



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
School of Extension and Development Studies

MAE-001 UNDERSTANDING ADULT EDUCATION





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April, 2009

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ISBN- 978-81-266-3812-3

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Further information on the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by the Registrar, MPDD, IGNOU, New Delhi.

Laser Typeset by Tessa Media & Computers, C-206, A.F.E.-II, Okhla, New Delhi

Printed at : Public Printing (Delhi) Service C-80 Okhla Indl. Area Phase I New Delhi 20

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BLOCK 3 CURRICULUM DEVELOPMENT, TRANSACTION AND EVALUATION

Introduction to the Block

Block 3 presents a holistic picture of different aspects, processes and approaches to curriculum development in adult education with greater community participation. It highlights the importance of communication process, systems, media and technology with special emphasis on the role of information and communication technology in transaction of adult education curriculum. It presents the evaluation in adult education with focus on community and target group participation at all stages and in all activities. This Block contains 7 units, i.e. Units 9 to 15.

Unit 9 presents an overview of different aspects of curriculum in adult education. It touches upon the concept, need, principles, process and approaches to curriculum development in adult education.

Unit 10 focuses on the concept and types of communities and importance of community participation in developing community-specific, context-specific and learner-centered curriculum accommodating therein the community needs and assets, and power dynamics that operate at the community level.

Unit 11 discusses the concept, need and significance of training in adult education. It also provides you broad understanding of different methods and techniques of teaching or training and/or the factors or considerations that determine the choice of their use in adult education practice.

Unit 12 presents the conceptual framework and basics of communication. While it discusses the role and impact of communication process in adult education, it also explains relevant terms and concepts involved in communication with a view to strengthen and broaden your understanding of the same.

Unit 13 highlights various communication systems and strategies suitable for delivery of different types of content/messages to the target groups as a part of curriculum transaction in adult education. It also highlights the advantages and effectiveness of visual communication, system and strategy over others.

Unit 14 discusses the role of information and communication technology in adult education. It presents a broad concept of ICT as an umbrella term encompassing instrument technologies, instructional technology and dissemination technologies. It explains how new developments such as convergence, digitization and miniaturization of technology makes the definition and categorisation of ICTs very difficult. It focusses on application of ICT in adult education and literacy programmes using radio, television, multimedia computers, web and internet for increasing efficiency, improving quality of learning, and management of educational system. It highlights the potentials of ICTs in increasing access, enriching media transmission, interaction, integration, and quick storage and retrieval of information. While discussing the current use of ICTs in literacy/adult education programmes in E-9 countries, it presents some examples from select countries including India which have made effective use of technology for adult education and analyses these experiences to delineate the role of ICTs with due regard to their potential, pitfalls, myths and challenges in promoting literacy and education of adults.

Unit 15 describes the concept and tools of participatory evaluation in adult education. It highlights the dimension of curriculum planning for social action as an important component of professional activities of adult educators. It deals with historical context, process, purposes and functions of participatory evaluation and its relevance to adult education.

UNIT 9 CURRICULUM DEVELOPMENT IN ADULT EDUCATION

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Meaning of Curriculum/Curriculum Development
- 9.3 Need for Curriculum Development
- 9.4 Principles of Curriculum Development
- 9.5 Approaches to Curriculum Development
 - 9.5.1 Subject-Centered Approach
 - 9.5.2 Learner-Centered Approach
 - 9.5.3 Objective-Oriented Approach
 - 9.5.4 Problem-Oriented Approach
 - 9.5.5 Thematic Investigation Approach
- 9.6 Process of Curriculum Development
 - 9.6.1 Top-Down or Administrative Approach
 - 9.6.2 Bottom-Up or Grassroots Approach
 - 9.6.3 Research Approach
 - 9.6.4 Phases of Curriculum Process
- 9.7 Let Us Sum Up
- 9.8 Answers to Check Your Progress
- 9.9 References

9.0 INTRODUCTION

Curriculum is the crux of the entire educational activity. It is an organised plan of course outlines, along with objectives and learning experiences to be used for the achievement of the desired objectives. It is, in a wider perspective, a way of preparing individuals to become productive and useful members of society to which they belong. In the field of curriculum studies, several writers use several terms to refer to the job of making the curriculum. For instance, Saylor and Alexander (1973) preferred to use the term 'curriculum development' to the above description. But, Albert Oliver (1977) vouches that 'curriculum improvement' is the correct word to be used to refer to the above idea. Nevertheless, we will use the term 'curriculum development' as the appropriate term. Curriculum Development is the result of several pressures such as the economic pressure, the social pressure, the pressure of knowledge explosion, the pressure of research findings etc. This fact indicates that a curriculum must undergo periodical revisions in order to accommodate the changes in the context of above pressures. There are certain principles which govern the development of curriculum.

Next, the various approaches of curriculum development, viz., subject-centred curriculum where the subjects are arranged in a systematic and logical sequence corresponding to the maturity of the learners; the learner-centred approach which

relates to the learners' interest and activities are built around the psychological problems rather than logical topics; the objective-oriented approach in which the target group is studied using the job or task analysis method in the development of the curriculum; the problem-oriented approach in which the problems that impede the fulfilment of the development programme objectives are identified; the thematic investigative approach seeks to raise the consciousness of learners, who begin to question and inquire into problems. The process of curriculum development uses approaches like Administrative Approach, Grassroots Approach and Research Approach. Further, the process of curriculum development consists of five phases, which will be discussed in this unit.

9.1 OBJECTIVES

On completion of this unit, it is expected that you will be able to:

- State the meaning and definition of curriculum;
- Understand the need for curriculum development and be familiar with the principles of curriculum development;
- Identify different approaches to curriculum; and
- Visualise the process by which a curriculum is developed.

9.2 MEANING OF CURRICULUM/CURRICULUM DEVELOPMENT

The term curriculum is derived from the Latin word 'currere' which means to run and it signifies the 'runway' or a 'course which one runs to reach a goal. In education, 'Curriculum' is generally identified with the course of studies or lists of subjects prescribed for a course.

Precisely, Curriculum is an organised plan of course outlines, along with objectives and learning experiences to be used for the achievement of these objectives. It is, in a wider perspective, a way preparing individuals to become productive citizens and useful members of the society to which they belong. Curriculum is a design of learning or design of education. The word has been used to refer to following a course of study.

'Curriculum Development' is a term used by Sayler and Alexander (1973) as interchangeable with 'Curriculum Planning'. According to them, Curriculum Development refers to the creation of materials including those for use by the students; they are products of curriculum planning. They note that writings in the field of curriculum use such terms as 'curriculum construction' 'curriculum improvement' and 'curriculum revision' synonymously and interchangeably with 'curriculum development'. According to them 'curriculum development' is the appropriate term to describe the process of creating a curriculum. According to them 'curriculum construction' and 'revision' refer respectively to writing and revising of courses, and hence fit to be rejected; they describe 'curriculum improvement' as a goal rather than as a process of curriculum planning.

On the other hand, according to Albert Oliver (1977) 'Curriculum Development' is only a partial concept as it refers to 're-education of the teacher', and so ignores the other groups of persons involved in education. He says that 'curriculum

improvement' involves the re-education of all the groups, and hence it is the correct and comprehensive concept, referring to the process of making a curriculum. It involves making plans for use with a certain student body. The keynote in the task of 'curriculum improvement', according to him, is concern for the individual, in order to avoid rigidity and to prevent the development of a cult of conformity. The process of 'curriculum improvement' encompasses activities 'which result in the curriculum which aims at students' total experiences. It involves 'cultivation' rather than 'construction'.

Nevertheless, we shall stick to the term, 'curriculum development' as involving the process of evolving a curriculum.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) What do you mean by curriculum development?

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9.3 NEED FOR CURRICULUM DEVELOPMENT

In adult literacy programmes, it is important to produce materials that not only develop literacy skills but also provide the learners with knowledge and general skills for daily living. These materials should not copy or replicate the simple materials used by school children. They should take into account that an adult has a well-developed ability to reason and a considerable body of general knowledge as the result of his or her life experience.

Literacy materials also need to be well-planned and sequenced. While such resources as newspapers, posters and other media are valuable for teaching and learning, they are not sufficient on their own. There must be a well-organized framework of functional knowledge that enables steady growth and application of literacy skills. One of the weaknesses of many literacy programmes is the lack of a literacy training curriculum with a functional knowledge framework that is acceptable to all literacy training agencies in a given country. If such a commonly agreed framework could be provided, it would have the following advantages:

- 1) It would improve the quality of training;
- 2) Important concepts such as health and civic consciousness would be more widely understood;
- 3) It would help those literacy teachers needing further training to obtain commonly available resources;
- 4) It would facilitate the effective organization of a national programme;
- 5) The overall quality of training would be improved because of the clear structure of the functional knowledge presented;
- 6) There may be cost savings by replacing a wide range of alternative, unevenly prepared resources with fewer, more appropriate learning materials.

The need for curriculum development is understood in terms of philosophical factors, economic factors, social factors, technological factors, perceived demands and research results. These factors are discussed hereunder.

- i) **Philosophical Factors:** Underlying every programme of education there is a philosophy, whether it is explicit or implicit, considered or rarely thought about, consistent or inconsistent; it may be a philosophy constrained by other factors, such as social policy, but it remains a philosophy. It is also recognised that society is changing rapidly and that some types of knowledge change rapidly. Hence, it is essential that some people should keep abreast of contemporary developments, and society has the need to encourage such persons. Thus, education should mould a person to question the established trends and develop contemporary world.
- ii) **Economic pressure:** It is a well known fact that the system of education followed in a country is related to the life of the people, their needs and aspirations. As such the curriculum followed in different areas with varying backgrounds, like agricultural and industrial belts, rural areas, etc., should be planned and designed in such a way so as to make the best use of the human potential available in those areas in terms of economic growth. In other words, the curriculum followed should be related to the economic conditions of the concerned area. In all such cases, education becomes both a consumption service as well as an investment service. In order to organise a wide and attractive programme, it might be necessary to employ tutors seeking additional training and providing a better service to the students.

Transition from an age-old traditional system to a system suited for modern economy needs quite a lot of planning for the development of an appropriate curriculum. The planning suited to the present day economic pressures should take the following factors into consideration:

- 1) Change from subsistence to a cash economy.
- 2) Change from a small-scale to a large-scale economic enterprise
- 3) Growth of industrialisation and social mobility.
- 4) Development of attitudes that will foster economic growth.
- 5) Demand for skilled and scientific personnel.

If the curriculum is not well-planned, it may result in the problems of unemployed educated youth. This problem is presently confronted by most of the developing countries including India.

- iii) **Social pressure:** The social forces that operate upon the educational process can be quite profound. Culture is changing rapidly and consequently various aspects of knowledge are changing rapidly. The relevance of specific knowledge is also significant for its inclusion in any curriculum (Jarvis, 1978). No curriculum in the education of adult can escape the social pressures exerted upon it.

The social policies approved by the national and state governments like 'universal free education', 'equality of opportunity', etc., necessitate drastic changes in the curriculum. All forms of adult and continuing education are influenced by such policy decisions.

Several countries are now implementing social commitments like 'free and compulsory education' by instituting progressive programmes of curriculum development. These changes are introduced after careful consideration of the human and material resources available.

- iv) **Pressures of the Explosion of Knowledge:** The unprecedented growth in the field of science and technology during the past few decades, which culminated in man's conquest of space and other natural phenomena, opened the eyes of educationists in many developing countries to the need for constant consideration of curriculum development in different subjects. This need has been felt more in subjects like science and mathematics.
- v) **Perceived Demands:** The concept of need has been regarded as one of the bases of the adult education curriculum. That the adult educator could provide an educational programme that responded to the needs of individuals and communities has been an ideologically important factor. The demands have to be considered within the overall scheme and it is essential that curriculum planners ensure that their response is not mindless. Perception of demand is, therefore, one factor in the planning of a curriculum in adult and continuing education.
- vi) **Research Findings:** The research studies carried out in the areas of educability, learning and motivation have thrown new challenges for the development of curriculum. Research findings in other social sciences also pose a challenge to education. Now, the curriculum experts feel that there is a need for the revision and development of curriculum from time to time in accordance with the research findings of educational psychology, educational sociology, economics of education, etc.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) i) Explain the need for curriculum development.

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- ii) State the various factors which influence curriculum planning.

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9.4 PRINCIPLES OF CURRICULUM DEVELOPMENT

The following salient principles are considered in curriculum development:

- 1) **Curriculum is dynamic:** As society and the social needs change from time to time, there is need for revision of curriculum. No single curriculum is suitable for all times. The curriculum has to change in accordance with the change in social class relationships due to industrial growth, scientific process and social advancement.
- 2) **Curriculum is related to the aims and objectives of a society:** Aims and objectives of the people in a society have to be fulfilled through the experiences provided. These experiences are planned and spelt out in the curriculum.
- 3) **Curriculum development implies a scientific process of education:** The different stages involved in the curriculum process viz., objectives, content experiences, organization and evaluation makes the curriculum a scientific process. It is no more based on a rigid tradition but supported by psychological, philosophical and social considerations.
- 4) **Curriculum involves evaluation:** Evaluation is a modern concept which replaces the traditional examination or assessment. Whereas the old system is concerned with the results only, evaluation is concerned with results with reference to aims and objectives. Goals and aims are considered in evaluation.
- 5) **Curriculum is a broad and comprehensive process:** Curriculum is much more than classroom instruction. It is not confined to the four walls of the classroom. All the experiences provided during the course both inside and outside the institution are included in the curriculum.
- 6) **Mobility:** Curriculum cannot be allowed to remain fixed or static. Changing conditions in social life make it necessary for a curriculum to be in a continuous state of evolving. Mobility from one discipline or one branch of knowledge to another is known as horizontal mobility. If an institution offers various courses, the students should be enabled to move from one branch to another branch without sacrificing much of his/her time and efforts.

The Directorate of Adult Education (1979) has suggested the following principles in connection with the curriculum development for adult education:

- i) **Flexibility:** Curriculum should be flexible to serve the educational objectives of the nation and suitable for the needs of the learners at every stage. Any attempt to force uncongenial activities is found to lead to frustration in learners. It should make provision for freedom for learners to choose a course, subject or programme of their choice. In view of variations in adult learners in respect of interest, aptitude, urges, abilities, etc., there should be enough flexibility and elasticity in the curriculum to suit their variations.

In order to make the programme suitable and profitable to different groups of learners, suitable modifications, alterations and additions in a prototype curriculum may have to be made. No rigid curriculum should be formulated. A programme of this nature implies use of several approaches.

- ii) **Relevance:** As society and the social needs change from time to time, a curriculum should reflect the changing patterns of daily life, with the change in social strata due to industrial growth, scientific process and social advancement. Curriculum should reflect our national ideology. The learner should be developed into a citizen who possesses values befitting a democratic, socialistic and secular society.

It is, therefore, essential that by its very nature and spirit, a functional literacy curriculum should be relevant both to the interests and needs of learners, and to the environment in which they live and work. It must also take cognizance of their background, their self-concept, the nature of their perceptions as well as their developmental needs.

- iii) **Diversity:** A programme of adult literacy training should, therefore, be sufficiently diversified to cater to the interests and needs of particular groups such as farmers, landless labourers, women, urban slum dwellers, tribes, etc. It may be pointed out here that the broad objectives, content areas, and methodology for different groups of learners can be similar in certain respects and dissimilar in certain others. For every group, the 'mix' of functional content, including both the common or constant elements and the specific or variable elements will have to be worked out specifically. Carrying the concept of diversification of content/ curricula too far however, and splitting the groups of learners to the extreme, is not very practical. The diversification of the curriculum should cater to the common as well as specific needs of different types of learners.

- iv) **Appropriateness of Learning Relationships:** Adult learners, although illiterate and poor, are not ignorant. They possess (a) social and personal values which need only adaptation to changing times, (b) skills which need up-grading or modernization, (c) a variety of cultural backgrounds which needs to be strengthened further, (d) a logical mind which is, however, often suppressed by poverty, superstition and blind adherence to tradition. The adult teacher needs to recognise the potential ability of learners and needs to build on what the learners already know and can do. The instructor-learner relationship in this programme would necessarily have to be radically different from the relationship in formal education or in conventional adult education programmes. A teacher of adult learners will have to have aptitude and competence in dealing with adults as equals; inculcating in them motivation for learning while himself learning from the interaction with them, thus creating conditions conducive to participatory learning. The content selected, therefore, should be suitable for fostering these qualities.

- v) **Action-oriented:** A curriculum should aim at mobilising the learners to take action to improve their lives. There are several steps in this process which need to be understood. These steps are: (a) becoming conscious about the possibility of change, (b) acquisition of understanding, (c) acquiring knowledge and skill, (d) changing attitudes and becoming ready for individual and social action, and finally (e) taking concrete steps or action. Learning should be closely linked with the specific life situations which confront the learner groups and should motivate them towards taking concrete and practical steps to lessen the constraints under which they live and work.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 3) State the principles that govern curriculum development.

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9.5 APPROACHES TO CURRICULUM DEVELOPMENT

To meet the challenges of various pressures on curriculum development, various approaches are followed. Basically a curriculum should bring about critical and dynamic changes in the lives of the adult learners. It requires a methodology to effect such changes. Some of the approaches required for curriculum development are presented hereunder.

9.5.1 Subject-Centred Approach

The subject-centred curriculum is traditional and in most formal education standards of achievement are fixed in terms of subject matter mastery. The subjects are arranged in a systematic and logical sequence corresponding to the maturity of the learners. In this type, the simplest factors are placed in the beginning grades and the more difficult ones in the latter grades. In order to fulfil the requirements of future demands of work and professions learners must have a command of essential subjects such as regional and foreign languages, mathematics,

nature study, physics, chemistry, history, geography, literature, and hygiene and physical education.

The subject matter and experiences which are useful to the adult learners' life should be included in the curriculum. Adult learners should not feel alienated from their own surroundings. For example, the curriculum for predominantly agricultural community is to be different in certain ways from the one that is an industrial or mining community. Similarly, the curriculum for fishermen has to be distinctive in certain respects.

Characteristics of a subject-centred curriculum

- 1) The content is universally true and hence, it is not affected by the local situation.
- 2) Learning a subject is based upon language activities — talking, listening, and writing. It is expository in nature.
- 3) Emphasis on teaching subject-matter. Emphasis on teaching specific habits and skills as separate and isolated aspects of learning.
- 4) Subject matter selected and organised before teaching commences.
- 5) Controlled by the teacher.
- 6) Emphasis on teaching facts, imparting information, acquiring knowledge for its own sake or for possible future use.
- 7) Emphasis on improving the methods of teaching specific subject-matter.
- 8) Emphasis on uniformity of exposure to learning situations, and as far as possible uniformity of learning results.
- 9) Education is considered as schooling.
- 10) Education conforms to the patterns set by the curriculum and its various associated instruments.

9.5.2 Learner-Centred Approach

When learners form the core of the education system, education and curriculum become learner-centred. This means while developing a suitable curriculum for adult learners, the interests, needs, abilities, capacities and age of the learners should be kept in view. It is related to the learners' interest, and activities are built around the psychological problems rather than logical topics. The programme is flexible rather than rigid, democratic rather than authoritarian and it cuts across subject lines.

Characteristics of learner-centred curriculum

- 1) Centred around the learners; controlled and directed cooperatively by the learners in the learning situations.
- 2) Play is regarded as a significant part of education. Learning by doing is emphasised.
- 3) Emphasis on the interests and problems of learners without any regard to the boundaries of subject-matter. Subject-matter selected and organised by learners during the learning situations.
- 4) Flexible enough to suit the transitory interest and activities of learners. Emphasis on building habits and skills as integral parts of larger experience.

- 5) Emphasis on understanding and improving through the use of process learning.
- 6) Helps in aiding each learner to build a socially creative individuality.
- 7) It is considered as a continuous process.

The learners take utmost pleasure in the learning activities and thereby, they are able to develop life-related skills.

Experimental World Literacy Programme (EWLP) has suggested the following approaches to curriculum development.

9.5.3 Objective-Oriented Approach

The target group is studied using the job or task analysis method (UNESCO, 1976). First, the expected roles and functions of the target group are prepared in terms of predetermined socio-economic and technico-occupational objectives. At the same time, profiles of competency, skill, attitude and knowledge are drawn to ascertain the existing abilities of the target group. A comparison between expected and existing abilities yields the list of learning needs that will guide the development of the curriculum for the functional literacy programme.

9.5.4 Problem-Oriented Approach

The problems that impede the fulfilment of development programme objectives are identified using this approach (UNESCO, 1976). The methodologies for problem identification may vary from situation to situation. After this, educational interventions are prepared to overcome the problems. The educational inputs required to solve the problems comprise the curriculum for the functional literacy programme.

This approach has been further refined under the well-known Field-Operational Seminar Method, which has been used with considerable success in many development-oriented literacy programmes.

Both of the processes described in Sections 9.5.3 and 9.5.4 are essentially technocratic models that are prescribed from outside by agencies or individuals, who identify the needs of the learners within the limited scope of a particular development programme. The participation of learners in the process of curriculum development is very restricted and insignificant. This criticism led to the emergence of a third approach, i.e., thematic-investigation approach.

9.5.5 Thematic Investigation Approach

Another process of curriculum development for adult literacy that is practised by some countries is called the 'Thematic Investigation Approach'. First proposed by Paulo Freire (1972) in his book *Pedagogy of the Oppressed*, this approach seeks to raise the consciousness of learners, who begin to question and inquire into problems of 'being' through 'dialogue' and self-awareness. Within this approach, literacy is seen as 'liberation' rather than a set of skills or as a medium for receiving technical knowledge.

The method of curriculum development under this approach involves four well-defined stages (UNESCO-PROAP, 1988, p.18):

Stage One: Literacy workers study the area where a programme is to be initiated to discover the contradictions and levels of awareness in the society. They identify the

limiting factors and 'generative themes' that would raise levels of awareness among the 'oppressed' members of the community.

Stage Two: At this point, literacy workers select some basic existing contradictions in society and give them thematic content through 'codification'. The purpose of this is to generate critical awareness among learners, which will lead to reflection and dialogue.

Stage Three: Here the codifications are subjected to 'thematic investigation' by the learners to help them perceive their role in the basic contradictions codified earlier. This encourages further awareness in the learners.

Stage Four: The themes or codifications are converted into actual teaching/learning packages and strategies.

The UNESCO Principal Regional Office for Education in Asia and the Pacific in Bangkok organized a Regional Literacy Workshop in Udaipur, India from 29 November to 20 December 1979. The workshop developed the following steps for the development of a literacy training curriculum under Thematic Investigation Approach (UNESCO-PROAP, 1988, p.21):

- 1) Recognize the clearly stated national goals for development and policies for adult education;
- 2) Identify target groups in accordance with the national goals;
- 3) Identify the communities where target groups are located;
- 4) Survey these communities to:
 - a) Study the physical, socio-cultural and economic aspects;
 - b) Study the developmental needs;
 - c) Identify the developmental inputs already effected;
 - d) Discover the felt and real needs of the community as a whole and the target group in particular;
 - e) Identify factors and problems inhibiting development;
 - f) Identify the agencies and structures responsible for development;
 - g) Identify material and human resources in the community;
- 5) Analyse the survey data;
- 6) Formulate a curriculum to:
 - a) Propose strategies, both educational and developmental, to fulfil the needs of the community in general and the target group in particular;
 - b) Translate needs and strategies into learning objectives and methodologies;
 - c) Formulate content areas;
 - d) Delineate the literacy, awareness and functionality tasks to be performed by the various developmental and educational agencies;
 - e) Identify media to be utilized or commissioned for each content and learning unit;
- 7) Write the appropriate materials for each content and learning unit;
- 8) Devise evaluation tools to evaluate the curriculum through the teaching – learning process.

Check Your Progress

Notes:a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

4) Mention briefly the various approaches of curriculum development.

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9.6 PROCESS OF CURRICULUM DEVELOPMENT

UNESCO has worked for more than twenty years to help its Member States develop a literacy training curriculum. The Experimental World Literacy programme (EWLP), promoted from 1965 to 1975 by UNESCO and the UNDP, attempted to advance a principle of integration in literacy curriculum. The application of this principle to the selection of subject matter was meant to ensure the practical relevance of the curriculum in learners' daily lives (UNESCO-PROAP, 1988).

The curriculum development process under Experimental World Literacy Programme (UNESCO, 1976, p.17) suggested the following steps:

- 1) First and most important was the need to make a context study of the area where the functional literacy programme was to be implemented, including the area's geographic, demographic, economic, socio-cultural, linguistic and educational situations;
- 2) The socio-economic and technico-occupational objectives for the functional literacy programme needed to be specified in terms of the developmental programme;
- 3) There must be a study made of the target group.

Various approaches have been followed in the process of curriculum development. Of them, the following are suggestive (Pratt David, 1980).

9.6.1 Top Down or Administrative Approach

Under this approach, the Government appoints a commission which in turn selects personnel for working groups to define the philosophy and to formulate the

objectives. These groups then work out course outlines, guidelines and materials. This work is followed by the preparation of draft syllabi to acquaint teachers with the nature of new materials.

In this approach, the curriculum fails to achieve any impact on the classroom because the changes in curriculum are not accompanied by change in the skills and attitudes of teaching personnel. Since a small group conceived, initiated and directed the change, the change did not reach the fundamental area for curriculum change i.e., classroom. It was soon found that the courses of study so planned were used ineffectively or not at all.

9.6.2 Bottom-Up or Grassroots Approach

The grassroots approach replaced the administrative approach. Under this approach, curriculum change usually began with the individual schools or with individual teachers in educational institutions. In short, the curriculum work is the responsibility of small units. Increasingly the elected/selected committees of teachers who are responsible for defining objectives, producing the curriculum guides and suggesting learning activities and materials to be used did the work. In short, curriculum development proceeds from bottom upwards.

9.6.3 Research Approach

Recently, attention has been given to research approach to curriculum development. The emphasis has been popularised under the name of co-operative action research, the essence of which is for the practitioner to carry out research with the help of research technicians on problems of immediate concern to them. Action research has been an attempt to bring research data and research methods to bear on the problems of curriculum development and to enlarge the perspective of those who work on curriculum development.

It is argued that unless those who are using the curriculum have some part in determining it, they will resist any change. Changes in approaches, content and methods take place only when there are changes in thinking of those who are concerned.

Teachers are expected to make changes and decisions on the basis of their experience in classrooms. They will outline the topics and decide what to include in each topic.

9.6.4 Phases of Curriculum Process

The curriculum process consists of five phases (D. K. Wheeler, 1967) which are described hereunder:

First Phase: Formulation of objectives

Effective development of curriculum depends on the feasibility of deriving specific and particular objectives from the general aims. In the process of defining specific aims we have to spell out the ultimate goals, mediate goals and finally the proximate goals. The ultimate goals are the expected outcomes of categories of behaviour. They can be understood by an analysis of records of behaviour and generalisations about it. The ultimate aims may be considered as the expected end-products of an education programme carried out over a period of time. They are the kinds of behaviour that the educator expects the students to exhibit as a

result of education they have received. In other words, they are the statements of desirable acts, feelings, attitudes and knowledge in a pattern and exhibited in an appropriate situation.

Mediate goals are the modes of expected behaviour over the educational period during different stages. The patterns of behaviour change from one age to the other. The behaviour expected of a fifteen-years-old pupil cannot be expected of a ten-year old pupil. Mediate goals are the statements of intended behaviour in different situations at different stages.

Proximate goals are concerned with the classroom. They may be said to be most specific statements of intended, behavioural outcomes possible in a classroom situation. Even though they are specific, they are not discrete but linked with the other phases of the curriculum process.

Second Phase: The Selection of learning experience

After the aims and objectives are defined, we must think of the appropriate means which are required in order to achieve the ends. The means of securing behavioural changes are through learning experiences. The learning experiences may be put into certain categories. This classification pertains to three areas, viz., Physical, Mental and Emotional experiences.

The relationship between a learning experience and the resulting behaviour is a conditional one. The relationship is dependent on the existence of several other conditions. Therefore, the learning experiences should be chosen very carefully.

These experiences may differ from goal to goal as mentioned in phase one. The teacher has to make use of his knowledge of the pupils in his class and the environment for selecting suitable learning experiences.

Third Phase: The Selection of Content

The selection of subject matter or content is the principal concern of many curriculum makers. The content is an important part of curriculum as every learning experience involves content.

One important point in considering content is that it cannot be directly related to the general aims of education.

Directly relating content to the general aims implies an illicit curriculum process. If the general aims of education are directly related to the academic subjects, the aims may remain as the general aims of only certain academic subjects, and it may mean that individual teachers may have quite different objectives.

We should not forget that the general aims of education must be translated into more specific operational goals before they can exert any influence on the teaching learning process.

Specific aims help to spell out operational statements of the behaviour expected. It is impossible to set up proper learning experiences to bring about behaviour without the operational statements.

The content chosen in the curriculum process must be practicable for developing the appropriate learning experiences in the learners. The following criteria are useful in the selection of content (Oliver & Boyd, 1977):

- a) **Criterion of significance:** While selecting the content, it is necessary to decide which concepts and ideas connected with the learning experiences are significant. It is a difficult task. To achieve this task successfully there must be a high degree of coordination between the persons who prepare the content and the persons who teach it.
- b) **Relevancy of content to the present needs:** The criterion of relevancy becomes more and more important as efforts are made to improve the educational institutions to educate a larger number of persons. We know from experience that many learners do not have interest in the lessons, if the content of those lessons is not related to their current experiences. The curriculum should have a cosmopolitan orientation in order to reflect the diversities of cultures. Moreover, the teaching of subjects like Social Studies should be relevant to the present-day events. The contents should also help in broadening the horizons for tomorrow. Otherwise, what is being taught today will be behind the times.
- c) **Creation of interest:** The subject matter must create interest in the learners. It should satisfy the needs of the learners. This criterion will be fulfilled when the subject matter in different areas is useful in solving learners' problems or in fulfilling their goals.
- d) **Orientation of democratic values:** This criterion implies that education will help in providing intelligent direction of social change through the selection of curriculum content. It means that the instructional programme should focus upon the development of moral values, effective thought process, and democratic values.

Fourth Phase: Organisation of experience

The next important task is the organisation and integration of experiences. This involves combining of all information about a particular experience. There is no common organizing principle. Each type of experience will be focussed by different things. The subject curriculum is focussed upon academic subjects, and their internal divisions, while the activity curriculum is focussed on different categories of activities, and on areas of living or social functions and the problems found there. Emphasis on individual needs results in an activity programme, whereas emphasis on social needs results in a core programme.

Fifth Phase: Evaluation

The final stage in the curriculum process is that of drawing conclusions about the success or failure of the educational enterprise. This is done by means of some measurement or assessment of the behaviour changes. As a result of formal education, certain behaviours are expected. We have to find out, in this stage, whether those behaviours have actually occurred. We have to assess, whether the learners have actually acquired the facts, the knowledge, the skills, the attitudes, the beliefs and the values that were intended.

There is a certain amount of the interdependence between one phase and another discussed above. As we have to translate the aims into various kinds of goals, some fore-thought must be given to the main processes of evaluation. Similarly, the various aspects of evaluation may affect the derivation of goals, the selection of experiences and their organisation into sequences. Curriculum process, therefore, can be represented as a cycle and the curriculum must be envisaged as subject to continuous scrutiny and constant revision.

Check Your Progress

Notes:a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

5) i) Explain the processes of curriculum development.

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ii) Mention the various phases involved in the curriculum development process.

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9.7 LET US SUM UP

In this unit, we have presented to you an overview of the concept of curriculum, certain related terms in use, the need for curriculum development and principles of curriculum development. We have also introduced to you the various approaches to curriculum development and the process of curriculum development. The basic purpose of this unit is that you should be able to understand the process of curriculum development and also read and comprehend the materials on the above subject with more clarity.

9.8 ANSWERS TO CHECK YOUR PROGRESS

- 1) Curriculum Development refers to the creation of materials including those for use by learners; they are products of curriculum planning. The terms such as 'curriculum construction' 'curriculum improvement and 'curriculum revision' are synonymously and interchangeably used with 'curriculum development'.
- 2) i) Curriculum development would improve the quality of training; The overall quality of training would be improved because of the clear structure of the functional knowledge presented. It would help those literacy

teachers, who need further training to obtain commonly available resources; It would facilitate the effective organization of a national programme; There may be cost savings by replacing a wide range of alternatives, unevenly prepared resources with fewer, more appropriate learning materials.

- ii) Various factors that influence curriculum development are: philosophical factors, economic factors, social factors, technological factors, perceived demands and research results.
- 3) Curriculum is based on principles such as: curriculum should be dynamic; it should be based on the aims and objectives of the programme and it should be supported by sociological, philosophical and psychological considerations; curriculum involves evaluation; it is a broad and comprehensive process; curriculum should be flexible; curriculum should be relevant and reflect the changing patterns of daily life; curriculum should have mobility and should be evolving continuously; it should be diversified to cater to the interests and needs of particular groups; appropriate for learning relationships; and curriculum should aim at mobilising the learners to take action to improve their lives.
- 4) There are different approaches to curriculum development. In the subject-centred curriculum, the academic subjects are arranged in a systematic and logical sequence corresponding to the maturity of the learners; in the learner-centred approach the curriculum is based on the learners' interest, and activities are built around the psychological problems rather than logical topics; in the Objective-Oriented Approach, the target group is studied using the job or task analysis method which will guide the development of the curriculum; the problems that impede the fulfilment of developmental programme objectives are identified using the problem-oriented approach; the thematic investigation approach seeks to raise the consciousness of learners, who begin to question and inquire into problems of 'being' through 'dialogue' and self-awareness.
- 5) i) The process of curriculum development uses various approaches, viz., Administrative Approach, Grass-roots Approach and Research Approach. Under the Administrative Approach, the Government appoints a commission which in turn selects personnel for working groups to define the philosophy and to formulate the objectives. These groups then work out course outlines, guidelines and materials. This work is followed by the preparation of draft syllabi to acquaint teachers with the nature of new materials.

Under the grassroots approach, the curriculum changes usually begin with the individual institutions or with individual teachers. In other words, the curriculum work is the responsibility of small units. Increasingly the elected/selected committees of teachers who are responsible for defining objectives, producing the curriculum guides and suggesting learning activities and materials to be used to undertake the work.

Action research has been used to bring research data and research methods to bear on the problems of curriculum development and to enlarge the perspective of those who work on curriculum development.

- ii) Curriculum development process consists of five phases viz., 1) Formulation of objectives; 2) Selection of learning experiences to attain these objectives; 3)

Selection of content through which learning experiences may be introduced; 4) Organisation and integration of learning experiences and content with respect to the teaching learning process; and 5) Evaluation of all the above five phases.

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UNIT 10 COMMUNITY PARTICIPATION IN CURRICULUM DEVELOPMENT AND TRANSACTION

Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Towards Understanding Community
 - 10.2.1 Defining Community
- 10.3 Types of Communities
 - 10.3.1 Geographic Community or a Neighborhood
 - 10.3.2 Communities of Identity
 - 10.3.3 Communities of Interest or Solidarity
 - 10.3.4 Intentional Community
- 10.4 How to Work Effectively in a Community?
 - 10.4.1 Begin by Posing Questions
 - 10.4.2 Ask Yourself
- 10.5 Community Needs Assessment, and Community Assets and Resources Mapping
 - 10.5.1 Creating Community Space
 - 10.5.2 Understanding Diversity
 - 10.5.3 Tracking Power Structure in a Community
 - 10.5.4 Overcoming Internalized Oppression: A Barrier to Participation
 - 10.5.5 Participation and Dialogue
- 10.6 Let Us Sum Up
- 10.7 Answers to Check Your Progress
- 10.8 References

10.0 INTRODUCTION

In this unit we invite you to get attracted by and engaged with the concept of community that is dynamic and diverse in every aspect: class, religion, region, age, ethnicity, gender, language, and caste. As an adult educator, you are aware that your place of work is the community and you have to work with them and for them. For this purpose, you need to understand what a community is, what types of community you may come across, how do you identify these communities, and also identify yourself with these communities, what you have to do to understand the community and how effectively you can work with them in the given geographic, social, economic, political and cultural conditions in which your learners are located. In this Unit we will acquaint you with all these aspects, and to the ways of getting community members involved in their own learning through participating in curriculum development and its transaction. We will also provide you with some tools and strategies to be more effective in your role as an adult educator.

10.1 OBJECTIVES

After going through Unit 10 you will be able to:

- Understand the concept of community;
- Identify different types of communities;
- Recognize the importance of understanding a community by an adult educator;
- Analyze a community from the point of view of its needs, resources and assets available;
- Engage a community in participation for the development of their curriculum and pave the way for its transaction; and
- Analyze your own status/role in the community and its significance for your work in the community as an adult educator.

10.2 TOWARDS UNDERSTANDING COMMUNITY

We will now introduce you to the complexity of communities and enable you to appreciate the fact that in order to work effectively with any group of learners of a community, we first need to have a sound understanding of the community in which your group exists.

10.2.1 Defining Community

Let us start our discussion with a focus on understanding what a community is. Here, we shall examine the following definitions/descriptions of a community and see the degree to which they apply to the community in which you have to work.

- ‘Community’ is a term to describe a social organization that is considered fundamental to traditional Indian society such as *jati*, village or religious sect. Such communities are often regarded as natural groupings based on ties of shared blood, language, history, territory and above all, culture.” (Upadhyaya, 2006, p.33).
- Cole and Knowles (2001, p.11) define community as “Clusters of individual lives, make up communities, societies and cultures. To understand some of the complexities, complications, and confusions within the life of just one member of a community is to gain insights into the collective”.
- According to Bill Lee (1992, p.13) community is simply as a “group of people who have something in common”.
- In Greek language, Community means “fellowship” or “a group of people” who come together for mutual support and to fulfill their basic needs.

As you can see from the above sample of definitions, you will find that there are many commonalities in these descriptions and at the same time notice that community connotes a wide range of meanings as well. While some scholars are of the opinion that, it takes a long time for individuals and groups to form a community (spirit of togetherness, common purpose), others believe it is possible to create communities easily and quickly: as is the case when real state developers use it to describe new buildings in terms of community e. g., “a community coming near you”. They are obviously presenting community to consumers as a product or a commodity to be bought, sold or exchanged in the market.

You will also come across the word “community” to describe an organization or institution such as a workplace, a school or a college or a university community to imply a common spatial bond. At other times, we use it to talk about people who share a common characteristic such as place, region, class, religion, caste or language. e.g. Tribal community, Bengali community, poor community, Jain community, Vaish Community or international community, and so on.

The literature on nature and function of Community can be roughly divided into two opposing views. While some believe that community is natural and key to human welfare, others argue that communities are non-democratic and stifle individual growth and freedom. Irrespective of the usefulness of communities, or if they are real or imagined, we cannot ignore them.

Several scholars have examined the complex and fluid nature of community as a concept because it lends itself to quite varied interpretations. You will also note that concepts of community, identity, and culture are used interchangeably in disciplines such as sociology and anthropology. More recently it has become prominent in the field of international development, reconstruction of war torn countries, settlement of migrant and displaced communities. Community is used frequently to stand for something good and desirable as connoted by phrases such as ‘community development’, ‘community capacity building’, ‘community economic development’, etc.

However, we can’t assume that community is always benign and supportive. Just like many families, it can be oppressive too. A community may hold on to a value system that is patriarchal, repressive, exclusive and undemocratic. In short, it may mirror all the ills in the larger society. It is assumed that individuals have a choice about their belonging; that they willingly join a community, similar to joining an organization such as a trade union or a social club. This assumption can be false as individuals may not be conscious of their “membership” in a particular community with which they are expected to feel connected. In fact, at times we might be quite upset and horrified when we are seen as part of a certain community. Individuals may have no choice in their affiliation to a community/culture or how they are perceived by that community or society in general.

It is not only “those ignorant” people out there who make assumptions about people they know nothing about, we (educators) too carry stereotypes and prejudices and being aware of and becoming conscious of our own baggage is a good place to start. Let us now look at the various types of community.

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

- 1) Define community. What are the two differing views about communities? Analyze their limitations in brief.

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10.3 TYPES OF COMMUNITIES

Broadly speaking, there are four types of communities. These are not mutually exclusive as we usually are members of these types concurrently. For example: If I were an older woman who liked to walk in the park in Shahadra, because I live in Shahadra, it would make me a member of that **geographic community**. When I meet other older women in the park, it would make me a member of a **community of interest** as well as **identity**. You will find that all of us have several interests and identities and therefore may belong to many communities simultaneously. At the same time, our interests change and so does our identity as well as the place where we live and work. We will develop these ideas in some detail. Before we move on to the types of communities, it is worth mentioning that all communities are dynamic in nature. They act, interact, evolve and change as a result of internal, political, social, economic and national as well as global forces.

10.3.1 Geographic Community or a Neighborhood

It is the only type of community about which there is agreement amongst scholars. It has physical boundaries that make it distinct or separate, such as a river, a street. In a town there might be several neighborhoods, each with some special attributes: caste, religion, rich and poor. In addition, a neighborhood usually has a diverse population with individuals and groups occupying different physical space. It is important to observe who lives in a village or a section of a city or town, who lives in a cleaner part, and who lives near an open sewer, or who has more space and who has less; how far or close they are from the centre of the village; how much they have to walk to get water and the like. It can be instructive in seeing certain patterns of physical exclusion and marginalization.

Conduct a mapping exercise of your geographical community. All you need to do is to walk and observe. Plan to spend a couple of hours to complete the walk. You may want to return at different times of the day.

- What are the natural features of the area such as trees, hills, rivers, etc?
- Are there any key landmarks or points of reference such as a community centre, parks, places of worship, historic buildings?
- What is the population density? Are there a lot of people in a small space or are they spread over a lot of space?
- What groups of people live there? Note their caste, religion, language, ages and other diversities that you notice.
- What level of activity do you notice on the street? Do people sit out on the front steps of their house, public benches, sit under trees? Where do children play?
- Where do men and women gather? Bus stops, places of worship, grocery shops, etc? Are some spaces more used by men than women? (gendered spaces).
- Are there schools, post office, grocers, banks, medical/health facilities, and parks?
- What transportation options are available? Are there roads, bus and train connections? How do residents get around?

- Do residents have access to adequate food and shelter? What kind of housing do people have?
- What does the community look like? Is it clean or dirty, old or new, well maintained or does it need repair? Are some parts better cared for than others?

Within a geographic community, you will find both communities of identity and communities of interest as well as examples of intentional community.

10.3.2 Communities of Identity

This type of community implies common identifiable characteristics or attributes such as a common culture. By culture we mean: language, music, religion, customs, etc. Thus identity is based on culture combined with age and gender. It does not mean that an individual necessarily identifies with the community to which s/he is perceived to belong. A woman may not feel anything in common with other women except that all women are female. Also, community of identity may or may not be geographically bound. For example, I as a woman may identify (here I mean empathy) with women in my immediate location but may not feel an affinity with women in Russia, partly because I do not know them or their culture. Furthermore, we all have experienced situations where we are boxed in categories based on our visible attributes but in fact feel quite disconnected to the community of identity.

Begin with yourself. Examine your identity in terms of your gender, class, age, education, religion, caste, politics, and language. You might discover that depending on the context one or more of these elements get more importance than others. Make a note of situations where you are disadvantaged and where you are advantaged based on different aspects of your identity.

For example: if you were a young man, your youth makes you attractive to employers who are looking for energetic men. However, the same identifier, youth, could be a disadvantage as employers do not take you seriously and expect that you will be willing to work for less pay due to your 'inexperience'.

10.3.3 Communities of Interest or Solidarity

These incorporate social movements such as women's rights, political party, peace, and environment, saving trees, or public education. A community of interest is present concurrently in different geographical spaces. Individuals may be connected to their interest community at the local, and at global level. Community of interest can be formal or informal or both. In all cases, individuals become a part of this community voluntarily. Individual level of involvement may vary from being very active to being sporadic or passive. Here are points to consider while thinking about your community of interest.

- 1) Is there a group of people you meet, see, speak to, e-mail, share information, or phone on a regular basis?
- 2) What do you get out of these contacts?
- 3) What do you give in return?
- 4) How long have you been part of this group?

10.3.4 Intentional Community

In addition to the above three types of community, there is, what observers call an Intentional Community. In this type of community, individuals come together voluntarily and are supportive of each other. Members may share interests as well as identity and/or a geographical location. For example, mothers of young children get together once a week or students form a study group or retired seniors meet in a local park.

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) Broadly speaking how many types of communities do you find? What is meant by 'communities are not mutually exclusive'?

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10.4 HOW TO WORK EFFECTIVELY IN A COMMUNITY?

Adult educators need to get a thorough understanding of the physical, socio-economic and political dimensions of the communities they work in. They need to understand that individuals and groups in a given community exercise different levels of power based on caste, gender, age, education, religion, etc. As well adult educators need to consider all these differences when they engage with learners. It is your professional obligation to understand your community, yourself and your relation to the community. You will find that in addition to your role as an adult educator, you are sometimes a facilitator, an animator, and a leader. One of the best things you can do in order to be effective in the community is to start with yourself.

10.4.1 Begin by Posing Questions

While working with a community, begin your understanding of the community by asking some of the following questions about the programme you are expected to implement:

- What are the reasons for initiating the Programme?
- How much funding is available, who is funding it and for how long?
- What is expected of you? What are your responsibilities? Who can you talk to or contact if there are problems?
- Who is not supportive of the programme or where can you expect some resistance to the Programme?

10.4.2 Ask Yourself

After clarifying the situation about the programme you are dealing with, you need to do a bit of introspection and ask yourself the following questions:

- What do I expect of myself?
- What are my reasons for taking up this job?
- What are my hopes?
- What are my fears?

It is very normal and natural to feel nervous and apprehensive. The predominant emotion amongst community developers/activists when they first start working in a community is that of fear: fear of not being accepted by community members. How do you overcome or manage this fear? See Box below for a few suggestions.

- Learn as much as you can about the village/town, about its demography, politics, economy, values, cultures, and local power structure. Here, get a feel for important issues such as young men leaving the village or lack of jobs at work.
- Talk to people who have either worked there before or are currently working.
- Identify a couple of local leaders who are willing to help you with outreach.
- Listen.
- Attend gatherings, events, meetings, celebrations, festivals
- Write a journal/diary of your observations and your own feelings regularly.

In case you do not have an opportunity to learn about the community before you start your job, you can do it after you start. Knowing and understanding a community is a life long process. Communities are dynamic and are always changing, just like us. It is not unusual to feel overwhelmed when you first meet or enter a new community. You will want to solve all the problems and will feel frustrated because you are unable to make much or any perceptible difference. At such times, patience and passion for your work will see you through.

10.5 COMMUNITY NEEDS ASSESSMENT, AND COMMUNITY ASSETS AND RESOURCES MAPPING

It is very normal to focus on “what is wrong” or “they don’t have this or that”. However, it is important to remember that while communities have needs, they also have assets. It is much harder to get at the assets, as these are usually not visible and obvious. In these situations an adult educator can play a crucial role

by facilitating the process of the community discovering its strengths and riches in skills and resources. In order to obtain a map of community assets, it will be helpful if you conduct a community analysis.

To carry out a Community Analysis of your neighborhood/ section of your town/ a small village, here is a sample of topics to cover. You may include more topics if necessary. This exercise is different from the community walk that you conducted to understand your geographical community. This exercise builds on the observations gathered during your community walk. It will enable you to get a more in-depth picture of the community. Identify:

- Geographic, corporate, jurisdictional boundaries
- Demographics, statistics, subgroups
- History, community strengths
- Political structure, governance
- Economic structure, major or key employers
- Community action organizations
- Civic and service problems

10.5.1 Creating Community Space

A space to hold meetings, discussions, and adult education classes may take some time. You will most likely use your negotiating and problem solving skills as well as listening skills to assess where the marginal people in your community feel most safe. Get the participants to evaluate engage the merits of available spaces in the community. Ensure that the voices of women, young people, and other marginal groups are heard. You will need to trust the people to select the venues and times which work for them. Sometimes getting space itself is a challenge. Obviously, you will not be able of solve such issues alone.

You will also need to consider issues of access, suitability and appropriateness of space. Here, your community analysis will be of great value, as it will help you identify spaces that are most inclusive, where most participants can come without hesitation. Issue of safety, not only physical safety but psychological safety is a key issue. A site that is not associated with a particular group, for example, with upper caste landowners, or members of a religious sect, is worth exploring.

To create a welcoming and inclusive community space, keep in mind two principles: beauty and order. By beauty, we mean that the physical space is aesthetically pleasing. Invite participants for ideas. You are bound to find people who are really artistic and creative. The second principle, order means that the space is kept tidy and orderly. When participants leave, they should ensure that the space is tidy and clean, and all the things are in their proper place. For the space to be seen as a community space, invite participants to take turns to organize the space every time you meet. You are trying to develop a sense of ownership as well as leadership amongst participants. You are conveying to them that their ideas/ opinions matter at every step.

10.5.2 Understanding Diversity

-It is really important to understand and appreciate diversity of participants in your programmes. By diversity we mean, aspects such as different caste, religion, gender,

age, access to resources, ways in which people make a living, ability, proximity to people with influence in the community, etc. You will need to develop effective strategies to reach out to those individuals and groups who are usually left out of decision-making, or have very little say in the life of the community. In most cases, these individuals or groups are women, the poor, and people with disabilities. A few concepts will greatly help in understanding the socio-psychology of such individuals and groups.

10.5.3 Tracking Power Structure in a Community

In most known societies and communities there is inequality amongst its members. This inequality is based on unequal distribution of resources of a community: land for example would be a key resource in a village and it might be ownership of a factory in a town. Quite often you will find that individuals who control resources dominate those individuals and groups who do not have access to resources in a community. But wealth is only one of the several indicators of power; other indicators are being male in a patriarchal society, and belonging to upper caste in the Indian context. When all the three elements: money, caste and gender (male) come together, we have a situation of absolute power. In order to maintain power, these individuals and groups need to keep others in their place. They do so by systemically oppressing and exploiting them.

Oppression is generally understood as the domination of subordinate groups in society by a powerful group. Oppression occurs when one group in a society owns most of the land and businesses because of the dominant status accorded to them by their social location such as their caste, religion, ethnicity, gender, family history, education, etc. They make decisions on behalf of others, occupy political offices and are able to exclude individuals and groups from participating in the life of their community/ society and country. If and when the excluded groups raise their voice to correct the wrongs done to them, the dominant group resorts to direct and indirect violence to maintain their power.

10.5.4 Overcoming Internalized Oppression: A Barrier to Participation

We need to be aware of the every day consequences of internalized oppression. Internalized oppression often leads to affected people's alienation from their environment. It may manifest itself in many forms: mistrust of people from their own group, apathy, anger, sullenness, etc. Obviously, these behaviors can be very challenging for an adult educator when (s)he is trying to get a programme started. Even as people have the ability to describe their world, their reality, they may not be able to analyze the reasons for their oppression and thus may not be able to recognize the adult educator as their friend and ally.

Over time oppression and exclusion can lead to internalized oppression amongst the oppressed groups. In Mullaly's (2002, p.123) discourse on internalized oppression, he writes, "In *The Mass Psychology of Fascism*, Michael Reich (1975:53) pointed out ' what has to be explained is not the fact the man who is hungry steals or the fact that who is exploited strikes, but why the majority of those who are hungry don't steal and why majority of those who are exploited do not strike'." We need to ask why the majority of oppressed people accept the rule of a few members of the dominant group, even when it is clear that it is against their interest to do so.

We are sure you will be able to find plenty of examples of this phenomenon in your community. You may want to record these instances of manifest internalized oppression. Here is an example for you to consider: a worker in a factory does not get paid wages for two weeks. His employer tells him, "I have no money. I will pay you in a few weeks". Another few weeks go by and there is still no money. Often, you will find the worker sympathizing with the employer with sentiments such as, "He is a good man. He is really hard up. I am sure he will pay as soon as he has the money, etc". Meanwhile the worker is falling behind on his rent while the employer may be stressed but continues to live his life as always. One of the hardest tasks for an adult educator is to balance their desire to do everything for "these poor, helpless, oppressed people" or to "leave them alone" so as not to appear as patronizing the marginal groups.

We hope that this insight into the socio-psycho dimension of marginal and subordinated groups, will allow you to be empathetic, persistent and creative.

10.5.5 Participation and Dialogue

Hope and Timmel (1984, Book.2, p.8) provide a very important insight into how to ensure participation of learners' groups. They quote Jack Gibb who identifies four needs, which most groups have:

- Acceptance
- Sharing information and concerns
- Setting goals
- Organizing for action

In training manuals for adult educators, they borrow heavily from Paulo Freire, one of the most well known adult educators of our times. Freire adapted the importance of Dialogue from Socrates, the great teacher and philosopher. Dialogue means to listen and engage as equals; it is a way to probe and get to the root of an issue or a situation. When community members see that the adult educator is open and willing to learn from them about their life, they get motivated and are encouraged to participate in curriculum development. They can see the value of their contribution; identifying their own learning needs as well as materials which would assist them.

Read the following excerpt in Box 10.1 to understand the value of dialogue for inclusive participation.

Box 10.1: Dialogue requires Faith

"Dialogue also requires an intense faith in human beings; their power to make and remake, to create and recreate; faith that the vocation to be fully human is the birthright of all people, not the privilege of an elite.

Nor can dialogue exist without hope. Hope is rooted in our human incompleteness, from which we move out in constant search, a search that can be carried out only in communion with other people.

Finally true dialogue cannot exist unless it involves critical thinking which sees reality as a process, in transformation, thinking which does not separate itself from action, but constantly involves itself in the real struggle without fear of the risks involved."

Paulo Freire. 1970. *Pedagogy of the Oppressed*, p.62.

Dialogue and participation is a dynamic process. As a facilitator of this process, you need to be sensitive to group needs. Building trust, openness and honesty between all members is critical for the long-term involvement of the people in the process of transformation of individuals and communities. As an adult educator, you will need to be open to feedback about the way you work and take the time to examine your own values, attitudes and beliefs.

In conclusion here is a very impressive and powerful example of how adult educators, through dialogue and establishing trust can motivate and empower marginalized people to stand up and assert their rights, as in the case of many women who learnt to cycle against tremendous odds and the effect this had on them as individuals and on the whole community. Here is the example. Vasantha of Lambalakudy in Thirumayam block, one of many women who learned to cycle as part of an adult literacy campaign in Pudukkottai says:

“By learning to cycle, I have broken many barriers-the gender barrier, the age barrier, the caste barrier and the class barrier. It was unheard of for a woman from a poor Scheduled Caste, a labourer’s family like mine to even touch a cycle, let alone ride one through the streets of our village. Now I can talk on equal terms with the contractors and even ride past them on my bicycle.” (Athreya and Chunkath, 1996, p.220).

10.6 LET US SUM UP

Unit 10 has provided you with the layered and complex understanding of the concept of community and its importance to your work as an adult educator. In this unit you have been given tools to analyze your community, identify the elements of diversity in the community you work with, and the power structure in that community. We discussed different types of communities as well as socio-psychological obstacles that confront people on the margins. These barriers and obstacles cause alienation but marginalized people are not without agency; to recognize their ability to act is what you can tap into thus enabling them to act on their own behalf. Lastly, we elaborated on carrying out the processes of assessing community needs and mapping community assets to develop a variety of strategies for democratic and engaged participation of community members in the process of empowerment.

This process is to facilitate your understanding about the way of making your work more effective and efficient. It would also make possible for you to define your own status and role in the community and in turn you can relate its significance to your work in the community in developing a curriculum for the adult members of the community based on your understanding of the community, and the assessment of needs of the community, and by identifying and applying the resources available in and around the community.

We hope that these discussions have prepared the ground for you to work effectively in the community as adult educators

10.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) Community is differently defined by different people. For example, ‘Upadhyaya (2006, p.33) defines ‘community’ as a term used to describe a social organization

that is considered fundamental to traditional Indian society such as *jati*, village or religious sect. Such communities are often regarded as natural groupings based on ties of shared blood, language, history, territory and above all, culture, but, Cole and Knowles (2001, p.11) define community as “Clusters of individual lives, make up communities, societies and cultures. To understand some of the complexities, complications, and confusions within the life of just one member of a community is to gain insights into the collective”. Whereas according to Bill Lee (1992, p.13) community is simply as a “group of people who have something in common”.

While some scholars are of the opinion that, it takes a long time for individuals and groups to form a community (spirit of togetherness, common purpose), others believe it is possible to create communities easily and quickly: as is the case when real state developers use it to describe new buildings in terms of community “a community coming near you”. There are two opposing view on nature and function of community. While some believe that community is natural and key to human welfare, others argue that communities are non-democratic and stifle individual growth and freedom. Irrespective of the usefulness of communities, whether they are real or imagined, we can't ignore them and have to face the unexpected dangers at times.

2) In a broad sense there are four types of communities. They are:

- i) Geographic Community or a Neighborhood;
- ii) Communities of Identity;
- iii) Communities of Interest or Solidarity;and
- iv) Intentional Community

A member of one community may simultaneously belong to the another community. His membership of a community is not mutually exclusive and hence these communities are not mutually exclusive.

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**Community Participation in
Curriculum Development
and Transaction**

Suggested Readings

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UNIT 11 TEACHING AND TRAINING METHODS AND TECHNIQUES IN ADULT EDUCATION

Structure

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- 11.5 Selection and Application of Appropriate Methods and Techniques
 - 11.5.1 Factors Determining Selection
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11.0 INTRODUCTION

You have learnt about some assumptions about adult learning behaviour in Section 5.2.1 of Unit 5 (Block-1); about Curriculum Development in Adult Education in Unit 9; and Community Participation in Curriculum Development and Transaction in Adult Education in Unit 10 (Block-2). Now, based on this learning let us proceed further. As we know, any person new to a profession cannot be expected to perform his/her professional activities or duties with full confidence, speed, accuracy and efficiency. You may ask a question “Why is it so?”. It is all due to lack of adequate professional knowledge, understanding, skills and abilities required to perform different professional tasks, duties or activities. This lack on the part of an individual can be corrected by subjecting him/her to the process of training. This holds equally good for the functionaries involved in the field of adult education or for the adults in the community. In this Unit we will discuss the concept of training, its need and significance, different methods and techniques of teaching and/or training that could be used in adult education and the considerations that determine their selection and use for promoting effective learning among the participants.

11.1 OBJECTIVES

After going through this Unit, it is expected that you would be able to:

- Understand the concept, need and significance of training in adult education;
- Distinguish between training, teaching and education;
- Describe different methods and techniques of teaching and training in adult education; and
- Identify the criteria, factors or considerations that determine the selection and use of particular method(s) or technique(s).

11.2 TRAINING IN ADULT EDUCATION

We know that the basic purpose of teaching or training is to promote effective learning among the participants. As far as adult learning is concerned, it is important to keep in mind certain assumptions and principles highlighted by Knowles (1980, quoted in Merriam, 2001, p.5-7) which, in brief, are as follows.

The five assumptions underlying andragogy describe the adult learner as someone who:

- Has an independent self-concept and who can direct his or her own learning;
- Has accumulated a reservoir of life experiences that is a rich resource for learning;
- Has learning needs closely related to changing social roles;
- Is problem-centered and interested in immediate application of knowledge;
- Is motivated to learn by internal rather than external factors.

The following are the important principles of teaching or training adults.

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities;\.
- Adults are most interested in-learning about subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

It is not possible to mention here all other guiding principles of adult learning developed by many others. However, it is worth mentioning Rhonda Wynne (see http://www.nightcourses.com/teaching_toolkit/principles_adult_learning.html), who has compiled a composite of some of these principles as follows.

- i) Involve adults in programme planning and implementation.
- ii) Create a physical and social climate of respect.
- iii) Encourage collaborative modes of learning.
- iv) Include and build on the learner's experiences in the learning process.
- v) Foster critically reflective thinking.
- vi) Include learning that involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions.
- vii) Generate a participative environment.
- viii) Encourage self-directed learning.

Before we discuss different teaching or training methods and techniques, it is essential for us to understand the concept of training, its need and significance and the distinction between teaching, training and education in general. Let us begin with the concept of training.

11.2.1 Concept of Training

Milton and Hall (1949, p.2) define training of employees as "the process of aiding employees to gain experience in their present and future work through the development of appropriate habits of thought and action, skills, knowledge and attitudes." Hass and Ewing (1950, p.32) define training as "helping trainees to acquire new knowledge and skills. Training consists mainly of telling, showing and guiding people in the performance of tasks and then in checking the results". From these definitions we will notice that training touches upon helping, aiding or guiding the people or employees to acquire new knowledge, skills, attitudes, thoughts and habits for performing their present or future tasks or actions.

John and Folloy (1957, p.34) describe training as "an overt process, a sequence of experiences, a series of opportunities to learn, in which the trainee is exposed in some more or less systematic ways to certain materials or events." Earl G. Planty (1957, p.465) states that "training has to build continuously and systematically to the maximum degree and in proper proportions, that knowledge through skills and attitudes which contribute to the welfare of the organisation and employees." Taylor (1961, p.9) defines training as "the means to bring about a continuous improvement in the quality of work performed by the staff and individuals. It should equip them with necessary knowledge, skills or abilities

and attitudes to perform the job.” We observe here that the emphasis in these definitions is that training is not just one time job, but a continuous and sequential activity aimed at improving the qualitative performance of the tasks, work or job.

According to William (1968, p.97) “Training is the process of teaching, informing or educating people, so that they may become: (1) as well qualified as possible to do their work, and (2) qualified to perform in positions of greater difficulty and responsibility.” Here, we understand that teaching or education subsumes training, which is meant for improving the qualities that enable people to perform their work normally or even in difficult situations. According to Beach (1975, p.372) “training is the organised procedure by which people learn knowledge and/or skills for a definite purpose.” Here, we get to know that it is an organised and purposeful sequence of activities.

As far as industry and commerce is concerned International Labour Office (1983, p.5), emphasises that “Training for industry and commerce is concerned with the acquisition or development of those knowledges, skills, techniques, attitudes and experiences which enable an individual to make his most effective contribution to the combined effort of the team of which he is a member. Its objectives may be to prepare the individual to carry out his present job satisfactorily, or to prepare him for greater responsibility.” Though the definition is concerned with industry and commerce, training is to prepare a person to perform his job satisfactorily as an individual or contribute effectively as a member of a team.

From all the above definitions it is clear that training means nothing but educating a person in the context of his job, work or a task so as to make him/her equipped, qualified and proficient in doing that particular job, work or task. It aims at preparing him/her to carry out a specific set of tasks in his/her individual capacity or as a member of a team related to his/her occupation or it aims at improving the levels of his/her performance, motivation and confidence in doing it correctly, effectively and consciously – *correctly*, so that (s)he can do exactly or apply what (s)he has learnt: *effectively* – so that (s)he can produce the desired results in little time and with least mistakes; *consciously* – so that his/her underlying attitudes, convictions and enthusiasms provide the discipline (s)he needs to keep on doing the right things in the right way. It means that in all those personnel functioning at different levels in any profession without training or those desirous of entering it require training. Thus, adult education being a profession, its functionaries are no exception to it. For that matter, adults as members of a community are no exception to it, if they are expected to perform their various responsibilities correctly, consciously and effectively.

11.2.2 Need and Importance of Teaching and Training

Well organised and systematic training is essential for professional growth and development of adult education functionaries because of the unique and strategic position which adult education occupies in the task of human and national development. We need to take enough care to shorten the transition period and smooth out interruptions for orderly functioning of adult education functionaries as rapidly as possible. The importance of training has been emphasised time and again, at global level, by different International Commissions of United Nations in

general, of International Labour Office in the field of industry or enterprise, and at national level, by different Commissions in the field of education. The important policy documents on adult education such as National Adult Education Programme, 1978, and revised National Programme of Adult Education, among others, have also emphasised the need and significance of training for adult education functionaries and capacity-building in adult education. Hence, as adult educators we should not try to rediscover the excuse that time is wasted and confusion occurs when a new functionary is brought in to work in the field of adult education. This applies not only to new functionaries but also to the present ones who need retraining in their changed contexts and situations in the field of adult education. Further, training of adult members of the community is equally relevant to promote effective performance of their changing roles in different living, learning and earning contexts or situations in their life.

The significance of training in adult education lies in its enabling functions whereby the functionaries become:

- a) familiar with the objectives of the programme and helps them make their potential contribution to promotion of the goals of the programme;
- b) prepared to take over job responsibilities in the field or discipline quickly or in a shorter time than they would have otherwise taken if they were not trained;
- c) morally and professionally sound and fully equipped with sufficient knowledge, skills, attitudes, abilities and values required for their work for optimum utilisation of available resources and with maximum efficiency;
- d) fitted into a smoothly functioning operation and for maintaining harmonious work relationships across all the levels to achieve the aims and objectives of adult education; and
- e) well equipped to promote adults' participation in all adult educational and training programmes, facilitating their learning and movement towards the achievement of set aims, objectives and goals.

When we mentioned, in Section 11.2.1 above, that “training means nothing but educating a person in the context of his job, work or a task so as to make him/her equipped, qualified and proficient in doing that particular job, work or a task”, you might have felt a doubt as to whether there is any difference between teaching, training and education.

11.2.3 Difference between Training, Teaching and Education

As an adult educator, it is also not out of context for you to know the difference between teaching, training and education. Though, both the terms ‘education’ and ‘training’ are sometimes used synonymously by some authors, training is often distinguished from education. Education, in general, is thought of as the formal part of the learning process, which takes place in schools and colleges. Usually, training means that part of the learning process devoted to developing proficiency in a particular job or task in a particular organisation. Training has a very specific objective attainable in a relatively short time, in contrast to education which ordinarily is much broader in scope and takes longer.

Lynton and Pareek (1967, p.6) distinguished between education and training as “Education is primarily concerned with opening out the world to the student so that

he can choose his interest, mode of living and also his career. Training on the other hand is primarily concerned with preparing the participant for certain lines of action which are delineated by technology and organisation in which he works. Education helps the student to choose and decide his activity. Training helps the participant to improve his/her performance in a chosen activity. Education deals mostly with understanding and skills.” According to Beach (1975, p.372), “Education is thought of as being broader in scope. Its purpose is to develop the individual. Commonly, education is considered to be formal education in a school, college or university, whereas training is vocationally oriented and occurs in a work organisation. Training usually has a more immediate utilitarian purpose than education. In practice, training and education frequently occur at the same time. This is to say that the distinction is not always necessary or appropriate.”

You must have now realized that whereas education aims at preparing a person generally for successful living in the society to which he belongs, training strives to prepare a person to carry out a specific set of tasks in relation to a particular occupation. This distinction is, of course, more a matter of emphasis rather than of fundamental difference. “In fact, training is but one form of education. It is a specified and practical form of education in that it prepares the trainee to do a job well. In other words, training exists to promote learning leading to effective job performance” (UNESCO, 1978, p.12). However, Barrow and Milburn (1986, p.221), observe that “teaching is a broad, general term. It is sometimes referred to as a polymorphous (many-sided) word, since it may encompass a wide variety of more specific activities such as lecturing, instructing, drilling, eliciting responses, asking questions, testing, providing information, encouraging and conducting seminars”. A ‘teacher’ is a person or a thing that teaches or instructs; one whose occupation and ability is to instruct or to impart knowledge, practical skill, and understanding (Murray et al, 1978; Webster, 1986; Kirkpatrick, 1986; Brown, 1993). Thus, both teacher and trainer in fact perform almost the same activities but their context, purpose and objectives are somewhat different. Here, the “teacher and trainer” includes adult education instructors, the adult educators and others involved in training at any level in the field.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

1) Define training. Explain its significance in adult education.

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11.3 SIGNIFICANCE OF TEACHING AND TRAINING METHODS AND TECHNIQUES

As an adult educator you may be required to design and organise a training programme in the field. In doing so, you must keep in mind certain important aspects and issues such as: rationale and objectives of the programme; target group and number of trainees; trainers and other resource persons required to be involved; duration of the training programme, programme schedule and budget available; venue and other accommodation required for organising the programme; boarding, lodging and transportation facilities for the trainees, and trainers and other resource persons; training course content; selection of training methods and techniques intended to be used; training materials, aids and equipments required; evaluation of training from the trainees', trainers' and organisers' points of view; and so on. Each of the above aspects and issues has its own relevance and importance for the organisers of the training programme. But, as far as trainer is concerned issues related to selection and use of appropriate training methods and techniques play a significant role in aiding his/her in facilitating and reinforcing learning among the trainees or participants. We attempt to focus our discussion in Section 11.4 on different teaching or training methods and techniques which have academic relevance for a trainer or us as adult educators as it would help in clearing our dilemma in choosing the right methods and techniques in the given contexts or situations.

11.4 METHODS AND TECHNIQUES OF TEACHING AND TRAINING

There are a number of teaching and training methods and techniques which are generally used for different purposes. For example, you must have heard of methods like a lecture, story telling, quizz session, discussion, debate, panel discussion, role play, demonstration, conference, seminar, symposium, workshop or brainstorming, field trip, project work, assignments, etc. We mean to say that these are not necessarily specific to any particular profession, nor to the field of adult education alone. These methods and techniques range: a) from purely teacher or trainer centred to purely student or trainee-centred; b) from individual trainer/teacher-based to team-based teaching/training; c) from guided leaning and doing to autonomous leaning and independent doing. These methods may be classified in many ways such as i) individual, group and mass methods or ii) on-line, one-to-one, one-to-many or many-to-many or in any other ways depending upon various factors. Here, you may have a doubt as to whether there is any difference between methods and techniques. We, however, avoid a detailed discussion on this, but to clear the doubt you need to see at least one example. Look at Table 11.1 where an attempt has been made by Paulsen (2003, see <http://home.nettskolen.nki.no/~morten/E-learning/Teaching%20techniques.%20methods...>), which he did from the e-learning point of view.

Table 11.1: Teaching Methods, Devices, and Techniques

Teaching Methods	Teaching Techniques	Teaching Devices
One-online	Online Databases Online Publications Online Software Applications Online Interest Groups On-line Interviews	Information Retrieval Systems
One-to-one	Learning contracts Apprenticeships Internships Correspondence Studies	E-mail Systems
One-to-many	Lectures Symposiums Skits	Bulletin Board Systems
Many-to-many	Debates Simulations or Games Role Plays Case Studies Discussions Transcript-based Assignments Brainstormings Delphi Techniques Nominal Group Techniques Forums Projects Student Presentations	Computer Conferencing Systems

Here, what Paulsen has put under first column in the Table above are not actually the methods, but simply categories of methods and techniques. What he has put as techniques includes both methods and techniques. But, the basic difference between method and technique is that the method is a broader way of doing any particular thing, whereas a technique is more specific way of using it by an individual in a given context. For example, if we say “his technique of delivering a lecture is different from that of her’s”, it means that lecture is a method which is something broad in nature and technique is something narrow and specific referring to a skill or behaviour in particular or manner of presentation of the lecture as a whole. The technique may vary from individual to individual, but a method by itself does not.

Let us now look at different methods and techniques along with their advantages and disadvantages. In this Section, an attempt is made to present them in a more academic perspective. But, you will get a participatory perspective of some methods and techniques in Units 9, 10 and 11 of Course MAE-002.

11.4.1 Lecture Method

Lecture, as every one of us knows, is one of the oldest, most basic, most commonly and widely used method of teaching and training. If you carefully examine any lecture you attend, you will notice that it is a method in which a qualified speaker/teacher delivers a speech to an audience. It is rather a one man show in which the speaker/teacher/trainer is active and the audience/learners/trainees are passive.

Lecture method has its own advantages and disadvantages, but Khamborkar (1980, pp.18-19) lists them in detail as follows:

Advantages

- It is easy to communicate facts, ideas, opinions straight a way without any distortion;
- The communicator can reach a large number of audience in a short span of time;
- There is no difficulty in making arrangements in general nor is preparation necessary on the part of listeners;
- On a topical or current subject, the lecture method is bound to create interest;
- A group of well experienced and knowledgeable participants can have an opportunity to get to know many things within a short time;
- If the subject is not controversial or there is no scope for discussion, the lecture method is quite appropriate for a large group.

Disadvantages

- It is a one-way process. There is no feedback either to the teacher or to the trainees;
- If the lecture is not interesting it becomes a matter of boredom;
- The average attention span being very short, the listeners may not pay full attention;
- The level of retention is low;
- The audience tend to be passive listeners. There is no opportunity to check the information through questions;

Notwithstanding the above, we can introduce an element of flexibility to convert it into variants of lecture method such as lecture-discussion, question-lecture (answer), lecture-demonstration, lecture-recitation, lecture-laboratory and chalk and talk method. In a *lecture-discussion method*, the trainer speaks for five to fifteen minutes and then stimulates a few minutes of discussion around key points made in the lecture. In *question-lecture method*, the trainer spends most of his time in answering questions posed by trainees. The trainer mainly uses trainees' questions to determine the points which need further explanation. In *lecture-demonstration method*, the trainer uses props to illustrate the subject. In *lecture-recitation*, the trainer requests the trainees to read out prepared material aloud. We can use it as a variant which is the reverse of question-lecture method. In this, the trainer provides the questions and the trainees have to answer them. In *lecture-laboratory method*, students follow short lectures by making their own observations, experiments, or other independent work. In *chalk and talk method*, information is provided through talk but the black board is used for aiding the talk. You should now be confident enough to choose any variant that fits into any particular context of teaching or training in the field of adult education.

Reflection

With your understanding of Lecture method and its variants, can you identify some topics and reflect upon the suitability of using the variants of lecture method to each of the topics identified by you.

11.4.2 Symposium

In Lecture method we understand that one person speaks in one session. But some times, a group or a series of talks, short speeches or lectures by several individuals or experts are delivered on various phases of a single subject-problem, which requires to be studied in varied manner. This is called a symposium. The main objective or the purpose of a symposium is to transmit more comprehensive knowledge and to provide detailed and all-sided information to the participants.

It may be more interesting than the lecture method in the sense that speakers change in each speaking for a short time bringing in a variety of faces and voices with a variety in their talk as well. The disadvantages are that some times, poor speakers may cause boredom for the audience, while good speakers may be disappointed with insufficient time, and organisers may feel it difficult to coordinate the time and the speakers as well.

You, as an adult educator can identify the subject or problems that can be appropriate for organising a symposium in adult education at any level.

11.4.3 Story-Telling

Story-telling is another popular method for teaching or training in adult education. It helps to pass on the information and depict real life situations. The story can be close-ended or open-ended. In an open-ended story, two points of view are presented through two characters and the adult trainees or participants are made to decide what they would do in that situation. The trainer initiates discussion and helps them to draw conclusions. In a close-ended story, the situation is narrated with the climax and conclusion so as to help the trainees to have a full grasp of the situation.

If interesting and useful case-studies are used as the content of story-telling, that can provide adequate understanding of dealing with similar real life situations in the community, and promote effective learning among the adults or the functionaries of adult education.

11.4.4 Quiz Session

We know that a quiz session in its formal use or in the folk form is more popular. In this the trainees, students or participants are divided into competitive groups and an equal number of questions with equal level of difficulty are put to the groups. This method evokes a competitive spirit and it works well when the trainees are knowledgeable. The whole group may not be able to participate and lack of knowledge of the group may not benefit the trainees of the group.

In a community training situation, if the quiz questions pertain to the local people, context and community they would generate a lot of interest in the participants. In adult education, it can be used as an effective tool to create awareness among adults of many local issues, people and problems.

11.4.5 Debate

Webster (1961) defines debate as the: i) discussion or consideration of opposing reasons; arguments about or deliberation on a question; ii) a formal contest of skills in reasoned argument, with two teams taking opposite sides of a specified question. According to Khamborkar (1980, p.29) "Debate is really a friendly

- This method is extremely useful when a subject has two clear sides;
- It provides ample opportunity to learn marshaling of the facts and presentation of logical arguments, and pleading for one's side and hence it has a place in learning situations;
- The debate enables the participants to correct, confirm, modify, accept, oppose, differ, agree or disagree during discussions and make the debate as one of the most interesting techniques.

- Debate deals with highly controversial subjects having only two sides but there is always dearth of such subjects, as a third solution is sometimes better;
- There is a chance for repetition;
- Sometimes personal criticism cannot be avoided;
- The speaker as well as audience have preconceived notions and voting pattern, if any, or decision of the judges emerges out of this instead of from arguments presented by the two sides;
- The audience cannot get an opportunity to put questions to speakers for clarification and there is an absence of fruitful interaction.

Can you think of and identify some topics suitable for symposium and some topics suitable for debates keeping in view the illiterate adults in a tribal village in hilly areas.

As: a) Space given below the question is for writing your answer.
b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

11.4.6 Discussion

Discussion is an ordered process of collective decision-making. It is characterised by much more teacher-student and student-student interaction. In the discussion method the learner has an opportunity to make his contribution, attempt to solve problems, make applications, evaluate other's ideas, receive confirmation and feedback (Reddy and Reddy, 1983, p.8). Discussion method is particularly benefiting in such adult education situations where the objective is to understand and absorb the information, exchange experiences, analyse facts, study problems, correct misconceptions, formulate attitudes and discuss an action plan (German Adult Education Association, 1974, p.7). In the context of adult education, this method can involve the community of adults in effective sharing of their problems and analysing them, enhancing their common understanding, changing their attitudes or eliminating their misconceptions, identifying and evaluating the solutions to a problem, drawing up action plans for participatory implementation for common comfort or benefit.

Advantages

- It is a purposeful and systematic activity;
- It utilises the knowledge of the group;
- It stimulates thinking – as opposed to passive acceptance by the participants;
- It permits pooling of ideas and sharing of experiences of the group;
- It brings about modification of view points and changes the attitudes, interests and values of the participants;
- It helps develop analytical ability and a questioning attitudes among the members;
- Conclusions based on discussion are more likely to be remembered by the group;
- It maintains a higher level of interest than a lecture among the participants;
- Members can try out their ideas and opinions;
- Members can proceed from problem to a solution or an understanding;
- There is enough scope for constructive contribution by the group members to the discussion;
- The group members get an opportunity to define and analyse the problem, evaluate the solutions and make an attempt to agree upon a solution.

Limitations: Discussion, however, suffers from certain limitations.

- Where primary knowledge of basic ideas is lacking, discussion cannot produce fruitful results. It then becomes a pooling of ignorance rather than pooling of wisdom;
- If the size of the group is too large, effective participation is not possible;
- If a non-controversial issue is being discussed in which most members agree, group discussion cannot be very useful.

11.4.7 Panel Discussion

Good (1959 and 1973) describes 'panel' as group of three to six persons having a purposeful conversation (without making prepared speeches) on an assigned topic with or without active participation by the audience; the panel is usually seated at a table in full view of the audience. Here, we find two groups, one (the panel) actively participating in discussion which is seen and heard by the other group (the audience).

Actually, there is no chairman but one of the panel members acts as a moderator who initiates the discussion and sets the tone. But, in practice, often, a person who is not a member of the panel may act as a moderator. Though altogether different view-points could be presented, the moderator intervenes so that the panelists do not assume the role of debaters.

Advantages

- It provides very rich experience to the participants ;
- It creates and sustains interest of the participants;
- The change of voice lessens boredom;
- It is most suitable when development schemes are to be discussed.

Limitations

- There is no audience participation. The whole process is one-way unless panel discussion is later on converted into a forum for audience questioning;
- The members holding views contrary to each other make it difficult for the moderator to proceed to any accurate summary;
- There is a tendency on the part of the panel members to make speeches;
- Time limit is a problem;
- The panel members often wander away from the topic;

Unless the moderator and members co-operate with each other the discussion is likely to be abruptly concluded.

Reflection

Read about "Debate" and "Panel Discussion" with a view to identify the differences, if any, between the two methods. Note down the differences and discuss this with any one of your colleagues. After that, identify some topics suitable for Debate and some other topics suitable for Panel Discussion, for a any community suffering from prevailing superstitions.

11.4.8 Institutes

An institute is an arrangement for lecture and discussion sessions on a limited subject or theme, usually more intensive than conventional conference but less elaborate than workshops (Good, 1973).

We can notice that this simple sentence not only defines an institute, but also distinguishes it from a conference and workshop. So, we can use an institute for holding a series of meetings designed to convey specific instruction and information in a particular area of work related to adult education. We may hold such

meetings even on one day depending upon the load of information, or can be scheduled over several days or they may extend over several weeks, as may be required.

11.4.9 Seminar

Historically or traditionally, as we hear from others and read in the literature, seminars provide opportunities for a group of top people or experts/specialists in a particular subject to come together to discuss all round trends based on views, comments and statements of those selected experts who present their papers. They are called seminars and only those who have the privilege of very high degree of education could ever dream of participation in such seminars. However, the word has acquired different meanings. Let us look at a few of them.

Good (1973) describes seminar as “an instructional technique common in but not limited to higher education in which a group of students engaged in research or advanced study meets under the general direction of one or more leaders for a discussion of problems of mutual interest”. We can note two things in this definition here, higher education and problems of mutual interest.

- The seminar, as the word is commonly understood, means that the organisers select a particular subject of interest to the participants, that the working papers in the subject are carefully prepared bringing out the different issues under the subjects, that the participants are divided into small manageable groups, where they discuss either identical working papers or different parts of the same working paper. In both cases, however, after the working papers have been discussed in the groups, a report is made on behalf of each group to the general session of the seminar, where another opportunity for the discussion of questions covered by the working papers is allowed. At the end of the discussion in the general session, there is a summing up by the Director of the Seminar or by any other person presiding over the general session (Indian Adult Education Association, 1960, pp.18-19).

Miller (1964, p.98) expresses that a seminar is pre-eminently a tool of the graduate school intended to provide the younger scholar with the opportunity of practising, under the critical eyes of his peers, the skills of scholarship and the methods of contributing original ideas to the field. As a mature instrument of small-group learning, the seminar makes two basic demands: That each member contributes materials representing his own original thought or research and that the group utilises these materials in an act of cooperative reflection. Rowntree (1981) describes seminar as: i) a small group-discussion session, usually based on an essay or paper that has been presented orally to the group; ii) a group of students who meet regularly with a tutor to such discussions; iii) a short course consisting of a number of seminar sessions, allowing considerable student participation. According to DK Illustrated Oxford Dictionary (2007) seminar means: 1. a small class at a university etc for discussion and research, 2. a short intensive course of study, 3. a conference of specialists. The use of the word conference, here brings in some confusion which may be clear once we focus our discussion on conference later.

From the above definitions we understand seminar as coming together of experts, students or others in a field for small group discussion(s) based on essays or papers

presented orally but circulated to them in writing in advance as a short course or otherwise. Unlike group discussion, for a seminar papers are prepared and preferably circulated well in advance so that participants do not waste seminar time in reading the papers, and more so they can critically go through the paper(s) and come well prepared for discussion on every paper. You can note the following advantages and disadvantages of seminar.

Advantages

- It offers enough opportunities for the participation of the members/ participants;
- The absorption and retention of the seminar subject by the participants will be high;
- It enables shy participants to open up more easily;
- In small groups, it is also possible to pay greater individual attention to the participants, taking note of their varied backgrounds and levels of education;
- It provides each participant the opportunity for self-expression;
- When there is active participation of all the participants the discussion can be extremely interesting;
- Participants can attend seminars for a considerable period of time without feeling tired and bored;
- It is also a useful and effective method for finding out solutions to certain problems like problems of organisation and administration, etc.

Disadvantages

Though the seminar method has many advantages it is not free from limitations. It does not permit the systematic presentation and understanding of a subject by the participants as the subject is split into various parts, and the big group is divided into a few groups which meet in parallel sessions and the discussion takes place on different parts simultaneously. The participants might not get an idea of the whole subject in piece-meal discussions held in parallel sessions.

11.4.10 Conference

A conference can be described as a pooling of experiences and opinions among a group of people who have special qualifications in the area or among the people who are capable of analysing a problem from information provided by competent leaders (District Organisation, 1964). DK Illustrated Oxford Dictionary (2007) defines conference as a meeting for discussion, especially a regular one held by an association or organisation. From these definitions we can understand that: a) it is a meeting of people with special qualification in an area, ii) it is organised by an association or organisation and iii) competent leaders provide information for discussion. The conference method, thus, is one of the variants of the discussion method which promotes definite and constructive thinking by a group. A conference is a small group meeting conducted according to an organised plan in which the leader seeks to develop knowledge and understanding by obtaining considerable amount of oral participation from the trainees or students.

Let us now try to understand the difference between seminar and conference. Seminar is a small group-discussion session, usually based on an essay or working

paper that has been circulated in advance and later presented orally to the group for discussion. It may be part of short course or small class or may consist of a number of sessions for discussion and research at the university allowing more student participation. The working papers in the subject are carefully prepared bringing out the different issues under the subjects, that the participants are divided into small manageable groups, where they discuss either identical working papers or different parts of the same working paper in parallel sessions. After the working paper has been discussed in the groups, a report is made on behalf of each group to the general session of the seminar, where another opportunity for discussion of questions covered by the working paper is allowed. At the end of the discussion in the general session there is a summing up by the Director of the Seminar or by any other person presiding over the general sessions. A seminar can be organised by an individual or by an organisation

Unlike a seminar, in a conference: i) there may or may not be papers prepared and circulated in advance to all the participants; and ii) all participants will continue as one group and participate in all discussion sessions. Further, conferences are not organised by individuals but by an association or an organisation. But, both seminar and conference can be used as training techniques in adult education by choosing appropriate subjects.

11.4.11 Brainstorming

Brainstorming is a type of small group interaction designed to encourage free introduction of ideas on an unrestricted basis and without any limitations as to the feasibility of ideas. Brainstorming makes it possible for a group to consider alternative solutions to problems unhampered by organisational, institutional, or financial restrictions or by a limitation of skills and abilities. All ideas are accepted without challenge, except when they may conflict with any ground rules previously laid down (District Organisation, 1964).

In brainstorming, an idea suggested by one individual triggers off a dozen more in the minds of others. Besides, information sharing, comparing, contrasting, thinking and drawing out of inferences continue to be a group effort and act as stimulant for bringing out a consensus (Khamborkar, 1980, p.69). Brainstorming is a technique for generating usable ideas or solutions to a problem. Members of a group are enabled to meet together in a relaxed but purposeful atmosphere, and let their suggestions flow, without self-censoring. No matter how workable or outrageous the ideas may seem to be at first sight, they are not criticised or examined rationally until the end of the exercise, by which time it is hoped that a host of exciting possibilities will have emerged that might otherwise have remained hidden by inhibitions (Rowntree, 1981).

The above definitions provide us clear understanding of what brainstorming is. We can use it in a situation where we do not have clarity about a particular problem, issue or subject related to adults or community or functionaries or the programme, and so on.

11.4.12 Buzz Group or Buzz Session

According to Miller (1964, p.250) buzz group or session is "dividing the group into small segments for a relatively brief period of time to engage them in a task relevant to the topic or problem". Good (1973) provides more clarity about buzz

group as: i) one of several groups within a larger group or class which assembles usually after a general session for the purposes of discussing a presentation, analysing a problem or preparing questions for the larger group; ii) a technique used by discussion leaders and adult educators to involve all members of a meeting in intimate participation in the procedures and discussion pursued, the members being divided into small discussion groups often with a leader or recorder who writes down suggestions to be presented later to the entire membership of the meeting. But, according to Khamborkar (1980, p.52) buzz group, buzz session, beehives, sub-groups or cluster discussions are some of the methods which make it possible for almost every participant to contribute since the discussion is held in an informal atmosphere and everybody is motivated to participate. Naturally the end product or the quality of discussion is rich. Rowntree (1981) defines buzz session as 'an informal discussion group, usually without any kind of agenda and consisting of people equal in status (e. g. all students or all teachers, but not a mixture).

From the above definitions we understand that a presentation on a topic or problem will first be made to a big group, which will then be divided into small groups called buzz groups/sessions but without any agenda given to each group (unlike in workshop, where specific task is assigned), the groups will have informal, fruitful discussions where every one will get a chance to participate in the discussion, come out with a product or with concrete written suggestions and each small group will present the suggestion to the larger group at the end for wider consideration. We can observe that it is an improved method over discussion where only a few persons may dominate all through, while shy members may not participate in the discussion at all.

Reflection

Read about "Buzz Group/Session" and "Brainstorming" carefully, with a view to compare them for identifying the differences between the two. Then think of a few topics which are fit for Brainstorming and note them.

11.4.13 Workshop

The workshop method is one among many techniques available to educators. As the name itself implies, all members of the group are engaged in the process of creative learning. Moreover, the participants are treated at par and every body has a significant contribution to make in bringing out the final product which may be in the form of booklets, study material, pamphlets, visuals, projects, syllabi, scheme on further course of action, etc. (Khamborkar, 1980, pp.66-67).

If we want to develop a literacy primer, reader or post-literacy material or audio or visual materials or even a project on literacy or adult education or continuing education, the workshop method can be effectively used in adult education.

11.4.14 Case Study

The case study method is another variant of group discussion method and is widely used in training programmes particularly when the objective is to acquaint the trainees with an analytical approach. It is an activity based method and learning by doing is its prime purpose. A case is a factual description of a real life situation. However, it does not include views and comments. It is a collection of bare facts, and provides for a learning situation to discuss, interpret and find a solution

- i) Those in which the trainees diagnose the causes of a particular problem;
- ii) Those in which the trainees act out to solve a particular problem.

11.4.15 Problem Method

Check Your Progress

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

[illegible]

11.4.16 Team Teaching

Team teaching is a type of instructional organisation involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility of working together for all or a significant part of instruction of the same group of students (Shaplin and Olds, 1964, p.15).

It can be done through oral medium, print medium or any other medium. It is possible in conventional institutions or in distance education institutions. For example, in the conventional sense, if different lessons of a subject are taught by different persons forming a team we can call it team teaching. In the case of IGNOU, if you look at the credit page next to the front cover page of this Block, you will find the names of the persons who have contributed to the selected units in the Block. They are together called a course team of this Block. Similarly, you can find course teams for different Blocks of all the Courses, and all of them together form different teams teaching you the Units of this PGDAE.

11.4.17 Programmed Learning or Instruction

Rountree's Dictionary of Education (1981) defines programmed instruction, in a comprehensive manner, as self-instructional materials that take the student at his/her own pace, one step at a time, through a carefully structured sequence of TEACHING POINTS towards specific BEHAVIOURAL OBJECTIVES, with the student making an ACTIVE RESPONSE and obtaining KNOWLEDGE OF RESULTS at each step. The materials or PROGRAMMES (programs in the US) may be in LINEAR, BRANCHING or MATHEMATICS form or in a variety of mixtures, and may be presented in a PROGRAMMED TEXT or TEACHING MACHINE, or prepared as COMPUTER ASSISTED INSTRUCTION.

It is a method whereby the trainee teaches himself by working through a series of steps all leading to carefully defined goals or "objectives". He cannot go on to the next step until he has mastered the preceding one and so on to the end. To ensure that he is really learning the information in each step, he must answer "questions" correctly. He has immediate knowledge of results at each step (after he has replied) so that he can check to see how he is doing (ILO, 1983, p.(9)-1).

Programmed learning is, thus, one of the auto-instructional methods where the emphasis is on study assignments, self-learning and self-testing environment. Programmed learning is a process of teaching/learning oneself with the help of planned and sequential instructional materials prepared and made available in print or electronic form. Immediate feedback is available to the learner. If you have understood this concept well, you would immediately recall that this course material of PGDAE together is an example of programmed instruction which makes you progress gradually and systematically from one unit to the other, from one Block to the other, and from one course to the other till the end of this PGDAE programme. So you can cite the entire set of IGNOU's course material of any programme as one example of programmed instruction or learning in print form.

11.4.18 Assignments

You know that there is one assignment you have to do for each of the theory courses of this programme. Do you know why there is a "Check Your Progress" section in each unit, and an assignment to be done by you for each course? It is to

systematise, reflect and reinforce your learning of each theme in each Unit of this programme. Here, what you have and what you do is a written assignment. But in the context of adult (literacy) education, it is not necessary that the assignment should be in writing only. There can be reading assignments as well or a combination of both writing and reading assignments. It all depends on what group of adults are you catering to and for what purpose. For example, to reinforce literacy skills of adults there should be both written and reading assignments. There could be individual assignments and/or group assignments, to promote their individual and group learning skills. This is essential because their reading and writing skills, abilities and confidence levels are not the same and hence they need to be reinforced differently. These assignments are evaluated by the concerned trainer or teacher or instructor and further assignments are given to them till they acquire particular level of skills and competencies.

11.4.19 Committee Method

DK Illustrated Oxford Dictionary (2007) defines committee as a body of persons appointed for a specific function by and usually out of a larger body.

The committee method can be very useful if it is designed as a training technique to train individuals by organising them in a fact gathering or study project, or in working with others in the process of performing a specific task, or solving a problem and in preparing a report with conclusions and recommendations. It may be helpful in many other instances, provided the time barrier is not a real problem and the committee focusses on a few specific matters. This is an effective method in training of functionaries by involving them in different committees related to a particular event or process in adult education.

11.4.20 Field Trip

According to Good's Dictionary of Education (1973) field trip is 'a trip arranged by a teacher or other school official and undertaken for educational purposes; the transportation of pupils to places where the materials of instruction may be observed and studied directly in their functional setting.'

Though we understand that this definition has been given in the context of a field trip for school pupils, it can as well be used in the context of adult education. This method becomes useful if the trainees are to be acquainted with the actual situations or with the working of certain agencies or institutions in the field of adult education. Trainees could be taken out on a field trip under an organised programme of training under the leadership of the trainer himself. A problem is given to the trainees and they are expected to conduct a survey and present a detailed study-report to the trainer. The trainer will study the report and comprehend what exactly has been observed and understood by the trainees in the field.

11.4.21 Project Method

Projects provide ample opportunities for learning by doing and investigating. They are also a way for the individuals to learn within the group, and for the group to learn from the community. In this process trainees are expected to venture out into the community or to people or to an industry or an institute or an organisation, seek their assistance in the task, collect from the local people the raw material or data or information which is to be systematised into learning content.

A project involves participants in work according to their own capacities and pace of work, and thus, makes use of their skills and experiences for the benefit of the group. The trainees learn more by project method and get the feeling of themselves being involved. In order to build their confidence, it is also essential to ensure that the project is successfully carried out by trainees, and that it has the good will and support of the host community and the institution. This can be used as an effective method to train the functionaries who need exposure to the grassroots level experience in the field of adult education, or to those involved in monitoring, feedback, evaluation and research related to the programme implementation.

11.4.22 Demonstration

Good's Dictionary of Education (1973) defines demonstration as: i) the method or process of presenting or establishing facts; and ii) the procedure of doing something in the presence of others either as a means of showing them how to do it themselves or in order to illustrate a principle.

Demonstration is a method of training in which the trainer gives an oral presentation of the subject matter while showing objects, sections and occurrences to which the subject matter refers.

Advantages

- It attracts attention of the trainees;
- It convinces hesitant participants;
- It provides factual data and local leadership.

The main **disadvantage** is non-availability of the required materials and equipment.

11.4.23 Teaching Practice

Teaching practice is viewed as a process of initiation in which the master teacher's teaching skills, performance, personality and attitudes are acquired by the student through observation, imitation and practice. Teaching practice is also viewed as providing opportunities to display, recognise and refine the abilities that are latent in the student. Teaching behaviour is modifiable by feedback to the student teacher the data about his ongoing behaviour in the class room and the results of his teaching in terms of the learners' behaviour and learning. It is in fact a popular practice and a compulsory component of teacher training/education programmes. This can be used as an effective tool in the training of the adult education instructors or organisers at adult education centre level.

11.4.24 Role Play

Role playing is acting out a role under specific conditions. It is an unrehearsed, unprepared, dramatisation of an event or a situation. It is a means of making learners' experience life-like through characters or situations learners know or imagine (Srinivasan, 1980, p.42). It is creative, spontaneous, purposeful and motivational activity of individuals in group behaviour and in dealing with individual problems.

Role play is a drama without a written script. A situation is given, and each person is given his "role", but he is not told what to say. He says whatever seems

natural and acts accordingly. Other people also say what comes naturally, and one is continually presented with situations in which he must make spontaneous "in role" responses. Because of the unexpectedness of what he/she hears, he/she feels an emotional reaction somewhat as if he/she were the character he/she plays. What he/she says and does grows out of his/her emotional response as much as out of intellect (Reddy and Reddy, 1983, p.11).

In role playing the real events are played out largely for the purpose of providing controlled experience to the trainees. "The trainee actually takes part of some employee in a particular assignment, and performs as he thinks the one on the job would act. This type of training exposes the individual to many duties and problems of a certain job; it also shows how he would react to different situations." (Johnson, 1969, p.87).

If we have to put it in simple words, "role play" is an unscripted and unrehearsed short drama to provide the experiences of real life, characters or situations familiar to the participants. It can be used as an easy and effective technique in the context of adult education. For example, if you ask your friend to play the role of an adult education organiser or adult literacy instructor and you and your other friends act as illiterate adults, whatever you and your friends do and experience in the real spirit of your accepted/assigned roles as a whole becomes a role play.

11.4.25 Simulation

According to Strauss and Sayles (1976, p.534) simulation means a broad range of techniques in which trainees act out samples of real business behaviour in order to get practice in making decisions or in working together as a group or both. It involves learning through doing rather than through memorising principles. In effect it is a form of vestibule training. Since it is more realistic than the role play or case method, it may lead to greater involvement.

Simulation simply is a contrived or planned learning experience which is similar to real life situation. It provides the learner with an opportunity to become more involved in the learning process. This is done by presenting him with a short and some what simplified situation of a larger and similar situation in real life. The more realistic the simulation is, the more effective it will be. By taking part in the simulation the learner gets an opportunity to experience some of the problems he might expect to meet on the job, to apply skills or techniques appropriate for solving the problems and to review and discuss the results with others.

In order to give experience to the trainees about certain conditions and problems, small situations may be created in the place of training itself. These simulations will represent the real situation in the field and bring to life various aspects which a trainee is likely to encounter in real life set up. An important pre-condition for simulation is that the situation should be prepared very carefully after studying the actual situation, problems and groups.

Are you confused as to what is the difference between simulation and role play? Let us take an example. Under role play we have seen an example where your friend played the role of an adult education organiser/instructor and you and your other friends as illiterate adults. But, in the above situation, in your and your friends place if you put a few who are in fact illiterate adults, then what your friend does and the illiterate adults do in that learning context is a simulation.

Here, what we have to remember is that it is not a real adult (literacy) education centre, be it small or big, but it is almost like that. Let us take one more example to understand the difference between role play and simulation. Suppose all of a sudden your friend asks you to act as a drunkard, of course without you rinking any liquor, and you agree to do so. Your friends along with others decide to act as an unknown group of people present around you. What you do and your friends do in the true spirit of your roles, is a role play, because you agreed to play the selected roles and played them accordingly. You can think of many other situations including the contexts of teaching of literacy to adult or generation of awareness among adults or training of adult education functionaries in the field. The advantages and disadvantages of simulation are as follows.

Advantages

- Trainees may become aware of the consequences of their decisions without suffering the real consequences;
- Trainees can be exposed to many more experiences in a brief period;
- It is more helpful in minimising the expenditure and risk, or in maximising the use of manpower, money, material and time.

Disadvantages

- Planning and executing it is a time consuming process;
- It is likely that both the trainer and trainees may not be familiar with the method or the real situation.

As an adult educator you can think of a few situations suitable for simulation in the context of teaching or training in adult education.

11.4.26 Micro-teaching

We should not get misled by the name micro-teaching as a teaching technique. It is, in fact, a training technique which plays the part of a bridge between simulation and real action in a situation. It is a process of acquiring class room competencies by means of controlled practice, feedback and repetition, until the specified teaching behaviour is achieved. It is a scaled down process in terms of class size, length of the lesson, teaching time and teaching complexity, but with effective feedback. Competence is acquired in one skill before proceeding to another. It is mostly used in conventional teacher training/education institution.

According to Peck and Tucker (1975, p.79) "Micro-teaching is a combination of conceptual system for identifying precisely specified teaching skills with the use of videotape or tape recorder's feedback to facilitate growth in teaching." It provides teachers or trainers with a practice setting for instruction in which the normal complexities of the class room are reduced and in which the teacher receives a great deal of feedback on his performance. Rowntree (1981) defines micro-teaching as a technique used in TEACHER TRAINING for analysing and developing specific teaching skills. The student-teacher teaches a small group of pupils for up to 20 minutes, concentrating on a particular aspect of teaching, then analyses the 'mini-lesson' immediately afterwards with the help of the tutor and/or colleagues and a VIDEO-TAPE recording. Then (s)he may teach the same 'mini-lesson' again, trying to make use of the FEEDBACK (s)he has received.

Though it is mostly used in conventional teacher training (education) institutions, micro-teaching as a training technique can also be effectively used in training the adult education functionaries, particularly the adult education instructor or organisers functioning at the adult education centre level.

11.4.27 Real Life Experience (Placement Method or Internship)

The trainees are placed in a community to get first hand knowledge of the conditions under which the community is working. The trainees are enabled to experience real life situations since they themselves observe them as participants and learn from their participation. It may be called internship or placement method or summer training or by any other name.

Here, we should not get confused between teaching practice and micro-teaching, teaching practice and internship, micro-teaching and internship and/or teaching practice and practice teaching when you hear these terms in the context of teacher training in education or adult education. Teaching practice is provided by the trainer within the teacher training institution under the guidance and supervision of the trainer, while internship is for acquiring a real life experience. Placement method is a form of internship of the trainee in any organisation, industry or any other work place.

As mentioned above micro-teaching is a scaled down process and there is effective feedback, while in internship the teaching process and situation are normal and the feedback may be less and not effective. There is guidance and supervision of the trainer during the practice teaching of the trainees, while in micro-teaching trainer's feedback is available to the trainees at the end of his teaching to a mini-class for a short time. Both teaching practice and internship can be used as effective tools for training of the adult education instructors or organisers functioning at the adult education centre level.

Neither the above methods and techniques nor their advantages and disadvantages are exhaustive. There are many other training methods which may be less frequently employed such as group exercise, group interviews, syndicate method, model meeting, field training, application project, sensitivity training, training group, incident method, in-basket method, delphi method/technique, management games, etc. which have their own relevance and applicability in certain conditions in the field of adult education. It is not possible for us to discuss them all here because of content load of the unit, want of time, context, etc and you might learn about them in your advanced studies or by reading the relevant materials available on teaching and training techniques.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

4) Explain the difference between teaching practice, micro-teaching and internship (i. e. Internship-teaching or practice-teaching).

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.....

The basic purpose of knowing about all these methods and techniques is to enable ourselves to choose the right one for the right context for the right group and apply them to promote effective learning among adult participants. The learning process is effective if the training methods are participative in character. The illiterate and poor beneficiaries of adult education programmes at the grassroots level in general are oppressed, suppressed and depressed. While organising educational/training programmes for them you cannot use the same methods or techniques which you may use for certain functionaries working at the grassroots level. Each method has its own advantages and disadvantages and no one method or technique is superior to all the other ones in all the contexts and situations. Each method is appropriate in a given situation to accomplish a particular purpose or objective in a particular manner. No one particular method or technique would be sufficient for a training programme and their combination would enhance the effectiveness of the over all training. The selection of right method(s) or techniques(s) is rather difficult, though not impossible. The ingenuity of an adult education trainer lies in choosing such methods and techniques that work easily, quickly, effectively and surely. You need to keep in mind the learning objectives that you need to achieve in the participants, and whether these objectives could be achieved through such methods and techniques, which focus on:

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11.5.1 Factors Determining Selection

The factors that determine the selection of appropriate method and techniques for adult education can be summed up based on UNESCO (1978, p.1) and Reddy and Lakshmi Reddy (1989).

- i) The nature and objectives of the training programme;
- ii) The situations in which teaching-learning interaction is to take place;
- iii) The quantity and quality of trainees;
- iv) The role the trainee is expected to play in the training process;
- v) The extent of support available in terms of teaching-learning materials and facilities;
- vi) The content or skills to be imparted;
- vii) The availability of adequate number of trainers and their level of familiarity and mastery of various methods on the part of the training instructor/trainer;
- viii) The needs and interests of trainees;
- ix) The nature, overall characteristics and strength of motivation of trainees;
- x) The extent and nature of previous education of trainees; and
- xi) The availability of resources and time with the institution, the resource persons and the trainees.

In addition to the above, in the context of application of advanced communication and information technologies for training and teaching in adult education, factors such as availability, accessibility, affordability and ability of the trainers and the trainees to use these would also determine the choice of the training methods and techniques and their effectiveness in a given situation.

11.5.2 Factors Determining Application

In Unit 7 you have learnt about different theories of learning and motivation related to adults. In Section 11.2 above you had a glance at the basic assumptions and principles related to adult learning. In Units 5 and 6 you had learnt about different philosophical traditions. With all these in your mind what is required on (y)our part is to play the role of a facilitator of adult learning. What the adults look for from us are the events that can bring in a change in their life-styles. This calls for effective dialogue, proper reflection and required guidance for their actions aimed at quality improvement in their living and working conditions or styles. So, we would be able to do it better if our package for them contains such activities and experiences that can promote desired change in them. This is more so when we have to develop professionally well trained functionaries in the field of adult education. Keeping in view all the above we/you are the right judge to decide upon which methods and techniques would apply to promote : i) Activity-based Learning, or ii) Experience-based Learning, or iii) Project-based Learning, or iv) Self-Directed Learning, or v) A combination of all the above in due proportion to suit the requirements of the target group of learners.

11.6 LET US SUM UP

In this Unit we have discussed the concept of training, its need and significance, different methods and techniques of training in adult education and the criteria, factors or considerations that determine their selection and application. We feel you are now fully conversant with and equipped to select and apply/use them effectively in suitable contexts in the field of adult education.

11.7 ANSWERS TO CHECK YOUR PROGRESS

- 1) Training means nothing but educating a person in the context of his job, work or a task so as to make him equipped, qualified and proficient in doing that particular job, work or task. It aims at preparing him/her to carry out a specific set of tasks in his individual capacity or as a member of a team related to his/her occupation or it aims at improving the levels of his/her performance, motivation and confidence in doing it correctly, effectively and consciously – *correctly*, so that (s)he can exactly do or apply what (s)he has learnt; *effectively* – so that (s)he can produce the desired results in little time and with least effort; *consciously* – so that his/her underlying attitudes, convictions and enthusiasms provide the discipline (s)he needs to keep on doing the right things in the right way at the right time. It means all those personnel functioning at different levels in any profession or those desirous of entering it require training, and adult education being a profession is no exception to it.

The significance of training in adult education lies in its enabling functions whereby the trainees become: a) familiar with the objectives of the programme and competent to make contribution to promoting the goals of the programme; b) prepared to take over job responsibilities in the field or discipline quickly or in a shorter time than they would otherwise have taken if they were not trained; c) morally and professionally sound and fully equipped with sufficient knowledge, skills, attitudes, abilities and values required for his/her work for optimum utilisation of available resources and with maximum efficiency; d) fitted into a smoothly functioning operation and maintaining harmonious work relationships across all the levels to achieve the aims and objectives of adult education; and e) well equipped to promote adults' participation in all adult educational and training programmes facilitating their learning and movement towards the achievement of set aims, objectives and goals.

- 2) Lecture is often a one-man show in which the one who speaks or teaches is active and the audience or participants are passive. The variants of Lecture Method include lecture-discussion, question-lecture (answer), lecture-demonstration, lecture-recitation, lecture-laboratory; chalk and talk, quizz sessions, story-telling, symposium, debate, etc. These variants are techniques that provide a scope for increased audience interest or participation.
- 3) Discussion is a method which enables the participants to understand and absorb the information, exchange experiences, analyse facts, study problems, correct misconceptions, formulate or change attitudes and discuss an action plan. In the context of adult education, discussion is an ordered process of collective decision-making which is characterised by more teacher-student

and student-student interaction. In discussion method the learner has an opportunity to make his contribution, attempt to solve problems, make applications, evaluate others' ideas, receive confirmation and feedback on his/her own ideas and expressions.

The various methods in which discussion takes place in small or big groups include: panel discussion, institutes, case study, seminar, conference, workshop, buzz group or buzz session, brainstorming, etc.

- 4) Teaching practice is provided by the trainer to the trainees within the place of training or training institution itself. It takes place under the guidance and supervision of the trainer, while internship is practice-teaching done by the trainee in a real life experience.

Micro-teaching is a scaled down process and there is effective feedback, while in internship such quantum or quality feedback is not available to the trainee. In teaching practice there is guidance and supervision of the trainer and the feedback of trainer is available during his teaching session, while in micro-teaching trainer's feedback is available to the trainee only at the end of his teaching to a mini-class for a short period.

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UNIT 12 CURRICULUM TRANSACTION: BASICS OF COMMUNICATION IN ADULT LEARNING

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Adult Learning and Communication
 - 12.2.1 Means of Communication
 - 12.2.2 Effect of Communication
- 12.3 Forms of Communication
 - 12.3.1 Intra-personal Communication
 - 12.3.2 Inter-personal Communication
 - 12.3.3 Group Communication
 - 12.3.4 Mass Communication
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 - 12.4.1 Internal Communication
 - 12.4.2 External Communication
- 12.5 Effective Communication
 - 12.5.1 Communication Process
 - 12.5.2 Barriers to Communication
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 - 12.6.6 Non-verbal Communication
- 12.7 Let Us Sum Up
- 12.8 Answers to Check Your Progress
- 12.9 References

12.0 INTRODUCTION

So far you have learnt about the processes of documentation, dissemination and networking. You have also been sensitized yourself to the use of different specified standards pertaining to procedures, system and practices (both national and international). This has set the stage for you to efficiently manage an adult learning set-up. In addition to learning about the above-mentioned processes, you require also the basic understanding of two significant aspects of your professional expertise. One deals with human communication and the other one concerns

organizational behaviour. Unit 12 and Unit 13 discuss in quite some detail about human communication while Unit 14 and 15 are on organizational behaviour.

An integral part of living and working with people involves communicating at all levels, so also does adult education set-up entail a whole series of communication skills. Communication is an everyday interaction that we have with people around us. As such, communication is not restricted to speech alone as body language plays an important role in it. In addition, we now have access to mass media such as radio, television, newspaper and videos which are useful tools of communication. Unit 12 is about the various aspects of human communication in the context of adult learning. Beginning with explaining the concept, forms and methods of communication, you will learn about the art of effective communication and oral and non-verbal communication. As a professional adult educator, you will appreciate the value of learning about communication process and the skills for effective communication. Let us start with the importance of communication in the context of adult learning.

12.1 OBJECTIVES

After going through unit 12, it is expected that you will be able to:

- Relate how effective communication is one of the major strategies in adult teaching-learning process and how different means of communication give effect to a communication process;
- Distinguish between internal methods of communication and external methods of communication;
- Appreciate the role of a communicator in making effective communication with the audience and the skills of a good communicator; and
- Discuss the importance of oral and non-verbal communication.

12.2 ADULT LEARNING AND COMMUNICATION

Considering the centrality of communication in an adult learning set-up we will first discuss the meaning of the term 'communication'. Communication may be defined as giving, receiving or exchanging information, opinions or ideas by writing, speech or visual means, so that the material communicated is understood by everyone concerned.

Let us try to understand the process of communication in terms of who are the people involved and what they do. So we try to understand communication as Who says what? With what purpose? To whom? In what situation? By what means? and with what effect? See Box 12.1 Who, What, Why, Whom and When of Communication. Then we will talk about the means and effect of communication (NIPCCD, 2001).

Box 12.1: Who, What, Whom and When of Communication
Who? The people you talk to must believe in you and trust you. They must accept you as a person so your attitude is important. You must have patience and be willing to listen.

What?

As a communicator you must know what you are talking about. What are the contents of your message? At different times you may have different messages which are dictated by the needs of the community. Make sure they are not conflicting messages.

Why?

Be very clear about the outcomes that are expected after you have communicated the message to the people. In the case of development worker, most of the communication will have purposes like: teaching skills, presenting facts, organizing knowledge, stimulating imagination or changing attitudes.

Whom?

To whom are we giving the message? A person's background in terms of experience, literacy level, interests, attitudes and values will determine how the person accepts the message. There are times when we may feel that giving some information (say about vaccinations) is important, but the attitude of the people whom we are trying to communicate, with as well as their willingness to listen to our message, is an important factor in effective communication.

When?

Communication is a cyclic process that starts from understanding the need to communicate, the actual intervention of communicating the message, decoding of the message on part of the receiver, and then getting feedback from the receiver. Again we try to improve our communication or react to the feedback received.

12.2.1 Means of Communication

One of the most important factors is the means that are being used to communicate the message. For a long time the only way of communicating was the spoken word. Even today many communicators depend on this for conveying messages. There are certain other media or tools which are used for communicating.

- a) **Audio as Tool:** For many people information heard directly from the mouth of another person is important, if that person is well respected and trusted or is professionally qualified. Others increase the effect of the spoken word through dramatic gestures. Still others use language nuances to increase effectively. The spoken word itself, though, has certain limitations. Many people hear the words but may not fully understand the idea behind them.
- b) **Visual-Something seen:** With many subjects, visuals arouse the interest and provide a clear mental picture. It facilitates understanding and helps in remembering a fact or issue.

12.2.2 Effect of Communication

Here we come to the last part of the steps in communication. After communicating what is important for us is to know how the audience has perceived that communication. This will be clear if we note the effect of communication on the audience.

Short-term effect: Expressions, actions and words of the audience will tell us whether they are bored, clear, or confused. Look for and encourage some sort of a response. This is a short-term effect.

Long-term effect: The success of the communication is finally judged by what people will do when they are free to act as they choose. The long-term value of communications is to be found in people's actions.

12.3 FORMS OF COMMUNICATION

There are four major forms of Communication (Norton and Dutt, 2003).

12.3.1 Intra-personal Communication

Communication is an ongoing process and intra-personal communication is one of the important aspect of it. For example, if we see food that we are allergic to, we will say to ourself, 'I should not eat that as it gives me a stomachache'. So we have communicated to ourselves the aversion to taking such foods. This way we keep communicating with ourselves about factors that influence us or affect us.

12.3.2 Inter-personal Communication

Inter-personal communication takes place between two people who share some kind of a relationship. Interpersonal communication allows us to better understand the external world events, the people and their environment. Interpersonal communication may take place between two people or between small groups of people.

12.3.3 Group Communication

When you are working in a village, you may address a group of women who have come together to take up some task, or you may in course of your work, be interacting with a group of people, say the village education committee. All these become forms of group communication.

12.3.4 Mass Communication

With the advent of printing and information technology, a new form of communication was introduced. Mass communication involves newspapers (and other print media), television, radio, internet. All these are forms of mass communication and can be used very effectively to mould opinions and get people to act in a desired manner. Mass communication is a very powerful tool for a developmental worker, if used in the proper way. The limitation of mass communication is that it can be used for giving information, but is not very effective for getting feedback.

Reflection

Which communication method would you use in each of the following situations?

- a) congratulating an employee on passing an important examination.
- b) informing employees about an annual function.
- c) putting a nervous applicant at ease while waiting for an interview.
- d) displaying the past 5 years' population data.

- e) confirming an appointment with an important official next week.
- f) describing the location of a hotel where your institution is hosting a seminar.
- g) reminding staff of the security procedures at a public function.
- h) obtaining the reactions of staff to a new telephone system recently installed.
- i) putting forward a proposal for a change in government policy.
- j) sending an urgent message to an international agency.

Test yourself

How many forms of communication have you used so far?

Check Your Progress

Notes:a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) i) What do you mean by communication system?

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ii) Which are the tools for communication?

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iii) What are the various effects of communication?

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iv) How is mass communication effective?

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12.4 METHODS OF COMMUNICATION

The main methods of oral and written communication, both internal and external, are shown in the following diagrams.

12.4.1 Internal communication

Figure 12.1 depicts the interface between oral and written communication within an institution.

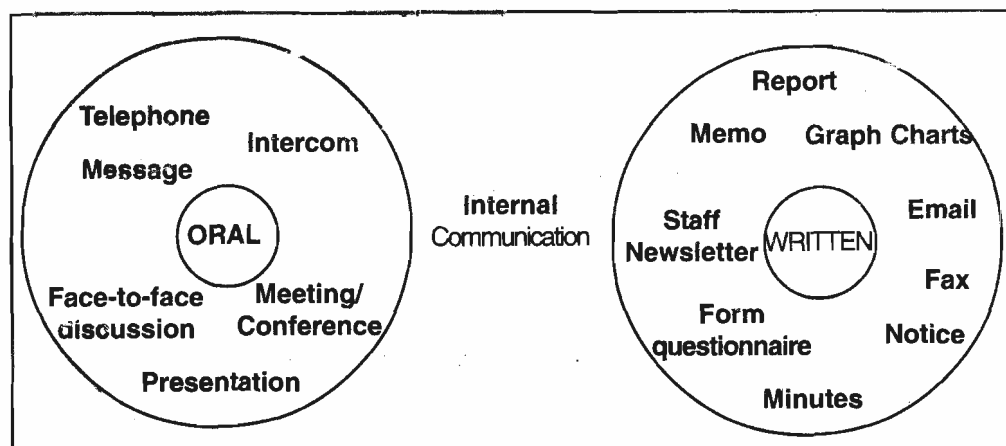


Figure 12.1 Interface between oral and written communication.

12.4.2 External communication

Figure 12.2 shows the different nature of oral and written communication with outside institutions.

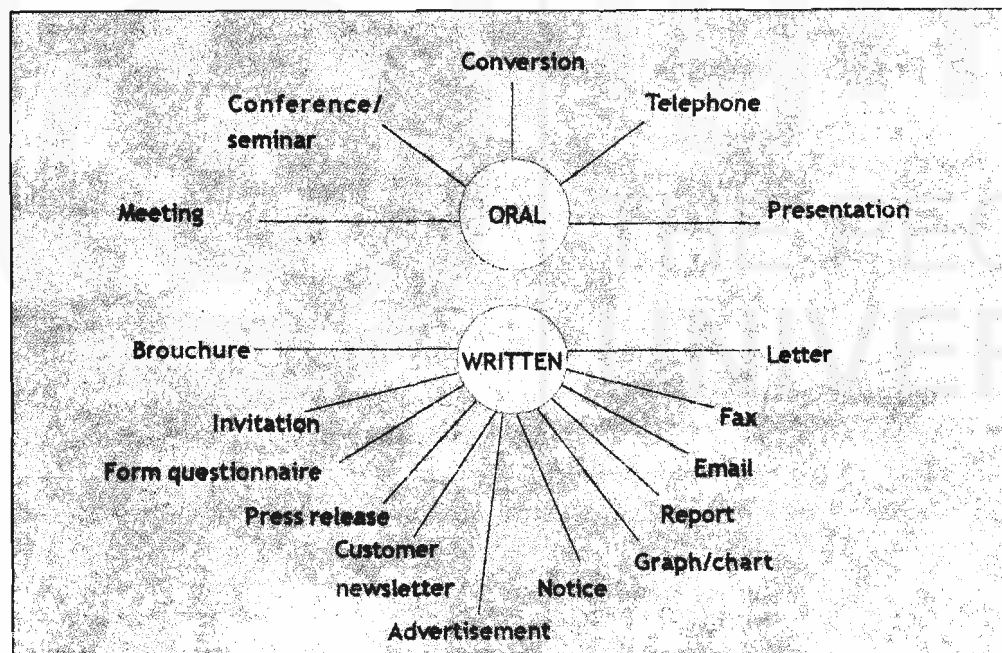


Figure 12.2: Difference between Oral and Written Communication

12.5 EFFECTIVE COMMUNICATION

Communication, whether oral or written, is all about understanding. Our aim should be to communicate a message successfully so that it is received as we intended it to be, without any misunderstanding. Effective communication can be achieved by having a thorough knowledge of the communication cycle, being aware of the barriers which exist and by considering carefully some of the vital factors mentioned in Box 12.2.

Box 12.2: Vital Factors in Effective Communication

What is the objective of the communication?: Is it intended to give information, to persuade, to request, to inform?

Who will receive the communication?: What is the relationship between the sender and the recipient? What is the recipient's background knowledge and experience?

Under what circumstances is the communication taking place?: Why is the communication happening? Is it urgent, serious, dangerous, emotive or informative?

How will the recipient react to the communication?: How will the message affect the recipient? Is it important? Will the recipient be offended or angered? Will it achieve the desired aims?

12.5.1 Communication Process

In the human communication process, we shall be dealing mostly with interpersonal and group communication. In this process, we have a person formulating a message – acting as a source and another who receives the message – acting as the receiver (NIPCCD, 2001).

In Figure 12.3 you will find that there are several steps between the time a message is conceived and the same is received and decoded. As shown in this Figure, the sender performs the following tasks.

- i) **Conceives the message:** When you have something to say, consider the best means of putting your message across, and bear in mind that timing is important. Consider your recipient carefully and aim your message to suit their specific needs.
- ii) **Encodes the message:** This stage involves putting the information into an appropriate form suitable to both the sender and the recipient, and the aim. Think before reaching for your phone or Sender Recipient putting fingers on keyboard. Decide first what specific outcomes you want from the communication. This will help you choose whether words will suffice, whether a printed record is necessary and whether graphics are appropriate. It will also help you choose appropriate language and tone.
- iii) **Selects the appropriate channel:** This stage is where the message is actually sent and the information is transferred. The technological revolution has brought about a wide range of telecommunication methods. You must consider all aspects: speed, cost, quick receipt, printed record, confidentiality, etc., and make an intelligent decision before sending your message. Time and money can be wasted if the wrong medium is chosen.
- iv) **Decodes the message:** Because so many messages arrive in offices today, it is important to ensure that they are routed promptly and are given the attention they deserve. To achieve success at this stage it is also important to take the trouble to ensure that the recipient will understand the language and vocabulary used.
- v) **Interprets the message:** Very often it is necessary to 'read between the lines'. It is always important to consider carefully the tone and register (level and

style) used in your communication so that the correct message is received. For example, you do not want to risk antagonizing the recipient by using a harsh tone. Distortion of the message may occur if the sender has not carefully encoded the communication, in which case the recipient will interpret the message differently from how it was intended.

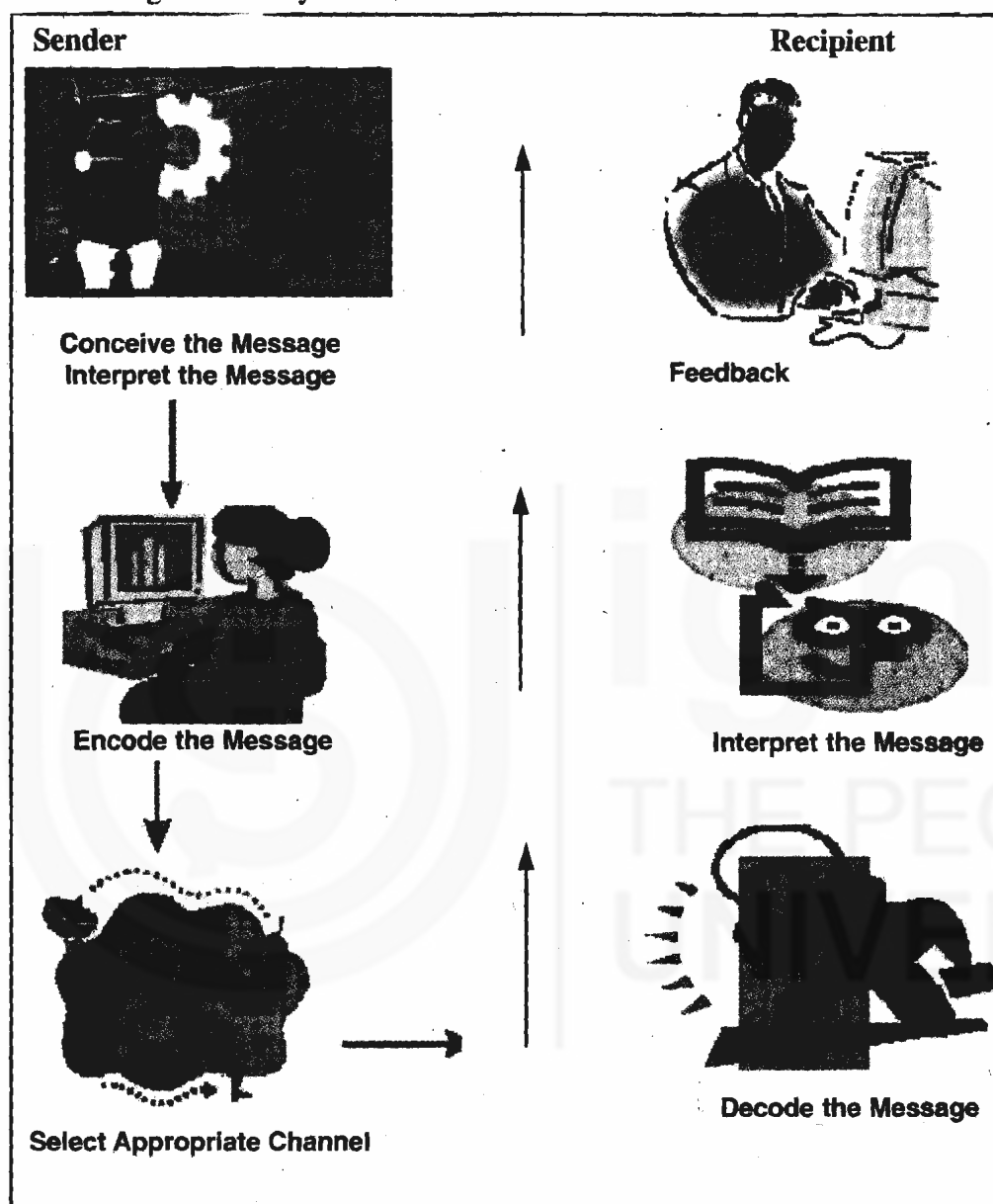


Figure 12.3: Communication Process: Tasks of Sender and Receiver

- vi) **Provides feedback:** The communication process cannot be successful without appropriate feedback. In oral communication this is often immediate, in meetings the audience may or may not show understanding and agreement. But with written messages, courtesy and discipline require us to immediately acknowledge receipt of messages, until a full and appropriate response can be given.

TIP to Remember

How well you communicate is determined not only by how well you say things but by how well they are received.

12.5.2 Barriers to Communication

Many problems encountered in our professional and personal lives result from miscommunication. What the recipient understands by a message may not always be the message which the sender intended. Several communication barriers exist between sender and recipient, and they may be responsible for a message not being understood correctly, or a message becoming distorted (see Table 12.1). The table explains the nature of barriers to communication and suggest the ways to maximise the import of a communication (NIPCCD, 2001).

Table 12.1: Barriers to Communication

Barrier	What happens	How to maximise communication
a) Physical:	A learner may not be able to see or hear properly.	It is the responsibility of the communicator to be clear in speech and visual presentation.
b) Intellectual	A learner may not be willing and eager to receive the message. His/her interest may not lie in what you have to say.	As communicators, it is important that we design our communication in such a way that it takes into account the educational levels of the people, their experiences and backgrounds. We need to select appropriate examples and situations for explaining issues. The material that we use should also be carefully selected so that no ambiguous messages are given. Speak slowly if people are having difficulty in following you. Illustrate your points with lots of examples so that they are able to relate to what you say.
c) Emotional	A learner may not be able to understand what is being said or shown. This may happen because of lack of schooling, lack of functional literacy, lack of familiarity with experiences and situations (for example you may be speaking about a city to a rural farmer)	People are interested and willing to change when they are given suggestions rather than a lecture. So, as communicators, we need to learn the art of suggesting rather than telling. We need to offer our suggestions in a way that people recognize that the change will meet a need that they have recognized.

12.5.3 The Communicator

The process of effective communication is dependent on an effective communicator. And an effective communicator is one who has knowledge, attitude and skills. Lack of any of these can be a barrier for the communicator.

Knowledge: When you are knowledgeable about the subject you are communicating, you are naturally more self-confident. Though knowledge about

subject matter is one of the requisites of an effective communicator, it is important for us to remember that all knowledgeable persons are not good communicators.

Attitude: You are what your attitude is. This is manifested in our gestures, our tone of voice, our behaviour with people. Attitude will thus affect how we are perceived by the people as communicators. An attitude of openness and friendliness puts our audience at ease and invites them to be more participative.

Skills: In the communication process we act or react as a whole. We cannot react only at the intellectual level or at the emotional level because we are not compartmentalized. Rather we react both intellectually and emotionally.

12.5.4 Factors Affecting Communication

There are always factors affecting communication and it is important that we recognize them. Let us discuss some of such factors (Robbins, 1992).

Listening: In our day-to-day lives we listen to a lot of things. Listening is not the same as hearing. We may hear, but we may not listen. Hearing is a passive process that occurs subconsciously. Listening, on the other hand, is an active process that takes energy and commitment. Listening can be for enjoyment (as in listening to music), for information (as students or as trainees we pick up new ideas and information), for help (listening with the intention of being able to help others who have come to you with a problem).

Listening for help is an important aspect of our work as developmental workers. We find that many times people have some problems and unless we listen to what they have to say, we cannot understand their needs and cannot help them. Listening helps a communicator to understand the priorities and needs of the people, the intellectual level at which they can be addressed, their attitudes and perceptions. By listening carefully we can efficiently encode our own messages.

Voice: A pleasant voice is an asset. Those who do not have good voice can culture and improve their voice through practice. Voice needs to be controlled in volume and pitch. A loud and high pitched voice can be grating on the nerves and put off the audience. Similarly, a low-pitched and soft voice can make the audience restless. Check the size of your audience. Although the voice should be loud and clear, if the group is small then a loud voice can be disadvantageous. If the audience is large make sure that there are arrangements for a mike, otherwise those at the back will start losing interest in the proceedings. Varying the tone of your voice can vary the connotation of a message. Emphasis on certain points can be made by stressing on the words. Varying the tone also helps in making the message delivery more enjoyable. A monotonous or a singsong voice can be irritating to the audience.

Speed of Delivery: Along with the volume and pitch, the speed of delivery of message is very significant. Make sure that what you say is audible and clear to the audience; do not speak too fast or too slow. At the same time, when you are speaking on technical subjects or giving information on subjects that are unfamiliar to the audience, speak clearly and slowly. Illustrate your talk with examples to help the audience understand.

Quality of Content: The quality of content is influenced by the knowledge that you have of the subject. We cannot afford to be too abstract in our message delivery.

We need to use as many examples as possible. We need to relate the content to the needs of the audience, their priorities and their situation.

Pronunciation: You have to be skilled enough to understand the accent of the local area and how to use that effectively to modulate our speech.

Body Language: Body language comprises movements and mannerisms. Both are sources of secondary communication. If you are confident of your communication, it will show in our body language – a body language that portrays confidence, openness, friendly nature, willingness to listen, ability to reach out and empathize with others, will help in building rapport with the audience and make the communication easy.

Facial Expressions: Facial expressions are again a part of body language. Many times facial expressions can be used by a good communicator to communicate a message. An encouraging sign makes the audience respond positively and open up to discussions. This is one part of it. The other part is how a communicator can use the facial expression of the audience to read the level of interest or to read how the message is being perceived, and, in short, get a feedback from the audience. A skillful communicator will look for signs of disinterest, anger, eagerness, boredom and modify his/her message delivery style accordingly.

Maintaining Eye Contact: To maintain eye contact with the audience helps to monitor feedback. It is also essential for holding the interest and attention of the audience. At the same time, nervous shifty gaze and avoidance of eye contact can send out wrong signals to the audience.

12.5.5 Skills of a Good Communicator

As an adult educator you do need to acquire skills of a good communicator in order to perform your professional tasks. For becoming a good communicator you require the following skills.

- **Listening:** The first skill needed is the ability to listen carefully, pick out the positive aspects and the problems, difficulties and tensions of the audience.
- **Observation:** Going closely with listening is observation – the ability to pick up information and nuances about the communication are needed in particular situations – the feeling from non-verbal clues.
- **Empathy:** The communicator should be able to identify with the issues/ situation as seen through the eyes of the participant.
- **Encouragement:** The communicator needs to build the confidence of the audience by appreciating their work, time and commitment. The communicator should also encourage the audience to ask questions, raise queries. This helps the communicator know whether the message is being decoded correctly.
- **Summarizing:** The communicator should be able to summarize the information given in the sessions by picking up the main issues discussed, the conclusions and the analysis drawn. At the same time the communicator should help the audience in paraphrasing messages in their own words.

- **Flexibility:** The communicator needs to be flexible in order to encourage creativity and a spirit of experimentation in the audience. A good communicator is also one who is willing to change the style of communication if he/she finds that the audience is not able to understand or participate in a particular discussion.
- **Timing:** The communicator needs a good sense of timing, when to encourage, when to challenge, when to ask a question, give suggestion, give support and keep track of time.
- **Planning:** A communicator needs to plan the communication well ahead. The tools and methods to be used should be prepared well in time. In case you are using posters, ensure that there is enough place to fix the posters. Plan the communication from the beginning to the end—how will you introduce the topic, how will you ask questions, what are the expected outcomes and how do you evaluate these outcomes.

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 2) i) What are the basic elements in communication process? Why feedback mechanism is important in communication process?

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- ii) What are the major barriers in communication process?

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- iii) What are the three essential components of an effective communicator?

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iv) Why the characteristic of the attitude is important?

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v) What are the factors that affect communication system?

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vi) What comprises of body language?

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vii) Why planning is an important component for an effective communicator?

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12.6 ORAL AND NON-VERBAL COMMUNICATION

In your life you will probably spend much more of your time talking and listening to colleagues and learners than you will in writing and reading. In this process, both oral and non-verbal communication becomes quite significant (Norton and Dutt, 2003).

12.6.1 Oral Communication in Practice

Oral communication can take a variety of forms. It can be over the telephone or face-to-face. It can be:

- A private discussion,
- A conversation over lunch
- A gossip in the lift
- A telephone conversation
- A chance meeting in the corridor
- An informal gathering of staff
- Instructing subordinates

- Dealing with learners or officials
- Formal meetings
- Interviews
- Training sessions
- Giving a presentation
- Conferences/seminars

12.6.2 Guidelines to Create a Structured Oral Message

Most people find talking easier than writing because phrases can be used in speech which would be unacceptable in written communication. However, if understanding is to be complete and effective, language needs to be chosen carefully. Effective oral communication should be planned just as carefully as planning what you write.

Here are some guidelines to follow in order to create a well-structured oral message.

- Decide the desired outcome - what is the aim of your message?
- Select the important facts and figures to support your message.
- Identify key points of your message.
- Arrange the key points in a suitable order which will flow naturally from introduction to middle to conclusion.
- Choose an appropriate style in which to put your message. Its acceptance will depend very much on:
 - Facial expressions (sincerity, warmth, assertiveness, diplomacy, fairness).
 - Body stance and gestures (ease, physical presence, enthusiasm, conviction, determination, respect, eye contact).
 - Articulation (tone, enunciation, emphasis, volume, projection).
- When delivering the message, monitor the feedback constantly. Watch for unusual facial expressions, gestures, body movements. Be prepared to adjust your delivery or content in accordance with the listener's reactions.
- Know when you have said enough and try to end on a positive note.

For Reflection and Action

- i) Do you use expressions like: um, er, you know, know what I mean, kind of, sort of? Take note of any speech patterns like this and try to correct them.
- ii) Recall the points to be remembered while communicating with someone orally. What does the expression 'non-verbal communication' mean? Note down a few examples of some non-verbal communication signals which you might associate with:
 - disagreement
 - sympathy
 - discomfort
 - boredom
 - attentive listening

12.6.3 Listening Skills

Listening is an integral part of oral communication, and it is a skill that needs to be practiced and taken equally as seriously as speaking. All effective leaders and managers realize the importance of acquiring good listening skills (Robbins, 1992).

Here are some guidelines to follow if you want to be an effective listener.

- **Prepare to listen:** Clear your mind so that your attention is assured. Concentrate on what is being said. Learn to listen, not just hear!
- **Avoid pre-judgment:** Do not prejudge the speaker because of appearance or occupation, or jump to any conclusions before hearing what is said.
- **Be open-minded:** Hear what is being said, not what you would like to hear. Appreciate the speaker's point of view.
- **Establish eye contact:** This shows that you are listening, as does your posture.
- **Watch for signals:** Pick up aspects that the speaker considers important by watching posture and gestures, and listening to intonation in the speaker's words. This is like listening to the 'music' as well as the words.
- **Exact main points:** Pick out and repeat to yourself the key words or phrases. This will help you to fix in your mind what is being said.
- **Give feedback:** Learn to give positive feedback non-verbally, by nodding and smiling. Be alert so that you can provide a suitable remark or ask a question to assist your understanding of the message.
- **Make note:** Record important conversations afterwards. Your notes will serve as a useful reminder. Develop your note-taking skills by jotting down the salient points of lectures or meetings.

Do it and experience for yourself

Explain the importance of listening in oral communication and complete a short exercise. This exercise requires more than one person. You and one of your friends can carry it out. Describe to your partner something that you did recently - a movie you saw with an interesting story. Your talk should last about 4 to 5 minutes. Ask your partner to tell you the content of your talk. Then change over the roles and you do the listening. Let him narrate a story of the movie she/ he watched recently. Discover how good are your story telling and listening skills?

12.6.4 Interviews

One very important type of oral communication is an interview. You may be involved in various kinds of interviews:

- **Selection interview:** the kind where you consider someone for a job.
- **Promotion interviews:** this takes place when you wish to be considered for a job at a higher grade within your organization.
- **Appraisal interviews:** this generally takes place annually to review progress and discuss the future.

- **Counselling interviews:** this may be held to find out what has been troubling an employee or why someone has not been working to their usual high standard.
- **Disciplinary interviews:** this is carried out when an employee has been accused of breaching usual procedures.
- **Grievance interviews:** This is carried out when an employee feels that he or she has been treated badly by another member of staff.

The Interviewer

If an interview is to be successful effective planning is essential. If the interviewer makes thorough preparations, the rewards will be well-structured, enjoyable, and informative both for the interviewer and the interviewee. Box 12.3 provides some useful inputs for such preparations before, during and after the interview.

Box 12.3: Preparations Before and During an Interview

Before the Interview

Aim: Think about the purpose of the interview and what you hope to achieve,

Information: Familiarize yourself with any relevant information - correspondence, job application forms, curriculum vitae, job specification, job description.

Setting: Choose a suitable time and place for the meeting. The room should be the right size and the furniture arranged appropriately, depending on the number of people involved. Consider if it is necessary to put a notice on the door to ensure you will not be interrupted, and to arrange for redirection of telephone calls.

Structure: Draw up a list of points for discussion so that you can discuss things in a logical order and make the most of the time available. Some organisations have formal interview assessment forms which provide a permanent record of the interview and the applicant's suitability for the post.

During the Interview

Your aim should be to put the interviewee at ease and help him or her to relax by being friendly and reassuring. Avoid closed questions which need no expansion; instead use open questions which give the interviewee an opportunity to talk freely and expand on important points.

Give the interviewee your undivided attention. Smile, nod and use appropriate gestures to show that you have a genuine interest in what the interviewee is saying.

After the Interview

Sum up the interview by stating any action you are going to take or anything expected of the interviewee after the meeting.

12.6.5 The Telephone

Most of us use the telephone several times a day to talk with friends or to make social arrangements. These calls are usually quite straightforward and require little planning. Using the telephone for official purposes is very different. In any organization the person on the telephone represents the centre and gives an impression

of the organization to the outside world. If you are to ensure good public relations, effective telephone techniques must be mastered. You should aim, to convey an impression of an efficient, friendly, progressive centre eager to give good service (for details see Box 12.4).

Box 12.4: Telephone Techniques

Before Calling

Choose the right time to call: Consider the cost, urgency and convenience. When calling overseas you must also consider the time difference.

Check the number: A great deal of money is wasted each year on dialing wrong numbers.

Plan your call: Make a list of points and questions to be raised during your call.

Be prepared: Gather together any files, papers or other information which may be needed during the call. It is unprofessional to have to say '*Hold on while I look for that.*'

Avoid interruptions: Call at a time when you are unlikely to be distracted.

During the Call

Be courteous and establish a rapport: Make time for suitable pleasantries like 'How are you today Mr. Gupta?', 'Did you enjoy your holiday?'

Put a smile in your voice: Remember your caller cannot see you so use intonation to good effect and try to sound confident, decisive, helpful and interested.

Check your notes: Look back at your notes to ensure you have covered everything and quote figures and other data correctly.

Obtain feedback: Make sure the caller understands the message correctly, especially where deadlines and actions are involved.

Be courteous: Finish by thanking the caller for his or her time and trouble.

After the Call

Make notes: Let it be a habit to make notes of the call and place them in the appropriate file.

Take action: If you need to send a letter of confirmation or inform someone in your organization about any details of the call, do so immediately so that you do not forget important points.

TIP TO REMEMBER

If you have to ask a caller to hold on, keep going back to assure him/her that you will be back as quickly as possible.

12.6.6 Non-verbal Communication

In face-to-face encounters non-verbal communication is often just as important as verbal communication. As you are speaking information can be conveyed non-verbally as well as verbally. The non-verbal signals of listeners will provide instant feedback. Non-verbal communication is often referred to as body language.

Non-verbal communication techniques are often used unconsciously, for instance while speaking we may throw our arms around; while listening a sudden shock may

result in a sharp intake of breath. Such non-verbal signals add impact to a meaning, and thus combine to provide an instant impression in a way, which written communication or telephone calls cannot. Actions of this sort are an important part of the communication process.

Posture: The way people stand or sit can say a great deal about how they feel. Someone who is nervous or anxious will fidget with his/her hands, tap his/her feet, drum the table with his/her fingers. Someone who is sitting well back in his/her chair, legs crossed at the ankle, may be seen as being relaxed and confident. Someone with a gloomy expression, head down and who seems lifeless is probably feeling depressed or dejected. Someone sitting forward in his/her chair, looking intently at the speaker, is showing a great deal of interest. The ability to interpret such signals and act is important in developing good human relations.

Facial expressions: Human faces are capable of communicating a wide range of expressions and emotion. A smile conveys good humor, raised eyebrows denote questioning and disbelief, a frown denotes disagreement or worry.

Gestures: Many gestures are used as we speak, for example shaking a fist to denote anger, sweeping arms in excitement, using hands for emphasis. In listening, too, gestures are used, like nodding in agreement, shaking your head in disapproval, putting your hand to your chin in consideration, folding your arms in boredom. These are all valuable signs in communicating and you should learn to read such gestures carefully.

Eye contact: The importance of eye contact is paramount. Looking someone directly in the eye suggests openness, honesty, confidence and comfort. Looking away gives an impression of being conniving or sly, or perhaps just unsure and uncomfortable. When speaking to one person try to look him/her in the eye. When speaking to a group avoid fixing your gaze on one or two people - let your eyes rove around regularly in all corners of the room to let everyone feel involved.

Reflection

Discuss with your colleagues the body language/facial expressions which may be used to express: anger, love jealousy, surprise, impatience, alertness, satisfaction, nervousness, assertiveness, friendship, hostility, sympathy, pain.

For successful communication you can find ten tips in Box 12.5 to practice as and when you have an opportunity to do so.

Box 12.5: Top Ten Tips for Successful Communication

- i) **Read:** Extend your knowledge of language by reading.
- ii) **Listen intelligently:** Remember that communication is a two-way process. Listening is just as important as speaking. Similarly, try reading your written message as if you were the recipient, and consider if it is effective.
- iii) **Think and plan:** Think before you speak or write. Plan all your communications carefully, whether oral or written.
- iv) **Use appropriate language:** Use clear, simple language, and appreciate the same used by others. Use words which are relevant to the topic and which will be understood by the recipient.

- v) **Be open-minded:** Consider other people's viewpoints, be willing to adapt and change methods or procedures if necessary.
- vi) **Select appropriate media:** Consider carefully the method to be used for communicating your message. It should be appropriate to the desired objective.
- vii) **Time your communication appropriately:** Consider the best time for the communication and how long it should be.
- viii) **Obtain feedback:** Obtain feedback to ensure that the communication was effective. If the message is not understood, rather than blame the recipient, ask yourself why the communication failed and how it could have been improved in order for it to be effective.
- ix) **Question yourself:** Some questions you might ask are:
 - a) Did your expressions or language create confusion or misunderstanding?
 - b) Was your timing poor?
 - c) Was your message too long so that the main points were lost?
 - d) Were your tone and manner appropriate?
- x) **Aim high:** Set and maintain high standards in all your methods of communication, both in terms of language and presentation.

Check Your Progress

Notes:a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) i) What are the different varieties or forms in oral communication?

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ii) What is 'listening skill'?

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iii) Why is constructive planning is required for an interviewer?

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iv) What are the basic preparations required before calling over the telephone?

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12.7 LET US SUM UP

In this unit, we have presented the basics of communication system and how it will be effective in an adult learning set-up. Also, how an effective communication system or method can improve your communication skills.

12.8 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) Communication may be defined as giving, receiving or exchanging information, opinions or ideas in writing, speech or by visual means, so that the material communicated is understood by everyone concerned.
 - ii) There was a time, when spoken word used to be an important tool for communication, but nowadays, both audio and visual tools are used extensively for an effective communication process.
 - iii) The effect of the communication means how the audience has perceived the communication. There are both short-term effects and long term effects of communication.
 - iv) Mass communication is a very important tool for the development worker. It can be used very powerfully to mould opinions and get people to act in the desired manner.
- 2) i) The basic elements in the communication process are: a) Conceives the message b) Encode the message c) Select the appropriate channel d) Decode the message e) Interpret the message f) Provide feedback. The feedback mechanism is important in the communication process because only feedback system can give a clear picture that the communication process was successful and complete in all respects. It can easily reveal the gaps in it, and allow for improvement or change in the process.
 - ii) The major barriers in the communication process are physical barrier, intellectual barrier and emotional barrier.
 - iii) The three essential attributes of an effective communicator are knowledge, attitude and skills.
 - iv) An attitude of openness and friendliness puts the audience at ease and invites them to be more participative.
 - v) The major factors affecting communication systems are i) Listening ii) Voice iii) Speed of delivery iv) Quality of Content v) Pronunciation vi) Body Language vii) Facial expression viii) Maintaining eye contact.

- vi) Body language comprises movements and mannerisms. Both are sources of secondary communication. Body language portrays confidence, openness, friendly nature, willingness to listen, ability to reach out and empathize with others.
 - vii) Planning is an important characteristic of a good communicator. The tools and methods to be used should be prepared well in time. Such as, plan the communication from the beginning to the end – how do you introduce the topic, how do you ask questions, what are the expected outcomes and how do you evaluate these outcomes.
- 3) i) Some of the more important forms in oral communication are – a private discussion, a conversation over lunch, a gossip in the lift, a telephone conversation, a chance meeting in the corridor, etc.
- ii) Listening skill is an integral part of oral communication, and it is a skill that needs to be practiced and taken as seriously as speaking. All effective managers and leaders realize the importance of acquiring good listening skills.
 - iii) If an interview is to be successful effective planning is essential. If the interviewer makes thorough preparations, the rewards will be well-structured, enjoyable, informative for both the interviewer and the interviewee.
 - iv) The basic preparations required before calling on the telephone are – a) choose the right time to call b) check the number c) plan your call d) be prepared.

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UNIT 13 CURRICULUM TRANSACTION: COMMUNICATION MEDIA, SYSTEMS AND STRATEGY

Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Communication Media
 - 13.2.1 Impact of Information Technology
 - 13.2.2 Visual Communication
 - 13.2.3 Examples of Visual Media
- 13.3 Communication Systems
 - 13.3.1 Communicating as a Part of Networks
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- 13.4 Communication Strategy
 - 13.4.1 Why, How and What of Communication Strategies
 - 13.4.2 Selection of Tools and Methods
 - 13.4.3 Process of Communication
 - 13.4.4 Monitoring and Evaluation
 - 13.4.5 Restructuring the Message
- 13.5 Let Us Sum Up
- 13.6 Answers to Check Your Progress
- 13.7 References

13.0 INTRODUCTION

In Unit 12 you read about the means, forms and methods of communication. You also learnt that communication is an important strategy in the teaching-learning process of adult learners. Communication not only entails using good language and speaking clearly, but also reaching to the receiver or making the receiver understand what you want to communicate. In order to go deeper in the realm of communication, Unit 13 will deal with communication media, systems and strategy. What are all these? Media has an important role to play in effective communication and with the Information Technology (IT) revolution it has become inevitable to use IT. In adult learning, from building up environment or motivating people for literacy to sensitizing people about population explosion, girl child education, health awareness, etc. visual media have played a significant role. Communication system refers to dissemination of information. Communication is part of networking. Communication strategy in adult learning is significant to achieve effective transfer of information so that adult learners achieve the purpose of coming to the adult learning set-up. Unit 13 explains these issues at length.

13.1 OBJECTIVES

It is expected that after going through Unit 13 on Communication Media, Systems and Strategy you will be able to:

- Understand the prevailing nature of communication media;

- Describe communication systems that enable transfer of information from one source to another; and
- Discuss the why, what and how of communication strategies for adult learning communities.

13.2 COMMUNICATION MEDIA

Some of the traditional/primitive methods used for communication have been visual and audio in the form of gestures, sound and pictures/drawings. Technology today has transformed these sounds and gestures to produce speech, videos, films, posters and theatre. The evolution of different means has opened up a vast potential for communication. With a plethora of tools and methods in use, the communicator may find it difficult to choose an appropriate one. How is this choice to be made? Answer to this question depends on our understanding of the impact of information technology on our everyday life. Let us discuss this issue in the next section of the unit.

13.2.1 Impact of Information Technology

In recent years there has been an information technology (IT) revolution. While paper-based manual systems for processing information and communication are still very much evident, computer-based technology is increasingly undertaking most office functions and procedures. The implications of IT on communication methods cannot be ignored. However, technology will always require people, and in communication it is the input of the human agency that will ensure effective communication (or otherwise). See Figure 13.1 to understand better the impact of information technology (Tanenbaum, 2007).

The fundamental skills of structure, tone and composition will always be of vital importance in ensuring effective communication. As originators of printed communications, people have control over these factors. However, while technological developments are making their role more interesting and challenging, the conventional presentation techniques should not be allowed to suffer. High standards must be set and maintained in order to ensure that your communications are not only appropriately worded and logically structured, but are also consistently and attractively presented.

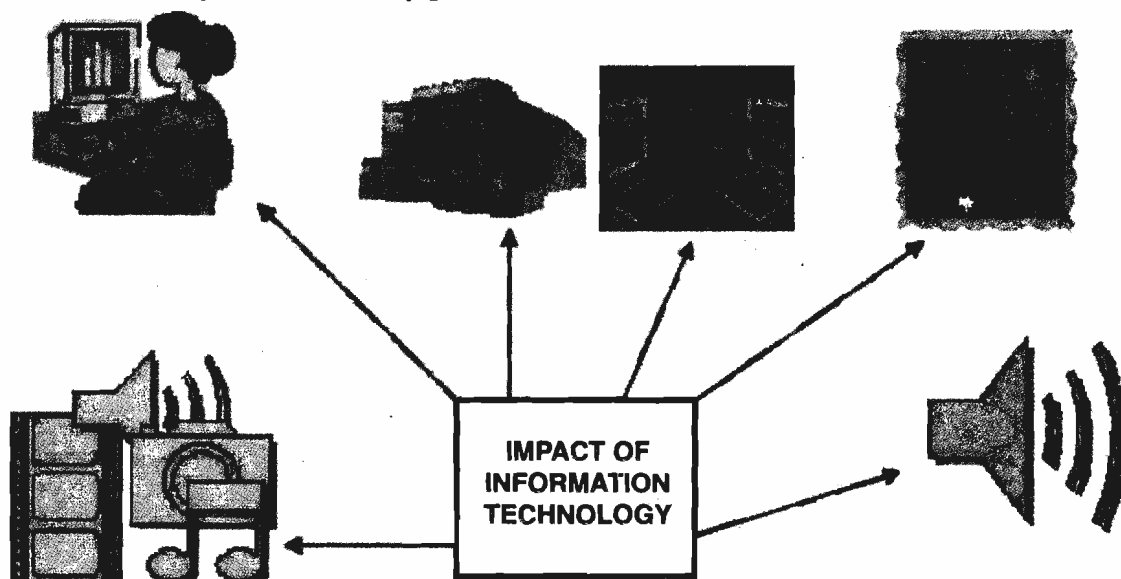


Fig. 13.1: Impact of Information Technology

13.2.2 Visual Communication

Visuals are used effectively to strengthen communication. Visuals help people remember what they hear. The trick is in relating what you hear to a picture. For a majority of people it is easier to remember pictures than to remember just words. People like to visualize what they are hearing. You can say that visuals play the following key roles in our life (NIPCCD, 2001).

- i) **Relevance:** Visuals can give accurate representation of ideas: visuals help to define facts and information easily and precisely. They can identify and describe in concrete terms giving meaning to words. However, it is important to remember that to give accurate information the visuals must also be accurate. So if it is necessary, take the help of skilled artists or use photographs.
- ii) **Visuals save time:** Imagine that as a communicator you are talking about some common diseases. You want to give a description about the digestive system in humans. Suppose you have to use only words to describe what happens to the food, if we consider only the time factor, the time taken will certainly be much more than if you had a visual of the digestive system.
- iii) **Visuals help memory:** As we have already described earlier, visuals help people to remember and recall much better. Most adults, we find, will be able to recall things they had seen in their youth, than a talk heard just a day or two before.
- iv) **Visuals can stimulate the imagination:** Pictures can often be used as a starting point for discussions and debates. Visuals are not only a quick way of acquiring facts but also of using them. Details presented in a picture can make people think and react.
- v) **Visuals provide a shared experience:** We have seen that when the communicator and the audience share a common experience, communication becomes much easier. Visuals get two people thinking on similar lines about the same subject. It cuts down the possibility of there being ambiguity about the subject under discussion.

13.2.3 Examples of Visual Media

It is relevant to learn about various examples of visual media in more detail because you as a professional adult educator would have many occasions to use them in different forums.

The following seven categories of visual media have their own purposes, advantages and disadvantages and it is a good idea to be aware of strengths and weaknesses of each category. Hopefully the following discussion will make explicit these aspects of each of the examples of visual media discussed in this unit.

- a) Pictures b) Puppets c) Dramas, street plays and role-plays
- d) Audio Cassettes e) Videos f) Broadcast media g) Teleconferencing

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

- 1) i) Why is communication strategy important to understand for the adult learners?

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- ii) What are the ways by which visual communication can play a significant role in real life?

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- iii) What are the seven categories of visual media?

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- a) **Pictures:** Pictures are the common factor in video, posters, charts, flip charts, slides, and so on. For any of these tools to be understood we have to understand the basic principle of the tool that is the picture. Pictures that we select must be appropriate to the purpose of communication, the viewer (audience) and the subject (content) of the communication. See Box 13.1 for a discussion on the purpose of using pictures.

Besides understanding the purpose of using pictures to communicate ideas, it is necessary to keep in mind the profile of the audience or the viewer and you would obviously select the pictures appropriate to the theme of the message you want to communicate (Box 13.2 depicts the viewer and subject of communication through pictures). Some pictures can communicate more than what words can convey. In this sense, adult educators have a very good tool by way of pictures to communicate unusual messages. It is hoped that you will make use of this tool in your professional work.

Box 13.1: Purpose

Pictures can be used for the purposes of stimulating imagination, teaching skills, presenting facts, organizing knowledge or changing attitudes. Any one or multiples of these are the purposes of the training of adult educators as well. While selecting a picture with a purpose in mind, there are three questions that a picture can help to answer.

What do I see? What do I understand? What do I feel?

Depending on whether we are focusing on facts and information, discussion and debate or skills, the choice of the pictures will be made. It then becomes necessary that at each stage of our input we must decide the outcome of our communication. For example, if I am to talk about the importance of kitchen gardening, and want women to learn the skills for developing a kitchen garden, I need to give them information on the vegetables to be grown in a kitchen garden, and make them see how nutritious food is necessary for healthy living. For each one of these statements there is a purpose and one can use a corresponding picture (NIPCCD, 2001).

Box 13.2: The Viewer and Subject of Communication through Pictures

A) Audience

- When communicating an idea, we must consider the background, education and experience of the audience. We need to know the media that they are familiar with. Knowing what our audience would understand and their emotional as well as intellectual levels will help us develop the right kind of pictures.
- The experience of a communicator may be much wider than that of the poor rural women and men. So try to discover to what extent they understand pictures. Conduct a few simple experiments, if need be.
- Understanding a picture is a skill that may have to be learned and many rural people may find it difficult to relate to black and white pictures, and to relate three-dimensional objects to real life that they see everyday. When you look at a photograph, you have the help of experience behind you; thus you are able to decipher the perspectives in a photograph or a picture. You can understand the overlaps, highlights and shadows, but illiterate women may have a different perspective.
- In the experience of a poor rural woman, the converging railway lines may look like the end of a track and she may think that a train going along this track will certainly meet with an accident.

B) Theme

The theme or the content of the message will affect the choice of the picture material. If we are talking about fodder development in wasteland areas, we cannot show a picture with fodder being developed in an area which has sources of irrigation. In showing the usefulness of vaccination for BCG, it will be more helpful to show vaccination in progress rather than a victim of tuberculosis.

Using any means of communication has its advantages and disadvantages, and it is important that we fully appreciate this dimension before deciding on using a particular tool of communication (see Box 13.3 for a discussion of advantages and disadvantages of using flat pictures).

Box 13.3: Advantages and Disadvantages of Using Flat Pictures

- The advantages of using flat pictures are that they are easily available and easy to use. They are low-cost and can be stored and reused. Pictures can arouse interest and imagination. They provide a common experience for the audience to stimulate imagination and start a discussion.
- Disadvantages of using flat pictures are that all details may not be discernible to the viewer in a single picture and some ideas are too big for a single picture. For example, a single picture cannot convey the idea of necessity of good health.
- Pictures are static in that they show the action in a split second of time even if the activity extends over a period of time.

Slide sets/film strips are also examples of pictures. Table 13.1 shows both pros and cons of slide sets or film strips.

Table 13.1: Visual Communication: Pros and Cons of Using Slide Sets or Film Strips (NIPCCD, 2001)

Pros	Cons
Slide-sets are quite simple to produce because equipment for production and projection is low-cost and easily available.	Production requires laboratory process
You can get very good color/visual quality.	Cannot be used in day light without a special rear-projection screen
Filmstrips made of robust material are small and easy to transport.	Lacks the appeal of video (which relates to TV in most minds)
Slide-sets are excellent training medium for all subjects except those few for which showing movement is an absolute essential.	Turning slides into filmstrips requires laboratory process which is not always available in developing countries
Summary: Slide sets/film strips have proved to be an invaluable training aid in rural and agricultural development, but they are tending to lose out to video, despite the higher cost of the latter.	

- b) **Puppets:** One of the best used forms of rural communication in India has been the puppet. For ages this method of communication has held centre stage. Puppetry has evolved as an art form and in many regions of India it is a way of livelihood for many artisans. Rajasthan is particularly famous for its puppets. See Box 13.4 on advantages and disadvantages of using puppets.

Box 13.4: Advantages and Disadvantages of Using Puppets

Advantages

- Puppets make the audience responsive, as they get emotionally involved with them.
- Audience can easily identify with the puppet-characters in the story and can get involved in their situations.

- Puppets are not usually resented even when they depict sensitive subjects.
- From a practical point of view, puppets are easier to operate, parts may be read, there are minimum rehearsals, unusual characters can be presented easily and there are few production problems, like stage setting, actor coordination, rehearsals, etc.
- Puppets and suitable stories can be devised for all ages and for a wide variety of subjects. Puppets are also useful for exaggerated presentations. All types of scenes can be depicted using puppets. Animal puppets are particularly useful.

Disadvantages

- Since they are small, puppets can sometimes cause problems in actual use. In Rajasthan though, the art has been perfected so well that large life-size puppets are also made and managed properly.
- Audience seating has to be managed carefully so that everyone can have a clear view and the sound reaches the last person in the audience.

Flip charts are yet another example of communication through pictures. Table 13.2 explains pros and cons of this means of communication (NIPCCD, 2001).

Table 13.2: Visual Communication: Pros and Cons of Using Flip Charts

Pros	Cons
Cheap and simple to produce and use. Good for training and extension support.	Not as realistic as projected aids Care required for preparing drawings that are understandable for the audience Lacks the attraction of audio-visual materials May be thought of as ‘second-rate’ by people with experience of electronic media
Summary: Flip charts are very useful to help extension workers/technicians in their work with rural people. Drawings are notoriously difficult to understand for people with low visual literacy, so careful design and pre-testing needed.	

Printed materials can also be treated as a kind of pictures and as such they have pros and cons as given in Table 13.3 (NIPCCD, 2001).

Table 13.3: Visual Communication: Pros and Cons of Using Printed Materials

Pros	Cons
Relatively cheap, simple and easy to produce Can be taken home, consulted, and kept as a permanent reminder Particularly valuable for extension workers, technicians, and community leaders	Of limited use among illiterates but bear in mind “family literacy” as opposed to literacy of individual farmers
Summary: Well designed, carefully written for their intended audience printed materials can provide a vitally important and cheap source of reference for extension workers, and for literates among the rural population.	

- c) **Dramas, Role-Plays and Street Plays:** Drama is used in many countries, not just for entertainment but as a media for giving social messages. In India, the street play or the *nukkad natak* is a common form of drama that is used for transmitting social messages.

The use of drama is an educative experience for both the performers as well as the audience. Many social activists have also used the formal theatre regularly. Drama takes many forms. Besides the role-play and street play, one also comes across the pantomime plays that do not use language but only facial expressions and body gestures. Dance is also one form of drama. The classical dances in Odissi, Kathakali, Rabindra natya, etc. have been used effectively in communicating social messages.

To help us simplify the different forms of drama we can club it in the following categories.

- 1) Formal drama with written scripts, rehearsals, actors, etc.
- 2) Impromptu dramatization where the situation and story are suggested and people make up actions and use their own words.
- 3) Informal theatre with a flexible script, interactions with the audiences and absence of costumes or props.

In different regions of India, adult educators have made efforts to use folk media to impart social messages. See Table 13.4 on pros and cons of using folk media (NIPCCD, 2001).

- d) **Audio cassettes:** Almost everywhere in the world, audio cassettes and nowadays, compact discs (CDs) have been used by adult educators as very effective tools of communication. Let us look at Table 13.5 for pros and cons of this useful means of communicating ideas.
- e) **Videos:** Videos have been largely used as a mass media and dissemination tool. Many projects today have a separate unit for production of videos that can help in development work. The role of video in development communication has been to educate, helping to spread messages prepared by professional producers. It is necessary to have a better understanding of the advantages and disadvantages of videography (see Table 13.6).
- f) **Broadcast Media - Television and Radio:** In India, a high percentage of people have access to radio and slightly lower percentage have access to television. Both these media are powerful channels of communication and have been used under many circumstances to spread developmental messages (see Table 13.7 on pros and cons of Television and Radio Broadcasting).

Both TV and radio programmes can be used by a trainer in developmental work. In using television, the communicator needs to know the content and timing of the programme and how the programme can be used. As we have said earlier, TV can be used with other media, like posters or charts and other printed material. A communicator can also use a lecture or discussion mode coupled with TV viewing.

- g) **Teleconferencing:** Teleconferencing is an interactive mode of communication, where high quality multi-media links and satellites are used to establish links between the trainer and trainee.

Advantages

- Teleconferencing is a good option to provide uniform training to all the field functionaries.
- Through teleconferencing a good strategy can make all the project partners feel linked and involved directly. This is an important medium to provide quick and uniform training to all field functionaries and it minimizes distortion and time lag in messages.

Disadvantages

- It is a highly technical medium and requires basic electronic media facilities like telephone, fax, etc., that are not easily available in rural areas. A trainer-trainee live interaction is absent because of the distances separating both.
- When there are too many calls to attend, trainers may miss out some queries or may not be able to answer them satisfactorily.

The above description of various examples of visual media leads us to the quest for learning in detail about communication systems and strategy most suitable for adult educators and adult learners. Our next two sections will be devoted to these two themes.

Table 13.4: Folk Media (Theatre, Puppetry, Story Telling, etc)

Pros	Cons
• Does not require capital investment. • Does not depend on technology that is liable to break down. • Intrinsically adapted to local cultural scene. • May be highly credible and persuasive where folk media is a strong tradition.	• Requires skilled crafting of development messages into the fabric of folk media. • May lack prestige vis-à-vis more modern media in some societies. • May be difficult to organize, and calls for close working relationship between development workers and folk media artists
Summary: Creative use of folk media in cultures where it is popular and well entrenched can be a subtle and effective way of introducing development ideas and messages. Care is required to ensure that the mix of entertainment and development is appropriate, so it is possible to further the latter without damaging the former.	

Table 13.5: Tools of Communication - Pros and Cons of Using Audio Cassettes

Pros	Cons
Easy and cheap to produce programmes. Cassette players quite widely available. Easy to localize information. Good for feedback because farmers can record their questions/ reactions. Can be used well in conjunction with rural radio.	Audio only and so suffers some of the weaknesses of radio, though repeated listening may help to overcome it.
Summary: Very good low-cost medium. Potential has not been sufficiently recognized. Especially useful when used in conjunction with extension and rural radio.	

Table 13.6: Pros and Cons of the Videography

Pros	Cons
Highly persuasive. Constantly improving technology is making it ever cheaper and more reliable. Electronic image/sound recording gives immediate playback and production flexibility. Allows more than one language to be recorded as commentary on a single tape. Can be shown in daylight using battery-powered equipment.	Multiplicity of standards/formats. Requires talent, skill, and experience to produce good programmes for development. Requires rather sophisticated repair and maintenance facilities. Dependent on the use to which it is to be put, may call for quite large capital investment. Colour/visual quality mediocre in some standards.
Summary: Video has become the media in the minds of many. Indeed, it is highly effective but call for a careful strategy and skilled producers.	

Table 13.7: Pros and Cons of Television and Radio Broadcasting

Television	
Pros	Cons
Prestigious and persuasive.	Tends to be monopolized by powerful interests because of its prestige. Not available in all rural areas. Expensive production/reception. Programme production for agriculture can be difficult. Difficult to localize information for agriculture because there is scarcity of local TV stations in developing countries.
Summary: Although potentially powerful, television is not easy for agricultural and rural development in most developing countries.	
Radio	
Pros	Cons
Wide coverage and availability in rural areas. Cheap production/reception. Relatively simple programme production. Weak as a medium for training and education.	Local radio stations facilitate localized information since it is only audio.
Summary: Radio has been an excellent medium for motivation and for drawing attention to new ideas and techniques but weak for providing detailed knowledge and training.	

Check Your Progress

Notes:a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

- 2) i) How can dance and drama can play an effective role in communicating messages?

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- ii) What is *nukkad* in India?

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- iii) What is Teleconferencing?

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13.3 COMMUNICATION SYSTEMS

A system for communicating is generally called communication system that is often a facility comprising the structures set up for disseminating information. In other words, you could also describe a communication system as a facility to provide information transfer between persons with or without using special equipment (Norton and Dutt, 2003).

13.3.1 Communicating as a Part of Networks

The system may be a collection of individual communication networks, transmission systems and relay stations and terminal equipment for interconnecting and interoperating so as to make an integrated whole. The individual components of such a system possess a common purpose and employ common procedures and operate as a unified organizational structure. Often, nowadays a communication system is recognized as telephone, radio, television, data transmission, or other system in which information-bearing signals originate at one place and are reproduced at a distant point. Here, we are going to talk about communication systems in a more general and broader sense of the term.

13.3.2 Various Forms of Communication

Organization charts make it easier to see how communication can take place vertically (between levels), horizontally (between sections) and diagonally (between different levels and sections). It is important to keep all communication routes as open and as effective as possible. Let us briefly discuss the various communication systems in the following paragraphs (Norton and Dutt, 2003).

Downward communication: This is by far the most frequent form of communication within an organization, where higher levels communicate with staff below them. In this category are communications like memos, notices, in-house newsletters, handbook, procedure manuals.

Upward communication: The upward communication flow is equally important as the downward flow. Communications are directed upwards to managers, supervisors or directors by using memos, reports, meetings, informal discussions.

Horizontal communication: This occurs between people of the same status - field staff, departmental heads, directors, supervisors through memos and reports, horizontal communication could include committee meetings, seminars and conferences.

Diagonal communication: Tasks frequently arise which involve more than one department and there is often no obvious line of authority. Diagonal communication often relies largely on cooperation, goodwill and respect between the parties concerned.

Unofficial communication: Incorrect use of lines of communication often results in grapevine. This term describes an unofficial communication system, which is constantly changing. The grapevine is a vehicle for distortions of the truth; it is basically a kind of rumour and gossip. An active grapevine can cause much damage to an organization by spreading incomplete, false or exaggerated information. It results in low morale, cynicism, fear and an unsettled workforce. Although the grapevine may never be completely eradicated, one should take steps to reduce its influence by considering careful ways in which information is communicated, particularly in times of uncertainty within the organization. The confidence of an organization's employees is vitally important, and adequate and accurate information should always be made available to the people concerned at the earliest possible opportunity, through the correct channels.

Let us now discuss the aspect of evolving a communication strategy suitable for development work carried out by adult educators.

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

3) i) What is a communication system?

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ii) What are the different forms of communication system?

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iii) What are the aspects on which diagonal communication can be relied?

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iv) How can grapevine cause damage in an organization?

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13.4 COMMUNICATION STRATEGY

In the overall communication strategy, we need to address five major questions which will help us define the communication strategy for our community (Norton and Dutt, 2003).

- 1) What is the message that we are communicating?
- 2) Who is the target audience for our message?
- 3) What behaviors should we promote among the target audience?
- 4) What message concepts will promote perceived benefits of the new behaviour?
- 5) What channels of communication will reach our target audiences as often and as affordably as possible?

13.4.1 Why, How and What of Communication Strategies

Let us discuss why, how and what of communication strategies.

Why do we need to communicate?

This need is felt because of a variety of factors. As a useful exercise, perhaps you could write some of the reasons why working with the poor rural women is necessary or is a need based activity that arises from your assessment of the situation and your understanding of the goals of adult learning.

How do we assess and prioritize need for communication?

First, we have to assess what the women want to know and then prioritize what should be communicated first. For example, women may want to know how to cultivate fodder in wastelands, they may want to know how to improve the breed of their cattle, and they may want to know how a motion picture is made. Now each of the needs is a topic for communication.

Deciding on what to communicate : After having understood the needs of the women, we now need to pick and choose what we have to communicate. There is a plethora of information available on any given subject, but as communicators we assess the level of understanding of the women and then decide what they will understand. Communication should always be targeted at the middle level so that it is not too simple, not too technical. Suppose we are communicating about growing vegetables and kitchen gardening to a group of women belonging to the farming community. Then we presume that they will know the basics of growing vegetables. What we need to focus on in this case may be composting, varieties that can be grown, improving production or introducing new methods in horticulture.

13.4.2 Selection of Tools and Methods

We have spoken at length about this in the previous section. Based on the input to be given, we can select the appropriate tools and methods for delivering the communication package. Some of the tools that can help us are posters, flip charts, handbooks, video-films, etc. In addition we can use programmes on radio and television where such facilities are available.

13.4.3 Process of Communication

Once the needs are understood, the content of communication decided and the tools and methods selected, we can work on the process of communication. This simply means who will communicate what - using what tools - to whom -when - and - with what effect. When we answer these questions for each of our communications we are, in addition, focusing on two things:

- i) What is the time that we are setting for our communication - when?
- ii) What is the outcome that we expect from our communication - with what effect?

Deciding on the time to communicate is important. Suppose we organize an exposure visit for a community involved in farming and it is harvesting time, then people may join us but not participate fully.

13.4.4 Monitoring and Evaluation

What is the outcome that we expect from the communication? What is the objective of our communication in creating awareness? Is it only giving information? Is it providing skills? Does it aim to change behaviour? Depending on these objectives, we need to look for the impact of the communication and also measure the impact.

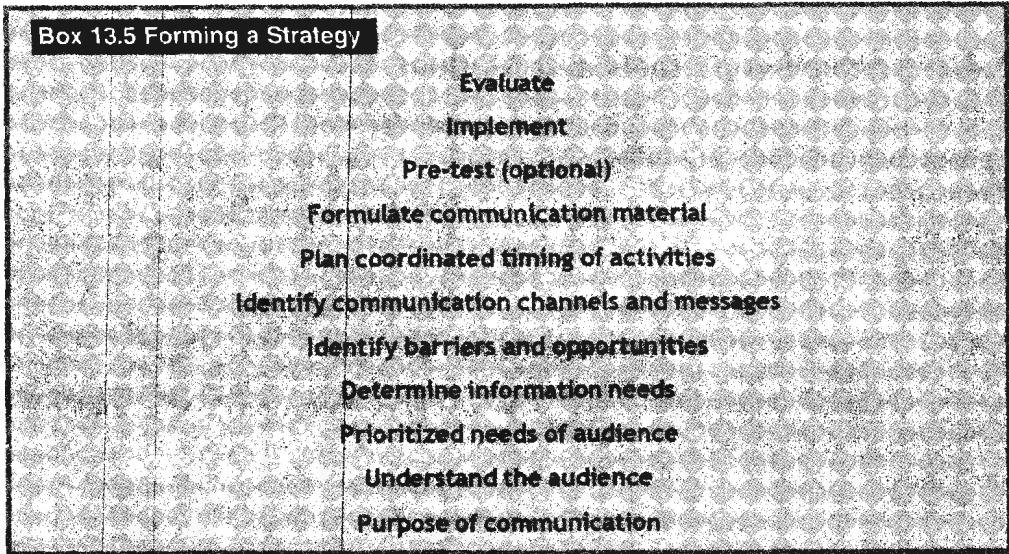
For example, if we have taken women learners out on an exposure visit to the Public Health Center (PHC), what is the outcome that we are looking for?

- That women will be aware of the facilities in a PHC?
- That women will know the route to the PHC and in case of need, be able to guide other people in the village to the PHC?
- That women will be aware of the vaccination schedules for children?
- That they would effectively ask for compulsory vaccinations of all children in their village (skill building for advocacy)?

13.4.5 Restructuring the Message

In a long-term communication process, monitoring and evaluation helps us in restructuring messages that we give. This means that when we find gaps that exist in our communication - in terms of content, tools, delivery, place and time - we must make adjustments before going in for another round of communication. Communication is a process of constant learning and innovation. We must understand that evaluating the communication cannot be done in isolation.

As an adult educator you need to form a strategy for selecting an appropriate set of communication systems. For this purpose see Box 13.5 on forming a strategy.



You may like to carry out a short project on development work in the community, to evolve a strategy of establishing your choice. Keep in mind the above effective tools of communication for steps to form a strategy. Good luck!

The AIDA Principle

Good communication should follow the AIDA principle:

A

Attract **ATTENTION** so that people stop to read what you are saying. A telling photograph, a bold and provocative or catchy headline, striking design or a combination of these will attract attention.

I

Attract the reader's **INTEREST**, so that they will read on, and absorb and understand the message you are communicating.

D

Stimulate a **DESIRE** in the audience/reader – to do something about the problem, to donate money, or to work with you as a volunteer.

A

Prompt some form of **ACTION** – provide a mechanism for sending money or pledging support, or to write a letter to a politician about the issue, or to recruit another supporter.

Source: Norton, M., and Dutt, P. 2003. *Getting Started : A Practical Guide for Activists and Organisations*. New Delhi: Sage Publications.

Check Your Progress

Notes:a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

4) i) What are the tools and methods available as part of the communication package?

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ii) What are various laid out processes of communication?

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13.5 LET US SUM UP

In this unit, we have discussed the various communication media systems and strategies that are in place. A right communicating strategy should be used to deliver messages to the right audience. We have also discussed how visual communication system and strategy is more effective in delivering messages to adult learners. Visual communicative messages are grasped by the audiences more rapidly than other means of communication.

13.6 ANSWERS TO CHECK YOUR PROGRESS

- 1) i) Communication strategy in adult learning is significant to achieve effective transfer of information so that adult learners achieve the purpose of coming to the adult learning set-up.
- ii) In following ways the visual communication can play a significant role in real life such as – relevance, save time, help memory, stimulate the imagination, shared experience.
- iii) The seven categories of visual media are – pictures, puppets, dramas street plays and role plays, audio cassettes, videos, broadcast media, teleconferencing.

- 2) i) Both dance and drama can play an effective role in communicating messages. Drama is a very educative experience for both performers as well as audience. Classical dances like Odissi, Kathakali, Rabindra Natya have been used effectively in communicating social messages.
- ii) In India, the street play or the *nukkad natak* is a common form of drama that is used for transmitting social messages.
- iii) Teleconferencing is an interactive mode of communication, where high quality multi-media links and satellites are used to establish links between the trainer and trainee.
- 3) i) A system for communicating is generally called communication system that is often a facility comprising the structures set up for disseminating information.
- ii) The different forms of communication systems are – downward communication, upward communication, horizontal communication, diagonal communication, unofficial communication.
- iii) Diagonal communication often relies largely on cooperation, goodwill and respect between the parties concerned.
- iv) When the correct lines of communication are not used, the grapevine often results. The grapevine is a vehicle for distortions of the truth, rumour and gossip. An active grapevine can cause much damage to an organization by spreading incomplete, false or exaggerated information.
- 4) i) The various appropriate tools and methods available for delivering communication packages are like posters, flip charts, handbooks, video-films, etc.
- ii) Process of communication means what – using what tools, – to whom – when, and with what effect.

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UNIT 14 CURRICULUM TRANSACTION: ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Information and Communication Technologies
 - 14.2.1 Potentials of ICTs
- 14.3 Role of ICTs in Education
 - 14.3.1 Myths about ICTs in Education
- 14.4 Using ICTs for Adult Education
 - 14.4.1 Some Examples from Some Countries
- 14.5 Trends in Use of ICTs by Adults
- 14.6 ICTs, Literacy and E-9 Countries
- 14.7 Let Us Sum Up
- 14.8 Answers to Check Your Progress
- 14.9 References

14.0 INTRODUCTION

Ms. Rukshana is an adult education worker in a urban slum area. She is engaged in teaching basic literacy skills, as well as life skills to slum dwellers. She has heard about the use of computers and television in enhancing the learning of the adult learners in a workshop organized by the State Government. However, she is confused about the number of terminologies used, and is also concerned about lack of her own skills to use technology. While she is thinking about these issues, her cell phone rings... Hello...

After the brief conversation on the phone, Rukshana again started thinking... Look at the cell phone — at some point of time this used to a technology of pride, and it has become an instrument of need for common man. When she purchased her first cell phone, she did not even know how to operate it, but now she is more comfortable with it. It is the use of technology that makes all of us comfortable, she thought. Then why not try understanding more about the use of technology in adult education, and that might help me in my work, she thought. She called her mentor over cell phone to make her intention known – Hello...

Many of you may be interested to learn about technology applications in adult education like Rukshana. So far we have discussed in this Block about curriculum development and transactions in general. In 1922, Thomas Edison predicted — “the motion picture is destined to revolutionize our educational system and ... in a few years it will supplant largely, if not entirely, the use of textbooks.” We know that it has not happened so, and the use of textbook has become more predominant than ever before in education. Despite availability of new technology, its

use and effectiveness are related to factors such as access, planning and designing of lessons, and integration of technology into the curriculum. In this unit, we will discuss about the use of technology in adult education context, covering a broad range of issues to clarify some of the myths surrounding it.

14.1 OBJECTIVES

After reading this unit, you will be able to:

- Explain the meaning of Information and Communication Technologies (ICTs);
- Identify the various strengths and weaknesses of ICTs;
- Describe applications of ICTs in education; and
- Discuss use of ICTs in adult education programmes

14.2 INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and communication technology (ICT) is an umbrella term including both 'information technology' and 'communication technology'. As such, information technology covers those technologies that help in processing, organizing and storage of information. Computer and the technologies related to it are covered within information technology, while communication technologies are broader and cover technologies that enable dissemination of information. These include radio, television, and the new Internet technology. With the advent of Internet technologies, the use of information technology and communication technology has become blended due to blurring of the dividing line. Thus, ICT is an umbrella term that can be defined as technologies capable of handling information and tools to process, organize, produce, store, distribute, collate and generate knowledge and to enhance capabilities of human beings. To clarify the definition further, let's look at examples of ICTs. Wadi D. Haddad (2007) suggests that ICTs can be of three types: Instrument technology, instructional technology and dissemination technology (*see* www.ictinedtoolkit.org). Using this, we can group various ICTs available as follows:

- a) Instrument technology: Radio, Television, Computer, Compact-Disc player, etc.
- b) Instructional technology: Audio cassettes, video cassettes, multimedia, Web, etc.
- c) Dissemination technology: Broadcast radio, broadcast TV, Internet and Web, CD, etc.

As we can see above, it is not possible to categorize and make compartmental divisions due to the convergence of technologies. With more and more digitization, such categorization would be less useful, and therefore, we should focus on the potential of these technologies rather than on what categories they belong to or where do they fit in.

14.2.1 Potentials of ICTs

The current buzz about ICTs is due to its inherent potential such as abilities of the technology to reach large number of individuals (e.g. radio), interaction (e.g. telephone), rich media transmission (such as television), integrating all forms

of media (e. g multimedia), huge storage capabilities and quick search (as in computerized databases). Let's now discuss the different potentials of ICTs.

Increasing Access: Use of ICTs can increase access to educational opportunities to all. Since technologies such as radio, television and Internet can reach almost all areas, they have the potential to take adult education to newer heights. Application of ICTs will enable adult education workers to reach more individuals with appropriate messages and teaching-learning resources.

Rich Media Transmission: Use of video and television transmission can bring in real-life experiences to the adult education scenario and make learning experiences richer by visual appeal. It is also possible to explore the use of rich video media to provide practical or industry-based training.

Interaction: Using technology, the adult learners can participate in a virtual learning scenario to communicate with peers at different places. Such an approach would help in peer learning, and contextualized practice-based learning. As interaction is considered to be the single most important ingredient necessary for learning, this feature provided by ICTs is a welcome addition to adult learning.

Integration of Media: The various media forms used in traditional adult learning scenario are text, graphics, audio and video. With the use of ICTs, it is now possible to integrate all these and also bring in animation through multimedia learning environments. The use of multimedia also increases learner control and empowers the individual learner to choose his/her learning path, which is in tune with the principles of adult learning.

Storage and Retrieval of Information: Use of computers in adult learning scenario makes it possible to store huge amount of data not only about the learners but also about their learning achievements. Storage of learning outcomes of individual students can be accessed at any point of time and the process can be repeated. For example, a televised lesson can be stored and replayed again depending on the requirement of the learners.

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

1) Explain the meaning of ICTs in about 50 words.

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14.3 ROLE OF ICTs IN EDUCATION

From the above discussion, we understand that ICTs can play a significant role in education. The issue here is how effective are ICTs in improving learning? This is a matter of debate ever since Richard E. Clark (1983) said media do not influence learning in any condition. According to him "...media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition" (p.345). Later Kozma (1994) questioned this by arguing that de-linking of media from method cannot be made, as both are part of instructional design, and learning design should focus on the capabilities of the media to influence learning. Thomas Russell (*see* www.nosignificantdifference.wect.info) has compiled a huge resource on this debate covering over 350 studies. There are also methodological issues involved in researching a discipline like educational technology, and thus, the debate still continues. However, with the advent of computers and Internet the issue of "how effective is the technology?" has been reduced to "how best can the technology be used for teaching and learning?". The use of ICT in education is more related to our conception of learning. If we consider learning as information transfer, the use of ICT would be different than when we consider learning as a social process of knowledge construction. Depending on our contexts of use, ICTs can play various roles as follows (Haddad, 2007):

Enhancing quality of learning: Though quality is a slippery term, and can be interpreted in different ways, quality learning occurs where the learners are motivated, learning resources are available and accessible, support of trained tutors is available on demand, and the education processes are geared to prepare the learners for the real world. ICTs bring in a novelty factor to motivate the learners to study, and it can deliver learning resources in varieties of format depending on the requirements of the subject. ICTs today play a significant role in training as well as re-training of teachers, and thereby updating their knowledge and skills to provide quality support to the learners. With rich media inputs, ICTs can enable learning experiences more situated as well as authentic to improve the quality of learning.

Expanding educational opportunities: Increasing access to educational opportunity is a major problem faced by developing countries. With the enhanced access of ICTs, educational institutions and programmes can reach remote areas, thereby making quality teachers available to learners at a distance. Use of radio and television are examples in this direction. Not only can technology reach the remote areas, it can also address the needs of those who are traditionally excluded from mainstream educational processes, such as women and socially disadvantaged groups.

Promoting efficiency: Efficiency of an educational system is measured by its ability to deliver quality education in cost-effective manner. The use of ICTs can reduce cost of education drastically as learners may not have to congregate at a place called School. It is also possible to think of using the existing resources in shift system by reducing the contact time between the student and teacher. There has been an erroneous notion of class time as equivalent to learning time, which if questioned can lead to use of ICTs in ways that can reduce the class time and also increase students' use of ICTs from places other than the classroom. Though investment in technology is high, due to its use by a large number of individuals, the

overall cost decreases and thus, an increase in over all efficiency of the technology and its users.

Improving management systems: Use of technology can improve educational practices in terms of both the policy making and monitoring of the system. Use of computerized databases to keep records of student attendance, teacher presences, student achievements and other related information can lead to policy planning and evaluation of the system. It is more useful for day to day institutional management in general, and to classroom management, syllabus preparation and student engagements though diverse activities.

14.3.1 Myths about ICTs in Education

Let us now look at some myths that some people have about ICTs.

Myth 1: ICTs can replace teachers and schools

ICTs can enhance learning outcomes. They can supplement classroom teaching. But, ICTs cannot actually replace schools. Good teachers are the backbone of any educational system. In no case can technology replace teachers. The availability of cost-effective ICTs to improve teaching and learning demands change, and teachers need to orient themselves to adapt new technology for the benefit of learners.

Myth 2: ICTs mean computers and Internet

By now, you have clarity that we do not mean ICTs as computer and Internet alone. Mostly this is a myth. ICTs cover as much old technologies as the newer ones. It is not about the use of high end technologies, but about use of appropriate technology as per the needs of the target group. For example, radio can reach a large audience and serve the purpose which Internet may not. So, when we think of ICTs, let us not think of computer and Internet alone.

Myth 3: Effects of ICTs are definite

Technology is only a tool. No technology can improve the quality of a badly planned lesson or a poor teacher. Technology can improve learning when there is appropriate instructional design planning and execution. In fact, poor use of technology can substantially increase problems rather than alleviate them. So, to see the effect of technology, it is important to design it considering varieties of factors that affect it. ICTs can thus, affect a programme in different ways, if not planned systematically.

Myth 4: ICTs are a monolithic entity

ICT is not used in singular nor it refers to any one particular ICT. So, when ICTs are considered as monolithic entity, there is bound to be problems for policy makers. Every technology brings with it its own qualities and provides scope and potential for use. A single technology can be used at different levels, and thus can lead to different outcomes. For example, a simple audio can be used in a classroom, and the same audio can be also be used along with a video clip. Also, the same audio and video can be transmitted, with or without interaction, with the listeners or viewers. In all these cases the levels of student engagements would differ and thus, the learning outcomes. But, considering audio as a single entity, without integration of purpose is dangerous.

Myth 5: ICTs as panacea for all ills in education

ICTs or educational technology can't solve all the problems of education. Interestingly, ICT related solutions are brought to the front all the time without actually considering grassroots level issues of **access, needs, and design (AND)**. Without providing access to the end users, without understanding their needs, and without designing a solution which is according to their needs can lead to **fatal** situations. Most often the technology solution providers and vendors would like to **believe** that their products can solve all the problems. But, in reality, purchase of a system without strategic thinking of its use later on becomes a problem. The early failures of many educational technology projects were due to this lack of strategic thinking. Even today, implementation of many computer based education projects in the rural areas fall into this trap without thinking of power supply and repair and maintenance issues. Such problems can cause havoc in the field of adult education in developing countries.

Check Your Progress

Notes:a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to Check Your Progress".

2) Write a short note on ICTs in education in about 150 words.

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14.4 USING ICTs FOR ADULT EDUCATION

In order to have a better discussion on the use of ICTs in adult education, we will illustrate some examples as a showcase for technology use.

Radio: Radio is by far the cheapest and most easily accessible technology available to us. Radio broadcast requires low capital investments, and if used appropriately can enhance the pedagogic value of adult literacy/education programmes. Besides wide coverage, and low cost, radio also improves thought process and helps in direct teaching through use of interactive telephone. Its potential has been exploited in many countries such as Botswana, Zambia, Ghana,

and India among others. Though radio has been used successfully, there are some problems associated with reception, broadcast schedules and access.

Television: Television is considered to be a much stronger medium because of the visual images. At the same time, it has inherent advantages and limitations as well of the symbol system it uses. Like radio, it is also cost-effective, and transcend barriers of distance, and geographical location. It combines both audio and video and therefore it is also highly suitable for mass education. The limitations of one-way communication are removed through the use of telephone. However, it is still a complex system that requires media literacy and sometimes the visuals become distracting elements, if not appropriately planned and scripted. Applications of television and teleconference for literacy and adult education programmes have proved very useful and met with success in countries like India, Australia and Mexico, among others. The *Telesecundaria* of Mexico is a highly successful model of open television education for secondary level.

Computers and Multimedia: Use of computers and multimedia applications in adult education programmes bring in learner autonomy and interactivity. The Commonwealth of Learning Literacy (COLLIT) project in India and Zambia used learning centres equipped with computers, multimedia subject-based CDs, audio and video cassettes, video camera, etc which created a sustainable model of adult learning and resource centre. However, progress in the acquisition of literacy skills was variable in different centres and where the community is more involved and the instruction is more individualized, the acquisition of literacy skills was faster. The use of ICTs, in this case computers and multimedia, motivated the learners significantly.

14.4.1 Some Examples from Some Countries

Here, you will get to know examples from some countries which have used ICTs for adult education.

Tansen Community Media Centre: Local youths from poor families are learning how to produce their own multimedia content using a range of on-line resources, digital tools and community media in Tansen, Nepal. The Community Media Centre (CMC) combines a computer telecentre, audio and video production facilities and local cable network.

Khilti Kaliyan: It was a 24 part serial aimed at women in the age group of 15-35 years. The objective of the programme was to encourage women to recognize the importance of literacy. The serial was based on an experimental literacy primer named *Khilti Kaliyan*. Supplementing the primer, the use of TV serial depicted the status of women in society. According to Ghosh (2006) *Khilti Kaliyan* attempted to broaden the literacy process to include creating awareness among rural women about the circumstances of the learners and helped them through reflection to work towards altering the situation. It was a path-breaking effort to combine a literacy primer and a TV serial to attract more women to adult education centres. However, the telecast of the serial in 24 parts (one part a week, thus, spread over 24 weeks), lack of adequate preparations for viewing at the adult education centres, coupled with no training to the adult education workers to integrate the TV serial and the primer, made it a bad experiment in adult education.

Bridges to the Future Initiatives: Launched by the Government of Andhra Pradesh in 2004, the **Bridges to the Future Initiative (BFI)** is a landmark initiative

in partnership with the International Literacy Institute (ILI), at the University of Pennsylvania (USA), and the Byrraju Foundation. It is an “extremely user-friendly” Telugu literacy instructional programme that uses currently installed PCs in school settings to provide high quality literacy instruction to out-of-school youth and primary school students. Results of a two-year long impact study show dramatic impact in putting drop-out youth back into school, and raising learning achievement of in-school children aged 8-10 years in poor rural setting. The BFI model is designed to take advantage of already existing infrastructure and create content that can be accessed by out-of-school students.

Adult Education Radio Programme, Tanzania: Literacy-based radio programme was started in Tanzania way back in 1974, with the setting up of a radio unit in Mwanza Literacy Centre and at the Ministry of Education headquarters to develop and produce radio programmes designed to overcome communication difficulties in accordance with the goal of literacy throughout the country. All programmes are broadcast centrally by radio Tanzania. Each programme is broadcast and repeated once each week. Since its inception, the directorate has distributed 7,000 radios (Mpogolo, 1984). In order to make effective use of the programmes, radio time-tables are designed, printed and distributed to all educational institutions and radio listening group leaders. Three important radio programmes are: ‘Kisomo kwa Radio’ (Literacy through Radio Broadcasts) used for publicity and motivation of adult learners; ‘Mwalimu wa Walimu’ (The Teacher’s Teacher); and ‘Jiendeleze’ (Class Support Programme).

Project Connect: Project CONNECT (2001-2004) was a U.S Department of Education funded technology development project to create supplemental web-based instruction for intermediate level adult learners of English as second language. The self-paced units focus on workers in the United States, continuing one’s education in the United States, and civic participation. All of the site material is written specifically for adults learning English with an emphasis on listening and reading. More details about the project can be accessed at <http://pbslearnenglish.org/learn/page1.xml>.

Tata Computer-based Functional Literacy Programme: Developed by Tata Consultancy Service, the programme focuses uneducated youths in the age group of 15-35 years. The programme focuses exclusively on reading. It drastically reduces the time it takes an uneducated person to achieve the learning objective. It takes a person to complete the programme within a span of 30 to 45 hours spread over 10 to 12 weeks. The emphasis is on words rather than letters of the alphabet, and the process is styled to suit the learner. The project employs animated graphics and a voice - over to explain how individual letters combine to give structure and meaning to various words. The course has been designed based on material developed by the National Literacy Mission, established by the Indian Government in 1988, with the aim of eradicating adult illiteracy in the country. Classes are conducted in the evening with 15-20 learners. A typical adult learning centre has a computer and an instructor to facilitate learning, though the programme does not really need teacher intervention. Initial evaluation studies have proved useful, and details can be found at <http://www.tataliteracy.com>.

We can see from these examples that in literacy and adult education projects all kinds of technologies are used, and there are many opportunities and potentials in further augmenting the models and approaches taken by various successful projects implemented in different countries.

Check Your Progress

Notes: a) Space is given below the question for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

3) Write a short note on ICTs in adult education and literacy programmes in about 150 words.

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14.5 TRENDS IN USE OF ICTs BY ADULTS

With the exponential growth of ICTs, their use is also becoming more and more complex and diverse. First, the technological developments are towards mobile computing and wireless networks, broadband homes, Social networks and Web 2.0. There is also a trend toward user generated content and open educational resources. However, as for application of these technologies, the trend shows a division amongst developed and developing countries. While the former are adopting new technologies to re-train their workforce, the developing nations are still fighting the problems of illiteracy. Here also, the emerging technologies can play a significant role. Let's first discuss the emerging technologies to understand what these could mean to adult education and literacy programmes.

Mobile Computing and Wireless Networks: Mobile devices and technologies are getting better and better. Mobile technologies come in different forms:

- Wireless networks in 3G versions capable of multimedia delivery. The latest in wireless is WiMax.
- Internet use is no longer restricted to desktop computers, it can be accessed using a mobile, Portable Digital Assistant (PDA), laptop computers, etc.
- Prices of GPS (global positioning system) are dropping, and mobiles phones are also having GPS based personalized services.
- Bluetooth is yet another technology that is connecting all sorts of devices to one another.

As mobile computing devices make access ubiquitous, small just-in-time learning nuggets would be the order of the day. Adult workers would require just-in-time skills up-gradation that can be provided through mobile technologies. The growth of

mobile technologies the world over is overwhelming, and thus, it has the power to bridge the digital divide between the illiterate and the educated.

Social Networks and Web 2.0: Web technologies that we predominantly use today are read-only. The new Web 2.0 is read-write-web. Thus, without knowledge of HTML coding, the novice can create content just like use of a word processor, and can see it in almost instantaneously. The Web 2.0 is a set of technologies for user generated content and sharing of resources through computer based social networks. Some of the technologies are Wiki, Blogs and Bookmarking. A wiki is a collaborative tool that can enable the user to create content, while the blog is a place for personalized reflection and diary. Both take just a few seconds for content creation. A bookmark is an on-line tool for sharing your searches on-line. So, using a bookmarking technology like del.icio.us, you can share your favourite web pages. All these have significance for the adult educator, as well as adult literacy programmes. Use of Web 2.0 technologies can help in building resources quickly and also develop network of interested persons.

Open Educational Resources: One of the major problems of present day educational system is the intellectual property rights, and its implications for the developing countries. Because of the strict copyright laws, and associated rules, an alternative approach to management of intellectual property rights has emerged in the form of open educational resources (OER). OERs rely on creation of content for free sharing within the Creative Commons Licensing System (<http://creativecommons.org>). This system has multiple options to declare the usage of materials, and institutions are adopting it because of the understanding that knowledge should be made available free. Adult education programmes can make use of this facility to develop content by adapting materials created by others and again release the same for use by other community members. Thus, any new knowledge or experience created in the process gets back to the community. One such OER platform is provided by the Commonwealth of Learning in the form of WikiEducator.org.

Besides these three major trends, the use of multimedia community learning centre, web-enabled services, and teleconference based programmes are widely used in adult education programmes.

14.6 ICTs, LITERACY AND E-9 COUNTRIES

E-9 countries have a special significance of being highly populated States in the world, with nearly 3.5 billion population in 2005 – more than half the world population – having nearly 70% of world's illiterate population. These include Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. These countries provide a contrasting picture of varied education levels ranging from low literacy rate of 47.5% in Bangladesh to more than 90% in Mexico. In terms of gender disparity in literacy too, at one end of the spectrum are countries like Pakistan, Bangladesh and India with below 50% female literacy and at the other end Brazil, China, Indonesia and Mexico with more than 80% female literacy. Gross enrolment ratios of these countries range between 40% to above 75%, and public expenditure in education varies a great deal. While, public expenditure in education (in terms of % of Govt. spending) is as high as 25% in Mexico, it is 9% in Indonesia. In terms of % of GDP, the highest expenditure in education is that of Mexico (5.4), while the lowest is Indonesia (0.9). Large populations in these countries remain in abject poverty with income

Table 14.1: E-9 Countries: Some Basic Statistics

Name of the Country	HDI Rank	Human Development Index value (2005)	Education Index	Total Population (in millions)	Adult literacy rate (% aged 15 and above, 1995-2005)	Female literacy rate (% aged 15 and above, 1995-2005)	Combined gross enrolment ratio (% in 2005)	Public Expenditure in education as % of GDP (2002-2005)	Public Expenditure in education as % of govt. expenditure (2002-2005)	Fixed telephone lines (per 1000 population in 2005)	Cellular telephone line (per 1000 population in 2005)	Internet users (per 1000 population in 2005)
1	2	3	4	5	6	7	8	9	10	11	12	13
Bangladesh	140	0.547	0.503	153.3	47.5	40.8	56.0	2.5	14.2	8	63	3
Brazil	70	0.800	0.883	186.8	88.6	88.8	87.5	4.40	10.9	230	462	195
China	81	0.777	0.837	1313.0	90.9	86.5	69.1	1.9	13.0	269	302	85
Egypt	112	0.708	0.732	72.8	71.4	59.4	76.9	—	—	140	184	68
India	128	0.619	0.620	1134.4	61.0	47.8	63.8	3.8	10.7	45	82	55
Indonesia	107	0.728	0.830	226.1	90.4	86.8	68.2	0.9	9.0	58	213	73
Mexico	52	0.829	0.863	104.3	91.6	90.2	75.6	5.4	25.6	189	460	181
Nigeria	158	0.470	0.648	141.4	69.1	60.1	56.2	—	—	9	141	38
Pakistan	136	0.551	0.466	158.1	49.9	35.4	40.0	2.3	8.3	34	82	67

Source: UNDP. 2007. *Human Development Report 2007/2008*. New York: Palgrave Macmillan.

of less than one Dollar per day. In spite of this, the technology diffusion in these countries is fast growing. Cell phone users are increasing in number and ICTs are playing a catalytic role in improvement of literacy rate, as well as livelihood of individuals. We will discuss here in brief the use of ICTs in literacy programmes in E-9 countries (See Table 14.1 for some statistics about E-9 countries).

With a national policy of ICT, Bangladesh is pioneering ICT use in adult education and literacy. Grameen telecom is a successful example that uses the power of technology to alleviate poverty in rural areas. ICTs are being used in various projects and programmes in the community multimedia centres such as *Ganokendras* of Dhaka Ahsania Mission. In the areas covered by *Ganokendras*, literacy rate increased and literacy competency of adults became consolidated. An evaluation report confirms that, 75% of neo-literate had scored minimum standard tests, reading and life skills are substantially better than writing and numeracy skills, and a significant portion of women members could perform tasks assigned confidently. Similarly *Pallitathya* is a sustainable information and knowledge system for rural and marginalized people, which is a flagship programme of D.Net. A significant number of women (41%) received services from *Pallitathya Kendra*, which is almost close to national share of female population (48%) of Bangladesh. The Grameenphone Community Information Center is a shared premise where rural people may access a wide-range of state of the art services such as Internet, voice communications, video conferencing and other information services. Community radio is also used to a large extent in literacy development in Bangladesh. (Source: <http://www.mission2011.net.bd>).

The Brazilian ICT policy has focused on domestic ICT sector, and more and more community access centres are being opened. Radio, TV and computers are being used for delivering literacy programmes in Brazil. The Programa Escola Do Radio is one of the several non-formal literacy education programme in Brazil. The Telecurso 2000 project aims at providing non-formal literacy education to people in Brazil who have no access to school education. TV Escola project used TV to provide training to teachers and literacy workers. The ProInfo programme of department of Distance Education promotes computers in schools and develop e-capabilities of teachers.

In China the Ministry of Science and Technology has created a network of Internet Information Centres to promote ICT training, while in Egypt the Ministry of Communications and Information Technology has incorporated ICT for education and lifelong learning through the Egyptian Education Initiative. Technology Access Community Centres (TACC)" project was launched in the Governorate of Sharkeya marking the first telecentre in Egypt. The telecentre was established by the United Nations Development Programme (UNDP) in partnership with the Egyptian Cabinet Information Decision Support, the Governorate of Sharkeya, the Investors Association and the Sharkeya Chamber of Commerce. The objectives of the TACC was focused on providing the community with access to information technology and the skills needed for effective use of this technology to encourage sustainable development. (http://www.isoc.org/inet99/proceedings/3c/3c_1.htm).

In India, wide range of ICTs are used in lifelong learning, poverty alleviation and literacy programmes. Starting from the use of Radio, TV and multimedia computers, a variety of innovations are seen from tele-serials to Internet kiosks. Like in India, the Bridges to the Future Initiative (BFI) in Mexico seeks to improve the basic skills, literacy and entry vocational skills of adults in poor communities.

World youth Empowerment Foundation in Nigeria has been working to reduce illiteracy and crime through empowerment of youth by providing capacity building training in ICTs. UNESCO, Islamabad has developed an ICT based literacy kit to develop reading, writing, speaking and numeracy, which is in local language.

The Commission on Science and Technology for Sustainable Development in the South (COMSATS) in Pakistan has been implementing a project in three northern Pakistani communities: Gilgit, Hunza, and Baltistan, where ICTs are enabling members of these communities to access specialized, gender-sensitive, higher quality education, information, economic opportunities, and health care services. The project makes special efforts to improve the livelihoods of women in the area, through the provision of specialized health services and more accessible education.

Thus, the use of ICTs in the E-9 countries is in different stages and in different forms. In order to understand the use of ICTs in literacy and adult education programmes in these countries, it is essential to understand the local demographics and local contexts. By and large you will find that ICT in literacy projects in these countries are not sustainable due to lack of learner motivation, lack of trained educators, limited funding, lack of ICT infrastructure, and lack of ICT policy for education and literacy for adults.

14.7 LET US SUM UP

At this stage, you should prepare your own summary of this unit. By doing so, you will be able to understand the content better. Take help of the notes you have made while working through this unit. Now, compare your summary with the following one.

In this unit, we discussed about the information and communication technology as an umbrella term covering both old and new technologies. It includes instrument technologies, instructional technology and dissemination technologies. However, no categories fit all the new developments taking place in ICT particularly due to convergence, digitization and miniaturization of technology. We also discussed the potentials of ICTs including increasing access, rich media transmission, interaction, integration of media and quick storage and retrieval of information. Role of ICTs in increasing efficiency, improving quality of learning, and improving management of educational system was also discussed. While discussing the role of ICTs in education, some important myths were also highlighted. ICT application in adult education and literacy programmes using radio, television, multimedia computers, web and Internet were also discussed. While discussing applications of ICT, we also described some select examples from different countries in the world. Towards the end we also discussed the ICTs and literacy scenario in E-9 countries. These countries with over 70% of the world's illiterates pose maximum challenge to us for sustainable development. The overall objective of this unit was to give you an orientation to possibilities of use of ICTs in adult education work, as indicated in the introduction through the episode of *Rukshana*.

14.8 ANSWERS TO CHECK YOUR PROGRESS

- 1) Information and Communication Technologies (ICTs) refer to a set of technologies that are capable of handling information and tools to process, organize, produce, store, distribute and collaborate to generate and enhance knowledge and capabilities of human beings. These can come in different forms such as radio, television, computers, multimedia, communication networks, Internet and the World Wide Web.

- 2) Notwithstanding the debate on whether media influence learning, ICTs plays a significant role in education from motivating the learner to delivery of content through innovative means. It has the potential to expand learning opportunities to remote areas. Quality of teaching and learning can also be enhanced through use of ICTs, since process of production itself asks for more involved instructional design. Teacher professional development can also be practiced through use of appropriate ICTs. ICT intervention in education can be effected through use of computers, multimedia CDs, Internet, radio and TV. Some of these technologies can also be interactive to provide the much needed interaction for peer learning. Overall, ICTs improves internal efficiencies by managing and keeping track of resources and projects to budget and time.
- 3) As for educational use of ICTs, adult education and literacy programmes can gain a lot through ICT interventions. There have been a large number of experiments and projects in many different countries. In India, television, radio, computers and Internet have been used as intervention strategies in literacy and adult education programmes. The trend is also similar in other countries including the world's most populated ones (viz. the E-9 countries). The use of ICT has been seen to be effective in most cases, but the sustainability of such projects was affected by lack of learner motivation, lack of trained educators, limited funding, lack of ICT infrastructure, and lack of ICT policies for education and literacy.

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UNIT 15 CURRICULUM EVALUATION IN ADULT EDUCATION

Structure

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15.0 INTRODUCTION

Unit 15 explains the concept and tools of participatory evaluation. This dimension of planning for social action is an important component of professional activities of adult educators. Unit 15 is therefore a necessary input in the basket of various useful contributions of the course. In Section 15.2, it deals with purpose and function of evaluation, while in Section 15.3 and Section 15.4 it describes the historical context and process of participatory evaluation. In Section 15.5 you will find a detailed description of the tools of participatory evaluation. Section 15.6 provides useful case studies, which highlight the process of participatory evaluation. Hopefully the case studies will facilitate your application of the tools of participatory evaluation in your own work as an adult educator.

15.1 OBJECTIVES

After going through Unit 15, it is expected that you would be able to:

- Describe the historical context of participatory evaluation;
- Understand the significance of participatory evaluation tools; and
- Derive lessons from the case-studies and apply the concept and tools of participatory evaluation in your own research and work as an adult educator.

15.2 PURPOSE AND FUNCTION OF EVALUATION

Evaluation is an integral, yet often overlooked, component of planning of adult education curriculum for social action. The purpose of evaluation is to help us to better understand whether our hard work is having the impact we desire. Some groups may intuitively know whether or not they are doing a good job, and that knowledge is, at times, sufficient. Nevertheless, there is a number of reasons to engage in evaluation, many of which overlap with reasons to engage in research. These reasons include, but are not limited to:

- Planning for more effective adult education for social action;
- Learning from successes and mistakes;
- Justifying activities to disinterested community members;
- Justifying activities to external funding bodies and donors;
- Ensuring that the group or organization is developing sustainably;
- Sharing successes and failures with others to build solidarity; and
- Building community.

Evaluation fulfils two functions. First, it has an internal support function. It aims to analyse the past to understand the future. Second, it fulfils a control function. This includes control of accounts and financial operations as well. It is important to make a proper distinction between these two functions as any confusion between the two always leads to emphasizing the control function and overlooking the internal support function.

15.3 HISTORICAL CONTEXT

The evolution of evaluation began early in the 1950s. The rapid growth in international development assistance in the 1970s saw the shoring up of monitoring and evaluation systems, as the need for control and accountability increased. The conventional monitoring and evaluation effort focused on physical inputs and outputs and financial expenditure against capital items. It relied on objective methods. It was usually facilitated by outside experts and often initiated by donor agencies. It was by and large concerned with:

- Establishing the financial and technical feasibility of the project;
- Producing a comprehensive and detailed project design or blueprint; and
- Setting up a project management system to ensure that all components and materials are delivered on time, and that the performance does not deviate from the blueprint or overrun cost or time limits.

Over time, this narrow scope for evaluation became linked to the low success rates of development projects. The failure of development projects, the shrinking base and the emergence of basic needs movement led to new understanding that development is a complex process and crude indicators of economic growth like per capita income were insufficient. With new found emphasis on distribution than growth, satisfaction of human needs than production, development of human resources than technology, new management tools were put in place to supplement evaluation techniques. The development agencies of late are transferring the

governance of development initiatives into local hands, and training the beneficiaries as researchers and evaluators themselves. Hence came into light the concept of participatory evaluation (PE).

Participatory evaluation emerged out of the same era as participatory research (PR). In particular, PE has gained force within the development sphere and is increasingly becoming the norm for the evaluation of development projects in the developing countries. PE maintains the same conviction as PR that is “evaluation should and can be used to empower the local citizens to analyse and solve their own problems” (Jackson and Kassam, 1998: 3).

15.4 PARTICIPATORY EVALUATION PROCESS

PE systematically elicits and analyses the information given by the adults, who are local citizens, about the relevance and impact of programme in order to assess whether learning or change has been effectively brought about. It helps to reflect on and consolidate present learning for the citizens; it also helps the development practitioners to modify and revise the programme components and strengthen future programmes. Participatory evaluation as an integral part of participatory research is a response and an alternative to conventional forms of evaluation.

The PE process is one that:

- Uses learning and education to promote reflection and critical analysis by both project participants and educational and development workers;
- Serves the purpose of improving the programme and organization in a given educational and development intervention, in the interests of the beneficiaries;
- Supports and extends participatory models of educational development more generally;
- Empowers communities, organizations, and individuals to analyse and solve their own problems;
- Values the knowledge and experience of adults and other local citizens in analysing their economic, political, social and cultural reality;
- Involves the active participation of project beneficiaries, who play a decisive role in the entire evaluation process;
- Promotes the beneficiaries' ownership of educational and development programmes;
- Uses participatory methods of obtaining data and generating knowledge, employing a wide range of predominantly qualitative methods, sometimes in combination with quantitative methods;
- It is participatory and collective and that creates better, more in-depth, and more accurate knowledge of the performance and impact of education and development intervention; and
- It is a way of learning from and with community members to investigate, analyse and evaluate constraints, opportunities and make informed and timely decisions regarding educational and development programmes. Participatory methods and participatory tools for information gathering back the concept of participatory evaluation (Jackson and Kassam, 1998:2).

After learning about the process of participatory evaluation, let us now discuss in Section 15.5 the tools that enable us to carry out the PE process. But before moving on to Section 15.5 you can reflect more about PE, so that it is easier to use the PE tools in your work as an adult educator.

Reflect and do

Read carefully the paragraph on PE process and explore if you are actually familiar with all terms, concepts and phrases used in it. In case you are not clear about any of these words, seek help now to clarify before trying to use PE tools. You may use the Internet facility to seek clarification before writing your answers.

- Explain in 200 words what you understand by 'participatory models of development'.
- Give in 100 words your definition of the term 'empowerment'.
- Discuss in 150 words the connotation of the phrase 'economic, political, social and cultural reality'.
- Distinguish between project participants and development workers.
- What is meant by 'development intervention'?
- What is the difference between active and passive participation?
- Give your definition of 'beneficiary'.
- Distinguish between quantitative and qualitative methods of obtaining data.
- List the participatory methods and tools for information gathering.

15.4.1 Monitoring and Evaluation

There are different aspects to be considered in the process of participatory monitoring and evaluation. They are why and what of monitoring and evaluation.

What?

Monitoring and evaluation are processes of collecting and analysing information in order to assess the effectiveness of the programme components including training processes, workshops, etc. Monitoring is essentially an on-going process to ensure that the delivery of components of programme is on track and that the pace and content of learning remain relevant to the group of learners. The pace of learning is closely observed to adapt its pace and depth to the requirements of learners. As an on-going assessment process, monitoring can take several forms:

- Predominantly, it is an exercise done by the implementers (and trainers) themselves; it may include a group of learners from time to time. The mechanism of a steering committee that reviews the day's proceedings at the end of the day is a practical example (see Box. 15.1 for a field illustration).

Box 15.1: Field Illustration

At a leadership training for presidents of village forest committees, the facilitator asked for three volunteers each day, to form a steering committee. The responsibility of the steering committee was to monitor the progress of the day's proceedings, inside and outside the training hall. They were asked to

informally enquire from other participants their opinions about the training programme, the day's sessions, and the methods used, about logistics and other administrative and learning related components. Each evening the steering team briefed the facilitator team about the perceptions of the participants and also provided suggestions for enhancing the effectiveness of the training programme. The steering team thus played an important role in guiding the training programme in the right direction and at the correct pace.

Similar exercises can be taken up regarding promotion of different components of the programme in general and curricular activities such as literacy, awareness and functionality components meant for the adult beneficiaries in particular.

- Monitoring and evaluation can also be done through daily or weekly reviews conducted in a somewhat more structured and formal manner. Clearly, one has to be on top of the learning process during the training of the functionaries or the performance of the functionaries in order to being able to utilize the feedback from monitoring and evaluation.
- Monitoring and evaluation by trainers and facilitators entails observing learning processes as they occur during a training programme and implementation processes. This observation can also focus on a specific individual or sub-group in order to ensure that they participate actively in the learning processes.

Formal and more structured mid-term reviews can be undertaken during the training programmes as well as subsequent field level activities to elicit a feedback from the participants. But this is not a substitute to the requirement of ongoing and continuous monitoring of the process of learning of various learners, their sub-groups, etc.

Evaluation in the context of participatory training of the functionaries and education of adults means the systematic eliciting and analysis of feedback information about the relevance and impact of the training and other implementation processes in order to assess whether learning or change has been effectively brought about. It is not aimed at being judgmental; rather, it brings out strengths and weaknesses. It helps to reflect on and consolidate present learning for participants. It also helps trainers and functionaries modify and revise the existing programmes, and strengthen the future programmes.

Traditional evaluation practices seek passive involvement of learners, who are usually the objects of evaluation. The evaluation is often one sided, by the trainers and other functionaries, who may not even share results of the evaluation with learners. See Box below for characteristics of participatory evaluation.

Box 15.2: Characteristics of Participatory Evaluation

Shared Control: Both the learners and the facilitators maintain shared control over the process of evaluation.

Developmental: It helps in strengthening the training programmes and other activities related to implementation of the programmes by working out the difficulties faced by learners and trainers; it is intended as a developmental intervention.

Awareness raising: It leads to a process of collective awareness raising. All the learners and the trainers/facilitators are aware of what is happening to them at a given point of time.

Empowering: In this methodology, information is shared with the group and the learners maintain control over the process of evaluation. As an outcome, it becomes an empowering experience.

Mobilization: Learners are motivated towards contributing to the effectiveness of the training programmes, among others, through such an evaluation process.

Why?

Monitoring and evaluation activities are conducted to improve the quality of the training and to determine whether the participants have acquired the knowledge, skills, and attitudes necessary to do their jobs. The results of monitoring and evaluation are also used to plan future training programmes and other activities of implementation of the programmes.

15.4.2 Evaluation Process

In evaluation of participatory teaching-learning and training processes, we assess changes in the participants or the learners, and overall effectiveness of the programme, including that of the trainers and facilitators. The evaluation is not only carried out during the programme but also after the programme is over. This is done in the context of learners as well as the training programmes.

In the context of learners

Some of the important aspects evaluated in the learner's context include:

- **Attitudinal change** - Has the teaching and training brought about any changes in the attitudes and values of the learner? Does the learner perceive certain significant changes in his/ her orientation to people, work, and self, etc.? Is there a feeling of personal growth?
- **Behavioural changes** - Have the learners shown any behavioural changes during the teaching-training programmes? Have they noticed any behavioural changes at home / work after the programme?
- **Conceptual development** - Has knowledge about relevant topics increased? Has that knowledge been useful during transactions at work? Has there been exposure to processes that the learner knew nothing about before the training?
- **Performance changes** - Has the teaching and training contributed to an improved performance? Have there been any distinct changes in the functioning of the individual learner in the field of work?

In the context of Training Programme

Following are some of the important aspects, which we evaluate in the context of training:

- **Training objectives** - Are the objectives realistic, simple and relevant? Have they been achieved? If so, to what extent?

- **Contents and training methods** - Is the content of the program adequate and meaningful? Are the training methods appropriate? Do they facilitate or hamper learning?
- **Group process** - Are the groups functioning effectively? Is the group process contributing to learning or hampering it?
- **Trainers** - Are the trainers keeping pace with the learners? Are they too slow or too fast? Are they sensitive to the learners' needs? Are they competent?
- **Learning materials** - Are they well organized? Are the learners finding them relevant? Are materials appropriate to the content?
- **Physical equipment** - Is the training venue comfortable? Are the living arrangements suitable? Are the food arrangements satisfactory? Does the physical environment facilitate learning, or hamper it?

15.4.3 How to Evaluate?

It is important to obtain valid and authentic information for evaluation of curriculum. Individual learners have their own indicators and standards for evaluating different curricular activities. Therefore, for evaluation, feedback can be sought from different sources (see Box below for primary and secondary sources of feedback).

Box 15.3: Primary and Secondary Sources of Feedback	
Primary Sources	Secondary Sources
• The learner himself/herself (first and major source)	• Diary (maintained by the learners and others during and after training/instruction)
• Colleagues (people around the learner-at work and elsewhere)	• Records (of training and instruction related activities)
• Trainers/instructors (who have seen learners closely)	• Reports of organisations (performance and progress reports)

15.4.4 When to Evaluate?

Evaluation can be done daily, mid-term or immediately after different activities of training at specified intervals and instruction at different stages or phases .

Daily Evaluation

- Daily evaluation is very helpful in identifying and resolving problems as they arise. One method to carry this out is to form a steering committee. Members either volunteer to be on the committee or are chosen by the group members. Membership could also be on a rotational basis, new members joining every day.
- The committee members seek information, reactions, feelings and suggestions from other members of the group throughout the day. They also keep track of what is happening during the training sessions or teaching classes. At the end of the day, a meeting of the committee can be held. Based on the concerns shared, solutions can be developed jointly and appropriate responsibilities can be taken to effect these changes.

- Sometimes, less structured ways of daily monitoring can also be used. For example, spending some time (say, half an hour) in the morning on such concerns could also be done to facilitate daily evaluation.

Mid-term Evaluation

- A quick evaluation may be held in the middle of a training programme or a instructional activity. This is a vital stage for consolidating the present learning, giving opportunity for catharsis to take place and ensuring the right direction for the remaining period of training or instructional activities.
- In a group, individual learners can share their feelings, concerns, new learning, their reactions to the content and process of the training, or any new aspects they would like to learn, etc. The group's stage in development can also be gauged in this way.
- Mid-term review can be done orally, through a questionnaire and/or individual interviews. The results of this evaluation can be used both at the individual and group levels.

Immediately After the Training or each Instructional activity

- Soon after the training or an instructional activity has been completed, an evaluation is held to assess its impact. This information must be elicited when experiences are fresh in the minds of the learners or it may be forgotten.
- This evaluation can be done through an oral sharing process in groups, questionnaires, small group meetings and individual meetings. Suggestions for future training programmes or for any additional instructional activity can also be sought at this stage.

At Specified Intervals after the Training Programme or a Stage or Phase of Instruction

- Back home, after the training programme or an instructional activity, the learner through his/her practice can gain some additional insights into the training programme or particular instructional activity.
- To strengthen future training programmes or instructional activities, such insights are very essential. The learners, the trainers and instructors can decide upon the method of sharing this feedback. A questionnaire or face-to-face dialogue, or both may be used.

15.4.5 Methods and Techniques of Collecting Information for Evaluation

Some of the methods and techniques of sharing information for evaluation include the following.

- **Oral sharing** - In this method, participants evaluate the training or instruction in pairs, threes, or groups. A set of parameters is given to each of them on which the information is shared. Each pair or small group can have a reporter or a spokesperson. In a large group, the trainer or instructor may take notes.
- **Questionnaire** - A questionnaire is a series of written questions on a given topic. These questions are either open-ended or close-ended. Open-ended questions do not have the answers categorized into specific scales. Close-ended questions provide a scale (for example, good, satisfactory, poor).

- **Interview** - Interview is a face-to-face method of collecting information. Specific and concrete data can be generated through this process. This technique can also be used in a field setting to cross-validate information obtained through other sources.
- **Observation** - Observation techniques are useful methods of collecting data unobtrusively in a natural setting. Data about individual performance, group interactions and organizational culture can be collected by observation. A person observes and notes the information needed.
- **Records** - Organizations maintain numerous records that reflect the various stages of their performance and growth. Records are by definition information obtained second hand. However, records are still valuable sources of information for an evaluator. They provide the background information with which the evaluator can compare the results of the post-training or post-instructional phase.

It must be recognized that no one single method of data collection is complete in itself. In combination with different methods, valuable information can be obtained. The important thing is to obtain valid and authentic information from a variety of sources and methods. This provides opportunity for cross-checking the information. Also, the cost of obtaining information should be borne in mind while choosing methods. A trade-off may be necessary between the extent of information needed and cost of obtaining it.

Monitoring and Evaluation at a Glance

When?	What?	How?	Process
Daily	• Content, processes, session or classes flow, logistics, language.	• Mood meter • Recap • Large group discussion • Steering committee • Observations	• Monitoring
Mid Training or instruction	• Pace of learning, groups, stages, design	• Using questionnaires • Large group discussion • With different groups of participants	• Monitoring & Evaluation
Post Training or instruction	• Achievement of objectives • Learning Material and logistics • Trainers or instructors • Understanding awareness and skills developed.	• Questionnaire • Large group discussion • Open space and standard considerations	• Evaluation
After some time	• Impact of training or instruction • Attitudinal and behavioural change • Follow-up support	• Field Visits • Impact assessment study • Organizing sessions, meetings, workshops, etc	• Evaluation

Check Your Progress

Notes: a) Space given below the questions is for writing your answers.

b) Check your answers with those given at the end of this unit under "Answers to Check Your Progress".

1) i) What do you understand by the term 'participatory evaluation'?

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ii) What are the characteristics of participatory evaluation?

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iii) What are the important methods and techniques of evaluation?

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15.5 APPROACHES TO PARTICIPATORY EVALUATION

The PE approaches are needed to:

- Facilitate discussion between different groups
- Gather and analyse information
- Present conclusions and recommendations.

The following are some straight forward approaches that can be employed with little, if any, outside intervention. Becoming familiar with such processes can help communities to reclaim control over the evaluation of their work. It is important to remember that the approach *per se* does not initiate a participatory process; it all depends on how it is used. Practising working together helps people to learn to work together more effectively.

15.5.1 Cost-Benefit Analysis

Cost-benefit (CB) analysis is an important approach which can be used as a tool to compare, in monetary terms, the actual or estimated costs and benefits associated with a programme or an activity. It is used, for example, in decision-making

processes that determine budget allocations for public spending. When it is used as a simplified tool for evaluation, the group together can create a straight forward list of the costs and benefits associated with the project, programme, or other activities, including future plans. Determining the social, economic, ecological, governance, and learning implications of a programme, for example, can help evaluate the sustainability of that programme over time. Comparing costs and benefits can also help the group make decisions around 'trade offs', that is, which costs the group is willing to incur to achieve the benefits, or which risks they are willing to venture to meet the stated objectives.

Reflection

What is, in your opinion, the purpose of cost-benefit analysis? Have you ever carried out such an analysis during your work as an adult educator? If yes, describe the process adopted in your exercise. If no, describe how would you make CB analysis participatory?

15.5.2 SWOT Analysis

SWOT is an acronym that stands for strengths, weaknesses, opportunities and threats. The first two components refer to the strengths and weaknesses internal to the group conducting the analysis. They are a basic inventory of what the group does well, and what areas are in need of improvement. The later two components refer to opportunities and threats in the external environment. Opportunities can include discovering potential sources of funding, creating partnerships with other organizations, finding out what relevant literature is available. Threats can emerge from the political-economic climate, organizations with competing goals and ideologies, or changing community demographics. Taking account of external opportunities and threats is sometimes referred to as an 'environmental scan'. In this context, the entire range of curricular activities and delivery of all the components at different levels of the programme that have bearing on the learners' achievement vis-a-vis their development in the ever changing environment, with different threats and opportunities for their growth and survival, requires due consideration.

The process of a SWOT analysis can be as simple as a group brainstorming meeting, or longer-term research endeavour, depending on the time and resources available. Like PR processes, the key is that the evaluation is initiated and controlled by people in the group. Going through a SWOT analysis as a group can think about ways to capitalize on its strengths, and take steps to remove or dilute its weaknesses. They can also think about how to take advantage of new opportunities, or create plans to circumvent the threats, or contingency plans. Furthermore, while they may not have control over the external environment, knowing the opportunities and threats that exist can help them to be aware of and more prepared to deal with pressures that affect them from outside.

Reflection

Imagine the situation in which you are participating in PE of PGDAE: PALDIN. Carry out a SWOT analysis of the programme and record a few suggestions as to how it can be improved upon.

15.5.3 Value-based Analysis

The techniques for recognizing stakeholder values are increasingly being incorporated into evaluation processes. The programme beneficiaries themselves determine which values or the standards, against which the programmes meant for them, are evaluated. The process of collectively stating values can occur before a project is initiated, so that community members can return to those values at decision points throughout the project implementation. Group members choose those values which they consider important. When values are listed at the beginning of a project, these values can become measurement criteria or indicators for programmes's success. While these terms may imply a rigid planning process, they are purely intended to help groups to evaluate whether their efforts are having the desired effect or not. As the group proceeds with the project, they can return to these values to determine whether and how the stated values are being addressed through their efforts during the course of implementation of the programme.

Reflection

Explain what is meant by 'value' in the above sub-section. Distinguish between 'value' and 'goal' from the point of view of a project participant.

15.5.4 Capacity Inventory Check-list

This approach begins with the assumption that people have knowledge and capacities, or 'assets', and working collectively, we can use these assets to better our communities. This check-list includes questions about the following community assets.

- General Skills, such as health care, office knowledge, food preparation, music, operating equipment and machinery;
- Community Organizing Skills such as fund-raising and community gardening;
- Enterprising Interests and Experience, such as business development; and
- Any other skills relevant to the group.

Groups need to adapt this check-list to serve their particular needs. This would include adding questions about other skills that the group finds useful, such as questions about which formal or informal associations (religious or educational institutions, sports clubs, etc.) with which people and their family members have relationships.

The act of going out into the community and talking to people about these skills can, however, build a sense of community through the formation of relationships, and a better understanding of what resources are available.

See Box 15.4 below for some useful questions to ask while evaluating a program with the community.

Box 15.4: Useful Questions for Evaluating a Program

Process	Questions
Initiation and control	Who initiates? Who defines the problems?
Critical content	What is evaluated? Why? By whom?
Collective analysis	How is information gathered? By whom? How is data analysed? By whom?
Learning and skills developed	What is learned? Who develops what skills? What are the products and by-products?
Uses for Action	How are results disseminated? Who uses them? How are they used? Who benefits?

Source: International Council for Adult Education. 1981. *Participatory Research: A Handbook for Field Workers*, P.58. Canada: International Council for Adult Education.

Check Your Progress

Notes: a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to Check Your Progress”.

2) What are the important approaches to participatory evaluation?

[illegible]

15.6 LET US SUM UP

In this unit we have described and critiqued the conventional process of evaluation and outlined historically the evolution of participatory evaluation. We have described the process of participatory evaluation and explained participatory evaluation approaches to provide clarity as to how you can go about while carrying out PE process in respect of particular activity or delivery of any component or the programme as a whole.

15.7 ANSWERS TO CHECK YOUR PROGRESS

1)i) Participatory evaluation as an integral part of participatory research is a response and an alternative to conventional forms of evaluation. The PE process is one that:

- Supports and extends participatory models of development more generally;
- Empowers communities, organizations, and individuals to analyse and solve their own problems;
- Values the knowledge and experience of local citizens in analysing their economic, political, social and cultural reality;
- Uses learning and education to promote reflection and critical analysis by both project participants and development workers;
- Serves the purpose of improving the programme and organization in a given development intervention, in the interests of the beneficiaries;
- Involves the active participation of project beneficiaries, who play a decisive role in the entire evaluation process;
- Promotes the beneficiaries' ownership of a development programme;
- Uses participatory methods of obtaining data and generating knowledge, employing a wide range of predominantly qualitative methods, sometimes in combination with quantitative methods;
- Is participatory and collective, and that creates better, more in-depth, and more accurate knowledge of the performance and impacts of a development intervention; and
- It is a way of learning from and with community members to investigate, analyse and evaluate constraints, opportunities and make informed and timely decisions regarding development programmes. Participatory methods and participatory tools for information gathering back the concept (Jackson and Kassam, 1998:2).

ii) Characteristics of Participatory Evaluation are as follows.

- There is a shared control by both learners and the facilitator over the process of evaluation.
- There is a developmental intervention in the participatory evaluation.

- It leads to a process of collective awareness raising among all the learners as well as the trainers.
 - There is learners' control over the process of evaluation which leads to their empowerment.
 - It helps in motivation of learners for mobilisation.
- iii) Important methods and techniques of evaluation include: *Oral sharing of information, Using Questionnaires, Conducting interviews, Observation and Records.*
- 2) The important approaches to participatory evaluation are: Cost-Benefit Analysis, SWOT Analysis, Value-Based Analysis, and Capacity Inventory Check-list.

15.8 REFERENCES

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