



Directorate of Forest Education  
Ministry of Environment & Forests  
Government of India



JAPAN INTERNATIONAL COOPERATION AGENCY



CENTRAL ACADEMY FOR STATE FOREST SERVICE  
DEHRADUN

Prepared under the Project for  
Capacity Building of State Forest Training Institutions and CASFOS

**Project Implemented by**

Directorate of Forest Education, P.O. New Forest, Dehradun

Tel. : 0135-2757326 Fax : 0135-2750125

[www.dfe.gov.in](http://www.dfe.gov.in)

Central Academy for State Forest Service, Dehradun

P.O. New Forest, Dehradun

Tel. : 0135-2754648 Fax : 0135-2756168

and

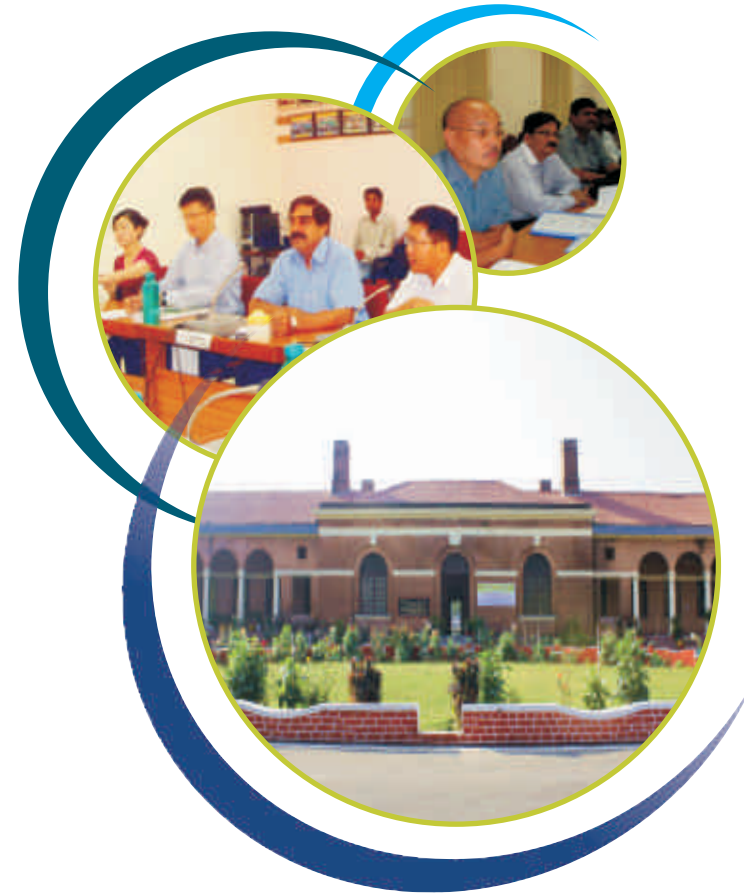
Japan International Cooperation Agency (JICA), Dehradun Project Office

Tel. : 0135-2752349/6450733 Fax : 0135-2752349

## COURSE GUIDE

Training-cum-Workshop for In-service SFS Officers on  
**"Training of Trainers"**

04 - 09 February, 2013



**CENTRAL ACADEMY FOR STATE FOREST SERVICE  
DEHRADUN**



**CASFOS**  
*Dehradun*



In Service Training Modules are revised under Technical Cooperation Project with Japan International Cooperation Agency (JICA). Training Module on Training of Trainers has been developed after detailed and exhaustive exercise through deliberations in workshops and inputs from renowned resource persons and experts on various fields of ToT.

**Dr. Dharmendra Verma, IFS**  
Director Forest Education



Training module on Training of Trainers has been designed to fulfill the needs of trainers and prospective trainers in State Forest Training Institutions (SFTIs), while dealing with issues related to frontline staff training. Further, the module is structured in such a way that the participants are not only acquainted to theoretical aspects but also to practical inputs through field trip and practice sessions.

**Sh. Ashish Rawat, IFS**  
Principal, CASFOS, Dehradun



This In-Service SFS Officers Training Course module has been developed under closely coordinated Technical Cooperation Project conducted by Directorate of Forest Education, CASFOS Dehradun and Japan International Cooperation Agency (JICA). JICA continues to contribute to capacity development of officers and staff who are dedicating themselves to sustainable forest management and forest conservation in India.

**Mr. Yasuhisa Tanaka**  
Chief Advisor  
Project for Capacity Building of State Forest Training Institutions and CASFOS

## COURSE GUIDE

### Training-cum-Workshop for In-service SFS Officers on "Training of Trainers"

04 - 09 February, 2013

Developed by  
**N. Sonzalian, IFS**  
Faculty, CASFOS



**CENTRAL ACADEMY FOR STATE FOREST SERVICE  
DEHRADUN**

## Introduction

There is an ever-emerging challenge of capacity building of the trainers who join the State Forest Training Institutes from organizational postings. It is proposed to respond to this need of Training of Trainers with a Systematic Approach to Training which has been spearheaded by the Department of Personnel & Training of the Government of India for more than two decades now. The success of training depends upon identification of training needs to make it demand-driven, scientifically design suitable training interventions in keeping with the continuous improvement and demands of change, deliver effectively with learner-centered approach and monitor/evaluate for further value-addition. In addition, Mentoring and Facilitation has become an integral part of functioning. All these aspects and latest trends in training have been kept in view while preparing this Course.

## Aim

- To develop trainers for State Forest Training Institutes as per Systematic Approach to Training
- Familiarize with Mentoring and Facilitation Skills

## Designed for

Faculty of the State Forest Training Institutes

## Facilitators

Experienced Master Trainers (MTs)/Recognized Trainers (RTs) accredited to Department of Personnel & Training (DoPT), Government of India

## Course Style

- Six day Workshop
- Trainee-centred
- Individual/team activities
- Learning by doing
- Peer-learning

- Emphasis on application
- Supported/Supplemented by Visuals, Exercises and Reading Material

## Objectives

### Meaning and Concept of Training

At the end of the Session, participants will be able to –

1. Explain What, Why, When, Where & How of ‘Training’

### Systematic Approach to Training (SAT)

At the end of the Session, participants will be able to –

1. Explain the four stages in the Systematic Approach to Training (SAT)

### Training Needs Analysis (TNA)

At the end of the Session, participants will be able to –

1. Explain ‘Training Needs Analysis’
2. Explain how TNA contributes to the design and delivery of training
3. Explain three factors contributing to performance
4. Explain components of five phases used to carry out TNA
5. Describe the ‘tools’, ‘checklists’ and ‘Advisory Notes’ used in five phases of TNA
6. Distinguish between ‘training’ and ‘non-training’ factors affecting performance
7. Distinguish between ‘Learning Needs’, ‘Training Needs’ and ‘Development Needs’
8. Explain Consultancy Behaviours
9. Describe the features of a TNA Consultancy Report

### Mentoring

At the end of the Session, participants will be able to –

1. Explain the purpose of Mentoring

2. Define the role of a Mentor
3. Clarify the relationship between improving performance and the role of a Mentor
4. Define 'learning', 'training' and 'development'
5. Review the potential benefits obtained from the introduction of Mentoring
6. Explain the four stages of the Mentoring Model
7. Identify tasks to be carried out in each of the four stages of the Mentoring Model
8. Apply the concept of 'Behaviour Analysis' to a mentor-mentee relationship
9. Describe 'hearing', 'listening' and 'active listening'
10. Differentiate between 'Counselling' and 'Mentoring'
11. Describe Psychological Growth Model
12. Describe strategic phases in use of Mentoring within an organizational context

### **Design of Training (DoT)**

At the end of the Session, participants will be able to –

1. Explain 'Design' in the context of Design of Training
2. Describe the 'Training Design Brief'
3. Explain the term 'Task' as a basic feature of Training Design
4. Describe 'objectives' in the context of designing training
5. Distinguish between 'Performance Objective', 'Training Objective' and 'Enabling Objective'
6. Distinguish between 'Learning Unit', 'Training Course' and 'Training Programme'
7. Explain the term 'Entry Behaviour'
8. Explain the concepts of 'Andragogy', 'Categories of Knowledge & Skill', 'Mastery Learning' and 'Transfer of Learning'

9. Explain Performance Aids
10. Explain components of a 'Learning Event'
11. Develop a Learning Unit
12. Present the Learning Unit

### **Direct Trainer Skills (DTS)**

At the end of the Session, participants will be able to –

1. Distinguish between Education, Training and Learning
2. Explain the role of Direct Trainer
3. Explain four ways of learning
4. Explain salient points for Giving and Receiving Feedback
5. Explain the concept of 'micro-practice session'
6. Conduct Coaching as a method of training
7. Explain the details of a 'Lesson Plan' and 'Process Sheet'
8. Plan, prepare and present Lecture as a method of training on selected topic
9. Explain Group Discussion as a method of training
10. Conduct a Group Exercise

### **Evaluation of Training (EoT)**

At the end of the Session, participants will be able to –

1. Define the Evaluation of Training (EoT)
2. Describe the potential benefits to be obtained from EoT
3. Define 'Assessment' in relation to EoT
4. Define 'Internal Validation' and 'External Validation' and their contribution to EoT
5. Contrast 'effective' and 'efficient' training in relation to EoT
6. Describe current approaches to EoT



Day& time	Content	Objectives
Tuesday 0915-1800	<b>Design of Training</b> <ul style="list-style-type: none"> <li>• Design Teams</li> <li>• Design Terminology</li> <li>• Design Brief</li> <li>• Design Constraints</li> <li>• Aim and Objectives</li> <li>• Learning Unit</li> <li>• Entry Behaviour</li> <li>• Concepts</li> <li>• Performance Aids</li> <li>• Learning Event</li> <li>• Presenting Learning Unit</li> </ul>	1-12
Wednesday 0915-1800	<b>Direct Trainer Skills</b> <ul style="list-style-type: none"> <li>• Education, Training &amp; learning</li> <li>• Role of Direct Trainer</li> <li>• Four Ways of Learning</li> <li>• Giving &amp; Receiving Feedback</li> <li>• Micro Practice Session</li> <li>• Coaching Practice</li> <li>• Introduction to Lecture Method</li> <li>• Plan, Preparation of Lecture</li> <li>• Lesson Plan &amp; Process Sheet</li> <li>• Visual Aids</li> </ul>	1-7
Thursday 0915-1800	<b>Direct Trainer Skills</b> <ul style="list-style-type: none"> <li>• Lecture Practice</li> <li>• Introduction to Discussion Method</li> <li>• Introduction to Group Exercises</li> <li>• Plan Group Exercise</li> </ul> <b>Field Trip</b> (Management Games, Experiential Learning, Team Building & Synergy)	8-10

Day& time	Content	Objectives
Friday 0915-1800	<b>Evaluation of Training</b> <ul style="list-style-type: none"> <li>• Definition of EoT</li> <li>• Benefits of EoT</li> <li>• Definition of Assessment</li> <li>• Internal Validation &amp; External Validation</li> <li>• 'Effective' &amp; 'Efficient' Training</li> <li>• Current Approaches to EoT</li> <li>• Easrerby-Smith, Hamblin and Kirkpatrick Model</li> <li>• Lecture Practice and Review</li> <li>• Group Exercise Practice and Reviews</li> </ul>	1-8
Saturday 0915-1215	<b>Facilitation</b> <ul style="list-style-type: none"> <li>• Purpose and Process of Facilitation</li> <li>• Nature and scope of role of Facilitator</li> <li>• Benefits of Facilitation</li> <li>• Key phases in Facilitation Process</li> <li>• Identification of Key competencies in role of Facilitator</li> <li>• Facilitating Group Problem- Solving and Decision Making</li> </ul>	1-6
1220-1330	Valediction/Relieving	