

Participant Handbook

Sector
**Management,
Entrepreneurship &
Professional Skills**

Sub-Sector
Training and Assessment

Occupation
Training Delivery

Reference ID: **MEP/Q2602**, Version **1.0**
NSQF level: **6**



Master Trainer

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Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



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SKILLING CONTENT : PARTICIPANT HANDBOOK

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This participant handbook is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this book

Welcome to the “Master Trainer” training programme. This PHB intends to facilitate the participants with detailed knowledge of the concept of Management, Entrepreneurship and Professional Skills industry, the occupation of Training Delivery, the role of Master Trainers, and their functioning.

This Participant Handbook has been designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises the following National Occupational Standards (NOS)/ topics as well as additional topics.

1. Introduction
2. MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness
3. MEP/N2606 Plan and facilitate trainer development
4. MEP/N2607 Conduct trainings that require advanced facilitation skills
5. MEP/N2608 Customize training program as per special requirements of learners and local environment
6. MEP/N2609 Identify new programs for training
7. MEP/N9912 Apply principles of professional practice at the workplace
8. MEP/N9911 Apply health and safety practices applicable in a training and assessment environment
9. Employability & Entrepreneurship Skills

Symbols Used



Key Learning
Outcomes



Unit
Objectives



Exercise



Tips



Notes



Summary





1. Introduction

Unit 1.1 - Trainer Development and Different Domains in Training

Unit 1.2 - Key Job Responsibilities of a Master Trainer



Key Learning Outcomes



By the end of this module, the participant will be able to:

1. Identify the need for trainer development and advanced facilitation skills in India
2. Discuss different domains in training and assessment
3. Identify the key job responsibilities of the Master Trainer
4. Recognise the basic skill set and personal attributes required in a Master Trainer
5. Interpret the growth potential of Master Trainers in India

UNIT 1.1: Trainer Development and Different Domains in Training

Unit Objectives

By the end of this unit, the participant will be able to:

1. Identify the need for trainer development
2. Demonstrate the need for advanced facilitation skills in India
3. Recognise different domains in training and assessment

1.1.1 The Need of Trainer Development and Advanced Facilitation Skills in India

In the Budget Speech 2018-19, our honourable Finance Minister Mr Arun Jaitley has commented that India is currently the 7th largest economy in the world. This can be mainly attributed to the steadily growing per capita income of the booming population. With an increased focus on industrial development, the Training and Assessment sector in India is now revolutionizing strategies.

The focus of this sector is now shifting towards vocational skill development, which requires niche knowledge and advanced facilitation skills. The Government of India has set a national goal of skill development over the next 10 years. The “Make in India” policy of the Indian government further emphasizes on up-gradation of professional and domain-based skills, especially in labour-intensive sectors like Information Technology and Manufacturing, and this particularly requires advanced facilitation skills on the part of the Trainer.

Trainers and facilitators must constantly aim at the development of their training skills, because of the following reasons:

- **Improving Efficiency**
 - Need based and well-planned training sessions make learning process more effective
- **Managing and Coping up with Change**
 - Sectors like IT and ITeS must constantly upgrade their skills to compete with global peers
- **Scaling up**
 - Skill based Training over the next 10 years would require massive Training infrastructure
- **Developing more focused and short term modular courses**
 - This would require highly sophisticated, and technically advanced facilitation skills
- **Meaningful and Engaging Learning Process**
 - Training skills must be modified and upgraded for more focused learning process, thus improving student participation

1.1.2 Different Domains in Training and Assessment - Bloom's Taxonomy

- The domains in Training and Assessment, according to Bloom's Taxonomy, are:
 - **Cognitive:** related to intellectual skills and knowledge
 - **Affective:** Pertains to emotional intelligence and attitude

- **Psychomotor:** Manual skills involving physical labour
- This taxonomy was coined and established in 1956, under the expert guidance of educational psychologist Dr Benjamin Bloom.
- The main objective behind developing these domains was to align the modern learning process towards analysing and assessing skills, concepts, procedures, axioms and principles, as opposed to the older method of traditional rote learning and recollecting information.
- The various sub-domains in the Training and Assessment processes are:
 - Creating
 - Evaluating
 - Analyzing
 - Applying
 - Comprehending
 - Recollecting

Elements of the Cognitive domain, arranged in increasing order of complexity, are:

1. Remember
2. Understand
3. Apply
4. Analyze
5. Assess & Evaluate
6. Create

Elements of the Affective domain, arranged in increasing order of complexity, are:

- Receive
- Respond
- Value
- Organise
- Characterise

Elements of the psychomotor domain, arranged in increasing order of complexity, are:

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization

UNIT 1.2: Key Job Responsibilities of a Master Trainer

Unit Objectives

By the end of this unit, the participant will be able to:

1. Identify the key job responsibilities of a Master Trainer
2. Illustrate the basic skill set of a Master Trainer
3. Recognise the growth potential of Master Trainers in India

1.2.1 Key Job Responsibilities of a Master Trainer

In simple words, the Master Trainer trains all the other Trainers in an educational or a vocational institute. Nowadays, the services of a Master Trainer is widely used incorporates as well, given the need of corporates to grow and create a competitive edge over their peers through advanced learning, continual development and enhancing skills.

The key job responsibilities of the Master Trainer include, but are not limited to, the following:

- Ensuring quality vocational training services (end to end) to all faculty members and facilitators / trainers
- Maintaining MIS reports on training delivered to Trainers
- Screening and recruiting trainers for the assigned learning centres
- Interviewing potential Trainers and training newly appointed Trainers
- Assessing, evaluating, grading and awarding the Certificate of Clearance (COC) to Trainers and facilitators
- Planning and conducting Training Of Trainer (ToT) Sessions - Review and assist with developing and updating training modules, field training curriculum, training assessments to Faculties
- Conducting periodical evaluation for trainers and staying responsible for the adaptation, execution and facilitation of workshops for semester meetings and other practical training needs
- Maintaining state wise performance reports of assessment, based on the student's performance in the examination
- Providing feedback to the management with recommendations for follow-up training plans

Some of the additional responsibilities include:

- Classroom responsibilities
- Leadership and mentoring responsibilities
- Classroom responsibilities include:
 - Conducting Performance Review, Mentoring and Coaching sessions for Trainers and facilitators by referring to the Instruction Manual and other relevant materials
 - Preparing Training Delivery Plan, Session Plan, Assessment Criteria and Curriculum in accordance with the stipulated directions
 - Promoting the idea and practice of knowledge transfer, exchange of ideas and problem resolution among the other Master Trainers and mentors

- Leadership and Mentoring responsibilities include:
 - Training and developing the skills of older people
 - Identifying and catering to special learning needs of Trainers
 - Communicating effectively with peers, students and supervisors
 - Presiding over teaching, mentoring and coaching sessions and leading group discussions and role plays
 - Adopting and adhering to the principles and policies of evidence-based sessions
 - Implementing superlative teamwork

1.2.2 Basic Skill Set and Personal Attributes required in a Master Trainer

- In-depth and detailed knowledge level of the technical / vocational domain
- Superlative interpersonal skills
- Effective team player
- Passionate about quality adherence
- Enthusiastic about the continual Up-skilling and development of oneself and others
- Well organized methods of recording and reporting
- Basic ability to use audio-visual learning tools
- General physical fitness
- Good decision-making skills
- Excellent analytical skills
- Ability to perform under pressure

1.2.3 Growth Potential of Master Trainers in India

- Master Trainers have immense growth potential in India.
- Against the set target of skilling 500 million people by 2025, the country has limited infrastructure and resources, fit to train only 3 million people.
- On average, 12 million people reach the working age and enter the country's labour force annually.
- Thus, there is an annual need gap of 9 million skilled and trained people in India.
- Almost 90% of the current jobs in India are skill based, thus requiring advanced facilitation skills for effective and planned training. (Source: The Kotak Securities Report, 2011)
- In order to bridge the huge gap, the Government of India looks forward to increasing the average annual training capacity to 15 million, by setting up approximately 1,500 ITIs and 50,000 Skills Development Centres.
- This implies that Master Trainers and Trainers shall be trained and recruited on a mammoth scale, thus highlighting the astronomical growth potential of the Training and Assessment sector.

Summary

- With an increased focus on industrial development, the Training and Assessment sector in India is now revolutionizing strategies.
- The Government of India has set a national goal of skill development over the next 10 years.
- Bloom's Taxonomy was coined and established in 1956, under the expert guidance of educational psychologist Dr Benjamin Bloom.
- Job responsibilities of Master Trainer are General, Classroom, Leadership and Mentoring.
- Master Trainers have immense growth potential in India.

Exercise



A. State if the following statements are True or False:

1. The Master Trainer trains all the Training & Placement officers in an institute. [T/F]
2. COC stands for Certificate of Clearance. [T/F]
3. TOT stands for Training of Trainers. [T/F]
4. Preparing Training Delivery Plan, Session Plan, Assessment Criteria and Curriculum falls under Classroom responsibilities. [T/F]
5. Against the set target of skilling 500 million people by 2025, the country has limited infrastructure and resources, fit to train only 3 million people. [T/F]

2. Evaluating Trainers and Training Programs

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Unit 2.1 - Identification of Training Needs and Trainer Competencies

Unit 2.2 - Possible Information Sources, Parameters and Policies



Key Learning Outcomes



By the end of this module, the participant will be able to:

1. Learn how to conduct training needs identification and its tools
2. Identify and learn about trainer competencies, occupational standards and performance criteria
3. Illustrate the possible sources of information for identifying trainer training requirements
4. Identify the parameters that are important to ensure training effectiveness of a training program
5. Apply the policies and procedures relevant to the learning environment

UNIT 2.1: Identification of Training Needs and Trainer Competencies

Unit Objectives

At the end of this unit, you will be able to:

1. Learn how to conduct training needs identification and its tools
2. Identify and learn about trainer competencies, occupational standards and performance criteria

2.1.1 Identification of Training Needs

- Training Needs Identification is the process of determining the current knowledge and skill level of the subjects and its degree of deviation from the expected and required level.
- This expected standard is determined by studying the domestic and international market scenarios.
- Organizations identify training needs on the basis of their training objectives, which help in honing their competitive edge, building new USPs and strengthening the existing ones.

2.1.2 Steps in Training Needs Identification Process

- Assess where the Trainers / facilitators stand
- Evaluate the gap between the actual and the expected skill / knowledge level
- Identify the skills needed to bridge the gap
- Plan effective training sessions to bridge the gap
- Assess and evaluate the Trainers /Facilitators to find out where they stand
- Repeat steps 1-5 if gap still exists

2.1.3 Essential Components of Training Needs Identification

- Business Objectives: Skills must be upgraded to meet market demands and changing business objectives
- Skill Audit: Latent skills in Trainers, which you do not know about, must be utilized appropriately to meet business objectives
- Input from Trainers: Coaching, Mentoring and Review sessions with Trainers must be held to identify if they want to upgrade themselves on specific needs and skills
- Planned Training Sessions: Based on the above, effective training sessions must be planned and delivered accordingly

2.1.4 Tools for Training Needs Identification

The common tools used in identifying training needs are:

HR Records

These include important records and reports like:

- Performance Appraisal



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