

**A REVIEW :**

Evaluation and impact assessment of training programmes

■ **Manjot Kaur, Sukhdeep Kaur and Kanwaljit Kaur**

ARTICLE CHRONICLE :**Received :**

23.06.2020;

Accepted :

24.07.2020

SUMMARY : Training is a planned communication process to bring desirable change in the attitude, skill and knowledge of an individual or group. Extensive resources are being utilised for providing training to the individuals in various fields to improve their on-job performance and to make them self-reliant. So, it is essential to monitor and evaluate the success rate of training programme time to time. Monitoring, evaluation and impact assessment are management tools to help track progress and demonstrate the impact of training on its trainees. The main objective of this study was to understand the concept of evaluation and impact assessment. This paper is descriptive in nature. It is concluded that most of training programmes fail to reach their set goals due to lack of proper evaluation, monitoring and impact assessment. But results obtained through evaluation and impact assessment can be used to redesign the programme or training on the basis of the limitations of the programme revealed through these techniques to reach the ultimate goal of the programme.

KEY WORDS :

Evaluation,
Monitoring, Impact
assessment, Training

How to cite this article : Kaur, Manjot, Kaur, Sukhdeep and Kaur, Kanwaljit (2020). Evaluation and impact assessment of training programmes. *Agric. Update*, 15(3): 258-264; DOI : 10.15740/HAS/AU/15.3/258-264. Copyright@ 2020: Hind Agri-Horticultural Society.

BACKGROUND AND OBJECTIVES

Throughout the world, several efforts are being made by the governments to address the need and problems of their citizens in order to provide them a good standard of living. Several kinds of pressures on government and development organizations are causing them to seek new ways to improve economy of the nation. Improvements may include greater accountability, transparency and enhanced effectiveness of interventions. India, though a developing country, spends Rs. 38 crores on training each year (Jain, 2006). Training is a planned communication process to bring

desirable change in the attitude, skill and knowledge of an individual or group. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and social behaviour (Cascio, 1995). In India, under the Pradhan Mantri Gramin Digital Saksharta Abhiyan, more than two lakh training centres are registered and around 2 crore candidates have completed their training in various fields. The government of India has also set a target to train 400 million citizens by 2022 to make them self-reliant (IBEF, 2020). Extensive resources are being utilised for providing training to the individuals in various fields to improve their on-job

Author for correspondence :**Manjot Kaur**

Department of Extension
Education and
Communication
Management, Punjab
Agricultural University,
Ludhiana (Punjab) India
Email: manjot@pau.edu

See end of the article for
authors' affiliations

performance and to make them self-reliant. To make any training successfully it is essential to monitor and evaluate the training programme time to time.

Monitoring, evaluation and impact assessment are management tools to help track progress and demonstrate the impact of training on its trainees. The main purpose of these phases is to ensure that the development programmes are performing according to its specified objectives. These phases also help the organisers to identify the strength and weaknesses of their training or development programme, so that necessary amendments can be made at the previous stage in order to avoid faulty practices. It is very difficult to measure the progress of any work without effective planning, monitoring and evaluation. It would be impossible to judge if work is going in the right direction, whether progress and success can be claimed and how future efforts might be improved (United Nations Development Programme, 2009).

Objective:

To understand the concept of Evaluation and Impact Assessment.

RESOURCES AND METHODS

This paper is descriptive in nature. Secondary data has been collected from the various sources like internet, books, journals, thesis and dissertations, research papers and reports etc.

Definitions:

Evaluation:

The word evaluation is derived from Latin word ‘Valeo’ which means ‘to value’. Therefore, evaluation means judging the value of something. Evaluation is the process to determine how well the desired behavioural changes have taken place (Govind, 2011). The dictionary meaning of ‘evaluation’ is to appraise carefully. Therefore, an evaluation is the observations and collection

of information by applying some standards to it in order to draw some conclusions and making some decisions. According to Boulmetis and Dutwin (2000), an evaluation is the systematic process of observing and analysing data in order to determine whether the objectives are being achieved.

Impact assessment (De and Jirli, 2010):

Impact assessment is a common term that includes human, health, environmental, societal, technological, institutional and psychological impact assessment etc. It is used for planning and implementing new developmental programmes in a better way and improving the existing programmes. An impact evaluation assesses the extent to which a programme has caused desired changes in the intended audience. According to Kaur *et al.* (2018) follow up of the trainees after the training should be mandatory to make the training courses profitable.

It is widely accepted that impact assessment is a systematic identification of positive and negative effects caused by a developmental programme. Impact assessment of any developmental project helps us to understand the extent of magnitude of their effects on the life of people.

Evaluation:

It is a systematic process to determine the worth, value or meaning of something.

Purpose of evaluation:

The primary purpose of evaluation of any training programme is to ascertain how one can improve its effectiveness. The various purposes of evaluation are:

Programme improvement:

Evaluation is an integral part of programme planning process. It is focused on improvement of this process. By taking a critical outlook, we can discover ways and

Differentiate between monitoring, evaluation and impact assessment		
Monitoring	Evaluation	Impact assessment
Measures ongoing/continuous activities	Periodic and time bound. Measures performance against objectives	Assesses change in people’s lives: positive or negative, intended or not
Main work during implementation	Main work in middle or at end of project/programme cycle	Can be assessed at appropriate intervals or can be used specifically after the end of programme/ project
Focus on interventions	Focus on interventions	Focus on affected populations
Focus on outputs	Focus on outcomes	Focus on impacts
‘What is being done?’	‘What has happened? Did we achieve what we set out to achieve?’	‘What has changed? For whom? How significant is it for them?’

Source: EC, 2004, Project cycle management guideline

means for improving our programme planning. Thus, evaluation gives direction to continued improvement in programming. It also provides fresh data regarding situation essential for improving programming functions.

Programme accomplishments:

Evaluation helps to determine progress of any activity or job. It also allows to assess the results of our ongoing programme. Through evaluation, we can assess the strength, weakness and value of our programmes. Thus, evaluation helps to determine the degree to which specific objectives are to be achieved and, in the process, also helps to clarify these objectives.

Public relations:

Evaluation provides realistic information to report to the stakeholders, management and target population. Organizations, individuals and professional groups in the community need to be constantly informed regarding the extension programme.

Professional growth:

Evaluation enhances the knowledge. It gives an index as to how we are doing as professional workers.

Ethical purpose:

To report to the higher authorities and common people about the implementation and progress of a policy or programme.

Managerial purpose:

To achieve a more rational distribution of financial and human resources among competing programmes.

Decisional purpose:

To facilitate the decision on the continuation, termination or reshaping of an existing policy or programme.

Educational or motivational purpose:

To help the concerned people to understand the process of the developmental programme and to identify themselves with their objectives:

Steps of evaluation:

Dr. Chitamber explain the following evaluation steps.

Formulate evaluation objectives:

Objectives can be formulated on the basis of duration of the programme.

Clarity of objective and make them specific:

Secondary objectives can be more specified after achieving specified objectives so that these special objectives may complete the aim of chief objectives.

Identification of indicators:

Collection of information regarding present position is essential to know the changes that occur after execution of any programme.

Develop techniques and methods of measuring accomplishments:

It is essential to develop definite objectives, indicators, methods and techniques for evaluation of any programme.

Decide on necessary data for evidence:

Think on initial data to be collected to achieve the targeted objectives, so that difference can be analysed.

Collection of data:

Collect the data on the basis of specified objectives. Selection of data collection techniques depends on the situation of programme. In general interview and questionnaire techniques are used for collection of data.

Classification:

Collected data are to be systematically classified according to their type. It will help in analysis process.

Analysis and interpretation of data:

Classified data are to be analysed and interpreted in written form.

Reporting the results of the evaluation:

The results should be prepared in the form of written report for the use of all concerned. It should be remembered that data should never be collected or presented for just its own sake. It is very important to communicate with the key stakeholders about the results obtained from the evaluation through various methods like evaluation reports, presentations, newsletters, newspapers, radio programmes and TV programmes.

Utilization of evaluation results:

Evaluation can only be valuable if its results are being utilized to achieve the specific objectives. It includes the established programme accountability, programmatic decisions, monitor programmes and programme sustainability.

Classification of evaluation:

In order to plan the evaluation in a better way, it is essential to understand the various types of evaluation. Following are the four type of classification of evaluation:

- On the basis of period or stages of programme
- On the basis of type of evaluator
- On the basis of time
- On the basis of nature.

On the basis of type of evaluator:

Self-evaluation:

This is to be carried out by every employee itself on

the daily basis and it requires the self-critical attitude. Self-critical attitude helps to enhance the chances of improvement in one's professional competency.

Internal evaluation:

This evaluation is carried out by the organizations who are responsible for the planning and implementation of the programme. There are several methods for internal evaluation like systematic use of diaries, visit of the authorities at work place and observations report etc. It is a management tool which helps to improve the ongoing projects on the observation report of the internal agencies only and it is much less threatening than an external evaluation. Internal evaluation method is very cost effective as compare to the external evaluation.

External evaluation:

External evaluation is done by someone outside the organizing agency. As compare to the internal evaluation

On the basis of period or stages of programmes			
Evaluation type	Definition	Uses	When to use
Formative	<ul style="list-style-type: none"> ● Evaluates a program during development in order to make early improvements. ● Helps to refine or improve programme. 	<ul style="list-style-type: none"> ● When starting a new programme. ● To assist in the early phases of programme development. 	<ul style="list-style-type: none"> ● During the development of a new programme. ● When an existing programme is being modified or is being used in a new setting or with a new population.
Summative	<ul style="list-style-type: none"> ● Provides information on programme effectiveness. ● Conducted after the completion of the programme design. 	<ul style="list-style-type: none"> ● To help decide whether to continue or end a programme. ● To help determine whether a programme should be expanded to other locations. 	<ul style="list-style-type: none"> ● Conducted after the completion of the programme design.
Process	<ul style="list-style-type: none"> ● Determines if specific programme strategies were implemented as planned. ● Focuses on programme implementation. 	<ul style="list-style-type: none"> ● Provide an early warning for any problems that may occur. ● Allows programs to monitor how well their programme plans and activities are working. 	<ul style="list-style-type: none"> ● As soon as programme implementation begins. ● During operation of an existing programme.
Outcomes	<ul style="list-style-type: none"> ● Focuses on the changes in comprehension, attitudes, behavior and practices of the target participants. ● Can include both short- and long-term results. 	<ul style="list-style-type: none"> ● To decide whether programme/activity is having an effect on the target population's behaviour. 	<ul style="list-style-type: none"> ● After the programme has made contact with at least one person or group in the target population.
Impact	<ul style="list-style-type: none"> ● Focuses on long term, sustained changes as a result of the programme activities, both positive/negative and intended/unintended. 	<ul style="list-style-type: none"> ● To influence policy. ● Helps to see at what degree the programme meets its ultimate goals. 	<ul style="list-style-type: none"> ● During the operation of an existing programme at appropriate intervals. ● At the end of a programme.

the external evaluation is likely to be more objective. Using an outside evaluator gives greater credibility to findings because sometimes people are more willing to speak to the outsider evaluator.

On the basis of time:

– Ex ante (before implementation) programme evaluations are less frequent. Cost-benefit analyses can be conducted *ex ante*, to prospectively assess whether a programme at the design stage is cost-beneficial.

– On-going evaluation is undertaken while the programme is running. It helps in keeping the programme on right track.

– Ex-postfacto evaluation is undertaken after the programme is totally implemented. It is a final evaluation.

On the basis of nature:

Formal and informal evaluation:

Formal evaluation is written list and summary of the performance consists of standardized methods of conducting the evaluation, whereas informal evaluation occurs without using standardized methods.

Impact assessment:

Impact assessment is different from evaluation as it focuses on the change in the lives of people whereas evaluation measure the achievement of objectives.

Purpose of impact assessment studies (De and Jirli, 2010):

– Measuring the outcomes and impacts of an activity and distinguishing these from influences of other, external factors.

– Helping to clarify whether the costs for an activity are justified.

– Informing decisions on whether to expand modify or eliminate projects, programmes or policies.

– Drawing the lesson for improving the design and management of future activities.

– Comparing the effectiveness of alternative

interventions.

– Strengthening accountability for results.

Steps of impact assessment:

The procedure for performing an impact assessment consists of the following five steps (Marquis, 2006).

– Define the extent of the change proposed

– Determine key differences in the changed state (proposed) from a point of reference or the original state

– Focus on the possible effects

– Sort and prioritize the possible effects

– Make a decision using the results.

Step 1- Define extent of the change:

First, state the objectives to determine the change. The changes in livelihood security, food security describes the extent of the change due to the programme. Be specific and list all dimensions of development due to programme. Without a clear understanding of the change, it is impossible to identify risks.

Impact indicators:

Impact indicators vary with programme and level of assessment. There are many benefits of development programmes: tangible benefits are those that can be assigned monetary values but are important for the society. eg. Improvement in environment, reduction in infant mortality etc. same way we can have economic/ non-economic indicators of impact. The impact indicators would be different for farm, regional, national and global level.

The impact is measures in following terms (Cracknell, 2006):

– Change in household income

– Change in knowledge, attitude and skills

– Change in levels of expenditure

– Change in extent or level of adoption

– Change in health and environmental conditions

– Change in social-economic conditions and quality of life.

The informal/formal evaluation continuum	
Informal	Formal
Casual	Deliberate
Spontaneous	Takes time
Criteria are implicit	Criteria are explicit and clear
Evidence is quickly an insufficiently ascertained	Evidence is systematically collected
Judgement is hastily made	Judgement is carefully made

Step 2- Determine key differences:

Impact assessment is used to compare the before the change and after the change state of the development. The main aim is to identify the big and small differences between the pre and post-change states, to check for similar changes, failures, incident logs, reported problem and ways to achieve it.

Step 3 - Focus on effects:

In this step, list each of the differences in the table form, be sure to list down all the positive, negative and neutral affects. Keep an eye on the differences, as if it has the potential to cause unexpected side effects, is there any history of fault or failure because of this difference and was there any bad impact of this difference etc. Here, the utmost goal is to consider the differences for each probable event, so try to list down everything that a programme planner can do to detect it and to prevent it.

Step 4 - Sort and prioritize:

Through risk analysis system. List in order all the possible effects, taking into consideration the cost, effort and chance of its occurrence.

Impact assessment is a list of suggestions that are submitted to training programme planners on the basis of priority that need to be addressed first. It also presents what is currently happening and what might occur in future. It will help the planners to take decision and plan accordingly.

Step 5- Make a decision:

Using the recommendations reported, planning of the programme should be done to avoid the risks and to provide maximum benefits to the planner and the trainees.

Types of impact assessment:

Impact assessment is undertaken at three levels as following:

Ex ante assessment:

It forecast potential impacts as part of the planning, design and approval of an intervention. This is done to justify funding in different extension options.

Concurrent impact assessment:

It assumes the impacts in parallel with the implementation of the project. It is useful where impacts

are anticipated but their nature and magnitude are uncertain.

Ex post assessment:

It refers to the actual results after implementation of the programme. It enables to take necessary actions for improving the future training programme. Kaur *et al.* (2019), also ex post assessment of the impact of vocational training courses conducted by Krishi Vigyan Kendras of Punjab state and found that promotion of products through marketing and linkages of entrepreneur with financial institutes should be an essential component of any vocational training programme.

Methods of impact assessment (Wilson, 2002 and Sivaramane *et al.*, 2015):

For each impact assessment type a wide range of methodologies had been developed, according to the precise purpose of the assessment. An impact assessment may include any or all of:

– Quantitative methods involves baseline studies, understanding actual conditions, definition of objectives, target setting, rigorous performance evaluation and outcome measurement. Such methods can be costly, limited in the types of impacts which can be accurately measured, and may pose difficulties for inference of cause and effect. Some degree of quantification may be necessary in all impact assessments, in order to evaluate the success of the intervention and the magnitude of any adverse effects.

– Qualitative methods are used for assessing composite and delicate social impact, e.g. intra-household processes, policy issues and investigation of reasons for statistical relationships and policy implications. These methods generally require high levels of skill and may be relatively costly. Some degree of qualitative interpretation may be necessary in all impact assessments, in order to evaluate the causes of impact which have been observed.

– Participatory approaches suitable for initial definition or refinement of the actual or potential impacts which are of concern to stakeholders, questions to be asked and appropriate frameworks and indicators to be used. Such approaches can contribute to all types of assessment and are particularly suited to exploratory low budget assessments and initial investigation of possible reasons for observed statistical relationships. They offer a means of involving stakeholders in the research, learning and decision-making processes. These methodologies also

require a certain level of skill, depending on the issues to be addressed and ways in which they are integrated with other methods. Some degree of stakeholder participation is likely to be necessary in all impact assessments, in order to achieve a good understanding of stakeholder perceptions of impacts.

Conclusion:

Evaluation and impact assessment are requisite part of any training programme. It should be planned at the initial stage of the programme designing to ensure its usefulness for training management, refinement and accountability. In the field of training, the meaning of evaluation has been broadened to not only measure the value of a training programme but also to collect the information facilitating the assessment. Making evaluation an integral part of a programme means evaluation is a part of everything you do from the development of a new programme to the completion of the programme design. There are hundreds of development programmes to reach crores of people, but most of programmes fail to reach their set goals due to lack of proper evaluation, monitoring and impact assessment. Therefore, results obtained through evaluation and impact assessment can be used to redesign the programme or training on the basis of the limitations of the programme revealed through these techniques to reach the ultimate goal of the programme.

Authors' affiliations :

Sukhdeep Kaur and Kanwaljit Kaur, Department of Extension Education and Communication Management, Punjab Agricultural University, Ludhiana (Punjab) India

REFERENCES

- Boulmetis, J.** and Dutwin, P. (2000). *The abcs of evaluation: Timeless techniques for programme and project managers*. Jossey Bass, San Francisco.
- Cascio, Wayne F.** (1995). *Managing human resources*. New York: McGraw Hill Inc. 245pp.
- Chawla, L.** and Bhan, C. (2014). An appraisal of rural women training programmes of Krishi Vigyan Kendra, Sri Ganganagar (Rajasthan). *J. Prog. Agri.*, **6**:15.
- Cracknell, B.E.** (2006). *Evaluating development aids: Issues, problems and solutions*. pp. 236-245. Sage Publications, New

Delhi, India.

- De, D.** and Jirli, B. (2010). *A handbook of extension education*. pp. 172-75. AGROBIOS Publishing House, Jodhpur, India.
- Govind, S.** (2011). *Extension education and rural development*. Published by AGROBIOS, Jodhpur (India). pp.197-203.
- Jain, S.** (2006). Methods of training programmes evaluation: A Review. *J. Commerce*, **6** (2) : 19-30.
- Jana, H.** (2015). Farm science centre: Lighthouse of agricultural development. Bidhan Chandra Krishi Vishwavidyalaya, Agricultural Farm, Burdwan (W.B.) India, **10** (2): 48-51.
- Kaur, M., Kaur, K.** and Mann, S.K. (2018). Constraints faced by women trainees of Krishi Vigyan Kendras in Punjab. *Int. J. Pure App. Biosci.*, **6** (5): 472-479.
- Kaur, M., Kaur, K.** and Sidhu, K. (2019). Impact of vocational training courses conducted by Krishi Vigyan Kendras of Punjab on establishing an enterprise. *Current J. Appl.Sci. & Technol.*, **32**(4): 1-8.
- Sivaramane, N., Rathore, S.** and Aulakh, P. S. (2015). Technology impact analysis and new methods in extension education. Punjab Agricultural University, Ludhiana, India.
- Wilson, F.** (2002). Developing and applying regulatory impact assessment methodologies in low-and middle-income countries. Centre on Regulation and Competition, Institute for Development Policy and Management, University of Manchester, Crawford House, Precinct Centre, Oxford Road, Manchester.

WEBLIOGRAPHY

- IBEF (2020). Education and training industry in India. Retrieved from: <https://www.ibef.org/industry/education-sector-india.aspx#:~:text=The%20Government%20has%20allocated%20the,%20for%20FY%202019%2D20>.
- Marquis, H.** (2006). Impact assessment in 5 simple steps. Retrieved from: <http://www.itsmsolutions.com>.
- Project Cycle Management Guideline (2004). Retrieved from: <https://aquaknow.jrc.ec.europa.eu/monitoring-evaluation-and-audit-water-development-projects/monitoring-evaluation-and-audit-water-dev/15689>.
- United Nations Development Programme (2009). Handbook on planning, monitoring and evaluating for development results Manufactured in the United States of America. Printed on recycled paper, New York, USA. Retrieved from: <http://www.orange.ngo/wp-content/uploads/2016/10/meHandbook-On-Planning-Monitoring-and-Evaluating-for-Development-Results.pdf>.

★ ★ ★ ★ ★ 15th Year ★ ★ ★ ★ ★
★ ★ ★ ★ ★ of Excellence ★ ★ ★ ★ ★