

**POST TRAINING EVALUATION REPORT OF
THE A.I.T COURSE ON**

**CONSTRUCTION
MANAGEMENT II**

BY

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1- EXECUTIVE SUMMARY

The Government of Punjab is working for the capacity building of its officials with a view to improving the overall performance and efficiency levels of service delivery. This has become doubly important in keeping with the many reforms being introduced by the Government, as well as the rapidly changing modern governance paradigm, which requires acquisition of new skill sets. The Punjab Resource Management Program entered into a partnership with the Asian Institute of Technology (A.I.T.), for training selected officials from identified Departments in the modern techniques and required skills of certain disciplines. In this regard so far six different training courses have been conducted. In keeping with best practices, it was decided to evaluate these trainings. Through this assessment process, A.I.T. is being provided with feedback on the aspects which need improvement. As a result of this initiative, eleven Evaluation reports have already been submitted for the first eleven courses, and the twelfth report on, *Construction Management-2* is being submitted now. The report is based on the findings elicited through Questionnaires. The Questionnaire (attached as Annex-A) aims to assess a broad range of data including overall satisfaction with training quality, course content, resource persons quality, logistical arrangements, etc.

The total number of participants was 26 that were sent for this course, 24 were from the departments of C&W, I&P, Irrigation, HUD & PHE and two from P&D. Out of 26 participants, 16 have filled in the Questionnaire. The participants have shown an overall satisfaction with the quality of the training workshop, logistical arrangements, administration and resource persons. The participants are particularly satisfied with the training facilities. However, there are a few concerns regarding the relevance of case studies and field visits of the course. In addition a few participants have shown reservations with regard to the language / communication skills of some resource persons. All the participants have recommended that the course and the training at A.I.T, should be continued for future officers as well. A number of participants are of the view that what they have learnt about methods for waste water treatment and solid waste management can be replicated in Pakistan.

A separate section has been provided showing the comparison between the first course on Construction Management and the current course.

2- BACKGROUND

The ability of the officials to perform their assigned tasks is crucial to the efficient performance of the tasks of various government departments. It is particularly so in the fast changing modern world, where the skill sets required for job performance are subject to continuous change and improvement. It is in keeping with this that the Government of Punjab, came up with a plan through the PRMP to build the capacity of the public servants working in the provincial government. This plan has been developed after a

thorough and broad based stakeholder consultation process. It envisages a multi-pronged strategy that includes granting of scholarships for Masters Programmes to world reputed universities, in areas of importance for the provincial government. In addition, it also includes sending selected government employees on short courses to various leading institutions, such as the Civil Service College, Singapore, and the Asian Institute of Technology (A.I.T) Thailand, etc.

The program was started in May, 2009 and this was the twelfth batch in this regard.

In order to ensure that the scarce government resources are being efficiently utilised, it was decided by PRMP to conduct an evaluation of these trainings, with a view to assess the courses, their contents and quality of the resource persons as well as the overall usefulness of the said courses, for the Government of Punjab. This exercise would help the Government determine whether to continue sending officials to this course in the future as well. It is also desired that any shortcomings and positive suggestions may be identified with a view to communicating the same to A.I.T, so that they may improve the course for the future batches that are sent on the said course.

As most economies remain caught in a global recession, that shows little sign of improvement, the need for having more skilled people who can handle large construction projects more efficiently and cost-effectively has never been greater. For a developing country like Pakistan with limited funds and resources it is all the more important to make use of its resources efficiently and cost-effectively. Optimal utilization of resources and timely completion of projects require more than design and construction capabilities. This is where good and effective Construction Management skills come in.

The Government of Punjab has been undertaking quite a few development projects to cater to increasing population and provide better services to the people of Punjab. There are a number of Punjab Government departments involved in these development projects including the technical departments like Irrigation and Power, LG&CD, C&W and HUD & PHE.

It is in keeping with the above that the Government of Punjab sent officials from these departments to this course. This two weeks study programme was intended to update and upgrade the technical knowledge of participants for construction projects and to enable them to acquire capabilities of Construction Management.

This course included case studies and field visits to give participants ample exposure to actual applications, problems / challenges that could be adopted in the context of Punjab.

2.1-COURSE OBJECTIVES:

The course objectives for this course were the same as for the first construction management course conducted last year. The course envisions that at the end of this course the Punjab government officials and engineers sent on this course would be able to:

- *Formulate overall planning of infrastructure development projects including allocation and mobilization of construction resources, estimation of construction costs and using the CPM to schedule the construction activities.*
- *Control the quality of the soil and concrete construction works through proper field inspection and testing.*
- *Control project cost by proper selection of equipment and management of construction materials.*
- *Develop awareness on health and safety as well as impact to the environment by construction works.*
- *Learn from the experiences of Thai engineers on construction management as observed during the field visit to various construction projects in Thailand.*

3- METHODOLOGY

The same methodology was employed for the evaluation of this training program as the one used for the previous A.I.T. training courses and has been mentioned in earlier Reports already submitted for the eleven evaluation reports. Instead of reproducing the whole methodology here, it was thought convenient for the readers to add it with this report as **Annexure B**.

4- FINDINGS

4.1 Level of satisfaction expressed by participants on different aspects of training

The participants have shown satisfaction with the overall quality of the training workshop, logistical arrangements, administration and resource persons. The participants looked particularly satisfied with the training facilities. There were few concerns regarding the relevance of case studies and field visits. All the participants have recommended that the course and the training at A.I.T, should be continued for other recipients as well. The participants' responses in this regard have been organized and presented below in the form of charts, matrixes / tables etc.

How satisfied are you with	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
The relevance of information to your needs		2	12	2
Course content		3	12	1
Pace of course		3	11	
Training material		3	11	2
Relevance of case studies		1	11	2
Overall presentation quality		1	11	4
Subject Matter knowledge of instructors		2	11	3
Training facilities		1	9	5
Administration		1	7	7
The overall quality of the training workshop		2	10	4

Figure 1

Participants were asked to rate each item on a four-point scale:

- 1 = Not satisfied
- 2 = Somewhat satisfied
- 3 = Satisfied
- 4 = Very satisfied

The figure 1 above, shows that the majority of the participants have ticked 'satisfied' for all the areas assessed, but many of them are 'very satisfied' with the 'Administration' and 'Training Facilities'.

4.2 Self-ratings of participants of their knowledge before and after attending the course

How do you rate your knowledge about:	BEFORE THIS WORKSHOP					AFTER THIS WORKSHOP				
	Very Low	Low	Mode-rate	High	Very High	Very Low	Low	Mode-rate	High	Very High
Overview of Modern Management Concepts and Approaches		2	10	3				3	10	1
Strategic Planning for Organizational Change		4	9	5				5	9	2
Performance-Based Management	1	3	9	2	1		2	4	7	1
Performance Appraisal and Key Performance Indicators				8	8		2	4	7	2
Assessing Financial Health of Organization		7	5	2				2	11	2
Financial Management Information System (FMIS)		9	5	2				11	1	1
Strategic Human Resource Management		5	7	4				6	8	1
Leadership and Change Manager		5	9	1				5	9	1
Client-oriented Approaches in Health Care Service		5	9	1				3	12	1

Figure 2

Participants were asked to rate their level of knowledge of each module taught with regard to before and after the training on a five-point scale as described below:

- 1. Very low = Know nothing about this topic
- 2. Low = Know very little about this topic
- 3. Moderate = Know about this topic but there is still a lot to learn
- 4. High = Have a good knowledge but there are still more things to learn
- 5. Very high = Know almost everything about this topic

The table above shows that the majority showed an improvement between their pre workshop and post workshop knowledge of a number of skill sets. In particular the increase was from 'Moderate' to 'High'.

4.3 Individual evaluation of resource persons

In any training perhaps the most important input, aside from the participant, is the resource persons / trainers. In view of this it was thought essential that the participants should evaluate the resource persons of the said training. The participants' responses indicate that there were 13 resource persons in all.

The participants were asked to rate the resource persons with regard to a number of skills:

- Qualification & experience
- Training methodology
- Knowledge of the topics
- Communication style
- Time management
- Availability for after session consultations
- Management of the learning process

The five-point scale used for the rating is as follows:

1. = Below average
2. = Average
3. = Good
4. = Very good
5. = Excellent

Results for the same are shown below:

Dr.Chotchai

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience			2	9	3
B	Training Methodology.			3	8	3
C	Knowledge of the topics			3	7	4
D	Communication style			6	6	2
E	Time management			4	8	2
F	Availability for after session consultations.			6	7	1
G	Management of the learning process			4	8	2

Figure3

The figure 3 above shows that Dr. Chotchai has got high ranking from the participants, on all the assessed skills, such as ‘ Qualification & experience’, ‘Training Methodology’, Knowledge of the topics’, ‘Communication style’, ‘Time management’, ‘Availability for after session consultations’ and ‘Management of the learning process’

Dr. Wiboon

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience		1	3	9	2
B	Training Methodology.		5	7	2	1
C	Knowledge of the topics		3	6	6	1
D	Communication style		4	7	2	1
E	Time management		4	8	1	1
F	Availability for after session consultations.		4	6	2	1
G	Management of the learning process		4	8	2	1

Figure 4

Dr. Wiboon has got a wider range of assessments, ranging of ‘average’ to ‘excellent’, e.g., in ‘Qualification & experience’ one has given him ‘Average’, while 9 have given him, ‘Very good’.

Dr. Smith

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience			1		
B	Training Methodology.			1		
C	Knowledge of the topics			1		
D	Communication style			1		

E	Time management			1		
F	Availability for after session consultations.		1			
G	Management of the learning process		1			

Figure 5

Dr. Apirath

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience				9	6
B	Training Methodology.			2	8	5
C	Knowledge of the topics			2	7	6
D	Communication style				8	6
E	Time management			5	6	5
F	Availability for after session consultations.		2	3	5	4
G	Management of the learning process			4	7	4

Figure 6

Dr. Apirath has got very high ratings in most of the skill sets.

Dr. Roland

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience			3	6	6
B	Training Methodology.			5	6	4

C	Knowledge of the topics			5	4	7
D	Communication style			2	7	6
E	Time management			6	4	4
F	Availability for after session consultations.			5	5	4
G	Management of the learning process			4	4	6

Figure7

Dr. Roland's ratings are also generally well.

Dr. Naveed

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience			1	4	11
B	Training Methodology.			1	9	4
C	Knowledge of the topics			1	6	8
D	Communication style			1	6	7
E	Time management			3	7	4
F	Availability for after session consultations.		1	4	5	5
G	Management of the learning process			3	7	5

Figure 8

Dr. Naveed also been rated highly by almost all the participants.

Dr. Santi

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience			3	8	4
B	Training Methodology.			7	7	1
C	Knowledge of the topics			1	11	3
D	Communication style			6	8	1
E	Time management			8	6	1
F	Availability for after session consultations.			9	4	1
G	Management of the learning process			7	6	2

Figure 9

Dr. Santi has also got very high rankings, and has a number of ‘excellent’ ratings.

4.5 Evaluation of the training in achieving the objectives at the department level

All the participants rated the training as useful in achieving objectives at the department level. Some of the comments are listed below:

- *Improvement of technical skills/ management.*
- *Improvement of ideas for new projects.*
- *Enhance knowledge about the working practices of other countries.*
- *Enhancing capability regarding construction management and observation of modern trends in construction and infrastructure development.*
- *Learning about project planning and feasibility.*
- *Learning about time scheduling techniques regarding construction management.*

- *To learn about dispute resolution..*
- *To understand why projects are delayed in Pakistan.*
- *To study the practices of construction management in other countries.*

4.6 How beneficial and relevant were the study visits with the rest of training and was there any model, which can be replicated in Pakistan

4.6.1 Relevance / Relation of study tours with the rest of training

Most of participants were of the view that the study tours were relevant with the rest of training and were beneficial but few participants did not agree to the statement. Following are the feedbacks of the participants who consider the study tours as not much relevant to the course:

- *All the visits were relevant and beneficial, the irrigation project in Philsanulode province and the Waste water treatment plant and the Souvenami airport link project visits were very useful.*
- *The visits to mega projects which are being constructed through Public Private Partnership were useful.*
- *The visit to the underground treatment plant and dam were good.*
- *Most of the visits were directly or indirectly related to the training.*

4.6.2 About replication of a model in Pakistan

Many of the participants felt that a number of the projects visited, had the potential to be replicated in Pakistan.

4.7 Participants' feedback of most beneficial modules for the public sector

	PARTICIPANTS' COMMENTS
<p><i>Out of the whole course, which, modules did you find most beneficial for the Public Sector?</i></p>	<ol style="list-style-type: none"> 1. <i>Construction Claims</i> 2. <i>Prevention & Dispute Resolution</i> 3. <i>Construction Planning and Scheduling Techniques</i> 4. <i>Public Infrastructure Management</i> 5. <i>Effective Planning</i> 6. <i>Construction Claims Prevention and Dispute Resolution</i>

Figure 10

4.8 Modules that should have been added to the current course to make it more useful in view of participants

<p><i>What modules you think should have been added to the current course, to make it more useful?</i></p>	<p style="text-align: center;">PARTICIPANTS' COMMENTS</p> <p><i>1-CPM & PERT are the two topics which should have been given more time.</i></p> <p><i>2. Computer aided techniques for project management.</i></p> <p><i>3. Introduction to techniques regarding control of quality of construction work.</i></p> <p><i>4. New Construction management techniques and related softwares like MS Projecct and Prima vera, etc.</i></p>
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Figure 11

4.9 Modules identified by participants that were not so relevant for the Public Sector.

The participants were requested to identify the modules, which are not so relevant for the Public Sector in their opinion. Most of the participants declared all the modules as relevant. Few of the participants mentioned following modules as having not much relevance to the Public Sector:

- *Consultant Contract Management*
- *Engineering Design Trends for Building and Structure*

4.10 Are you satisfied with the training attended

This question was included in the questionnaire to find out the participants' satisfaction level with the training in general.

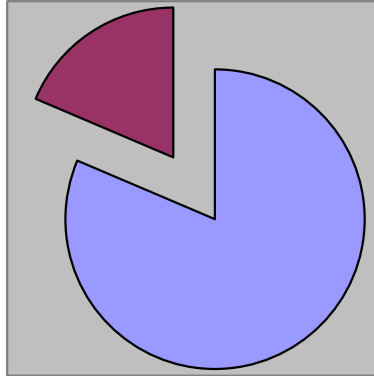


Figure 12

An overwhelming majority of the participants expressed their satisfaction with the training. Out of 16 participants, 13 participants were satisfied with the training. Three were not satisfied .

It should also be noted here that despite couple of participants not fully satisfied with the training attended, all participants agreed that this training should be continued in future for the officers.

5- RECOMMENDATIONS

The participants were generally satisfied with the course, however, there were some recommendations by the participants. These recommendations include the need to add some computer related courses for project management, such as MS Project and Primavera etc. In addition, many have recommended more such courses to be arranged, both locally as well as internationally. One interesting recommendation is that the field trips should not involve too much travel time, and should be in the vicinity of the Asian Institute of Technology. Additionally, it has been suggested that each module should have two lectures assigned to it, rather than the current practice of assigning one lecture to each module.

ANNEXES

Annex A: Questionnaire

SHORT COURSE-POST TRAINING EVALUATION FORM
ASIAN INSTITUTE OF TECHNOLOGY
Construction Management
(May 2010)

PERSONAL INFORMATION		
1. Name:	2. Gender:	Male Female
3. Designation & Department:		
4. Occupational Group/Service:	5. Pay Scale:	
6. Date of Birth:	7. Year of Joining Service:	

1) Education:

Degree	Subject	<u>Institution</u>	Year
M.A. / M.Sc.			
Professional Degree			
Others			

Evaluation OF Short Executive Courses Please provide your candid evaluation of the Short Course that you have just undertaken. Your evaluation will help to improve the future delivery of trainings by Punjab Resource Management Program.

2) Were you satisfied with the logistical arrangements for training before your departure and during the program?

Yes No

If no, why [please use extra sheet, if required]:

3) Training Program:

a. Title of the Training:

b. Name of the Institute / Department:

c. Are you satisfied with the Training attended?

Yes No

If no, than kindly elaborate [Please feel free to use extra sheet, if required]:

d. Out of the whole course, which, modules did you find most beneficial for the Public Sector?

e. What were the modules, which were not so relevant (identify 2-3 only) for the Public Sector?

f. What modules you think should have been added to the current course, to make it more useful?

g. Would you like to recommend your Course and Institute for future training to other officers?
 Yes No

		Poor	Fair	Good	Very good	Excellent
h.	Your overall rating of Training Program and Institute.	1	2	3	4	5

4) Learning Objectives

4.a) What were your objectives for going to this Training?

4.b) To what extent were these objectives fulfilled?

Objectives		Fulfilled	Not Fulfilled
1.			
2.			
3.			
4.			
5.			

4.c) How would you evaluate the training in achieving your objectives at the departmental level?

5) Training Evaluation

5.a) Overall Evaluation of Training

How satisfied are you with:	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
The relevance of information to your needs?	1	2	3	4
Course content	1	2	3	4
Pace of course	1	2	3	4
Training Material	1	2	3	4
Relevance of Case Studies	1	2	3	4
Overall Presentation quality of instructor(s)?	1	2	3	4
Subject matter knowledge of instructor(s)?	1	2	3	4
Training facilities?	1	2	3	4
Administration	1	2	3	4
The overall quality of the training workshop?	1	2	3	4

5.b) Resource Person Evaluation:

a. Resource Persons Evaluation (_____)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

b. Resource Persons Evaluation (_____)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

c. Resource Persons Evaluation (_____)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

d. Resource Persons Evaluation (_____)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the	1	2	3	4	5

	learning process					
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e. Resource Persons Evaluation (_____)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

f. Resource Persons Evaluation (_____)

		Below average	Average	Good	Very good	Excellent
A	Qualification & experience	1	2	3	4	5
B	Training Methodology.	1	2	3	4	5
C	Knowledge of the topics	1	2	3	4	5
D	Communication style	1	2	3	4	5
E	Time management	1	2	3	4	5
F	Availability for after session consultations.	1	2	3	4	5
G	Management of the learning process	1	2	3	4	5

5. c) Please explain how beneficial and related were the study visits with the rest of your training, and was there any model which can be replicated in Pakistan:

6) Level of Knowledge: (Construction Management)

Please circle the appropriate number to indicate your level of knowledge about the following topics **before** and **after** completing the program. Please use the following key for rating:

1. Very Low = Know nothing about this topic
2. Low = Know very little about this topic
3. Moderate = Know about this topic but there is still a lot to learn
4. High = Have a good knowledge but there are still more things to learn
5. Very High = Know almost everything about this topic

How do you rate your knowledge about:	BEFORE THIS WORKSHOP					AFTER THIS WORKSHOP				
	Very Low	Low	Mode-rate	High	Very High	Very Low	Low	Mode-rate	High	Very High
Construction Planning and Scheduling Techniques	1	2	3	4	5	1	2	3	4	5
Critical Paths Method (CPM)	1	2	3	4	5	1	2	3	4	5
Program Evaluation and Review Techniques (PERT)	1	2	3	4	5	1	2	3	4	5
Costs Estimation of Construction Projects	1	2	3	4	5	1	2	3	4	5
Computer Applications in Construction Management	1	2	3	4	5	1	2	3	4	5
Health and Safety in Construction	1	2	3	4	5	1	2	3	4	5
Project Costs Control	1	2	3	4	5	1	2	3	4	5
Construction Claims Prevention and Resolution	1	2	3	4	5	1	2	3	4	5
TQM in Construction Projects	1	2	3	4	5	1	2	3	4	5
Materials Quality and Testing Procedures	1	2	3	4	5	1	2	3	4	5

7) Any other suggestion / comment.

Name: _____

Signature: _____

Date: _____

Contact Telephone No: _____

Note:

The information contained in this Performa will be used for evaluation and analysis. We may also use your comments in certain publications/ reports.

Annex B: Methodology

Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it. It can be **formative** (taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation). It can also be **summative** (drawing lessons from a completed project or an organisation that is no longer functioning). In addition, experts usually distinguish among four levels of training evaluation, which were first developed by Donald L. Kirkpatrick in 1959:

Level 1 : Reaction

Measures participant's opinions about the course. This is the most common way to evaluate a course and provides a measure of customer satisfaction.

It is low cost; easy to administer, provides insights into participants' opinions. This method provides quick feedback regarding successes and failures.

Level 2: Learning *Can include tests of performance before and after the course*

Level 3: Transfer to the job *Measures how the knowledge, skills and values from a course are used on the job. Typically measures 3 to 6 months after training*

Level 4: Organizational impact: *Measures performance improvements, quality improvements and cost savings to an organization*

This evaluation report is based on the first level technique, that is the reaction of the participants. The other three advanced levels of evaluation require much more time and resources than level 1.

Methods used:

The total number of participants was 23, out of which only 16 have filled in the Questionnaire. This means that we were handicapped by the small number of participants, which obviously resulted in the availability of limited data. It is because of this that the sampling technique was not used, as the total amount of data available was itself small enough to be easily manageable. It is because of this that all the available data has been carefully and systematically incorporated in the evaluation process.

In the development of this report Methodological triangulation was employed. Two separate sources of data collection were used, one of the questionnaire, and the other of the select interview. However, within the first method of questionnaire, two within-method techniques were used, that is *the Rankings* and the *Rating Scales*.

The objective is that to see if there is room for improvement and to communicate that information to AIT.

Structure of Post-Training Evaluation Form / Questionnaires:

Questionnaires were carefully designed in such a way so as to acquire the relevant data from participants, which could subsequently be used to review and assess the quality of training provided by AIT. Evaluation process requires a combination of quantitative and qualitative information in order to be comprehensive and hence the questionnaires were custom designed to yield quantitative as well as qualitative data. The questions used in the questionnaire were both open-ended questions and the closed-ended ones. The objective was to obtain explanatory responses from participants, their observations and their candid views on different aspects of training.

The questionnaire was further developed in a way that involved both the ranking and ratings scale. Ranking was incorporated to judge what participants found most/ least useful during the course. The Rankings method involves getting participants to state what they consider most important, most useful, least important, least useful, etc. It can be used with individuals and groups, as part of an interview schedule or questionnaire, or as a separate session. The Rating Scale method was included to let the participants express their level of liking and disliking about various fields of training. This technique makes use of a continuum, along which participants are expected to place their own feelings, observations etc. People are usually asked to say whether they agree strongly, agree, don't know, disagree, disagree strongly with a statement.

Process:

All the participants of the course were provided with the questionnaires and were requested to fill in the required fields as per their experiences and observations during training.

In addition, the method of select semi-structured one on one interview was employed to complement the process of information acquisition and these outcomes were considered while preparing recommendations.

The data from questionnaires was meticulously extracted and compiled. Statistical techniques were used to convert responses into means (averages), frequencies and percentages for further clearer analysis. After a thorough analysis, the analyzed data was organized in the form of lists, graphs, summaries and charts and has been included in the succeeding section.

At the end of the report recommendations and suggestions for improvement of training courses has been provided as per the recommendations provided by the participants themselves.

