TRAINING OF ADULT EDUCATORS AND LITERACY WORKERS

Report of the National Workshop

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INTRODUCTION

The announcement of the National Adult Education Programme, with the publication of the first Policy Statement in 1977, was an occasion of tremendous importance to adult educators, and to India.

For the first time a Union Government was making adult education a top priority, and this itself was of great importance, for at last the priorities proclaimed in the Constitution were receiving due political recognition. But even more impressive was the fact that the basic assumptions of the policy displayed a completely new attitude to the people and to education, an attitude which is difficult to find among governing classes anywhere in the world. These assumptions are worth re-stating here.

"The present thinking on adult education is based on the assumptions (a) that illiteracy is a serious impediment to an individual's growth and to the country's socio-economic progress; (b) that education is not co-terminus with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the others; (d) that the means by which people are involved in the process of development are at least as important as the ends; and (e) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action." (Adult Education—A Policy Statement. Government of India. August, 1977).

Later publications and reports from the Government of India have stressed that it is the intention that programmes should give equal importance to three different aspects of adult education : literacy, functionality, and awareness. This is also indicated by the description in "National Adult Education

Programme—an Outline" of the five types of project which will be acceptable under the scheme, among which is included "literacy for conscientisation and formation of organisations of the poor".

In a very real sense, this was the moment for which the Indian Adult Education Association had been waiting since its foundation. Besides taking an active part in the preparatory efforts of the Union Government and initiating joint activities with other national-level organisations, the Association made the National Programme its chief concern in the Annual Conference held in Udaipur in October, 1977, and planned the four National Workshops of 1978 on themes which would further the preparation of the National Programme.

The Tamilnadu Board of Continuing Education was requested to host the workshop on the training of village-level adult educators, and in the project-proposal submitted the objectives of the workshop were defined as :

1. To evolve procedures for identification and selection of persons within and if necessary outside the community, suitable to the adult educators.

2. To define the objectives and essential elements of training programmes for adult educators.

3. To outline suitable training programmes according to the objectives proposed for the courses to be taken up.

4, To define criteria and methods of evaluation for the training programme.

It was foreseen that the workshop should propose selection criteria and procedures, as well as training programmes, keeping in view the objectives of the National Programme and of the projects submitted by the agencies in the field, and a step-by-step analysis of the work to be done was offered to each participant,

instead of a working-paper. Participants came from as far away as Punjab and Delhi, but the majority were naturally from the four Southern States. A list of those who attended is to be found in the Appendix. All braved the heat of Madras in May to contribute to the planning which was to be done.

The Workshop was privileged to have Professor A. K. Jalaluddin, Director of Adult Education, Ministry of Education and Social Welfare, playing an active part in its work for the best part of two days. In a deliberately informal inauguration, which set the tone for the whole workshop, Prof. Jalaluddin gave a candid assessment of the situation in which the National Adult Education Programme had been launched, and the purposes behind it, especially those behind the new emphasis on voluntary effort.

He referred to the very disappointing record of previous government programmes, whether they functioned under the banner of "Adult Literacy", "Functional Literacy", or "Non-formal Education", and traced this failure to the lack of correlation between the subjects of the literacy class and the day-to-day life of the people, as well as to the fact that development had hitherto benefitted only a few, so that inequalities increased, and the majority found that there was no benefit to be gained from literacy. The difficulty which government officials face in a programme which requires flexibility and local adaptation was another reason for inviting the voluntary agencies to play a major part in the task, making it truly a national movement.

Professor Jalaluddin declared that the government, in taking up and pursuing the National Adult Education Programme, was governed by an enlightened self-interest : development, mobilisation and utilisation of the country's rich human resources would be a major asset for the development of the economy.

The workshop was also honoured by the visit of Dr. Malcolm S. Adiseshiah, Vice-Chancellor of Madras University

and President both of the Indian Adult Education Association and of the Tamilnadu Board of Continuing Education. Arriving in Madras only that morning, he immediately consented to join the group at 5.00 p.m., and conducted the session until 7.00 p.m.

After hearing a brief resume of the day's proceedings, Dr. Adiseshiah developed a dialogue with the working-group, inviting them to reflect on the different kinds of people who would be likely recruits for the post of part-time literacy instructor, and consider the training requirements of each of these categories, in order to enable them to carry the programme out effectively. Categories he proposed for consideration included primary school teachers, students, unemployed and under-employed youth, ex-servicemen and the personnel of the voluntary agencies. He added another category, recently encountered: young persons from among the village or slum communities who had the experience of non-formal education for awareness and were capable of handing on that experience to others. These or other suitable persons from the community itself should also be considered as possible educators, in Dr. Adiseshiah's view, and this type of recruitment should be one of the innovations of the National Adult Education Programme.

In dialogue with the working-group, Dr. Adiseshiah also brought into relief some of the skills which the training programme would need to impart to the future adult educators: that of establishing rapport with the community, which the field-workers in the group estimated would require about six to nine months' work; the skill of imparting functional literacy; that of monitoring and evaluating the progress of the programme; and that of organising the follow-up activities, like village libraries or reading rooms, which would make possible the retention of literacy by providing opportunities for its exercise in interesting and relevant activities.

The workshop was also honoured to have Shri S.C. Dutta, Honorary General Secretary of the Indian Adult Education

Association as one of its working members for almost the whole time.   His nation-wide perspective made it possible to recognise the values in all the different and sometimes very divergent proposals coming from members whose experience differed greatly in kind, so that either a single harmony could be reached, or alternative proposals could be offered, as options presented to the agencies interested in the programme by the workshop.

PROCEEDINGS OF THE WORKSHOP

The workshop had been timed to start at 10.00 a.m. on Thursday, 4th May, and to conclude at about 6.00 p.m. on Monday, 8th May. Since some of the out-station participants arrived only at about 10.00 a.m., the start was delayed a little, and after brief self-introductions the workshop was inaugurated, as previously indicated, by Professor Jalaluddin.

The inauguration slid naturally into the first working session, with the reading of reports on the adult education work being done in their States by members from the Punjab, (Dr. Amrit Kaur), from Kerala (Dr. K. Sivadasan Pillai), from Karnataka (Mr. T.R. Nagappa), and Andhra Pradesh (Mr. M. Khajapeer). From these reports it clearly emerged that hitherto, in most places, the work attempted both by governments and voluntary agencies had had for its purpose only literacy or functional literacy. Since these two types of programme have already been extensively studied and have also proved rather ineffective, it was resolved, on the motion of Mr. Dutta, to confine the work of this workshop to the three remaining kinds of project approved for the National Adult Education Programme, namely:

1. Literacy supportive of a major development programme,

2. Literacy with learning-cum-action groups, and

3. Literacy for conscientisation and formation of organisations of the poor.

The working group then proceeded to define the aims and objectives of these three types of programme, so as to have them clearly in mind when considering the requirements of the

adult educator. After considerable discussion, the group was able to come to a single definition embracing the objectives of all these three programmes, which was felt to be merely an expression of the objective of the National Adult Education Programme itself, namely social change of a kind which would give to the poorest and most deprived members of our society a better share in the economic, cultural and political life of the country. It was searchingly pointed out that this might well mean that the more affluent members of society, among whom all those present were to be included, would have to demand less for themselves, so that all could have a share. The group was asked to reflect whether they were ready for this.

The group having come to a certain agreement about social change as the objective, and the kind of social change envisaged, it was agreed to let the actual wording of the proposal be defined and presented for approval by the following morning, and the group went on to discuss the criteria for the selection of the village-level adult educator.

The first criterion proposed was that the worker should be acceptable to the community in which he is to work. This led to a discussion of the meaning of "community" in this context, since many are in the habit of using it to mean the whole panchayat or village. If this were the meaning adopted, the objective of social change would be difficult to attain, since the dominant groups in the village could continue to dominate through their power to influence the educator himself. It was therefore agreed that community should be taken to mean a single hamlet, or in Kerala a ward, which may include people of heterogeneous occupations, living in the same neighbourhood, but would usually be a group of families homogeneous in caste, culture and occupation. In the usual pattern of Indian village life, the task of the adult education programme would be to enable the different small communities to discover their own dignity and worth, and then come together as equals to forge the larger unity of the village.

With this social picture in mind, the group agreed on three criteria for the selection of the village-level adult educator: First, as mentioned before, he should be acceptable to the community, and preferably chosen by them; secondly he should be committed to the welfare of the community; and he should be able to exercise the skills of numeracy and literacy with reasonable ease.

At this point it was agreed that the meeting be adjourned to prepare for the visit of Dr. Malcolm Adiseshiah, and that the discussion of criteria for selection would be taken up again the following morning.

The session presided over by the Vice-Chancellor having been summarised in the introduction, we proceed to the sessions of the second day.

The working group assembled at 9.00 a.m. on Friday, 5th May, and the Director read out a summary of the proposals made regarding (1) the objectives of the three types of programme under study, and (2) the criteria so far accepted for the village-level worker. These were adopted as recommendations of the workshop.

Dr. Anita Dighe proposed that since it was generally agreed that motivation of the learners and the community was both essential and difficult, and since the village-level worker would have to play a key-role in this work, it should be discussed before the selection procedures were taken up. This was agreed, and the group first completed the discussion on criteria for selection, among which acceptability to the community was made essential, while the other criteria were considered highly desirable, namely, that he should if possible be a member of the same community in which he is to work, fully committed to its uplift, sufficiently skilled in the three R's, and mature enough to understand the needs and aspirations of the community, and its actual situation.

The question of motivation was then taken up, and different members of the group described their own procedures. Mr. Martin and Mr. Subramanian, both of whom are field workers of some years experience, described methods of motivation which require of the Project Officer a readiness to insert himself into the village situation, accepting its poverty while he seeks to win acceptance from the community in which he lives and from those nearby, so that ultimately he is recognised as one identified with the community in its needs and its aspirations. At this point Mr. Martin's group offers to educate the children, and the lively way in which this is done draws the parents as spectators. When their interest is thoroughly roused he also offers to educate the adults. Mr. Subramanian, on the other hand, when once the people accept the Project Officer, would have him enter into discussion about their needs and feelings, and collaborate with them in trying to solve some of their problems, so that a helping relationship is established, and at the same time the people become aware of their need for education to discover the possibilities for solution of their problems which do exist. Thus while Martin leads from education to problem-solving, Subramanian leads from problem-solving to education.

Dr. Sivadasan Pillai and Mr. Nagappa, whose experience as organisers is every bit as extensive as that of the other two in the capacity of field workers, described more systematic strategies. Dr. Pillai establishes contact through detailed surveys, group meetings and in-depth individual interviews. On the basis of the data collected and in consultation with the community, he proceeds to the setting up of various committees to manage different aspects of the education project. Mr. Nagappa's approach is through the existing village institutions, such as the Co-operative, the Mahila Mandal, the Youth Club etc. Both of these approaches require much less time than the first two.

Recognising that different agencies, of their nature, have different possibilities, it was decided that all of these

approaches should be presented as alternative strategies for motivation, and Dr. Anita Dighe was appointed to draw up the appropriate recommendation.

On the proposal of Mr. Khajapeer, it was then decided that in order to propose an effective training programme, it was necessary first to analyse the roles and functions of the village educator, define the competencies required for the fulfilment of each, and lay down the training requirements for imparting these competencies.

The roles and functions were then taken up for discussion, and it was decided that, while bearing in mind that they might be individual or team functions, according to the suggestion made the previous day by Professor Jalaluddin, the village-level worker in the National Adult Education Programme would be required to fill all the functions of (1) motivation, (2) preparation of materials, (3) teaching of literacy skills, (4) organisation of discussion and other group activities, (5) organisation of the education centre itself, (6) measurement of progress of individuals, groups and the community, (7) co-ordination of village action with the development agencies, official or non-official, in the area, and (8) organisation of the permanent village structures, such as reading-rooms, which would make both the literacy process and the thrust for human and community development a permanent feature of the life of the village.

In the afternoon and evening, the group analysed the competencies required for imparting literacy skills, and the training to be given in order to develop these competencies, and then agreed to divide up the work of developing detailed proposals on the remaining functions among the members, so that it could be more expeditiously completed. Tasks were assigned to the following members of the working-group :

Preparation of materials : Dr. Anita Dighe.

Motivation of communities and individuals : Dr. Amrit
Kaur and Mr. S. Martin.

Organisation of discussion groups and other group
activities : Mr. M. Khajapeer.

Measurement of progress, in individuals, in himself, and
in the communities : Dr. K. Sivadasan Pillai.

Organisation of the education centre : Professor M.S. Jothi.

The group also decided, on the proposal of Mr. S.C.
Dutta, to assemble at 8.30 a.m. on the next two mornings, so
as to take advantage of a longer morning session, since the
afternoon sessions were notably less lively and more passive
than the morning ones.

On Saturday, 6th May, therefore, the group assembled at
8.30 a.m., and began, as on the previous day, by revising and
passing the recommendations on the alternative strategies for
motivation, and on the competencies and training procedures
for imparting of literacy and numeracy skills. On this day Dr.
R. Gomez of the State Resource Centre, Madras, was replaced
by Mr. Mohan Kumar, the Specialist incharge of Training.

The group-members, who had undertaken to prepare the
different proposals, in turn took the floor and presented their
proposals, which were discussed, revised, and adopted. The
work was completed by 5.30 p.m. and the final version of the
recommendations on each topic was in hand by 6.00 p.m.,
excepting the proposals on measurement of progress, and on the
organisation of the education centre. It was agreed in the
course of the session that the skills in organising discussion and
other group activities dovetailed naturally into those required
for development of the more or less permanent village structures
for maintaining both literacy skills and the thrust towards
development, so these were integrated together. It was also
decided that skills required to co-ordinate with development

programmes could be integrated with other competencies, wherever it was found appropriate.

At the close of the session, it was resolved to request Dr. Pillai to draw up a training programme on the basis of the analysis just concluded, and present it to the group on the following day. Mr. Martin and Mr. Subramanian were also requested to prepare a list of items required for the educator's kit, and the meeting then adjourned, agreeing once more to meet by 8.30 a.m.

The workshop had been expected to last for five days, but the very generous collaboration of all the participants had so speeded up the work that it was becoming obvious that it would finish in four. On the Sunday morning, therefore, there was a certain expectancy in the group, which was augmented by the presence of the staff of the State Resource Centre who had not previously been free to attend, on account of their work, namely Dr. L. S. Saraswathi, Mrs. A. V. Padma, and Mr. M. Krishnamurthi.

As usual, the group heard the final summing-up of proposals made the previous day, and also the two insertions relative to co-ordination, which were integrated into the section on organisation of discussions and other group activities. When these had been passed, the study of Dr. Pillai's proposals for the training programme was taken up.

The proposal was admired by all, for the thoroughness with which all aspects of the training discussed in the previous two days had been worked in, at the same time bringing out the basic concepts fundamental to an understanding of both literacy and development. It was therefore unanimously adopted. The field workers in the group, however, feared that the manner in which it was stated might lead some agencies to adopt an undesirably academic approach, which could defeat the intention of the proposal itself. It was, therefore, decided to

produce an alternative statement of the same training, indicating its field-work orientation more vividly.

Mr. Subramanian then presented the proposals prepared by himself and Mr. Martin regarding the village educator's kit. The group examined these closely and made necessary amendments and additions.

The work of planning in-service and refresher training courses was then taken up by the group as a whole. In view of the fact that both of these types of training must take their material from the actual problems and difficulties encountered by the educators, and from the valuable aspects of individual workers' experience, these were drawn up in brief outline only, with indications of the objectives of the courses, and the kind of programme to be envisaged.

The alternative description of the training programme was then presented to the group, and accepted. It was resolved that there was no need to propose methods of evaluating training courses, since the real measure of their effectiveness would be the success of the worker in the village programme.

Before the afternoon session, Mr. Dutta had to leave for a seminar in Bombay, but it was by then "all over bar the shouting". It remained for the group to state its recommendations and resolutions. The group resolved to propose to all concerned the achievements of the previous three days' work as the recommendations of the workshop, and added a number of other recommendations, especially addressed to the government, both Central and State, for the effective implementation of the National Adult Education Programme. Chief among these was the recommendation that the instructions to officials of all departments to extend co-operation to projects under the National Adult Education Programme should be given strength by directing Collectors of Districts to bring to the notice of the government any lapses on the part of local officials, through

their regular District Co-ordinating Committee meetings. Another recommendation of special importance for the smooth development and continuity of the projects was to the effect that, as in the case of Farmers' Functional Literacy Programmes, the expenditure on the National Adult Education Programme should be a non-lapsable item.

In the course of the discussion on the earlier recommendations it was realised that the revision of the procedures of the workshop on the second day had led the group to overlook the task of indicating the procedures for selection of village-level educators. This lacuna in the work was made up and the Director was requested to indicate the recommendations in the proper place in the report. The group recognised that the selection procedure will depend on the particular motivation strategy adopted by the agency, and the training programme undertaken. Those who undertake the strategies involving deep insertion into the village communities would normally invite the community concerned to choose the educator, or the team, or would at least consult them in the selection process. The agencies which adopt the more systematic motivation strategies will devise their own selection procedures, but will bear in mind the objectives of the programme and the criteria laid down, especially the need that the educator be accepted by the community.

The group then briefly considered resolutions which might be adopted. Since no-one was a plenipotentiary of the agency he represented, it was not possible to make resolutions effecting any one but the persons present. Hence it was resolved to request the Indian Adult Education Association to enable the same group to meet after about one year, to review the actual training programmes carried out in the intervening time, and revise the proposed programmes where appropriate. It was also resolved that a few representative village-level educators should be invited to participate in such a meeting. The members also agreed to exchange information and experiences in the

implementation of training programmes, and observations on the effectiveness of training, as revealed by an interval of field practice.

The group, having completed its task one full day ahead of schedule, concluded its sessions with mutual thanks and congratulations. It should be placed on record that practically all members showed great sincerity and generosity in working unstintingly to complete the work, and that although there were differing points of view on the kind of approach required, natural when academic experts and those who have learnt pragmatically in the field are brought together to share their knowledge, the group was very united and happy in working shoulder to shoulder for the completion of the common task. A great deal of the credit for this goes to Mr. Dutta, who has a foot in both worlds and therefore gave due weight to all points of view.

RECOMMENDATIONS AND RESOLUTIONS

A. Recommendations

1. In its concluding session, the Working Group recommended :

   a) That the Central and State Governments instruct all officials, both in headquarters and at the field level, to extend co-operation to the projects of the National Adult Education Programme in their areas, e.g., by making available all development services at the appropriate time.

      In the regular meetings of the District Co-ordination Committees, the Collectors should bring to the notice of the government any lapses of local officials in respect of the National Adult Education Programme.

   b) That co-ordination be established between the projects of the National Adult Education Programme and the local station of the A.I.R. to promote interest in the National Adult Education Programme by well-timed and entertaining presentations.

   c) That the Central Government prepare lively short documentaries on the benefits of adult education, and have them screened in the local language in all cinema houses.

2. The working group strongly recommended that expenditures on all aspects of National Adult Education Programme, including training and follow-up, like those of the Farmers' Functional Literacy Programme, should be non-lapsable items, to ensure proper continuity to the programme.

3. The group recommended that concentration of effort should be made on programmes of

   a) functional literacy supportive of a major development programme.

   b) literacy with learning-cum-action groups, and

   c) literacy for conscientisation and formation of organisations of the poor.

This was recommended because programmes of classical literacy and of functional literacy have already been tried over a long period of time and have been largely unsuccessful.

4. The group recommended that the following objectives should be adopted as the goals of all the three types of programme mentioned above :

   The major objective in all these programmes should be the promotion of social change of a kind that will

   a) give to the poorest members of society, both rural and urban, the means of earning a decent livelihood, either through participation in a major development programme or through self-help activities organised among themselves with the co-operation of official and non-official development workers,

   b) enable the poorest and weakest to claim, and get, from the rest of us the respect which is due to equals, and

   c) enable the poorest and weakest to play a full part in civic and political life, with access to the knowledge that will make possible the intelligent use of their democratic rights, and liberation from the domination of economic or physical force in the exercise of these rights.

5. It was further recommended that any of the following strategies may be adopted for motivating the communities and the individual learners, by the agencies undertaking the programme.

Strategy-I

1. The Project Officer goes to live in the village, requesting the permission of the elders to rent a hut, or to build a small one on a site allotted by them. Thus he indicates a readiness to identify himself with the people and live their life.

2. After observing the conditions for some time, and establishing friendly relations, he offers to educate the children in the evenings. The education is lively, given through songs, games, stories, and sports, and the adults watch with interest.

3. The officer then offers to educate the adults, and, if they agree, his method with them is equally lively and attractive. The problems and concerns of the village are the core of the study, and the obstacles to their development are analysed, through dramas, role-plays and songs, and the literacy component is built around these issues.

4. Meantime the officer is getting to know all the nearby villages too. He recruits suitable young persons, invites them to share his experience in the first village for a week or two, so that they learn by observation and by working together on the problems. He then sends them out to the other villages, where they will work, recruit and train others, so that the work spreads gradually through the whole area. The intermediate-level workers, or supervisors, meet frequently at the central village for mutual help and guidance, and similarly the village animators meet at least once a month.

Strategy-II

1. The Project Officer lives in a convenient place near to the villages and visits a few villages over a period, meeting

the men individually and in groups, both in the evenings and at their work. He accepts their hospitality and shows friendly concern and interest in the children and the small day-to-day events.

2. When a relaltionship of trust and friendship has been established, he leads the informal dialogue on to the village problems and in unstructured discussion leads the people to reflect on ways of solving some of these, helping them to carry out the solutions proposed, whether this consists in organising a simple piece of work, or going with them to the B.D.O., or other officials, writing petitions, or whatever.

3 Through this he develops in the villages or hamlet a habit of regular village meetings for purposes of problems solving and deciding on action.

4. Since for many of the actions to be taken writing is required, a stimulus towards literacy is created. At an opportune moment this will be recognised as a village problem, and his help will be sought in establishing classes.

Strategy-III

An outside agency seeks to establish rapport with members of the rural community through surveys, group meetings and in-depth individual interviews. On the basis of the data collected and in consultation with the leaders of the community, various committees are set up for initiating different educational programmes. In this manner, participation and involvement of some of the villagers in running their own programmes is ensured.

Strategy-IV

In the institutional approach for mobilizing community support the existing village level organizations such as the Panchayats, the Mahila Mandals, the Youth Clubs, etc., are

involved in initiating and running the educational programmes.

6. The working group recommended that in the training of Project Officers and Supervisors, the criteria, roles, and competencies defined below, and the training programmes designed to give the adult educators these competencies, should be kept in view.

7. The group recommended the following criteria and procedures for the selection of the village-level adult educator :

Criteria

1. The educator must be acceptable to the community in which he is to work.

   This being said, the following criteria may be given weight.

2. The educator should be a member of the community.

3. He/she should be fully committed to the uplift of the community.

4. He/she should be able to exercise literacy and numeracy skills with reasonable ease.

5. He/she should be mature enough to understand the needs and aspirations of the community and the situation in which it is placed.

Note : When the term "community" is used in this report, it is defined as a group of families living near together and having some sense of belonging together, whether as members of the same social stratum, or as being occupied in the same or relat d economic activities, or simply as a neighbourhood group.

Procedures

Selection procedures will depend on.

a) the motivation strategy adopted for the project, and

b) the type of training programme envisaged by the agency.

In the case of motivation strategies I and II, and training programme no. 2, the community should either select its own adult educator or at least be consulted in the selection.

For strategies III and IV and for training programme no. 1, the selection procedures may be left to the agency concerned, but they should be carried out keeping the objectives of the programme, and the criteria laid down above, in mind.

8. While maintaining the awareness that with proper community motivation the roles defined may be filled either by an individual or by a team of persons belonging to the community, and having its confidence, the group considered that the following is a necessary statement of the roles to be filled, the competencies required and the elements of training necessary to impart these competencies, to the adult educator.

ROLES	COMPETENCIES	TRAINING
1. **Motivating the people** (i) to participate in development. (ii) to participate in self-help activities.	1. To identify the social and economic structures, living conditions, occupations, background, leisure time problems, needs, interests; aptitudes, aspirations and resources of the people.	(i) practice in conducting simple but comprehensive surveys of both fact and opinion.

Roles	Competencies	Training
(iii) to attain and sustain literacy skills.	2. To be able to work well with adults and have a practical understanding of adult psychology and methods of adult education.	(ii) Study of adult psychology through realistic case-studies of village life, role-play, guided reflective study, singly or in groups, of cases or events which have psychological significance.
		(iii) Practice of some techniques of adult education.
(iv) to play a more active part in civic and political life.	3. To be able to organise the group effectively. 4. To be able to tap various resources within the community and in official	(iv) Practice in the planning and exclution of group projects and small pilot-projects in the village where they are to work.
(v) to demand and get equal status with other citizens.	and non-official agencies and local structures.	(v) Practice in conducting village meetings, and street-corner discussions.
	5. To be able to analyse causes of inaction.	
	6. To be able to adapt himself totally to the	(vi) Taking part in village festivals

Roles	Competencies	Training
	life of the community.	and family functions.

7. To be able to conduct cultural programmes, dramas, etc., to objectify the problems of the villages.

   (vii) Practice in planning and execution of cultural programmes on village themes, and in the use of mass-media.

8. To be able to promote discussion and dialogue, communicating self-confidence by positive attitudes to the contributions of the participants.

   (viii) Dialogue with village leaders.

   (ix) Practice in problem-solving through group action.

Specific

(i) (a) Knowledge of various development programmes.

   (b) awareness of the usefulness of each of these programmes to the individual.

(ii) Awareness of the possibilities of self-help.

(iii) (a) Ability to discern the perceived utility of literacy skills to

Roles	Competencies	Training
	the participant and the community.	
	(iv) Knowledge of the people's rights and duties, and how and why the people are deprived of these.	
		Note : The objectifying of problems through dramatisation proceeds in stages.
		1. General problems are dramatised in which there is no conflict.
		2. Individual problems which do not involve human-relations conflicts.
		3. Group problems which introduce conflict.
		4. Key issues which intensify the conflict situation are dramatised.
2. **Preparing materials**.	1. to identify the problems of the learners.	1. Practice in contacting village communities.

Roles	Competencies	Training
	2. to identify barriers to the solution of these problems.	2. Practice in dialogue and survey to find out common problems of a specifie community and the key words used to express these and to find out the barriers to solution of the problems - by discussion, role play, simulation games, situational analysis.
	3. to identify the vocabulary and the specific key words that are used with regard to these problems and elicit people's participation in discussing these problems.	3. Collection of key words, identified by a) frequency. b) emotional intensity.
	4. to recommend assistance, co-operation and/or intervention of Government functionaries and subject-matter specialists at the appropriate time.	4. Identification of key-sentences from the discussion.
	5. to make and use simple materials rele-	5. Training in preparation, use and

Roles	Competencies	Training
	vant to the needs and interests of the learners, through their participation.	adaptation of simple graphics and the intelligent use of the black board.
	6. to modify and adapt and improvise materials already prepared, to suit the needs and interests of the people.	6. Training in involvement of participants in preparation of visuals.
		7. Training in identification and use of games and folk-songs, etc., for learning reinforcement.
3. **Imparting the Literacy and Numeracy Skills.**	1. to recognise the interests of learners.	1. Practice in contacting village communities.
	2. to recognise their day-to-day language.	2. Practice in dialogue and survey to find out major interests and concerns, and the key - words used to express these
	3. to identify the key words of their day-to-day language.	3. Collection of the key-words identified-by a) frequency

Roles	Competencies	Training
		b) emotional content
		c) ease of writing.
	4. to form key sentences and to discuss the ideas.	4. Training in discussion techniques.
	5. to introduce words, numbers, etc., at the appropriate time.	5. Identification of key-sentences from the discussion.
	6. to make and use visual symbols familiar to the learners.	6. Training in preparation, use and adaptation,of simple graphics and the intelligent use of the black board.
	7. to reinforce the use of words and numbers gently through games, songs, etc.	7. Training in involvement of participants in preparation of visuals.
		8. Training in identification and use of games and folksongs, etc. for learning reinforcement.
1. **Organising discussions &** other group activities, e.g.	1. To choose topics apt for discussion or cultural presentation.	1. Practice in framing discussion topics which are relevant to the

Roles	Competencies	Training
songs, dramas, etc., to develop awareness, literacy, and also to plan for village action. This includes the more or less permanent organisation of the village adults for the fulfilment of their aspirations and the promotion of permanent habits of reading and writing.		village - problem concerned, likely to promote its solution, and sufficiently challenging to promote differences of opinion which can be resolved in dialogue.
	2. To know the suitable places in the village, where people gather for discussion.	2. Practice of various group-discussion techniques (both as leader and as participant), with evaluation of their utility for specific purposes, e.g. fishbowl technique, panel discussion, brainstorming, seminar, buzz session, etc. A panel discussion, symposium, etc., can

Roles	Competencies	Training
		be arranged with block / taluk / district level officials, and with bank officials, etc., to combine training in discussion techniques with learning the facilities to which the people are entitled, and the officers responsible to make them available.
	3. To be able to use various methods of organising discussions and enabling participants in them to interact.	3. Practice in farming the agendas, and conducting committee meetings, with Minute-writing.
	4. To be resourceful in maintaining an effective and lively discussion.	4. Practice in idetification of sources of information relevant to the topics including the use of the telephone directory, etc., to seek out persons who can be of assistance.
	5. To have some background on the subject-	5. Training in recording of discussions.

Roles	Competencies	Training

matter, sufficient to enable him to keep the discussion on relevant lines.

6. To be capable of admitting his igno‑ rance where appro‑ priate, and engaging, with the group, in the search for necessary knowledge.

6. practice, as leader and as participant, in planning the permanent infor‑ mal and formal structures which will promote con‑ tinuity, e.g. estab‑ lishment of village associations, fram‑ ing of statutes for village associa‑ tions, selection and ordering of reading matter, e.g. newspaper magazines, organi‑ sation of roster of activities with col‑ lective assignment of tasks to indivi‑ duals or groups, holding of elec‑ tions to functions in the village asso‑ ciations.

7. To be able both to encourage the shy and restrain the over‑ eager, so that all can

Roles	Competencies	Training
	participate in the discussion.	

5. Measuring progress or the reverse.

(a) In regard to the participants.	(a) Ability to recognise and estimate	(a) Practice in the
	(i) progress in acquisition of the skills of literacy and numeracy.	(i) Simple testing of progress of literacy and numeracy skills.
	(ii) progress in independence of thought and clarity of expression.	(ii) practice in observation of the degree of participation and the quality of the contribution of individuals in discussions, etc., on problems and topics of concern to the community.
	(iii) changes in behaviour e.g. development of attitudes of co-operation, mutual help and trust etc.	(iii) practice in the observation and recording of any step taken as it occurs, which indicates changes in behaviour-patterns.

Roles	Competencies	Training
	(iv) ability to keep simple records of attendance, achievement.	(iv) Practice in record-keeping and in recognition of the significance of attendance and achievement records.
(b) in regard to his own work.	(b) Ability to analyse the effectiveness, or lack of it, of an individual lesson, or part of a lesson, and of a given unit, recognising what technique or subject-matter proved effective (or ineffective) in promoting interest and progress in learning, and being able to discern whether its positive or negative aspects arose from the material, from his own way of handling it, or extraneous causes.	(b) practice during the initial training, and in the regular meetings which follow, of mutual observation and of self-criticism according to a simple format, easily understood and applied.
(c) in regard to the overall effectiveness of the programme.	(c) Ability to observe, and also to objectify through survey, inquiry	(c) (i) Practice in observation and recording of changes affect-

Roles	Competencies	Training
	etc., the changes taking place in the community.	ing the community as a whole.
		(ii) Practice in the preparation and use of simple surveys to test the objectivity of observations made.
6. **Organising a centre**	1. To understand the National Adult Education Programme and interpret it in relation to his community.	a) Study and understanding of the National Adult Education Programme.
		b) Techniques of a comprehensive survey.
		1) To identify and list problems of the community.
	2. To visualise the programme as one with the ultimate goal of 'liberation'.	2) To identify and list disabilities of the community.
	3. To project the centre not only as a centre for the participants in the age group 15—35 but as one to serve	3) To identify and list power structures.

Roles	Competencies	Training
	the entire commu- nity.	
	4. To establish con- tacts with the 'leaders' of the community.	4) To identify and list facilities avai- lable.
		c) Community moti- vation.
		d) Group dynamics- techniques.
		e) Study of village administration.
		f) Training in or ganisation.
		g) Training in choice of alter- natives.
	5. To organise a committee on demo- cratic lines, truly representative of all progressive minded people and interes- ted in the develop- ment of the comm- unity.	
	6. To select, in con- sultation with the community a place to locate the centre.	

Roles	Competencies	Training
	7. To form a small peer group to assist him in his work or to take over his work when needed.	
	8. To equip the centre not only for holding classes but also for community meetings.	
	9. To identify the target group and select the first group of participants.	
	10 To establish rapport with local and block-level officers.	
	11. To obtain and organise the materials for a) the teacher's kit and b) the learning materials for the class.	

9. In view of the fact that some agencies are taking up adult education for the first time under the National Adult Education Programme, while others have long experience in one or other form of adult education, the group recommended the presentation of two types of training programme,

both based on the roles and competencies defined above in item no. 7, but representing widely differing approaches to training, so that agencies may use either one, or any combination of both, according to the type of programme they have elected to undertake. It is recommended that training should, in any case, be fully residential, intensive, and of fifteen day's duration.

The two model programmes recommended are given below :

Outline of a Training Programme

I. The following concepts :

Adult education, literacy, functional literacy, non-formal education, community, social action, social progress, liberation, conscientization, community resources, dialogue, survey, role play, evaluation.

II. The facts relating to

the literacy level in the world, India, in the State and in the locality, availability of local resources, barriers in achieving targets (goals), sources of co-operation etc., and the National Adult Education Programme.

III. Motivating people 1) through creating awareness

among them regarding the need for participating in developmental programmes. 2) to demand and get equal opportunities, equal status etc., with other citizens. 3) to learn about the independence struggle and the role played by leaders and certain organisations in the field of adult education.

IV. Carry out simple but comprehensive surveys of both

fact and opinion for planning social action.

V. Adult psychology—find out the needs and problems of

adults through case studies, role play and such other appropriate techniques.

VI. Techniques of teaching and testing adults—methods appropriate to local conditions to be selected and used.

VII. Plan and execute group projects, cultural programmes, village meetings, village festivals, social action.

VIII. Prepare materials for local use through contacting village communities, identifying their vocabulary and keywords and making use of social problems with a view to solving them.

IX. Improvisation and use of graphics and other audio-visual aids.

X. Identification and use of games, folk songs, cultural programmes etc., for effective instruction.

XI. Sustaining the interest of the participants through appropriate measures such as involving them in discussions, in improvising aids, giving leadership, acceptance etc.

XII. Identification, collection and use of information relevant to teaching, servicing and action-oriented programmes.

XIII. Maintenance of necessary records for evaluating the progress and impact of the programme.

XIV. Convening public meetings, organising local committees, starting reading rooms, book clubs, etc., thereby ensuring follow up work.

XV. Evaluate the progress of the participants, the results of people's action, modify plans if necessary and report findings.

XVI. Assess at every step the merits and demerits of the action proposed, the consequences, the role played by the educator etc., in the light of the accepted aims and objectives.

Practical work

1) Conduct local survey.
2) Organise local meetings and arrange discussion sessions.
3) find out local resources.
4) improvise teaching aids.
5) prepare learning materials.
6) prepare some testing situations.
7) plan follow up measures.

(B)   **Outline of a Training Programme**

(1) Creation of awareness of broad problems.

a) Trainees go in pairs to meet the village karnam and request information, with map, about village land distribution.

b) Trainees interview in a random way, five people from the landowning group, and five from among the labourers, regarding their individual economic progress during the last thirty years.

c) Trainees play 'Monsoon', or 'Star-power', and evaluate its significance in relation to the knowledge acquired in the first two experiences. Definition by the group of 'social justice,' 'power.' 'democracy', etc.

2) Training in common activities, from discussion to action.

a) Experience of discussion techniques from fish-bowl through to structured committee meeting with agenda and minutes.

Evaluation of the effectiveness or otherwise of each.

b) Role-play of a minor individual conflict situation requiring resolution, with reflection on the interplay of personalities etc.

c) Co-operation game with reflection on its message. Definition by the group of 'community' 'co-operation', etc.

d) Identification of a relatively simple problem on which common action could be taken, organisation of a committee meeting, to plan action and designate responsibilities, and 'general body meeting to persent proposals and revise them.

e) Each trainee carries out the tasks assigned, noting what he does and its effects, and reporting back to the group. The group draws up a collective report of the work done and evaluates it.

3) Training in conducting cultural programmes.

a) Trainees contribute folk-songs, stories, games, etc., which they know from their own village. All receive copies of everything found to be of interest. (This can be done very informally through evening recreation periods).

b) A theme for a cultural programme is chosen from the trainees' knowledge of village-situations, and the work of preparation of skits, songs, drama, is assigned to different groups. At least one in each group needs to have some confidence in his ability for this work, but trainers should ensure that others get some practice in doing it.

c) The items are first separately performed, in front of the whole class, and can be modified according to need. Then they are arranged in a programme which should, by its total impact, convey the theme chosen.

d) The programme is performed for the villagers, and its impact is evaluated afterwards by the villagers and the trainees.

4) Training in motivation.

a) During work under 2. and 3. trainees (i) discuss various aspects of village life and its problems in a search for underlying causes of the latter.

(ii) develop understanding of the value of cultural programmes in conveying a message, and the means by which a message is most effectively conveyed.

Effort is then made to see various factors which hinder solution of the problems, and the skills, etc., which the people need to overcome these. The practice of common action should also have taught them the value of co-operation and the need of keeping records.

Hence, now, a dialogue on motivation of the community should produce positive suggestion from them on basic elements and likely procedures such as

Element	Procedure
Development of awareness.	Cultural presentation, gathering of information, discussion.
Desire for change.	Analysis of obstacles and needs.

Decision for organisation and action.	Development of structures for action.
	Discovery of need for certain skills.
	Expression of this situation again through cultural presentation (song, drama, etc.) in which the offer of help in acquiring the skills and initiating the action can be made.

Needs are likely to include : co-operation together, planning, writing/reading, possibly land-acquistion, work-skills.

(5) Training in survey (for fact and opinion).

Having now obtained some idea of the overall situation, and needing more exact knowledge in order to contribute effectively to solution of the village problems, the trainees in groups list the facts they need to know (a) in the village itself and (b) from elsewhere.

Together, under guidance, they draft a questionnaire, and go out to gather their data. Depending on the size of the village, it may be a complete survey or a sample. This could be discussed and decided by them.

The data will be tabulated by them, and their significance discussed and evaluated, under guidance. Data should cover the topics referred to in the section on Motivation-competencies, and either now

or later a survey of vocabulary, proverbs etc., must also be done.

(6) a) Training in adult education techniques.

   i) The first two aspects of training already proposed are a part of this.

   ii) A series of case-studies, role-plays, dramas or films having psychological significance will be undertaken and the trainees will gradually build up concepts regarding adult psychology and the methods best suited to promote adult learning.

   iii) At this point the vocabulary study must be done (if not already completed), key-words identified, village proverbs classified, and lesson-units designed, with try-out among the participants first, and then informally with street-corner groups.

  b) Training in rapid sketching of simple charts and posters, and other learning aids, is given in parallel, so that the lesson units can include these.

  c) Revision of skills in folk-song etc., for specific lessons.

(7) Measuring progress.

  a) Simple methods of assessing the progress of an individual (not by comparison with other individuals but by comparison with himself) can be practised in relation to their own work.

  b) During the training each resource person and each participant is requested to keep a diary of what is done and what appears to be its effect. These diaries are compared in groups at the end of the training.

c) Trainees take turns to maintain the attendance record.

d) Trainees draw up a simple lesson-evaluation form which they will fill in after each class.

e) Trainees are given practice in observation of the environment, starting with Kim's Game, and going on to broader social observation. Language-study will always be a part of this.

(8) Organisation of the centre.

a) Trainees are asked to propose a list of items essential to them for the teacher's kit.

b) They also decide among themselves the records required in class, the action to be taken in different situations etc., and prepare these records.

10. The working-group recommended that each adult educator should be supplied with the following kit, much of which will be self-prepared and assembled during the training programme :

Adult Educator's Kit

His main tasks	a) imparting literacy and numeracy.
	b) Conscientization.
	c) organising the people to solve their problems—liberation.
Nature of the kit :	1) May be a steel trunk, and a bag which will contain all the materials, in other words a stock box.

Content of the kit :

1. A note book which contains vocabularies-key words- (may be by making rubber stamp letters etc.)

2. A diary in which the day-to-day activities of the class are recorded.

3. Problem diary

   a) To record the problems of the village and the steps taken etc.

   b) To record the problems faced by the Adult Educator and the inadequacies in the learning-teaching process.

4. A note book which contains stories, songs, games, puzzles, and proverbs collected locally.

5. A file which contains drawings. pictures, photos. newspaper cuttings of matters which may be of importance to the village.

6. Daily newspaper.

7. A note book containing (a) the superstitious beliefs of the village.

   (b) Social evils and injustices existing in the village.

8. The names of the country medicines available locally.

9. Lists of the foods they use and their nutritive value.

10. The units and measures existing locally (for numeracy).

11. Historical background of the village. (Important events, conflicts, etc., and old traditions, if any).

12. List of village festivals, their merits and demerits, if needed.

13. Rules and regulations of the Panchayat Raj system, Taluk and District administrative system, especially;

a) Power of the village . unsif.
Power of the villaʒe Karnam.
Power of the village Thalaiyari-vettian, etc.

b) Role of the Grama Sevak.
Extension Officer.
Block Development Officer.

14. Particulars of the income and expenditure pattern of the village Panchayat. (to lead the villagers to become aware of their own family income-expenditure pattern).

15. A syllabus and a curriculum based on the above facts and and the survey of the village.

16. The field map of the village (to know about the land distribution and the directions and the natural facilities available in the area),

17. Village musical instruments.

18. Light.

19. The extract of the whole survey of the area.

20. Materials for preparing aids.

19. The survey should consist of

a) total population.

b) number of families.

c) adult and children ratio.

d) literacy and illiteracy ratio.

e) religion and caste.

f) men and women ratio.

g) kinds of occupations.

h) common property of the village.

i) land pattern of the village.

j) money lending system in the village.

k) names of the village level officers such as President, Karnam, Munsiff, etc.

l) nearest primary school, hospital, police station, veterinary hospital, social service agencies.

m) existing voluntary village associations.

n) names of potential resources, such as unemployed graduates friends in the government offices who will help you in time of crisis.

o) common diseases.

11. Finally, the group recommended that (a) **in-service training** should be carried on at least once per month to fulfil the following objectives and in the manner specified, for one or two days :

Objectives

1. To take stock of the programme.

   a) individual experience and achievements.

   b) reasons for failure/success.

   c) to identify the areas where more information, knowledge and skills are needed.

2. To introduce modifications and innovations.

3. To chalk out future programmes.

Training should consist of

1. sharing experiences with respect to

   a) materials.

   b) methods and techniques.

   c) constraints.

2, Programme planning.

—and that (b) **refresher courses** should be organised for all field-level adult educators with the following objectives and programmes .

Objective

Retraining in order to equip the participants with new knowledge and skills and measure the effectiveness of the programmes being conducted.

Programme

1. The refresher course should be organized at least once a year for a period of three days.

2. Participants should be exchanged among different projects, from as wide an area as possible.

Topics

1. New knowledge and skills gained from different projects-within the State, outside the State, out-side the country.

2. Evaluation of programmes.

B. **Resolutions**

1. The working-group resolved to request the Indian Adult Education Association to reconvene the same group after a lapse of, say, one year, to consider the training programmes carried out in the interval, and revise them where appropriate. A few representative village-level adult educators should also participate.

2. The group resolved to exchange information and experiences in the implementation of the training programmes and the effectiveness revealed after a certain interval of time.

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