



# **Certificate in Participatory Training Methods**

## **Instructional Guidelines for Learners**

# **PRIA International Academy of Lifelong Learning**

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## 1. Course Overview and Goals

Participatory Training Methodology describes an interactive learning process enabling individuals and communities to develop skills, knowledge and attitudes and to share lessons learnt, so that they actively contribute to processes that impact upon their own lives. PTM as it is popularly known as emerged in the early eighties as an educational strategy based on an alternative view of training, which is learner focused, experience based and open ended.

PTM focuses upon learning through hands-on experiences where participants are encouraged to explore, discover and innovate new ways of learning for themselves. It facilitates the learning process, especially through topics that are related to everyday practices in the life of an individual. Knowledge obtained during participatory training draws upon the learning process and is therefore more easily internalized and put into practice. Participatory Training is also significant in that it facilitates a critical thinking process and stimulates a belief in people that they have the confidence to understand and change the circumstances that affect their lives.

This course on Participatory Training Methods will familiarize the learners with the ideology of Participatory Training, its significance in social change and the principles of Participatory Training. The course will also entail designing of the training programmes, various methodologies and evaluation of the training programmes. It will also describe the roles, responsibilities and key competencies of a trainer in details.

**Course Goal:** To strengthen understanding and skills of Participatory Training methods and familiarize the learners with the key competencies of trainers conducting training using principles of Participatory Training.

**On completion of the course learners' would:**

- Acquire basic understanding of the ideology and significance of Participatory Training in social change
- Be familiar with the examples of training design on different topics, through a range of different methodologies role play and simulation exercise etc.
- Build an understanding of the characteristics of participatory evaluation of training programmes as well as the various evaluation techniques

## 2. Units

To meet the above goal, the course content is divided into six units. Each unit has its own specific learning objectives as well as a summary of the contents.

### **Unit 1: Participatory Training: Concepts and Ideology**

- Understanding participatory training
- Different approaches to training
- Adult learning

### **Unit 2: Designing Participatory Training**

- Training Design

### **Unit 3: Training Methodology**

- Training Methods
- Structured Experiences

#### **Unit 4: Evaluation of Training Programme**

- Conducting Evaluation
- Techniques Of Assessment

#### **Unit 5: Management of Training Programme**

- Training Design
- Follow-Up

#### **Unit 6: Trainer Responsibilities and Competencies**

- Good Trainer
- Training Team

### **3. Reading Material**

#### **3.1 Details**

At the end of every Unit a set of 2-3 readings are attached. These reading are case studies/ articles/ chapters from various books that have been carefully culled out from various sources for you, to enhance your further understanding and learning of the subject. We urge you to treat these readings as essential and a necessary pre requisite towards your attaining a broader understanding of the course

#### **3.2 Guidelines**

We encourage you to engage critically with the reading materials. Here are a few questions to keep in mind, as you read and analyse the material:

- What is the argument of the reading and how it is built?
- Which bodies of literature does it draw upon or critique?
- If it is a critique, what is being critiqued, why and how?
- Is the argument convincing and does it have *internal* and *external* validity (i.e. does it do what the author says it will do; how does it relate to other material in the field)?
- What kind of actions or policies would follow from this argument and who would benefit from those actions?
- Who is “we/us” and “they/them” in this material and who is invisible?
- Are there any assumptions embedded within the argument?
- Were any of your own assumptions challenged or revealed?
- Which personal, locational, or historical traits/experiences *may* be informing the author/creator’s perspective? (e. g. class, sex, gender, sexual orientation, ability, country, region, religion, era, etc.)

#### **3.3 Strategies and Options for Developing Study Schedules**

As mentioned in our opening letter to you, our team at PRIA International Academy of Lifelong Learning has evaluated the time schedules of learners and working professionals and developed some options for you to effectively read and grasp the study material for practical

applications in your daily routine. What is important to understand is that self-study and interaction on the Moodle, which is your virtual classroom, must be on a regular basis for the successful completion of this course.

We suggest you choose a pattern of study that is convenient, and stick to the schedule for the period of the next six months. For many of you, it may be a while since you were involved in serious academic pursuit and therefore you need to get into a mode of learning and studying that maximizes your outputs.

You can, therefore, choose to study every day for a couple of hours including weekends. You may decide to study daily for shorter hours, but devote additional hours over the weekend. You could study longer hours everyday and give yourself a break over the weekend. But remember that this schedule, which may be a little strenuous, is only temporary and in a few weeks you will be back to your normal routine. We sincerely hope that these weeks will put many of you into the practice of reading and studying as a regular routine.

As suggested earlier put on your creative cap and think of new ways in which you can use every minute of the six-month period to sharpen your mind, imbibe new learning, improve your old skills and explore new ways and innovations for enhancing your effectiveness in your workplace. In the event that your organization agrees, you may spend an hour or so a day studying in the library during office hours.

Also don't forget that a little effort put in over a span of 6 months will become a lifelong asset for you. And before you realise it, your learning period of six months would be over and perhaps you are ready to take on another course!

#### 4. Time Table (October 15, 2012 – April 12, 2013)

This timetable will help you navigate through the course units and assignments according to the scheduled time plan. Please refer to it regularly; it will help you remain focused throughout the course.

Week	Dates	Units	Activities/Assignments/Tasks	Guest Faculty Interaction
I & II	October 15 – 28, 2012	• <b>Introduction</b>		
III - V	October 29 – November 18, 2012	<b>Unit 1: Participatory Training: Concepts and Ideology</b>		
VI - VIII	November 19 – December 9, 2012	<b>Unit 2: Designing Participatory Training</b>		

IX	December 10 – 16, 2012		<b><u>ASSIGNMEN T 1:</u></b> <b>Reflection Paper</b>  <b>Last Date: December 16, 2012</b>	
X	December 17–23, 2012			<b>Guest Faculty - 1</b>
XI - XIII	December 24, 2012 – January 13, 2013	<b>Unit 3: Training Methodology</b>		
XIV - XVI	January 14 – February 3, 2013	<b>Unit 4: Evaluation of Training Programme</b>		
XVII	February 4 – 10, 2013		<b><u>ASSIGNMEN T 2:</u></b> <b>Individual Quiz</b>  <b>Last Date for Assignment 2: February 10, 2013</b>	
XVIII	February 11 – 17, 2013			<b>Guest Faculty – 2</b>
XIX - XXI	February 18 – March 10, 2013	<b>Unit 5: Management of Training Programme</b>		
XXII – XXIV	March 11 – 31, 2013	<b>Unit 6: Trainer Responsibilities and Competencies</b>		
XXV - XXVI	April 1 – 9, 2013		<b><u>ASSIGNMEN T 3:</u></b> <b>Project Paper</b>  <b>Last Date: April 9, 2013</b>	
XXVII	April 10 - 12, 2013	<ul style="list-style-type: none"> <li>• Discussion, Comments, Reflection on Discussion Forum</li> </ul>	Evaluation of Course  <b>Last Date: April 12, 2013</b>	

		<ul style="list-style-type: none"> <li>Wrapping up</li> </ul>		
	<b>June 2013</b>	Results and Certificates		

## 5. Online Participation

The online participation occurs through the virtual platform of our unique and customized Discussion Forum on the Moodle. It may seem overwhelming to you at first but as we progress you will get the hang of it in no time.

The course prerequisites demand that all learners will have access to the online features that will enable class participation. However, if this is not the case, please contact the instructors immediately so that we can make special arrangements for you to participate in this course. The guidelines to access the discussion forum and engage in online participation are given in the section 5.2.

During the course, you are required to engage in an online participation with the instructors, other learners and the guest faculty on a regular basis. As already mentioned, this is an integral part of the learning methodology, which contributes substantially towards your learning. **A total of 20 per cent of your Grades** is allocated towards this particular activity, and it is mandatory that you participate in all the Moodle discussions.

The purpose of online participation is to engage you in dialogue and debate on the concepts you are learning. We believe that it is through the participation in these discussions that you will gain some of the most valuable insights from the course, particularly if your ideas and beliefs are challenged in a respectful manner. We, therefore, expect you to engage with an open mind, and remember that though you cannot see the people you are interacting with online, your words can have tremendous impact on them and vice versa. For many, it is a space to hear the perspectives, as well as experiences of other people.

### 5.1 Guidelines

Keep in mind that participation does not mean overwhelming your instructors and classmates with all your observations, questions and reflections. Choose which of these to share with others, and which are more valuable to hear about from others. Participation implies a careful balance between listening to, acknowledging and encouraging others, while also respecting when they choose to be silent.

We wish to point out that the interaction with Guest Faculty happens twice during the period of the course. This interaction is for a week at a time and has been marked in your timetable. The space for the interaction is in a separate forum, which you will find towards the end of the Moodle.

Please feel free to ask these subject matter experts, specific questions related to the Units that they would be addressing. However, you must respect the fact that these experts may not answer every question asked by individual learners, but may choose to address similar questions in a collective manner. Remember that they are here to guide you forward in a

manner that arouses your curiosity, stimulates you to seek more information and push you into a process of self-learning and analytical thinking, rather than “spoon feeding”. So look forward to a process of learning and building upon your existing knowledge base and a sharp understanding of the thematic area, which you are studying as well as an application of the concepts in your professional life.

Once again we wish to reiterate that the Discussion Forum on the Moodle is an important space for all forms of communication as well as an area for the instructors to share useful information and announcements with all the learners. Therefore we request each of you to check the Discussions on the Moodle at least once in a week for announcements and other information. These include questions for discussion, reminders for deadlines and submissions of assignments.

*Value:* 20 % of your final grade

*Last Date of Submission:* Ongoing process throughout the course.

## **5.2 Steps to Access the Discussion Forum and Engaging in Online Participation**

### **How to Login to Moodle**

- Log and click to URL: - <http://moodle.pria.org/>
- You will enter the HOME PAGE.
- Look at the left hand side of the page and you will see a box indicating where you need to fill in your Username, same as indicated above.
- Go to the box below and fill in the pre-determined Password which is also indicated above.
- After you fill in the Password, click the next box which says Login.
- The next page opens giving three course categories.
- Click on the category Certificate Courses, this will directly open into the HOME PAGE of the course that you are enrolled in.

### **Announcements and Instructional Guidelines**

- Click on Announcement section and you will be able to view messages from your Instructor during this six month period. The function of this section is to keep you informed about important updates about the course, such as the due dates of the submission of assignments, interactions with guest faculty and other course related matters. This is a read only section and you will not be able to post any replies.
- To exit from this section or any other, click the back arrow located at the left hand corner of the screen, you will return to the Main page of your course.
- Click on the next section of Instructional Guideline to follow the instructions given regarding the Course.

**PLEASE NOTE THAT THESE TWO SECTIONS (Announcement and Instructional Guideline) ARE READ ALONE AND LEARNERS WILL NOT BE ABLE TO POST RESPONSES.**

### **Interactive Forums**

- The following sections which read Introduction, Queries regarding the Courses, Unit 1/2/3/4/5/6 and Conversation with Guest Faculties are all interactive forums where learners, instructors, guest faculties can post as well as read the responses of all in this virtual classroom.
- Click on Introduction and post a small note on yourself. You may include any information you feel is relevant and important for your peers/learners to know.
- Click on Queries regarding the course and submit any questions, comments, and concerns about the course that you might have. Your questions as well as the responses to your questions will be visible to all who are a part of this course. It is highly recommended that you read all the postings in this section as other learners may raise issues that you have probably not considered or have overlooked.
- Unit 1 to 6 are the main forums related to learning material of this course. You will see that this forum contains
  - a) Learning material
  - b) Reading material as well as
  - c) Specific space for a discussion forum.
- The learning material can be downloaded and saved in your computer, pen drive etc. for easy reference. This material can also be printed as per your convenience. Please note that material for each unit will only be available from the indicated date onwards.
- The discussion forum is the most important space as interaction between the learners, instructors and guest faculties take place. Typically the instructor/ guest faculty will initiate the discussion based on the content of the Unit and elicits responses from the learner group. Discussions often evolve among learners themselves where there are counter arguments, clarifications, experiences and other information are presented and shared.
- Contributions and responses from all the learners will help to enrich this exercise and make it more meaningful. To do so, press the REPLY option, type in your response in the space provided and click on SUBMIT so that your response is incorporated in the Forum.

### **Editing Options**

- In the reply box, you will find some of the editing options as:
  - a) If you want some text should be bold, italicised and underlined then select the text and click on “B”, “I” and “U”.
  - b) You can change the size and colour of the text. Select the desired text and select the size and colour from the drop down menu provided.
  - c) To start a new question click on ‘start a new discussion button. As soon as you click on “submit”, your message will be posted.
- When you post a response in the Forums, you will notice a box called SUBSCRIBE. If you click on SUBSCRIBE, you will receive all messages that have been posted on the forum on your personal E-Mail. However, this is not a compulsory option.

## Assignments

- Assignment: The next section has three links within it:
  - a) Assignment 1: Reflection Paper
  - b) Assignment 2: Self-Assessment Test (Quiz)
  - c) Assignment 3: Project Paper

You may submit your Assignments 1 & 3 in the respective forums. For Assignment 2 which is a Quiz you may click on the same to attempt the Quiz online. Instructions on submission dates for assignments and Quiz will be made by the Instructor on the Announcement section at the appropriate time.

### **5.3 Tips for Online Communication**

Online communication requires slightly different skills from face-to-face interactions, as the people you are communicating with do not have access to all the usual visual signals (tone of voice, facial expressions, hand movements, body language, etc.). In addition to typing skills, you may also need to give some context to your statement. For example, if you are making a joke, or being ironic, you need to indicate this clearly to the readers.

Please remember that your peer learners may come from different regions, as well as other nationalities, and therefore there are many different idiomatic expressions that are used in specific countries, regions or communities. There are also a number of acronyms that have become popular through online communication through e-mail, chat rooms, text messaging, etc. Keep in mind that not everyone will be aware of what these expressions or acronyms mean; so if you choose to use them please give a definition. Likewise, if you do not understand what others – including what we – have written, please ask for clarification.

### **5.4 Evaluation of Online Participation**

As mentioned earlier, your online participation will be graded and the marks added to your final assessment. In order to help you participate in a more meaningful manner, please read the pointers below, which tell you the basis of evaluating your online performance. We will be asking the specific question in relation to you, the learner:

- Have you contributed thoughtfully at least four times?
- Did your contributions reflect an understanding of the week's readings?
- Did your contributions reflect a growing understanding of the course material?
- Did your contributions draw upon your previous or current life experiences in order to exemplify concepts found in the course material?
- Have your contributions been respectful, self-reflective, curious and/or creative?

## **6. Assignments**

The course as mentioned has three assignments of which learners are expected to participate in for your successful completion of the course.

**The division of marks for all assignments and online participation is as follows:**

<b>Assignment</b>	<b>Title</b>	<b>Last Date of Submission</b>	<b>Total Marks</b>
Assignment 1	Reflection Paper	<b>December 16, 2012</b>	<b>25</b>
Assignment 2	Individual Quiz	<b>February 10, 2013</b>	<b>15</b>
Assignment 3	Project Paper	<b>April 9, 2013</b>	<b>40</b>
Online Participation	Discussion Form Interaction	<b>Ongoing during the course</b>	<b>20</b>
		<b>Total</b>	<b>100</b>

Details of all three assignments are given below for your ready reference. A list of guidelines has been prepared for you as an additional support to help you complete your assignments successfully.

## **6.1 Details**

### **ASSIGNMENT 1: Reflection Paper**

#### *Purpose:*

The purpose of this assignment is to give the instructor(s) a sense of your existing experiences and understanding of the Participatory Training Methods. Note that you will not be graded on the extent of your experience and knowledge about participatory training or otherwise. Rather, you will be evaluated according to how thoroughly you respond to the following instructions.

#### *Instructions:*

In view of your own experience, describe how trainings based on Participatory Training principles contribute significantly in bringing about a change in the lives of ordinary people. Elaborate with suitable example(s).

Some key questions to be considered while framing your paper are as follows:

- Who initiated this process and why?
- Who benefited from this process and how?
- In what ways, and how much control did you have over this process and the knowledge generated through it?
- What are some strengths and weaknesses of the process you have described?
- Given what you have learned about PT, how would you describe the quality and levels of participation of yourself and others in this process?
- How do you suppose the process and outcomes might have changed had it been done in a more (or less) participatory manner?

*Length:* Please ensure that your paper is not less than 2500 and does not exceed 3000 words. The paper must be in 12-point, Times New Roman font and in 1.5 spacing format.

*Value:* 25% of your final grade

*Last Date of Submission:* **December 16, 2012**

### **ASSIGNMENT 2: Individual Quiz**

The quiz is based on specific readings that are included as a part of your course material. We shall put the quiz up online on the February 4<sup>th</sup> (the XVII<sup>th</sup> week of the course) and you can submit the answers by February 10<sup>th</sup> – a fairly generous amount of time. There are two reasons why you should take part in the quiz. Firstly, it ensures that you go through the prescribed readings in a detailed manner, which is an essential component to your learning. Secondly, it is an easy and fun way to add to your overall assessment. So don't lose this opportunity.

1. The Quiz will be based on all essential readings listed in Unit 1 to Unit 4:
2. Please go over the above-mentioned Readings in detail and then attempt the Quiz.
3. We will consider the first submission of the Quiz as the one for grading purposes.

*Value:* 15% of your final grade

*Last Date of Submission:* **February 10, 2013**

### **ASSIGNMENT 3: Project Paper**

*Purpose:*

The purpose of this assignment is to demonstrate your understanding of the concepts and methods of PT, and begin thinking about how you might apply your knowledge in a real-life setting.

We understand the inherent contradiction of one person designing a Participatory Training, and know that such trainings are highly dependent on and vary according to the emerging needs of a group. For the purpose of this assignment, however, you may assume that the design you submit has been discussed and agreed upon by the community in which you will work.

*Instructions:*

- (a) Identify a training programme that you have attended recently (in last 6 months to 1 year) and discuss the factors that have contributed or obstructed in your learning?
- (b) Now as a learner of the PTM course, how differently would you have designed the training? You may share the design with us.

Be sure to make reference to specific authors or areas of the course manual.

*Length:* Please ensure that your paper is not less than 4500 and does not exceed 5000 words. The paper must be in 12-point, Times New Roman font and in 1.5 spacing format.

*Value:* 40% of your final grade.

*Last Date of Submission:* **April 9, 2013**

## **6.2 Guidelines for Writing Assignments**

- Read the instructions for the assignment and any other information given in the instructional guideline carefully. Sometimes there are several questions or steps embedded within the instructions, so be sure to address all of them in your writing.
- Introduce the reader to your paper by clearly stating your purpose or thesis statement and then provide an outline of how you will go about explaining or arguing it. In the introduction, you can also provide some context for your topic and why it is important. If you are addressing one small piece of a complex problem, the introduction should define the scope of your paper.
- The body of the paper should follow logically from the outline stated in the introduction. Sometimes it is useful to indicate to the reader when you are making a new point or moving into the next step of your explanation, argument or analysis. This can be done simply by using headings or words such as ‘first... second... or next...finally.’ Introduce the main point of each paragraph and ensure that the information in that paragraph supports your point.
- Whenever you are citing from an article or referring to a theorist’s ideas, you must include the author’s name and year of publication in parentheses.
- If you are using direct quotes from the original text, use quotation marks [“...”] and include the page number. For example, Kothari (2001) argues “participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others” (p.142).
- If you are paraphrasing the author’s ideas, but are not using a direct quote, you still need to acknowledge that this is not your original idea. For example: Kothari (2001) cautions that while participatory approaches can challenge the relations of power embedded in every society, we must take care not to oversimplify the nature of power, or to reassert new forms of social control.
- For excerpts of more than 40 words, start on a new line and indent the block of text. (Do not end a paragraph with this indented quote, comment on it.) These indented quotes do not need quotation marks. For example: Kothari (2001) has described how powerless groups can have their knowledge validated through participatory approaches:

“Participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others. This is based on the recognition that those who wield little power have limited opportunities to express their interests and needs and is generally excluded from key decision-making processes, and that their knowledge is considered insignificant. Nevertheless, she goes on to caution that we must take care not to

oversimplify the nature of power, or to reassert new forms of social control. Indeed, relations of power are embedded in participatory approaches as well.”

- The conclusion often provides a brief summary of what has been covered in the paper and reiterates the purpose statement. While no new arguments should be introduced in the conclusion, it is sometimes appropriate to call for action. For example, further research into a subject when there are obvious gaps in the literature. In a more personal paper, you may also speak about your own reflections on the subject, what you have learned or what implications it has in your life.
- Do not trust the spell check – always re-read, and if possible, have someone else read your paper. Grammatical and spelling errors are distracting and can sometimes weaken your credibility to the reader.

*Note:* You will not be graded for your spelling or grammar for e-mail postings; however, as noted above, these will be taken into account in the evaluation of the two written assignments you submit.

## **7. Evaluation**

During the course, you will be evaluated on the basis of your written assignments and the quality of content and frequency of your online participation with the guest faculty and instructor.

### **7.1 Assignments and Online Participation**

There are three assignments for this course, which are described in detail in this Instructional Guideline. Please contact your instructors as soon as possible, if there are any questions or concerns about the assignments.

## 7.2 Assessment / Evaluation Criteria

Points of assessment	Reflection Paper – Assignment 1	Project Work-Assignment 3
<b>Total Marks</b>	<b>25</b>	<b>40</b>
<b>Focus of the Content:</b> <ul style="list-style-type: none"> <li>• <i>Have all the questions of the assignment been addressed?</i></li> <li>• <i>Is the writing /argument to the point?</i></li> </ul>	<b>4</b>	<b>4</b>
<b>Conceptual Clarity:</b> <ul style="list-style-type: none"> <li>• <i>Does the writing reflect conceptual strength?</i></li> <li>• <i>How strong is the understanding and knowledge of the content/issue</i></li> <li>• <i>How adequately and clearly have the assignment questions been addressed?</i></li> </ul>	<b>10</b>	<b>8</b>
<b>Analytical Ability:</b> <ul style="list-style-type: none"> <li>• <i>Does the paper have the learners' own analysis, arguments, and critique?</i></li> <li>• <i>Is the analysis plausible, perceptive and inclusive in scope?</i></li> </ul>	<b>8</b>	<b>12</b>
<b>Structure:</b> <ul style="list-style-type: none"> <li>• <i>Is the writing clear, succinct, and free of common errors of composition, including spelling errors?</i></li> <li>• <i>Is the paper formatted according to the requisite specification-i.e. length of 4000 words double spaced, 12 point in Times New Roman Font?</i></li> </ul>	<b>3</b>	<b>4</b>
<b>Application</b> <ul style="list-style-type: none"> <li>• <i>Does the writing clearly highlight application of learning to real life issues?</i></li> <li>• <i>Have practical issues been adequately addressed?</i></li> <li>• <i>Have innovative ideas been introduced?</i></li> </ul>	<b>NA</b>	<b>12</b>

### Individual Quiz –Assignment 2(15 marks)

- *15 Multiple Choice Questions from Readings 1-4(1 mark for each question)*

### Online Participation: (20 marks)

- *Guest Faculty Interaction: (Marks 2)*
- *Responding to others' questions/responses: (Marks 3)*
- *Participation in Unit Discussion: (Marks 10)*
- *Quality of Contribution: (Marks 5)*

## 7.3 Grading

The letter grades do not fully measure how much you have learned and internalised, but are more indicative of your performance in the virtual classroom and quality of assignments. As such, you should take responsibility for your own learning in the following ways:

- At the beginning of the course, the instructor will ask you to send your personal learning objectives. At the end of the course, you should reflect upon those objectives, whether you have met them, whether they were realistic, and which parts of the course structure have helped or hindered you in meeting them?
- During the course, you will get an opportunity to participate and make contributions through discussions, reflections and comments by using the Discussion Forum on the Moodle. You should reflect upon your own contributions to such virtual exchange.
- At the end of the course, you will be asked to provide a ‘balanced feedback’ on your overall performance. This will include two positive comments and one suggestion for self-improvement.
- Please provide these comments in the feedback form as they will be considered as one of the components towards your overall grade.

### Grading Scheme

Grade	Qualitative Value	Point Grade	Equivalent Numerical Value (%)
A	Excellent	5	70 and above
B	Very Good	4	Above 55 and below 70
C	Good	3	Above 45 and below 55
D	Satisfactory	2	Above 35 and below 45
E	Unsatisfactory	1	Less than 35

*Note:* You must get at least Grade D to claim the Certificate in Participatory Training Methods.

