

**POST-GRADUATE DIPLOMA IN ADULT EDUCATION:
Participatory Adult Learning, Documentation and Information
Networking (PGDAE)**

**STUDENT'S HANDBOOK
FOR PRACTICAL WORK**

- 1. Community-based Practical Activities**
- 2. Workshop-based Practical Activities**
- 3. Adult Education Training Centre/
Institution-based Practical Activities**

EXPERT COMMITTEE

Prof. V. N. Rajasekharan Pillai
Vice-chancellor
IGNOU, New Delhi

Prof. B. Vijaya Kumar
Chairman,
Sarva Shiksha Abhiyan
Government of Kerala

Dr. R. K. Bhatt
Director, Directorate of Adult
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Director & Head
Deptt. of Adult, Continuing
Education and Extension
Bharathidasan University
Tiruchirappalli

Dr. V. Mohan Kumar
Director, Indian Adult
Education Association
New Delhi

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Director, Department of Adult
Education
Sri Venkateswara University
Tirupati

Prof. Gambhini Devi
Director, Department of Adult &
Continuing Education
Manipur University, Manipur

Prof. N. K. Ambasht
Former Chairman, National
Institute of Open Schooling
New Delhi

Prof. C. J. Daswani
Former Consultant
UNESCO-India, New Delhi

Prof. V. L. N. Reddy
Former Director
Department of Adult &
Continuing Education
Sri Venkateswara University
Tirupati

Prof. S. Y. Shah
Group of Adult Education
Jawaharlal Nehru University
New Delhi

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Retired Scientist
Indian National Scientific
Documentation Centre
New Delhi

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Director, National Social Science
Documentation Centre,
New Delhi

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Director, State Resource Centre
Asian Development Research
Institute (ADRI), Patna

Dr. C. G. Naidu
Director, Planning and
Development Division
IGNOU, New Delhi

Dr. M. V. Lakshmi Reddy
Programme Coordinator
PGDAE: PALDIN
IGNOU, New Delhi

COURSE TEAM

Course Design, Course Contribution & Format Editing

Dr. M.V. Lakshmi Reddy
Lecturer (Senior Scale)
School of Education
IGNOU, New Delhi

Content and Language Editing

Prof. C.J. Daswani (Editor)
Former Consultant
UNESCO-India
New Delhi

Dr. M.V. Lakshmi Reddy
(Associate Editor)
Lecturer (Senior Scale)
School of Education
IGNOU, New Delhi

PRODUCTION TEAM

Mr. B. Natarajan
Deputy Registrar (Publication)
MPDD, IGNOU, New Delhi

Mr. S. Burman
Asst. Registrar (Publication)
MPDD, IGNOU, New Delhi

Mr. B.L. Rewadja
Section Officer (Publication)
MPDD, IGNOU, New Delhi

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STUDENT'S HANDBOOK FOR PRACTICAL WORK

Introduction

We welcome you to the Practical Course MAEL-001: Practical Work Components of PGDAE. In this Practical Course, our emphasis is on providing you with different opportunities and experiences aimed at developing various professional competencies and skills related to adult education. Practical work is based on the subject presented in different theory courses. From the 'Programme Guide', which you have gone through, you must have noticed that the Practical Course contains the following three types of practical activities with the credits mentioned against them.

i) Community-based Practical Activities	3 credits
ii) Workshop-based Practical Activities	2 credits
iii) Adult Education Training Centre/Institution-based Practical Activities	5 credits
	<hr/> 10 credits <hr/>

This "Student's Handbook for Practical Work" has been developed as a part of course MAEL-001: Practical Work Components. It provides self-orientation to the students of PGDAE about various practical activities to be performed by them under each of the above three categories of the practical work. It will be helpful to the students of PGDAE as well as the personnel who are involved in advising, guiding, facilitating and helping the students in performing their practical activities related to the programme. It not only provides complete information and guidance to the students about the practical components/activities of the programme, but also explains the roles and responsibilities of the students, and the resource persons involved in facilitating or organising the practical activities.

Therefore, before you start doing your practical work, you are advised to read and comprehend this Handbook completely. After going through this "Student's Handbook for Practical Work", which contains self-explanatory, self-instructional and self-sufficient material providing details about conduct of these activities, you will get self-oriented/trained to perform these activities. You need to keep this Handbook safe and handy till you successfully complete your practical activities under the three categories of practical work components.

1. PGDAE: AN OVERVIEW

Before we discuss the Practical Course, MAEL-001: Practical Work Components, it is appropriate for us to have a brief overview of the context, the objectives and the programme framework of PGDAE.

1.1 Context

It is an acknowledged or undisputed fact that non-availability of adequate trained manpower in adult education has been a cause of concern in the context of massive adult education programmes launched at national and state levels. To address this concern on long-term basis, adult education needs to grow as a discipline and as a profession or field of practice. So, as you know by now, PGDAE has been developed and launched aiming at capacity building and professional development of adult education functionaries as well as those interested in entering and seeking a career in the field of adult education. PGDAE programme provides for different theoretical and practical opportunities, experiences, etc aimed at capacity building and professional development in adult education. It provides for rigorous education/training in theory and practice of adult education for developing in them necessary knowledge, skills, abilities, attitudes and values. Practical Course MAEL-001 is just a part of PGDAE. Since it is a Post-Graduate Diploma, the theory courses and the activities under practical course have been conceived to cater to both pre-service and in-service categories of students, with the priority on generating trained manpower suitable to meet the requirements of personnel/functionaries at middle level in the field of adult education in India in particular, and in developing countries in general.

1.2 Objectives

In the above context, it is appropriate for you to refresh your memory about the **objectives** of PGDAE programme which include the following:

- i) To promote professional competency and capacity building of the adult education functionaries as well as all those interested in entering and seeking a career in the field of adult education;
- ii) To develop their knowledge and understanding of various aspects of theory and practice of adult education;
- iii) To upgrade their knowledge and understanding of adult education policies and programmes;
- iv) To enhance their understanding and skills of documentation, management and dissemination of knowledge and information on various aspects and processes of adult education;
- v) To improve their knowledge, understanding, skills and abilities related to organizing and managing an adult learning setup;
- vi) To equip them with the skills of involving the community in participatory planning and development of curriculum, teaching-learning, training, evaluation and research processes in adult education;
- vii) To enhance their understanding and skills of networking for their personal, social, and professional development; and
- viii) To enable them to critically analyse, appreciate and promote the role of adult education in the emerging social, political, cultural, economic, developmental, environmental and educational situations for effecting transformation at the national and international levels.

In tune with the above objectives different courses have been included in PGDAE programme. It is expected that this programme, with well planned theory courses and activities under practical course MAEL-001, will make available adequate number of trained manpower — both pre-service and in-service — fit to perform the roles of middle level personnel/functionaries in adult education in any country having or planning for massive adult education programmes. The key roles that the personnel/functionaries at the middle level play in establishing linkages with the higher level functionaries at one end and in capacity building/training of the grassroots level functionaries at the other end will have trigger effect and galvanise the field of adult education at all levels as well. Thus, this programme with different components will strive to promote your theoretical understanding and ideas, provide coherence to your thinking and actions, and enable you to acquire suitable practical experiences that sharpen your perspective on adult education. You can have a bird's eye view of the programme in the programme framework.

1.3 Programme Framework

Keeping in view the aforementioned objectives, several theoretical and practical components have been identified, developed and included under different courses of PGDAE programme. You have already gone through the Programme Guide, and you are familiar with titles of the courses. However, you can, once again, have a glance at them below.

Table 1: PGDAE Programme Framework

Sl. No.	Course Code	Course Title	Nature	Credits
1.	MAE-001	Understanding Adult Education	Theory	6
2.	MAE-002	Policy Planning and Implementation of Adult Education in India	Theory	6
3.	MAE-003	Knowledge Management, Information Dissemination and Networking in Adult Education	Theory	6
4	MES-016	Educational Research	Theory	6
5.	MAEL-001	Practical Work Components: Student's Handbook for Practical Work I. Community-based Practical Activities II. Workshop-based Practical Activities III. Adult Education Training Centre/ Institution-based Practical Activities	Practical	10 (3) (2) (5)

At this juncture, it would be appropriate to draw your attention, again, to the term 'credit'. Credit, is a notional representation of a fixed amount of students' study and work hours devoted to the programme such as studying the material, writing assignments, attending counselling and teleconferencing sessions, gathering information from audio and video programmes, going through practical handbook, performing relevant practical activities, etc. One credit has been deemed equivalent to 30 hours of study and work spent in pursuing the programme. You will recall that in the "Programme Guide" we have dealt in detail about the theory courses as well as your activities related to completion of these courses. Therefore, in this Course MAEL-001: Practical Work Components: Student's Handbook for Practical Work, the focus is on the details of the practical work to be performed by the students.

2. PRACTICAL WORK: AN OVERVIEW

Course MAEL-001 is all about practical work components aimed at consolidating your knowledge, understanding, skills, abilities, attitudes and experiences so as to make you a successful adult educator or a person trained to be an effective adult education functionary. While the theory courses have provided you necessary theoretical grounding in terms of concepts, theories and processes related to adult education, the practical components will help you in improving your professional skills and competencies that promote participatory adult learning, documentation, information dissemination and networking. The practical work will enable you to effectively apply your knowledge to the field situations in professional life and to integrate the same in different social contexts as well.

2.1 Objectives and Assumptions

Our purpose of developing the Practical Course is to provide you different opportunities and experiences related to practice of adult education and to help you perform the practical activities in a systematic manner. We have kept certain objectives in mind while developing Course MAEL-001.

a) Objectives

Through related practical work under this course, we want:

- i) To reinforce your theoretical understanding of various aspects of adult education through its practice for building your capacity and enhancing your professional competency;
- ii) To develop your abilities, skills, interests, attitudes and values that will be helpful in facilitating learning, education, training and networking of adults for their all-round growth and development as well as that of the society as a whole;
- iii) To equip you with skills of applying the principles of participatory adult learning and motivation to achieve and advance the aims, objectives and purposes of adult education policies and programmes;
- iv) To promote your skills of surveying the community, the institutions, different programmes and their functionaries for effective networking to bring about social, economic, political and cultural change, development, transformation and evolution;
- v) To equip you with the skills and competencies of identifying the needs and problems of adults and their communities and addressing them for their individual and collective growth and development;
- vi) To enhance your abilities in identifying, selecting and organising learning experiences for adults on various aspects of their living and working, development and welfare, transformation and progression;
- vii) To impart necessary skills of documentation, knowledge management, information dissemination and professional and social/community networking;
- viii) To enhance your skills and competencies in promoting co-operation and coordination among the individuals, communities, agencies and field functionaries;

- ix) To equip you with the skills of contributing to planning, promotion, implementation and evaluation of adult education programmes and studying the reasons for the success and failure of non-formal, adult and continuing education programmes, centres/institutions.
- x) To develop your skills and competencies of undertaking educational, training and research projects related to social, economic, developmental and welfare problems, needs and issues of the community, and improve the quality of life of the society as a whole.

b) Assumptions

While developing this practical course, i.e. MAEL-001, we have kept in mind the above objectives, the theory courses of PGDAE programme, the issues and concerns of open and distance learning system, the quantum of practical activities required to strike a reasonable balance between theory and practice of adult and lifelong education, the nature of the students and the programme requirements to make it fit for its offer through open and distance mode of learning. In addition, we have kept in mind the following assumptions as well.

Firstly, our assumption is that since the PGDAE programme is open for any Bachelor's Degree holder, the students who join this programme include graduates who are unemployed (pre-service students), and/or graduates who are employed in adult education and allied areas, or those employed in altogether different areas (in-service students). So, while you joined this programme, you might have been an in-service professional or a functionary in the field of adult education and allied areas or altogether different areas or an unemployed entering into adult education seeking a career in it.

Our *second* assumption is that the essential skills and competencies can be developed in you through open and distance mode of education through proper planning, organisation, facilitation, implementation, monitoring and evaluation of theoretical and practical activities. This assumption is based on the fact that distance learners are highly motivated and they intend to learn new concepts and acquire various skills more systematically and effectively through self-learning/self-instructional materials.

Thirdly, our assumption is that the practical activities for pre-service and in-service students cannot be the same. And within the in-service students, the activities for those in-service students who are working in the field of adult education and allied areas and for those working in altogether different areas also cannot be the same. The programme, therefore, has been so designed as to make it adequately flexible and suitable to simultaneously train both pre-service and in-service categories of manpower in adult education.

2.2 Categories of Practical Components

As you know, the practical course carries 10 credits distributed under three types of practical components with the following credits of compulsory work to be done by each student.

Category of Practical Component	Credits
● Community-based Practical Activities	3
● Workshop-based Practical Activities	2
● Adult Education Training Centre/Institution-based Practical Activities	5

Since the total practical work is of 10 credits, on the whole, a student is expected to put in approximately 300 hours of study and practical activities covering the three types of practical components.

- i) **Community-based Practical Activities:** The practical activities under this category will be performed by each student in the community where (s)he lives and/or works. While being enrolled as a student of PGDAE, you may be an unemployee (pre-service student) or an employee (in-service student) working in adult education and allied areas or in altogether different areas. As a member of particular community where you are living and/or working, you are required to undertake or perform the specified activities in the community. It is based on the premise that being a member of the community and the student of PGDAE, you will be able to perform certain activities in the community and for the community. However, you will perform these activities under the help and guidance of the mentor(s)/guide(s)/facilitator(s), who will authenticate, with comments, the reports prepared by you of the relevant activities you have undertaken.
- ii) **Workshop-based Practical Activities:** In order to provide you with an opportunity for face-to-face contact and interaction with colleagues, resource persons and other experts, it is felt essential to expose you to workshop-based practical experiences. One workshop of 12 days will be organised at the Programme Study Centre (PSC). The workshop-based practicals provide for certain pre-workshop, during the workshop and post-workshop activities. These practical activities will be performed by each student when the workshop is organised by the concerned Programme Study Centre to which he/she is attached. The workshop will be conducted by involving the workshop director/facilitator, the academic counselor and other resource persons/experts in adult education and others trained for the purpose. In addition, video programmes will be used as support materials. In the workshop, you will participate in various activities individually as well as in groups. These activities will provide you adequate exposure to the practice of adult education and use of participatory processes, approaches, methods, techniques, etc, in planning, implementation, training, evaluation and research in adult education. Also, during the workshop period you will get proper feedback on your experience/reports of community-based practical activities that will enrich your understanding of your skills and experience gained by you in organising educational, networking, developmental and welfare activities for adults and the communities. During the workshop you will also get orientation to the work to be done by you as a part of adult education training centre/institution-based practical activities after the workshop is over.
- iii) **Adult Education Training Centre/Institution-based Practical Activities:** It is imperative that you acquire necessary experiences, abilities and skills of working with an adult education training centre/institution involved in promoting educational, training, research, development and welfare programmes for adults and/or the communities. It is like an internship for each unemployed (i.e. pre-service) student providing for first ever institutional experience. But for those students already employed (i.e. in-service students) in the field of adult education and/or allied areas, it provides an opportunity of acting as the mentors/guides/facilitators for their pre-service student colleagues by taking them as interns in their centres/institutions. For those in-service students who are not working in the field of adult education or allied areas, it provides for newer experiences that help them in visiting relevant centres/institutions in the field of adult education and in establishing linkages, coordination and cooperation

with them, thereby enhancing understanding of the field situation and for wider reach of education and other benefits to the community. Other relevant practical activities will also be performed by each student as provided for under this category of practical work. The student will submit the reports of the practical activities performed by him/her to the PSC concerned for evaluation.

Our effort is to include relevant activities under the above components making them useful in promoting the essential competencies, skills, abilities, attitudes, etc needed by an effective adult educator or field functionary. In addition, we also need to make clear the order of their performance.

2.3 Order of Performance of the Components/Activities

To make yourself comfortable about the order in which you will have to perform the activities under the three components, you can see the order given below.

- *Firstly*, you will perform the community-based practical activities. (**Note:** Simultaneously you will perform pre-workshop activities. Plus, the unemployed students (pre-service students) will perform the groundwork/preparatory steps required for their internship activity as given under Adult Education Training Centre/Institution-based Practical Activities).
- *Secondly*, you will participate in workshop-based practical activities.
- *Thirdly*, you will perform adult education training centre/institution-based practical activities.

These activities are to be performed or carried out by each student at the specified places/centres/institutions as per the schedule. Attendance at the designated/specified institutions as well as conduct of the practical activities is compulsory. At the same time, the services are tuned to cater to unexpected difficulties of the learners. The flexibility of open and distance learning system provides for a chance to those learners who may have missed/failed to attend or to do them during a year. They are allowed to do them in the subsequent year, but, as may be determined by the University.

2.4 Where do You Perform these Activities?

The three categories of practical activities mentioned above will be conducted/performed by you at different places: a) Community-based practical activities are conducted in the *community* where you live/work; b) Workshop-based practical activities are generally conducted at the *Programme Study Centre* to which you are attached; and c) Adult Education Training Centre/Institution-based practical activities are conducted at the relevant centres/institutions which can be included under the broad category of *Adult Education Training Centres/Institutions*. To sum up, the places of practical work are as follows.

- **Community:** It is the place where the student lives/works and carries out community-based practical activities.
- **Programme Study Centre:** It is an educational institution identified and established by IGNOU as a Centre for conducting/providing student support services such as counselling sessions, assignment evaluation, organising practical workshops and other relevant activities for the students. The Programme Study Centre (PSC) of PGDAE will be managed by the Programme-In-charge/Coordinator and assisted by other personnel. Each PSC will be handling in each batch maximum of 100 students. You will perform your workshop-based practical activities at the PSC, as and when workshop is scheduled by its Programme-In-charge/Coordinator. You will get the information from PSC as and when it is scheduled.

- **Adult Education Training Centre/Institution:** It is an institution/centre/department involved in promoting educational, training, research, development and/or welfare programmes/activities for adults or the communities. It may be governmental, semi-governmental or autonomous organisation or any voluntary organisation/Non-Governmental Organisation (NGO). You will perform your practical activities under the category of adult education training centre/institution-based practical work at these Centres/Institutions. In order to facilitate the student to choose/identify a centre/institution, different categories of these Centres/Institutes are given under this category of practical work.

The pre-service student who is to do internship will first approach the identified centre/institution, obtain due permission from the concerned centre/institution to attach himself/herself with it as a voluntary intern. The student has to bear his/her expenses related to the work, unless otherwise the concerned centre/institution pays on its own. He/she has to perform the activities with the help and guidance of the identified mentor/guide/facilitator at the concerned centre/institution.

The services of the Regional Centres of IGNOU are available to the PSCs and the students as and when required in respect of any matter related to PGDAE programme. In order to provide effective support services to the students regarding the theory and practical work, IGNOU has set up PSCs under Regional Centres spread all over the country. So, the detailed particulars regarding the PSC to which you are attached will be communicated to you by the Regional Centre concerned. But, you will have to manage your own resources/expenses to reach the PSC concerned for availing the services and for performing your activities.

2.5 Who will Mentor/Guide/Facilitate your Work?

Different persons will be helpful and useful to you in mentoring, guiding and facilitating your performance of the practical activities.

a) For community-based practical activities

From the order of performance of the activities mentioned above, you will start performing the community-based practical activities first. You will start them after you have completed/submitted the assignments for courses MAE-001, MAE-002 and MAE-003. You will perform them under the help and guidance of a mentor/guide/facilitator. Who is and can be your mentor/guide/facilitator? He/she is a qualified person who can advise, guide, help and/or facilitate you in performing your activities. You can have a mentor/guide/facilitator of your choice and you only will select him/her according to his/her convenience, willingness and suitability for your activity(ies). It is up to you to have a maximum number of four mentors/guides/facilitators for the community-based practical activities as a whole, depending upon your felt need and convenience and their availability and willingness. You can have one mentor/guide/facilitator for more than one activity or one for all the activities. So, you can have a mentor for a group of activities or all these activities. The mentor could be any resourceful person available in your community, neighbourhood community or in any community level institution (Formal/Non-formal) in your area or the functionaries of (adult) educational, development, or welfare programmes being implemented in the community or any other resourceful person relevant to the given activity(ies). However, the person should possess *at least*:

- i) a Bachelor's Degree in any discipline, if he is a functionary of a programme or working with any non-formal education institution or related institution; and

- ii) a Bachelor's Degree and B.Ed/Diploma or Certificate in Adult Education/Andragogy/ Extension Education/Continuing Education/Lifelong Education/Social Work/Rural Development/Development Studies/ Library Science or any other relevant discipline, if he/she is an unemployed member of the community or is working with any formal education institution such as a school, college, university, etc.

b) For workshop-based practical activities

You will perform workshop-based practical activities in a workshop of 12 days' duration containing four sessions a day with each session of one hour and fifteen minutes (seventy five minutes) duration. Total hours of workshop, thus, is $12 \times 5 = 60$. The timing of workshop will be decided by the Coordinator/Programme In-charge of PSC taking into consideration the local conditions. Workshop is a compulsory component and attendance in each activity is, thus, compulsory on the part of each student. The services of the personnel such as the workshop director, workshop facilitators, academic counsellors and other resource persons/experts, etc will be utilised for the workshop-based activities. You will participate in the sessions and perform your relevant activities under their help and guidance. The academic counsellor, workshop director/facilitator, and other resource person/expert who assist, guide or facilitate you at the PSC must possess the following qualifications. He/she must be:

- i) in service as a faculty member/academic staff of University Departments/Centres of Adult, Continuing Education and Extension, State Resource Centres for Adult Education, University Departments of Education or Colleges of Education, Degree Colleges with Departments/Centres of Adult, Continuing Education and Extension, MEd/MA (Education) PSCs of IGNOU, or any Organisation, Institution or Department offering academic programmes and working in the field of education/adult education/extension education and/or allied areas; and
- ii) possessing M.Ed/M.A. (Education/Adult Education/Andragogy/Extension Education/ Continuing Education/Lifelong Education/Distance Education/Psychology/Sociology) or Master's Degree in Library and Information Science/Social Work/Rural Development/ Extension and Development Studies or any other relevant discipline;

or

M.A/M.Sc. in any discipline and M.Ed/B.Ed/BliSc/Diploma or Certificate in Adult Education/Andragogy/Extension Education/Continuing Education/Lifelong Education/ Distance Education/Social Work/Rural Development/Development Studies or any other relevant discipline.

However, depending upon the need and availability, services of retired persons with above qualifications and experiences in the above mentioned institutions can also be utilised as resource persons.

c) For adult education training centre/institution-based practical activities

You will perform adult education training centre/institution-based practical activities as the last category of your practical work component. It is to be taken up only after completion of Workshop-based practical activities. Your mentor/guide/facilitator for these activities could be any staff member (teacher/academic/administrator) possessing Master's Degree in any discipline and with the experience of not less than one year in the concerned Centre/Institution/Organisation/

Department and actively involved in the activities such as planning, implementation, monitoring, evaluation, etc, of educational, development, welfare, research and/or any other relevant programmes.

2.6 Who will Evaluate your Work?

The Programme In-charge (PIC)/Coordinator of PSC is the key person who shall finally receive the reports of all your practical activities and also be responsible for getting your practical work/reports evaluated by the concerned persons.

- a) The academic counsellors, workshop facilitators, workshop director or other resource persons will evaluate the reports of community-based practical activities and performance in workshop-based practical activities and submit the respective grades to the PIC/Coordinator of PSC.
- b) The student's reports of adult education training centre/institution-based practical activities will be evaluated at the PSC by PIC/Coordinator or the academic counsellor, or other resource persons/experts as may be assigned the task by the PIC/Coordinator.

In case of any difficulty or special circumstance(s) requiring moderation, the grades will be moderated by School of Extension and Development Studies (SOEDS) faculty or a resource person nominated by SOEDS for the purpose, as the case may be, and then the so moderated evaluation grade(s) of the particular practical activity(ies) will be sent to Student Evaluation Division (SED), along with grades of other activities not requiring any moderation.

Keeping in view the aforementioned details as well as all the potentials, possibilities and problems inherent to the distance education system and the programme requirements, the practical activities under these three categories/types of components are visualised, dovetailed and organised as follows.

3. COMMUNITY-BASED PRACTICAL ACTIVITIES

Community-based practical activities constitute an important category of practical work of PGDAE programme. In this category of practical work, you will perform the activities in the community of which you are a part by way of your living and/or working there, or in any other community of your choice and familiarity with it. It is based on the premise that you, being a member of the community are capable of performing a number of activities in and for the community with dual purposes of learning from the community as well as educating the adults/community. Our concern here is to place before you a range of activities, and also allow you to have necessary help and guidance from suitable persons who can facilitate you to plan, organise and conduct/perform them in a systematic and professional manner. Activities worth 2 credits are compulsory and to be performed by each student while there is option in the activities to be performed for remaining one credit. Thus, you have to perform activities worth 3 credits out of the given list of community-based practical activities.

3.1 An Overview of Activities

The community-based practical activities are listed and organised under two parts as follows. .

v) **Evaluation of your performance:** It will be done by the concerned resource persons at the PSC by using a rating scale.

vi) **Credit points for the activity**

- Observing and studying the community situation and resources: 1 hour.
- Identifying the socially useful and/or productive activity: 1 hour.
- Organising and promoting an activity: 3 hours.
- Report writing: 1 hour.

Total hours and credits: 6 hours (0.2 Credits).

You are now clear about two types of community-based activities (i.e. compulsory and optional), the underlying guidelines prescribed for performing each of them and credit/hours attached to them. Thus, every student has to perform the prescribed compulsory activities and optional (chosen) activities together worth 3 credits, and produce a report for each activity. Also, the report should be well structured, clear and comprehensive. After you have completed 3 credit worth practical activities, before you go for the workshop, you need to check up for your self-appraisal and satisfaction as to whether you have done them as per the above given guidelines or not. For this purpose of self-check/self-appraisal, you can use the format given at **Appendix-8**. The reports, along with the mentor's/guide's/facilitator's authentication and comments shall be submitted by you to the concerned person at the PSC during the workshop organised by it. As mentioned elsewhere, for submission of the reports of the community-based practical activities, you can fill-in the relevant details correctly in the format given at **Appendix-3**, and submit it to the concerned at the PSC and get an acknowledgement of its receipt.

Further, before you come for the workshop, you must have also completed the ground work or preparatory work/steps related to internship of your adult education training centre/institution-based practical work which you will perform after completion of the workshop. (For necessary guidelines see the points b) i), ii) and iii) under Activity-C1 under 5.2. Adult Education Training Centre/Institution-based Practical Work).

4. WORKSHOP-BASED PRACTICAL ACTIVITIES

Workshop-based practical work is intermediary between community-based practical work and adult education training centre/institution-based practical work. Intermediary, because prior to participation in the workshop you must have completed your community-based practical activities, the reports of which will be brought by you to the workshop for their evaluation at the Programme Study Centre and feedback on the same. Also, before you come for the workshop you must have completed the ground work or preparatory work related to your adult education training centre/institution-based practical work. You need to be oriented to this post-workshop practical component as well in the face-to-face mode. Workshop-based practical work is compulsory for all the students. So, all the students should attend practical workshop to successfully complete the PGDAE programme.

4.1 Significance and Scope of the Workshop

An adult educator requires mastery of various methods and modes of communication for establishing effective rapport and links with adults as well as the functionaries and the experts

in the field. He/she also needs to have proper understanding of various theoretical concepts and field activities. In addition, the practice of adult education calls for the skills of planning, implementation, evaluation of programme and the strategies needed for management of an adult learning setup. You as the student adult educator will have to possess all the above to perform multifaceted roles of an adult educator such as a manager, an administrator, a researcher, a development and a social welfare worker, among others. So, you need to be oriented properly so as to effectively fit you into all these roles. Hence, keeping all these in view, we have planned to provide for one workshop of 12 days' duration for the students of PGDAE programme. This is meant to meet the specific needs and requirements of the programme by providing wide-ranging experiences to the students. These include opportunities for face-to-face interaction with the peer group and the resource persons.

4.2 Objectives of the Workshop

The workshop-based practical activities are intended to provide you with multiple experiences with the following basic objectives, amongst others:

- i) To provide you an opportunity for face-to-face interaction with your peer group, academic counsellors and other resource persons such as workshop director/facilitator and staff of the Programme Study Centre on various aspects of theory and practice of adult education.
- ii) To provide you with an opportunity to submit your reports of community-based practical activities for their evaluation and getting feedback on them.
- iii) To facilitate your attachment/linkages, with the centre/institution identified by you for your internship and orient and prepare you for other activities to be performed by you as a part of your adult education training centre/institution-based practical activities.
- iv) To help you develop a research proposal, be it for conducting any individual-based research or for a project to get a sanction of funds from any funding agency/institution, so that you can accordingly execute the project as an independent researcher or a project coordinator.
- v) To develop an understanding and skills of starting and running a voluntary organisation/NGO with the mutual cooperation and support of your peers, community members and others as a step towards institutionalising your vision and future activities for community development, welfare and networking for lifelong education/training of adults.

4.3 An Overview of Activities

For you to complete the PGDAE programme successfully, you need to participate in all the activities of the workshop. Workshop activities are so designed as to enable your participation, individually as well as in a group for improving your skills of observation, participation, communication, articulation, interaction, surveying, mobilising, organising, etc in the context of adult education. Only those topics / activities which need face-to-face interaction or guidance for providing adequate experiences to you are included in the workshop.

Table 3 provides you a glance or cursory overview of the activities of the workshop.

**PARTICIPATION-CUM-FEEDBACK SHEET ON WORKSHOP-BASED
PRACTICAL ACTIVITIES**

**(To be filled-in by the students after the workshop is over and to be submitted to the
Workshop Director/Facilitator or Programme In-Charge/Coordinator of PSC)**

1. Name, Code and Address of Programme Study Centre:
2. Total number of days participated in the workshop: days.
3. Please respond to the following
 - a) Has the workshop met your expectations? Yes/No
 - b) Could you find sufficient time to interact with fellow students? Yes/No
 - c) Could you find time to get any feedback on the reports of the community-based practical activities? Yes/No
 - d) Could the workshop activities provide you sufficient scope for your effective participation? Yes/No
 - e) Whether the timing of the workshop was convenient to you? Yes/No

If your answer to e) above is 'No', please suggest the most convenient time period.
From to

4. Please put a tick mark on one of the options given against each of the following questions.

a) How do you rate the resource persons?	Excellent	Good	Average	Poor
b) How do you rate your interaction with fellow students?	Excellent	Good	Average	Poor
c) How do you rate the sessions in general?	Excellent	Good	Average	Poor
d) How do you rate the sessions based on audio/video lessons?	Excellent	Good	Average	Poor

5. Mention three most important strengths and weaknesses of workshop, as perceived by you.

Strengths:

- i)
- ii)
- iii)

Weaknesses:

- i)
- ii)
- iii)

6. Please mention your overall impressions of the workshop.

- i)
- ii)
- iii)

Place:

Date:

Signature:

Name of the student:

Enrolment No.:

Address:

**PROFORMA FOR CERTIFICATION OF ADULT EDUCATION TRAINING
CENTRE / INSTITUTION-BASED PRACTICAL ACTIVITIES PERFORMED BY
THE STUDENT**

(To be certified by the mentor / guide /facilitator concerned)

CERTIFICATE

It is to certify that:

1. I have mentored/guided/facilitated the PGDAE student (**Name:**..... ; **Enrolment No.:**) in carrying out the adult education training centre/ institution-based practical activities.
2. I have received the reports of the relevant activities performed by him/her.
3. I have given my authentication as well as comments on the reports prepared by the student covering/keeping in view the relevant aspects.
4. I have returned the authenticated and commented reports of above activities to the student concerned for submission of the same by him/her to the concerned Programme Study Centre of IGNOU.

Date:

(Signature of the Mentor/Guide/Facilitator)

Place:

Name:

Academic qualification:

Designation:

Address:.....

(Seal/Stamp, if any)

ADULT EDUCATION TRAINING CENTRE/INSTITUTION-BASED PRACTICAL WORK

(To be submitted by the in-service student working in the field of adult education and/or allied areas to the PIC/Co-ordinator of the Programme Study Centre concerned after acting as a mentor/guide/facilitator to a pre-service student intern of PGDAE programme)

Employment-cum-Mentor/Guide/Facilitator Certificate
(To be provided by the Head of the organisation)

This is to certify that Mr./Ms. has been working with this organisation since (date) in the post of He/she is a regular full-time/part-time employee of the organisation. He/she has acted as a mentor/guide/facilitator to the PGDAE student, named: with Enrolment No. of IGNOU, who had been with this organisation as a voluntary / paid intern from (date) to (date) to perform practical activities as a part of his/her adult education training centre/institution-based practical work.

Date:

Place:

Signature of the Head of the Organisation

Name:

Designation:

Address:

.....

(Seal/Stamp)