
UNIT 3 THE TRAINING SITUATION

Structure

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3.1 INTRODUCTION

Training programmes are often based on “what ought to be” and the trainees undergoing such a programme often wonder if the trainers would meet their training needs. Training, as we all know, is a planned process that aids a learner/trainee in improving or modifying his or her performance. It is a learning process that involves systematic acquisition of skills, concepts, rules or attitudes to improve the performance. The training situation has a critical role to play in determining the effectiveness of training – the learning process and meeting the objectives of the training. The setting/ situation often decide the feasible goals, aims and specific objectives of training. In this Unit we will examine this important aspect.

Objectives

After going through this Unit, you will be able to:

- describe the influence of the setting of a training situation;
- identify conditions in the training situations;
- discuss the importance of training through work experience;
- compare individualized training situations with group training situations;
- list the types of materials required for a training programme; and
- identify and overcome constraints related to training situations.

3.2 UNDERSTANDING THE SETTING AND CONTEXT OF TRAINING

The physical environment in which training is conducted can have a significant impact on the effectiveness of the training. Skills acquisition may be adversely

affected by environments in which either those being trained or the trainers themselves feel uncomfortable, or the facilitators are inadequate for the requirements of the training programme.

In a situation where trainees are brought to a central location for training, we need to pay attention to ensuring that their travel arrangements have been efficiently planned, that they are provided with adequate shelter, and that food and drink are available for them during the training period. Responsiveness to training will be significantly reduced if basic living needs have not been satisfactorily organized.

The setting: Certain basic standards are preferably met by the areas or buildings to be used for training. These may be:

- Accessibility to transportation;
- Ease of access – i.e. buildings with many steps or narrow entrances may offer poor access;
- Sufficient air and light;
- Sufficient space for the size of the training group – anything below 2-3 sq.meters per participant may be uncomfortable;
- Comfortable seating arrangements;
- Enough tables/ desks and chairs, if tables and chairs are used for seating. But if seating is on the floor, see that floor mats or carpets or raised platforms with mattresses (*asans*) accommodate everyone.
- Freedom from noise;
- Not offensive to the cultural sensitiveness of any trainee;
- Access to clean toilets and safe drinking water;
- Enough room for training groups to break into small working groups; and
- Uninterrupted electricity supply and lighting system for training aids or for sessions conducted at night.

Thus, whenever you are selecting a venue for the training keep all these points in mind. These would enable you to suit the training atmosphere to the needs of the training you want to conduct and of the people you want to conduct the training for.

Facilities and Materials

Essential material and facilities that we may require for conducting a training programme comprise the following:

- Training presenters' manuals and training aids;
- Material for group experiences and revision assignments;
- Writing materials including chalk, felt pens, markers, highlighters etc;
- Hardware like OHPs, video players, television, computers, etc. if electricity is available; and

- Name tags for all participants, scissors, papers, board cutters, scales, etc., along with pins if participants are expected to make presentations, develop/ use aids.

In a setting where training programmes depend upon the use of training aids, it is more cost effective if ready equipped venues are selected. Also, the hardware can be chosen according to requests made by resource persons or the kind of training inputs you want to provide to the trainees. For example, besides other inputs you may want your trainees to become computer literate. Provision of computers, then, becomes essential.

The Training Venue

It is important that the training venue be set up well in advance of the commencement of the session. This is done to make sure that the group's time is used more effectively and allows early identification and replacement of any missing materials and equipment. Remember, setting of venue also helps in creating a mood and mental set, which are essential beginnings for conducting effective training.

Rural and Urban Areas

Sometimes when training is to be conducted in a rural area or a remote area, face-to-face training may not be possible. It may be impossible for resource persons to reach this venue. In these cases video and audio material can be of great assistance. You may also organize telephone interaction at the venue and conduct sessions through teleconferencing. Teleconferencing is conducted with the help of satellite. Most often you can phone in to the experts but they may not be able to see you. They then answer your queries and make their presentations or conduct discussion sessions which you can watch on your TV set. This is one- way video and two- way audio. In more advanced cases, they are able to watch you as well. This is called two- way video and two- way audio.

It is essential to select a structure and methodology that will be most suited and hence efficient for the training and training environment. Factors such as cultural environment of the trainees, available training resources, available time frames, affordability, cost-effectiveness, suitability to trainees' background, etc. are important points to be considered while planning a programme. When everything is well organized according to requirements only then would the training take off well.

The Trainees

You have already learnt that in any training process, trainees are an important aspect to consider. We need to know about those whom we are addressing and how best they will learn. We need to apply this knowledge to our training programme so that it not only takes off well but is also completed successfully to achieve best results. You also know that adults need to see that they will gain personal benefit from the training course. They learn best when the learning is linked to *real life* and *problem situations*. Adults become motivated when they experience a need for help.

Besides, adult learners have a wealth of experience and this needs to be acknowledged and used. There might be some constraints due to age and mental

agility, but they are able to grasp new concepts because of their lifelong learning experience.

Adults are also responsive, self-directed and require to be treated with respect in learning settings. All these are helpful in understanding the training situations. Training environment may also need inputs based on one or all of the following:

- Gender;
- Age;
- Background/ Region (Rural/ Urban/ Tribal);
- Religion;
- Education level;
- Motivation levels of trainees/ attitudes;
- Availability of or absence of material or infrastructure;
- Design of the programme;
- Number of trainees;
- Goal of the training programme;

You have already learnt how and why these factors influence the training process.

The Purpose / Setting the Scene

The first thing any trainee will want to know when attending a training programme is “what is in it for me?” Relating everything, starting from objectives of the training to content and methodology to trainees’ needs is essential. The trainees must be able to see the value and purpose in the activities in which they participate. Unless you make them realize why you are organizing the training for them and why you have included all the content, you may not succeed in your purpose of providing useful training. You can achieve all this only when you understand training situations.

We can involve the participants at various stages before and during the course. The learners should be involved in the training needs analysis. (A reference to this has been made earlier in the previous unit). They will have identified needs and will more likely be committed to attending programmes that are expected to meet those needs.

You will recall that the trainees may be involved in the programme organization at the following stages:

- a) *During the Course Development:* This may be required if a programme is related to specific skills in the same setting/ environment.
- b) *Pre-course briefings* form an important part of the programme wherein the trainers can show the trainees how the course will deal with their needs. We may brief them on content, expectations, objectives etc.
- c) *During the course:* As trainers we may relate the new material to the personal goals of the learners, especially at the end of each learning session.

d) *At the end of the course* it is important for the learners to feel that what they have learnt has been relevant and can be applied in practice. This will ensure transfer of learning to their workplace and other areas of their lives.

3.3 CONDITIONS IN THE TRAINING SITUATION

For the success of training a lot depends upon the conditions prevailing at the location of the training programme or the physical set up. Hence remember the following:

Get Real

Many learners have a preference for learning when it is linked to real-life problem situations. This has implications for what is being learned, the strategies used and the application of learning after the training programme.

The Content

It is always better to relate the content directly to the lives of learners. This makes the learners more motivated to learn.

Example: Suppose women in Rajasthan need to be trained in dyeing fabrics using natural colours. The raw material, the equipment, the dyes etc., may all be selected on the basis of what seems to be available in the area, the local market demand, existing skills of the women.

The Methods Used

Learners, whether adult or young, enjoy learning from case studies and problems in small groups. They usually prefer to spend less time on theoretical inputs and more time on application or “learning by doing”. For example: Spending time on theoretically discussing the establishment or setting up of a bakery unit in a village by women, may not be as interactive as visiting one such unit and developing a smaller workable bakery unit by the participants during the course.

Application of Learning

Applications we know may begin during the course itself, as in the bakery example above. But it is important that such principles learnt be transferred to real-life situations. It is, therefore, necessary to encourage the trainees to help them plan to apply the learning. This is because the longer it takes for them to apply the learning, the more likely that they will never use it.

Learning Styles

Different individuals have different learning styles. ‘Learning Styles’, as we may understand, is a description of attitudes and behaviour which determine an individual’s preferred way of learning. Various classifications are available which suggest different categories of learning styles. The most common classification categorizes persons as Activists, Reflectivists, Theorists and Pragmatists. What do these categories mean?

The activist always believes in trying out things. Learners with the reflective style like to think about what they have learnt and absorb everything gradually. The learners with theorist and pragmatic style believe respectively in going into the theory and practicality of the content. In this manner their approach is

always opposite to each other. The learner with his/her respective style will always want to receive and learn things in the style she/he is used to. It is, therefore, important that we identify a trainer’s most preferred learning style and use the strategies that suit that particular learning style in order to promote effective learning.

As trainers we also need to ensure that we provide a learning environment that is varied and stimulates the learner’s sight, hearing and touch senses. The environment should be appealing to right and left brain thinking – both logic and emotion. We can also make sure that the learning is contextual and takes care of the background, gender, age, regional or religious background of the learners.

3.4 PROMOTING TRAINING THROUGH WORK EXPERIENCE

Yet another important aspect of the training situation is the understanding that the training of individuals is successful when it is centred on ‘learning by doing’ and hence emphasizes some craft or skill. In order to promote values such as ‘dignity of labour’, ‘work ethics’, working in a group, developing useful skills, generating low cost products or ‘best out of waste’ and the like, this concept and strategy are extremely useful.

A training programme that caters to such needs is a collaborative effort that may also be income generating and be made into an independently running business once the programme is over.

We are aware of Gandhiji’s concept of ‘Basic Education’. This is where Gandhiji speaks about ‘learning by doing’ where learning revolves around any craft. It is effective, it involves the use of local resources that are not expensive. While the trainees are trained in preparing a craft item they also learn certain values like respecting all types of work i.e., dignity of labour, learning while earning, getting the best out of waste or using the locally available material and also promoting the crafts associated with a specific culture and region.

Check Your Progress Exercise 1

1) What inputs would be needed to develop a proper training environment?

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2) What strategies would you suggest as a trainer for increasing the participation of women in a training programme in an urban slum?

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3) What are the conditions that you think are important in training young girls and women in marketing of a product in an urban setting?

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3.5 INDIVIDUALIZED AND GROUP TRAINING SITUATIONS

In this section we will learn about the different requirements of individualized and group training situations.

Individualized Training

‘Individualized training’ refers to individuals improving their knowledge and abilities through their own self-directed efforts.

In these circumstances an individual seeking self improvement, decides which area needs to be developed and also how it may be achieved i.e. it may be either by getting trained ‘singly’ or individually or by reading and practicing with self learning/ training materials.

The process of self development comprises essentially asking oneself certain questions: such as, a self analysis leading to a question of ‘Where am I now?’ that focuses on defining areas of strengths and weakness in practice and ability.

The second question aims at “what do I want to be or achieve?” This aspect is about focussing learning objectives towards attaining these objectives in order to achieve the goal/ target.

The third question as we see it is the most important. “How will I know that I am achieving my objectives?” This question seeks for ways to monitor progress and change. A time plan for regular review at this stage also needs to be evolved.

Self-Development Methods

Some of the common methods that an individual can employ for self-development need to be individualized.

Observation: We often learn many behaviours or skills by simply observing certain tasks being performed. Some examples that one may refer to as individual learning include observing teachers, managers, colleagues, seniors or subordinates.

Reflection: Reflection, as we know, is ‘thinking’ about our own behaviours, and analyzing our observations. This may comprise mainly looking within oneself critically.

Guided Reading/ Learning/ Using Resource Centres: Guided reading, refers

to using text in order to increase knowledge. The most common reading material comprises books, journals, articles, self-help manuals and the like.

Visits/Apprenticeships: A visit enables an individual to 'learn' from visiting the personnel or organizations/institutions in their special areas, or areas/ aspects in which training is required.

Assessment: In order to assess oneself, the most used methods as we are all aware are receiving 'feedback' from one's boss, seniors, colleagues, other participants or trainers in a training situation.

Hands-on-Activities: Activities where we are able to test and tryout whatever we have learnt or have been trained for, offer a 'challenge' to an individual. A common example, that we may take is assisting in or completely undertaking a project to prove oneself, giving presentations, or 'teaching' where training in teaching techniques is required.

Open learning: One of the most recent methods for self/ individual training are offered by certain institutions of 'open learning' like IGNOU and State open universities. In this case the learner can learn at her/his own pace and place. The lessons take the form of print, audio, video materials which are sent home to the learner or provided at the study centres.

We can conclude therefore that individualized training or development is one of the most effective strategies for self development that saves on both time and money.

It is also good for any organization as a large member of employees are not required to be away from their jobs for a long time and for women who are not required to be away from home for long periods. In combination with selected face-to-face training and counselling, it frees learners from the demands of time, place and pace.

A thorough knowledge of the above will help you to understand not only the needs of the learner but also the various things that may influence success/ failure of a training programme. All this will lead you to an understanding of the training situation and think of appropriate factors that will set the mood for the training, provisions and strategies required for transactions, evaluation and follow up.

Group Training Situations

A group, as we are aware, is a collection of people who:

- have a common goal/ objective;
- have a defined role;
- participate in attaining their objectives;
- are interdependent upon each other;
- share responsibility;
- practice a set of common norms and values; and
- identify themselves with the group.

Stages in Group Development

FORM	STORM	NORM	PERFORM
Identify tasks and means to accomplish them Hesitant participation Developing relationships Creating conducive environment	Infighting, defending and competing Establishing goals Taking stands Forming partnerships	Confiding in each other Sharing concerns and problems Developing groups Developing common goals Helping each other	Promotes self change or development Discharging duties High work accomplishment Experiencing insight into personal and into impersonal processes.

There are certain group norms that help making learning easier in a group.

Group Norms: Collectively agreeing upon group norms helps to achieve the behavioural objectives and facilitates the training/ learning process. Some helpful group norms that we can identify comprise the following:

- Mutual appreciation of ideas, concerns and behaviour;
- Providing evaluative feedback;
- Confidentiality;
- Risk taking;
- Participation;
- Questioning;
- Presentability;
- Respect; and
- Flexibility

Therefore, when learning takes place in a group situation we find that learning is in part a social process and effective groups produce effective learning, because of interdependence of the group members.

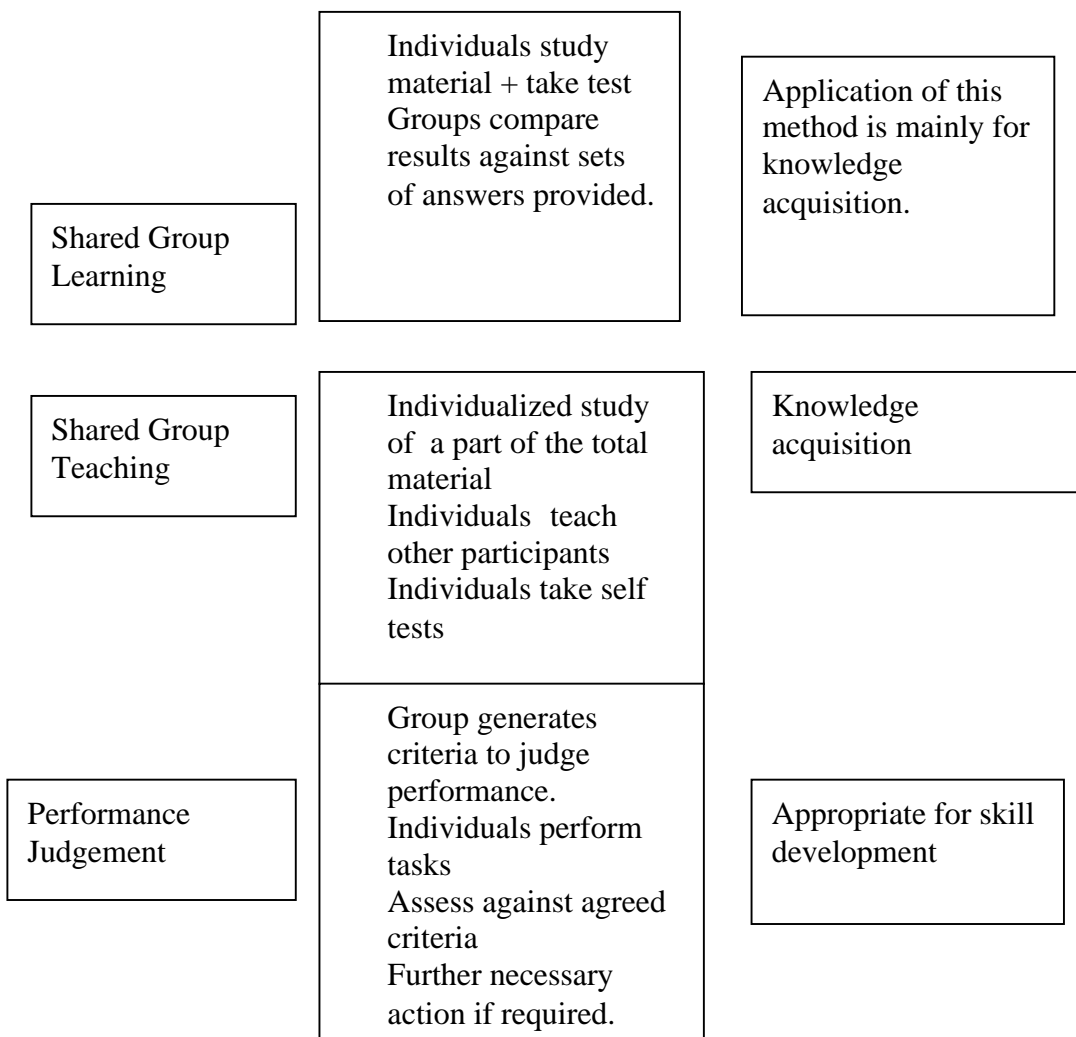
Group Formation during a training programme

In any formal training programme the total participants are divided into smaller groups of 4-7 members each. These groups work together throughout the training programme.

For any one learning objective four stages may be applied, i.e. the working of the groups comprise the following stages:

Individual Activity	Group Syndicate Activity	Inter-Group Activity	Group Review
Individuals work alone Complete tasks assigned individually to them	Individuals work in their sub-groups Individuals agree on tasks Individuals within the group share the results.	Groups combine to assess their work Methods for comparison may be scoring, comparing with other groups.	Individually and collectively in their groups, participants Review the content and process of their work Check if the objectives have been attained Formulate improvement objectives.

We see here that group learning or training may be in three formats i.e.



Learning activities may be classified into three categories:

- Class- centred: Lectures, demonstrations, discussions, brainstorming and field trips.
- Small group-centred : games, exercises, simulations, small group discussions, case studies, skills practice and situational analysis
- Individual centred: reading assignments, worksheet, self assessment and computer-based training.

Depending on the needs and background of learners and the type of content, the appropriate activities can be chosen and worked upon. Understanding of situation and setting and the individual and group strategies are all interrelated.

Check Your Progress Exercise 2

1) How would you explain the term individual training? Which are the types of material that you as a trainer would use for training women in literacy training in rural areas?

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2) How would you rate group training strategies as compared to self learning strategies? Which is better and why?

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3.6 AVAILABILITY OF SPACE AND TRAINING MATERIALS

Making space available that is appropriate for any training programme is an important aspect. This may depend upon:

- The setting whether rural or urban/ culture specific;
- Group size or individual (male or female);
- Climate/locale;
- Availability of physical resources, training materials;

- Availability of human resources;
- Type of training – residential / on the job;
- The cost of setting up space; and
- Availability and use of natural resources.

Training Material

Well chosen and properly integrated presentation materials are invaluable tools for the trainer. They stimulate the learners' senses and increase the chances that information and skills will be assimilated and retained. The training rooms too come in all sizes and shapes. Choose the room arrangement that best suits the group, the programme and the room itself.

Some of the commonly used room settings are as follows:

- U-shaped table arrangement;
- Classroom arrangement;
- Centre-table arrangement;
- Auditorium or theatre arrangement;
- Amphitheatre; and
- Office meeting room arrangement.

Maintain learner's interest and concentration; encourage interaction and offer a variety of learning resources to cater to the needs of the individual learner. You are encouraged to use a variety of aids in your training. Make appropriate choices based on the circumstances and your knowledge of the various aids, their strengths and weaknesses.

The following are the most commonly used training tools and equipment. (The development and use of these will find a place in Block 3, Unit 11 of this course.)

- 1) Transparencies (Overhead Projectors)
- 2) Posters
- 3) Marker Boards/ Chalkboards
- 4) Flip Charts/ Charts/ Flannel Boards
- 5) Models
- 6) Slides (35 mm slide projector)
- 7) Videos and Closed Circuit Television
- 8) Music (audio cassette player)
- 9) Computers with Internet
- 10) Text Books
- 11) Work Books
- 12) Handouts/pamphlets/brochures

Once the training material for the programme is identified, arrangements can be made for making them available based on low cost, easy and timely procurement.

Check Your Progress Exercise 3

1) a) In the space below describe the layout of the most effective training room that you can think of.

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b) Why do you think the arrangement would be most effective?

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c) Which types of equipment for display of audio visual aids would be used?

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3.7 OVERCOMING CONSTRAINTS IN TRAINING SITUATIONS

A best designed training seminar/programme may nevertheless fail if the setting or training situation is wrong. These may comprise geographical location, physical conditions, availability of resources and other supporting services, which will present themselves in the form of constraints and need to be overcome.

How can we overcome these constraints?

A good environment can't assure success, but a poor one can mean failure. It is very clear that if the trainees are not able to hear well or see well or are physically uncomfortable for some reason, effective learning may not take place during a training programme.

We can classify the possible constraints coming in the way of effective learning during any training programme and the ways of overcoming these constraints.

- 1) *Geographic Considerations:* The geographic location for the training can be an important factor to consider if the location has not been previously identified. Access to public transportation and cost are other factors to be considered. Climatic conditions are also important so that they do not interfere with the smooth conditions of the training programme.
- 2) *Physical Considerations:* The real needs of the trainees need to be kept in mind while planning the training situation. The trainees need a comfortable learning environment for the training to be effective. These comprise a well ventilated and properly lighted room.
 - a) *Temperature:* It is well known that in summers, there is an increase in lethargy and drowsiness and decrease in the quality of discussion. The temperature in the training room may be cool but not too cold.
 - b) *Ventilation:* In most of the modern/ urban situations, ventilation may not be so much of a problem. But sometimes where ceilings are not high enough or the windows are closed, adequate circulation of air within the room may be hampered. The trainer may, then, work for implementing ways by which circulation of air is made possible.
 - c) *Vision:* Lighting and room size should be such that everyone can easily see the instructor/ trainer, projected and non-projected visual aids, training material and also each other. The basic controls to control the intensity of light should also be conveniently located.
 - d) *Hearing:* The major impediments, as you too may have experienced many a times is the inability to hear the speaker in spite of his or her clear voice. We can attribute this to bad acoustics or maybe interference because of the training situation being near an airfield or a railway track or a factory/ hooter. Interference could also be experienced because of their partitioning between two seminar rooms and the like.
 - e) *Seating Plan:* Seating comfort is one of the most important aspects to keep in mind while planning a training programme because trainees are often not accustomed to sitting in one position for a long duration of time.

There are mainly three aspects that need to be kept in mind. These are:

- i) *Elbow room:* Each person needs enough space at the table so that they can move their elbows freely.
- ii) *Knee room:* There should be enough room between the legs of the table and an individual's legs.
- iii) *Comfortable chairs:* Chairs for the participants should be comfortable as they are required to be seated for a long time.

Check Your Progress Exercise 4

1) a) What are the constraints that you might come across in a rural and remote area?

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b) How would you as a master trainer overcome these constraints in training situations?

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2) How would a training room be different from an open space for training? Which one would you prefer and why?

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3) *Psychological considerations:* Even more important than the physical comfort is the mental outlook of the trainees. There are a lot of aspects that contribute to a positive and comfortable mental outlook of the participants. These are:

- a) *Décor:* This comprises the colour scheme and decoration of room/ environment. It is always best to use your own judgment to plan the activities of a training room.
- b) *Rooms:* Very small rooms or rooms with low ceiling can induce a feeling of psychological improvement in some people.
- c) *Layout:* The layout within the room has a direct influence on the intensity and quality of interaction amongst the participants. It is always better if we are able to organize seminar layout so that the participants are able to

see each other and also the trainer without straining themselves. Then the placement of technology, like OHPs, Scenes, Boards or any other Audio-video aids needs to be appropriate.

- d) *Noise*: Noise can be one of the major distractions which come in the way of the running of a training programme smoothly.
- e) *Visual Distractions*: Visual distractions are possible where the seminar situation/ rooms have a view that distracts the participants. For example, at a training programme for women's empowerment in a rural primary school the cooks were cooking right outside one of the seminar room windows which was a major distraction, especially before and after the meals were served.

There are many more constraints that we may experience as trainers. Some of them are:

- Slow meal service or poor food quality;
- Non-availability of enough water for drinking especially in summers;
- Inadequate or dirty restrooms;
- Sound of telephone bells ringing all the time;
- Inability of the participants to call family or friends from near the seminar room;
- Hostels/hotels – too far or too near the seminar location;
- Not enough physical exercise;
- Absence of recreation;
- Uncooperative training staff; and
- Training material inadequate or received late.

Many times we may face problems in convincing the trainees about the usefulness of a training programme.

- 4) *Constraints in Materials*: Problems in the materials for participants may be of many types. Some of the materials may not be relevant. Others may comprise the sequence of materials, i.e. it is not easy to locate the work experience in the participant material. Providing suggested solutions to trainees gives them an excuse to avoid thinking the problems through for themselves. An early solution, therefore, denies the benefit of the learning experience. In addition to the above there might be certain production mistakes in the learning materials.

3.8 CASE STUDIES

Let us now go through a case study highlighting the achievements of SEWA in capacity building of women farmers.

Agricultural Campaign

2/3rd of Self Employed Women's Association (SEWA) members are rural

agriculture workers and they face several problems related to income security, social security and job security.

Women contribute significantly to agriculture. SEWA has been working for many years to highlight women's role in agriculture. SEWA has organized agriculture workers and made them aware of their rights. Now they are aware of their role in this field and have even increased their bargaining power.

SEWA's spearhead team of agricultural workers meets on a monthly basis to discuss problems in this field. During the monthly meeting of the agricultural committee, a lot of issues have been raised such as insufficient and irregular employment in the agricultural sector, water shortage, high cost of seeds and fertilizers which leads to high production costs, increased mechanization of agriculture, increased use of chemical fertilizers without adequate knowledge, no identity for agricultural labour, little emphasis on health and safety and effect of globalization on agriculture.

The main objectives of the agriculture campaign are:

- To know the present status of agriculture;
- To be informed of issues linking agriculture to government policy;
- Recognizing agriculture workers through comprehensive wage and job securities;
- Institutional intervention on issues related to the health and safety of agriculture workers;
- Impact of WTO on small and marginal farmers and labourers.

Capacity Building Training

Based on the cropping system and seasons like "Rabi", "Kharif" and "Summer", pre-seasonal and seasonal training were held for the Spearhead team members. SEWA received overwhelming response from them during these training programmes.

It was decided to form a core committee to look after the training of the Spearhead team and monitor progress in the follow-up. The team would meet once a month for training. District level training programmes were organized for spearhead teams, who would then train grassroot workers, women farmers/women agriculture workers. Information was also given on district specific issues and problems related to agriculture.

The following subjects were identified for training: Soil and Water management; farm development and management; raising of field and horticulture crops; importance of using recyclable natural resources; rational use of chemical inputs, integrated pest and disease management; importance of animal husbandry in diversified agriculture; marketing of agricultural commodities and processing of value added products; pros and cons of WTO in relation to our agricultural sector; establishment of rights of agricultural workers in relation to socioeconomic security.

(Source: SEWA Annual Report, 2001)

3.9 LET US SUM UP

Training may take place in a rural or urban environment. Situations will vary in each case. The situation may be either individualized or in a group, depending upon the skills to be developed. Various self-development methods can be used for self improvement. This saves on both time and money. Learning that relies on social norms and effective groups produce effective learning.

Learning activities may be classified into three categories i.e. class- centred, small group- centred, and individual- centred.

For any training situation, organizing adequate and appropriate space and training material is important. This may depend upon various factors like the area – rural, urban or tribal, availability of local resources and the like. Similarly, well chosen and properly integrated presentation material are invaluable tools for the trainer.

Finally any training programme that is organized may face constraints. These are most often unexpected. Adequate planning in this respect may help us to avoid such situations.

3.10 GLOSSARY

Briefing	: Telling the learners/ trainees the important points. Briefing can be done to orient participants before the programme or to list the outcomes achieved after the programme.
Setting	: Building or space and related considerations in conducting training.

3.11 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) Appropriate setting, suitable and adequate facilities and materials, good training venue, experience and motivation of trainees.
- 2) Involving them in finding out the training needs, during the development of the training programmes, briefing before the programme, addressing their own goals from the training, finding out about transfer of training to their community and their individual concerns.
- 3) Existing knowledge, nature of market and relevance of the product to the market, types of knowledge, skill to be developed.

Check Your Progress Exercise 2

- 1) During individual training, individuals work alone with the trainer and complete tasks assigned individually to them. Materials such as posters, pamphlets, literacy primers and readers could be used.
- 2) Learning may be easier in a group because of the fact that learning is in part a social process. Effective groups produce effective learning because

of group training strategies. These are also more economical and less time consuming in covering larger audiences.

Check Your Progress Exercise 3

1) a) & b)

Answer on the basis of the information given in the Unit. Also include your own ideas.

c) Choose from the list in section 3.6 depending on your answers in 1 (a) and (b).

Check Your Progress Exercise 4

- 1) a) In a remote rural area it may be difficult to organize training rooms, get trainees to come to the venue on time or stay back after the training programme hours each day, organize equipment, ensure a steady electricity supply to run the equipment, provide safe drinking water.
 - b) As a master trainer arrangements would be made to escort or transport participants and make safe arrangements for their stay and dropping to their homes if necessary, ensure generators if equipment has to be used, hire the needed equipment and bring it to the training venue, make arrangements for providing safe water and food by freshly cooking the food or disinfecting the water, organize training rooms out of available space in a panchayat ghar or conduct the training in open spaces such as courtyards, use locally available materials to make training aids.
- 2) In training rooms seating arrangements can be made exactly according to requirement and equipment can be arranged in working order more easily and also in advance. With open spaces this may not be possible or even if possible, advance arrangements may not be possible since the space may be used for something else. Also with open spaces avoiding distractions such as noise and entry of non-participants who may hinder the training can take place.

In urban areas training rooms are to be preferred unless the training is field-based. In rural areas if a room is not available, training in an open courtyard or under a tree can be just as effective if it is quiet and separate from the areas commonly frequented by people so that there is no disturbance.