DEVELOPING TRAINING COMPETENCE OF DIET AND BRC PERSONNEL THROUGH TELECONFRENCING

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V. Ramadas

Background Notes

In-service training plays an important role in the professional development of teachers and it functions as an agent of change in the school practices. In-service education helps the teachers gain confidence by engaging with their practices and reaffirming their experience. It provides them opportunities to engage with other teachers and update their professional competencies. Emphasizing the need to build necessary capacities of teachers to meet the challenges of the school curriculum, NCF 2005 pointed out that in-service training should comprise a variety of activities in addition to contract lectures and discussions. It should also include workshops organized at schools-in-clusters, projects and other assignments for teachers in their classrooms. This entrusts greater responsibilities upon the DIETs and BRCs in organizing in-service training programmes for the teachers.

The DIETs provide training to the teachers and resource persons at district level. BRCs and CRCs monitor schools and teachers through follow up training programmes. However, as NCF 2005 has stated, lack of role clarity and overlap of activities afflict the functioning of these organizations. Quite often, work of the personnel in these centers is reduced to administration and data collection, rather than academic facilitation of curriculum implementation. Therefore, it is necessary to define the role of these personnel as trainers, to build their capacities by developing their training competence and confidence to organize training programmes effectively. Considering these concerns the Government of Tamilnadu expressed the need to undertake a programme to develop the training competencies of the DIET and BRC personnel of the state. It is in this backdrop the present training programme has been designed.

The objectives of the programme include: (1) Identification of the training competence of the DIET and BRC personnel, (2) Development of materials/guidelines to enhance the training competence of the trainers and (3) Developing training competence of the DIET and BRC personnel through teleconferencing. The programme includes following activities:

1. **Identification of training competence and training needs of the DIET and BRC personnel:** The RIE faculty members involved in the programme identified the training competency of trainers in an in-house meeting. This was discussed with the DIET and BRC personnel from Tamilnadu. The in - house meeting also developed a questionnaire for identification of the training needs of the DIET/BRC personnel.

Based on the information collected through this questionnaire and a focus group discussion with the DIET and BRC personnel the training needs were identified

2. **Workshop to prepare training materials and plan the teleconferencing :** A three-day workshop was organized to discuss the structure and content of the training material. The workshop also planned the details of the teleconferencing. RIE faculty, resource persons from DTERT, Chennai, SPD Office, SSA, Chennai, and other teacher training institutions participate in this workshop.

3. **Orientation of DIET faculty:** In order to facilitate the teleconferencing at learning centers one faculty member from each DIET in Tamilnadu will be oriented. This orientation will be conducted at Chennai.

4. **Training through teleconferencing:** A three-day teleconferencing is planned for imparting training to the target group. The teleconference system established by the government of Tamilnadu will be utilized for this purpose. The RIE programme team and the resource persons involved in the workshop will facilitate the training sessions. Academic coordination at the learning centers will be done by the DIET personnel oriented for the purpose.

The resource material presented in this book includes discussion on various aspects of designing and implementation of training programmes for in-service teachers. It also includes activities and check lists for the trainers. The material would help the trainers, particularly the DIET and BRC personnel, in planning and organizing in-service training programmes effectively.

Chapter I
The Training Context

In-service training is a continuous and perennial activity. It is a potent source of stimulation for teachers to carry out their professional activities. The source material presented here emphasizes the need to adopt systematic modes of designing and implementation of training programmes by teacher trainers to produce environments that facilitate development of teachers' professional competencies. This introductory chapter provides a brief description about the concept of training and its objectives, trainer competencies, role of the trainer, and functions of DIET and BRC.

1. What Do We Know About Training?

Training is defined as the systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in another environment (Goldstein and Ford, 2007). Therefore, any activity that deliberately strives to improve a person's skills at a task can be considered as training. Training programmes are planned to produce, for example, a more considerate supervisor, a more competent teacher or technician in workplace, or leaders of complex organizations. Such training programmes largely consist well organized opportunities for participants to acquire necessary understanding and skills. Training may be conducted in an on-the-job environment or in an in-house (classroom) situation. In the first case the instructional environment is almost identical to the actual job environment, whereas in classroom training, the learning environment is further removed form the job situation. However, in both circumstances effective training stems from a learning atmosphere systematically designed to produce changes in the working environment.

2. Objectives of a Training Programme

The training objectives are formulated in line with the organizational goals. The major objectives of a training programme may be enumerated as follows:

1. To train the employees in the organization's culture and ethos.
2. To prepare the employees to meet the present as well as the future requirement of the job and organization
3. To train the employees in order to improve the work methods and skills so as to increase quality and quantity of out put

4. To prepare employees for higher level responsibilities
5. To increase the efficiency and effectiveness of employees by updating them on latest concepts and techniques
6. To facilitate succession planning, i.e. to build-up a second line of competent employees
7. To develop interpersonal relations
8. To foster individual and group morale with positive attitude and cordial relations.

In the context of in-service education, the general aim of teacher training is to provide them with necessary information, to develop their professional competencies and to promote a positive attitude towards effective implementation of innovations aimed at improved classroom practices. The specific objectives can be enlisted as:

1. To expose the teachers to the conceptual aspects of the curriculum
2. To provide guidance concerning the approaches and methods in the classroom
3. To expose the teachers to the content of the curriculum
4. To develop teachers' skills in various teaching method, techniques and strategies
5. To develop teachers' skills in evaluating students' performance

3. Trainer Competence

Competency can be defined as an integrated set of skills, knowledge, and attitudes that enables a person to effectively perform the activities of a given occupation or function to the standards expected in employment. Competencies can be represented as statements of behavior, but they often reflect attitudes. Competencies are correlated with performance on a job and are typically measured against commonly accepted standards. Moreover, there is an implication that the competencies can be developed through training. The concept of competency includes all aspects of work performance, not just narrow task skills. (http://www.tpatwork.com.au).

The trainer competencies could be numerous. But, in order to design and deliver effective training programmes at least the following competencies are required by the in-service trainers.

1. The trainer understands the role and function of in-service training as a management strategy to help the organization achieve its mission.
2. Clear understanding of the organization, its history, goals, values, processes and procedures.

3. The capacity to understand the organizational needs and work strategically.
4. The ability to apply principles of adult learning to training development and delivery.
5. Sound knowledge in the subject matter or area in which teachers are being trained.
6. The capacity to communicate and present ideas and information in a, meaningful way.
7. Ability to motivate the participants and to hold their interest.
8. Ability to relate the training to the practical world of the trainees by giving appropriate examples.
9. Clarity of thoughts and analytical and logical skills.
10. Ability to control the group of trainees and manage the training situations
11. Effective and empathetic listening skills.
12. Leadership qualities and proficiency in human relations
13. Enthusiasm, confidence, and sensitivity to the feelings of the trainees.
14. Creativity and imagination in designing and delivering the training.
15. Time management skills to make effective use of time.
16. The commercial acumen of the trainer should be high so that the training resources are used cost effectively.
17. Personal credibility and integrity that add value to the learning process in the training.
18. High level of tolerance to ambiguity and differences of viewpoints.

4. Trainer's Roles

The in-service teacher trainer is expected to perform multiple roles. The trainer has to perform all the managerial roles without fail. However, certain roles become prominent and relevant, depending upon the situation and demands of the programme. Many times the in-service trainer is called upon to carryout more than one role.

1. **Trainer as planner:** The primary role played by the trainer is planning the training programme. S/he renders technical help in the planning process.
2. **Subject matter expert:** The trainer is expected to have high degree of subject proficiency and high level of competence. S/he should be able to clarify the doubts of the participants on the subject concerned. Professional commitment through preparation, continued interest in the subject and strong desire to excel will pave way to become an expert in the subject.
3. **Facilitator of learning:** The trainer is responsible for creating a learning environment and for stimulating and motivating participants to learn. The trainer

achieves this through playing the role of an encourager.

4. **Trainer as developer:** The trainer takes the role of developer, as s/he is responsible for enhancing the knowledge and developing competencies of the participants. S/he should take the responsibility of the personal growth and development of the trainees.
5. **Trainer as leader:** It is the responsibility of the trainer to achieve the programme objectives and at the same time maintain the morale and cohesiveness of the participant group. The trainer should provide direction and support to the participants.
6. **Trainer as counselor:** The trainer should counsel the participants, so as to encourage them for the expected level of performance and participation.
7. **Trainer as a continuous learner:** The trainer should be ready to darn the role of learner as well, willingly make use of the opportunities, and open to learning.
8. **Trainer as mentor:** The trainer provides guidance and support to individual participants and plays the role of a mentor at least during the period of training. However, the trainer should take care that the dependency of the trainee is not unduly prolonged.
9. **Trainer as change agent:** The in-service trainer plays the role of a change agent in designing and helping in implementation of innovations and organizational change strategies. The trainer inspires the participants not only to implement the change intervention but also to make use their newly gained competencies to the fullest extent in their organizations.
10. **Trainer as Manager and administrator:** The trainers should be capable of conceiving, designing, and implementing effective training programmes. In the process they have to manage staff, materials, facilities, logistics, budget etc. and in this role their managerial and administrative capabilities would be tested to the maximum.

5. Role and Functions of DIETs

DIETs have been established by upgrading a selected teacher training institution in each district. A DIET consists of seven units/branches that function in an integrated way to achieve the objectives of universalization of elementary education in the district. Following are these units.

1. Pre-Service Teacher Education
2. In-Service Programme Field Interaction And Coordination
3. Curriculum Material Development And Evaluation Branch
4. Educational Technology Branch
5. Planning And Management Branch
6. Work-Experience Branch
7. District Resource Unit

The DIETs have three major functions: Training, Educational Resource Support, and Action Research. The underlying reasons for these three categories of functions can be enumerated as follows:

- Teacher education is a continuous process and pre-service and in-service training are complementary to each other.
- A DIET fully equipped with both human and material resources can raise the quality of education at the district level.
- Appropriate facilities in the DIETs to train adult education workers and elementary school teachers facilitate achievement of UEE.
- DIETs will integrate both formal and informal agencies of elementary education so as to ensure equal level or standards.
- DIET will coordinate its functions with the function of other district level departments that have an active role in the monitoring of elementary education.
- DIETs have to perform evaluation function, liaison with the higher authorities, and formulate plans related to primary education

Training

DIETs conduct both pre-service and in-service teacher education programmes. The following personnel undergo the training programmes run by the DIETs.

- Prospective teachers who seek to undergo pre-service training.
- Elementary school teachers who are already in service.
- Heads of schools and educational officers at the block level.
- Instructors and supervisors of adult education.
- Members of District Education Council, members of VEC, social leaders and youths, and volunteers who are involved in educational programmes.
- Identified resource persons who can be utilized by DIETs.

Resource support

DIETs provide educational support/advice to elementary schools and adult education centers in their respective district. This includes the following activities.

- Extension activity through action and interaction approach.
- Act as a resource center for instructors and teachers.
- Provide teaching and learning materials (TLM) and evaluation tools.
- Function as evaluation centers for formal and non-formal educational institutions.
- Provide basic/feeding resource support to state agencies in the form of data, software etc.
- Provide advanced technology resource support

Action research

In order to sustain the status and position in the field of teacher training and to meet the challenges of the future, DIETs continuously strive develop their human and material resources. DIETs carry out research work in elementary education and encourage the teachers to undertake action research to solve the problems in the school related practices.

6. Functions of Block Resource Center

BRC acts as a link between DIET and CRC. It is a forum where the CRCs will meet and interact with each other and share their experiences. The difficulties faced at the CRC level will be solved at BRC. Further BRCs will provide guidance and technical support to CRCs and will also monitor the functioning of CRCs. The specific functions of BRC are follows:

- To provide academic, technical support and guidance to CRCCs.
- To act as field laboratory of DRG for testing training materials developed at district level.
- To develop locally relevant materials.
- To conduct research activities art block level on block specific issues.
- To organize orientation programmes for teachers and other functionaries under the guidance of DRG members.
- To monitor the functioning of the schools.
- To participate in the monthly meetings of CRCCs.

- To hold monthly meetings at BRC for review of academic programmes and implementation of programmed activities.
- To develop and supply Teaching Learning Materials.
- To document and disseminate the information.
- To organize seminar, discussion and workshop.

Activity: 1

My Role as a Trainer

List out at least two training programmes you have organized recently. Mention the roles you played in those programmes?

3

Chapter II
Designing a Training Progamme

Training is a systematic process enabling the trainees to acquire skills, rules, concepts or attitudes that results in improved performance of personnel. Training programmes are designed to produce a more considerate or, a more competent teacher or technician in workplace, or leaders of complex organizations. Such training programmes largely consist of well-organized opportunities for participants to acquire necessary understanding and skills.

Training design is a set of events aimed at facilitating the learning of trainees. It is one of the steps in the training cycle and includes planning of various activities. A training programme normally consists of three stages: pre-training activities, conduct of training and post-training activities. This chapter will acquaint you with various activities involved in the designing of a training programme.

1. Training Needs Assessment (TNA)

A training programme starts with identification of the training needs of prospective trainees. Training needs serve as the basis for planning and designing a capacity building pragramme for teachers. We can identify the current training needs of the prospective participants, as well as the problems they face and the root causes of these problems. The results of TNA form the basis for identifying the skills and competencies needed by the teachers.

Training needs assessment requires the following:

- **Organizational support:** The first thing is to gain the support of all the parties involved in the TNA. Establishing liaison teams and work groups is an essential part of TNA.
- **Organizational analysis:** This involves examination of the goals (both short term and long term goal) of the organization, expectation concerning the training programmes, organizational climate and support system.
- **Task analysis:** This is a careful analysis of the job to be performed by the trainees upon completion of the training. This involves specifying the tasks required on the job, as well as the knowledge, skills and attitudes (KSA) needed to perform these tasks.
- **Person analysis:** Here the emphasis is on assessing the extent to which the teachers

possess the required KSAs. This analysis will help in deciding which teachers require training, the content coverage and the design of the programme.

Methods and techniques of TNA:

The following strategies can be used to do TNA.

- **Administer a TNA questionnaire:** This instrument should be able to capture the skills and competencies that need to be developed or improved by the trainees.
- **Interview prospective participants:** A one-on-one interview is also useful for identifying the needs or deficiencies of the participants (the gap between current and desired competencies).
- **Observe prospective participants:** Observing classroom teaching of the teachers is a very good way of determining what they may need from a training programme.
- **Group discussion with teachers**: This allows quick analysis of the training needs. An individual's input can help others to recall more relevant information. Results are gathered and verified in a short time period. Misunderstanding can be clarified immediately.
- **Reading Reports**: Records and technical manuals are god sources of information on procedure and process. They provide relatively objective information on tasks.

The process of TNA includes: 1. Identifying problem needs, 2. Deciding the method of TNA and preparation of tools, 3. Collection and analysis of data, 4. Preparation of report and providing feedback to the management, 5. Developing an action plan.

Activity: 2
Identification of Training Needs

Talk to a few teachers to identify their training needs by keeping in mind the training programme your are going to organize in your DIET/BRC.
Information may be related to: 1) Content areas, 2) Classroom management, 3) Preparation and use of teaching learning materials, 4) Co-curricular activities, 5). Establishing linkage with community, 6) any other

2. Elements of Training Design

A training programme is designed by using the results of training needs and is done in consultation with resource persons. The training design should include the following elements.

i. Title of the training programme
ii. Training objectives
iii. Content or topics of training
iv. Methods of training to be adopted
v. Activities involved in the processes
vi. Selection of resource persons
vii. Duration of the programme
viii. Venue of training
ix. Resources needed
x. Budgeting

i. Title of the programme:

The title should be catchy and easy to translate and remember. It should be clear, simple and short, but at the same time cover all the essential aspects of the training programme.

ii. Formulation of training objectives:

Training objectives are statements of what the trainees accomplish when they successfully complete the programme. Training objectives should be derived from the training needs of the teachers. Objectives provide inputs for training design as well as criteria for evaluation of programme results. The following considerations will enable the trainer to write training objectives clearly.

- Write the desired changes in KSAs to be brought about among the trainees. The change in KSAs needs to be clearly defined in terms of the specific actions to be performed by the teachers.
- Add conditions under which the changes must occur, i.e. where, how and what tools should be used in order to achieve the desired changes.

- Make clear the standards for success that will be used to determine the effectiveness of the desired outcomes.
- Training objectives written needs to be tested. Ask your colleagues or a prospective participant to read the training objectives and explain what they understand that a trainee to accomplish, under what condition and indicators of successful accomplishment.
- Training objectives should be stated in terms of participants' learning that match the expected competencies to be acquired by them.
- The objectives must be specific, measurable, achievable, result oriented/realistic, and time bound.

iii. Content or Topics of training:

The content or topics to be included in the training programme should be based on the results of the training needs assessment. These topics should reflect the knowledge, skills, attitudes and values needed for the trainees to function effectively and efficiently in their job or in areas where these competencies will be used. The training in puts should be able to bridge the gap between what is and what ought to be.

iv. Methods of training to be adopted:

Training method includes systematic procedure and techniques that enable the trainees to develop desired skills and competencies. There are a variety of methods of training from which the trainer has to choose the most suitable one for his/her purpose.

Selection of the training methods depends on the programme objectives, the trainees, the confidence of trainer etc. However, the following considerations are worth bearing in mind while selecting the training methods.

- The method selection depends on what actions the trainees are supposed to take after the completion of the training programme.
- The duration of the training programme and the availability of time.
- The training setting at the disposal of the trainer.
- The level of knowledge about the participants available to the trainers.
- In the case of participative/experiential methods care should be taken to select proven exercises.

- It is always better to have a combination of different methods of training in the programme. Using a variety of training methods stimulates learner interest and arouses curiosity.
- Use the 90/20/8 rule: No module should take more than 90 minutes; the pace should change every 20minutes; try to involve participants in every 8 minutes.
- Remember that average adults may listen for ninety minutes, but they can listen with retention for only twenty minutes.

In some instances, participants may have negative feelings about a particular method of training. If this is known during the design stage, a different method can be considered. It is also possible to include attitude change modules in the existing technique of training. That is, if it is found through the needs analysis that a particular method is disliked because of past experience, a technique to change the perception should be included in the training programme or if possible use another method of training.

v. Activities involved in the process:

The activities and training strategies specified in the training design should be flexible and easily adaptable to suit the various learning styles of the participants. Some effective training methods are brainstorming, group discussion, case study and role-play.

vi. Selection of resource persons:

The selection of resource persons should be based on criteria developed specifically for the training programme. These criteria should specify area of expertise, degree of experience, availability, interpersonal skills, state of health, and willingness to conform to the terms and conditions stipulated in the resource person's contract.

vii. Selection of participants:

In most of the training programme, the target participants might have already been identified because they form the subjects of the pre-training need assessment exercise. The reason for the training programme is to address the identified needs of these particular individuals. The selection of participants should be based on the criteria developed for the specific training programme. These criteria should specify entry level of the trainees in terms of their prior knowledge, exposure and experience, age, gender, state of health, and willingness to participate. Selection of trainees should be done in collaboration with the organizations that will use the services of the trainees.

viii. Duration of the training programme:

In deciding the length or duration of the training we need to consider the following aspects.

- Objectives of the training
- Nature and number of topics to be covered
- Number of participants
- Time required for presentation, group work, and field visits
- Culture and religious factors
- Time required for discussion, interaction, reflection and relaxation

ix. Selection of venue:

The place of training is crucial for the achievement of programme objectives. In selecting a venue we must make sure the following conditions.

- The training site is accessible to all participants.
- The venue is large and comfortable enough for participatory learning to occur.
- The price charged is reasonable
- There are adequate chairs and tables that can be arranged in a suitable manner.
- Equipments and facilities like multimedia projector, OHP, flipcharts, microphones, telephones, Internet and other technology are sufficient and functioning.
- There are enough spacious, clean and well-ventilated rooms for both the plenary sessions and group work.
- There are clean toilets and washrooms.
- There is boarding and lodging facilities nearby available for the participants and programme staff at affordable charges.
- It is important that after finalization of the training venue we make proper arrangements with the management to finalize a contract or agreement.
- The programme coordinator or his/her representative should ensure that the terms and conditions specified in the contract are observed.

x. Resources needed:

In conducting a training programme we must have the right kinds of resources. These include not only human and financial resources but also materials/equipments and facilities. Before the start of the training, the programme coordinator has to ask the following questions.

- Do I have the right people?
- Do I have adequate funding?
- Do I have appropriate facilities and equipments?

If the answer to these questions is 'yes' and the resources specified in the training design have been made available, then the programme coordinator can conduct the training as per the plan.

xi. Budgeting for training

We need to estimate the amount of money needed to cover the expenses related to the operation of the training programme. Training budget is usually broken down into different items to ensure that we take all possible expenditures into account:

- Honoraria for trainers and resource persons
- Travel expenses
- Boarding and lodging (venue and food)
- Communication costs
- Cost of supplies and materials
- Contingencies

Activity: 3

Designing a programme

Design a training programme for the elementary school teachers of your district or BRC. The following aspects may be included in the proposal.

1.Title of the programme	5.Methods and procedures
2.Need and significance	6.Training activities
3.Objectives of the programme	7.Plan for follow up
4.Duration, dates and venue	8.Name of the Resource Persons

4

Check Your Training Design

Please put a tick mark in the appropriate box. If your answer is "No", write your reasons in the "Remarks" column.

Activity	Yes	No	Remarks
1. Training Needs Assessment (TNA): ▪ Have you identified your target group?			
▪ Were you able to identify the training needs of the target group?			
▪ Have you collected data by interviews during informal meetings, questionnaires and/or actual observation?			
▪ Have you prioritized needs according to urgency and importance?			
2. Designing the Training ▪ Have you used the results of the TNA in designing the training programme?			
Title of the training programme ▪ Did you come up with a title that is clear, simple and short but covers all the essential parts of the training programme?			
Objectives ▪ ▪ Were the specific objectives stated in terms			
of the competencies of the participants that need to be developed/improved?			
Activities/strategies ▪ Have you considered the types of participants and their learning styles while selecting the activities and strategies to be used during the training,			
Content/topical areas ▪ Does the content of the training programme cover all of the competencies required by the participants?			
Selection of resource persons and trainees ▪ Have you decided who will be the trainees and the resource persons?			
▪ Did you use the pre-decided criteria for selecting resource persons and trainees?			
Duration of the training programme ▪ Have you considered the following in deciding the time frame for the training programme: objectives, nature and number of topics, number of participants, and the strategies to be used?			

Chapter III
Planning and Conducting Training

Training implementation involves three stages: pre-training activities, activities during the training and post training activities. It is in the implementation phase the training design is put into practice.

1. Pre-training Activities

In this phase the trainer has to plan a number of things. This preparation ensures the training to address the actual needs of the target participants. The pre-training activities facilitate the smooth and systematic operation of the training programme to achieve its specified objectives. The following are the important things that a trainer has to do before the execution of the actual training.

i. Logistical arrangements.

Logistics refers to movement of people, materials and equipments. Logistical arrangements include preparing training site, notifying the people, ensuring that the materials and equipments are in place, making arrangements for boarding and lodging, arrangements for food and refreshments. All logistical arrangements to be made well in advance and they are to be double checked to ensure that everything goes on smoothly.

Training site:

- It is the physical location where the training programme is organized.
- The physical environment in the training site should match the training needs, and the setting should be conducive to learning.

Choosing the venue:

- The choice of venue depends on the objectives of the programme, the resources required, availability of the resources, training budget etc. (For more details see Chapter II).

Invitation:

- The invitation should contain important information such as the title of the programme, objectives, date, venue (with site map of directions), programme schedule, and what participants can expect.

- The invitation should also request confirmation by the participants and resource persons. Thus if a resource person cannot come, alternative arrangement can be made.
- Invitation to the participants and resource persons should be sent well in advance. This gives them time to prepare and make necessary arrangements.
- The invitation should also indicate who bears the costs of transportation, food, lodging and other incidental expenses..
- In case the organizers bears the expenses the norms for claiming the same should be clearly communicated to the participants.
- Prepare a press release to provide information to the public. The press note should highlight the objectives of the programme and the benefits that trainees will obtain from participation.

Training materials:

- Printed materials for the training should be prepared ahead of time. If possible, the training materials should be sent to the participants in advance to enable them acquaint with the training content.
- The handouts, if any, from the resource persons should be obtained in advance and required copies should be prepared for dissemination during the training.

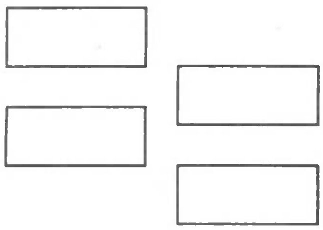
ii. Physical arrangements

This includes selection of training rooms, arrangement of furniture, room configuration, equipments and materials. Some of these services can be outsourced. Even then it is the responsibility of the trainer to ensure that the physical arrangements conform to the expected level of learning experience.

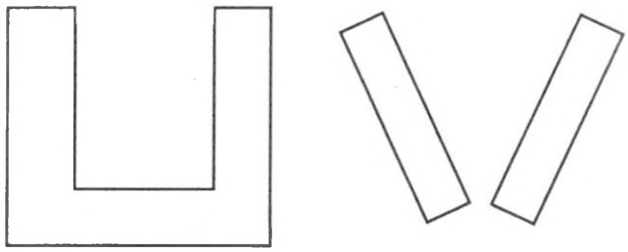
Room layout:

- In training situation many room configurations are possible. The selection of configuration depends on the type of training activities, the level of formalities needed, number of participants, size of the room, and limitations of the facilities.
- The training room configuration and arrangement of seats can influence training results either positively or negatively.
- **Cluster style:** If the training situation involves large amount of group work where

participants work in groups of 4-5 and discuss issues and solve problems, a cluster style will be the most suitable choice. Here each group works around one table. This requires movable table and chairs so that groups can be easily formed. However, breakout rooms are alternative to this arrangement.

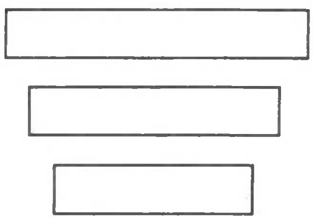


Cluster-Team Style

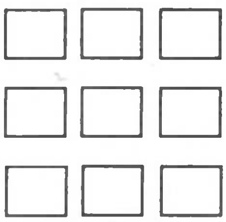


U & V Shaped arrangements

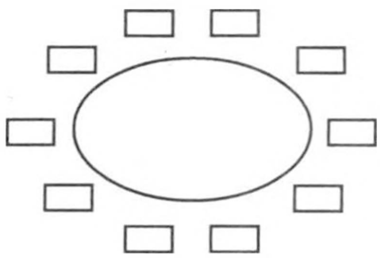
- **U shaped arrangement:** When the training situation demands screening of video or movie, all trainees must be able to see and hear the video from their seats. U shaped or V shaped arrangements will facilitate the purpose.
- Some other arrangements are given below:



Theatre style



Traditional classroom



Conference Table

- **Breakout rooms:** These are separate rooms located close to the main training hall wherein small groups work in privacy. Flip charts, tables, chairs, phones, computers etc. are provided in the breakout rooms. Breakout rooms facilitate group discussions, case study analysis, and other discussion oriented activities.

iii. Planning for cultural diversity

- In planning the training programme we should take into consideration the cultural, religious and gender characteristics of the facilitators and participants. These factors may have a bearing on the success of the programme (for example, the type of food to be served).
- We might want to use certain forms of cultural expression to enrich the content of the training/ workshop (e.g., songs, dances, skits).
- We also have to be aware of gender issues. There should always be a balance between men and women in the training activities, both in terms of facilitators and participants. This process can promote gender equality.

Check Your Preparation for Training

Please place a check mark in the column that corresponds to your answer. If your answer is "No," write your reasons in the column headed **"Remarks."**

Activity	Yes	No	Remarks
1.Pre-training Activities			
Logistics ▪ Did you select a venue that is accessible and conducive to participatory learning?			
▪ Have you arranged for the training venue?			
▪ Can the venue provide necessary equipment for training? (OHP, moveable board, LCD projector, etc.)			
▪ Have you assigned someone to set up the meeting room?			
▪ Have you arranged logistics and necessary supplies?			
▪ Have you arranged for the opening ceremony?			
▪ Have you invited anyone to formally open the training session? Who?			
Resources needed ▪ Have you made available all the resources needed for the training (human, financial, materials/technology, facilities)			
Invitation ▪ Did you send invitations to the prospective participants and resource persons at least one month in advance?			

▪ Have you facilitated the reproduction of training materials ahead of time (including handouts of resource persons)?			
▪ Have you coordinated with the agencies and made the necessary arrangements regarding field trips?			
▪ Have you estimated the required budget for the training to cover all expected expenditures?			
▪ Did you consider the unique characteristics of the participants (culture, gender) during the planning stage of the training programme?			

2. Activities During the Training

Effectiveness of training depends on how systematically the training activities are organized. Proper management of the following is very important for the attainment of training objectives.

i. Registration:

- Registration keeps a record of the persons who participated in the training. It helps in the preparation of the certificates for the participants.
- The record of registration is also useful for contacting people in regard to follow up activities in the future.

Name of the institution that organize the training programme **REGISTRATION FORM**	
Title of the programme	
Dates	**From.................To..................**
Venue	
1 Name and designation of the participant	
2 Address with phone number and Email Id	
3 Sex	Male/Female
4 Age:	
5 Qualifications	
6 Years of service	

7	Number of training programmes attended		
	Name of the programme	Duration	Agency
	1 2 3 4		
8	Number of in-service programs conducted by you		
9	Date and time of reporting to the training		

ii. Documentation:

- To keep record of the highlights of the training, the trainer can assign reporters to document the training proceedings, particularly the points raised by resource persons and participants.
- These notes can later be printed and distributed to the participants.

iii. Certificate of participation:

- Certificate authenticates trainees' participation in the programme and provides them a feeling of accomplished something significant.
- If possible, the participants should receive their certificates directly from the hand of a high ranking official or representative.

Format of Certificate

Name and address of the institution that organize the training programme
CERTIFICATE
This is to certify that Smt/Sri.......................................of.........................
has participated in the training programme titled..
conducted from..............to............ at ....
Programme Coordinator **Director/Principal**

iv. Opening session:

- Opening session marks the official beginning of the training programme. However, not all training programmes have opening ceremonies.

- Whether there is such a session or not depends on the purpose of the programme, the target participants, and the size of the group being trained.
- There can be a short informal opening to avoid the formal ritual procedures that may unnecessarily delay the commencement of actual training.

vi. Orientation and objectives of the training:

- This introductory session provides the participants with a clear understanding of the training objectives, the training procedures and approaches. The information provided would let the trainees know what to expect from training and what kinds of activities they will be involved in the programme.
- In this session the participants are introduced to the group. This provides the resource persons or trainers with the background information helpful in conducting the training effectively.
- If number of trainees is small, the participants can introduce themselves to the group. However, if the training group is large, this activity will take too much time and should be avoided,

vii. Understanding the background of the participants:

- It is essential for the trainers to understand the background and capabilities of the participants. During the training, the trainers may need to assign some competent trainees to assist other trainees.
- The registration form is a good tool to generate information about the participants.

viii. Time management:

- Time management is necessary to avoid problems resulting from events falling behind scheduled and out of sequence.
- The programme coordinator should inform resource persons or trainers about the time allocated to each session.
- The coordinator can assign a trainer or staff member to be facilitator or officer of the day specifically to manage time.

The time management tips for school administrators suggested by Jack J. Bimrose are given below with some minor modification to suit the needs of a teacher trainer.

5

Time Management Tips Get control of your time by using the following management techniques
▪ Use a notebook with an agenda and calendar and carry it with you: If properly implemented, this notebook should evolve into a probable administrative resource. ▪ Start each day with a five-minute meeting with your programme team members: You can increase the efficiency of the team greatly by outlining your priorities and goals daily. ▪ Go through your mail/and inbox, handling any piece of paper only once: Read the communication that comes across your desk carefully. After you have read it, rout it, file it, act on it, or toss it. ▪ Delegate: Deciding what, when, how, and to whom to delegate are formidable administrative decisions. ▪ Learn to say no: Don't get stuck on tasks and responsibilities that don't correspond your priorities. ▪ Control visitors, especially the "Drop-in Kind": Instruct your secretary/office assistant to answer many questions as possible, refer calls to other appropriate staff, take information from callers, and pass on to your only those calls you need to take. ▪ Put a large wastebasket to use: It usually takes more time to locate vaguely recalled "old treasures" than they are worth. If you can't act on it and it isn't worth filing, throw it out. ▪ Streamline meetings/activities: Provide each person with an agenda prior to the meetings or activities to be conducted. Note whether each item is intended as information or requires action. ▪ Use your subconscious time to your advantage: Many creative decisions can result form subconscious processing of conscious concerns. Submit the pending matters to your subconscious at bedtime and let it work on them all night. ▪ Clean of your desk every evening before you leave: A cluttered desk waste time and is sure sign of disorganization to anyone who enters your office. Starting the day with a desk piled with yesterday's concerns is demoralizing.

Source: Lunenburg, F. C. and Ornstein, A.C.(2004). Educational administration: concepts and practices

ix. Training facilitation:

- This consists of providing assistance to the resource persons and trainers to make sure events flow smoothly and occur on time. The materials must always be available when needed and equipments should be in working condition at all times.
- The resource persons and trainers are ultimately responsible for facilitating their sessions properly by the necessary training inputs.
- The trainers should not simply lecture but provide opportunities for the trainees to participate and interact during the sessions. They should also be responsive to the participants.

x. Recap and reflection:

- At times the participants may not be able to comprehend or internalize the content of a training session. The trainer may assign groups of participants to take turns in briefly summarize the highlights of the materials covered during the previous day or session.
- The participants should also be given some time to reflect upon what they have learnt from the session.
- In an in-service training situation the participants are normally experienced practitioners. Therefore adequate time should be given to reflect upon their experience in the field. This is one way of taping the experience of the trainees for enriching their own learning. However care should taken to ensure that such reflection have a direct relevance to the training.

xi. Icebreaking and energizing activities:

- In training programmes where participants are mostly strangers to one another, sometimes they may be rather reserved and unwilling to actively participate.
- To break this situation the trainer needs to organize some activities to make the participants feel more relaxed and comfortable with their fellow participants.
- Similarly, some times the participants may feel sleepy and inactive, especially right after lunch. In such case, the trainer should organize a movement activity (energizer) to keep them awake and at the same time relaxed.

xii. Team building activities:

- In a training situation where the participants have to work together in order to complete a task, the trainer may consider organizing a team building activity. This activity helps the participants feel comfortable with each other so that they can work together as a team.
- Team building activities should be in the form of games, songs or skits that require the trainees to form a group and work together in order to get something done.

xiii. Field visit:

- A Field visit helps the participants to see examples of some of the things they learn during the training. In order to provide this experience the trainees can be taken to a relevant site .
- The trainees should be provided with a brief description about the places they will visit and persons they will meet.
- It is better to prepare some questions or issues that will guide the participants to make observations during the field visit.
- After the visit there should be a short session for trainees to discuss and reflect on what they have observed and learned.

xiv. Preparation of action plan:

- In order to help the trainees to apply what they have learned from the training programme, the trainer may request them to sit in small groups and prepare sample actions plans for implementation in their organizations.
- Usually the participants who came from the same organization or district form the groups to complete this task.
- Each plan should be photocopied so that both the training organizers and the participants have copies.

xv. Training evaluation:

Assessment helps to identify the strengths and weaknesses of the training programme and ultimately to improve it. Before devising any assessment technique, facilitators should clearly identify what they want to assess. The evaluation technique/tool should provide the participants an opportunity to make their comments, remarks or suggestion that they consider useful for the training organization or the participants. In the case of training programmes, the following are the most important aspects to be assessed:

- What trainees have learned
- How well the trainers have performed
- The overall process of training
- The feelings and confidence levels of the trainees with regard to training

When to conduct assessment?

Assessment can be conducted at different stages of the training programme. It can occur at the beginning, the middle or the end of the programme.

Types of Assessment

Generally there are three categories of assessment that can be employed in a training context: Self-assessment or individual assessment, Group or participatory assessment, External assessment

(A) Individual Assessment

Through this technique each individual (including organizers, trainers and trainees) makes an assessment of his or her own performance and achievements. Self-assessment may take place both during and at the end of a training programme. The following tools may be used for self-assessment:

a) Questionnaire or checklist

The organizers can prepare a questionnaire by taking into account the expected outcomes of the training. Each participant can fill out this questionnaire. One example of such a questionnaire would require participants to rank aspects of the training as A, B, or C, or as poor, average, good, very good, or excellent. Questionnaire may contain different types of questions such as open-ended, two way (e.g. Yes/No), multiple choice, or ranking type items The trainers can also use a checklist.

Questionnaire To Obtain Trainees' Reaction

For each statement below, circle the number that best describes the extent to which you agree or disagree with that statement using the following scale: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, and (5) Strongly agree. If you do not agree with a statement, please clarify this issue further in the "Other Comment" section.

Sl. No.	Items	Ratings					Other Comments
1	The objectives of the programme were clear	1	2	3	4	5	
2	The instructors/trainers were helpful and contributed to the learning experience	1	2	3	4	5	
3	There was a balance between lecture, participant involvement and exercises in the programme	1	2	3	4	5	
4	The topics covered in this programme were relevant to the things I do on my job	1	2	3	4	5	
5	Interaction between the resource persons and participants was satisfactory	1	2	3	4	5	
6	There were opportunities for group work	1	2	3	4	5	
7	I can see myself performing more effectively after attending this programme	1	2	3	4	5	
8	The logistics for this programme (e.g. arrangements, food, room, equipment) were satisfactory	1	2	3	4	5	
9	The duration of the programme was suitable	1	2	3	4	5	
10	Overall, how would you rate this programme?	Poor	Fair	Good	V. Good	Excellent	
11	What from this programme was most valuable for you						
12	Your suggestion for improvement of the training						

b) Personal responses

We can ask participants to write down on a sheet of paper their personal reactions to and experiences during the training programme. These reflective notes can be very useful in assessing the personal, emotional and qualitative aspects of training. They can be displayed around the walls of the training room.

c) Pre and post test

This technique is usually used for individual assessment through the application of a standardized test or questionnaire. This kind of assessment is common when the training programme leads to certification. It usually occurs at the beginning and at the end of training in order to compare individual learning achievement over time.

d) Interview

Interviews can also be used for individual assessment. A group of trained facilitators may be assigned with the task of interviewing the trainees and trainers on crucial issues related to the impact of training. An in-depth interview method would be very useful in assessing the qualitative aspects of the training. Given in the box below are some tips for conducting successful interview, suggested by Cynthia Martin.

Tips for Interviewing

- **Make the purpose known:** The purpose of interview must be clear to the interviewer. Once the purpose of the interview is known, the interviewer directs the questions and focuses the interview toward that purpose
- **Establish an atmosphere of interest in the interviewee.** This can be accomplished in three ways: a) By showing friendliness, b) by maintaining eye contact, c) by using a firm handshake.
- **Become an active listener.** Listen carefully to the spoken words of the interviewee, direct the communication toward the final goal, remember key words that may add additional discussion or clarification
- **Maximize the forces that lead to communication:** These include a relaxed atmosphere; focus on the interview purpose, and indication of listening by both parties.
- **Measure the data collected:** To measure the adequateness of a response, the interviewer must decide if the question was truly answered. If not, ask additional questions. If yes, reward the interviewee with a nod or murmur of understanding.
- **The interview begins with observation:** The interviewer must note what the interviewee says and what s/he does not say.
- **Pace your questions to the answers of the interviewee:** Proceeding too rapidly can cause confusion or a missed response and may give the interviewee the appearance of being uninterested.

Source: Lunenburg, F. C. and Ornstein, A.C. Educational administration: concepts and practices

(B) Group Assessment

a) Discussion

Using this method, the participants sit in groups of 8-10 members and assess the impact of the training programme with the help of a facilitator. The discussion should focus on a set of questions or issues prepared in advance by the organizers or prepared by the participants themselves. Participants can use a whiteboard or chalkboard to list the main strengths and weaknesses of the training programme. The list may be prioritized as a summary of the final assessment of the group.

b) Interview

Group assessment may also be conducted through interviews. Two or three facilitators may be assigned with the task of interviewing the participants on the basis of a questionnaire prepared in advance. After interviewing the group members, the facilitators compile their views for final assessment. They can present their final assessment results to the group for their comments.

xvi. Closure of the training:

- The training programme may be closed formally or informally depending on the type of programme and number of participants.
- During the closing session the participants can receive their certificates.
- The participants can also pledge their commitment to put into practice what they have learned once they return to their organization.

Check Your Training Activities

Please place a check mark in the column that corresponds to your answer. If your answer is "No," write your reasons in the column headed **"Remarks."**

Activity	Yes	No	Remarks
Registration ▪ Have you facilitated the registration of all participants?			
Documentation ▪ Have you made arrangement for the documentation and production of materials?			

Certificate of participation ▪ Have you arranged for the preparation of certificates of participation?			
Opening session ▪ Have you conducted programme orientation so that the participants understand what the training is all about? ▪ Have you allocated time for the introduction of participants?			
Time management ▪ Have you facilitated the management of time properly? ▪ No topic that was left out without discussion			
Training facilitation ▪ Were you able to facilitate your session smoothly?			
▪ Did you give participants a chance to share their insights and opinions?			
▪ Did you take note of the results of all the activities that you introduced?			
▪ Were all necessary materials provided to the participants?			
Recap/reflection ▪ Have you given participants the daily opportunity to recap events or to reflect on them?			
Icebreakers/energizers/team-building activities			
▪ Were icebreakers or energizers used during training?			
▪ Did you introduce any team-building activities?			
Field visit ▪ Have you organized any field visits for participants?			
Action plans ▪ Did you ask participants to prepare action plans?			
▪ Were all participants able to prepare their action plans?			
Evaluation of training ▪ Have you evaluated the effectiveness of the training programme?			
▪ Were the evaluation techniques effective?			
▪ Could you use the information obtained to improve the design and operation of the training programme?			

6

3. Post Training Activities

i. Debriefing the Trainer or Training Team

Here the programme team meet to discuss the overall outcomes, strengths and weaknesses of the training programme and to share our insights arising from the experience. The conclusions arrived at this discussion serve as a basis for improving future training programmes in regard to the following areas:

- Content
- Strategies
- Performance of training staff and resource persons
- Venue and time frame
- Equipment and facilities

ii. Preparation and Dissemination of Training Report

All key persons and participants (organizers, financiers, trainers, resource persons) who are responsible directly or indirectly for the organization and conducting of training programmes should be provided with a comprehensive report of the training workshop that just occurred. This document can serve as a basis for future decision and policymaking. The report may include the following:

- Executive summary
- Training objectives
- Number and type of participants
- Highlights, along with photographs
- Issues/concerns/problems
- Recommendations/suggestions
- Recapitulation
- Evaluation results

A separate document that summarizes the training activities and processes, daily recapitulation, issues/concerns/problems, and future actions should be distributed to all participants. In addition, they should receive all of the training materials (handouts, etc.) and a directory of participants, if these were not available during the training period.

iii. Financial Report

This document provides comprehensive information regarding the actual expenses incurred by the training programme. We need to make sure that the report includes the official receipts.

iv. "Thank you" Letters

The letters should acknowledge the valuable inputs and contributions made by the resource persons and other very important personnel (VIPs) invited to grace the training programme.

vi. Follow-up Activities

Training is not an end in itself. We should undertake the following activities to ensure that the people received training have really benefited from what they have learned:

i. Monitor the implementationof action plans prepared by the trainees during training:
   - (a) Require a periodic report from trainees about what they are doing
   - (b) Gather feedback from their direct supervisors and other stakeholders
   - (c) Conduct spot checks or site visits to validate information provided by the trainees and official feedback

ii. These activities are useful for determining the maximum application of learning acquired by trainees during the training and how well they organize and conduct their own training programmes at the local level.

iii. Provide technical assistance after training (if needed).

iv. Provide refresher courses to further strengthen the capabilities of the trainees.

v. Coordinate with local officials to get their commitment to and support for post-training activities (if necessary).

vi. Use information communication technology (ICT) for coordinating/networking with local officials and other stakeholders. This activity can also facilitate the sharing and updating of information regarding new trends and developments in the field of non-formal education and literacy.

Activity: 5

Reporting a Training Programme

Write a report on a training programme conducted in your DIET/BRC. Decide beforehand what is to be observed under training inputs, process and products. Prepare your report with specific reference to the following.

1.Rational of the programme

2.Objectives of the training

3.Inputs, process and outcomes

4.Your general assessment of the training

5.Suggestion for improvement

Check Your Post Training Activities

Please place a check mark in the column that corresponds to your answer.
If your answer is "No," write your reasons in the column headed "Remarks."

Activity	Yes	No	Remarks
1. Debriefing trainer(s) ▪ Have you conducted a debriefing after the training programme?			
▪ Have you used the feedback from the debriefing to improve future training programmes?			
2.Publication and dissemination of the training report			
▪ Have you prepared a training report for key officials and participants?			
▪ Are the following included in the report? i) Executive summary vi) Issues/concerns / problems ii) Training objectives vii) Recapitulation iii) List of participants viii) Evaluation results iv) Highlights with photographs v) Recommendations /suggestions			
▪ Have you disseminated the training report to key officials, trainers and trainees?			
3. Financial report			
▪ Have you prepared a financial report?			
▪ Do you think the funds for training were sufficient			
▪Did you use the funds effectively and efficiently ?			
4. Preparation and sending of "thank you letters"			
5. Follow-up activities			
▪Have you monitored the implementation of action plans prepared by trainees ?			
▪Were you able to gather information regarding the maximum application of learning acquired during training when trainees conducted their own programmes?			
▪ Have you provided technical assistance during post training activities?			
▪Have you provided refresher training to further strengthen the capabilities of the trainees?			
▪ Have you coordinated with local officials to get their commitment and support regarding local-level post training activities?			
▪ Have you used ICT to coordinate/network with local officials and other stakeholders regarding training programmes?			

Chapter IV

Training Methods and Techniques

Training method is a systematic process by which a skill is developed in a person or employee of an organization. Trainers use various training methods to facilitate participants learning. By altering the training method trainers can keep the participants interested in the training process, activate different learning styles, and enhance comprehension and retention. This chapter deals with some selected training methods and techniques, which are highly useful for providing quality training to the in-service teachers.

1. Icebreaking and Energizer Techniques

i. Icebreaking techniques

Icebreaking techniques are used in training programmes, especially at the beginning, in order to promote interaction among participants and resource persons. Icebreaking is also useful for reducing shyness and lack of confidence among participants. If successfully applied, icebreaking can make participants more enthusiastic and willing to take part in the training activities. Icebreaking can provide amusement, relieve boredom, reduce tension and stimulate creative thinking. While selecting icebreaking activities should have scope for physical movement and/or mental exercise. Depending on circumstances, the trainer can organize activities that require the involvement of participants as a group or as individuals. Two exemplar icebreaking techniques are given below.

(a) Introducing yourself

How?

Fold sheets of full-size white paper into four sections. Give a folded sheet and a pen to each participant. Ask them to do the following:

(1) In the upper left section of the sheet resulting from the fold, write down name, job title and organization.

(2) In the upper right section of the sheet, indicate two expected results from the training.

(3) In the lower left section of the sheet, write down your favourite foods and hobbies.

(4) In the lower right section, draw any symbol or picture that you feel describes your life-style. (Example: open sky, symbol of openness, being open-minded)

(5) On completion of the exercise, ask participants to present. Each person will be allowed 2-3 minutes for presentation.

Time required: 10-15 minutes

Note: The amount and types of information to write in each section can be changed.

(b) Matching game

How?

(1) Select pictures according to the number of participants. One picture is necessary for every two participants. (If the total number of participants is 20, then select 10 pictures.)

(2) Cut each picture into two pieces.

(3) Distribute the pieces of picture randomly to each participant.

(4) Ask each participant to find the other part of the picture to make it complete.

(5) When participants find the matching halves of their pictures, ask each pair to sit together for five minutes and get to know each other.

(6) During the plenary ask each member of the pair to introduce the other.

Time required: 10-15 minutes

ii. Energizer techniques

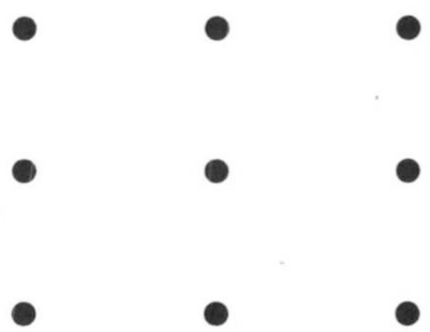
Energizers are very useful techniques for physically and mentally stimulating participants to resume training activities. Energizers are useful at the end of a long session to refresh participants so that they can take part in the next session actively. Energizers can be used during a long session to reduce boredom and monotony. There are two kinds of energizers: those that require physical movement and those that require mental work/exercise. It is up to the facilitator to decide which is most appropriate. Through energizers we can develop a sense of team spirit among the participants that can facilitate a congenial atmosphere for learning. Some Energizer Techniques are given below.

(a) Nine dots

How?

(1) Distribute to each participant a piece of paper and a pen.

(2) Draw nine dots on the chalkboard or whiteboard.



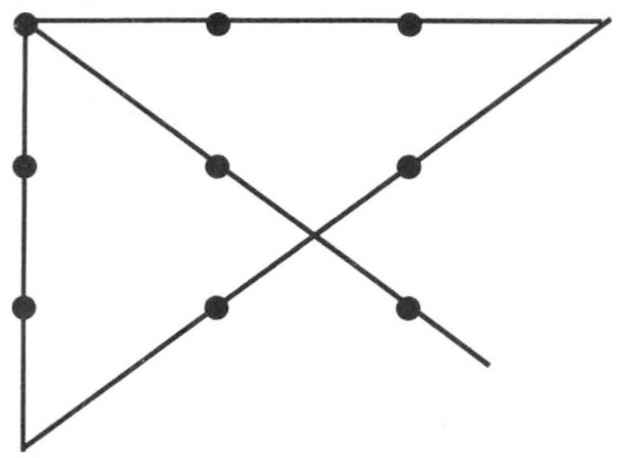
(3) Ask participants to draw nine dots on their paper and join them as follows:

- Dots must be joined by four straight lines
- Pen should not be pulled off the paper

(4) Participants who can join nine dots before anyone else will be announced the winners.

(5) Let other participants also try until most of them are successful.

(6) Finally ask any of the participants to show how she/he joined the nine dots.

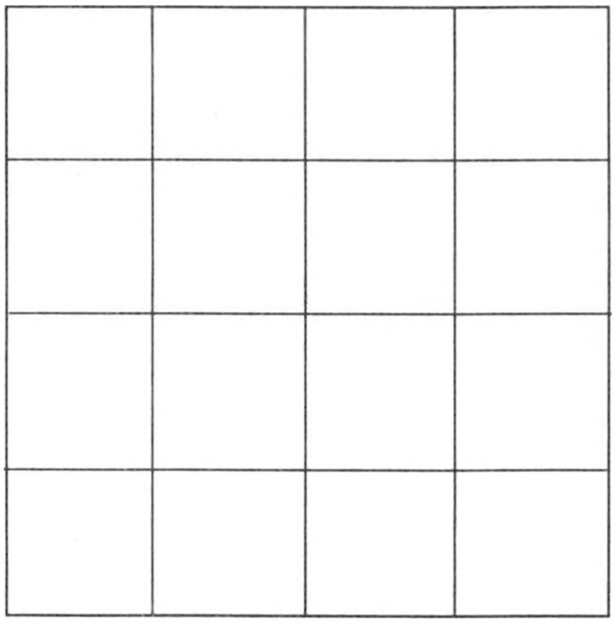


Time required: 5-10 minutes

(b) Square game

How?

1. Distribute to each participant a piece of paper and a pen.
2. Draw the 4 x 4 squares on the board as shown below.
3. Ask participant to draw a similar square on their paper.
4. Ask them to count as many squares as they can find in the big square.
5. Tell participants not to count the rectangles but only the squares.



6. Let the participants call out the number of squares they could count.
7. There are 30 squares in the big square.
8. Participants who can call out the correct number first will be announced the champions.
9. Let others try and count the number.

Time required: 5-10 minutes

(c) Team-building

How?

(1) Ask participants to form groups (6-8 persons in each group).

(2) Tell the participants that they will now play a game that requires cooperation and support from group members.

(3) Take several newspapers or big sheets of paper (one for each group) and put them on the floor in different corners of the room.

(4) Assign each group to a sheet of paper in one of the corners.

(5) Ask each group to stand inside the boundary of the paper. If every member of the group can stand on the paper within the boundary then fold the paper into half and ask them to stand inside the boundary of the paper thus reduced in size.

(6) Reduce the size of the paper 3-4 more times.

(7) Continue the exercise until no group can fit all of its members on the paper.

Time required: 15-20minutes

Note: The trainer needs to carefully consider the formation of appropriate groups. Participants may be embarrassed if this exercise is conducted with mixed-gender groups.

(d) What's on your back?

How?

(1) Explain that in this exercise the participants will be asked to identify what is written on their backs.

(2) Write any name (a person, an object, etc.) on a piece of paper.

(3) Attach this paper to the back of a participant.

(4) Ask him/her to identify what is written on the paper by asking the other participants questions. Participants can only answer yes or no. They will not
7 be allowed to give any hints while replying. (Ask 10-15 questions.)

(5) If the participant fails to answer, try it with another person.

Time required: 5-10 minutes

Where and when to use icebreaking and energizers?

In a training course we often find participants who are strangers to one another. We also find differences among participants in regard to economic conditions and social background. Some participants may be joining a training course for the very first time without knowing anything about the procedures of training. Sometimes these differences create obstacles at the beginning of a training course that can hinder people from freely taking part in the training activities. Icebreaking techniques should be used at the beginning of a training programme, especially when participants introduce themselves. These techniques would help to reduce the tension and unease resulting from the lack of familiarity and interdependency among the participants. On the other hand, participants need time for relaxation in order to acquire more energy for further involvement in training activities. Participants also need a change of pace during training sessions. This can occur through using energizers, which are effective for causing changing physical and mental conditions. Facilitators often prefer physical energizers in order to more effectively refresh participants during long sessions.

2. Discussion Techniques

i. Group Discussion

What?

Group discussion is a method in which the participants are divided in to groups to discuss certain issues or topics. The trainer conducts a group discussion with the purpose of solving a problem, getting feed back, sharing experiences, establishing consensus or exchanging ideas. The participants share their opinions and experiences while discussing the topic within a given time frame. During group discussion the trainer plays the role of facilitator and poses question, encourages involvement, manages the environment and summarises the conclusions reached by the group. The trainer should be sensitive to group dynamics so that the participants remain focused and prepared to intervene when the discussion goes out of track. The trainer should be careful while handling discussion of controversial topics so as to avoid hurting feeling, lasting anger and frustrated learners.

How?

Before the discussion

- Describe the objectives of the group discussion to the participants
- Divide the participants in to groups of appropriate number of persons. (10-15 members for large group, 7-8 members for small group)
- Explain the task to the members of each group.
- Ask everyone to participate actively in the group work.
- Tell each group to nominate a leader for presenting the group finding, and a chairperson for moderating the discussion in the group.
- Allot a time period for the discussion
- Supply the necessary materials to the groups.

During the discussion

- Move around and observe each group at work
- Ensure everybody's participation
- Extend help if required.

After the discussion

- Ask the leaders of each group to present their group findings.
- Create opportunities for discussing the presentations of other groups.
- Summarize the presentations.

Making group discussion method effective:

- The intention to use group discussion method should be announced well in advance.
- The trainer should address the problem of 'one man domination', consuming more time without any purposeful agenda etc. skillfully.
- To stimulate the discussion the trainer may pose questions to the group that build interest or elicit opinions.
- The trainer should remain neutral as far as possible to make the group discussion a successful method.
- Physical setting like seating arrangement plays a very important role in group

discussion. This method works best when chairs are arranged in such a way that encourages participants to look at each other

ii. Brainstorming

What?

Brainstorming is a training technique generally used for problem solving or generating a number of possible solutions to a problem. Brainstorming is a process that generates a number of ideas related to an issue in the shortest possible time by means of collective thinking. In this process, participants are encouraged to express their views openly. Brainstorming stresses the use of "open-mindedness" or "free thinking" without criticism of any ideas expressed. The goal of brainstorming is to come up with as many ideas as possible with as many team members as possible contributing their thoughts. The specific objectives of this technique are to develop the ability to arrive at a decision quickly and to help consolidate previous learning.

How?

- Ask participants to sit in a circle or in a "U" shape.
- Nominate a recorder who records the discussion points.
- Have the recorder sit near the board or flip chart, ready to write down the ideas given by the participants.
- Appoint a team leader to facilitate the discussion.
- Describe the problem or issue for discussion (e.g., the village people are not very interested in attending the CRC regularly. What might be the possible reasons?).
- Have the recorder write down the problem or issue in bold letters on the board/ flip chart.
- Ask the participants to express their opinions freely on the issue; stating whatever comes to their mind immediately. Allow no criticism, debate or consultation among participants.
- Encourage all participants to express their ideas or opinions quickly.
- List participant points on the board/flip chart.

- Allow no discussion, comment or criticism until all participants have exhausted their ideas.
- Once all ideas have been presented and recorded, verify and prioritize these ideas if necessary.

iii. Station technique

What?

In this technique topics of the training session are divided into several parts (or subtopics) for detailed discussion in order to elaborate different views and ideas related to the issues identified. The participants are divided into groups depending upon the number of subtopics to be discussed. If there are three sub topics then there will be three "stations." If the topic is divided into four parts, then there will be four "stations." The sub topics should be independent so that the participants can discuss each part independently from other parts of the topic. The participants in groups move from one station to another.

How?

- Divide participants into three or more groups or stations.
- Assign one resource person or "stationmaster" to each group (station) to help out or clarify the issue to the participants.
- Provide large-size paper or a flip chart to each station.
- After clarification by the resource persons and discussion, group members write down their observations on the paper or chart for the members of other groups to see when they proceed from one station to the next.
- Ask each group to use one particular colour of pen for writing down their conclusions in order to clearly distinguish each group's comments from the others.
- Round I: Organize participants in the first round as follows:

  Group A will be in Station 1.

  Group B will be in Station 2.

  Group C will be in Station 3.
- Ask each group to discuss the issue and write down their conclusions on the chart/paper. Give each group 25 minutes for the first round. After they have

finished writing, ask them to proceed to the second round.

- Round II: Organize participants in the second round as follows:

  Group A will be in Station 2.

  Group B will be in Station 3.

  Group C will be in Station 1.

- In the second round, give each group 15 minutes to add to or modify the conclusions reached by the earlier group, and then move on to the third round.
- Round III: Organize participants in the third round as follows:

  Group A will be in Station 3.

  Group B will be in Station 1.

  Group C will be in Station 2.

- In the third round give each group 10 minutes to add to or modify the input of the previous two groups.
- Finally, ask all groups to return to their original stations (Group A in Station 1, B in 2 and C in 3).
- During the plenary session, summarize and share the inputs of the different groups.

iv. Role-play

What?

Role-play is a structured activity, usually in the form of a dramatic performance that recreates a situation from real life. The participants in a training programme take part in the role-play and act out a situation for the purpose of further analysis and discussion. Through role-play we can analyze a problem and identify its causes and solutions. Role-play is also useful for making comparisons between ideal and real-life conditions. To reduce preparation time and avoid observer boredom, a role-play exercise should not be too long. The "script" or scenario should be prepared with a clear focus on the selected topic or theme.

How?

At the beginning

- Select the topic or theme.
- Identify the key points to be depicted.

- Identify the roles to be played in light of these key points.
- Prepare role-play conversations for the performers; develop materials, if required.

During the role-play

- Select performers and observers from among the participants.
- Provide role-play conversations to all the performers and obtain their reactions, comments and suggestions.
- Ask performers to prepare for the performance.
- Ask the observers (other participants) to observe the role-play for the purpose of taking part in the discussion afterward.
- Introduce the participants to the role-play exercise and its purpose.
- Help the performers to act out their parts if needed.

After the role-play

- Ask observers to express their opinions or what they learned from the performance.
- Ask performers to express their opinions regarding the performance.
- Ask questions based on the theme of the performance and encourage discussion.
- Summarize the findings of the discussion.

Guidelines for Effective Role-Play

1. Establish a casual and relaxed environment.
2. Address any concern before the role-play.
3. Use real world situations.
4. Explain the value of role-play.
5. Clearly explain the expected outcome.
6. Provide detailed instruction or direction.
7. Inform learners how to provide effective feedback.
8. Reduce preparation time and avoid observance boredom.
9. The 'script' or scenario should be prepared with a clear focus on the selected topic or theme.

Activity: 6

Scripting a Role Play

Write a script for a role-play to be used in the training programme that you designed under Activity No.3. Consider the guidelines given above. Discuss the script with your colleagues to make the role play more effective.

v. Case study

What?

A case study is a detailed description of events or scenario that are either really happened or are imaginary situations. Its purpose is to take the participants closer to the real context of a situation or problem. It enables the participants to apply the knowledge and skills they acquire from the training and prior experiences to examine the case and make decision, or recommendations. The main focus of case study is thinking and finding out many ways of solving a problem and analyzing the causative factors that are responsible for the problem. Case studies can also draw comparisons between ideal and real-life conditions. Case studies can be used for different purposes:

- To increase awareness of a problem
- To exchange experiences
- To reach decisions by studying a situation or an incident
- To learn from past successes and failures
- To clarify perception of the problem and the solution or results

Case studies can be presented orally, in written form or on film. They can depict cases or situations with no identified problems, one or more problems, or a problem with multiple or alternative solutions.

How?

At the beginning

- Select the topic or theme.
- Prepare questions or instructions to help participants investigate and understand important aspects of the case.
- Decide upon the type of case and presentation.
- Prepare the case study with reference to participants' own experiences if possible.

During the case study presentation

- Give the case study to small groups or individuals for analysis.
- Provide necessary assistance to guide the analysis in the proper direction.
- Ask participants to write down their findings on a chart.

At the end of the case study

- Ask each group or individual to state the findings.
- After listening to the views of one group/individual, let another group present theirs.
- Lead the discussion in terms of the learning objectives of the training course.

Criteria for selection of a case

- The case should be based on firsthand observation for realism.
- It should be based on facts, not opinions discussed as facts.
- It should provide organized information.
- It should show formal and informal interpersonal relationships.
- It should describe the key people in the case.
- It should reveal the effects of change.
- It should indicate that the situation was changing when observations stopped.

Munira's Failure

(Example of a case study)

Munira is a CLC supervisor in Bangladesh. After being appointed she was sent to Dhaka for a two-week training course in training techniques.

After returning from the training she was thinking about organizing a training course in light of her newly acquired experience. Then the area coordinator of Dhaka Ahsania Mission advised her to organize a training course for the capacity development of her facilitators.

After two months of hard work, Munira developed a training course similar to the training she received in Dhaka. Twenty teachers attended the training. The participants were impressed with the various tools and techniques of training, such as games, exercises, case studies, group work, and transparencies and handouts. While evaluating the training course, everybody praised the trainer highly. Munira was satisfied with her performance.

Three months later at the quarterly coordination meeting, Munira was accused of being a complete failure because there was no sign of development at any of her CLCs.

Munira went to the centres to see the facilitators. Everyone praised the training that she had conducted. But when she asked them about the low standards of their centres they informed her of problems that she did not know about before. She was surprised to see the inadequacy of the facilitators' knowledge and skills to do their jobs.

After returning from her visit, she became worried about the real conditions that the teachers were facing. She did not know what to do next.

Identify the causes behind Munira's failure after analyzing the case.

Source: Training guide and training techniques (UNESCO, 2004)

Activity: 7

Preparation of a Case Study

Prepare a case study for presentation in your training programmes. Consider your experience in the field of in-service teacher training. The case may be on any issues related to school practices. You may also discuss with your colleagues to make the case more effective.

vi. Question and answer

What?

This technique is very effective for obtaining information about the experiences of the participants by asking them questions. There are different types of questions:

- **Predetermined questions:** Questions are directed at a specific person determined in advance.
- **Open questions:** Questions are not aimed at any particular person; anybody can answer.
- **Delayed directed questions:** The first questions are kept open and then directed to a particular person.

- **Closed Questions:** The questions have to be answered by Yes or No.
- **Open-ended Questions:** The questions have to be answered with some detail or elaboration.

How?

- Introduce the topic to the participants.
- Start asking different types of questions.
- Use different types of question one after another.
- Respond to the answers by:

  -Acknowledging the answer

  -Summarizing the answer

  -Recording the answer

  -Letting somebody else summarize the answer

  -Dividing the answer into several components and

  -Asking for someone to express his or her views about each component.

3. Presentation Techniques

i. Lecture/Presentation

This is a traditional training method. Here the trainer conveys the information to the participants through spoken words. This method is suitable for large audience. Content and timing of presentation are planned in advance. The following considerations will help a trainer to make his/her presentation more effective.

- Encourage the audience to take note. They should be given time during the presentation to note important points.
- Use of visual largely improves the effectiveness of presentation.
- Use of stories and anecdotes are important for illustrating different aspects of training content.
- Review and regular summarization heightens the effectiveness of the presentation.
- Trainer can ask questions frequently during a lecture to enhance the learner involvement.
- Reduce time spent on lecture as less as possible.

How To Reduce Presentation Anxiety

A trainer needs to be a powerful communicator, and being so s/he has a tremendous transfer value to everything s/he does. But no trainer is born as a powerful communicator. Communication skill is developed through a tremendous process of practice. The following are some of the tips suggested by David Greenberg (www.davidgreenberg.com) to deal with presentation anxieties.

1. **It's good to be nervous.** Every speaker I know gets nervous before speaking. Being nervous means you care about giving a good presentation. Your nervousness produces adrenaline which helps you think faster, speaks more fluently, and adds the needed enthusiasm to convey your message.
2. **Don't try to be perfect.** The fear of public speaking often stems from a fear of imperfection. Accept the fact that no one ever gets it perfect and neither will you. You do not have to become Super Speaker, never saying "er" or "uh," and never losing your line of thought. Be yourself--your audience will appreciate it.
3. **Know your subject.** You must "earn the right" to talk about your subject. Become an authority on your topic and know more than most or all of the people in your audience. The more you know, the more confidant you will become.
4. **Involve your audience.** Ask listeners questions or have them participate in an activity. Keeping your audience actively involved will hold their attention, increase their retention, and reduce your nervousness, as your presentation becomes more of a dialogue than a monologue.
5. **Breathe.** Before and even during your presentation, take a few deep breaths. As you inhale, say to yourself, "I am" and as you exhale, "relaxed." Just before your presentation, leave the meeting room and go for a walk. Take some deep breaths and give yourself a pep talk.
6. **Focus on your audience and your message.** What you have to say is important! Your audience needs to hear your message. Focus on that, rather than on your nervousness. You can do this!
7. **Practice out loud.** The best way to reduce your anxiety is to rehearse until you

feel comfortable. Practicing by yourself is important, but I urge you to also practice in front of a friend, colleague or coach who will give you honest and constructive feedback.

ii. OHP and PowerPoint presentations

What?

Overhead projector (OHP) and Power Point (Microsoft computer software for presentation using texts, graphs, pictures, etc.) are very popular in current training programmes. We can use them in our programmes to visualize our main points and present them in an attractive way. This will help to make our training sessions successful and interesting. OHP sheets and PowerPoint slides can be easily used even for a large number of participants.

When?

OHP and PowerPoint presentations can be used in almost all sessions:

- To raise interest
- To visualize concepts and issues
- To get everyone's attention
- To avoid monotony
- To avoid misuse of time
- To make the session interesting
- To ensure that information stays in the minds of participants for a long time

Considerations for planning OHP and PowerPoint presentations:

- The content of the slides should be relevant to the subject.
- Slides should be easy to see, informative and accurate.
- Texts for the slides should be legible enough so that participants sitting in far corners can read them properly.
- PowerPoint slides should include pictures or illustrations relevant to the topic.
- PowerPoint slides should be colourful.
- There should not be more than 6-8 lines of text per page/slide.
- Words or phrases preceded by dots or bullets are more attractive than long sentences.

- Each line should not contain more than 6-8 words.
- Highlight important words/sentences by underlining them, making them bold or using different typefaces, type sizes or colours.
- Use various symbols for messages if participants will understand them.
- Use diagrams, graphs and maps where applicable.

Activity: 8
Power point presentation
Prepare a power point presentation on any one of the topics for your training programme. Include pictures, graphs, cartoons, video clippings etc wherever possible to make your presentation more effective

4. Demonstration Techniques

What?

Learning through our own experience is very effective. We learn a lot by observing and trying things out on our own, which can also be fun. During training, presentations give the participants an opportunity to share experiences, whereas demonstrations give them a chance to see or even experience new things. Through demonstration techniques, visual items such as pictures, charts, models and natural objects can be used for the purpose of learning. Demonstration helps to make learning both meaningful and realistic.

When?

This method is especially useful for illustrating the practical applications of general concepts. It can also be used to promote participatory learning through the introduction of new ideas or skills, such as a laboratory experiment, for example.

How?

- Briefly describe the objectives of the demonstration.
- Place the materials/visuals in such a way that all participants can see.
- Carry out the demonstration.
- Emphasize the key learning point(s).
- Let participants also practice the demonstration.

- Ask questions to see if participants have learned anything.
- Encourage participants to express their reactions to the demonstration.
- Let participants see and even touch the materials if needed.
- Encourage discussion related to the objectives of the demonstration.

5. Practice and Exercises

What?

During training, participants should have the opportunity to try out or to practice what they have learned in order to consolidate their learning. Through practice and exercises participants become more confident about the issues and activities discussed during the training session. Through practice and exercise, the trainees learn by doing. Practice and exercises can be either an individual or a group assignment. The objective is to develop or improve the capacities and skills of the participants in a particular area. Practice and exercises are very useful for consolidating learning and skills, and for developing confidence among participants to do something by themselves instead of being dependent on others.

Some Practice Techniques

i. Information board

How?

- Explain the task to the participants.
- Ask the participants to read a specific chapter from resource materials or from any handout related to the training topics.
- Give each participant a question that they will have to answer.
- Have participants look through the material individually and write down a short answer to their question on a sheet of paper for display on the information board when they are finished.
- Have participants visit and read others' papers and make comments if any.
- The trainer can ask participants to prepare similar sheets on important issues throughout the training course.

- Individually or in groups, they can summarize the things they have learned each day for display on the board.

ii. Preference ranking

What?

Through preference ranking, the situation and problems of a particular area can be identified and prioritized. Preference ranking is a very useful technique:

- For recognizing the most important issue and problem among many
- For identifying the weakest issue
- For identifying the better or best activity among others
- For identifying an activity that the participants consider to be the most important one

How?

- Distribute a ranking exercise sheet (see an example on the next page) to all participants.
- Ask each participant to prioritize the items in the column for individual ranking.
- Ask them to think about causes and reasons before ranking items.
- Explain that the item with the greatest priority will be ranked first and the items with less priority accordingly will be ranked second, third, fourth, etc.
- Encourage all participants to express their opinions on the preference ranking sheets.
- Then divide participants into groups to further prioritize according to group consensus.
- After group prioritization ask each group to discuss the reasons for their choices.
- Ask each group to present its list.
- Summarize by reviewing all groups' priorities.

Ranking Exercise Sheet (Example)

The following format is a checklist for assessing the effectiveness of activities during training. Please fill in the individual ranking column first, then fill in the group-ranking column. Rank items 1-8 according to their effectiveness.

Name of individual: ....

Name of group:...

No	Items	Individual ranking	Group ranking
1	Providing equal attention to all participants		
2	Conducting daily and formative evaluation		
3	Arranging the training venue		
4	Organizing the concluding session		
5	Organizing the meeting with all persons involved in training		
6	Registering participants		
7	Maintaining eye contact with participants		
8	Documenting the proceedings of the training sessions		

iii. Worksheet

What?

This technique helps participants to put theory into practice, and to adapt and apply the knowledge and information they have acquired to actual problems and situations.

When?

After a thorough discussion of the issue or topic, each participant receives a worksheet and completes it in order to provide information based on his or her own experience or on practical real-life situations (see example on the next page).

How?

9 - Distribute worksheets to all participants.

- Give clear instructions to the participants.
- Ask participants to complete the worksheets individually.
- After completing the worksheets, participants may share their results in pairs to learn from each other.

Worksheet (Example)

Supervision Plan for an SSA Programme

[Example can be taken from any ongoing project.]

1	Name of the project	
2	Project objectives:	
3	Supervision objectives	
4	Planned techniques for Supervision:	
5	Areas of supervision (Issues to be supervised):	
6	Responsibility (who will supervise and how often):	Person(s): Frequency:
7	Record keeping and reporting system:	
8	Feedback and follow-up process:	

Chapter V
Trainer's Skills

There are numerous skills that a trainer has to master. This chapter deals with some of the essential skills required for a trainer.

1. Communication skill

Communication ability of the trainer is a critical factor in the success of training programme. Communication ability of a trainer includes not only verbal delivery skill but also non-verbal cues. Verbal communication includes paraphrasing, summarizing, questioning, facilitating, giving and receiving feedback. Verbal communication takes place thorough spoken or written language. The following table shows how a trainer employs his/her communication skills.

Form of communication	Implementation	When Used
Verbal	Speaking and Listening	▪ During needs assessment (e.g. interview) ▪ During selection process to speak to guest speakers ▪ Making verbal training presentations and speaking to learners during other modes of training delivery ▪ Obtaining feedback during evaluation of training
Written	In many forms	▪ Collecting needs assessment information ▪ Writing objectives ▪ Writing materials ▪ Communication with providers and participants ▪ Evaluation of training
Non-verbal	Body language, expression	▪ During all verbal interaction and silent situations. ▪ During teleconferences when the focus is on other speakers/trainers

The two important aspects of communication in a training situation are speaking and listening.

a) Speaking

It is important for any trainer to use appropriate grammar and syntax. This depends on the proficiency of the trainer over the language that s/he speaks.

- The trainer should consider the level of proficiency of the participants while speaking. It is better to use familiar and practical vocabulary than complicated terminology.
- How words are spoken is very important in a training situation. The trainer should be concerned about his/her volume, rate of delivery, and rhythm or tempo of speech.
- The pronunciation, the phonetic accent plays an important role in communication. The vocal pitch, tone, rhythm, pauses, silence, laughter, groaning etc. also convey meaning.
- A deliberate pause after making an important point helps the participants to sense the importance of the point made and provides them with time to reflect on the point and absorb the same.
- A brief period of silence before introducing an important point can arouse the curiosity of the trainees and capture their attention

b) Listening

Listening is a conscious positive act that requires will power and consideration. The following considerations would help the trainer to become an active listener.

- Recognize that the participant has something to say and needs to talk it out.
- Show interest in what the participant has to say.
- Encourage the participant to continue to speak by showing some verbal or non-verbal cues.
- Give appropriate feedback from time to time.

- Refrain from making judgments about participant's responses.
- Recognize trainee's feelings, be it anger or enthusiasm, disappointment or elation.

Listening skill is developed through rigorous practice. Following are some suggestions for cultivating good listening habits.

- **Stop talking!**

  One cannot listen if s/he is talking.

  Give every man thine ear, but not thy voice (Hamlet).
- **Put the speaker at ease.**

  Help a person to feel free to speak.
- **Show the speaker that you want to listen**

  Look and act interested.

  Listen to understand rather than to oppose.
- **Empathize with speaker**

  Try to help yourself see the other person's point of view.
- **Be patient**

  Allow sufficient time. Do not interrupt a speaker.

  Avoid looking frequently at your watch while the person is speaking.

  Don't start for the door or walk away.
- **Hold your temper**

  An angry person takes the wrong meaning from words.
- **Go easy on argument and criticism**

  Be open-minded.

  Don't be defensive.
- **Ask questions**

  This encourages a speaker and shows that you are listening.

  It helps to develop points further.
- **Avoid distractions**

  Don't doodle, tap on the table, or shuffle papers.

2. Non-verbal communication

Non-verbal communication includes observable behaviour that conveys meaning without the use of spoken or written words. Some of the non-verbal forms of communication in a training situation are eye contact, facial expression, body movements and gestures.

i. Eye contact

The trainer should make eye contact with all participants regularly throughout the training session. Eye contact captures attention, conveys meaning and appreciation, imparts information, enhances understanding, expresses emotions, provides guidance, promotes attentiveness. A trainer can use eye contact effectively to control and enhance the participation of the trainees.

For instance, in order to find whether anyone is willing to answer a question the trainer scans the audience. If participants keep eye contact with the trainer it is the indication of their willingness to respond. On the other hand avoidance of eye contact signals that they are uncertain of the answer and not willing to respond. When most of the participants avoid eye contact it may be a signal that the environment is not conducive for making the participants involved in the discussion. Accordingly the trainer has to change the strategies.

ii. Facial expression

It is through facial expression people express themselves. The trainer can convey his/her emotions such as displeasure, anger, and happiness through facial expression. Even for accepting participants' views or reinforcing their responses facial expression can do a lot. Facial expression is found to have consistent meaning across cultures.

iii. Body movements and gestures

Our body speaks before we speak. Trainer's body movements and gestures add meaning to what s/he has to communicate. Therefore a trainer has immense opportunities to complement verbal message with gestures. However, unlike facial expression gestures may have different meaning across cultures. Therefore a trainer should take some cues from gestures and use appropriate body language in the training delivery.

Some indicative gestures and their meaning could be as follows.

- When a trainee's head is supported by one hand and that hand has a finger pointing vertically it may suggest that the person is evaluating the information that the trainer has just given.
- When a participant covers his/her mouth while the trainer is peaking it may indicate that s/he does not believe what the trainer says.
- If majority of the participants use both hands to support their head it may indicate the settling in of boredom. Hence the trainer has to change tactics.
- Folded arms may indicate that the participant has put up a barrier. However, when people sit for a long period they may tend to fold their arms.
- If a person is rubbing his/her nose or eyes while speaking, it may indicate that s/he is uncertain about what to say.

It is important for the trainer to carefully comprehend these gestures. When s/he is uncertain about what does a gesture indicate in a particular context it is better to clarify with the trainees.

iv. Physical distance

The physical distance between the trainer and trainees is also a non-verbal means of communication. Depending on the interpersonal distances we can identify four zones in which a trainer has to operate in a training session. These are:

- Intimate zone --1 or less than 1 foot.
- Personal zone--Ranges from 1.5 to 4 feet
- Social zone-- Ranges from 4 to 12 feet.
- Public zone-Ranges from 12 to 20 feet.

In which zone a trainer operates depends on the objectives of the training, number of participants, and level of formality required. Sometimes when the trainer gets close to the participants, some of them may find it uncomfortable. However, moving among the trainees is an excellent way for the trainer to become physically and psychologically part of the group itself.

3. Questioning skills

Questioning is one of the powerful techniques that enable the trainer to ensure active involvement of the participants. The ability to ask probing questions forcing the trainees to open up their minds and stay focused on the topic is a greatest asset of the trainer. This technique also helps the trainer to find out whether the learning has taken place or not.

The questions can be open-ended or closed. They can also be direct or indirect.

- A closed question has only one answer and such questions help the trainer to see whether the participants are paying attention or not. Open-ended questions require more thoughtful answer in trainee's own words and style. Such questions indicate how well the learning objectives are met.
- When a question is asked to a specific person it becomes a direct question. An indirect question is presented to the entire group and is open for any one to respond. If the participants are reluctant to respond to a question asked in general the question could be put to a particular trainee.

Tips for Questioning

The following suggestions would help the trainers to make questioning technique more effective.

- Ask suitable question at the beginning of the session to know where the trainees stand in terms of their understanding about the subject of discussion.
- Ask question during the session to determine whether learning is taking place or not.
- Use variety of questions including direct and indirect.
- It is better to address the question first to the entire group so that everyone can start thinking of an answer, then an individual participant can be singled out to respond to the question
- Questions should make the trainees think and open-ended questions serve this better.
- Question should be asked in such a way that a chance exist for the trainees to answer it. Answering questions will add effectiveness to training.
- Give sufficient time for the participants to respond.
- Give everyone a chance to answer.
- Trainer should give credit and appreciation for partial answers.

- Never fun of an answer unless the trainee giving it laughs first.
- Try to find something positive in participants' responses. This will encourage the participants for enhanced participation.
- Deal with an irrelevant question or answer politely stating that it is not pertinent. If the trainer makes a mistake while answering s/he should admit it.
- Ask simple question and not tricky questions.
- Encourage participants to ask questions during or at the end of the training session.
- Do not ignore or evade participants' questions. It is better to redirect a person's question to the entire group to answer or for comments before the trainer attempt to respond to it.

4. Interpersonal skills

Most of the problems in a training situation are those that related to people. Addressing these problems depends largely on the interpersonal skills of the trainer. When the trainer solves the 'people problems', the training programme runs in the right path.

Interpersonal skills is also known as human skills and involves the trainer's ability to work with, understand and motivate the participants both individually and in groups. As the trainer has to constantly interact with the participants s/he has to possess the following interpersonal competencies.

- Understanding individual differences among the participants.
- Recognizing the distinction between one's own feeling and those of others.
- Motivating the participants to learn.
- Understanding what the trainees want and consider their expectations.
- Persuasive ability.
- Empathetic listening.
- Not taking criticism personally but look at them objectively.
- Ability to give and receive interpersonal feedback.

- A basic feeling of respect for the worth of a person.
- A belief that training is a shared enterprise.

Steps to build positive relationships

1. Acceptance of responsibility

- It reflects our attitude and the environment we operate in
- Most people are quick to take credit for what goes right but very few would readily accept responsibility when things go wrong
- Our objective is to cultivate responsible behavior

2. Stop blame game

- Avoid phrases such as: 'everyone else does it', 'no one does it', or 'it is all your fault'.

3. Show consideration

- Show consideration, courtesy, and politeness to your participants
- Thoughtfulness shows a caring attitude.

4. Choose your words carefully

- Words reflect attitude. Words can hurt feelings and destroy relationships
- Excessive talking does not mean communication. Talk less , say more.
- Think before speaking. Spoken words can't be retrieved.

5. Never make negative criticism

- When a person is criticized s/he becomes defensive
- Criticize with a spirit of helpfulness rather than as a put down
- Criticize the behavior not the person

6. Be open to criticism

- The only way you will never be criticized is if you do nothing.
- Criticism can be very helpful and should be taken positively as feedback
- Unjust criticism comes form two sources: ignorance and jealousy.

7. Be a good listener

- Don't let perceived ideas and prejudices prevent you from listening
- Concentrate on message not the delivery

- Listen to feelings not just words

8. Give honest and sincere appreciation

- Don't miss out any opportunity to appreciation the participants
- Appreciation must be specific, immediate, sincere and unqualified

9. Discuss but don't argue

- An argument is one thing you will never win
- The best way to win an argument is to avoid it

10. When you make a mistake, accept it and move on

- Learn to learn from your mistakes
- When you make a mistake accept the responsibility for it and apologize. Don't defend it.

11. Turn your promise into commitments

- Promise is a statement of intent. Commitment is a promise that is going to be kept.
- Do not promise anything that you cannot fulfill.

12. Avoid bearing grudges

- Forgive the mistake of the other person
- Life is too short to hold grudges.
- But, one should not get cheated twice.

13. Don't be sarcastic; don't put others down

- Humor can be valuable or dangerous
- Do not fun of others in poor taste.
- An injury is forgiven easily than an insult.

14. Be empathetic

- Sympathy: "I understand how you feel". Empathy: "I feel how you feel".
- Empathy generates understanding, loyalty, peace of mind and higher productivity.

5. Rapport building

Rapport is referred to as harmony or agreement. A good rapport between the trainer and the trainees is an essential condition for the success of a training programme. It is built on relations level than on the training content. When the participants are in a state of rapport they tend to respond easily to the trainer and tanning process.

Rapport building strategies

- **Pacing**
  - Help the participants to keep up with the on going learning experience in the training.
  - Regulating the speed of presentation or verbal communication influence the depth of rapport.
- **Ask questions**
  - Prepare review question in advance
- **Conduct experiential exercises**
  - Use all types of experiential training methods
- **Learn participant's name and use it**
  - Spend time at the beginning of the session working on names
  - Address the participants by their names
- **Provide feedback**
  - Make sure learners always have plenty of time to raise questions
  - Be available before and after sessions, as well as during breaks
  - Conduct formal surveys to find out problems, questions and experiences
- **Turn instruction over to learners**
  - Let the participants prepare and make presentation in some of the sessions
  - When a learner asks a question, have another learner answer it
- **Let learners perform demonstrations**
  - Do this even if they have never seen the equipments before
  - Turn demonstration into exercise, and give the learners time to prepare
- **Make learning contracts**
  - People respect contracts
  - Meet participants individually and determine their expectations from the training

- Make training real time and action oriented
    - o Add realism by giving training in actual work place
    - o Use a team approach, emphasizing diversity

6. Feed back skills

Feedback is the information provided to a person regarding his/her performance. In a training situation feedback has two dimensions: giving feedback and taking feedback.

i. Giving effective feedback

- Feedback should be descriptive and not evaluative
- It should on the behaviour/performance of the person not on the person himself
- Feedback should not be impressionistic but specific and data based
- When a trainee is showing a changed behaviour, positive feedback is very helpful
- Feedback should be suggestive indicating alternative ways of improving instead of prescriptive feedback
- Good rapport and openness with the participants facilitate continuous feedback and reinforcement
- Feedback should be timely. If the trainee is defensive the chances of using feedback are remote.
- Feedback should help the trainees to change their behavior or performance.
- Feedback should pave way for building relationships, openness, trust and spontaneity.

ii. Receiving feedback effectively

- Trainer has to receive feedback from the participants besides giving feedback to them
- More often feedback will be even non-verbal cues that the trainer should pick up and plan remedial actions.
- Whenever the trainer receive feedback it is better for the trainer to do a self-analysis rather than rationalizing his/her actions.

- Collect data on different aspects of the feedback from various sources and then acts upon it.

7. Resilience

Resilience is the ability of the trainer to accept the changing circumstances even when it is discouraging and disruptive. In other words, resilience is the ability to recover from or adjust to misfortune or change. It is also the capability of an individual to bounce back after being subjected to pressure.

Why a trainer needs resilience?

- The trainer needs to play multiple roles and address diverse problems.
- There is much pressure on the trainer to do more with fewer resources.
- Increasing pressure to achieve higher levels of performance.
- It is a difficult task to address the individual differences among the participants during the training.

Becoming a resilient trainer

- View change and problems as an opportunity for learning and growth.
- Learn from mistakes and failures
- Seek out new and challenging experiences.
- Don't let anxiety and doubts overwhelm the environment.
- Have a sense of humour and be realistic optimistic even under stressful situations.
- Don't feel shame or depression in the face of failure.
- Transform helplessness into power.

8. Motivation skill

Motivation is a drive that encourages action or feeling. To motivate means encourage and inspire. It is the responsibility of the trainer to motivate the participants. Motivation can be external or internal. External motivation comes from out side. Trainees know that they should perform otherwise they cannot grow professionally. Some of the external motivators are incentives, bonuses, recognition or fear. Internal motivation comes from within, such as pride, a sense of achievement, responsibility and belief. It is a feeling of accomplishment, rather than just achieving a goal.

Strategies to motivate the participants

Trainer may use the following strategies to motivate the participants.

- Ensure that the training programme is designed and executed to address the training needs of the participants.
- At the beginning of the programme trainer may collect data from the group about the course content and direction for transaction. This instills a sense of ownership among the participants. If the suggested content does not match the programme objectives then the trainer may have to give subtle explanation.
- Use principle of learning to motivate the participants. Consider the trainees as active participants in their own learning process.
- Provide opportunities to trainees to reflect upon their own experiences, experiment, and learn from experiences that have implications for enhancing team effectiveness.
- Constant encouragement of the trainees by the trainer to involve actively in the training.
- Use different methodologies so as to avoid boredom. Methodology switch motivates the trainees to listen with involvement.
- Adopt participatory methods of training to enhance the involvement and motivation of the participants.
- The trainer may share his/her experiences with the participants when s/he attended similar training programmes.
- Remember that the greatest motivator is belief. Therefore inculcate the belief that we (the trainer and the trainees) are responsible for our actions and behaviour.
- A few more tips to motivate the participants:

+ Give recognition

+ Provide opportunities for reflection

+ Give respect

+ Throw a challenge

+ Make work interesting

+ Reward performance

+ Be a good listener

+ Make the other person part of your big picture

+ Encourage goal setting

+ Build the self-esteem of others

+ Set a good example by being a positive role model

+ Help, but don't do for others what they should do for themselves

9. Handling difficult situation

Sometimes a trainer may have to deal with disagreeable, disturbing and disliking situations during the training. Handling such situations without hurting the feelings and the self-respect of the participants will go a long way in making the programme a success. There is no fixed solution for any of the problematic situations arise during a training programme. Following are some of the typical situations that are confronted by the trainers.

- **Monopolizing the situation:** During the training a participant may dominate the discussion without giving a chance for others. The participant may be trying to get the recognition of the group or has a high level self-esteem or simply trying to show-off. It is better for the trainer to avoid a direct confrontation with the dominating participant. If the contribution made by the participant is appropriate acknowledge the same so as to satisfy his/her desire for recognition by the group. But seek the opinion of other participants and continue the discussion.

- **Repeated interference:** Sometimes a participant may ask questions repeatedly while the trainer makes a presentation. This may result in disturbance of the learning process and other participants may feel uneasy. The participant may be seeking the attention of the group or trying to provoke or embarrass the trainer. The trainer should follow the strategy of keeping cool and soliciting the views of some of the participants who appear unhappy. If the participant's intervention and questioning is appropriate and helpful the trainer may summarize the point and continue with the session.

- **Verbal duel:** There is a chance that two participants may engage in arguments. Such a verbal duel affects the training session and distracts the trainees. This happen when the both the participants try to take the leadership of the group or using the situation to settle some personal score. In such situation the trainer should not get excited or judgmental, but point out that their argument is not helping the group in the learning process.

- **Hijacking training time:** Sometimes a participant may talk for a long time totally off the point. This makes other participants uneasy and restless. In such a situation the trainer should not belittle the participant. If it is a problem of comprehension on the part of the trainee, then the trainer should bring in clarity by quickly presenting the key points.

- **Lack of interest in the topic:** It may happen that most of the participants become passive listeners and do not take part in the discussion. The topic may be totally new to the participants, or they may not be interested in the presentation. They may even be shy or reserved. In such cases the trainer can invite one or two participants to contribute without embarrassing them. If some participants are not fluent in communication the trainer may help them by supplying a word or adding a phrase.

- **No response to questions:** Sometimes none of the participants may respond to trainer's question or call for eliciting a viewpoint. This may lead to prevailing of silence in the session. In such a situation trainer has to rephrase the question and ask someone who is enthusiastic. Use of humour or anecdote may also help in defusing the situation. If the session is nearing the time for a break the session may be wound up early.

- **Thoroughfare:** Sometime the participants may be constantly coming in and going out disturbing the learning environment. In such a situation trainer has to adopt a participative mode of transaction. S/he can invite the views of the other participants so as to make the distracting participants attentive.

- **Private talks:** In case two more participants engage in private conversation during the session the trainer may use non-verbal cues to stop the disturbance. The trainer can also directly ask them to share their ideas with the whole group.

10. Using Humour

Humour is good way to help reduce stress and boredom in the training. Humour includes
11 jokes, tricks, and funny stories that helps create a released informal and energized learning

climate. There are two types of humour that can be used in a training session.

- **Planned humour:** This involves pre-determining a time during the session when humour incident will bee used. Planned humour can be practiced and refined in advance to ensure evoking the expected response from the trainees.
- **Spontaneous humour:** It is unplanned and arises during delivery. It is often the result of something happens during the session such as a comment by the participants, which the trainer converts into humour.

Considerations for using humour

- The humour is used with specific purpose. It could be for gaining attention or conveying an important point in interesting way or merely for entertainment.
- Humour meant only for entertaining the participants could be dangerous and defeating the purpose of the training session.
- Humour should be used for reinforcing a point or energizing the group.
- Spontaneous humour yields better results. It should be relevant and genuine.
- Timing is very important for planned humour. When the planned humour is not timed well the trainees may not get the connection between the content and the humour and may result in confusion
- The way humour is introduced is also important. To gain overall impact and everyone's attention, the trainer can pause or remain silent before delivery.
- It is important to use appropriate/matching non-verbal behaviour to dramatize the humour.
- The trainer should take precaution that the jokes do not offend, insult or confuse the participants.

Chapter V I
Guidelines For Trainers

Training is the process of acquiring the knowledge, skills, and attitude that are needed to fill the gap between what people want to do, and what they are able to do now. The purpose of 'cascade training' is to pass knowledge and skills to colleagues who work at different 'levels'. In order to teach a trainer how to train well, a 'learning by doing' approach is best. For example, participants in a workshop can learn skills in a participatory way and can hold a similar training workshop for their colleagues working at district/local level. Training is more effective if visuals are used to communicate and if participants actively participate in the workshop proceedings - or in the words of the Chinese philosopher, Confusius: 'I hear and I forget; I see and I remember; I do and I understand.' Given below are a series of pointers and considerations that can be used in any training exercise.

1 Planning/preparation checklist for facilitators

1. Think of the best trainer/facilitator you ever had; list qualities that made them great; then identify your weak points as facilitator and try to improve;
2. Work as a training team, and assign roles based on strengths of individuals in the team (e.g. presenter, facilitator, listener, commentator, note-taker, gender balance);
3. Arrange for an acceptable venue (light, electricity, nice table setting where people can see each other - with break-out rooms, refreshments, visual equipment);
4. Make sure you have all the (visual) materials needed - paper, pens, flipcharts, tape, markers, etc.;
5. Where appropriate invite particular project stakeholders to test the trainees during the training (e.g. invite children to be interviewed by the trainees during a training workshop, and/or visit target sites for training in a 'real life' situation;
6. Are fieldwork dates convenient for the local community? (Interims of examination, holidays, workload, festivals, or other factors that will occupy people's time). When is the most convenient time of the day for teachers, children, youth, women and men to be involved in training activities?

7. Is the community or target people aware that you are coming and the purpose of your visit?
8. Ensure you understand and have internalized all tools before being a facilitator otherwise you can't talk with confidence
9. Prepare well and rehearse;

2 Good Techniques/Practices for Training

1. Relax and energize participants. Facilitate name-learning;
2. Familiarize participants with each other and with organizations represented;
3. Ensure all participants understand the aims and objectives of the workshop;
4. Always properly introduce the key aims of the training, and use an icebreaker through which everybody is introduced, especially if you do not know participants well. Icebreakers are very important to keep a group interested and working together effectively. They are useful for training workshops, and for the actual monitoring process that involves group discussions and exercises;
5. Ensure all the activities planned for the workshop are acceptable to the participants;
6. Agree upon a timetable;
7. List expectations, and get a sense of the level of knowledge present among participants at the start of the training;
8. Adapt the programme to address the felt needs and make and modifications in the content or structure as requested by the group;
9. Agree to 'rules' of the workshop (e.g. mutual respect, one speaker at a time, no mobile phones, etc.);
10. Emphasize 'learning by doing' as the approach that will be taken during training;
11. Start every day with a recapitulation of the previous day. Then introduce the agenda for the day and seek inputs. For every training block (1.5 hours) explain what they will do, then do it, then summarize what was done including a list of key points (if possible summarized by participants);
12. Use a variety of communication methods: show a wide range of visual aids

(simple, easy to read in colour and size, key words not long stories), involve the participants, encourage plenary discussion, group work, individual work, role-playing, etc.

13. Also remember to incorporate activities that: invigorate participants (who are sleepy or looking bored), calm participants (who are over-excited, particularly youngsters), and that refresh participants (who have been working hard) in between training activities;
14. Stick to time-frames where possible;
15. Have a strong closing session where you review aims and expectations, summarize what was learnt, commit to action, and close with appreciation and congratulations;
16. Always build in an evaluation of the training as improvements can always be made. Any simple evaluation is suggested to focus on the following questions:
    - ◆ What did you like about the training?
    - ◆ What did you not like about the training?
    - ◆ What will you do as follow up to the training?
    - ◆ What suggestions do you have to improve future training sessions?

3 Attitude/behavior of the facilitator

1. Stay relaxed and calm;
2. Be open and honest;
3. Be a good listener; observe, record, observe, record…
4. Do not panic when the group in silent; wait patiently for them to think about what they want to say;
5. Do not interrupt people;
6. Do not make judgments of people's responses (for example, saying that 'this is good, and that is bad') or humiliate anyone;
7. Do not let arguments dominate the discussion; encourage participants to re-focus on the main topic;
8. Be aware of language barriers; let people talk in the language they are most comfortable in (and ask someone else to translate if necessary);

9. Use visual aids and body language to help overcome language barriers;
10. Have eye contact, stand up and move around, speak slowly, use your voice (intonation);
11. Make it as interactive as possible. Involve and engage participants. Ask questions and invite participants to tell their stories;
12. Use humor if natural for you, and smile;
13. Choose words, stories, numbers, and cases that capture interest (use real examples to illustrate your points);
14. Address concerns, questions, issues as raised by participants, while sticking to the main messages you want to get across;

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Annexure I
FEEDBACK FROM PARTICIPANTS

Encircle a number that best describes your view about the programme:(1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, and (5) Strongly agree. If you do not agree with a statement, please clarify further in the "Other Comments" column.

Name of the participant:.............................Name of the center:....................

Sl. No	Items	Ratings					Other comments
1	The objectives of the programme were clear	1	2	3	4	5	
2	The panelist/trainers were helpful and contributed to the learning experience	1	2	3	4	5	
3	There was an appropriate balance between presentation and discussion	1	2	3	4	5	
4	The topics covered in this programme were relevant to the things I do on my job	1	2	3	4	5	
5	Participants' questions were answered satisfactorily	1	2	3	4	5	
6	I will be performing my job more effectively after attending this programme	1	2	3	4	5	
7	The logistics for this programme (e.g. arrangements, food, room, etc.) were satisfactory	1	2	3	4	5	
8	The duration of the programme was; suitable	1	2	3	4	5	
9	The quality of transmission (audio and video) was satisfactory	1	2	3	4	5	

10	The training materials are useful for improving my job performance	1	2	3	4	5	
11	Overall, how would you rate this programme?	Poor	Fair	Good	Very Good	Excellent	
12	Give your suggestions for improvement of the training material						
13	Your suggestion for improvement of the training						

Annexure II
FEEDBACK FROM CENTER COORDINATORS

Tick the word in the box that best represents your opinion about the programme

Date:....................Name:..................................Center:.......................

Sl.No	Statements	Opinion		
1	Presentation by the panelists	Good	Average	Poor
2	Quality of the visuals used during the presentation	Good	Average	Poor
3	Interactive session was useful	Agree	Undecided	Disagree
4	Panelists' responses to participants questions were satisfactory	Agree	Undecided	Disagree
5	Language used in the presentation was comprehensible	Agree	Undecided	Disagree
6	The speed of delivery during the panel presentation was appropriate	Agree	Undecided	Disagree
7	Anchoring during the presentation/ interactive session	Good	Average	Poor
8	Quality of transmission during presentation	Good	Average	Poor
9	Transmission during the interactive session	Good	Average	Poor
10	Give your suggestion to improve the programme			