Training Guidelines

The goal of the capacity development programme under the Atal Bhujal Yojana is to maximize development effectiveness, efficiency, sustainability, and ownership. It is done by ensuring that all stakeholders can manage and deliver intended products and services to their target groups practically, efficiently, resilient, and self-sufficiently.

It is critical to consider training delivery as a cyclical process rather than a one-time event. The training cycle defines the steps you take to give a training solution. Usually, five main phases are involved: identifying needs, setting training objectives, creating the training, implementing, or delivering the training, and then evaluating training, before re-evaluating needs, redesigning, and so on. Although each stage of the cycle has a logical place in the process, they should all be always kept in mind. It is critical to evaluate the training at the conclusion to determine whether it was effective, but evaluation criteria should ideally be developed before the start. Some evaluation activities must be carried out.

General training guidelines

1. It is of paramount importance to select the right participants for the respective training. Only the relevant participants will help in making the training program effective.

2. The right selection of training venue (location) is having equal importance, with hygiene and having basic amenities. Especially for women, it should have a separate washroom and if possible, a separate room for child feeding, if the women are coming with small kids. All other essentials like water, tea, meals should be appropriate and with a timely break

3. If due to culture or social taboo, women are not able to participate in training with the men, then separate training for women shall be organized preferably with female trainers

4. Training timings and season should also be kept in mind for having comfortable training where participants should not attend in rush

5. The participants should not be replaced by other participants in the same training program.
6. For a single training program, please ensure that participants retain their interest up to the end by inculcating interactive sessions, group work or giving some responsibilities.

7. Careful selection of the trainers and training material is the backbone of any training. The trainer should be as far as local or from the same region who understands and speaks the local dialect, and cultural sensitivity and make the training interactive. Similarly, the training material should be in the local language and as far as pictorial

8. The trainer should ensure the participation of each participant

9. The number of participants is an important aspect of effective training. The larger the participant group, the more difficult it will be to create a good learning atmosphere and effectively communicate. This is especially true for skill-based training, which necessitates practice, experiential learning, and demonstrations. Ideally we should not exceed 20-25 people for knowledge and information-based training. One should ideally limit the number of participants to 12-18 for a skills-based course and 15-20 people may be sufficient for technical training

10. LEARNING OBJECTIVES should be included in the training.

- Create SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) learning objectives. - Align learning objectives with goals.
- Choose instructional methods and tactics that support learning goals.

11. ACCURATE AND RELEVANT TRAINING CONTENT - Use content that fulfils the needs of the learners and programme.

- Conduct a timely subject matter expert (SME) review and update or remove content. The SME should ensure that the content is current, appropriate, accurate, and unbiased (e.g., conflicts of interest disclosed).
- Keep extraneous content to a minimum by ensuring that it matches with learning objectives.
- Use real-life examples.
- Use graphics that support and are acceptable for both the material (i.e., relevant and required) and the learners (i.e., culturally appropriate).

12. Opportunities for LEARNER ENGAGEMENT are included throughout the training.

- Create interactive or interesting training (e.g., knowledge checks, case studies, question and answer sessions, or exercises) based on the needs and goals of the learners.
- Allow learners to obtain feedback.

- Allow learners to share their experiences and learn from the experiences of others. These may include peer learning and multidisciplinary practice opportunities.

13. The training is intended to improve USABILITY AND ACCESSIBILITY.

- Use a conversational tone that is appropriate for participants
- Use language and tone appropriate for the reading levels of the participants
- Design with the user in mind.
- Create simple and user-friendly navigation or materials.
- Make content available to participants
- When applicable, use high-quality (e.g., clear, clean, and crisp) audio and visual aids to clarify concepts.
- Make sure that the content is culturally and linguistically acceptable for the participants

14. EVALUATION OF TRAINING INFORMS IMPROVEMENT

- Create and implement a training evaluation strategy to guide formative and summative evaluation.
- Plan to use process assessment data and learner input to improve quality on an ongoing basis.
- As part of the development process, conduct a formative evaluation. Use a simple or complicated strategy that may involve peer review, quality checklist assessment (e.g., using this checklist), pilot testing, or usability testing, depending on the situation.
- Include a feedback mechanism for learners to submit input on training (include open-ended feedback, if possible).

15. Training includes the possibility of ASSESSMENT OF LEARNERS

- Utilize learner assessment to evaluate outcomes (e.g., post-assessment, knowledge check, exercise, observed practice, question & answer session, or problem-solving).
- Create assessment questions that are directly related to learning objectives.
- To aid learning, provide learners with feedback on their responses.
- Create settings in which participants can apply what they've learned.

BEHAVIOURAL CHANGE OF COMMUNITY / STAKEHOLDERS UNDER ATAL BHUJAL PROGRAM

Behavioural change of the community and stakeholders is key to the success of Atal Bhujal Yojana. There are three broad pillars to bring behavioural change which pertains to enhancement in the knowledge, change in the perception and change in attitude towards water, especially ground water.

All the training, capacity building programs, IEC activities shall focus on the above three aspects. In the whole process, imparting knowledge about the scheme, its benefits and various components is must for making changes in attitude and perception of the stakeholders involved.

Trainings/IEC material shall be developed in such a way so as to influence the behaviour of the community / stakeholders including local masses and to furnish the desired knowledge and to communicate right information for change in the perception.