

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

SKILL ENHANCEMENT COURSE

SEMESTER II

SEC 202: TRAIN THE TRAINER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
SEC 202 Train the Trainer	2	1	0	1	Graduate in any discipline

Credit: 2 (1 Lecture + 1 Practical)

Course Objectives: By the end of this course, students will be able to:

1. Explain the role of a trainer and key competencies required for effective training.
2. Understand adult learning principles and their application in training design.
3. Identify different instructional design models and methodologies for developing structured training sessions
4. Evaluate training programs using different assessment models.

Learning Outcomes:

After successful completion of this course, students will be able to:

1. Conduct a training needs assessment to determine learning goals.
2. Design, develop and deliver structured training programs using instructional strategies and communication skills.
3. Evaluate training success using assessment models.
4. Incorporate feedback mechanisms for continuous training improvement.

Course Contents:

Unit 1: Training Design & Delivery: Role of a trainer and key competencies; DNA of training – Knowledge, Skills, and Attitude (KSA); Types of training approaches; ADDIE Model; Training cycle; Creating a structured training design; Effective training implementation; Training styles and methods (Case studies, Role Play, Business Games, Decision-Making Exercises); Group training methods (Brainstorming, Group Discussions, Panel Discussions) **(10 Hours)**

Unit 2: Training Evaluation & Trainer Effectiveness: Learning principles; Instructional design; Need analysis and creating learning goals; Instructional methods and learning taxonomies; Training evaluation using Kirkpatrick's Model; Trainer Effectiveness: Verbal and non-verbal communication, active listening, flexibility, constructive feedback, cultural sensitivity, managing training dynamics. **(10 Hours)**

Essential Readings

1. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
2. Jain, J. (2020). *Train the Trainer*. Notion Press.
3. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
4. Lawson, K. (2016). *The Trainer's Handbook*. Wiley.
5. Silberman, M. (2010). *Active training: A handbook of techniques, designs, case examples, and tips* (4th ed.). Wiley.

Suggested Readings

1. Brookfield, S. D. (2013). *Powerful techniques for teaching adults*. Jossey-Bass.
2. Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth.
3. Horton, W. (2011). *E-learning by design* (2nd ed.). Pfeiffer.
4. Stolovitch, H. D., & Keeps, E. J. (2011). *Telling ain't training* (2nd ed.). ATD Press.