

**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
Education, New Delhi

Prof. K. Parthasarathy
Director & Head
Deptt. of Adult, Continuing
Education and Extension
Bharathidasan University
Tiruchirappalli

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

Prof. M. C. Reddeppa Reddy
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

Prof. B. K. Sen
Retired Scientist
Indian National Scientific
Documentation Centre
New Delhi

Dr. P. R. Goswami
Director, National Social Science
Documentation Centre,
New Delhi

Dr. Shaibal Gupta
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. Rewadia
Section Officer (Publication)
MPDD, IGNOU, New Delhi

November, 2009

© Indira Gandhi National Open University, 2009

ISBN- 978-81-266-4417-9

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Indira Gandhi National Open University.

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 Industrial Area, Phase-I, New Delhi-20

STRUCTURE	Page No.
1. PGDAE: An Overview	5
1.1 Context	5
1.2 Objectives	5
1.3 Programme Framework	6
2. Practical Work: An Overview	7
2.1 Objectives and Assumptions	7
2.2 Categories of Practical Components	8
2.3 Order of Performance of the Components/Activities	10
2.4 Where do You Perform these Activities?	10
2.5 Who will Mentor/Guide/Facilitate your Work?	11
2.6 Who will Evaluate your Work?	13
3. Community-based Practical Activities	13
3.1 An Overview of Activities	13
3.2 Detailed Guidelines for Performing the Activities	16
4. Workshop-based Practical Activities	42
4.1 Significance and Scope of the Workshop	42
4.2 Objectives of the Workshop	43
4.3 An Overview of Activities	43
4.4 Detailed Guidelines on the Activities	47
5. Adult Education Training Centre/Institution-based Practical Activities	55
5.1 Categories of Students and their Activities	55
5.2 Brief Description of Activities and Background/Preliminary Work to be done by Concerned Students	57
5.3 Detailed Guidelines for Performing the Activities	63
6. Monitoring and Evaluation of Practical Work	77
6.1 Monitoring of Practical Work	77
6.2 Evaluation Procedure	79
APPENDICES	80

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. .

A. Compulsory Activities (2 Credits): Following are the compulsory activities which are to be performed by each student.

Activity-A1: Conducting a survey of a community, local institutions and government programmes **(0.6 Credits)**.

Activity-A2: Conducting a survey of career interests of degree college students and their interests in involving themselves in adult education activities in the community **(0.2 Credits)**.

Activity-A3(a): Internet browsing and commenting upon ten given websites **(0.2 Credits)**.

Or

Activity-A3(b): Organising campaign(s) for promotion of awareness and functionality in the community **(0.2 Credits)**.

Activity-A4(a): Community networking and information dissemination by holding a meeting and showing the given websites **(0.4 Credits)**.

Or

Activity-A4(b): Observing, as a participant or as an outside observer, any training programme(s) organised for field functionaries **(0.4 Credits)**.

Activity-A5: Seeking intervention of implementing agencies of formal, non-formal and adult education programmes **(0.2 Credits)**.

Activity-A6: Establishing a professional network of student colleagues (peer group) and professionals/experts **(0.4 Credits)**.

B. Optional Activities (1 Credit): Following are the optional activities out of which each student has to perform any selected activities which together are worth **one credit**.

Activity-B1: Gathering and addressing the community on a community issue/problem/evil. **(0.2 Credits)**.

Activity-B2: Facilitating establishment of an Adult Education Centre/Continuing Education Centre in the community **(0.3 Credits)**.

Activity-B3: Organising a community talk (Lecture), a debate or a panel discussion in the community **(0.3 Credits)**.

Activity-B4: Organising a quiz programme in the community **(0.3 Credits)**.

Activity-B5: Organising discussion group(s) in the community **(0.2 Credits)**.

Activity-B6: Organising a field trip or tour for the community **(0.5 Credits)**.

Activity-B7: Organising visits by functionary(ies) of development and/or welfare programmes or by specialist(s) for promotion of a sustainable development practice in the community **(0.2 Credits)**.

Activity-B8: Observing the functioning of a coaching centre or study circle coaching the students for entrance examinations to professional courses or any competitive examinations for positions of public service **(0.2 Credits)**.

Activity-B9: Promoting any socially useful and/or productive activity of student's own interest/choice in the community **(0.2 Credits)**.

As mentioned elsewhere above, you will perform each of the community-based activities under the help and guidance of a mentor/guide/facilitator. The report you prepare for each activity will be authenticated by the mentor/guide/facilitator concerned to the effect that the activity was actually undertaken by you in the community. As you are aware your mentor/guide/facilitator is a person identified by you according to your choice. In order to facilitate identification of a mentor/guide/facilitator for these activities, you can see the Table 2 given below.

Table 2: Who could be your mentor/guide/facilitator for your community-based practical activities?

Activity No.	Credits	Who could be your mentor/guide/facilitator
A. Compulsory Activities	(2 Credits)	<ul style="list-style-type: none"> ● A school or college teacher, Principal / Headmaster / Headmistress, or faculty of National / State Council of Educational Research and Training (NCERT/SCERT) or staff of any other formal education institution. ● A teacher / faculty / member of District Institute of Education and Training (DIET), Centre/Department of Adult, Continuing Education and Extension, State Resource Centre for Adult Education (SRC), State Directorate of Adult/Mass Education or any Non-Governmental Organisation or any other non-formal education institution. ● A field functionary of any formal or non-formal education programme or of any development, welfare or any other relevant programme for adults/community. ● Any experienced, active and resourceful person from the community including a local leader. ● Any organiser / coordinator / faculty or other member from any community level institutions such as cybercafe, study circle, coaching centre, etc. ● Any member from any community or institution, preferably with the experience of conducting a survey of any kind. ● Any member having the knowledge and experience of browsing the Internet and using e-mail, etc for communication and other purposes. ● Any person having the experience of holding meetings and networking people and communities. ● Any staff member of an implementing agency of any formal/non-formal programme for education, development and/or welfare of adults/the community. ● The organiser, coordinator or a member of the organising team of any training programme or any task force or committee of any programme.
A1	0.6	
A2	0.2	
A3(a) Or A3(b)	0.2	
A4(a) Or A4(b)	0.4	
A5	0.2	
A6	0.4	
B. Optional Activities	(1 Credit)	
B1	0.2	
B2	0.3	
B3	0.3	
B4	0.3	
B5	0.2	
B6	0.5	
B7	0.2	
B8	0.2	
B9	0.2	

We now provide you detailed guidelines on performing these activities.

3.2 Detailed Guidelines for Performing the Activities

In order to guide and help you, each community-based practical activity is discussed in detail under the following sub-heads/sections.

- i) Nature of the activity
- ii) Objectives
- iii) Your role and output (as a student)
 - a) Your role
 - b) Your output (Product of the activity)
- iv) Role of the Mentor/Guide/Facilitator
- v) Evaluation Mechanism
- vi) Credit points

Before you start performing any particular activity as per the given guidelines you will identify a person who can be your mentor/guide/facilitator in performing the activity. In order to help yourself as to whom you can look for in this regard as your mentors/guides/facilitators for the particular activity or group of activities, you can see Table-2 as a broad preliminary guide.

A. Compulsory Activities

Activity-A1: Conducting a survey of a community, local institutions and government programmes (0.6 Credits)

i) Nature of the activity

- Conducting a survey of a community with a view to identify: a) non-literate adults 15+ age group); b) out-of-school children (6-14 age group); c) adults with qualification (10th pass and above); d) persons below poverty line; e) persons requiring educational and vocational guidance and counselling; and f) alternative learning systems existing for out-of-school children and adults.
- Conducting a survey of different prominent institutions existing within a radius of 5 kilometers of your locality providing educational, health, development and/or welfare services and document them for local networking and institutional collaboration for community benefit and public purposes.
- Conducting a survey of non-formal education, development, welfare and other programmes being implemented in the community along with their grassroots level functionaries.

ii) Objective

- To provide you with an opportunity of conducting a survey of: (a) a community, be it a village, ward, mohalla, etc where you are living and/or working or any other community of your choice, (b) diverse institutions providing educational, health, development and/or welfare services, (c) different non-formal education, development, welfare and other programmes being implemented in the community along with their grassroots level functionaries.

iii) Your role and output

a) Your role

- To conduct a survey of a community, be it a village/ward/mohalla, to identify:
 - 1) 10 non-literate adults and their interests to learn (You may use format given in **Appendix-1(a)**);
 - 2) 10 out-of-school children (You may use format given in **Appendix-1(b)**);
 - 3) 10 adults with qualification of 10th pass and above and their further education needs (You may use format given in **Appendix-1(c)**);
 - 4) 10 persons below poverty line (You may use format given in **Appendix-1(d)**);
 - 5) 10 active and progressive change-seeking/making members of the community (You may use format given in **Appendix-1(e)**);
 - 6) 10 cases/persons requiring educational and vocational guidance and counselling (You may use format given in **Appendix-1(f)**);
 - 7) needs of the community (You may use format given in **Appendix-1(g)**);
 - 8) alternative learning systems existing for adults and out-of-school children (You may use format given in **Appendix-1(h)**).
- To identify different kinds of institutions existing in the local area (at least 3 schools, 3 primary health centres/hospitals, 3 community centres/local community halls, 3 public/private libraries, 3 public/private banks, 3 post offices (with multiple services), 3 cyber cafes/computer centres, 3 Continuing Education Centres along with their complete addresses, telephone numbers, fax, e-mail, etc (You may use format given in **Appendix-1(i)**).
- To identify different non-formal education, development and welfare programmes being implemented in the community along with their grassroots level functionaries working in or visiting the local community (You may use the format given in **Appendix-1(j)**).
- To document the identified community members, institutions, government programmes and their functionaries in the form of a local directory that could be useful for their networking, information sharing and collaboration for community benefit and public causes.

b) Your output: Preparation of a report of 8-10 pages (800-1000 words) based on the above information collected by you (**Note:** Attach to the report the Appendices on which you have collected the data/information).

iv) Role of your Mentor/Guide/Facilitator

- To have a look at the formats given in the relevant Annexures related to the activity and familiarise you in using them and filling in the data/information.
- To help, guide and facilitate you in identifying the individuals, institutions, their key persons, different programmes and their functionaries.

- To help and guide you in presenting the information in the form of a report.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Ability to approach the community members and to collect data
 - Familiarity with the local institutions
 - Awareness of programmes and acquaintance with functionaries
 - Ability to use the given formats/proformae
 - Understanding of the community and its needs
 - Ability to interact with people and establish a network
 - Skills of collecting and presenting simple data/information
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

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**

- Collecting the information by using the proformae/formats given in Appendices -1(a)-1(j): 14 hours.
- Organising and presenting/documenting the information: 2 hours.
- Preparation of a brief report: 2 hours.

Total number of hours and credits: 18 hours (0.6 Credits).

- (Note: 1)** You need to obtain a certificate from the mentor / guide / facilitator concerned to the effect that he/she has done mentoring/guidance/facilitation in respect of particular activity(ies) mentored/guided/facilitated by him/her by using the proforma given at **Appendix- 2**.
- 2)** After you get the report of this Activity-A1 authenticated by your mentor, make relevant entries against the concerned Activity in **Appendix-3**. Similarly, *as soon as you complete other activities also* you make relevant entries against those activities in it, which you will use for self-monitoring and final submission of your reports).

Activity-A2: Conducting a survey of career interests of degree college students and their interests in involving themselves in adult education activities in the community (0.2 Credits)

- i) Nature of the activity:** Conducting a survey of career interests of degree college students in pursuing further education through open and distance learning modes and their interests in involving themselves in adult education activities in the community.
- ii) Objective:** To provide you with an opportunity of: (a) conducting a survey of career interests of degree college students in pursuing further education through open and distance learning modes, and (b) identifying their interests in pursuing their education through the programmes offered by IGNOU in general and in pursuing PGDAE programme in particular and in involving themselves in the adult education activities in the community.

iii) Your role and output

a) Your role

- To approach twenty final year graduate (Bachelor's Degree) students of any degree college(s) convenient to you
- To identify their career interests in pursuing higher education programmes through ODL mode or programmes of IGNOU in general, and in pursuing PGDAE programme and participating in adult education activities in the community in particular (You can use the format given in **Appendix-4**).

b) Your output: To prepare a report of about 2-3 pages (200-300 words) including the details of the college, the students and their interests as found out by you.

iv) Role of your Mentor/Guide/Facilitator

- To guide and help you in carrying out your activity and presenting the information in the form of a report.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Ability to interact with college students
 - Resourcefulness in collecting data
 - Ability to use the given format/proforma
 - Skills in presenting data/information
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

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

- Identifying students and collecting data/information on the interests: 3 hours.
- Analysis of data/information: 2 hours.
- Preparation of a brief report: 1 hour.

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

Activity-A3(a): Internet browsing and commenting upon ten given websites (0.2 Credits)

i) Nature of the activity: Browsing the given websites on the Internet for gaining knowledge and commenting upon their nature, accessibility and usefulness for information sharing and networking.

ii) Objectives

- To provide you with an opportunity of browsing through Internet by visiting the given/selected websites - national and international.
- To enable you to explore the uses of the given/selected websites for enhancing your knowledge, and information-base in respect of adult education, continuing education, lifelong learning as well as for social, political and professional networking.

iii) Your role and output

a) Your role

- To have access to a computer at any place of your convenience – be it at your home, your friend's house, any computer centre / cybercafe or any other institution with Internet facility.
- To open your e-mail account (if you do not have any e-mail account at present) with any one of the e-mail service providers such as www.gmail.com, www.hotmail.com, www.yahoo.com, www.rediffmail.com, etc. to be able to use it as a faster, easy, effective and cheaper means of technology mediated written communication.
- To browse through ten websites out of the following websites (first six websites are compulsory, and you can choose any four from among the optional websites) (**Note:** spend about half an hour on each of the websites).

Compulsory websites

- Sarkari Telephones of India: <http://www.sarkaritel.com/>
- Planning Commission of India: <http://www.planningcommission.nic.in/>
- Indira Gandhi National Open University: <http://www.ignou.ac.in/>
- National Literacy Mission: <http://www.nlm.nic.in/>
- United Nations Educational Scientific and Cultural Organisation: <http://www.unesco.org/>
- Education and the World Bank: <http://www.worldbank.org/education/>

Optional websites (Any four)

- Ministry of Human Resource Development (MHRD): <http://www.education.nic.in/>
- Indira Gandhi Institute of Development and Research (IGIDR): <http://www.igidr.ac.in/>
- Information and Library Network Centre (INFLIBNET): <http://www.inflibnet.ac.in/>
- Developing Library Network (DELNET): <http://www.delnet.nic.in>
- The Encyclopaedia of Informal Education (INFED): <http://www.infed.org>
- The Asian South Pacific Bureau of Adult Education (ASPBAE): <http://www.aspbae.org/>
- Education Resources Information Center (ERIC): <http://www.eric.ed.gov/>
- Andragogy.net: <http://www.andragogy.net/>
- European Association for Education of Adults (EAEA): <http://www.eaea.org/>

- Commonwealth of Learning (COL): <http://www.col.org/education>
- International Council for Adult Education (ICAE): <http://www.icae2.org/>
- International Bureau of Education(IBE): <http://www.ibe.unesco.org/>
- Online Computer Library Centre (OCLC):
<http://www.oclc.org/support/documentation/glossary/dewey/default.htm/>

– To note down your observations on accessibility, merits and demerits of the given websites and offer your comments on each of them (You can use the format given at **Appendix-5**).

b) Your output: To prepare a report of about 2-3 pages (200-300 words) covering the websites you have visited/browsed along with your observations/comments on each of them.

iv) Role of your Mentor/Guide/Facilitator

– To guide, help or facilitate your browsing through the selected websites.
– To authenticate the report and provide comments on it covering/keeping in view the following aspects.

- Coverage of given websites
- Awareness of Internet and its uses
- Familiarity in using Internet
- Nature and quality of comments on the browsed websites
- Coverage of merits and demerits of the browsed websites
- Structure of the report
- Comprehensiveness of the report
- Quality of the report (expression of ideas, sequence and language)

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

– Browsing the websites and noting down your observations: 4 hours.
– Reflecting upon your observations on the websites: 1 hour.
– Preparation of report: 1 hour.

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

(Note: In case of non-availability of Internet facility or access to it within your comfortable reach, you can perform the following Activity-A3(b)).

Activity-A3(b): Organising campaign(s) for promotion of awareness and functionality in the community (0.2 Credits)

i) Nature of the activity: Organising an awareness and functionality development campaign(s) on any issue(s) related to health and hygiene, nutrition, sanitation, blood donation, immunisation, environment, banking/credit facilities, services of post-office, gender, family planning and other population related matters, and social, developmental or welfare programmes/schemes, etc useful to the community, including the importance of websites given in Activity-3(a) above.

ii) Objective: To promote awareness and functionality among the community.

iii) Your role and output

a) Your role

- To identify specific issues/topics of relevance to the community on which campaigns are required to be organised.
- To approach the relevant local, district or state level institutions, the specialists and/or the functionaries of government programmes to organise campaign(s) in the community on the identified issue, problem, etc.
- To facilitate organisation of at least one awareness/ functionality campaign on the identified issue(s)/problem(s).

b) Your output: You have to prepare a report of 2-3 pages (200-300 words) on the activity, which should include the purpose of the campaign, types of institutions and/or personnel involved in the campaign and outcomes of the campaign.

iv) Role of your Mentor/Guide/Facilitator

- To help and guide you in your efforts to organise a campaign.
- To authenticate the report and offer comments on it covering/keeping in view the following aspects.
 - Relevance of the problem(s)/issue(s) identified
 - Duration of the campaign
 - Number and nature of individuals and institutions involved in the campaign
 - Capacity to network people/community, the institutions and functionaries/officials /experts
 - Communication skills and convincing power of the student
 - Resourcefulness in making arrangements for the campaign
 - Cheerful disposition of the student
 - Recording of participants' feedback/appreciation
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

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:**

- Identification of issues, problems, etc for campaign: 1 hour.
- Approaching the institutions/functionaries/specialists: 2 hours.
- Facilitating and organising a campaign: 2 hours.
- Report writing: 1 hour.

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

Activity-A4(a): Community networking and information dissemination by holding a meeting and showing the given websites (0.4 Credits)

i) **Nature of the Activity**

- Networking of members of the community, key persons of local institutions, functionaries of different programmes and others through a meeting.
- Disseminating information in and about the given websites which are most important and useful to them to enhance the scope of their networking.

ii) **Objectives**

- To provide you with an opportunity of networking important and active members of the community, the local institutions and the functionaries of government programmes by holding their joint meeting (Use the information you have collected in formats given at Appendices-1(e), 1(i), 1(j) and 4).
- To enable you to disseminate information to those attending the meeting among others by familiarising them with the following five websites for their lifelong education, development and networking.
 - Sarkari Telephones of India: <http://www.sarkaritel.com/>
 - Planning Commission of India: <http://www.planningcommission.nic.in/>
 - Indira Gandhi National Open University: <http://www.ignou.ac.in/>
 - National Literacy Mission: <http://www.nlm.nic.in/>
 - United Nations Educational Scientific and Cultural Organisation: <http://www.unesco.org/>
 - Education and the World Bank: <http://www.worldbank.org/education/>

iii) **Your role and output**

a) **Your role**

- To approach the active community members, resourceful Head(s) or key persons of the selected institution(s), the functionaries of the programmes, the active and progressive members of the community, college students identified by you for organising a joint meeting of all of them to show and explain the significance of the information available in the given websites.

- To seek their advice and help in identifying and approaching a sponsor or sponsors for the meeting who may be the local leaders, politicians, heads of institutions, institution-builders, educational leader, businessmen or others.
- To get the sponsors for the meeting (Note: Please put in your best efforts, you will surely find sponsors).
- To decide the venue, date, timing and arrangements in consultation with the sponsors and others identified for the joint meeting.
- To prepare the list of invitees with their contact details (address, phone numbers, e-mail, etc) and invite them giving details of venue, date and timing of the meeting.
- To take help from any resourceful person(s) in the community and those in the identified institutions for facilitating the conduct/organisation of the meeting.
- To ensure that a computer with Internet facility and a screen for display is arranged at the meeting place/hall.
- To hold a brief meeting on the scheduled day and time to be followed by showing of the given websites on the screen by browsing each website for about 15 minutes.
- To obtain feedback from the participants on the meeting and the websites shown (You can use the proforma given in **Appendix-6** for recording the feedback on websites).

b) Your output: To prepare a report of 4-6 pages (400-600 words) covering the details of the institutions represented, the persons who participated and feedback received, and suggestions or recommendations made for any service(s) or activity(ies) in future.

iv) Role of your Mentor/Guide/Facilitator

- To help, guide and facilitate you in identifying the sponsor(s), and in your steps/logistics related to organising a meeting.
- To authenticate the report and provide comments on it by covering/keeping in view the following aspects.
 - Ability to identify and approach the key persons in the community, the institutions and the functionaries
 - Ability to involve local leaders, politicians, educational leaders, institution-builders in the meeting
 - Number and nature of individuals and institutions involved in the meeting
 - Communication skills and convincing power of the student
 - Resourcefulness in getting the sponsors for the meeting
 - Quality of the arrangements made for the meeting
 - Appreciation of the information in the given websites
 - Cheerful disposition of the student
 - Recording of participants' feedback on the websites shown to them
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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**

- Approaching the concerned: 2 hours.
- Identifying the sponsor(s): 2 hours.
- Intimating the selected invitees and facilitating the arrangements for the meeting: 5 hours.
- Holding the meeting and browsing the websites: 1 ½ hours.
- Obtaining feedback : ½ hour.
- Preparation of report: 1 hour.

Total number of hours and credits: 12 hours (0.4 Credits).

(Note: In case of any difficulty in performing Activity-A4(a) above, you can perform Activity-A4(b) below).

Activity-A4(b): Observing, as a participant or as an outside observer, any training programme(s) organised for field functionaries (0.4 Credits)

i) **Nature of the activity:** Observing the organisation and conduct of a training programme for the field functionaries of any programme of your choice by participating in it as one of the participants or simply as an outside observer during the programme.

ii) **Objective:** To provide you with an opportunity of observing and understanding as to how a training programme is organised for the field functionaries of a programme either by participating in it as one of the participants or simply as an outside observer.

iii) **Your role and output**

a) **Your role**

- To go through Units 9 and 10 in Block 3 of Course MAE-002
- To identify any training programme that has been scheduled for the field functionaries of any literacy / post-literacy / continuing education / development / welfare programme being implemented by any agency in your locality or at any other place of your choice.
- To approach the concerned agency/organiser of the training programme, explain your purpose, seek the permission of the agency/organiser to allow you as one of the participants (if you like to participate) and do what all the participants do, or simply observe the activities as a non-participant outside observer of its sessions.
- To examine the training programme schedule and observe the conduct of all the sessions and activities at least for one day to understand how the schedule is implemented.

b) **Your output:** To prepare a report of about 3-4 pages (300-400 words) covering the details of the schedule, its organisation and conduct of the programme along with your observations.

iv) **Role of your Mentor/Guide/Facilitator**

- To guide, help or facilitate your participation and observation of the sessions of the programme.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Relevance of the programme chosen
 - Ability to approach and convince the organizer
 - Rapport established with the organisers
 - Duration/extent of participation in the programme
 - Network established with participants and resource persons
 - Overall understanding and experiences gained
 - Usefulness of the programme
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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**

- Approaching the agency/organiser and seeking permission: 1 hour.
- Observation of the training programme: 8 hours.
- Organising the observations and reflecting on them: 1 hour.
- Preparation of a brief report: 2 hours.

Total number of hours and credits: 12 hours (0.4 Credits).

Activity-A5: Seeking intervention of implementing agencies of formal, non-formal and adult education programmes (0.2 Credits)

- i) **Nature of the activity:** Visiting and seeking intervention of implementing agencies of formal, non-formal and adult education programmes for promotion of education of the non-literate adults and out-of-school children in the community.
- ii) **Objective:** To provide you with an opportunity of visiting and seeking the intervention of the appropriate formal and/or non-formal education agencies for the cause of education of the community.

iii) Your role and output

a) Your role

- To approach any non-formal education agency such as Block/Taluk/District Panchayat Saksharatha Samiti, Department/Centre of Adult, Continuing Education and Extension in a university/college, State Resource Centre for Adult Education and /or any other Voluntary Organisation / NGO involved in implementation of Total Literacy Campaign (TLC), Post-Literacy Campaign (PLC) and/or Continuing Education Programme (CEP) under National Literacy Mission and seek its (or their) intervention, as may be possible, to promote adult literacy and continuing education.
- To collect at least a set of literacy primers/readers and PL/CE materials prepared and used by the approached agencies for promotion of literacy and continuing education among adults.
- To approach concerned Local Body/Bodies, Block Resource Centre or Cluster Resource Centre, etc involved in Sarva Shiksha Abhiyan in your Block/Taluk/District and seek their intervention regarding education of out-of-school children and collect a set of relevant material that is available with them.
- To facilitate the efforts of the interested agency(ies) in promoting education of the above sections of the community.

b) Your output: To prepare a report of about 2-3 pages (200-300 words) covering the details of the name(s) of agency(ies) you have visited, the names of the staff member(s) you have approached and the net result of their intervention, whatever it may be, due to your initiatives.

iv) Role of your Mentor/Guide/Facilitator

- To guide and help you in carrying out your activity.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Relevance of the agency(ies) identified by the student
 - Efforts put in by the student in approaching the agency(ies)
 - Ability to secure intervention of the agency(ies)
 - Ability to establish rapport with and link between the community and the agency(ies)
 - Ability and resourcefulness to facilitate intervention
 - Final result of the interventional efforts
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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

- Approaching and convincing the concerned person(s) in identified Body(ies)/ Agency(ies): 1 hour.
- Facilitating the efforts of intervention by the willing Bodies/Agencies: 4 hours.
- Preparation of a brief report: 1 hour.

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

Activity-A6: Establishing a professional network of student colleagues (peer group) and professionals / experts (0.4 Credits)

i) Nature of the activity: Establishing your professional network with active student colleagues (peer group), professionals, field functionaries and subject experts in adult education.

ii) Objectives

- To enable you to prepare a professional directory of members of your peer group, professionals, field functionaries, and subject experts in adult education identified from the institutions at the local, district, state, national and international levels.
- To enable you to establish a professional network with the individuals and the institutions at different levels.

iii) Your role and output

a) Your role

- To go through Units 10 and 11 in Block 3 of Course MAE-003.
- To collect/compile addresses, telephone numbers, fax, e-mail, etc of :
 - a few of your student colleagues (peer group members), Programme-In-charge/ Coordinator and some academic counsellors of your PSC.
 - Regional Director and other key persons concerned at your Regional Centre.
 - key persons working with: a) active Voluntary/Non-Governmental Organisations (NGOs) working in the local area /community; b) District Panchayat Saksharata Samiti and a few other district level organisations / Institutes / Centres / Departments / Colleges involved in formal / non-formal / adult education / professional, and vocational education / training; c) Governmental Organisations and/or NGOs, including State Resources Centre and State Directorate of Adult/ Mass Education at the state level; d) Governmental Organisations and/or NGOs at national level including Directorate of Adult Education, Indian Adult Education Association; e) Governmental Organisations and/or NGOs involved in (adult) education such as UNESCO, ICAE, etc at international level.
- To prepare a professional directory of the peer group, individual experts, key persons and other members identified as above (You may use the proforma given at **Appendix-7**).
- To use the prepared directory to establish personal and professional contacts or network with selected peers, professionals and other members in different institutions through different means of communication (personal face-to-face contact, letters, telephone, e-mail, fax, etc) for effective interaction and information sharing.

b) **Your output:** To prepare a report of about 4-6 pages (400-600 words) covering the names and other details of peers, individual experts, professionals and others including those with whom you have established contact for expanding your networking.

iv) **Role of your Mentor/Guide/Facilitator**

- To facilitate identification of individual experts and institutions
- To guide you in establishing your network and in presenting the information in the form of a report.
- To authenticate your report and provide comments on it covering/keeping in view the following aspects.
 - Number of peer group members networked
 - Nature, relevance and popularity of the institutions identified
 - Coverage of experts/professionals and institutions at local, district, state, national and international levels
 - Ability to identify right persons/professionals/experts
 - Regard for professionalism and expertise
 - Cheerful disposition and communication skills of the student
 - Self-confidence and resourcefulness of the student
 - Capacity to network with peers, community members, officials, professionals or experts
 - Ability to access and appreciate information in different media including the Internet
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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**

- Collecting information and preparing directory in the format given at Appendix-7: 9 hours.
- Interacting with the identified persons in the directory through at least one e-mail message to them: 2 hours.
- Preparation of a brief report: 1 hour.

Total number of hours and credits: 12 hours (0.4 Credits).

B. Optional Activities (Select activities worth one credit only)

Activity-B1: Gathering and addressing the community on a community issue/problem/evil (0.2 Credits)

i) **Nature of the activity:** Gathering and addressing adult members of the community on a community issue/problem/evil.

ii) Objectives

- To provide you with an opportunity of gathering and addressing the community of adults on a community problem/issue/evil prevalent in that community or on any current issue or topic useful or relevant to that community.
- To develop your confidence in approaching, communicating and interacting with the community.

iii) Your role and output

a) Your role

- To select any prevalent social problem, issue, evil, etc from what you had identified/recorded in the format given at Appendix-1(d) during the conduct of a community survey (Activity-A1). Or, you may select any other issue/topic related to the prevalent socio-economic problems, moral education, population education, environmental education, communal harmony, emancipation or empowerment of women, human rights, etc.
- To go through Unit 10 in Block-3 of Course MAE-001 and Unit-8 in Block-2 of Course MAE-002.
- To prepare the essential points or script of your address on the selected community problem/issue/evil.
- To gather adults of the community at appropriate place with due information to the community and address them by using the points/script of your address.
- To receive feedback from the community and your mentor/guide/facilitator on your address / presentation (Feedback may be on the relevance of the content to the selected problem/issue/evil/topic, quality of language, organisation of the content, clarity of expression, effect on the community's motivation to do something about the problem/evil/issue/topic, etc).
- To consider the feedback for improving your performance in future.

b) Your output: A report of 2-3 pages (200-300 words) which should include a resume of your address, the feedback received from the community and the mentor / guide / facilitator and your own experiences.

iv) Role of your Mentor/Guide/Facilitator

- To guide you in preparation of your address.
- To observe the address presented by you and offer feedback.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Number of members of the community gathered
 - Relevance of the subject / topic chosen and the content to the felt needs, problems, evils and issues of the community
 - Organisation/structure of the address or its resume/summary

- Presentation of the address to the community
 - Communication skills
 - a) Language clarity
 - b) Speech pattern
 - c) Voice intonation
 - d) Readiness of the speaker
 - e) Capacity to hold the attention of the community
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).
- 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**
- Identification/selection of the evil/issue/topic: ½ hour.
 - Preparation of your address: 2 hours.
 - Gathering and addressing of adults : 1 ½ hours.
 - Gathering feedback on your presentation: ½ hour.
 - Post-feedback discussion with the community for any follow-up action on the evil/issue/topic: ½ hour.
 - Preparation of the report: 1 hour.
- Total hours and credits: 6 hours (0.2 credits).**

Activity-B2: Facilitating establishment of an Adult Education Centre/Continuing Education Centre in the community (0.3 Credits)

- i) **Nature of the activity:** Facilitating establishment of an Adult Education Centre/Continuing Education Centre depending upon the priority need(s) for literacy, education and/or training for adults in the community or in the local area.
- ii) **Objectives**
- To encourage you to take an initiative by way of facilitating establishment of a centre by any agency for meeting literacy, educational and/or training needs of adults on priority basis.
 - To acquaint you with the tasks involved in planning and starting of an Adult Education Centre/Continuing Education Centre for the community.
- iii) **Your role and output**
- a) **Your role**
- To go through Block-4 of Course MAE-002.

- To identify the agency/institution/individuals involved in literacy, education and/or training of adults in your area.
- To approach the selected agency/institution/individuals and explain to them about the need for such a centre in the community.
- To facilitate their efforts through community mobilisation till starting of the required Centre.

b) Your output: You have to prepare a 3-4 page report (300-400 words), which should include the agency/institution and the individuals approached by you, and nature and extent of support you could mobilise from them and the community till starting of such a Centre.

iv) Role of your Mentor/Guide/Facilitator

- To help and guide you in prioritising / deciding on the centre for literacy / education / training of adults.
- To help you in identifying the right agency/institution, key persons of the area.
- To guide your efforts in facilitating the starting of a centre.
- To authenticate the report and offer comments covering/keeping in view the following aspects.
 - Nature and relevance of the agency identified by the student
 - Efforts put in by the student in convincing the agency to start a Centre in the community
 - Establishing an effective link between the community and the agency
 - Involvement of the members of the community
 - Involvement of the local leaders
 - Involvement of field functionaries of relevant programme(s)
 - Reaction/response of adults and the community
 - Ability and resourcefulness of the student and the agency in facilitating the establishment of the Centre
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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

- Deciding on the priority of starting of a Centre and identifying the right agency: 1 hour.
- Approaching the identified agency/institution/individuals: 2 hours.
- Obtaining and facilitating inputs from the agency/individuals and the community: 4 hours.
- Inaugurating/Starting the centre: 1 hour.
- Report writing: 1 hour.

Total hours and credits: 9 hours (0.3 Credits).

Activity-B3: Organising a community talk (Lecture), a debate or a panel discussion in the community (0.3 Credits)

i) Nature of the activity: Organising a community talk (Lecture), a debate or a panel discussion in the community.

ii) Objectives: To help you acquire skills and competencies necessary for systematically organising and managing an activity like a talk (Lecture), a debate or a panel discussion in the community.

iii) Your role and output

a) Your role

- To go through Unit 11 in Block-3 of Course MAE-001 and Unit-10 in Block-3 of Course MAE-002.
- To identify the topic, expert(s), venue, and time/duration for the talk, debate or panel discussion.
- To inform the expert(s) and the adults/community about the venue and time well in advance.
- To organise accordingly either the talk (Lecture), debate or panel discussion.
- To collect feedback on the effectiveness of the activity from the participants, members of the community and your mentor/guide/facilitator for the activity.

b) Your output: A report of 2-3 pages (200-300 words) has to be prepared by you. It should include a brief note on organisation of the activity, the problems faced and the feedback received.

iv) Role of your Mentor/Guide/Facilitator

- To help and guide you in organising the activity.
- To offer feedback to you on organization of the activity.
- To authenticate the report, with comments covering/keeping in view the following aspects.
 - Timing of the activity
 - a) in the day–morning/noon/evening
 - b) in the night
 - Number of participants involved
 - Relevance of the topic
 - Choice of experts
 - Impact on the participants/adults/community
 - Reception of reactions/feedback of the adults/community
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

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**

- Pre-activity preparations (identifying the topic, expert(s), venue and timing and informing the adults/community): 5 hours.
- Organisation of activity: 2 hours.
- Collecting feedback and suggestions: 1 hour.
- Report writing: 1 hour.

Total hours and credits: 9 hours (0.3 credits).

Activity-B4: Organising a quiz programme in the community (0.3 Credits)

i) **Nature of the activity:** Organising a quiz programme for and in the community.

ii) **Objective:** To help you acquire skills and competencies necessary for systematically organising and managing a quiz programme in the community.

iii) **Your role and output**

a) **Your role**

- To identify/select the members of the community as participants for the quiz programme.
- To prepare suitable questions/items of local, district, state, national and international importance.
- To identify/select suitable persons as judges for the quiz programme.
- To plan the duration and organise the quiz.
- To collect feedback on the effectiveness of the quiz programme from the participants, members of the community and the mentor/guide/facilitator.

b) **Your output:** A report of 3-4 pages (300-400 words) has to be prepared by you covering the number of participants, names of judges, organisation of the activity, the problems faced and the feedback.

iv) **Role of your Mentor/Guide/Facilitator**

- To help and guide you in organising the activity.
- To authenticate the report, with comments covering/keeping in mind the following aspects.
 - Number of participants involved
 - Choice of judges for the event
 - Nature of items/questions prepared for the quiz
 - Relevance of the items to theme(s) of quiz and to the level of the participants
 - Practicability of the quiz programme in the community

- Timing of the activity
 - a) in the day – morning/noon/evening
 - b) in the night
 - Ability of the student to coordinate the programme
 - Motivation level of participants
 - Impact on the participants and their feedback
 - Community reception of and feedback on the programme
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).
- 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**

- Pre-activity preparations: 5 hours.
- Organisation of activity: 2 hours.
- Collecting feedback and suggestions: 1 hour.
- Report writing: 1 hour.

Total hours and credits: 9 hours (0.3 credits).

Activity-B5: Organising discussion group(s) in the community (0.2 Credits)

i) **Nature of the activity:** Organising discussion group(s) in your community/locality.

ii) **Objectives**

- To enable you to form discussion group(s) in the community.
- To acquaint you with planning and organising a discussion group.

iii) **Your role and output**

a) **Your role**

- To select the members from the community and organise them into discussion group(s) depending upon their needs, interests, qualifications, etc.
- To facilitate conduct of discussion in the group(s).
- To study the effects/impact of the discussion on the members of group(s) and their motivation and interest to continue such discussion group(s) in the community.

b) **Your output:** You are required to prepare a report of about 2-3 pages (200-300 words) on this activity. The report should contain the names of the people involved, the nature of the group formed, the topics(s) discussed, the actual effect on the group and the sustainability of such discussion group(s) by the members.

iv) Role of your Mentor/Guide/Facilitator

- To help and guide you in planning and organising the discussion group(s).
- To authenticate the report along with comments covering the following aspects.
 - Number and educational level of members involved
 - Involvement of change-makers, active members and local leaders
 - Planning and organisation of the group
 - Relevance of the topic/issue identified for discussion
 - Interest and motivation of the members
 - Extent of involvement/participation of the members
 - Reception of members and sustainability of the group(s)
 - Reaction of the community to the formation of a discussion group
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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

- Identifying the members for the discussion group: 1 hour
- Forming a discussion group: 1 hour.
- Planning and holding at least one meeting of a discussion group and obtaining feedback: 3 hours.
- Preparation of the report: 1 hour.

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

Activity-B6: Organising a field trip or tour for the community (0.5 Credits)

i) Nature of the activity: Planning and organising a field trip or tour to spots/places which may include popular temple(s), botanical garden(s), zoological park(s), historical monument(s), museum(s), fair(s), dam(s), State Assembly, the Parliament, a Radio Station, Doordarshan Kendra, etc.

ii) Objectives

- To acquaint you with the experience of planning and organising a field trip or tour.
- To enable you to help the adults/community to understand the environment around them.

iii) Your role and output

a) Your role

- To specify the objectives of the field trip or tour.
- To identify the place(s)/venue(s) of the trip/tour.

- To identify the participants
- To formulate a detailed plan of the trip/tour and carry it out.
- To study the impact of the trip/tour on the participant members in particular and the community in general.

b) Your output: You are required to prepare a report of about 5-6 pages (500-600 words) on this activity. The report should contain the objectives of the trip or tour, impact on the participants and the community, organisational problems faced and suggestions received for organising a more meaningful field trip or tour in the future.

iv) Role of your Mentor/Guide/Facilitator

- To help and guide you in planning and organising the field trip/tour.
- To authenticate the report with comments covering/keeping in view the following aspects.
 - Relevance and suitability of the venue(s) of field trip/tour to the adults/community
 - Objectives of the field trip/tour
 - Convenience of planning the trip/tour to the adults / community
 - Organisation of the trip/tour
 - Collection of feedback about the tour/trip
 - Learning outcomes of the adults/community
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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:

- Planning and organisation of the field trip or tour: 12 hours.
- Preparation of the report: 3 hours.

Total hours and credits: 15 hours (0.5 credits).

Activity-B7: Organising visits by functionary(ies) of development and/or welfare programmes or by specialist(s) for promotion of a sustainable development practice in the community (0.5 Credits).

i) Nature of the activity

- Organising visits by the functionary(ies) of government programmes or by specialists in any relevant field for establishing links between them and the community.
- Promotion of any sustainable development practice in the community. It could be promotion of effective utilisation of renewable and local resources, promotion of cheap and scientific technologies / practices that are more useful/beneficial to the present generation and making these resources / practices available for the future generations to sustain development.

ii) Objectives

- To acquaint you with the skills and competencies required for planning and organising the visits of functionaries of development and welfare programmes of the Government or the visits of specialists.
- To enable you to promote implementation of development and welfare programmes and also promote sustainable development practices in the community.
- To enable you to promote technology/practices relevant for effective utilisation of renewable and local resources for sustainable development of the community.

iii) Your role and output

a) Your role

- To identify the functionaries of development and welfare programmes of the Government working in your community and specialists for promotion of practices / technologies for sustainable development of the community.
- To identify the pro-active community members interested in exploiting renewable local resources or in adopting technologies and practices being popularised by the government for promotion of sustainable development.
- To interact with the functionary(ies)/specialist(s) regarding promotion of the programmes/practices for long-term development of community.
- To arrange for or facilitate visit(s) of any particular functionary or group of functionaries or specialists for establishing a sustainable link between them and the proactive community member(s) to promote adoption of sustainable development practices / technologies more appropriate to the local community.

- b) **Your output:** You have to prepare 5-6 page (500-600 words) report which should include the names of the functionary(ies) or specialists whose visit(s) has/have been arranged/facilitated by you, the specific purposes served, the technology/practice promoted or the benefit accrued to the community.

iv) Role of your Mentor/Guide/Facilitator

- To help you in identifying the pro-active community members, the specialists in relevant fields and the functionaries of development programmes associated/working within your area / community and in establishing linkages between them.
- To guide you in approaching the specialists and/or the functionaries and in facilitating your efforts in promoting the adoption of sustainable development technology/practice relevant to the community.
- To authenticate the report with comments covering/keeping in view the following aspects.
 - Understanding of the community and its needs
 - Ability to approach and interact with the community members
 - Awareness of the development programmes
 - Familiarity/links with functionaries of programmes
 - Knowledge of the relevant local institutions

- Ability to establish an effective link between the community and the programme functionary(ies)/specialists
- Extent of community interest and participation
- Involvement of specialists/field functionaries of relevant programme(s)
- Involvement of the local leaders
- Reception and reaction of the community
- Structure of the report
- Comprehensiveness of the report
- Quality of the report (expression of ideas, sequence and language).

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**

- Identifying the pro-active community members and functionaries/specialists: 1 hour.
- Establishing a rapport with them: 2 hours
- Arranging a visit by the functionary(ies)/specialist(s): 2 hours.
- Facilitating/organising sustainable development activities: 8 hours.
- Report writing: 2 hours.

Total hours and credits: 15 hours (0.5 Credits).

Activity-B8: Observing the functioning of a coaching centre or study circle preparing the students for entrance examinations to professional courses or any competitive examinations for positions of public service (0.2 Credits)

i) **Nature of the activity:** Observing the functioning a Coaching Centre or Study Circle organising classes, discussions, etc for the students appearing for entrance examinations for admission to professional courses such as MBBS, Engineering, BEd, LLB, etc or for any competitive examinations for positions of public service such as State/Union Public Service Commission, Banking Service, Staff Selection, etc.

ii) **Objective:** To provide you with an opportunity of observing the functioning of a coaching centre or study circle coaching the students for entrance examinations for admission into professional courses or for any competitive examinations for positions of public service as mentioned above.

iii) **Your role and output**

a) **Your role**

- To identify any one coaching centre or study circle organising classes for students for preparing them for examinations of professional courses or for positions of public service.
- To visit the identified coaching centre or study circle and explain the purpose of your visit and seek permission of the organiser to observe the selected classes for specified duration of your choice.

- To identify any two examinations for which the coaching is being organised by coaching centre or study circle.
- To observe its functioning as per the permission you have sought from the organiser.
- To identify the strengths and weaknesses of its functioning.
- To offer your suggestions for its improved functioning and to share with your friends or public about its usefulness to students/public.
- To identify the aspects/areas in which you can offer your services to its benefit or utilise its services for your benefit.
- To explore, if necessary, the possibilities of yourself starting any coaching centre or study circle that can serve the public better than the existing one you have observed.

b) Your output: To prepare a report of about 2-3 pages (200-300 words) covering the details of the examination, classes and their duration you have observed, the important observations you have noted, along with your feedback to and from it, among other things.

iv) Role of your Mentor/Guide/Facilitator

- To guide you in your observation and help you in preparing the record of observations.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Relevance of the professional coaching classes chosen
 - Level of competitive examination classes chosen
 - Number of students and classes observed
 - Duration of observation
 - Quality of materials observed
 - Quality of resource persons and infrastructural facilities
 - Rapport established with the participants and the organisers
 - Feedback from participants about quality of service
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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

- Identification of a Coaching Centre/Study Circle: 1 hour.
- Observation of the classes at the Coaching Centre/Study Circle: 4 hours.
- Preparation of a brief report: 1 hour.

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

Activity-B9: Promoting any socially useful and/or productive activity of student's own interest/choice in the community (0.2 Credits)

i) Nature of the Activity: Promoting a socially useful and/or productive activity that is of interest to you and the community.

ii) Objective: To enable you to identify and promote an activity that is not only of interest to you but at the same time useful to and/or productive for the community by involving yourself and members of the community.

iii) Your role and output

a) Your role

- To observe and study the community situation and resources.
- To identify an activity may be drawing, painting, crafts, decoration, leisure time reading/recreational games, employment generation, social work/service, or promotion of activities of educational (e.g. Sarva Shiksha Abhiyan, NLM, etc), development and welfare programmes, among others that are interesting to you as well as useful to and/or productive in that community.
- To organise an activity by involving yourself and active members of the community in its planning and execution.
- To infuse motivation in active members of the society to promote such useful / productive activities.

b) Your output: You have to prepare 2-3 page (200-300 words) report which should include the name of the activity organised, extent of community participation, support and appreciation it received for its use and/or productivity in the community.

iv) Role of your Mentor/Guide/Facilitator

- To help you in identifying an activity that is more useful and/or productive in that community.
- To guide you in involving the community in planning and organisation of such an activity.
- To authenticate the report, with comments covering/keeping in view the following aspects.
 - Understanding of the community resources, problems, needs
 - Nature and relevance of the activity to the community
 - Usefulness/productivity of the activity
 - Sustainability of the activity
 - Community appreciation of the activity
 - Community involvement and support
 - Infusion of motivation, generation of interest in the community members for similar activities
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

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.

Table 3: An Overview of Workshop Sessions/Activities

Day	Beginning	Session - I	Session - II	Session - III	Session - IV
1.	Completion of preparations for the sessions.	Plenary session: Welcome and Introduction.	Plenary session: About PGDAE programme - Brief outline, aims, objectives and courses.	Plenary session: About the workshop: An overview of the practical work and the workshop, and sharing of expectations.	Plenary session: Adult education versus school education (formal/non-formal): Concept, characteristics of learners, systems, and institutional features.
2.	Presentation of brief report and discussion on the previous day's sessions / activities.	Plenary session and discussion: Panel discussion on philosophical, psychological and sociological foundations/principles of adult education and lifelong learning.		Small group discussion: Implications of foundations/principles for participatory adult learning, development and welfare of adults.	
3.	-do-	Plenary session: Panel discussion on planning and implementation of adult education programmes – Roles of implementing agencies.		Plenary session and discussion: Participatory curriculum development for a specific target group of adults.	
4.	-do-	Plenary session and discussion: Teaching and training methods, techniques and aids: An overview of criteria for their selection and use.	Small Group exercise: Practice in preparation of teaching aids.	Plenary session: Demonstration on a unit/lesson plan on functionality and awareness components of adult education or a seminar presentation on a topic.	Small Group Exercise: Practice in preparation and presentation of a unit/lesson plan on functionality and awareness components or a seminar presentation on a topic followed by discussion (Use the format given in Appendix -9(a) and follow the procedure given in Appendix – 9(b) for the unit/lesson plan. Or Use Appendix – 10 for a seminar).

Day	Beginning	Session - I	Session - II	Session - III	Session - IV
5.	-do-	Plenary session: Presentation on designing a participatory training programme followed by discussion.	Small Group Exercise: Preparation of a participatory training design / schedule / programme for any specific category of functionaries.	Plenary session: Group presentations of participatory training designs / schedules / programmes followed by discussion.	Plenary session and discussion: Participatory evaluation of a programme: a critical analysis.
6.	-do-	Plenary session: Submission of reports of community-based practical activities by the students followed by discussion on the same to give general feedback		Plenary session and discussion: Development of reading materials and aids for neo-literates.	Small Group Exercise: Preparation of reading materials, audio/visual aids and/or gaming material for neo-literates for reinforcing their literacy skills – reading, writing and arithmetic.
7.	-do-	Plenary session and discussion: Managing an adult learning setup: Aspects and dynamics.	Plenary session: Panel discussion on library strategies for adult education.	Plenary session: Panel discussion on building and managing library resources and services in an adult learning set up: Practical issues and problems.	
8.	-do-	Plenary Session: Non-Governmental Organisations (NGOs)/Voluntary organisations – Types, formation (Development of Memorandum of Association and Rules and Regulations) and methods of working.		Small Group Activity: Preparation of a Memorandum of Association and Rules and Regulations for forming an NGO.	Plenary Session: Presentation of MOA and Rules and Regulations prepared by the groups followed by discussion.
9.	-do-	Plenary session: Knowledge management in an adult learning setup (Viewing of a video “ <i>Knowledge Management in an Adult Learning Setup</i> ” followed by discussion).	Plenary session and discussion: Collection of details of participants and resource persons (names, their employment status, addresses, telephone numbers, e-mails, etc) and preparation of a	Group Exercise: Identification of students not in service (i.e. pre-service students) and those in service; Facilitation of identification of mentor/guide/facilitator or intern for adult education training centre /	Plenary session: Distribution of a copy of the directory to each of the participants and the resource persons; Facilitation of attachment of pre-service students (those who could not identify the institution and the

			directory (Documentation) for networking.	institution-based practical work.	mentor/guide/ facilitator till then for adult education training centre / institution-based activities) as interns with the in-service students.
10.	-do-	Plenary session: Approaches to educational research: Assumptions, scope, types, designs, and limitations.	Plenary session: Participatory research (Viewing of a video “Participatory Research” followed by discussion).	Plenary session: Demonstration on preparation of an individual research proposal for individual-based research.	Small Group Exercise: Preparation of a research proposal for individual-based research.
11.	-do-	Plenary session and discussion: Demonstration on preparation of a research project proposal for funding from any institution / agency / department.	Small Group Exercise: Preparation of a research project proposal for funding from an institution / agency/ department.	Plenary session: Presentation of research proposals (prepared by the groups during session IV of day 10 and session II of day 11) followed by discussion.	Plenary session and discussion: Tools and techniques of data collection.
12.	-do-	Plenary session and discussion: Analysis and interpretation of data and report writing	Plenary session: Completion of preparatory or facilitation work related to adult education training centre / institution-based practical work : Issuing letters of approval / permission, etc, to the students as interns, mentors, etc.	Feedback session: Sharing of experiences of the workshop by the student-participants.	Valedictory

Thus, in the workshop there will be 48 sessions (12 days x 4 sessions a day) with the above mentioned. session-wise break-up. However the above schedule is not rigid and it can always be adapted to local circumstances. At the beginning of each day, a 15 minute slot has been provided for presentation of a brief report of the previous day’s activities. This will orient you better for the sessions that follow and for further course of action.

Therefore, it is expected that you will come to participate in the workshop with full prior preparation made therefor. This preparatory phase has been called the *pre-workshop activity*.

The task performed by you during the workshop is referred to as *during workshop activity*. The tasks or activities that have to be followed-up after the workshop constitute the *post-workshop activity*. Apart from these, the workshop provides you exposure to all aspects of practical work, related activities/experiences, their polishing and completion.

4.4 Detailed Guidelines on the Activities

The details of these activities are discussed/presented below.

Day 1, Session I: Welcome and Introduction.

Day 1, Session II: About PGDAE programme: Brief outline, aims, objectives and courses.

Day 1, Session III: About the workshop: An overview of the practical work and the workshop, and sharing of expectations.

Day 1, Session IV: Adult education versus school education (formal/non-formal): Concept, characteristics of learners, systems, and institutional features.

- *Purpose* of this session is:
 - to help you understand the differences between the concept, characteristics of learners, systems, and institutional features of adult education and school education.
- *Pre-workshop activity:* Go through Unit 1 of Block 1 of Course MAE-001.
- *During the workshop activity:* The resource person makes the presentation on the topic of the session. You will note down the important points and participate in the discussion that takes place.

Day 2, Sessions I, II, III & IV: Philosophical, psychological, and sociological foundations/principles of adult education and lifelong learning; and implications of these foundations/principles for participatory adult learning, development and welfare of adults.

- *Purpose* of these sessions is:
 - to reinforce your understanding of philosophical, psychological, and sociological foundations/principles of adult education and lifelong learning and their implications for participatory adult learning, development and transformation.
- *Pre-workshop activity:* Go through Units 5-8 of Block 2 of Course MAE-001.
- *During the workshop activity:* The resource persons concerned make respective presentations on the topics of the relevant sessions. You will note down the important points related to the topics and participate in the discussion.
- *Post-workshop activity:* Make an attempt to reflect on how adults behave in different social contexts and try to understand and interpret their behaviour from the point of view of their age, experience, understanding vis-a-vis your understanding of the foundations and principles of adult learning.

Day3, Sessions I & II: Planning and implementation of adult education programmes - implementing agencies in adult education.

- *Purpose* of these sessions is:
 - to strengthen your understanding of planning and implementation of adult education programmes in India and roles of different implementing agencies.
- *Pre-workshop activity*: Go through Blocks 1 and 2 of Course MAE-002.
- *During the workshop activity*: The resource persons for the sessions make their presentations on concerned topics of the sessions.
- *Post-workshop activity*: Identify the agencies involved in implementing adult education programmes at local, district and state levels for your interaction and involvement with them.

Day 3, Sessions III & IV: Participatory curriculum development for a specific target group of adults

- *Purpose* of these sessions is:
 - to reinforce your understanding of participatory curriculum development for an identified target group.
 - to provide practice in preparation of curriculum for a specific target group.
- *Pre-workshop activity*: Go through Block 3 of Course MAE-001 completely.
- *During the workshop activity*: The resource persons for the sessions make their presentations on concerned topics of the sessions and involve you in discussion and other relevant activities.
- *Post-workshop activity*: You can identify some contexts of adults and prepare a curriculum and identify methods and ways of its transaction depending upon the target group.

Day 4, Sessions I & II: Teaching and training methods, techniques and aids: An overview of criteria for their selection and use

- *Purpose* of these sessions is to enable you:
 - to understand different teaching and training methods, techniques and aids;
 - to evaluate the comparative merits and demerits of different methods and techniques from the point of view their suitability to develop knowledge, understanding, skills and attitudes in the participants;
 - to select and use them appropriately to increase participation of the participants/adult learners.
- *Pre-workshop activity*: Go through Unit 11 in Block 3 of Course MAE-001 and Unit 10 in Block 3 of Course MAE-002.
- *During the workshop activity*: The resource persons for the sessions make the presentations on relevant topics of the sessions. You will make notes of the important points and participate in the discussion and other activities.
- *Post-workshop activity*: Apply the right method, technique or aid or their combination depending upon the teaching-learning contexts.

Day 4, Sessions III & IV: Demonstration on preparation and presentation of a unit/lesson plan on functionality and awareness components of adult education or a seminar on a topic

- *Purpose* of these sessions is:
 - to strengthen your skills of preparing and presenting a seminar on a topic or imparting functionality and awareness among adults.
 - to enable you to identify and prepare a list of forms available in different offices such as post-offices, banks, railway reservation centres/counters, devices, tools, etc. which have relevance to adults' needs and functionality.
 - to equip you with the skills of promoting awareness among adults on certain issues, aspects and procedures normally/commonly useful to adults or to the community as a whole.
- *Pre-workshop activity*: Make a visit to post-offices, banks, railway reservation centres, health centres, Saksharatha Samitis, Jana Sikshan Sansthans of your District, acquire available forms, formats, devices, procedural information, literacy primers, readers, kits and post-literacy materials, etc. Also visit adult education centres or continuing education centres or any agency involved in implementing literacy/adult education programmes in your area or any other area and collect information used for promoting functionality and awareness among adults. Bring them to the workshop for your use during the workshop. Also, go through Unit 15 in Block 4 of Course MAE-002.
- *During the workshop activity*: The resource persons for the sessions make their presentations on the topics of the sessions and involve you in the discussion and related activities such as preparation/presentation of a seminar or unit/lesson plan.
- *Post-workshop activity*: You may make seminar presentations on different topics and also undertake tasks of imparting functionality and promoting awareness among adults and the community.

Day 5, Sessions I, II, III & IV: Designing and evaluation of a participatory training programme

- *Purpose* of these sessions is:
 - to involve you in designing and evaluation of a participatory training programme.
- *Pre-workshop activity*: Go through Block 3 of Course MAE-002.
- *During the workshop activity*: You will be participating in the discussion and activities during the relevant sessions.
- *Post-workshop activity*: Apply the knowledge, skills and understanding you have developed during the sessions in organising any participatory training programme for adults, community or others as may be required.

Day 6, Sessions I & II: Submission of reports of community-based practical activities by the students followed by discussion.

- *Purpose* of these sessions is:
 - To provide you with an opportunity to submit for evaluation the reports of community-based practical activities you have performed and get feedback on the same.
- *During the workshop activity*: On the basis of the reports of community-based activities, there will be general discussion in the plenary session and in small groups in which you are expected to participate effectively and highlight/share main experiences of activities performed by you.

Day 6, Sessions III & IV: Development of reading materials, aids and/or gaming material for neo-literates.

- *Purpose* of these sessions is:
 - to develop in you the skills of writing or developing reading materials and audio/visual aids for neo-literates.
- *Pre-workshop activity:* Go through Unit 15 in Block 4 of Course MAE-002.
- *During the workshop activity:* During the plenary session a video will be played. The resource person will subsequently initiate discussion to elaborate on the theme. After plenary session, groups will be formed and each group will take initiative to discuss and develop some write-up of materials or some audio-visual aids.
- *Post-workshop activity:* You will use your understanding and skills gained for writing and development of literacy or post-literacy materials for adults.

Day 7, Session I: Managing an adult learning setup: Aspects and dynamics

- *Purpose* of this session is:
 - to develop in you critical understanding of different aspects of organisational dynamics involved in managing an adult learning setup.
- *Pre-workshop activity:* Go through Units 14 and 15 in Block 4 of Course MAE-003.
- *During the workshop activity:* The resource person will make presentation on the topic of the session. You will make a note of important points and also participate in the discussion that takes place.

Day 7, Session II: Library strategies for adult education

- *Purpose* of this session is:
 - to develop your understanding of suitable library strategies for promoting adult education.
 - to enable you to choose appropriate strategy(ies) or suitably adapt them to your community.
- *Pre-workshop activity:* Go through Unit 16 in Block 4 of Course MAE-002.
- *During the workshop activity:* You will make a note of important strategies, roles and functions of libraries.
- *Post-workshop activity:* Visit any public library or a library in any (adult) educational institution and apply your knowledge and skills to observe and learn further on how it is being managed in an (adult) learning setup. Try to set up a library or promote library facilities suitable to your community.

Day 7, Sessions III & IV: Building and managing library resources and services in an adult learning setup: Practical issues and problems.

- *Purpose* of these sessions is:
 - to develop in you the skills related to building and managing library resources and services in an adult learning setup.

- *Pre-workshop activity:* Go through Units 8 and 9 of Block 2 of Course MAE-003.
- *During the workshop activity:* The resource persons on the panel will make their respective presentations on topics of the sessions concerned and involve you in the discussion.
- *Post-workshop activity:* Visit any library and observe the processes and steps followed in building the library resources and promoting library services.

Day 8, Sessions I & II: Non-Governmental Organisations (NGOs) / Voluntary Organisations – Types, formation and methods of working.

- *Purpose of these sessions is:*
 - to develop a thorough understanding of different types of Non-Governmental Organisations (NGOs) / Voluntary Organisations, and skills related to their formation and methods of working.
- *Pre-workshop activity:* Go through Unit-7 of Block-2 of Course MAE-002, and relevant Acts referred/mentioned therein. (**Note:** Purchase a copy of Societies Registration Act, 1860 and read it along with Appendix-14 of this Handbook).
- *During the workshop activity:* The resource persons will make presentations on relevant themes and engage you in the discussion. You will make a note of essential points during presentation and discussion.

Day 8, Sessions III & IV: Preparation of a Memorandum of Association and Rules for forming an NGO followed by Group presentations and discussion.

- *Purpose of these sessions is:*
 - to impart practical experience and skills of developing a Memorandum of Association and Rules for forming an NGO/Voluntary Organisation as a means of serving the society.
- *Pre-workshop activity:* Read Appendix-14 of this Handbook.
- *During the workshop activity:* You will participate in the discussion and in the group activity of preparing a Memorandum of Association and Rules of an NGO under the guidance of the resource person(s).
- *Post-workshop activity:* Keep a photocopy of the Memorandum of Association and Rules of an NGO prepared by your group and Appendix-14, and use it as a guide to prepare/ finalise a Memorandum of Association and Rules of your own with appropriate modifications to it, and form a Society/NGO with the cooperation and support of your peers and active members of the society. See that the NGO is made functional, i.e. runs properly with your participation as its active member/office-bearer.

Day 9, Session I: Knowledge management in an adult learning setup (Viewing of a video. “*Knowledge Management in an Adult Learning Setup*” followed by discussion)

- *Purpose of this session is:*
 - to develop in you a clear understanding of the concepts of data, information, knowledge and wisdom and the distinction between them.
 - to develop an understanding of the process and promote the skills of generating, recording, reserving and managing knowledge in an adult learning setup.

- *Pre-workshop activity:* Go through Units 1 and 2 in Block 1 of Course MAE-003.
- *During the workshop activity:* You will view a video played, and after that you will participate in a discussion initiated by the resource person.
- *Post-workshop activity:* You can take an initiative to capture, store and promote the (traditional) knowledge existing in your community and neighbourhood communities.

Day 9, Session II, III & IV: Documentation and networking of student participants of PGDAE and resource persons of the workshop

- *Purpose of these sessions is:*
 - to facilitate networking of participants and resource persons for facilitating completion of preparatory/ground work for conducting the third category/component of practical work i.e. adult education training centre / institution-based practical work.
- *During the workshop activity:* You will involve yourself in compiling the names, addresses, phone numbers, fax, e-mails, etc of participants and resource persons, including workshop director, facilitators, and prepare the directory of the same and distribute a copy of it to each of the participants. You will use the directory, if necessary, to identify your mentor/guide/facilitator for your adult education training centre/institution-based practical work as an intern (if you are a pre-service student and have not done your preparatory or groundwork in this regard) or you can become a mentor/guide/facilitator to any pre-service student (if you are an in-service student working in the field of adult education and allied areas).
- *Post-workshop activity:* You will keep in touch with your colleagues, resource persons, mentors/guides/facilitators for any information and guidance. Thus, pre-service students and in-service students can use the directory, if need be, for their post-workshop activities and more so for adult education training centre / institution-based practical activities.

Day 10, Session I: Educational research: Approaches, assumptions, scope, types, designs and limitations.

- *Purpose of this session is:*
 - to develop in you the basic understanding of conventional research, its underlying assumptions, types, designs and limitations, among others.
- *Pre-workshop activity:* Go through Blocks 1, 2 and 3 of Course MES-016.
- *During the workshop activity:* You will make a note of the important points and participate in the discussion.

Day 10, Session II: Participatory research (Viewing of a video “*Participatory Research*” followed by discussion)

- *Purpose of this session is:*
 - to develop in you a clear understanding of the differences between conventional and participatory research and utility of participatory research in the context of adult education.
- *Pre-workshop activity:* Go through Unit 12 of Block 3 of MAE-002 and Block 1 of Course MES-016.

- *During the workshop activity:* Watch the video very carefully and participate in the discussion that follows.
- *Post-workshop activity:* You will apply participatory research methodology in the context of adult education.

Day 10, Sessions III & IV: Demonstration on preparation of a research proposal, and group activity on preparation of a research proposal for individual-based research.

- *Purpose* of these sessions is:
 - to develop in you the skills of preparing a research proposal for conducting a conventional research study and/or a participatory research study.
- *Pre-workshop activity:* Go through the entire Block 3 of Course MES-016.
- *During the workshop activity:* You will develop a research proposal.
- *Post-workshop activity:* You will develop a research proposal on a topic of your interest to be carried out in the future.

Day 11, Sessions I & II: Demonstration on preparation of a research project proposal for funding from an institution /agency / department and group activity to prepare a research project proposal.

- *Purpose* of these sessions is:
 - to enable you to understand the difference between a normal research proposal for an individual-based research and the research project proposal for getting funds sanctioned by any agency / institution / department.
 - to enable you to prepare the research project proposal which you can send to any funding agency / institution / department.
- *Pre-workshop activity:* Go through Blocks 3 and 4 of Course MES-016 and the research proposal you have developed in the previous sessions.
- *During the workshop activity:* You will note down the important points and develop the research project proposal for funds/grants as a part of your group activity.
- *Post-workshop activity:* You can develop research project proposals for funds/grants from any agency, send the same to the concerned agency / institution and execute the projects.

Day 11, Session III: Presentation of research proposals (prepared by the groups during session IV of day 10 and session II of day 11) followed by discussion.

- *Purpose* of this session is:
 - to help you acquire the skills of presenting a normal individual-based research proposal as well as the research project proposal.
- *Pre-workshop activity:* Go through the research proposal(s) developed by you/your group in the previous day and session II of day 11 i.e. previous session.
- *During the workshop activity:* You will observe and learn the skills of presenting a normal research proposal and a research project proposal.
- *Post-workshop activity:* You can develop and present a normal research proposal and/or a research project proposal for funds/grants from any agency and execute the projects.

Day 11, Session IV: Tools and techniques of data collection

- *Purpose of this session is:*
 - to develop in you a critical understanding of various tools and techniques of data collection;
 - to develop in you an understanding of the processes involved in developing the research tools and techniques.
- *Pre-workshop activity:* Go through Unit 13 in Block 3 of Course MES-016.
- *During the workshop activity:* You will learn the skills of developing and administering the research tools and techniques.
- *Post-workshop activity:* You will develop research tools/techniques as may be required for any study that you may wish to undertake.

Day 12, Session I: Analysis and interpretation of data and report writing

- *Purpose of this session is:*
 - to develop in you the skills of analysis and interpretation of data and report writing.
- *Pre-workshop activity:* Go through Blocks 4 and 5 of Course MES-016.
- *During the workshop activity:* Learn the skills of analysis and interpretation of data and report writing.
- *Post-workshop activity:* You can conduct a small study of your choice/interest, analyse and interpret data and write a short report. Or you try to interpret any data given to you by others or the data that you may come across any where in your work situation.

Day 12, Session II: Completion of facilitation of preparatory work of students related to third category of practical activities i.e. adult education training centre/institution-based practical activities.

- *Purpose of this session is:*
 - to identify/attach the two categories of student-participants i.e. pre-service students as interns and in-service students as mentors/guides/facilitators. (Applicable to only those students who could not identify adult education training centre/institution and mentor / guide / facilitator for their internship before coming to workshop).
 - to complete formalities by way of issuing appropriate letters to the concerned students as the interns or mentors/guides/facilitators, as the case may be, and attaching the intern with centre/institution of the mentor/guide/facilitator.
 - to complete any other facilitating action required by the PSC to enable the students to prepare for and start their third category of practical activities i.e Adult Education/ Training Centre/Institution-based Practical Activities.
- *Pre-workshop activity:* Go through this “Student’s Handbook for Practical Work” completely, more particularly the portion related to adult education training centre/institution-based practical activities.

- *During the workshop activity:* If you are a pre-service student and could not identify a mentor/guide/facilitator, you can identify an in-service student from among your peer students and seek his/her willingness to be your mentor/guide/facilitator for your internship at his/her centre / institution / department. If you are an in-service student, you can identify a pre-service student among your peer students to be your intern, get his/her willingness to be an intern at your Centre/Institution under your mentoring/guidance/facilitation. Accordingly, you see that the relevant formalities are completed by the PSC.
- *Post-workshop activity:* You will work as an intern or as a mentor/guide/facilitator as the case may be. Also, you will perform remaining activities of your third category of practical work i.e. adult education training centre/institution-based practical activities.

Day 12, Session III: Feedback session

- *Purpose* of this session is:
 - to facilitate sharing of feedback by the student-participants.
- *During the workshop:* You will exchange your views individually and/or in groups on various aspects of the workshop.

Day 12, Session IV: Valedictory.

Towards the end of the workshop you can give your feedback in writing about the workshop, so that it will be useful in taking any action for improvement in the future workshop activities. For authenticating your participation and giving your feedback on the workshop you can fill-in and submit the format given at **Appendix-11**.

The workshop will be conducted by the workshop director/facilitator by using the services of academic counsellors and other resource persons/experts in (adult) education, the experienced staff of the PSC, etc. In addition, printed materials, audio/video programmes, etc will also be used as support media/materials. You will work on your activities under their direct supervision / guidance and the workshop will also give you an opportunity to work with your fellow students. The quality and extent of participation and the progress made by you will be monitored and evaluated by the workshop director, facilitators and other resource persons.

5. ADULT EDUCATION TRAINING CENTRE/INSTITUTION-BASED PRACTICAL ACTIVITIES

Here, adult education training centre/institution includes any Centre, Institution, Department or Organisation — governmental, non-governmental or autonomous — actively engaged in promoting literacy, education, awareness, training, development and welfare of adults and the community at local, state, national or international level. The relevant practical activities under this component/category will be performed by concerned category of students at the relevant Centres / Institutions identified by them from among the specified categories of activities and the Centres / Institutions.

5.1 Categories of Students and their Activities

While you enrolled for PGDAE programme you might have been either an unemployed person (pre-service student) or an employed person (in-service student), with minimum qualification of

graduation. Depending upon whether you are a pre-service student or an in-service student you have to perform appropriate activities. Therefore, before you choose to perform the activities under this component, you identify for yourself the category of students you belong to.

a) **Categories of Students:** A student of PGDAE programme may fall under any one the following three broad categories.

Category (a): Graduates who are unemployed (pre-service students).

Category (b): Graduates or those with higher qualifications who are employed (i.e. in-service students) in the field of adult education and/or allied areas.

Category (c): Graduates or those with higher qualifications who are employed (i.e. in-service students) but not in the field of adult education or allied areas.

Keeping the above three broad categories of students in view, the practical activities under this category of practical component (i.e. Adult Education Training Centre/Institution-based Practical Activities) have been conceived and designed as follows.

b) **Activities identified for different Categories of Students**

Activity-C1: Working as an intern with any adult education training centre/institution (For students of *Categories (a) and (c)* only). **(3 credits)**.

Activity-C2: Acting as a mentor/guide/facilitator to any pre-service student of PGDAE who is to work as an intern (For students of *Category (b)* only. They are exempted from Activity-C1 above). **(3 credits)**.

Activity-C3: Forming and running a voluntary organisation/Non-Governmental Organisation (For students of all the three *Categories i.e. (a), (b) and (c)*. It is an option to Activity-C1 for category (a), an option to Activity-C2 for category (b) and an option to Activity-C1 or C4 for category (c)). **(3 credits)**.

Activity-C4: Visiting and observing the functioning of selected centres/institutions (For students of *Category (c)* only as an option to Activity-C1 or C3). **(3 credits)**.

Activity-C5(a): Undertaking participatory research (For all the three categories of students). **(1 credit)**.

Or

Activity-C5(b): Content analysis of selected literacy primers/readers/post-literacy material. **(1 Credit)**.

Activity-C6(a): Conducting a case study of any Adult Education Centre / Continuing Education Centre. (For all the three categories of students) **(1 Credit)**.

Or

Activity-C6(b): Conducting a simple bench-mark evaluation of an on-going adult education/ continuing education programme in a selected geographical area **(1 Credit)**.

Are you clear about which category of students will perform what activities? As you can notice clearly, the above six Activities (C1 to C6) are not compulsory for all the students. Depending upon the category to which the students belong and their convenience and possibility to perform the activities, the above activities are distributed to them as shown in Table 4.

Table 4: Adult education training centre/institution-based activities to be performed by different categories of students

Category of Students	Activities to be Performed and their Credits	Total Credits
Category (a)	C1 or C3 (3 Credits), Plus C5 (1 Credit) and C6 (1 Credit)	5
Category (b)	C2 or C3 (3 Credits), Plus C5 (1 Credit) and C6 (1 Credit)	5
Category (c)	C1 or C3 or C4 (3 Credits), Plus C5 (1 Credit) and C6 (1 Credit)	5

Activities-C1 to C6 are briefly described below.

5.2 Brief Description of Activities and Background/Preliminary Work to be done by Concerned Students

Activity-C1: Working as an intern with any adult education training centre/institution:

As you know, this activity is meant for only the students of *category (a)* mentioned above i.e. graduates who are *unemployed (pre-service students)*. It is felt that internship is imperative for *category (a)* students to enable them to acquire necessary experiences, abilities and skills of working with a Centre/Institution/Department/Organisation involved in planning, implementation and evaluation of education, training, research, development and welfare programmes for adults and the communities. As an intern the student is expected to participate in a variety of activities meant for or directed towards achieving the aims/goals/objectives of the concerned Centre/Institution that he/she works with as an intern. Therefore, the **basic objectives** of internship are as follows:

- To help the student to get an opportunity of working with an organization (i.e. Centre/Institution/Department) as a voluntary intern.
- To enable the student to understand the objectives and functions of an organisation he/she works with as an intern.
- To provide the student with suitable opportunities to assist the staff as well as participate in different professional activities of the organisation concerned to gain practical experience of working with it.

Each pre-service student will therefore work as an intern with any identified adult education training centre / institution of his/her choice. So, if you belong to *category (a)*, you will choose **any one** centre/institution for your internship from among the following suggestive categories.

- Jan Shikshan Sansthan (JSS) (For list of JSSs visit Website: http://www.nlm.nic.in/tables/jss_li.htm).
- District Panchayat Saksharatha Samitis (DPSS) (For your district DPSS details, visit your district collectorate).
- District Institute of Education and Training (DIET) (For details of DIET of your district, visit your district collectorate and also use www.google.com search on DIETs).
- District Resource Unit (DRU) (For details of a DRU of your district, visit your district collectorate and also use www.google.com search on DRUs).
- Centre/Department of Adult and Continuing Education & Extension in a University or a College.

- State Resource Centre (SRC) for Adult Education (For list of SRCs, visit website: <http://www.nlm.nic.in/dir.htm>).
- State Literacy Mission Authority (SLMA) or State Directorate of Adult / Mass Education in your State.
- Directorate of Adult Education (DAE), New Delhi (For details of DAE, visit Website http://nlm.nic.in/dae_nlm.htm).
- Public Library involved in adult, continuing education, extension and training programmes.
- Any Voluntary Organisation/Non-Governmental Organization like Indian Adult Education Association (IAEA).

a) **Nature of internship:** The internship provides each pre-service student with opportunities to gain experience in the field of adult education and/or allied areas. It helps him/her determine his/her interest in a particular career, create a network of contacts, explore opportunities for any future employment as well as gain his/her credits for the programme. During this internship the student will provide free service (volunteer intern) to the identified Centre/Institution/Department unless and otherwise the Centre/Institution/Department concerned has any provision to pay him/her for whatever activities are performed by him/her as an intern.

For a pre-service student, this component of practical work provides a comprehensive understanding of how the educational, training, development and/or welfare programmes meant for adults and communities are planned, organised, implemented, monitored and evaluated in the institutional context. If you are a pre-service student, it is expected that you will be equipped with necessary practical experiences, skills and abilities required for shouldering the responsibilities of a middle level functionary of any adult education, development and/or welfare programmes implemented by the Government, quasi-government, autonomous or non-government organisations (voluntary agencies). It would also enable you to plan and organise any adult education activity by yourself in your individual capacity or by involving the community and enlisting its support.

It is important to note that you will perform this category of activities under the guidance, help and supervision of a mentor/guide/facilitator. He/she is a person you had chosen from the concerned Centre/Institution, and the report of the internship work is to be authenticated by him/her with comments as the approved mentor/guide/facilitator for your internship.

b) **Preparatory/ground work for internship:** You will have to take certain preliminary steps or do some preparatory/ground work related to your internship. As mentioned earlier, you will complete this preparatory work for internship simultaneously while performing your community-based practical activities, and surely before you attend the workshop. As a part of this preparatory work you are expected to undertake the following activities/steps in the given order.

i) **Selecting/choosing any Centre/Institution falling under any one of the categories mentioned above.**

- You will go through the suggestive list/categories of Centres/Institutions/Departments.
- You will identify a few Centres/Institutions of your choice/interest.

- You will assess their suitability for your internship keeping in view their location/ distance from your residence, their nature, roles, functions, etc.
- Based on your assessment, you will *select* any one of the Centres / Institutions you feel is convenient, suitable, accessible, comfortable, affordable and prospective for you.

(Note: The Centre/Institution you choose must be the one other than your Programme Study Centre, in case your PSC also falls under any one of the above listed categories).

ii) Visiting the identified Centre/ Institution, seeking the help of its Head/ Director to get the permission for your attachment as an intern with it, and getting the consent of one of the staff members to provide mentoring/guidance/facilitating services to you.

- You will visit the concerned Centre/Institution/Department/Organisation.
- You will contact the Head/Director concerned or any other staff member as may be directed by him/her and explain the purpose of your visit.
- You will obtain formal permission of the concerned Head/Director for your internship there and obtain a letter of consent from a staff member who agrees to be your mentor / guide / facilitator for providing his/her services to you during your internship. Also, obtain his/her contact details such as telephone number, fax, e-mail, etc, if the same are not available in his/her consent letter given to you.

(Note: You will complete the above two preparatory steps while you are performing your community-based practical work. You must bring the consent letter of your mentor / guide / facilitator of internship as a part of your preparatory work for adult education training centre/institution-based practical activities when you attend the workshop. Also, remember that you should bring the reports of your community-based practical activities along with you to the workshop).

iii) Submitting the permission of the Head/Director of the identified Centre/Institution and the consent letter of mentor / guide / facilitator to the concerned person at the PSC during the workshop and getting the permission for your internship at the identified Centre/Institution

- You should submit the permission letter of the Head/Director of the identified Centre/ Institution and the consent letter obtained from the staff member (faculty/academic/ administrative) who has agreed to be your mentor / guide / facilitator to the concerned person at your Programme Study Centre during the period of workshop.
- Get the permission from the concerned Coordinator/Programme-in-charge of your Programme Study Centre for your internship work at the identified Centre/Institution.

c) When does the internship begin and how long does it continue? It begins after the workshop. You will go with the approval/sanction/permission letter from the Programme Study Centre, associate yourself with the identified Centre/Institution/Department and work there as an intern for about a month. As an intern perform your activities and do not forget to prepare a brief note of what you do every day there i.e. about your activity(ies).

(Note: In case any student of *category (a)* finds any problem or difficulty in performing this Activity-C1, and at the same time feels comfortable to perform Activity-C3 below, he/she can accordingly perform Activity-C3 instead of C1.

Activity-C2: Acting as a mentor/guide/facilitator to any pre-service student of PGDAE who is to work as an intern

This Activity is meant for the *category (b)* students i.e. Graduates or those with higher qualification, who are employed (in-service students) working in the field of adult education and/or allied areas. This category of students may be working in various capacities such as:

- Field functionaries of different programmes in the field of adult education and/or allied areas such as population and development education, health and nutrition, family welfare, agriculture, animal husbandry, etc. implemented by Central/State Governments, Universities, Colleges, Institutions, Non-Governmental Organisations/Voluntary Organisations, etc.
- Staff of State Literacy Mission Authorities (SLMAs), State Directorates of Adult/Mass Education, State Resource Centres (SRCs), District Resource Units (DRUs), District Institutes of Education and Training (DIETs), District Panchayat Saksharata Samitis, Jan Shikshan Sansthan, Community Colleges, etc.
- Faculty and other staff of Departments/Centres of Adult, Continuing Education and Extension in the Universities and other institutions.
- Faculty and other staff involved in adult education programmes/activities undertaken by Undergraduate/Degree Colleges and other institutions.

Since the *category (b)* students are already employed in the field of adult education and/or allied areas and have the experience of working with an organization, they are exempted from performing Activity-C1 i.e. internship activity. So, instead, they can act as mentors/guides/facilitators to the *category (a)* students i.e. unemployed (pre-service) students who are required to work as interns with any adult education training centre/institution. The in-service student who wants to act as a mentor/guide/facilitator will identify a pre-service student of PGDAE and facilitate the process of his/her internship with the centre/institution where the mentor/guide/facilitator is working.

(Note: In case of any difficulty either in finding your peer as an intern or not able to act as a mentor/guide/facilitator for any reason, you can, in lieu of this activity, perform Activity-C3 described below).

Activity-C3: Forming and running a voluntary organisation/Non-Governmental Organisation

This is open as an optional activity to all categories of students. This is an optional activity for *category (a)* students in lieu of Activity-C1 i.e. in lieu of internship, particularly for those students who find it difficult to work as an intern for any reason and are interested in and capable of forming and running a voluntary organisation/non-governmental organisation. Similarly, for *category (b)* students it is an option in lieu of Activity-C2. and for *category (c)* students it is an additional option in lieu of Activities-C1 or C4. Activity-C3 aims at providing the students, having service motto, an opportunity to have an organisation of their own through which they can offer their services to adults, the communities, the society and the nation at large. In doing so, they can use the services of the fellow students of PGDAE who are in service as well as adult education field functionaries or experts for promoting different adult education activities and advancing the objectives of the founded organization. For your understanding and convenience of framing a Memorandum of Association (MOA) and Rules and Regulations for forming and running an NGO (i.e a Society/Institute/Association) of your own, you can look at a sample/model MOA and Rules and Regulations given as Appendix-14.

Activity-C4: Visiting and observing the functioning of selected centres/institutions

This is meant for the *category (c)* students only i.e. Graduates or those with higher qualification who are employed (in-service students) but not in the field of adult education or allied areas. This is primarily to enable them to understand what is happening around them through various other centres/institutions, which they otherwise are not aware of. As a part of this activity the student will undertake visits to specified types of centres/institutions in the field, working in the community around to get diverse and comprehensive picture of adult education in its widest sense. He/she is expected to visit the following centres/institutions, observe and understand their functioning, exchange views on the same and write a report.

- i) Any Non-Formal Education Centre/Institute/Agency working for children of 6-14 age group or for adults.
- ii) Any Mandal/Block Saksharatha Samiti (MSS), Divisional Saksharatha Samiti (DSS), District Panchayat Saksharatha Samiti (DPSS), University Centre/Department of Adult Education and Extension Work.
- iii) Any Continuing Education Centre (CEC), Jan Sikshan Sansthan (JSS) or any Vocational Education/Training Centre.
- iv) Any Correspondence/Distance Education Institution or any Study Centre of National Institute of Open Schooling or of State Open University or of IGNOU (other than your Programme Study Centre).
- v) Any State Resource Centre (SRC) for Adult Education, or State Literacy Mission Authority (SLMA) or State Directorate of Adult/Mass Education (SDAE) or any Voluntary Agency/ Non-Governmental Organisation (NGO).
- vi) A public or private library in the community or a library in any selected higher educational institution.

Who are competent to authenticate your visits to the above Centres/Institutions?

The following table will provide you with clarity as to who will authenticate your visits to the respective centres/institutions.

Table 5: Persons competent to authenticate your visits under Activity-C4

Sl. No	Centre/Institution visited for observation	Person competent to authenticate your visit
1.	Any Non-Formal Education Centre / Institute / Agency working for the children of 6-14 age group or for adults	Organiser/Instructor/Supervisor/Coordinator or any other person concerned with the Centre, Institute or Agency.
2.	Any Mandal/Block Saksharatha Samiti (MSS), Divisional Saksharatha Samiti (DSS), Zilla Saksharatha Samiti (ZSS), University Centre / Department of Adult Education and Extension Work	Chairman / Coordinator / Head / Director or any other person concerned with the Samiti / Centre / Department.
3.	Any Continuing Education Centre, Jan Sikshan Sansthan or any Vocational Education / Training Centre	Prerak, Chairman / Director / Coordinator or any other person concerned with the respective Centre.

4.	Any Correspondence/Distance Education Institution or any Study Centre of National Institute of Open Schooling or of State Open University or of IGNOU (other than your Programme Study Centre)	Director / Coordinator / Programme In-charge of the Institution / Centre concerned.
5.	Any State Resource Centre (SRC) for Adult Education, or State Literacy Mission Authority (SLMA) or State Directorate of Adult / Mass Education (SDAE) or any Voluntary Agency/Non-Governmental Organisation	Chairman/Director/Head/Coordinator concerned with the Centre/Agency.
6.	A public or private library in the community or a library in any selected higher educational institution.	Librarian, Assistant Librarian, Coordinator or any other person concerned with the library.

(Note: While performing Activity-C1 or C2 or C3 or C4, as may be applicable and possible, the concerned category of student, in addition, has to perform Activities-C5 and C6 subject to the internal option given under these Activities. In other words, Activities-C5 and C6 are compulsory subject to the internal option given thereunder).

Activity-C5(a): Undertaking participatory research

This activity is intended to provide the student with an opportunity to undertake participatory research. It requires active involvement and participation of the student as a researcher, as also the institution with which he/she is working, either as an employee or as an intern, and the intended beneficiaries and other stake holders in the issues, the problems, etc that confront them. The participatory research topic must attempt to address any serious problem affecting a particular community or a village. If necessary the Centre/Institution where the student-mentor/guide/facilitator is employed and also the student-intern is working, can identify any other institution for its involvement in the process of participatory research, in formulating and implementing a solution to the issue/problem that a community has been suffering from.

(Note: In case of any difficulty in performing Activity-C5(a) above, you can perform the activity Activity-C5(b) described below).

Activity-C5(b): Content analysis of selected literacy primers/readers/post-literacy material

This activity aims at enabling the student to read and understand the literacy primers, readers, post-literacy material with an analytical perspective. It will help the student to analyse the content of the selected material from the points of view of language, gender, religion, politics, etc. Such an analysis will provide him/her a critical understanding of how different issues are depicted in the selected material or any other relevant material and enable him/her to debate on such issues from realistic points of view.

Activity-C6(a): Conducting a case study of any Adult Education Centre/Continuing Education Centre

This activity is intended to provide the student with an opportunity of studying any Adult Education Centre / Continuing Education Centre in a comprehensive manner to identify its strengths,

achievements, contribution, failures and related problems/reasons, etc. It will enable him/her to bring in changes in the functioning of the Centre studied if it is not functioning well for any reason(s), or apply its merits/strengths, if any, in bettering other relevant Centres in the field.

(Note: In case of any difficulty in performing Activity-C6(a) above, you can perform the activity Activity-C6(b) described below).

Activity-C6(b): Conducting a simple bench mark evaluation of an on-going adult education/ continuing education programme in a selected geographical area

This activity is meant for enabling the student to conduct an evaluation of any on-going programme in a specific geographical area by setting appropriate criteria keeping in view the context in which the programme is implemented. It will help him/her to arrive at a reasonable finding whether the programme can progress or achieve expected results as per the set norms.

Out of the above activities each student is expected to perform relevant activities worth **5 credits** as indicated for each category of students. How does the student perform the above activities? Given are the guidelines that help each student perform the relevant activities in a systematic manner.

5.3 Detailed Guidelines for Performing the Activities

Each of the above adult education training centre/institution-based practical activities is discussed under the following sub-heads/sections.

- i) Nature of the activity
- ii) Objectives
- iii) Your role and output (as a student)
 - a) Your role
 - b) Your output (Product of the activity)
- iv) Role of the mentor/guide/facilitator
- v) Evaluation mechanism
- vi) Credit points

Activity-C1: Working as an intern with any adult education training centre/institution (3 Credits)

- i) **Nature of the activity:** Working as an intern with an organisation be it a Centre, Institute, Department, etc. to gain experience of its working.
- ii) **Objectives**
 - To provide you (if you are a pre-service student) an opportunity to work with an organisation in the field of adult education as a voluntary intern, so that you will get a perspective of organisational objectives, functions, programmes, processes, procedures, aspects, issues, environment, work culture, etc.
 - To orient yourself to the basic institutional culture and to establishing rapport with the staff by interacting with them while working for the institute.

iii) Your role and output

a) Your role

- To establish good rapport with your mentor/guide/facilitator and collect basic information about the nature, objectives, staff structure, functions, etc of the Centre/Institution/Department.
- To prepare/arrange for your daily visits to Institution/Centre/Department for about a month during the working days to work as a voluntary intern, unless you are paid by the Centre/Institution on its own.
- To maintain a diary of your daily activities (i.e. prepare day-to-day notes on your activities at the Centre / Institution / Department).
- To acquaint yourself with the organisational culture and maintain good relations with the entire staff of the Centre/Institution.
- To identify/list out on-going programmes, existing staff/functionaries involved in the programmes
- To collect, study and understand relevant information/materials available on different programmes/activities.
- To identify and observe different types of registers and records maintained as well as understand and observe the institutional processes, procedures, discipline, etc.-
- To list out the activities that are scheduled to happen during your internship with the centre/institution and identify the activities/processes in which you can participate (as suggested by your mentor/guide/facilitator).
- To seek necessary help and guidance for your participation in the activities / processes, and provide functional assistance related to any activity as may be assigned by your mentor/guide/facilitator directly or by others through him/her.
- To identify the activities/tasks/jobs in the centre/institute/department that require the services of persons with your qualification and competence.
- To identify and prepare a list of literature/publications developed/printed by the centre/institution which may include literacy primers and readers, post-literacy and continuing education materials, awareness literature, training kits, etc useful to the education/training of adults/community, and collect a copy of the cost-free literature/publications out of the above which are appropriate/relevant for your activities at present and in future for the community.
- To explore the possibilities, if any, for your future association/employment/working with the centre/institute/department or with any other relevant organisation actively involved in the field of adult education, training, etc.
- To prepare and leave a copy of your brief bio-data/curriculum vitae with your mentor / guide /facilitator and/or the Head or other staff of the institute/centre/department for consideration for any opportunity.
- To get the contact details of a few organisations where your services may be wanted in the near future.
- To write a brief summary of your experiences as an intern including prospects for your future involvement in the field of adult education and contribution to the community.

b) Your output

- To prepare a brief, but comprehensive report of 8-10 pages (800-1000 words) based on the daily notes of your work done at the Centre / Institution during your internship including prospects for your future involvement in the field of adult education, and submit it to the PSC concerned.

(Note: When you complete your internship/other activities under this component as may be applicable, you have to obtain and submit a certificate to that effect from the concerned mentor/guide/facilitator in the format given at **Appendix-12**. Similarly for other activities that you perform under this component you need to obtain a similar certificate, if the mentor/guide/facilitator is different for these activities).

iv) Role of your mentor/guide/facilitator

- To help you in your activities at the centre/institution during your internship.
- To guide you in preparation of the report of your activities.
- To authenticate the report with comments covering/keeping in view the following aspects.
 - Nature of the internship (voluntary/paid)
 - Intern's involvement and commitment
 - Centre's/institution's support/facilitation
 - Rapport with mentor/guide/facilitator and other staff
 - Adjustment to institutional culture
 - Duration of internship
 - Range of activities performed
 - Quality of performance
 - Social and professional network established
 - Scope of opportunities explored for future employment
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

v) Evaluation of your performance: Evaluation of your report will be done on the basis of a rating scale at the PSC.

vi) Credit points for the activity: Credit points are calculated in terms of time devoted by you for carrying out and reporting of the activity.

- Identifying a centre/institution, visiting it, collecting its details and assessing its suitability from the points of view of distance, affordability, convenience, etc: 4 hours.
- Approaching the Head/Director of the identified centre/institution, explaining your purpose and seeking his/her help to get the permission for your internship with it and getting the name of a staff member who can be your mentor during your internship: 2 hours.
- Approaching the suggested mentor/guide/facilitator and getting his/her written consent to be your mentor/guide/facilitator: 2 hours.

- Submitting the permission letter of the identified institution and the letter of consent of the mentor/guide/facilitator to the coordinator/programme-in-charge during the workshop period, discussing your plan of work and getting the permission for your internship at the identified centre / institution: 2 hours.
- Attaching yourself with the centre/institution and performing the activities there as an intern: 75 hours.
- Writing a report of your experience: 5 hours.

Total hours and credits = 90 hours (3 credits).

Activity-C2: Acting as a mentor/guide/facilitator to any pre-service student of PGDAE who is to work as an intern (3 Credits)

i) Nature of the activity: Acting as a mentor/guide/facilitator to any one of your fellow students of PGDAE who is not in-service and who is to work as an intern with any centre/institution so that he/she can get the experience of working with your centre/institution under your help and guidance to shape his/her career interest.

ii) Objective

- To enable you to help and guide any one of your pre-service student colleagues of PGDAE programme of IGNOU as a part of fulfillment of his/her practical work as an intern as well as your practical work as a mentor/guide/facilitator under the programme.

iii) Your role and output

a) Your role

- To identify any pre-service student colleague of PGDAE programme of IGNOU who is to work as an intern.
- To facilitate/arrange for his/her internship with your organisation under your mentoring/guidance/facilitation.
- To help and guide him/her to work with your organisation as a voluntary intern or, if possible, as a paid intern if the organisation has any provision to pay to the intern for about a month.
- To help and guide him/her in preparing his/her report on his/her internship.

b) Your output

- To submit a certificate duly signed by the Head/Director of your organisation that you have guided the PGDAE student-intern along with details of his/her name and enrolment on a given format to the Programme Study Centre.

(Note: You need to submit a certificate of your mentoring/guidance/facilitation in the format given at **Appendix-13**).

iv) Role of your mentor/guide/facilitator: You don't need any mentor/guide/facilitator. Rather you act as a mentor/guide/facilitator to an intern. Since you are yourself acting as a mentor/guide/facilitator to your student colleague who is not in service, you need to read the details related to his/her internship activity given in this Handbook and help/guide him/her accordingly.

v) **Evaluation of your performance:** Based on the certificate you submit and the report submitted by your student colleague who worked as an intern under your mentoring/guidance/facilitation you will be given the appropriate grade.

vi) **Credit points for the activity**

Because you are an in-service student, in lieu of which you got exemption from doing Activity-C1, and hence have acted as mentor/guide/facilitator for a pre-service student of PGDAE for his/her practical work under adult education training centre/institution-based activities, your mentoring/guiding activity is treated as equivalent to 3 Credits as that of the intern.

(Note: If no pre-service student of PGDAE is available for internship under your mentoring/guidance/facilitation, then the in-service student of PGDAE who is working in the field of adult education and/or allied areas can perform Activity-C3 below, in lieu of Activity-C2).

Activity-C3: Forming and running a voluntary organisation/Non-Governmental Organisation (3 Credits)

i) **Nature of the activity:** Forming and running a voluntary organisation/Non-Governmental Organisation with active support and membership of your peers, colleagues and experienced members of the community so that you will get an opportunity to serve the society through an organisation of which you are a founder member or office-bearer.

ii) **Objectives**

- To provide you with an experience of forming an NGO/voluntary organisation and effectively using it to serve the society.
- To enable you to learn to run an organisation by being a part of it and as a member committed to its cause and to build your own career as well as provide an opportunity to few others of working with it, for it and for the community.

iii) **Your role and output**

a) **Your role**

- To read and understand the sample/model copy of Memorandum of Association and Rules and Regulations given at **Appendix-14**.
- To identify active members from your peer group, colleagues, experienced members of the community including at least one person who is a law graduate or legal practitioner or has the background of law.
- To share your objective of forming an organisation (NGO), discuss with them individually and collectively the modalities of its forming/functioning.
- To call for a meeting on a day for forming the association/society/institute (an NGO) and form it on that day.
- To register the association/society/institute you have formed.
- To hold at least two meetings of its executive committee/managing committee and organise activities to advance its objects.

b) **Your output:** To write a report of about 8-10 pages (800-1000 words) covering the efforts made in its formation and its functioning for about a month including the details of the organisation formed and the activities undertaken by it.

(Note: Enclose a copy of the Memorandum of Association and Rules of the organisation you have formed).

iv) Role of your mentor/guide/facilitator

- To guide and help you in forming the voluntary organisation.
- To authenticate your report with comments covering/keeping in view the following aspects.
 - Nature of the organisation formed (Registered/Not-registered)
 - Nature of aims and objectives
 - Clarity and comprehensiveness of Memorandum and Rules
 - Operational area and office location
 - Infrastructural facilities
 - Position of the student in the organisation
 - Nature and range of activities undertaken
 - Quality of performance
 - Scope for employment generation
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

v) **Evaluation of your Performance:** It will be done on a rating scale by the concerned person at the PSC.

vi) Credit points for the activity

- Identifying the prospective members and forming the organisation: 4 hours.
- Holding at least two executive / managing committee meetings and one general body meeting: 6 hours.
- Running the organisation by undertaking adult education activities and involving it in solving serious problems/issues affecting the community and in conducting participatory research: 75 hours.
- Writing a report: 5 hours.

Total hours and credits: 90 hours (3 Credits).

Activity-C4: Visiting and observing the functioning of selected centres/institutions (3 Credits)

i) **Nature of the activity:** Visiting, observing and exchanging views on the functioning of the given centres/institutions/departments.

ii) Objectives

- To familiarise you with the broad range of institutions involved in non-formal, and open and distance education activities in the community/society around.
- To provide you with an opportunity of visiting the selected centres/institutions, observing their functioning and exchanging views on the same.

iii) Your role and output

a) Your role

- To identify and visit the following Centres/Institutions/ Departments /Organisations during week days/working hours.
 - Any Non-Formal Education Centre/Institute/Agency working for children of 6-14 age group or for adults.
 - Any Mandal/Block Saksharatha Samiti (MSS), Divisional Saksharatha Samiti (DSS), District Panchayat Saksharatha Samiti (DPSS), University Centre/ Department of Adult Education and Extension Work.
 - Any Continuing Education Centre, Jan Sikshan Sansthan (JSS) or any Vocational Education or Training Centre.
 - Any Correspondence/Distance Education Institution or any Study Centre of National Institute of Open Schooling or of State Open University or of IGNOU (other than your Programme Study Centre).
 - Any State Resource Centre (SRC) for Adult Education, State Literacy Mission Authority (SLMA) or State Directorate of Adult/Mass Education (SDAE) or any Voluntary Agency/Non-Governmental Organisation (NGO).
 - A public or private library in the community or a library in any selected higher educational institution.
- To observe their functioning, interact with the concerned persons and exchange views about their functioning in general and make a note of the observations.

- b) Your output:** To prepare a brief report of 8-10 pages (800-1000 words), with at least one page on each of the above Centres / Institutions /Departments / Organisations you have visited, covering their names, addresses, etc along with your observations, interaction and feedback.

(Note: Obtain the certificates from the concerned person at each of the visited centres / institutions authenticating your visit(s) there and enclose the same with the report).

iv) Role of your mentor/guide/facilitator

- To guide and help you in performing your activity.
- To authenticate your report with comments covering/keeping in view the following aspects.
 - Understanding /clarity of purpose of visits
 - Coverage of specified types of centres/institutions
 - Range of aspects and activities observed
 - Coverage of infrastructural, financial, personnel, and managerial aspects / facilities / resources
 - Coverage of community-institutional linkages and staff relationships
 - Maintenance of records and registers
 - Adequacy, relevance and quality of books in the library.

- Provision of suitable magazines, journals, other periodicals including newspapers and other related reading materials
- Provision of other library facilities such as separate reading room, infrastructure, proper lighting arrangements, etc
- Provision and utilisation of library services
- Duration, frequency, timing and usefulness of visits
- Nature, scope and quality of observations
- Nature of interaction, feedback given / reactions received with the concerned persons during visits
- Observations on functioning of the personnel vis-a-vis their working hours
- Guidance to and monitoring of the visitors and the clientele
- Structure of the report
- Comprehensiveness of the report
- Quality of the report (expression of ideas, sequence and language)

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

vi) **Credit points for the activity**

- Identifying the institutions: 2 hours.
- Visiting and observing the institutions: 25 hours.
- Preparation of the report: 3 hours.

Total hours and credits: 30 hours (1 Credit).

Activity-C5(a): Undertaking participatory research (1 Credit)

i) **Nature of the activity:** Conducting participatory research on a community issue/problem that is seriously affecting living and working conditions, social, educational, economic development and/or welfare of the community.

ii) **Objective:** To provide you with an opportunity of systematically solving a pressing issue/problem of the community through participatory research by involving yourself, the community and the institution you are working with either as an employee or as an intern or any other potential organization that can be of use in addressing the issue/problem.

iii) **Your role and output**

a) **Your role**

- To go through the inputs provided to you in the Unit-12 of Block-2 of Course MAE-002, and also watch the video on “Participatory Research”.
- To select a community and identify its pressing or serious problem/issue that requires participatory research to address it.
- To identify a potential organisation that can be helpful to that community during the conduct of the research and in addressing the problem/issue.

- To establish possible linkages, co-operation and collaboration between yourself and the community for collecting any relevant material/information for participatory research.
 - To conduct participatory research by involving yourself, the community, the centre / institution you are working with as an intern or as a mentor / guide / facilitator or any other appropriate organisation. (In addition to all other institutions you know, here is a suggestive list of few more institutions given below that can be considered for involving in this activity).
 - District Industries Centres (DICs) (For details of DICs of your district visit your district collectorate and find out, and also use www.google.com search on DICs).
 - Industrial Training Institutes (ITIs) (For details of ITIs of your district visit your district collectorate and find out, and also use www.google.com search on it).
 - Community Polytechnics (CPs) (For details of CPs of your district visit your district collectorate and find out, and also use www.google.com search on CPs).
 - Krishi Vigyan Kendras (KVKs) (For list of KVKs visit website: http://aimlab.aces.uiuc.edu/diglib/india/kvk_index.htm).
 - National Bank for Agriculture & Rural Development (NABARD) (Visit <http://www.nabard.org/> & <http://www.fao.org/ag/ags/agsm/banks/banks/india.htm>).
 - Any other Centre/Institute that is useful for providing any training, employment, etc to the community.
 - To identify suitable methodology, tool(s) and technique(s) to collect required evidence /data/information.
 - To enlist community participation and ensure active involvement of the Centre / Institution with which you are working as an intern or as a mentor / guide / facilitator or the NGO, if any, you have formed.
 - To analyse and interpret the data/evidence in collective and participatory manner to reach the conclusion(s) i.e. solution to the problem/issue.
 - To utilise findings of the study for the betterment of the community (i.e. to explore the possibilities for utilising any existing institution or the institutional mechanism for long-term sustainable solution beneficial to the community; (and even to facilitate establishment/forming of any local voluntary agency or institution for solving any other existing/foreseen problems).
- b) Your output:** You have to prepare a research report which should be of about 5-6 pages (500-600 words) and include the following.
- Problem identified
 - Need/rationale for the participatory approach to study the problem
 - Statement of the problem
 - Objective(s)
 - Hypothesis, if any (Not necessary always)

- Limitations of the study
- Methodology/Action plan for participation
- Collection and analysis of data
- Findings and their application
- Conclusions
- Feedback from the community, the institution and others involved in the activity.
- Follow-up i.e. effect of application of research findings in solving the issue/ problem.

iv) Role of your mentor/guide/facilitator

- To enable you to establish links with the identified community and the institution.
- To help and guide you in the conduct (planning, data collection, data analysis, interpretation and application of findings with community participation at all stages) of the participatory research.
- To give feedback on your participation/performance in the research work.
- To authenticate your report with comments covering/keeping in view the following aspects.
 - Relevance and gravity of the community issue/problem identified
 - Relevance of title to the issue/problem identified
 - Suitability of the problem/topic for participatory research
 - Rationale and objectives set for the participatory approach to the problem
 - Appropriateness of the methodology to the objectives
 - Extent of participation/involvement of the community
 - Involvement of researcher and other relevant agencies / institutions
 - Collective and participatory approach followed in collecting and analysing data, and application of findings
 - Utility value of the findings in solving the identified problem of the community
 - Coordination of participation of the community and relevant institutions at different stages of research
 - Conclusions drawn
 - Impact on the community and the student
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language)

- v) Evaluation of your performance:** It will be done on a rating scale by the concerned person at the PSC.

vi) Credit points for the activity:

- Identifying the community and its serious problem/issue: 2 hours.
- Identifying the individuals and institutions that are relevant to solve the problem/issue: 2 hours.
- Pre-activity preparation (Developing the methodology, tools, and action plan): 5 hours
- Conducting the participatory research: 15 hours
- Monitoring the follow-up efforts related to the effect of solution to the problem/issue: 2 hours.
- Preparation of the report: 4 hours

Total hours and credits: 30 hours (1 Credit).

Activity-C5(b): Content analysis of selected literacy primers/readers/post-literacy material (1 Credit)

i) Nature of the activity: Conducting content analysis of selected literacy primers/readers/post-literacy material, etc relevant to adult education.

ii) Objectives

- To provide you an opportunity of carrying out content analysis of selected material.
- To enable you to acquire the skills of analysing the content of the selected material.

iii) Your role and output

a) Your role

- To select suitable literacy primer/reader/post-literacy material related to adult education.
- To identify issues of language, graphics, gender, religion, politics, etc depicted in the content of the selected material
- To develop appropriate tools and analyse the content vis-a-vis identified issues in realistic perspective.

b) Your output: To prepare a report of about 5-6 pages (500-600 words) covering the title of the material analysed and the issues covered.

iv) Role of your mentor/guide/facilitator

- To guide, help and/or facilitate your activity and in presenting the information.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Relevance of the material selected
 - Objectives of analysis
 - Number, nature and relevance of criteria set for analysis
 - Suitability of methods/tools/techniques of content analysis

- Rigour and relevance of analysis
- Nature, quality and applicability of findings for improvement of the materials
- Structure of the report
- Comprehensiveness of the report
- Quality of the report (expression of ideas, sequence and language).

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

vi) **Credit points for the activity**

- Selecting the suitable material: 2 hours
- Browsing the content and identifying the broad issues: 2 hours.
- Identifying the methods and tools of analysing the content and issues: 2 hours.
- Obtaining inputs from the concerned persons for preparation of tools: 2 hours.
- Developing simple and appropriate tools/formats for content analysis: 3 hours
- Analysis of the content/issues: 12 hours.
- Organisation, analysis and interpretation of data/information: 4 hours.
- Preparation of a brief report: 3 hours.

Total number of hours and credits: 30 hours (1 Credit).

Activity-C6(a): Conducting a case study of any Adult Education Centre / Continuing Education Centre (1 Credit)

i) **Nature of the activity:** Conducting a case study of any Adult Education Centre / Continuing Education Centre covering the aspects such as its location, number and nature of learners, functioning, materials such as primers, readers, booklets and other material available, participation of learners, organisers and others, the impact on learners, the problems faced, solved and pending in respect of its functioning, etc.

ii) **Objective:** To enable you to conduct a case study of an Adult Education Centre / Continuing Education in your locality.

iii) **Your role and output**

a) **Your role**

- To identify an Adult Education Centre / Continuing Education Centre in your locality.
- To collect data/information regarding the date when it was started, its location, number and nature of learners, organizers/preraks and others involved in running it, its functioning, materials such as primers, readers, booklets and other materials available and used, adequacy of funds received and spent, impact on the learners and the community, its problems in respect of its functioning, etc.
- To identify its strengths, achievements, contribution, failures and related problems, etc.

b) **Your output:** To prepare a report of about 5-6 pages (500-600 words) covering details of the centre and its aspects you have studied.

iv) Role of your mentor/guide/facilitator

- To guide, help and/or facilitate your activity and in presenting the information.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Age, size and location of the centre
 - Geographical area of operation
 - Range of aspects and activities covered
 - Nature, relevance, quality and quantity of data collected
 - Analysis and interpretation of data
 - Important findings
 - Recommendations
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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

vi) Credit points for the activity

- Identifying the Centre: 2 hours
- Approaching the organiser, prerak and/or others concerned: 2 hours.
- Identifying the aspects to be covered: 2 hours.
- Obtaining inputs from the concerned persons for preparation of tools: 2 hours.
- Developing simple and appropriate tools/formats for collecting information: 3 hours
- Collection of data/information about the Centre and its functioning: 12 hours.
- Organisation, analysis and interpretation of data/information: 4 hours.
- Preparation of a brief report: 3 hours.

Total number of hours and credits: 30 hours (1 Credit).

Activity-C6(b): Conducting a simple bench mark evaluation of an on-going adult education /continuing education programme in a selected geographical area (1 Credit)

- i) Nature of the activity:** Conducting a simple bench mark evaluation of an on-going adult education / continuing education programme in a selected geographical area.
- ii) Objective:** To enable you to conduct a simple bench mark evaluation of an on-going adult education / continuing education programme in a selected geographical area.

iii) Your role and output

a) Your role

- To identify/select a geographical area where adult education / continuing education programme is being implemented.
- To set suitable criteria/parameters for evaluating the programme keeping in view the date it started, its target group, the funds allocated and spent, involvement of the target group and others, progress made, time/period remaining for completion of the programme, achievements made, among others, till the time of your evaluation.
- To collect relevant data/information.
- To analyse and interpret the data/information to arrive at the findings.

b) Your output: To prepare a report of about 5-6 pages (500-600 words) covering details of the centre you have studied.

iv) Role of your mentor/guide/facilitator

- To guide, help and/or facilitate your activity and in presenting the information.
- To authenticate the report and provide comments on it covering/keeping in view the following aspects.
 - Size of the area selected (Village, Block, Mandal, etc)
 - Period from launch date of the programme to date of starting of evaluation
 - Number of centres covered
 - Number, nature and relevance of criteria set for evaluation
 - Suitability of methods used for data collection
 - Nature and quality of data collected
 - Nature, quality and applicability of findings for improvement of the programme
 - Structure of the report
 - Comprehensiveness of the report
 - Quality of the report (expression of ideas, sequence and language).

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

vi) Credit points for the activity

- Identifying the area and the programme: 2 hours.
- Approaching the organisers, supervisors and others concerned: 2 hours.
- Identifying the aspects/activities to be covered: 2 hours.
- Obtaining inputs from the concerned persons for preparation of tools: 2 hours.
- Developing simple and appropriate tools/formats for collecting data/information: 3 hours
- Collection of data/information about different aspects/activities of the programme: 12 hours.

- Organisation, analysis and interpretation of data/information/findings: 4 hours.
- Preparation of a brief report: 3 hours.

Total number of hours and credits: 30 hours (1 Credit).

When you have completed the adult education training centre/institution-based practical activities relevant to you, please check for your self-appraisal and submit the reports by using the format given in **Appendix-15**.

6. MONITORING AND EVALUATION OF PRACTICAL WORK

Practical Course MAEL-001 is a compulsory component of PGDAE programme. As you have learnt above, various practical activities under this course are classified under three broad components / categories i.e. Community-based practical activities, Workshop-based practical activities, and Adult education training centre/institution-based practical activities. As we know clearly, these three categories of practical work mentioned above will be conducted at different places. The community-based practical activities are conducted in the community where the student lives and/or works. Workshop-based activities are conducted at the Programme Study Centre. The adult education training centre/institution-based practical activities are conducted at a suitable centre/institution identified/chosen by the student.

6.1 Monitoring of Practical Work

For smooth performance/conduct of these practical activities and for maintenance of quality there is a need for a scheme or mechanism built into the system for monitoring and evaluation of these activities. The scheme of monitoring covers the practical work done at different stages at different places through different personnel who will mentor, guide, facilitate and evaluate these practical activities. This task will be accomplished as follows.

- Community:** It is the place where the student lives and/or works and carries out his/her community-based practical activities. He/she will perform them under the help and guidance of mentor(s)/guide(s)/facilitator(s) of the relevant activity(ies). As per the student's convenience, accessibility, requirements and choice, he/she will identify suitable person(s) as his/her mentor(s)/guide(s)/facilitator(s) who can guide and help him/her in performing/ conducting the specified activity(ies). The mentor/guide/facilitator could be any resourceful person available in the community, neighbourhood community or in any institution/agency (formal/non-formal) in the community, or functionary(ies) of (adult) education, development and/or welfare programmes being implemented in the community. He/she should at least be a Bachelor's Degree holder in any discipline, if he is a functionary of a programme or working with any non-formal education institution. If he/she is an unemployed member of the community or is working with any formal education institution, he/she shall possess at least a Bachelor's Degree and B.Ed or a Bachelor's Degree and a Diploma/Certificate in Adult Education / Andragogy / Extension Education / Continuing Education / Lifelong Education / Social Work / Rural Development / Development Studies / Library Science or any other relevant discipline. The student will prepare a report of each activity performed by him/her. The mentor/guide / facilitator of the activity(ies) concerned will authenticate the relevant report(s) of the student along with his/her comments.

While performing the community-based activities, the student will also perform/carry out the required pre-workshop activities as well as the preparatory/ground work related to adult education training centre/institution-based practical activities.

- ii) **Programme Study Centre (PSC):** It is one of the collaborating institutions of IGNOU. It is an institution established as a Centre of IGNOU where support services are provided to the students in respect of their activities related to theory courses as well as relevant practical activities including the conduct of workshop under this practical course. The Coordinator/ Programme in-charge of the Programme Study Centre (PSC) along with academic counsellors, workshop director/facilitator, and other resource persons and the support staff will coordinate, facilitate, organise, supervise and monitor the progress of the students in their different activities. Student's reports of community-based practical activities and adult education training centre/institution-based practical activities as well as his/her performance in workshop-based practical activities will be evaluated at the PSC by the concerned resource persons.
- iii) **Regional Centre (RC):** It is like a branch office of IGNOU. It is a permanent centre of IGNOU with full-time permanent staff taking care of different Study Centres under its territorial jurisdiction as assigned by the Headquarters. IGNOU provides all necessary financial, administrative, logistic, and other support to PSCs in relation to organising, facilitating and monitoring of activities related to theory and practical activities of students. The Regional Director and Assistant Regional Director along with other support staff available at Regional Centre will provide all necessary help, guidance and support to PSCs under its control.
- iv) **Adult Education Training Centre/Institution:** It is any Centre / Institute / Department / Organisation involved in educational, training, development, welfare and research activities related to adults and the communities. It may be a government, semi-government, autonomous or voluntary organisation/NGO which is convenient to the student for his/her internship and/or for performing other activities under the component of adult education training centre/institution-based practical activities. In case of internship, the staff member of the Centre / Institution as identified by the student and approved by the PSC will act as mentor/guide/facilitator to help and guide the pre-service student during his/her internship. The mentor/guide/facilitator concerned will authenticate with comments the relevant report(s) submitted by the student.
- v) **School of Extension and Development Studies (SOEDS):** It is one of the 21 Schools of IGNOU located at its Headquarters in New Delhi. PGDAE programme is located in and offered by SOEDS. The Director, Programme Coordinator of PGDAE and the faculty members of SOEDS together are responsible for providing academic support, and facilitating guidance, monitoring and evaluation of the PGDAE programme under all RCs, PSCs and other related Centres/Institutions involved in delivery of different support services to the students of the programme. The data and information collected/received by SOEDS from various sources will be appropriately used to provide necessary feedback to those concerned and in maintaining and improving the quality of the programme. Whenever and wherever necessary, the SOEDS may utilise the services of any other external resource persons in promoting, facilitating, monitoring and evaluation of practical work at the level of RCs or PSCs or other relevant centres/institutions.

6.2 Evaluation Procedure

Community-based practical activities will be authenticated and commented upon by the mentor/guide/facilitator. The report of each activity will be evaluated with the help of rating scales by academic counselors and other resource persons, experts, etc associated with relevant tasks at the PSC and a weighted average grade will be awarded for the community-based practical work.

The workshop-based activities will be evaluated and graded by the workshop facilitator/director or other resource person or the coordinator/programme in-charge at the concerned PSC, and based on these grades an average grade will be awarded for the workshop-based practical work.

Student's reports of adult education training centre/institution-based practical activities will be authenticated and commented upon by the mentor/guide/facilitator concerned. At the PSC, the Coordinator/Programme In-charge or academic counsellors or other resource persons assigned the task will evaluate and assign the grades to these activities based on mentor/guide/facilitator's authentication and comments on the reports. Based on these, a weighted average grade will accordingly be awarded for the adult education training centre/institution-based practical activities.

Further, wherever necessary, the above average grades will be moderated by the faculty of SOEDS or any other person authorised or nominated by it for that purpose and the finalised assessment grades will then be sent to the Student Evaluation Division (SED) of IGNOU for inclusion in the relevant grade sheets of the students.

APPENDICES

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(a)

a) PROFORMA TO IDENTITY NON-LITERATE (ILLITERATE) ADULTS (15 + AGE GROUP) IN THE COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name and complete address of non-literate (illiterate) adult	Father's / Mother's name	Age	Sex (M/F)	Religion	Caste Group (SC/ST/OBC/ Others)	Marital Status	Occupation	Annual Income	Mother tongue	Interested to learn & become literate (Yes/No)
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

08

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(b)

b) PROFORMA TO IDENTIFY OUT-OF-SCHOOL CHILDREN (6-14 AGE GROUP) IN THE COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name and complete address of out-of-school child	Father's / Mother's name	Age	Sex (M/F)	Religion	Caste Group (SC/ST/OBC/ Others)	Whether illiterate/ literate/ drop out (class)	Annual Income of the family	Mother tongue
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

18

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(c)

c) PROFORMA TO IDENTITY ADULTS WITH QUALIFICATION (10TH PASS AND ABOVE) AND THEIR FURTHER EDUCATIONAL NEEDS

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District: State:

Sl. No.	Name and complete address of adult (and Phone No., if any)	Father's / Mother's name	Age	Sex (M/F)	Religion	Caste Group (SC/ST/OBC/ Others)	Educational Qualification	Medium of Instruction	Employment Status (Employed/unemployed)	Further educational need	Annual Income
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(d)

d) PROFORMA TO IDENTIFY THE PERSONS BELOW POVERTY LINE IN THE COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name and address of the persons below poverty line	Father's / Mother's name	Sex (M/F)	Social Groups such as caste, religion, educational organization or community to which he/she belongs	Occupation, craft, landless labourer, etc.	Any prevalent social problems, evils, blind beliefs, etc.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(e)

e) PROFORMA TO IDENTIFY ACTIVE AND PROGRESSIVE CHANGE-SEEKING/MAKING MEMBERS OF THE COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name and address of active and progressive change making/seeking member with Phone No., if any	Father's / Mother's name	Age	Sex (M/F)	Religion	Caste Group (SC/ST/OBC/ Others)	Educational Qualification	Occupation	Annual Income
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(f)

f) PROFORMA TO IDENTIFY PERSONS REQUIRING EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name and address of the person requiring guidance/counselling with Phone No., if any	Father's / Mother's / Husband's/Wife's name (as the case may be)	Age	Sex (M/F)	Religion	Caste Group (SC/ST/OBC/ Others)	Educational Qualification	Guidance/ Counselling required (Educational and/or vocational)	Annual Income
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(g)

g) PROFORMA TO IDENTIFY NEEDS OF THE COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Educational (5 priority needs)	Health and Nutrition (5 priority needs)	Family Welfare (5 priority needs)	Agriculture and animal husbandry (5 priority needs)	Vocational (5 priority needs)	Any other area(s) (5 priority needs)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

98

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(h)

h) PROFORMA TO IDENTIFY ALTERNATIVE LEARNING SYSTEMS EXISTING FOR OUT-OF-SCHOOL CHILDREN AND ADULTS IN THE NEIGHBOURHOOD COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name and address of nearest school	Address of nearest Non-Formal Education Centre for out-of-school children	Address of nearest Adult Education Centre	Address of nearest Continuing Education Centre	Name and Address of nearest library	Name and address of nearest College/ University	Address of nearest Open and Distance Learning Centre/ Institution	Any other learning Centre/ Institution
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(i)

i) PROFORMA TO IDENTIFY DIFFERENT INSTITUTIONS EXISTING IN THE NEIGHBOURHOOD COMMUNITY

District:

State:

Sl.No.	Name and Address (Also website, if any)	Telephone No.	Fax	E-mail
(1)	(2)	(3)	(4)	(5)
I. Schools (Primary/Secondary/Higher Secondary)				
1.				
2.				
3.				
II. Primary health centres/hospitals				
1.				
2.				
3.				
III. Community halls/centres				
1.				
2.				
3.				
IV. Public/Private Libraries				
1.				
2.				
3.				
V. Public/Private Banks				
1.				
2.				
3.				

(1)	(2)	(3)	(4)	(5)
VI. Post Offices				
1.				
2.				
3.				
VII. Cyber cafes / Computer centres				
1.				
2.				
3.				
VIII Non-formal education agencies/institutions/centres				
1.				
2.				
3.				
IX. Open and Distance Education Institutions				
1.				
2.				
3.				
X. Any other Institutions/Resources/Facilities Available				
1.				
2.				
3.				

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

Activity-A1: Conducting a survey of a community, local institutions and government programmes

Appendix-1(j)

j) PROFORMA TO IDENTIFY GOVERNMENT PROGRAMMES IMPLEMENTED IN THE COMMUNITY

Name of the Village/Ward/Mohalla:

Name of the Gram Panchayat/Nagar Panchayat:

Block:

District:

State:

Sl. No.	Name of the programme	Year of launch	Year of Implementation in your local area/ community	Name and address of the local/ grassroots level functionary	Name and address of the next functionary above the local/ grassroots level functionary
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

06

(Signature of the Student)

Name of the student:

Enrolment No.:

Date:

Place:

**PROFORMA FOR CERTIFICATION BY THE MENTOR(S)/GUIDE(S)/
FACILITATOR(S) OF RELEVANT COMMUNITY-BASED PRACTICAL
ACTIVITIES PERFORMED BY THE STUDENT**

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

It is hereby certified that:

1. I have mentored/guided/facilitated the student (**Name:**);

Enrolment No.:) in carrying out the following community-
based activity(ies).

.....
.....
.....
.....
.....
.....
.....
.....
.....

2. I have received the report(s) of the above activity(ies) from the student concerned.

3. I have given my authentication as well as my comments on the report(s) prepared by the student keeping in view the relevant aspects.

4. I have returned the authenticated and commented upon report(s) of the above activity(ies) 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, if any:

Address:

.....
.....

**PROFORMA FOR SUBMISSION OF THE REPORTS OF COMMUNITY-BASED
PRACTICAL ACTIVITIES PERFORMED BY THE STUDENT**

**(To be filled-in and submitted by the student to the Programme In-charge/Coordinator
of his/her Programme Study Centre during the workshop)**

Name of the student:

Enrolment No.:

Address:

1) Details of Community-based Practical Activities completed.

Sl. No	Activity No. and title	Date of Completion of the Activity	Name, qualification, designation (if any) and address of the Mentor/ Guide/ Facilitator	No. of credits of the Activity
(1)	(2)	(3)	(4)	(5)
1.	Activity-A1: Conducting a survey of a community, local institutions and government programmes			0.6
2.	Activity-A2: Conducting a survey of career interests of degree college students and their interest in involving themselves in adult education activities in the community			0.2
3.	Activity-A3(a): Internet browsing and commenting upon ten given websites OR Activity-A3(b): Organising campaign(s) for promotion of awareness and functionality in the community			0.2
4.	Activity-A4(a): Community networking and information dissemination by holding a meeting and showing the given websites OR Activity-A4(b): Observing, as a participant or as an outside observer, any training programme(s) organised for the field functionaries			0.4

5.	Activity-A5: Seeking intervention of implementing agencies of formal, non-formal and adult education programmes			0.2
6.	Activity-A6: Establishing a professional network of student colleagues (peer group) and professionals / experts			0.4
7.				
8.				
9.				
10.				
11.				
Total credits				3 Credits

2) The reports of the above activities duly authenticated and commented upon by the concerned mentor(s) / guide(s) / facilitator(s) are attached to this proforma.

Date:

Signature of the student :

Place:

Name:

ACKNOWLEDGEMENT

Duly authenticated and commented upon reports of compulsory Activities-A1-A6 and optional Activities (B_, B_, _____) have been received from the Student (Name: _____, Enrolment No. _____).

Date:

(Signature of Programme In-charge/Coordinator of the PSC)

Place:

Name:

(Seal/Stamp)

Activity-A2: Conducting a survey of career interests of degree college students and their interests in involving themselves in adult education activities in the community

Name and address of the college:

Sl. No.	Name of the Student	Discipline and year in which Degree is being pursued (Arts / Science/ Commerce - I / II / III year)	Interest in pursuing higher education through ODL mode and IGNOU programmes in general (Interested / Not interested / Cannot say)	Interest in pursuing PGDAE programme of IGNOU and in involving in adult education activities in the community (Interested / Not interested / Cannot say)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Date:

Signature of the Student :

Name of the Student:

Enrolment No.:

Address:

Activity-A3(a): Internet browsing and commenting upon ten given websites

Sl. No	Website browsed	Duration it was browsed	Observations/comments (on accessibility, usefulness, etc)
1.	http://www.sarkaritel.com/		
2.	http://www.planningcommission.nic.in/		
3.	http://www.ignou.ac.in/		
4.	http://www.nlm.nic.in/		
5.	http://www.unesco.org/		
6.	http://www.worldbank.org/education/		
7.			
8.			
9.			
10.			

Date:

Signature of the Student :

Name of the Student:

Enrolment No.:

Address:

Activity-A4(a): Community networking and information dissemination by holding a meeting and showing selected websites

Address of venue of the meeting:

Sl. No	Website Browsed/shown	Duration it was browsed / shown to the participants	Feedback from participants and sponsor(s)
1.	http://www.sarkaritel.com/		
2.	http://www.planningcommission.nic.in/		
3.	http://www.ignou.ac.in/		
4.	http://www.unesco.org/		
5.	http://www.worldbank.org/education/		

Date:

Signature of the Student :

Name of the Student:

Enrolment No.:

Address:

Activity-A6: Establishing a professional network of student colleagues (peer group) and professionals/experts

Sl.No.	Name and address of key persons at/belonging to	Telephone No.	Fax	E-mail
(1)	(2)	(3)	(4)	(5)
I. Programme Study Centre concerned (Address):				
1.				
2.				
3.				
4.				
5.				
II. Regional Centre concerned (Address):				
1.				
2.				
3.				
4.				
5.				
III. Peer Group (Student Colleagues)				
1.				
2.				
3.				
4.				
5.				

(1)	(2)	(3)	(4)	(5)
IV. Voluntary/Non-Governmental Organisation(s) in your district (Address):				
1.				
2.				
3.				
4.				
5.				
V. District Panchayat Saksharata Samiti, Non-formal or Adult Education Training Centre(s)/Institution(s) in the District (Address):				
1.				
2.				
3.				
4.				
5.				
VI. Governmental or Non-Governmental Organisation(s) at the State level (Address):				
1.				
2.				
3.				
4.				
5.				

Date:

Signature of the Student :

Name of the Student:

Enrolment No.:

Address:

(1)	(2)	(3)	(4)	(5)
VII. Governmental or Non-Governmental Organisation(s) at national level (Address):				
1.				
2.				
3.				
4.				
5.				
VIII. Governmental or Non-Governmental Organisation(s) at International level (Address):				
1.				
2.				
3.				
4.				
5.				

SELF-APPRAISAL CHECKLIST

(To be check by the student for himself/herself regarding completion of community-based practical activities' reports to be submitted)

Name of the student:

Enrolment No.:

Address:

.....

A. Compulsory Activities

1. Have you performed all the following compulsory activities given under community-based practical activities worth 2 credits?

Activity-A1: Conducting a survey of a community, local institutions and government programmes **(0.6 Credits)**

Activity-A2: Conducting a survey of career interests of degree college students and their interest in involving themselves in adult education activities in the community **(0.2 Credits)**

Activity-A3(a): Internet browsing and commenting upon ten given websites **(0.2 Credits)**

Or

Activity-A3(b): Organising campaign(s) for promotion of awareness and functionality in the community **(0.2 Credits)**.

Activity-A4(a): Community networking and information dissemination by holding a meeting and showing the given websites **(0.4 Credits)**.

Or

Activity-A4(b): Observing, as a participant or as an outside observer, any training programme(s) organised for the field functionaries **(0.4 Credits)**.

Activity-A5: Seeking intervention of implementing agencies of formal, non-formal and adult education programmes **(0.2 Credits)**

Activity-A6: Establishing a professional network of student colleagues (peer group) and professionals / experts **(0.4 Credits)**.

- (Note: 1) Please ensure that your checking of the above activities is in affirmative.**
2) Please ensure that you have prepared a report for each of the above activities and got it authenticated and commented upon by the concerned mentor/guide/facilitator).

2. Check the following regarding each activity.

Regarding Activity-A1: Conducting a survey of a community, local institutions and government programmes

- 1) Have you used relevant formats/proformae given at **Annexures-1(a) to 1(j)** for conducting the survey? Yes/No
- 2) Did you experience any problem(s) in conducting the above mentioned survey? Yes/No
If yes, please specify.
 - i)
 - ii)
 - iii)
- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
 - i)
 - ii)
 - iii)

Regarding Activity-A2: Conducting a survey of career interests of degree college students and their interest in involving themselves in adult education activities in the community

- 1) Have you used relevant format/proforma given in **Annexure-3** for conducting the survey? Yes/No
- 2) Did you experience any problem(s) in conducting the above mentioned survey? Yes/No
If yes, please specify.
 - i)
 - ii)
 - iii)
- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
 - i)
 - ii)
 - iii)

Regarding Activity-A3(a): Internet browsing and commenting upon ten given websites

- 1) Have you browsed the six websites which were made compulsory for your browsing? Yes/No

- 2) Have you browsed any four websites from among the optional ones given for browsing? Yes/No
If yes, please specify.
i)
ii)
iii)
- 3) Did you experience any problem(s) in doing the activity? Yes/No
If yes, please specify.
i)
ii)
iii)
- 4) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
i)
ii)
iii)

(Note: If you have not performed Activity-A3(a), only then check for yourself the Activity-A3(b) below).

Regarding Activity-A3(b): Organising campaign(s) for promotion of awareness and functionality in the community

- 1) Could you organise an awareness and functionality campaign for the community? Yes/No
- 2) Did you experience any problem(s) in organising the campaign? Yes/No
If yes, please specify.
i)
ii)
iii)
- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
i)
ii)
iii)

Regarding Activity-A4(a): Community networking and information dissemination by holding a meeting and showing the given websites

1) Could you hold the meeting and show the given websites for wider information dissemination and networking activity? Yes/No

2) Did you experience any problem(s) in performing/undertaking such an activity? Yes/No
If yes, please specify.

i)

ii)

iii)

3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.

i)

ii)

iii)

(Note: If you have not performed Activity-A4(a), only then check for yourself the Activity-A4(b) below).

Regarding Activity-A4(b): Observing, as a participant or as an outside observer, any training programmes organised for field functionaries

1) Could you observe as a participant or as an outside observer any training programme organised for the field functionaries? Yes/No

2) Did you experience any problem(s) in performing the activity? Yes/No
If yes, please specify.

i)

ii)

iii)

3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.

i)

ii)

iii)

Regarding Activity-A5: Seeking intervention of implementing agencies of formal, non-formal and adult education programmes

1) Have you sought the intervention in your community education of any implementing agencies of formal, non-formal and adult education programmes in your locality, district or state? Yes/No

If yes, specify the names of the agency(ies) you have approached.

i)

ii)

iii)

- 2) Could any one of the approached agencies intervene to start any programme or activity? If yes, specify the agency and its programme/activity. Yes/No

i)

ii)

iii)

- 3) Did you experience any problem(s) in conducting the above mentioned survey? Yes/No
If yes, please specify.

i)

ii)

iii)

- 4) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.

i)

ii)

iii)

Regarding Activity-A6: Establishing a professional network of student colleagues (peer group) and professionals/experts

- 1) Could you establish a professional network of student colleagues (peer group), and professionals/experts in selected institutions at local, district, national and international levels? Yes/No

- 2) Did you experience any problem in establishing the professional networks? Yes/No
If yes, please specify.

i)

ii)

iii)

- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.

i)

ii)

iii)

B. Optional Activities

1. Have you performed **one credit** worth activities from among the optional activities given under community-based practical activities? Yes/No
2. If yes, which of the following optional activities you have performed? (Please put tick mark against the relevant activities)

Activity-B1: Gathering and addressing the community on a community issue/problem/evil (**0.2 Credits**).

Activity-B2: Facilitating establishment of an Adult Education Centre/Continuing Education Centre in the community (**0.3 Credits**).

Activity-B3: Organising a community talk (Lecture), a debate or a panel discussion in the community (**0.3 Credits**).

Activity-B4: Organising a quiz programme in the community (**0.3 Credits**).

Activity-B5: Organising discussion group(s) in the community (**0.2 Credits**).

Activity-B6: Organising a field trip or tour for the community (**0.5 Credits**).

Activity-B7: Organising visits by functionary(ies) of development or welfare programmes or by specialist(s) for promotion of a sustainable development practice in the community (**0.5 Credits**).

Activity-B8: Observing the functioning of a coaching centre or study circle coaching the students for entrance examinations to professional courses or any competitive examinations for positions of public service (**0.2 Credits**).

Activity-B9: Promotion of any socially useful and/or productive activity of your own interest / choice in the community (**0.2 Credits**).

(Note: With regard to one credit worth optional activities you have selected and performed from the above, please ensure that you have prepared a report for each activity and got it authenticated and commented upon by the concerned mentor/guide/facilitator).

Regarding Activity-B1: Gathering and addressing the community on a community issue/problem/evil

- 1) Could you address the community? Yes/No
- 2) Have you prepared a resume of the community address? Yes/No
- 3) Did you experience any problem(s) in performing the activity? Yes/No
If yes, please specify.
 - i)
 - ii)
 - iii)
- 4) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
 - i)
 - ii)
 - iii)

**Regarding Activity-B2: Facilitating establishment of an Adult Education Centre/
Continuing Education Centre in the community**

- 1) Could you facilitate the establishment of an Adult Education Centre/Continuing Education Centre? Yes/No
- 2) Did you experience any problem(s) in performing the activity? Yes/No
If yes, please specify.
 - i)
 - ii)
 - iii)
- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
 - i)
 - ii)
 - iii)

Regarding Activity-B3: Organising a community talk (Lecture), a debate or a quiz programme in the community

- 1) Which one of the following could you organise?
 - i) Community talk (Lecture),
 - ii) Debate or
 - iii) Panel discussion
- 2) Did you experience any problem(s) in doing the activity? Yes/No
If yes, please specify.
 - i)
 - ii)
 - iii)
- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
 - i)
 - ii)
 - iii)

Regarding Activity-B4: Organising a quiz programme in the community

- 1) Could you organise a quiz programme in and for the community? Yes/No

- 2) Did you experience any problem(s) in doing the activity? Yes/No
If yes, please specify.
i)
ii)
iii)

- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
i)
ii)
iii)

Regarding Activity-B5: Organising discussion group(s) in the community

- 1) Could you organise discussion group(s) in the community? Yes/No
2) Did you experience any problem(s) in organising the campaign? Yes/No
If yes, please specify.
i)
ii)
iii)

- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
i)
ii)
iii)

Regarding Activity-B6: Organising a field trip or tour for the community

- 1) Which one of the following did you organise?
i) Field trip
ii) Tour
2) Did you experience any problem(s) in organising the activity? Yes/No
If yes, please specify.
i)
ii)
iii)

- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
- i)
 - ii)
 - iii)

Regarding Activity-B7: Organising visits by functionary(ies) of development and/or welfare programmes or by specialist(s) for promotion of a sustainable development practice in the community

- 1) Could you organise visit(s) by functionary(ies) of development or welfare programme or by specialist(s) for promotion of a sustainable development practice in the community. Yes/No
- 2) Did you experience any problem(s) in facilitating/organising the visits? Yes/No
If yes, please specify.
- i)
 - ii)
 - iii)
- 3) Could you find any solution(s) to the problems? Yes/No
If yes, please specify the solution(s) found.
- i)
 - ii)
 - iii)

Regarding Activity-B8: Observing the functioning of a coaching centre or study circle coaching the students for entrance examinations to professional courses or any competitive examinations for positions of public service

- 1) Could you observe the functioning a coaching centre or study circle coaching the students for competitive examinations for admission to any professional course(s) or any competitive examination(s) for the posts of public service? Yes/No
- 2) Did you experience any problem in doing the activity? Yes/No
If yes, please specify.
- i)
 - ii)
 - iii)
- 3) Could you find any solution(s) to the problem(s)? Yes/No
If yes, please specify the solution(s) found.
- i)
 - ii)
 - iii)

Regarding Activity-B9: Promotion of any socially useful and/or productive activity of student's own interest/choice in the community

- 1) Could you promote any socially useful/productive activity in the community? Yes/No
2) Did you experience any problem(s) in doing such promotional activity? Yes/No

If yes, please specify.

i)

ii)

iii)

- 3) Could you find any solution(s) to the problem(s)? Yes/No

If yes, please specify the solution(s) found.

i)

ii)

iii)

Date:

Signature of the Student :

Place:

Name of the Student :

Enrolment No:.....

(Note: Once you have checked and found every thing in order, then you ensure that Appendix-3 is complete in every respect and carry it with you for its submission at PSC during the workshop).

FORMAT FOR PREPARING AWARENESS OR FUNCTIONALITY LESSON PLAN

(See Session-IV of Day 4 of Workshop-based activity)

A. Name of the Student:

Enrolment No.:

AE Centre/CEC/Community/Simulated (peer) community:

Topic:

Date:

Time:

B. Instructional objectives of functionality/awareness lesson:

C. Testing previous knowledge:

D. Introduction:

E. Presentation of the content material/Overview of the major concepts/themes:

F. Teaching Method(s):

G. Transaction of the Lesson:

Teaching Point	PGDAE student activity	Adult learners'/ Community Members' Activity	Teaching methods/aids	Blackboard/ Other work/ Summary	Evaluation Items
----------------	------------------------	--	-----------------------	---------------------------------	------------------

H. Generalisations (if any):

I. Application:

J. Recapitulation:

K. Home Assignments:

Date:

(Signature of the Student)

Place:

Signature of the resource person

**PROCEDURE OF USING THE AWARENESS/FUNCTIONALITY LESSON PLAN
FORMAT**

Name: Write your name here.

Enrolment No.: Write here your Enrolment No.

Location of the AEC/CEC/ Simulated (peer) community: Write the name of the location of the centre/community where you are presenting the functionality and awareness lesson(s). Also, mention the educational level of the group of adults (illiterates/literates/1-5 standard dropouts/ 5-10 standard drop outs, the simulated/peer community, etc) you have chosen.

Topic: Mention main topic (the title).

Instructional objectives: Write the objectives you have set/kept in mind for preparing the lesson plan.

Testing previous knowledge: Before you start the topic you will test the previous knowledge of the group related to the topic, by means of asking questions, narrating anecdotes, cases providing necessary background information, if any, etc.

Introduction: After testing the previous knowledge of the chosen group you will connect the topic with the known knowledge and introduce the lesson.

Presentation of the content material/Overview of the major concepts/themes: After introduction of the lesson, you will give the gist of the content you will be presenting.

Teaching Methods: Indicate or point out here the methods/techniques you will be using, i. e. Lecture, discussion, demonstration, etc.

Transaction of the lesson: You will list in brief the main teaching point(s), your activity as an adult educator, learner's activity, teaching aids, and evaluation.

Blackboard Work/Summary: If you wish to use blackboard, give here the points for blackboard summary in the lesson/unit plan.

Generalisations: You will take up the generalisations emerging from the content at the end of the lesson/unit.

Applications: You will cite examples as to how the content learnt is useful in real life situations.

Recapitulation: You will revise all the teaching points, and on the basis of the content material presented, you will ask questions from the adult learners/community members. You should also encourage them to ask thought-provoking questions which will lead to further clarity of the content taught.

Home Assignments: The work will be given to adult learners/members of the community for their reflection and further action on the topic.

(Note: At the end, you will sign on the lesson plan(s). Later, the concerned resource persons will also sign it/them).

Date:

(Signature of the Student)

Place:

Signature of resource person(s)

FORMAT FOR PREPARING A SEMINAR PRESENTATION PLAN

Name of the Student:

Enrolment No.:

Title of the paper (Topic): Mention the topic/title here.

Introduction/Background: Give brief background to the topic

Significance of the topic: Highlight the significance of the topic

Objectives: Mention objectives of presenting the topic

Themes: Mention the themes you wish to cover.

Theme 1: Write the gist of theme 1

Theme 2: Write the gist of theme 2

Theme n: Write the gist of the last theme

Summary/Conclusion: Write the summary of your presentation.

Date:

(Signature of the Student)

Place:

Signature of the resource person

**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:

Place:

(Signature of the Mentor/Guide/Facilitator)

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)

Memorandum and Articles of Association of Progressive Association (Society) for Rule of Law

(Under Societies Registration Act of 1860, i.e. Act 21 of 1860)

- 1. Name of the Society:** The name of the society shall be the Progressive Association (Society) for Rule of Law (PAROL). It is hereafter called PAROL.
- 2. Registered Office:** The registered head office of the PAROL shall remain in the State/UT of, and at present it is at the following address.
.....
.....
- 3. Operational/Working Area:** The working area shall be the entire State/UT of
- 4. Aims and Objects:** The PAROL primarily aims at rendering social service, promoting education and awareness among the common people and endeavouring to uphold, protect and promote rule of law in the State/UT of in particular and to lend support to any association, organisation working for similar cause in general.

The objectives of the PAROL are as follows:

- i) To strive for rule of law and speedy and timely fulfilment of the constitutional commitments and obligations to the people of the state;
- ii) To create a sense of brotherhood, co-operation, mutual harmony, love and affection among the members of the society as well as the general public;
- iii) To work for effective reach of benefits of different policies and programmes to the intended beneficiaries;
- iv) To approach, campaign for and facilitate timely intervention of the constitutional authorities for protection and promotion of fundamental and legal rights and interests of people of the state;
- v) To resort to all possible democratic forms/means and take all possible actions for identifying erring authorities, functionaries and employees and bringing them to the notice of the appropriate constitutional and government agencies/authorities to promote rule of law.
- vi) To put all possible efforts to protect/safeguard the rights and interests of members of the PAROL against any kind of harassment against them caused through any unfair, illegal, arbitrary, discriminatory and vindictive actions by any authority, officer or employee of the state;
- vii) To organise/conduct lectures, debates, discussion forums, training programmes, seminars, conferences, etc on social, educational, economic and other issues;
- viii) To create awareness among members of the society and the people of the State/UT on constitutional and legal rights and responsibilities as well as on matters and issues of public importance, including corruption, lawlessness and arbitrariness;

- (ix) To publish a newsletter, magazine, booklet, leaflet or any other kind of material covering matters of public importance requiring immediate strategic, long-term intervention of the State and authorities concerned; and
- x) To take up effective, reasonable and lawful steps for the solution of problems relating to members of the society and of the general public.

All the income, earnings and movable properties of the society shall be solely utilised and applied towards the promotion of its aims and objects of the society only, as set forth in the memorandum of association, and no profit on/thereof shall be paid or transferred directly or indirectly by way of dividends, bonus, profits or in any manner to the present or the past members. No member of the society shall have any personal claim on any moveable or immovable properties of the society or make any profit whatsoever by virtue of this membership.

5. Governing Body/Executive Committee: The names, addresses occupations and designations of the present members of the Governing Body/Executive Committee to whom the management of the Society/Association is entrusted as required under section 2 of the Societies Registration Act XXI of 1860 as applicable to the State/UT are as under:

Sl.	Name and Address	Occupation	Designation in PAROL	Signature
1.			President	
2.			Vice-president	
3.			General secretary	
4.			Joint-Secretary	
5.			Treasurer	
6.			Member	
.				
.				
.				
.				
15.			Member	

6. Desirous Persons: We the undersigned persons are desirous of forming an Association/ Society namely, **Progressive Association (Society) for Rule of Law (PAROL)** under the Societies Registration Act, XXI of 1860 as applicable to the State/UT—

Sl. No.	Name and Address	Occupation	Signature
1.			
2.			
.			
.			
.			
.			
.			
.			
.			
.			

Rules and Regulations of Progressive Association (Society) for Rule of Law (PAROL)

1. Membership: Terms and conditions

- a) The membership of PAROL shall be open to every person residing in the State/UT of who:
 - i) has attained the age of 18 years at the time of admission as a member;
 - ii) is not a lunatic or of unsound mind;
 - iii) has not been convicted or punished by due process of law in any criminal case or on charges of corruption.
- b) The membership will consist of the following type of members:
 - i) **Founder members:** All the signatories of the Memorandum of Association will be its founder members .
 - ii) **Associate members:** Associate members means the members whose names are not in the list of founder members but fulfilling the objectives, rules, and regulations of the association. Every member will be associate member of the association after submission of subscription/admission fee. These members will enjoy all the rights as founder members.

- c) Every eligible person intending to become a member shall apply by filling in the prescribed form and submitting the same to the President/Secretary of PAROL along with requisite admission fee of Rs.200/= which is not refundable under any circumstances. The general body of the association will decide upon the amount of subscription to be received from these members from time to time.
- d) The duration of the membership is for a period of one year from the date of admission of a member or as may be decided by EC from time to time. Every member shall pay annual subscription or membership renewal fee of Rs.100/= after completion of every succeeding year.
- e) There shall not be any discrimination on the basis of gender, religion, caste, colour or creed either in admission, renewal, expulsion or termination of the membership.
- f) The Executive Committee shall have the power to terminate the membership or expel a member from the society, but subject to the approval of the General Body, on the following grounds:
 - i) On his/her death.
 - ii) If the member is found to be lunatic or of unsound mind.
 - iii) If he/she is convicted of an offence by a criminal court.
 - iv) Non-payment of subscription within six months after expiry of the due date.
 - v) He/she has not attended three consecutive meetings of the General Body without any intimation.
 - vi) In case of misconduct/involvement in any criminal case and fails to fulfill the terms and conditions vis-à-vis byelaws, aims and objectives of the society among others.
- g) If the membership is refused to any person(s) or the member is expelled or his/her membership is terminated the reason for such refusal, expulsion or termination shall be communicated to the person(s) concerned.
- h) All appeals regarding rejection, expulsion or termination of membership shall be preferred to the General Body of the PAROL. The decision of the General Body shall be final and binding.
- i) There shall be patrons. Patrons will include such persons who may like to associate with the society in achieving its objectives and assisting in speeding up its progress. These members will not have a right to vote.

2. Subscription and Register of members: a) Admission fee of Rs.200/= will be paid either in cash or in the form of cheque or demand draft by each member at the time of admission. At the end of every year every member will pay Rs.100/= to renew his/her membership. The amount of fee is subject to change from time to time depending upon consideration by the General Body of the PAROL.

- b) The society shall maintain at its registered office a register of its members and shall enter therein within fifteen days after admission of member, renewal or the cessation of membership, as the case may be, the following particulars:

- i) The name and address of the members,
- ii) The date on which the member was admitted
- iii) The date on which a member ceased to be such a member along with the reason therefor.

3. Rights and privileges of the members: Every member of the Association:

- i) shall be entitled to participate in the general body meeting and other meetings, functions and gathering of the society as and when scheduled;
- ii) shall have right to participate in the election of the Executive Committee of PAROL.
- iii) shall have one vote at any meeting, requiring voting by its members.
- iv) shall have the right to seek any information and inspect the register of members of PAROL, books of accounts, record containing minutes of proceedings of the Executive Committee and/or General Body meeting, etc on any working day during business hours by giving reasonable notice;
- v) shall be bound by existing rules/ regulations / byelaws herein and those which may be framed from time to time;
- vi) shall inform PAROL pertaining to any matter related to it.

4. Powers and Functions: a) For promoting its aims and objectives, the PAROL shall have, inter alia, the following powers namely:

- i) To hold, own, maintain and dispose off any movable and immovable property in trust or otherwise received from any source or acquired on its own;
- ii) To initiate and pursue any action for prevention and eradication of social evils, for promotion of economic development and social welfare, for prevention of corruption, lawlessness and arbitrariness and for bringing the corrupt authorities, officers or employees of the State to the book of appropriate constitutional authorities and other agencies connected with such matters, among others;
- iii) To co-operate and work together with any other similar body/bodies for advancing its objects and actions initiated by it.
- iv) To perform any action as may be required to protect and promote its interests in realisation of its aims and objectives.
- v) The PAROL shall function through its authorities who may exercise any/or all the above powers for its effective functioning. Whenever required the authorities may delegate any one or more of their powers to any subordinate committee or body as may be constituted now and then for a specific purpose and for a specified duration.

5. The authorities: The following are the authorities of the PAROL.

- a) General Body, and
- b) Governing Body/Executive Committee.

6. General Body

- a) **Composition:** The general body of the PAROL shall consist of all its members.
- b) **Powers and Functions of the General Body**
 - i) It shall be the supreme authority of the PAROL.
 - ii) Its functions shall include decision making on any matter as may be brought forward by any one, more or all members.
 - iii) It shall ensure administration of the oath of the office to the office-bearers and members of the Governing Body and loyalty to PAROL.
 - iv) It shall meet at least once in four months, excluding the annual general body meeting. Not less than 15 days' notice shall be given to the members before the date of General Body meeting enclosing the agenda and specifying date, time and place of meeting. The quorum for General Body meeting shall be one-half of the total membership. In case of lack of quorum the meeting will be adjourned for 15 minutes and resumed after that. No quorum will be required for an adjourned meeting. It is further provided that the President and/or General Secretary shall convene an extraordinary/emergency meeting of the general body on authorization of the Executive Committee whenever it thinks fit and necessary after giving at least 48 hours' advance notice.
 - v) The agenda of General Body meeting shall be approved by the Executive Committee and the same shall be communicated by displaying it on notice board, by post, by fax and/or through any other means to the members at least 15 days before the date of the General Body meeting.
 - vi) The President and/or General Secretary shall convene a meeting of the General Body upon a requisition in writing signed by not less than $\frac{1}{4}$ of the members of the PAROL within 10 days of the receipt of the notice or on the date mentioned therein the requisition whichever is longer for such a requisitioned meeting.
 - vii) The Annual General Body (AGM) meeting shall be held during the month(s) of January-March every year on a day fixed by the Executive Committee. The agenda of the AGM, as approved by EC, shall include: i) the annual report of the PAROL prepared by the General Secretary; ii) the annual accounts report (Income and Expenditure statement) of the PAOROL prepared by Treasurer also with an audit report, if any, and iii) the budget for the next financial year.

7. Governing Body/Executive Committee

A. Composition, Powers and Functions of Governing Body/Executive Committee (GB/EC)

- a) The Executive Committee (EC) shall consist of the following duly elected office-bearers and members
 - i) President (one)
 - ii) Vice-Presidents (one)
 - iii) General Secretary (one)
 - iv) Joint Secretaries (one)

v) **Treasurer (one)**

vi) **Members (ten)**

It is however provided that the out-going President and General Secretary of the PAROL shall be the ex-officio honorary members of only the immediately successive EC of the PAROL. These ex-officio members shall not have any voting right.

It is further provided that EC can co-opt two members of the PAROL as advisors for the particular term who do not have any voting right.

- b) The general body in its extraordinary general body meeting or in its annual meeting will elect its president and all the other office-bearers and EC members either by secret ballot papers or unanimously.
- c) The day-to-day work and affairs of the PAROL shall be carried out by the EC subject to the powers vested in it and the directives of the GB.
- d) The term of office of the EC shall be 3 years. The EC's strength shall not be less than five at any point of time.
- e) It shall have power to accept donations, charities, loans, grants, properties, etc., from public, other associations, agencies and government departments in promotion of the aims, objects and interest of PAROL. In case of any finance arranged by way loan from any bank, institution or individual on reasonable terms and conditions, the EC as a whole is liable for its return.
- f) It shall have the power to create, appoint, terminate and fix duties of any staff it may require for its effective functioning.
- g) The meeting of EC shall be convened by the General Secretary and with the concurrence of the President.
- h) The EC shall meet at least once in three months. The meeting of the EC shall be held as and when necessary for which fifteen days' clear notice will be required. One-half of the elected strength of the EC shall constitute the quorum. In case of lack of quorum the meeting will be adjourned for 15 minutes and resumed after that, for which no quorum shall be required.
- i) A requisitioned meeting of EC shall be convened by the President within 10 days after receipt of a requisition in writing signed by not less than 1/3 of the strength of EC.
- j) Subject to the Memorandum of Association and Rules and Regulations, and the directives of the GB, the EC shall:
 - i) formulate effective strategies, plans and take necessary steps to carry them out.
 - ii) make rules regarding the financial administration of the PAROL.
 - iii) make a policy for organising activities to realise the objectives of PAROL.
 - iv) take any other step/action on any matter as may be required for advancing the objectives of the PAROL.
- k) It shall, if required, publish books, journals and other literature as it deems fit and necessary.

B. Powers and Functions of the Office-Bearers

- a) **President:** He/she will be the Head of PAROL and preside over the meetings of the General Body and EC. He/she shall have only a casting vote in any voting on an issue in such meeting and in the event of a tie;
- b) **Vice-President:** The Vice-president shall assist the President in the discharge of his/her duties and shoulder such other responsibilities as EC may assign. He/she shall discharge the functions of the President whenever the latter is absent, ill or unable to discharge his/her duties or makes an express request in writing in this regard. He/she shall also take over any or all duties of the President if he/she (the President) fails to perform his/her duties as per this memorandum and as per the directive or decision of the GB;
- c) **General Secretary:** The General Secretary shall sign on behalf of the society; conduct its correspondence, call ordinary/general meetings, keep records of proceedings of every meeting and perform all such duties as may be entrusted to him/her by the EC/General Body from time to time. More specifically, the General Secretary shall:
 - i) convene meetings of the GB and the EC with the concurrence of the President and/or through notice jointly signed by the President and Secretary;
 - ii) prepare and keep minutes of all the above meetings;
 - iii) execute, in association with President, all decisions of the authorities;
 - iv) conduct all correspondence with authorities jointly signed by himself and the President;
 - v) maintain all records of the PAROL;
 - vi) be the custodian of all assets of the PAROL; and
 - vii) prepare and present the annual report of the PAROL to the EC and then to the GB for ratification.
- d) The President and Secretary together will represent the PAROL in negotiations and communications with any outside authorities/agencies on the basis of the decisions, or directives of EC and/or GB. Any decision taken or correspondence made without prior consent of the EC or GB shall be placed for ratification before the subsequent EC or GB, as the case may be. In case such a decision and/or correspondence is not ratified by EC and GB, the office bearers responsible for such decision or correspondence shall cease to be such office-bearer(s);
- e) **Joint-Secretary:** The Joint-secretary shall assist the General Secretary in the discharge of his/her duties and shoulder such other responsibilities as may be assigned by the EC. He/ she shall enjoy all powers and perform all duties of the General Secretary, whenever the latter is absent or unable to perform the duties or makes an express request in writing in this regard.
- f) **Treasurer:** The Treasurer shall:
 - i) maintain the accounts of the PAROL with the details of the receipts and expenditure.

- ii) deposit all receipts in the Bank approved by the EC retaining an imprest amount of maximum of Rs.500/- (Rupees five hundred only) in cash;
- iii) maintain list of all assets or properties, if any, acquired by the PAROL;
- iv) make annual verification of the assets and properties;
- v) estimate income and expenditure for ensuing year;
- vi) get the accounts audited annually, and
- vii) be responsible to the EC in respect of all the above functions.

C. Election

- a) The Election shall be held after expiry of prescribed full-term/tenure of office of EC as mentioned above or mid-term election to a vacancy/vacancies of EC membership, or office-bearer(s) or entire EC which may arise either due to its voluntary resignation or its removal by GB through a no confidence motion.
- b) The GB shall endeavour to elect any/all office-bearers or members of EC unanimously. If it fails to do so, the GB shall elect an Election Officer either in case of normal election due to completion of full-term of EC or its mid-term election or election to a vacancy(ies) in the EC.
- c) The election shall be held under such Election Officer as elected or duly appointed by the GB.

D. Vote of no confidence

- a) The GB may remove an office-bearer or a member of the EC or even entire EC through a vote of no confidence.
- b) A vote of no confidence as under a) above can be moved in a requisitioned GB meeting convened as per the Memorandum.
- c) A vote of no confidence can be passed by a simple majority of the members provided that the number of members passing the no confidence motion is not less than 50% of the total membership of the PAROL.
- d) In the event of a no confidence motion having been passed in the GB against an EC, the GB shall constitute an interim committee of five members, which does not include any member from the out going EC to look after the routine functions of the PAROL till fresh elections are held. The same GB shall identify/select/elect an election officer who in consultation with the interim committee shall complete the election process within a period of two months. The Election Officer and the date of election should also be decided in the same GB meeting.

E. Vacancies

- a) Any vacant position in the EC, except the maiden EC, when the remaining period of its tenure is more than six months, shall be filled through direct election.
- b) If any member or office bearer of EC does not attend four consecutive meetings of the EC without sufficient cause communicated in writing he/she shall be deemed to have

vacated his/her position without prejudice to her/his being eligible for re-election to the same office;

- c) If a general member or a member of EC or an office bearer resigns from the primary membership and/or a membership in EC or an office in EC, EC shall place the resignation along with its recommendation before the GB within one month from the date of receipt of the resignation letter.
- d) In case more than 50% of the members of the EC resign irrespective of their position then the entire EC shall stand dissolved. In such an event fresh election shall be held. In such a situation the President and Secretary are duty bound to call an emergency GB meeting to elect Election Officer and make alternative arrangement till the election is over.

8. Bank Account: The PAROL shall open a Bank Account in its name in any nationalised Bank. The Bank Account of the society shall be operated jointly by the Treasurer and President/General Secretary. The sources of income, among others, include:

- a) Admission fee,
- b) Annual Subscription,
- c) Donations and grants,
- d) Loans and credits,
- e) Contribution, and
- f) Any other as may be decided by the EC/GB.

The income of the society received from all sources shall be deposited into the Bank Account of PAROL and utilised only for the promotion of its objects.

9. Management and Utilization of Funds

- a) The Bank Account and the funds shall be operated jointly by the Treasurer and the President/Secretary.
- b) The funds shall be used for meeting the expenditure on stationary, postage, telegrams, fax, refreshments, etc as may be necessary for functioning of the authorities and for carrying out the activities of the PAROL.
- c) If the funds are available in abundance, it may be spent on acquiring any movable or immovable property as may be determined by the GB from time to time.
- d) The funds may be used for any other purpose of the PAROL as may be specified or for any member in particular as may be decided by the GB.

10. Amendments to the Memorandum and Rules

- a) Any amendment to this Memorandum of Association and Rules & Regulations carried out in accordance with sections 9 and 12 of the Societies Registration Act 1860 as applicable to the State/U.T. of, shall apply to this association.
- b) Amendments to the Memorandum and Rules & Regulations of the PAROL may be made at an extraordinary meeting of the GB convened for this purpose and attended by

not less than 50% of the total membership. Amendments to the memorandum and rules shall be proposed in writing either by EC or by the members.

- c) Amendments to the memorandum and rules can be passed only by a two-third majority of members present at the time of voting.

11. Records and account books of the organisation:

The following records and account books will be maintained by the organisation:

- i) Membership register with subscription details.
- ii) Meeting minutes book.
- iii) Stock and assets register.
- iv) Cash book, ledger and other subsidiary accounts and registers.
- v) Correspondence register
- vi) Stationary and postage register.
- vii) Other important relevant records and registers, as may be necessary.

12. Financial Year: The financial year of the society shall start from the 1st day of April of the current year to 31st day of March of succeeding year.

13. Audit: There shall be an annual official audit of the account of PAROL at least once in a year by a competent auditor duly authorised/appointed by the EC.

14. Annual list of Governing Body: Once in a year a list of the office-bearers and members of the governing body shall be filed with the Registrar of Societies, State/UT of _____ — as required under relevant section of the Societies Registration Act, 1860, as applicable to the State/ Union Territory of _____.

15. Legal Proceedings (section 8 of the Act): The society shall sue or be sued in the name of the President as per provisions laid down under section 8 of the Societies Registration Act 1860, as applicable to the State/U.T. Of _____.

16. Dissolution: If the association needs to be dissolved it shall be dissolved as per provisions laid down under relevant section of the Societies Registration Act, 1860 as applicable to the State/U.T. Of _____.

17. Application of the Act: “All the provisions under all the sections of the Societies Registration Act 1860 as applicable to the State/U.T. of _____ shall apply to this society.

Essentiality Certificate: Certified that this is the correct and true copy of Rules and Regulations of the Society.

Sl. No.	Name	Designation	Signature
1.		President	
2.		General Secretary	
3.		Treasurer	

**SELF- APPRAISAL CHECKLIST-CUM-SUBMISSION FORMAT FOR ADULT
EDUCATION TRAINING CENTRE/INSTITUTION-BASED PRACTICAL
ACTIVITIES' REPORTS**

(To be filled-in and submitted by the student)

Name of the student:

Enrolment No.:

Address:

.....

1. To which of the following student categories do you belong? (Please put a tick mark against one and only the relevant one).

- a) *Category (a):* Unemployed Graduates (pre-service students).
- b) *Category (b):* Graduates or those with higher qualification and employed (i.e. in-service students) in the field of adult education and/or allied areas.
- c) *Category (c):* Graduates or those with higher qualification and employed (i.e. in-service students), *but not* in the field of adult education or allied areas.

(Note: Depending upon the category to which you belong, either the point 2 or 3 or 4 below is relevant to you. So, under the relevant point put a tick mark on the activities you have performed).

2. If you belong to the *category (a)* mentioned above, have you performed the following activities?

- a) Activity-C1: Working as an intern with any adult education training centre/institution

Or

Activity-C3: Forming and running a voluntary organisation/Non-Governmental Organisation

- b) Activity-C5(a): Undertaking participatory research

Or

Activity-C5(b): Content analysis of selected literacy primers/readers/post-literacy material

- c) Activity-C6(a): Conducting a case study of any Adult Education Centre/Continuing Education Centre

Or

Activity-C6(b): Conducting a simple bench-mark evaluation of an on-going adult education/continuing education programme in a selected geographical area

3. If you belong to the *category (b)* mentioned above, have performed the following activities?

a) Activity-C2: Acting as a mentor/guide/facilitator to any pre-service student of PGDAE who is to work as an Intern

Or

Activity-C3: Forming and running a voluntary organisation/Non-Governmental Organisation

b) Activity-C5(a): Undertaking participatory research

Or

Activity-C5(b): Content analysis of selected literacy primers/readers/post-literacy material

c) Activity-C6(a): Conducting a case study of any Adult Education Centre / Continuing Education Centre

Or

Activity-C6(b): Conducting a simple bench-mark evaluation of an on-going adult education/continuing education programme in a selected geographical area

4. If you belong to the *category (c)* mentioned above, have performed the following activities?

a) Activity-C1: Working as an intern with any adult education training centre/institution

Or

Activity-C3: Forming and running a voluntary organisation/Non-Governmental Organisation

Or

Activity-C4: Visiting and observing the functioning of selected centres/institutions

b) Activity-C5(a): Undertaking participatory research

Or

Activity-C5(b): Content analysis of selected literacy primers/readers/post-literacy material

c) Activity-C6(a): Conducting a case study of any Adult Education Centre/Continuing Education Centre

Or

Activity-C6(b): Conducting a simple bench-mark evaluation of an on-going adult education/continuing education programme in a selected geographical area

5. I have attached the reports of the above activities performed by me which are duly authenticated and commented upon by the mentor/guide/facilitator concerned?

Date:

(Signature of the student)

Place:

Name: