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**AN EVALUATION OF TRAINING PROGRAMME ON BASICS
OF LOCAL GOVERNANCE CONDUCTED BY KILA**

by

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(2014-31-102)



MAJOR PROJECT REPORT

Submitted in partial fulfilment of the
requirements for the post graduate degree of

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Faculty of Agriculture

Kerala Agricultural University



COLLEGE OF CO-OPERATION, BANKING AND MANAGEMENT

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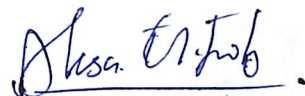
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Declaration

DECLARATION

I, hereby declare that this project report entitled “AN EVALUATION OF TRAINING PROGRAMME ON BASICS OF LOCAL GOVERNANCE CONDUCTED BY KILA” is a bonafide record of work done by me during the course of project work and that it has not previously formed the basis for the award to me of any degree/diploma, associateship, fellowship or other similar title of any other University or Society.

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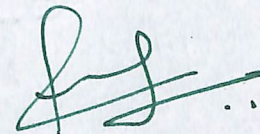
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Certificates

CERTIFICATE

Certified that this project report entitled “AN EVALUATION OF TRAINING PROGRAMME ON BASICS OF LOCAL GOVERNANCE CONDUCTED BY KILA” is a record of project work done independently by Ms. Aksa G. Johny under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship, or associateship to her.

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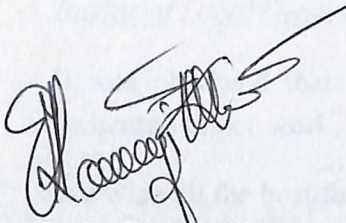
Dr. A. K. Sherief
Director
Center for E- Learning
Kerala Agricultural University
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CERTIFICATE

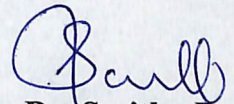
We, the undersigned members of the advisory committee of Ms. Aksa G. Johny, a candidate for the degree of **MBA in Agribusiness Management**, agree that the project work entitled **“AN EVALUATION OF TRAINING PROGRAMME ON BASICS OF LOCAL GOVERNANCE CONDUCTED BY KILA”** may be submitted by Ms. Aksa G. Johny, in partial fulfilment of the requirement for the degree.



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To Whomsoever It May Concern

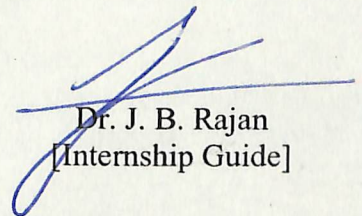
This is to certify that Ms. Aksa G Johny, MBA student in Agri-Business Management, College of Co-operation Banking & Management, Kerala Agricultural University, Thrissur has done internship under my guidance and supervision from 21st March 2016 to 10th May 2016 at KILA.

During her tenure, she was given thorough orientation on the different segments of the institution and had exposure to the operational areas to learn and gain knowledge on local governance and decentralization. She has demonstrated exemplary performance by supporting various programmes of KILA. As part of internship, she has done a study on '*An Evaluation of Training Programme on Basics of Local Governance*' conducted by KILA

It was observed that Ms. Aksa G Johny, has been very receptive, sincere, hard working, and dedicated to her work.

We wish all the best for her future endeavour.




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Acknowledgement

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Acknowledgement

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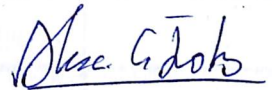
*I also express my deep sense of respect, gratitude and indebtedness to **Prof. Philip Sabu**, Director (Retired), MBA (ABM), for his great support to conduct this project work. I want to express my deep gratitude to **Prof. S. Krishnan**, Associate Professor and Head, Department of Agricultural Statistics, College of Horticulture, for his advices and suggestions to improve my project work.*

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Needless to say, I solely responsible for any errors, which may remain.....



Aksa G. Johny

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Chapter - 1

Design of the Study

Chapter – 1

DESIGN OF THE STUDY

1.1 Introduction

Human resource is the term used to describe the individuals who make up the workforce of an organization, although it is also applied in labour economics too. Human resource is also the name of the function within an organization charges with the overall responsibility for implementing strategies and policies relating to the management of individuals. Human Resource Management means employing people, developing their capacities, utilizing, maintaining and compensating their services in tune with the job and organizational requirement. Human Resource Management is the strategic and coherent approach of an organization's most valued assets.

Training refers to the acquisition of knowledge, skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training is that part of learning, which essentially improves job related knowledge, skill and attitude of a person and is concerned with the work life of the individual. Its purpose is to develop the ability of the individual and to satisfy the current and future manpower needs of the organizations.

Training of personnel consists of providing them with the necessary facilities and opportunities to acquire knowledge develop skills, cultivate attitude, behaviour and habits for the efficient and effective discharge of their duties and responsibilities. The ultimate objective of training for personnel is improvement in the performance, thereby facilitating achievement of organizational goals.

1.2 Background of the study

Kerala achieved exemplary results in decentralization. But there are some drawbacks in the efficiency of decentralization. These drawbacks are pointing towards the importance of legal,

administrative and technological knowledge. Hence there is a need for trainings regarding different areas of local governance.

Newly elected representatives of local body elections conducted on November 2015 have vast duties and responsibilities. They have to sustain the previous successes and have to venture into new fields. Therefore trainings are needed for effective implementation of their duties and responsibilities.

KILA has been conducting various training programmes in different areas for the past 25 years for meeting this target. Now KILA is an internationally acclaimed institution. As modern world is driving on the wings of technology, Local Self Governance Institutions are also making changes with the new technological improvements. Many of the Panchayaths in Kerala achieved ISO 9001: 2008 certifications so far. So these training programmes are a step towards using modern technological benefits for equipping newly elected representatives.

KILA formulated a vast training programme for LSGIs with three phases. Phase I training programme is on “Basics of Local Governance” and is of one day duration. Phase II training programme is on “LGDP Formulation” and is of two day duration. Phase III programme is for Standing Committees and is of three day duration.

As the first phase, one day training programme is intended for newly elected 21905 representatives conducted at KILA and district wise. KILA also provided details about Local Planning, Good Governance, TQM, Public Administration, Local Administration and Institutions & Services through the video CD named Local Governance. This programme is intended for making an impression about basics of local governance.

KILA has given six handbooks dealing with different subjects of local governance to the trainees and also exhibited a video based on these subjects. They also cleared doubts of trainees. Further doubts will be solved by KILA help desk.

Meeting sessions of local governance are gaining modernization. This training programme also covered a session on Sakarma Software in this regard. Also an action plan for Ayal Sabhas is included for starting local planning in swift manner.

The sessions covered are Public Administration, Good Governance, TQM, Local Planning, Civic Administration, Institutions and Services, Formation of Ayal Sabhas-Structure, Operations and Action Plan, and Basics of Sakarma.

The trainees has to implement the Ayal Sabhas as soon as possible post training, since they have to submit the report of formation of Ayal Sabhas in phase II training on Local Government Development Plan.

1.3 Statement of the problem

Newly elected representatives of local body elections conducted on November 2015 have vast duties and responsibilities. They have to sustain the previous successes and have to venture into new fields. Therefore trainings are needed for effective implementation of their duties and responsibilities. KILA formulated a vast training programme for LSGIs with three phases. Phase I training programme is on “Basics of Local Governance” and is of one day duration. As the first phase, one day training programme was intended for the newly elected 21905 representatives conducted at KILA, district and block wise. This programme is intended for making newly elected representatives aware of basics of local governance, as majority of them are newcomers in this field.

But how far this training helped them to reach the concerned target is a question mark. Whether their needs were identified, provided better recourses, enhanced their skills etc. The efficiency of training is a debatable issue as every member is having different educational background, experience and exposure. Also the training is conducted for one day and many sessions are covered in limited time. It has to be found out whether the trainees could grasp the content well in limited time. So a study to evaluate the training programme in meeting the objectives of the training programme is of great significance.

1.4 Objective of the study

1. To study the effectiveness of training programme on Basics of Local Governance conducted by KILA.

1.5 Methodology

1.5.1 Period of the Study

The period of the study was for 45 days. It started from March 21 and ended on May 10, 2016.

1.5.2 Location of the study

The study was conducted at the selected Grama Panchayaths in the Thrissur District, from where the elected representatives, who came to take the training at KILA

1.5.3 Sampling Design

Sampling design involved multi-stage sampling; first stage – selection of district; second stage – selection of Grama Panchayaths. The training programme covered whole Kerala involving Grama Panchayaths, Block Panchayaths, District Panchayaths, Municipalities and Municipal Corporations, from which Thrissur District was chosen based on the criteria of accessibility. The population of the trainees who have taken training programme on Basics of Local Governance representing the Grama Panchayaths in Thrissur is 1090. A sample of 80 respondents was chosen for the study randomly. They are represented in the table below.

Panchayath Name	No. of trainees
Aloor	8
Kondazhy	8
Madakkathara	8
Mullassery	8
Nadathara	8
Pananchery	8
Poyya	8
Puthur	8
Thiruvillamala	8
Vallatholenagar	8
Total	80

1.5.4 Method of data collection

The study was based on both primary and secondary data. The primary data was collected from elected representatives who had taken this training through structured telephonic interview schedule, test scores and evaluation feedback and secondary data were sourced from official records of KILA, internet, and books.

1.5.5 Data processing and analysis

The collected data was analyzed using statistical tools like mean, standard deviation, frequency, percentages, Wilcoxon signed-ranks test, Pearson's correlation test and Kendall's W.

Social profile of respondents was analyzed using frequency and percentages. Pre-training tests and post-training tests were analyzed using percentages, frequency, Wilcoxon signed-ranks test to find the difference between them and Pearson's correlation test was used to find any relation between the differences between pre-test and post-test and social profile of respondents.

Evaluation feedback was analyzed using percentage, frequency and Kendall's W to find the mean ranks of the statements. The opinions of the respondents were captured through statements rated on a five point Likert scale.

Responses	Value
Strongly Agree(SA)	5
Agree(A)	4
Undecided	3
Disagree(DA)	2
Strongly Disagree(SDA)	1

Opinion on knowledge gain was analyzed using Wilcoxon signed-ranks test. Ayal Sabha action plan was analyzed using frequency and percentages.

1.6 Key observations made

- i. Age
- ii. Gender
- iii. Designation
- iv. Educational Qualification
- v. Experience
- vi. Pre Test
- vii. Post Test
- viii. Evaluation Feedback
- ix. Ayal Sabha Action Plan

1.7 Scope of the study

Training may be construed as the art and science of helping the functionaries in acquiring knowledge and skills of those who practice in an organization. Basics of Local Governance was a crucial training programme as far as the local bodies were concerned to gain knowledge about fundamental matters of local governance, since most of the trainees were first time elects to Grama Panchayaths. The study will unveil how far this programme benefitted the trainees and met the objectives outright.

1.8 Limitations of the study

1. Only one training programme was taken for the study
2. Resources available for the research was limited
3. There was paucity of time to complete the study

1.9 Chapterisation

The study has been designed into the following chapters:

Chapter -1	--	Design of the Study
Chapter -2	--	Review of Literature
Chapter -3	--	Kerala Institute of Local Administration - A Profile
Chapter -4	--	Training Programme on Basics of Local Governance – An Analysis
Chapter -5	--	Summary of Findings and Suggestions

Chapter - 2

Review of Literature

Chapter - 2

REVIEW OF LITERATURE

Review of literature aims to analyze the critical points of current and collected knowledge on the study. This gave an insight into the directions of the research problem under study. Therefore a humble attempt is made here to analyze various studies on evaluation of training, which will provide the basis for the investigation.

The studies were analyzed under the following headings

2.1 Training

2.2 Training Environment

2.3 Trainee Personal Characteristics

2.4 Effectiveness of training function

2.5 Factors Affecting Training Effectiveness

2.6 Training evaluation

2.1 Training

The verb “to train” is derived from the old French word *trainer*, meaning “to drag”. Hence such English definitions may be found as; to draw along; to allure; to cause; to grow in the desired manner; to prepare for performance by instruction, practice exercise, etc. Training can be described as “providing the conditions in which people can learn effectively”. To learn is “to gain knowledge, skill, ability” (King, 1968).

Knowledge refers to the information we acquire and place into memory, how it is organized into the structure of what we already know and to our understanding of how and when it is used. Thus knowledge can be seen as three distinct types; declarative, procedural and strategic (Kraiger and Salas, 1993).

Declarative Knowledge is a person's store of factual information about a subject matter. Procedural knowledge is the person's understandings about how and when to apply the facts that have been learned. Strategic Knowledge consists of the person's awareness of what he knows and the internal rules for accessing relevant facts and procedures to be applied toward some goal. Strategic knowledge is used for planning, monitoring, and revising goal-directed activity (Blanchard and Thacker, 1998).

2.2 Training environment

Training environment that includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, student involvement of the soft environment. Therefore, only the training of managers and trainers work together to create a better learning atmosphere and environment. According to (Martin, 2010; Ford and Weissvein, 1997) training environment have an effect on training effectiveness on human resource practices among employees.

2.3 Trainee personal characteristics

A variety of trainees' personal characteristics have been studied in relation to transfer of learning during the training programme. The related personal characteristics that figure out with the age, gender, marital status, and etc. with the trainees' self-confidence and belief in his or her ability to successfully acquire and transfer the target skill (Gist, Stevens and Bavetta, 1991). For individual training effect, age, gender, marital status is also important factors. In the study, these variables as control variables to be more, rather than the independent variables to be studied. The results of these studies is that for the training guide, training, which should be fully taken into account the individual's personality characteristics and psychological interaction between the demographic variables of the training process. This interaction makes the training process more complex.

Trainees with a high degree of education level tend to be more motivated learners and accomplish more (Chiaburu and Marinova, 2005).

A direct access has been established between efforts to build the self-confidence of learners and the likelihood of their using skills on the job (Salas and Cannon-Bowers, 2001). This is one of the reasons for investing in good training programme and preparing trainees for training.

On the other side, understanding the objectives of the training, its relevance to individual and organizational needs and expectations for application can greatly improve learner motivation (Montesino, 2002).

Assessing individual needs and providing good environment for training can also have a positive effectiveness on human resource practices among employees in the firm. This is because a better skill among employees is achieved through their personal characteristics. Besides, trainees' ability to improve his or her performance through training programme itself (Salas, Rozel, Mullen and Driskell , 1999).

2.4 Effectiveness of training function

A training programme is said to be effective when training outcome matches with its objectives. The degree with which outcome is closer to objective determines training effectiveness. According to Lina Vyas (2004), evaluation is the most important means to determine the effectiveness of training, however, other factors — including transfer of learning, ability of the trainer to deliver and trainees to absorb, ability of the institute and the trainers to recognize the needs and properly address them, and adequate matching of training package to trainees requirements — also have an influence on the effectiveness of training.

According to Huque A.S and Vyas L (2008), training effectiveness may be assessed by considering the results or evaluation, performance of the trainees and their ability to transfer techniques to their jobs.

Training effectiveness can also be a function of trainee characteristics, training design and contextual factors (Scaduto Anne, Lindsay Douglas and Chiabur S. Dan, 2008).

Evaluating the effectiveness of training programme is an important step as it is carried out to see how well the training objectives have been met and whether it is the best method for achieving those objectives (Niraj Kishore Chimote, 2010).

2.5 Factors affecting training effectiveness

In the real world, there are many factors that influence the effectiveness of training and development in an organization. One similar factor i.e. the human resource policy of training and development has been identified by Haywood (1992). He mentioned that too many training programmes place emphasis on ease and the purpose behind the design of programmes namely learning, skill development and behavioral change, has defeat the original purpose and goals of training are lost. Everything is affected by its surrounding weather directly or indirectly and similarly training effectiveness is also affected by many factors.

Birdi (2005) found that poor managerial support or an unfavorable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness. According to him training will be affected negatively if there is less support from department or there is unfavorable condition for training.

Fischer and Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness.

Driskell (2011) concluded in his study that type of training implemented, training content and trainee expertise also affect the training outcomes. Success of a training programme always depends on how the training was given, what was the content and who was the trainer.

Haslinda and Mahyuddin (2009) found that lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training. If there will be less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training programme.

Beigi and Shirmohammadi (2011) found that emotional training have significant impact on service quality. It means there is a relationship between behavior and learning, and service industry can be benefitted by emotional training because service industry is basically related to marketing and verbal communication.

Saks and Haccoun (2007) discussed that psychological states of trainees especially motivation, self-efficacy, perceived control and the realities of the organizational context affects the training outcomes.

Tai (2006) also concluded about general self-efficacy that it partially arbitrated the relationship between training framing and training motivation and consequently influenced training outcomes.

On the other hand Black and Mendenhall (1990) explained that cross-cultural skill development, adjustment and performance are three primary dependent variables of cross culture training effectiveness.

2.6 Training evaluation

According to Brown G. Kenneth and Gerhardt W. Megan (2002), evaluation should include procedures that ensure alignment of a training activity with the organization's strategy.

Organizations spend an immense amount of time and money on training in order to facilitate employee's learning of job-related competencies (Casio, 2000; Noe 2006).

As a result of the financial investments organizations make in training, it is important to provide evidence that training efforts are being fully realized (Casio, 2000; Dowling and Welch, 2005).

According to Manju.S and Dr. Suresh B.H. (2011), training evaluation has received extensive credit as being advantageous and useful; allows training and development staff to identify areas where particular courses or training programmes may be strengthened.

Evaluation of the effectiveness of training programmes is critical (Goldstein, 1986; Hinrichs, 1976; Kirkpatrick, 1978; Wexley and Latham, 1981).

Without documentation of the effectiveness of training, organizations have no good way to know whether training dollars are being spent wisely (Grove and Ostroff, 1991). Over the years, researchers have developed systematic procedures for training evaluation. Some of them are presented here.

- i. Kirkpatrick's four level model
- ii. Hamblin's four level model
- iii. Warr's framework of evaluation
- iv. Virmani and Premila's model of evaluation
- v. Peter Bramely's model of evaluation
- vi. David Reay's approach to evaluation

Among these widely accepted frameworks is the four stage training evaluation model proposed by Kirkpatrick (1978). Kirkpatrick's framework classifies training evaluations into four categories. 1. Participants' reactions to the training programme; 2. Changes in attitude, knowledge or skill levels; 3 changes in work behaviours; 4 changes in organizationally desired outcomes. (Leach P. Mark and Liu H. Annie, 2003).

According to Hamblin training can be evaluated in four levels: Reaction, Learning, Job Behaviour and Functioning. Peter Warr had, for evaluating organization training, recommended the C.I.P.O (Context evaluation, Input evaluation, Process evaluation, Outcome evaluation) framework of evaluation. Virmani and Premila's model of evaluation embraces three stages: Pre-training evaluation, Context and Input evaluation, Post-Training evaluation. Peter Bramely's model of Evaluation includes three stages: evaluation before designing learning event, evaluation during the event, evaluation after the event. David Reay has divided evaluation into three stages: the trial phase, the ongoing phase, the final phase.

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Chapter - 3
Kerala Institute of Local
Administration – A Profile

Chapter - 3

KERALA INSTITUTE OF LOCAL ADMINISTRATION – A PROFILE

Kerala Institute of Local Administration (KILA) is synonymous with decentralization and local governance. The best of its kind in the third world, KILA aims to address the emerging issues of decentralised governance at the grass roots through a plethora of divergent activities like training, research, consultancy, policy advice, publications and information services. KILA thus becomes a harbinger of the emerging dawn of vibrant local democracy.

Kerala Institute of Local Administration (KILA) has been engaged in the capacity building activities for local governments in Kerala since its establishment in 1990. The Institute is supported by the Government of Kerala, as its nodal institution for training, research and consultancy for the Local Self-Government Institutions. The Institute engages in different capacity building activities of the local governments, both rural and urban.

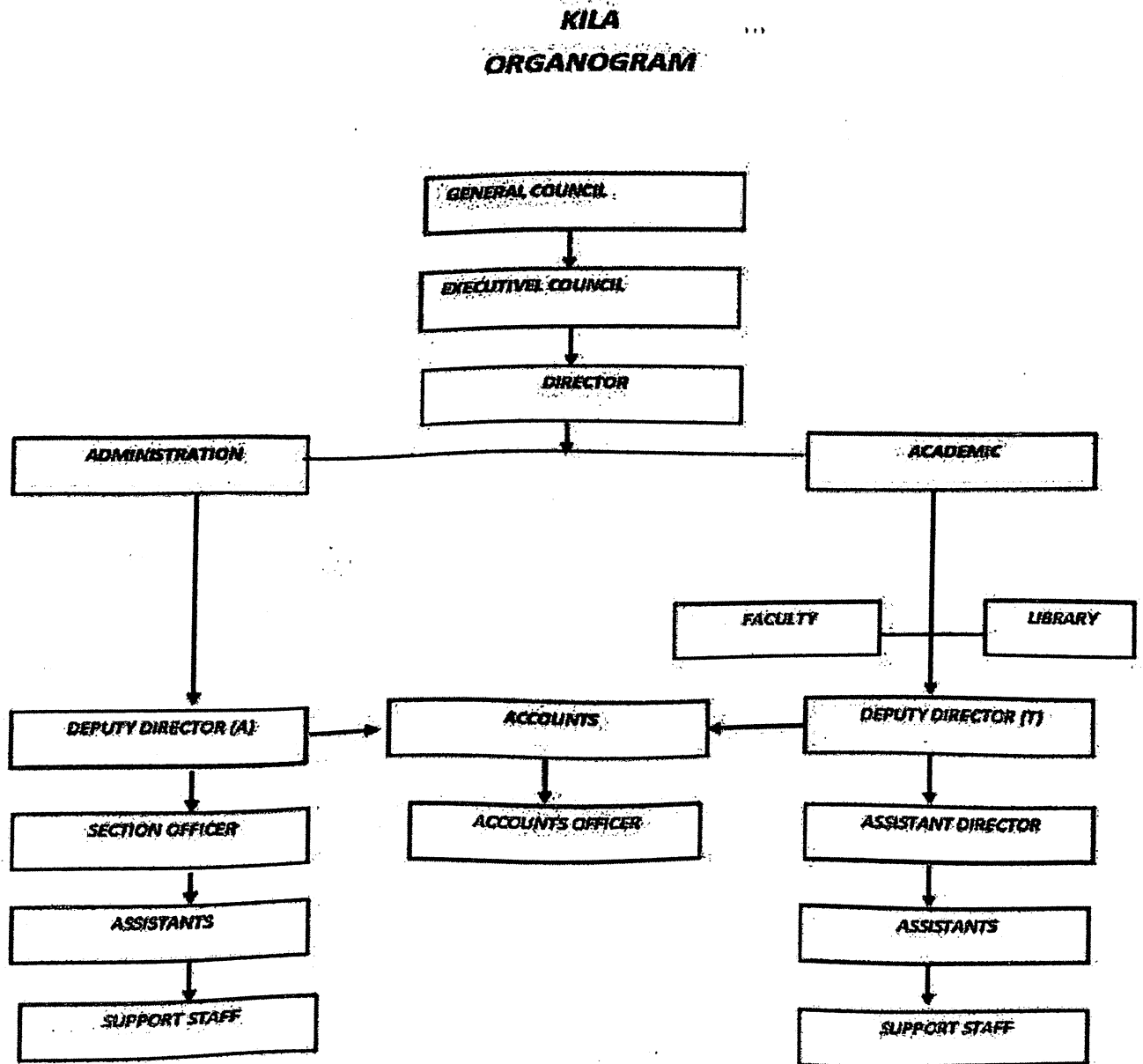
KILA was established in the pattern of a national institute with the main objective of training, research and consultancy in decentralized governance and administration. With a view to develop it as an institution of excellence, KILA was registered as an autonomous institution under the Travancore-Cochin Literary, Scientific and Charitable Societies Act 1955. KILA is the only Institution in India that functions with the sole mandate of promoting decentralized governance both in urban and rural areas. As a result of this, efforts are on to establish KILA as an international training center on local governance and declare KILA as the SAARC center of excellence in local governance.

The Institute disseminates the insights of research and recommendations of its various training programmes and workshops through a number of publications. In order to meet the training needs of the participants from other Indian states and neighboring countries KILA has translated several documents in English and other Indian languages like Hindi, Tamil, Bengali and Kannada.

KILA actively collaborates with many national and international agencies like Swiss Agency for Development and Co-operation (SDC), United Nations Development Programme (UNDP), UN-HABITAT, and Housing and Urban Development Corporation (HUDCO) with a

motive of deepening local governance. KILA collaborates with the Sri Lanka Institute of Local Governance and All India Institute of Local Self Governments, Mumbai to conduct international course in decentralized governance and poverty alleviation.

3.1 Organogram of KILA



3.2 Organization

KILA was set up with the objectives of facilitating and accelerating socio-economic development of the state through local self-government institutions. As a training and research institute KILA is committed to the following objectives

- i. To undertake various training programmes for the elected representatives and officials of rural and urban local bodies of Kerala
- ii. To facilitate and strengthen the decentralized planning process
- iii. To undertake action-oriented research activities
- iv. To document best practices on local governance for wider dissemination
- v. To organize seminars, workshops and discussions on different issues related to decentralization and local governance

3.3 Areas of expertise

Over the years, the Institute has established its expertise in the following core areas:

- i. Decentralized participatory Planning
- ii. Local Governance and Administration
- iii. Urban Governance and Development
- iv. Local Economic Development and Livelihood Promotion
- v. Participatory Poverty Management
- vi. Gender and Development
- vii. Development of Marginalized Social Groups
- viii. Natural Resource Management and Watershed Development
- ix. Training Skill Development of Trainers
- x. HIV/AIDS and related interventions through Local Governments
- xi. Food Security and Sustainable Agriculture Development
- xii. Good Governance and Social Accountability
- xiii. Human Development and Sustainable Development

Chapter – 4

*Training Programme on Basics of
Local Governance – An Analysis*

Chapter - 4

TRAINING PROGRAMME ON BASICS OF LOCAL GOVERNANCE – AN ANALYSIS

The present chapter deals with analysis and interpretation of the results obtained for the following objective

1. To study the effectiveness of training programme on “Basics of Local Governance” conducted By KILA.

Focusing on the objective of the study, 80 respondents were selected for data analysis. Test scores before training and after training, evaluation feedback and Ayal Sabha action plan were analysed on these respondents. The observation emerged from the study are discussed under the following heads

- Section I - Social profile of respondents
- Section II - Pre and post test scores of respondents
- Section III - Evaluation feedback after the completion of training
- Section IV - Action plan implementation

SECTION I

Social profile of respondents

Social characteristics analyzed include age, gender, designation, educational qualification, and experience. These characteristics may have an association to the performance of respondents in pre and post-tests of training, evaluation feedback and action plan implementation. So it is very important that how these characteristics affect respondents' test performance, evaluation feedback and action plan implementation. Here frequency and percentages were used for analyzing the data.

4.1 Age

Age of the respondents is one of the most important characteristics in understanding their performance in tests, evaluation feedback and action plan implementation. Here the respondents were grouped as young aged (20-35), middle aged (36-55) and old aged (above 55). The results are shown in table 4.1 and figure 4.1

Table 4.1 Frequency distribution of respondents according to age group in their respective Grama Panchayaths.

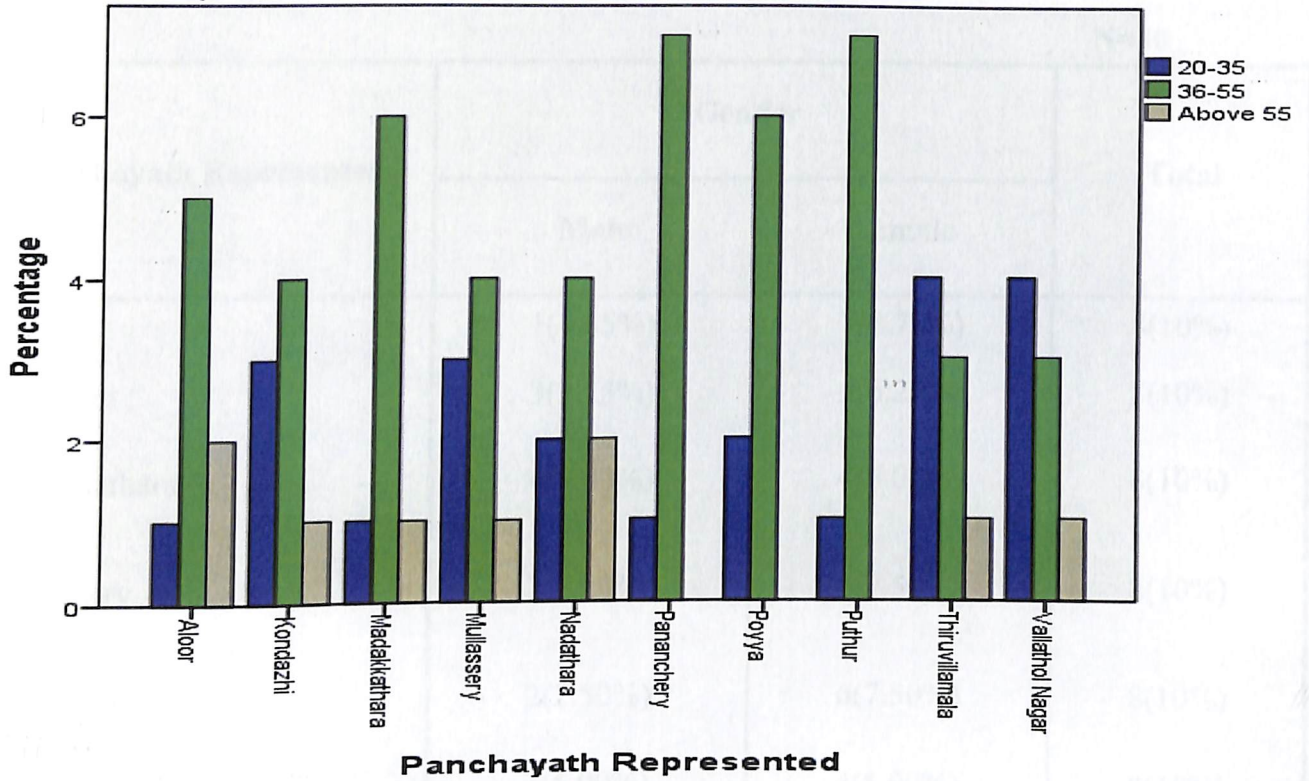
N=80

Panchayath Represented	Age Group			Total
	20-35 (Young)	36-55 (Middle)	Above 55 (old)	
Aloor	1(1.25%)	5(6.25%)	2(2.50%)	8(10%)
Kondazhi	3(3.75%)	4(5.00%)	1(1.25%)	8(10%)
Madakkathara	1(1.25%)	6(7.50%)	1(1.25%)	8(10%)
Mullassery	3(3.75%)	4(5.00%)	1(1.25%)	8(10%)
Nadathara	2(2.50%)	4(5.00%)	2(2.50%)	8(10%)
Pananchery	1(1.25%)	7(8.75%)	0	8(10%)
Poyya	2(2.50%)	6(7.50%)	0	8(10%)
Puthur	1(1.25%)	7(8.75%)	0	8(10%)
Thiruvillamala	4(5.00%)	3(3.75%)	1(1.25%)	8(10%)
Vallathol Nagar	4(5.00%)	3(3.75%)	1(1.25%)	8(10%)
Total	22(27.50%)	49(61.25%)	9(11.25%)	80(100%)

Source: Compiled from the primary data

It was observed from the table 4.1 and figure 4.1 that most of the respondents fell in the middle aged group (61.25 %), followed by young aged (27.50 %) and old aged group (11.25 %). This means that middle aged people have vast experience in politics, social work and local bodies, and they have an association with the public. This implies why most of the middle aged people are elected to local bodies.

Figure 4.1 Frequency distribution of respondents according to age group in their respective Grama Panchayaths.



Source: Compiled from the primary data

4.2 Gender

It is presumed that the male and female respondents respond to tests, evaluation feedback and action plan implementation differently. The results are shown in table 4.2 and figure 4.2

Table 4.2 Frequency distribution of respondents according to gender in their respective Grama Panchayaths.

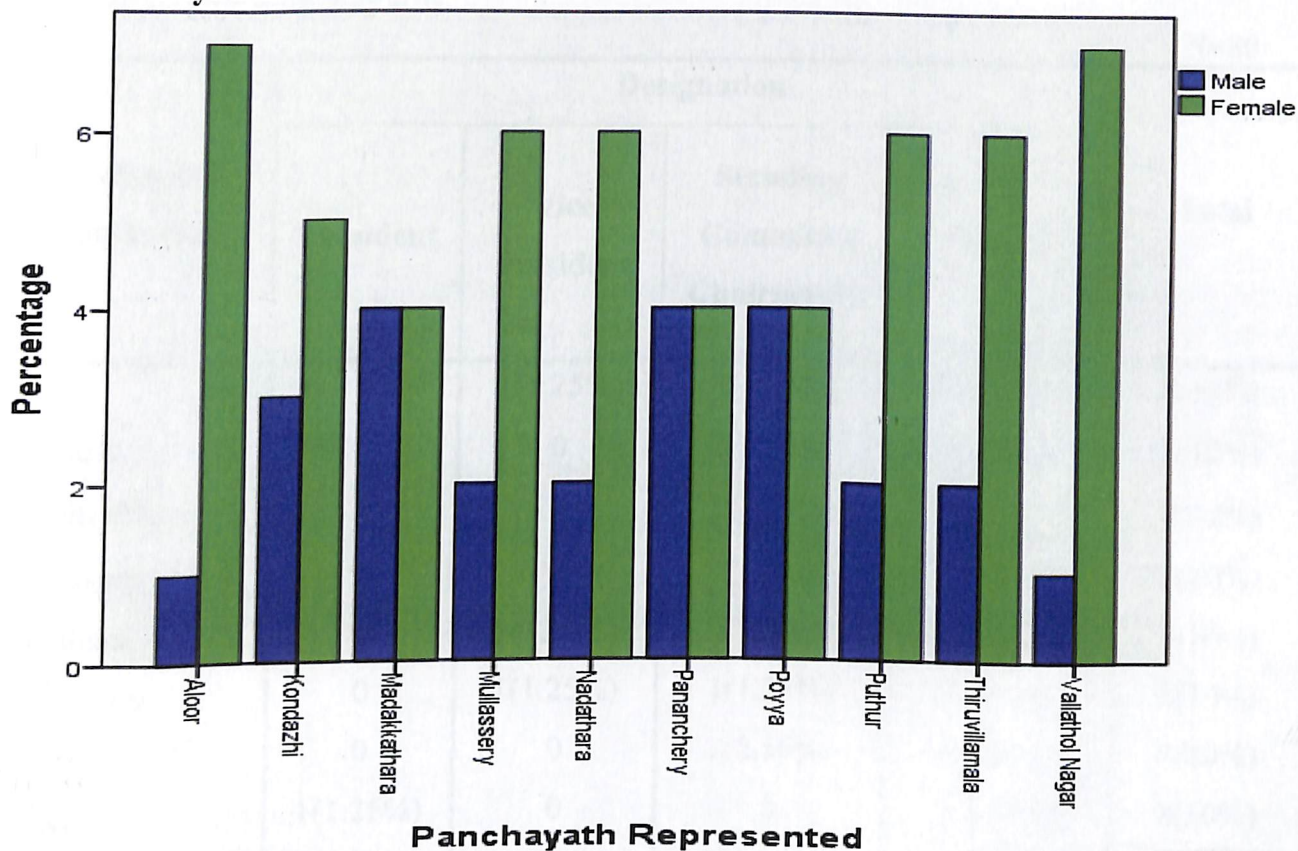
N=80

Panchayath Represented	Gender		Total
	Male	Female	
Aloor	1(1.25%)	7(8.75%)	8(10%)
Kondazhi	3(3.75%)	5(6.25%)	8(10%)
Madakkathara	4(5.00%)	4(5.00%)	8(10%)
Mullassery	2(2.50%)	6(7.50%)	8(10%)
Nadathara	2(2.50%)	6(7.50%)	8(10%)
Pananchery	4(5.00%)	4(5.00%)	8(10%)
Poyya	4(5.00%)	4(5.00%)	8(10%)
Puthur	2(2.50%)	6(7.50%)	8(10%)
Thiruvillamala	2(2.50%)	6(7.50%)	8(10%)
Vallathol Nagar	1(1.25%)	7(8.75%)	8(10%)
Total	25(31.25%)	55(68.75%)	80(10%)

Source: Compiled from the primary data

It may be observed from the table 4.2 and figure 4.2 that the sample consists of 31.25% respondents were males and 68.75% were females; since females have great participation in local bodies of Kerala. That means female respondents dominate male respondents. Also 50% seats are reserved for women representatives in local bodies. So women get the chance to represent the local bodies, that leads to women empowerment and pave a way for use their skills and knowledge for the welfare of the people.

Figure 4.2 Frequency distribution of respondents according to gender in their respective GramaPanchayaths.



Source: Compiled from the primary data

4.3 Designation

Designation is an important factor for the purpose of training, as this training is very important for all the respondents irrespective of their additional responsibility. The position held by respondents decides how important and effective this training was, since people who bear key positions should have some knowledge to do their operations effectively. The results are shown in table 4.3 and figure 4.3

Table 4.3 Frequency distribution of respondents according to designation in their respective Grama Panchayaths.

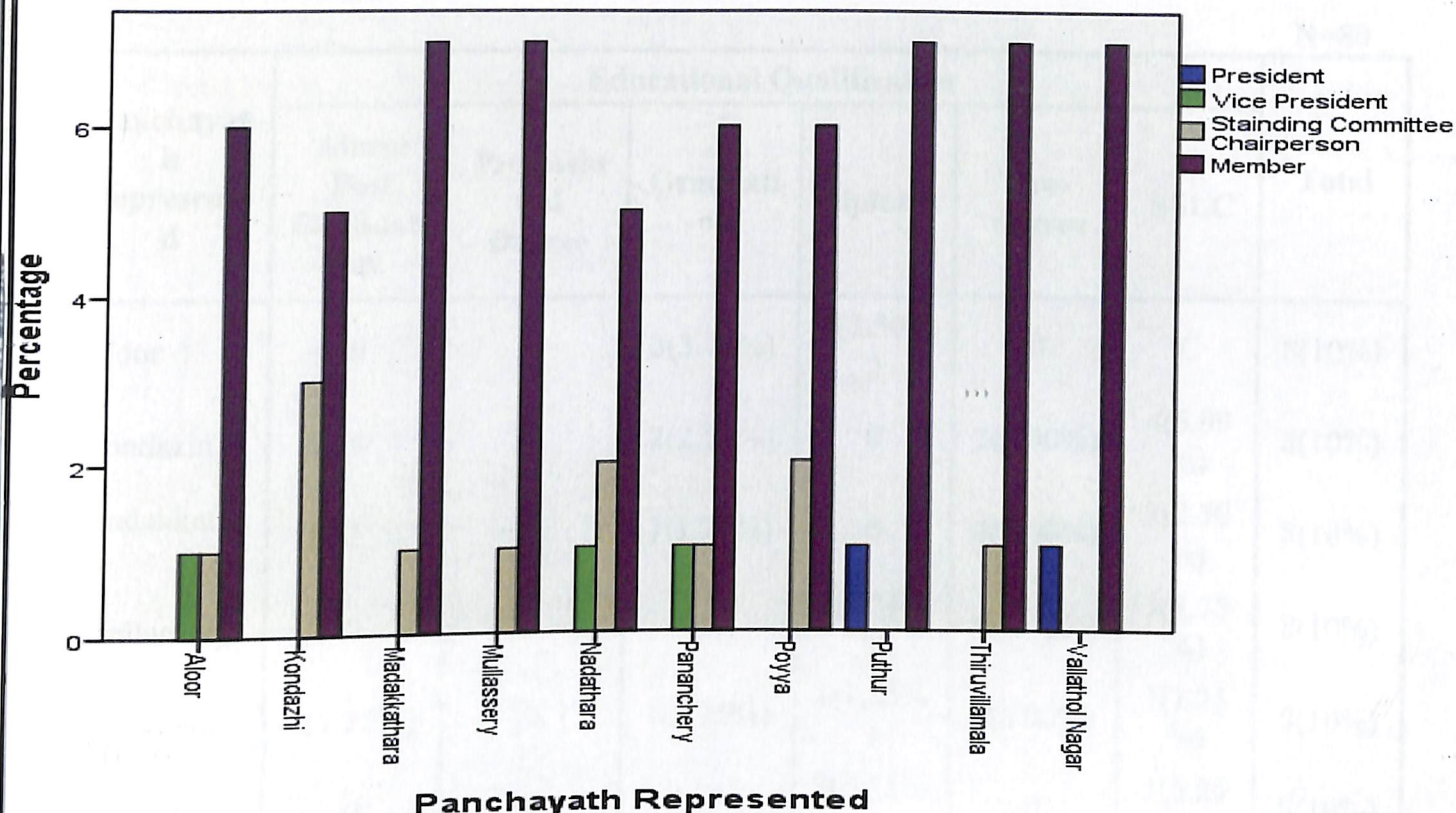
N=80

Panchayath Represented	Designation				Total
	President	Vice President	Standing Committee Chairperson	Member	
Aloor	0	1(1.25%)	1(1.25%)	6(7.50%)	8(10%)
Kondazhi	0	0	3(3.75%)	5(6.25%)	8(10%)
Madakkathara	0	0	1(1.25%)	7(8.75%)	8(10%)
Mullassery	0	0	1(1.25%)	7(8.75%)	8(10%)
Nadathara	0	1(1.25%)	2(2.50%)	5(6.25%)	8(10%)
Pananchery	0	1(1.25%)	1(1.25%)	6(7.50%)	8(10%)
Poyya	0	0	2(2.50%)	6(7.50%)	8(10%)
Puthur	1(1.25%)	0	0	7(8.75%)	8(10%)
Thiruvillamala	0	0	1(1.25%)	7(8.75%)	8(10%)
Vallathol Nagar	1(1.25%)	0	0	7(8.75%)	8(10%)
Total	2(2.50%)	3(3.75%)	12(15%)	63(78.75%)	80(100%)

Source: Compiled from the primary data

It can be observed from the table 4.3 and figure 4.3 that, out of 80 respondents 78.75 % of respondents were ward members, 15 % were standing committee chairpersons, 3.75 % were vice presidents and 2.50 % were presidents. Every respondent is basically representing a ward in their Panchayath. Some of them get additional responsibility by electing as president, vice president and standing committee chairperson.

Figure 4.3 Frequency distribution of respondents according to designation in their respective Grama Panchayaths.



Source: Compiled from the primary data

4.4 Education

Education is an important attribute of an individual, which has bearing on his or her level of understanding of the training programme. If the respondent is having good educational base it will positively reflect on their works post training. They will think more sharply than others. People with good educational level ought to have some understanding of the training programme as they performed well in pre-tests and post-tests. Also the test scores reveal the connection of educational level in their performance in tests. The results are shown in table 4.4 and figure 4.4.

Table 4.4 Frequency distribution of respondents according to education in their respective Grama Panchayaths.

N=80

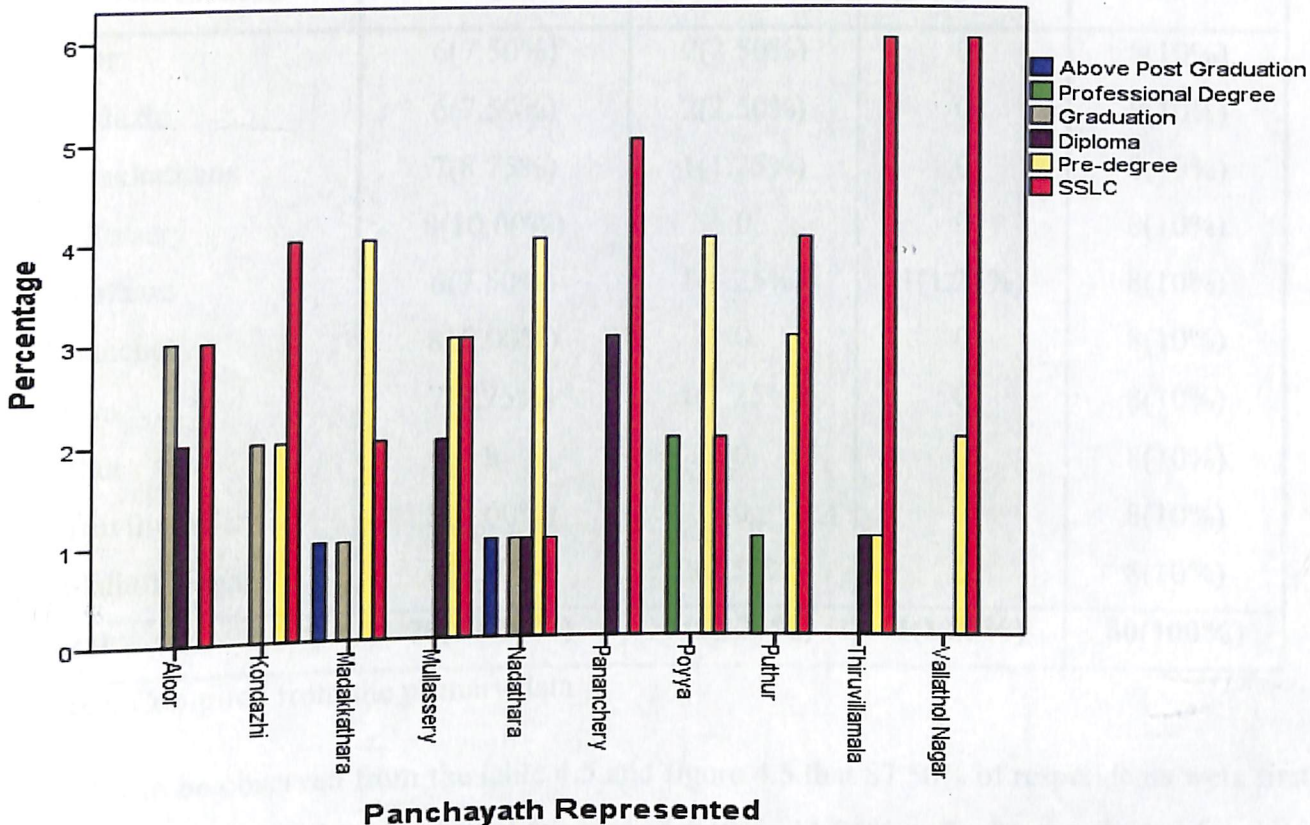
Panchayat Represente d	Educational Qualification						Total
	Above Post Graduati on	Professio nal Degree	Graduati on	Diploma	Pre- degree	SSLC	
Aloor	0	0	3(3.75%)	2(2.50%)	0	C	8(10%)
Kondazhi	0	0	2(2.50%)	0	2(2.50%)	4(5.00%)	8(10%)
Madakkatha ra	1(1.25%)	0	1(1.25%)	0	4(5.00%)	2(2.50%)	8(10%)
Mullassery	0	0	0	2(2.50%)	3(3.75%)	3(3.75%)	8(10%)
Nadathara	1(1.25%)	0	1(1.25%)	1(1.25%)	4(5.00%)	1(1.25%)	8(10%)
Pananchery	0	0	0	3(3.75%)	0	5(6.25%)	8(10%)
Poyya	0	2(2.50%)	0	0	4(5.00%)	2(2.50%)	8(10%)
Puthur	0	1(1.25%)	0	0	3(3.75%)	4(5.00%)	8(10%)
Thiruvillam ala	0	0	0	1(1.25%)	1(1.25%)	6(7.50%)	8(10%)
Vallathol Nagar	0	0	0	0	2(2.50%)	6(7.50%)	8(10%)
Total	2(2.5%)	3(3.75%)	7(8.75%)	9(11.25%)	23(28.75%)	36(45%)	80(100%)

Source: Compiled from the primary data

The table 4.4 and figure 4.4 reveals that majority of the respondents i.e. 45 % have completed their SSLC, 28.75 % have completed their pre-degree, 11.25 % have completed their diploma, 8.75 % have completed their graduation, and 3.75 % hold professional degree and 2.5 % hold above post-graduation level education. So collectively 55% respondents are qualified above SSLC. Since many of the respondents hold only the minimum level of education it increases the need of training. Even though some respondents are highly qualified, their stream

of education may not be related to local governance. Hence this training will help newly elected representatives in that aspect too.

Figure 4.4 Frequency distribution of respondents according to education in their respective Grama Panchayaths.



Source: Compiled from the primary data

4.5 Experience

Experience is an integral part of respondents' performance in pre and post-tests, evaluation feedback and action plan implementation. Respondents, who are first time elected may not have knowledge regarding the subjects and may not perform well in pre-tests. But respondents, who are second or third time elected ought to have an understanding of subject content and may perform well in tests. So experience level is an indication of level of understanding of the training subjects. The results are shown in table 4.5 and figure 4.5.

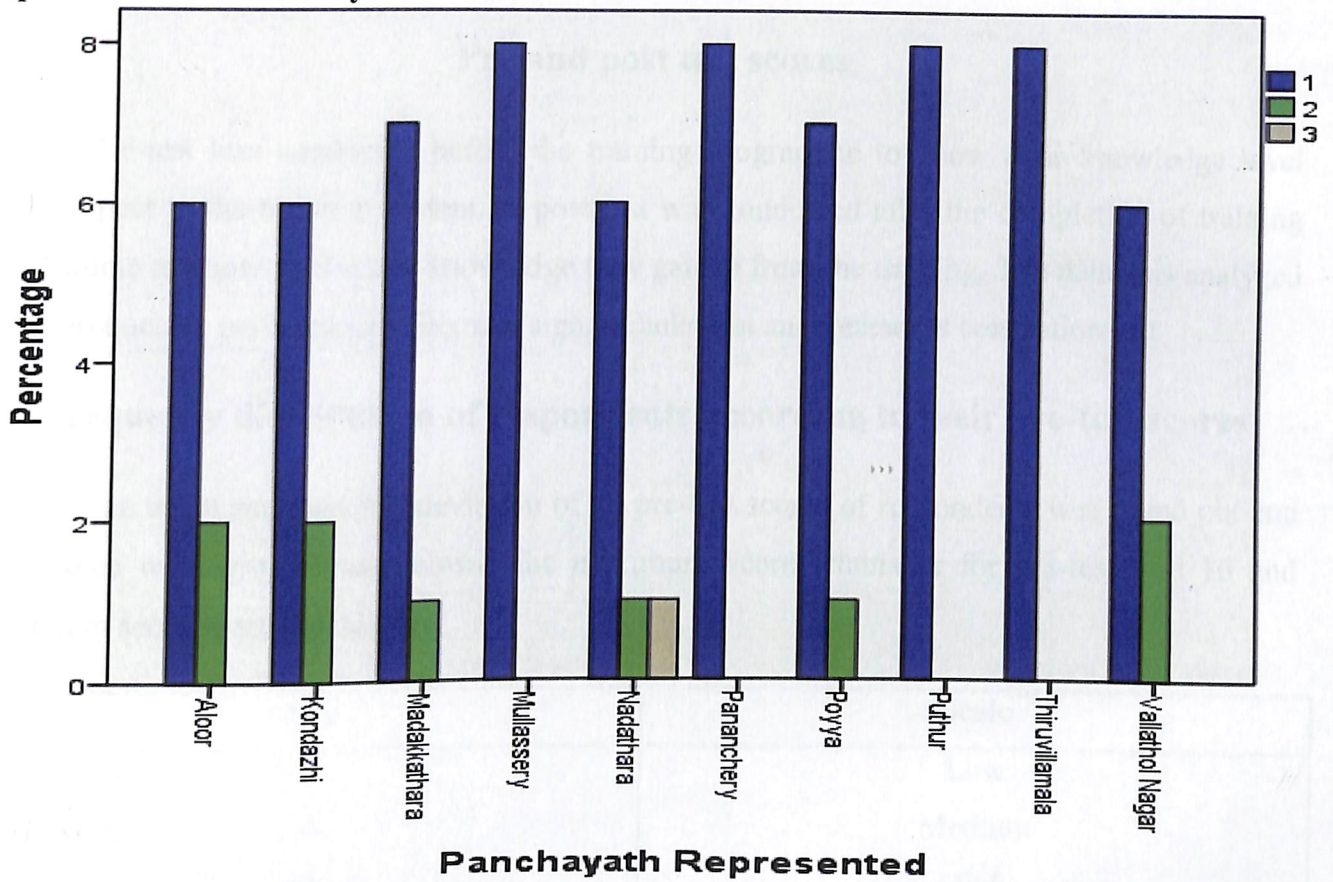
Table 4.5 Frequency distribution of respondents according to experience in their respective Grama Panchayaths.

Panchayath Represented	Number of times elected			Total
	1	2	3	
Aloor	6(7.50%)	2(2.50%)	0	8(10%)
Kondazhi	6(7.50%)	2(2.50%)	0	8(10%)
Madakkathara	7(8.75%)	1(1.25%)	0	8(10%)
Mullassery	8(10.00%)	0	0	8(10%)
Nadathara	6(7.50%)	1(1.25%)	1(1.25%)	8(10%)
Pananchery	8(10.00%)	0	0	8(10%)
Poyya	7(8.75%)	1(1.25%)	0	8(10%)
Puthur	8	0	0	8(10%)
Thiruvillamala	8(10.00%)	0	0	8(10%)
Vallathol Nagar	6(7.50%)	2(2.50%)	0	8(10%)
Total	70(87.50%)	9(11.25%)	1(1.25%)	80(100%)

Source: Compiled from the primary data

It can be observed from the table 4.5 and figure 4.5 that 87.50% of respondents were first comers. Respondents who are elected for second time is 11.25% and who are elected for third time is 1.25%. Since majority of the respondents are first time elects to local bodies, they need some understanding about local governance and how the system works. So this training is very much important for the first comers, since they may not have the adequate knowledge about the basics of local governance, local bodies and how it functions.

Figure 4.5 Frequency distribution of respondents according to experience in their respective Grama Panchayaths



Source: Compiled from the primary data

Section II

Pre and post test scores

Pre-test was conducted before the training programme to know their knowledge level with respect to the training content. A post-test was conducted after the completion of training programme to know how much knowledge they gained from the training. The data was analyzed using frequency, percentage, Wilcoxon signed-ranks test and Pearson's correlation test

4.6 Frequency distribution of respondents according to their pre-test scores

The mean and standard deviation of all pre-test scores of respondents was found out and the scores were grouped as below. The maximum score attainable for pre-test was 16 and minimum score attainable was 0.

Score	Scale
<1	Low
1-5	Medium
>5	High

The distribution of pre-test scores are given in Table 4.6 and Figure 4.6.

Table 4.6 Frequency distribution of respondents according to their pre-test scores

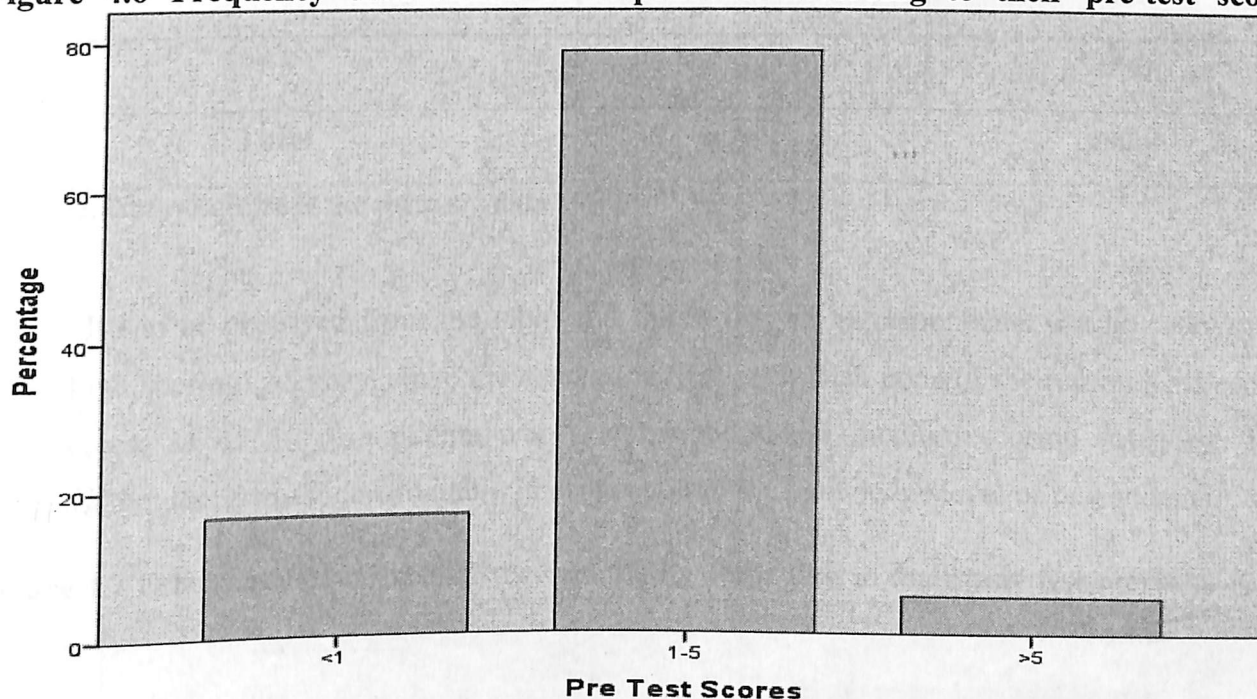
Pre Test Score	Frequency	Percentage
<1	13	16.25
1-5	63	78.75
>5	4	5.00
Total	80	100.0

Source: Compiled from the primary data

It can be observed from the table 4.6 and figure 4.6 that 78.75% respondents could be categorized into medium scoring category; whereas 16.25% respondents could be categorized into low scoring category. They got zero scores. Only 5 % could score above 5. Since many of

the respondents are newcomers, they would have least knowledge about the training content. Majority of the respondents are new comers in the field, there knowledge level is very low as shown by pre-test scores, since some of the respondents got zero scores. This again substantiates the need of training.

Figure 4.6 Frequency distribution of respondents according to their pre-test scores



Source: Compiled from the primary data

4.7 Frequency distribution of respondents according to their post-test scores

The mean and standard deviation of all post-test scores of sample respondents were found out and grouped as below. The maximum score attainable for post-test was 16 and minimum score attainable was 0.

Score	Scale
<1	Low
1-5	Medium
>5	High

The distribution of post-test scores are given in Table 4.7 and Figure 4.7

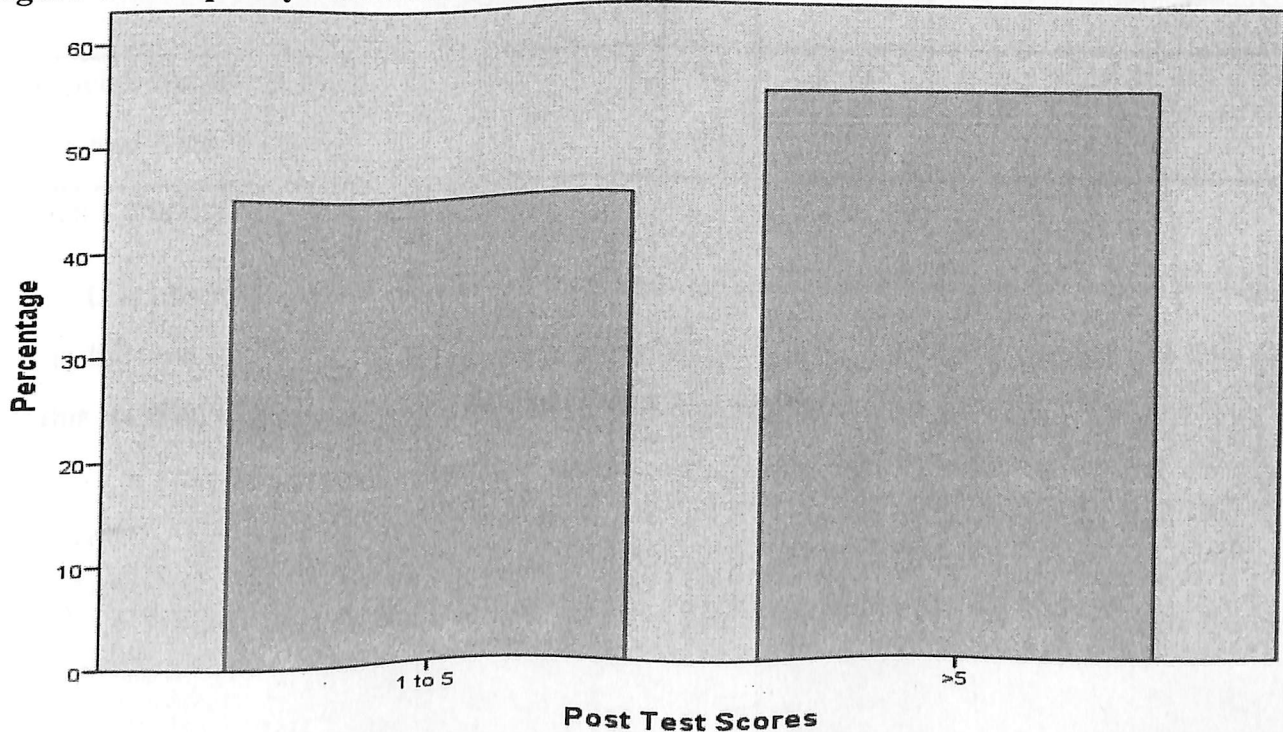
Table 4.7 Frequency distribution of respondents according to their post-test scores

Pre Test Score	Frequency	Percentage
<1	0	0.0
1-5	36	45.0
>5	44	55.0
Total	80	100.0

Source: Compiled from the primary data

It can be observed from the table and figure that 55 % respondents can be categorized under high scoring category, since they scored high scores. Also none of the respondents scored null scores, as 45 % respondents were categorized under medium scoring category. This indicates that there was a considerable improvement in the knowledge level of respondents.

Figure 4.7 Frequency distribution of respondents according to their post-test scores



Source: Compiled from the primary data

4.8 Test of difference between pre-test and post-test scores

Wilcoxon signed-ranks, a nonparametric alternative to the paired-samples t test were conducted to test the difference between pre-test and post-test. The only assumptions made by the Wilcoxon test are that the test variable is continuous and that the distribution of the difference scores is reasonably symmetric. The results are shown in table 4.8, table 4.9 and table 4.10

The hypotheses made were

H0: The mean of difference between test score before training and test score after training equals zero.

H1: The mean of difference between test score before training and test score after training not equals zero.

Table 4.8 Descriptive statistics of pre-test and post-test scores

	N	Mean	Std. Deviation
Test Score Before Training	80	2.49	1.721
Test Score After Training	80	5.91	2.350

Source: Compiled from the primary data

It is observed from the table 4.8 that mean score obtained from pre-test was improved to 5.91 in the post test. The mean score of respondents in pre-test is only 2.49. Hence this indicates that this training improved the knowledge level of respondents.

Table 4.9 Ranks of pre-test and post-test scores

		N	Mean Rank	Sum of Ranks
Test Score After Training - Test Score Before Training	Negative Ranks	3 ^a	19.00	57.00
	Positive Ranks	74 ^b	39.81	2946.00
	Ties	3 ^c		
	Total	80		

a. Test Score After Training < Test Score Before Training

b. Test Score After Training > Test Score Before Training

c. Test Score After Training = Test Score Before Training

Source: Compiled from the primary data

From the table it can be observed that only three respondents out of 80 obtained less marks than that in pre-test and the majority 74 respondents improved their scores in post-test. Only three respondents showed no change in scores in these two tests. So the training helped majority of the respondents to improve their knowledge.

Table 4.10 Test statistics of pre-test and post-test scores

	Test Score After Training - Test Score Before Training
Asymp. Sig. (2-tailed)	.000

Source: Compiled from the primary data

It can be observed from the table that the test statistics is highly significant. That means there is indeed a statistical significant change between pre-test and post-test scores. Hence null hypothesis is rejected. It can be concluded that there was difference between pre-test and post-test score and respondents got advantage of training since their knowledge about the concerned subject was increased.

4.9 Correlation between social profile parameters and difference in pre-test and post-test

Pearson's correlation test was conducted to find any relationship exist between social profile characteristics such as age, gender, designation, education and experience with difference in pre-test and post-test scores. The result was shown in table 4.11

Table 4.11 Correlation of the variables of social profile of respondents with difference between pre-test and post-test

Socio Parameter	Pearson's Coefficient	Significance
Designation	.232*	0.038

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Compiled from the primary data

From the table 4.11 it is observed that only respondents' designation and the difference between pre-test and post-test are positively correlated. The other social parameters such as age, gender, educational level and experience have no correlation with the difference in pre-test and post-test scores. Since the respondents are occupying different hierarchical positions in local bodies, they might have keenly followed the training and acquired knowledge. That may be the reason for positive correlation.

Section III

Evaluation feedback after the completion of training

Trainees' were given an evaluation feedback form soon after the completion of training programme to know how the training benefitted them and to find improvement if any needed to make the future training programmes better. The opinions of the respondents were captured through statements rated on a five point continuum. The data was analyzed using frequency, percentage, Kendall's W Test, Pearson's correlation test, Wilcoxon Signed Ranks Test

4.10 Scores obtained for statements and responses of evaluation feedback form

Scores of all the responses and statements are tabulated in a table form along with the total score of each statement and the total scores obtained for each response. Here percentage of each response and statement are given in brackets. The result was shown in table 4.12

Table 4.12 Cross tabulation of scores obtained for training evaluation statements and responses

Evaluation Feedback	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Responded	Total Score of Statement
1. Understood the content and target of the training programme	22(27.50 %)	21(26.25 %)	25(31.25 %)	11(13.75 %)	1(1.25 %)	0	292
2. Got clarity about the content of training handbooks	14(17.50 %)	14(17.50 %)	22(27.50 %)	2(2.50 %)	4(5.00 %)	24(30%)	200
3. The training method of video exhibition, then interpretation, after discussion was fruitful	45(56.25 %)	19(23.75 %)	11(13.75 %)	3(3.75 %)	1(1.25 %)	1(1.25%)	341
4. The answers given by faculty for our questions and doubts were satisfactory	43(53.75 %)	17(21.25 %)	8(10.00 %)	8(10.00 %)	1(1.25 %)	3(3.75%)	324
5. The test conducted after training	33(41.25 %)	19(23.75 %)	22(27.50 %)	3(3.75 %)	2(2.50 %)	1(1.25%)	315

made justice to the content of training							
6. Test questions were apt for testing the knowledge gained from training	35(43.75 %)	24(30.00 %)	14(17.50 %)	5(6.25 %)	2(2.50 %)	0	325
7.Overall quality of training was excellent	42(52.50 %)	21(26.25 %)	14(17.50 %)	1(1.25 %)	1(1.25 %)	1(1.25%)	339
8.Overall organization of training was excellent	45(56.25 %)	18(22.50 %)	10(12.50 %)	6(7.50 %)	1(1.25 %)	0	340
Total number of Response	279(43.5 9%)	153(23.9 0%)	126(19.6 9%)	39(6.09 %)	13(2.0 3%)	30(4.68%)	

Source: Compiled from the primary data

From the table 4.12, it can be observed in the first statement, ‘Understood the content and target of the training programme’, majority of respondents strongly agreed that they understood the content (27.50%). So the training helped respondents to realize the need of this training before they come to the practical side of the system that they have to work. In the second statement, ‘Got clarity about the content of training handbooks’, majority of respondents were ‘undecided’, as many of them were not given handbooks on time. So they did not get time to check the handbooks and its contents. In the third statement, ‘The training method of video exhibition, then interpretation, after discussion was fruitful’, majority of the respondents (56.25%) strongly agreed that the method of taking session was good. The use of modern media equipment followed by interpretation and discussion helped them to absorb the content. In the

fourth statement, 'The answers given by faculty for our questions and doubts were satisfactory', majority of the respondents (53.75%) opined that response given by faculty for their queries was satisfactory. This indicates that the faculty members were experts in the subjects they took. In the fifth statement, 'The test conducted after training made justice to the content of training', majority of the respondents (41.25%) strongly agreed that test conducted for the training made justice to the training conduct. This indicates that nothing was asked out of the syllabus of training. In the sixth statement, 'Test questions were apt for testing the knowledge gained from training', majority of the respondents (43.75%) strongly agreed that test questions were apt for checking their knowledge. This indicates that test questions were designed in such a way that it covers all sessions and content of training. In the seventh statement, 'Overall quality of training was excellent', majority of respondents (52.50%) strongly agreed that the quality of training was excellent, because the training could bring quality to different sessions that were offered in terms of choice of faculty and content. In the eighth statement, 'Overall organization of training was excellent', majority of the respondents strongly agreed that organization of the training was excellent. Since this training was conducted at KILA, the staff and faculty coordinated well. Also respondents were given sumptuous food and other services too. It is observed that majority of the responses were 'strongly agree' (43.59%) and the least responses were for 'strongly disagree' (2.03%). Collectively strongly agree and agree responses comprise 67.49% of total responses, and strongly disagree and disagree responses comprise 8.12% of total responses. But 4.68% of total responses were not at all answered. So this table indicates that majority of responses were highly positive and that indicates that the training was efficient.

4.11 Ranking of statements in evaluation feedback

The statements of the evaluation feedback form was ranked using Kendall's W Test for knowing which of statement was given highest mean rank and lowest mean rank, so that we can analyze what was the factor most liked by respondent and what they think that was least effective. It was recorded in Table 4.13.

Table 4.13 Ranks of sum of evaluation feedback statements

Statements	Mean Rank	Rank
1.Understood the content and target of the training programme	3.74	7
2.Got clarity about the content of training handbooks	3.55	8
3.The training method of video exhibition, then interpretation, after discussion was fruitful	5.33	1
4.The answers given by faculty for our questions and doubts were satisfactory	4.53	5
5.The test conducted after training made justice to the content of training	4.05	6
6.Test paper questions were apt for testing the knowledge gained from training	4.75	4
7.Overall quality of training	5.00	3
8.Overall organization of training	5.07	2

Source: Compiled from the primary data

It can be observed from the table that highest mean rank or first rank was obtained for the method of training, followed by overall organization of training. The last rank was given for clarity of contents in handbooks followed by understanding the target of training programme. From this it can be interpreted that the method of using multimedia like video exhibition, then giving the interpretation about it, was very good and it helped respondents grasp things better. Third rank was given to overall quality of training, since the sessions were taken by experts in each subject with the help of modern equipment. Many of the respondents opined that they did not get handbooks of training on time. If they received it before training, it would help them to understand things better. And most them could not understand the target of training as evident by the seventh rank of the statement, since they were new to this field and majority of the respondents were first time elected members. Also the duration was only one day and the session were taken a little bit fast and the respondents could not get enough time to clarify their doubts and take notes.

4.12 To rate the overall effectiveness of the “Basics of Local Governance” training programme

Individual total evaluation feedback scores are found out. Then its mean and standard deviation are found out to group the overall effectiveness of the training programme as very good, good and poor. The results are given in table 4.14 and figure 4.8.

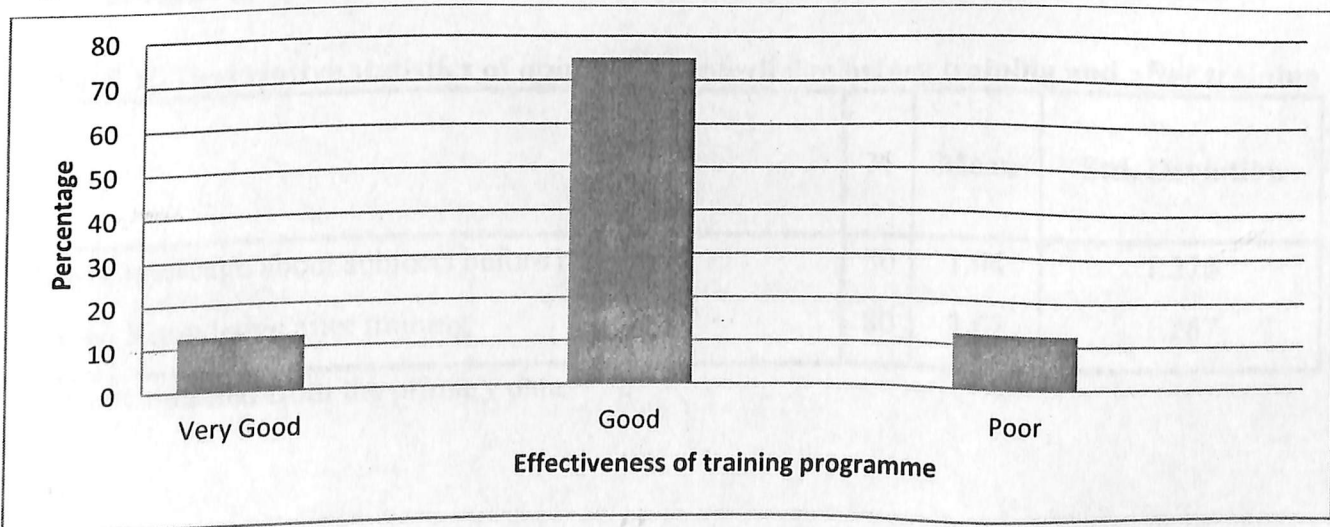
Table 4.14 Frequency distribution of overall effectiveness of training programme

	Frequency	Percentage
Very Good (above 38)	10	12.5
Good (31-38)	60	75
Poor (below 31)	10	12.5

Source: Compiled from the primary data

It can be observed from the table 4.14 and figure 4.8 that 75 % respondents have opined that the effectiveness of the training programme was good; whereas 12.5 % respondent feels that training was very good and other 12.5 % respondents feels that training was poor. From this it is evident even though the training was effective in some aspects; but some gaps have to be filled.

Figure 4.8 Frequency Distribution of overall effectiveness of training programme



Source: Compiled from the primary data

4.13 Correlation of the variables of social profile of respondents with Sum of Evaluation Feedback Score

The test was conducted using Pearson's correlation to find any correlation social profile parameters like age, gender, designation, education and experience with total score of evaluation feedback. But none of the parameters are correlated. Hence there was no correlation between socio profile of respondents and total score of evaluation feedback.

4.14 Test of difference of opinion on knowledge before training and after training

Wilcoxon signed-ranks test, a nonparametric alternative to the paired-samples t test was conducted to test the difference of opinion on knowledge before training and after training. The only assumptions made by the Wilcoxon test are that the test variable is continuous and that the distribution of the difference scores is reasonably symmetric. The results are shown in Table 4.15, Table 4.16 and Table 4.16

The hypotheses made were

H0: The mean of difference of opinion on knowledge before training and after training equals zero.

H1: The mean of opinion on knowledge before training and after training not equals zero.

Table 4.15 Descriptive statistics of opinion on knowledge before training and after training

	N	Mean	Std. Deviation
Have knowledge about subjects before training	80	1.94	1.276
Gained Knowledge after training	80	3.62	1.267

Source: Compiled from the primary data

From the table 4.15 it is observed that majority of the respondents have only limited knowledge about the training topics. As the mean score improved to 3.62, it can be inferred that the training improved their knowledge level

Table 4.16 Ranks of opinion on knowledge gain

		N	Mean Rank	Sum of Ranks
Gained Knowledge after training - Have knowledge about subjects before training	Negative Ranks	3 ^a	59.17	177.50
	Positive Ranks	68 ^b	34.98	2378.50
	Ties	9 ^c		
	Total	80		

a. Gained Knowledge after training < Have knowledge about subjects before training

b. Gained Knowledge after training > Have knowledge about subjects before training

c. Gained Knowledge after training = Have knowledge about subjects before training

Source: Compiled from the primary data

It can be observed from the table 4.16 that three out of 80 respondents of the opinion that the training did not improved the knowledge level. This may be because they find it difficult to understand the subjects. But majority of respondents opined that training improved their knowledge level. On the other hand nine respondents did not feel any knowledge enhancement after the training. This may be due to the fact that they are already familiar with the topics.

Table 4.17 Test statistics of opinion on knowledge gain

	Gained Knowledge after training - Have knowledge about subjects before training
Asymp. Sig. (2-tailed)	.000

Source: Compiled from the primary data

It can be observed from the table that since the $P < 0.001$, it is highly statistically significant. This means there was an opinion difference about the knowledge level among respondent before and after the training. Hence alternative hypothesis can be accepted, because the training was efficient enough to increase the knowledge level of respondents. The training provided best sources like experts for each session, used audio-video devices for easy comprehension and gave handbooks of the subjects. Also the training formulated an action plan, so that the respondents can implement their acquired knowledge in practical level.

Section IV

Action plan implementation

Ayal Sabhas are sub sections of Grama Sabhas. These are formed for increasing the efficiency of operations of Grama Sabha. Also Ayal Sabhas are intended to monitor, implement the plans and activities of the locality by giving support and assistance to Grama Sabha. Hence Ayal Sabhas are the basic platform of project planning in the Grama Sabha. So each ward member has the responsibility to form Ayal Sabhas in their respective wards. This action plan evaluation is intended to unveil how far they implemented it. The data was analyzed using frequency and percentage.

4.15 Implementation of Ayal Sabha action plan

Every Panchayath has to take the decision to form Ayal Sabhas after new members are elected in the Panchayaths. After taking the decision to form Ayal Sabha, it is very necessary to decide the boundaries of each Ayal Sabhas, since every ward have multiple Ayal Sabhas. After deciding the boundaries, every ward member has to prepare the list of houses in each Ayal Sabhas in their ward. 'Ayal Sabha Pothu Samiti' is also formed to conduct meetings. Every 'Ayal Sabha Pothu Samiti' has to form an 11-member 'Nirvahaka Samiti'. Its duration is for two and half years and has to comprise six women. 'Ayal Sabha Nirvahaka Samiti' has to elect one member among them as Ayal Sabha Chairman. 'Ayal Sabha Nirvahaka Samiti' has to elect one member among them as Ayal Sabha Convenor. 'Ward Vikasana Samiti' is formed for doing daily operation in a village centre. It consists of representatives from Ayal Sabha and experts from Grama Sabha.

Table 4.18 Frequency Distribution of responses in implementing Ayal Sabha action plan

Action Plan Stages	Responses		Total
	Yes	No	
Decided to form Ayal Sabha	80(100%)	0	80(100%)
Decided the boundaries of Ayal Sabha	80(100%)	0	80(100%)
Prepared the list of houses in Ayal Sabha	78(97.5%)	2(2.5%)	80(100%)
Formed Ayal Sabha Pothu Samiti	79(98.8%)	1(1.2%)	80(100%)
Formed Ayal Sabha Nirvahaka Samiti	79(98.8%)	1(1.2%)	80(100%)
Elected Chairman of Ayal Sabha	79(98.8%)	1(1.2%)	80(100%)
Elected Convenor of Ayal Sabha	79(98.8%)	1(1.2%)	80(100%)
Formed Ward Vikasana Samiti	76(95%)	4(5%)	80(100%)

Source: Compiled from the primary data

From the table 4.18 it can be observed that all respondent panchayaths took decision to form Ayal Sabha and each of the respondents decided the respective boundaries of Ayal Sabha. But two out of 80 respondents could not prepare the list of houses. Also one out of 80 respondents could not form Ayal Sabha Pothu Samiti, Nirvahaka Samiti and as such could not elect Ayal Sabha Chairman and Convener. Besides four out of 80 respondents could not form Ward Vikasana Samiti. This table indicates that majority of respondents could not implement some stages due to busy election schedule at that time. So it can be inferred that the training was efficient enough to provide knowledge to implement the action plan among respondents.

4.16 Number of Ayal Sabhas in your ward

The number of Ayal Sabha in each ward depends on the number of houses in the ward. Each Ayal Sabha has to consist 50-100 houses. The results are shown table 4.19 and figure 4.9

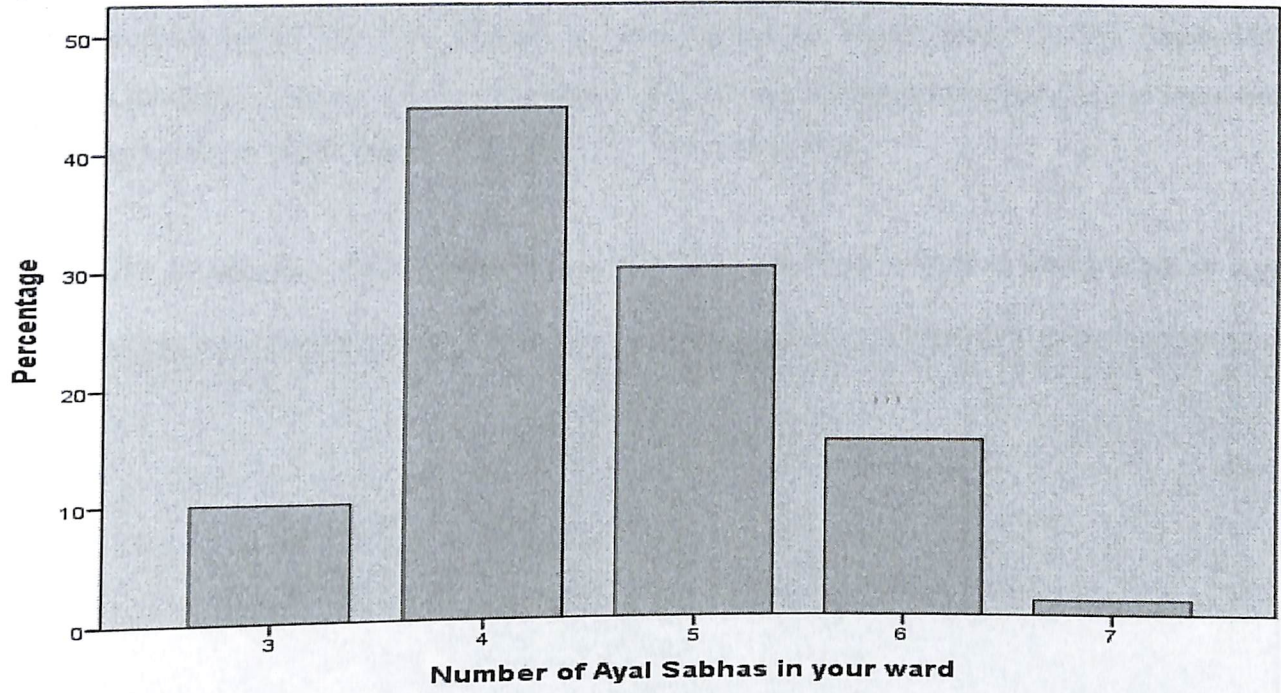
Table 4.19 Frequency distribution of number of Ayal Sabhas

Number of Ayal Sabhas	Frequency	Percentage
3	8	10.0
4	35	43.75
5	24	30.0
6	12	15.0
7	1	1.25
Total	80	100.0

Source: Compiled from the primary data

From the table 4.19 and figure 4.9 it can be observed that most of respondents have four Ayal Sabhas in their ward (43.75%). Respondents who have five Ayal Sabhas comprised 30%, six Ayal Sabhas comprised 15 %, three Ayal Sabhas comprised 10 % and, seven Ayal Sabhas comprised 1.25%.

Figure 4.9 Frequency distribution of number of Ayal Sabhas



Source: Compiled from the primary data

4.17 No. rounds of meetings held in Ayal Sabha

Ayal Sabha Convenor has to convene meeting at least once in three months by discussing with Ayal Sabha Chairman. The results are shown in table 4.20 and figure 4.10

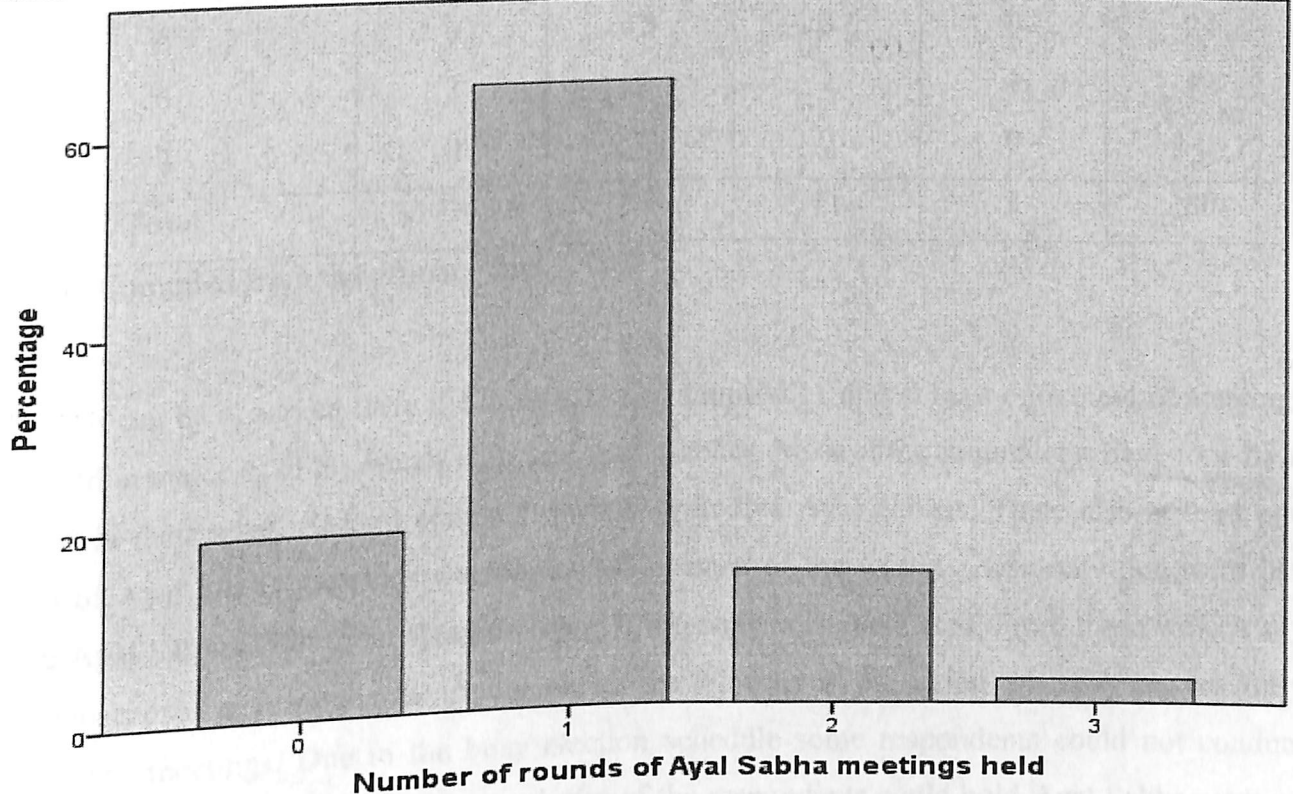
Table 4.20 Frequency distribution of number of rounds of meetings conducted in Ayal Sabhas

Number of rounds of Ayal Sabha meetings held	Frequency	Percentage
0	15	18.75
1	52	65
2	11	13.75
3	2	2.5
Total	80	100

Source: Compiled from the primary data

From the table 4.20 and figure 4.10 it is evident that 65 % respondents convened Ayal Sabha meetings of all the Ayal Sabhas in their respective wards once; 13.75% respondents convened meetings 2 times; 2.5 % respondents convened meetings three times. At the same time 18.75% respondents could not convene any Ayal Sabha meeting.

Figure 4.10 Frequency distribution of number of rounds of meetings conducted in Ayal Sabhas



Source: Compiled from the primary data

4.18 Number of Ayal Sabhas in ward with number of rounds of Ayal Sabha meetings held

Each ward can have different number of Ayal Sabhas. So the number of Ayal Sabhas also influence the number of Ayal Sabha Meetings held in each ward. The results are shown in table 4.21 and figure 4.11

Table 4.21 Frequency distribution of number of Ayal Sabhas in ward with number of rounds of Ayal Sabha meetings held

Number of Ayal Sabhas in ward	Number of rounds of Ayal Sabha meetings held				Total
	0	1	2	3	
3	2	5	0	1	8
4	5	24	6	0	35
5	6	15	3	0	24
6	2	7	2	1	12
7	0	1	0	0	1
Total	15	52	11	2	80

Source: Compiled from the primary data

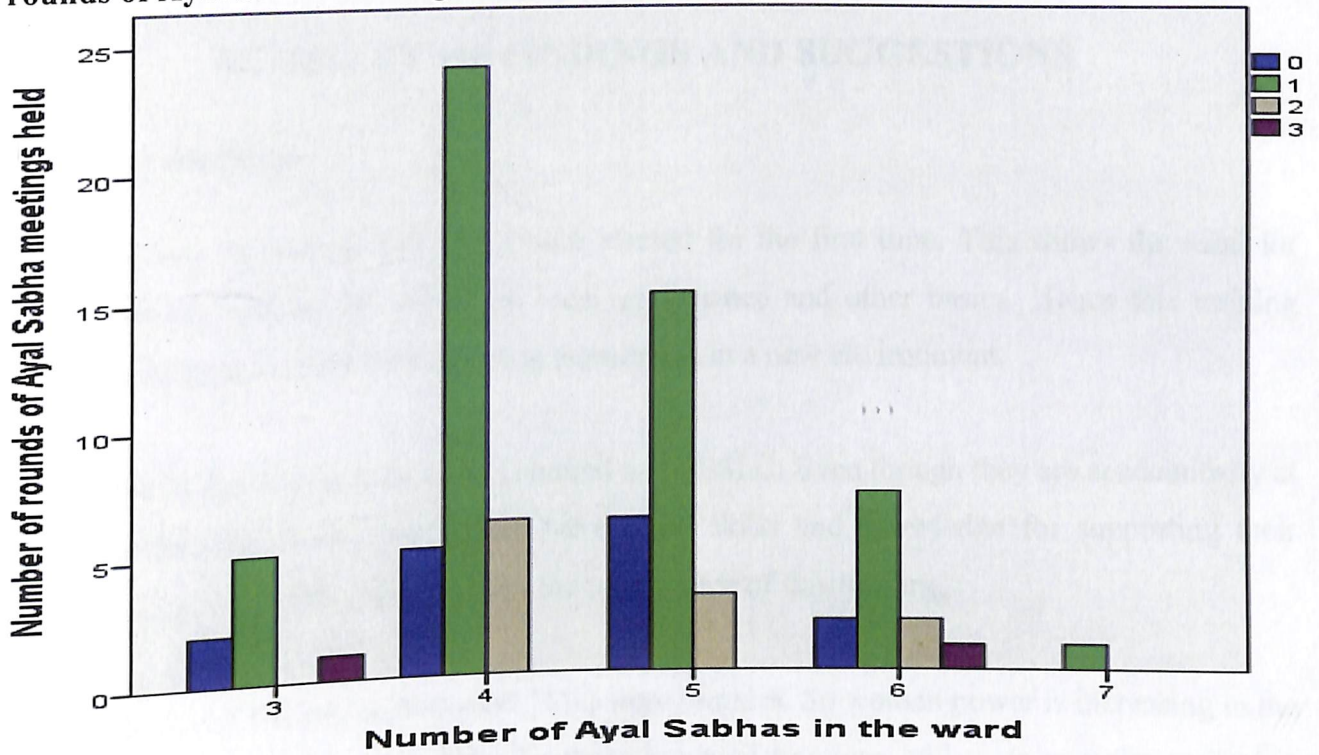
It can be observed from the table 4.21 and figure 4.11 that at least one round of meetings was held in majority of the wards with four Ayal Sabhas. Most of the respondents have four Ayal Sabhas in their ward. Second comes the wards with five Ayal Sabhas. There also at least one round of Ayal Sabha meetings was conducted in most of the wards. Here only one ward has seven Ayal Sabhas. But there also one round of meeting was conducted. From these we can say that most of the respondents implemented the objectives of action plan by successfully conducting meetings. Due to the busy election schedule some respondents could not conduct meeting. So it can be concluded that majority of the respondents could hold Ayal Sabha meeting at least once. Hence the training output indicates that it was efficient enough to pass the knowledge to the respondents.

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Chapter - 5

*Summary of Findings and
Suggestions*

Figure 4.11 Frequency distribution of Number of Ayal Sabhas in each ward with number of rounds of Ayal Sabha meetings held



Source: Compiled from the primary data

Chapter - 5

SUMMARY OF FINDINGS AND SUGGESTIONS

5.1 Major findings

1. Majority of trainees (87.50%) were elected for the first time. This shows the need for acquiring knowledge about the local governance and other basics. Hence this training would benefit them for equipping themselves in a new environment.
2. Most of the respondents (45%) studied up to SSLC. Even though they are academically at intermediate level, they should have some skills and knowledge for supporting their responsibility. This again proves the importance of this training.
3. Majority of the respondents (68.75%) were females. So women power is increasing in the area of local self-governance. So these kinds of trainings will pave way for equipping them as good administrators.
4. A fair number of respondents have a good opinion about all the aspects of training programme. Still some respondents were not much satisfied. Because they commented that the delivery was too fast. They could not take the notes. Doubts clearing time was very limited. As the subject content was very rich, one day was not enough to take all the sessions for easy understanding.
5. Majority of respondents opined that the method in which training session was taken was very satisfactory. It got the first rank. Last rank was obtained for statement- 'Got clarity about the content of training handbooks', since many of the respondents did not get the handbooks at the beginning of training.
6. The pre-test and post-test scores indicate that there was a considerable change in their knowledge after the training session. So we could understand that all the trainees are

benefitted out of the programme. Also most of the respondents opined that there level of knowledge increased post training.

7. There was significant correlation between the designation of respondents and the difference between test scores before and after training. There was no correlation between the parameters of social profile of respondents and total score of evaluation feedback.

8. Majority of the respondents implemented the Ayal Sabha action plan very well. Due to the busy schedule of upcoming elections some trainees could not implement all the activities.

5.2 Suggestions

1. The sessions may not be taken in a fast pace, as many of the trainees are new comers they need time to understand the subject
2. The handbooks for the training may be provided to the trainees beforehand, so that they can read the content and come prepared for the training.
3. Organizers and faculty of training have to ensure that visual and audio equipment supports the grasping level of the trainees
4. The training session may be conducted with appropriate intervals between the session, so that the training will be able to avoid boredom
5. Organizers have to ascertain what the trainees need additionally for equipping their skills and knowledge, and give training on those subjects too.
6. Training subjects, which greatly needed for new comers in local bodies have to be ascertained and give more importance
7. One day training with these many subjects can be extended to two or three days, so that the trainees get more time to learn and clarify their doubts.
8. Feedback for each session can be collected from the trainees soon after the completion of the session, so that appropriate modification can be done in the upcoming sessions

5.3 Conclusion

KILA conducts regular training programmes for elected representatives of local bodies every year. The training programme taken for research is one day training programme on Basics of Local Governance. It is a research study on the efficiency of the training programme. It is noted that training was well organized and majority of the participants received a better idea of Basics of Local Governance. However some of the respondents gave a feedback regarding the time limitation and fast paced sessions, as they couldn't grasp things better. To conclude, the efficiency of the training programme was found to be good, as it is reflected in the responses of participants.

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Appendix

APPENDIX 1

KERALA INSTITUTE OF LOCAL ADMINISTRATION

MULANKUNNATHUKAVU, THRISSUR, KERALA

QUESTIONNAIRE FOR EVALUATING TRAINING PROGRAMME ON BASICS OF LOCAL GOVERNANCE

1. Name of trainee :
2. Name of Panchayath :
3. District :
4. Date of Training :
5. Venue of Training :
6. Common Information(Make a tick at your response for A and B section)

A) 1. Understood the content and target of the training programme

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

2. Got clarity about the content of training handbooks

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

3. The training method of video exhibition, then interpretation, after discussion was fruitful

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

4. The answers given by faculty for our questions and doubts were satisfactory

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

5. The test conducted after training made justice to the content of training

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

6. Test paper questions were apt for testing the knowledge gained from training

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

7. Overall quality of training

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

8. Overall organization of training

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

B) Evaluation of knowledge and skills gained in training

1. You have knowledge in training subjects

a. Before training

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

b. After Training

Strongly Agree (SA)

Agree (A)

Undecided

Disagree (DA)

Strongly Disagree (SDA)

C) Suggestions for Improving the training

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APPENDIX 2

**KERALA INSTITUTE OF LOCAL ADMINISTRATION
MULANKUNNATHUKAVU, THRISSUR, KERALA
QUESTIONNAIRE FOR EVALUATING AYAL SABHA ACTION PLAN**

1. Name of trainee :
2. Name of Panchayath :
3. Whether you decided the boundaries of Ayal Sabha?
Yes/No
4. Whether you formulated the list of houses of Ayal Sabha?
Yes/No
5. Whether you formed Ayal Sabha Pothu Samiti?
Yes/No
6. Whether you formed Nirvahaka Samiti?
Yes/No
7. Whether you elected Ayal Sabha Chairman?
Yes/No
8. Whether you formed Ayal Sabha Convener?
Yes/No
9. Whether you formed Ward Vikasana Samiti?
Yes/No
10. Number of Ayal Sabhas in your ward?
11. Number of rounds of meetings conducted in your Ayal Sabhas?

