GENDER TRAINING PERSPECTIVES (BWEF-002)
ASSIGNMENT 1(TMA-l)
BWEF-002

Assignment Code: BWEF-002/TMA-1/26-27
Maximum Marks: 100

Answer all questions. Each question carries 10 marks.

1. Differentiate between "principles of adult learning" and "conditions of adult learning". Give two examples of each. (10)
2. What is "participatory training"? Why should participatory training be emphasized in gender training? (10)
3. Describe five group training situations in brief. (10)
4. Give two examples each of "gender-neutral" and "gender-specific" policies in gender training. (10)
5. How should a gender trainer handle conflict in training sessions? Support your answer with suitable examples. (10)
6. Describe **any two** participatory learning methods giving suitable examples of their use in gender training. (10)
7. Discuss the use of projected training aids in gender training giving suitable examples. (10)
8. Explain any three training models in detail. (10)
9. Discuss the facilitation styles which can be adopted by a gender trainer giving suitable examples. (10)
10. Describe the process of gender training. (10)

1. Differentiate between “principles of adult learning” and “conditions of adult learning”. Give two examples of each. (10)

Answer

Introduction. Adult learning is central to gender training because participants bring accumulated experience, beliefs, responsibilities and expectations into a learning programme. Training adults is therefore different from teaching children who may depend more heavily on the teacher to decide what and how to learn. A trainer must distinguish between the *principles* that explain effective adult learning and the *conditions* that make these principles work in a particular training setting.

Meaning of principles. Principles of adult learning are relatively general guidelines concerning how adults learn effectively. They are grounded in adult learners' needs and characteristics. Adults usually want to understand the relevance of the subject; they learn better when their prior experiences are acknowledged; they prefer a degree of autonomy; they respond to practical problems; and they benefit from opportunities to practise, reflect and receive constructive feedback. These principles guide the trainer's educational choices even before a programme begins. For example, a gender trainer should relate the idea of unpaid care work to participants' everyday time use rather than teach it as an isolated definition.

Meaning of conditions. Conditions of adult learning are the social, emotional, physical and organisational circumstances that allow learning to occur. They include a safe and respectful atmosphere, trust between learners and trainer, freedom from ridicule, language accessibility, appropriate timing, seating and materials, opportunities to participate, and reasonable accommodation of disabilities or care responsibilities. Conditions can change from one group or location to another. A highly participatory method may fail when participants fear public embarrassment or cannot follow the language being used.

Main differences. First, a principle expresses *what tends to promote adult learning*, whereas a condition concerns *what must be arranged or protected in the learning environment*. Secondly, principles inform the design of objectives and methods; conditions inform logistical decisions, group norms and the trainer's interaction with learners. Thirdly, principles remain broadly applicable across settings, while their practical conditions require adaptation to literacy, age, gender, mobility, power differences and resources. The distinction is analytical rather than absolute: a respectful climate can also be treated as a general principle, but it becomes a specific condition when a facilitator establishes ground rules and confidential discussion procedures.

Two examples of principles. In a workshop on household budgeting, women and men first describe how expenditure decisions are made at home. The trainer then introduces joint decision-making. This illustrates the principle of **building on**