TRAINING OF ADULT EDUCATION FUNCTIONARIES

A HANDBOOK

DIRECTORATE OF ADULT EDUCATION
MINISTRY OF EDUCATION & SOCIAL WELFARE
GOVERNMENT OF INDIA
NEW DELHI

-54
374
IND-T

NIEPA
11192

PRINTED BY THE MANAGER, GOVT. OF INDIA PRESS, RING ROAD,
NEW DELHI-110064—1978

CONTENTS

		PAGES
Preface		(iii)
Introduction		(v)
Chapter I	The National Adult Education Policy and Programme	1
Chapter II	Project Structure	25
Chapter III	Methodology of Training	37
Chapter IV	Training of Instructors	59
Chapter V	Training of Supervisors	87
Chapter VI	Training of Project Officers	113
Chapter VII	Evaluation	145
Chapter VIII	Organizational and Institutional Arrangements for Training	169
Appendix	List of Participants	175

PREFACE

One of the preparatory measures for the launching of the National Adult Education Programme from 2nd October, 1978 is establishment of training arrangements. Two seminars on training were organised for this purpose; the first one at Udaipur from the 16th to the 25th January and the second at Pune from the 6th to the 17th February, 1978. This Handbook is the result of the work done in the seminars.

In the statement made by the Union Minister of Education on the floor of Parliament on the 5th April, 1977, he had declared that along with universalisation of elementary education the highest priority in educational planning would be accorded to adult education. After extensive consultations and much thought a Policy Statement on Adult Education and an Outline of the National Adult Education Programme were finalised and have now been published by the Ministry of Education. It is hoped that the guidelines for training contained in this Handbook would contribute substantially to the preparation of the NAEP functionaries for grappling with the task which awaits them in the field.

The seminars have been a rewarding experience in mutual learning and purposeful camaraderie. It is hoped that the guidelines prepared in the seminars promote a similar process in the training programmes and create a general atmosphere for fruitful participatory learning by adults in all types of situations.

For participation in the Seminars and preparation of this Handbook the Ministry of Education acknowledges its gratitude to the following :

* Seva Mandir, Udaipur and the Indian Institute of

Education, Pune for providing the physical, secretarial and other facilities for organisation of these Seminars and for enabling several of their staff members to participate in the deliberations.

* UNESCO for enabling participation of Dr. R. H. Dave, Dr. Ansar Ali Khan, Prof. H. S. Bhola and Mr. T. M. Sakya.

* FAO for deputing M/s. Kamla Bhasin.

* The British Council for arranging the participation of M/s. John Oxenham, K. T. Elsdon, M. V. Doyle and John Spencer.

* All the participants of the two Seminars for giving their best.

* Dr. Ivan Illich and Shri J. P. Naik for their thought provoking interventions.

A special mention must be made of the contribution made by Dr. (Mrs.) Chitra Naik, who not only chaired the Pune Seminar with success but spent several days after that seminar editing the drafts which emerged from it. It is primarily due to her efforts that it has been possible to bring out this Handbook so soon after the conclusion of the second Seminar.

Shri D. V. Sharma, who acted as Chief Coordinator of the two Seminars, and Shri S. P. Jain of the Directorate of Adult Education took responsibility for various arrangements including preparation of background material connected with these seminars.

A. K. JALALUDDIN
Director
Directorate of Adult Education
Ministry of Education and
Social Welfare.
NEW DELHI.

March 4, 1978

INTRODUCTION

A massive National Adult Education Programme covering about 100 million illiterate adults within about 5 years is going to be inaugurated on October 2, 1978. It will involve in the first year of its operation (1979-80) about 4.5 million learners, 150,000 instructors, 5,000 supervisors and 500 project officers. In the final year of the programme (1983-84) it will cover 35 million learners over 1 million instructors, 40,000 supervisors and 4,000 project officers. This is the most stupendous educational task undertaken in the country since independence.

The programme which will cover the entire country (22 states and 9 union territories) and will be related to the physical environment of the area and the socio-economic and cultural conditions of the people, will necessarily have considerable diversity. The occupational and cultural characteristics of the learning groups will differ from area to area and so will the elements in the programme which is to serve them.

Many previous attempts at organising the adult literacy and adult education campaigns including the selective programme of Farmers' Functional Literacy did not succeed to the extent desired for several reasons among which the most important was lack of flexibility and even more so the lack of appropriate training programmes for instructors, supervisors and other functionaries directly responsible for conducting the whole operation. While some agencies organized short training or orientation courses, others did not arrange any training whatsoever. It is crucial to the success of the new programme that this past shortcoming is not allowed to recur.

The size and diversity of the new task will necessitate well-organised training for all the functionaries involved in the

programme throughout the length and breadth of the country. Even though the implementation of the programme is to be largely decentralised and scope is to be given to the field level workers to use their initiative and resourcefulness, all of them will need a minimum training in order to assimilate the values and objectives of the NAEP and to grasp the various techniques essential for achieving the objectives. The states, union territories and voluntary agencies will have, therefore, to conduct a large scale and well-designed training operation built on the objectives of the NAEP and sound principles of adult learning. The task is not easy by any means but it is absolutely unavoidable.

In this task of fundamental importance, the Ministry of Education and Social Welfare decided to seek the assistance of national and international experts and two International Seminars were planned with a view to identifying the roles and functions of the main functionaries in the NAEP and developing suitable guidelines for their training. The responsibility for organising and following up these seminars was given to the Directorate of Adult Education of the Ministry of Education and Social Welfare. The first Seminar was held at Seva Mandir, Udaipur from 16th to 25th January, 1978 and the second at the Indian Institute of Education, Pune from 6th to 17th February, 1978. This handbook is the outcome of the intensive labour of a group of persons—officials as well as non-officials—who have been active participants in devising adult education programmes along with various developmental training programmes over a long period of time, from the viewpoint of the relevant social sciences and principles of education, organisation and management.

The handbook has been designed with the following purposes in mind:

(1) To develop in the trainers and trainees an understanding of the philosophy of the new adult education policy and details of the goals and priorities of NAEP ;

(2) To provide a general outline of methodology to be adopted in the training of the different types of functionaries who would be involved in the NAEP ;

(3) To provide suggestive details for the training of project officers, supervisors and instructors so as to emphasise their respective roles and functions;

(4) To suggest procedures of evaluation of the training programme from several essential angles;

(5) To indicate the institutional and organisational structure for the training programmes; and

(6) To stimulate innovative ideas on the subject of training functionaries who are to be agents of social change, so as to increase the possibilities of the success of the NAEP.

The chapters on training and evaluation are supported by Annexures which give illustrative outlines of a possible training programme as well as proformae for evaluation and feed back.

As pointed out in various contexts in this handbook, much thought and energy would have to be ceaselessly devoted to evolving carefully, presenting succinctly and examining the validity of suggested arrangements and methodologies. Only after considerable search would it be possible to find tentative answers to questions like : How do adults learn new behaviours and reflect them in new types of tasks oriented towards change ? How do the elitist educated adults become one with the concerns of the poor, neglected and uneducated masses ? How does the oppressed adult learn to change his destiny ? How does a programme of free and relevant learning manage to protect itself from being swallowed up by the patent characteristics of the formal system which has persistently attempted to patternize basically free individuals and to leave out the disadvantaged ?

Although considerable thought and varied ideas arising out of deep individual and group study and experience have gone

into the preparation of this handbook, it cannot be said to be the last word on the subject. It is to be treated as a facilitating document which serves to initiate the training programme rather than as a standard, prescriptive text. When adequate experience of conducting the training programmes becomes available, the guidelines given in the handbook would be re-examined, refined or modified. It is essential for every training agency, therefore, to maintain a careful record of the experience gained so that a revision and modification of the handbook or production of a set of alternative handbooks becomes possible in due course.

This handbook is to be followed by a series of booklets bearing upon the various aspects of training and thus reinforce this foundational effort. More material by way of case studies and theoretical formulations would become available as NAEP takes shape and further insights are gained in its operation over the next year or two. It would be a service to this national endeavour if its official and non-official organizers keep a watchful eye on the field work as well as on the training courses with a view to spotting out innovative and functionally important ideas; record them, write about them and through mutual contacts generate an atmosphere of participatory development of training programmes which is the most important activity for the success of the NAEP.

CHAPTER I

THE NATIONAL ADULT EDUCATION POLICY AND PROGRAMME

Adult Education—A Policy Statement

EXCLUSION of a vast majority of the people from the process of education is a most disturbing aspect of educational and social planning. This has been uppermost in the consideration of the present Government ever since it assumed office in March, 1977. While determined efforts must be made to universalise elementary education upto the age of 14 years, educational facilities must be extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality. Indeed, universalisation of elementary education and of adult literacy are mutually inter-dependent.

The Government have resolved to wage a clearly-conceived, well-planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural change. Literacy ought to be recognised as an integral part of an individual's personality. 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 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 should emphasise imparting of literacy skills to persons belonging to the economically and socially deprived sections of society. However, such persons often lack motivation for sustained participation in literacy and follow-up programmes. In this context, stress should be laid on learning rather than teaching, on use of the spoken language in literacy programmes and on harnessing of the mass media. Motivation also depends on an awareness among the participants that they can transform their destinies and that the adult education programmes will lead to advancement of their functional capability for the realisation of this objective. Moreover, a literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country cannot secure an active participation of the learners; nor can it be an instrument of development and progress. Adult education, therefore, while emphasising acquisition of literacy skills should also be :

- *relevant* to the environment and learners' needs;
- *flexible* regarding duration, time, location, instructional arrangements etc. ;
- *diversified* in regard to curriculum, teaching and learning materials and methods; and
- *systematic* in all aspects of organisation.

Highest priority in adult education needs to be given to the illiterate persons. In the post-independence period, the achievements in the field of literacy have been far from satisfactory. In 1947, the rate of literacy was 14 per cent which rose to 34.45 per cent (excluding the age-group 0-4) in 1971. Yet, owing to population increase and half-heartedness of the past effort, the number of illiterate persons has risen from 247 million in 1951 to 307 million in 1971. According to the Census of 1971 the total number of illiterate persons above 14 years of age is 209.5 million, of which 97.1 million are in the age-group 15—35, which is likely to be about 100 million at present. A massive programme should be launched to cover this vast segment of population in 15—35 age-group as far as possible within five years

of its launching. This implies organisation of special programmes for women and for persons belonging to Scheduled Castes and Scheduled Tribes. The regions which have a concentration of illiteracy will also require special attention.

While the conceptual position stated in paragraph 2 and 3 needs emphasis, the need to view the programme as a mass movement must also be underlined. From the organisational point of view it is of utmost importance that elaborate preparations are made before launching a massive programme. Identification and motivation of the instructors, preparation of curriculum and teaching/learning materials and training have been the main areas of deficiency in adult education programmes in the past. A satisfactory level of preparedness in these areas must be reached before the programme is to be launched. Besides, adult education must cease to be a concern only of the educational authority. It should be an indispensable input in all sectors ot development, particularly where participation of the beneficiaries is crucial to the fulfilment of development objectives. A prerequisite of an adult education movement is that all agencies, Governmental, voluntary, private and public sector industry, institutions of formal education etc. should lend strength to it. Voluntary agencies have a special role to play and necessary steps shall have to be taken to secure their full involvement. Instructional work shall have to be done by the teachers, students and unemployed men and women. It would be of great advantage if unemployed or under-employed youth having the potentiality to organise adult education programmes are provided necessary training and then entrusted with the responsibility for organising such programmes. To ensure effectiveness and systematic analysis of the problems, the programmes should have built-in mechanisms for monitoring and evaluation as well as for applied research. Finally, importance must be laid on follow up measures such as production and distribution of reading materials, organised learning and group action.

Adequate financial and administrative support will be essential for organisation of the massive programme. Provision shall

have to be made for a programme comprising literacy as well as environmental and social education, extending to approximately 300—350 hours or about 9 months, and also taking into account other costs. The required resources shall have to be provided by the Government, local bodies, voluntary agencies, trade and industry etc. A realistic assessment should be made of the size and capability of the administrative and professional apparatus which would be necessary for the programme and necessary steps taken to create it.

In addition to organising a massive programme for adult illiterates, it is necessary to provide special programmes for special groups based on their special needs. For example, programmes are needed for

- urban workers to improve their skills, to prepare them for securing their rightful claims and for participation in management;
- Government functionaries such as office clerks, field extension workers and police and armed forces personnel to upgrade their competence;
- employees of commercial establishments such as banks and insurance companies to improve their performance;
- housewives to inculcate a better understanding of family life problems and women's status in society.

Programmes for these and several other categories of persons could be organised through class-room participation, correspondence courses or mass media, or by a combination of all these.

It is of the greatest importance that implementation of adult education programmes is decentralised. It would also be necessary to establish agencies of coordination and catalisation. A National Board of Adult Education has been established for this purpose by the Central Government and similar Boards should be established at the State levels. Suitable agencies should also be created at the field level for coordination and for involvement of the various agencies in the programme.

NATIONAL ADULT EDUCATION PROGRAMME

An Outline

This paper aims at delineation of operational details for giving effect to the Policy Statement on Adult Education. This is not an attempt at laying down of rigid guidelines, but rather an exploration of alternatives. It may be recapitulated that the objective is to organise adult education programmes, with literacy as an indispensable component, for approximately 100 million illiterate persons in the age-group 15—35 with a view to providing to them skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment. The conceptual position and general strategy is spelt out in the Policy Statement on Adult Education.

Phasing of the Programme

NAEP will be inaugurated on 2nd October, 1978. However, for all practical purposes the period from now until the end of March, 1979 will be treated as the period of intensive preparation. Preparatory action would include the following areas:

(1) Substantial stepping up of the programme from the existing level of approximately 0.5 million to at least 1.5 million in 1978-79.

(2) Creation of an environment favourable to the launching of NAEP.

(3) Preparation of case studies of some significant past experiences, particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.

(4) Detailed planning of the various segments of the programme by appointment of expert groups—this would include preparation of detailed plans for each State and Union Territory.

(5) Establishment of necessary structures for administration and coordination and necessary modification of procedures and patterns.

(6) Identification of various agencies, official and non-official, to be involved in the programme and taking necessary measures to facilitate the needed level of their involvement.

(7) Undertaking of necessary exercises to clarify the required competencies, particularly in literacy and numeracy, which would form part of all field programmes.

(8) Development of capability in all States for preparation of diversified and need-based teaching/learning materials as well as making available teaching/learning materials for starting the programme.

(9) Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.

(10) Creation of a satisfactory system of evaluation and monitoring as well as the required applied research base.

Preparatory action will, however, not conclude at the end of 1978-79. Action on almost all the items listed above would need to be taken for at least a year even after launching of NAEP. Indeed, in a sense preparatory action for the following year, based on concurrent appraisal, shall have to continue right upto the conclusion of the Programme.

The annual phasing of coverage will have to be worked out on the basis of the level of achievement reached in a preceding year. The measure of preparation would include the probable achievement of target. The success of the Programme will depend on the manner in which the beginning is made in the first couple of years and every effort shall be made to cover the entire

population in 15—35 age-group by the end of 1983-84. The present projections of targets are as follows :

Year	Annual Coverage (in millions)	Cumulative Coverage (in millions)
1978-79 (year of preparation).	1.5	1.5
1979-80	4.5	6.4
1980-81	9.0	15.0
1981-82	18.0	33.0
1982-83	32.0	65.0
1983-84	35.0	100.0

It needs to be clarified that these are effective targets and, even if a very efficient programme is organised, there could be about one-third wastage and the programme shall have to be organised keeping this in view.

What is aimed is that by 1983-84 a capability to organise adult education programmes for 35 million persons would be built up. At that stage it would be necessary to diversify the programmes—the aim then would be to strive for a learning society in which life-long education is a cherished goal.

Creation of favourable environment

The results of the Experimental World Literacy Programme as well as the experience of the countries where illiteracy eradication programmes have successfully been implemented show that a systematic effort must be made for creation of an environment favourable for launching of such a massive programme. No country, however, perhaps with the exception of China, faced the problem of illiteracy of the magnitude we are facing. And hardly any country has had such a long tradition of respect for learning and knowledge, or the vast resources which we have.

What is necessary, it is indeed a pre-requisite for motivation of all persons to be involved in NAEP, is to engender a spirit of hope and confidence. The Prime Minister and the Education Minister have already declared that the highest priority needs to be given to adult education. Leaders of almost all political parties in Parliament have wholeheartedly endorsed the programme and have given assurance of support. This, it is hoped, would be followed up by leaders in various other walks of life such as trade unions, trade and industry, students and youth. A critical role can be played, in this context, by the mass media—films, TV, radio, newspapers, publicity posters etc. This would require an ingenious and coordinated effort, in which official and non-official media shall have to converge to serve the objectives of the Programme. In addition, a number of other methods could be explored, including holding of seminars and symposia, celebration of the World Literacy Day in schools and colleges, etc. The various ways in which an environment can be created shall have to be studied in detail and necessary measures taken as soon as possible.

The Approach

The two most basic problems faced by our country are poverty and illiteracy. One obliges a vast mass of our citizens to live under conditions of want and degradation, the other hinders opening of the doors of development and affects the ability of the poor to overcome their predicament. Indeed, the problem of poverty and illiteracy are two aspects of the same stupendous problem and the struggle to overcome one without at the same time waging a fight against the other is certain to result in aberrations and disappointments. For this reason, NAEP is visualised as a means to bring about a fundamental change in the process of socio-economic development ; from a situation in which the poor remain passive spectators at the fringe of the development activity to being enabled to be at its centre, and as active participants. The learning process involves emphasis on literacy, but not that only ; it also stresses the importance of functional upgradation and of raising the level of

awareness regarding their predicament among the poor and the illiterate.

Traditionally, distinction is made between the selective and the mass approaches—distinction being based on the extent of coverage and quality of the programme. NAEP is a mass programme with the quality of planning and implementation of a selective programme. In fact, in relating the programme to the needs of the learners, the NAEP is even more audacious than the conventional selective approach. At the same time it has to be recognised that a task of this size can be faced only if NAEP is viewed as a mass movement, to which all sections of people and all agencies must contribute.

One of the recurrent issues in adult education planning is motivation of the adult learners. Even when they can be stimulated to participate in adult education programmes initially, their interest is not sustained and they tend to drop out. The problem is particularly grave in respect of women and persons belonging to the Scheduled Castes and Scheduled Tribes. It is true that if the programme has organisational flexibility and relevance of the content and methods with the felt needs and problems of the learners, it would fulfil the pre-conditions of sustained participation of the learners. Also, creation of an environment favourable to the organisation of mass programme can act as an effective motivation. However, these may not suffice and the matter needs to be examined in a much greater detail.

Exclusion of the vast majority of adult population from the organised system of education will not cease only by organisation of one-time adult education programme. The perspective of life-long learning, and provision of arrangements, therefore, shall have to be kept in view in planning and preparing for NAEP. From this point of view the NAEP will not conclude with the end of the quinquennium. Systematic follow up programmes shall have to be organised almost with the beginning of the NAEP—they would comprise a well organised system of mass production of books and their dissemination and inclusion in the

communicational circuit of the neo-literates. It would be desirable to follow up adult education programmes with organised developmental action.

It is important that the adult education movement should be closely linked with the planning strategy, which emphasises elimination of destitution through intensive area planning and by giving employment orientation to development. For this purupose close cooperation should be created with the dominant development activity of the area, whether it goes under the rubric of Integrated Rural Development or Integrated Tribal Development or Employment Oriented Area Planning or DPAP, or whatever. The adult education programmes should strive to establish mutually supportive linkages with that developmental activity.

Each State will decide about comparative priority to be given to various agencies. However, as a broad guideline, it may be mentioned that owing to the needs of careful local level planning precedence ought to be given to voluntary agencies. In addition to voluntary agencies, a number of other agencies shall have to be identified for implementation, these could include Nehru Yuvak Kendras, Universities, employers of various categories etc. The role of Government would primarily be to coordinate the activities of these various agencies and to fill in the gaps. In several parts of the country the Government may have to take almost the entire responsibility. Wherever it becomes necessary to do so, a beginning would be made with a few selected districts and within a selected district with a few compact blocks. The objective would be to concentrate effort in well-defined geographical area and then to enlarge the activity.

In practice different agencies will organise programmes which would appear most relevant and feasible to them. In all cases, it needs to be underscored, the programmes would be expected to be drawn up within the framework of the Policy Statement.

The range of the types of the programme which may be organised are indicated below :

- Literacy with assured follow up.
- Conventional functional literacy.
- Functional literacy supportive of a dominant development programme.
- Literacy with learning-cum-action groups.
- Literacy for conscientization and formation of organisations of the poor.

Resource development

The conceptual position spelt out in the Policy Statement implies creation and development of a resource base for NAEP. The resource base should include creation of diversified and need-based learning materials, equipping the various categories of personnel for playing their role and infusion of a system of evaluation and research to impart dynamism to the programme. At the national level the Directorate of Adult Education as well as the various agencies of the Central Government and national level voluntary agencies would form the National Resource Group. The important level in resource development is the State Resource Centre (SRC) which, in cooperation with the National Resource Group and continuously interacting with the field can become the focus for resource development. One of the important functions of the SRC is to strive for devolution of resource base at the district or project level. SRCs are not to be institutions working in isolation from other institutions, but rather as coordinating agency for involvement of various institutions and individuals having a contribution to make in resource development. The efficacy of SRCs will depend on the professional and technical capabilities developed by them, their capacity to secure and coordinate resource (of institutions and individuals) available in the region they purport to serve and on the support provided by the State Governments concerned. However, the primary responsibility for resource support to the programme shall have to be at the district/project level.

Resource development being of critical importance the Central and State Governments as well as other agencies should be willing to provide all necessary financial and administrative support for this purpose.

Involvement of the people, *i.e.* the illiterate masses for whom this Programme is primarily meant, with resource development will be crucial to the authenticity of the resource base. This is also inherent in the conceptual position as spelt out in the Policy Statement. A number of practical ways shall have to be tried for this involvement. This would include :

- Well-designed surveys to ascertain the learners' needs.
- Realistic testing and try-out of methods and materials by securing uninhibited reaction of the potential learners.
- Holding of frequent conferences and camps where workers in the State/District Resource Centre think and work with the rural people.
- Identification of a number of articulate village youth and orienting them in the Programme with a view to eliciting through them the latent as well as manifest problems of the potential learners groups.
- Systematic involvement of persons living and working among the rural people.

In addition to the potential learners, it is necessary that the Resource Centre, whether at the State level or at district level, secures the contribution and criticism of their work by the supervisors and instructors. Appropriate arrangements shall have to be worked out to systematise this, without however letting it get into stereotypes. What is necessary is to always remember that NAEP should be dynamically linked with the existential needs of the learners and for this purpose it is necessary to organise a two-way traffic, from the experts and administrators to the learners and the other way round.

The various resource components may be identified as follows :

Teaching-learning materials.—The initial exercise in this connection shall have to be about identification of learners' needs. Detailed curriculum, indicating among other things the expected learning outcomes, shall have to be spelt out on the basis of the identified learning needs. On the basis of the curriculum and after necessary testing, teaching aids and learning materials shall have to be prepared with the greatest care. The Policy Statement makes reference to imparting of literacy skills in the spoken language. Without taking this to an absurd limit, it should be possible to organise learning in the spoken language wherever necessary with bridges built for the learner to acquire facility in the regional language. Since it may not be possible to develop teaching-learning materials at the district/project level within the next one year, as an interim measure SRCs will prepare materials in standard regional or sub-regional languages/dialects. By the second or third year it should be possible to prepare materials at the district/project level.

Training.—The categories for whom training shall have to be provided would include :

- Key functionaries at the national and State levels.
- Professionals and experts in specific areas such as curriculum construction, preparation of teaching/ learning materials, training, evaluation etc.
- Functionaries at the district, project and block levels.
- Field level supervisors.
- Adult education centre instructors.

The Directorate of Adult Education, in cooperation with UNESCO and several national agencies, is developing methodologies and manuals for training. Training of key personnel at the national, State and district levels has to be the responsibility of the Central and State Governments. SRCs should be able to

coordinate training programmes for project and block level functionaries as well as for supervisors and the responsibility for organisation of training programmes for the instructors of adult education centres shall have to rest with the agency responsible for implementation of the programme at the field level. Various alternatives shall have to be explored regarding duration, comparative emphasis on one-time and recurrent training, methods of training etc. Unless unavoidable, new training institutions should not be set up; the existing ones should be encouraged to develop capability for training of various categories of functionaries involved with NAEP. Universities and other institutions of higher education may have an important role to play in this behalf. Generally speaking, the agencies responsible for training should function as coordinator to secure the assistance of various institutions and individuals who can contribute in organisation of satisfactory training programmes.

Monitoring, evaluation and applied research.—A mass education programme, inevitably, faces the risk of considerable wastage and misreporting. In this connection the importance of systematic monitoring and evaluation cannot be exaggerated. It must permeate the entire programme and should provide feedback for introducing necessary correctives from time to time. It is also important to have inbuilt arrangements for applied and coordinated research so that the experience of NAEP is systematically analysed and provides guidelines for future action. The Central Government and State Governments are naturally interested in systematic monitoring. Universities and institutions of higher education as well as SRCs will have an important role to play in evaluation and applied research. Monitoring and evaluation mechanisms should get built at the district and project levels also, for it is mainly there that the feedback has to be used for introduction of correctives.

The "instructional" agencies

The Policy Statement makes reference to the various agencies to be deployed for organisation of instructional arrangements and to share responsibility with Government for the NAEP.

The governing consideration in assigning responsibility for instructional arrangements should be the suitability of the persons concerned to organise programmes with a grasp of the conceptual standpoint and with a spirit of commitment. The various categories of persons who could be assigned instructional responsibility would include the following :

(a) *School teachers.*—In spite of several obvious limitations based on the experience of their performance, particularly authoritarianism and rigidities connected with the formal system, the teachers may have to be one of the main agencies for organisation of instructional arrangements in NAEP. Although, ultimately work in an adult education centre could be made essential part of the duties of the teachers, for the present it would be desirable to keep this entirely voluntary. Even amongst persons who volunteer to take this responsibility, a selection may have to be made of persons who can be expected to be genuinely committed to this programme. It would also be fair to provide an honorarium of Rs. 50 per month for this work. Involvement of school teachers can be facilitated if the support of their professional organisations is secured.

(b) *Students.*—Either as a part of the National Service Scheme, which may have to be suitably modified, or in any other appropriate manner, students in institutions of higher education may provide a valuable agency for organisation of adult education centres. For this purpose it would be necessary to involve the teachers of these institutions also. It would be necessary to re-think regarding the present timing of academic sessions, the system of credits, certification etc. Student involvement in this programme should be voluntary but the leaders in the university system shall have to create an

atmosphere in which students find this work worthwhile and satisfying.

(c) *Village youth.*—There are a large number of unemployed or under-employed village youth with some education who could be entrusted this responsibility after they are given a carefully planned training for necessary upgradation of their academic level and an orientation for this responsibility. Besides, village youth who are not unemployed or under-employed but who have had some education could also be motivated to function as organisers of adult education centres. Work among women and tribal people can be greatly facilitated if persons drawn from their groups are reintroduced as peer leaders to organise the adult education centres. Such persons can continue to pursue their vocation and can be paid an appropriate monthly stipend. The unemployed or under-employed youth, who take up this programme on more or less full-time basis, could also take responsibility for organisation of nonformal education centres for pre-school children or for 6—14 age-group. Apart from providing a most suitable category of adult education instructors, this could also help generate a new class of rural leadership and may also contribute to the reduction of rural unemployment.

(d) *Ex-servicemen and other retired personnel.*—This category of persons can play an important role in urban as well as rural areas. Retired personnel do need financial supplementation of their income, equally important they also need an occupation to keep themselves busy. Although there are certain obvious limitations regarding their capacity to organise programmes which would be in conformity with the conceptual position stated in the Policy Statement, they have the advantage of their

experience and the respect in which they are generally held in the community.

(e) *Field level Government and other functionaries.*— It might be possible to involve functionaries such as the village health worker, gram sevika, bal sevika, VLW, functionaries of Cooperative Societies and Village Panchayats etc.

(f) *Voluntary social workers.*—Particularly among the urban areas, there are large number of persons who are willing to make their contribution to community development. The energies of such persons should be tapped and special arrangements made for their involvement.

The implementation agencies

The Government will naturally have to gear up to shoulder its responsibility in NAEP. On the basis of review, the existing programmes run by Government agencies shall have to be recast. It seems desirable that rather than spreading the programme thin in all parts of all the districts in the country, in the beginning effort should be concentrated in compact areas. The size and the programmes of the Ministry of Education shall be substantially enlarged with a view to widening the involvement of various agencies. However, a mass movement which would extend to such a large segment of population cannot be organised by one Ministry or department. Every effort must be made to involve other Ministries and departments with a view to sharing the responsibility for organisation of adult education programmes. The other Ministries/departments would be encouraged to organise such programmes, with a component of functional literacy, as well as to supplement the learning activity being undertaken through the educational authority. It would be necessary for those Ministries/departments to set apart within their sectoral budgets funds for such adult education programmes. Whether the programme forms part of a Central scheme, or is administered through any other agency, the State Government

will have to play a most important role. For all practical purposes it can be said that the implementation responsibility will rest squarely with the State Governments. Besides, the State Governments will have to reappraise the adult education programmes they have been running in the past and steps will have to be taken to appropriately modify and strengthen them. While the primary responsibility of coordination and implementation will rest with the State Governments, the Central Government should be concerned not only with policy formulation and issue of general guidelines but should also oversee that the programmes are implemented by the State Governments in accordance with the Policy Statement.

The programme which gives importance to flexibility and diversity in organisation as well as its content can be best implemented through voluntary agencies. At present the involvement of voluntary agencies is somewhat limited and systematic attempts shall have to be made (a) to involve all voluntary agencies working at present in the field of adult education or having the potentiality to do so, and (b) to create circumstances for emergence of new agencies, particularly in areas where such agencies are few. It is also necessary to recognise the partnership role of voluntary agencies and it would be desirable to consult them in decision making at all levels, particularly in matters which might affect the work of those agencies, as well as the procedures for making grant shall have to be reviewed.

Whether or not NAEP becomes a mass movement will be determined by the extent to which youth and students can be motivated to commit themselves to this programme. It might be comparatively simple to review the functioning of the Nehru Yuvak Kendras and to concentrate their effort on adult education. Similarly, youth men and women who have completed their formal education and who feel stirred to participate in this programme would be natural partners in this endeavour. The critical group is the students in universities and other institutions of higher education. For too long the universities have

theoretically espoused about desirability of contact with the community. The NAEP provides a challenging situation for the universities and colleges to overcome their seclusion and to enter the mainstream of mass education. What is needed is that adult education should cease to be the concern of only one department, but should involve all members of faculty and of course, the students. Indications are already discernible that the university system is preparing itself for the massive involvement and to make necessary reorganisations in its priorities.

The employers, whether in private sector or public, must play an important role in the spread of adult education among their employees. It might be appropriate, in due course, to make organisation of adult education programmes obligatory for all employers. Meanwhile, through organisations of trade and industry and other employing agencies an effective beginning could be made. The Government should provide leadership by setting apart funds for this purpose in the public sector undertakings as well as in construction works. The resultant reduction in the hours of work and marginally higher expenditure would be adequately rewarded by improvement in the quality of performance of the workers and by their positive participation in the developmental activity. Education of the workers in the organised sector can be greatly facilitated if the trade unions are actively involved in this Programme.

The local bodies, such as municipalities and *panchayati raj* institutions, have been playing an important role in the field of formal education as well as social education. These agencies, which have civic and developmental functions, have the advantage of being in touch with the people—their everyday problems as well as their needs—and, therefore, they should be expected to participate in the task of implementation of NAEP.

Planning, administration and supervision

This is the first time that the Government have decided to launch a well-planned programme of adult education for such a large segment of the illiterate population. Planning for such a

programme and its implementation will require support by a large variety of persons including social workers, perspective planners, management experts, systems analysts, inter-disciplinary teams of academics and, of course, adult educators. Exercise in planning have to take place not only in the Central and State Governments but also in local bodies, voluntary agencies, universities, professional organisations of teachers etc. The Government, however, have to play a leading role in involvement of the various individuals, institutions and organisations. It is also necessary to set up appropriate agencies for coordination and catalisation at the State and district levels. The State Governments might examine the possibility of setting up State Boards of Adult Education and similar Boards could be set up at the district level.

The existing administrative structures at the Central, State and field levels are altogether insufficient for NAEP. A careful examination has already been initiated to suggest the type of administrative structures which would be most appropriate for the task. Only broad indications can be given for the present :

Central Government.—The set-up in the Ministry would be appropriately strengthened keeping in view the responsibility to be assigned to the Adult Education Division. The Directorate of Adult Education will have to substantially enlarge its activities and necessary wherewithal shall have to be provided for it to be able to play the expected role.

State level.—Immediate steps are necessary to set up State level administrative and planning machinery with an independent Director, or an Additional Director with the Director of Education at the helm. Necessary supporting staff shall also have to be provided to the State level organisation. Each State Government would be advised to examine the need for a separate division to deal with adult education in the Education Department of the State Secretariat.

District and block level.—The districts selected for the programme may have to have an additional District Education Officer with necessary supporting staff. Similar set-up may have to be provided at the block level. Emphasis shall have to be laid on adequacy of staff for each project, for administration and supervision, as well as for providing the necessary technical support.

Voluntary agencies.—Necessary support shall have to be provided to national and State level voluntary agencies. State Resource Centres etc. to set up necessary machinery to enable them to make their contribution to NAEP.

A programme of this magnitude must provide adequate arrangements for supervision and guidance. The supervisor should not be an inspector in the traditional meaning of the word but a specially selected professional with an aptitude to facilitate the work of the incharge of the adult education centre. The voluntary agencies would naturally wish to have their own supervisory arrangements. In the areas where the programme is administered by the Government agency, it shall have to be examined whether it would be desirable to have a separate supervisory system for adult education or to combine it with the elementary school supervisor. This matter should be examined in detail by the Central as well as the State Governments.

One of the major deficiencies being faced by Government as well as voluntary agencies is the absence of professional cadres of adult educators. Existing facilities in universities for preparation of such personnel are extremely limited and there is a case for their expansion. Training programmes of varying varieties for professional development shall have to be organised by Government, universities and voluntary agencies. In addition to training it would also be necessary to examine the pay structure of the professional workers involved in adult education programme. As far as possible, it would be desirable to ensure

that persons coopted into adult education system continue to grow and progress within the system rather than being pushed out of it.

Financing the NAEP

The past experience has shown that owing to pressures of various types it becomes necessary for the State Governments to divert funds provided for adult education either to other programmes of education or to other sectors of development. It is, therefore, necessary to devise an arrangement under which funds earmarked for adult education cannot be so diverted. At the same time, it has to be fully appreciated that the responsibility for planning and implementation of the programme in a state must rest with the State Governments, with the Central Government being assigned the responsibility for wider involvement of voluntary agencies, try-out of innovative programmes etc.

In addition to the mechanics of funding, it is necessary to emphasise adequacy. A Group of Experts drawn from the Planning Commission and the Ministry has come to the conclusion that the per learner cost would be Rs. 55, excluding the expenditure on Central and State level administrative structures, evaluation and monitoring and research and innovation. The Group has calculated this cost with reference to the number of persons enrolled and not those who will successfully complete the programme. The number of those who will do so may be about two-third the number of persons enrolled. It would be safe to assume that the per learner cost could not be less than Rs. 70. The expenditure on Central and State administrations, evaluation and research etc. would be approximately 10 per cent of the total arrived at on the basis of aggregate of per learner cost. Adequate funds on the basis of these calculations will have to be provided.

In addition to the expenditure involved in organisation of adult education programmes, provision shall have to be made, from the very beginning, for follow up and continuing education

of neo-literates and persons who have acquired literacy in the formal system of education. Detailed calculations in respect of such programmes have not been made but it would be reasonable to provide an amount of approximately 20 per cent of the total expenditure for this purpose.

International cooperation

The frontiers of poverty and illiteracy extend far beyond national boundaries. The experiences and insights gained by one country ought to be shared with other countries by mutual exchange and continuing communication. Naturally, we cannot but be conscious of our own financial and human resources, which are not too limited when something so vital for the nation's destiny is at stake. In formulating NAEP and in its implementation co-operation should be pledged to UNESCO and other instrumentalities of international co-operation based on mutual respect and equality. However, audacious the objectives of NAEP be, we must begin humbly with a spirit to learn from those who have been harbingers in this field and from those who have developed special capabilities.

CHAPTER II

THE STRUCTURE OF THE PROJECT AT VARIOUS LEVELS

IN order to achieve the objectives of the National Adult Education Programme, the creation of a suitable administrative as well as academic mechanism at different levels has been envisaged. The existing administrative structures at the Central, state and field level are altogether insufficient for implementing this massive programme. The programme of this dimension cannot move fast if a suitable mechanism is not evolved to implement the programme effectively. This set up has to provide both effective administration and academic and technical guidance. One of the important aspects of the new administrative structure would be the autonomy that has been in-built in the system so that the adult education functionaries could take quick decisions at their own levels. In addition, resource structures comprising of various development agencies, departments are visualised and are being set up to provide special technical and academic inputs for the success of this programme. In the past either there was no separate administrative set up for adult education or even if it was there it was subservient to the set up meant for formal school system. The officers incharge of adult education came to occupy their positions due to considerations other than their competency in the field of adult education in many situations. As far as resource structure for adult education was concerned, it was not even thought of. These were some of the weaknesses of the past programmes. The present structure seeks to avoid these pitfalls.

The NAEP's stress on flexible, diversified and relevant adult education programmes necessitates sufficient freedom to be given to adult education functionaries at various levels to decide on locale, content, material and methods of the programme. The decentralisation of authority is therefore not only desirable but would play a key role in the implementation of NAEP. This needs to be understood and reflected in the training programmes. Another important characteristic of the NAEP that needs to be clearly understood by all concerned is that the whole programme has been conceived in the spirit of a total project—comprising of well defined small projects with definite project areas. The following provides a description of the programme, project areas and structure, as envisaged at different levels of implementation of NAEP.

At the field project level

The critical level in the administrative and planning process is the field level, where the programmes are planned and implemented. The size of the field level project unit, for which a suitable administrative structure is to be visualised, has to be decided with care. It should be a viable unit for which an independent programme could be designed. The main characteristics of such a unit could be :

- where it may be possible to deal with reasonably homogeneous groups,
- where the environment has more or less common characteristics,
- where there is no overlap in administrative jurisdictions,
- where communications are proper and the project area is easily accessible from the project headquarters, and
- where there is commonness in the development programmes.

Ordinarily, a project area should be co-terminus with one or two blocks, and to the extent possible, there should not be more than one project in one block. The minimum desirable number of adult education centres in one project could be 150 and the maximum could be 500. The project should ordinarily provide educational programme for about 5,000 to 15,000 persons. It is expected that a project would start with a smaller size and would come to its optimum level in one or two years. In terms of geographical area it would be desirable to start the project in a compact area beginning with a small number of villages and from there to enlarge the area of operation to the expected level.

Intimate and dynamic link should be established between the project and the developmental programmes in the project area. It should be possible for some of the projects to form part of a dominant developmental activity, such as SFDA, DPAP, Integrated Rural Development, Integrated Area Planning with emphasis on full employment, Intensive Employment Projects etc. This would presuppose an effective coordination between the developmental programmes and the project activities, a responsibility which naturally falls on the District Development Officer (Collector, Chief Executive Officer, etc.). Adequate support of the revenue, law and order and development machinery is also necessary as the project activities would often aim at organising the rural poor, which may (a) provide an extraordinary opportunity for the success of the developmental programme which should be seized by the district administration ; (b) on the other hand create social tensions which will need imaginative handling by them.

Project Officer

Autonomy would be the main feature of the project. Its administrative autonomy will consist in the absence of unnecessary inspections and "visitations" by senior level functionaries. The Project Officer will not be under the District Education Officer or the District Adult Education Officer and he will work under the overall supervision of the District Collector. The entire

administrative and academic structure of the project will be under his control but he will function as the first among equals, leading a team rather than driving it. In financial matters, the project staff would be autonomous in the sense that funds required for project implementation would be spent more or less without any reference to a superior authority when once the project budget is approved. Therefore, in this regard the project officer shall have to be given clear delegation and flexible norms for incurring expenditure.

The project will work as an autonomous resource unit in respect of the following :—

(i) *Training.*—Necessary pre-programme training would be provided to the instructors by the project staff with necessary assistance from the State Resource Centre, Nehru Yuvak Kendras, the staff of other neighbouring projects and other suitable persons. Each supervisor would have a monthly meeting with the instructors when payment of the honorarium would be made and that day would also be utilized for their refresher training. The project officer and his colleagues would also determine the need for their own further training and in co-operation with the State Education Department and State Resource Centre would avail of opportunities for further training.

(ii) *Teaching/Learning materials.*—On the basis of an assessment of the needs of the potential learners and keeping in view the guidelines provided by the State Government, State Resource Centre and the Directorate of Adult Education, a curriculum would be developed and teaching/learning materials would be prepared and/or adopted/adapted to suit the needs of the clientele. The position in this respect would vary from project to project. Each project is expected ultimately to prepare its own materials

suited to its situation, try out new methods and innovative media. However in the beginning projects would use materials prepared by the various Resource Centres or otherwise available.

(iii) *Evaluation and monitoring.*—A system of evaluation and feedback shall be devised for better management of the project and to identify deficiencies in the implementation of the programme and to take remedial measures. The major responsibility for this will be borne by the project staff though technical help could be obtained from the State Resource Centres and other resource persons available in the neighbourhood. The project would also be the main level for monitoring of the programme and normally reports will be sent directly to the concerned persons in the State Government, with a copy endorsed to the office of District Adult Education Officer.

(iv) *Post-literacy activities.*—Follow-up action not only for retention and use of literacy but to harness the interest in development programmes aroused during the instructional phase would be one of the essential activities of the project staff. With the help of silk-screen printing equipment or other available ways, it should be possible to bring out inexpensive post-literacy material.

Supervisor

Each project officer will be assisted by 5 to 20 supervisors depending upon the size of the project. Each supervisor is supposed to supervise 30 centres. The supervisor will be a whole-time functionary who will provide on the spot technical guidance and administrative support to the instructor. In addition, the supervisor will assist the project officers in organising initial training of the instructors and organise follow-up training programmes for the instructors.

At the District Level

The primary responsibility for the whole programme will rest with the Collector/Deputy Commissioner/Chief Executive Officer. The Collector would be the controlling officer of the project officers in the district. However, it may be necessary to assist the District Collector by an officer of the rank of District Education Officer. The major role of the district level administration would be to organise coordination :—

(a) among the various adult education activities within that district, including activities organised by students, Nehru Yuvak Kendras employers, etc.;

(b) between the formal system of education and adult education programmes ;

(c) between adult education projects and the various relevant developmental activities and agencies ;

(d) among different NAEP projects in the same district if there are more than one project in a district.

The district administration would also be responsible for organising evaluation and monitoring of the programme and for ensuring that regular and in time reporting of the progress of the programme takes place.

The staffing pattern at the district level would depend on the size and complexity of adult education activities being taken up in the district. It would also be desirable to keep in view the available structures, including the structures created for specific programmes, such as Integrated Tribal Development. However, administrative structure required at the district level would be small because the main responsibility for educational and administrative action for NAEP at the field level would ultimately rest with the project officer and his staff at the field project level.

At the State Level

The major responsibility for the preparation of State Adult Education Programme and its implementation would rest with the State Government. NAEP envisages involvement of a large number of agencies, which would make the planning complex and administrative responsibilities rather difficult. Very often the agencies will have to be inspired to become aware of their role and they will have to be provided guidance and encouragement in an imaginative and farsighted manner. Involvement of a large variety of agencies will also make evaluation and monitoring of the programme important as well as difficult and special machinery shall have to be devised for this purpose. The State Governments, in collaboration with State Resource Centres, will have to prepare a carefully worked out system of evaluation. In this, institutions of higher education, research organisations and other appropriate agencies could be profitably involved.

At the Central Level

The outline of the National Adult Education Programme has emphasized that while the responsibility for planning and implementation of the State Programme shall rest with the State Governments, the Central Government shall also have to play an important role in NAEP. The role and functions of the concerned Central Government agencies can be spelt out as follows:

(a) Policy formulation and issue of guidelines for implementation of NAEP and providing assistance to the States in planning of the State Adult Education Programmes.

(b) Overseeing that the planning and implementation of the programme at the State, District and Project levels, as well as by various other agencies are in conformity with the Policy Statement on Adult Education.

(c) Coordination at the national level with a view to securing involvement of the various official and non-official agencies including trade and industry, organisations of workers and peasants, students and youths and various other voluntary agencies.

(d) Assuming leadership role in creation of an environment favourable to National Adult Education Programme; manifesting the political commitment of the country's leadership in relation to NAEP, through various ways including the use of mass media.

(e) Necessary mobilisation of financial resources.

(f) Resource development—particularly development of methodologies for training, curriculum development, production of teaching/learning materials and development of evaluation techniques.

(g) Monitoring and evaluation, innovation and research.

Resource structure

Besides the administrative structure, there is a need for resource structure for the effective implementation of National Adult Education Programme. This may, however, be kept in mind that the administrative and resource structures are not parallel structures. Both the structures have to mutually support each other and have to work in close collaboration with each other. At the project level, the administrative structure and the functionaries visualised for implementing the programme will also comprise the resource structure. The creation of a suitable mechanism for providing technical and academic support to functionaries is an essential step for the success of the programme. The resource structure envisaged at different levels will serve this purpose.

The Adult Education Programme which the nation is proposing to launch is not a programme of mere literacy. It is a

comprehensive programme encompassing all aspects of the individual and the community's life. Such a programme cannot but be multi-disciplinary in its content. A programme of this nature will naturally bank upon resources other than those of the Ministry of Education and Departments of Education of different States. Although the nodal responsibility for implementing this programme will be that of the Ministry of Education, it is essentially a programme of all the Ministries and Departments. It is, therefore, imperative that agencies and departments of other Ministries which have inputs to make are recognised as important resources and are persuaded to provide inputs. Some of these agencies and the departments are already doing this in their own way. An integrated and coordinated effort has to be made to utilise those resources for strengthening the National Adult Education Programme. Therefore, while visualising detailed resource structure, the role of these agencies should be identified and highlighted. Such agencies should be identified at all levels—national, state, district, block and village.

National Level Resources and their Functions

Some of the national level resources are—Ministry of Education, Directorate of Adult Education, National Council of Educational Research and Training, Ministries of Health, Agriculture, Civil Supplies and Cooperation, etc., All India Voluntary Organisations like Indian Adult Education Association and certain universities like Jawaharlal Nehru University (which has a centre for studies in the field of Adult Education). This list is only indicative, many more agencies at the national level can be identified.

Some of the functions which the national level resource may perform in relation to National Adult Education Programmes are :—

(a) Training and orientation of key persons.

(b) Study of methods of adult education and curriculum development.

(c) Support to state level resource agencies.

(d) Research and evaluation.

(e) Dissemination and clearing house activities.

State Resource Centres and their Functions

Similarly, one can identify some of the state level resources like State Resource Centres, State Level Voluntary Organisations, State Departments of Agriculture, Health, and Education, State Councils of Educational Research and Training, State Institutes of Education, Youth Organisations working at state level, etc.

The functions of these agencies at the state level could be visualised as follows :

(a) Developing capabilities for curriculum preparation and training.

(b) Examination of the curriculum prepared by the district agencies.

(c) Developing model syllabi and appropriate methods.

(d) Support to innovations and their dissemination.

(e) Establishing channels of communication between national level resources and the field.

(f) Communication and clearing house activities.

(g) Research and evaluation.

The State Resource Centres are expected to play the role more of coordinators and catalysers rather than taking up things themselves like established institutions. Each State Resource Centre would be expected to prepare inventories of the institutions and individuals of the concerned State who can contribute to resource development. If the coordinated use of the resources is made, it should be possible for the Resource Centres to play a significant role in the promotion of National Adult Education Programme.

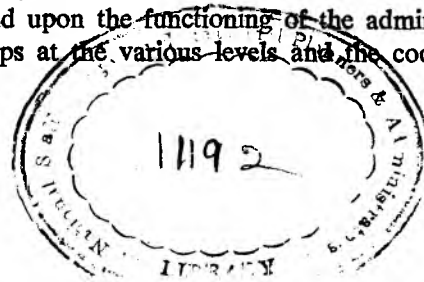
District Level Resources and their Functions

Similarly, at the district level, the District Education Departments and other Development Departments could act as resource for implementing the programme. The local self-government institutions like the Boards and Panchayats can also be utilised as district level resources. The other Departments, such as, Health, Agriculture, Cooperation, etc. could provide active support for the programme. The functions of these district level resources would be (a) to adapt curricula and materials to local conditions, (b) to organise orientation and training courses, (c) to provide feed-back to the State Resource Centres, and (d) to organise publicity campaigns for creating awareness about the programmes of adult education.

Block and Village Level

Similarly, resources could be identified at the block and village level. Village and block level health workers, agriculture extension workers and the like could provide very valid inputs for the programme. Their cooperation ought to be always sought.

To sum up, the success of the NAEP would to a very large extent depend upon the functioning of the administrative and resource set ups at the various levels and the coordination that is



developed amongst them. The coordination function is to be largely performed by the Resource Centres to be established specifically of the NAEP at different levels. Hence a major responsibility for spearheading the programme would rest on them.

CHAPTER III

METHODOLOGY OF TRAINING

THE methodology of training the functionaries in the NAEP would acquire its direction primarily from the objectives of the programme which is radically different from all earlier attempts at mass adult education in India. While literacy—by itself or interlinked mainly with occupational skills—was the obvious goal of past attempts, the new programme emphasises the conscious participation of the masses in identifying and solving the socio-economic problems which hamper individual and national development. Such participation implies awareness of restrictive socio-economic circumstances and a critical analysis of their nature so as to find solutions to problems by acquisition and use of new socio-economic techniques, including literacy. As the main aim of adult education is to safeguard the autonomy and dignity of the individual with a view to liberating his creative energy, ceaseless vigilance will have to be exercised to see that the methods of teaching-learning and training ensure free participation of the learners in the educational process.

The earlier attempts for imparting literacy were modelled after the formal education system. The new programme requires almost a complete break from the formal system. The NAEP functionaries will have to develop new methods of approaching the people and working with them. Some of the techniques of working with the people would differ from group to group and can be developed only in a face-to-face relationship with them, on a footing of equality and in an atmosphere of

shared learning. This process presupposes that learning can proceed effectively if it recognises the independence and personal worth of each participant. During the training of functionaries such methodological issues will have to be fully discussed and settled so that they may fully grasp the essentials of a structured yet flexible non-formal adult education.

The training programme itself is fundamentally a process of adult education and has to reflect the main characteristics of the methodology that the functionaries would have to follow while working with the learning groups at the grass-roots level. First of all, the process of adult education recognises the fact that every adult is always capable of unlearning and re-learning, imbibing new values and developing new attitudes, acquiring new skills and readapting the old ones. But the urge for a change has to come from within the adult himself. If a proper atmosphere exists around him, the adult begins to feel such an urge and responds to it creatively. In the methodology of training, therefore, the creation of an atmosphere conducive to learning to change, invariably needs to receive the highest importance. Within such an atmosphere, the functionaries will be able to take care of their own training without much intervention from the 'trainers'. Methodology that attempts to direct, manage and regiment the learners has no place in the NAEP at any level whatsoever.

The system of training : Basic elements

In order to work out this approach to training, the following process would have to be gone through :

1. Helping the trainee to take the first few steps towards "self-knowledge" or what some social scientists call "value clarification". Though this attempt at self-knowledge must continue throughout one's working life, during the training period each trainee would ask and answer for himself or herself questions such as the following : Do I have faith in the basic strength of the

people I seek to serve? Do I believe in equality and social justice without considerations of race, sex, caste and creed? Do I know the nature of the social and economic privileges that I enjoy and others do not? Would I be ready to surrender some of these privileges for the common good? Am I committed to the philosophy of NAEP or am I in the programme just for the sake of a job and a salary so on and so forth?

This process of value clarification could be handled sometimes anonymously and sometimes openly in group meetings. Answers may be simply summarized for the group or discussed further. Groups may work with a previously developed set of questions or make up their own questions. The purpose of this process is simply to ask oneself the questions one has never asked before and to learn to face one's own values and personal purposes with honesty. By so doing commitments can be examined and built up consciously.

2. When the trainers and the trainees get together for the training course or training workshop, they come to form what we may call a "small society". This "small society" may have its superiors and its inferiors. It may begin to avoid all disagreements and come up with unanimous but wrong decisions in regard to their own training. Or the workshop participants may perhaps become divided into opposing factions and make learning impossible. Neither of these situations would help realise the objectives of training. Therefore, the trainees would have to be helped to develop a "social eye" which enables them to reflect on the training set-up and processes as a "small society" and guard against developing either inertia or divisive forces that arise from less than frank or outright dishonest considerations. Communication in the group should be honest and free with mutual respect as its foundation. Considerable learning from each other should occur in such an atmosphere. It is important that the trainees and the trainers must learn to look at themselves as whole persons and deal with each other as such.

This will ensure the relationships necessary for learning, living and working together for a cause.

3. An authoritarian training programme cannot produce adult education functionaries who are non-authoritarian. The values that are sought to be inculcated in the learner cannot be built except through a learning process which reflects these values. In the new training strategy, therefore, the trainees must be helped to see the values implicit in various approaches, methods, procedures, techniques and tools of training and learning.

An additional point which has to be borne in mind is that educational approaches, methods, procedures, techniques and tools are not only value-laden but are quite often culture-bound. While they may work in one culture, they may not work equally well or not at all in another culture. The trainees must become aware of these factors also and learn to choose the right learning approaches and techniques with competence.

4. The trainees must be helped to acquire the information and skills that they would need to function well in the performance of their tasks. These may include use of the dialogue technique, identifying the learning problems through discussion, making up literacy materials, preparing a wall-newspaper, conducting a radio forum or a newspaper reading centre, taking quick focused surveys, maintaining informative records and tapping various learning resources available locally.

5. Finally, the trainees must be helped to see their own particular role in relation to the roles of all others involved in the NAEP, those who would be affected by the NAEP in some way or the other and the possibilities as well as limitations of the role.

Though due to the constraints of time and resources and types of trainees training courses and schedules will have to be differently adapted in different places, the five training principles enunciated above would certainly serve as the essential guidelines.

General features of training methodology

All training programmes of the NAEP would generally have the following features :

Training should be participatory.—In planning the programme, running it and in evaluating it, the responsibility would be shared by the trainers and trainees to the maximum extent possible. There are various ways in which such participation can be achieved. For example, instead of giving a readymade programme and time-table to the participants on arrival, these may be developed with their help. This would be a good first exercise in helping people to open out and express themselves. Joint decisions would help the group to feel responsible for the programme and its successful conduct.

Another aspect of participatory training would be the sharing of responsibility by each person for some task or the other in the training situation. For example, in a training camp or a residential training situation, the participants may be involved in the day to day arrangements for conducting the programme, looking after residential conveniences, etc. This is more effective with long-term training but even in short-term training some imaginative avenues can be found for this kind of arrangement.

Training should be an opportunity for mutual learning.— Training should be considered to be a learning situation where mutual learning is to take place. Every one in this situation is a "Vidyarthi"—a student, a co-learner. In any group there would be people with different skills and knowledge, which should be utilized for mutual learning.

For example, in a group of instructors under training there might be persons with different backgrounds. Someone might be a teacher, another a farmer, another an artisan. Someone might be good in music or sports. To maximise group learning what needs to be done is to identify the skills and knowledge of different participants and give them an opportunity and the

responsibility to take care of different aspects of training. This would also increase the *self-respect* and *self-confidence* of all participants and help them to organize a similar process with other adult learners.

Emphasis on group discussion.—Where training emphasises mutual and group learning, emphasis on discussion will be inescapable. Equals talk with each other and this is best done through a discussion. The more discussion there is on a subject the more thoroughly would it be analysed and understood. Different aspects of the subject under discussion can be brought out by different people who might have different ways of looking at the same problem. A group discussion needs to be properly guided so that everyone gets an opportunity to contribute and it is not monopolized by the few vocal and assertive members. Lectures and relevant presentations do have a place in the training but they should be such that discussion, questions and answers are necessarily inbuilt into them.

Learning should emerge out of experience.—Learning should emerge out of, be related to and built on the experiences of the participants. There should be enough opportunity in a training programme to interact with one another, to narrate one's experiences so that what one is learning is related to one's own life and is thus a real thing and not just an intellectual exercise. The wide and varied experiences of participants can provide a wealth of learning material, which then can be analysed and systematised. The experiences of resource persons should also be made use of whenever necessary.

The other aspect of *experiential learning* is that one should experience what one is learning rather than only listen a lecture on it. For example, if the group wants to learn public speaking each member should be given an opportunity to actually speak in a group. Only theoretical knowledge does not bring about the desired behavioural change. Practical experience is extremely important. Therefore, in every training programme there should be a good amalgam of theory and practice.

Training situation should be as close as possible to the field and to the realities.—Instead of organising training programmes in situations and places which are far removed from the life situations in which the trainees would have to function, training should be held in a setting which is as realistic as possible. Field visits should also be organised to study the actual situation, to see an on-going adult education centre, and to draw lessons from all that is observed. After the initial training, subsequent training should be built on the experience of the functionaries in the field. For this purpose, the initial training must develop in them perception and reporting skills.

Training should be an experiment in community living.—If a training situation includes the above features it would automatically take the shape of an experiment in community living. This experiment would mean the practice of those values, attitudes and principles which the functionaries of the NAEP are to imbibe and practice as a result of training. This should be an egalitarian community, sharing responsibility and work, helping one another in mutual learning, taking decisions democratically, and avoiding building up of competitive power structures within the group of trainees and trainers.

Principles of adult learning and those of NAEP as related to methods

When we speak of the training of project officers, supervisors and instructors we need to remember that they are themselves adults and working with them is subject to precisely the same general principles and methods as, for literacy work. The training process, therefore, has to illustrate through its organization and through the personal experience of the learners, those principles and methods which they should understand and apply in their turn as project officers, supervisors and instructors.

Here are some brief notes about adult learners and learning :

— Adults learn best in adult ways.

— These ways differ significantly from child learning because—Adults have much accumulated experience, skills, knowledge, opinions and prejudices. For them learning is best done by building outwards from these foundations, rather than in items presented separately and memorised.

— Accumulation of experience makes adults differ more from each other than children and young people. This needs to be borne in mind in devising learning opportunities for them.

— The education of adults (and especially that of some of the people who will need to be trained for the NAEP) is concerned with helping mature and experienced people to change : to accept in the light of critical thinking new knowledge that challenges their previous assumptions, to adopt new attitudes to people, to cope with new situations and problems. It will not only have to help them to make a start, but to be ready for continuous awareness of changing requirements that involve new and differing but always sensitive responses.

— However, because of their existing knowledge and experience, adults are also resistant to change. New learning and new attitudes may be uncomfortable or painful experiences for them.

— For adults the cooperative group is a more important learning medium than for the young. It can also be used to provide them with the support and security which will enable them to face more confidently the pain of change. It is also the most effective context in which they can build the confidence that enables them to become autonomous learners and accept responsibility for their own thinking, learning and action.

What has been said in an earlier chapter about the fundamental principles and objectives of the NAEP will be seen to be closely related to what is said here about adult learning. It aims at awareness and sensitivity. It is an educational activity in which people participate as equals and share responsibility on a democratic basis. It aims at helping people discover in their lives and in themselves the potential for growth and development and making them free to pursue it fully in thought and action.

The methods of training for NAEP workers which we suggest rest upon what has been briefly said here about both adult learning and about the aims of the NAEP. Memorising and mechanical repetition of handed-down information is unsuitable not only because it is particularly ineffective as a learning process but also because it isolates the learner from the group, places him in a subservient position, does not use his experience, and prevents the learner from accepting responsibility for himself and within the group. The methods of training must aim at using the particular learning skills and resources of the adult learners to the full. They should also try to make the fullest use of existing experience. Most of all, they need to provide not just the necessary knowledge and skill and understanding; they must do so in a manner that leads inevitably to personal change and growth which would enable the trainees to adopt new and creative personal attitudes towards their respective jobs.

But if this is to be achieved, their existing experience cannot be sufficient. Training must provide them with new and demanding experience of their new responsibilities and operate on these. It should, therefore, always be closely related to practice in the field. The closer it is physically to actual work, the more likely it is to lead to that full synthesis of knowledge, skill understanding and personal attitude at which our methods should aim, and which will alone enable training to be properly continuing education for the trainees and trainers both. One further and extremely important principle follows from this : it is unlikely that anyone can train anybody also for work of which

they do not themselves have experience which is up-to-date, practical, and which they can thoroughly analyze and understand.

General methods of training

Generally speaking, the aim in training should be to create situations which stimulate active participation of the trainees so that they learn from experience, and which give them responsibility so that they acquire the habit of participation. In this approach the maximum involvement and participation of the learners ought to be the cornerstone of all methods employed, so that they learn by discovery. The application of the participation methods in acquisition of awareness is quite obvious. So is their application in identifying the functional needs of learners and in the acquisition of functional knowledge and skills. Questions can arise, however, in regard to acquisition of literacy skills by participatory methods. Can literacy skills be gained by participatory methods and, if so, how ?

There are, of course, many methods of gaining literacy. Paulo Freire's method of promoting literacy is fully participative. Those who follow this method design their literacy materials after some significant themes which have been discovered by the learners through a process of discussion and participation. Other methods of literacy are often much more structured and sequenced. But in these methods also there is scope for participation by the learners. Participation can and must be built into even the structured literacy methods. It would be necessary to develop literacy material and supplementary materials related to the conditions and interest of the group of learners by the learners. If readymade materials are used their relevance has to be tested by discussion (dialogue) and whether a particular lesson relates to the realities of the lives of the learners has to be elicited from the discussion.

Literacy combined with awareness is one of the major objectives of the NAEP. It must find expression throughout the process of training. Therefore, learning how to produce and

use literacy materials with a considerably high degree of skill would be a part of the training programme for all functionaries.

Some typical methods of training

This section deals with some typical methods of training, their processes as well as their contexts. Their application to particular jobs would be apparent in the context of the training of project officers, supervisors and instructors. These methods may be classified under four broad heads. The first two involve groups learning together, the third is individual, and the fourth combines various methods. It should be noted, however, that these four groups are not mutually exclusive.

1. *Activity-based methods.*—The main emphasis in these is to involve the trainees in group or individual work in which they are themselves active, rather than passive participants. In this way the rich variety of experience of life with which they are all endowed can be utilised to generate learning. It will take much thought and imagination on the part of the trainers and trainees to plan together really meaningful activities from the point of view of the adult learner. Their choice will depend upon the objectives and content of training at a particular moment. Relevant equipment and materials must also be produced or obtained for organising such activities, which may be as varied as group discussions (may be requiring material for prior reading), field visits (requiring observation schedules), surveys (needing record material), workshops, (needing agendas), etc. Preparing materials, learning certain skills, use of varied equipment and the like will also need detailed planning and facilities. In many instances the preparation of materials after a full discussion on their production and use may in itself be a useful part of the active training process.

(a) *Problem solving*

Learning to take responsibility for one's own actions and their consequences for other people must be a crucial feature of training for the NAEP. Among activity methods, those which

involve problem solving and the making of decisions are especially important because they demand participation which is not only active but responsible. Genuine problems that arise during the course of training may be taken up for discussion and the search for solutions, or some issues and problems can be identified which are of common interest, and activities can be woven round them. Through these the trainees would analyse the problem, sift the evidence, search for causes, suggest alternative solutions and—finally—take decisions on the measures which ought to be taken to solve the problem and follow it up by further action. Such a process might be considered as training in responsibility as well as participation. It includes various other results, such as the development of skills in decision making on the basis of evidence, utilising community resources for the solution of a problem, and joint action.

The amount of time required is perhaps the major constraint in utilising this method of training, partly because it does take longer in the first instance (though not usually in total) and partly because it needs a substantial amount of time from trainers for planning and producing materials. For these reasons the problems should be small ones. They should also be of immediate interest to the trainees.

This method involves a fundamental change in the trainer's role. The traditional one of giving information and making rules for the trainees is to be completely discarded. At best, he becomes a co-ordinator. The emphasis shifts to the participants, to the resources used, and to the creative contribution of the group.

Problem solving, sometimes, is not a practicable training activity. Appropriate problems may not be available, or they may be too sensitive for trainees to tackle, or there may not be time enough to deal with them responsibly. It is important on these occasions to remember that real people are not laboratory animals, and to respect their rights and personalities. For these and various other reasons *simulations* of various kinds, including

case studies and role playing, may be used. They are active methods which attempt to represent the real situation and generate intense involvement and motivation for better learning through discovery and experience. Participants may start by thinking that simulation methods are artificial and used only for fun. But when they soon get completely involved and absorbed in the task they realize how valuable these methods are. The process also illustrates in practice that learning should and can be an enjoyable and even entertaining process.

Another advantage of simulation methods is that they are highly adaptable to groups of mixed ability. They offer natural opportunities for working in groups and demonstrating that participants of differing abilities can help each other and learn from their peers.

An important characteristic of simulation is the realism which can be achieved through careful preparation of the simulated material from real problems. It has all the features of learning in real life, with the powerful difference that in real life mistakes could be expensive. In simulations—even in role-play if it is conducted with care and sensitivity—mistake can be made without harm to the trainee or damage to others. The atmosphere of calm analysis and good-humoured support from the trainer and fellow participants make it possible to analyse and evaluate the solutions offered and to discover the reasons why mistakes might have been made that can then be avoided in future. Simulation may also have the advantage (for training purposes) over real problems that it can concentrate on what most needs to be learned, and excludes irrelevancies. Role playing is one form of simulation which especially explores relationships. It is thus particularly suitable for developing sensitivity and tolerance based on each other's point of view, and the realisation that a whole range of viewpoints could be equally valid. Role playing and learning games can be used to help learners understand their own solution better and identify the causes in forces which operate in the situations.

In this activity, too, the trainer's role is that of a supportive partner and not of a judge. Ample preparation is needed for all these types of activity, so that genuine interest is created, and fruitfully directed. Naturally these exercises should be based on issues with which the participants are immediately concerned.

In addition to its active realism the value of simulation lies in developing social skills, such as co-operating within a group to solve problems, accepting other people's solutions, their contribution, and their right to disagree.

(b) *Project Method*

Taking up small projects in the field is another profitable training method. Projects provide ample opportunities for learning by doing, by investigating. They are also a way for the individual to learn within the group, and the group to learn from the community. It is in this principle of live contact with the community that the project method is significant for the training of adult educators. In this process they are expected to venture out to seek information, collect from the local people the raw material which is to be systematized into the learning content and seek their assistance in the task.

Though the focal point in a project is the end product which may be in the form of a report, a completed model, or a task in the community, the process itself, is for training purposes. This is because it involves participants in work according to their own capacities and pace of work, it thus makes use of their skills and experience for the benefit of the group. Apart from the group work, individuals may also take up voluntary assignments for which they feel competent.

At all the three main stages of a project, *viz.* planning, execution and reporting, active involvement of the trainees is necessary. It would be in the fitness of things to develop projects on tasks arising out of the felt needs of trainees and the tasks which are similar to those which the trainees are expected to undertake after training.

Since some projects can be time-consuming care should be taken to select projects which could be completed within the limited training period. Hence, care should be taken in making the choice of projects. It is also essential to ensure that the project can be successfully carried out by trainees, in order to build up their confidence, and that it has the goodwill and support of the host community and institution. Training should never court failure : adults learn far better from their successes than from their mistakes.

(c) *Discussion*

Discussion needs to find a place throughout training; it is essential to activity-based methods. Many adult educators have emphasised the importance of initiating discussion with the learner. Discussion presupposes treating the learner with the same respect that the trainer expects from the learner. The learner should have as much freedom to question the behaviour, the assumptions and the opinions of the trainer as the trainer will eventually have towards the learner, and *vice versa*.

One important technique of starting discussion is by sharing experience around the theme to be discussed. The trainer could start the process, but often he is more likely to get good discussion going if he encourages group members to begin rather than starting with his own contribution. A critical analysis by the trainer of his own contribution is another way of encouraging discussion, bringing trainees out of their shell, and demonstrating the fact that all are together in trying to improve their competence. Some adult educators have suggested the use of various stimulants for discussion—*e.g.* posters which dramatise social problems—so that discussion may grow out of answers to the questions thus posed. Here, as always, it is important for the trainer to be more a listener and a catalyst than to speak first, or too much, or to dominate discussion. In discussion he should be a stimulant and an initiator : a person who asks questions and listens creatively, so that learners find themselves talking more sense than they knew they had. If he starts by

speaking too much (may be under the impression that this will encourage others) the discussion is likely to become a monologue. Training should usually start as it means to go on.

2. *Lecture, Lecture-demonstration, and their links with discussion.*—Lecturing and demonstrating are well-worn traditional methods of teaching. Their drawbacks are well known. Therefore, in the training of adult educators, where the natural emphasis is on participation, a lower priority needs to be given to them. However, they do have some place in the total range of techniques. Lecturing may be a poor way of stimulating thought and changing attitudes and is far less efficient than reading in imparting information. The lecture is a good way of supplying a framework to a subject into which learners can slot more learning as they acquire it through other methods. Well conducted, it can bring a broad range of understanding previously acquired in life and stimulate enthusiasm. It may help in showing how a variety of items of factual information (*e.g.* on policy, or rules and regulations) which have been learned by reading, fit together.

In the same way a good demonstration can show what a skilled performance looks like. It provides a trail of visual clues which are much easier for learners to grasp than words alone. Demonstration in the use of audio-visual aids can prove most helpful. But demonstration is most helpful of all if trainers set an example by doing normally and regularly themselves what they suggest their trainees ought to do.

Both lecture and demonstration should therefore be employed thoughtfully and sparingly. The trainer's skill in them lies in the way he provides opportunities for raising questions. Invariably these methods should be interspersed with small group work, discussion, individual projects, and other activities which question and explain the passive experience. Lecture and demonstration when selectively and properly used can be quite useful method of learning/teaching.

3. *Individual learning.*—The educational situations which have been described so far involve groups of people, though the balance between teachers and learners differs. But there are also many and important aspects of learning which demand the individual and personal effort of the learner. Thus factual information of any kind is most easily acquired by *reading*—which is a process that takes place in as private a place as possible, and therefore does not take up precious and expensive training time. If the new worker is to learn to understand and use his experience he needs not only to discuss it with others but he must also analyse it and reflect upon it himself. This can be encouraged with the help of specially prepared observation schedules, field exercises and other tasks which are reported on in *writing.* It is advantageous if these exercises are designed in such a way that some of the suggested reading has to be done to make performance of the exercise possible, and some more to enable the trainee to record it and comment on findings in the required manner. In this way it is possible to ensure that reading and thinking, and not only action and conversation, take place.

In building reading, writing and personal exercises into the training programme it is, however, essential that they should be fully appropriate to specific needs. They have to relate closely to practice in the field, for which plentiful illustration by examples and in other ways is required. Above all they must be expressed in language which is entirely accessible to the reader.

The purpose of individual learning in the training programme is not to study academic subjects in themselves but to direct them as tools to the solution of problems which are inter-disciplinary. This can be done even at the simplest level, for instructors. If, as seems desirable, additional material in the form of leaflets or pamphlets is produced on specific topics and for the different kinds of functionaries, then it might well be a useful exercise for the more senior ones, as part of their training, to be given the task of "translating" some of this long and complex material into short and simple leaflets for the rest.

4. *Combined methods.*—As mentioned earlier in this section, the three categories of methods which have been outlined are not mutually exclusive. Most of them can change from one to another according to the ways in which they are used, and it is natural to combine them deliberately and in carefully devised ways in order to achieve specific objectives. The following examples are given as illustrations. They are by no means exclusive or in any way preferable to others not here listed.

(a) *Residential or camp training*

Residential courses may sometimes be necessary but their main positive characteristic is that, properly used, they are particularly effective in helping people to acquire a new and more positive understanding of values and to change their attitudes. This means that residential training is more than ordinary training carried out under one roof. It requires a considerable commonality and sharing of conditions and of work between all trainees and trainers to demonstrate in practice what common living, sharing, participation and joint responsibility mean. In this context group discussion will help to clarify and appraise what is happening ; common field projects may express it ; reading and study may well have prepared people for it ; may be a final lecture will crystallise for all the underlying values of the common experience.

(b) *Field operational seminars and other forms of combining training with field work*

Essentially, these involve trainees in common field projects under semi-controlled conditions, together with group discussion and other forms of reflection to develop and articulate the experience. More complex and fruitful models may include the provision of structured observation and other exercises to be used in the field. Where the project itself does not provide all the necessary experience it may be possible to use simulated materials such as case studies and case histories as the basis of wider, vicarious, experience. Both in connection with these and

in order to study real field problems encountered by trainees, role play may be appropriate.

(c) Both in the early stages of initial training and later on, workers may well derive much use as well as encouragement and support from various forms of *correspondence education* which enables them to link their developing field experience to further study and reading. Moreover, it may well be appropriate for them to meet as regularly as may be practicable in order to link and pool their individual progress through discussion in a continuing training group, which may well be a leaderless one.

Training as a continuous process

We have now spoken about methods of training in some detail and related them to ways in which different methods can be applied to different training purposes. For this we adopted the analogy of a spectrum of methods from which we select different bands according to the immediate purpose. But training also happens as a process in time and needs to be looked at as part of the personal life history of the worker in the programme.

Whether the worker enters the programme with some experience or as a complete newcomer, he begins with initial training. Some of this is likely to take place before he actually begins his new duties, and this we call pre-service training. The rest of his initial training and any later follow-up we call in-service training regardless of whether it is supposed to be part of initial or follow-up experience. The relative length of pre-service and INSET are bound to vary according to practical conditions such as distance, transport and other facilities. Here we simply seek to suggest some underlying principles and some possible aims to pursue.

The aim of initial training is at least to provide the worker with a "first-aid kit" which will enable him to function adequately *and* lay the foundations of subsequent learning and development. A first-aid kit should consist not merely of a set if recipes. It is important above all that it should enable the new worker to

cope with the essentials efficiently by using the experience he already possesses with intelligence and commonsense, with an understanding of the situation, the learners, and their main needs. Initial training ought to lay down the foundations of skills and understanding required for a particular job and its purposes ; of understanding the learning processes of adults individually and in groups ; and of being able to use such knowledge, skill and understanding with personal attitudes that enable other people to benefit from them.

We have already shown that these matters are best learned at, or as close as possible to, practical work in the field. We would therefore suggest that pre-service training should be reduced to as small a proportion of initial training as may be practicable in each set of circumstances. Ideally, it might consist of an orientation period to begin the formation of the caring and cooperative group ; and to explain purposes and methods. Reading, reflection, discussion and group work are of importance in this pre-service stage.

Thus prepared, the functionaries would go out into the field in order to carry out structured exercises there. It is such deliberate use of practical experience in the field and its sharing in the training group which will build and fix new attitudes. Structured exercises in observation, survey, some practice teaching under supervision, and the study of this experience under group work conditions, will be helpful here. We therefore see the major part of initial training as a process by which the training group moves regularly between practice and study. It builds up its experience in the field, returns to the group meeting to illuminate and articulate it through study and discussion, and returns to the field to test and apply what has been learnt.

The development which has been described is continuous. There is thus no obvious or necessary end to initial training of this kind. It may be said to be completed when trainees feel they are adequately prepared by successful and conscious experience to carry out their duties on their own responsibility.

But we do know that mere adequacy is not enough to aim at in a continually changing situation. Besides, professional development is a little like swimming upstream : if we stop for one moment we are swept backwards. This is why in-service training needs to be a continuous activity undertaken by the individual and the local group on their own responsibility and also provided by the organisation itself. The methods it employs will be the same as for initial training. They will seek to help the trainees to benefit from their own growing experience by systematic reflection on it and by the study of materials which will help to illuminate it and make it available for improved practice for themselves and others.

In-service training conceived in this way is important to the trainees not just because it will produce those best fitted to take on more responsible work in the programme. It is also needed as a transition from the more secure world of the training group to the isolation and exposure of the individual worker facing inertia or even hostility to new ways and ideas. It provides him with the support of a caring group of people who face similar problems. Finally, it is the expression of that continuing growth and development for the functionary in the NAEP which it aims at for the learners. Whether someone happens to be an instructor or the director of a state resource centre—it will be possible for them to serve the learners only if they continue to be learners in their own right, sharing in their own way and in the company of their own working group, the burdens, the pains, the thrill and the fulfilment which the programme offers to the illiterate adult.

In conclusion it may be added that to a large extent the success of the total training programme would depend on the orientation of the first cycle trainers, a group of persons engaged in the operation at the national and the state levels. Here persons would be drawn from the State Resource Centres, voluntary agencies and other specialized organisations in addition to the personnel from the Directorate of Adult Education. They need to be committed to the programmes as well as fully conversant

with the effective methodology of adult education which leads to literacy, functionality, and awareness. It would therefore be necessary that general principles and processes of participatory learning are put into practice in their orientation. They ought to demonstrate what they would want the trainees in subsequent cycles (project officers, supervisors, instructors training) to practice.

CHAPTER IV

TRAINING OF INSTRUCTORS

THE instructor is the front-line worker in the NAEP. He is the actual 'doer' of adult education in the community. The quality and success of work in any centre is going to depend upon the capacity and sincerity of the instructor. His training has to be so designed and conducted that he can develop the necessary skills, attitudes and qualities of character to perform his work effectively and to maintain his own growth. In designing a suitable training programme several considerations are involved. These are posed as questions and suggestive answers are given in the following pages. These are just guidelines which could be helpful to the trainers of Instructors to carry out a similar exercise for the particular group of instructors they have to train and plan their own training programmes.

Question 1 : What is the learning situation in which the Instructor has to function ?

An attempt is made here to analyse a learning situation as it exists now, if not in all the villages and towns at least in many. Typical learning situation for NAEP is visualized as follows :

An adult education centre may be situated either in a village or in a town or a city. In the case of a rural adult education centre the learners may form a group of persons having a similar occupation and background. Unlike it, in big cities the learners may belong to different occupational, social and religious groups among whom there may exist a sort of rivalry, hostility and tension. But, as the Policy Statement on Adult Education points

out, they are poor and illiterate. This is the common factor for all of them. As such they have a low social status. Their opinions are never asked for. They are not involved in any decision-making. As poor coolies, landless labourers and similar unorganised workers, they are always dependent on others. They may have lost their self-sufficiency and they may not have any confidence in themselves. If this is the status of men, the status of women may be still worse.

In many cases these men and women may not come to the learning centres out of their own personal conviction but because they are brought to the centres either by their neighbours or the village leaders or the government officials or the instructor. They may have different economic and social aspirations and expectations. Some of them may expect that through the learning in the adult education centres their status will be bettered economically and socially. Many of them may not be aware that they are deprived of certain economic and social facilities which they should have. They are born and have grown up with it and they may have got used to it. But in general, the life situations of these people are not always favourable for them to attend the adult education centre regularly.

Much of this could be said of the instructor also. The only difference is that he or she has studied a bit and as such may enjoy a little more influence in the community and may be able to command a little respect. This is a front-line functionary in the National Adult Education Programme.

The learners are all adults. Some of them may be of the same age or even little older than the instructor. Some of them may be cleverer, wiser, more intelligent than the instructor and may have learnt more from life and its experiences. Some of them may be real experts in the occupations and jobs they are engaged in.

The third factor involved in the learning situation is the teaching/learning material. Generally, these materials are centrally

prepared and distributed to the instructors. Such materials may not have a local meaning and usefulness for the learners as well as the instructors and may fail to evoke and keep up their interest in learning as well as teaching.

The fourth factor is the location of the centre. If the centre is located in the part of the village or town where the economically and socially weaker sections of the population live, then the landlords, master-weavers and others may become curious to know what is exactly happening in these centres and they may arrange to have the classes closely observed. Sometimes they may succeed in making use of the government officials also for such observation. In the case of centres for women, the husbands and male relations of these women closely watch what is happening in these centres.

The adult education centres may be closely watched by the local village or political leaders and also by the government officials, sometimes with real interest which is helpful or with anxiety and also with suspicion, if the instructors were young and happened to belong to a particular caste, religious or political group or were known to be a little rebellious or radical in their thoughts, words and actions.

A few instructors may enjoy the privilege of making use of the village school or the panchayat samiti building or the church or temple for conducting the centres. In many villages the centres may have to function in the verandah of a house or underneath a tree. In many places there may not be arrangements for proper lighting. Even the available lighting arrangement may not be put to optimum use.

This is a fairly typical learning situation in which the instructor has to function. If the main features of this learning situation are kept in mind, the process of training will be more practical. Secondly, the planners and organizers of the programme will have to find ways and means of removing some of the constraints with which the instructor's job is fraught and making the learning

situation for a bit more conducive for achieving the objectives of the NAEP.

The ideal learning situation in NAEP is visualised as an organised group of adults who gather regularly at a place and with the help of the instructor undertake mutually supportive learning activities. This learning activity has to extend naturally beyond the meeting place or the learning centre to their homes and place of work and draws upon all available resources in the neighbourhood and community. The learning centre in this situation is a focus and a meeting point of resources and their users where the instructor is the co-ordinator and key supporter of the learning efforts of the members of the group. The most effective learning groups evolve out of the shared interest of the members. More likely than not, they will cover a homogeneous community with a common pattern of occupations. Since the illiterate are also the poor, their houses are usually clustered in one neighbourhood which may have different local names in different parts of the country. The learning centre and the instructor have to be intimately concerned with the life of these poor neighbourhoods. They have to be active leaders in the efforts for the improvement of their life conditions. The learning has to be related to these efforts. Every care will be taken in the ideal situation to give preference to women and other weaker sections of the community, who have not been able to develop their potentiality in the past and special learning groups would be organised for them wherever necessary. Several such factors can be added to the ideal situation which, however, would be complex.

An example of a good centre : Bori in Rajasthan

Bori is a small mixed-caste village with 50 households of small farmers and artisans. The learning centre which was started at the initiative of one of the village youth, Bansilal, is situated in his home. Bansilal has had schooling upto VIII class and continues to work on the family farm. A farmers' functional literacy class is held every evening at the

centre where 20 to 25 adults gather. Bansilal who has received training and has developed a number of direct contracts with several resource agencies, is the instructor. He shares with the learners the communications he receives from various sources, maintains a small library for neo-literates which is regularly replenished from the supporting voluntary agency that runs adult education programmes. As an educated leader of the village, Bansilal is also called upon to take up, on behalf of the village, problems arising with various government departments. He recently helped to get resolved a dispute with the neighbouring large farmers' village regarding the common boundary of their pasture lands. Once a month, he visits the voluntary agency and together with other instructors in the area, reviews his work, prepares reports and makes plans for the month ahead.

Since there is no primary school in the village, Bansilal also runs a non-formal education centre for children during the morning hours. He is also planning to organise a women's group with the help of knowledgeable women in the community. As a part of the Farmers' Functional Literacy Programme some of the learners have taken up demonstration of improved farming. A First-aid box has been supplied to the Centre and one of the members has received training.

From the foregoing presentation, the main features of a good learning situation emerge as follows :

1. The learning situation consists of an organised group in a small neighbourhood community with a place to meet and an Instructor to coordinate its activities.
2. Learning is merely focused at the learning centre, it is not confined to it.
3. Learning activities are closely related to the community's efforts to improve its living conditions. The Instructor has to provide leadership in the learning aspects of those efforts.

Question 2 : What is the background of the instructor ?

The instructor is the most vital link in the whole NAEP. His/her goal is to make the learners literate, initiate a process of awareness among the learners, induce a process of development in the community; and help the learners to acquire certain functional and organisational skills so that they may improve their economic and social conditions.

As far as possible the Instructor should be from the same background as the majority of the learners and be a resident of that locality. The maximum educational qualification should be completion of the middle school. This qualification is relaxable if the person has leadership qualities and/or no one else is available in that area.

The Instructor should be at least 18 years old. This limit may be relaxed in special cases. It is preferable if he/she has actually done some community work and is progressive in his/her views *e.g.* free from prejudices of caste and community and has some concern for fellow-beings. An understanding and tolerance of other people's faiths and beliefs and an attitude of hope and faith in the capacities of the people should be considered an asset.

The various categories of persons who have varying background and experience could be requested and encouraged to participate in the National Adult Education Programme as instructors *e.g.* :

1. *School Teacher* : The teachers of primary and secondary schools may prove to be one of the main categories for drawing instructors. Their involvement in this programme should, however, be entirely voluntary and only such teachers should be selected as are genuinely concerned about the plight of the poor and the illiterate.

2. *Students* : Students in the institutions of higher education may provide a valuable agency for organisation of

adult education centres. Their selection must also be purely voluntary keeping in view their sincerity and enthusiasm for such work. Suitable conditions must, however, be created for them to function effectively by modifications in the present timings of the academic sessions wherever necessary, the system of credits, examination and certification, etc.

3. *Unemployed or under-employed youth* : A large number of young men and women who reside in the locality and who have necessary educational qualifications and personality qualities could be the most suitable category of adult education instructors. Careful selection should be made to get the right kind of instructors who are committed to the task.

4. *Ex-servicemen, other retired persons and social workers* : This category of persons can play an important role as adult education instructors both in urban and rural areas. They could utilize their time well and give the benefit of their experience and knowledge to the programme. Voluntary social workers could also be an asset to the programme, if they are given resource support. But a modernization of outlook would be essential for all these.

5. *Field level government and other functionaries* : Every effort should be made to involve village health workers, gram sevaks and gram sevikas, balsevikas, functionaries of cooperative societies and village panchayats to join as part-time instructors.

An important consideration in the selection of the instructor is the candidates' standing in the community as a person possessing responsibility and concern. This could be ascertained from the members of the community and from potential learners wherever possible.

An important step in selection is explaining of the programme outline to the potential learners and the instructors, the functions expected to be performed by the instructor and support expected from the community and the learners, and help to be available from the outside agencies. A discussion on these aspects could help develop the capability as well as attitudes of the instructor and help the process of selection.

The identification process has to take into account the special needs of women learners. If mixed groups are formed husband and wife team of instructors may be more suitable. In any case, for women's groups separate women instructors will have to be identified and considerable relaxation will have to be made in all requirements except literacy level, concern for learners and ability to mobilize resources.

Question 3 : What is the instructor expected to do in this programme ?

As a frontline worker in NAEP, the functions of the instructor would be :

(1) Generating awareness among the learners and in the community regarding their situation, their predicament, their rights, their problems and their possibilities.

(2) Disseminating functional information which would help the learners acquire practical skills in their occupations and skills of management to their own advantage as a group.

(3) Imparting literacy skills which would help the learner to fully master at least given levels of reading, writing and numeracy in a fixed period of time. The literacy skills should be related to the lives and needs of the learners.

The instructor has to play the following roles in order to be able to perform the functions :

1. *Organiser of the Centre* :

As an organiser of the centre, the instructor may take the following steps to motivate and involve the potential learners and the community :—

(a) Contact the prospective learners and the leaders of the community ;

(b) Help the supervisor to conduct a simple survey of the community ;

(c) Explain the programme and its objectives to the people ;

(d) Help create a learning environment ;

(e) Help to organise a village local adult education committee comprising local leaders and social workers interested in adult education ; and

(f) Enrol an interested group.

2. *Teacher of Literacy* :

As a teacher of literacy, the instructor is expected to provide the basic stimulus through a dialogue with the learners about their handicaps which reduce their self-confidence and lower their place within the status and power structure of the community. But it is necessary that to bolster the learners' self-esteem the instructor strives to give them the reading, writing and computation skills in a specified period of time. The literacy material should not only relate to the lives and needs of the learners but should arise from these and should be used in a manner which requires the active participation of every learner. Dialogue and discussion should be an integral part of the pre-literacy process, acquisition of literacy and post-literacy action.

About 120—150 hours are generally necessary for the learners to acquire the basic literacy skills in a structured and sequential

manner. Once literacy is acquired, the instructor should mainly guide the learner to read, write and learn further on his/her own. The emphasis should be on self-learning and independence in terms of seeking new learning.

Literacy should be so imparted as to make the learners self-reliant readers. After the learners have completed the reading and writing of basic literacy material, they should be provided with supplementary reading materials which would promote discussions both in the class and the community.

The task of the instructor would be to organise a learning group at a centre. The location and timing etc. of the centre should be decided in consultation with the learners. The timing of the centre should be flexible enough to suit their convenience. If they cannot come to the class regularly during times when the load of work is heavy, the instructor should make arrangements to compensate for the loss of learning time. This flexibility should, however, not mean slackness in the learning effort.

3. *Initiator of discussion for generating awareness* :

The instructor has to have a degree of awareness himself. He has to understand what 'awareness' means in the context of the programme. He has to be well-informed about all important matters that relate to the life of the community, *e.g.*, tenancy laws, land and labour laws, development schemes and loan facilities, health and extension services. He should be familiar with the resources from where this information can be gathered reliably and which will help in the follow-up action. He should be able to communicate effectively with the learners and set up arrangements for open access to information for open discussion, dialogue and development of common understanding. Often, awareness is heightened when special occasions, problems or crisis situations arise in the community and through action taken to deal with these. The instructor has to be able to guide rational reflection and understanding under these circumstances.

The real sources of the difficulties of the poor in the local and larger society will have to be understood by the instructor.

It may be necessary to set up separate learning groups for the poor who are invariably exploited and are dependent on the local power structure and the local officials. The instructor has to be aware of his position in this situation and of the importance of maintaining liaison with the supervisor and the project officer (and through them with the Block and District administration) in order to be able to get timely help in the interests of the poor when the need arises. In dealing with the local power structure he would have to use considerable discretion.

4. *Disseminator of functional information* :

The instructor is required to give demonstration, advice and guidance to learners for improvement of occupational skills and for proper management. He can do this most effectively if he is also a successful practitioner of one or more of these skills. If he is not, he should be able to develop a close working relationship with a successful local practitioner as a resource. He should be able to draw upon the resources of various extension agencies and other resources available locally, set up channels for mutual learning amongst members of the group and arrange simple skill development programmes wherever possible. He should also be able to develop and maintain a system of obtaining guidance for functional improvements through correspondence. In this role the instructor has to put the group's interests above his own. He has to give special attention to the learning needs of the weaker sections who suffer from multiple disadvantages. He has to help them tap available sources for getting loans for equipment, credit, seeds, fertilisers or whatever is available that can assist in improving their economic condition. Guidance for dealing with procedures and formalities would have to be given and, on such occasions, literacy effort could be strengthened. A variety of information would be received and disseminated by the instructor. Legal rights, minimum wages, health services, credit facilities, development plans would form part of such information.

The role of an instructor is to give information which is relevant to the learners in a way that is understandable to them.

The information which is to be disseminated should be given to the instructor during the training programmes and later on through simple information sheets, circular letters, magazines and appropriate reading materials. This continuous flow of information is extremely important for conducting the learning centres.

5. *Mobiliser of resources* :

Another role of the instructor is to apprise the supervisor about the needs and problems of the area and to secure his help to mobilise human and material resources required for the improvement of the functional skills of learners and consequently their socio-economic conditions. With the help of different government or voluntary agencies, and the supervisor, certain short term training courses in agriculture may be organized if the learners are farmers or in other skills for these who are artisans or unskilled labourers.

The instructors cannot at any time be experts in everything themselves. But they should be resource identifiers and coordinators so that the learners get through them help of a technical, social or economic nature that will lead to greater self-reliance and further motivation for learning more of what is useful for them.

6. *Leader-organiser of cultural and recreational programmes* :

The learners and other members of the community should be helped by the instructor to organise programmes of cultural and recreational activities which serve to enliven and enrich the life of the learners : drama, role-playing, bhajans and kirtans, games, exercises, athletics, etc.

7. *Recorder of the process of change and learning* :

The instructor should systematically note and record in a daily diary whatever they observe, the problems they face in carrying out their tasks, or the changes that they observe in the community. For better planning and evolving of realistic policies

and replicating successful programmes, it is essential to know in detail what happens at the grassroots level. By writing about their experiences and ideas the instructors should be able to establish a flow of information from bottom to top.

8. *Manager of the Centre* :

The instructor's role in relation to the management of adult education centres would include the following tasks :

(a) Finding a suitable meeting place in consultation with the local leaders and prospective learners ;

(b) Maintenance of progress record of the learners and other reports prescribed by the project management and sending timely returns ; and

(c) Contacting the drop-outs and finding out the reasons which led them to discontinue and making an attempt to bring them back. (This will also have to be done with persons who show flagging interest).

Question 4 : What competencies (knowledge, skills, attitudes, and values) the instructor should develop for doing his work ?

The instructor should be able to develop following competencies through training, experience and self-study :

Knowledge :

The instructor should develop :

— understanding of the National Adult Education Programme and its role in socio-economic development of the society ;

— understanding of basic principles of contents, methods and materials of Adult Education ;

— understanding of his role as change agent in the socio-economic milieu ;

— understanding of interests, aspirations, needs and problems of the learners through observation, dialogue and discussions ;

— understanding the constraints in his work.

Skills :

The instructor should be able to :

— utilize different forms of group-interaction like discussion, dialogue, role-playing, simulation games, etc. for awareness and learning motivation ;

— elicit the participation of the learners and the community for different activities ;

— impart literacy skills related to the level of desired proficiency ;

— develop among the learners a rational and critical outlook and make learning a vital, meaningful and attractive experience ;

— help the supervisor to mobilise the community as well as the development resources available in that area to improve the socio-economic conditions of the community ;

— effectively evaluate the progress of individual learners as well as of the group and the extent of community involvement in the process ;

— prepare reports and maintain records of the centres ;

— develop simple aids for the learners with their help and that of community resources.

Values, Qualities of Character, Attitudes :

All educational and developmental effort implies a basic set of values or preferences. Values derive from certain accepted beliefs about the nature of a particular society, its development and the role of education in relation to this development. They

provide a basis for the justification of the enterprise, its inner working principles and its desired outcome. Thus, a State-sponsored adult education programme is based on the belief that education is not separable from development and that it has to be supported by the State as a part of its overall development effort.

The policy and the programme formulations in the NAEP have placed a high value on the self-motivated, voluntary sector for implementation of the NAEP, and support arrangements such as training and resource development. A high degree of dedication is visualised in State sector effort also. Again, although it is a large scale programme great value is being put on decentralized and variegated effort for which intensive and careful preparation must be done by all. Recognizing the situational diversity, the emphasis is on non-standardized, situation-specific, and region-specific modes of implementation. This implies that innovativeness and capacity to adapt have a high value in the programme. There is multi-dimensionality in the adult education effort and this implies a multi-functional role for the functionaries, especially the instructors. The programmes are primarily for the illiterate poor. This would require the functionaries to have a faith in the capacities and the ability of the poor to improve their lot.

In the above discussion it is not intended to suggest that the values and their operational aspects are explicit in the NAEP or that there are no inconsistencies or internal contradictions. These are inevitable in a policy and programme which have to contend with the legacy of the past on one hand and a call for peaceful march towards radical social change which is to be initiated jointly by government and the voluntary sector whose operational styles contain fundamental differences. However, it is necessary and possible to identify some basic values implicit in NAEP and translate these into possible attributes and attitudes of workers and design training to develop them.

Operationally, values which motivate social change are reflected in the day-to-day behaviour of the functionaries. But

in the past, training in adult education and extension emphasized mainly techniques and information and neglected the values aspect. However, training that is devoid of value-concerns results in the absence of commitment to the people's cause and failure in motivating the learners.

From the view point of character attributes and attitudes of the functionaries, in particular the instructor, the following values seem to be important. (However, one must be realistic in expectations from the instructors). Care should be taken to develop some of these qualities through training and practice :

(a) A belief in the possibility of adults changing through learning and a commitment to its promotion.

(b) Self-motivation, self-awareness and voluntary action.

(c) Concern for the many-sided disadvantages of the illiterate and poor and a determination to help them to overcome these.

(d) Efficiency and responsibility in performance of tasks assigned.

(e) Faith in the people and respect for them and hope that the NAEP would help them.

(f) Belief in cooperation and mutual aid.

(g) Imaginativeness, initiative, capacity to improve and adapt.

(h) Commitment to equality and social justice.

(i) Patience and courage.

(j) Belief in organising and doing rather than preaching.

(k) Capacity to reflect with others, loyalty to the group.

Question 5 : What kind of training programme is necessary ? How can it help develop the skills and qualities desired ?

Training is assumed to be concurrent at least with one programme cycle *i.e.* the full duration of 10—12 months. This can be divided in the following phases :

(a) Pre-programme phase of upto 2—3 weeks

(b) Mid-programme phase of upto 1 week

(c) Monthly meetings with supervisors and

(d) Self-training while on the job.

The curriculum of training which integrates content and methods, provides for the acquiring of skills and knowledge and development of attitudes and qualities of character the instructor needs for his or her job as an adult education worker. Its main features can be summarized as below :

INSTRUCTORS' FUNCTIONS AND THEIR CURRICULAR ASPECTS

Curricular Aspects in Training

Generator of Awareness

Grasping simple local survey techniques and methods of social understanding, to identify the needs and problems of learners, learning how to record and reflect on one's own and in group, developing the ability for dialogue; gaining a knowledge of sources of relevant information, learning to analyse own and others' perceptions and understanding and how to correct these. Motivating the learners for participation in NAEP.

Instructor as Adult Education Centre Organizer and Adult Literacy Teacher

(The following units are suggestive. There can be many other ways of organizing the content).

Unit I—Understanding the National Adult Education Programme

Concept of adult education, characteristics and objectives; National Policy on Adult Education and major programmes of adult education in the country through readings, presentation and discussion.

Unit II—Role and functions of the instructors

The roles and functions of instructors in programmes of National Adult Education. (What he/she is expected to do) *i.e.* organiser, teacher, initiator, disseminator, mobilizer, recorder, leader of cultural and recreational activities, etc.—eliciting through dialogue and discussion.

Unit III—Generator of Awareness

Learning of local survey techniques and methods of social understanding, to identify the needs and problems of learners, learning how to record and reflect on one's own and in group; developing the ability for dialogue; gaining a knowledge of sources of relevant information ; learning to analyse own and others' perceptions and understanding and how to correct these. Motivating the learner's for participation in NAEP (why they should participate ?).

Unit IV—Curriculum and Material Development for Adult Education (NAEP)

Concept of a flexible and locally relevant curriculum in adult education, understanding and elaborating the planned curricula and linking the needs of the learners and community with the curriculum; adaptation of a given curriculum; applying and adapting the curricula to materials prepared *e.g.* reading cards, games, dialogue, pictures, primers, readers, supplementary books and improvised visual aids—learning to use these materials and aids.

Unit V—Principles of Learning

From known to unknown, simple to complex, concrete to abstract, correlation of ideas and facts. Relating these

principles in the situational context to the acquisition of skills of better living, including literacy skills, giving examples to promote dialogue and discussion.

Unit VI—Organizing an Adult Education/Literacy Centre

(a) *Motivational campaigns* to secure community support, enrolment, involvement of the learner, organisation of the programme, co-operation from other agencies.

(b) *Class management* securing teaching and reading materials, arranging accommodation, proper lighting and other facilities, participant—teacher relationship, democratic atmosphere in the group, abolition of the classroom concept.

(c) Identifying the slow and fast learners and making arrangements for helping them.

(d) *Maintenance of records,* such as attendance and progress reports, stock register accuracy, regularity, etc.

Unit VII—Teaching of Adult Literacy Skills

Methods and techniques of teaching through dialogue and simple projective techniques like discussing pictures or key-words; reading-writing and mathematics through improvised materials leading to standard material—practice through simulation, demonstration or actual organization of an adult education centre.

Unit VIII—Assessment of learners' performance

Purpose of assessment—self-evaluation by the teacher of the programme implemented by him. Programme evaluation—observation techniques; periodic assessment of the learners. Participatory nature of evaluation.

Unit IX—Follow-up

Organizing a reading circle or literacy club, utilizing mobile libraries and libraries in the schools. Organization of periodic meetings, improvising the learners' self-confidence. Learning how to acquire, organise and communicate new information and skills for improvement of health and occupational skills; to set up and use demonstrations; to identify successful practices in the community; to work with training reasources and to organise training sessions or clubs in agriculture, animal husbandry, fishery and forestry, home crafts, environmental education, population education, marketing of goods etc. and removal of harmful social practices.

As Social Organiser—Resource for the poor

Learning about existing social organisations in the community and their state of functioning; the rules and procedures for approaching Block and District officials and agencies for information, help redress of grievances, maintaining a system of communication in these matters with the learners and the community resources.

As a self-organised and self-motivated person

Learning how to visualise own place and role in the programme and in the community; to prepare and carry out a plan of functioning for the learning centre and one's own plan of work for specific time periods; to carry out self-evaluation.

Methods of Training

Just as curriculum and material preparation are to be done in a flexible and adaptive manner, methods of training will also have to be developed through conscious experimentation and analysis of this keeping in view the overall objectives and spirit of the programme. There are no 'expert' methods or a ready-made package of training that will work in all situations. If used uncritically the best methods turn out to be routine procedures or mere gimmicks. After becoming familiar with

the basic approaches and methods in awareness—functionality—literacy oriented adult education, the trainers of instructors should have full freedom to evolve methodologies pertinent to their own needs and the project situation, in co-operation with the trainees and field-level resources.

Teaching practice

— Will include practice teaching through simulation techniques, discussions, dialogues and other participatory methods.

— Practice of actual teaching and concurrent evaluation of teaching by each trainee demonstrating at least 2 learning sessions with a minimum duration of half an hour for each session.

It is suggested that during the instructor's training the supervisor will work both as a trainer and as a participant. He/she has to participate in the entire programme of training to have a complete understanding of the total programme. Each group of instructor trainees must have a few more participants than the number of centres to be opened.

Practice orientation to training is very important and can be ensured in the following manner :

(1) Maximum efforts must be made to organise an actual learning centre in the vicinity of the training programme. This centre once opened must be continued to completion in due course. The instructor trainees should be given the opportunity to do the actual teaching of the basic material and practice of the participatory methods. Five or six centres may be opened for this purpose.

(2) In some areas where the centres may already be working, a group of 5 or 6 instructor trainees may visit the centres, observe the working and participate in teaching at appropriate stages.

(3) In addition, each trainee should have simulation teaching practice on parts of the basic material, including participatory aspects and preparation and use of simple teaching aids.

(4) *Exercises* : Every instructor may be trained to develop a clear understanding of the purpose of the reinforcement exercises usually found in a lesson. He/she must also be able to do these exercises him/herself so that he/she is able to help the learners to attempt these exercises.

(5) *Instructors of special groups* : So far as possible, instructors of women's centres should be women and their training may include practical problems of health and family or socio-economic conditions which concern them and the skills which will help them in improving their occupational skills and life-situations. Similarly for the weaker sections, the instructor should preferably be from the same group and should be trained to use the interests and problems of that group for organizing the learning content and method. The approach and the content of training for these special groups should be suitably adapted.

(6) *Continuing training* : The initial training has to be followed by continuing training through refresher courses, monthly meetings (pay-day) supplementary training materials and field visits.

The project officer must conduct the continuing training programmes, discuss their practical problems and help to solve them.

Question 6 : What resources and aids for the training of instructors are suitable and how can these be mobilised ?

In a participatory and ongoing training process the basic training resource are the trainees and their cumulative experience

and learning. These have to be carefully recorded, organised and used as inputs for the group and by the individuals themselves. This is learning-by-doing and learning from each other. It happens as a matter of course but when organised as a component of training it can give a sense of reality and relevance to the task. Examples of this can be the sharing of success stories amongst the trainers, visits to each others' centres and cluster meetings of neighbouring centres' instructors.

The project officer and supervisors are the key resources for training, concerned with planning, organising and coordinating the training effort for the fullest development of the competencies and attitudes of each instructor. Training is the most important aspect of their job. The quality of the programme will be shaped by their understanding, their example and their way of managing it.

Before the initial training of instructors takes place all the necessary teaching/learning materials and aids, record forms, etc. he/she is expected to use in the centre *must* be procured by the project officer and provided for training.

In addition to the supervisors, other resource persons conversant with the interests and problems of the group preferably from the same area should be involved in the training. Workers of development departments/agencies such as planning, agriculture, health, cottage industries, cooperatives, etc. should be involved.

Question 7 : How can the effectiveness of training be assessed ?

Informal Procedure :

In the last analysis the effectiveness of training can only be assessed by the performance of the instructors and the achievements of the learners. In the course of their work the supervisors can try to gauge to what degree the impact of training is discernible in the activities of the learning centres and in the instructors' performance. In evaluating the achievement of learners and in review of the centres' functioning, an attempt

can be made to relate these to what was done during training. Instructors should be full and equal partners in this exercise.

Even in the short run it is possible to get some idea of the value of training if an attempt has been made to spell out the objectives of training clearly. In addition, if these objectives have been arrived at and shared with the trainees, they too can participate in a proper evaluation. Without the trainees' participation, evaluation is seldom reliable. In this process evaluation takes the form of 'stock-taking' or 'checking the course'. The training programme is a course of action or doing what is expected to lead to certain learnings, understandings, new ways of living things, new ideas of relations etc. Evaluation precede from the questions : what progress are we making towards these goals, are we on the right track, are we getting there, what modifications, if any, are needed in our efforts, where are the weaknesses, what strengths need to be taken note of ? Evaluation takes the form of a group discussion around these questions and is conducted periodically in the course of training and at the end.

CHAPTER V

TRAINING OF SUPERVISORS

IN the NAEP, the tasks of supervisors would be concerned with making the instructors effective in the field. They will have to get the programme moving, try to improve it in every respect, and see that it does not deviate from the very important triple objectives of 'awareness-functionality-literacy' which guide it. In five years one hundred million adults in the age group 15—35 are to be educated. Who are these people? They are, by and large, landless labourers, marginal and small farmers, artisans, slum-dwellers in urban areas, tribals, and women (forming the main bulk in all the above categories). They are poor, ill-fed, illiterate and oppressed. Although they are capable and intelligent, they have not been able to grow because adverse socio-economic forces have been too strong for them to content with. Many of them accept this condition and are resigned to it. This situation is a negation of the principles of equality, social justice and freedom and dignity of the individual so clearly enunciated in our Constitution. The NAEP aims at changing this situation through education. Improving the material conditions of the oppressed, developing in them the ability to solve at least some of their problems and enabling them to stand up against the forces which keep them down can possibly result from this educational effort which aims at making them aware of the fact that these conditions can be altered and changed through their own efforts, if they know how to do it. And this knowledge is power—'Lok Shakti'. The

supervisors have to understand the magnitude of this effort and the roles within this context.

Roles and Functions

What are the roles a supervisor must play for the success of the programme ? Supervisors are expected to guide and support the work of a cluster of about 30 adult education centres as visualised in the project structure. Their tasks are varied, and each one of them is important. They are as follows :

To enlist community co-operation and support.—This support can best come through the formation of local adult education committees. The functions of the committee will be : (i) to arrange free and suitable accommodation for the centre, (ii) to prepare a list of the learners with their age and occupation, (iii) to select suitable persons, preferably from among the community, to be trained as instructors, (iv) to secure the co-operation of local resource persons to participate in the learning programme and group discussions, and (v) to help the supervisor in the task of supervision.

This may gradually help to change the adult education centre into a community centre responsive to the diverse educational needs of the people. The adult education centre must strike roots into the community and become a permanent part of its life. If it does not, it will just wither away.

To help survey the area and assess the learners' needs.— Through survey and assessment the supervisors will get to know their areas, and the people who live in them. The supervisor therefore needs to know, before the programme begins, about the learners, their social and economic background, and their particular problems. In this way an appropriate learning and development programme can be prepared based on their needs and designed to help them. This may involve planning a special curriculum which will be meaningful to the learners and relevant environment, and this in turn will require preparation of special learning/teaching materials. Surveys can best be done with the help of the local committees, the instructors and the learners.

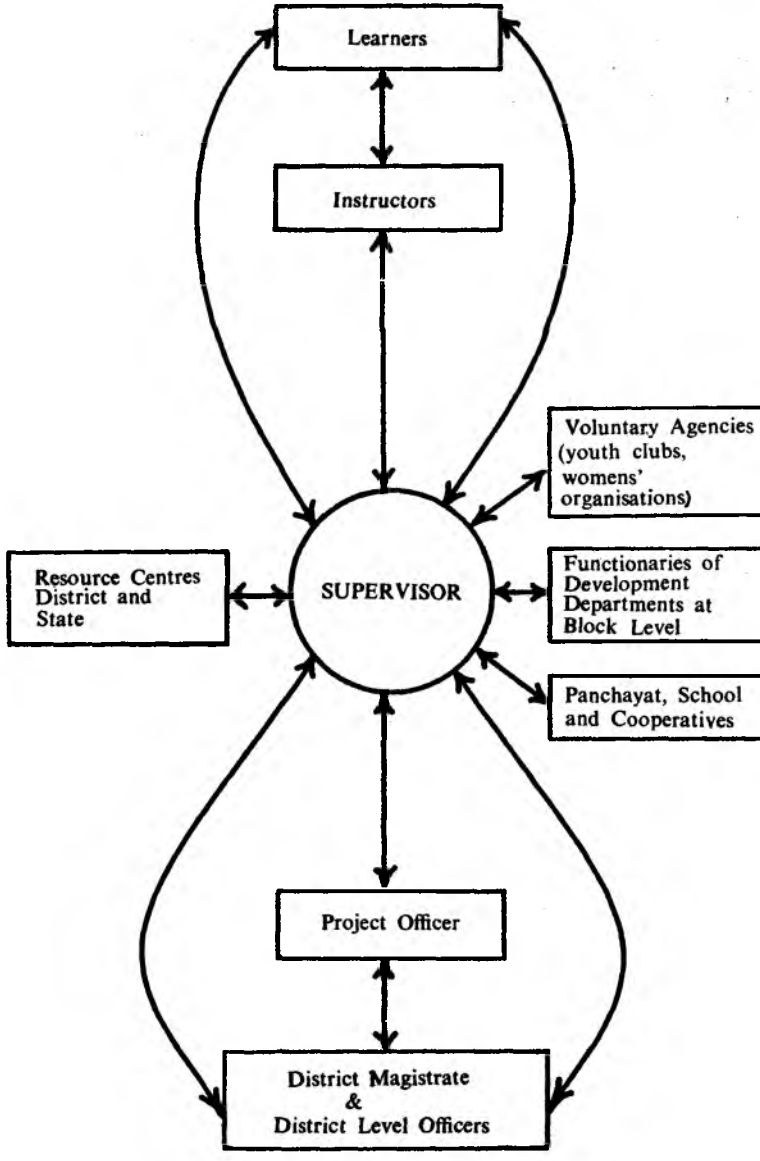
To help in the training programme of instructors.—The supervisors are expected to take an active part in the training programme for instructors. They need to learn the techniques and methods of initiating a dialogue and discussion ; imparting literacy skills to adults ; changing their mental make up; organising not a class but a learning group; preparing and using simple teaching-learning aids; organising group action and learning games. They should contact the resource centre, voluntary and other competent organisations for conducting the training courses. They should also try to involve local resource persons and government extension agents for this purpose.

To help prepare flexible, need-based curricula and materials.—In the beginning, it is not expected that the supervisors would prepare the curriculum materials themselves. But they should be able to contact available sources of materials, such as resource centres and other competent agencies, and select those which are most suitable for their project. They need quickly to acquire the ability to sketch out a curriculum plan based on the needs of particular groups of learners, so that the resource centres can develop a full set of relevant materials. In addition, it is essential that the supervisors learn to write simple and effective lesson sheets in the local form of the language for literacy and post-literacy work.

To plan and organise the programme.—The supervisors have to ensure that the programme runs smoothly and deal with obstacles as they arise. It is their responsibility to see that necessary materials, funds and services reach the centres on time. They may need to contact government and other agencies for the supply of information, inputs and other facilities for health, agriculture, cottage industries, etc. The success of adult education centres will depend on the extent to which they help the learners to improve their health, reduce their poverty and increase their self-confidence. To achieve this, supervisors have also to help the learners to form cooperatives, production groups, etc.

To keep open channels of communication.—Supervisors are important in maintaining the flow of communication in a number of directions. The following diagram illustrates the roles of the

supervisor in relation to the flow of information and in connecting needs of the learners with various kinds of inputs.



To evaluate and guide the work of the centres.—Evaluation here does not mean sending a routine report to the project officer about progress and attendance. Evaluation in this context is meant to help the instructors to run the programme effectively. How is this to be done ? Supervisors have to observe through regular and frequent visits whether the centres are moving ahead, slowing down, or coming to a halt. If the centres are not doing well, they have to find the reasons for this : teaching techniques may be wrong; teaching-learning materials may be unsuitable; development inputs from other agencies may not have arrived on time; adult education centres may not have been able to create a fruitful relationship with the community; attendance may be falling off. The supervisor must try to put these matters right. But Supervisors should be able to convince the instructors that they are there to help them to improve the programme and attain its objectives. Supervisors, learners, instructors and the community all have a part to play in evaluation. This has to be done freely and without fear, and in a constructive spirit. Evaluation is not routine inspection.

To publicise the programme.—A mass programme like NAEP cannot succeed unless its message reaches all parts of the country. Radio, television and newspapers have a very important part to play in this respect. The supervisors, with the help of the project officers, may use these media where available and try out other means too. The objectives of the programme and its different aspects should be pictorially displayed at places where people congregate. The local newspapers may be requested to give coverage to the programme. Pada jatras—walking through the villages and discussing the project—can be organised by the supervisors with the help of the community. Dramas, puppet shows and shadow plays can be powerful means of entertainment, instruction and motivation. The supervisors should try to use all these means to create a favourable climate for the programme. Learners who complete the course should be given due recognition at a public function and the instructor should be felicited.

Some of the roles and responsibilities which are listed above may appear heavy. But NAEP is a programme for change on a vast scale. For such a programme the roles and responsibilities are bound to be heavy. However, supervisors are expected to perform all these tasks in a limited area with the cooperation and support of the project officer, the instructors, Government and other agencies, reasource persons from among the local people, and above all with the help of the community. The programme can go forward only if this help is secured by the supervisors.

Selection of Supervisors

Criteria for selection of supervisors are suggested as under :

(a) As far as possible, the supervisors should be drawn from among the ranks of experienced and successful adult education teachers, extension workers, NSVS, NSS and Community Social Service Volunteers, social workers, and also those who may have academic qualifications in adult education.

(b) They should be familiar with the local language, and as far as possible be residents of the project area or a similar area. They must be willing to live in the cluster area to which they are eventually allotted.

(c) The minimum qualification should be completion of a full high school course, but this may be relaxed in special cases. (Such special cases are likely to be most frequent among women and tribals).

(d) Supervisors should be at least 21 years of age.

Besides the normal procedure of selection through advertisement, interview and consultation, the applicants can be asked to submit in advance a full and honest account of their under-

standing of the NAEP and the tasks of the supervisors within it, and assess their suitability for such a post.

Content of Training for Supervisors

If supervisors are to perform their roles efficiently, certain knowledge and skills are a prerequisite. Training is expected to build up some of these skills. But skills alone are not enough. With skills must go dedication and commitment to the programme. No training programme in itself can create these qualities. And without these qualities skills lose much of their efficacy.

For the sake of convenience, the content of training has been divided into two parts. Part I deals with the concepts and knowledge and Part II outlines the practical learning situations to be created during the training period. This will enable the supervisors to equip themselves with necessary skills and develop competence in them for implementation of the programme.

PART I

Content Area one : Understanding NAEP

India's position on the world map of literacy, the causes of low literacy levels and its implications for socio-economic development; methods adopted to remove illiteracy in different countries; India's effort—government and voluntary—for adult education in the past; what the NAEP is; how it differs from other programmes in the past; what its main objectives and operational plans are; the roles of the supervisors and their relationship to the work of other functionaries in the programme.

Content Area two : Understanding the community and the needs of the learners

Understanding adult learners and their learning abilities; assessment of local needs through—simple survey methods which

include community participation; collection of data from various sources; discussion with local leaders and personnel of the development agencies, and community meetings; making use of data thus collected for planning a suitable programme in urban and rural areas. Special attention should be paid for planning programmes for women and tribals.

Content Area three : Preparation of curriculum and use of learning materials

Guidelines for curriculum design; learning materials—basic, graded, supplementary, and follow-up—and their use at different stages; preparation and use of simple visual aids; assessment of available material; selection of suitable materials and preparation of new materials with the help of resource centres and other competent agencies; methods and techniques of using literacy and other materials.

Content Area four : Organisation of Centres

(1) Pre-operational stage—setting up adult education committees, their composition, purpose and functions; obtaining physical equipment and learning materials and ensuring their timely supply; assisting instructors in enrolment drives; contacting and enlisting support of government and voluntary agencies in the area.

(2) Operational stage—ensuring progress and expansion of the centre through close and personal contact with the learners, instructors and the community; maintenance of records.

Content Area five : Gaining community support and participation

Gaining support for the programme through contacts with local leaders, liaison with local voluntary organisations and setting up of local adult education committee. Publicising the programme through local newspapers, display of posters, use of

exhibitions, festivals, fairs and other indigenous media like puppetry, Tamasha, and Padyatras.

Content Area six : Supervision and evaluation

Purposes of supervision and evaluation in the NAEP; supervision and evaluation techniques ; how to write progress reports and returns; familiarisation with evaluation tools at the level of instructor and learner; periodical and concurrent assessment; how to use evaluation data for improving the programme.

Content Area seven : Training of instructors

Systematic consideration and discussion of the purpose, process and methods of training instructors as outlined in the preceding section.

Content Area eight : Follow-up

Provision of reading materials related to development schemes, self-help and recreation ; organisation of short-term skill imparting courses ; use of local libraries ; setting up of reading circles ; planning periodicals and newsletters for new literates; encouraging other agencies and publishers to produce material for new literates.

Content Area nine : Developmental programmes in the area

Discussion of various developmental programmes in the project area, such as SFDA, DPAP, Integrated Rural Development, High Yielding Variety Programmes, Animal Husbandry, Community Health Workers' Scheme, Family Welfare and Population Education Programmes, Applied Nutrition, Small Scale Cottage Industries, Cooperatives, Land Reform Measures and Bank Credit Services, Workers' Education Programme, Workers' Health Insurance, State Insurance, Rehabilitation Programmes for workers etc. Facilities available under each programme and how to create an interest and develop abilities in the learners to utilise the schemes for their own benefits.

PART II

Besides discussing the contents mentioned under Part I the supervisors will also be provided practical experience in acquiring necessary skills to perform their functions with confidence. The list of learning situations given below is suggestive and can be modified according to the requirements of the training :

(1) Visit to communities for understanding the needs of the prospective learners and environment.

(2) Development suitable programmes based on the field data collected through surveys.

(3) Preparation of need-based curriculum or adaptations of the existing available curricula.

(4) Critical examination of the available teaching/learning materials (specifically the ones to be used in the programme).

(5) Demonstration in use of teaching/learning materials.

(6) Practice in use of teaching/learning materials.

(7) Acquaintance with and filling in of records and returns of progress assessment.

(8) Field visit to adult education centres.

(9) Preparation of curriculum for training of instructors.

(10) Preparation and use of simple visual aids.

(11) Experience and demonstrations in techniques of participatory evaluation.

(12) Self-study assignments.

Duration and Nature of Training

It must not be thought that a single pre-service training course is all that is necessary for the supervisors to start work effectively. In a programme of change and growth, all those

who are involved in it constantly face new situations, new problems. A solution to one problem may give rise to another. Work becomes more complex but no less challenging. The daily experience of the functionaries makes them unlearn many things and learn new things. These call for new courses of action. Learning must move into action and help the programme to grow further. This is what makes the programme dynamic. If it becomes static it dies.

Suggested patterns of training are as follows :

(a) After selection, there should be an initial orientation for supervisors lasting about three days. Project officers should prepare guidelines for the new appointees, in order to enable them to go into the field with an ability to make structured observations of their area and its people. During this period in the field it will be their task to observe and note the living conditions of the communities they are to serve, and try to see in what ways education might bring about changes in these conditions. The initial orientation is expected to prepare them for the pre-service training which is to follow.

(b) Pre-service training of two weeks, or about eighty hours, should be residential, and its nature should be that of a camp, a *shibir*. It should be planned in such a way that the trainees also absorb the values and attitudes essential to the programme : simplicity, equality, self-reliance and mutual help.

(c) The pre-service training course should be followed by a process of recurrent training sessions through monthly meetings, refresher courses and correspondence.

It should again be emphasised that apart from this suggested plan of training, the supervisors should treat every day as a

kind of training experience. They must observe new situations, react to new problems, reflect on them in the light of their experience, and then try to act on their reflections. Reflection and action should continually reinforce one another. Situations may arise *e.g.*, crop failure due to flood or scanty rains forcing learners to leave the area; outbreak of epidemics and these situations may need some positive action. The normal functioning of the adult education centre may be rendered impossible. Outside assistance may be required to solve the problem or community action need to be stimulated. By reflecting on the overall situation of the communities they serve, they can act appropriately by contacting the concerned organisations like Irrigation, Agriculture and Health Departments, local Banks, DPAP schemes, etc.

Training Methods and Techniques

Training methods and techniques should embody the same principles and assumptions all the way from the project officers to the instructors. A common understanding of these principles is vital for the progress of the work.

All training within the NAEP must keep constantly in focus the nature of the learners, their needs, qualities and potentialities. Methods and techniques, therefore, should derive from the following principles and assumptions :

(1) The learners have the capacity to direct their own development.

(2) They already possess a considerable fund of knowledge and wisdom. This must form the base for the teaching/learning programmes, and be kept in mind throughout.

(3) Learners should participate actively and fully in the learning/teaching situation. Dialogue, discussions, planning sessions for joint action, and learning

games—these are some of the ways through which active participation can be achieved.

(4) Throughout the learning/teaching process efforts should be made to create awareness in the learners of the forces and circumstances which have prevented their growth, and help them to overcome them and stand on their own feet. Self-reliance is one of the main objectives of the programme.

(5) Both learners and functionaries must feel that they can contribute to each other's learning, and that it is not a one-way traffic. Mutual learning can be very productive, and can dispel feelings of inferiority in the minds of learners.

These assumptions and principles should also find expression in the various media of training. It would be wrong to assume that there is no place for guided learning in the programme. At the literacy stage guided learning cannot be avoided ; but even here there is room for active participation by the learner. Lessons can be built in such a way as to lead to discussion and dialogue, even at the early stages of literacy.

Methods and techniques should not be concerned only with the transfer of information. They should also aim at bringing about changes in the attitudes of the learners and helping them to form cooperatives and other action groups.

Audio-visual aids can help learners to understand topics for discussion. Supervisors should be given some training in the preparation of such aids. However, if they are to be made in large numbers, or are too complex and technical in nature, then the resource centre should be asked to help. Role playing and learning games can be used to help learners understand their own situations better, and identify the causes and forces which operate in these situations. Learning games need not be imported from abroad; there are ample indigenous forms in all parts of the

country which can be modified and adapted to the needs of the learners. Indigenous forms of entertainment can be closely associated with the learning process. But they have to become oriented to the development of the learners. In this way such adapted forms of entertainment can enrich content and enlarge the scope of the learning process. Supervisors should be acquainted during their training with the range of available learning aids, careful and purposeful observation games and methods for dialogue and discussion, etc., which can be used at the adult education centres. In this way supervisors themselves can pass on this knowledge to their instructors. Trainers should attempt as far as possible to utilise all these aids and methods in the training of the supervisors.

In *initial orientation courses* the methodology will mainly be (1) guided observation, (2) analysis of situations, (3) discussion and dialogue on these situations, and (4) field visits.

In *pre-service training courses* all the methods and techniques relating to literacy learning, group discussions and dialogue, and planning of joint action should be included. Information regarding available resources in the project area as well as local cultural and folk forms of entertainment, etc. must also be given.

In-service sessions may be expected to consist mainly of discussion and exchange of information and experience.

Organisation of Resources for Training

In order to organise training programmes of any kind the organiser should ensure in advance the following :

1. *Facilities*

This will include the venue of the training programme, accommodation for participants, arrangements for group activities and secretarial services. The venues for initial orientation courses

can be Project and Block headquarters or Voluntary Agencies located within the project area.

Pre-service training courses can best be organised in institutions like State and District Resource Centres, Extension Training Centres, Teacher Training Institutions and Voluntary Agencies. It should be residential on a camp format, with all sharing responsibilities in order to learn from each other's experience, in an atmosphere of mutual help and equality.

In-service sessions and short refresher training courses (2-3 days' duration) can be organised at project headquarters, or preferably at adult education centres.

2. *Training Materials and Equipment*

For the initial orientation courses, the essential materials needed are : posters, pamphlets, booklets, charts etc. on NAEP; documents giving details of the area and its environment, material designed to provide guidance for collecting relevant information from the field and on structured observational visits.

For the pre-service training programmes a much wider range of material will be needed : a mini-library on NAEP including both literature and references on adult education; sets of teaching/learning materials related to literacy, dialogue, skill proficiency, follow-up, guide-books and visual aids and games for trainers and instructors.

For in-service training, it is important to present any new material which has become available.

3. *Resource Personnel*

The initial orientation course will be organised by the project officer with the help of the functionaries of the Development Department and representatives of voluntary organisations.

For the pre-service courses, it will be useful to involve as wide a range of personnel from development agencies as possible, such as from agriculture, health, cooperatives, representatives of voluntary organisations and State and District Resource Centres. Experienced instructors can also be associated in these training programmes.

4. *Field Visits*

Field visits should be arranged in the training programme, wherever possible, preferably at instructors' training centres, vocational training centres and adult education centres.

Evaluation and Follow-up of Training

All training programmes should be constantly assessed by the trainers and organisers with the help of the trainees. The purpose of this is to permit continuous improvement in training. Assessment may be made informally through discussion and exchange of views. More formal methods of assessment are: questionnaires for the trainees to complete, asking for their reactions to different aspects of the courses (this can be done at the end of the training programme as well as after the trainees have been in the field for sometime when they can make judgements in the light of their practical experience); encouraging trainees to make their own assessments without organisers or trainers being present, meetings between the participants and organisers.

It is important to realise that training continues in the field, and dialogue should therefore be encouraged among the trainers and trainees through visits, correspondence, news-letters, etc.

A suggested proforma for evaluating the training programme is given in the chapter on 'Evaluation'. This can be adapted according to need.

ANNEXURE A

A SKETCH OF AN INITIAL ORIENTATION PROGRAMME FOR SUPERVISORS

1. **Purpose :**

The purpose of this initial orientation is to enable the newly appointed supervisors to get to know one another and the project officer and his/her staff. It also aims to prepare them to learn about and understand the project area and its people. This must all be done in an informal and relaxed manner. The aim should be to reflect the informal and participatory nature of adult learning.

2. **Duration:**	Three Days.
3. **Venue:**	Project/Block Headquarters.
4. **Trainers:**	Project Officers; Project Staff, Block Level Functionaries of Development Departments, Experienced Instructors and learners.

5. **Tentative Programme:**

Day & Sessions:	Programme.
Previous Evening:	Arrival.
	To take full advantage of the training the supervisors should arrive previous evening and have a meal together. This can be very effective in allowing the supervisors to get to know one another. This process of knowing each other and getting benefit from each other's experiences through informal methods will continue in subsequent days.

First Day Forenoon Session I

(1) Self-introduction by trainees and trainers (Project Staff). Presentation of Tentative Outline of the Training Programme.

(a) The supervisors and trainers will give brief introduction highlighting their previous experiences of working with adult education programmes.

(b) The project officer presents his/her suggestions for programme components and asks the supervisors as a group to draw up a programme containting these components and any other additional elements they may consider necessary. Suggested components' outline might be distributed.

(c) Each participant is given the following reading material for self-study :

(i) Handouts on the NAEP.

(ii) Document giving aims and objects of the project.

(iii) Acquaintance with the project area with special reference to socio-economic conditions of learners and environment.

(iv) Developmental agencies working in the project area.

It is suggested that this information is provided to the supervisors in the form of pamphlets or cyclostyled material. The project officers should collect this information well in advance before the commencement of training programme.

Session II

(2) Self-study and Group Discussion among supervisors themselves.

The supervisors will read the material and discuss among themselves in group : the phasing out the components of the programme, proposed plan of work for the next two and a half day, allocation of time for different activities, methodology and explanations for the programme evolved by them.

(3) General Discussion on the Tentative Outline of the Programme framed by the participants.

Afternoon Session

Field Visits.

The supervisors will visit one or two communities to acquaint themselves with local conditions, socio-economic conditions of learners and constraints under which they are living. The observations made and data collected during this visit will form the basis of discussion.

Evening Session

Discussion on Field Visits—Verbal presentation of the account of their visit to project area.

Second Day Forenoon Session

(1) Acquaintance with survey techniques and use of data for developing effective programme of adult education.

The project officer will demonstrate and explain the proformas to be used in the project area for obtaining requisite information and data. He will also explain techniques of collecting data through informal discussions, observation, simulated interviews.

(2) Inter-learning exercise in group.

The supervisors will learn from each others' experiences—methods and techniques of collecting data for preparing adult education programme. They may develop their own proforma for collecting the requisite information.

Afternoon Session

Field Visit.

(1) The supervisors before proceeding for field visits will be explained the purpose of visit and tasks they are expected to perform.

(2) If adult education centres are running in the project area, the supervisors should also observe the functioning of these centres. They may have separate discussion with instructors and learners to find out their reactions and problems.

Night Session

Verbal reporting by group members on the visit in an informal meeting on dining table.

Third Day Forenoon Session

Institutional Field Visits.

(1) The supervisors will be acquainted with the major developmental programmes going on in the project area. The assistance of Block functionaries may be taken up in this respect. It will be better if a brief write-up on each programme is prepared and distributed to the supervisors. It should be followed by discussion.

(2) This preliminary discussion will be followed by visits to some of the on-going developmental programmes in the project area such as SFDA, Local Bank Programmes, A.N.P. Programmes. This should also include visit to Block headquarters.

(3) Verbal reporting in group followed by general discussion.

Afternoon Session

Planning their own programme in the Field.

(1) On the basis of this initial orientation the supervisors will individually prepare their own programme for the period they will be spending in field before they are sent for pre-service training. The project officer may call some of the experienced instructors or social workers from each cluster when these supervisors will be placed. They may discuss the tentative programme outlined with them.

(2) Discussion on the programme outline developed by supervisors.

There will be a general discussion on programme plan of each supervisor. The plan will be modified in the light of the suggestions.

(3) Individual counselling by Project Officer.

The project officer will meet informally with each supervisor and will try to develop confidence in them so that they can take up the job with dedication.

Departure

Evening

This orientation training will only be effective if it is followed by a pre-service training programme within a period of one month. If this is not in prospect and longer delay is likely, then the initial orientation course will have to be extended so as to include literacy instruction and other essential elements of the content areas proposed for the pre-service training programmes.

ANNEXURE B

A SKETCH OF A PRE-SERVICE TRAINING COURSE FOR SUPERVISORS

1. **Purpose :**

The supervisors when they come to attend this course, will have already completed their initial orientation training held 2 or 3 weeks ago at their respective project/block headquarters. Now they have a broad idea of the task and their roles, understanding of some of the methodologies of working with learners and actual living conditions of the learners. The pre-service training can be built on this understanding and knowledge. It should aim at developing an understanding of the NAEP, its objectives and operational structures; tasks of the supervisors and their relationship with other functionaries; adult learning; organisational and operational structure of adult education programmes; training of instructors; different types of teaching/learning materials available; methods and techniques of participatory evaluation and their use in field situations.

2. **Duration:** —Two weeks.

3. **Venue:** —State Resource Centres or selected Voluntary Agencies and Extension Training Centres having requisite physical facilities and experience of organising such programmes.

4. **Trainers:** —The team of trainers will include:

(*a*) Staff of the institution selected for organising training programmes.

(*b*) Functionaries of the Development Department.

(*c*) Project officers working in the area.

(*d*) Local resource persons (experienced instructors, learners, progressive leaders).

5. **Guidelines for organising Training Programme :**

(a) Before the training starts the training incharge should have a brief session with different trainers and explain to them the purpose of training, background of the participants and the methodology to be followed. They should be explained that lectures and talks as such should be minimised and dialogue, discussions and techniques which enlist active participation of supervisors are essential.

(b) The participants already possess a considerable fund of knowledge and field experience. This must form the base for developing the training programme, and be kept in mind throughout.

(c) Supervisors should participate actively and fully in learning situations throughout the programme.

(d) Demostrations and practice in preparation of curricula and use of literacy teaching materials must find a prominent place in the total training programme.

(e) The tentative outline prepared by the trainers should be discussed formally and informally with the supervisors. They should be actively involved at various stages of planning and finalisation of the programme.

(f) The supervisors be instructed to arrive a day before the training starts to get acquainted with one another, the trainers and the venue. On the first day, after getting to know each other through informal methods (informal discussions on dining table, hostel rooms, informal guided group discussions with staff), cyclostyled material on the suggested 'content areas' will be distributed. The trainees should divide themselves into small groups to discuss and reflect on the material distributed. They

can meet after 2 hours to suggest changes and seek clarification from the trainers. This dialogue between the trainees and trainers should continue right through the course.

(g) The content areas suggested in the 'curriculum for training of supervisors' should not be regarded as rigid. They are just suggestive. The trainers and trainees themselves may change their order or priority keeping in view the regional requirements and overall objectives of the training programme.

6. **A Sample Programme Illustration :**

Day & Sessions Previous Evening

Programme.

Arrival of Supervisors

(1) 'Getting to know each other' through informal methods such as discussions on dining table, hostel rooms, informal group discussions.

(2) Distribution of pamphlets and other reading material on NAEP and other content areas of the programme.

First Day Forenoon

(1) Self-introduction by trainees and trainers and presentation of tentative outline of the Training Programme.

(2) Participants to divide themselves into smaller groups and discuss freely the components of the training programme. Each group should prepare its own plan of the training programme keeping in view their regional requirements and overall objectives of the programme.

(3) General discussion on the programme outlines developed by the groups.

(4) Discussions on the field and other problems of the supervisors, relating programmes with their needs.

Afternoon :

(1) Self-study of the material distributed, followed by general discussion.

Second Day Forenoon :

Content Area. One : *Understanding NAEP*

(1) India's position on the world map of literacy, methods adopted to remove illiteracy in different countries. This will be explained in brief with the help of a world map of literacy. The participants' attention will be drawn towards the magnitude of the problem of illiteracy in India and its consequences leading to poverty, ignorance and exploitation.

The pamphlets giving brief description of the methods adopted to remove illiteracy in other countries will be distributed in advance to the participants. They will be asked to give a critical appraisal on the applicability of these methods in Indian conditions. This will be followed by a group discussion.

Afternoon :

(2) Presentation of the outline of NAEP followed by general discussion. The operational structure will be explained with the help of a Structured Chart. The project budget and other details will be discussed in groups.

(3) Functions of the Supervisors and other functionaries. Group discussion-*cum*-general discussion.

Evening :

(1) Informal Group Meetings on Roles and Functions.

(2) Self-study of the material and writing their own experiences.

(3) Film show if possible on 'Literacy for Progress' or 'Innovative Literacy Programmes'.

It is just a sample illustration for one unit. The trainers will develop plan for other 'Content Areas' keeping in view the above illustration and general guidelines.

CHAPTER VI

TRAINING OF PROJECT OFFICERS

What is a Project Officer ?

A Project Officer is not a State employee only. He or She (S/he), is *any* person who is responsible for directly supporting the Supervisors of groups of Adult Learning Centres. He or she supports the Learning Centres also, but mainly in an indirect way, through their Supervisors. Non-governmental organisations will have persons with similar responsibilities. For convenience, we will use the term 'Project Officers' for all.

2. The Project Officer is the chief support of the Supervisors and the Instructors. S/he must enable the Supervisor and Instructor to do their work properly. They, for their part, must feel able to rely on him/her for help on any matter which affects their work as educators. Equally, the adult learners and their leaders must feel that S/he is available to them also, for consultation and help in their educational needs. The Project Officer then is the foundation of the good spirit and effective operation of the Centres in his/her care.

3. When the Supervisors, (or Instructors or Learners) require help, the Project Officers need to respond and act rightaway. That is why they are to be given power to act independently and quickly. It is hoped that this will be equally true of governmental and non-governmental organisations.

4. Before there can be Supervisors and Centres to support, there must of course be a Project. Planning one and putting it into action is the first duty of a Project Officer.

This means that a Project Officer is a person of initiative, who can get things moving.

What is expected of a Project Officer ?

5. The Project Officer is there to support Supervisors, Instructors and Adult Learning Centres in three broad areas : (1) education and training, (2) management and (3) public relations. The most important area is *education and training*. Nevertheless, the Project Officer as a professional educator will not be fully effective, unless s/he has a sufficient grasp of management and public relations. We shall discuss each area in turn and then take up the question of what the Project Officers need to learn to do their job well. If they do their job well, their behaviour as educators, trainers, managers and communicators will be wholly consistent with the objectives of the NAEP.

6. Some of the roles and skills of a Project Officer are common to all three main areas of function. We may take them first and call them 'General Functions and Skills'.

General functions and skills

7. In the first place, the Project Officer will be expected to know his/her project area thoroughly. The characteristics of its people, their social and economic groupings, their needs and afflictions, the distribution of power and influence will need to be known for the development of relevant learning programmes. So, too, will the physical, climatic and human opportunities for and obstacles to social and economic improvement. Accordingly, appropriate skills in surveying and in interpreting data will be necessary.

8. (a) *By 'appropriate skills in surveying'* is meant something akin to Action Research which seeks the minimum sufficient information for action. These skills will be important in the

pre-planning implementation and evaluation phases of the programme. We also intend that the skills should include those which involve local groups and communities in surveying themselves. In this way, outside elements would be reduced. More important, the real needs of various groups are more likely to be reflected and these groups will from the outset be shaping their own education.

8. (b) Of course, in any project area, separate surveys will need to be made by each Supervisors and the Instructors. Accordingly, the Project Officer is expected to be able not only to conduct surveys, but to train others in them, also.

9. Similarly, the Project Officer needs to know what resources are available in the form of governmental service and welfare agencies and voluntary bodies which might both contribute to and be strengthened by the NAEP. S/he must know, too, what organs of public communication exist : newspapers, local radio stations, publicity agencies, theatre groups, cinemas, etc. A point of particular importance is close acquaintance with the State Resource Centres.

10. It is of course, not enough to know about these services and agencies. The Project Officer is expected to inform *them* about the NAEP : what it is trying to do, how it will work locally, who will be affected, its progress. More vitally, s/he must enlist both their goodwill and their active collaboration in support of the Supervisors and Adult Learning Centres. In return, the Project Officer must be watchful for opportunities for assisting these services and bodies through the NAEP. If assistance flows in two directions, it will last longer and even grow stronger. In particular, keeping State Resource Centres informed of needs and opportunities for new learning aids is a priority for project Officers. Procedures and mechanisms for ensuring the flow of information and the realiability of cooperation will need to be considered in the training of the Project Officer. So will forms of leadership.

11. The Project Officer is expected to keep an expert eye on all aspects of the Project. Are the Adult Learning Centres working properly ? Are their curricula relevant to them ? Do they get the help they request from other agencies ? Are the morale and effectiveness of the Supervisors high ? If not, why not ? Perhaps, the training and support from the Project Officer her/himself is defective ? Is there lively public interest in the NAEP ? Most important of all, are the Adult Learning Centres developing new education and action ventures of their own ? Have their members learned to make much wider use of the possibilities open to them ? All these questions can be answered reliably and fully, only if the Project Officer is skilled in monitoring and evaluating the operation of each part of the project, educational, managerial and public relations.

Professional Functions and Skills

12. Because the Project Officer is first and foremost a professional educator, we call her/his educational area the *professional* area. We deal it in two sections : (1) Training and Supervision, (2) Developing curricula and learning materials.

13. *Training and Supervision* : First, the Project Officer is expected to help Supervisors and, to a lesser extent, Instructors to learn how to do their jobs. This help must be organised and offered in such a way that the Supervisors and Instructors themselves become creative persons, able to see and respond positively to unexpected opportunities, able to see challenges in problems and able to act on their own initiative. A most important element in the training organised by the Project Officer will be helping the Supervisors set themselves realistic and worthwhile goals and giving them the skills to achieve them.

14. Such help cannot, of course, be completed in one short course of training. The Project Officer will be expected to reinforce it through two means. One will be supervision through visits to Adult Learning Centres. Such visits will not be strict inspections. Rather, these will be occasions for sympathetic investigation of difficulties, careful analyses of pro-

gress and successes,—so that the lessons can be transmitted to other learning centres,—and most of all for the recognition and encouragement of effort. At the end of a visit from a Project Officer, the Supervisor or Instructor should feel heartened and even more energetic. Equally important, s/he should feel that s/he has contributed to the general improvement of the project, that what s/he has communicated to the Project Officer will be communicated to all the other Learning Centres and may even affect general policy.

15. The second means of reinforcement will be regular, relatively frequent in-service training. Project Officers are expected to organise such occasions on the basis of the actual experiences of the Supervisors and Instructors. Analysing such experiences, reflecting on them and building new understanding from them will be the major activities of in-service training.

16. The training function is not confined to Supervisors and Instructors. Project Officers are expected also to orient the members of government services, non-governmental agencies and, equally important, leading members of the local public. Such orientation will concern mainly what the NAEP can offer to other programmes, what the NAEP needs from the other programmes. It will of course be important that the services and agencies learn how to offer their help in ways consistent with the principles of NAEP. Their learning thus is the responsibility of the Project Officer. Meeting this responsibility depends partly on the initiative and tact of the Project Officer. But it also depends on support from the State and clear indications that other agencies are expected to take NAEP seriously.

17. *Developing curricula and Learning Materials.*—Project Officers are expected to develop curricula and learning materials for two main groups, their own personnel of Supervisors and Instructors,—training curricula,—and the members of the Adult Learning Centres.

18. Curricula and materials for the second group will of course be more numerous and varied than for the first. The

participants of the Adult Learning Centres may, after all, consist of women, agricultural labourers, small scale artisans, urban workers and many other types, with widely different interests and needs. Developing or even adapting programmes for such a variety of people within perhaps one project area will require much skill, flexibility and creativeness from the Project Officers, and the Supervisors.

19. Indeed, to satisfy such requirements Project Officers will need to know and enlist that help of such agencies as the State Resource Centres or voluntary organisations. They will also need to learn how to help set up more local Resource Centres, possibly with state assistance, and/or with non-governmental support.

Managerial functions and skills

20. The Project Officer has one central task as a manager, coordinator or administrator. It is to ensure that the system of communication, procurements, deliveries and payments works efficiently and punctually in his/her project area. Without it, the Supervisors and Adult Learning Centres will be disrupted in their work. They will be frustrated, their morale will sag and the risk of failure will be high. Therefore, the Project Officer is expected to give due attention to planning, to organisation and to communications. Skills in office, financial and stores-management will also be expected, even though specialised assistance in these areas will be provided by the staff of the project office. The Project Officers need also to be able to write reports. As with surveys and data collection, the principles here should be to provide the 'minimum sufficient' information and to be economical with words and paper.

21. In planning, the Project Officer will need to provide for the expansion of the Project, the development of the Adult Learning Centres, the training of the necessary personnel,—the procurement and delivery of books, lamps, oil.—and the availability of supporting services, such as health workers, agricultural extension agents, family welfare officers, labour officers, etc.

S/he will need to anticipate bottle-necks and possible occasions for improvisation.

22. In organisation, the Project Officer will be expected to arrange for training, to secure suitable accommodation and facilities, suitable food supplies, adequate transport etc.

23. The managerial function of the Project Officer includes personnel management. Her/his personnel include not only the Supervisors and Instructors, but also the office staff. These last will be pivotal in ensuring proper support for the Adult Learning Centres. Accordingly, the Project Officer is expected to have skills of leadership in maintaining morale and effectiveness, in the sympathetic but judicious handling of personal problems, grievances, inefficiency, misbehaviour or even dereliction of duty. The recognition and encouragement of good work are also skills to be expected in a Project Officer.

24. Personnel management includes personnel selection. The Project Officer will almost certainly have some influence in the choice of Supervisors, Instructors and office personnel. S/he will accordingly need some skill in selection. The selection of Instructors—in some cases even of Supervisors—may well involve local leaders and prospective adult learners. Therefore, the Project Officer will need to develop for her/himself some minimum criteria from which to negotiate. *Negotiation* is an important factor here. Instructors and Supervisors must not be imposed upon unwilling Adult Learning Centres. On the other hand, unwise local choices could risk failure, against which the Project Officer is obliged to guard. Clearly, then, the Project Officer requires skills in selection and in developing procedures for safeguarding the initial quality of Instructors and Supervisors.

Public relations functions and skills

25. For the NAEP to succeed, two conditions will have to be met. (1) People everywhere must know about it. In particular, the prospective participants must be convinced that the NAEP exists for their sake and that its staff are eager for them

to use it. (2) Local Leaders, non-governmental service organisations, development agencies of all kinds, as stressed earlier, need to be fully aware of two points : how they can support the NAEP, and how the NAEP can support them (Let us repeat, unless the support is two-way, people will have no incentive to disturb their own work for the sake of the NAEP).

26. The Project Officer therefore is expected to popularise the NAEP in general and her/his own project in particular. A basic condition for her/his success is his ability to create goodwill, rapport and communications between her/himself, the local population and the agencies whom s/he would need to involve. Skills in stimulating and mobilising support and making good use of what is offered will be important for the Project Officer. So will skills in creating and maintaining helpful publicity.

27. Quite as important, of course, will be her/his ability to help the Supervisors and Instructors popularise *their* projects and use local opportunities for support. A team of some 500 people in a project area cannot help but secure vast goodwill and co-operation, if it works together and on sound principles.

28. Necessary to gain such goodwill and co-operation will be the following qualities :—

- concern and commitment, clearly demonstrated, for improving the immediate human situation of the project area.
- approachability and openness to the people, a willingness to work with them as a common man, sharing a definite common cause.
- pains in explaining the NAEP in terms of everyday language and in the context of everyday life.
- willingness to help in other work and programmes to the fullest extent compatible with the needs of the NAEP.
- alertness to use all possible media of communication for the NAEP—circus troupes, theatre or puppet

groups, newspapers, cinemas, local radio stations, etc.

— alertness to draw on local writers, artists and other talent to create local educational materials.

— pains in maintaining good communications and working relations with such media and talent.

29. At times, groups of adult learners may feel that their thoughts for action will bring them into conflict with powerful people/officials. The Project Officer will need to be ready to consult with them on the best approaches to negotiation with such people. If conflict does indeed appear unavoidable, the Project Officer must be prepared to mobilise power to protect the adult learners.

Who will be the Project Officers ?

This list of what is expected from the Project Officers is considerable.

Will these functions and qualities call for super-people ? If they did, the NAEP would surely fail. The Project Officers will be ordinary people who have adopted worthwhile goals and who have worked out for themselves effective ways of achieving their goals.

30. For the first year at least, Project Officers will be a mixed bunch. Some will have had experience of adult education—they may even have worked in such schemes as the Farmers Functional Literacy Programmes. Others may have worked only in schools. Some may have University degrees, but little experience of working with disadvantaged people. Others may have no university degrees, but be rich in experience of experiment and innovation in adult education. Some may find the NAEP exciting. Others may feel the policy is not fully clear or even that it is unrealistic. In some places, the Trainers may be invited to help select the Project Officers. Elsewhere, they may simply be asked to receive people whom they have never

seen before. However, to whatever extent is possible, Trainers should press for the appointment of people with substantial academic training and experience in adult education. (Where Trainers are offered a say in selection, they may find the criteria suggested in Annexure 1 to this Chapter helpful).

31. Only one thing is certain. It will be a very rare Project Officer who has organised a group to learn about social development, economic skills and literacy all at the same time, who has then actually seen her/his group successfully reach all their goals and who has helped the group keep going on to fresh educational ventures. When such a Project Officer appears, Trainers must capitalise on her or him as a very precious resource.

What does this mean for training Project Officers ?

32. All Project Officers will have a potential for change and growth. But their various backgrounds point to two golden rules only. First, in order to be consistent with the approach to training outlined in Chapter III each Project Officer must learn through a complete experience as an ordinary Instructor. S/he needs to know all the opportunities and problems at first hand. The Trainers must create a programme for this need. (In Annexure 2 to this Chapter, a couple of ideas are offered on how this might be arranged).

33. Second, there can be no standard or single short course for Project Officers. Their mixtures of experience require the Trainers to be flexible to the utmost. The watchwords should be :—

(i) to capitalise on the experience of those who have worked in adult education ;

(ii) to help the Project Officers train each other as much as possible ;

(iii) to help each Project Officer learn to train her/himself.

Training approaches, contents and methods

34. The training of Project Officers must be completely in tune with the kind of person expected from the Adult Literacy Centres. It must also ensure that each Project Officer has sufficient opportunity to develop all the abilities and skills necessary to his/her job. Accordingly, approach and content are equally important. The methods by which the Project Officers learn their job are as vital as what they learn. The following principles of training need then to be applied to each component of content.

35. **Training principles**

(i) To the extent possible, the training must be *participatory*. That is, the Project Officers themselves must take charge of their own learning. They must clearly understand and accept the responsibilities and goals set by the NAEP. Even so, they should be left as much freedom as possible to work out the best ways of fulfilling the responsibilities and achieving the goals. On the other hand, of course, the ways they develop must be acceptable to their employees, their Supervisors and Instructors and to their Adult Learners and communities. Participatory training then calls for a balance of authority, autonomy, dialogue and negotiation.

(ii) Abilities such as creative thinking, resourcefulness, analytical thinking and critical thinking need to be given as much emphasis and scope as possible.

(iii) Interplays between theoretical thinking and real experience need to be promoted. The Project Officers should be encouraged to offer their own experiences for theoretical analysis and understanding.

(iv) Skills and habits of individual reflection on daily experience need to be encouraged.

(v) Appropriate experiences need to be built into the programme of training.

36. In tune with these principles, the following assumptions are made about the conduct of training :

(i) Field Training and direct experience will be the main base of the training programme and shall be provided through a variety of ways. The techniques of Field Operational Seminars will be utilised wherever possible.

(ii) Theoretical parts of the training will be given a practical orientation through participatory approaches such as small group discussions, individual study, workshops, role playing, etc.

(iii) Different components of the course will be integrated through panel discussions with specialists in related subjects and Adult Education experts. The panel discussions will, however, be preceded by individual study informal exchanges of views with experts, periodical lectures, etc.

(iv) Opportunities will be provided to trainees to assess the requisites of NAEP and devise ways and means to achieve its objectives.

(v) Practical exercises will be provided, keeping in view the expected roles of the trainees.

(vi) The trainees will be expected to observe current forms of nonformal education and to assess them against the aims of the NAEP. When possible, they will undertake teaching and evaluation in Adult Learning Centres of the NAEP.

(vii) After the first batch of Project Officers has been established in the field, the trainees in the subsequent batches will be attached with a trained Project Officer for a period of one month immediately after the completion of their initial training, in order to ensure thorough understanding of the operation of a project.

37. Illustrative content areas and training techniques

The content areas presented in the following pages are suggestive and need to be modified/adapted keeping in view the backgrounds and experiences of the trainees. For example, the project officers (Trainee) having University degree in social sciences and experience in adult education may need shorter training and thus lesser coverage of the proposed contents than a trainee who may have only high school certificate and with field experience but no formal training in adult education.

Content Area 1

Adult Education

A. *Contents*

(a) Adult Education (i) its concepts, objectives and operational strategies for planning and implementation, (ii) the psychology of adult learning and motivation, (iii) the place of literacy in adult education, approaches to literacy instruction.

(b) National Policy on Adult Education—Historical developments of Adult Education in India, NAEP—its concept, objectives, plan of operation, expected outcomes.

(c) Project Structure—roles and functions of the supervisors, instructors and other functionaries in the project.

(d) International developments in Adult Education.

B. *Proposed training methods/approaches*

(i) Group work (problematic approach) followed by discussion with the help of resource persons (The discussion groups may be formed around certain issues/areas of adult education).

(ii) Presentation of NAEP followed by group discussion.

(iii) Case studies of certain innovative projects, programmes etc.

(iv) Visit to on going adult education programmes.

(v) Practicum—the trainees will be required to perform the role of an instructor and supervisor during the course of the training.

Content Area 2

38. **Curriculum and Instructional Material Development**

A. *Contents*

(a) Principles and processes of curriculum development.

(b) Preparation and use of : (1) Training materials including teaching aids, (2) Teaching and learning materials including learning aids, follow up materials etc.

(c) Sources of assistance in developing and producing curricula and teaching—learning materials, (local, state, national, international).

(d) Process of production.

(e) Methods of teaching, reading, writing, arithmetic as components of an Educational Programme.

B. *Proposed training methods/approaches*

(i) Lecture-cum-discussion.

(ii) Small group discussion.

(iii) Individual and/or group assignments for the preparation of proto-type training curricula, teaching learning materials including audio-visual aids.

(iv) Field Operational Seminars.

Content Area 3

39. Organising Training Supervision Programmes

A. *Contents*

(a) Principles and practices of training adult educators.

(b) Mechanics of organising training programmes.

(1) Pre-training exercises.

(2) (i) Identification and selection of potential trainees in concert with other interested parties.

(ii) Training strategies.

(iii) Identification and mobilisation of training resources (human, material and institutional).

(3) Conducting training programmes for different categories of personnel. Essential conditions/factors for successfully conducting the training/orientation programmes for different categories of people, *e.g.*, Supervisors, Agricultural Extension workers.

(4) Evaluation of the training programmes.

(c) Objectives and process of Supervision.

B. *Proposed training methods/approaches*

(i) Small group discussion.

(ii) Lecture-cum-discussion.

(iii) Panel discussion.

(iv) Practical exercises to prepare a detailed outline for organising a training programme for supervisors/instructor.

(v) Developing tools for evaluating a training programme.

(vi) Role playing. The trainees will be provided an opportunity to play the role of a Supervisor.

(vii) Practicum in orienting members of the public and of various agencies.

Content Area 4

40. **Leadership Development and Group Dynamics**

A. *Contents*

(a) Leadership development—who is a Leader? What is leadership? Leadership in different situations. Power structure in community. Leadership identification and development process.

(b) Group dynamics—What is a group? Factors contributing to the formation of a cohesive group, roles of different members of a group, between groups and within groups interaction.

(c) Negotiation and conflict management.

B. *Proposed training methods/approaches*

(i) Small group discussion followed by discussion with the assistance of a resource person.

(ii) Self studies—biographies of national and other leaders.

(iii) Case studies on topics such as functioning of different types of groups, emergence and maintenance of leadership, etc.

(iv) Lecture-cum-discussion.

(v) Role playing for leadership and negotiation in different situations.

(vi) Observation of group interaction.

(vii) Practical exercises to identify power structure in a given community.

Content Area 5

41. **Communication Process**

A. *Contents*

(a) What is communication? Communication process and mechanisms.

(b) Modes of communication.

(i) Spoken, written and visual,

(ii) Individual, group and mass.

(c) Factors affecting communication (helpful and obstructive).

(d) Flow of communication from Headquarters to field and vice versa.

B. *Proposed training methods/approaches*

(i) Lecture-cum-discussion.

(ii) Small group discussion.

(iii) Field demonstration (Field Operational approach).

Content Area 6

42. **Evaluating and monitoring training and education**

A. *Contents*

(a) Concepts, simple tools and techniques for evaluating training and education.

(b) Concepts and techniques of individual and participatory evaluation.

(c) Monitoring mechanisms to get feedback from trained workers for programme improvement.

(d) Organisation of learners' evaluation—initial and subsequent phases.

B. *Proposed training methods/approaches*

(i) Lecture-cum-discussion.

(ii) Small group discussion.

(iii) Practical assignments for the preparation of :

(a) an evaluation scheme, including development of relevant tools.

(b) tools for learners' evaluation at the initial and subsequent phases.

(iv) Interproject visits to study evaluation and monitoring mechanisms. (Group of Project Officers/Supervisors will visit other projects to study the procedures and mechanisms being followed).

(v) Case studies.

Content Area 7

43. **Project Planning and Resource Mobilization**

A. *Contents*

(a) Simple surveys : purposes and procedures and tools, sources of data, types of data needed, treatment of data etc. with the objective of understanding the milieu (social, political, cultural, economic and physical aspects).

(b) Alternative strategies for programme development.

(c) Project preparation, emphasising the plan of work and implementation.

(d) Criteria and procedures for the selection of Adult Education Centres.

(e) Criteria and procedures for the selection and appraisal of project personnel.

(f) Educational mapping.

B. *Proposed training methods/approaches*

(i) Field Operational Seminar approach.

(ii) Small group discussions.

(iii) Dialogue : (1) with the concerned functionaries local leaders and if possible the potential learners for evolving personnel selection and appraisal criteria and procedures.

(2) With the potential learners, other community leaders, instructors and supervisors for the selection of adult education centres, mobilizing and using local resources for programme.

(iv) Lecture-cum-discussion.

(v) Individual study.

Content Area 8

44. **Principles of Project Management**

A. *Contents*

(a) Need and approaches for collaboration with other agencies.

(b) Communication mechanisms and procedures; reporting.

(c) Financial management, Budgeting, obtaining funds and controlling expenditures.

(d) Office management.

(e) Participatory management.

(f) Personnel Management and Leadership.

B. *Proposed training methods/approaches*

(i) Lecture-cum-discussion.

(ii) Small group discussion.

(iii) Visit to a project office.

(iv) Study of filling systems, etc.

(v) Case study on successful participatory management.

Content Area 9

45. **An Overview of Agencies and their Developmental Programmes**

A. *Contents*

(a) Roles, objectives, functions and operational procedures of all agencies engaged in service and developmental programmes in the area.

(b) Elements of local agriculture, animal husbandry, health, industry, population education and other developmental programmes in the context of NAEP.

B. *Proposed training methods/approaches*

(i) Lecture-cum-discussion by representatives of respective organisation (It should however, be ensured that the resource persons should be fully conversant with not only the general roles, functions and procedures of their organizations but should also have thorough understanding of their local field programmes).

(ii) Panel discussion to determine the mutually supportive roles of agriculture, animal husbandry, health, industry, population, education, NAEP and other development programmes.

(iii) Dialogue with resource persons.

(iv) Case studies of successes and failures of programmes.

(v) Field visits.

Content Area 10

46. **Public Relations**

A. *Contents*

(a) What is public relations—need for public relations, role of public relations person, public relations techniques.

(b) Identification of local resources for effective public relations.

B. *Proposed training methods/approaches*

(i) Lecture-cum-discussion.

(ii) Visit to the Office of a public relation person or Public relations firm, wherever possible.

(iii) Individual study (Review of public relation material).

(iv) Practicum in preparing a Public Relation plan for the promotion of NAEP within a project area.

Operational strategy for training

The proposed content areas will serve as the starting point for a continuous training programme. It would, however, be essential that the project officers under training should have a clear perception of the conceptual framework of NAEP and its operational strategies before going to the field. To accomplish this objective would require designing a sufficiently long training programme. But it is also clear from NAEP document that the programme has to be launched soon. Therefore, considering all the requirements and the given constraints, the following operational strategy is suggested for the training of project officers. This strategy envisages part of the training in face to face workshop preceded and followed by a longer period of individual study. The proposed strategy will have three phases :

(i) Correspondence Phase.

(ii) Face to Face Workshop Phase.

(iii) Follow-up Phase.

I. *Correspondence Phase*

The duration of this phase will be about 6—8 weeks. During this phase, the trainees will be provided with 6 correspondence lesson units for self-study. A set of questions will be given at the end of each lesson unit and the trainees would be required to answer and send their completed assignments to the training institution for evaluation and feedback. In general, the exercises given in the lesson units would be of a practical nature and thus require active participation of the learners in completing them.

Roughly speaking, following areas can be taken up for developing correspondence lesson units :

(1) Adult Education (content area—1).

(2) Curriculum and Instructional Material Development (content area—2).

(3) Organizing Training Supervision Programme (content area—3).

(4) Leadership Development (content area—4).

(5) Communication Process (content area—5).

(6) Evaluation and Monitoring (content area—6).

(7) Project Planning and Resource Mobilization (content area—7).

It is, of course, vital that a correspondence unit be set to work as urgently as possible.

II. *Face-to-face Workshop*

The duration of this phase will be about 3 weeks (residential). The programme of this phase will include a review of the correspondence phase with special reference to the clarification

of issues and problems faced by the trainees in studying correspondence lesson units and attempting the given assignments. Such a review may be done in a panel discussions and tutorials. The panel may be composed of the trainees as well as other resource persons. In addition to this review, the trainees will be exposed to content areas such as project management, public relations, and developmental programmes of other organizations, and to concrete materials collected from international, national and sub-national agencies. However, most of the time will be spent in practical exercises such as development of training programmes including curricula, teaching-learning materials and visual aids, evaluation tools, public relations plan, and visiting/observing various programmes in the field. The participants will also be required to go through the process of observing, conducting and supervising adult educational sessions according to the prescribed schedule in the nearby locality almost every day in the evening throughout this phase. A variety of training methods will be used during the course of this phase depending upon the nature of subject matter, facilities and objectives of the programme.

III. *Follow-up phase*

During this phase, practical work based on the activities of the second phase will be carried out. Some of these activities may include field practices such as, pre-operational studies, project planning, educational mapping, developing selection criteria for instructors, and adult learning centres, organizing local committees etc. etc. It is expected that the Project Officer will receive regular and frequent visits from their trainees.

It should, however, be kept in mind that the return of assignments during the correspondence phase may not be encouraging unless some positive steps are taken to ensure that every trainee goes through the correspondence lessons and sends his/her assignment in time to the training institute for evaluation and follow-up comments. This would require joint action by the

Central Government, State Government and the respective training institutes. One of the possibilities could be to recruit Project Officers on the condition that their services in the programme can only be regularized if they qualify within six months in the proposed in-service training programme.

ANNEXURE I

SOME CRITERIA FOR SELECTING PROJECT OFFICERS

Preliminary

There may not be much possibility of choice in the selection of Project Officers. Where there is, a few criteria should be applied to distinguish the more suitable candidates from the less suitable. No elaborate scheme is necessary. It should be sufficient to cover the three major areas of responsibility : (1) Education, (2) Leadership and (3) Organisation.

The best guide to a person's future behaviour is often her/his past history—even though it is by no means 100 per cent reliable. Accordingly, a candidate's career should be examined as closely as circumstances allow. Where documents and references do not provide assessment of a desired quality, it may be necessary to probe by means of one or more *aptitude explorations.* These are merely *simulations* of situations which the candidate is likely to face as a Project Officer. S/he is asked to respond to the mock-up in realistic fashion. The way s/he responds will give some idea of whether s/he is the sort of person being sought.

Educational Qualifications

A starting point for selecting personnel is often a minimum educational qualification. We believe this is not necessary for Project Officers. In the first place, each State and non-governmental organisation will have its own views on the place of such qualifications; specification by this hand-book would be redundant. More important, we believe that certain personal qualities outlined below—should be given a much higher priority than scholastic attainment. Indeed, in many cases, they should

override the latter. Nevertheless, where candidates have actually been academically trained in adult education, they should obviously be given special consideration.

Interest in Adult Education

The best proof of an interest in Adult Education is actual activity in helping adult groups with programmes of education. In the context of the NAEP, such activity should include working with disadvantaged people in either villages or towns. Further the activity should be of a long-term nature. It should not be simply helping a group for a couple of months only. Patience and perseverance are to be looked for. The questions to be asked then are :

— has the candidate any experience of adult education ?
— has s/he worked with disadvantaged groups ?
— does her or his experience indicate an ability to work patiently for long term goals ?

Supportive Leadership

It is clear from the job description, that a Project Officer will be responsible for maintaining the morale and effectiveness of her/his supervisors and instructors. Much of this function will be satisfied simply by ensuring that equipment and supplies reach the Adult Learning Centres in good time. The rest will be met by behaviour which supports and encourages the Supervisor and Instructor. How can such behaviour be predicted from what is known of a candidate ? A possible pointer is—was s/he at any time leader of a team in sports, guides, social work ?

Alternatively, a simple 'aptitude exploration' might be attempted. For example, the candidate could be asked to observe a simulation session of an Adult Learning Centre and then to advise the instructor on how the session might have been improved. How s/he handles the task will at least show whether s/he knows the elements of supportive leadership. It will also indicate how easily s/he communicates with other people.

Ability to Plan and to Organise

Ensuring that equipment and supplies reach suppervisors and Adult Learning Centres on time is a most important responsibility of the Project Officer. It demands an ability to plan and to organise. Identifying his ability may be possible from the career of the candidate. If not, an 'aptitude exploration' might be tried. The candidate could be asked to set out on paper how s/he would go about organising a 3-day training programme for a group of Supervisors, taking into account all the needs of the trainees, and all the possible problems of delays and shortages. How the candidate foresees the needs, arranges to meet them and orders them on paper will provide some guide to her/his planning aptitude. A possible drawback to this device is that a good organiser who does not have a long period of schooling behind her/him, may be at a disadvantage on paper. If this is suspected, her/his aptitude might be better explored through asking him to work out a diagram on a black-board.

ANNEXURE II

CREATING A FIELD AND EXPERIENCE BASED PROGRAMME OF TRAINING FOR PROJECT OFFICERS

Preliminary

To be consistent with the approach to training required by the NAEP, all Project Officers should have the complete experiences of both Instructors and Supervisors. Ideally then, there should be no instructor until at least the first generation of Project Officers has organised classes, conducted them their full length—coping with the problems of irregular attendance and drop-out, finding opportunities and methods for maintaining interest and zest—and carried them forward to new educational programmes. Similarly, there would be no supervisors until the first generation of Project Officers had experience in training and supporting a batch of new instructors. Such an ideal evolution is not permissible under the schedule of the NAEP. The Trainers of Project Officers need, therefore, to develop compromises, which will allow the schedule to be fulfilled and at the same time allow the Project Officers adequate experience of actually conducting and supervising Adult Learner Centres.

Two ideas for such compromise are sketched here. LET IT BE EMPHASISED THAT THESE ARE ONLY IDEAS, NOT RECOMMENDATIONS. THEY ARE INTENDED SIMPLY TO DEMONSTRATE THAT COMPROMISES *CAN* BE CONCEIVED, THAT ALTERNATIVES *ARE* POSSIBLE. Trainers will need to create other options of their own, better suited to the circumstances of their particular Project Officers.

Option 1 : *The Splitting Cell*

Amoeba Cells multiply themselves by perpetually splitting into two. In this way they both experience growth and expand at a very rapid rate. The principle might work as follows :

Step 1 :

The 'cell' here begins with 2 Trainers and 20 new Project Officers. At the conclusion of a short spell of preliminary training, they split into two batches. Each consists of 1 Trainer and 5 *pairs* of Project Officers.

Step 2 :

Each pair of Project Officers goes to the Project Area of one of them and open only *one* Adult Learning Centre. The pair run the centre as co-instructors for the first four to six weeks. They assess each other's performance, try to identify opportunities and problems and generally help each other learn and improve. They spend most of the rest of their time preparing for the next phase of expansion. Their Trainer should visit them at least once a week for reflection and discussion. If possible they should meet the other nine pairs at least once for an afternoon of exchange and mutual training.

Step 3 :

The pairs of Project Officers split up.

The Project Officers already in their Project Areas take on 3 new Supervisors each and continue their Adult Learning Centre.

The remaining Project Officers go to their Project Areas, take on 3 new Supervisors each and open *one* centre each.

The new Supervisors act as assistant instructors during the sessions of the centres. During the rest of the time, they receive other training and also prepare for their own future work. The trainers continue their supporting visits.

Step 4 :

After 4 to 6 weeks, the Supervisors leave their Project Officers and open *one* centre each in the Project Area. At the same time, they take on 3 Instructors each. The Instructors act as Assistant Instructors to the Supervisors during sessions of the centres and have other training during the rest of the time.

Meantime, the Project Officers take on 3 more new Supervisors each to assist in the original centres. Besides training the new ones, they visit the first Supervisors at least once a week.

Step 5 :

After 4 to 6 weeks, the Instructors leave their Supervisors and open their own centres—again of course only *one* each.

The first Supervisors continue their Centres, but take on 3 more Instructors for training. The second Supervisors open centres and take on 3 more new Supervisors.

And so the process of growth-on-the job and splitting repeats itself, until the Project Officers and Supervisors have all had a complete experience in conducting an Adult Learning Centre.

Using this process, one Project Officer could, within 15 months, train about 12 to 15 Supervisors. In their turn, the Supervisors could train between 200 and 300 Instructors.

Option 2 : *The Partnership*

The basis of this option is that each Project Officer—and each Supervisor—undertakes responsibility for one Adult Learning Centre, acts as its main Instructor, and commits her/himself to participating in it fully for at least three sessions per week. However, in view of his/her other functions,—expanding the project, training supervisors, engaging public support—s/he is partnered by another Instructor who works with the Centre at *all* its sessions.

Such an arrangement involves a loss in the Project Officer's ability to visit his supervisors and centres frequently. The loss is only temporary and lasts until the Centre for which s/he is Instructor achieves its first goals.

There is a second loss also. The Project Officer does not bear the full load of the Inspector's work and will consequently not have a complete experience. Nevertheless, the experience that s/he does have, should be more than sufficient to provide insight and understanding on the workings of the Adult Learning Centre.

Second and Later Batches

The problem of training second and later batches of Project Officers will be eased for two reasons. There will in the first place be seasoned Project Officers to help in training their colleagues. Second, many, if not most of the newer Project Officers will probably be drawn from the more effective Supervisors and Instructors. They will already have had the necessary direct experience of adult Learning Centres. Consequently, they will need only the support of systematic reflection on their educational function and of learning more of management and public relations.

CHAPTER VII

EVALUATION OF TRAINING PROGRAMMES AND FOLLOW-UP

Approach to the evaluation of training programmes

EVALUATION of a training programme is an integral part of the process of training. The question naturally arises as to what is evaluation, why is it needed, how and when is it to be done and who will do it. Further, one needs to know how the evaluation of a training programme for NAEP will differ from the evaluation system used in the training programme for formal education. Just as the training of adult education functionaries reflects the basic features of a non-formal approach, namely, relevance, participation and flexibility, the evaluation of the training programme must also reflect the same features. Additionally, the evaluation of a training programme must also produce data and feedback for use by programmes and policy makers at various levels. We must develop information about trainees, about training programmes, about what the trainees are able to learn during training and how training affects their subsequent performance. It is evaluation which enables us to gather this information.

(a) *Non-formal approach to evaluation*

The objectives of the evaluation of a formal training programme would generally be to analyse the training content. But in the non-formal approach, the main purpose of evaluation would be to analyse the training content, training process, inputs

(both human and material) and the results achieved so as to improve the programme and to provide the necessary corrective to make it progressively more effective. In the non-formal approach this analysis will be made by all concerned : trainers, trainees and people with whom trainees work. This evaluation will be participatory in nature and emerge from the desire of the trainees and trainers to know their respective achievements as related to the methods employed, goals set and their own capabilities.

In the non-formal approach, tools for evaluation will need to be flexible and simple. Sometimes, they may have to be devised on the spot through participatory effort in order to measure gains in knowledge or development of skills, attitudes and insights which were not anticipated. In NAEP, the acquisition of certain skills relating to social and economic activities, health practices and cultural action is no doubt important, but more important still is the acquisition of certain qualities and attitudes, such as willingness to learn from each other, non-authoritarian initiative, encouraging decision-making by the group, appreciating each other's problems, taking a total view of the situation and keeping the learners' view in mind. Now, these cannot be measured or brought out by pre-designed tools and procedures of evaluation. Whether these aspects are being developed during training and afterwards can only be found out through inbuilt and continuous participatory evaluation for which the trainers as well as the trainees must develop an aptitude through practice.

(b) *Participatory evaluation*

One of the terms that is continuously used in this document is participatory evaluation. Participatory evaluation means that the trainer is not the sole person to make an assessment of the trainees or training programme but that all the participants in the training programme including organisers, resource persons, trainees and even those with whom the trainees will be working after training have a say or role in the process of evaluation. However, each participant in this process must be able to say

how he or she experiences training as a person and what he or she learns from it. For example, a trainee may like to say something very specific in terms of his own needs or of some special inputs which may not be of much relevance to others. Similarly, the trainer may have perceived his expectations from the trainee differently and his evaluation would be based on this approach. Secondly, the participatory approach will grow only if there is a proper attitude among the organisers to promote it. If the organisers are really interested in knowing their inadequacies and of their programme, as viewed by others, they should accept this type of evaluation as a pre-condition. Similarly, if the trainees do not understand that evaluation is a part of the teaching/learning process and a means for self-improvement, they are likely to use evaluation for finding faults rather than for an analysis leading to better training.

(c) *In-built evaluation*

All teaching-learning activities, including training, takes place in cycles, which may be the conclusion of theme or an activity in the training content. If trainers and trainees evaluate their activities after the termination of each activity or theme, it will help to provide immediate corrective action and this is the aim of concurrent and in-built evaluation. For example, one may ask how a particular activity was done, how far it succeeded, why it did not succeed and what could have been done to improve it. Concurrent evaluation helps up to understand the training process in its all dimensions.

(d) *Objective-based evaluation*

Objective-based evaluation should be considered as a part of total evaluation. No evaluation is meaningful unless one knows the initial situation or the starting point. In terms of evaluation of training programmes, it would mean that all trainees and trainers must know what knowledge, skills, attitudes, etc. the trainees possess at the commencement of the training programme so that a reasonably sure assessment is made as to whether changes have been brought about in the trainee and to

what extent they are due to the training. Also, it is not possible to anticipate all the situations which the trainees will come across when they get to the field and how they would react. The training programme does try to foresee as much as it can and builds competencies in the training to meet these varying situations. Yet, when the trainee goes to the field he may discover many inadequacies in the training content and methodology and, therefore, it is important that evaluation should take place in the field also, after the completion of pre-service training. The result of this evaluation will form the basis of modifying the future training programmes and their organisation.

Objectives of the evaluation of training for NAEP functionaries

The evaluation of training programmes organised for different functionaries of NAEP needs to be systematic, though not formalistic, so as to determine the extent to which the trainers and trainees have been successful in achieving the objectives of the training programme. Primarily, it would be concerned with the extent to which a particular training programme has enabled the trainees to acquire the needed competencies which include knowledge, understanding, acquisition of skills and attitudes essential for performing their functions effectively.

The objectives of the evaluation of training programmes in the NAEP might be visualised from the points of view of the trainers, trainees as well as the people with whom the trainees are expected to work.

From the trainer's point of view, the evaluation of training programmes should indicate whether training :

(i) provides to the trainees specific and needed information, knowledge and understanding of the NAEP and its objectives;

(ii) gives opportunity for learning leading to desirable practices such as co-operation, co-ordination, a participatory approach to seek and extend help and advice in relation to NAEP;

(iii) achieves the attitudinal changes necessary to enable the trainees to work with a new enthusiasm *e.g.*, correct attitude towards understanding the needs of the disadvantaged groups;

(iv) builds flexibility and an ability to adapt to new situations in the field;

(v) promotes experimentation with and innovative application of what is learnt in the training programme;

(vi) is relevant to the local situations;

(vii) provides a feed-back for modification or revision of the content, organisation, resource inputs and methods of training programmes;

(viii) enables the trainers to understand the adequacy, relevance and flexibility of the material and human inputs;

(ix) enables the trainers to judge the level of participation of the trainees in and their contribution to the training programme;

(x) identifies problems and constraints in conducting the training so as to build up a programme of action that will remove or reduce such constraints and thus provides a climate in which training can be effective.

From the trainees' point of view the evaluation of the training programme should indicate whether the training helps :

(i) to understand the purpose of the training programme and whether this has been useful to trainees in their work and in their personal lives;

(ii) to find out whether the trainees are satisfied with the inputs—human and material;

(iii) to understand whether the content covered by the training programme has been adequate and appropriate to trainees' needs according to their perception;

(iv) to assess whether the learning situations provided to the trainees are interesting and conducive to learning;

(v) to set their own standards of skills, attitudes, knowledge, understanding and competencies to function effectively;

(vi) to develop motivation in order to pursue these goals through continuing self-improvement;

(vii) to review their own progress and develop self-direction.

From the point of view of learners with whom the trainees will work directly and indirectly after their training, evaluation should indicate whether the training :

(i) has made the work of the trainers relevant to the life and needs of the adult learners;

(ii) assesses the adaptability of the trainees as perceived by the adult learners;

(iii) assesses the skill of the trainees in facilitating learning as perceived by the adult learners.

Pre-training Assessment of trainees

(a) *The need for pre-training assessment*

For pre-training assessment background information of the trainees selected for undergoing training have to be obtained in some detail. This information could most profitably be gathered prior to their entry into the training programme. In case this cannot be done for lack of time, the information should be collected on the first day of the training programme.

This assessment would help the trainers in planning the details of the training programme and also help the trainees in preparing themselves for participation in it.

The data gathered from the trainees would enable the trainers to—

(i) identify the inputs including skills which the trainees themselves can contribute to the training programme and the extent to which these could be utilized in the training programme to facilitate mutual learning;

(ii) determine whether the additional inputs are needed (what areas and how much) in terms of both material and human resources;

(iii) determine the additional content areas that are to be integrated or included in the training programme to add to the trainees' knowledge, understanding, skills, etc.;

(iv) study the understandings and attitudes they have about the NAEP and to build into the training programme new and correct understandings and attitudes ;

(v) understand the expected outcomes of the training programme;

(vi) help the trainer to group the trainees for better organisation of the training programme.

From the trainees' point of view, the pre-training information would help the trainees to :

(i) build up a favourable predisposition towards NAEP;

(ii) feel that they are participants in their own training;

(iii) to know and learn about NAEP;

(iv) understand the possible expectations of the training programme from the trainer.

(b) *How to collect the pre-training information*

The information needed from the trainees could be gathered through a *pro forma* to be distributed to the trainees and got filled in by them before the training begins.

The broad areas to be covered in the pre-training assessment *pro forma* may include the trainees' educational, social, economic and cultural background, their point of entry into the job, and the history of their work-experience, field exposures, the types of projects or programmes in which they were involved, what new learning areas they desire to be exposed to, what attitudes, skills and understandings they currently possess and what do they expect to develop through the training. A suggested pre-training assessment *pro forma* is given below. *The information which may be collected for pre-training assessment of trainees might draw upon the following areas. Such a* pro forma *should be finalised together with the trainees. In some cases the trainees may decide not to use a formal* pro forma.

(1) Name of the Trainee :

(2) Academic Background :

(i) Educational Qualifications :

(ii) Any other training (Specify) :

(iii) Subjects studied by him which may have relevance to NAEP :

(3) Personal and cultural background :

(i) Rural/Urban/Tribal :

(ii) Talents and interests :

(4) Work Experience :

(i) Positions held :

(ii) Length of experience :

(iii) Field experience :

(5) After studying the background materials and the training content given to you, what expectations do you have from the training programme ?

(6) What learning areas, which are not in the training content, do you desire to be included ?

(7) What contributions you feel you can make to the training programme as a resource person or part of teaching-team ?

The data so collected should be shared with the trainees for arriving at an understanding of the training programme. This information should be analysed immediately with the help of trainees and shared with them as part of the beginning of the programme.

Evaluation of pre-service training programme

It is important to find out whether the objectives of the training programme are being achieved. The training programme has to be evaluated continuously so that based on the results of such evaluation it could be improved. In this sense, evaluation of a training programme is an integral part of training and a continuous process. At this stage of pre-service training evaluation, evalution questions will relate to performance and use of the following :

(i) Trainers (who are the organizers of training including the resource persons);

(ii) Trainees (participants of a training programme);

(iii) Instructional processes;

(iv) Material inputs (such as physical facilities, A.V. Aids, and teaching-learning materials);

(v) Organisational Aspects (such as preparatory work and work schedule of training).

In the case of trainees, it is necessary to evaluate the knowledge, understanding, attitudes, skills they acquire during

training. In the case of trainers, their communication ability, their resourcefulness, their ability to involve the trainees in the learning process, their ability to integrate their experiences in the whole process of training, their quick adaptation of training content and methods in different situations, their knowledge of the field-level situation, etc. have to be evaluated. The adequacy and the use made of physical facilities such as seating, lighting, food, accommodation, the methods used in communication, the use and effectiveness of A. V. aids and the relevance and adequacy of teaching-learning materials have also to be assessed. The organizational aspects such as preparatory work, optimum use of resource persons, work schedule of training should also be evaluated. It may be added that all these aspects are to be evaluated for the purpose of improving and building up training programmes, refining techniques of training and increasing the capabilities of trainees and trainers both.

(a) *Evaluation of trainees*

Evaluation of the trainees' knowledge, understanding, attitudes and skills (with reference to training) can be done by the trainers and by the trainees themselves (self-evaluation by trainees).

Knowledge and understanding of the trainees can be evaluated by many methods. The traditional methods such as structured questionnaire, written tests and oral examinations are irrelevant in the NAEP. Hence, informal, flexible and unconventional procedures, such as group discussions, informal chats and systematic observation might be resorted to by the trainers while estimating the knowledge and understanding of the trainees.

The next step in the evaluation of trainees could be taken by the trainees themselves for self-evaluation. For example they may ask themselves questions about their own knowledge and understanding achieved during training. Simple rating scales and check lists can be prepared and used for this purpose. (A rating scale is given in the Annexures just for helping the trainers to develop similar ones on their own).

Knowledge and understanding are not the only aspects that can be evaluated by trainers and trainees during pre-service training. Assessment of the attitudes of trainees and trainers towards the training programme can also be evaluated. Evaluating attitude change, however, is not an easy task. In fact, no device for assessing attitudes can be fool-proof. It is the final performance in the job that alone can show up this aspect reliably. However, some indications of changes in attitudes can be brought to the surface by means of anecdotes, observation, discussion, projective devices etc. (A suggested check list to ascertain attitudes in this manner is given at the end of the section, to be suitably modified in different situations and with different functionaries).

(b) *Evaluation of trainers*

Evaluation of trainers (organisers and the resource persons) can be done both by the trainers and the trainees. The trainers should be evaluated in respect of their resourcefulness, ability to involve the trainees in the learning process and their ability to integrate their experiences in the whole process of training. (The type of tool suggested in the case of trainees' evaluation can be adapted and used advantageously, in this case also).

(c) *Evaluation of material inputs*

The relevance and adequacy of material inputs such as physical facilities, A.V. Aids, teaching-learning materials used for training, need also to be evaluated. The quality, suitability, availability are some of the aspects which should be evaluated. (A suggested checklist is given towards the end of this chapter for evaluating material inputs). The trainees and the trainers might be asked to check those items towards which they are satisfied. Obviously, the unchecked items make a list in respect of which improvement is needed.

(d) *Evaluation of organisational aspects*

Organisational aspects such as schedule of work, daily time table, arrangement of field visits, the scope of the need-based

flexibility in the overall organisation of training programme and the selection and use of the methods of communication and what has been called "organisational climate" have to be continuously evaluated to identify inadequacies so as to take necessary action. In this respect, the opinions of the trainees as well as the trainers are to be assessed for obvious reasons. A simple and direct type of questionnaire might be perhaps suitable for the purpose. (A suggested model of questionnaire is given towards the end of this section).

(A) SOME SUGGESTED ITEMS THAT MAY BE USED AS A BASIS FOR DEVELOPING RATING SCALE TO EVALUATE THE KNOWLEDGE AND UNDERSTANDING OF TRAINEES BY THEMSELVES :

	Poor	Satisfactory	Good
1. My knowledge of the NAEP .	( )	( )	( )
2. My knowledge and understanding of the methods of teaching	( )	( )	( )
3. My understanding of the methods of motivating participants (learners)	( )	( )	( )
4. My knowledge on the use of materials such as aids, reading materials	( )	( )	( )
5. Any other item (s) . . .	( )	( )	( )

Note.—Poor=1, Satisfactory=2, Good=3.

(B) SOME SUGGESTED ITEMS THAT MAY BE USED AS THE BASIS FOR PROFORMA TO ASSESS SKILLS

	Yes	Somewhat	No
1. Do you think that you have acquired the skill to express your ideas clearly ?	( )	( )	( )
2. Do you think that you can handle subject matter adequately ?	( )	( )	( )
3. Do you consider that you have acquired skills relating to teaching ?	( )	( )	( )
4. Do you think that you are able to involve the participants in learning situations ?	( )	( )	( )
5. Any other item(s)	( )	( )	( )

Note.—The list of items given under each device/tool is suggestive and not prescriptive. Also, the list of items is not exhaustive. It is necessary to devise appropriate items in the case of each field functionary. The intention here is to give a few proto-type of items to stimulate thinking in this respect.

(C) SOME SUGGESTED ITEMS WHICH MAY BE USED AS A CHECKLIST TO ASCERTAIN ATTITUDES OF TRAINEES TOWARDS TRAINING PROGRAMME

	Yes	No
1. The training has made much difference in my thinking about the value of adult education	( )	( )
2. The money spent on training is a waste . .	( )	( )
3. The training programme is far removed from the functions which the trainee has to do in the field	( )	( )
4. This training has helped me to make new friends in the field of adult education . .	( )	( )
5. Any other item(s)	( )	( )

(D) SOME SUGGESTED ITEMS WHICH MAY BE USED AS A CHECKLIST TO EVALUATE MATERIAL INPUTS

(check those items with which you are satisfied)

Name and Nature of Evaluator _____

(*a*) *Physical Facilities*

1. Accommodation.	( )
2. Food	( )
3. Lighting	( )
4. Arrangements of seating at the Venue	( )
5. Supply of books, pens, papers etc..	( )
6. Any other item(s)	( )

(*b*) *A. V. Aids*

1. Type of A. V. Aids	( )
2. Extent of use of A. V. Aids	( )
3. Appropriateness of A. V. Aids	( )
4. Usefulness of A. V. Aids	( )
5. Any other item(s)	( )

(E) SOME SUGGESTED ITEMS THAT CAN BE USED TO EVALUATE THE ORGANISATIONAL ASPECTS OF TRAINING PROGRAMME

	Yes	No
1. Do you think that the schedule of work in the training programme is suitable for the purpose ?	( )	( )
2. Did daily time-table and the sequence of topics of the training programme emerge out of trainees participation ? If 'no', what suggestions do you have ?	( )	( )
3. Do you think that field visits serve the purpose for which they are intended ? If 'no', how to make them so ? Give your suggestions.	( )	( )
4. Do the overall organisational aspects of training passes flexibility to cater to the needs that arise day to day ? If 'no' what are your suggestions in this respect to make them more flexible ?	( )	( )
5. Do you feel that you were able to influence the way the training course was conducted?	( )	( )
6. Any other item(s)	( )	( )

ANNEXURE II

EVALUATION OF TRAINING IN TERMS OF ITS UTILITY TO THE TRAINEE IN THE FIELD

The objective of this evaluation is to find out the extent to which the training has helped an individual functionary (Project Officer, Supervisor or Instructor) to perform his functions in the field effectively and to take remedial action in respect of those areas in the training content where the training has been inadequate and also to help the organisers to modify subsequent training programmes.

In order to conduct such an evaluation, it would be necessary to have :

(i) A record of each trainee about his educational background, experience and pre-training assessment.

(ii) A system of feed-back relating to all aspects of training, as well as any additional functions which might have been assigned to the trainee.

(iii) Opinions/impressions about the particular ex-trainee, held by the Officer to whom he is responsible for his work *e.g.* Supervisor and Project Officer in the case of Instructors. Project Officer may ask the Supervisors about the utility of specific aspects of training. Similarly, the Supervisors may ask the Instructors about the effectiveness of their training and communicate their findings to the Training Centre.

(iv) An assessment of the performance of a functionary made by other functionaries whose work he supervises or has responsibility to oversee *e.g.* Learners may assess the work of Instructors; Instructors may assess the Supervisors and the Supervisors may assess the Project Officer.

(v) A report of observation by a team consisting of a Project Officer, a Supervisor and an Instructor under training, along with a trainer from the Training Centre which may visit the project and make its own observations about the performance of different functionaries trained at the training centre. The findings of such evaluation should be made known to the functionary concerned; excellent or very good work should be specially recognised and suggestions should be made in respect of others for improvement, wherever improvement is needed and possible. Strong and weak points of individual trainees should be brought out. It should be made very clear from the beginning that the findings of evaluation would be used only for improvement of the work of the functionaries and also for improvement of the training programme and *not for* any *other purpose.*

Some suggested items of information record of trainees

———————— TRAINING CENTRE

1. Name of Trainee————————————

2. Designation————————————
   (Project Officer, Supervisor or Instructor)

3. Educational Qualifications————————————

4. Previous training or participation in activities related to adult education————————————

5. Work Experience———————————————————
(Prior to joining NAEP)

6. (a) Pre-training Assessment Report (to be attached).
(b) Training Evaluation Report (to be attached).

7. (a) Project to which posted———————————
(b) Address of Project to which posted———————————

8. Evaluation Report of field preformance (to be attached).

9. Observations made by trainers and visiting team on the effectiveness of training and the utility of training in the field.

10. Opinions and comments about the ex-trainee by other functionaries working with him.

11. Overall assessment of ex-trainee by the Evaluation of Training.

12. Any other item(s).

ANNEXURE III

TRAINING CENTRE

Evaluation of field performance of Ex-trainees

[This questionnaire, which is only suggestive, is to be sent to ex-trainees, about three months after they have been posted to the field, to be filled in by them and returned to the Training Centre. The information sought to be collected through this questionnaire is to find out the extent to which the training has helped the respondent (Project Officer, Supervisor or Instructor) to perform his functions in the field effectively, to determine the inadequacies of training, if any, and to suggest remedial action to improve field performance as well as future training programmes.]

1. Name and designation of respondent———————————
   ———————————————————————————

2. Name and address of the Project———————————
   ———————————————————————————

3. When were you trained ?———————————
   (Dates and batch number)

4. Date of your posting in the field———————————

5. Have you been assigned any new function which was not reflected in the training ?——— Yes/No.
   If 'Yes', list them

6. What difficulties, if any, have you faced in
   (a) adjusting to the field situation ?
   (b) getting the cooperation of the people for whom the programme is intended ?
   (c) working with other functionaries in your project ? (state your replies briefly against each question)
7. During the training, you have gained some knowledge relating to NAEP and its implementation. Do you feel that the knowledge gained is adequate in relation to the work you are doing ? If not, indicate what additional knowledge you now need.
8. Similarly, you have acquired some skills, *e.g.* literacy teaching, conducting group discussion, etc. Are these skills useful to you for the work you are doing ? Are there any other skills which you need ? If yes, list such skills.
9. Is the subject matter relating to other fields, such as agriculture, cottage industries and health in the training programme adequate to deal with these subjects in your work ? Yes/No. If 'No', indicate what additional knowledge you need.
10. In the training programme stress was laid on the fact that NAEP should be implemented as a nonformal adult education programme. To what extent is this reflected in your work and in the project as a whole ?
11. Which are the aspects of training on which more time should have been devoted ?
12. Do you have any suggestions for improving the working (organisation, administration, etc.) of the project so as to provide greater participation by all functionaries to improve the functioning of the project ?
13. Do you have any suggestions for improving the training programme ?

ANNEXURE IV

FOLLOW-UP TRAINING PROGRAMME

Training the functionaries for NAEP is not perceived as an one-time activity. The NAEP by its very nature is a developing programme and it is therefore difficult to visualise all the training needs of the functionaries during the process of pre-service training alone. In fact, it is important to find out, through dialogues, discussions and questionnaries, the specific and necessary skills and understandings which need to be developed in the functionaries of NAEP to enable them to function effectively. However, it is also necessary to extend this process beyond pre-service training. Once the trainees start functioning in the field or they are on their jobs, they might identify gaps in training. The follow-up evaluation would enable the trainers to identify these gaps to be filled which necessitates arrange further recurrent in-service training pogrammes for the same functionaries. The duration of such training/orientation could be very short ; from one day to three days or even a week depending upon the needs of these functionaries and the frequency of such training may vary with different functionaries. It has been suggested by another group that the instructors may have a monthly meeting which could be a form of in-service training. There could be other modalities for organising in-service training.

These types of recurrent in-service training programmes are valuable in that they make inter-learning possible. Because, some functionaries might have not only faced certain new problems in the field but could have also found means to solve them effectively. In such case, these recurrent in-service training programmes offer opportunities to share experiences and to learn from each other.

What should be the approach to follow-up training programme ? The follow-up training programme should be particularly oriented to one or two specific tasks or problems emerged from the job of these functionaries that require particular attention and should lead to identification of new knowledge and skills that have not been gained earlier in the pre-service training programme. There cannot be any rigidity with regard to the duration and the venue of these follow-up training programmes. The trainers' role, therefore, in this situation, is to continuously identify problems through continuous evaluation and plan follow-up training Programmes whenever and wherever needed.

As regards the first follow-up training programme, it could be arranged possibly 3 to 6 months after the pre-services training.

There is also a need to encourage the functionaries trained initially to communicate regularly to the trainers as well as to their peers, through correspondence, their problems and other matters of interest. This would, to some extent help the trainers to have a regular feedback from the functionaries and possibly enable them to suggest means of tackling these problems. In addition, communication between the functionaries in similar capacities would make mutual sharing and problem solving possible. This type of communication through correspondence between the trainers and the trainees would also enable identification of people and their problem and match them into appropriate groups based on common problems and organize follow-up training programmes accordingly.

As knowledge is expanding in all fields of human activity, new concepts emerge and new methods are evolved, the knowledge, methods etc. gained by the trainees are likely to be outdated. This would necessitate the organisation of refresher training courses once in every two or three years in order to keep them abreast of latest developments in the field of their work.

CHAPTER VIII

ORGANIZATIONAL AND INSTITUTIONAL ARRANGEMENTS FOR TRAINING

THE various field level functionaries in NAEP have to be trained to fulfil their roles and responsibilities and the training programmes should, therefore, be experiential and participatory. They should create a spirit of autonomy and self reliance among the functionaries as well as adequately equip them in a number of specific skills. The fulfilment of these training objectives will need institutional and organisational arrangements which should have the following characteristics :

(a) The trainers should have a deep understanding of and commitment to the NAEP.

(b) Opportunities should be available for the trainers to directly experience the work of the functionaries for whom training is to be organised.

(c) There should be an in-built flexibility regarding administrative and financial procedures, type of training, personnel for the training programme and methods, training aids and content.

(d) Training arrangements or institutional structures should not be treated as higher or lower. Training of instructors being of crucial importance, all training agencies should be required to have that experience.

(e) Internal arrangements should be made to evaluate each training programme and to get feed-back on the results and deficiencies and strengths of training.

Institutional Arrangements

For the training of NAEP functionaries, it is visualized that there will be some institutions which will generally look after their training programmes. At the outset, some of them may have to work as Inter-State Institutions. Later, almost every State will have at least one institution such as State Resource Centre which will look after these programmes. A few Inter-State Institutions will be responsible for the training of project officers. The training of supervisors will be at the state level and instructors will be trained within the Project.

Training of Instructors

The responsibility for training the instructors in a particular project is with the project administration. While the overall responsibility for this purpose must rest with the project officer, his colleague (Associate Project Officer who will be incharge training) at the project headquarters should be expected to develop a special capability for organising the training of instructors. The following points need special mention in regard to arrangements for training instructors :

(a) In addition to the project officer and his colleague who will be incharge of training, assistance can be secured from :

  (i) such of the supervisors as may be suitable for this purpose,

  (ii) persons from amongst the staff of some neighbouring Development and Adult Education Projects with expertise in training, and

  (iii) other institutions and individuals who are able and willing to participate.

(b) A substantial part of the training would be organised in the field situation and therefore, it may not be

necessary to make elaborate institutional arrangements. Available space for this purpose should be explored ; it may be available in schools, BDO's office, Panchayat Ghar, cooperative societies, etc.

(c) It would be useful to have audio-visual equipment useful in training such as film and filmstrip projectors as well as facilities for preparation of improvised instructional and training materials. Where these are not available in the project office, an attempt should be made in advance to secure them from other institutions. The training programme should be related to available human and material resources.

(d) As far as possible, the participants should be required to stay together.

(e) It would be of advantage if working lunch could be served to all participants so that maximum use is made of available time.

(f) Since special efforts need to be made to involve women in large number in the NAEP structure, special arrangements may be necessary for women functionaries in general and women instructors in particular. These would include : splitting the training programme into short training-blocks for their convenience. It may be ensured that Women Resource Persons are included in the training programme organised for women instructors and also for men instructors who may be in a position to conduct learning centres for women or jointly for men and women.

(g) Special arrangements will also be necessary for the training of instructors working in tribal areas.

Each project administration will have to decide about the most appropriate arrangement for the continuing training of instructors. There could be many ways of doing this, including :

(a) A monthly meeting of instructors to be convened by the supervisor on a fixed day—in several cases it may be a holiday—when instructors along with their supervisors come together. On that day they might receive honorarium and materials needed, solve administrative and educational problems and have an exchange of ideas with the other instructors.

(b) Despatch of cyclostyled material from the project office, with arrangements for correspondence wherever possible.

Training of Project Officers and Supervisors

The broad institutional arrangements for training have been set out in Para 2 above. In large States, it might also be necessary to have associate training institutes which would function in close coordination with the State training institute. In this connection, the following suggestions are made :

(a) Each such institution should organise a field programme which should neither be too small to be unrealistic, nor too large to distract the training personnel.

(b) Institutions made responsible for the training of project officers should also organise the training of supervisors for the State where they are situated. They should also be responsible for instructors in their own field projects.

(c) The training personnel of the institute should be supplemented by drawing upon suitable resources on a course-to-course basis, or for a part of the course.

(d) As far as possible, the training of project officers and supervisors should be residential for all participants.

(e) The institutions organising the training programmes should emphasize austerity and simplicity. Free boarding and lodging arrangements should be made for the participants. In addition, conveyance charges and some out-of pocket allowance should be paid to them.

Involvement of learners and feed-back

It is only when the learners, who are expected to be the "beneficiaries", are involved in the process of training that the programme will acquire vitality and authenticity. The other prerequisite of a training system which would continually enrich itself is an effective system of feed-back. For the involvement of the learners and creating a system of feed-back, each agency responsible for planning and organisation of training programmes will have to explore and devise its own methods. Some of the ways in which this may be attempted are listed below :

(i) Some articulate learners who have the experience of participation in the programme for a few months may be invited to participate in the process of planning and evaluation of the programme.

(ii) In the process of planning, implementation and evaluation, some former trainees—project officers, supervisors and instructors—may be called upon to make their contribution and critical appraisal.

(iii) The training faculty should pay periodic field visits to familiarise itself with the way the learners and their former trainees feel and respond in the field situation.

(iv) Systematic evaluation should be made of the reactions of the learners at various levels and the benefits derived by them from training.

(v) To start with, it is desirable to pool the experiences of different agencies in adult education in this respect. This may have to be done by the institutions responsible for the training programmes.

APPENDIX

LIST OF THE PARTICIPANTS OF INTERNATIONAL SEMINARS ON TRAINING

Indian Participants

1. Dr. M. S. Mehta,
   Adhishthata, Seva Mandir,
   Udaipur, (Rajasthan).
   Chairman of the first Seminar.
   (Attended first Seminar only).

2. Dr. (Mrs.) Chitra Naik,
   Director,
   Indian Institute of Education,
   'Prashant'
   49/A/23, Erandawana,
   Pune-411004 (Maharashtra).
   Chairman of the second Seminar

3. Shri Virendra Tripathi
   Programme Officer,
   Literacy House,
   P. O. Alambagh,
   Lucknow (U.P.)

4. Shri S. N. Maitra,
   Secretary,
   Bengal Social Service League,
   1/6, Raja Dinendra Street,
   Calcutta-9
   (West Bengal).

5. Shri Kishore Saint,
   General Secretary, Seva Mandir,
   Udaipur (Rajasthan).

6. Shri Ramesh Thanvi,
   Director,
   State Resource Centre and
   Organising Secretary,
   Rajasthan Adult Education
   Association,
   38, Jobner Bagh,
   Jaipur-302006 (Rajasthan).

7. Shri G. K. Gaokar,
   Ex-Secretary,
   Bombay City Social Education
   Committee,
   Samaj Shikshan Mandir,
   Adarsha Nagar,
   Worli, Bombay-400025
   (Maharashtra).

8. Shri M. Khajapeer,
   Assistant Director,
   Department of Adult Education,
   Sri Venkateswara University,
   Tirupati-517502 (A.P.)

9. Dr. B. N. Singh,
   Consultant,
   Directorate of Adult Education,
   West Block VIII, Wing No. VII,
   Rama Krishna Puram,
   New Delhi-110022.

10. Dr. (Mrs.) Rajani Shirur,
    Department of Adult and
    Continuing Education,
    Madras University,
    Madras (Tamil Nadu).

11. Shri D. V. Sharma,
    Deputy Director,
    Directorate of Adult Education,
    West Block VIII, Wing No. VII,
    Rama Krishna Puram,
    New Delhi-110022,

12. Shri S. P. Jain,
    Assistant Director,
    Directorate of Adult Education,
    West Block VIII, Wing No. VII,
    Rama Krishna Puram,
    New Delhi-110022.

13. Prof. A. R. Kamat,
Gokhale Institute of Politics & Economics,
Pune-411004. (Maharashtra).

14. Prof. T. S. Mehta,
A-4 A, DDA flats,
Munirka,
New Delhi-110016.

15. Dr. N. A. Ansari,
Joint Director,
Directorate of Adult Education,
J-17, Hauz Khas Enclave,
New Delhi-110016.

16. Dr. R. Gomez,
Director,
State Resource Centre for Nonformal Education,
2, Adams Road, Chepauk,
Madras-600005. (Tamil Nadu).

17. Dr. T. A. Koshy,
Project Director,
Council for Social Development,
53, Lodi Estate,
New Delhi-110003.

18. Shri Mushtaq Ahmed,
Director,
Centre for Development of Women and Youth,
Ahmed Lodge, Dodhpur,
Aligarh (U.P.)
(Second Seminar only).

Local Participants

First Seminar

19. Shri Om Shrivastava,
Secretary,
Seva Mandir,
Udaipur (Rajasthan).

20. Ms. Srilata Swaminathan,
C/o Seva Mandir,
Udaipur (Rajasthan).

Second Seminar

21. Prof. S. D. Kulkarni,
Co-ordinator,
State Resource Centre,
Indian Institute of Education,
'Prashant'
49/A/23, Erandawana,
Pune-411004 (Maharashtra).

22. Mr. M. K. Pandhe,
Social Education Officer,
Directorate of Education,
Pune (Maharashtra).

British Participants

23. Dr. Oxenham John Cyril Patrick,
Fellow in Education and Development,
Institute of Development Studies,
University of Sussex, Falmer,
Brighton BN1 9RE (U.K.).

24. Mr. Doyle M. V.
Lecturer in Literacy and Community Development in the Deptt. of Adult and Higher Education, University of Manchester
Manchester (U.K.)
(First Seminar only).

25. Mr. Elsdon K. T.
H. M. Inspector of Schools,
Department of Education and Science,
Elizabeth House,
York Road,
London SE 1, (U.K.).

26. Mr. John Spencer,
School of English,
University of Leeds,
Leeds-2 (England).
(Second Seminar only).

Participants Representing UNESCO FAO

27. Dr. R. H. Dave,
International Institute for Educational Planning,
UNESCO,
7-9, rue Eugene-Delacroix,
75016 Paris (France.)
(First Seminar only).

28. Dr. Ansar Ali Khan,
Sepecialist in Population Education in Out-of-School and Adult Education,
UNESCO Regional Office for Education in Asia,
C.P.O. Box 1425
Bangkok (Thailand).

29. Ms. Kamla Bhasin,
Programme Officer,
FAO Regional Office,
Maliwan Mansion,
Phra Atit Road,
Bangkok-2 (Thailand).

30. Dr. H. S. Bhola,
Professor of Education,
Indiana University,
Bloomington,
IND, USA 47401.
(Second Seminar only).

31. Mr. T. M. Sakya,
Educational Adviser,
UNESCO Regional Office,
for Education in Asia,
Darakaran Building
920, Sukhumvit Road
C.P.O. Box 1425
Bangkok (Thailand).
(Second Seminar only).

Special Participants

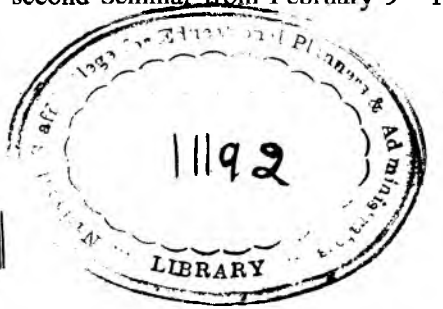
32. Shri Anil Bordia,
Joint Secretary,
Ministry of Education & S.W.,
Department of Education,
Shastri Bhavan,
New Delhi-110001.

33. Mr. George Culling,
Assistant Education Adviser,
British Council Division,
British High Commission,
26, Jorbagh,
New Delhi-110003.

34. Shri K. L. Bordia,
Hony. Secretary,
Seva Mandir,
Udaipur (Rajasthan).
(First Seminar only).

35. Dr. O. S. Rathore,
Head of Extension,
Education & Office Incharge,
Farm Advisory Service,
University of Udaipur,
Udaipur (Rajashthan).
(First Seminar only).

In addition to these participants, Miss Mrigawati Shah, Deputy Director, State Institute of Education, Ahmedabad, participated for a brief period from 17—19 January, 1978, in the first Seminar and Professor L. R. Shah, Programme Adviser (NSS), Ministry of Education & S. W., New Delhi, and Shri B. C. Rokadiya, Director (PVC), Directorate of Adult Education, New Delhi, in the second Seminar from February 9—11, 1978.



MGIPRRND—S/23 ESW/77—TSS-I—14-4-78—5000.