

# **Teachers and Trainers in Adult Education and Lifelong Learning**

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## **MAPPING THE FIELD OF TRAINING IN ADULT AND LIFELONG LEARNING IN INDIA**

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*Draft for Comment*

# **MAPPING THE FIELD OF TRAINING IN ADULT AND LIFELONG LEARNING IN INDIA**

**S.Y.SHAH\***

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## 1. Introduction

Notwithstanding the implementation of a variety of adult and lifelong learning programs in India during the last fifty years, not much attention has been paid to the preparation of professional manpower specially, teachers and trainers. It is argued that one of the reasons for slow progress of literacy in the country has been due to the poor quality of trainers and teachers in this field. Their role assumes considerable significance in view of the increasing importance of lifelong learning in the knowledge society. What is their current professional status in India? What kind of training programs and certifications are available in India? This paper aims at critically reviewing the current training policy and programs in adult and lifelong learning in India mainly based on the study of primary sources, participant observation of select training programs and interviews with stakeholders. It is attempted in four sections. The first section provides an overview of the policy and program matrix of adult and lifelong learning in India. By examining the institutional contexts of training, the second section presents taxonomy of teaching and training institutions and professional profile of teachers and trainers. A critical review of the four methods of training adopted by the Governmental and Non Governmental Organizations, Universities and Open Distance Learning institutions have been attempted in the third section with a view to identify the contents, competencies and lacunae. The paper concludes by identifying the factors that impedes the process of professionalizing training and discussing the salient features of an innovative professional development program-*Participatory Adult learning and Documentation and Networking* (PALDIN) developed recently.

## 2. SECTION - Adult and Lifelong Learning in India: Policy Context and Program Matrix

India is the second most populous country in the world with a population of 1028 million (*Census Report, 2001*). According to the *Human Development Report* (2008) India ranks 128 out of 177 countries. In spite of having the third largest education system in the world with 358 universities, 153 institutions of national importance and research, 2019 teacher training colleges (*Selected Educational Statistics, 2009*) and the increase in literacy rates from 52.11% to 64.84% during the decade 1991-2001, there is a massive backlog of 304.11 million non literates in the country which comprises of nearly 30% of global non literates. (*National Literacy Mission, 2005& Premchand, 2007*). Besides, it is estimated that there are 110 million neo literates in the country (Planning Commission, 2007). The Gross Enrolment Ratio in higher education is only 10%. The demographic data shows that 68.9% of Indian population is below the age of 35 (*Census Report, 2001*).

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Mainly because of these factors, the focus of India's adult and lifelong learning program continues to be on adult basic literacy and continuing education for the younger age group. However, the scope of adult education policy and programs in India are not limited to imparting basic literacy and post literacy to learners, but include skill training, inculcation of civic values of national integration, environmental conservation, women's equality, observance of the small family norm. (National Literacy Mission 1988). Several policy documents have stressed that education does not end with schooling but is a lifelong process. As observed in the *Report of Indian Education Commission*, (1964), "adult need an understanding of the rapidly changing world and the growing complexities of society. Even those who had the most sophisticated education must continue to learn; the alternative is obsolescence... Thus viewed, the function of Adult education in a democracy is to provide every adult citizen an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life" (Shah, 1999). Although the importance of lifelong learning was never overlooked in Indian education policy documents and the *Policy Statement on National Adult Education Program* (1978) considered continuing education as an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society, there has been practically no shift from the exclusive emphasis on adult literacy. Despite the changing concept of adult education from basic literacy, civic literacy, functional literacy and developmental literacy and various short term programs undertaken during the second half of the twentieth century, the thrust of adult education program in India continues to be on eradication of illiteracy among adults. (See Table No.1.)

**Table No. 1**

**CHANGING CONCEPT OF ADULT EDUCATION IN INDIA**

<b>Approaches</b>	<b>Cycles &amp; periods</b>	<b>Key Concepts</b>	<b>Main Programs</b>
Traditional & Religious	First Cycle (1882-1947)	Basic Literacy	Night Schools, Social Reform Movements
Life-oriented	Second Cycle (1949-1966)	Civic Literacy	Social Education
Work-oriented	Third Cycle (1967-1977)	Functional Literacy	Farmers Education and Functional Literacy Program, Vocational Training, Workers Education
Social change	Fourth Cycle (1978 till date)	Developmental Literacy.	National Adult Education Program, Mass Program of Functional Literacy, Total Literacy Campaigns, Continuing Education, Skill Training, Workers Education

Source: S.Y.Shah, *An Encyclopedia of Indian Adult Education*, New Delhi: National Literacy Mission, Government of India, 1999.p-5

The present system of education in India which follows the *National Policy on Education - 1986* (modified in 1992) considers *lifelong education as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them.* (Government of India,1992). It observes that the critical development issue is the continuous up gradation of skills so as to produce manpower resources of the kind and the number required by the society. It suggests that the future thrust will be in the direction of Open and Distance Learning. These policies were translated into practice and a number of lifelong learning programs were planned and implemented by governmental and non governmental organizations and universities (Government of India, 2008).Some of the current programs include Continuing Education, *Mahila Samakhya* (Women's Empowerment),Integrated Child Development Services, Vocational Training Programs , Farmers Education and Training and a number of short courses offered by the University Departments of Adult Continuing Education and Open and Distance Learning institutions.([www.nlm.nic.in](http://www.nlm.nic.in) accessed on 03/06/2009) However, in all these programs, not much attention has been paid to designing an appropriate professional development program for the teachers and trainers. Unlike the National Council for Teacher Education in India which prescribes the curricula for primary and secondary school teacher training programs and lays down job specifications and competencies, there is no such regulatory mechanism for teacher training in adult and lifelong learning in India. There are no exclusive institutions which offer teacher training program in adult and lifelong learning. While few of the universities which offer formal teacher training programs (Bachelor and Masters of Education), include a paper on adult education, there is no separate professional programs for training adult educators. The Post Masters Diploma Program in Adult Education offered by ten universities in India cannot be considered to be a professional pre service teacher training program as the curriculum lacks practicum and not tailored to the needs of the field. In the absence of a professional course for the teachers and trainers, only short term training forms a part of the regular activity of several adult education organizations in the country.

### 3. SECTION

#### 3.1. Institutional Context and Taxonomy of Training and Teaching Institutions

Currently, a number of organizations at national, state(provincial) and district levels are involved in offering a variety of teaching and training programs in adult and lifelong learning.(see Table No. 2).Apart from the 26 State Resource Centers which provide training within their respective states, there are 221 *Jan Shikshan Sansthan*s (Institutes of People's Education) that impart vocational training at district level.Besides,552 District Institutes of Education and Training (DIET) are partly involved in training literacy workers. At the national (federal) level there are several institutions, such as the Directorate of Adult Education, Directorate General of Employment and Training, Industrial Training Institutes, National Institute of Public Cooperation and Child Development, Central Board of Workers Education, National Institute of Rural Development and NGOs, specially, *Bharat Gyan Vigyan Samithi, PRIA, Astha, Nirantar*, and Indian Adult Education Association which organize short term training at regular intervals. In the higher education sector, there are 82 University Departments of Adult Education in India which have a mandate to design and provide training to adult education functionaries and also offer Certificate, Diploma and Degree programs. Some of the institutions of open learning, especially Indira Gandhi National Open University (IGNOU), B.R. Ambedkar Open University and the National Institute of Open Learning (NIOS)

also offer innovative courses for grassroots level trainers of adult and lifelong learning programs. To a limited extent, international organizations such as WHO, UNESCO, UNDP, Action Aid, World Literacy of Canada and Asian South Pacific Bureau of Adult Education have also been organizing training programs for fieldworkers and program managers associated with HIV/AIDS, environment, population, health, rural development, women and child development.

**TABLE NO.2**

**TAXONOMY OF KEY TRAINING INSTITUTIONS IN ADULT & LIFELONG LEARNING IN INDIA**

Sector	Level			
	National	State	District	Village
Government organizations	Directorate of Adult Education (New Delhi) Directorate General of Employment and Training, (New Delhi). Central Board of Workers Education (,Nagpur). V.V.Giri National Labour Institute (New Delhi) National Institute of Rural Development (Hyderabad) National Vocational National Vocational Training Institute for Women (Noida). Indian Council of Agricultural Research (New Delhi) Multi Disciplinary Training Center of Khadi and Village Industries Commission ( New Delhi)	State Directorates of Adult Education (26)  Industrial Training Institutes (6169)	District Institutes of Education and Training (552)	Continuing Education Centers (1,28,000)  ICDS Anganwadi Centers (1,88,168)  <i>Krishi Vigyan Kendras</i> (Farmers Informtion & Training Centers- 562)
NGOs	Bharat Gyan Vigyan Samithi (New Delhi) Indian Adult Education Association (New Delhi) PRIA (New Delhi) Nirantar (New Delhi) ACORD (New Delhi) Literacy House (Lucknow) YMCAs and YWCA	State Resource Centres (21) Seva Mandir (Udaipur) Astha (Udaipur) Jagori (New Delhi) SPARC (Bombay)	<i>Jan Shikshan Sansthan</i> (221)	Not Available

Universities and other academic institutions	Indira Gandhi National Open University (New Delhi) National Institute of Open Schooling (New Delhi) Institute of Rural Management (Anand) Institute of Social And Economic Change (Bangalore) Institute of Development Studies (Jaipur) Tata Institute of Social Sciences (Mumbai) Gujarat Vidyapeeth,(Ahmedabad) Rajasthan Vidyapeeth,(Uaipur) Central University Departments of Adult Education (8)	State Resource Centres (5) State University Departments of Adult Education(74) State Open Universities (9) State Open Schools (9) Academic Staff Colleges (55) Community colleges (190) Madras Institute Of Development Studies (Madras)	Colleges of Social Work & Home Science (168)  Community Polytechnics (669)  Community Colleges ( 190)	Not Available
Private (business) organisations	National Institute of Information Technology ( New Delhi) Larsen and Toubro ( New Delhi ) GMR Varalakshmi Foundation (Bangalore ) 24x7 Learning Pvt. Ltd.	Not Available	Not Available	Not Available
International organisations	UNESCO (New Delhi) UNDP (New Delhi) UNFPA (New Delhi) ASPBAE (Mumbai) ACTION AID (Bangalore) World Literacy Canada (Varanasi) World Education (New Delhi)	Not Available	Not Available	Not Available

Sources:

[www.nlm.nic.in](http://www.nlm.nic.in); [www.ignou.ac.in](http://www.ignou.ac.in); [www.ugc.ac.in](http://www.ugc.ac.in); [www.dget.gov.in](http://www.dget.gov.in); [www.kvic.org.in](http://www.kvic.org.in)

Depending upon the nature and duration of various types of adult and lifelong learning programs, different types of training packages have been developed in India at various points of time. Since most of these programs have been conceived at national level by the federal government, the training policies were also formulated by it after a series of national level consultations and workshops in which administrators, academics and activists participate, discuss and decide on content areas, competencies and training methodology. The federal

government also takes the initiative in organizing all-India programs to orient key personnel from different states. However, with the emergence of the Total Literacy Campaigns during the 1990s, there was a marked shift towards decentralizing training strategies and programs, and each district started developing district-specific training packages. Most of the federal government training programs were designed by keeping in view the job specifications of field functionaries as specified in the program manual. Although the different training agencies at state level have the freedom to modify the suggested model of the National Literacy Mission (NLM), or to develop local specific training designs, in practice most of them do not undertake such exercises mainly because of limitations of time and resources.

### **3.2. Professional Status of Adult Education and Profile of Teachers and Trainers.**

The prevalent tendency in adult and lifelong learning in India has been to conceive the different programs as short term projects. It is assumed that such brief programs could be operationalized without professionally trained staff, regular pay and perks. Hence, there has been hardly any serious thinking on professionalization of adult education. Unlike several countries where it has emerged as a "semi profession" (Jarvis,1983) or a "profession in transition"( Liveright,1988); in India it has not yet carved a niche among the important professions. Unlike lawyers, doctors, engineers and social workers, the majority of practitioners of adult education do not have a homogeneous professional background. There are no qualifying examinations to become an adult educator. Due to the voluntary nature of program, adult education as a profession is neither well established nor well understood. Currently there are four categories of functionaries in adult education: (1) Teachers/Instructors employed in University Departments of Adult Education, Academic Staff Colleges, Community Colleges and Polytechnics and Industrial Training Institutes ; (2) Trainers designated as Program Coordinators and employed in the State Resource Centers, Janshikshan Sansthan( Institute of Peoples Education) and NGOs; (3) Program Managers employed in governmental and non governmental organizations and (4) Grassroots level functionaries –*Preraks* (facilitators) working in Continuing Education centers,(see,Table No.3).According to a survey, it is estimated that there are about four hundred teachers employed in 82 university Departments of Adult Education.( Shah,2008) They are well qualified as per the norms of the University Grants Commission and enjoy the benefits of regular salary, allowances and have the opportunity of attending refresher courses or professional development programs. They are mainly involved in teaching,research ,extension and training. Those who are employed in other organizations draw only consolidated pay and rarely get opportunities of further training. Their service conditions are not well defined. Their main responsibility is training. The educational qualifications of teachers and trainers vary from Master degree to high school depending on the nature of job and institutions which employs them. The massive number of grassroots level functionaries get only a token honorarium and have no job security. By and large, adult educators are hardly recognized as professionals. In fact, the process of professionalization of Indian adult education has hardly begun. There may be several reasons why adult education in India remains outside the purview of professionalization. The scope of this paper is limited to the study of only one aspect of professionalization-professional training. What is the current state of training in adult and lifelong education? What types of programs have been designed? What are the limitations of current training programs? How to professionalize the training system in Indian adult education?

**Table No.3****PROFILE OF TEACHERS AND TRAINERS IN ADULT &LIFELONG EDUCATION IN INDIA**

Sl. no	Organizations	Designations of staff members & (Number)	Minimum educational qualifications	Remuneration/honorarium per month
1.	Academic Institutions - universities & colleges	<i>Professors,(72)</i> <i>Associate Professors(124)</i> <i>Assistant Professors(212)</i> Total (408)	Masters & Doctorate degrees. National Eligibility Test at entry level	Regular Scale of Pay and allowances. Rs. 15600-39100+6000 Rs. 37400- 67000+9000 Rs. 37400- 67000+10000
2.	Vocational Institutions – Industrial Training Institutes (ITI) and Polytechnics	Instructors (12,000)	Graduate/Diploma	Regular scale of pay and allowances Rs.5500-9075
3.	State Resource Centers for Adult Education	Program Coordinators(104)	Masters Degrees	Consolidated pay Rs.20,000 p.m. No allowances
4.	<i>Jan Shiksha Sansthan</i> (Institute of Peoples Education ) & District Institute of Education and Training(DIET)	Program officers (884)	Graduate/Masters degree	Consolidated pay Rs.15,000 p.m. No allowances .
5.	Developmental sector : Health, Agriculture Extension, Women's Development Program, Rural Development etc	Extension/health worker designated as Accredited Social Health Activists (ASHA)/Community /Extension Worker (Approximate (2,00,000)	High school	Nominal honorarium of Rs. 1000 per month
6.	Continuing Education Centers	<i>Preraks</i> (Facilitators) & Assistant <i>Preraks</i> ( 2,56.000)	High School	Nominal honorarium of Rs 750 and 500 per month.
7.	<i>Mahila Samakhya</i> (Womens empowerment)	Sahayogini (facilitator) ( 880)	High school	Rs 1500 per month
8.	Integrated Child Development Service Centers	Honorary Community worker ( <i>Anganwadi</i> worker) ( 1,12,000)	Primary school	Nominal honorarium of Rs 1000 per month

SOURCES: [www.nlm.nic.in](http://www.nlm.nic.in); [www.ugc.ac.in](http://www.ugc.ac.in); [www.icar.org](http://www.icar.org); [www.kvic.org.in](http://www.kvic.org.in); [www.dget.gov.in](http://www.dget.gov.in); [www.wcd.nic.in/icds](http://www.wcd.nic.in/icds)

### 3.3. Professionalization - a definition

There are several aspects of professionalization of adult education. Broadly, it includes all those "elements which have placed emphasis on providing adult education with a sound theoretical base, have emphasized research and the application of scientific standards to methods, materials and the organization of the field and have promoted the need for professional training and staffing".( Selman and Kulich,1980) Professionalization is a long process by which an occupation succeeds over a period of time in meeting the criteria of a professional gamut. It includes an enhancement of status and professionalism of knowledge and skills involved in the professional practice. While some writers e.g. Elsdon, Mee, and Wiltshire consider adult education as a profession, others like Peter Jarvis, Colin Griffin categorize it as a `semi profession' which is characterised by "no firm theoretical base, no, monopoly of exclusive skills or special area of competence or rules to guide practice, less specialization than occupations generally regarded as professions and control exercised by non-professionals".(Jarvis,1983). In this connection it would be helpful to differentiate between professionalization and professionalism. The term professionalism describes a combination of serious commitment to the task at hand, competence, and a measure of self-directedness with a high concern for exclusive self-interest.(Collin,1991) Professionalisation is a process of change in the direction of the ideal type; and as occupations professionalize, they undergo a sequence of structural changes involving the establishment of training institutions, formation of professional organizations and mastery of theoretical knowledge etc. As Peter Jarvis observes, the growth in training part-time and full time adult educators may help to develop a body of knowledge which is a fundamental prerequisite for any occupation to gain professional status.(Jarvis.1985). Since the quality of teachers and trainers can be judged by the quality of their training, a review of selected training packages is attempted below with a view to examine different methods and materials of training and their lacunae

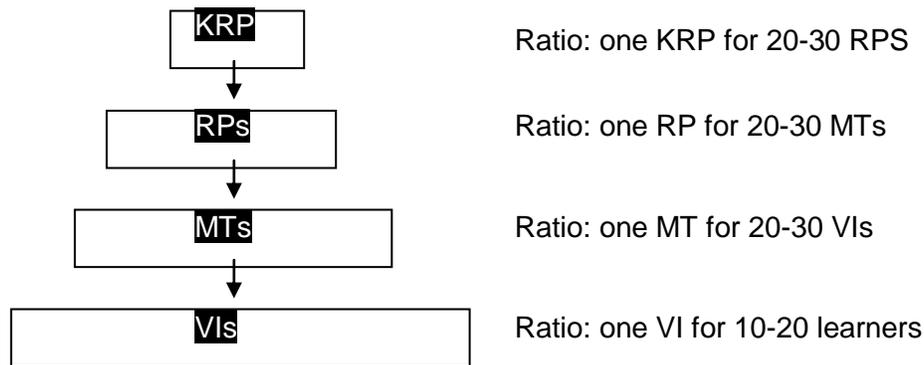
## 4. SECTION - Training Methods and Materials

A survey of the training scenario in India brings out four main methods of training adult education functionaries viz; Cascade, Direct, Participatory and ODL.

### 4.1. Cascade Method

**Cascade Method:** This method was adopted during the operationalisation of Total Literacy Campaigns (1989-1996) to train large number of literacy instructors and later to train the *Peraks (facilitators)* of the Continuing Education Program started in 1999. The state (National Literacy Mission) prepared a training kit for Continuing Education, comprising of four publications, viz. *Manual for Training of Preraks; A Handbook for Preraks; Manual for Training of Key Resource Persons* and *Handbook on Training Methods*. It was, however, *Bharat Gyan Vigyan Samithi*, a national level NGO, which developed detailed training guidelines and curricula for the Total Literacy Campaigns (TLCs) in two comprehensive volumes (Bharat Gyan Vigyan Samithi nd).

The cascade method envisaged a four-tier system of training comprising Key Resources Persons (KRPs), Resource Persons (RPs), Master Trainers (MTs) and Voluntary Instructors (VIs). The organisers of the training program – *Zilla Sakharta Samithi* (District Literacy Committee) – identified a limited number of KRPs (five to ten) with rich experience and expertise and entrusted them with the responsibility of designing the training curricula and training RPs. The RPs in turn trained MTs who were then responsible for training VIs. Figure 1. shows the ratio between KRPs, RPs, MTs, VIs and learners.



**Figure 1. Cascade Method of Training**

The ratio of KRP to RPs, of RPs to MTs and of MTs to VIs has varied from district to district; but generally it has been found to be in the range indicated in Figure 1. According to the training guidelines, the initial round of four to five days (24 hours) of training for VIs and MTs was to be followed by three “booster rounds” of training. While the training curriculum (see Table No.4) rightly gave 50% weightage to the primer and primer-based training, there is very little emphasis on adult psychology, adult teaching strategies and learning styles, which are crucial for the effective mediation of the curriculum. The core competencies were confined to information handling and interpersonal communication. Several evaluation and research studies on training have identified a number of weaknesses in this method. A review of the experiences of training in ten TLCs conducted in different districts in India showed that the training strategies adopted in various campaigns did not always clearly integrate objectives, structure and training inputs (Society for Participatory Research in Asia, 1993). The review observed that the method of training was not geared to meet the needs of adolescents and women learners, who constituted the bulk of the learners. This was mainly due to what the reviewer called “the perfunctory attitude to training” and to the short duration of the campaign, follow-up training was rarely organized.

**TABLE NO.4**

**CASCADE METHOD: TRAINING CURRICULUM FOR VOLUNTEER INSTRUCTORS**

Sr no	Content area	Methodology	Time (hours)
1.	Why literacy?	Group discussion	2-3
2.	Why a people's movement for literacy?	Group discussion, lecture, discussions	2
3.	How to approach adult learners	Lecture, discussion, role-play.	1.5
4.	Introducing the primers	Lecture, group reading, group exercise	3
5.	Primer-based training Reading and writing Numeracy	Role-play, model class, brief lecture and discussion	9
6.	Functionality and awareness	Group discussion, lecture, role-play	2
7.	Monitoring and problem management at centre level	Lecture, discussion, practical work, case studies	2
8.	Organisational aspects of a centre	Self introduction, group activities	1

**Source:** Bharat Gyan Vigyan Samithi nd:

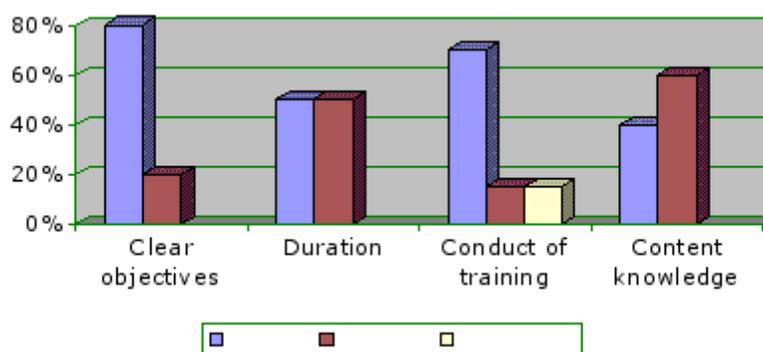
Another review indicated that there was considerable training loss due to the time gap between the training of RPs and MTs, and a lack of motivation among MTs and VIs who had neither genuine interest in nor any aptitude for teaching adults (State Resource Centre for Non-formal Education, 1998). Based on the extensive fieldwork conducted in Udaipur District in Rajasthan, Yagi noted that due to the practical difficulty of spending a few days continuously on training, about 20% of VIs in sample villages remained "untrained"(Yagi,2001). According to her, one of the basic reasons for the poor quality of training of instructors lay in the "superficial training" of Master Trainers, who perceived training as "official compliance", and attended it mainly as an "official duty". Most of them were unable to grasp the skills required for training VIs and mostly received inadequate resource materials and insufficient knowledge.

An evaluation study of a training program for 63 RPs, 84 MTs and 140 VIs from seven districts of the State of Madhya Pradesh showed that only 58.6% of MTs received teaching-learning materials. While 40% received three days of training, 64% received only one day of training in place of five. The study also revealed that 27% of the MTs did not conduct any training of VIs and that the training lost much of its tone and tenor as it progressed from resource persons to grassroots level. It was concluded that while the cascade method was useful for involving more people in literacy work, the availability of resources – in terms of training contents, materials, duration, funds and technical inputs-gradually diminished and reached its minimum at the level of VIs, whose training therefore remained weak While

maximum resources were available for MTs, only minimal resources were available for VIs (State Resource Centre in Adult Education, n.d. & Supekar, Bajpayee & Gokhale n.d).

An evaluation study conducted in the State of Bihar showed that the interest of the VIs declined during the course of the training and that the quality of training suffered due to the negligible use of audiovisual equipment, the large number of trainees and the inadequate and untimely supply of training materials (Lal Das & Singh 2000; Krishna Reddy, Subba Reddy & Ramakrishna 1996).

A study was conducted to establish the extent to which the effectiveness of the VIs was contingent on the training of the MTs. Thirty MTs who attended a training program at the State Resource Centre, Indore were surveyed (Shah, 1998). A short questionnaire comprising ten items was administered to the group. The main results are depicted in Figure 2. below.



**Figure 2. Evaluation of Indore State Resource Centre Training Program**

As may be seen from the above figure, 80% of the respondents strongly agreed that the training course had clearly defined objectives but only 50% felt that the duration of the course was adequate to cover the objectives. While 70% strongly agreed that the resource persons conducted the training in the best possible manner, 15% disagreed and the rest did not express any views. Since only 40% of the respondents felt that the content knowledge provided during training was adequate to conduct the VI training effectively, it is not surprising that the quality of training of VIs remained poor. Unless the training of MTs is strengthened and streamlined, it may be difficult to organise an effective training program for grassroots level functionaries using the cascade method.

#### **4.2. Training *Preraks* (Facilitators) of Continuing Education Program**

After the conclusion of the TLCs, the Government of India launched a Continuing Education Program which introduced a new category of grassroots level functionaries, known as *Preraks* (facilitators) and Assistant *Preraks*, whose job is to set up and manage Continuing Education (CE) Centres and organize a series of skill training programs for local communities. Unlike the TLC instructors, who worked on a purely voluntary basis, the *Preraks* are paid workers with twelve specific job responsibilities, ranging from surveying the needs of the local community to organizing training programs (for details see National Literacy Mission, 2000a.). The Continuing Education Program envisages one CE centre for population units of 2000 to 2500 each, which includes 500 to 1 000 neo-literates (National Literacy Mission,

2000b.). Each centre is expected to be managed by two functionaries – a *Prerak* and an Assistant *Prerak*. The training of the *Preraks* also followed the cascade approach but was conceived as a two-tier (not a three-tier) program. The main organizer of the training program (*Zila Saksharta Samithi* or State Resource Centre) identifies and trains key resource persons who in turn train *Preraks*. The basic purposes of training are to equip *Preraks* with the knowledge and skills needed for setting up and managing CE centres and organizing skill training for local communities.

The training is planned in two phases. The first phase of training of eleven days (71.5 hours) is to be followed by a second phase consisting of a three-day refresher course after a gap of six months (National Literacy Mission 2001a). An analysis of the content of the training program *vis-à-vis* the job specifications for *Preraks* reveal several lacunae (see Table No.5). The time allocated for different content areas seems inadequate to equip the *Preraks* with the necessary skills and knowledge to perform their duties. One of the important tasks of the *Preraks* is to organise a series of need-based training . For this, the *Preraks* have to be thoroughly oriented in curriculum design and transaction, but these are totally absent from the training design. The acquisition and classification of books and the management of a library are highly technical and time-consuming tasks which cannot be effectively undertaken by *Preraks* who have had only seven hours of training. Although the training methodology includes role-plays, discussions, practical demonstrations and field visits spread over eleven days, in practice the average duration of the training is no more than seven days and the lecture continues to be the main methodology. During field visits the author noted that in several places, the training of *Preraks* had not been conducted prior to the setting up of the CE centres, but often only three to six months later and that too for a shorter duration of five to seven days.

**TABLE No .5**

**CASCADE METHOD: TRAINING DESIGN FOR PRERAKS**

Sr No	Content area	Methodology	Time (hrs)
1.	Introduction and rapport building	Self introduction, sharing of experiences	1
2.	Objectives of training program and schedule of training	Presentation and discussion	1
3.	Organizational structure and objectives of National Literacy Mission, State Literacy Mission and Zilla Saksharta Samithi	Presentation and discussion	2
4.	Concept and scheme of CE	Presentation and discussion	3
5.	Facets of CE Program and organization and functionaries of CE centers and nodal CE centers	Presentation and discussion	2
6.	Survey and environment building, location of CE centre, selection of <i>Preraks</i>	Presentation and discussion	2
7.	Understanding needs of local community, selecting and conducting activities	Presentation and discussion, resource mapping	3

8.	Management of information window	Practical demonstration	4
9.	Organisation of literacy classes; introduction of IPCL method and methodology of teaching primers	Practical demonstration, exercises	7
10.	Mock literacy class session, procedures for monitoring and evaluating and financial management	Presentation, role-play	7
11.	<i>Preraks'</i> training needs: cognitive competencies	Presentation, group discussion, role-play	2
12.	Roles and functions of <i>Preraks</i> and nodal <i>Preraks</i>	Presentation, group discussion, role-play	5
13.	Participatory rural appraisal	Demonstration, fieldwork with community	7
14.	Establishment and management of library at CE centre	Presentation, group discussion	3.5
15.	Organization of lectures/discussions/sports and cultural activities	Presentation, group discussion	3.5
16.	Convergence and networking, and community support	Brainstorming, role-play	3
17.	Record maintenance	Brainstorming, role-play	4
18.	Methods of forming self-help groups	Presentation and discussion	4
19.	Functioning of the development department and process of implementation of various schemes.	Field visit	3
20.	Concept and methods of monitoring the program	Presentation, group work	3
21.	Preparation of progress report , feedback on training	Presentation, group work	1.5

**Source:** National Literacy Mission ,2001a.

### 4.3. Direct Method

Direct Method of training was developed by the University Grants Commission during the 1980s. Its aim was to give direct training to student volunteers and non-student animators involved in adult education programs such as the Mass Program of Functional Literacy and Centre Based Adult Education Programs implemented during the 1980s. The main emphasis was on acquainting participants with the conceptual and operational aspects of adult education programs.(University Grants Commission ,1985.). While the duration of training was ten hours for student volunteers (see Table No.6), it was seventy hours for non-student volunteers (see Table No.7). In terms of the program guidelines, the initial training was to be followed by a refresher course of ten hours after six months. The course content revolved around information and its dissemination. The methodology made no provision for developing group dynamics and there was little scope for sharing experiences or building on participants'

strengths and weaknesses. As observed in the *Report of the Review Committee of University Grants Commission* (University Grants Commission, 1987), the training of functionaries was a weak link in the program and in overall terms, its quality was not satisfactory. In fact, the achievements of universities in imparting training to adult education functionaries were “far below expectation” (University Grants Commission, 1987.).

**TABLE No. 6**

**DIRECT METHOD OF TRAINING STUDENT INSTRUCTORS**

Sr no	Content area	Methodology	Time (hours)
1.	Initial pro forma giving details about the learner (name, address, occupation, time of teaching)	Practice in completing the pro forma	0.30
2.	Monthly report on progress made by instructor and the learner in form of learning activities covered	Practice in filling in form and feedback on teaching problems	0.30
3.	Mid-term assessment (after two months)	Use of test and analysis of test results	1
4.	Skills in using the primer and other learning activities	Practice teaching, group work	8

**Source:** University Grants Commission, 1985

**TABLE No.7.**

**DIRECT METHOD OF TRAINING INSTRUCTORS**

Sr no	Content area	Methodology	Time (hours)
1.	Concept of adult and continuing/extension education	Lecture/discussion/film/slides	2
2.	Exposure to 20 point program with emphasis on population education, national integration, cooperatives, health and environment, science for masses	Charts, slides, films followed by lecture and discussion	2
3.	Introduction to developmental and welfare programs like PRYSEM, NREP, IRDP, etc (adult education and development)	Case study, presentation and discussion	2
4.	Planning/programming for areas/communities for adult education work	Discussion on the basis of surveys and group work	2

5.	Preparation of learners' profile	Discussion on conducting surveys, fieldwork	6
6.	Characteristics of the learner group (age group 15 to 35)	Lecture and discussion on some cases	1
7.	Motivational aspects	Role-play, slide show, followed by discussion	2
8.	Role and functions of an instructor and relationship with other functionaries	A checklist, pamphlet and charts followed by discussion	2
9.	Organizing and conducting an adult education centre	Panel presentation/ slide show/with discussion. Visit to an AEC followed by discussion	6
10.	Communication skills and types of communication	Introduction, role-play, games followed by discussion	2
11.	Methods of adult education: Literacy methods Conducting discussions Developing skills in learners	Note on guidelines on planning and presentation of a lesson, followed by discussion  Demonstrations of different approaches Practice lessons by participants (under supervision and guidance)	2  4 6
12.	Importance of recreation and entertainment role of different media, both traditional and modern.	Lecture cum demonstrations (visual aids, slide show, puppet plays, songs, improvisations, radio/television/video/films, tape recorders, etc)	4
13.	Introduction to available teaching/learning materials such as literacy cards, primers, workbooks, folders, charts, practice books, visual aids etc	Lectures cum display (exhibition)	3
14.	Preparation and use of simple low-cost teaching/learning aids, like literacy cards, flash cards, charts, folders, etc	Demonstration, followed by workshop/group work	2
15.	Supporting programs to be organized for the centre	Lecture, list of items and programs followed by discussion	2
16.	Monitoring and evaluation	Lecture, charts, interview schedules, guidelines for evaluation, demonstration on conducting interviews and administering schedules, practical exercises, interpretation of data, etc	4
17.	Financial and administrative arrangements	Lecture note followed by discussion	6

18.	Maintaining records such as attendance register, visitors' book, register for teaching learning material and equipment, different forms, pro forma, correspondence, daily diary etc	Demonstration and practical exercises	4
19.	Preparation of initial report and monthly report	Demonstration and practical exercises	2
20.	Planning for post-literacy, follow-up and CE programs	Project work in group followed by discussion	4

**Source:** University Grants Commission, 1985

#### 4.4. Participatory method

**Participatory method:** This method has been very effectively used by several NGOs. The Society for Participatory Research in India (PRIA), a prominent NGO, has played a key role in promoting this approach by organizing workshops and developing a series of publications, especially *A Manual for Participatory Training Methodology in Development*, which has been widely acclaimed by trainers and gone into several editions. A number of NGOs that are actively involved in social development programs have adopted *participatory training* methods. Here the focus is on experiential learning and on people's participation in building their own future. Participatory training emphasizes not only knowledge but also awareness, skill and building the internal competencies of development workers. A review by Acharya and Varma (1996) of a training design adopted in Gujarat during 1993 lists the following modules: The need for training; The role of training in social change; Developing insights into how disadvantaged people learn; Group behaviour; Self-development of trainers; Understanding the effective use of training methods ; Training design ; Facilitation skills.

These modules were implemented in three phases (see Table No. 7). The first and third phases were residential programs each lasting eight days. During the second phase, which extended to four months between the first and third phases, participants were expected to practice what they had learnt during the first phase. Reviews of experience, analysis, action and reflection were built in to all three phases. A variety of methods, such as analysis of participants' experiences, selected case studies and simulated experiences, were used (Acharya & Varma 1996). This methodology, which helped in designing a people-centred, locally relevant training program, was spread over a long period and depended on the total commitment of trainers and trainees. Besides, shortage of expert trainers also makes it difficult to popularize this methodology. While this methodology may be very effective for training a small group, it may be difficult to use when training large numbers. Although a number of NGOs in India have been effectively adopting participatory training methodology, the Society for Participatory Research in Asia (PRIA) New Delhi, has played a key role in promoting this. It has not only brought out an extensive Manual but also several publications viz. *Participatory Training For Women, Participatory Training For Rural Development, Participatory Training For Local Self Government* etc. which are well received by the trainers.

**TABLE No.7.**

**PARTICIPATORY TRAINING DESIGN**

<b>Days</b>	<b>Phase</b>	<b>Methods</b>
	<b>Phase I</b>	
1.	Setting the context of the training Introduction of participants Re-articulation of learning needs Spelling out the objective of training Understanding training and participatory training	Dyads Group discussion Group discussion
2.	Understanding participatory training (continued)	Group work; self-study; consolidation
3.	Articulation of participatory training principles Role of trainer Small group dynamics and processes	Group work; consolidation; group discussion; simulation; role-play
4.	Small group process (continued) Inter-group process Mid-term review	Video review Exercise Open verbal
5.	Trainers' capacities Trust, respect, gender	Exercise
6.	Self-awareness and development	Reflection
7.	Training design Training methods and analysis	Case analysis Demonstrations
8.	Up planning (Follow up)	Group work; questions

In teaching the above themes, the trainers employed a variety of methods, such as analysis of participants' experiences, analysis of cases and analysis of simulated experiences and they constantly drew the participants' attention to the methods used. In this way, the participants learned about the method while they were simultaneously directed to reflect on the approach.

Phase II	
Participants practice training at their work place and review their performance. Help the participants during the training.	
Phase III	
Phase	Methods
Analysis of training experience	Group work
Training design preparation	Group work
Training design preparation	Case work
Use of training methods	Practice in group, video review
Facilitation	Group work, video review, lecture
Training evaluation, follow up, report	Case study
Insight into gender issues, trainer authority, team work, participation	Guided group work; group work
Self-development of trainer	Discussion, lecture
Participatory training philosophy	Group discussion
Follow-up planning	Group work
Evaluation	Group work
Closure	Open

**Source:** Acharya & Verma ,1996

#### 4.5. ODL Method

**ODL Method:** This method has been used by a few organizations for training grassroots level functionaries (trainers) in adult education. Of the 26 State Resource Centers in the country, which are key training institutions in adult education, three State Resource Centres of Indore, Kerala and Gujarat have made use of ODL for training grassroots level functionaries. At national level, Indira Gandhi National Open University (IGNOU), National Institute of Public Cooperation and Child Development (NIPCCD) has adopted ODL for orienting functionaries of ICDS and women *Panchayat* (Village) Members (*A Report on National Consultation*, 1996.). Of the 358 universities in India, 82 have Departments of Adult Education, but only one university – Shivaji University, Kolhapur in Maharashtra – offers a postgraduate Diploma in Adult Education through distance mode (*All India Directory 2001*).

Of the ten Open Universities, two – Indira Gandhi National open University (IGNOU) and B.R. Ambedkar – have designed a number of certificate courses targeting grassroots level functionaries. National Institute of Open Learning (NIOS) also offers a number of vocational and life enrichment courses which may be of immense use to grassroots level functionaries.

#### **4.6. Training through the Open Universities: Empowering Women through Self-Help Groups**

There are ten Open Universities in India which offer 288 formal and non-formal education programs at certificate, diploma, degree and postgraduate levels (Distance Education Council 2001.). Some of the courses, particularly “Empowering Women through Self-Help Groups”, “Youth and development”, “Rural development” and “Participatory Project Planning”, are highly sought after by grassroots level workers and trainers in the development sector. Broadly, they aim at imparting training in supervisory, organizational and employable skills, upgrading professional competence, and providing technical and vocational training in diverse fields – health, nutrition, environment, human rights, agriculture, micro credit, participatory planning, rural development, women’s empowerment, etc. Most programs are offered at certificate level and their duration varies from 6 to 9 months.(see,Table No.8)

Self-Help Groups (SHGs) have emerged as one of the major strategies in group formation in various government developmental schemes in India, including the CE program of the National Literacy Mission. Currently India has about 7,00, 000 government-supported women’s groups, 2,30, 000 facilitators and 11, 600 supervisory level functionaries. Several research studies have shown that strong women’s groups contribute substantially to the development and convergence of services and activities, besides developing self-confidence among women. However, the sustainability of SHGs has been a major problem due to the poor quality of training. To strengthen the SHGs through well-structured training, IGNOU designed a certificate course on “Empowering women through self-help groups” ( IGNOU, *Certificate Programme* 2000 b.).

The course is a joint venture of IGNOU, the Department of Women and Child Welfare of Government of India and the Indian Satellite Research Organization. Although the minimum duration of the course is six months, learners have the freedom to take up to two years to complete it. The course is open to all those above 18 years with an educational level of class VIII. The target group includes supervisory level practitioners, trainers and other field functionaries of various women’s development programs, ICDS, NGOs and those interested in women issues. The course aims at helping learners acquire the necessary knowledge, attitude and skills to train others in similar areas of work and assess the effectiveness of the satellite-based direct broadcasting-cum-interactive-communication network. In the process it is hoped that the course will help evolve an effective and sustainable training network in the country (Brochure on IGNOU *Certificate Program* ,2000)

The 16-credit certificate program consists of four courses of four credits each. Assessment consists of course-based assignments (50% weight) and an end of term examination (50% weight). Instruction is through multimedia, which include self-instructional print materials, non-print (audio-video) materials and personal contact including teleconferencing and radio counseling. It is estimated that the course will require a total of 480 hours of learning spread as follows: study of print materials (168 hours); viewing TV programs (96 hours);listening to

radio broadcasts (96 hours); preparing assignments (48 hours); attending personal contact programs (72 hours) (see, Program Guide on *Certificate Program2000*).

**TABLE No.8.**  
**COURSE OUTLINE**

Course No	Name of course	Main content areas
1.	Women's empowerment perspectives and approaches	Introduction Historical background Feminism Patriarchy Environment for advancement of status of women Dynamics of women's empowerment
2.	Self-help groups	Nature of group Process of forming self-help groups Self-help group operation
3.	Development through self-help groups	Understanding micro enterprises and micro credit organizing for micro enterprise
4.	Towards sustenance of self-help groups	Management of self-help groups Group sustenance
	Supplementary reading materials	Learners' journal Understand and interpret laws What is a boy and what is a girl?

**Source:** IGNOU, 2000 b.

The course is delivered through a satellite-based direct broadcasting-cum-interactive-communication network. It provides two-way audio and one-way video communication support at all levels. This consists of three major elements which are integral part of delivery system: studio-cum teaching/training; satellite transponder and training-cum-classroom. Teaching by counseling, discussion and pre-recorded audio-video programs is conveyed by television signals through a workstation (teaching end) and via satellite transponder and received at the training-cum-classroom locations (receiving end) through a Direct Reception System (DRS). The system enables recipients at the learning end to ask questions using telephone that are networked and heard live by all the locations. The program was launched in 2001 to coincide with the Year of Women's Empowerment, with 150 DRS sites with receiving terminals and TV facilities and 250 new telephone connections.

#### **4.7. Panchayat (Local Self Government ) ODL Training Program**

ODL strategies have also been successfully used to impart mass training to different categories of clientele such as school teachers, *Anganwadi* (Mother and Child Care Centre) workers and *Panchayat* members (elected representatives). IGNOU in collaboration with the Ministry of Rural Development, launched an innovative mass training program to make the

elected representatives of *Panchayats* (the lowest level of local self-government in India) aware of their roles and responsibilities. Since many of the more than 3 million members elected to various levels of local self-government after the 73rd amendment of the Constitution in 1992 were non-literates and had little idea of the concepts and practices of self-governance and practically no expertise in formulating and implementing developmental projects, it was crucial to educate them so that they could initiate the socio-economic transformation of their communities. Because the task was so important and so urgent, and given the limitations of conventional training, IGNOU designed a multimedia approach consisting of 23 booklets of self-learning print materials with extensive illustrations, six videos and twelve audio programs, and a contact program. An innovative feature was the use of a mobile reception system located at weekly markets which disseminated information through an audio-video package with an interactive element. The introduction of self-learning print materials and AV packages was followed up by contact sessions of intensive counseling by trained counselors in every village.

The evaluation of the program implemented in four districts (among 58 000 elected members) of Madhya Pradesh revealed that the materials had generated a great deal of discussion and created more awareness among participants. Due to demand from other states, not only were the print materials translated into several language but the audio-video package was also dubbed into regional languages (Aslam, 2000).

## **5. SECTION - Towards Professionalizing Training**

An essential prerequisite for professionalization of adult education is the development of a well designed professional training program with adequate institutional backing, certification procedures and code of practice.

Although the training formed an integral part of adult education programs in India since 1950's; it was not planned with long term perspective; with the termination of adult education program, the training also ceased. The contents were too narrow. It was only after the launching of National Adult Education Program in 1978 serious attention was paid by the Directorate of Adult Education (DAE) of the Government of India to streamline and strengthen the training in adult education. A number of training manual were developed by different organizations viz; *Learning For Participation: An Approach to Training in Adult Education*; *Training Manual for Adult Education Functionaries*; *Towards Shared Learning and Khilti Kaliyan*. However, several evaluation reports commissioned by the DAE, NLM, UGC and NGOs during 1980's and 1990's have identified a number of drawbacks in training. (Mathur, R.S, 1985, & Report of Review, 1980) According to them, the main focus of training was confined to imparting certain operational skills related to the organizational, administrative and financial aspects of the field level programs. Besides, the coverage of the academic component of the training programs was inadequate. The duration of most of the training programs were too inadequate and had no provisions for further training or formal certifications. The trainees were only given a certification of participation. Keeping in view the magnitude of the task, the training program covered only a small fraction of functionaries presumably due to the lack of infrastructure facilities and professional manpower. Evolving an effective system to train massive number of trainers in different languages has been one of the challenges facing policy planners. There were hardly any serious discussions on improving the service conditions of the trainers or their professional status.

The university system in India plays an important role in the preparation of teachers for the University Departments of Adult Continuing Education and Community Colleges, Institutions of Social Work, Home Sciences mainly through the Masters and Doctoral programs. Although ten universities offer Post Masters Diploma in Adult Education, it is not considered to be a professional training program as it does not provide practical training. While the UGC has set up Academic Staff colleges for the professional development of teachers in several disciplines, they do not include Adult Education. While it is mandatory for the newly appointed Assistant Professors to attend two orientation courses of four weeks duration during the first five years of service for the promotion to the next higher grade, such courses are often organized as special projects by some of the University Departments of Adult Education. One of the factors that impede the development of adult education as a profession in India may be obviously traced to the absence of a well designed professional development program for the in service and pre service personnel.

It seems that the national policy planners have been conceiving adult education as a short-term activity of different departments of education, women and social welfare, industries and hence tend to hold the view that short duration training courses would be sufficient to create adequate manpower for the implementation of the adult and lifelong education programs. While short courses may impart rudimentary competencies and equip them to discharge basic functions, it may be inadequate to prepare professionally competent manpower who could meet the academic and technical challenges of a vast and expanding domain like adult and lifelong learning. Such ill equipped persons cannot be expected to make significant contribution to the development of adult education as a distinct field of practice and discipline of study. In fact, it may be argued that a suitably designed professional development program for those working in the field of adult and lifelong learning would be the spring board for the emergence of well respected professionals.

Unlike in the developed countries, the central focus of adult and lifelong learning in India has been on the basic literacy-presumably due to the magnitude of the problem here. Hence, training in adult education program primarily aims at imparting certain core competencies connected with the transaction of literacy curriculum, teaching-learning techniques, evaluation methods and supervision. Since the scope of adult education extends from basic literacy to life long learning, the contents of training programs for adult educators need to be enriched with theory and practice. Appropriate evaluation methods need to be worked out. Besides the service conditions of the trainers need to be made more attractive with regular pay scale and allowances.

The importance of professionalizing training by designing an appropriate professional development program has been highlighted in the Eleventh Five Year Plan of the Government of India (2007-12). The challenge of designing such a program was taken up by the International Institute of Adult and Lifelong Education (New Delhi) in collaboration with the UNESCO Institute for Lifelong Learning and Jawaharlal Nehru University. After a series of consultations with stakeholders, a Post Graduate professional Diploma Program – *Participatory Adult Learning and Documentation and Information Networking*- was designed. The minimum eligibility is post graduation. The program consists of three courses viz; Participatory Lifelong Learning and Information Communication Technologies; Process Documentation, Dissemination and Networking; and Project work which could be covered within 480 hrs of study spread over a minimum period of six months and maximum of two years. Curriculum transaction will be through personal contact, self-learning through print materials, online/ interactive CD support. The evaluation is through participatory and group based mode. Besides, self evaluation (Diary/Journal Writing) and video documentation are

also suggested. ([www.unesco.org/education/aladin/paldin](http://www.unesco.org/education/aladin/paldin)). The course will be offered through Indira Gandhi National Open University in July, 2009.

Apart from this course, it would be desirable to design long duration professional courses of one or two years duration for the adult educators on the pattern of school teachers. Keeping in view the demand for massive number of trainers in a vast country like India, it may be necessary to explore the possibilities of imparting training through distance mode. Simultaneously the service conditions of trainers should be made more attractive with provisions for further in service training. With the expansion of lifelong learning programs in India, the training curriculum needs to be enriched and more innovative ways of training will have to be evolved to prepare competent trainers and teachers. In fact, there is a lot to do for improving the quality of professional manpower in adult and lifelong learning in the country.

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