

APPROACHES TO KVK TRAINING

Training is regarded as one of the integral component of development programmes. Training requires special skills and positive attitudes on the party of the facilitator which are not commonly found in the traditional teachers. These skills and attitude need to be developed in order to ensure successful programmes for the training . Training design must reflect the goals and the objectives of a training programme in order to objectively measure the success of the training. It is essential to state what participants will be required to learn. This can be accomplished through the formulation of well sated training objectives.

In desiging specific activities, trainers/facilitators may use different methods depending on the desired outcome of the training session. Training is most effective when various methodologies are incorporated into the training session. Trainers must select specific methods based on the expected outcome of the training session. It is impossible to specify the value of any particular training method without giving reference to the objectives of the training. In formulating a training design, one should consider which types of activities fits the different training objectives. Is the main objective is to change the participants knowledge, attitude or skills ? Methods/ techniques which enable a trainer to affect these changes are described as under:

Knowledge: The basic requirement for acquiring or altering knowledge (concept/ ideas, facts etc.) is that information be presented clearly to the learner. He/she should receive feedback on attempts to communicate an understanding of the new information. Otherwise, it is unreasonable to expect accurate learning.

Appropriate techniques for communicating information include interactive lecturette, (including two-way question /answer); open discussion; symposia where members of the audience are given the full opportunity to question the speaker; television; films; tape recordings or readings which are analysed by the group of participants with the direction of the trainer.

Skills: Change in the actual activity to do something usually requires guided practice with feedback about the success or failure of the practice. Many people believe that group-relevant skills, such as keeping a discussion on the topic can be learned through practice. It is possible to learn all about driving a car by reading a book, but the actual driving can only be learned by doing , by seeing the results and doing it again.

Methods using video or audio tape recording and playback are helpful for improving skills in group behaviour. Intermittent process analysis, use of group observers, coaching session, critiques and role plays are also useful, as is any method involving immediate analysis of the effectiveness of behaviour.

Attitude: If attitude change is desired, it is appropriate to utilize small, informal, open-ended discussion groups are important or valuable to the participants, attitude changes are more likely to be lasting.

Other training methods that are helpful for bringing about attitude change include **interview situation** in which one participant listens carefully to the another's descriptions of their attitude and problems, and **role playing**. Role playing can be especially helpful in attitude change because the learners actually experiences the new attitudes, feels little threat, and is supported by the other members of the training group.

The best methods for influencing post-training action are those that involve group discussion and group discussion making to undertake specific action on the job. Individual planning sessions followed by reporting to the group (for support and reinforcement) are also appropriate, as are team planning, meeting and many other activities.

Andragogy and Pedagogy

Dr. Malcom Knowles has clarified the difference between adult and child learning in his book, "The Modern Practice of Adult Education", in 1970. Dr. Knowles did not suggest any fundamental difference between the way adults and children "learn" (i.e. internalize new information), but he did point out significant differences that stem from the condition surrounding adult and child learning and differences that emerge in learning process as individual gains maturity.

Pedagogy: A term derived from the Greek term "Paed" (meaning child) and Agogos (meaning leading). Pedagogy is defined, therefore, as an art and science of teaching children. **Andragogy**, a term combines the Greek term "Andre" (meaning adult) with "Agogos" (meaning leading) and therefore defined as an art and science of teaching adults. There are four basic concepts which demonstrate the differences between Andragogy and Pedagogy. These are: i) Self concept, ii) Experience, iii) Readiness to learn and iv) Time perspective and orientation to learning.

Experience: Adults, in the course of living, acquire a good amount of experience varying in nature. Their experiences are what they have done, the some total of their life's impressions and their interactions with other persons and the world. Their experiences are valuable and a rich resource for learning. In the learning situation, therefore, experiences of all the participants are pooled together as resources for learning on the subject.

Readiness to learn: We often say that the learners are ready to learn and it is a teachable moment. It is well known that educational development takes place best through sequencing of learning activities into developmental tasks so that learners are presented with opportunities for learning when he/she is ready to learn and not before. The main task, therefore, is to sequence and interrelate subjects and skill building activities in order to meet the requirements of competence. The contents of the training course need to be correlated with the experiences of the learners for effective learning to take place.

Time perspective and Orientation to Learning: People used to think of education in terms of "preparation for the future" rather than "doing in the present". Children are involved in the educational process of storing up information for use on some far off days. Adults are involved in educational process of acquiring knowledge and skills for immediate use. Adults learning is, therefore, 'problem centred' rather than 'subject centred'. This is why the Chinese philosopher Confucius, said that all learning being is learning.

The first major difference between Andragogy and Pedagogy exists in the relationship between teacher and learners and in the learner's concept of himself with regard to his capacity for self-direction. The second difference is that in Pedagogy, the tendency in the educational process is to regard the experience of children as being of little worth and the communication in such teaching-learning situation is one way only. Contrary to this, Andragogy is full of experimental, based on two way communication techniques. The third difference can be understood by examining the process used in choosing the learning content. In Pedagogy, teachers decides the content assumes the responsibility to decide how and when the learning should occur. In contrast, in Andragogy, learners are grouped according to their individual interests and learning needs. It is learners who decide what they want to learn based on their perception of the demands of their social situation. The facilitators act as the resource person to help the learners form interest groups and diagnose their learning needs. The fourth difference is that Pedagogy is subject centred whereas Andragogy is problem centred learning. Adults learn by practicing, by doing and being active in the teaching-

learning process. They don't do well when they sit passively for very long. They become bored easily. They have a very short attention span when they are sitting and listening to somebody else talking. They don't easily accept the expertise of others. They like to be skeptical. Adults learn easily what will be useful to them, what they want to learn. Adults learn best when they have some control or ownership over the learning environment, choosing the learning goals and methods themselves. They learn new things that they can relate to their past experiences.

Children accept uncritically what they are told in the teaching-learning situation. They are able to learn while passively listening to the teacher. They need not to relate their previous experiences to any new learning. They need not have to control over the learning environment. They are able to learn things they may not use for years, or if ever.

LEARNERS AND TRAINERS' STYLES.

Learners and trainers have different styles of learning and training respectively. Three styles of learners are i) Dependent, ii) collaborator, and iii) independent. Likewise, three styles of trainers are i) expert, ii) collaborator, and iii) facilitator.

Dependent Learners accept answers, depend on trainer, question trainer, resist answers, they are cautious and learn from trainer only. **Collaborator learners** set goals themselves, put questions, interact with others in class, evaluate themselves, use/find resources, explore the things, use feedback, take risks, make decisions, and share experiences. **Independent learners** set goals themselves, find solutions of the problems, have little or no reliance on trainer, make decisions, evaluate themselves and learn from everyone.

Expert trainer gives direct answers, delivers lectures, conducts demonstrations, assigns questions, takes tests, encourages learners to learn, set goals of training, gives grades, and design materials for training. **Collaborator trainer** interacts with learners, transmit contents occasionally, provides resources and models, encourages feedback, coordinate the class, evaluates jointly, manages group process, and helps learners to set goals. **Facilitator trainer** allows learners to apply own mind, provides requested feedback, help to provide resources, consult others, listens others patiently, negotiates with learners, and observes group process.