

**PLANNING AND PROGRAMMING
ADULT EDUCATION**

RAJAMMAL P. DEVADAS



University of Madras Monograph-XIV

PLANNING AND PROGRAMMING ADULT EDUCATION

Report of the
Workshop of Principals on the
University's Participation
in
the National Adult Education Programme

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FOREWORD

In the University's participation in the National Adult Education Programme as part of the Community and Social Service curriculum, planning and programming at the micro-level of rural adult literacy are now underway in the colleges and departments of the University. In the process, dedication, commitment and goodwill are the necessary starting points for the colleges and the university departments both of teachers and students. The sufficient condition, for the programmes being attempted by over a hundred colleges and around 50 departments, is to face frontally the technical problems involved in the programmes and projects. It is here that the Workshop of Principals and the resulting guideline document that it has produced, which is this monograph, becomes of critical importance.

The first problem is, of course, the motivation of the illiterate rural adult. The question as to what he or she will gain from this extra effort, which literacy involves, must be answered. It can be answered only within the larger framework of rural development in anyone of its many facets. In communist countries, the motivation is provided by

the Communist ideological framework. We have to find a similar viable framework based on our cultural values and socio-economic imperatives.

The second problem is how a literacy component can be woven into the larger rural development effort. This is called functional literacy, and more recently 'conscientization' and this must be expressed technically.

The third problem is the manner in which the teachers and students, who have other preoccupations, can work in this programme, providing the minimum element of continuity in the teaching and learning process to the rural audience.

There is also the problem of learning materials, which have to be both specific in relation to the local situation, and general in relation to the ideals and goals of the State and the Country. How is each college / department to produce such learning materials ?

Finally, there is the problem of training the teachers and students in this important technical enterprise. What are the steps in a well-conceived training programme, which would train literacy teachers in the techniques of delivering the learning skills as well as in the productive use of these skills ?

Every college and University department will have to so organise its Community and Social Service

curricula that not more than 50 per cent of the time the teachers and students is used in this adult literacy effort. The other 50 per cent will have to be subject-oriented and related as set forth by each Board of Studies, and summarised in University of Madras Monograph XI.

It was to consider, discuss, review and start resolving these and other issues involved in the decision of the University and its teachers and students to play their role in the National Adult Education Programme that Principals and a Senior Professor from ten colleges and the Head of a Department of the University assembled in March in Sri Avinashilingam Home Science College for Women, Coimbatore, under the directorship of Dr. Rajammal P. Devadas, Principal of that College. The result is the Adult Education Planning and Programming Guide which is this monograph, which by decision of the workshop is to be followed in April by a 7 day training workshop for the same participants and which will result in a Manual for Training Adult Education (literacy) Instructors.

And so the University community is building slowly, step by step, the edifice through which it will discharge one part of its obligation of serving the goals of state and national development, in this case of making its contribution to the well-being of the deprived and discriminated majority of our fellow-citizens. That in the end is the nature of all learn-

ing, knowledge and wisdom : they are a treasure that grows only in so far as it is given away, and *per contra* it is only through the act of giving that it further enriches itself.

University of Madras
March 21, 1978.

MALCOLM S. ADISESHIAH
Vice-Chancellor

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I. THE NATIONAL ADULT EDUCATION PROGRAMME, POLICY, PHILOSOPHY AND COMMITMENT

NAEP - Policy and Philosophy

The National Adult Education programme (NAEP) which has been accorded the highest priority by the Union Government aims at liquidating adult illiteracy within a time bound frame. It aspires to make the poorest of the poor literate, build in them skills, ensure them better standards of living, develop in them confidence and leadership to face the realities and challenges of life and help to find employment, to the extent possible. It calls for a massive effort to educate and make self-reliant 100 millions of adult illiterates in the age group of 15-35 years, within a five year period starting from 1978-79. Now, the responsibility for Adult Education and eradication of illiteracy is clearly that of the educated minority.

The NAEP emphasises employable skills, family and health welfare, political conscientization and civic participation in addition to literacy. To achieve the set objectives and basic philosophy, the following principles are to be followed. The literacy programme should:

1. Enable the masses secure better working and living conditions.
 2. Face the challenges of the environment and development needs of the country with their active participation.
 3. Be relevant to the environment and learner's needs.
 4. Be flexible regarding duration, time location and instructional arrangements.
 5. Be systematic in all aspects of organisation.
 6. Be functional and adaptable to the needs and demands of the learners.
 7. Enhance their competence and improve their performance.
- and 8. Create a better understanding of family life problems and women's status in society.

The National Adult Education Programme is based on the truth that there is no age barrier for learning. The high levels of maturity and experience of the adults can actually help in better learning. Adult Education is intended to help in situations where it is difficult to retain the learner in the formal school. Different categories, namely, the dropouts, the handicapped, the unemployed, marginal farmers, the weaker sections and others can all benefit by Adult Education.

The three dimensions of NAEP are Awareness, Functionality and Literacy. Adult Education offers continuity in the educational growth of the learner. It covers the entire life span. It has no rigid curriculum or graded system of teaching within the four walls of the class room. The learning experience and activities are arranged on the basis of needs, work, convenience and resources. The adult learner should be so motivated that the desire to learn comes from him. Adult Education is thus a learner-centred, need-based, skill-oriented, and practical-biased venture.

Adult Education has a great social value as it offers opportunities to dropouts and the drows-trodden segments of society to improve their education and occupational skills. It aims at developing the 3 H's: Head (intellectual development), Heart (social and emotional development) and Hands (physical development).

The distinguishing characteristic of Adult Education is that it is Functional. It has a pragmatic objective, that is, individual development through the three important processes (1) logical thinking, (2) self-realisation and (3) self-actualisation. These three processes have personal and physical dimensions with practical values.

NAEP, a National Commitment

With these clearcut guidelines and principles, NAEP has become a national commitment. It calls

for a concrete approach, effective planning, concerted and co-ordinated efforts of the governmental and voluntary organisations. Adult Education must be realised as a commitment, a promise and the bounden duty of each and every educated person. Only devoted, sincere, untiring and intelligent group efforts can bring about the environment favourable to make the task fruitful. It demands great vision, strength, selfless service, and skills.

The commitment should be felt within. We the few fortunate educated, being in a better position, having attended the School, College or Technical Courses, should now be of immediate service to the vast majority, left unnoticed, uneducated and illiterate. Our resources - education, skills, money and energy should be fully deployed to meet the challenge. Otherwise, the 'educated' will be only 'exploiters' of the illiterate poor. Let our effort be a beacon light to youth to launch the Adult Education Programme and strive to visualise an India freed from the shackles of illiteracy, ignorance, malnutrition, unemployment and other social evils. Let us join hands with our Union Government and esteemed Vice-Chancellor, and strengthen their efforts with our commitment to work with devotion to this great task-namely, eradication of illiteracy and bring light and life to the deprived communities.

II. CONCEPT AND OBJECTIVES OF ADULT EDUCATION

The formulation of a dynamic philosophy of education is basic to national planning and development, the success of which is influenced by whether or not there is an effective educational system in which education is relevant to the needs of the people and the demands of the changing times. The educational philosophy will determine the goals the nation will set for its citizens. Viewed in this context, the place of Adult Education in the educational system and national development becomes crucial.

Adult Education is more than education for literacy. It is also more than remedial education. It is what people continue to need and want as long as they are alive, regardless of the quantum of their previous education. Education to upgrade and update the citizen in various aspects of knowledge and skills, is a necessity in this technological age. The rapid out-dating of knowledge which is an important characteristic of the present times, has made Adult Education both a necessity and a very vital tool for the country's all-round development.

Adult Education touches all aspects of living. Being so diverse, it cannot be defined precisely, especially when one examines its clientele, subject matter, methods and techniques, duration of the courses and the types of organisations offering them. By Adult Education is meant all activities that are carried on by people in their daily life, with an educational purpose. The potential clientele of Adult Education is the entire adult population. Thus, while attempting to satisfy the aspirations and needs of the adults and the exigencies of the economic, social and cultural development of the community, Adult Education has to perform a creative function. It must contribute to the aesthetic, moral, social and civic constitution of the masses. It must help to develop taste, judgement and critical thinking. It must encourage positive attitudes by counter-acting the negativism which causes violence, casteism or domination.

Adult Education serves those who are deprived of formal schooling. Thus the orientation of Adult Education is social welfare through individual development. The objectives of Adult Education/Literacy can be summarised as follows :

1. Rational thinking leading to sound decision-making

Adult Education helps to build logical or rational thinking and thus builds an ability in the adult to comprehend problems, perceive their true nature, assess them in the perspective of their setting and understand their solutions. To develop this ability,

the past experiences of the adult must be used to analyse the strengths and drawbacks, build on them and achieve better results. This objective is very important in situations such as when farmers/home makers are unable to balance their income expenditure, in meeting the needs of the family, and when disease and nutritional problems are encountered and agricultural production fails. The objective has economical implications as it helps in the efficient use of resources.

2. *Self realisation and value realisation :*

Adult Education paves the way to self-realisation and value-realisation. Motivating and helping the adult to identify his psychological, social and physical resources and the need for using those resources discriminatingly and appropriately is the core of Adult Education. For example, unproductive land can be used for non-agricultural purposes such as brick making and construction of buildings. Banning the use of fertile soil for non-agricultural purposes is another example. These have social and economic values also.

3. *Actualisation of self and resources :*

Adult Education helps in the actualisation of a man's self and his resources. This objective has both materialistic and productive value and facilitates the allround development of the individual. Building an ability in the individual to mobilise and use his psychological, social and physical resources and solve his problems effectively is an important out-

come of Adult Education. This, the highest objective of Adult Education, is difficult to achieve because of individual differences and operational difficulties.

Adult Education functions with adults of different levels of literacy. Hence teachers of adults need to innovate their own instructional methodology. With literacy as a means of achieving the three objectives, namely logical thinking, self realisation, and actualisation of resources and self, Adult Education has to build functional competencies in the illiterates, neo-literates and semiliterates. An indigenous technology, involving innovations such as use of folk methods, mobile library, laboratory, community centre and youth programmes needs to be developed and employed with care and vision.

The concept of functional literacy must be fully comprehended by the learners, adult educators, Government and voluntary organisations. When they internalise its principles and programmes, the support from the learners will be spontaneous and success will be ensured. Only devoted, sincere, adaptive and selfless workers can make this effort successful.

III. MOTIVATION FOR ADULT EDUCATION

Teaching adults and adolescents is different from teaching children. An adult has a background of accumulated experience, interests and more or less fixed ideas, which are often set and opinionated, and therefore likely to be resistant to accepting those of others. Hence it is delicate and difficult to induce or persuade an adult to assimilate new thoughts and information. Prejudices and habits die hard. An adult educator needs to be patient and persuasive to tackle the beliefs, notions and inhibitions of the adult learners. In order to overcome these obstacles, gentle and affectionate approaches need to be used. Any outright condemning of the ideas and practices of the adults may produce undesirable negative reactions.

How to Motivate Adults to Learn :

Motivation means creation of the desire in the adult to learn. Interest in learning can be created through meeting the adult's immediate needs. But most adults often do not recognise and express their feelings and needs. Hence to use 'needs' as the focus of motivation, needs must be identified first.

Adults are sensitive about their status, situation and shortcomings. They are easily hurt at slights,

lack of respect or consideration. Injured susceptibilities may ultimately inhibit learning. There can be no shocktreatment in adult education. Only patience and perseverance will prevail. The sensitivities and complexes of the adults must be recognised and respected and they helped to overcome them. Only through thoughtful, approaches, can interest in learning be created and sustained.

Individual and group psychology operates powerfully in Adult Education. Hence words of praise and encouragement would motivate adults towards learning. On the otherhand, insults and insistence on perfection would elicit negative responses. Unfavourable comparison with others also damages the ego and self image. The adult must be respected in all situations, at all times. His entity as an individual as a member of the society and his dignity as head of the family, must be given recognition. Polite and courteous words and expressions must be used in conversation. The student instructor will have to learn much from the adult learners.

The psychologically approved methods for child teaching will not work with adults. Less time consuming and more straight-forward approaches, with due regard for the adult's needs and interests, will help him to master the elements of reading, writing and arithmetic in as short a time as possible.

The physical, social and economic handicaps of the adult learner need to be observed with care and

circumspection. Appropriate solutions are to be located and administered. For example, an adult suffering from poor eyesight should be first helped in getting his sight improved. Adult women are generally shy. Instead of mistaking their shyness for apathy, they need to be encouraged to participate in the educational efforts through appropriate channels. However, adults should not be pampered or unduly favoured with concessions. Consideration and sympathetic understanding are not to be mixed-up with indiscriminate indulgence.

Techniques of Motivation

1. Friendly approach:

A friendly approach is the best motivation in Adult Education. Equality of treatment, irrespective of status caste, creed and community, and addressing adults as relatives, for example, 'Ayya', 'Amma', 'Anna', 'Akka' will make the adult learner feel at ease. His/her initial reluctance and hesitation should be broken by cordial conversations about his/her welfare, children and family and friendly gestures in a pleasant atmosphere. Only then will the adult learner be enabled to come out of his shell of shyness and express his needs and thoughts.

The student-instructor must be alert to perceive the individual and group interests of his clientele. The pressing economic needs will be most evident. Meeting them and also the social and cultural needs, would provide powerful incentives, motivation and

impetus to the learning process. Desire for higher income and better status motivates adults to come forward. They need to be approached through appropriate and timely assistance in their very struggle for living by individual contacts.

2. *Campaigns to Precede :*

Anti-illiteracy campaigns may be conducted through public meetings and propaganda as a prelude to the work, to motivate large numbers of short-term camps to be organised as crash programmes in different areas, to bring the masses together and motivate them. In such campaigns, enthusiasm must be generated through intensive propaganda. All the avenues such as Trade Fairs, Weekly shandys, Temple festivals and Parents' meetings in schools can be utilised. The usefulness of short-term camps and campaigns cannot go beyond creating awareness, acquaintance with the alphabet or just ability to read and write. While they are good motivators, the gravest short-coming of such quick-resultgiving changes is that the degree of literacy attained is likely to be weak and even intangible. Unless vigorously followed up with extensive post literacy activities, mass-campaigns prove futile. The college/university students can use their vacations for organizing short-term Adult Education / literacy drives.

3. *Centre Method :*

Adult Literacy Learning Centres can be set up with local leadership areawise, in the villages or

wards in cities. These Centres can help to bring together homogeneous groups socially or vocation-wise. They can be run on permanent or quasi-permanent basis, as in the Community Development Blocks, to meet the needs of a particular area on a continuing basis. Gradually, when illiteracy in that area has been eradicated, continuing education activities can be carried on for further progress. Although the results will be neither quick nor spectacular, it is possible to attain tangible literacy by this method. The need for follow up work through library services, is crucial to help the neo literates in consolidating their initial achievement.

4. Individual Contacts :

If every educated person can take a pledge to make atleast ten more persons literate, illiteracy can be wiped out from the country, almost on a no-cost basis. However, the assumptions that every educated person is fit to teach adults, and will willingly take up this work are questionable.

Adult Education, like other aspects of education, is also a long term investment. Its success depends upon adequate finances, sound and sensible planning, organisational efficiency and follow up. In these aspects individual contacts can be effective, although time consuming.

5. Need Approach :

The functional literacy concept emphasises 'felt-need' approach by which the learners could be motivated to understand the ways of fulfilling their needs

in socio-economic improvement, health, nutrition, family planning etc. Therefore adults can be motivated through need-based approaches. The needs of the adult learning must be recognised and understood. For this purpose some relevant programmes can be introduced. The Central Social Welfare Board (CSWB), State Social Welfare Board (SSWB), Cooperatives & Nationalised Banks could be approached to give priority in their grant-in-aid/loan programmes for the groups engaged in Adult Education.

6. *Enlisting the participation of the Learners :*

The learners could be motivated to participate in the various Adult Education Programmes. They can be encouraged and enthused to get involved in the programmes by assigning leadership positions, allocating responsibilities, giving higher status and recognition and associating them with the organisations at the village level.

7. *Achievement Approach :*

Recognition could be given to the learners by award of certificates, medals and books. Achievement motivation is of special value in that it emphasises a desire for excellence in order to attain a sense of personal accomplishment.

8. *Use of Appropriate Teaching Methods and Aids :*

Appropriate teaching methods, to suit the illiterates will prove beneficial in motivating them. Adult learners can be involved in demonstration of mini-

kit programmes. The available modern and traditional methods of mass communication could be utilised to make learning long-lasting.

9. *Use of Local Leaders :*

The use of local leaders and officials would encourage the learners in participation and in the identification of the problems of the learners.

10. *Integrated Approach to Learning :*

Adult Education should highlight improved living in terms of better nutrition, housing, clothing, health and education, better standard of living and higher achievements in life. Such an integrated approach will interest the learners.

11. *Provision for follow up :*

Good follow-up activities and materials would motivate and encourage the new learners to continue Adult Education. Follow-up recognition must be given to the learners who could be invited to the college for an 'At home'.

12. *Exposure to Various Welfare Organisations :*

Coordination of the programmes of governmental and voluntary organisations would help the adult learners in understanding programmes such as the Applied Nutrition Programme (ANP), Small Farmers Development Agency (SFDA), Marginal Farmers and Agriculture Labour (MFAL), Drought Prone Area Programme (DPAP), Command

Area Development Programme (CADP) and many other agencies of action. They would enable the new learners to attain the desired results of functional literacy.

13. Motivating College Students :

College students can be motivated through specified identity badges with the university monogram, certificates of recognition and other incentives.

IV. ORGANISATION AND ADMINISTRATION OF ADULT EDUCATION/ LITERACY PROGRAMMES

The organisation and administration of the adult education programme require decentralisation in terms of planning and operational responsibilities. Therefore the structure and operation of the programme should involve all the functionaries at all levels.

The Vice-Chancellor of the University has a special responsibility in helping the development of a consensus on the part of the entire academic community including the Senate, Syndicate, Academic Council, Faculties and Boards of Studies, on one hand, and agreement on the part of the teachers, students and political authorities of the State, on the other. According to the document, of the Union Ministry of Education and Social Welfare the involvement of the Universities comprises :

1. Integrated development services
2. Binary instruction for literacy
3. Literacy for manual workers
4. Study services.

To carry out this programme as part of rural urban development in which literacy training is an essential component, the University should organise district committees within the framework of the district adult education (boards) which will bring together the Principals of colleges and other District Development Officers in a district, under the chairmanship of the District Collector for the purpose of coordinating, facilitating and monitoring this programme. A district level committee can be constituted with :

1. Collector (Ex officio Chairman)
2. All Principals.
3. Programme Officers and NSS and CSS Coordinators of each college.
4. Community representatives, District Development Council members.
5. Technical personnel from government departments and other agencies.
6. Representatives of village/slums.
7. Representatives of students.

The role and functions of this committee will be :

1. To plan, coordinate, evaluate and monitor the adult education programmes in the district on the basis the clear cut guidelines given by the University with regard to finances for the

functioning of the committee and other matters.

2. Giving guided supervision and continuous feed back.

The University and its affiliated colleges should also use appropriate village teachers and other educated persons in the village as agents of adult education. Special attention will have to be given to women, whose literacy levels are the lowest in the rural areas, particularly, among the scheduled castes and scheduled tribes.

The organisational frame work should include the roles of the colleges and communities at their own levels.

The colleges are free to choose a working model to suit their convenience and local conditions to implement the NAEP keeping in view the requirements of the University for NSS and CSS. Care should be taken to ensure continuity in teaching, the same group of adults until they attain literacy students by the same student institutions.

The following consideration would be necessary in the project preparation by the college

1. Decision to commit
 - Objectives envisaged
 - Mutual exchange and common understanding
2. Identification of the area and its description

3. Size and characteristics of the "clientele"
(expected learning group)
 - Demographic
 - Socio-cultural
 - Occupational-economic
 - Other specific problems and characteristics
4. Type(s) of the programme(s) to be organised
 - Conceptual statement
 - Duration
 - Methods and media to be used
 - Expected outcomes
5. Management and coordination system
 - With other agencies of adult education
 - With developmental agencies
 - Supervisories
6. Resource support
 - Teaching/learning materials
 - Training
 - Evaluation-monitoring-research
7. Follow up activities
8. Financing of the project

Modalities of Operation

The Vice-Chancellor's document, 'The University's Plan for Participation in the National Programme for Adult Education' adumbrates three sample models of operating the programme. The colleges may choose any one, two or three depending on

various local factors. With the expectation of a massive involvement of students, their placement, time scheduling of visits, arrangement of transport facilities, timely supply of learning materials, records for observation and evaluation and other needed support have to be planned at micro level, and carefully coordinated. Appendix I gives the models opted by the 10 colleges which participated in this workshop.

V. ROLE OF THE COLLEGE IN NAEP-ROLE OF PRINCIPAL, STAFF, CSS-NSS COORDINATOR AND STUDENTS

The Principals/heads, staff and students of the colleges affiliated to the University of Madras and its departments have a tremendous responsibility in implementing the massive mandate of adult education. Students who are the future leaders, administrators, planners and politicians, should be helped to accept these challenges and act upon them sincerely and successfully.

Role of the Principal

In this great effort, the responsibility of the Principals as the heads of the colleges is crucial. They must have implicit confidence and faith in NAEP and infect others with their enthusiasm. They need to develop love for, and identification with, the illiterates and the foresight and understanding regarding the adult learners, their needs, problems, aspirations, and capacities. Their roles are :

1. Analyse the possibilities of adopting as many areas as possible and implement the programme effectively by choosing the

appropriate model for their college and procuring the required learning materials.

2. Convince the parents and students about the necessity to conduct adult education and elicit their maximum participation, involvement and satisfaction.
3. Mobilise maximum number of staff and students to opt for adult education.
4. Motivate the staff and students.
5. Chalk out concrete plans of action and train them effectively, and prepare themselves for the adult education programmes.
6. Pool all the physical and non-physical resources.
7. Develop the skills required for implementing, co-ordinating and critically evaluating their plans for and achievements in adult education.
8. Arrange to train the student instructors effectively and continuously.
9. Encourage and enthuse students and staff with proper incentives and appreciation at frequent intervals.
10. Evaluate the programmes keeping in constant touch with adult learners.
11. Speed the action. Aspire for utmost success to attain the targets as quickly as possible,

with team spirit and full cooperation of staff and students.

12. Coordinate and collaborate with all other agencies and activate them for action-oriented tasks in adult education.
13. Inspire and sustain the interest among the staff, students parents and public.
14. Help to produce or procure learning materials, follow-up literature for the neoliterates and sustain the achievements of the new learners.

Role of the Staff:

She/he should :

1. Help the Principal to decide on the model to be followed for adult education, depending upon the number of illiterates and students and resources available.
2. Motivate the students and people in the adopted village/slum to attend the classes and enlighten them on their responsibilities so as to enable them to reap the benefits.
3. Choose the area, learning materials and time and arrange for transport, and choose the centres for conducting classes with at least minimum physical facilities.
4. Get equipped with the necessary skills for training the learners, preparation and use

- of learning materials, aids and follow-up materials.
5. Instill the spirit of service in the students and colleagues to prepare the learning materials for functional literacy.
 6. Associate with local organisations/SFDA, MFAL, CADP, DPAP, (governmental programmes). Mahila Mandals, Youth Clubs, AIWC, DGMS, CSWB, WVS, NYK, NSVS etc., and obtain their assistance and benefits for the learners.
 7. Conduct the programme continuously with sincerity and devotion and assess the educational outcomes critically and submit regularly, progress reports to the Principal.
 8. Help to maintain and peruse regular records of students and learners, to assess their performance and plan for effective achievement tests and evaluation.
 9. Arrange for competitions and tests and recognise, respect and enthuse the new learners through suitable incentives.
 10. Plan for coordination meetings with all the staff and students with Principal and get to know the problems and loopholes in the programme from others.
 11. Arrange regular meetings with students and get to know the constraints in the programme.

12. Write periodical reports about the progress of the programme and send them to the University through the Principal.
13. Initiate action and participation from the local people and make them self sustaining by utilising and training local youth and establish reading rooms, libraries and follow-up centres for learning.

The NSS/CSS Coordinator has a greater role of coordinating the activities of all the staff and students, looking into transport and other physical arrangements, arranging for perusal of records, maintenances of accounts and registers and bring to light the impediments and stimulants to the programme and act as a bridge between the staff and Principal, between the Principal and students and between them and the masses.

Role of Students

As the students are the real instructors, they must be helped to feel for the needs of the illiterate poor in the rural/slum areas.

They should :

1. Establish good rapport with the adult learners by their intense interest, infectious enthusiasm, unflagging spirits and untiring efforts.
2. Approach the adult learners with respect, recognition and tact.

3. Undergo willingly effective training in conducting the classes, using appropriate learning materials and preparing aids and follow up materials for the neo literates.
4. Understand the needs, aspirations, level of understanding of the learners.
5. Get enlightened about effective methods of conducting adult learning centres.
6. Associate the various agencies, leaders and innovators in the adopted village slum and work through them.
7. Organise and identify the target groups for participation through proper motivation. Make best use of the local educated youth, men and women in the conduct of the programme.
8. Maintain records and registers for attendance, marks, achievement tests, quizzes, questions and evaluate the performance of the learners in an unbiased manner.
9. Conduct the programmes sincerely and continuously and see that they really achieve the goals set for the great task.
10. Enthuse the learners through folksongs (folk media), stories, dance and other cultural programmes making them interesting and educative.

11. Realise that adult education is target oriented and hence be frank and free with the Staff, Coordinator and Principal and express the favourable and unfavourable aspects encountered in the programme.
12. Recognize the performance of people, enthuse them with appropriate incentives.
13. Aim for socio-economic, cultural and ethical upliftment of the adult learners and hence plan, conduct and assess the programmes accordingly.
14. Ensure follow-up action in the adopted villages/slums and see that they never lapse into illiteracy.
15. Bestow special attention on children in order to reach their mothers and dropouts.
16. Extend special care to women's literacy and functional education, to the extent possible.

The NSS and CSS students, who form a sensitised, organised and trained group of workers, can contribute to the enormous human resources needed in the implementation of the University's participation in the NAEP. They constitute the real "Change Agents" for the task of the first level workers.

The colleges will have to establish proper criteria for the selection of the volunteers for adult education based on the target groups in the villages/

slums, availability of their time, accessibility, number of centres proposed to be run, periodicity of visits required and other factors.

Only the concerted, concentrated, continuous and tireless efforts of all concerned, steeped in devotion and enthusiasm, and intelligent use of materials can bring success to this great, purposeful, urgent, national programme. Let us strive hard and achieve utmost success in this Himalayan task.

VI. PLANNING TRAINING AT COLLEGE LEVEL

Training is necessary for the staff and students to embark upon the national task of adult education. Planning meaningful training is a vital activity in the implementation of the National Adult Education Programme (NAEP). If training is streamlined and effective, the process of adult education will be facilitated and fruitful. The planning of training in adult education at the college level is for :

- a. (Staff) Teachers
- b. The students
- c. Orienting both teachers and students to evaluation techniques pertinent to adult education/Literacy.

Training for the Staff

Training for the teaching staff has to be planned on the basis of the target group, the attitudinal changes needed, the functional requirement of various groups in the villages/slums the problem perception level and other felt needs of the community and the types of programmes that are to be organised.

The training imparted must help college teachers to :

- Identify and specify programme goals
- Determine the kind and size of groups
- Create a learning environment
- Choose appropriate techniques
- Mobilise resources for programme implementation
- Train students in literacy skills
- Co-ordinate student placement
- Arrange for guided supervision and continuous feed-back
- Arrange for documentation and
- Review the programme and evaluate the achievement

Training for the students

The training for the students should comprise the following :

1. Identification of the village/slums (Appendix IIA)
2. Establishment of rapport with the elders and leaders in the age group 15-35 years and others. (Appendix IIB)
3. Enumeration of the illiterates in the age range 15-35 years (Appendix IIC gives the guidelines)

4. Decision on the programmes to be carried out (The mode of operation should facilitate the mobility of students and learners for effective teaching-learning).
5. How to motivate the adult learners through suitable approaches.
6. How to teach literacy
7. How to conduct and evaluate adult education through appropriate strategies
8. Preparation of teaching materials

Planning, training should keep in view the ultimate targets to be achieved by each student, mode of travelling to the selected villages, number of hours to be given, days, and methods of evaluation. While planning training, all the local organisations and institutions should be made aware of this task, and their help obtained at required times. This will avoid duplication eventually.

The workshop has suggested the Following Programme of Training for Professors and other college Teachers to be Carried out by the 10 selected Colleges

Role of the 10 Colleges Selected for Training :

The main role of the training centre is to organise the training programme for the college professors/co-ordinators who, in turn, will train their colleagues in their colleges.

Objectives for the Training Programme :

The objectives of the training programme for the professors and co-ordinators are linked with

their responsibilities and tasks in the adult education programme. These tasks and responsibilities are :

1. Motivating the students to involve themselves in adult education programme.
2. Organising training programmes for the students who are selected for adult education work.
3. Imparting to the students knowledge, skills and attitudes necessary to organise adult education Programmes effectively.
4. Supervising and guiding the students in their work at field level.
5. Organising resources in the form of materials and personnel to support the programme.
6. Enabling the students to meet special difficulties in their programme as and when they arise.
7. Enlisting the active involvement of the other teaching staff of the college in adult education work.
8. Conducting periodic evaluation.

The training centres should therefore equip their trainees to perform the above task effectively.

The staff must be provided with practical experience in acquiring the necessary skills to perform their functions in adult education, parti-

cularly training the students and monitoring the programme with confidence through :

1. Visits to communities, adult education centres and non formal education centres for understanding the needs of the adult learners and environment, and what is being done for them and how.
2. Development of suitable programmes based on the field data collected through surveys.
3. Preparation of need-based functional curriculum.
4. Collection of learning materials.
5. Training in literacy skills.
6. Demonstration and practice in the preparation and use of teaching/learning materials.
7. Devising the records to be maintained, and training in their maintenance.
8. Preparation and adaptation of curriculum for training of student instructors.
9. Experience in techniques of participatory evaluation.
10. Self-study assignments.

Discussion of various developmental programmes in the project area, such as the SFDA, DPAD, Integrated Rural Development (IRD), High Yielding Variety Programmes, Animal Husbandry, Community Health Workers' Scheme, Family Welfare, Child

Topic	Time suggested
<p>Welfare and Population Education Programmes, Applied Nutrition, Small Scale and Cottage Industries, Cooperatives, Land Reform Measures and Bank Credit Services, Workers' Education Programme, Workers' Health Insurance, State Insurance, Rehabilitation Programmes for workers must be arranged. What each programme means to the individual neo literate, how to catch his interest and develop his abilities to utilise the schemes for his own benefit are to be incorporated in staff training.</p>	

Suggested Contents of the Training Programme for College Teachers.

(Duration - 12 Days)

General

National Adult Education Programme-Policy	2 hours
Concept and characteristics of Adult Education. Critical review of the major programmes of Adult Education in the country	2 hours
Three dimensions of NAEP: Awareness, Functionality and Literacy and their interrelationships	2 hours
Who are the Adult Educators? Roles and functions of Professors and students in the Adult Education, as instructors	4 hours

Topic	Time suggested
Awareness building: Ascertaining the existing situation, needs and problems through survey techniques	4 hours
Curriculum development	2 hours
Formulation of curriculum on the basis of needs and problems identified	4 hours
How adults learn Principles of Learning	2 hours
How to prepare learning materials-visual aids.	6 hours
Teaching of literacy skills	3 days
<i>Vocational functional aspects</i>	
Agriculture, Animal Husbandry, Public Health, Fisheries, Forestry, Nutrition, Craft.	20 hours
<i>Organisation of literacy Centres</i>	
Motivation, mobilization, organization, and management of training centres-Equipment, materials, funds, personnel, accommodation etc.	4 hours
Developing learning units, lesson plans.	6 hours
Enisaging the whole plan.	8 hours
Evaluation-Principles and methods.	4 hours

For this activity to be meaningful, the participants must be requested to bring to the Training Centre full date of the findings of the surveys they would have conducted in their adopted villages/slums.

Techniques of Training :

1. *Establishing Rapport :*

a. Through accommodation of the socio-cultural norms of the target group: in dress, deference, contact with members of other sex in the target group and in his own group.

b. Attitudes :

1. Attitude to the task on hand,

2. Attitude to the members in the target group.

c. Motivation :

Sighting the basic needs of the target group, and relating them to the functional literacy programme.

2. *Effective communication :*

Developing skills for effective communication.

a. Becoming familiar with the vocabulary, accents and idioms of the target group

b. Being receptive to messages about their needs and feelings.

c. Stimulating them to articulate their needs and feelings through the rapport that has already been established.

- d. Formulating the message to be conveyed to them to meet their needs and offering them psychological support.

If yes,

What do they think about the adult literacy effort? Do they have negative feelings? If yes, explore by stimulating and listening how they came to have them.

Encourage them to verbalise their handicaps due to illiteracy,

Explain the purpose of the present campaign and how it can be designed to be different from earlier ones.

- 3. Techniques involving application of principles of group dynamics :
 - a. Achieving group cohesion
 - b. Ensuring a climate conducive for learning
 - c. Preventing conflicts : avoiding arguments and competition: inspiring cooperation.
 - d. Aggregating individual norms and establishing Group Norms.
 - e. Making members conscious of group norms besides their individual norms
 - f. Assuming leading role among the learners :
 - i) Becoming aware of the delicacies and constraints in teaching adults.
 - ii) Leading the learning process but not dominating it.

- iii) Making the adult feel that he is being assisted and guided rather than taught and ordered about.
- iv) Setting up common goals
- v) Displaying constructive attitudes and expressions in instances of lapses and failures.

Training Methods to be used :

The training programme must use participatory techniques of training rather than the traditional pedegogic methods. Some training techniques that can be profitably utilised are given in Chapter VII.

Field training should form an integral part of the training methodology. Field training should be clubbed with practical assignments such as :

Preparing the socio-economic profile of a community.

Assessing learning needs of a group in the community.

Preparing visual-aids and demonstrating their use.

Organising programmes such as exhibitions and cultural programmes.

Preparation for the Training of staff by the Training Centre:

The Training Centre should prepare itself in many respects for launching the training programme. Such preparation should include :

1. Assessment of Training needs of the trainees and the institutions deputing them.
2. Collecting expectations of the trainees from the training programme.
3. Developing the training content in terms of units-finding resource persons for each unit.
4. Selecting appropriate teaching techniques and teaching aids for each unit-planning for feed-back from the trainees-planning for interim evaluation and terminal evaluation-preparing a reference library for the course. Preparing annotated bibliography and other hand cuts. Preparing for logistics during the course.
5. Preparation to develop in the trainees skills in motivating people, relationships, programme planning, communication, mobilising resources, enlisting people's participation, preparing of teaching material, improving innovating and creating desirable changes.
6. Preparing to develop in the trainees important attitudes: respect for other's, democratic living, objectivity, adaptability to socio-cultural differences, and receptivity to suggestions.

Approach to Training :

The trainees who come to the training centres are experienced teachers who have also been actively

involved in social service activities under the NSS or CSS. Hence the approach in training should be to involve them actively in the training programme right from the planning stage. The training should be built up on their accumulated experience. The emphasis should be on practicals.

Evaluation of the Training :

The training programme should be evaluated by the trainees and the trainers. There should be at least one interim evaluation of the course against the objectives set for the course, the trainee expectations and training needs. For details see Chapter XI.

VII. PRINCIPLES OF LEARNING AND TEACHING

The normal adult learner is generally not motivated to learn, has resistance to new ideas, preoccupied with his problems and hence is less receptive. Furthermore he has his own predispositions, attitudes and ideas which are not easy to change. An adult learner is different from a child learner on the following points: He

1. Has more experience and a different quality of experience to contribute to the learning situation.
2. Is more ready to learn different things than the child learner because he faces different developmental tasks due to the responsibilities as a family member, bread winner and so on.
3. Is more independent and does not like dependent role.
4. Is keen to know the immediate usefulness of new knowledge.

Principles of Effective Learning :

a. Objectives :

The objectives of the learning programme and the procedures adopted must be clear to the learner as well as to the teacher.

The objectives must be well-stated and clear, adequate, attainable and relevant to the national goals.

b. Motivation :

Motivation is necessary for internalising the norms to be achieved. It can be attempted through : relating the tasks to be mastered to the individual's physical needs like food, clothing and shelter ; psychological needs such as affection, self esteem, self actualisation ; and 'need for achievement' such as power, social status and acceptance ; also to extrinsic motives like increase in his functional efficiency and productivity. Early unpleasant negative experiences associated with schooling may persist in adulthood and may resist motivational efforts. By detailing case studies of persons who achieved a sense of fulfilment, and acceptance ; of persons who improved their functional efficiency and productivity through mastery of the basic skills of literacy and of persons who, starting from illiteracy acquired formal qualifications, from within the village or its vicinity motivation can be achieved.

c. Providing Conducive Environment for Learning :

The factors conducive to learning are :

(a) The physical set up of the learning situation comprising space lighting, furniture which is suitable to posture, ventilation, freedom from external distracting elements.

(b) Physiological and psychological conditions at the time of learning are important.

(c) The learner, his motivation/readiness, level, *Span of attention* physiological conditions, abilities, intellectual and other, *reading rate*, ability to form precepts and concepts, retentivity, applicational ability, capacity to think critically, ability to analyse and synthesise, capacity for self expression,

- interest-towards the content, procedures, and other factors in the learning situation
- previous experience-knowledge, understandings and skills.
- home conditions-value system.

d. *Group dynamics* :

- size and nature of the group
- learner's position in the group
- nature of participation of other learners in the group

e. *Content*

- relevant to the needs and previous experience of the learner
- have continuity with the needs and previous experience of the learner

- Suited to the learner's abilities, interests, previous experience, home conditions, value system etc.

f. Teacher

- emotional rapport with the learner, sympathetic, friendly, understanding.
- attitudes towards the learner, teaching learning situation, the type of learning experience provided.
- capacity to envisage practical implications of the learning experience provided

g. Types of Learning :

- Trial and error, conditioning-classical, operant, insight, imitation, cognitive learning, problem solving, creative learning

h. Retention

aids to retention
 over learning
 meaningfulness of material
 set or intent to learn
 distributed rather than massed practice
 active rather than passive reading
 a moderate level of muscular tension
 properly spaced reviews

- ii. Retention — methods of measuring ;
 — relearning, recall, recognition

iii. Forgetting— causes-organic changes-retroactive
— inhibition-motivated forgetting.

i. *Plateau in learning - Causes :*

- lack of motivation and interest
- faulty methods used by learner and teacher
- consolidation of material learnt
- over-confidence

j. *Transfer of training - factors conducive to transfer :*

- generalising the experience
- identical components
- insight into relationships

k. *Principles of programmes instruction :*

- simple concepts
- small steps
- active response, immediate confirmation
- reinforcement-drilling
- self pacing

VIII. TEACHING METHODS IN ADULT EDUCATION

Teaching Methods for Adult Education

Various methods are available for imparting functional literacy, such as the synthetic, analytic, eclectic and Laubach methods. The different methods of reading and writing instruction applied by different groups can be put into these four main categories. All these methods need to be used with a functional approach. In addition to imparting skills in literacy, the learners must be helped to become aware of the local resources, programmes, organisations, agencies and personnel operating for their own benefit. Such an awareness would open out vistas of knowledge regarding the potential resources, their relationship to the illiterate, and how to use them.

The methods of teaching must be attractive, indigenous, adaptable and simple. They need to be inexpensive, easy to operate, and down to earth to suit the varying tastes, talents, levels of understanding, needs and demands of the adult learners. A proper combination of audio-visual aids and extension methods would help the learners understand

better the subject matter, retain it for a longer time and apply it at relevant situations. The popular extension methods such as Mass, Group and Individual contacts are highly useful

Use of Mass Media has proved successful in promoting interest in adult education programmes. They reach larger audiences. Mass meetings, use of Films, Radio, TV, Posters and Banners help to introduce the messages to a group or community, motivate them for learning, make them aware of the knowledge and skills available and initiate them for follow up action.

Group Methods :

The Group methods include: Group discussion, Case discussion, Use of flash cards, Flannel graph, Puppets, Flip books, Pictures, Photographs, Folk-songs and other Folk media. These help to give variety and facilitate learning in an informal atmosphere. The use of these methods in adult education through Dramatization, Role Playing, Brain storming, Demonstration, Film shows. Stories, Songs, Games, Exercises, Folk dances, Villupattu, Karagam and other Folk arts have been highly successful. Group methods are effective also in imparting skills and knowledge to learners. They lend themselves for giving individual attention to the adult learner and elicit their participation and recognition.

Individual Methods

The Individual methods such as personal contacts, home visits, case studies, use of creative literature, interview and result demonstrations help in convincing each and every learner and ensuring the success of the programme. The student instructor must be trained well in the use and handling of these methods.

Some Important Communication Skills :

The following skills in communication are important :

Skill in the Organisation of the Content

Content organisation-logical, continuity, simple to complex known to unknown, concrete to abstract, particular to general.

Skill of Introducing

Use of appropriate media-use of appropriate methods-continuity of ideas-relevance of the ideas to the objectives and to previous experience.

Skill of Closing

Consolidating major points presented/discussed-linking consolidated points to the objectives and the previous experience of the learners-linking the consolidated points to future learning

Skill of Stimulus Variation

Modulation and audibility of voice, use of gestures and movements, focusing, changing interaction styles

Skill of Explaining

Use of appropriate vocabulary, use of fluent language, presenting only the relevant ideas with clarity, having continuity of ideas

Skill of Questioning

Questioning - well worded, simple, properly put, well - distributed different types of questions, probing questions

Skill of Dealing with Responses

Encouraging responses - by appreciating, repeating ideas, making use of responses for the development of the discussion, use of positive reinforcing statements, encouraging while responding

Skill of Illustrating with Examples

Illustrating with examples - simple, relevant, adequate, example - rule-example

Skill of Choosing and Using Aids

Choice of aids - relevant, adequate, appropriate to the learners, size-appropriate, use of aids - visible/audible, appropriate time, distance

Listening Skills

Skill to grasp what the learner tries to say

Skill to judge the relevance of the response to the topic on hand

Skill to organise the response

Skill to link the response to the topic being discussed

Teaching aids are an integral part of the educational programme and are used as devices to make understanding easier and more permanent. They cannot replace the teacher or the book. They help to captivate interest, arouse imagination, enhance understanding, promote concentration, satisfy curiosity, encourage participation and facilitate communication without the barriers of time and distance.

Student instructors need to be taught as to how to prepare simple audio-visual aids at the local level. They can be made even by the learners who can receive recognition, respect and appreciation.

The programme of adult literacy consists of three stages; the preliteracy period, the literacy period and the post literacy period. All the teaching aids are neither equally suitable nor useful for each and every stage. The literacy teacher will have to select the most adequate methods on the basis of desirability/suitability/availability/and utility and for obtaining the desired results.

Teaching aids are only aids, means and tools to promote participation in and success of the educational endeavour. The teaching devices and tools are not an end in themselves. They are only techniques to help the learners to achieve the goal namely, the skills of reading, writing and arithmetic.

The student instructors must be highly conscious of the fact that the adult learners are not exposed to regular class room books and aids. They should handle the aids skilfully and enthuse the learners in the learning process and mobilise them to participate effectively. To make his/her communication process effective, the student instructor should select properly the components such as learning materials, physical facilities and subject matter and handle them efficiently.

Resources for Teaching

There is no dearth of materials for teaching and learning. The local agencies such as the Field Publicity Office, Public Relations Office, Health Department, National Small Savings Organisation, Mass Education, Bureau, Literacy House, Lucknow, Non Formal Education Centres, Directorate of Audio-Visual and Publicity (DAVP), Directorate of Rural Development, and many voluntary organisations such as CMC, Vellore, Sri Avinashilingam Home Science College and CARE, and the UN Agencies UNESCO, UNICEF, FAO, WHO have produced aids such as posters and films on nutrition, family education, agriculture, health, savings,

economic programmes, marketing and many other aspects related to Functional Literacy. Given below is a list of organisation's which publish useful publications and teaching aids.

List of Sources from which Publications Useful for Adult Education Project can be obtained

1. Directorate of Extension and Training
Ministry of Food and Agriculture
Shastri Bhavan, Government of India
New Delhi 110001.
2. United States Agency for International
Development, United States Information
Service,
Mount Road, Madras-600006.
3. Directorate of Non-formal Education
DPI Office, Madras-6
4. Director for Agriculture
Tamil Nadu Agriculture University
Coimbatore-3.
5. Directorate of Rural Development
Kuralagam, Madras-1.
6. Deputy Director for Agriculture
Madras-15.
7. Directorate of Advertising and Visual Publicity
Ministry of Information and Broadcasting
Government of India.

8. CARE
DPI Compound
College Road
Madras-600006
Tamil Nadu.
9. Tamil Nadu Health Education Department
Public Health Office
Madras-600 006.

IX. LITERACY CONTENT AND LEARNING METHODS

A Committee of experts on literacy convened by UNESCO defined Functional Literacy as follows: "A person is functionally literate when he has acquired essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use those skills towards his own and the community's development".

The syllabus in functional literacy should therefore, aim at making the learner functionally literate by enabling him to grasp the ideas presented in written form, to think over them and to react to them and be able to present his ideas orally and in writing. Along with the attainment of skills of reading, writing and accounting, he should be able to have some elementary knowledge of his environment, his health, his family, his society, his country and his duties and rights as a citizen, voter, producer, consumer, parent and tax payer. Some little knowledge of all these aspects of life is essential for

everyone, for effective participation in social and community affairs and for living a happy life.

The main objective in the literacy classes is to develop in the adult learners in the age group 15-35 years skill and taste for reading. However, the adults will not like to read anything and everything that they are required to read. Unless they like it, they will not read and the effort will go fruitless. The adults will like to read only what relates to their own life experience and what has utility for them. Therefore, a programme which is based purely on and limited to literacy will neither hold the attention of the adult learners, nor will it help them in solving their basic problems and achieving their fundamental needs. A meaningful adult education programme should not be developed in isolation from socio — economic features and environmental framework; and it should be closely correlated with personal and community life as well as with various developmental programmes.

Literacy Content

The literacy content of the NAEP should, therefore, be related to :

1. The needs, interests and the environment of the learners,
2. The social, economic and cultural milieu of the community and
3. The developmental goals of the country.

In other words, the literacy content of the NAEP should be so oriented that it helps the adult learners in improving the quality of their life and in contributing to the country's development and to bring the desired social and cultural change and to remove obstacles in their living and working conditions.

The literacy content may be so organised as to cover the following major subject matter areas, with necessary variations and diversities :

1. Self — mental and physical,
2. Physical environment,
3. Social environment,
4. Economic environment,
5. Political environment and
6. Cultural environment

There could be separate lessons on all different topics under these subject areas and the presentation may be done in a variety of forms. While some are narrative stories, others may be dialogues and some may even be in poetry. The Policy Statement emphasizes,

- “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”.

Information on various subjects such as agriculture, animal husbandry, dairy farming, poultry, personal hygiene, physiology, child care, home nursing, trade and transport, industry and commerce,

inventions and discoveries, folk tales and other topics of interest to the adult learners in the age group 15—35 years may be presented and classified in a mutually inter-related way.

Learning Materials

The learning materials required for an adult literacy class are of the following types :

(a) *Initial Learning Materials :*

These will include primers, workbooks, lesson cards, flash cards and simple visual aids like pictures, maps, charts and models. These form the basic material for a literacy class and are essential for acquiring the reading skill.

(b) *Readers :*

To be taken up after the primer is completed and the primary reading skill is developed. These readers are helpful in developing the skills of reading and writing with fluency and speed.

(c) *Follow-up books :*

Books specially prepared for the neo-literates to consolidate their literacy skills and increase their knowledge, are a necessary Follow-up of the literacy course. Without a suitable Follow-up programme, the effort and money spent on literacy will be wasted because the skills that are not used are always lost and die out with the lapse of time.

The Follow-up programme should be a pre-condition of a Literacy programme and must be built

within it. The reading material for Follow-up and the supplementary reading will include books on various topics to meet the needs and interests of all learners and provide information and knowledge that the adults need for successful functioning in society and for developing various occupational abilities that are needed for prosperity and progress.

(d) *News Bulletin* :

In addition to the books, the news-paper also makes a useful reading material. All adults are interested in news and all over the world the daily news sheet provides good reading material for adults. In adult literacy classes, the daily news sheet has proved a great attraction and is a real effective aid in inculcating the reading habit and improving the reading skill.

(e) *Periodicals* :

The weekly, fortnightly or monthly periodicals are also helpful aids in improving reading tastes of the neo-literate and semi-literate adults. These should contain topics of interest to adults such as agriculture, industry, health population education, nutrition, child care games and sports and stories containing wit and humour.

(f) *Visual Aids* :

Charts, graphs, photos, models, pictures and maps are auxiliaries to the first type of reading material.

They greatly help the understanding of the subject, arouse imagination and create an atmosphere for learning.

In identifying the literacy content and preparing the learning materials, care should be taken to choose such materials as would present to the adult learners new ways of doing things and how life in the village, slum and the society can be made better than at present.

They may present situations which need the exercise of imagination for making choice, e. g. spending money on the education of the daughter, or on giving her dowry, or to go on using the traditional grinding wheel or the ball bearing one or even to use the cow dung for fuel or for preparing gas and manure out of it.

Such contents would help the learners to see beyond the traditional limitations their local surroundings and the limits of occupation or self. This would promote their speed towards development and progress.

Some examples of primers prepared in Tamil based on these principles are :

Arivu Chudar

Mahalir Kalvi Mudal Nool

Tamil Vasagam I

Varumgal Karpom

Nadai Muraikkalvi Nool

X. DOCUMENTATION

Proper maintenance of records is very important in any programme of educational activity. The programme of Adult Education consists of various stages and a number of activities. For successful development of the programme, much information will be required to help in planning the programme. When the programme is in operation, the information will be needed to evaluate its working and bring about midcourse corrections and adjustments. Careful and correct appraisal of how far the approaches had worked to reach the goals and whether the speed of work needs to be accelerated or slowed down would be required. A correct assessment of the progress of the learner in knowledge, skills and attitudes towards the programme and life will also be required.

The utility of the records in a programme of Adult Education lies in that they help to :

1. Determine the pattern of the programme that would satisfy the need of the learners and will help in programme planning.
2. Implement regularly the programme.

3. Check periodically to ensure that the learners are progressing satisfactorily.
4. Make adjustments as and when necessary.
5. Judge the effectiveness of the efforts.
6. Provide the factual data required at various stages of the programme — at the initial stage, and during and after the programme, for planning, implementing and assessing the impact, evaluation and research.
7. Record the psychological effect on the student instructors and the learners and develop discipline and stability in the activity.
8. Let the new entrants know the procedures and the progress of the work without difficulty.
9. Offer potent evidence of how the programme is progressing,
10. Develop strength to pursue the programme with honesty and enthusiasm as the worker feel confident that he is in possession of the tools to convince the supervisory staff and even the visitors and the critics so far as the progress and the effectiveness of the effort are concerned.
11. Locate problems and find their solutions in a reasonable manner.

What are the Records to be Maintained :

The following are the Records and Registers to be maintained :

<i>By</i>	<i>Item</i>
1. Students	: Diary of the work done involving the following facts: Lesson plan (Class with adults — Discussions and times) Time taken for reading Time taken for writing Time taken for comprehension Performance note book or work book Tests, Quiz Questions-Answers Evaluation
2. Staff	: Lesson plans and progress of lessons Weekly evaluation of the learning Attendance Register Mark Register Cumulative records of the individual student Relay Register — indicating staff and students taking over Evaluation register indicating, the time taken for reading, writing and other skills, by the various new learners

3. Co-ordinators : Register for master plan of lessons, Master register & students in charge of adult learners.

Master register for evaluation-indicating, time taken for various lessons

Master mark register

Master attendance register.

The Principal should examine these records at regular intervals.

XI. EVALUATION OF TRAINING IN ADULT EDUCATION

Evaluation is an integral part of the process of training. The following questions need to be answered to understand the importance of evaluation: What, Why, How When, Whom and Who. How does evaluation of a training programme for NAEP differ from the evaluation of a training programme in formal education? The training of Adult Education functionaries is based on a non formal approach with relevance, participation and flexibility as its hall marks. Evaluation of the training programme in Adult Education therefore should reflect these features. Furthermore, evaluation of the Adult Education training programme can offer much valuable data and feed-back to be used at subsequent stages for improving the training itself. Evaluation enables teachers and students to know how and to what extent the new adult learners have learnt and are applying their knowledge and skills to augment and facilitate their daily work and living.

In the non-formal approach to evaluation of training, the main purpose is not only to analyse the training content, training process and inputs (both

human and material) but also the results achieved in terms of the efficacy of the learning that has accrued in adults, so as to provide the necessary midcourse correctives to make the training programme more effective. This analysis will be made by all concerned, trainers, trainees and the people with whom the trainers work. Thus evaluation will be participatory, and emerge from the desire of trainees and trainers to know their respective achievements, constraints and limitations in the methods, goals or their own capabilities.

In the non-formal approach, the tools for evaluation of training are flexible and simple. Methods 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 might have been, or not, anticipated. In NAEP, development of values and attitudes, such as team spirit, hardwork, willingness to learn from each other, initiative and appreciating each other's problems are more important than mastery of subject matter knowledge or even skills. How these are to be measured must be settled during training.

Participatory Evaluation

Participatory evaluation means that the trainer is not the sole person to make an assessment of the trainees or the training programme, but all the participants in the training programme including organisers, resource persons, trainees and even those

with whom the trainees work after training, will have a say or role in the process of evaluation. If the organisers wish to know their inadequacies and those of their programme, this type of evaluation is a pre-requisite.

In-built Evaluation

Teaching and learning take place simultaneously in a series of units or activities. If trainers and trainees could evaluate their activities after the termination of each unit, activity or theme, immediate corrective action could be applied. This is the aim of *in-built* evaluation. Thus each teaching-learning activity must automatically include an evaluative activity also.

Objective-based Evaluation

Objective-based evaluation is part of total evaluation. Evaluation is purposeful only when the benchmark or initial situation or the starting point is known. In terms of evaluation of training programmes, the trainees and trainers must know the knowledge, skills and attitudes, which the trainees possessed at the commencement of the training programme, so that the changes brought about in the trainees due to the training can be sighted and assessed. 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 takes place in the field also, soon after the completion of the preservice training.

Such evaluation will form the basis for strengthening and modifying future training programmes.

Objectives of Evaluation of Staff and Students in NAEP

Evaluation of training programmes organised for the professors and Students in NAEP needs to be systematic and based on the objectives of the training programme. The extent to which a particular training programme has developed in the Professors and Students (trainees) the needed competencies which include knowledge, understanding, skills and attitudes must be assessed.

Thus the objectives of the evaluation of training programmes in the NAEP needed to be stated in terms of the trainers, (Professors) the trainees (Students) and the target people with whom the trainees will work. From the trainer's point of view, evaluation of the training programmes should indicate whether training had :

1. Provided the staff and students the needed specific information, knowledge and understanding of the NAEP and its objectives
2. Given opportunities for learning the new approaches in relation to NAEP
3. Brought about the attitudinal changes necessary with a new enthusiasm and vision
4. Built flexibility and an ability to adjust or adapt to new situations

5. Promoted experimentation and innovative applications in the field
6. Been relevant to the local situations.
7. Brought feed — back as to the results of the efforts so that the needed modification or revision could be effected in the content, organisation, resource input and methods of training programmes
8. Identified problems and constraints in conducting the training and abilities to remove or reduce such constraints.

From the trainees' point of view, evaluation of the training programme should indicate whether the training had helped the trainees to :

1. Understand the purpose of the training programme and whether or not it had been useful
2. Effect improvements in their work and personal lives
3. Manage with the inputs — human and material
4. Understand whether the content was adequate and appropriate.
5. Assess whether the learning situations provided to the trainees were enjoyable, helpful and conducive to learning
6. Set their own standards of skills, attitudes, knowledge, understandings and competencies to function effectively.

7. Motivate the trainees to pursue the goals through continuing self — improvement and self direction.

From the point of view of the adult learners with whom the trainees will work directly and indirectly after their training, evaluation should indicate whether or not the training had :

1. Made the work of the trainees relevant to the life and needs of the adult learners ;
2. Assessed the adaptability of the trainees as perceived by the adult learners ;
3. Assessed the skills of the trainees in facilitating learning as perceived by the adult learners.

How to Evaluate the Trainees :

Evaluation of trainee's knowledge, understanding, attitudes and skills (with reference to training) can be done by the trainers and by the trainees themselves (self evaluation). The knowledge and understanding of the trainees can be evaluated by many methods, including the traditional methods such as questionnaire, written tests and oral examinations, but these methods are not of much relevance here. 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. In addition to assessing knowledge and understandings, the attitudes

of trainees and trainers towards the training programme for NAEP should also be evaluated.

How to Evaluate the Trainers :

Evaluation of the staff (trainers — organisers and the resource persons) could be done both by the trainers (self evaluation) 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. For all these, suitable formats and checklists need to be developed to look for evidence on :

- General attitude of management;
- Delineation of line and staff responsibility;
- Understanding and acceptance of these responsibilities;
- Kinds of training given not given in relation to needs, climate and resources;
- Training competence of line staff;
- Adequacy of personnel;
- Adequacy of space, equipment.

As revealed by

- Observation and inspection;
- Assignment of functions;
- Statement of Instructors, D. I. & Top Management;
- Adult reports;
- Follow up reports on personnel's processes;

Review of background and performance of training staff;

Check on financial provisions;

In order to obtain better management;

To evaluate the learning Process

Is the function clearly assigned, recognised and accepted in the organization?

Responsibilities are properly delineated with proper coordination;

Adequate space, equipment, materials and facilities;

Staff adequate;

Teaching goes as planned;

What changes should be made in organisation and administration;

Evidence on;

Relationship of teaching to learner's needs, interests and capacity;

Relevance to the problems to be solved;

Content;

Appropriateness of teaching methods;

Adequacy of physical accommodations;

As revealed by

Observation of learning groups;

Written statement of the instructors;

Analysis of learner backgrounds;

Analysis of contents and methods;

- Centres operating problem ;
- Quality and Quantity of work ;
- Teacher Learner group/worker group learner relationship ;
- Learners willing to attend ;
- Centres ability to attract and hold ;
- Centres ability to meet expansion and change over.

As revealed by

Immediate test ;

Observation ;

Analysis of records and reports ;

Inspection :

Analysis of production, cost and other ;

Management data ;

Learner reaction ;

Statements of Instructors D.I.

in skills, knowledge. If the desired changes did not take place, what were the reason ?

XII. FOLLOW UP AND CONTINUING EDUCATION

The follow-up programmes may consist of a number of activities. The basic idea, however is to provide the neo-literate opportunities to use his skills so that he develops :

1. Fluency and speed in reading and writing
2. Increasingly the power to understand and comprehend the meaning of what he reads or/and writes.
3. The habit of deliberating on the ideas conveyed and be able to accept or reject them for solving individual and group needs.
4. Reading interests for continuing further education.
5. Imagination and expression for developing functional competence.

Various types of follow-up programmes are possible. The learners may participate individually or in groups during the learning period. Some examples of follow-up programmes are given below :

1. Preparation of wall-news sheets and charts and map of the locality for display on walls.
2. Writing inspiring citations on wall blackboards.
3. Organising libraries and reading rooms and literacy services
4. Forming Reader's Clubs, Study Circles and Discussion Groups.
5. Organising Radio-listening Groups
6. Tele-clubs and film programmes
7. Producing short creative dramatics, or full length plays, poetry and music concerts.
8. a. Arranging extension lecture service — live or recorded Villupattu and Kathas and Katha Kalashebas from men of eminence.
b. Educational exhibitions
c. Field Trips
d. Celebration of national and social events
e. Organising youth groups for social service activities.
9. Arranging regular "Further Education" classes for literate working adults.
10. Organising short courses for various vocational groups.

Review and evaluation need to be built into the programme for quantitative assessment and qualitative analysis. Reviewing will facilitate affecting modifications in planning to bring about better results.

Reviewing can be done at two levels, one at the village/work spot level and the other at the college level. The components could include the methods used formal/informal, efficacy of the change agents, supervisor, local non-participant community, and the members of the participant groups. Similarly programme implementation, by the college will have to be evaluated and assessed. Appendices III to VII give some suggested proforma for use in evaluating principals, staff, student instructors and adult learners.

XIII. ORGANISATION OF RURAL LIBRARIES/READING ROOMS VILLAGE LIBRARIES — OBJECTIVES :

India being predominantly an agricultural and rural country, about 80 percent of the population live in the villages. In Tamil Nadu alone, there are 58,595 villages. In view of village libraries being an important part of education and an essential factor in re-orienting our society, the objectives of these libraries are :—

(1) To help village drop-out children and adults in understanding the principles of education and keeping fresh the knowledge which they gained during the study and training period ;

(2) To help our farmers increase their efficiency on the job, and provide the means of their knowing about food and chemistry of soils, about crop — markets and livestock, about producers, and consumer's co-operatives, about carpentry, farm mechanics, elementary agricultural engineering, crop protection, crop insurance and so on ;

(3) To help them preserve and enrich the soil which is our nation's heritage, it must give them

the means of learning about rainfall and drainage about the land uses appropriate to different types of soil, about the production and utilization of tree crops ;

(4) To help the villagers to understand India's social, political, economic and various current national building schemes and projects. It can also make him familiar with occupational tendencies, population trends and inter-relations of villages, towns and big cities ;

(5) A village library should be an aid to the building of wholesome family life, it must supply materials relating to community and individual health, child care, family planning and basic education; and

(6) Finally, it must lead individual members of the village to the use of books, pamphlets, films etc., for recreation and the growth of imagination and spirit.

In order to make the best use of libraries in the villages three important issues are to be considered.

First, various methods must be devised for making adults literate, and suitable modern means must be used to sustain their interest in acquiring full social education;

Second, effective measures must be found to overcome relapse of people who have learned to read and write and

Third, there is an extreme shortage of teachers for adults and ways of increasing both quality and quantity of instruction available for adults are urgently needed.

Educators are agreed that the attainment of literacy should not be regarded as an end in itself but rather as an instrument for improving the whole life of the adult. To make literacy teaching effective instruction in reading and writing should be integrated into the dynamic programme of individual and group action for community betterment. First, as regards the methods which must be devised to overcome adult illiteracy is to provide library service. Library service can make a major contribution to such a programme.

Reading Materials :

Indispensable to this process are reading materials so prepared that they are functionally related to the needs and interests of mature adults and at the same time written in vocabulary and style easy enough for a person just emerging from illiteracy to understand without difficulty.

The following points must be noted in preparing materials for neo-literates:

(1) The material should have illustrations, diagrams, photos, graphic representation appropriate to the text of the reading materials ;

(2) Expression of human interests, short anecdotes, caricatures, illustrated stories, humorous

expressions so as to help reading materials more readable ;

(3) Publication for neo-literate adult should be printed on a big bold type, that is, a large type face should be used in readers for beginners ;

(4) It is convenient at times to present reading materials in the form of questions and answers ;

(5) Their contexts must deal with the subjects of their liking ;

(6) The neo-literates' vocabulary will be limited and

(7) When introducing new words, build on known sentences ; and

(8) Introduce only a few words on each page.

Provide

(1) Weekly wall papers to keep the villagers posted with daily news.

(2) Big charts illustrating development schemes (i.e.) photographs of construction of various dams, maps of villages and districts etc.

The selection and distribution of such materials and skilled assistants in their use then becomes imperative

Follow up Materials :-

One of the important aspects of Adult Education is to sustain the level of education acquired. In selecting and writing readable materials for the new literates it is important to consider the following basic questions :-

- (1) Who will read the material?
- (2) What is the purpose of the material?
- (3) Does the material fit the reader and the purpose?

In order to produce readable, useful material the following promotive actions will be helpful :

- (1) Gathering local materials relevant to life;
- (2) Utilisation of local talents in the preparation of the above materials; and
- (3) Enlisting co-operation from students, retired teachers and others for preparation, maintenance and the circulation of the materials.

Promoting the Reading Habit :

How to avoid the relapse into illiteracy? A well organised programme of meaningful follow up activities will maintain the reading habits and civic interests developed during literacy campaigns with reference to the reading habit, the ability to read and the facility to read, are important. The ability to read presupposes literacy. The facility to read implies the establishment of a network of libraries within the reach of the citizen.

The librarian may serve as a kind of clearing house of information to advise people where they can obtain skilled help in agricultural problem, health problem, vocational, guidance, in supplying the follow up materials and in stimulating interest in continuous reading.

Book distribution is only one step in the library process. The strategic essential is to make the village library service alive, is the trained village librarian assisted by a crop of keen volunteer helpers in each community.

Qualifications Essential for a Village Librarian

The Village Librarian must have

(1) Knowledge of a community organisation adult psychology, scientific principles of language teaching, the psychology of the reading process, knowledge of reading materials of varying levels of reading difficulty, acquaintance with the sources from which materials can be obtained, skill in exhibiting material and in the use of audio-visual aids, including equipment and operation.

(2) Capacity for leadership, broad vision and understanding;

(3) Flexibility of thought and habits, and

(4) Sincerity of purpose

In addition to the relatively few fully trained librarians, part-time workers, serving on a paid or voluntary basis will be needed. These persons should

be liked and respected local people. People with specific skills in reading aloud, handicrafts, or the like are particularly valuable. The contribution which local people can render will be greatly increased if they can offer (free) interesting short practical courses of training. In addition, the librarian should be fully aware that appreciation and encouragement of the services of the part-time workers and rendering to them helpful guidance is an important and integral part of his work.

How to Start A Village Library and Popularise It

Like so many other nation building schemes, which are in operation to-day, the village libraries too need careful planning. Before establishing a village library a survey of the village is necessary. Plans drawn and policies made should meet the requirements of the people for whom they are proposed. For this, a thorough village survey (field study) indicating the needs of the people, availability of resources, attitude of the people to comply with the programmes is essential. Plans and policies based on the analysis of these facts cover a workable strategy and result in more fruitful way of reducing probable barriers in their implementation and searching for suitable solutions to overcome the barriers.

Location :

The library may be located either at the village Panchayat hall or School building so that people can utilise the material without any inconvenience. As an alternative, to start with, the village library may

be located in the centre functioning under the *Central Sector Scheme of Farmers: Education and Functional Literacy Programme*.

After the establishment of the village library, a campaign is helpful to popularise the usefulness of the library service through panchayats and popular discussion with the villagers.

“...It would be our endeavour to locate atleast one library in every village in the country. The use of the library should not be limited to a few scholars or pandits but the mass of people must begin to read. In fact every library should be a sort of University in itself”. (Nehru)

XIV. PROCEDURAL STEPS IN PLANNING AND OPERATING AN ADULT LITERACY PROJECT :

1. The Adult Education (Literacy) programme of each college undertaken by students and teachers, which is the 50 per cent of the Community and Social Service curriculum will follow the following procedures :—

2. The Principal/Head should after discussion with teachers and students draft an outline of the project and send it to the University, care Capt. V.S. Subbaraman, University Coordinator — NSS — CSS (NAEP), University Buildings, Madras. This first draft should set forth —

- (a) Name of the villages in which literacy classes will be held and the numbers in the age group 15 to 35 that will be covered.
- (b) The number of teachers and students who will be the instructors and the manner in which they will run the classes
- (c) The subjects that will be covered and the methods of teaching/learning to be employed.
- (d) The arrangements for the production of learning materials.

- (c) The arrangements for the training of teachers and students in literacy teaching.
 - (f) The establishment of village reading rooms/libraries.
 - (g) The machinery for the supervision of the Programme.
 - (h) The evaluation procedures that are built into the project — evaluating the teachers/students performance, the effectiveness of the teaching materials, the regularity of attendance at the classes and the number of drop-outs, the follow-up for those who are educated etc. — The periodicity of evaluation which should be once a semester and the issuance of reports on the evaluation.
 - (i) The rough budget should cover —
 - cost of running the literacy class
 - cost of producing learning materials
 - cost of reading room/library
3. On receipt of this first draft, the University will make available Rs. 500/— to each college/department for completing the preparatory work on the project and producing within three months the final project, which should be forwarded to the University — care Capt. Subbaraman, University Coordinator — NSS — CSS (NAEP), University Buildings, Madras.

4. The final project with its cost estimates will be scrutinised by the university screening committee and with any necessary adjustment made in consultation with the college/department will be forwarded to the UGC for approval and funding.
5. In establishing the budget, note should be taken of the UGC's position with regard to transport costs. Only in exceptional cases, will the University be able to request the provision of transport by the UGC. Transport costs should, therefore, be kept to the minimum. In the disbursement of funds made available by the University, the financial rules established by the University will have to be strictly followed and for this the Principal/Head will be personally responsible.
6. The University Advisory Committee on Adult Education will meet at the start of every semester to review the evaluation reports from each college/department and its conclusion and recommendation will be made available to each participating college/department.
7. The University Advisory Committee will review the first year's experience in 1979 and recommend the mode of financing the programmes for the second year.

APPENDIX I

PROCEEDINGS OF THE WORKSHOP ON ADULT
EDUCATION FOR PRINCIPALS/HEADS OF
DEPARTMENTS SPONSORED BY THE
UNIVERSITY OF MADRAS AT SRI AVINASHI-
LINGAM HOME SCIENCE COLLEGE, COIMBATORE,
14—15 MARCH, 197

Background

The Government of India has declared that, along with universalisation of elementary education, highest priority in educational planning would be accorded to Adult Education. Accordingly, the Government of India has 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. The National Adult Education Programme (NAEP) visualises a coverage of 100 million illiterate persons in the age range 15-35 years within a time bound frame of five years, starting from 1978-1979. A Draft Policy Statement on Adult Education and an Outline of the National Adult Education programme, carrying its objectives and plans have also been carefully prepared and circulated. Universities and other agencies, official and non-official, have been invited to make their contribution to the National Adult Education Programme.

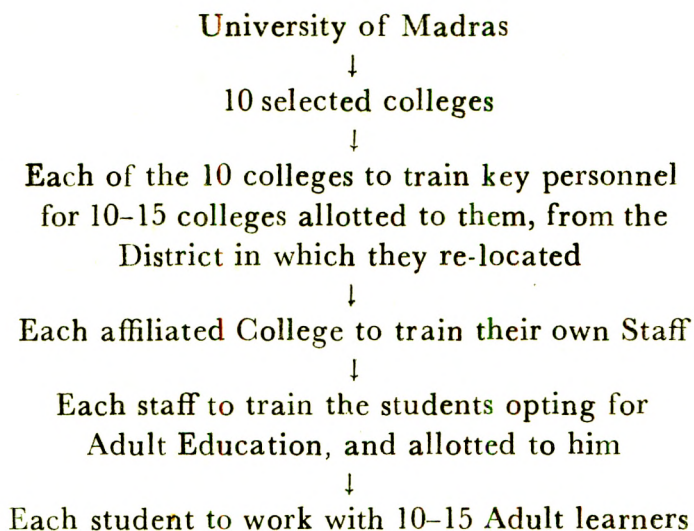
Under the dynamic leadership of the Vice-Chancellor, Dr Malcolm S. Adiseshiah, the University of Madras has decided to play its rightful role in this challenging national task. The University has made comprehensive plans to involve all its Departments and Affiliated Colleges in the national endeavour and take responsibility to educate 5 lakhs of adults in 3500 villages, out of the 65 lakhs of illiterate citizens in Tamil Nadu. Among the multifaceted preparatory plans of identifying the villages and working out project proposals, a series of training courses starting from the Principals/Heads to the ultimate lead agents, namely, the students, has also been envisaged at the following three levels :

1. At the First level for a Committee of 10 Principals and 11 Professors of the Colleges and the University in a Workshop to develop a Guide for the Adult Education Training Programme.
2. At the Second level for Professors/Co-ordinators in the Colleges in Adult Education Programme.
3. At the Third level for Teachers within each college to be followed up by training of students.

It is of utmost importance that the colleges perceive the need for their involvement in NAEP and see the implications of their role through discussions with adult educators, leaders, students and the com-

munity utilising seminars and symposia, publications, debates, workshops and various other methods.

This Report is on the First Level Two Days' Workshop involving Principals and Professors of 10 selected colleges affiliated to the University of Madras and Professors of the University Departments to prepare guidelines for a series of preparatory training courses at different levels as shown below :



Message from the Vice-Chancellor

The Special Message sent to the Workshop by the Vice-Chancellor of the University of Madras, Dr. Malcolm S. Adiseshiah indicated clearly the commitment of the University to the NAEP and the tasks ahead of the Workshop.

Objectives of the Workshop

The objectives of the Workshop, as laid down by the University's Advisory Committee on Adult Education were :

1. To explore and discuss the numerous factors involved in launchig the Adult Education Programme through the colleges, involving the staff and students.
2. To plan the training to be undertaken by the 10 selected colleges and
3. To produce a Guide for use in the various training programmes. Towards this end, the Workshop would address itself to :

Organisation and administration of the Adult Education Programme

Planning the training programme at the college level

Motivation for literacy learning

Content of literacy

Preparation of learning materials

Teaching methods

Techniques of training

Evaluation

Organisation of village libraries and reading rooms.

Director and Resource Persons :

Tmt. Rajammal P. Devadas, M.A.M.Sc., Ph.D., (Ohio State University) was the Director of the Workshop.

The Resource persons deputed by the University of Madras were :

Dr. R. Gomez, Director, State Resource Centre, Madras.

Dr. E. G. Vedanayagam, Professor of Education, University of Madras

Dr. Nagarajan, Department of Adult and Continuing Education,

Captain V. S. Subbaraman, Co-ordinator NSS-CSS., (NAEP., University of Madras)

Miss K. C. Leelavathi, and Mrs. Thangamani, Asst. Professors of the Department of Home Science Extension Education of Sri Avinashilingam Home Science College assisted the Director in the mechanics of the Workshop.

Participants :

The participants drawn from the 10 colleges and university departments were :

<i>College Department</i>	<i>Participants</i>
I Sri Ramakrishna Mission Vidyalaya Arts College, Coimbatore-641020	1. Dr. K. Kulandaivel Principal

- | | |
|--|---|
| | 2. Thiru T. N. Rajarathnam, Professor of Social Work |
| II University of Madras, Madras-5 | 3. Thiru E.R.B. Shanmugasundaram |
| III Stella Maris College, Madras | 4. Sr. M. Juliet Irene, Principal |
| | 5. Mrs. Radha Paul, Professor of Social Work |
| IV Ramakrishna Mission Vivekananda College, Madras-4 | 6. Thiru N. Venkatasubramanian, Principal |
| V A. V. C. College, Mannampandal Mayuram | 7. Thiru R. Balasubramanian, Principal |
| | 8. Thiru R. Varadarajan, Professor of Economics |
| VI Sri Vasavi College, Erode | 9. Thiru A. Pandurangan, Principal |
| | 10. Thiru R. Krishnaswami, Professor of English |
| VII Tagore Arts College, Pondicherry | 11. Thiru R. Narayana Sharma, Vice Principal |
| | 12. Thiru T. Jagannatha Royar, Professor of Economics |

- | | | | |
|------|---|-----|---|
| VIII | A. A. G. A. C. College, Cheyyar, N. A. Dist. | 13. | Thiru D. Kamalakanan, Principal |
| | | 14. | Thiru M. Ekambaram, Asst. Prof. of Economics |
| IX | Sacred Heart College, Thirupathur, N. A. Dist. 635601 | 15. | Fr. P. A. Thomas, Vice Principal |
| | | 16. | Thiru A. Ramayyan, Professor of Mathematics |
| X | Jamal Mohamed College, Thiruchirapalle | 17. | Thiru E. P. Mohamed Ismail, Principal |
| | | 18. | Thiru N. Abdul Samadh, Professor of Economics |
| XI | Kandaswami Kandar's College, Velur, Salem | 19. | Thiru P. Shanmugasundaram, Principal |
| | | 20. | Thiru K. Krishnan, Professor of Economics |

Observers

- | | | |
|--|-----|---|
| Kandaswami Kandar's College Velur, Salem | 21. | Thiru R. M. Ramaswamy, Professor of Mathematics |
| | 22. | Thiru Anbu Ganapathy |

Programme :

Based on (a) the guidelines given by the Vice-Chancellor and the Advisory Committee, (b) preliminary correspondence of the Director with the Principals and (c) her discussions with the Resource Persons, the programme planned and carried out was as follows :

Topics	Background paper prepared by
The National Adult Education Programme policy, Philosophy and Commitment	Rajammal P. Devadas
Philosophy and Principles of Adult Education	,,
Role of the colleges in NAEP Role of Principals; Staff, Coordinators and Students	,,
Action plans of NSS and CSS in Adult Education	V. S. Subbaraman
Literacy-programme Literacy content and learning Materials	R. Gomez
Motivation for Adult Education Literacy	Rajammal P. Devadas

Organisation of NAEP in colleges — Different models	All the Principals/ Professors
Analysis of the resources available	Rajammal P. Devadas
Methodology of training	„
Training of professors and college teachers	„
Planning training programme at the college level	„
Training methods for Adult Education organisers	Radha Paul
Content of literacy learning	Rajammal P. Devadas
Content and curriculum for Adult Education	R. Gomez
Principles of learning and teaching	E. G. Vedanayagam
Teaching methods in Adult Education/literacy	Rajammal P. Devadas
The Programme in Action-Management of NAEP by the college	V. S. Subbaraman
Organisation and Administration of Adult Education/Literacy programme	Rajammal P. Devadas

Topics	Background paper prepared by
To evaluate scope and goals	R. Jayagopal
Evaluation of training programme	Rajammal P. Devadas
Records to be maintained	Rajammal P. Devadas
Follow up and Continuing Education	Rajammal P. Devadas
Organisation of Rural Libraries and Reading Rooms	P. A Mohanarajan
Recommendations	

- a) *Discussion with Sri Anil Bordia, I.A.S. Joint Secretary, Department of Education, Ministry of Education and Social Welfare :*

Shri Anil Bordia spent three hours with the participants on 14th March 1978. He explained the national policy and the provisions made in the NAEP for the participation of the colleges.

- b) *Remarks from Sri T. S. Avinashilingam :*

The participants were privileged to meet Sri T. S. Avinashilingam, Founder-President, Sri Avinashilingam Trust Institutions. He expressed his appreciation for the vision and zeal with which the Vice-Chancellor was mounting the massive adult education programme and wished the participants great strength and

devotion to carry out this task which will promote national development.

Discussions of the Workshop:

The participants discussed the background papers prepared in advance by the Director, Resource persons and the Stella Mari's College, in several sessions. Out of the thought provoking discussions, the models for NAEP and other far-reaching decisions and recommendations emerged.

The participants discussed the various preparation to be made for imparting training to the colleges (Chapter VI). They also discussed and finalised the models for Adult Education to be implemented in their colleges as shown in Appendix — 1.

Recommendations

After two days, full deliberations and sharing of experiences, the Principals and Professors recommended.

1. An intensive training for training the Principal or the Professor or both who attended this workshop from each of the 11 centres, to fully prepare themselves to undertake the task of organising training for the colleges allotted to them in Literacy skills and preparation of literacy materials, be organised by the University for a period of 7 working days at Madras, beginning from first of April, 1978. This will enable them to prepare a training kit also.

2. The duration of the training to be organised by the 11 centres, shall be 12 working days starting from the 15th of April, 1978 and be completed by all the centres before second week of June, 1978.
3. Every training centre should be provided with atleast one resource person for the 12 days training from the University of Madras.
4. Government and University must arrange for local dailies to allot one full page once a week for adult literacy materials, and use of other mass media.
5. The State Resource Centre of Tamil Nadu must send to all the colleges implementing this programme, the following :
 - (a) Survey form models
 - (b) A list of Non Formal Education Centres functioning in various districts and Madras City.
 - (c) A Bibliography on Adult Education Learning Materials.

It should also publish the news of the colleges with regard to Adult Education in its monthly news bulletin.

6. University of Madras must design a badge for student volunteers in Adult Education.
7. Students who participate in adult education satisfactorily must be awarded

certificates of recognition by the University and given preference in employment and other opportunities.

8. When the adult learners complete the course satisfactorily, they should be given certificates by the University of Madras and other recognitions such as eligibility to appear for appropriate examinations. The University may prescribe appropriate criteria for them.
9. Transport is of utmost necessity. However, wherever there is difficulty for transport, the immediate neighbourhood be taken for adult education work.
10. The Vice Chancellor is requested to send all the colleges immediately a consolidated, up-to-dated guideline for the norms, budget heads, ceilings etc., Putting together all the communications sent so far from the University and Government of India, since there are differences between the Government of India papers and the University's pattern.
11. The dates for the 12 day's training for Colleges in their centres are :

April 17-29, 1978

AVC College,
Mayuram

-do-

Sri Vasavi College,
Erode

-do-

Jamal Mohammad
College, Trichy

April 18-30, 1978	Stella Maris College, Madras.
May 1-12, 1978	Sri Ramakrishna Mis- sion Vivekananda Col- lege, Madras.
-do-	Tagore Arts College, Pondicherry.
May 20-31, 1978	Sri Ramakrishna Mis- sion Vidyalaya, Periya- naickenpalayam, Coimbatore.
-do-	Cheyar Government Arts College, Cheyyar, North Arcot.
May 29 to 9 June, 1978	Sacred Hearts College, Thirupathur, North Arcot.
June 1 to 11, 1978	Kandaswamy Kandar's College, Velur, Salem.

DIRECTOR'S ACKNOWLEDGEMENT

The Director expresses her deep sense of grati-
tude to:

Dr Malcolm S. Adiseshiah: Vice Chancellor, Univer-
sity of Madras for his dynamic stewardship in
taking up this massive task of the National
Adult Education Programme on behalf of the
University of Madras, for providing the oppor-
tunity, for Principals and Professors, through
this Workshop, to discuss and work out the

plans for training for NAEP and for his inspiring message to the Workshop ;

Sri T. S. Avinashilingam : Founder - President, Sri Avinashilingam Trust Institutions, for permitting us to hold the Workshop in Sri Avinashilingam Home Science College and for his advice and sharing of ideas ;

Sri Anil Bordia : IAS, Joint Secretary, Ministry of Education and Social Welfare, Government of India, New Delhi for his valuable counsel and suggestions

Dr. R. Gomez : Director, State Resource Centre. University of Madras ; *Dr. E. G. Vedanayagam*, Professor of Education, University of Madras ; *Dr. V. Nagarajan*, Department of Adult Education, University of Madras ; and *Capt. V. S. Subbaraman*, NSS — CSS Director, University of Madras for their valuable assistance as Resource Persons deputed by the University of Madras ;

Principals and Professors : of the 10 colleges for their marvelous co-operation and active participation and the

Staff of Sri Avinashilingam Home Science College, particularly, Smt. K. Thangamani and Selvi K. C. Leelavathy who willingly offered their services.

She hopes that the enthusiasm and determination generated through this Workshop and the guidelines evolved will be of service to the colleges affiliated to the University of Madras in their frontal attack on rural illiteracy.

APPENDIX II

ADULT EDUCATION MODELS

I. SRI RAMAKRISHNA MISSION VIDYALAYA ARTS COLLEGE, COIMBATORE—641020

1. Volunteers for teaching adults will be selected from the students who opt for adult education.
2. Capacity to teach, knowledge of subject and attitude towards such work will be the criteria for selections.
3. Two students will form a team.
4. They will go to the village and teach adults for three weeks at the rate of two hours per day for 5 days a week. Each adult group will have 20-25 members.
5. The first team will teach for three weeks. The second team will take over from them and continue the work and so on.
6. Ten teams will be selected for each village and these ten teams will teach the adults for 30 weeks during the year.
7. Though the University expects us to work only in two villages, one for C. S. S. students and another for N.S.S. students, it is proposed to organise this programme in eight villages adopted by our College.

8. The students will be selected for this work by the end of this year and training will be given to them during the summer holidays.
9. Staff-in-charge of these programmes will be trained during the summer vacation. For each village one staff member will be in charge for the year.

$10 \times 2 = 20$ students for one village

that is, 160 students for eight villages.

II. ARIGNAR ANNA GOVERNMENT ARTS COLLEGE, CHEYYAR, N. A. DT.

1. Student instructors are to be given a 15; days orientation course in Sept. 1978 and subsequently two orientation courses in December and in May, 1979. Voluntary N. S. S. or C. S. S. students may be allowed to teach 5 adults each per year either relatives or neighbours.

In the beginning of the year, after identifying the illiterate adults, we shall register their names for learning and at the end of the year after assessing and evaluating their progress. Each student instructor teaches for 8 hours per week or 120 hours per semester or 240 hours per year. The student instructor will receive Rs. 15/-per month or Rs. 150 per year. This model will maintain continuity, good relationship between student instructors and the adult learners, besides being a result — oriented model.

2. It is possible in rural colleges in backward areas to enroll about 30 student Instructors on full

time, that is three hours per day, who are actually coming from neighbouring villages, to conduct Adult Education for educating 30 illiterates each for a period of 10 months. The volunteers may be given Rs.1000/- per year (or) Rs.100/- per month. In this method there must be supervision as often as possible by the NSS (or) CSS Co-ordinator. It is the duty of the students concerned to collect 30 illiterates for his work.

III. TAGORE GOVT. ARTS COLLEGE, PONDICHERRY

The Tagore Arts College is planning to have the Adult Education Programme with the following model. We will select four villages and involve 48 student instructors and 16 staff members for imparting adult education to as many as 120 adult illiterates.

The 120 illiterate adults in the four villages will be divided into 8 groups of adult learners of 15 each. It means that we will have 8 Adult Education Centres of 15 learners in each centre. The number of students assigned to the villages for NAEP work will be divided into 8 groups of 6 adult — education—instructors. Each group of 6 adult education instructors will be responsible for one centre (AEC) of 14 learners.

These 8 groups of student instructors will function according to a programme worked out in such a way that 4 groups will visit the centres during

the odd months and the other 4 groups during the even months, during a total period of 8 months in an academic (semester) year. Each group will account for 60 hours of instruction at the rate of 2 hours a day in a month and within a period of 4 months, the student instructors will complete 240 hours. In a year, the adult-learners would have had 480 hours of instruction from the 8 groups of student instructors. This big total of hours of instruction is felt necessary, considering the magnitude of the task of making adult illiterates, literate. Two members of staff will accompany the group of student instructors.

While the student instructors participate in NAEP they will get exempted from the normal CSS activities which are compulsory under the semester pattern. During the months they are free from NAEP they will devote their time and energy in the required measure for CSS activities. This plan for NAEP work will go on until all the illiterates in the adopted villages become literates.

Resource needs

A monthly monetary incentive of Rs. 15/- per student instructor is needed. At this rate an amount of Rs.720/- (48×15) will be required for a month, which works out to Rs. 5,760/- per year, for the entire unit of AEP student instructors.

Added to this, to meet the expenditures in the planning and preparation of teaching materials,

transport charges, preparation of follow-up materials, audio-visual aids, informative lectures by resource personnel, incentives to the many learners etc., an additional grant of Rs. 5000/- will be required. Use of the funds should be left to the discretion of the individual colleges depending on the local needs and demands.

Plans for periodical evaluation of the learning materials used and their applicability to the selected adopted villages will be worked out in course of time. Also the methods of evaluation of the work of teaching put in by the adult instructors in the A. E. Centres for a month will be worked out in-course of time.

IV. STELLA MARIS COLLEGE, MADRAS

The Stella Maris College proposes to adopt 4 villages and 6 slums in and around Madras. Each centre will have 20 students placed for adult education work. Adopting the Binary model, there will be 5 learners per two students, totalling to 50 learners per centre. Each student will go twice a week for 2 hours a day, but the centre will work for 3 days a week—Tuesday, Thursday & Saturday. One student will go on Tuesday, another on Thursday & both together on Saturday. Besides this regular work, two adult education camps of 10 days duration each will be held for each centre in a year, during vacations. Each centre will have two staff members assigned for supervision and organisational support.

*Summary of proposal**A. Target population :*

No. of villages to be adopted	4
No. of slums to be adopted	6
No. of students to be allotted to each centre in a Binary pattern	20
No. of learners per staff	5
Total No. of learners per centre	50
Total no. of students to be involved	200
Total no. of learners to be covered	500

B. Hours of work per student per year :

No. of hours per student per week	4
No. of hours per student per year during sessions	12
No. of hours in camps—at 6 hours per day for 10 days for 2 camps per year	120
Total no. of hours per student per year	240

C. Hours of work per learner per year :

No. of hours per learner per week	6
Total no. of hours per learner per year during college sessions	180
No. of hours per learner in Camps at 6 hours per day for 10 days for 2 camps per year	120
Total no. or hours per learner per year	300

V. SACRED HEART COLLEGE, THIRUPATTUR

1. Five Villages situated around the college (walking distance)
2. Total No. of Illiterates in these Five villages = 1259 persons. 30 persons per centre

$$\frac{1259}{30} = 41 \text{ centres,}$$
3. a. Hostel students will handle these centres (above 41 centres)
 b. Dayscholars-work in their own villages : (19 centres in various villages will be created
 Total No. of centres $41 + 19 = 60$ centres.
4. Two CSS coordinators will look after $30 \times 2 = 60$ centres.
5. Motivation for students Rs. 15/-per month. Each student teacher will teach 10 Adult learners.
6. Two hours per day for 5 days per week.
 $2 \times 5 = 10$ hours per week
 It may be within one year or within two years.
 $30 \text{ weeks} = 30 \times 10 = 300$ hours.
7. *Leadership Training*
 5 leaders from each village will be called for training (leadership)
 State Bank of India, Extension officers etc. are called to give practical ways of getting economic governmental aids.
Reason: These leaders will motivate the Adult Illiterates. Hence dropouts from adult literacy classes will be minimised.

8. Remedial measures

School going children will be given Rs. O. 25 if they are regular for their classes. Hence dropouts will be reduced. It prevents the growth of adult illiterates in the villages.

9. Tribal Development of Yelagiri Hills

14 villages of the Yelagiri Hills may be adopted for integral development. They are exploited by the plain people! They need immediate assistance. As it is 15 kms. from the college, transport is required-MINI Bus.

There is no other college nearby to do this work.

VI. JAMAL MOHAMED COLLEGE, KHAJANAGAR, THIRUCHIRAPALLI-20

A literacy-cum-occupational survey by the CSS and NSS Volunteers was undertaken in our adopted villages of Gundur, Thiruvallarchipatti, Ayyampatti and Burma Colony to ascertain the number of illiterates in the age group of 15-35. The survey indicates that there are altogether about 900 illiterates in the four villages out of a total population of 2873. On the basis of guidance given in the letter by the Vice-Chancellor, dated January 10, 1978, about 35 literacy instruction centres have to be organised in these villages.

It is planned that these Centres will be entrusted to about 180 C. S. S. and N. S. S. students — at the rate of six students for each centre. The Plan is to have literacy instruction work three days a week

(about 2 to 3 hrs. a day) the time being chosen to suit the convenience of the neo-literates. To maintain continuity in the literacy instruction, we have planned to engage the same batch of students for three full months. At this rate all C. S. S. and N. S. S. Volunteers belonging to semesterised courses whose number may come to about 700 (comprising P. G. & I Year Degree Classes) for the year 1978-79 will be engaged in the NAEP work in one or other quarter of the year.

VII. KANDASWAMI KANDAR'S COLLEGE,
VELUR — SALEM

Model

1. Four villages chosen
2. Identification of the potential adult learners in the age group of 15-35 was done with the assistance given by Capt. V. S. Subbaraman and Dr. Jayagopal, Professor of Adult Education, University of Madras. They had come for this specific purpose.
3. Total learner members approximating 600.
4. Plan to have 20 centres. Mostly 5 centres per village.
5. Each centre will cover 30 learners.
6. Propose to allot 6 students per centre, accompanied by a member of staff and if possible two.
7. For a year the adult learner will be instructed for 120 hours in this way.

8. Besides, a camp for a period of 10 days will be conducted. By this the adult learner will get an additional 60 hours of instruction.
9. Proposed to have atleast 10 one-day camps in the villages. This will in fact give an additional 60 hours of instruction.
The adult learner will get 240 hours of instruction whereas the student leader will have to put in quite a lot of time besides the 240 hours.
10. Priority for the students of the chosen villages, neighbouring villages and hostelites.

VIII. SRI VASAVI COLLEGE, ERODE

Model: Binary
(2 year programme)

Only willing students from I year & II year Degree classes and I year Post-graduate classes to be involved. (Volunteers from III year or (PU classes) to be assigned duties in collaboration with service organisations)

<p>Every Semester : 90 Hrs. Every year 90×2 = 180 hrs.</p> <p>Plus camps, if desired and necessary</p>	}	<p>Every week : 6 hrs. (On alternate days, 2 hrs. daily or Saturdays & Sundays of 3 hrs. daily to suit the convenience of neo-literates)</p> <p>15 weeks : 15×6 = 90 hrs. for 2 semesters : 90×2 = 180 hrs.</p>
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Hostellers to go to nearby villages (in pair) & conduct classes *either* at chosen centres (at each centre 20-25 neo-literates to assemble) *or* the neo-literates will assemble at the college & classes in batches of 20-25 neoliterates will be help. The same teachers for each batch of neo-literates will continue for 2 years.

Dayscholars to choose their own neo-literates of atleast ten per batch in their neighbourhood, conduct classes conveniently — place & time to be decided to suit the convenience of neo-literates — submit periodical reports on the progress made. Monthly/bimonthly visits by staff to each centre for assessment and evaluation. Detailed programme for classwork to be chalked out later or a common programme to be followed.

(The No. of student-teachers is to be decided on the number of neo-literates available after a survey. Actual figures will be submitted when they are available. It is hoped that about 200 student-volunteers may opt for this programme and about 3000 neo-literates will be covered).

IX. A. V. C. COLLEGE, MANNAMPANDAL,
MAYURAM

In nine villages, there are 1616 adults in the age group 15-35.

No. of willing adult learners: 435 persons.

Students are selected as far as possible from nearby localities contiguous to the AE Centre in which the student instructor is to work.

On the basis of the number of willing adult learners, that is 435, 21 centres with the strength of adult learners ranging from 15 to 25 in number, will be organised.

Each centre will be attended to by a group of three students that is X, Y and Z.

Totally for the 21 centres, 63 student instructors will be involved.

Distribution of AE work among X, Y and Z in each centre.

	Student X ₁	—	I Month	—	30 Hrs.
	,,	Y ₁	—	II Month	— 30 Hrs.
	,,	Y ₂	—	III Month	— 30 Hrs.
I Semester	,,	Z ₁	—	IV Month	— 30 Hrs.
	,,	Z ₂	—	V Month	— 30 Hrs.
II Semester	Student X ₂	—	VI Month	—	30 Hrs.
	,,	X ₃	—	VII Month	— 30 Hrs.
	,,	Y ₃	—	VIII Month	— 30 Hrs.
	,,	Z ₃	—	IX Month	— 30 Hrs.

Total of 270 Hours, minus 30 Hours of likely loss, due to unavoidable reasons, will enable us to complete 240 Hours.

Each student will be assessed for 30 Hrs. + 30 Hrs. of work towards I & II semester CSS. Besides that,

the student will get out-of-pocket allowance of Rupees Fifteen per month or a lump sum of Rs. 150/- per annum. For each centre, three student instructors get a total of Rs. 450/- per annum.

Alternative Model

21 Centres.

Each Centre will have Two student volunteers (or Four Student volunteers if permitted)

One hour per week day

Six hours per week

24 Hours per month

240 Hours per period of 10 months.

CSS assessment will be made for sixty hours (relating to I & II semester) of AE work done.

Besides that, each student instructor/volunteer will get Rs. 150/- per month.

This is based on the survey already conducted and if the response is more, we would like to arrange for more centres.

X. PROPOSED MODEL FOR ADULT EDUCATION

R. K. Mission Vivekananda College, Madras-4.

- I. 1. It is proposed to adopt the binary instruction model for literacy. Two student-educators would be assigned to each group of 20 adult learners. The number of student volunteers will depend on the number of learners. No precise information available

at the present moment on adult illiterates in city slums — anticipated availability of student educators — 100.

2. Necessarily and reluctantly will be confined to city slums or villages? very near city.
3. Each team of student — educators (2) will devote 2 hrs. every alternate day — 6 hours a week — 180 hours during session. The requirement of 240 hours will be met during summer in an intensified way at the rate of 3 hours a day for 20 days.
4. It is not possible at this stage to apportion the time allotment for the different components.

II. *Literacy for manual workers*

1. Will be confined only to city-dwellers.
2. One student — educator for every 5 learners (approximately 100 learners — 20 educators in a year)
3. Each student will devote one hour every alternate day (3 hours a week) for about 30 weeks (two semesters) — 90 hours.

XI. SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN, COIMBATORE

Adult Education Model

I Phase (1978-79)

Villages to be adopted — 9

Classes to be involved	— II Year B.A. Economics
	„ B A. English Lit.
	„ B A. Tamil Lit.
	„ B.Sc. Zoology
	„ B.Sc. Chemistry
	„ B.Sc. Home Science
	„ B.Sc. Mathematics
	„ B Sc. Biochemistry
	„ B.Com.

Number of Illiterates in the
age group of 15-35 years
in the selected 9 villages — 955

Number of Illiterates to be
selected for NAEP from the 9
selected villages (1978-79) — 352

Number of Adult Education
Centres to be established
in the 9 villages — 16

Number of Adult learners
per centre — 20-22

The other 603 will be covered in the II and III
phases namely during 1979-80 and 1980-81.

1. Only those students who volunteer from the
respective classes will go for adult education,
in batches of 2 or more to their adopted villages.
2. They will be going on alternate days for a
month and spend 2 hrs/day and hence 8 hrs/week
of which 2 hours per week will be credited
towards CSS

3. The team of 2 will continue with the programme for 300 hours or more or less until the adult learners are educated.
4. There will be 2 adult education camp/year at different stages, to warm up and motivate students and learners.

Staff Pattern

A unit of 2 staff A + B will go to one village and supervise all the centres and the students in that village for a month. The next unit of staff will be B + C, where B will impart continuity, being joined by C and C by D in the next month and so on.

APPENDIX II-A

HOW TO SELECT A VILLAGE/SLUM

1. Selection of the village/slum will depend on the location of the college, its background, rapport, connection and potentials.
2. Village/slum should be accessible to the college
3. There must be co-operation of the community and response of the illiterates in the village/slum
4. The officials and non-officials in the selected areas should understand NAEP and collaborate with the college in this massive effort.
5. The village/slum must have local resources and facilities. (place, lighting etc.)
6. The size of the village/slum should be appropriate which can be covered by the allotted group of students.

APPENDIX II-B

HOW TO DEVELOP RAPPORT

1. Contact the formal and informal leaders in the village
2. Make the local leaders and volunteers participate in levels of planning of the programme
3. Give recognitions to the activities and programmes of the people in the village/slum
4. Contact the people through individual home visits to develop personal relationship with them.
5. Conduct programmes of such type to bring benefit to a large number of individuals directly.
6. Give incentives to the volunteers with appreciation and recognition.
7. Show interest in the welfare of the people to make our NAEP successful
8. Organise frequent mass education programmes through film shows, mass meetings, group meetings, melas, and festivals and participate in the local festivities.

APPENDIX II-C

PROFORMA TO ELICIT INFORMATION FOR ORGANISING ADULT EDUCATION PROGRAMME

Name of the Interview : Date :
Class : Year :
Staff guiding :
Name of the village : Door No.

I. *General Information :*

Name of the Interview : Caste
Name of the head of the
family : Religion
Occupation and address : Total income/
per month

II. *Literacy Level :*

S. No.	Name of the family member (s)	Age in Yrs.	Education studied up to	Studying in	Illite- rate	Occupation Main Subsidiary
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Free time at disposal & Manner of spend- ing it	Willingness to attend the A.E. class		If No. (Reason(s))	If yes Place Time	Frequency	Day	Any other assistance
	Yes	No.					

What are your expectations in attending the A. E. Classes ?

What would you like to learn in the adult education classes to be organised.

Item.

Agriculture

Nutrition & Health

Mother and Child care

Weaving

Any other

Specify :

III. Involvement of Public

- (a) Do you have any young educated volunteers in your village to conduct adult education class ?

S.No.	Name and Address	Educational qualification
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- (b) Do you have any local leader interested in conducting Adult Education programme.

S.No.	Name & Address	Educational qualification
-------	----------------	---------------------------

1.

2.

3.

APPENDIX III

Assessment of Adult Education Programme Self Evaluation by Principal

How far am I satisfied with Fully	Partially	Reasons
1. My commitment and dedication to adult education ...		
2. Selection of right type of village ...		
3. Provision of essential resources ...		
4. Selection of appropriate Model (s) ...		
5. Effective training to staff, students, Youth & village leader (s) ...		
6. Encouragement to students through frequent visits to AEC. Convincing and orientation of parents ...		
7. Guidance given to staff ...		
8. Recognition given to village officials and non-officials ...		
9. Systematic programme implementation ...		
10. Regular scrutiny of records ...		
11. Allotment of time to adult education ...		
12. Assurance of physical facilities to the students ...		
13. Achievement of targets. ...		

*Proforma for Assessment of National Adult Education
Programme in the College—Principal*

Name of the Principal :
 Name of the College :
 Villages adopted for Adult Educa-
 tion :
 Model followed :
 No. of centres in the village :
 No. of students per centre :

I. Details of physical facilities :

Items	Adequate	Not adequate
1. Space		
2. Lighting		
3. Seating		
4. Ventilation		
5. Learning materials		
6. Incentives		
7. Other, if any		

II. Assessment of performance :

Villages	No. of hrs.	No. of days	Number knowing Writing Reading Arithmetic
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Number made literates :

Difficulties encountered

Aspects	Students	Staff	How solved	Suggestions for future
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No. of learning materials prepared

Number of items of follow up literature prepared

III. *Involvement of public :*

How many local volunteers are chosen and trained for adult education ?

Mode of operation : Daily/occasionally/During Holidays

What are the agencies involved in conducting adult education programme ?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What are your programmes for follow up.

APPENDIX IV

*Proforma for evaluations of adult education programme by
Professor/Coordinator :*

Name :
 Department :
 Village (s) adopted :
 Number of Adult Education
 Centres :
 Target :
 Mode of operation :
 What is your role in the following
 Aspects : Details

1. Planning adult education programme ...
2. Establishing rapport with the villagers ...
3. Guiding the staff ...
4. Preparation of the learning materials ...
5. Preparation and use of audio-visual aides ...
6. Preparation of follow up literature/reading room ...
7. Scrutinising of records of staff and students ...
8. Encouraging/Incentives to staff/students ...

How do you relate CSS/NSS and functional literacy

Problem encountered	Solved at present	Suggestions for future
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APPENDIX V

Proforma for Evaluations of Staff in Adult Education Programme

Name :
 Department :
 Village adopted :
 Model (s) used :
 No. of centres :
 No. of students/centre :
 Targets :

I. Training aspects

Training	Aspects covered	Adequate	Not adequate	Suggestions
----------	-----------------	----------	--------------	-------------

Self

Students

Youth
Volunteers

Leaders

Others

II. Motivational factors

Targets	Methods	Adequacy		Problems	Sug- gestions
		Yes	No.		
Self					
Adult					
Learners					
Students					
Youth Volunteers					
Local Leaders					
Other agencies/ Departments					

*III. Conduct of the Programme**a. Physical facilities*

Sl. No.	Aspects	Adequacy		Problems encountered	Suggestions for future
		Yes	No.		
1.	Lighting				
2.	Space				
3.	Seating				
4.	Ventilation				
5.	Learning materials				
6.	Aids				
7.	Follow up materials				
8.	Incentives				
9.	Others if any				

b. Achievements

Names	Age	Interested evinced			Speed of Learning				
		Fully	Partially	Not at all	Reasons	No. of hrs. conducted	No. of hrs. attended	Reading hrs.	Writing hrs.

c. Evaluation

What were the evaluation techniques used by you?

S. No.	Tests	Marks	Frequency

Drop outs

Were there any dropouts in your centre?

Yes No.

Reasons :

- 1.
- 2.
- 3.
- 4.
- 5.

Problems in the following

Items	Problem/Suggestion for future
a. Handling students (grouping)	
b. Motivating the students choosing the village	
c. Motivating people	
d. Conducting classes	
e. Supervising classes, scrutiny of records/registers	
f. Planning, Physical arrangements	
g. Obtaining local help	
h. Obtaining help from college	
i. University	
j. Others, if any.	

APPENDIX VI

Proforma for Evaluation of Students in Conducting Adult Education Programme

Name :
Class :
Village adopted :
Number of learners in the
Centre :
Number of Students/Centre :
Frequency of classes :
How many hours Spent in
adult education :

I. Training Aspects

1. Have you undergone training in adult education ?

Yes No

If Yes : Details

Place	Duration	Aspects covered	Materials used	Aids used	Practical aspects	Suggestions for future
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2. Were you able to apply all the training skills imparted to you?

Yes No

If no, what were the problems?

3. Were you motivated enough to conduct adult education programme?

Yes

No

If yes :

Who motivated you? By what methods?

4. How did you motivate the adults?

Targets	Motivational methods	Problems	Suggestions for future
Adult learners			
Youth Volunteers			
Local Leaders			
Local Agencies			
Others, if any			

II. Implementation of Adult Education Programme

a. Physical Facilities

Aspects	Adequacy		Problems encountered	Suggestions for future
	Yes	No		
a. Space				
b. Lighting				
c. Ventilation				
d. Seating				
e. Learning materials				
f. Aids				
g. Incentives				
h. Follow up materials				
i. Others, if any				

b. Drop Outs

Where there only drop outs in your centre ?

Yes

No.

Reasons : 1.

2.

3.

4.

5.

Did you try to bring them back ?

c. Problem in the following :

S. No.	Aspects	Problems	Suggestions for future
1.	Motivating learners		
2.	Motivating the family members		
3.	Choosing the village		
4.	Conducting classes		
5.	Handling aids		
6.	Preparing aids		
7.	Maintaining records		
8.	Conducting tests		
9.	Awarding marks		
10.	Use of primers		
11.	Obtaining local help		
12.	Obtaining volunteers' help		
13.	Help & guidance from Staff, Principal		

c. *Actual conduct of the class*

Split the whole time you spent in a day as per your operation (e. g. discussion, writing, reading)

In your centre how many have reached the stage 'Literate' ?

IV. *Evaluation*

1. What are the registers and records maintained by you ?
2. What is their format ?
3. What were the methods of evaluation ?

Methods/ Tests	Frequency	Marks allotted	Problems in the administration
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APPENDIX VII

Evaluation of adult learners

Name of the learner :

Village :

Name of the adult education :

1. How many days have you attended the classes?
2. What were the methods followed in the class?

Methods	Aids
Discussion	Puppets
Groupwork	Folkmedia
Quiz	Flannel Graph
Pannel discussion	Flash card
Written test	Demonstration
Dictation	Posters
Monthly test	Charts
Field trips	
Others, if any :	

Methods/Aids

3. Which did you like most/least ?

Most

Least

4. What were the aspects learned by you ?

Agriculture

Nutrition

Mother & Children

Population Education

Mahila Mandal

Balwadi

Subsidiary Occupation

Others

5. What were the materials provided for you ?

Slate

Pencils

Note Book

Primer

Work Book

Charts — or Flip book

Content Sheets

Any other

6. How many lines can you write or read in 5 mts ?

7. Who were the external persons/agencies involved in your adult education programme ?

Field publicity Office

Block Personnel

Primary Health Centre

Small Scale Industries Officer

Khadi Bhavan

Voluntary Organisation

1.

2.

3.

4.

5.

Others

8. Were you satisfied with the

Syllabus	Reason	Classes	Reason	Methods	Reason
Yes No.		Yes No.		Yes No.	
Evaluation	Reason				
Yes	No.				

9. In what ways will this adult education be helpful to you ?

- | | |
|----------------------|----------------|
| a. Personal | b. Employment |
| c. Social & Cultural | d. Educational |
| Others | |

10. How could this conduct of the education programme can be more effective ?

- | | |
|----------------------------|---------------|
| a. Physical facilities | d. Teachers |
| b. Content of the learning | e. Evaluation |
| c. Methods & aids | f. Follow up |

11. What are the facilities provided to you to enhance your learning ?

12. What additional facilities do you need ?

CORRIGENDUM

Page	Para	Line	FOR	READ
1	1	1	programme	Programme
3	2	2	drown	down
4	2	7	energy should	energy-should
7	1	8	The objective	This objective
7	3	3	Value	Values
10	1	8	thoughtful,	thoughtful
10	2	9	individual	individual,
11	2	1	motivation	motivator
11	2	3	status caste,	Status, caste,
14	1	4	adult learning	adult learner
17	2	8	document, of	document of
18	1	1	rural urban	rural/urban
18	1	5	adult education (Boards)	Adult Education Boards
18	2	1	role and functions	roles and functions
18	2	4	basis the	basis of the
19	2	6, 7	Scheduled castes and Scheduled tribes	Scheduled Castes and Scheduled Tribes
19	4	5	teaching, the adults	teaching the adults,
19	4	6	literacy students	literacy skills
19	4	7	Student institutions	Student instructors
20	3	4	Supervisories	Supervisors
21	1	7	Appendix I	Appendix II
21	1	8	in this	in the
22	2	8	aspirations, and	aspirations and
24	3	2	students parents	students, parents
25	2	1	Instill	Instil
25	3	4	DGMS	BGMS
26	3	5	maintenances	maintenance
27	2	2	aspirations. level	aspirations and levels

Page	Para	Line	FOR	READ
27	4	2	village slum	village/slum
27	10	3	programmes	Programmes,
28	2	1	people, enthuse	People and enthuse
30	2	3	requirement	requirements
30	2	4	slums the	slums, the
32	2	1	planning, training	Planning training
32	2	4	days, and	days and
32	4	4	colleagus	colleagues
30	3	3	programme	Programme
33	3	2, 3	adult education	Adult Education
34	8	2	training of	training
34	12	2	DPAD	DPAP
35	" Topic Time suggested "		must come below	Duration 12 days
35	1	7	arranged	arranged
35	last line		in the	in
37	1	3	date	data
38	line	4	delete " If yes "	
39	line	11	pedegogie	pedagogic
40	1	6	Training	training
40	4	6	annogated	annotated
40	4	7	handcuts	handouts
40	5	1	preparation	preparing
40	5	5	improving	improving,
40	6	2	Other's	Others
41	2	2	least	atleast
43	2	1	Clear	Specific
43	3	18	vicinity	vicinity,
44	1	2	Space lighting	Space, lighting
44	1	3	Ventilation,	Ventilation and
44	3	2	attention	attention,
45	2	2	— emotional	— establish
45	3	2	teaching learning	teaching-learning
46	4	1	programmes	programmed
48	1	4	useful	useful.
48	3	8	Film shows	Film shows,
48	3	14	learner	learners.
50	1	2	focusing	focussing
			adequate, example	and adequate

Page	Para	Line	FOR	READ
50	5	3	rule-example	
52	3	1	Mass Education, Bureau	Mass Education Bureau
53	1	3	Organisation's	organisations
59	3	5	health population	health, population
59	3	6	Child care games	Child care, games
60	5	6	Varungal	Varungal
61	1	1	importan	important
61	1	9	adjustments	adjustments.
61	1	10	for	far
63	1	9	times	timings
64	1	5	indicating,	indicating
65	1	4	How when	How, When
65	1	9	non formal	non-formal
68	2	2	professors	Professors
68	7	1	Built flexibility	Built-in-flexibility
69	3	1	Feed-back	Feedback
71	3	4	given not given	given, not given
72	2	2	Responsibilities are	Are responsibilities
	2	3	Adequate	Are there adequate
	2	4	Staff	Are the staff
	2	5	Teaching goes	Does teaching go
73		1, 5, 6	Centres	Centre's
73	2	5	Other ; Management data	Production, cost and other management data
73	2	8	DI in skills and knowledge	— (delete)
	2	9	the reason?	the reasons?
75		3	Wall bl ^{ac} k boards	wall and blackboards
75		8	Readers	Reader's
75		8	Producting	producing
76	1	3	affecting	effecting
76	2	8	Appendices VII to VII	Appendices III to VII
77	2	4	peried	period
77	3	4	producers	producers'
77	3	5	Consumer's	Consumers'
78	2	3	national	nation
80	6	2	and	and hence
80	7	1	(8)	(7)

Page	Para	Line	FOR	READ
82	3	2	organisation	organisation,
83	3	2	hall of	hall or
90	3	5	re-located	are located
98	3	5	Appendix I	Appendix II
98	4	1	days,	days'
100	4	4	putting	putting
121		1	In erview	Interviewer
121	2	1	Interview	Interviewee
124		1	with fully	with/fully

*Monographs**Titles*

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