etc

Methods: Training and development, career development, succession, recruitment and selection.

Systems/tools: Training and development manuals, media, knowledge and information management, responsibilities, etc.

Process/operations: How training and development relates to operations.

Financial: Specifies the planning, budgets, prioritisation, etc.

Responsibility/authority: Mention how training and development is managed, enabling voluntary and additional training.

Social responsibility: CSR, ethics, environment, sustainability, diversity, etc.

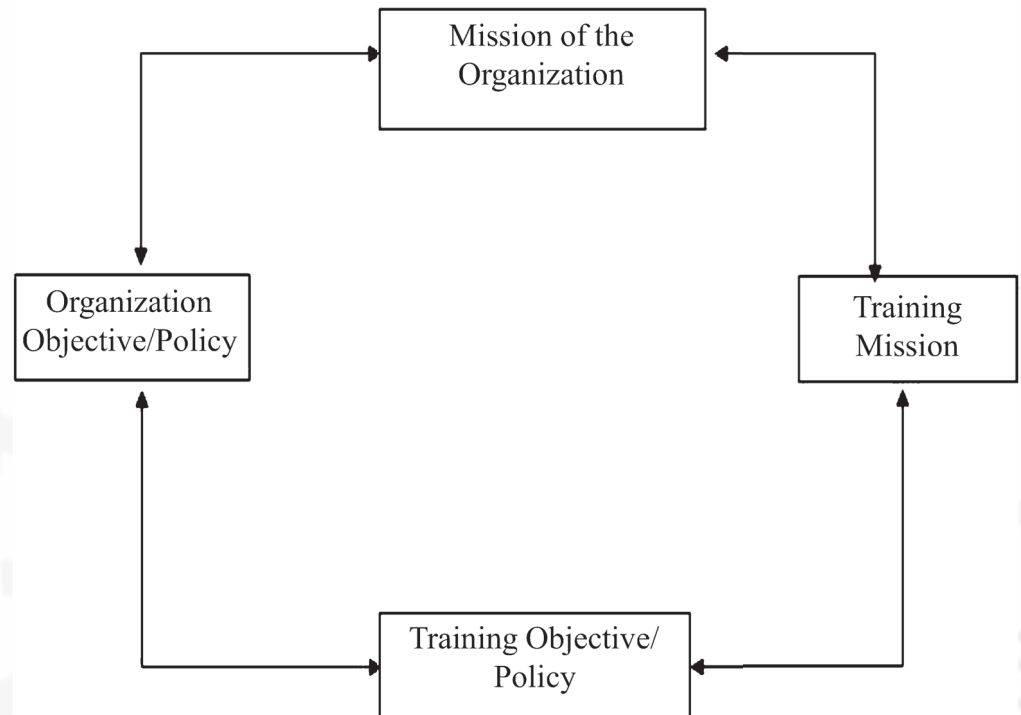
Review and measurement: Related to training and development, accreditation, qualifications, independent audit, etc.

Scale, geographical and timing factors: Relevant to the policy and situation. (Source: <https://www.businessballs.com/facilitation-workshops-and-training/training-or-learning/>)

Need for Training Policy

Training is an effective and tested tool for performance enhancement as well as to raise the level of knowledge, attitude, and skills of personnel in the organization. Considering the importance of training, every organization needs to have its training policy. According to Kumar and Ghosh (1991), “The training policy must be an integral part of the total manpower policy and must contain principles and guidelines which will constitute the governing instrument of the training system”. The training policy has to be formulated in tandem with the mission of the organization and organizational objective and policy as given in Fig. 1.

Fig 1. Training Policy



Now let us explain what the figure is all about.

Mission of the Organization

The organization involved in training has to clearly state its mission. In other words, it should clearly state the various training activities and its action points clearly so that it would attract a larger number of participants to its training.

i) Training Mission

Besides the institutional mission, the training mission of the organization needs to be clearly spelt out. The Training Mission may, for example, be to impart cost effective and quality training to the participants. Once the mission is spelt out, it becomes easy on the part of the organization to work in a focused way.

ii) Organization Objective/Policy

Once the mission statement is framed, the second step for the organization is to formulate its objective. If the organization is involved in various activities, such as teaching, research, and training, then, all these must be reflected in its objective. If it is specifically a training organization then its objective will be different from that of the former one.

The training organization needs to formulate objectives of each and every training programme. The objective must be specific, something that could be achieved within a specified time period.

2.3 COMPONENTS OF TRAINING POLICY

A training policy document should have the following components.

- i) **Introduction:** The introduction needs to explain the importance of training and capacity building for an organization.
- ii) **Need for Training Policy:** It should delineate why there is a need for training policy. For example, in order to maintain, and also, to accelerate organizational performance, raising the capability of the human force working in the organization is essential.
- iii) **Rationale and Objective:** The training policy document should spell out the rationale behind the formulation of a training policy and various objectives of training policy. In other words, it should sight the reason and problems which the training policy would serve.
- iv) **Major Challenges and Concerns:** The training policy must address the major challenges and training concerns prevalent in an organization.
- v) **Core Principles of Training:** The training policy document must address the core principles of training. It should include training need assessment, policy formulation, strategy planning, flexibility of training, and implementation of need-based training programmes, besides ensuring quality and relevance.
- vi) **Training Strategy:** The strategy of the training policy must include the following aspects.
 - Training approach and modalities
 - Scope
 - Periodicity of training
 - Pre-training tasks like training need analysis
 - Methodology
 - Institutional framework
 - Mode of capacity building
 - Evaluation
 - Trainer development like training of trainer
 - Funding and finance
 - Research projects
- vii) **Executing the Training Policy- Roles and Responsibilities:** The Training Policy should lay down a process map for executing the training policy. The roles and responsibilities of all the stakeholders must be clearly

delineated. For the effective implementation a “Nodal Officer/Training Manager” would be identified who will be responsible for the training requirements of the organization.

viii) Training is an Ongoing Process

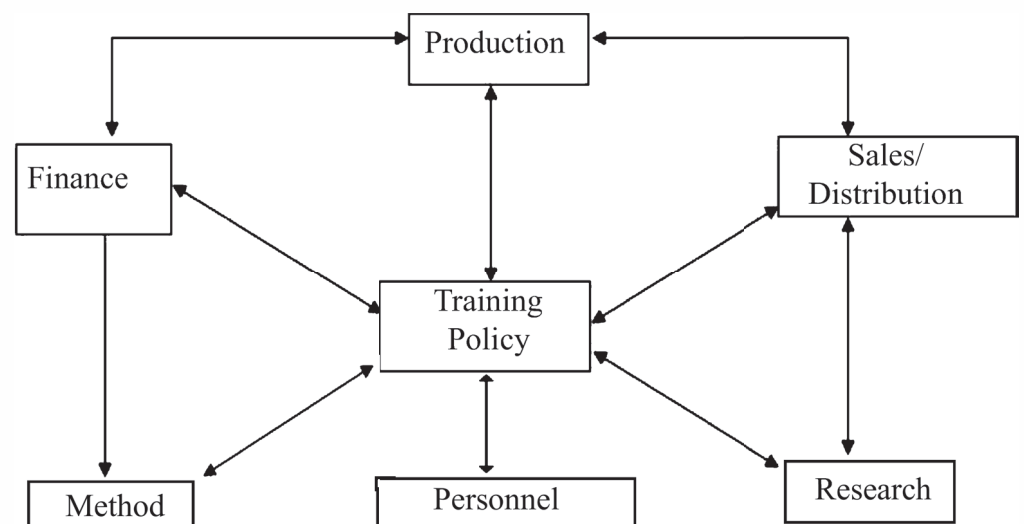
Training should be an ongoing process of an organization. The types of training may vary at each stage, such as induction training, in-service training, and refresher training, and so on.

2.4 FEATURES OF A GOOD TRAINING POLICY

A successful training policy must include the following key features.

- 1) The organization must recognize the role of training at the highest level, in other words, there must be active support at board and senior management levels. The organization must have a training policy mission and vision.
- 2) The policy must be realistic. It must be related to the identified needs of the organization, and it must not be for the sake of training. Any stereotypes must be avoided. The training must be what the organization wants and what the trainees want and not a mere compilation drawn from other training programmes.
- 3) The policy must be spelt out in clear terms.
- 4) The policy must state responsibilities clearly.
- 5) The policy should state how in broad terms it is to be carried out.
- 6) The policy should state the role and responsibilities of the professional training division in the organization.
- 7) The organization should have strategic linkages with the other organization for various support for example hiring resource persons, tapping hostel facilities, etc.
- 8) Last but not the least; the training policy should not be constructed in isolation. It should be formulated in coordination with the other policies of the organization. A coordination chart is given in the Fig. 2.

Fig.2 Relationship of Training Policy with other Policies



Activity 1

Visit a nearby development organisation or training organisation. Enquire about the training policy and its components. Compare them with those given in this unit and write features that are common.

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In this section you read about the meaning, need for, different components and features of training policy. Now, answer the questions given in Check Your Progress 3.

Check your Progress 1

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

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

1) Write the other names of Training Policy.

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2) Write the meaning of training policy.

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3) Name three features of a good training policy.

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2.5 NATIONAL TRAINING POLICY - 2012

The Department of Personnel and Training (DoPT) is the nodal agency of Government of India for matters related to training and training policy. Fulfilling this mandate, the National Training Policy was formulated in 1996. In view of the changed environment and emerging challenges, the policy was revised in consultation with all ministries and departments and National Training Policy - 2012 was formulated. The salient features of National Training Policy - 2012 are discussed in this section for your understanding (Source: National Training Policy 2012, DoPT, GOI).

2.5.1 Background

The National Training Policy was issued in April 1996 through a set of Operational Guidelines for the development of the human resources of the Government. This followed the process of liberalization of the economy through de licensing and deregulation begun in 1991 and the 73rd and 74th Amendments to the Constitution, which took effect in 1993 thereby creating the third tier of Government at the Panchayat and Municipal levels. These, along with other changes since then, such as rapid economic growth, devolution of funds, functions and functionaries to the Panchayats and Municipalities, enhanced transparency through the right to information, globalization, climate change and extremism have created a complex and challenging environment in which the civil service has to function at a time when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens.

Government systems of personnel administration continue to focus largely on the rules and procedures governing the recruitment, retention and career development of the civil service. Systematic training of civil servants has continued to be mainly for the higher civil services with a large number of Group B and C employees receiving sporadic training, if any at all. With the creation of the third tier of Government, the training of functionaries in the Panchayat and Municipal bodies has become a critical concern.

For transforming the civil service, it is imperative to move to a strategic human resource management system, which would look at the individual as a vital resource to be valued, motivated, developed and enabled to achieve the Ministry/Department/Organisation's mission and objectives. Within this transformational process, it is essential to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training.

2.5.2 Competency Framework

Competencies encompass knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the professional or specialized skills, which are relevant for specialized functions

such as building roads, irrigation projects, taking flood control measures, civil aviation, medical care, etc.

A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job. Training has usually been based on the duties that are to be performed in a particular post. There has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. For moving to a competency based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Ministry/Department/Organisation needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

2.5.3 Training Objectives

The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently abled, senior citizens, socially disadvantaged etc.. The competency framework will be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with. The success of training will lie in actual improvement in the performance of civil servants.

2.5.4 Training Target

- All civil servants will be provided with training to equip them with the competencies for their current or future jobs. Such training will be imparted:
 - o At the time of their entry into service, and
 - o At appropriate intervals in the course of their careers.
- Such training will be made available for all civil servants from the lowest level functionaries to the highest levels.
- The opportunities for training will not be restricted only at mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e learning.
- Priority will be given to the training of front line staff, including training on soft skills, so as to improve customer orientation as well as quality of service delivery to the citizens.

2.5.5 Role of Ministries/Departments

Each Ministry/Department shall adopt a Systematic Approach to Training and shall:

- i) Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Ministry/Department;
- ii) Create a Training Cell with HR and Capacity Building Professionals to assist the Training Manager;
- iii) Classify all posts with a clear job description and competencies required;
- iv) Develop Cadre Training Plans (CTPs), based on the competencies required and training needs, for ensuring that all cadres under the Ministry/Department or its attached/sub ordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;
- v) Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;
- vi) Ensure that any non training interventions that need to accompany training interventions are also taken up suitably;
- vii) Make the immediate supervisor responsible and accountable for the training of the staff working under him;
- viii) Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
- ix) Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Ministry;
- x) Prepare an annual training plan for all the cadres under its control;
- xi) Implement the Annual Training Plan (ATP), by using the institutions under it or outside, so that the limitations on internal training capacity do not constrain the implementation of the training plan;
- xii) Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;
- xiii) Incorporate a separate section in the Ministry's annual report on training and capacity building activities undertaken during the year;
- xiv) Provide induction training to new entrants and prepare and upload the induction material on the website of the Ministry/Department for easy accessibility;
- xv) Organize 'On the Job' and 'In house' training as may be required

2.5.6 Role of Training Institutions

Government training institutions lie at the heart of the training system. They are the repositories of the expertise distilled from the real world. The quality and manner of their functioning has a direct impact on what their trainees imbue and take with them. They will continue to be the mainstay for training of civil servants. Given their role, it becomes imperative for them to become leaders in the process of enabling learning and change. They should:

- i) Have the requisite staff, infrastructure and finances to perform their functions;
- ii) Move to becoming models of excellence in the quality of the training they impart and as learning organisations through a process of self assessment and bench marking;
- iii) Provide technical assistance and advice in preparation of annual training plans for the Ministry/Department and in outsourcing training (if so required);
- iv) Play a key role in assisting the Ministries/Departments in the process of shifting to a competency based framework for training (as applicable);
- v) Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;
- vi) Supplement their current programmes with distance and e Learning courses;
- vii) Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization (as applicable);
- viii) Provide advisory and/or consultancy services (as applicable);
- ix) Network with other institutions to share learning resources, experience and expertise;
- x) Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
- xi) Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for ‘Training of Trainers’;
- xii) Maintain database of trained manpower for future reference;
- xiii) Give special focus on behavioural/attitudinal training.

2.5.7 Trainer Development

- i) The Trainer Development Programme (TDP) has been one of the most successful instances of transfer of learning under a donor project resulting in the development of a cadre of trainers. The concept of “once a trainer, always a trainer” that was enunciated in the National Training Policy, 1996 has aided its success. The Trainer Development Programme is, however, based on curricula and content developed over the last three decades. While the core principles of learning have not changed, there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large numbers of people. There is an urgent need to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills/techniques. There is also a need for setting up a Learning Resources Centre (LRC), preferably on a suitable public private partnership mode so that sustainable indigenous capacity is built in this area.
- ii) Certification of trainers under the Trainer Development Programme has to be on a renewable basis related to their actually conducting a required

number of training programmes and also attending courses meant for upgrading their skills.

- iii) While the Trainer Development Programme on training techniques and skills has evolved over the years, the development of domain specific trainers has largely been ignored. Given the plethora of training institutions in the diverse areas of Government functioning, it is desirable to develop cadres of trainers in different sectoral and functional specializations. Different Ministries/Departments would need to take the initiative to develop such trainers in the areas of their responsibility.
- iv) The Sixth Central Pay Commission has proposed major incentives such as 30 percent Training Allowance, rent free accommodation etc. for Central Training Institutions for Group A officers, in recognition of the importance of this function and to attract a wider range of officers to this function. It is recommended that State Governments provide similar incentives to the faculty of the State Training Institutions.

2.5.8 Foreign Training

Foreign training fills a crucial gap in the training system. It provides opportunities for officers to gain exposure to the latest thinking on different subjects in some of the leading institutions of the world. It exposes them to experiences and best practices of different countries with differing models of development and governance. Since 2001, the scheme of Domestic Funding for Foreign Training (DFFT) has become the main source under which officers are now sent for foreign training.

There is a need to continue and strengthen the DFFT scheme as well as other similar schemes of various cadre controlling authorities so that officers have the opportunity to attend both long term and short term programmes to develop in depth competencies in a range of subjects/areas or specific specialized subjects. This is particularly important for officers who are likely to hold positions at the senior most levels of Government where they need to be aware of, and take into account, the broader global context in policy formulation as well as international best practices.

2.5.9 Funding

Each Ministry/Department/Organization shall provide adequate funding to meet the training requirement. The National Training Policy of 1996 had recommended that 1.5 percent of the salary budget be set aside by each Department to be used solely for the purpose of training. Given the likely increase in the need for training by moving to a competency based system, it is recommended that each Ministry/Department/Organization set aside at least 2.5 percent of its salary budget for training.

2.5.10 Training for Urban and Rural Development

The 73rd and 74th Amendments of the Constitution resulted in a radical change in the status of the Panchayati Raj Institutions and Urban Local Bodies by prescribing constitutionally mandated devolution of powers and resources to them as the third tier of Government. These institutions are critical for the development of the rural and urban areas as well as delivery of many essential

services to the citizen. The national level flagship programmes for rural and urban development have highlighted the need for capacity development in the rural and urban level institutions for effectively implementing the programmes.

Rural and urban local bodies' functionaries need to have the competencies to be able to perform their work efficiently and their training is, therefore, of paramount importance. As the officers of the IAS and State Civil Services play an important role in the administrative set up at all levels, they need to be familiarised with grassroots institutions of rural and urban governance. As in case of attachment with other Departments, the Trainees may be given 'hands on experience' of grass root level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/Municipalities for a suitable duration. This arrangement may be made within the overall framework of the recommendations of the 'Syllabus Review Committee' for the induction training. Similar attachments could also be considered by the State Government for inclusion in the training schedule of probationers of the State Civil Services.

Suggested areas for capacity building in rural and urban development:

- i) *Rural Development* : Rural Sociology, Rural Development/Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of Non Government Organizations in rural development, Rural Co Operatives, Conflict Management in Rural Areas;
- ii) *Urban Development*: Decentralization and Urban Governance, Urban land issues, urban environment, urban transport, Urban planning and Infrastructure development, Urban Poverty and Social Development, Municipal Accounts and Finance, e-Governance for urban development.

2.5.11 Implementation and Coordination

- 1) A National Training Council, chaired by the Minister, Ministry of Personnel, Public Grievances and Pensions, shall be constituted for giving overall direction for the implementation of this Policy.
- 2) For monitoring the implementation of the National Training Policy and taking appropriate steps to facilitate such implementation, there shall be a Committee chaired by the Secretary, Ministry of Personnel, Public Grievances and Pensions and consisting of the Secretaries of the Departments of Urban Development and Rural Development, Administrative Reforms & Public Grievances, the Director of the LBSNAA and three Representatives each of the State and Central Training Institutions (on a 2 year rotational basis) with Joint Secretary (Training) as the Member Secretary. This Committee will meet bi annually.
- 3) The Training Division of DoPT shall be the nodal agency for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation.
- 4) *Development of Competency Framework*: With the shift to development of a competency based framework for the management of the Human Resources including training, the Training Division would need to enhance its own capacity (in terms of staff and their competencies) to be able to

provide the leadership in detailing the manner in which the work is to be done, providing guidance and handholding support to the Ministries and Departments and monitoring the progress so that the standards of quality in developing the competencies are adhered to and the task is completed in a reasonable period in a mission mode.

- 5) **Capacity Building for National Flagship Programmes:** Ministries are scaling up their training activity and National Flagship Programmes such as the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP), National Rural Health Mission (NRHM), and Sarva Shiksha Abhiyan (SSA) are allocating large amounts for capacity building. In this scenario, it becomes even more important to ensure that such training/capacity building programmes are properly conceived, structured, implemented and their impact assessed so that the expenditure achieves the purpose it was meant to. The Training Division would need to take the lead in developing the competencies of the Training Managers in the Ministries so that they are better able to provide support and guidance to their Ministries in the design and implementation of capacity building schemes.
- 6) The Training Division needs to provide technical support to the Ministries concerned and the States in the development of need based training schemes through creation/augmentation of training infrastructure, faculty development and out sourcing of training. Many states already have excellent infrastructure in the apex training institutes as well as SIRDs and SIUDs. With proper co ordination, synergy can be created with the state ATIs so that capacities, which already exist, can be optimally utilised.
- 7) **Distance and E Learning:** Distance and e learning provide unparalleled opportunities for meeting the training needs of large number of civil servants dispersed across the country in different cities, towns and villages. The Training Division has taken a major step in this direction by tying up with IGNOU to facilitate distance learning in a wide range of subjects and courses. Technology provides the means to make available a vast resource of learning material and courses online providing individuals with enormous choice and flexibility in learning. The Training Division needs to take the lead to ensure that institutions make available training courses/material through an E Learning Portal as well as through the more conventional modes of distance learning. The portal would be a platform to bring together the numerous Government and other training institutions for providing a single point of access to the repository of training resources. The Training Division should also build up databases of the training resources available such as calendars of training programmes of different institutions, faculty in different subjects, etc.
- 8) **Capacity Building in States:**
State Training Policies: It is recommended that each State formulate/adopt a training policy based on and similar to the new National Training Policy so that there is a formal, articulated framework within which training is conducted at the state level. This would enable States to develop an action plan including identification of institutions, training programmes, trainers etc. for training of State civil servants. In order to facilitate the process of

formulation of training policies by the States, a model State Training Policy may be prepared by the Training Division.

Role of State Administrative Institutes (ATIs): It is recommended that the State Governments designate the State Administrative Training Institutes as Apex Training Institutions of the State and empower them to play a lead role in co ordinating training across sectors and departments. Further, the ATIs need to be strengthened with adequate funds, infrastructure, manpower and decision making powers.

Support from Training Division: The Training Division continues to have an extremely important role in supporting the development of Training Capacity in the States. It needs to be provided with adequate funds for supporting need based training schemes as may be proposed by the States. It should focus, in particular, on the following:

- a) Supporting the creation of decentralised training infrastructure (at the divisional, district or sub district levels) concomitant with the development of trainers at those levels;
- b) Strengthening and empowering State training institutions (including improving the quality of selection of faculty and their development); and
- c) Specifically supporting training of civil servants at the grassroots level, including Panchayat functionaries, to improve delivery of services by upgrading their skills and knowledge and improving their responsiveness in meeting citizens' needs.

2.5.12 Monitoring and Evaluation

Monitoring and Evaluation (M&E) is a powerful tool to improve the way governments and organizations achieve results. Research studies indicate that effectiveness of training and development is significantly increased if the monitoring and evaluation of training programmes is systematically undertaken. In the era of globalisation and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment.

Evaluating the effectiveness of training is a very important but difficult aspect of training administration. Often, the evaluation in training institutions is limited to post course questionnaires inviting trainees to comment on the course, trainer and training material. This cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to embed comprehensive impact evaluation in the training eco system where evaluation is not confined to the quality of training programmes or the learning derived by the participants but also evaluates changes in the job behaviour that resulted from the programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens.

2.5.13 Role of Training Division

- Monitoring the implementation of National Training Policy
- Maintain a database of training and development activities undertaken by various Ministries/Departments

- Issue advisories from time to time so that training programmes are conducted based on 'Systematic Approach to Training' and build capacity of the Ministries/Departments and training institutions in the area.
- Ensure that Training Managers are appointed in all Central Government Ministries/Departments, build their capacity and work in close coordination with them.

2.8.14 Role of Ministry/Department

- I) Develop a Training Management Information System (TMIS) to facilitate training and development activities of the Ministry/Department.
- II) Undertake benchmarking/evaluation study of training institutions under the control of Ministry/Department to mould them as Centres of Excellence
- III) Commission surveys/studies to measure the clients'/customers' satisfaction level on the services delivered by the Ministry/Department
- IV) Review the implementation of the Annual Training Plan, Cadre Training Plan and the functioning of Training Institution(s) under the Ministry/Department (including attached/subordinate offices) and in particular to look at the:
 - a) Utilisation of training capacity;
 - b) Quality of training conducted;
 - c) Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes' mandate;
 - d) Training of the Group B and C staff, particularly those at the cutting edge level (as may be applicable); and
 - e) Proper selection and development of faculty, incentives for them and stability of their tenure. The conduct and character of the selected faculty should be demonstrative of the ethics and values taught in the classroom.

2.8.15 Role of Training Institution

- I) Keep track of latest and international trends in training and development and replicate/assimilate them in Indian context
- II) Constantly hone and upgrade the skills of trainers/faculty members in the new and emerging training techniques and methodologies and assess/review their performance as trainers/faculty.
- III) Constantly review and modify curricula, content and training methodologies to take account of training feedback and the needs of clients;
- IV) Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individual's performance over time; and
- V) Conduct evaluation studies to assess the impact of training programmes conducted by it on organizational performance.

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

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

1) Why the National Training Policy 2012 was formulated?

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2) What are the objectives of training as per National Training Policy 2012.

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3) What is the fundamental principle of the competency framework?

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2.6 LET US SUM UP

Training policy is broadly an outline of staff training and development process with operational guidelines which aims at identifying the core competencies required by development professionals at all levels and how to impart or improve these competencies through induction and refresher training programmes. Keeping this in view in this unit we discussed the meaning and need for training policy, different components of training policy and salient features of National Training policy 2012.

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2.8 CHECK YOUR PROGRESS-POSSIBLE ANSWERS

Check Your Progress 1

- 1) The other names of Training Policy are Staff Training and Development Policy’ or ‘Employee Development Policy’ or ‘Employee Training and Development Policy’.
- 2) Training policy is broadly an outline of staff training and development process with operational guidelines which aims at identifying the core competencies required by development professionals at all levels and how to impart or improve these competencies through induction and refresher training programmes.
- 3) The three features of a good training policy are: The organization must recognize the role of training at the highest level, in other words, there must be active support at board and senior management levels; The policy

must be realistic, it must be related to the identified needs of the organization and it must not be for the sake of training; The policy must be spelt out in clear terms.

Check Your Progress 2

- 1) The National Training Policy was issued in April 1996 through a set of Operational Guidelines for the development of the human resources of the Government. This followed the process of liberalization of the economy through de licensing and deregulation begun in 1991 and the 73rd and 74th Amendments to the Constitution, which took effect in 1993 thereby creating the third tier of Government at the Panchayat and Municipal levels. These, along with other changes since then, such as rapid economic growth, devolution of funds, functions and functionaries to the Panchayats and Municipalities, enhanced transparency through the right to information, globalization, climate change and extremism have created a complex and challenging environment in which the civil service has to function at a time when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens. Keeping all this in view the National Training Policy 2012 was formulated.
- 2) The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently abled, senior citizens, socially disadvantaged etc.

A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job.

UNIT 3 e-TRAINING

Structure

- 3.1 Introduction
- 3.2 Meaning and Types of e-Training
 - 3.2.1 Meaning of e-Training
 - 3.2.2 Types of e-Training Courses
- 3.3 Benefits and Constraints of e-Training
 - 3.3.1 Benefits
 - 3.3.2 Constraints
- 3.4 Process of Accessing e-Training
- 3.5 Computer and Web Based Training
 - 3.5.1 Computer Based Training (CBT)
 - 3.5.2 Web Based Training (WBT)
 - 3.5.3 Differences between CBT and WBT
- 3.6 e-Learning and Distance Learning
 - 3.6.1 How to Derive More Benefits from Online Learning
- 3.7 Let Us Sum Up
- 3.8 References and Selected Readings
- 3.9 Check Your Progress - Possible Answers

3.1 INTRODUCTION

e-Training or e-learning commonly refers to training delivered electronically to the training recipients in an organizational backdrop or setting. e-Training instruction is delivered on a computer *via* internet. It can be self paced or instructor-led and includes media in the form of text, streaming video and audio and builds user knowledge to improve organizational functioning. e-Training is an affordable and easy-to-use learning management system that uses the internet to give trainees remote access to knowledge, immediate assessment of their understanding, and certification of achievement and peer guidance, as required. Trainees can register and learn at their own convenience, use an e-Training site to supplement instructor-led classes. e-Training software technologies have made it possible for educators, administrators, and training providers to create, launch, and evaluate learning over the internet.

After studying this unit, you should be able to

- Understand the meaning and concept of e-Training.
- Explain the benefits and process of e-Training.
- Describe various categories of e-Training.

3.2 MEANING AND TYPES OF e-TRAINING

3.2.1 Meaning of e-Training

The e-Training can be defined in several ways. Some of them are given below for your understanding.

- e-Training or e-learning is a learner-focused approach to the use of new technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchanges and collaboration.
- “e-Training” describes courses that you can take *via* the web, at any networked computer, at any time.
- e-Trainings are also online training courses offered by various organizations, universities and institutions which allow you to learn at convenient times and places.
- e-Training is also referred to as web-based training, or just-in-time training. It consists of modularized training courses, available over the web, anytime of the day or night, wherever you have access to the Internet.

e-training intends to provide high quality, cost-effective, and on-going training to a growing network of employees, business partners, customers and learners across the world. e-Training is most suitable for those who:

- Wish to learn at their own pace.
- Learn through visually-presented information.
- Don't have time to attend scheduled Instructional Technology Support Services and Human Resources training sessions.

3.2.2 Types of e-Training Courses

Generally two types of e-training courses are offered. These are:

- Self-paced courses and
- Instructor-led courses.

Self-paced Courses: They can be taken at any time, and one can decide whether to complete all or part of a course.

Example : Online distance education programmes with minimum and maximum duration.

Practical English: Learning and Teaching (PELT) - Self-paced Online Paid Course

English Proficiency Programme (EPP) of IIT Kanpur which has been running since 2013 is now offering its main English course called "Practical English: Learning and Teaching" in online mode. (<https://epp.iitk.ac.in>). PELT consisting of four modules, is a self-paced course of around ten-month duration. This course has been developed for professionals, teachers, and college students. The course starts from a basic level and proceeds at a rapid pace to take the participant up to a professional level of English language.

The main features of the course are:

- One time registration for all four modules
- Self-paced (faster or slower than the expected pace)
- Each module (around 10 weeks) representing a different level of English language proficiency

- Individual certificate for each module
- Progress to the next module is conditional: only after successful completion of a module, one is automatically taken to the next.

Source: IIT, Kanpur

Instructor-led Courses: They are offered over a specific period. These are not available at any time other than the scheduled occasions. These courses are led by a human instructor, require the learners to complete assigned readings and exercises that they must complete, and feature lots of interaction with the instructor and other trainees in a threaded discussion environment. The trainee is expected to spend 8-10 hours a week to complete the coursework in an instructor-led online course. One can take an instructor-led course as a full time student, too. Almost all e-training courses are self-study or self-paced courses that one may take anytime, anywhere over the Internet on a laptop or a local PC. Some of the e-training providers offer courses which are offered in many languages.

Example: MOOCs courses.

**ICAR-National Academy of Agricultural Research Management
(NAARM), Hyderabad Massive Open Online Course (MOOC)
on
Dynamics of Teaching-Learning (November 1-30, 2018)**

About the Course : Quality education has been the driving force for the development of the nation and it depends largely on the competencies of the teacher. The development of pedagogical competencies was not addressed properly in the university curriculum, especially in professional universities. Teaching profession requires a prior initial training, not only in terms of specialized professional knowledge but also on psycho-pedagogical competencies. Teaching is an art and science. It is very important to understand the nuances of teaching to become a good teacher. Development of teaching competencies of the faculty is needed the most. This short course helps in-service, young and aspiring faculty to become effective teachers/managers of teaching.

Who can Attend this Course?

- Those (from any subject domain) who are actively engaged in teaching or at the beginning of the career in the teaching profession and aspiring teachers.
- Those who have passion towards teaching and a minimum knowledge of teaching & learning and technology are expected.
- Those who aspire to be an effective teacher but has time
Participants' performance will be evaluated during this week through constraints can take this course conveniently

Why this Course?

- Being online, this course facilitates you to hone teaching skills from the best faculty at your own pace and time.

- By sparing few hours at your free time in a week, you can complete the course from anywhere and get certified by the reputed organisation like ICAR- NAARM.
- You can foster and develop peer networks and benefit from their wisdom through online discussions and Community of Practices.

Learning Outcome: At the end of the course participants will be able to understand various dimensions of teaching management and develop effective teaching styles for quality education.

Contents Covered: Basics of teaching-learning, planning a course, planning a Class, Instructional communication, Student engagement, Innovative Teaching Methods, Technology Management in Education. Teaching Competencies, Classroom management, Time management, Counselling etc.

Course Format : Every week students will be expected to view 2 to 3 video lectures which are about 10 – 15 minutes each and relevant course-ware will be added to provide background on concepts relevant for the week. Most lectures will have integrated questions/ discussions/ assignments to keep participants engaged. Performance assessment will be done through an online examination for the award of a certificate. Resource materials and web links will be provided where appropriate.

Certification: On completing this course, the online certificate will be issued by ICAR–National Academy of Agricultural Research Management (NAARM). Participation in assignments/ exercises during four weeks and minimum marks in the online evaluation will be the criteria for issuance of the certificate.

Programme Fee: No programme fee. However, the successful participants will be awarded an online completion certificate on payment of Rs 1000/-.

Source: ICAR-NAARM, Hyderabad

Activity 1

Browse the website of IIT Kanpur / any other institute and study different online / MOOCs courses offered by them. Write your observations.

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Check Your Progress 1

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

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

1) What do you mean by e-training?

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2) Differentiate between self paced and instructor led courses

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3.3 BENEFITS AND CONSTRAINTS OF e-TRAINING

3.3.1 Benefits

The benefits of e-training or e-learning are:

- i) More efficient training for geographically dispersed learners.
- ii) Reduced publishing and distribution costs as web-based training becomes a standard form of e-training. This provides advantage to organizations for adopting e-training.
- iii) e-Learning also offers flexible and individualized instruction, which print media cannot provide, at a cheaper cost.
- iv) Also on-demand availability enables students to complete training conveniently at off-hours or from home.
- v) In conjunction with assessing need, e-learning courses can target specific skill gaps for the job.
- vi) Synchronous e-learning is self-paced. Advanced learners are allowed to avoid instruction that is redundant, while beginners progress slowly through the course content. It has the capability to satisfy various levels of learners

- vii) Well-delivered synchronous e-training education and technology like message boards, chats, e-mail, and tele-conferencing enhances the learning value significantly.
- viii) e-Learning accommodates the three distinct learning styles of auditory learners, visual learners, and kinaesthetic learners, while other training form hardly provide this scope.
- ix) e- Training is characterized by higher retention, and reduced learning time.
- x) Refresher or quick reference materials are available easily for the learner.
- xi) Student support procedures and monitoring systems are available constantly at the training providers' website.
- xii) The decrease in costs of training is associated with instructor's salaries, meeting room rentals and student travel, lodging, and boarding, which are directly quantifiable. The reduction of time spent away from the job by employees may be the most positive cost reduction.
- xiii) Proof of completion and certification, essential elements of training initiatives can be automated, which makes for easy verification by employers.

3.3.2 Constraints

e-Training has some constraints which are discussed below.

- i) Technology constraints issues such as:
 - a) technophobic learners
 - b) unavailability of required technologies, and
 - c) problem of compatibility.
- ii) Reduced social and cultural interaction can be a drawback.
- iii) Initial capital investment required of an e-learning solution is large due to development costs. Budgets and cash flows are essential for e-training or e-learning and they need to be agreed upon by all stakeholders.
- iv) Technology issues that play a factor include whether the existing technology infrastructure can accomplish the training goals, whether additional expenditure on technology can be justified, and whether compatibility of all software and hardware can be achieved.
- v) Cultural acceptance is an issue in organizations where student demographics and psychographics may influence them against using computers at all for e-learning.
- vi) There might be cultural restrictions on the use of computers.

Check Your Progress 2

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

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

1) Write three advantages and three constraints of e-training?

a) Advantages

b) Constraints

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3.4 PROCESS OF ACCESSING e-TRAINING

e-Training is provided by various universities, institutes and training providing organizations which may be accessed free of cost or may be by paying charges to the training providers. To set up an e-training account, for example, go to the home page of the training provider and create an account. The registration process is required only once. If you have difficulty creating an account, send email through the contact form on the site.

There are two important pre-requisites of e-Training, as given below.

i) Requirement of Hardware And Software

Generally the e-training provider recommends certain minimum hardware and software requirements. The following are the considerations of computer hardware and software:

- Processor
- Operating Systems
- Browsers
- Screen Resolution

Courseware may require the Shockwave/Flash Player plug-in. Windows users can log on and start a course. If one doesn't have the proper version of Shockwave installed, he will be prompted to install it. Taking a Windows course sometimes requires the use of the right mouse button. Your browser must be set up to accept browser cookies. Learn more about the e-training provider cookies and privacy from the related page. Click on the "Help" or related 'Page', then look for "Technical Requirements: Cookies".

ii) Computer Skills Prerequisites

The e-training provider requires their learners to be minimally computer literate, before taking an e-course. These requirements may be met by taking computer training courses from any computer training centre. (Note: If you have a working

knowledge of the required application(s), you do not need to take these courses.) It is the responsibility of the student to meet these requirements for Computer Skills Prerequisites (CSP). No programming skills are required to undertake an e-Training from existing online courses.

3.5 COMPUTER AND WEB BASED TRAINING

3.5.1 Computer Based Training (CBT)

Computer based training (CBT) is a type of education in which the student learns by executing (run, to perform an action, as in executing a program or a command.) special training programs on a computer. Computer based trainings are learning activities that a trainee can study at his own pace. These are accessible via a computer or a handheld device. CBTs typically present content in a linear structure, much like reading an e-book or manual. For this reason they are often used to teach non-dynamic processes, such as using software or completing mathematical equations. Very often the term computer based training is used interchangeably with web-based training (WBT) and the only difference is in the delivery method. Where CBTs are typically delivered *via* CDs, WBTs are delivered *via* the Internet using a web browser. Assessing learning in a CBT programme usually comes in the form of multiple choice questions, or other assessments that can be easily scored by a computer using drag-and-drop, radial buttons, simulation, or some other interactive means. Assessments are easily scored and recorded *via* online software, providing immediate end user feedback and completion status. Users are often able to print completion records in the form of certificates.

CBTs provide learning inspiration ahead of traditional learning methodology from textbook, manual, or classroom-based instruction. For example, CBTs offer user-friendly solutions to satisfy continuing education requirements. Whereas in traditional training situation in which limited students used to attend courses or reading printing manuals, students are able to acquire knowledge and skills through methods that are much more conducive to individual learning preferences. For example, CBTs offer visual learning benefits through animation or video, not typically offered by any other means. CBTs can be a good alternative to printed learning materials since rich media, including videos or animations, can easily be embedded to enhance the learning. Another advantage to CBTs is that they can be easily distributed to a wide audience at a relatively low cost, once the initial development is completed.

However, CBTs pose some learning constraints as well. Typically, the creation of effective CBTs requires large resources. The software for developing CBTs (such as Flash or Adobe Director) is often more complex than a subject matter expert or teacher is able to use. In addition, the lack of human interaction can limit both the type of content that can be presented, as well as the type of assessment that can be performed. To start with, many learning organizations are using smaller CBT/WBT activities as part of an extensive online learning program which may include online discussion, or other interactive elements.

In the past, the hindrances to the growth of CBT were the requirement of enormous resources, such as human resources to create a CBT program and hardware resources needed to run it. However, the increase in PC computing power, and

especially the growing prevalence of computers equipped with CD readers, is making CBT a more viable option for corporations and individuals alike. Many PC applications now come with some modest form of CBT, often called a tutorial. CBT is also called computer assisted instruction (CAI).

3.5.2 WEB BASED TRAINING (WBT)

Web based training is a type of training and/or instruction delivered over the internet or an intranet using a web browser. Web based training includes static methods - such as streaming audio and video, hyperlinked web pages, live web broadcasts, and portals of information; and interactive methods, such as bulletin boards, chat rooms, instant messaging, video conferencing and discussion threads on online forums.

Web based training (WBT) is training delivered using TCP/IP (Transmission Control Protocol/Internet Protocol) and HTTP (Hypertext Transfer Protocol) - the protocols that define the World Wide Web. Internet based training (IBT) is training delivered using TCP/IP protocol, but not necessarily HTTP; thus, IBT might use proprietary protocols and applications. Training, in this sense, means instruction to improve skills, change attitudes, or enhance knowledge, principally at the workplace. Web based learning (WBL), web based Instruction (WBI) and Internet based instruction (IBI) use the same technologies; however, these terms most often are used to refer academic instruction. Interactive multimedia instruction (IMI) generally means any highly participatory, media rich, computer based instruction, whether networked or not. Online learning and e-learning are general terms that are synonymous with WBT and WBI.

Chat, discussion groups, and e-mail, when appropriately used, can enhance learning and improve performance and are very useful for WBT. The term chat is used as a synonym for any online, real time conversations in text chat. Discussion groups (forums, Usenet newsgroups) are similar to text chat, only asynchronous—when one poses a question to the group, or answers another, all members of the group benefit, though not instantaneously. It's the group dynamic of these information sharing media that adds perspective perhaps not available in one-to-one instruction. When e-mail lists are used in sending group messages, the learning effect is the same. In WBT a wide range of standard web tools can be adapted to facilitate communication between tutors and students. Email can be used to accomplish much of what you need, and with email attachments, students can submit assignments for review by tutors.

A simple web site may be created for use by all the students following a particular course. This could include student contact details, papers, news, links and access to WBT modules and discussion forums. If we can go little ahead, with tools like Microsoft NetMeeting, we can organize synchronous communication for online discussions and lectures. All of which is possible without the use of specialized online learning tools.

3.5.3 Differences between CBT and WBT

Activity	CBT	WBT
Distribution	• Offline • NS bandwidth constraints • self-study only	• Online • Widely accessible • Permits collaboration
Delivery	• Through proprietary runtime software • Platform-specific • Sometimes with license fees	• Through web browsers • Cross-platform • Free
Development	with specialist authoring tools	with generic web development tools
Multimedia	They can employ the full multimedia collection, including animation, sound and video.	Multimedia is still a big disappointment, even using the latest streaming technology.
Updates	On acquiring CD ROMs	Updates are instant and inexpensive
Interaction	Tends to be stand-alone	Interaction with other humans – tutors, subject matter experts and fellow learners by help of email, discussion forums and chat rooms

3.6 e-LEARNING AND DISTANCE LEARNING

A type of education, typically college-level, where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based communication. Most distance learning programs include a computer-based training (CBT) system and communications tools to produce a *virtual classroom*. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems. WBT is one method of distance learning. However, distance learning encompasses many other methodologies, including one-way and two-way audio/video teleconferencing, video broadcast, and even correspondence courses. Distance learning may be delivered in real time (synchronous), or it may be delayed (asynchronous).

3.6.1 How To Derive More Benefits From Online Learning

Some people consider online learning a significant departure from traditional instructor-led learning. Here are some guidelines to help you to derive more benefits from online learning.

- i) **Spend Time:** Web based learning can be suitable, easily accessible, and effective. Nonetheless, you should spend more time to learn new skills and gain new knowledge. Spare enough time for reading course materials, working on practice exercises, or interacting with other learners. Opt for a convenient, regularly scheduled time, each day, for learning.
- ii) **Reduce Interruption:** Telephone calls, incoming email, and questions from co-workers make it difficult to learn. Choose a place and time to learn where you'll have a minimum number of disturbances and interruptions.
- iii) **Set Goals:** Prior to learning, spend a few minutes to decide what skills and knowledge you would like to derive from your online learning experience. As you proceed through an online learning course, periodically evaluate your progress. Setting clear goals and reviewing whether you're meeting them will help you to assess your approach to online learning, and to make changes as necessary.

Check Your Progress 3

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

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

- 1) Write the meaning of CBT and WBT

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- 2) What is the difference between e-learning and distance learning?

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3.7 LET US SUM UP

e-Training or e-learning commonly refers to training delivered electronically to the training recipients in an organizational backdrop or setting. It can be self paced or instructor-led. Self-paced courses can be taken at any time, and one can decide whether to complete all or part of a course. Instructor-led courses are offered over a specific period. There are benefits as well as constraints in e-

Training. Computer based training (CBT) is a type of education in which the student learns by executing (run, to perform an action, as in executing a program or a command.) special training programs on a computer. Web based training is a type of training and/or instruction delivered over the internet or an intranet using a web browser. CBTs are typically delivered *via* CDs, WBTs are delivered *via* the Internet using a web browser. e-learning is one method of distance learning. However, distance learning encompasses many other methodologies may be delivered in real time (synchronous), or it may be delayed (asynchronous).

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3.9 CHECK YOUR PROGRESS - POSSIBLE ANSWERS

Check Your Progress 1

- 1) e-Training or e-learning commonly refers to training delivered electronically to the training recipients in an organizational backdrop or setting. e-Training instruction is delivered on a computer *via* internet. It can be self paced or instructor -led and includes media in the form of text, streaming video and audio and builds user knowledge to improve organizational functioning.
- 2) Self-paced courses can be taken at any time, and one can decide whether to complete all or part of a course. *Example* : Online distance education programmes with minimum and maximum duration. Instructor-led courses

are offered over a specific period. These are not available at any time other than the scheduled occasions. These courses are led by a human instructor, require the learners to complete assigned readings and exercises that they must complete, and feature lots of interaction with the instructor and other trainees in a threaded discussion environment. *Example:* MOOCs courses.

Check Your Progress 2

- 1) The benefits of e-training are: More efficient training for geographically dispersed learners, Reduced publishing and distribution costs as web-based training becomes a standard form of e-training, Offers flexible and individualized instruction, which print media cannot provide, at a cheaper cost. The constraints in e-Training are: technology constraints issues such as technophobic learners, unavailability of required technologies, and problem of compatibility; reduced social and cultural interaction can be a drawback; initial capital investment required of an e-learning solution is large due to development costs.

Check Your Progress 3

- 1) Computer based training (CBT) is a type of education in which the student learns by executing (run, to perform an action, as in executing a program or a command.) special training programs on a computer. Web based training is a type of training and/or instruction delivered over the internet or an intranet using a web browser. CBTs are typically delivered *via* CDs, WBTs are delivered *via* the Internet using a web browser.
- 2) e-learning is one method of distance learning. However, distance learning encompasses many other methodologies, including one-way and two-way audio/video teleconferencing, video broadcast, and even correspondence courses. Distance learning may be delivered in real time (synchronous), or it may be delayed (asynchronous).

UNIT 4 ACTION RESEARCH IN TRAINING AND TQM

Structure

- 4.1 Introduction
- 4.2 Action Research: Meaning and Importance
- 4.3 Action Research in Training
 - 4.3.1 Action Learning
 - 4.3.2 The Process of Action Research in Training
 - 4.3.3 Action Research Steps in Training
- 4.4 TQM and Action Research
 - 4.4.1 Meaning of TQM
 - 4.4.2 Key Elements of TQM
 - 4.4.3 Improving Quality of Training through Action Research and TQM
- 4.5 Let Us Sum Up
- 4.6 References and Selected Readings
- 4.7 Check Your Progress - Possible Answers

4.1 INTRODUCTION

Action research allows us to develop knowledge or understanding as part of practice. It allows research to be done in situations where other research methods may be difficult to use. Both action research and Total Quality Management (TQM) are cyclical activities involving examination of existing processes, change, monitoring the apparent effects of the change and further change. Both emphasize active participation of stakeholders.

After studying this unit, students will be able to

- define action research and point out its importance
- explain the application of action research in training
- describe the importance of TQM in training

4.2 ACTION RESEARCH: MEANING AND IMPORTANCE

Action research is a process by which change and understanding can be pursued at one time. It is usually described as cyclic, with action and critical reflection taking place in turn. The reflection is used to review the previous action and plan the next one. It is commonly done by a group of people, though sometimes individuals use it to improve their practice. It has been used often in the field of education for this purpose. It is not unusual for an outsider to act as a facilitator. Action research aims to contribute, both, to the practical concerns of people in an immediate problematic situation, and, to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and, concurrently, to collaborate with members of the system in changing it in what is together, regarded as a desirable direction. Accomplishing this twin

goal requires the active collaboration of researcher and client, and thus, it stresses the importance of co-learning as a primary aspect of the research process.

What separates this type of research from general professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say, the researcher studies the problem systematically and ensures the intervention is informed by theoretical considerations. Much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.

Several attributes separate action research from other types of research:

- i) Focus is on people's involvement in the research
- ii) Learning by action into researchers, and
- iii) More willingly apply what they have learned, when they do it themselves.
- iv) Research takes place in real-world situations, and aims to solve real problems.
- v) Initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges their bias to the other participants.

Common Uses of Action Research

- Action research is a useful way of doing research, if you are a practitioner who wishes to improve your understanding of your practice.
- Its other common use is by activists who wish to engage the clients as co-researchers.
- It can also be used for preliminary or pilot research before using some other research approach - this is less common, but potentially very useful.
- Both action research and action learning may be compared to experiential learning. As usually described, as a process of learning from experience.

Action Research and Experiential Learning

The experience can be something which is taking place, or more often is set up for the occasion by a trainer or facilitator. Clearly, both action research and action learning are about learning from experience. The experience is usually drawn from some task assumed by a person or team. All are cyclic. All involve action and reflection on that action. All have learning as one of their goals. It may be said that experiential learning is the basis for the learning component of both action learning and action research. Both action learning and action research are intended to improve practice. Action research intends to introduce some change; action learning uses some intended change as a vehicle for learning through reflection. In action research, the learners draw their learning from the same change activity. All are stakeholders in this activity. In the past, in action learning, the learning and the activity used to be unique to each learner. With the increasing use of project teams in action learning programs, this is no longer true. It is commonly done by a group of people, though sometimes individuals use it to improve their practice.

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

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

1) What is action research?

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2) How action research and action learning leads to learning from experience?

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4.3 ACTION RESEARCH IN TRAINING

Action research plays an important role in developing training technology, training modules and aids, and in the development of a training curriculum. It aims at analyzing problems, searching new solutions, and conducting evaluation for finding alternative solutions.

Lippitt (1949) discussed about the active dialogue about differences of interpretation and observation of the events by those who had participated in them.

Kolb (1981) discovered, in various experiments, that learning is best facilitated in an environment where there is dialectic tension and conflict between immediate, concrete experience and analytic detachment. By bringing together the immediate experiences of the trainees and the conceptual models of the staff in an open atmosphere where inputs from each perspective could challenge and stimulate the other, a learning environment occurred with remarkable vitality and creativity.

4.3.1 Action Learning

Action Learning can be viewed as a formula: $[L = P + Q]$

Learning (L) occurs through a combination of:

- Programmed knowledge (P), and
- The ability to ask insightful questions (Q).

Action learning has been widely used for combining formal management training with learning from experience. A typical program is conducted over a period of 6 to 9 months. Teams of learners with diverse backgrounds conduct field projects on complex organizational problems that require the use of skills learned in formal training sessions. The learning teams then meet periodically with a skilled instructor to discuss, analyze, and learn from their experiences.

Reg Revans based on his learning method on a theory called System Beta suggested a model which is cyclical — you proceed through the steps, and, when you reach the last step you relate the analysis to the original hypothesis and, if need be, start the process again. The six steps are given below.

- 1) Formulate a hypothesis (an idea or concept).
- 2) Design an Experiment (consider ways of testing the truth or validity of an idea, or, concept).
- 3) Apply in Practice (put into effect, test of validity, or truth).
- 4) Observe the Results (collect and process data on the outcomes of the test).
- 5) Analyze the Results (make sense of data).
- 6) Compare the Analysis (relate analysis to original hypothesis).

Note that you do not always have to enter this process at step 1, but you do have to complete the process. Revans suggested that all human learning at the individual level occurs through this process. Note that it covers what Jim Stewart (1991) calls the levels of existence.

- We think — cognitive domain
- We feel — affective domain
- We do — action domain

All three levels are interconnected — e.g., what we think influences and is influenced by what we do and feel.

4.3.3 The Process of Action Research in Training

The process of action research in training is explained in a Venn Diagram. The steps followed in action research in training are:

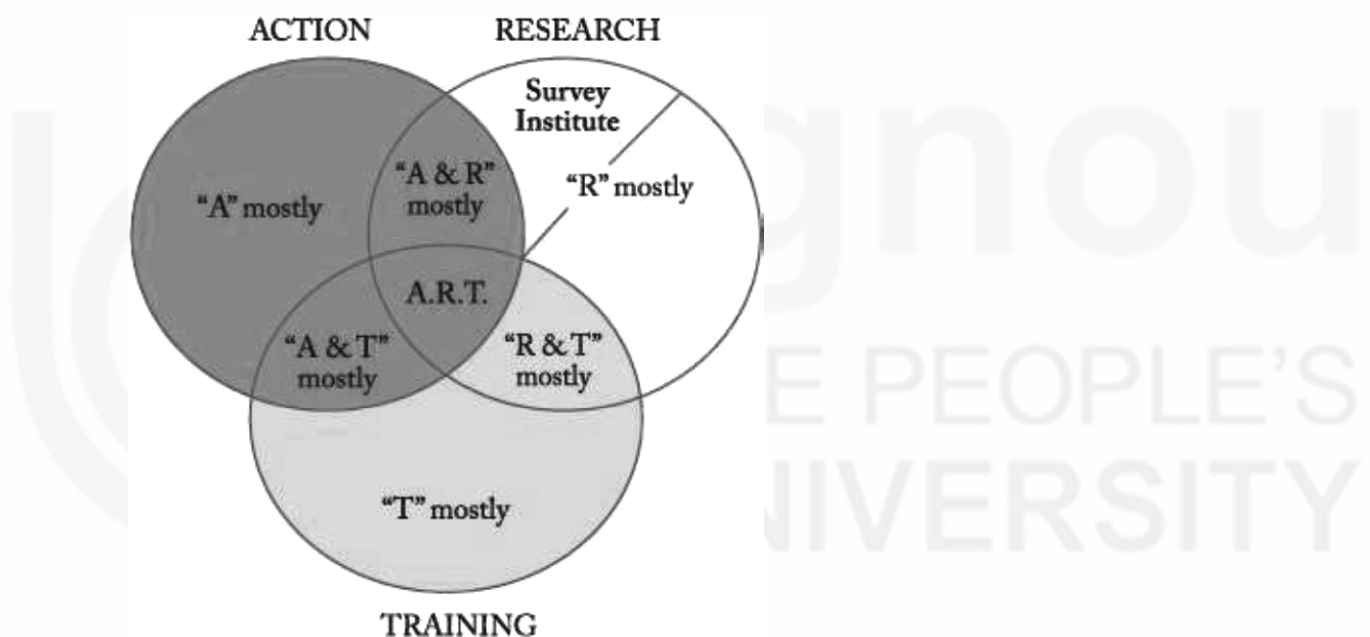
- 1) Identify an activity or a group of activities (actual or proposed) where you need to use *Action Research Training* (ART). Clarify the purpose of your analysis.
- 2) Draw a **Venn Diagram**. Use the three intersecting circles to represent the three *ART* components (Action, Research, Training) and all their possible combinations (see the example in Step 4).
- 3) Discuss and compare the **importance** given to action, research, and training in the activities you identified in Step 1. Use one of the following categories from your Venn Diagram to describe the following activities.
 - Action mostly
 - Research mostly

- Training mostly
- Action and research mostly
- Action and training mostly
- Research and training mostly
- Action and research and training

You can use one of these categories to describe your **project or program in general**. Another option is to use the appropriate category to describe **each activity** within your project or program.

- 1) If the activities identified in Step 1 focus on action, research, or training mostly, discuss what **contribution** this makes to the objectives of other activities. For instance, do you focus on the kind of research that others can use mostly for training (but, not for immediate action)? If so, divide the circle for research in half and put your answer in the half that intersects with the circle for training (see the upper right corner of the diagram below).

Action Research Training



- 5) If the activities identified in Step 1 combine more than one focus, assess the extent to which each component affects the other(s). For instance, if you combine R & T mostly, can you use the results of your research in your teaching, and is your teaching useful to your research? If you combine research with both action and training, how is each component useful to the other two? Use your own code to describe the **level of interaction** among the components of your *ART* profile (such as a long dash for a weak integration, as in R – T, and a plus sign for a strong integration, as in R + T).

Examples:

- *Devising training methods:* Through action research the trainer can devise training methods taking into consideration the trainees age, qualifications, and experience.

- *Identification of training aids:* The action research on training will help to pre-test various training aids and their use in various training programmes.
- *Evaluation of process of training:* The processes of training are best tested in action research training.

4.3.3 Action Research Steps in Training

The steps followed in the action research in training are:

- The identification and focus on the problem:* The trainer group or training organization at the onset has to identify the problem on which the action research training project has to be formulated.
- Diagnosis of the problem:* After the problem is identified, the second step is to explore the causes and to find the solution to the problem which could be covered during the training programme.
- Formulation of action research training hypothesis:* The third step is the formulation of hypothesis which has to be tested after the end of the action training project.
- Formulation of objective based on a hypothesis:* After arriving at a hypothesis, the trainer has to formulate objectives on the point of view of action research. The objective must be specific and attainable within the specific training period.
- Designing an action plan based on the hypotheses:* The next step after the formulation of hypothesis, is to pinpoint an action plan in order to achieve the objective of the action research. Formulate and schedule appropriate action based on specific objectives. The action research will enable the training organizers to reformulate action points based on its applicable nature.
- Implementation of action plan:* the sixth step is the implementation of the action plan. Take care that the action plan adheres to the time plan. It must be so meticulously formulated that it should be completed within the time frame.
- Evaluation of results:* The last step is the evaluation of results. Pre- and post-evaluation must be matched, and the differences should be documented.
- Formulating further research questions:* Finally, last but not the least, based on the evaluation, both input, processes and output, further action research questions may be formulated.

4.4 TQM AND ACTION RESEARCH

4.4.1 Meaning of TQM

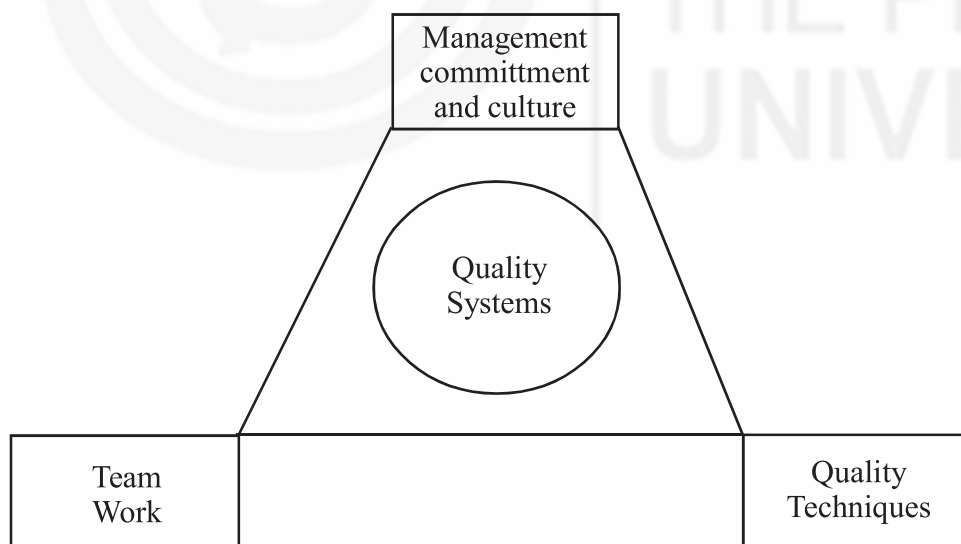
Total quality management (TQM) programs were introduced in U.S. companies in the 1980s in response to the competitive onslaught of Japanese companies in the automobile and electronics industries. Companies in many other industries quickly followed, as did a consulting industry to help companies adopt TQM. The TQM is the continuous improvement of work processes to enhance the organization's ability to deliver high-quality products or services in a cost effective manner. It typically involves a number of interventions. There is explicit

identification of customer requirements, cross-functional teams, selection of suppliers based on quality, the use of a variety of technical (scientific) methods to enhance analysis, and process management methods to enhance team effectiveness. TQM also involves a multiple stakeholder philosophy that values community, customers, and employees equally. Implicit in this philosophy are values of teamwork and collaboration. Many research studies have confirmed that when implemented properly, TQM can have a dramatic impact on the performance and culture of an organization.

Presently, the terms TQM and Quality Assurance (QA) are very popular in business, industry, and management. There is a general misconception that these terms are synonymous.

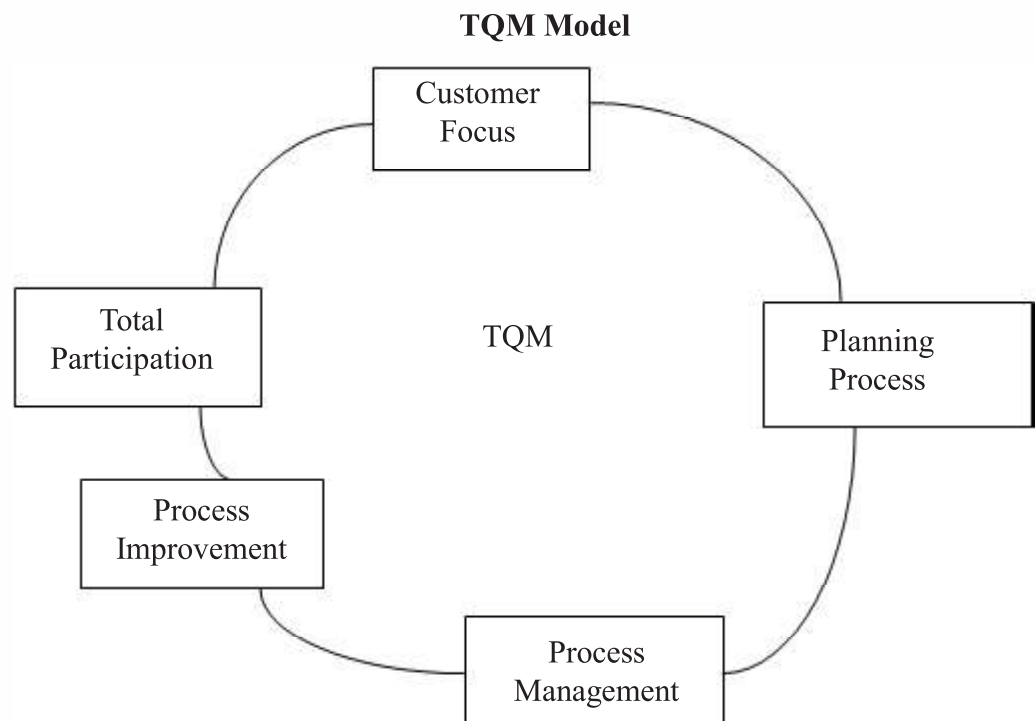
- **TQM** can be defined as a ‘management philosophy which seeks continuous improvement in performance of the processes, products and services. The emphasis is on understanding variation, measurement, the role of the customer and involvement of the employees at all levels of the organization in pursuit of improvement’.
- **QA** is the planned and systematic approach of monitoring and assessing the products and services being delivered. It identifies opportunities for improvement and provides a mechanism through which action is taken to make and maintain these improvements.

Essentially the difference between TQM and QA is that TQM is considered a management philosophy and as such, has a broader focus. QA is more focused on the analysis and correction or remedy of an identified problem area. Subsequently, the outcome of QA is more concerned with problem definition and resolution, or the development of standards. TQM, however, is considered to be a way to manage the many processes which ensure these quality issues pervade and infiltrate every aspect of an organization to improve its effectiveness and competitiveness and ability to flexibly adapt to new conditions. According to Deming’s philosophy, “a product or a service possesses quality if it helps somebody and enjoys a good and sustainable market”.



A brief illustration of how TQM needs to be a combination between management, systems and workers is given by Oakland (1989).

Another TQM Model is given below.



Source: [http:// www.TQM Model.png](http://www.TQM Model.png)

4.4.2 Key Elements of TQM

According to Thornber's (1991) ten key elements of the TQM model are outlined below.

- i) Quality is defined 'in terms of customer perceptions of both the content and delivery of the service.
- ii) It analyses systems for errors and variations rather than putting the blame on people.
- iii) It develops long term partnerships with external and internal suppliers and service partners.
- iv) TQM uses accurate data to analyze processes and to measure system improvement.
- v) The process involves the staffs who do the work in system analysis and improvement.
- vi) It sets up effective, collaborative meetings as the basis of teamwork.
- vii) It trains supervisors and managers in leading the ongoing improvement process.
- viii) TQM engages staff in setting targets and ensures that results are fed back.
- ix) It highlights the need for senior executives to plan strategically for the implementation of improvement.
- x) TQM achieves long term improvement through small-step, incremental improvement.

4.4.3 Improving Quality of Training through Action Research and TQM

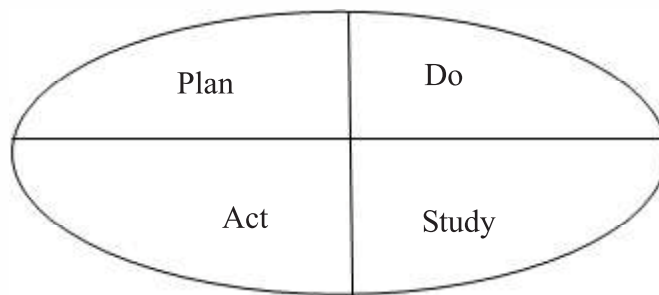
Action research is used extensively on pre-and in-service programs of professional education, particularly teacher education. In recent times its scope has broadened to include other professions, such as health, service professions, civil, and military

services, as well as other contexts as the basis for participatory action in bringing about social reform and cultural renewal; and is embraced as a valuable form of personal and social development for young people and adults in school and community contexts.

Development professionals can use action research to improve their professional practices in different types of workplaces. Here, the educator acts as a practitioner in order to make a deliberate intention to intervene in his own practice to bring about improvement. Unlike the conventional positivistic research paradigm, action research question begins with: “How can I improve?”; because action research should be about your action, not the action of others.

The principles of TQM are also applicable for the effective conduct of training programmes. One TQM model (planning, doing, studying, and acting) also equally applies to action research in training.

TQM Deming Cycle



TQM believes in the principles of perfection, consistency, waste minimization and doing right thing in right ways. These can be equally applied to action research in training for achieving better result.

Check Your Progress 2

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

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

1) What are the steps in action research in training?

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2) What do you mean by TQM?

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4.5 LET US SUM UP

Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner-based research; and, because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice. In this unit, you also read about the TQM, the principles of TQM also in conglomeration with action research promotes effective training.

4.6 REFERENCES AND SELECTED READINGS

Kolb, D., (1984), “*Experiential Learning- Experience as the Source of Learning and Development*” Englewood Cliffs, New Jersey: Prentice-Hall.

Zuber-Skerritt, O. (1982), “*Action Research in Higher Education*”, London: Kogan

(Source: J.M. Chevalier, The International Development Research Centre, Canada, 2008).

4.7 CHECK YOUR PROGRESS-POSSIBLE ANSWERS

Check Your Progress 1

- 1) Action research is a process by which change and understanding can be pursued at the same time. It is usually described as cyclic, with action and critical reflection taking place in turn. The reflection is used to review the previous action and plan the next one. It is commonly done by a group of people, though sometimes individuals use it to improve their practice. It has been used often in the field of education for this purpose. It is not unusual for there to be someone from outside the team who acts as a facilitator.
- 2) The experience can be something which is taking place, or more often is set up for the occasion by a trainer or facilitator. Clearly, both action research and action learning are about learning from experience. The experience is usually drawn from some task assumed by a person or team. All are cyclic. All involve action and reflection on that action. All have learning as one of their goals. It may be said that experiential learning is the basis for the learning component of both action learning and action research. Both action learning and action research are intended to improve practice.

Check Your Progress 2

- 1) The steps in action research in training:
 - i) Identification of, and focusing on the problem: the trainer group or training organization at the onset have to identify the problem on which the action research training project has to be formulated.
 - ii) Diagnosis of the problem- After the identification of the problem, the second step is exploring the causes and finding the solution to the problem which could be covered during the training programme.
 - iii) Formulation of action research training hypothesis-the third step is the formulation of hypothesis which has to be tested after the end of the action training project.
- 2) TQM can be defined as a ‘management philosophy which seeks continuous improvement in performance of the processes, products and services. The emphasis is on understanding variation, measurement, the role of the customer and involvement of the employees at all levels of the organization in pursuit of improvement’.