

THE TRAINING PROCESS

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Introduction:

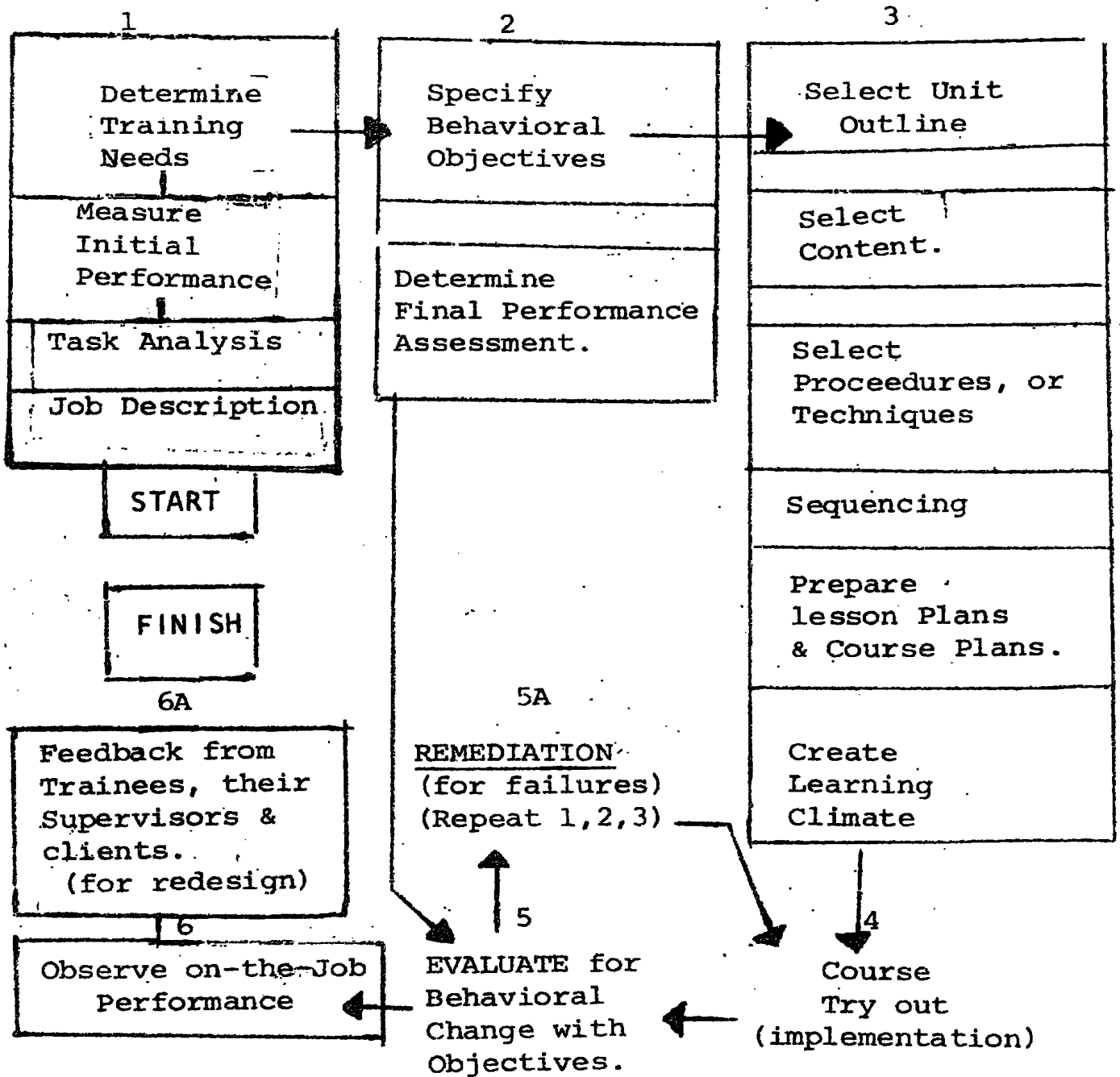
Part - I

The need to improve the quality of In-Service Training has been expressed from many quarters in the recent past. Hence a look into the "process of training", may help to identify the areas that need attention, like Research or Extension, Training too has a methodology to follow. Recently the trainers of the Regional In-Service Institutes were given a training on this methodology. This article may help others who are involved in training activities outside these institutes.

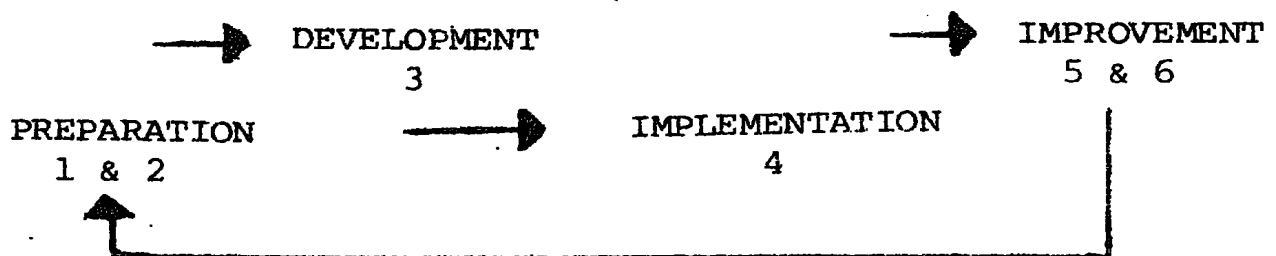
Training as a Discipline:

While "Education" and "Learning" are old fields of activity, Training is rather new and became recognized as a field around 1965. Hence the activities and approaches implied by training are not readily understood by many who hear the word. Robert L. Kholms describes "training" as a twentieth century discipline and goes on to state that 'training' to be understood must be seen as a field of expertise by and of its own divorced from the content of any particular training programme one may have in mind. He concludes saying "Training is a Master Discipline which makes it possible to transfer other discipline."

'Education' and 'Training' though not mutually exclusive are two separate fields of expertise which are fast merging into one as 'Educational Technology'. Education enables one to survive in society and 'training' enables one to survive in a profession. Thus training is some activity that help people to perform jobs. Now let us look into the 'training process'. The model below is descriptive of the process.



The training process could also be divided into four phases as below.



Preparation Phase:

It is said that much of the training being organised is 'academic based', with content being determined by the trainer, based upon the body of knowledge available rather than on what is NEEDED by the trainees to do their jobs correctly. The preparation phase starts with the steps to determine the training needs, as one does not want to train people on something they have little use for, or they already know or can do. There are many ways by which training needs could be ascertained but the needs identified should be related to the performing of a job. The procedures given below would help to achieve this.

- 1.1. Job description - Write about a paragraph, describing what a person does on the job, NOT what a person KNOWS. Consult a person on the job for help.

e.g: (1) Job description - e.g. Agriculture Instructor

Maintain an office in the working area, which supplies improved seeds and planting materials and agricultural information useful to farmers. Visits farmers in their fields and homes, and give them information and advise on improved methods of cultivation of all crops through discussions, training classes and demonstrations. Collects information on agricultural resources, crop production and its progress and transmits to his supervisors. Identify farmers problems and inform Research to explore solutions. Supervise the K.V.S. on their work.

- 1.1. Task analysing and Task detailing:
Divide the job into the many tasks that are performed on the job. Break these tasks further into details so that attention could be paid to them. e.g. -

eg.: Rice Production Training.

Tasks.	Frequency of Performance.	Importance. 1,2,3.	Learning difficulties.	Training Need.
1. Resource Identification	Seasonally	1	difficult.	xxxxxxx
2. Land Preparation.	Seasonally	2	easy	xxxx
3. Botanical aspects of rice.	frequently	2	difficult.	xxxxxxx
4. Growth & development of.	frequently	2	difficult.	xxxxxxx
5. Fertilizer Management	frequently	2	difficult.	xxxxxxx
6. Pests identification & Control.	V.frequently	1	V. difficult.	xxxxxxxxxxx

eg: If seasonally = x Importance 3 = x
 frequently = xx Importance 2 = xx
 V. frequently = xxx Importance 1 = xxx

easy = x
 difficult = xx
 v. difficult = xxx

1.3. Identify Training Needs:

List down all the needs identified and priorities so that some could be dropped out if resources and time does not permit all to be taken up.

2. Course objectives:

Write down the course objectives so as to meet the training needs identified. This statement of course objectives is the most important document which describes what the trainee is expected to be at the end of the course, when he leaves the influence of the trainer. It fulfills the training needs and forms the basis on which final evaluation is prepared to measure terminal performance. Thus it becomes necessary to state objectives in PERFORMANCE or BEHAVIORAL terms for evaluation of accomplishment. The statement of objectives will proceed to state that "The trainees will be able to DESCRIBE, EXPLAIN, STATE, IDENTIFY, OPERATE, DEMONSTRATE and so on and will avoid abstract terms like KNOW, UNDERSTAND, APPRECIATE and the like. The statement of objectives will also indicate the conditions under which the performance will be made and to what acceptable standards.

Many inappropriate and vague statements of objectives are commonly made eg. objectives for a rice production training programme state So that :-

- a) Self sufficiency in rice can be achieved.
- b) Farmers rice yields can be increased.
- c) The trainee can grow his own crop of rice.
- d) The trainee can increase his own rice yield.

None of the above can be evaluated by the trainer at the end of the course and so are wrong statements.

2.2. Final evaluation.

Determine how the post course evaluation will be conducted, under what conditions and upto what acceptable standards should the students perform to meet the course objectives.

2.2.1. Course pre-requisites.

Some training courses can stipulate age limits, past experience, knowledge of some language to read or write, do mathematical calculations and the like. In in-service training courses homogenous groups are hard to come by. Mixed ability groups can be managed easily if the trainer is skilled in adult training principles. However, some knowledge of the target population is important when choosing practical exercises, choice of examples, vocabulary and the trainers efforts to sustain motivation.

TO BE CONTINUED IN NEX ISSUE

SHORT COURSE: IN
HUMAN RELATIONS.

- * The six most important words
"I admit that I was wrong."
- * The Five most important words
"You did a great job."
- * The Four most important words
"What do you think."
- * The Three most important words
"Could you please
- * The Two most important words
"Thank you."
- * The most important word
" We."
- * The L E A S T importnat word
"I."

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