



**CAPACITY  
BUILDING  
COMMISSION**

# **Evaluation of Training**

## Contents

Preface .....	3
Chapter 1. Introduction .....	4
1.1 Importance of training evaluation .....	4
1.2 Current ecosystem .....	5
1.3 Challenges .....	6
Chapter 2. Training evaluation model for Civil Service Training Institutions .....	6
2.1 Standardised models for Training Evaluation.....	8
2.1.1 Will Thalheimer's Training Evaluation Model.....	8
2.1.2 The Hamblin-Kirkpatrick model .....	9
2.1.3 The CIRO model.....	10
Chapter 3. Evaluation Plan.....	11
3.1 Steps for conducting training evaluation .....	11
3.2 Parameter for long term training program .....	12
3.3 Parameters for short term programs .....	13
Chapter 4. Sub-committee Recommendation.....	13
Annexure 1. NSCSTI assessment parameter for Training Evaluation and Quality Assurance .....	15
Annexure 2. Pre-Training Questionnaire .....	18
Annexure 3. During the programme/ training – feedback form for trainees.....	19
Annexure 4. End of the training – feedback form.....	21
Annexure 5. Post training evaluation questionnaire (Long term courses) .....	22
Annexure 6. Post training evaluation question are (short term trainings) .....	25
Annexure 7. Post training evaluation questionnaire (long term trainings).....	26
Annexure 8. Post training evaluation questionnaire (short term trainings).....	28

## Preface

CBC has developed an accreditation framework known as the National Standards for Civil Service Training Institutions (NSCSTI), to benchmark the quality of all training institutes. The framework will introduce minimum standards as a means for continuous improvement of Civil Service Training Institutions (CSTIs).

Training Evaluation & Quality Assurance is one of the key pillars of the framework<sup>1</sup>. This pillar aims to capture the extent to which institutes conduct training evaluation and subsequently use that analysis improve the courses quality. The framework is based on a process maturity scale, rating institutions on the extent of their Training Evaluation practices. It is designed as an evaluation and a planning tool to enhance capacities of CSTIs in delivering training programs.

The accreditation framework is based on a process maturity scale, rating institutions on the performance of the faculty in the institute. See Annexure 1 to learn about the maturity levels in Training evaluation & Quality Assurance as defined by the Capacity Building Commission (CBC).

The First Roundtable for Central Training Institutions (CTIs) was organized by Capacity Building Commission (CBC) on 12th October 2021<sup>2</sup>. The roundtable was attended by senior management of 25 CTIs. As an outcome of the roundtable, six dedicated sub-committees were formed to drive transformation across six key focus areas viz. (i) identification of training needs; (ii) promoting knowledge sharing and creating a common knowledge repository; (iii) transformation to a phygital world of capacity building; (iv) enhancing capacities of faculty; **(v) embedding effective assessment of training**; and (vi) overcoming challenges in governance.

The Committee on 'Embedding Effective Assessment of Training' aims to support all training institutions towards conducting training evaluation and updating courses based on the analysis. To this effect, the committee members have created this guidance document for all training institutions.

Sub-committee members:

1. Mr. S Behera, National Academy of Indian Railways (NAIR), Vadodara
2. Shri Abhishek Azad, National Institute of Defence Estates Management (NIDEM), Delhi
3. Bharat Jyoti, Indra Gandhi National Forest Academy (IGNFA), Dehradun
4. Dr. Brajesh Kumar, Arun Jaitley National Institute of Financial Management, Faridabad

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<sup>1</sup> Source: [https://www.nscsti.org/assets/pdf\\_doc/CBC\\_Approach%20Paper.pdf](https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf)

<sup>2</sup> Source: <https://pib.gov.in/PressReleaseDetailm.aspx?PRID=1763318>

5. N. Madhusudhana Reddy, Sardar Vallabhbhai Patel National Police Academy, Hyderabad
6. Mr. Kandarp V Patel, National Academy of Audit & Accounts, Shimla

Special Invitee:

1. Ms. Poonam Bhatt, Ex- Deputy Director, National Academy of Customs Indirect Taxes and Narcotics (NACIN), Faridabad

## Chapter 1. Introduction

Civil service officials are responsible for implementing policies and programs that impact the lives of citizens. Training is a crucial tool for equipping civil service officials with the necessary knowledge, skills, and competencies for public service delivery. Typically, learning interventions are dispersed at specific points in an official's career such as foundation training, mid-career training etc. There is limited scope for continuous learning, and assessments rarely become inputs to capacity building needs<sup>3</sup>.

Training evaluation is the process of assessing the effectiveness of a training program. It involves gathering data and feedback to determine whether the training program achieved its objectives and whether it provided value to the participants. The purpose of training evaluation is to identify strengths and weaknesses of the training program and make improvements to future training programs. A comprehensive and effective evaluation plan is a critical component of any successful training program. Training evaluation is an essential feature of the systematic approach to training. Apart from measuring the impact of training on the trainee (Summative Assessment), the evaluation also provides pointers to suggest certain changes in the design of the training, to make it more effective (Formative Assessment).

### 1.1 Importance of training evaluation

Training evaluation is an essential component of capacity building initiatives. It helps to assess the effectiveness of training program, identifies areas of improvement and ensure that the training meets the needs of the participants and related ministries/departments/organization (MDO). Training evaluation also helps in following:

1. **Assessing the effectiveness of training:** Evaluation helps to determine whether the training provided has achieved its intended goals and objectives. This allows policymakers

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<sup>3</sup> Mission Karmayogi Framework

to make informed decisions about the effectiveness of the training program and to make necessary adjustments.

2. **Identifying areas for improvement:** Evaluation can identify areas where the training program can be improved. This information can be used to make adjustments to the training program and to tailor it to the needs of civil service officials.
3. **Ensuring accountability:** Evaluation helps to ensure that resources invested in training are being used effectively. It provides accountability for the training program and ensures that policymakers are aware of its impact.
4. **Enhancing the quality of training:** Evaluation can help to improve the quality of training by identifying best practices and areas for improvement. This allows training providers to make adjustments to the training program and to incorporate new and innovative approaches.

By following a structured approach to training evaluation, institutes can develop and deliver high-quality training programs that can contribute to professional development of participants, achievement institutions & relevant MDOs goals.

## 1.2 Current ecosystem

Most public organizations assess training outcomes in terms of the number of courses carried out, number of employees trained, extent of training budget utilization and the feedback of the trainees on the course, faculty, and training facilities. But the impact of training on the subsequent job behaviour of the trainees is rarely assessed in government organizations<sup>4</sup>.

As per a study conducted by Capacity Building Commission (CBC), at least 7 out of 25 Central Training Institutes have feedback mechanisms for the course and/or the faculty.

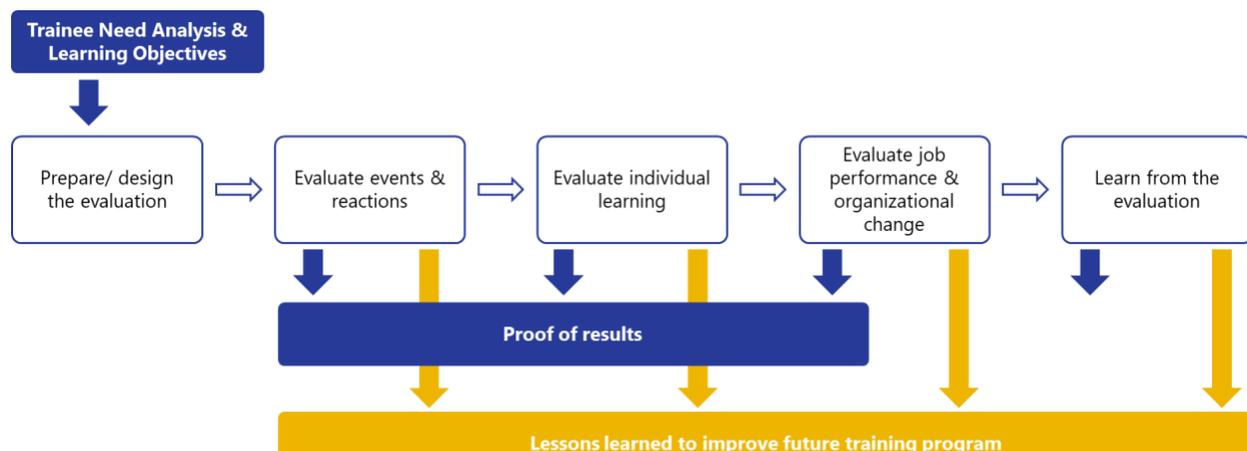


Figure 1: Current ecosystem for training evaluation

<sup>4</sup> Functional Manual for Training Managers, UNDP, 2016

### 1.3 Challenges

Training and evaluation of civil service officials can be a complex and challenging task due to several factors. Some of the challenges in training evaluation of civil service officials are:

1. **Diverse job responsibilities:** Civil service officials work in various government agencies and departments, and their job responsibilities can vary greatly. Therefore, designing a training program that meets the needs of all civil service officials can be challenging.
2. **Limited resources:** Civil Service Training institutes have limited resources to invest in training programs and in training evaluation. Therefore, institute must design cost effective training evaluation methodology
3. **Measuring training outcomes:** Measuring the effectiveness of training programs can be challenging. It can be difficult to determine if the training has resulted in improved job performance or other outcomes.
4. **Lack of accountability:** There may be a lack of accountability in the training and evaluation of civil service officials. Some civil service officials may not take training seriously or may not be held accountable for their performance.
5. **Removing 'Training Waste':** Training that are not needed are conducted and the required trainings or other solutions that would be truly beneficial are not even identified

To overcome these challenges, training and evaluation programs for civil service officials must be designed with careful consideration of the unique needs of different government agencies and departments. Additionally, trainers must employ effective strategies to motivate and engage learners and measure the effectiveness of training programs.

## Chapter 2. Training evaluation model for Civil Service Training Institutions

An ideal model for evaluating impact of civil service official training must provide a well-rounded evaluation of the training program's effectiveness and its impact on both the officials and the citizens they serve. Steps involved in this evaluation process are:

### Step 1: Collect Immediate Response

Collecting immediate responses from participants allows to capture their initial feedback, perceptions, and satisfaction levels. This information helps assess the immediate effectiveness and relevance of the training content and delivery. It also provides an opportunity to make any necessary adjustments or improvements early on. Steps for collecting immediate response are:

1. Use feedback forms or questionnaires to gather participants' feedback on training content, delivery, and overall experience.
2. Assess participants' perception of the training's relevance, usefulness, and applicability to their roles.

### **Step 2: Measure Cognitive Gains**

Measuring cognitive gains involves assessing the increase in participants' knowledge and understanding before and after the training. This step helps determine the effectiveness of the training in terms of enhancing participants' knowledge in specific areas. It provides quantitative data on the learning outcomes and helps evaluate the success of the training program in achieving its academic objectives. Steps for measuring cognitive gains are:

1. Administer pre-training and post-training assessments to measure knowledge and understanding.
2. Evaluate participants' comprehension of key concepts, policies, regulations, or procedures.
3. Compare pre-training and post-training scores to determine cognitive gains.

### **Step 3: Measure achievement of learning objectives**

Evaluating the achievement of learning objectives involves assessing the behavioural changes of trainees in their actual work environment, typically 90 to 180 days after the training. This step helps determine if participants have successfully transferred the learned skills and knowledge into their job roles. It provides insights into the practical application of the training and whether it has led to meaningful changes in participants' work behaviours and practices. Steps for measuring achievement of learning objectives are:

1. Conduct behavioural observations or performance evaluations to assess on-the-job behaviours.
2. Collect data on participants' application of learned skills and knowledge in their work routines.
3. Use supervisor evaluations and self-assessment surveys to gauge behavioural changes.

### **Step 4: Measure Impact on Citizens**

Assessing the impact on citizens is crucial as it focuses on the end-users of the civil service officials' services. By measuring citizen satisfaction, service quality, and responsiveness, you gain valuable insights into the real-world impact of the training program. This step helps identify how well-trained officials contribute to improved service delivery and citizen experiences, ultimately serving as a measure of the training program's overall effectiveness. Steps for measuring impact on citizens are:

1. Conduct surveys or interviews with citizens to assess satisfaction levels regarding service quality and effectiveness.
2. Analyse data on service delivery metrics like response time, accuracy, efficiency, and citizen feedback.

### **Step 5: Data Analysis and Evaluation**

Data analysis and evaluation involve analysing the collected data across various stages of the assessment process. This step allows for a comprehensive examination of the training program's impact. By comparing the results against predefined benchmarks or targets, you can assess the effectiveness of the training, identify areas of strength and weakness, and make data-driven decisions for improvement. Steps for data analysis and evaluation are:

1. Analyse collected data for each stage of measurement: immediate response, cognitive gains, achievement of learning outcomes, and impact on citizens.
2. Compare results against predefined benchmarks or targets to evaluate training effectiveness.
3. Identify strengths, weaknesses, and areas for improvement based on analysis.

By incorporating these steps into the training impact evaluation of civil service officials, institutes can obtain a comprehensive understanding of the training program's effectiveness. It allows for a holistic evaluation that considers both the participants' perspectives and the impact on the citizens. This approach helps institutes make informed decisions regarding training improvements, policy changes, and resource allocations to enhance the overall effectiveness and impact of civil service officials' training programs.

## **2.1 Standardised models for Training Evaluation**

### **2.1.1 Will Thalheimer's Training Evaluation Model**

Will Thalheimer's Training Evaluation Model is a renowned model used to evaluate the effectiveness of training programs widely known as Learning-Transfer Evaluation Model (LTEM)<sup>5</sup>. Thalheimer's updated model consists of 7 levels of evaluation:

1. **Level 0: Did not participate** - This level represents those who did not participate in the learning program and serves as a baseline for comparison.
2. **Level 1: Attendance** - This level measures the number or proportion of learners who attended the learning program.

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<sup>5</sup> Ref: <https://www.worklearning.com/wp-content/uploads/2018/02/Thalheimer-The-Learning-Transfer-Evaluation-Model-Report-for-LTEM-v11.pdf>

3. **Level 2: Completion** - This level measures the number or proportion of learners who completed the learning program.
4. **Level 3: Competence** - This level measures the degree to which learners have acquired the knowledge, skills, and abilities taught in the learning program, often assessed through tests or other evaluations.
5. **Level 4: Performance** - This level measures the degree to which learners are able to apply what they learned to their job or other relevant contexts, often assessed through observation or other performance evaluations.
6. **Level 5: Transfer** - This level measures the degree to which learners are able to apply what they learned in the learning program to their job, and the extent to which the organization supports and reinforces learning transfer.
7. **Level 6: Business results** - This level measures the impact of the learning program on business outcomes, such as increased productivity or revenue, reduced errors or accidents, or other relevant metrics

By measuring each of these levels, institutes can gain a more comprehensive and nuanced understanding of the effectiveness of their learning programs and make data-driven decisions about future trainings.

### 2.1.2 The Hamblin-Kirkpatrick model

The Hamblin-Kirkpatrick model<sup>6</sup>, also known as the Kirkpatrick model, is a widely used framework for evaluating the effectiveness of training programs. The model consists of four levels of evaluation, each building on the previous one, as follows:

1. **Level 1 – Reaction:** This level measures how participants respond to the training. It includes collecting feedback from participants through surveys or interviews to gauge their satisfaction, engagement, and relevance of the training.
2. **Level 2 – Learning:** This level measures the extent to which participants have gained new knowledge, skills, and attitudes as a result of the training. This could include assessing performance through tests, assignments, or other measures.
3. **Level 3 – Behaviour:** This level measures whether participants have applied what they learned in the training to their work. It includes evaluating changes in job performance or behaviour, such as increased productivity, quality of work, or changes in behaviour.
4. **Level 4 – Results:** This level measures the impact of the training on the MDO as a whole. It includes evaluating the business outcomes or benefits of the training, such as increased revenue, reduced costs, or improved customer satisfaction.

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<sup>6</sup> The model was developed by Donald Kirkpatrick and later revised by Roger Hamblin

By evaluating training programs at all four levels, Institute can gain a comprehensive understanding of the effectiveness of their training initiatives and make informed decisions about future investments in training and development.

### 2.1.3 The CIRO model

The Content Input Reaction and Output (CIRO) model is a popular approach used for evaluating short term training programs. In the context of civil service officials in India, the CIRO model can be applied as follows:

1. **Content:** The first step in evaluating the effectiveness of a training program is to assess its content. This involves reviewing the program's objectives, curriculum, and teaching methods to ensure they are aligned with the needs of trainees. It is essential to ensure that the training covers all the critical topics and skills required to perform the duties.
2. **Input:** The second step is to evaluate the input, which refers to the resources and effort invested in the training program. This includes assessing the qualifications and expertise of the trainers, the quality of training materials, and the facilities and equipment provided for the training. It is also important to ensure that the training is delivered in a conducive and supportive learning environment.
3. **Reaction:** The third step in the CIRO model is to evaluate the reaction of the civil service officials who participate in the training. This involves gathering feedback from the trainees to determine their satisfaction with the training program, the relevance of the content, and the effectiveness of the teaching methods. Feedback can be collected through surveys, interviews, or focus group discussions.
4. **Output:** The final step is to evaluate the output, which refers to the impact of the training program on the performance of civil service officials. This involves assessing the extent to which the training has improved the skills and knowledge of the officials, and whether it has resulted in improved job performance. This can be measured through performance metrics, such as productivity, efficiency, and effectiveness.

Overall, the CIRO model provides a comprehensive framework for evaluating the effectiveness of short-term training programs for civil service officials. By assessing the content, input, reaction, and output of the training, it is possible to identify areas of improvement and make necessary adjustments to ensure that the training is effective in meeting the needs of civil service officials and improving their job performance

## Chapter 3. Evaluation Plan

The Parameters/ Competencies which will be evaluated for assessing the impact of training may be grouped into three broad categories viz. Behavioural, Functional and Domain related. The weightage given to each such parameter/ competency may depend on the broad objective and focus of the training programme conducted and being evaluated.

The levels assessed may be assigned a numerical value as detailed below using the appropriate methodology to assess the impact of the training. The open-ended answers may be analysed using *text analytics software* for indexing and discerning the relevant information and value for it.

### 3.1 Steps for conducting training evaluation

Indicative steps for conducting training evaluation of capacity building program are:

- 1. Establish clear objectives:** It is essential to have clear objectives for the training program. It will provide a basis for the evaluation and help to measure the effectiveness of the training program against the set objectives.
- 2. Identify evaluation criteria:** Identify the evaluation criteria that will be used to assess the effectiveness of the training program. These could include measures of knowledge gained, changes in behaviour or attitudes, and feedback from participants and stakeholders.
- 3. Collect data:** Collect data through a variety of methods, such as surveys, interviews, and observation. It's essential to gather both quantitative and qualitative data to gain a comprehensive understanding of the impact of the training program.
- 4. Analyse data:** Analyse the data to determine the effectiveness of the training program. This involves comparing the data against the evaluation criteria and the objectives of the training program.
- 5. Report findings:** Report the findings of the evaluation to stakeholders. This should include a summary of the evaluation criteria, data collected, and the conclusions drawn from the analysis. The report should also include recommendations for improving the training program.
- 6. Take action:** Based on the findings of the evaluation, take action to improve the training program. This could include revising the training content, delivery method, or evaluation methods to better meet the needs of participants and the organization.

### 3.2 Parameter for long term training program

1. **Attendance forms:** This can be used for assessing the motivation of trainees to attend each course during the conduct of the programs.
2. **Activity:** The activity participation of the trainees can be assessed through trainers' evaluation report based on individual contribution in group works and assignment submissions.
3. **Learner perception:** The learner's perception of expectation from the training can be captured as training need analysis. The perception of the trainees on course contents, design, delivery and allied aspects may be assessed through an end of the training feedback form.
4. **Knowledge:** The knowledge assessment by the training program may be assessed through quizzes, periodical tests, viva and multiple-choice question based concurrent assessments.
5. **Decision-making competence:** The Decision-making competence of the trainees based on the training imparted can be captured by administering case studies and focus group discussions by the trainers. The skills gained by the trainees can be assessed by the trainers as trainer's report.
6. **Task competence:** The task competence gained by the trainees can be assessed by the trainers by providing scenario-based mock drills and evaluation of the application of skills learned by the trainees.
7. **Transfer and transfer effects:** The transfer and transfer effects of the training program can be assessed through a self-assessment online survey with the trainee as well as its effect felt by the organisation and other stakeholders. The overall impact and societal benefits may be assessed by the organisation based on improvements achieved in terms of interface with the clients of the organisations/ other stakeholders comparing the pre and post-training scenario analysis of the trainee job related aspects.

Levels	Weightage (%)	Group weightage (%)
Learner perception on training	10	10
Attendance	05	15
Activity	10	
Knowledge	10	40
Decision making competence	15	
Task Competence	15	

Levels	Weightage (%)	Group weightage (%)
Transfer	15	35
Transfer effects	20	

Refer annexure 2, 3, 4, 5 and 7 for formats for data collection

### 3.3 Parameters for short term programs

The CIRO model of training assessment is useful for evaluation of short-term trainings, a four-step process used to evaluate the effectiveness of a training program. The steps are:

- 1. Context:** The context of the training need in terms of trainees' perception and organisations' perception may be assessed before the commencement of the training by the online survey by the CTI.
- 2. Inputs:** The trainee's perception of training inputs and their utility may be assessed at the CTI level by gathering their opinions about the content, pace, methodology, tutorial support, learning materials and the facilities made available.
- 3. Reactions:** The reactions of the trainees in terms of knowledge, skill and other benefits of the training can be captured through an end of the training questionnaire as well as trainer's report generated based on group discussion with the trainees.
- 4. Outputs:** The transfer effects of the training in terms of output of the training program may be assessed through a self-assessment online survey with the trainee as well as its effect felt by the organisation.

Levels	Weightage (%)	Group weightage (%)
Context (Learner perception on training)	10	10
Input	15	55
Reactions	40	
Output	35	35

Refer annexure 6 and 8 for formats for data collection

## Chapter 4. Sub-committee Recommendation

Training evaluation is crucial for civil service training institutions to ensure that they are accountable, continuously improving, and meeting training goals. By conducting regular evaluations of their training programs, civil service training institutions can ensure that their training programs are effective, efficient, and contribute to the success of the trainees' and institute. Some of the recommendations by sub-committee for institutions are:

- 1. Conduct training evaluation for all core courses:** The institutes should set procedure to regularly conduct training evaluation for all induction, mid-career trainings and core courses of the institute for every batch of trainees. The institute should promote continuous improvement by identifying gaps and making necessary changes and improvements.
- 2. Use a variety of evaluation methods:** To get a comprehensive understanding of the effectiveness of a training program, it's important to use a variety of evaluation methods such as pre- and post-training assessments, feedback surveys, focus groups, and interviews. This will help in getting feedback from participants, trainers, and supervisors, which can be used to make improvements in future training programs.
- 3. Use standardized evaluation tools:** It's important to use standardized evaluation tools (such as LTEM, The Hamblin-Kirkpatrick model, LTAIE3M, CIRO, etc.) that are valid and reliable to ensure consistency in the evaluation process. This will help in comparing the effectiveness of different training programs and making data-driven decisions about training improvements.
- 4. Conduct evaluations at multiple time points:** Evaluations should not be limited to the end of the training program. It's important to conduct evaluations at multiple time points such as during the training, after the training, and a few months after the training to assess the long-term impact of the training.
- 5. Evaluate the transfer of learning:** It's important to evaluate whether the participants were able to transfer the knowledge and skills learned during the training program to their job tasks. This can be done by conducting post-training assessments, observing their job performance, and soliciting feedback from their supervisors.
- 6. Validate the outcome of impact assessment:** Quantify the impact of the programme on trainees and compare a set of outcomes between participants and non-participants of the programme. This helps to determine the extent to which the program contributes to positive changes, identify specific impacts attributable to the program and areas where further enhancements are needed.
- 7. Citizen centric approach:** a citizen-centric approach in training and impact evaluation is essential for improving service delivery, enhancing citizen trust and confidence, fostering accountability and transparency, and promoting citizen engagement. It contributes to creating public value and building a responsive and effective civil service officials that meets the needs of its citizens.
- 8. Use the evaluation results to make improvements:** Finally, it's important to use the evaluation results to make improvements in future training programs. The feedback obtained from evaluations should be carefully analysed, and action plans should be developed to address areas for improvement.

## Annexure 1. NSCSTI assessment parameter for Training Evaluation and Quality Assurance

S. N.	Task	Stage I	Stage II	Stage III	Stage IV	Stage V
1	<i>To what extent does the institute have well defined procedures for updating training courses?</i>	<i>The institute has no standard operating processes for updating training courses.</i>	<i>The institute has standard procedures defined for updating of training courses but these are not followed.</i>	<i>The institute has well-defined procedures and followed for all training courses and programmes on as-needed basis.</i>	<i>The institute has well-defined procedures for updating and revising training content followed periodically.</i>	<i>The institute has well-defined procedures for updating and revising training content followed periodically. The Institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern.</i>
2	<i>To what extent does the Institute conduct cost benefit analysis of training programmes to evaluate their effectiveness?</i>	<i>The Institute does not allocate separate budgets across training programmes offered.</i>	<i>The Institute allocates budget across multiple training programmes, however it does not monitor utilization or consumption of the financial resources for all allocated training programmes.</i>	<i>The Institute has separate budget allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute only partially utilizes training budget allocated to the training programmes. (Utilization &lt;90%)</i>	<i>The Institute has separate budget allocation for all training programmes and evaluates utilization of budget by monitoring financial resources across all training programmes. The Institute almost completely utilizes the training budget allocated for a financial year. (Utilization &gt;90%)</i>	<i>The Institute has separate budget allocation for all training programmes and evaluates the utilization of budget by monitoring financial resources across all training programmes. The Institute also defines strategy and formulates measures to enhance utilization %age with the strong alignment with strengthening the capacity building of the institute and faculty members (either through</i>

S. N.	Task	Stage I	Stage II	Stage III	Stage IV	Stage V
						<i>enhancing quality or quantity of teaching &amp; learning) on a periodic basis.</i>
3.	<i>How does the Institute measure teaching &amp; learning effectiveness through engagement with concerned stakeholders (Officer trainees, demand side agencies etc)?</i>	<i>The Institute does not engage with any stakeholder for evaluating the teaching &amp; learning effectiveness of training courses.</i>	<i>There are several mechanisms defined for engaging with multiple stakeholders (including collection of feedback from trainees, ministries &amp; departments etc) for evaluating training courses' effectiveness but not followed / rarely followed by the Institute.</i>	<i>The Institute only collects feedback which is used as a mechanism for evaluating teaching &amp; learning effectiveness of each training course.</i>	<i>The Institute has comprehensive mechanisms defined for engaging with multiple stakeholders for evaluating teaching &amp; learning effectiveness. The Institute employs several modes of collecting feedback (verbal / non-verbal, survey based) at various stages of training courses.</i>	<i>Mechanisms are defined for soliciting feedback from trainees using multiple methods. Also engages with multiple stakeholders for evaluating teaching &amp; learning effectiveness. The Institute analyses the evidence/ data collected and clearly defines action items to address the areas of concern.</i>
4.	<i>Does the Institute have defined procedures for ensuring achievement of learning outcomes of intended stakeholders?</i>	<i>The Institute does not have standard documents for articulating learning outcomes or identified impact from the training courses.</i>	<i>The Institute has standard documents for articulating the learning outcomes for &lt;49% of all the training courses offered.</i>	<i>The Institute has standard documents for articulating the learning outcomes for 50-69% of all existing training courses offered.</i>	<i>The Institute has standard documents for articulating the learning outcomes for 70-89% of all existing training courses offered.</i>	<i>The Institute has standard documents for articulating the learning outcomes for &gt;90% of all training courses offered. Additionally, all training programmes undertaken by Institute have strong linkages to functional, domain and behavioural competencies, articulated in</i>

S. N.	Task	Stage I	Stage II	Stage III	Stage IV	Stage V
						<i>standard documents on learning outcomes.</i>
5.	<i>To what extent does the Institute have well-defined pre- and post-training procedures?</i>	<i>The institute has no standard pre and post training procedures.</i>	<i>The institute has standard training evaluation procedures during the training that are followed for all training courses and programmes.</i>	<i>The institute has standard training evaluation procedures during and post the training that followed for all training courses and programmes.</i>	<i>The institute has standard pre, post and during training procedures that are regularly followed for all training courses and programmes.</i>	<i>The institute has standard pre, post and during training procedures that are regularly followed for all training courses and programmes, the findings from which feed into modifying training content and training delivery, and retraining faculty if needed.</i>

## Annexure 2. Pre-Training Questionnaire

- To help us to identify your key learning expectations, please complete the following statements.

I want to learn about.....

I want to understand how to.....

I want to develop my.....

(Please add your own statement)

- Please rate your degree of knowledge for the following: (5 being the highest, 1 being the lowest and 0 meaning "not applicable")

<b>Particulars</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>
<i>Understanding written containing work-related documents</i>						
<i>Paying attention to what people are saying</i>						
<i>To provide the right feedback to colleagues</i>						
<i>Knowing how to ask the right questions</i>						
<i>Addressing critical issues in the right manner</i>						
<i>Understanding other's point of view</i>						
<i>Recognizing and rewarding hard work</i>						
<i>Knowing how to facilitate constructive communication</i>						
<i>Working effectively in a changing environment</i>						
<i>Knowing how to be flexible and open to new ideas</i>						
<i>Getting things done in a timely manner</i>						
<i>Have a complete technical understanding</i>						

- What should the training achieve for you in terms of professional development?

- Please select the relevant topics that reflect your most important training needs

Is there anything else you would like to know from us?

### Annexure 3. During the programme/ training – feedback form for trainees

(Along with Focused Group Discussions like Counsellor Groups)

Q.No.	Questions	Ratings (1-10)
1	<i>Is the course content designed adequately covers the present-day requirements?</i>	
2	<i>How do you rate the trainers knowledge on the subject for handling the session?</i>	
3	<i>How was the preparation of the trainer on the topic assigned?</i>	
4	<i>How do you rate the teaching skills of the Trainer for transfer of knowledge/Skills to the trainee group?</i>	
5	<i>Were the teaching techniques and methods used in the course effective in transferring the knowledge and skills?</i>	
6	<i>How do you perceive the applicability of the knowledge and skills acquired in the training for the future work assignments?</i>	
7	<i>How do you perceive the applicability of the knowledge and skills acquired in the training for the current work assignments?</i>	
8	<i>Did the trainer include scenarios of incorrect application of training contents?</i>	
9	<i>Did the trainer include exercises for ways to identify and rectify mistakes / errors?</i>	
10	<i>Whether the intended subjects could be covered in the prescribed time allocated/training course?</i>	
11	<i>Was enough opportunity provided for knowledge sharing with the fellow trainees?</i>	
12	<i>Were the assessment techniques appropriately designed to evaluate the knowledge and skills acquired in the training?</i>	
13	<i>How do you rate your confidence in dealing with the situation/subject based on this training?</i>	
14	<i>Tours/Attachments/Exercises</i>	
15a	<i>Have the course objectives been met through the tours/exercises/attachments organized?</i>	
15b	<i>Were these tours/exercises/attachments effective in better understanding the concepts?</i>	
15c	<i>How do you rate the parameters below</i>	
	<i>11c1. Duration of the tours/exercise, etc.,</i>	
	<i>11c2. Organisations engaged</i>	
	<i>11c3. Sites visited/selected for exercise</i>	
	<i>11c4. Trainers preparedness</i>	

<b>Q.No.</b>	<b>Questions</b>	<b>Ratings (1-10)</b>
	11c5. Course content	
	11c6. Training material Provided	
	11c7. Assessment techniques	
<b>16</b>	<b>Physical Training/Yoga/Games</b>	
<b>16 a</b>	How effectively was the trainer able to conduct the sessions?	
<b>16b</b>	Did the outdoor activities organized achieve the intended benefits?	

## Annexure 4. End of the training – feedback form

### Capturing Other Components of training Tours/exercises/Attachments/Modules

Q.No.	Questions	Ratings (1-10)
<b>1</b>	<b>Tours/Attachments/Exercises</b>	
<b>1a</b>	Have the course objectives been met through the tours/exercises/attachments organized?	
<b>1b</b>	Were these tours/exercises/attachments Effective in better understanding the concepts?	
<b>1c</b>	How do you rate the parameters below	
	1c1. Duration of the tours/exercise, etc.,	
	1c2. Organisations engaged	
	1c3. Sites visited/selected for exercise	
	1c4. Trainers' preparedness	
	1c5. Course content	
	1c6. Training material Provided	
	1c7. Assessment techniques	
<b>2</b>	<b>Physical Training/Yoga/Games</b>	
<b>2 a</b>	How effectively was the trainer able to conduct the sessions?	
<b>2b</b>	Did the outdoor activities organized achieve the intended benefits?	

## Annexure 5. Post training evaluation questionnaire (Long term courses)

For Ascertaining Training Effectiveness by **Participants**

**We would like you to kindly recall aspects related to the above training while answering the following questions.**

**1. To what extent did your participation in the above Training/Workshop influence you? (Please tick(v) in relevant cell)**

S. No.	It has influenced to the extent that.....	5	4	3	2	1
1	Understanding and interest on the subject has increased					
2	An access to subject experts is available					
3	More confidence in professional abilities has been gained					
4	Higher positive attitude towards work is achieved					
5	Efficiency and work productivity has improved					
6	Commitment to work has increased					
7	Other: (please add here)					

5 being the highest, 1 being the lowest.

**2. How do use the learning from the Training/Workshop? Please tick(v) in relevant cell)**

### A. For Behavioural competencies-

S. No.	The learning is relevant in dealing with	5	4	3	2	1	0
1	Personal life						
2	Co-workers						
3	Employee who directly report to me						
4	Supervisors/seniors						
5	Peoples' representatives						
6	Officials from other departments						
7	Public						
8	NGO/Civil society						
9	Media						
10	Other: (please add here)						

5 being the highest, 1 being the lowest and 0 meaning "can't say"

## B. For Domain related competencies-

S. No.	The learning is being used in	5	4	3	2	1	0
1	Duty/assignments						
2	Professional knowhow						
3	Capacity building of my team						
4	Enhancing organizational capacity						
5	Coordination with other departments						
6	Career progression						
7	Other: (please add here)						

5 being the highest, 1 being the lowest and 0 meaning "can't say"

### 3. Evaluation of thematic learning from the training

(Please recall and evaluate if you feel your knowledge/skill have improved and grade it on following scale)

S. No.	Topic	5	4	3	2	1
1	Knowledge level					
2	Skill level					
3	Attitude / Perception					

5 being the highest, 1 being the lowest.

### 4. How far the inputs given during training are useful/relevant for-

S. No.	Topic	3	2	1	0
1	Immediate Job				
2	Future Job				
3	Professional growth				

3 being the highest, 1 being the lowest and 0 meaning "not applicable".

### 5. Did you utilize the learning/ associations and linkages from the training after return to your place of work?

Yes-Y, No-N

S. No.	Topic	Y	N
1	Training material		
2	Resource persons/experts		
3	Peer contacts		
4	Software/apps		
5	Training Institute		
6	Other: (please add here)		

**6. In case you use the material provided during the training after return to your place of work?**

If yes, please list specific instances when you used the training material

- 1)
- 2)
- 3)

If no state the reason(s) there of

- 1)
- 2)

**7. Overall learning from the course**

**A.** To what extent do you feel you have been able to apply the learning from the programme? (Please circle the score number that you feel most closely represents your views)

Great Extent (GE)	Moderate extent (ME)	To some extent (SE)
5	3	1

Please state the reasons why you gave this rating-

**B.** Whether you would like to attend any advanced training on same/similar subject area in future

FOR SURE (FS)	Highly Likely (HL)	Can't say (CS)
5	3	1

Please state the reasons for your response-

**8. Any other comments/observations you wish to make about the course.**

## Annexure 6. Post training evaluation question are (short term trainings)

For Ascertaining Training Effectiveness by **Participants We would like you to kindly recall aspects related to the above training while answering the following questions.**

### 1. Evaluation of thematic learning from the training

S. No.	Topic	3	2	1	0
1	Knowledge level				
2	Skill level				
3	Attitude / Perception				

Please evaluate how you feel your knowledge/skill have improved on following scale: 3 being the highest, 0 being the lowest.

### 2. How far the inputs given during training are useful/relevant for-

S. No.	Topic	3	2	1	0
1	Immediate Job				
2	Future Job				
3	Professional growth				

Please evaluate it on following scale: 5 being the highest, 1 being the lowest and 0 meaning "not applicable".

### 3. Did you utilize the learning/ associations and linkages from the training after return to your place of work?

Yes-Y, No-N

S. No.	Topic	Y	N
1	Training material		
2	Resource persons/experts		
3	Peer contacts		
4	Software/apps		
5	Training Institute		
6	Other: (please add here)		

### 4. Overall learning from the course

To what extent do you feel you have been able to apply the learning from the programme?  
(Please circle the score number that you feel most closely represents your views)

Great Extent (GE)	Moderate extent (ME)	To some extent (SE)
5	3	1

Please state the reasons why you gave this rating-

### 5. Any other comments/observations you wish to make about the course.

## Annexure 7. Post training evaluation questionnaire (long term trainings)

Ascertaining Training Effectiveness Through Feedback from the **Supervisor/ Organization**

1. What do you think about the usefulness of the training to the department?

HR	AR	NR	NA

Highly relevant-HR, Adequately relevant-AR, Not relevant-NR, Not applicable-NA

2. What do you think about the duration of Training?

TL	A	TS

Too long-TL, Appropriate-A, Too short-TS

3. (a) Did the officer share the key learnings from the training with his team members/other stakeholders? Yes/No

(b) If yes, how was it organized?

S. No.	Sharing mechanism	Yes	No
1	Presentation/discussion with the team		
2	Written report on Training		
3	Hands on transfer of learning		
4	Passive learning by team members		
6	Other: (please add here)		

4. Given below are certain parameters with respect to the training undergone by the Officer. Please assess the improvement in respect of each of these, duly considering the interest shown by the Officer in his current job

### A. For Behavioural/ Interpersonal competencies-

Significant Improvement -SI, Moderate Improvement -MI, No change-NC,

Not applicable in the current job-NA

S.No.	Parameter	SI	MI	NC	NA
1	Ability to motivate subordinates				
2	Co-ordination with other stakeholders				
3	Taking Initiative				
4	Time Management				
5	Media Management				
6	Ability to resolve Conflicts				
7	Communication Skills				
8	Gender Sensitivity				
9	Other (please specify)				

## B. For Domain related competencies-

Significant Improvement -SI, Moderate Improvement -MI, No change-NC, Not applicable in the current job-NA

S.No.	Parameter	SI	MI	NC	NA
1	Use of new tools and technology				
2	Ability to plan, execute task and achieve goals				
3	Taking up New Studies				
4	Improved involvement in job				
5	Ability for Scheme/Plan Preparation				
6	Collaboration with Other Agencies/Institutes				
7	Overall understanding of job/role				
8	Other (please specify)				

5. Some of the new ideas that the officer got at the end of the training course are enclosed herewith. Please comment to what extent the Officer could translate these ideas into action.
6. Which component of training do you consider might have been more effective for his present job?
  - a. Field exposure / On job Training
  - b. Group activity
  - c. Classroom session
  - d. Hands-on / practical exposure
  - e. Brain storming /Discussion
  - f. Any other
7. How do you intend to utilize the expertise gained by the officer as a result of training?
8. Please indicate three interventions that need to be done by the department to enable the Officer to improve his performance further in the current job. (Creating an enabling environment)
9. Please indicate suggestions, if any, for further improvement of effectiveness of the training:

## Annexure 8. Post training evaluation questionnaire (short term trainings)

Ascertaining Training Effectiveness Through Feedback from **Supervisor/ Organization**

1. What do you think about the usefulness of the training to the department.

HR	AR	NR	NA

Highly relevant-HR, Adequately relevant-AR, Not relevant-NR, Not applicable-NA

2. Some of the new ideas that the officer got at the end of the training course are enclosed herewith. Please comment to what extent the Officer could translate these ideas into action.
3. How do you intend to utilize the expertise gained by the officer as a result of training?
4. How has training helped the officer to increase his overall understanding of the job?
5. Please indicate suggestions, if any, for further improvement of effectiveness of the training: