CHAPTER - II

TRAINING – A CONCEPTUAL FRAME
"Success can never be achieved without training, retraining and continuous training"

This quotation of Field Marshall Sir John Moore made in the 18th century is still relevant, of course, in a different context of training personnel in all organisations, irrespective of the nature and activity they undertake.

Training of personnel is a key function of all organisations. Without training, man would still be primitive. Both in animals and humans, there is a systematic process by which parents train their off-spring to fend for themselves. Similarly, in organisations too, training is vital to mould the workforce to achieve set organisational goals.

In the present context, 'training' is considered to be an important sub-system of an organisation which aims to impart the requisite knowledge, develop necessary skills, and bring about the desired attitudinal changes amongst its employees. The specific purpose of training is to ensure their functional effectiveness, which would pave the way to achieve organisational goals. This chapter presents a conceptual framework of training in all its aspects, and covers the entire training cycle. A conceptual framework of in-house training - the subject of the present study, is also presented in this chapter. It provides standards on the basis of which the actual training processes in the Department of H&FW can be compared and analysed.

2.1. The concept of training

It is logical that any discussion on training should start with the definition of training. Training has been defined in several ways by experts. It is appropriate to quote a few of them here.

According to Hamblin training includes any type of experience designed to facilitate learning that will aid performance, at present or in the future. He is of the opinion that training is any activity which deliberately attempts to improve a person's skill in the performance of a task.

Salith says "In-service training is anything of an instructional nature, approved, planned or directed by management, with the intent of improving the work, the attitude or
understanding of the employees. Latiff explains that the basic idea behind training in any industry is to reduce waste in the use of men, money, machine and materials. Stanley describes training as a purposeful, systematic approach to help individuals improve their performance. Pepper defines training as that organised process concerned with the acquisition of capability or the maintenance or sustenance of existing capability.

These definitions are result-oriented. But many training experts have also given what are termed as 'purpose-oriented definitions'. Important among them are detailed.

Boydell and Horwell hold that training is one way of achieving behavioral change of the employee in the required direction. Singer is of the view that the purpose of training is to overcome blocks in the path of effective learning, concerned not only with direct job performance but also effectively changing attitudes. Folley Jr. elaborates the purpose of training as follows: Training exists to bring about learning. Training is an overt process, a sequence of experience, a series of opportunities to learn, in which the trainee is exposed in some more or less systematic way to certain materials or events. The trainee’s behaviour is supposed to be modified by means of the process so that after it is completed, he behaves in some way that is different from the way he behaved before training. Training is what is done to the trainee.... Training is a process by which the trainer expects to bring about a change in response to a given environment, or set of circumstances.”

The third set of definitions given by experts known as “purpose-content-result oriented definitions” capture the concept of training in its totality. A few of them are detailed.

Stammers and Patrick explain that training is the systematic development of the attitude/knowledge/skill behaviour pattern required by an individual in order to adequately perform a given task or job. The definition formulated by the expert group meeting in Kuala Lumpur puts the same idea in more or less similar language but slightly more elaborately: Training is a process that enables personnel to acquire the factual knowledge, skills, normative systems and analytical framework that is needed for effective performance in the enterprise. Robinson says that training seeks by an instructional or experimental means, to develop a person’s behaviour plan, in the area of
knowledge, skills or attitude in order to achieve a desired standard. Strayton\textsuperscript{12} says: "Training for industry and commerce is concerned with the acquisition or development of those knowledge and skills, techniques, attitudes and experiences which enable an individual to make his most effective contribution to the team of which he is a member. The objective may be to prepare the individual to carry out his present job satisfactorily or to prepare for greater responsibility." Inayatullah\textsuperscript{14} identifies two types of roles for training. These are:

1. To introduce incremental changes in the level of knowledge of trainees which could raise the performance of organisations without requiring changes in the organisations themselves, and

2. To impart knowledge, instill and develop attitudes that support or foster the adoption of new approaches, techniques and values in the system.

Chowdhr\textsuperscript{15} describes the training process as: "the process of assisting a person enhance his efficiency and effectiveness at work by improving and updating his professional knowledge, by developing skills relevant to his work, and cultivating an appropriate behaviour and attitude towards work and people. Training could be designed either for improving present capabilities at work or to prepare a person to assume higher responsibilities in future, which call for additional knowledge and superior skills". Armstrong\textsuperscript{16} describes training as: "the systematic development of knowledge, skills and attitudes as required by an individual to perform adequately a given task or job." KrishnaSwamy\textsuperscript{17} defines training as an active process by which capabilities of personnel can be improved to meet organisational needs in terms of their knowledge, skills and attitude required to perform organisational tasks and functions within a relatively short period of time.

Benninger\textsuperscript{18} states that training is job-oriented learning and presumes that candidates are already employed or are about to be employed to undertake some specific functional role and will perform particular tasks. Training, therefore, is the most suitable vehicle to enhance the capabilities of personnel already in place and utilises them most effectively. The discussion on purpose-content-result oriented definitions can be concluded with the perception of Mitchell\textsuperscript{19}. To him: "Training is basically learning. The organisation attempts to provide experiences that will help the individual perform more
effectively on the job. A training programme is meant to structure these experiences in such a way that appropriate attitudes or skills are acquired and developed. Thus, training can be seen as an attempt by the organisation to change the behaviour of its members through a learning process in order to increase their effectiveness.

These definitions highlight the fact that the concept of training varies from person to person. In spite of the variations, the major and indisputable objective of training is to improve the efficiency of the individual as the organisation strives to achieve its goals. All the three sets of definitions would also help to identify the main areas in which training can operate. These are: Knowledge, skills, techniques, attitudes, and experience.

2.1.1 Training and its related terms

In the literature on training, one often finds usage of words like, training, development, education and HRD. Inadvertently, some authors use these terms as synonyms and this causes confusion. Any discussion on conceptual aspects of training is incomplete without mention of the distinction between these terms. This is best done by enumerating the differences between these terms as perceived by various experts.

According to T.V Rao20, HRD is: a process by which the employees of an organisation are helped in a continues planned way, to acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; develop their general capabilities as individuals and discover and exploit their own inner potential for their own and/or organisation development purposes; develop an organisational culture in which the supervisor-subordinate relationships, teamwork, and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees. Put simply, HRD also means competence-building, commitment-building, and culture-building.

T.V Rao21 identifies nine HRD mechanisms: performance appraisal, potential appraisal & development, feedback and performance coaching, career planning, training, organisation development or research and systems development, rewards, employee welfare and quality of work life, and human resource information. Each of the sub-systems or mechanisms contribute to the achievement of overall HRD goals.

Nadler22 considers training, education and development as activity areas of human resource development and the focus of the training is on the job that employees
are to perform. Such learning experiences are concerned with actual job performance. As viewed by Nadler, deficiency in performance and introduction of new products and processes are reasons for training. The focus of education is to prepare the employee to perform better on a job that he could be entrusted in future. Work force planning, preparing replacements and career planning are reasons for education. As far as development is concerned, its focus is on the organisation. Employees should be developed to cope with unforeseen organisational change and to sensitise them to trends and movement that are future-oriented.

Lynton and Pareek\textsuperscript{23} stress that education is primarily concerned with unveiling the world to students, enabling them to choose their interests and lifestyles and also their career. Training, on the other hand, is primarily concerned with preparing people for certain activities delineated by technology and by the organization, and by settings in which they work. Education helps students to choose their activities. Training helps participants to improve their performance. Education deals mostly with knowledge and understanding; training mostly with skills and action.

Hasseling\textsuperscript{24} defines training as a sequence of experiences or opportunities designed to modify behaviour in order to attain a standard objective. Oatey\textsuperscript{25} defines it as any activity that deliberately attempts to improve a person’s skill at a task. Hamblin\textsuperscript{26} defines training as any activity that deliberately attempts to improve a person’s skills on the job. He assumes that development is simply training for a future job. Thus, Hamblin’s concept of development is similar to Nadler’s concept of education. To Hamblin, education is mainly concerned with personal development and not directly related to the job. Virmani and Premila Seth\textsuperscript{27}, define training as ‘the acquisition of concepts, theories, knowledge, skills and attitudes’ and development is defined as the application of acquired knowledge, theories, skills and attitudes to the job that increase organisational effectiveness.

Kenney, Donnelly and Reid\textsuperscript{28} elaborate on the distinction between education and training. They largely equated training and development, the difference being only in their short-term or long-term effects. While training helps individuals to learn how to carry out satisfactorily the work required of them in their present jobs, development prepares them for future jobs; both are achieved by creating learning conditions in which the learner can acquire the necessary knowledge and skills. Training and education differ in
four main aspects: in the degree to which their objectives can be specified in behavioural
terms; in the time normally needed to achieve these objectives; in the method of
learning; and, in the learning materials involved.

Schuster\textsuperscript{29} distinguishes these terms as follows: \textit{Training} is used to develop
mental or manual skills, to increase knowledge and to change attitudes. Training is a
job-related experience while development is person-oriented. It prepares an employee
for a broader role in the company in future. Development focuses on improving the
conceptual, decision-making and interpersonal skills in complex unstructured situations.
\textit{Education} is also an individual-related learning experience. It focuses on improving
breadth of knowledge, the understanding and thinking processes of the individual to
broaden the range of experience.

Kopelman\textsuperscript{30} finds it more useful to distinguish between training and education.
"Typically, training implies a process whereby learned outcomes can be specified of if
the learning is expected to transfer knowledge to a variety of situations, the process can
be classified as education. It has been suggested that whereas training narrows the
range of responses among trainees, education broadens the range"

Although significant, these differences should not obscure the fact that training,
development, education, HRD are all concerned with the development of human
potential and talent. In one context or other, they are all complementary to each other. It
is difficult to visualise training which does not include some amount of development and
education, and \textit{vice versa}. However conceptual clarity on these terms certainly helps
sharpen the research focus in studies of the present kind.

2.1.2 Rationale for training

An understanding on the 'rationale for training' provides a basic framework
for identification of training needs in an organisation. To formulate a long-term
comprehensive training strategy requires strong conviction on the benefits of training.
This conviction also helps in planning manpower requirements of an organisation, apart
from charting career plans for employees. In addition, such a focus provides useful
information for evolving suitable policies and procedures in the area of training for
identifying the roles of various departments, and the individuals associated with the
training function in the organisation. Perception of various training experts on the need and relevance of training in organisations is presented below.

According to Buckley and Caple\textsuperscript{31} “There are numerous potential benefits to be gained by individuals and organisations from well-planned and effectively conducting training programmes. Individual trainees can benefit in a number of ways. In relation to their current positions, trainees may gain greater intrinsic job satisfaction. Intrinsic job satisfaction may come from performing a task well and from being able to exercise a new repertoire of skills. Extrinsic job satisfaction may be derived from extra earnings accrued through improved job performance, and the enhancement of career and promotion prospects - both within and outside the organisation to which they belong. Benefits for the organisation include improved employee work performance and productivity; shorter learning time which could lead to less costly training and employees being ‘on line’ more quickly; decrease in wastage; fewer accidents; less absenteeism; lower turnover and greater customer or client satisfaction”

Jinks\textsuperscript{32} states that often organisations resort to training due to the following reasons.

**Meeting manpower needs**

When skills are required of a specific order, it is often impracticable for an organisation to recruit skilled personnel on the outside labor market, so ‘do-it-yourself’ is the only way.

Reduced learning time: When skills and knowledge are systematically taught, the trainees are brought to efficient performance more quickly than if they had to proceed by trial and error (‘exposure”).

**Improved performance**

The elimination of incorrect procedures and poor work habits by skilled trainers ensures that only the best methods are taught. It can also apply to those already in an operating situation, if acceptance is gained.

**Less absenteeism**

A major cause of staying at home from work, particularly with new staff, comes from not having a clear knowledge of one’s duties and/or how to perform them.
**Fewer accidents**

Accidents among untrained persons are three times higher than those among trained staff.

**Reduced labour turnover:**

Although this is one of the more difficult 'spin-offs' of systematic training to prove, surveys have shown the labour turnover of trained staff as being only half that of untrained staff.

**Benefits to employees**

Any increase in job skills adds to the market value of the trainee, and can lead to advancement both within and outside the organisation. There is also the opportunity for the employee of increased earnings in some instances, plus the inevitable job satisfaction that results from tasks performed correctly. Lastly there is the knowledge that the employer is sufficiently interested in their staff to take the trouble to operate systematic training.

Kenney and Donnelly\(^{33}\) also exhaustively dealt with the rationale for training. In addition to the aspects mentioned by Jinks, they state the following advantages of training. 1. A reduction in work errors due to training benefits the organisation in two ways: First, management can spend more time on planning and developing, instead of correcting mistakes. Second, cost of correcting errors that often involve paying overtime wages are eliminated. 2. Training increases staff versatility by widening their range of expertise to include related jobs. 3. The advantages to countries of having a well-trained national work force is real, the absence of which marks them as being 'undeveloped'.

According to Salih\(^ {34}\) the benefits of training to the employees are immense. Increased efficiency, speeding up of the learning process, morale building and career development are the prime reasons for training. Chowdhry\(^ {35}\) mentions nine benefits accruing from training activity. They are:

1. Training helps the trainees in acquiring knowledge of the subject matter
2. Training helps to bring about change in attitude of trainees towards specific problems or programme
3. Training helps in putting theory into practice
4. Training helps in developing knowledge about oneself in a way so as to develop their potential and work skills
5. Training helps the individuals to interact with others and share experiences
6. Training enhances problem-solving skills
7. Training induces the process of learning and developing
8. Training helps in bridging the gap between expected level of performance and the actual performance
9. Training aims to provide scientific base of knowledge and skills that help employees discharge their roles and responsibilities effectively

From the opinion that experts express, it is easy to appreciate the logic which demonstrates how organisations and those individuals who work in them could benefit from well-planned and well-directed training programmes. However the discussion on ‘rationale of training’ is incomplete if mention is not made of skeptics of training, who view training costs as a waste of money. To them, what works is incentives and not training. Fortunately their number is small and dwindling. The reasons for this sceptical view of training often is that they seek solutions in training for non-training related problems, inability to identify costs and benefits of training, inability to identify and measure indirect benefits of training, and looking for immediate tangible benefits. To assess the benefits of training, one needs patience, and faith. Above all, it needs skilled practitioners conversant with the latest training techniques to produce the desired results.

2.1.3 Types of training

Pre-service training Vs. in-service training

Pre-service training is generally in the nature of university level professional education or specialised training for functionaries before they are appointed to different jobs. By and large, pre-service training is organised by the universities and other professional and technical institutions such as schools of social work, home science colleges, and medical colleges.

In-service training programmes are often conducted after the employee enters service or takes up a job. The idea is that during the training period, the trainee will
acquire the necessary skills for this job that he will utilise in work situations. In fact, in-service training programmes are conceived because the personnel who are recruited do not necessarily have the background to discharge their role and responsibilities in job situations.

B. Induction training vs. in-service training.

Sometimes, there is confusion between induction training and in-service training. The UN Handbook of Training in Public Service says "*In-service training of public employees may be distinguished from the pre-entry preparation by reference to two tests, namely, the time at which the training is given, and the nature and content of instruction*" The main points of difference between the two are detailed.

<table>
<thead>
<tr>
<th>Points of difference</th>
<th>Induction training</th>
<th>In-service training</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Introducing the newly recruited officials to public administration environment and preparing them for responsibilities they are to shoulder in the coming years.</td>
<td>Given to persons now in service, exposure to developments in relevant fields so that they are able to cope with the work they are assigned</td>
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<tr>
<td><strong>Curriculum</strong></td>
<td>Basic subjects of a level for beginners are included</td>
<td>Course content becomes more specialised</td>
</tr>
<tr>
<td><strong>Teaching Methods</strong></td>
<td>Methods in use in universities, colleges can continue to be used with minor modifications(such as attachments, visits)</td>
<td>Methods used are participative, and invite more involvement of the trainees in the learning process.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>It is obligatory, and participants have no choice</td>
<td>Attendance is through a selection procedure, and participants have a choice</td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>Groups of large number are fairly common</td>
<td>The number of participants is purposely limited</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Usually of a long duration</td>
<td>Necessarily of short duration</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Only once at the start of the career</td>
<td>Not fixed, may occur at several points during the career, or even none at all</td>
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C. Early career training vs. mid- and later-career training

Salih\textsuperscript{37} classifies training programmes as 'early career training' and 'mid- and later-career training'. Orientation and induction training can be grouped under the first category and 'on-the-job' 'off-the-job' refresher and retraining can be grouped under the second.

\textit{Orientation training}

Training given to newly appointed employees is called orientation training. The purpose of the orientation programme is to inculcate good professional attitudes, raise the individual's morale, and minimise the time spent getting to know the job.

\textit{Induction training}

Whereas orientation training is general in character, induction training is much more specialised in that it trains the employee for a specific job.

\textit{On-the-job training}

The term 'on-the-job' training is defined by the U.N. Hand Book of Training in the Public Service \textit{as the instructions received by civil servants in a more or less informal manner from colleagues of greater experience or a higher rank}. On-the-job training is highly practical and may vary in duration from a matter of several minutes to some hours per day or week, depending upon what is designed by the supervisor.

\textit{Off-the-job training}

This is training imparted to the employees in specialised training institutions either in-house or in an external environment. Professional trainers conduct the training based on a needs-assessment study and do so for a specific duration.

\textit{Refresher training}

The purpose of refresher courses is to maintain and stimulate the interest of employees by keeping them informed and update them on scientific methods and techniques related to their work. Refresher courses also provide officials with necessary knowledge and skills to take on new jobs when they are reassigned to new tasks or promoted to positions of greater responsibility.
Retraining

Retraining is designed specifically to prepare officials for a totally new job. Benninger\textsuperscript{38} divides training into six types, based on parameters like the purpose, time, and functional area of training. Though the nomenclature used is quite different, some of these can fit in well with Salah’s scheme of classification. The following are the six types.

1. Introductory training
2. Refresher/adoption training
3. Promotional training
4. Functional activities/project learning
5. Policy-oriented training, and
6. Participatory training

Introductory training is basically for those who are newcomers to the organisation. It emphasizes both the inter-disciplinary aspects of teamwork horizontally and vertically, and the accountability of working members in an organisation. It also sensitizes the new entrant to the organisation’s goals and objectives, and the possible constraints that could impede the achieving of those goals.

Refresher/Adaptation training is essential periodically to keep the employees abreast of new technologies, skills, and knowledge. Introduction of new equipment – like computers, etc. – calls for adaptation training to all those who use the equipment.

Promotional training is imparted when an employee is to be promoted to the next level. When an employee moves up the organization by virtue of seniority or extraordinary achievements, he may have to deal with new job functions. Promotional training is geared to enhance skills at critical points in career development and ensures that people are equipped and enabled to operate at higher levels of responsibility.

Functional activities/project training is imparted where functions in an organisation require reorganisation and enhanced effectiveness. From time to time, functional areas need review and transformation. Functional training then is essential to deal with critical deficiencies among the staff in the light of the reorganisation.
Policy-oriented training is directed at decision-makers, who are either professionals promoted from within the ranks, or generalist or senior administrators. Their roles in an organisation include formulating policies and strategies, as well as developing attendant skills. Policy oriented training creates awareness of key points around which decisions are made. Conceptual and management skills form core of policy-oriented training.

**D. In-house vs. external training**

An organisation may have an in-house training institution to impart training, or it may train its employees in external agencies that could include management and technical institutions like IIMs, NIIT, and other similar agencies. Quite clearly, the methodologies and curricula would vary between these two types. Often, it is stated that the external training institutions focus more on conceptual ideas, on systems, on managerial practices, and on providing the tools of effective organisation. In-house training would expose personnel to the realities of real-life experiences. However it seems a pity, though, that external training institutions should be classified as purely theoretical and in-house training as purely practical. The concept of training should presuppose a judicious mixture of conceptual knowledge with a firm base on the bedrock of reality, irrespective of where it is conducted and who conducts it. Generally large organisations find it more economical to have in-house training institutions to train their employees. Small organisations may find it more viable to depend on external agencies for conducting training. However, in many organizations, training is rarely exclusively in-house or external. A judicious mix of the two is resorted to draw maximum benefits from training.

**E. Structured, semi-structured and unstructured training**

The system of structuring a training programme is derived from the formal educational system. It is, therefore, a more commonly used form of training. In the structured training programme, the syllabus and the daily programme schedule are drawn by the training institution keeping in view the needs of the trainees, and the time-frame in which the training is to be conducted. Such courses are generally planned well in advance, and allow for experts to share their views and experiences with the trainees and stimulate discussion on different topics.
A semi-structured training programme is formulated with the basic assumption that necessary changes can be facilitated, depending on the needs of trainees. In this approach, the programme schedule is developed and finalised along with the trainees. Trainees' opinions are incorporated and modifications made keeping in view the overall structure of the programme.

The unstructured training programme is a very recent innovation in training technology. However, this is the most difficult method of training. This model calls for trainees to be mature and to already possess a high degree of skills. In such programmes, the trainees themselves structure the day-to-day activity as there is no pre-structured format. The trainers have to do extremely competent and adept, since they play a crucial role. However, the objectives of the programme must be very clear both to the trainers and the trainees.

Before the trainees are involved in the planning of the programme, they should be made aware of what the organisers intend to achieve through and unstructured training programme. It may be recalled that an unstructured training programme can be organised only if a group is of manageable size. It calls for tremendous initiative, innovation and hard work on the part of the trainers in mobilizing resources in terms of manpower, teaching methods, teaching aids, reading material, practicals, field-work, placement, etc.

2.1.4 Issues and dilemmas in training

Though organisations have recognised that training is an important mechanism for developing employee potential, they are confronted with several issues and dilemmas with regard to this function. Some of the issues confronting organisations include: whether to treat training as an investment or cost; whether to go in for more of integrated training or specialized training; whether to link training with promotions, and so on. These issues/dilemmas of training have great relevance in formulating training policies and planning the training function in organisations. As a consequence, an attempt is made to discuss some relevant issues.

1. Training: Investment or cost

Today, organisations spend huge sums of money to train their employees. These days, training is considered imperative to increase the effectiveness of the work force. In
order to keep pace with continuing change, employees are trained and retrained several times during their careers. However, the need for training and its objectives vary everytime employees are trained, as they depend on organisational, personnel and environmental variables.

Hence money spent each time on training has to be given an appropriate label. Its treatment in terms of 'investment' or 'cost' continues to be a much debated issue in organisational literature today.

The induction training given to an employee on his recruitment is considered by organisations as a facilitative device for employee socialization process, and helps him to integrate with the organisation. Organisations find that such induction training can have a major impact on a new employee’s career as he is more receptive to cues from the organisational environment. Hence, they feel it beneficial to spend money on such induction programmes. This includes providing the new employee with official literature of the organisation, formal instructions from seniors, and guidelines from colleagues, supported by formal training at a training institution. Thus, the money spent on the above may be considered as installation costs to an organisation.

However, an organisation’s training is not restricted to only conducting induction programmes. Today, the survival and growth of an organisation depends on its ability to adapt to technological and other environmental changes. In view of these, training and retraining of employees become inevitable in order to provide the employees the latest skills and techniques to enable them to keep abreast with change. These kinds of training enable organisations to prolong the career span of its employees. Expenditure on training for these purposes is akin to expenses incurred on machinery and equipment for timely repair and maintenance, with a view to prolong their productive life-span. Viewed from this angle, the money spent on training of its employees may be seen as “maintenance costs” for organisations.

In today’s work environment, employees being ‘knowledge workers’ enter organisations with high expectations. Among other things, they look forward to meaningful work, expect greater challenges and a sense of achievement, and want opportunities to move up the organisational ladder. This is keeping in tune with the current thinking of employers who consider their people as vital resources to attain their
business goals more effectively. Thus "an environment has been developed in which both employers and employees see training as a means of improving performance of individual or groups, with an expected pay-off in terms of improved organisational performance". Viewed in this context, the money spent on training may be seen as an investment rather cost. The above discussion leads us to infer that classification of money spent towards training - in terms of 'costs' and 'investment' - is situational. As the purpose of training varies each time an employee is trained, it is appropriate to label it as "cost' or 'investment' accordingly.

2. Integrated or specialised training

Another issue that organisations are confronted with relates to the type of training. The functionaries in service organisations like health and family welfare (interest of the present study) have to perform diverse functions in various areas of specialisation - like clinical skills, field work skills, skills of interacting with the community, counseling and communication skills, managerial skills, besides other programme-specific skills. The contentious issue is: should these organizations provide an integrated training module comprising all areas of specialization, or should programmes be designed and conducted to impart specific or individual skills based on perceived needs.

Some programme-specific training cannot be avoided and in fact are essential for equipping the health personnel with new knowledge and skills required to cope with specific emerging problems. However, too many programme-specific training activities cause dislocation of routine work of personnel, and line managers may be reluctant to relieve them for training. Integrated training obviates the necessity to depute personnel too frequently, as it incorporates inputs on many specialty areas at on go. However, too much of integration may result in training programmes losing focus. The trick is to strike a balance that will help organizations to maximize results. Further, this issue has to be seen in the light of the training needs arising both from the individual and organisation's viewpoint. Consequently, the focus may necessitate both integrated training as well as special training to address training needs that arise from time to time.

3. People to be trained

Although training is considered as an important mechanism for employee development, the question of identifying employees for training remains a much debated issue. While some organisations feel that training is most important to the younger age
group, others feel it is essential at all levels. In several government organizations, there
are guidelines which stipulate that personnel above 45 years need not be sent for
training. Commenting on the issue Hari Mohan Mathur\textsuperscript{42} says: 'The rules on the subject,
which lay down that ordinarily personnel need not be sent for training beyond the age of
45, were framed long before in-service training appeared on the scene. In the present
context where rapid change is occurring in all walks of life and the growing need to equip
personnel to cope with these challenges, it would be necessary to re-consider this
matter. There are jobs for which some training would be necessary. Not to send people
on training when they clearly need it - and when it is available - on the ground that they
are old for training seems anachronistic. The age limitation could apply to training of the
long duration kind, but short-duration training should stay outside the purview of such
restrictions'. Thus, this issue has to be seen in the context of employee requirements at
various levels, irrespective of their age. The training activity should aim at providing
competent people to man various positions in organisations.

4. Training as a continuous or one-time process

Should organisations provide training to their employees at particular intervals
during their career i.e. at the time of recruitment, promotion, transfer, or through out their
career, is again a frequently debated issue. However, training today has to be seen as a
continuous process. Both public and private sector organisations today function in a
relatively volatile, turbulent and highly-competitive environments. As change is
inevitable, an organisation is forced to train and retrain employees at various levels for
its survival and growth. Commenting on the issue in public sector organisations Hari
Mohan Mathur\textsuperscript{43} says 'Some 15 ago, the expert opinion favored training at least three
times during an assumed career length of roughly 30 years. This will give employees two
opportunities for in-service training - each at an interval of nearly ten years, after the
post-entry training. But things have since changed rapidly. Jobs are getting more
complex, and they can no longer be handled without adequate prior preparation. The
number of in-service training programmes has grown too. Employees will therefore have
to have more frequent exposure to training. But it does not seem appropriate to fix any
definite number of in-service training courses that a government servant must undergo.
The number and frequency will vary with the training needs of individuals, and depend
on the tasks that the organizations want them to perform'
5. Link with the career development

It is important to ensure that some link between in-service training and career development is established and strengthened in organisations. Often it is debated - notably in the public sector -, whether number of training programmes attended (especially in-service trainings) and the type of trainings attended by a trainee be given any weightage for the purpose of promotion. One argument is that there must be some incentive for those who voluntarily attend the training courses, and the prospect of promotion will attract many to participate in the training. This is particularly so when the response from the trainees to attend training organised by the department is lukewarm. The other argument is that it will go against those who could not attend training courses for no fault of theirs, either because they don't need it, or that they are not nominated. Moreover, training resources are scarce for many public sector organisations and it may not be possible to provide opportunity for in-service training to all the personnel in the organisation.

This apart, any over-emphasis on training linked with reward can be a hindering factor in the transfer of learning to the job, in addition to building up frustration and interpersonal conflict. However, experts opine that in the context of public sector organisations some weightage can be given to those who attend training programmes - particularly, the long-duration type. When the promotion of an employee is dependent on taking up additional and/or different job responsibilities, promotional training should be made compulsory.
2.2 TRAINING PROCESS - A THEORETICAL FRAMEWORK

In training literature, the term 'training process' is used to deal with all those aspects of training activity that are carried out to bring about satisfactory learning results. Some training experts prefer to call it 'technology of training', others name it 'curriculum development' while a few characterise it as 'training system'. By whatever name it is called, it broadly covers various phases of training cycle; like assessment of training needs, objective setting, design, implementation, and evaluation of training. The central purpose of this section is to present the theory on various aspects of training, so that the field situation as it exists in the various in-house training institutions in the Department of H&FW could be seen in perspective.

2.2.1 Approaches to training

Margaret Anne Reid\textsuperscript{45} has reviewed a number of approaches to training that have evolved over a period of time. She suggests that a number of general approaches to training have evolved to meet the diverse work situations which fall on a continuum ranging from trainer-directed at one end, to trainee-centered at the other. Further, these approaches are not mutually exclusive, and may be used to compliment each other. In addition, they are also influenced by the leadership style, commitment and philosophy of top management, objectives of the organisation; also, by the culture, structure, history and development of the organisation and the dynamics of the environment in which it operates. She lays emphasis on two other aspects: that of training strategy and the learning strategy; the first one laying emphasis as to how training will be planned and resourced, and the second laying emphasis on the learning methods to be adopted and the medium appropriate to it. As these approaches provide useful guidelines for evolving training strategies in organisations, they are briefly outlined here.

1. The systematic model

The training process in the systematic model is indicated by an assessment of training needs in an organisation; its planning, implementation and evaluation, suggesting a cyclical process. While job analysis forms the basis for training needs analysis by providing details of the necessary objectives, the content and planning process of training involves deciding the most appropriate training technique to achieve the desired objectives, and to draw up a suitable programme. Finally, evaluation throws up feedback into the first stage of assessing training needs before the training cycle
recommences. This model presents a very simple approach of training and can be used in the form of a framework for executing training processes.

2. Analytical approach

In this approach, the organisation's training needs are ascertained and analysed with the requirements of each job in terms of knowledge, skills, and attitudes, and training gaps identified. However, this approach is useful more at lower levels in the organisational hierarchy where jobs can be closely defined; but its application is marginal when it comes to managerial jobs.

3. The competence approach

The systematic model and analytical approach lays emphasis on the actual job situation in organisations. The competence approach focuses on the learning experience in terms of core competencies. It is applicable to those trainees who graduate from schools and colleges but not to regular employees. Further, these core competencies are applicable to ranges or families of jobs. A competency may be defined as the 'ability to use knowledge, product, and process skills and as a result, act effectively to achieve a purpose'. And this approach assumes that individuals can transfer these core competencies to a variety of jobs including managerial jobs.

Performing different activities requires varying capabilities. These capabilities can be considered to fall under four categories, viz.: technical, managerial, behavioural, and conceptual. Katz identified them as requiring three types of skills viz: technical, human, and conceptual. While technical capabilities involve an understanding of, and proficiency in a specified kind of activity, managerial capabilities involve planning, organising, coordinating, monitoring, controlling, evaluating and supervising a range of organisational activities. In contrary, human capabilities largely concern with the abilities of people to deal with others. These competencies will provide a framework for developing suitable training programmes for employees in the workforce, based on the nature of their job functions.

4. The problem-solving approach

In this approach, training is viewed as a tool to equip employees to overcome their difficulties in the work situations. The emphasis in this approach is to focus on teamwork in terms of the quality circles (QCs) functioning in an organisation; it also focuses on identifying gaps in learning based on interactions in QC teams.
This approach promotes self-development of employees and builds team spirit. Although many countries are experimenting with this approach, it has its limitations, particularly when the top management disregards suggestions from the teams.

5. The continuous development approach

Today, the concept of self-development, self-managed learning, and learning to learn are increasingly influencing the design of training programmes of organisations. In addition to formal training, organisations encourage their employees to learn from the problems and challenges in their day-to-day activities. In this context, the Institute of Personnel Management (IPM, 1990)\textsuperscript{49} has produced a code that lays emphasis on the policies, responsibilities, and roles that employees perform within organisations; it also deals with identification of learning opportunities and needs, learner involvement, provision of learning resources, and the benefits that accrue from continuous development of employees in an organization.

In this approach, investment in the continuous development of personnel is seen to be as important as investment in R & D, or in new equipment. Further, such a practice of continuous development is fully integrated into the work environment.

6. The learning organisation

The concept of learning organisation has received considerable attention as an organisational training philosophy and approach. Learning in an organisation is facilitated as a result of interactions among employees; as a consequence, they adopt certain attitudes and alter their behavior towards each other. A learning organisation is characterised by recognition of personal effort and achievement, work schedules towards a team relationship, encouragement to look at work from a wider perspective and finally, commitment to an open style by top management.

An analysis of the above approaches points out that the analytical approach is highly trainer-centered; the learning organisation at the other end of the continuum, is trainee-centered. These approaches can be used only as guidelines but cannot be adapted as magic formulae to attain effectiveness and solve the complex problems that organisations face today. Further, training is expensive in terms of organisational resources as also the employee's time and effort. Therefore, selecting the most appropriate approach and method and evolving the right training strategies, merits careful consideration and thoughtful planning.
7. Systems approach

If carried out in isolation, any human resource development activity - be it in the training, or manpower development - fails to bring about desired results, unless it is conceived as one of the components of the total system of the organisation. It is in this context Alfred York\(^51\) has suggested that organisations adopt a Systems Approach to Training (SAT). A 'system' is a set of parts that are coordinated to accomplish a set of goals or objectives. SAT aims to achieve organisational effectiveness through functionally linking together all the interdependent systems in an organisation. It involves the active participation of the various line functionaries - such as operations, finance, personnel, training etc. – to attain training effectiveness.

‘Atkins (1983)\(^52\) makes a distinction between the use of the words 'system' and 'systematic'. He suggests that the term 'systems approach' can be interpreted in two ways. It can be used to describe an approach that views training as a sub-system interacting with other sub-systems upon which an organisation depends for its progress and its survival. This approach enables an observer to obtain a wider view of training within the system, or within the organisation as a whole. It gives a broader perspective of factors, influences and problems and the way in which they impact not just the training function, but upon all parts of the system.

Another way in which the term 'systems approach' can be interpreted is as a logical relationship between sequential stages in the process of investigating training needs, designing, delivering, and validating training. Atkins believes that the emphasis on logical and sequential planning and action makes it more appropriate to describe this process as systematic. While it might appear that a systems approach and a systematic approach are quite different, they are not incompatible when they are applied to training at different levels. Systems approach can be applied at an organisational level to examine the broader issues relating to the aim, function and appropriateness of training. A systematic approach is applicable directly to the day-to-day functioning of the training department. Practical experience of training in many organisations, has in recent times, emphasized the crucial importance and efficacy of the systems approach.

2.2.2 Training process

Training is a process that comprises certain phases. According to Richard D. Miller\(^53\), assessment of training needs, objective setting, design, implementation and evaluation are various phases in the process of training. All the phases are integrated in
the training process. Figure 2.1 indicates the training process as described by Richard D. Miller.

**Figure 2.1**
Conception of the training model as an integrated process


Lynton and Pareek, advocate a three-phase model of training process. The phases are: pre-training, training, and post-training. However, a comparison of these two models reflects that pre-training, the first phase of Lynton and Pareek’s model—embraces assessment, objective setting, and design phases of Miller’s model. The training phase is similar to the implementation model, and the post-training phase of Lynton and Pareek’s model is similar to the evaluation phase of Miller’s model.

Michalak and Yogger identify the following nine steps in the training process.
1. The need for training is identified;
2. A needs analysis is conducted to identify the causes of the problem;
3. A task-analysis may be conducted;
4. Behavioural objectives are identified and management commitment is obtained to achieve them;
5. A strategy to bring about the behavioral objectives (either through a training or a non-training response) is designed and developed;
6. The response to the problem is implemented;
7. A maintenance of behaviour programme is implemented;
8. Evaluation is conducted to determine the results of the training effort; and
9. Finally, there are some finishing touches to round-off the process


Figure 2.2
Stanley’s model of training process
A detailed write up on different stages of training process is attempted below.

1. Assessment of training needs

'A training need is the gap between expected and existing knowledge, skills and attitudes already possessed by the trainee. It exists at all levels of the organisation, it is only the emphasis of one or the other aspect which changes - whether one is grooming a new chairman or instructing an operator, since knowledge, skills, and attitudes are three criteria around which all jobs are based.' There is little disagreement among training researchers that a thorough assessment of the organisation’s needs is of utmost importance and should be conducted before the development of a training programme. Training needs assessment provides information on where training is needed, what the content of the training should be, and who in the organisation needs training in certain kinds of skills and knowledge.

The need for conducting proper training needs arises on account of the following reasons.

1. Unless the training needs assessment is done it is impossible to develop meaningful training objectives.

2. Since training is not a panacea to all problems an organisation faces, it is necessary to identify areas that warrant management action, other than providing training. This can be possible only by proper assessment of training needs.

3. Assessing training needs also gives scope for a meaningful evaluation of training activities undertaken by the organisation.

Organisations perceive a need for training when: 1. the performance of employees in their present job does not match up to required standards; 2. the requirements of the job change due to changing circumstances; and, 3. the present job ceases to exist or the job-holder changes jobs, and requires to be trained to perform the new job assigned.

Many authors have drawn up a conceptual frame in efforts to analyse and determine training needs. McGehee and Thayer58 introduce a framework to understand the needs assessment process. It identifies three critical and interrelated components:
organisational analysis, operations (or task) analysis, and person analysis. Organisational analysis emphasizes the study of the entire organisation, its objectives, its resources, and the allocation of those resources, as they are related to the organisation's objectives. It involves the examination of a number of factors, such as efficiency indexes and productivity records, to determine the extent to which organisational goals are being met. An assessment must also be performed to determine whether training is a viable strategy to accomplish organisational goals.

Once an organisational analysis has been conducted to identify where training is needed (for example, in a department, or a work-group), a task analysis determines the activities performed on the job, and the conditions under which the jobs are done. Information is often collected regarding the knowledge and skills needed for effectiveness on the job.

A person analysis focuses on determining which employees need to be trained and what kind of training they required. This step involves determining how well employees are doing their jobs, through measures such as performance evaluation and job-knowledge tests. When individual performance falls below set standards, analysis must be conducted to determine whether training will overcome the problem.

This framework developed by McGehee and Thayer has been the major contributor to the resolving of complex problems that surround training needs assessment. The framework has been praised as being most comprehensive and sophisticated in assessing training needs. Moore and Dutton use the framework to categorize the various techniques employed to determine training needs. Recent reviews of training literature have used the framework to organise and discuss the literature on needs-assessment.

Barnard M. Bass and Goldstein use different terminology to convey basically the same conceptual framework as detailed by the McGehee and Thayer model.

Rex Strayton presented two approaches to determine training needs within the enterprise. One is applicable to the ideal situation where we have an integrated manpower development programme. The steps to be followed in this situation are: take inventory of present manpower, make forecasts of future requirements, find the peoples needed, and decide on what to do to develop the required manpower. The second approach is applicable to a less-than-ideal situation where there is no integrated
manpower scheme. Here, we may have to assess training needs based on factors like terms of reference, situation within the organisation, available information on new and existing employees, and special problems that arise within organisations.

Training needs may arise at different levels in an organization. The time frames in which these needs should be met could vary, and call for different training strategies based on the type of need. In this regard, Johnson provides perhaps the most comprehensive classification of training needs. Training needs, he says, may be classified in terms of those which -

- An individual has
- A group has
- Must be met immediately
- Can be met in future
- Call for formal training activities
- Call for informal training activities
- Require on-the-job instruction
- Call for off-the-job instruction
- The company can best meet through internal resources
- The company can meet best through tapping outside resources
- An individual can meet, in concert with others
- An individual can meet only by himself/herself


The trainer must select an appropriate method or combination of methods based on standard criteria like: cost, time, level of details needed complexity of the job, data requirements, and type of trainee. While assessing training needs is a crucial factor for
any organisation, it should be borne in mind that it is not a one-time activity but needs constant upgrading to make the entire activity need-based.

2. Setting training objectives

A systematically designed training programme must determine learning objectives in congruence with the objectives of the organisation, the learner, and the trainer. These objectives refer to qualitative statements describing expected modification of competence and behaviour in a learner after the training exercise. Training objectives, which flow out of an identification of training needs, serve as standard specification of an output to which the trained behaviour must conform; this will ensure that the ‘quality of the product’ after training meets the norms set by the organisation. This stage is of strategic importance not only because it defines and controls the quality of the product, but also because it substantially influences subsequent stages of the training system.

Training or learning objectives denote output of a training system; these must be consciously and deliberately determined and defined. Learning objectives may be regarded as intent, expressed in the form of a statement, describing a proposed behaviour change in the learner. The statement of the objective serves as an end towards which the entire training activity is geared. Such a statement of objectives is developed on the basis of identified training needs that would enable trainees perform to job requirements. Since specification of desired outcomes through training are spelt out in terms of knowledge, skills and attitudes, training objectives also tend to fall into three categories: Knowledge, skills, and attitudes giving rise to different terms: Cognitive objective, conative objective, and affective objective respectively. Although knowledge, skills and attitude are complimentary and supplementary to each other, are concerned with promoting and guiding learning in the learner - which in turn develop confidence in him to apply learning in the job situation to achieve organisational objectives - they differ in degree on various counts on the determination of their objectives.

Training objectives are classified into cognitive, conative, and affective. An objective denotes three segments of training - knowledge, skill and attitude. Determination of objectives with reference to knowledge input may be termed as cognitive objective. Knowledge component of training is more educational in nature and develops perception and understanding in the learner. Conative objective deals with skill component of training. It is basically concerned with the formulation or improvement of know-how, or of doing things or methods of job performance. Since skills are specific to
a particular job requiring uniformity of job behaviour, it is essential to decide training objectives with reference to skill in behavioural terms. Attitudinal aspects of the trainees are stated in terms of affective objectives. Attitude is a state of mind in an individual that is reflected by his likes or dislikes, interest or disinterest, positive or negative behaviour and such other behavioral phenomena. Attitude is a subjective aspect and is formed in an individual on the basis of his knowledge, experience, and his relationship with other people and the outer world. Bringing about appropriate attitudinal changes in their employees towards job, and clients has been one of the major demands of sponsors from the training institutions especially in the government departments.

Though every training input has some amount of all the three aspects - knowledge, skills and attitudes - for higher level of management cognitive objectives serve more useful purpose and conative objectives are more appropriate for middle and supervisory staff in an organisation. This is because job functions at managerial levels are generally highly unstructured and require more knowledge inputs, whereas middle level functionaries and field-staff have job functions that are semi-structured and are generally more skill-based. Since attitude is built into knowledge and skill segment of training, affective objective forms part of all training, unless the training is exclusively conducted to result in attitudinal change. It is essential to point out here, the characteristic features of a training objective. First, it should be capable of being expressed in behavioural terms, Second it should specify behaviour criterion as far as possible, which means deciding the work behavior required of the learner at the end of his training, Third, it is job oriented rather than the person oriented- as a result it is able to bring uniformity of job behaviour Practical and useful objectives can be set only through proper interaction between management, trainees and the trainers.

3. Designing the programme

The design phase involves decisions regarding place, methods, and conduct of training. Central to all these decisions is an understanding of the principles which facilitate efficient and effective learning by individuals. The principles are 1. Motivation 2. Individual differences, 3. Learning curves and plateau's 4. Knowledge of results 5. Reinforcement and conditioning 6. Transfer of learning, and 6. Retention. Besides this, other issues involved in designing programmes are: trainees, syllabus, place, trainers, techniques, time and funds allotted to training. Based on the objectives of training, and the level of trainees, the course content (syllabus) should be decided. The choice of
location where each part of the training is best carried out must be made from four alternatives, viz., in-company, on-the-job, in-company supernumerary, in-company off-the-job, and external courses^64.

According to Tracy^65 the tasks involved in designing a training programme take time, effort and ingenuity of non-managerial personnel; these include the instructors, supervisors, social training staff, psychologists and personnel workers.

4. Implementation

The training programme is designed keeping training needs and training objectives in view. This includes administrative arrangements such as proper nominations, preparation of study material, transport management for faculty and trainees whenever necessary, arranging for classrooms and keeping them ready, preparing teaching materials and aids, etc. Another important aspect in the implementation of training programmes is maintenance of punctuality.

5. Evaluation

The most crucial phase of the training process is the evaluation of training effectiveness. Evaluation seeks to assess the value of training in the light of feedback obtained from participants. Its purpose is two-fold: to assess training effectiveness, and to use it as a training aid. Kirkpatrick^66, Hamblin^67 and Peter Warr^68 have provided sound conceptual base for training evaluation. Kirkpatrick has suggested that evaluation criteria are needed at four distinct levels: reaction, learning, behaviour, and results.

According to Hamblin, the consequences resulting from a successful training can be evaluated at four different levels. They are: reaction level, learning level, job behavior level, and functional level. Peter Warr states that there are four types of training evaluation. These are: context, input, process and outcome evaluations. Warr suggests different techniques of evaluation for evaluation of training at different levels, and in different types. Session reaction scales, interviews, notebooks, and expectations evaluation are the different methods for reaction level evaluation. Multiple choice questions, sampling, self-diaries, observations, and interviews are different methods of job behavior level evaluation. Details of each method of evaluation are presented elsewhere in the thesis.
2.3 TRAINING METHODS AND EVALUATION

One of the key elements in the training process that contributes to the effectiveness of training is related to the methodology adopted at the training sessions. Basically, the training method refers to a general description in isolation of a particular type of method like role-playing or in-basket exercises, whereas the methodology applies to the practical application of the method. Training method and methodology is essentially a function of objectives and nature of the training programme as well as profile of participants.

'During the last 15 years more than at any previous time, many new methods have been developed, tested, combined, and adapted to different learning situations. Some of the new methods have become irreplaceable tools in the trainer’s hands; others have remained marginal. Some are entirely new; others are more or less imaginative adaptations of older methods. Some are simple and can be used by virtually any teacher or trainer without any special preparation; others are fairly sophisticated, and it is not advisable to use them without extensive preparation of both trainers and course participants. A genuine process of innovation is occurring in teaching methods for training. The recipients of training have also become more demanding on methodology; thus, it is anticipated that this innovation process will most certainly continue.'

Any study on training function of an organisation is incomplete without a reference to the various methods generally adapted at training sessions. While there are scores of methods, only a few are frequently used. In Indian conditions, especially in government training institutions, the number of methods used are even fewer. An attempt is made in this chapter to discuss some of the important methods generally used in training institutions in India, notably in the government sector. These are:

1. Lectures
2. Role plays
3. Case studies
4. Field trips
5. Demonstration /Hands-on training
6. Group discussions
Lecture method

Lecture is a traditional and still most widely used didactic method used in training. It may be defined as an organized verbal presentation of subject matter on a definite topic prepared for a specific purpose. During lectures, the trainee is usually passive, listening and watching in silence without interruption in the form of questions or discussion. In its pure form, it is highly trainer-centered without active trainee participation; questions raised are normally answered at the end of the lecture, or in a separate tutorial sessions. In countries like India, it is by far the most widely used method of training; this is because it is an inexpensive way to disseminate information to a large number of people, and can be used in any type of setting - inside or outside the classroom. In the domain of training, the emphasis on lecture technique is on the decline but it cannot be eliminated. Its use can be enhanced by combining it with other methods like discussion, question answer sessions etc. and by using more audio-visual aids.

Role plays

Role playing is an informal and non-theatrical enactment of situations in which trainees apply cognitive skills or experiment with behaviours in line with their training objectives. The trainees are asked to enact a role which will be same, or as near as their working role, but in the protected confines of the training environment. It is often linked to prior input such as lectures, and is used as an opportunity for trainees to put into practice some of the skills they learn in training sessions, especially communication and human relations skills.

It is valuable as a means of giving the trainee an insight into his own behaviour and its effect upon other people. Typically, two or more trainees will enact a situation in front of the rest of the group. The scenario is usually unscripted, but full briefing of the role and the setting is given to the trainer, usually without rehearsal. The trainees are allowed to plan their actions, prior to a spontaneous performance before the group.
Typical situations where role play can be used effectively are instructor training, interviewing, counseling, sales training, and building customer relationships.

The advantages of role play are: 'It has high interest and involvement for the trainees. There is almost immediate knowledge of results from the objective appraisal that spectators and the trainers make. It increases sensitivity to other people's point of view, since it is relatively easy in most role-play situations to reverse roles (i.e. the interviewer becomes the interviewee). The trainer can appraise fairly accurately how well his instruction has been absorbed, and give a fair assessment of a trainees' likely work performance, after some practice at this interactive technique. The trainees also get a feel of real-life pressures in a work situation. This results almost invariably in an increase in self-confidence on the part of the trainee'.

Of course, the technique is not without its pitfalls. On the one hand, trainees may become embarrassed, especially those of a shy, introvert nature, unused to such situations. Most will suffer from initial nervousness, which will have to be counteracted by empathetic help and encouragement from the trainer. On the other, the extrovert can 'overact' and regard the session as a platform to display his acting skills. However, in spite of its drawbacks, if used with care, role plays remain one of the most effective training methods to simulate real-life situations.

3. Case study

The 'case study' method is an excellent medium to develop analytical skills. Pioneered by the Harvard Business School, this method is a narrative account of a series of events of situations around a specific problem, or problems. It is a written description of an actual situation, which provokes the learners to assess a situation, identify problem areas, and decide what needs to be done. There is a wide variety of problems that could be part of a case study: some of them are relationship difficulties between people, loss or lack of funds, unclear roles between people who work together, inadequacies in the bureaucratic / administrative system, etc.

A case study is essentially a problem-identification and problem-solving activity. The technique does not demand decision or resolution at the end of the exercise. The main focus of the case study should be on thinking, talking and deciding about alternate ways of solving the problem, and analysing the factors that may have contributed to the situation. This technique assists the learners to develop analytical and problem-
solving skills. It also gives participants an opportunity to tackle difficult problems before they get involved in 'real' situations that may be difficult, confusing, frightening or overwhelming.

While administering a case study, care should be taken to provide sufficient time to trainees, to read, analyse, synthesise, evaluate and find solutions. Clarifications regarding facts detailed in the case may be given by the trainer. For discussion on the case, smaller groups may be formed. Case studies that depict problems must fit into the specific learning objective of the training exercise.

4. Field trip

A field trip is a carefully planned tour in which learners travel to a field situation or actual working situation that provides sense experience - sights, sounds, equipments, operations, processes, working relationships and the entire environment which cannot be replicated in the classroom situation. The purpose is to give first-hand knowledge by personal observation of field situations by trainees, and to relate theory to practice. This is learning by experiencing practical application of concepts discussed during training. Such trips provide an opportunity for learners to appreciate the relevance of learning, practice it, and link it to the objectives of training.

To make field visits more effective, the following should be taken care of: 1. The trainer must make an advance visit plan as to the location to be visited, whom to interact with, who will guide the trainees, the duration of the visit, travel, boarding, lodging arrangements etc. 2. During the visit, maximum time should be spent on the issues related to learning objectives. 3. There should be clarity on the objectives of the field visit. 4. Trainees should be given guidelines on what information to collect, methods of collecting and processing information etc. Trainees present the information collected during the field visit, in the form of a report. This report is discussed to arrive at certain conclusions suited to defined learning objectives of training. 5. To make the field visit successful, it is necessary to gain the support and cooperation of the institution being visited.

Field trips are generally organised for a certain number of days and mostly are in the nature of an observational study. This observation of actual working situations keeps the learners detached from actual involvement in that situation. Therefore, a modified version of field trip has been devised, and is called field placement. Under field
placement, the trainees are attached to a real working situation for a short duration. They learn through actual involvement in live work situations. This type of learning is considered to be more effective than a field trip.

5. Demonstration / Hands-on training

Buckley and Caple\textsuperscript{74} define the technique of demonstration as ‘an illustration by live performance of a task, skill or procedure accompanied by an explanation by the trainer or an assistant. Usually, it is part of a follow-up to a lesson or training session to provide a model for trainees before they are called upon to practice it themselves’. Basically, it involves three steps: explain, demonstrate, and return demonstration. It is a highly effective training devise and suited for teaching technical skills and interpersonal skills, since it appeals to all the senses, generates interest, holds the attention of participants, and provides actual practice.

However, it requires proper advance planning and skill on the part of the trainer to use this method; further, if the trainer-trainee ratio is large, it may not be possible to use the method. A variation of the demonstration method is the coaching method where the ratio between the trainer and the trainer is 1:1. In medical institutions, with slight variation, the method takes the form of ‘hands-on training’ or bedside teaching.

6. Group discussion

Group discussion may be defined as a ‘group activity usually led by the trainer in which the participants examine suggestions, attitudes, ideas, solutions to problems, etc. with the objective of achieving some specific conclusion or results’

The participants in a training programme are divided into small groups and allowed to discuss a particular subject matter. One group member, designated chairman finalises reports of discussion and prepares oral/or written reports of his group. Reports of each group are discussed at a plenary session run by the trainer. The final conclusions are arrived at after consolidating the reports of different groups. The following aspects need to be kept in mind while using this method.

- This is a suitable method when the trainees have rich experience on the subject
- The trainer plays the role of a mere facilitator to the groups, giving almost full freedom to the trainees. However, inputs may be given by the trainer to each group to reinforce their learning.
Generally, the lesson is broken down into several issues or topics, with each of them having a specific objective.

Time limit is set for finalising the recommendations of each group.

To achieve specific learning objectives, the final conclusions should be arrived at in a plenary session after discussion on group reports.

The group discussion is a highly participative method in which each member in the group gets an opportunity to express views. They are encouraged to exchange and express ideas freely and to learn through mutual interaction. The trainees using this method are likely to gain in confidence and effectiveness by participating in oral exchange, and in learning to respect other points of view.

7. Exercises

"In this method of instruction, the trainees are asked to undertake a task leading to a specific result along well-defined lines...... A highly active form of learning, exercises are suitable for any situation where trainees have to put into practice skills which are partially developed, and relate them to their future jobs, following a pattern or formula laid down by the trainer". To some extent, during exercises, the trainees are on their own. The trainer often acts only as an observer during exercises, not as coach, since it is a 'half-way house' to the real thing. Best results are gained from graded exercises which allow trainees to feel that the result is reasonably attainable, not too easy not too difficult. These days, exercises are used to impart knowledge on aspects related to using formulae and calculations, as and when they are introduced or modified for use in the department or organisation. They are also being used as a form of assessment to gauge the levels of knowledge of trainees instead of resorting to formal tests.

8. In-tray exercises

A modified form of the technique of exercises is in-tray exercises. It is a simulation method used for training of desk workers at all levels in an organisation. Trainees are given a series of letters, papers, memos, and files similar to the ones they deal with in their day-to-day work. They are then asked to take action on each item in the exercise, giving their reasoning for each decision, and the results are given as feedback to the trainer.

The trainer looks into the exercise is completed and details the right method of carrying them out. This method teaches not only the skills of organisation,
communication, and handling documents, but also helps with attitude formation on such aspects as judgment of priorities, panic decisions, attitudes to superiors and juniors, complaint procedures etc. To make them effective, in-tray exercises need to closely mime real-life practices and pressures. This method is best suited to develop clerical and desk skills.

The role of the trainer in this exercise is to introduce the session, set time limit for each trainee to complete the exercise, prepare representative or realistic items of skills related to the actual work situation, and ask the trainee to do those things.

9. Panel discussion

Panel discussion is one of the methods that focus more on personal interaction. To use this method, three or four experts are needed to deliberate upon the theme chosen for discussion. The theme also should be so chosen that there is a scope to elicit divergent views on the topic so that desired learning objectives are achieved. The trainer acts as a moderator. Sometimes, the trainer may assign to one of his co-trainers the task of being the moderator of the discussion, so that he can more closely observe participants and monitor the programme. Very rarely does one of the experts become the moderator. The experts should preferably have a heterogeneous background and should be capable of contributing to in-depth analysis on the topic that is up for discussion. The trainees are supposed to observe the proceedings in the first part of the session. In the second part, they interact with the experts to gain insights into the subject.

10. Management games

An interesting development in the arena of training technique in recent years is management games. A management game is a learning activity governed by rules entailing a competitive situation that makes participants winners or losers. In a typical game, the trainees are grouped into teams, who act and compete as though in the real working world; they take decisions based on what they perceive to be good in their interest or that of the organisation.

Since the situation is artificial they do not pay the price for wrong decisions as would be the case in real life. The aim of these games is to increase a person’s understanding of specific organisational problems, the interrelatedness of their function with other divisions of the organization. Participants gain insights into their work
environment, organisational policies, and how they affect decision-making, and problems of working in a team.

While using the method, the role of the trainer is to set the rules of the game, ensure that the trainees stick to the rules, observe the process of group dynamics, note the results of the game in each group, and relate all interactions taking place to the work situation of the trainees. In service organisations that deal with aspects like health, this method is often used to impart training in 'organisational behaviour' aspects like team building, motivation, etc.

The trainer using this method should be sufficiently experienced to draw out participants and guide them to make the right inferences. Otherwise, management games are likely to end up as having only entertainment value, with participants not gaining any insights into the functioning of the internal processes in organisations. Used properly, management games have the potential to become one of the best methods to simulate very high degree of participation among trainees. This method also has become a valuable tool to assess the potential of trainees, and provide the trainer with a good idea of on-the-job potential of individual trainees.

11. Community-oriented / Community-based training

Community-based training is a means to make training relevant to community needs. It helps to implement health programmes where involvement of community is most desired. This method involves using the community settings extensively as a learning environment. It involves active engagement of trainees, trainers, community members and representatives of other sectors.

In this method, the trainees camp at the rural site. After community diagnosis, they organise the work with the help of a trainer, who acts as a facilitator. Every week, key staff from the training institute visits them to provide expert guidance. Attitudes of the community to health and other related aspects of life are enquired into, and their current status is ascertained. Findings are presented on the last day of field posting at a meeting of the village leaders, together with suggested action. The techniques of ‘Participatory Learning for Action’ (PLA) like village mapping, seasonality diagram, priority ranking, and Venn diagram are extensively used to involve the community in diagnosing and providing solutions to health-related issues and problems.
While advocating more community-based training to enable health professionals improve the quality of training, the WHO study group lists six specific advantages of the method. 1. It gives health personnel a sense of social responsibility by enabling them to obtain a clear understanding of the needs of the local community, and problems that the country as a whole faces. 2. It enables them to relate theoretical knowledge to practical training. 3. It helps to breakdown barriers between trained professional and the lay public. 4. It helps to keep the educational process update by continuously confronting the trainees with reality. 5. It helps the personnel to gain in competence. 6. It is a powerful means of improving the quality of the community health services.

Choosing the right method

Broadly speaking, the various methods outlined above can be categorized as participative and non-participative methods, or 'trainee-centered' and 'trainer-centered' methods. It is a fundamental principle of learning, that to be more effective learning should be more participative and trainee-centered.

It may be pointed out that there is no one best method of training, and the training techniques the trainer adopts will depend on the objectives of the programme. Ravishankar et. al. match the purpose and the method as follows.

- To explain facts & procedures that expound general management principles  
  Lecture, discussion methods

- To develop analytical skills and ability to ask oneself questions  
  Case method, business games, and role play

- To develop awareness of one's self and one's impact on others  
  Sensitivity training (T-Group), role play, assignments, simulation

- To enable learning outcomes to be carried over to job  
  Conferences, business games, role play, and seminars

- To bring behavioural changes  
  T-group training, in-basket training, and discussions

- To ensure good training with un-skilled trainers  
  Lectures and discussions

- To impart theoretical knowledge on various job-aspects, and for emotional catharsis  
  T-goup, lectures, case method, and conferences
While choosing a method, one has also to take into account the level and experience of the participants concerned. Constraints of time and resources will also be an important consideration in the choice of techniques. Another factor to be considered is that the method should facilitate the learning process and reinforce learning that takes place as result of the training programme. It is now accepted that trainee-centered methods like, discussion, case study etc. are more effective for learning. The ingenuity of a trainer consists in adopting a method that would be appropriate for a particular training situation. Moreover, no one particular training method will normally be adequate for a training programme; often combinations of methods are used by trainers to fulfill the objectives of the programme.

2.3.1 Displays and visual aids in training

Any discussion on training methods is incomplete without mention of the role of visual aids in training. Instruction involves the communication of facts, procedures and concepts to trainees. The use of visual aids will make this process more effective. These aids, which are also called 'instructional media' cover a wide range of technologies and methods. Knowledge of what is or what could be available, and the ability of trainer to select and use them, will make a significant difference to the quality of instruction provided to the trainees. They help to supplement and clarify what is being taught, enliven the subject matter and increase the ability to absorb and retain training inputs. Research and experience have shown that these aids can significantly enhance learning. The basic purpose of using these aids is to help the trainer to overcome limitations of his verbal communication.

A large number of instructional media have been introduced in training over the years. Some of the important aids that are now used by trainers include:

- Overhead projector
- Slide projector
- Film-strip projector
- Video
- LCD
- White boards
- Flannel boards
The availability of a large number of training materials and equipment poses the problem of choice of material and aids. It is suggested that choice of suitable materials and training aids be based on considerations such as training objectives, training technique, nature of subject, learning environment, level of participants, financial position of the training institution, facilities to prepare materials, capability of trainer to use equipments, and other practical problems relating to the conduct of the programme.

2.3.2 Evaluation of training

The final logical stage in the training process is to find out how effective the training has been. Known as evaluation, it is an integral element and forms the most crucial phase of the entire training process. The objective of evaluation is to measure the quality of training imparted and to ensure whether any changes are desired to make the training exercise more effective. Though evaluation is a painstaking process, every organisation undertakes it in all sincerity and patience.

Eminent behavioural scientists like Kirkpatrick, Smith, Delahaye, Wehrenberg, Sikka, Saxenay, and Rao have basically stressed the various aspects and different areas and approaches to be considered while evaluating training programmes. While some viewed validity, reliability and usability as critical factors while evaluating training programmes, others looked at evaluation in terms of organisational benefits, organisation development, objectivity, and cost-effectiveness.
Kirkpatrick defines evaluation of training as the systematic collection and assessment of information for deciding as to how best to utilize available training resources in order to achieve organizational goals.

Hamblin says, Evaluation means literally, the assessment of value or worth. Strictly speaking, the act of evaluating training is simply the act of judging whether or not it was worthwhile in terms of some criterion of value in the light of the information available.

According to the U.K Department of Employment's Glossary of Training Terms, evaluation refers to “the assessment of the total value of the training system, training course or programme in social as well as financial terms...it attempts to measure the overall cost benefit of the course or performance and not just the achievement of its laid down objective.

Purpose of evaluation

Training evaluation is carried out for a wide range of purposes, which can be categorised under four main headings:

- To improve the quality of the training – in terms of the delivery, e.g. trainer, methods, length of training, the training objectives – content, level
- To assess the effectiveness of the overall course, trainer, and training methods
- To justify the course – prove that the benefits outweigh costs
- To justify the role of training – for budget purpose, and increase productivity.

Usually the evaluation will have one of these purposes as its primary focus. For example, if there have been a number of general complaints about a training programme, then the evaluation will be directed primarily to identify its causes and come up with ways to improve it qualitatively. If there are concerns that the training is not achieving its intended purpose, then the evaluation will look at finding the shortcomings in training. If there are concerns about the costs of the course or whether there are less expensive ways of achieving the same results, then evaluation will focus on these aspects. If the organisation has a tough budget-setting process or is looking for cutbacks, then the emphasis of evaluation will be to provide proof that training justifies the investments made by the organization in its people. They are clearly all interlinked and to some extent any evaluation addresses all four purposes.
However, being clear on the primary purpose will help focus the evaluation on appropriate issues, and determine the best approach from the outset. The results from evaluation can also be used to know how effective the training has been in meeting the individual needs of trainees. Based on this feedback, further interventions can be planned as and when required.

Ultimately, evaluation becomes a control exercise to improve the quality of training from the viewpoint of all stake-holders, viz., the individuals, trainees, trainers, training institutions, and the sponsoring organisation.

Tools of evaluation

A large number of tools are in vogue to evaluate different aspects of evaluation. And the number is growing. Some of the important tools generally used to evaluate training programmes are:

1. **Questionnaire.** Wide range of structured questionnaires are used to obtain feedback on various aspects like course input, relevance, training methodology, training equipment, rating of individual sessions, competence of individual faculty etc. Uday pareek\(^9\) gives an extensive list of such questionnaires for different purposes.

2. **Test.** The most common method of training evaluation is to take entry-point and exit-point tests and compare the results as indicative of the transference of learning thereby indicating the success or failure of a programme. However, these types of tests can be conducted at different levels i.e., at the end of one lesson module, at the end of the entire course, shortly after using the acquired knowledge/skill on the job situation, or three to six months after completion of a training programme.

3. **Interviews.** Efficacy of a training programme can be also be assessed by interviewing participants individually, or in groups

4. **Observations.** In the back-home situation, supervisors can better observe the trainees after they return from training programmes. Their feedback throws considerable light on the effectiveness of training.
5. **Attitude survey.** Like entry and exit point tests, attitude of trainees can be measured before and after the programme, and the effectiveness of training inputs can be evaluated.

6. **Performance records.** Performance appraisal can also throw light on the effectiveness of training programmes which the appraisees have attended.

The greatest contribution to the development of evaluation techniques has been made by advances in scaling techniques. Techniques based on well-prepared instruments that measure various dimensions are being increasingly used. Various methods of scaling can be used to develop effective evaluation techniques and the three best known scaling techniques (associated with Thurstone, Likert, and Guttman) can be imaginatively used in preparing new evaluation tools. Recent developments have opened new vistas for sophistication in evaluation work.91

**Approaches to evaluation**

A number of approaches provide comprehensive guidelines to evaluate training. The main focus of these approaches centre around reactions of trainee participants, their learning from training, changes in employee work behaviour as a result of training, and improvement in organisational functioning as a consequence of training. The tools of evaluation listed earlier are used in various approaches to training evaluation. Some of the standard approaches are outlined.

1. **The Kirkpatrick approach**92: The evaluation is made on four levels viz. reaction, learning, behaviour and results. While reaction indicates participants' feedback on faculty, training methodology, course contents etc. learning is indicative of techniques, skills etc. Behaviour refers to observations made before-and-after training by superiors, peers, subordinates and the faculty. Result is measured by impact on cost saving, quality improvement, customer complaints etc.

2. **CIRO approach.**93 CIRO is an acronym suggesting context, input, reaction and outcome that are critical to evaluate training. The training is evaluated in the context of all the above variables. While input and outcome evaluation are made on the basis of structured questionnaire, reaction evaluation is done through subjective reports of participants.
3. **CIPP approach.** This approach involves evaluation of context, input, process and product. Context evaluation refers to needs analysis, which assists in setting goals. Input evaluation includes policies, budgets, schedules, proposals, and procedures that aid programme planning. Process evaluation refers to reaction sheets, rating scales and analysis of existing procedures; lastly, product evaluation involves use of measures that interpret the attainment of objectives.

4. **The IBM approach.** The International Business Machines (IBM) Approach evaluates training at four levels: these levels are – 'reaction', 'testing', 'application' and 'business results'. Reaction refers to a satisfaction rating by the trainees about the value they find in the training programme. Testing refers to pre- and post-training measurements that assess improvements in knowledge and skills, etc. Application refers to the application of new skills required on the job, and the results thereof due to such applications. Business results refer to the monetary benefits that the organisation expects from the training programme.

The approaches or models of evaluation stated above are not exhaustive. More approaches are being evolved from time to time. The focus areas of different approaches to evaluation are:

- **Reaction level** – which measure what the trainees think or feel about the course
- **Immediate level** – which measures what the trainees learned from the course
- **Intermediate level** – which measures the effect of the training on job performance
- **Ultimate level** – which measures the effect of training on an organisation’s performance

**Aspects and timing of training evaluation**

Uday Pareek provides a comprehensive list of aspects to be evaluated in a training programme. He groups all these aspects under seven heads. These seven sets are matched with four dimensions of evaluation viz. contextual factors, training inputs, training process and evaluation of training outcomes.
<table>
<thead>
<tr>
<th>Areas of Evaluation</th>
<th>Dimension</th>
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<tbody>
<tr>
<td>1. Pre-training Factors</td>
<td>Context</td>
</tr>
<tr>
<td>a. Preparation</td>
<td></td>
</tr>
<tr>
<td>b. Learning motivation</td>
<td></td>
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<tr>
<td>c. Expectation</td>
<td></td>
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<tr>
<td>2. Training inputs</td>
<td>Input</td>
</tr>
<tr>
<td>a. Curriculum, including strategy</td>
<td></td>
</tr>
<tr>
<td>b. Specific events</td>
<td></td>
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<tr>
<td>c. Specific sessions</td>
<td></td>
</tr>
<tr>
<td>3. Training management</td>
<td>Context</td>
</tr>
<tr>
<td>a. Areas of satisfaction/dissatisfaction</td>
<td></td>
</tr>
<tr>
<td>b. Training facilities</td>
<td></td>
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<tr>
<td>c. Other facilities</td>
<td></td>
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<tr>
<td>4. Training process</td>
<td>Process</td>
</tr>
<tr>
<td>a. Learning climate</td>
<td></td>
</tr>
<tr>
<td>b. Training methods (pedagogy)</td>
<td></td>
</tr>
<tr>
<td>c. Other facilities</td>
<td></td>
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<tr>
<td>5. Participant development</td>
<td>Outcome</td>
</tr>
<tr>
<td>a. Conceptual development</td>
<td></td>
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<tr>
<td>b. Learning of skills</td>
<td></td>
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<tr>
<td>c. Change in values/attitudes</td>
<td></td>
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<tr>
<td>d. Application</td>
<td></td>
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<tr>
<td>6. Organisational development</td>
<td>Outcome</td>
</tr>
<tr>
<td>a. Job effectiveness</td>
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<td>b. Team effectiveness</td>
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<tr>
<td>c. Organisational effectiveness</td>
<td></td>
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<tr>
<td>7. Post-training factors</td>
<td>Context</td>
</tr>
<tr>
<td>a. Cost</td>
<td></td>
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<tr>
<td>b. Organisational support</td>
<td></td>
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<tr>
<td>c. Organisational factors hindering or facilitating the use of training</td>
<td></td>
</tr>
</tbody>
</table>
The following diagram orders these aspects into a conceptual scheme of training.

**Figure 2.3: Conceptual model of training evaluation**

![Diagram](image)

**Source:** Udai Pareek, *A comprehensive framework for evaluating training, Facilitating Development*, 1992

All the seven aspects of evaluation should ultimately reflect and measure the extent of development of the participant and the organization, as is shown in the schematic diagram.

The different aspects of training can be covered at various stages of training; some in the pre-training stage, some during training, and some after training. Stewart classifies them into aspects to be covered: at the end of an exercise, at the end of the course, immediately on return to the job, and some time after the trainee returns to the job. Objectivity and use of appropriate tools should be key factors to keep in mind during every stage of evaluation.

**Can training be evaluated?**

Although evaluation is regarded as an integral part of the training system, it is seized with many an illness. In many organisations evaluation of training is either ignored or it is approached in an unconvincing or unprofessional manner. In some
organisations, it has been claimed that evaluation is too costly, it doesn't really prove anything, or it isn't really applicable because training cannot be valued in financial terms.

Some trainers have reflected a defensive approach to evaluation because they felt that it invites criticism and apportions blame when training is not as successful as it could have been. Phi Delta Kappa (PDK), National Committee on Evaluation\textsuperscript{96}, sums up these views when it says 'that the concern of evaluation seems to be suffering from the symptoms of avoidance, anxiety, immobilisation, lack of theory and guidelines. As a result, most evaluations are done as a kind of necessary evil. When it is done, it is done either as an eye-wash, or white washed and even post phoned to the extent possible.

Randal\textsuperscript{97} classifies opining on evaluation as consisting of negativists, positivists, and frustrates. The negativists claim that evaluation of formal training is either impossible or unnecessary. The positivists claim that evaluation of training results is the only solution to improving training effectiveness, and the frustrates recognise the inevitability of evaluation but are not sure of how to accomplish it.

However, it may be concluded that if training is to enjoy the high profile which it is now beginning to occupy, thorough evaluation of its activities is vital to demonstrate its worth to the organisation, as well as its critics.
2.4 IN-HOUSE TRAINING - A CONCEPTUAL MODEL

Training provided by 'outsiders' proves quite expensive for more reasons than simply the visible costs. It is in this context, that In-house training institutions/Departments play a crucial role in the training and development of employees. In-house training not only ensures systematic management of training function, but ensures that training programmes are cued to the organisation's needs. It also facilitates continuous assessment of training and development needs of personnel in various categories.

Further, it facilitates healthy interaction between various functional departments with a view to correctly determine their training requirements. Keeping in view the training policy stipulated by the management of an organisation, its in-house training department can draw up a wide variety of training programmes to empower its people meet the needs of the organisation's development, expansion and diversification programmes. This ensures flexibility in training to cater to various learning needs of trainees; it also facilitates a cost-benefit analysis of training programmes which will help training departments to attract sufficient support from the management for systematic training schemes.

2.4.1 A conceptual model

This chapter proposes to discuss the most crucial element of the training system, i.e., the in-house training institution. If sufficient care and forethought do not go into its planning and development, it can spell disaster to the entire training effort. The success of the training depends on how well the training establishments within organisations are organised and managed.

Broadly speaking, we may distinguish between two types of institutions: the residential and the non-residential institutions. The residential institutions have a decided advantage over the non-residential institutions in many respects. Much of the effective training or to be more precise, effective learning takes place outside the classroom during leisure hours through informal discussions and exchange of views, sentiments and feelings between the trainees. Besides, the amount of work that trainees can do is greater in a residential course as described at a later stage. Efforts, therefore, should be made to make all training institutions residential.

The main task in setting up a residential in-house training institute is that of assembling the right type of human and physical resources, taking steps to develop them and organising them well, so that meaningful training work is facilitated.
The following conceptual framework of in-house training, proposes a model based on systems approach to training in service organisations. A systems approach adopts a macro-perspective and accepts that training is an integrated part of the organisation's system. Buckley98 describes a system as 'a whole which functions as a whole by virtue of the interdependence of its parts. Interdependency or interaction of its component parts is thus a prime characteristic of systems and organisation'.

Let us look at in-house training as a sub-system of the organization. It receives personnel, material, and information from other functional sub-systems, and from other more general sub-systems such as the one that decides and communicates corporate objectives, or from externally generated feedback. The transforming mechanism in this training sub-system produces outputs that include knowledge, skills and attitudes that trainees acquire. The users, that are other sub-systems, should then provide the in-house training system with appropriate feedback. This kind of model is essentially an 'open' in-house training system which requires a proactive approach from the training department.

In the past, too much in-house training has been of the 'closed' system variety that made it unresponsive to organisational needs. To operate effectively in an 'open' system, trainers have to be aware of and alert to the realities of, and the changes in, other sub-systems and organisations other than their own, which may impact on the form, content, and conduct of their training efforts. For example, the launch of a new product may affect not only the knowledge content of a course in sales, but also the selling skills that a sales representative needs to acquire and to exercise.

Depending on their function, all parts of the organisation react to inputs from other sub-systems and to the external environment. It follows that each function has its own particular approach within the general framework of the organisation. In-house training is no exception and trainers have developed their own logical systematic approach99.

Fig – 2.4 illustrates a conceptual model of various aspects in-house training in an organisation, its linkages with other sub-systems like service providers, and attendant details. The model also illustrates systematic and systems approach to training in organizations in an integrated manner.
Figure: 2.4

CONCEPTUAL MODEL OF IN-HOUSE TRAINING
The various conceptual aspects/components of in-house training shown in Fig-2.4 are discussed under the following heads.

1. In-house training institutions and HRD
2. Training policy
3. Structure and linkages
4. Manpower and competencies
5. Physical infrastructure
6. Manpower training information system
7. Training materials
8. Training programmes
9. Administering training

1. In-house training and HRD

'Training is the most frequently used and focused sub-system of HRD. This has been so significant that in the past, HRD was equated in some of the companies with training. Even today, it is not uncommon for an organisation to redesignate their training centre as HRD centre or training department as HRD department'.

However, in current literature, the term HRD connotes a much broader meaning to include personnel administration, organisation development and training, and industrial relations. Thus training, or to be more specific 'in-house training' forms an important sub-system of HRD. Pareek and Rao's model also treats it as an important sub-system of HRD. Hence, in-house training of personnel in an organisation, and the results expected thereof, have to be evaluated in the context of other sub-systems of HRD - like recruitment, rewards system, employee welfare, career planning, commitment and motivation.

Each of these factors of HRD is directly and integrally related to the devising of a training policy for employees. Systems of recruitment and thereafter, promotion and advancement polices, have a strong bearing on the training cycle. It is now increasingly recognised that the effectiveness of all organizations - private or public, does not depend not entirely on professional capabilities and technical skills alone, but a large number of factors of human motivation.
One important reason for failure of training to make an impact, notably in government organisations, could be found not necessarily in any defects in the training imparted by the training department, but some defects or weakness in other sub-systems of HRD like lack of promotional avenues, poor pay structure, and so on. This often creates a gulf between acquisitions of skills and their application, which leaves trainees demotivated and frustrated. Therefore, any interventions through in-house training have to be aligned with, and have to be in consonance with other sub-systems of HRD or any other department which performs HRD functions.

To conclude, organisations need to realise that:

i. In-house training is one of the many facets of personal/HRD policy, and it is in this sense, interlocked with the processes of manpower planning, recruitment policy, career and succession plans, wage and remuneration policies, industrial relations, motivation of employees, and their commitment to the organisation.

ii. The effectiveness of HRD and the efficiency of training would hinge on the close liaison between training processes and these other aspects of personnel management/HRD. Or negatively put, both HRD and training systems would fail if they are divorced from each other.

2. Training policy

Programmes, institutions, and systems work in the context and framework of a policy. Training, a sub-system of HRD also needs the umbrella of a policy to make it more purposeful, coherent and consistent. Smaller organisations may conduct training exercises without a policy framework, as their needs are simple and the training is imparted to few people. However, larger organisations, especially government service organisations that employ a large work force, do need the help of a training policy at the micro as well as the macro levels. Ideally, a training policy for public service should state the objectives and scope of all training activities, approaches of training needs assessment, type of training courses for persons in different grades, the minimum length of service and other criteria that determine the eligibility of persons for different training courses, the priorities and financing arrangements, and the roles and functions of different sub-systems to monitor and evaluate training.

Training policies need to be based on a careful assessment of manpower requirements based on plans that the organisations chart out for themselves. Publicly
declared policies help employees understand the development opportunities available to them. For those who manage training in government, policies provide a framework within which to plan their programmes, seek resources, guide and evaluate performance. However, policy guidelines need not be so rigid and detailed, that adopting them to changing circumstances becomes difficult. The necessity for a clear-cut training policy is felt on account of the following reasons.

1. All concerned in the organisation should know how the objectives are going to be achieved.

2. We can translate the overall policy into departmental objectives. These will be stated in terms of how objectives are to be achieved: what roles will we play, when we will train, who we will train, where we will train, what resources and facilities we can use, what support we can expect from within or from outside the organisation.

3. We can see the possible relationships with other policies in the organisation so we can co-operate and avoid conflict.

4. The people in the organisation know what tasks they are to perform and the limits of their responsibility.

Generally, large organisations do have a training policy - some clearly expressed, some rather woolly, some written, some unwritten, some assumed, some simply copied from another organisation's training agenda. However, if any training policy is to be successful, it must contain some essential features.

a. The organisation must recognise the role of training at the highest level: in other words, like any other policy covering its operations, there must be active support for training activity at the board / senior management level.

b. The policy must be realistic: it must relate to the identified needs of the organisation; it must be clearly enunciated and importantly, be capable of being achieved.

c. The policy should be spelt out in terms all can recognise and understand – and relate to.

d. The policy must clearly state responsibilities: it is especially important to define the role of management.
e. The policy should state how - in broad terms - training activity is to be carried out; more specific terms need to be developed at the department-level, and should include resources and facilities that can be accessed.

f. The policy should state the role and responsibilities of the professional training services\textsuperscript{106}.

Absence of a clear-cut explicit training policy on the lines stated above will make training activity in the department piece-meal and ad-hoc. In contrast, having a good training policy for the organisation makes the functioning of the in-house training institutions more purposeful, continuous and consistent with an organisation's needs and objectives.

3. Structure and linkages

In smaller organisations, training is generally on-the-job type conducted by line managers often under the general direction of the personnel department. However, it is preferable that large organisations have an in-house training department with a distinct identity. They should have close linkages with other sub-systems of HRD, and service providers. In very large organisations like government services, there could be layers of in-service training organisations. They could have an apex institution, supported by several institutions at the regional and local levels.

However, in such cases, all these training institutions at different levels should be under one single authority to ensure better control and co-ordination of training activity. Sufficient autonomy should be given to these institutions in important aspects to ensure flexibility and speedy decision-making. The training function in organisations should be at a sufficiently high level in the hierarchy to ensure respectability for this function.

Commenting on this issue, Pareek and Rao\textsuperscript{107} states 'unfortunately, in most companies, the training function does not have much credibility for several reasons. One main reason is that this function is at a very low level in the organisation; its respectability will continue to be very low. Moreover, unless a very senior person is in charge of training, the insightful and creative leadership, which is required to make the function effective, may not be provided. For this reason, it is necessary that the training be instituted at a very high level in the organisation to increase both its visibility and its usefulness.'
In systems approach, linkages form an important aspect to ensure efficiency and relevance of training activity. There are a number of ways to strengthen linkages between the in-house training department and various sub-systems. Pareek and Rao are of the opinion that semi-permanent and temporary systems serve a useful purpose in this regard. Standing committees, for various purposes, (with membership from various parts, levels, and systems of the organisation) task groups, and ad hoc committees for specific time-bound tasks are examples of such mechanisms.

These temporary structures impart flexibility and dynamism to the ever-changing requirements of the organisation. This is not to rule out the importance of permanent structures at higher levels, which may be necessary to impart continuity to these temporary linkages. The exact nature of structures and linkages depend on the nature of the organisation, its size and the environment in which it functions. Whatever may be the nature of the internal structures and linkages, they form an important mechanism to link the needs and objectives of various stakeholders in training – management, service providers, trainees, trainers, training institutions, and other user departments. Of all the linkages the link between the service providers and in-house training department is of utmost relevance in the present context. The linkage between the two spans the entire training cycle, starting with problem diagnosis to evaluation of the training conducted.

4. Competencies of key personnel in in-house training institutions

The head of the organisation and the trainers form the key personnel in the in-house training institution. The competence of these key personnel largely determines the success or failure of the training effort. Hence a discussion is warranted on the attributes and qualifications required of key personnel who are primarily concerned with the planning, goal-setting, organising, directing, administering, coordinating, supervising and evaluating the training and development activities that an enterprise undertakes within the framework of its objectives and management policies.

A. Head of the organisation

The head of the in-house training institution plays a pivotal role in the process of training. His personality impacts and influences the minds of the trainers in the institution and trainees who come there for training. Training is an instrument to bring about planned change. This concept of training casts the head of the training institution in the role of a change agent. To perform this role adequately, he has to develop a deep sensitivity to the changes in the internal and external environment of his organisation.
Broadly, this position demands two types of qualifications—personal and professional. Important personal qualities include a sharp intellect to understand things in their proper perspective, emotional maturity in his expressions and doings, knack of successfully establishing and maintaining rapport with subordinates, superiors, trainees and others; the person should be ethical in spirit, giving credit where it is due, and taking disciplinary action where required, and flexibility in approach. Professional qualifications include domain knowledge, professional training skills, and the expertise and experience to administer a training institution.

The choice before the management is two-fold: they can locate a person from within the organization to head the training institution or recruit someone from outside the system. Selecting the person from within the organization has certain advantages. First, such person would have hands-on knowledge of how the organisation operates, and its problems. Second, such a person is more acceptable to the training establishment than a total stranger from outside. But this may or may not always be true. The disadvantage of selecting a person from within the organization is that such a person does not have a broad perspective and may fail to bring a fresh outlook to bear on training and other organisational problems that the institution could face. The person from outside may have certain advantages in this respect. But such a person’s major handicap is lack of acceptance in the beginning. In either case, it is necessary that the person who heads the training institution should have both training as well as field experience. Adequate care needs to be taken to evaluate a well-trained, competent and mature person as the head of the institution.

**B. Trainers in the in-house training institutions**

The most important component of the training facility is the trainers themselves. If the trainers are not of a high-caliber, all efforts to develop the infrastructure and create the right ambience will be wasted. The real strength of the training institution is its faculty and the quality of training it imparts, not the imposing building in which the training centre is housed, nor the sumptuous food served to trainees, or the facilities created. The following are the qualities required of a trainer.

i. A trainer must be a specialist in his field.

ii. A trainer must combine scholarship and erudition with practical insights and perceptions.
iii. A trainer must not only know things, but must also be able to communicate them to the trainees. To be an excellent communicator, the trainer must be familiar with various techniques of communication, including audio-visual aids.

iv. A trainer must have the ability to configure course inputs and materials to the needs of trainees.

v. A trainer must also be a student and researcher all the time; be able to integrate the findings of research relevant to the topics on which the trainer offers inputs.

vi. The trainer must be innovative and should be able to inspire trainees to greater achievement in their chosen domain.

vii. Above all, the trainer must be a great humanist with a broad outlook, and genuine dedication to the cause of training.

Trainers of this kind are indeed rare. Persons who merely fulfill formal qualifications of recruitment and placed in the position of trainers do not do justice to their responsibilities; their capability or inability will dictate the conduct and success of the entire training activity. To ensure integrity of the selection process, only persons of the highest caliber, who have the ability to gauge potential and identify ability should be called upon to recruit trainers. The trainer must also grow continuously, and this requires an environment where academic pursuit and a spirit of free enquiry and analysis are encouraged; their core competence really constitutes the strength of training programmes. Some key issues concerning faculty of in-house training institutions are discussed below.

**Faculty recruitment**

Faculty of large in-house training department could be of two types - Faculty on deputation, and core faculty. Faculty on deputation are trainers who come from other organisations or from the field departments, stay with the training department for three to five years, and would return to their parent department after the period of deputation is over.

The core faculty would consist of trainers who would more or less remain permanently with the in-house training institute. The core faculty may consist of specialists recruited from outside as well as those personnel from within who have decided to make training their professional calling. For the faculty recruited from outside, it is essential that they spend some time in the mainstream of the organisation to get
necessary exposure and experience. Without this exposure, they will find it difficult to relate their specialised knowledge to practical problems and to communicate effectively with trainees.

The caliber of core faculty that an institution recruits would depend on the opportunities for personal advancement in the field of training, the compensation package on offer, status, and perquisites. If field-level executives cannot be provided with better opportunities, these should be at least on par with those performing staff functions, or posted at headquarters. Opportunities to undertake consultancy assignments, share in sponsored research project funds are some of the techniques that organisations can adopt to attract the right caliber of faculty. This method is adopted in organisations like the Administrative Staff College of India (ASCI).

It is sometimes said that people who are actually performing tasks such as operating supervisor from the field form the best trainers. Technically, such people may be the best equipped to teach their special areas; at least, they would not be criticized for being too 'theoretical'. Yet, even the best of such supervisors need to be assisted by training managers to be truly effective. The art of communicating concepts simply and clearly as well as preparing training material needs to be acquired. Very few have it to start with. Hence the training-of-trainers (TOT) is a major factor in the training system and needs to be done systematically and consistently.\textsuperscript{110}

In this context, it is pertinent to state that sometimes the 'chief executives of an organisation tend to post less competent personnel or employees to work in the training department as trainers. They probably forget that a less competent trainer can waste the time of several employees as well as the organisation's resources. A competent person who has established his image as an efficient official can prepare several other competent people by sharing his expertise with them. It is difficult to spare such competent people to function as trainers, but there is no alternative if the organisation is serious about training as an important intervention to improve the caliber of an organisation's personnel.

By posting competent employees as trainers to in-house training departments, the organisation is also giving an opportunity to the trainer to improve his or her own capabilities, as the position offers adequate time for trainers to read and reflect, before they teach. In this process, the trainer acquires some new capabilities and ideas that
may be tried out in field situations at some further point in time. Thus, there could be a continuous rotation of line managers to the training positions. 

Apart from these two categories of regular trainers, other persons could be co-opted into the training function as:

i. Ad hoc faculty - Their appointment is *ad hoc* in nature and they are generally recruited to help out with additional workload.

ii. Part-time faculty - They are employed for specific assignments or additional workload, and work on a part-time basis.

iii. Guest faculty - They are invited from specialised fields and could have expertise or work/field experience and are willing to share their knowledge and practical insights with trainees. Supplementing the work of regular faculty with that of guest faculty is very important as it acquaints trainees with day-to-day problems and gives them insights into the field situation.

The size of the faculty of an in-house training institution depends on the number of courses conducted, and their duration. It has been found that a one-week training programme needs a complement of four faculty. If the intention is to run two programmes at a time, the minimum faculty size would be eight. If more courses are to be conducted, fewer additional faculty would be required at the training facility.

The important consideration while determining faculty size is the work-load and the expertise areas in which they are required. The work load in the new and innovative models of training is greater because every training session requires two trainers - a trainer, and a co-trainer. It is assumed that the trainer will spend half the day in the class-room; it is presumed that the other half will be devoted to development of training material, administrative work connected with the conduct of the course, work study teams, and internal committees studying management problems etc.

Sometimes, people are recruited as trainers just because there are vacant posts. Unsuitable individuals who are recruited just because posts are vacant in training institutions only serve to weaken the training institutions. In staffing the training institutions what is required is not just the quantity but quality.

Great care should be taken in selecting a trainer. The job specification should be prepared before the trainer is selected. His qualifications and experience must be
assessed and the chosen person should possess the qualities of mind and behaviour needed for a professional to succeed as a trainer. After selection, arrangements should be made to orient the person to training, and the skills of the trainer should be periodically updated to enable an improved performance.

Training of trainers

"The trainers at a training institution comprise its most valuable resource. The competence and self-esteem of the trainers will lend it credibility. Training technology is a science by itself. Possessing requisite knowledge and skills and field experience alone does not make one a good trainer, though these are certainly key ingredients. Specific training skills for in-service training like the principles of adult learning (Andragogy) are scientific, and need to be taught to trainers to make the training participatory."

However, there are several misconceptions among training managers and trainers themselves in this regard. In this context, Buckley and Caple observe: "When the strategies and tactics for training are selected, the skills demanded of the trainers are often overlooked. Assumptions are made that those who are full-time trainers are omni-competent; trainers who are involved in the delivery of training are likely to exercise a variety of skills which is not always appreciated by training managers nor by the direct trainers themselves...The second assumption is that having expertise or skill in a subject or discipline is intimately associated and casually linked with the ability to teach or educate others in the field"

In large organisations, where training departments have a large group of trainers from diverse backgrounds, and its training activity is at several levels, there is need to conduct periodic training-of trainers courses (ToT). These courses should cover all the skill areas that trainers need to excel in their task. In this context, a trainers' needs assessment study could help attune TOTs to ground realities, and make them more need based. Obviously, the individual training needs of the trainers will differ with their roles and the levels at which they function within the training function and the field of recruitment. Evaluation of the faculty by the trainees in various training courses also provides valuable information on areas in which trainers need to be trained. After assessing the training needs of trainers, they could be provided inputs in-house or deputed to other institutions to acquire the necessary experience or expertise.
C. Support staff

Apart from the faculty, the training institution will have other staff like office staff, and other support personnel like operators of AV equipment, drivers, watch and ward staff, attendants, and hostel staff. They can be recruited from among permanent departmental staff, or hired on a contract basis. At lower levels, it is now a common practice to outsource or appoint people on contract basis. Whether they are permanent staff or contract staff, they too should be given opportunities to grow, and the organization should follow fair labour practices. Contract system in this area is more preferred as it is likely to ensure better discipline and work culture. The support staff also should be trained in their area of operation, in interpersonal skills, and etiquette to ensure smooth conduct of work in the in-house training institutions.

What is of utmost importance in in-house training institutions is rapport between administration (comprising the accounts officer, clerks, and other administrative staff) and faculty. Often they are on different wavelengths and at logger heads on several issues resulting in delays in sanctioning of money, processing of important training files, and granting of necessary permissions. The head of the organisation should take a lead in developing proper procedures, and interpersonal relationships between the two wings to ensure smooth functioning of the training department.

5. Physical infrastructure

Given devoted trainers and trainees, quality training could be provided even under a tree as was done at Vishwa Bharati by Gurudev Rabindranath Tagore. However, every training institution is not fortunate to have that sort of atmosphere which Gurudev could generate and hence the need for a good quality training infrastructure. Reasonable infrastructural facilities include not only academic and administrative buildings, but also hostels and recreational facility for trainees, residence facilities for faculty and essential staff. What follows is an elaboration of the physical infrastructure that training institutions require.

Classroom arrangements

Well-appointed classrooms, discussion rooms, and conference halls are an essential part of a training institution. The size of the classrooms depends on the size of the training batch. Depending on the nature of training it may vary from 10 to 25. Though there is no hard and fast rule that stipulates the strength of the trainees, the current emphasis on participatory methods demands that the batch size be small. The class-
rooms should be sufficient to accommodate the batch-size comfortably. Many standard in-house training institutions have classrooms of varying size to take care of different training situations.

The arrangement of tables and chairs in the classrooms should be semi-circular to facilitate maximum eye contact and interaction between the trainees and the trainer. An important aspect concerning classrooms is 'acoustics' which should be taken into consideration right at the stage of construction of classrooms to eliminate the problems of echo. Small discussion rooms in the vicinity of the classrooms with central tables are also essential to facilitate discussions by small groups.

**Displays and visual aids**

All the classrooms should be equipped with fixed chalk board, white board marker, flannel boards, stands for hanging charts and roll-up boards. Other audio-visual training aids like LCD, OHP, slide projector, T.V, VCD/DVD, and tape recorder should be installed in every classroom. Arrangements of these displays and visual aids should be such that it should not cram or block free movement of faculty as well as trainees.

**Facilities to support classroom work**

Training involves lot of production and distribution of training-related material like hand-outs, background material etc. To produce such training-related materials there is need for a photo copying machine and a spare one in the case of break-down. Similarly, slide maker, spiral-binding machine, large-size pinning machine etc. are all part of the classroom support system. To house the machines, stock of stationary and to assemble the training material that is photo copied, a large size room with built-in shelves and cupboards need be provided in close proximity to the classrooms.

**Library**

Training may involve lot of individual work in the form of assignments and preparation of reports. Trainees may be expected to do their individual assignments using resources in the library. This means that there should be enough space in the library to help trainees work on their assignments without being disturbed by others. To facilitate this, the library may have cubicles that allow reading and reflection.

The library should be well stocked with up-to-date information on all topics relevant to the organisation. If a computer-based information system is available, it could add to the strength of the training institution. An important aspect concerning library is
timings. Trainees generally will not be able to use library during regular training hours. Hence, library should be kept open early, and kept open till late hours in the evening. Arrangements need to be made to see that essential library staff is available during non-regular hours.

**Recreation facilities**

It is important to provide recreational facilities to trainees in the in-house training institutions to prevent monotony and boredom associated with stays of long duration. Recreating facilities could be facilities for playing indoor and outdoor games and include provision of a television facility with cable connectivity. Some of the large in-house training institutions provide expensive recreation facilities like swimming pools, health clubs and so on. Recreation facilities should be on a size and scale appropriate to the training establishment and meet the requirements of trainees, the faculty, and other administrative staff.

**Quarters for staff**

Location of living quarters for the teaching staff would provide valuable opportunities for interface between trainers and trainees after the regular training schedule. In most training programmes, one faculty member is designated as course coordinator. Normally, the role of the coordinator extends beyond office hours. Proximity of the coordinator to the trainees adds to the sense of security and well-being of the trainees. It is in this context that the provision of quarters to faculty is often justified. However, only very large in-house training institutions alone can invest in this kind of infrastructure.

**Hostel facilities**

Residential training courses require proper hostel facilities. The living rooms for the trainees should be on a twin-sharing basis. This will help build personal relationships and provides opportunities for sharing experience and exchange views. Every living room should have sufficient furniture like two writing tables, two bed-side tables and chairs. Every room should preferably have a attached bathroom. Common washing facilities, and ironing of clothes, would be a distinctive advantage while conducting long-term courses. The facility should have arrangements to provide medical aid. The exact standard of these rooms in terms of size, and other facilities would depend on the nature and category of trainees who normally attend the training programmes conducted.
There should be provisions for both vegetarian and non-vegetarian food. The dining rooms should be sufficiently large and have the requisite furniture. The timings should be flexible enough for trainees to take their food at their convenience. The food served should be hygienic and suited to most palates. To maintain better standards, a recent trend in large training establishments is that house keeping functions and mess arrangements are being outsourced to contractors.

**Faculty rooms**

Each faculty should have a separate room; this will give them the freedom and space for individual work as well as the convenience of interacting with participants on a one-to-one basis. In addition, the facility should have a large room to hold faculty meetings. There should be a small office staff to handle correspondence, keep accounts, make travel arrangements for participants as well as faculty, and maintain training records. Each faculty member should be provided with a computer that has internet facility. Connecting the rooms with intercom is a must to facilitate communication from both outside and inside the institution.

**Location of in-house training institutions**

The residential in-house training institution should be located away from the din, bustle of city life, and be free from noise and pollution. The head office and other offices should be reasonably inaccessible to the trainees while they undergo training. This is essential as during the training the trainees should get away from their day-to-day problems and concerns, and reflect more on their experience and explore ways of becoming more effective in their work situation.

**6. Training material**

One of the most important steps in the training process is selection and preparing of training materials. Each training method used by a trainer to cover a topic necessitates providing participants with some basic training material. Trainees would also need to be provided with supplementary material on each topic.

A training institution must built up systematically, a bank of training material that meet their need for training materials. The training material should include all relevant reading material like handouts, books, documents, modules, reports, extracts from magazines, specially prepared papers and case studies, charts, and graphs, etc. Such
training material must be updated and improved from course to course. Some of the training material commonly used in training programmes are:

1. **Modules**: A module is a self-contained unit of learning. Modular training ensures good quality of standard training within a limited period, through a self-learning approach. Modules are prepared to cover technical, operational and managerial aspects incorporated in the training programme. Generally, modules are prepared when the number of people to be trained is large, and the content of training is to be highly systematised.

2. **Background material**: It consists of compilations of training material. It could be a collection of material from books and journals, or material written by trainers. They are given to participants before the commencement of the training programme.

3. **Handouts**: One of the most commonly used training materials is the handout. These are in addition to the modules and material incorporated in the background material. Like background material, they could copies of information from journals and books, or be specially prepared by trainers. Generally, guest faculty bring in material relevant to their sessions; these are distributed to trainees as handouts before or after the session. Case studies and exercises are often distributed in the form of handouts.

4. **Photo copies of transparencies, and slides**: Photo copies of transparencies and slides are also provided to trainees, generally on special request.

   The background material should be relevant and suitable to the work situation of the trainees. In this context, it should be kept in mind that material prepared for another environment (as in western countries) may not be necessarily suited for training programmes in developing countries.

7. **Training manpower information system**

   Training function cannot be discharged effectively unless comprehensive information of all the functionaries is readily made available to the in-house training institution, on recruitment, movement, training status and performance. This is to be created and maintained in coordination with the HRD department/personal department, and the line departments. In large organizations in the absence of such information, the same individuals in organizations get trained time and again with quite a number of
personnel hardly attending or getting a chance to attend any training programme. Lack of information on trainings obtained by each functionary and information on the training needs of functionaries with the training department or the line department are the main reasons for such occurrence. Hence existence of a personal management information system with complete details on each functionary will help in more rational and effective use of training facilities in the in-house training institutions.

8. Training programmes

An in-house training institution conducts different types of training programmes to cater to the training needs of personnel working in the organisation. Some important forms of training they conduct are:

1. Induction training for newly recruited employees.
2. Orientation training to newly appointed employees. The purpose of orientation training is to inculcate good professional attitudes, raise the individual’s morale and minimise the time spent in getting to know the job. Orientation training is general in character, whereas induction training is more specialised.
3. In-service training for the existing employees at periodic intervals. These could be comprehensive integrated training programmes, or training conducted to impart specific programme-related skills, or those that deal with specific topics of relevance. Often, these take on the form of refresher training programmes
4. Retraining designed specifically to prepare personnel for a totally new job.

Some in-service training institutions also conduct pre-service training, conferring diplomas or certificates that making trainees eligible for jobs in the organisation. In several organisations, in-service training institutions also undertake training for personnel of related departments or organisations, to mobilise additional funds and maximise the utilisation of their training capability. However, such outside contract training programmes are taken when they do not have sufficient in-house training load, and is never at the cost of trainings for in-service personnel.

Another related trend is that in areas where training institutions do not have the in-house expertise to train personnel, they are deputed to training institutions that have the capability to impart such training. For example, computer training for LIC employees is given by outside training institutions like NIIT.
9. Management of training courses

Management of a training course involves something more than drawing up syllabus and preparing the time table. The course design provides the overall training strategy. Within the framework of this strategy, the trainer has to take several tactical decisions as required by the training situation. The response of the trainees and the progress made by them during the course depends on several factors. Some changes in the time table become necessary due to reasons beyond the control of those conducting the course. There is, therefore, need to pay careful attention to some of the problems which are likely to crop up during the conduct of the course. A certain amount of planning is required at the pre-planning stage; so is a certain degree of follow-up after training. Some amount of flexibility during the training phase is required to conduct training programmes successfully.

Pre-training phase

There are many tasks to be completed before the course begins. This is the pre-training phase of the course.

1. Establishing contact with trainees. The first and foremost is getting the list of trainees weeks before the training begins. This is necessary, in order, to establish contact with the trainees by writing to them before they arrive for the course. The purpose of writing is to inform them about the basic objectives of the course, the duration, the living facilities at the training institution, and such other relevant information. This form of contact is designed to put trainees at ease and remove any anxieties which they may have regarding the training. It will also help them make advanced arrangements regarding booking of tickets, and such other arrangements that need advance planning. This also helps the course coordinator to know the likely number of participants who will be attending the course. Unfortunately little attention is paid to this important aspect by many in-house training institutions.

2. Training material. The available course material with the training institution should be reviewed and material which meets course objectives should be selected. If there are any gaps in the material, it should be filled in by specially commissioning a write-up on those topics. The material should be arranged in some suitable sequential order. Many in-house training institutions do not have the training material ready by the time the training starts; they are given few days after the training starts, or worse,
sometimes even at the end of the training programme. Providing the training material at the beginning of the course will help trainees to relate everything that is covered in various course sessions with the information in the module, or background material. This helps reinforce their knowledge and skills.

3. **Time table.** Once the training modules/material is finalised and sequenced, the next task is to estimate the training time required for each training activity, and draw up the course time table. Work has to be distributed among the faculty, and faculty has to draw up their session plans, so as to achieve set objectives for each session. A major task of the course coordinator is to synchronize the time allotted to each session with the objectives to be achieved for each course input.

4. **Fieldwork arrangements.** Making fieldwork arrangements need advance preparation. Obtaining formal permissions for field work from proper authorities, logistics etc. need advance planning.

5. **External faculty.** If the course design requires external faculty, it is necessary to get the external faculty involved in the course right from the designing stage. The external faculty just should not come to give a talk and go away. This is often done and not a healthy practice. The external faculty should be briefed in advance about the training objectives, the nature and background of the participants, and the expected methodology of training.

6. **Physical facilities.** Before the training commences, the course coordinator should ensure that various teaching aids are in working order. Also that classrooms, hostel rooms, classrooms, and other support infrastructure like transport vehicles are in condition. Carrying out repairs during training only dislocates and disturbs the regular training schedule.

**Training phase**

During the training phase, the plan drawn in the pre-training phase is implemented and the results are observed. On the basis of the findings, some tactical training decisions in terms of re-sequencing of training events or expanding or condensing certain training activities are taken. Important aspects to be taken care of during the ‘training phase’ are:
1. The trainees are registered and the necessary stationary and background material given to them.

2. The trainees are asked to introduce themselves and encouraged to talk. Often, the system of cross-introduction is adopted as it was found to be a better ice-breaker. In this system, the trainees are divided into pairs of two and each person in the pair collects personal and professional information about the other person and introduces him to the class.

3. After the introductions, matters relating to house-keeping and administrative arrangements are dealt with, and they are informed of the code-of-conduct at the training institution.

4. Expectations of the trainees from the course are obtained and matched with the stated objectives of the course. Any modifications suggested by the trainees which are consistent with course objectives, are integrated with the course design.

5. Pre-evaluation of the training is conducted to assess the knowledge, skills and attitudes of the trainees; this is generally done using a structured questionnaire. The bio-data of each trainee is also obtained with information on designation, age, years of service, and number of training programmes attended, and so on.

6. Coordinating the conduct of the day-to-day sessions is the major responsibility of the training coordinator. Ensuring that each of the session is completed on time, rescheduling sessions in cases when the concerned internal or guest faculty could not come, conducting training in the field as planned, are some of the major tasks that the coordinator must handle.

7. Periodic informal feedback is obtained by the course coordinator - in the classroom as well as outside - regarding facilities, quality of the sessions, improvements that can be made, and so on. The information so obtained is acted upon, and trainees informed of the action taken. Sessions like 'reflections' by the trainees before the sessions commence, on the proceedings of the previous day also serve as sources of feedback.

8. During the training, some problems of indiscipline crop up; these could be frequent use of cell phones in the classrooms, later coming, abstaining from classes, etc. Such issuers should be handled by the coordinator in a tactful manner firmly, care being taken not to antagonise the entire group.
9. Making arrangements for booking of return journey of the participants, ensuring processing of T.A and D.A of participants, arrangements for sightseeing during holidays and evening hours are some of the non-training related functions that have to be attended to during the course of training.

10. On the last day of the programme, both formal informal feedback is obtained on aspects like general impressions of the course, course content, course material, training methods, most useful sessions, least useful sessions, trainer behaviour, library, hostel, mess, recreation facilities, and what can be done to improve them. A structured questionnaire is generally used for this purpose. Informal feedback is obtained by the director who presides over the valedictory function, as well as by faculty. At the valedictory session, trainees also indicate how they propose to utilise the inputs they have received during training.

11. Just before the valedictory session, allowances that the participants attending the training programmes are entitled to, are disbursed. In the valedictory, usually presided over by the Institute's director, course certificates along with the relieving letters are distributed. The programme ends with a vote of thanks.

Post-training phase

In the post-training phase, the course coordinator prepares a 'Report' on the course. Based on the course report, a committee comprising of faculty members representing interdisciplinary areas will evaluate the training course and suggest measures to strengthen it. One of the most important elements of training is its transfer to the job situation. The transfer of learning to the job could be made effective when the learning acquired during training is reinforced by a systematic follow up of the trainee when he returns to his work environs.

Too much emphasis should not be given to the immediate feedback of the participants as a method of evaluation. The phenomena of participants returning 'happy sheets' in the feedback after a course has concluded, is quite well known. Obtaining participant feedback after a gap of six months is probably more reliable, and an objective measure of the programme in terms of its utility and applicability.

Collaboration between line managers and the training institution in this regard will go a long way to make training more need-based and relevant. The trainers should keep
in close touch with the immediate superiors of trainees for a specified period - about a year, and get information regarding the actual performance of trainees. If the performance is not satisfactory, the trainer should find out the reasons. This will give him further ideas on improving course design and course material. It might also indicate the need for retraining certain participants.

Training is a continuous process and even without a formal training course, an individual undergoes training through experience and observations. However, it is increasingly being realised that systematic organised institutional training courses conducted away from the usual place of work, help personnel update their skills and competence levels. That is why institutional training facilities need to be given high priority in every field of public administration.

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