CHAPTER - VI

TRAINING OF ADULT EDUCATION FUNCTIONARIES IN MANIPUR

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CHAPTER - VI

Training of Adult Education functionaries in Manipur.

6.1 Concept of training:

Training prepares a man for work in a particular system of trade and improves his performance. Not only it improves performance but also increases the motivation and confidence of the trainee. Training improves a person's skill, his power of intelligence, desired attitudes and values required for his work. It further helps notice to acquire occupational skills and the latest knowledge of the system. Training makes him familiar with the objectives of the programme and helps him in contributing his potential towards the realisation of the goal. For the success of adult education programme, training of Adult education functionaries of all levels are highly necessary. Moreover, training of new instructors who are working at the field level, will surely boost up their morale in the art of educating the illiterate adults.

Adult Education programme can be implemented only through the determined efforts of all sections of the people in the society. But for actual implementation, proper organisation and pre-planning are necessary conditions. All educational programmes need a variety of technical services, such as development of curriculum, appropriate instructional and learning materials, training, monitoring and evaluation etc. But adult education programme is not an exception to it. The common weakness among the various adult education programmes was the absence of satisfactory training facilities for adult education functionaries. So that they may be familiarised with the objectives of adult education.
6.1.1 Objectives of the training:

There are certain objectives for the training of adult education functionaries. Some of the basic objectives of training are given below:

a) Training should arouse necessary, awareness, knowledge and skills of the specific system.

b) Motivation is basic to good training.

c) Training should provide effective learning experience to the trainees.

d) Training should be challenging and satisfying of the aims and objectives of the system.

e) Good training requires effective learning situations and careful evaluation of results.

f) Training should provide an opportunity for mutual learning and

g) Training requires a combination of training techniques.

Training of adult education personnel will also satisfy the above objectives of training. It will give effective and result of adult learning by giving appropriate training to all the personnel of all levels relating to the type of training given to the functionaries of adult education.

6.2 Types of training:

Training may be classified according to the needs of the programme for different categories of the personnel. Depending on the objectives, background of trainees, expected roles, availability of time and finance, training for adult education may be of the following types:
a) Pre-Service (initial) and in-service (on-the-job), and  
b) Recurrent (retraining) or orientation.

Adult education needs all the above types of training depending on the time and situation. Adult education is done on part-time basis. In certain cases School teachers and ex-servicemen are selected as instructors on part-time basis. As adult education centres functioned in evening or at night, those young persons who are selected as instructors take teaching of adults as part-time, as they have some other works to do during day-time. In most cases, pre-service training is given to the new-selected supervisors and instructors.

Training of Instructors and Supervisors are done for about 21 days. But NEP, 1986 recommended for giving 20 days training in the 1st year and 10 days training in the 2nd and subsequent years. Sometimes, in-service training or orientation is given to the instructors and supervisors when necessity arises. It is to give new knowledge and skill necessary for adult teaching which had its own history of development.

6.3 Training of Adult Education functionaries:

During 1950's when social education was in full swing, training to instructors were given mainly for literacy and numeracy. For new instructors, adequate training was given and the mode of giving training was based on lecture and class room method. During 1965-70 (i.e. 4th five year plan) when Farmer's Training and Functional Literacy Programme was introduced in Manipur, necessary training to farm families was given. Supervisors and instructors were also given necessary training for this purpose. While
teaching adults the help of Agriculture Officers, Block Development Officer, educationist, etc. were taken. Extension lecturers given by them was of great help to the adult learners. School teachers and ex-servicemen were appointed as instructors and no extra-training was needed for them as they are experienced teachers.

During early part of 1978, a four week workshop of experts and field workers was organised by the Directorate of Adult Education, New Delhi, in two parts, at Udaipur and Pune to prepare a Hand-book on Training of adult education functionaries. The workshop was successful and a Hand-book was published in March 1978. This Handbook provided the much needed practical guidance to the various agencies undertaking training activities (NAEP, 1979, P.17). Other relevant books to assist in the organisation of training programme was also published by this Directorate at the centre.

District Collectors and Senior Officials of State Development Departments were given re-orientation, Seminars organised at the National Institute of Educational Planning and Administration (NIEPA), Delhi and the National Institute of Rural Development (NIRD), Hyderabad, Short term seminars were also organised for State Education Secretaries, Directors of Education, State Adult Education Officers, etc. sponsored by the then Ministry of Education. Such seminars helped much in organising adult education projects taken up in different states. For the purpose of our present study, the training of adult education functionaries may be discussed briefly for the following categories.

a) Training of Instructors:

The instructors are the key personnel who work at the field level. They are in the front-line workers and actually working in the community. The quality and success of work in any adult education centre is going to depend upon the capacity and sincerity of
the instructors. They are also the persons who will motivate the illiterate adults to learn and work for themselves for their social and economic upliftment. So, giving adequate training to the instructors is essentially required for successful organisation of any adult education programme. This will enable the instructors to accomplish their work successfully in relation to the following expected roles:

Instructors are the organiser of the centres. They will contact with prospective learners, the leaders of the community and conduct a simple survey of the illiterate population. They will explain the programme and its objectives to the people. They help in creating a learning environment and organising local adult education committee comprising local leaders and social workers interested in adult education.

Instructors are the teacher of literacy, disseminator of functional information of generator of awareness. Reading, writing and simple arithmetic are the basic needs of the adult learners. About 120-150 hours are generally necessary for the learners to acquire the basic literacy skills. Literacy should be so imparted as to make the learners self-reliant readers. Along with literacy, they will give demonstration, advice and guidance to the learners for improvement of occupational skills. The instructors must pay a special attention to the functional needs of the weaker sections who suffer from multiple disadvantages. The instructors must help them for getting loan for equipment, credit, seeds, fertilisers etc. that can assist in improving their economic conditions. They must also give adult learners adequate information about all important matters relating to community life, i.e. about rights and duties of citizens, how to use their voting rights, about tenancy laws, land and labour laws, development schemes, health and extension services, etc. These information will supply necessary awareness among the adult learners.
iii) **Instructors are the mobiliser of resources, leader of cultural and recreational programmes.** With necessary skill and ability instructors must try to mobilise human and natural resources required for the improvement of functional skills of the learners and consequently their socio-economic conditions. With the help different government or voluntary agencies, short term training courses can be organised on agriculture, fishery, small scale or cottage industries to give vocational knowledge to the adult learners. Instructors will also organise programme of cultural and recreational activities like Drama, role-playing, bhajans and kirtans, games and sports etc. to enrich the life of the learners.

iv) **Instructors are the recorder of the process of change and learning:**

The Instructors should note and record in a daily diary whatever they observe, the problem they face in carrying out their tasks or the changes that they observe in the community. For better planning and realistic policies, it is essential to know what happens at the grass root level. Thus the experiences and ideas of the instructors should be able to establish a flow of information from the bottom to top.

Considering the roles and responsibilities of the instructors, it is highly unnecessary to give adequate training to the instructors. The instructors should be able to develop the following competencies through training, experience and self-study (Directorate of Adult Education, New Delhi, 1980 PP. 13-16).

i) **Knowledge :-**

The instructors should develop understanding of the various adult education programmes and the basic principles of contents, methods and materials of adult education.
They should develop understanding of interests, aspirations, needs and problems of the learners through observation, dialogue and discussions. They should also understand their role in social change and the constraints in the activities.

ii) Skills :-

The instructors should be able to utilise different forms of group interaction like discussion, dialogue, role-playing etc. for awareness and learning motivation. They must impart literacy skill, functional knowledge, social and political awareness to the learners. They must help supervisors in mobilising community in resource mobilisation in that area to improve socio-economic conditions of the community. They must prepare reports and maintain records of the centres.

iii) Qualities of character and attitude :

The NAEP has placed high value on the self motivation and high degree of dedication on the part of instructors. Operationally, values which motivate social change are reflected in the day-to-day behaviour of the instructors. Training without values may lead to absence of commitment to the people’s cause. Through training the instructors should develop self-motivation, self awareness leading to voluntary action. They must develop a belief in co-operation and mutual aid. Patience, commitment to equality and social justice are the qualities of character and attitude of the instructors.

So, giving adequate training to the instructors is a need for successful organisation of adult education programme. Some of the agencies organised intensive programmes for the instructors for a duration of 3-4 weeks. Most of the agencies organised a 3-week training programme, with the desired quality of training. State Resource Centres
generally organised training of the instructors. The Government of India has now decided to create a District Resource Unit, mainly to improve the quality of training for the instructor. In short, the District Adult Education Officer, as the Co-ordinator of the District Resource Unit, through specially trained resource persons, would assist in the training programmes for instructors.

b) Training of Supervisors:

The tasks of Supervisors are concerned with helping the instructors in the field of adult education. They will have to get the programme moving, try to improve it in every respect, and see the ways and means for the realisation of triple objectives of "literacy-functionality - awareness". The target of NAEP was to make literate 100 million adults in the age group of 15-35 in a time bound of 5 years. This bulk of the population comprises landless labourers, marginal and small farmers, artisans, slum-dwellers in urban areas, tribals and women. They are poor, ill-fed, illiterate and oppressed section of the people. To raise their socio-economic condition was the main aim of NAEP and subsequent adult education programmes. In order to achieve this aim, supervisors must work as a link person between instructors on the one hand, Project Officer and other officials on the other. Supervisors are expected to guide and support the work of a cluster of about 30 adult education centres. Their main duties are: (i) to enlist community co-operation and support, (ii) to help survey the area and assess the learner's needs, (iii) to help in the training programme of instructors, (iv) to help in the production of a flexible, need-based curricula and materials, (v) to publicise the programme and (vi) to evaluate and guide the work of the centres under his control. Selections of supervisors must be done from among the experienced adult education teachers, extension workers, NSS community social service
volunteers, social workers and also from those persons who have academic qualification in adult education. They should be familiar with the local language and they should be a person living in the cluster area to which they are eventually allotted. Supervisors should be at least 21 years of age with a minimum qualification of Matriculate. In the case of Manipur, most of the supervisors are graduates of recognised Universities. The qualification of the adult education supervisor is related to effective transaction of the content of their training programme.

Content of training for supervisors:

For performing their activities efficiently, supervisors need certain prerequisite knowledge and skill. Training will make them efficient and skillful in the following content areas (Directorate of Adult Education, New Delhi, 1980, PP.7 to 11.).

i) Understanding of various programmes of adult education, the community and the needs of the learners:

Main objectives of the adult education programmes, are India's effort - Government and voluntary organisations for adult education, operational plans taken up by the Central Government. Supervisors are to collect data from various sources - adult learners, local needs, discussion with local leaders, community meetings. Special attention should be paid for planning programmes for women and tribals.

ii) Preparation of curriculum and use of learning materials:

This includes guidelines for curriculum design, learning materials - basic, graded, supplementary and follow up and their use at different stages, preparation and use of simple visual aids; methods and techniques of using literacy and other materials.
iii) Organisation of centres:

This may be of two stages, Pre-operational stage and Operational stage. Under pre-operational stage - setting up adult education committee, this composition, purpose and function, obtaining physical equipment and learning materials, ensuring their timely supply; assisting instructors in enrolment drives.

Under operational stage includes ensuring progress and expansion of the centre through close and personal contact with the learners, instructors and the community, maintenance of records etc.

iv) Gaining community support and participation:

Supervisors must contact with local leaders, local voluntary organisations and local adult education committee. Publicising the programme through local newspapers, display of posters, use of exhibition, organising festivals and fairs to gain community support and participation.

v) Supervision and evaluation:

Most important tasks of supervisors are supervision and evaluation in the ongoing adult education programme, evaluation techniques, writing of progress reports and returns, periodical and concurrent assessment; how to use evaluation data for improving the programme etc.

vi) Development programmes in the area:

Supervisors can organise discussion groups about developmental programmes in the project area such as Integrated Rural Development Programme, High Yielding Variety
Programmes, Animal Husbandary, Community Health Workers' scheme, Family Welfare and Population Education Programmes, small scale industries, Workers Health Insurance etc. Facilities available under each programme and how to create an interest and develop abilities in the learners to utilise the schemes for their own benefits, can be discussed with the instructors and learners by the supervisor. Here lies the importance of the nature of training of the Supervisors.

Duration and Nature of training:

The pattern of training of Supervisors can be of the following nature:

i) After selection, there should be an initial orientation for about 3 days. Project Officers should prepare guidelines for the new appointees. This initial orientation is expected to prepare them for the pre-service training which is to follow.

ii) Pre-service training of two weeks which should be residential, this will enable the trainees to develop values and attitudes essential to the programme.

iii) There should also recurrent training sessions such as monthly meeting, refresher courses etc.

Supervisors should treat every day as a kind of training experience, by observing and reacting to new problems. Reflection and action should continually reinforce one another. Hence, training methods and techniques are of great significance in the training of adult education supervisors.
**Training methods and technique:**

Methods and techniques of the supervisor should derive from the following principles and assumptions:

i) The learners have the capacity to direct their own development.

ii) Learners should participate actively and fully in the teaching learning situation. Dialogue, discussion and planning sessions are some of the ways through which active participation can be achieved.

iii) Both learners and functionaries can contribute to each others learning which can be productive and can dispel feelings of inferiority in the minds of learners.

Methods and techniques of training should aim at bringing about changes in the attitudes of the learners by helping them to form co-operatives and other action groups.

**Organisation of resources for training:**

Training for supervisor should ensure the following points.

i) **Facilities:**

This will include the venue of the training programme, arrangement for group activities and secretarial services. Pre-service training courses can be organised at State and District Resource Centres, Extension training centres, Teacher Training Institutions, etc. It should be residential on a camp format with all sharing responsibilities. In-service sessions and short refresher training courses of about 2-3 days can be organised at project Head Quarters or at adult education centres.
To give continuous improvement in training, all training programmes should be constantly assessed by the trainers and organisers with the help of trainees. Formal methods of assessment are: questionnaires for the trainees to complete, asking for their reactions to different aspects of the courses, meeting between the participants and organisers. Informal means of assessment are discussion and exchange of views.

ii) Training materials and equipment:

For initial orientation courses, the essential materials are posters, booklets, charts etc. on NAEP, RFLP, NLM, TLC etc. For Pre-service training programme, there is need for guide-books, looks for follow-up programme, visual aids etc.

iii) Resource personnel:

The initial orientation course of the supervisors will be organised by the Project Officer with the help of the functionaries of the Development Department and representatives of voluntary organisations. For pre-service courses, the help of development agencies like Agriculture, Health, Co-operatives, representatives of voluntary organisations, state and District Resource Centres can be taken. Experienced instructors can also join these training programmes.

iv) Field visits:

Field visits should be arranged in the training programme of supervisors, wherever possible, preferably at instructors training centres, vocational training centres and adult education centres.
Evaluation and Follow-up of training:

It is important to realise that training continues in the field, and exchange of views among the trainers and trainees be encouraged through visits, correspondence, news letters etc. For the state of Manipur Special Resource Cell gives necessary training to Supervisor and instructors. The training programme lay emphasis on field orientation and on experiential training methods, but in most cases based on lecture and classroom orientation. Supervisors need occasional training to update their knowledge.

(e) Training of Project Officers:

Project Officer is responsible for directly supporting the supervisors of groups of the Adult Learning Centres. He supports learning centres indirectly through the supervisors. Non Governmental Organisations also have project officers with similar responsibilities. When the supervisors or instructors or even learners require help, then project officers will respond and act accordingly.

Project officer is expected to know his project area, characteristic of the people - their social and economic conditions, their needs and difficulties. He is expected to have knowledge in surveying and action research, so that the real need of various groups of people are known from the outset.

Main functions of Project Officers:

i) Project Officers have professional function and skills. He has to supervise the work of the supervisors and organise training of supervisors and instructors. He can inspect adult centres, this will rather encourage the supervisors and instructors.
ii) Developing curricula and learning material:

He is expected to develop curricula and learning materials of supervisors, instructors and the members of the adult learning centres. Developing curricula and learning materials for a variety of people in a project area will require much skill and creativeness on the part of Project Officer.

iii) Managerial functions and skills:

The project officer is the manager, co-ordinator or administrator of the project area. He must carry out the work of Communication, procurement, deliveries and payment of teachers efficiently. In relation to planning, he needs to look into the matter of expansion of the project, opening more adult learning centres, arrangement for training, the procurement and delivery of teaching learning materials, lamps, oil and availability of supporting services of health workers, agricultural extension agents, family welfare officers, labour officers, etc. In managerial function his service includes personnel management i.e. relation with supervisors, instructors and his office staff. It needs sympathetic and judicious handling.

iv) Public relations functions and skills:

Project Officers must try to convince the public about the various programmes of adult education. He must try to seek help of local leaders, non-governmental service organisation and other development agency. He must attract attention of local writers, artists and other talent to create local educational materials. He must maintain good communications and working relations with such media and talent.
Project Officer is expected to have University Degrees with experience of working with disadvantaged people. He must have adequate knowledge about the programmes of NAEP, RFLP, National Literacy, Mission, Total Literacy Campaigns etc.

Training Principles:

The training of project officers will surely give the following training principles (Directorate of Adult Education, GOI:1980, PP.11-12).

i) The Project Officer themselves must take charge of their own learning i.e. the training must be participatory. They must clearly understand and accept the responsibilities and goals set by various adult education programmes.

ii) Their training will enhance creative thinking, resourcefulness and critical thinking. Project officers should be encouraged to exercise their own experiences for theoretical analysis and understanding.

iii) Skills and habits of individual reflection on daily experience need to be encouraged. Field Training and direct experience will be the main base of the training programme.

iv) There must be chance for orientation course as expected roles of projects officers may change with the course of opening different programmes and campaigns.

Content areas and Training Techniques:

Content area 1 (Adult Education): Adult education its concepts, objectives and operational strategies for planning and implementation, the Psychology of adult learning and motivation, the place of literacy in adult education, (i) National policies
on adult education - Historical Development of Adult Education in India - NAEP, NLP, TLC, etc. - their objectives, plan of operation, expected outcomes.

(ii) Project structure - roles and functions of the supervisor, instructors and other functionaries in the project.

(iii) International Developments in Adult Education.

**Proposed Training Methods:**

i) Group work and problematic approach following discussion with the help of resource persons.

ii) Case studies of certain innovative project programmes etc.

**Content Area 2 (Curriculum and Instructional Material Development):**

iii) Principles and process of curriculum development; preparation and use of Training Materials including teaching aids, teaching and learning materials including learning aids, follow-up materials etc. process of production and methods of teaching.

**Proposed training methods:**

Lecturer-cum-discussion, small group discussion and field operational seminars.

**Content Area 3. (Organising Training and Supervision Programmes).**

i) Mechanics of organising Training Programmes.

ii) Conducting training programmes for different categories of personnel e.g. supervisors, agricultural extension workers.
Content Area 4. (Principles of Project Management)

i) Need and approach for collaboration with other agencies.

ii) Financial management and getting, obtaining funds and controlling expenditures

iii) Office management and leadership.

Proposed Training Methods will include, Lecture-cum-discussion, small group discussion, visit to a project office, study of filling system, etc.

Content Area 5. (Evaluating and Monitoring training):

i) Concepts, simple tools and techniques for evaluating training and education.

ii) Concepts and techniques of individual participatory evaluation.

iii) Monitoring mechanisms to get feedback from trained workers for programme improvement.

The proposed content area will serve as the starting point for a continuous training programme. Project officers under training should have a clear perception of the conceptual framework of NAEP, NLM and TLC and their operational strategies before going to the field. Considering all the requirements and the constraints, the following operational strategy is suggested for the training of project officers of Manipur.

(i) Correspondence phase (ii) Face to face workshop phase and (iii) Following phase. The duration of first phase i.e. correspondence phase will be about 6-8 week and the trainees will be provided with 6 correspondence lesson units for self-study. A set of questions will be given at the end of each unit and the trainees would be required to answer and send their completed assignments to the training institution for evaluation and feedback. The exercises are the practical nature and require active participation.
Duration of face to face workshop will be about 3 weeks (residential). This phase will review the correspondence phase and the service of the Project Officer will be regularised if they qualify within six months in the proposed in-service training programme. The follow-up phase will give emphasis on practical work. Some of the activities may include field practices such as pre-operational studies, project planning, educational mapping, developing selection criteria for instructors, adult education centres, organizing local committees, etc. Thus training will enhance knowledge and skill of the project officers.

6.4 Agencies taking up Adult Education Training Programme:

Directorate of Adult Education, Manipur

This directorate gives necessary guide lines for training of Supervisors and Instructors. For this purpose it takes the advice from the Directorates of Adult Education, Central Government. Hand-books on training of Adult Education Functionaries was supplied by the Directorate of Adult Education, Govt. of India. These Hand-books give much needed practical guidance to the various agencies undertaking training activities. From 1981 this Directorate gave necessary training to instructors and supervisors in one form or the other before the establishment of the special resource cell.

Special Resource Cell:

The special resource cell in the Directorate of Adult Education, Government of Manipur, started functioning from the year 1986, by providing technical support for Adult Education Programme. This cell under central sponsored scheme gives necessary training for supervisors and Instructors under RFLPs and SAEPs. It also
helps voluntary agencies in giving training to the programme officers and instructors under Mass Programme of Functional Literacy (MPFL). From 1987-1991, this Cell organised 5 (five) orientation training programmes for the instructors and Supervisors. On the average, 360 instructors and 60 supervisors joined the training programme in each phase.

Some other activities taken by the Special Resource Cell (Training) can be highlighted for the period from April, 1987 to September, 1993 as follows (Annual Report 1993):

During 1987, two days Master Trainers Training Programmes were undertaken in which 22 project officer and 50 programme officers participated. 5 (five) days training of APO and Adult Education Functionaries was also organised in which 52 participants attended the training.

During 1988, this cell organised 10 different training programmes in which 2 training programmes for master trainers and 8 training programmes for instructors of RFLPs and SAEPs: were included. For the instructors of RFLP the training lasted from 5 - 7 days and for SAEP the training programme lasted from 7 - 10 days. On an average 100 - 277 instructors attended the training. 2 (two) days training-cum-demonstration on Food, Fruit and Vegetable preservation were also held for instructors at Mekola and Tera Bazar. A detail of training programme is shown in table No. 28.
Table No. 28 : Training undertaken by SRC during 1988.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Place</th>
<th>Period</th>
<th>Mode of Training</th>
<th>No. of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Babupara, Imphal</td>
<td>20th April</td>
<td>Master Trainers under MPFL</td>
<td>20 programme Officers.</td>
</tr>
<tr>
<td>2.</td>
<td>Senapati</td>
<td>24-30 April</td>
<td>Instructors, RFLP</td>
<td>277 Instructors</td>
</tr>
<tr>
<td>3.</td>
<td>Ukhrul</td>
<td>5-9 May</td>
<td>- do -</td>
<td>100 Instructors</td>
</tr>
<tr>
<td>4.</td>
<td>Mekola</td>
<td>15-16 June</td>
<td>Food, Fruit preservation</td>
<td>60 Instructors</td>
</tr>
<tr>
<td>5.</td>
<td>Tamenglong</td>
<td>29th Aug. to 4th Sept.</td>
<td>SAEP</td>
<td>100 Instructors</td>
</tr>
<tr>
<td>7.</td>
<td>Thoubal</td>
<td>1-9 Sept.</td>
<td>SAEP</td>
<td>148 Instructors</td>
</tr>
<tr>
<td>8.</td>
<td>Wangoi</td>
<td>30th Aug. to 8th Sept.</td>
<td>SAEP</td>
<td>115 Instructors</td>
</tr>
</tbody>
</table>


During 1989, 5 difference training programmes were conducted. 2 were for preraks in which a total of 276 preraks attended the training. One day Master Trainers Training, One 2 - Days Programme on Nutritional Education and Family Welfare Programmes, one 3 days training programme for APO and Supervisors of Voluntary Organisations were also organised by this cell during the period under review.
During 1990, 6 (six) seminars about environment building, Motivation and Methodology of teaching of IPCL primers etc. were held.

During 1991-91, 10 days Master Trainers programmes were conducted in which 260 High School and College students participated in the training.

During 1992-93 this Resource Cell organised training programmes of master trainers of High and Higher Secondary School students in two phases. The main objective was to involve student community in the eradication of illiteracy. Each of the student volunteers had to teach 4 - 5 illiterate adults in their locality. The detailed report is given below in Table No. 29.

Table No.29 : Particulars of Student Volunteers :

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Venue</th>
<th>Period</th>
<th>No.of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Churachandpur</td>
<td>6-7 April, 1992</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Thoubal</td>
<td>15-16 April, 1992</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Senapati</td>
<td>4-5 May, 1992</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Bishenpur</td>
<td>12-13 May, 1999</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Churachandpur Hr.Sec.School</td>
<td>20-21 May, 1999</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>SCERT Conference Hall</td>
<td>26-30 May, 1999</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>Chandel</td>
<td>29-30 May, 1999</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Johnstone Hr.Sec.School</td>
<td>9-10 June, 1999</td>
<td>48</td>
</tr>
<tr>
<td>9</td>
<td>Chandel</td>
<td>19-20 June, 1999</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>Jiribam</td>
<td>15-16 July, 1999</td>
<td>18</td>
</tr>
</tbody>
</table>

Total : 266

Thus in the first phase 266 student master trainers were trained. After getting the desired result, this cell undertook a second phase of giving training to 320 student volunteers in different parts of Manipur. This includes different college and high school students from the undivided Imphal, Thoubal, Bishenpur and Churachandpur Districts during August, 1992 to February, 1993. These students received special training for teaching illiterate adults (SRC July - Sept. 1993, Annexure P:9).

This special cell also celebrated the birth anniversary of Dr. B.R.Ambedkar on 14.4.92 at Andro in corporation with the launching of MPFL programme to arouse special attention towards scheduled castes. Training for programme Officers of Colleges was held at Hindi Teacher’s College, Imphal on 28th and 29th August, 1992. In which 32 participants participated in the Training Course. These programme officers will give special instruction to the college students to enable them to teach illiterate Adults in their locality.

c) **Role taken by Voluntary Organisations:**

Importance of training cannot be underestimated in any programme or undertaking. Instructors and supervisors are in the field staff for adult education. The success of adult education programme will, at the end, depend on the efficient work of the instructors and supervisors. Here, the role taken by the voluntary organisations cannot be neglected in Manipur.

Wangiing women and Girls Society, Wangjing sent its prominent members to participate in the training programmes organised by the Governmental or Non-Governmental Organisations. The organisations were AFPRO, New Delhi, AIRD, Bangalore, Viswa Yubak Kendra, New Delhi, etc. during 1989.
This society also organised 21 days training course of selected 300 women instructors at Wangjing Primary School during December, 1988. The second phase of the training programme of the instructors was held at the same school during 1989 also. The third phase of the training programme was held at Wangjing Girls' High School for 300 women instructors. The training was organised in 10 sections with 30 instructors each during March, 1990.

Rural Development Organisation (RDO), Lamsang, took special interest in the training of the instructors for organising adult education centres. In 1983-84, 60 instructors were given training for the first phase. In 1984-85, 80 instructors and in 1987-88, 100 instructors were given training in second and third phase. The duration of the training course was 21 days. The training was held at office complex of R.D.O. Out of 100 instructors, 55 were women instructors for 55 adult women education centres. The fourth phase of training for 100 instructors was held during 1989-90.

Manipur Rural Institute Society, Tera Bazar, Manipur Vocational Institute, Mekola Bazar and Citizens Volunteer Training Centre, Palace Ground, also organised orientation training courses for the instructors of their adult education centres.

For the training supervisors and project officers, special resource cell of the Directorate of Adult Education, Govt. of Manipur is the sole authority. Voluntary organisations send their officials to the training programme organised by the cell.

6.5 Evaluation of the Adult Education Training Programmes:

Evaluation is essentially required to know the strengths and weaknesses of any
programme of education. Adult Education training is not an exception. While evaluating training programme of adult education functionaries, mention may be made about (i) Qualification of adult education functionaries, (ii) Contents of the training programme, (iii) Duration of training, (vi) Pre-service and in-in-service training of functionaries, (v) Incentives to the trainees, (vi) Budgetary allocation, and (vii) Agency of training. The points are studied as follows:

i) Qualification of Adult Education Functionaries:

During the course of the present study, it is found that in the hill districts of Manipur a good member of instructors are of only Class VIII and Class X pass. The number of instructors who passed P.U.C. or B.A./B.Sc. were rare. In the valley areas the number of instructors who passed Class X was high and that of P.U.C. and B.A./B.Sc. was low. The number of school teachers and ex-servicemen taking up adult education programme was limited. The instructors of lower educational qualification cannot run the adult education centres effectively.

For the supervisors the minimum qualification was P.U.C. passed. Some of the supervisor in the hill and valley districts of Manipur were graduates of recognised Universities. The minimum age of the supervisor was 21 (twenty one) years.

For project officers the minimum qualification was graduate of recognised universities. Some of the Project Officers in Manipur were Masters' Degree holders. At ACEE of Manipur University Project Officers were taking up the work of supervision in addition to their normal duty.
(ii) Contents of training Programme: Adequate time must be given in training on principles and processes of curriculum development. Preparation and use of training materials including teaching aids and follow-up materials must be undertaken while training instructors and supervisors. Special modification in the methods of teaching reading, writing and arithmetic must be done with reference to various adult education programmes. For this purpose operational seminars and small group discussion must be encouraged. As the duration of training is short adequate time is not given on the study of the principles and process of curriculum development.

(iii) Duration of Training: For training of instructors in Manipur the duration of training programme for adult education centres under the management of voluntary organisations was 21 (twenty one) days. But the orientation training course taken up by the Adult Education, Directorate under RFLP and SAEP were done for 5-7 days only. Instructors cannot get necessary knowledge and experience if the training course is too short. National Education Policy of 1986 recommended training for 20 (twenty) days for instructors for the first year and 10 (ten) days training in the subsequent years. So, lack of efficiency and organisational skill are the problems of adult education centres.

Initial orientation training of supervisors and project officers for 3-5 days as done in Manipur is also short. Camp training for at least 2 weeks must be done. During the training period small group discussion, field demonstration and panel discussion must be encouraged. Frequent orientation training for supervisors and project officers must be organised in Manipur for interchange of their experience. Such arrangement is not seen at present.
iv) **Pre-service and in-service Training of functionaries:**

Pre-service training is highly necessary for adult education functionaries. This will increase their efficiency in work. Their training must move into action and help adult education programme to develop further. After selection, the supervisors must have an initial orientation for about 3 (three) days. This is to prepare them for the pre-service training which is to follow. Pre-service training of two weeks should be residential if possible in Manipur. The trainees should acquire the values of simplicity, equality, self-reliance and mutual help. The pre-service training of the functionaries should be followed by recurrent training session through monthly meetings, refresher courses and correspondence.

With the installation of new programmes, in-service training of instructors, supervisors and project officers are required. New situations and problems are coming up and they had to reflect on them in the light of their experience. During in-service training, group discussion and exchange of ideas and experience must be encouraged. The training may last for a week or so. There must be frequent re-orientation courses.

v) **Incentives to the Trainees:**

The instructors are field workers in adult education programme as stated earlier and the success or failure of the programme depends on the sincere service of the instructors. The service of the supervisor is not less important than that of the instructor. The organising skill and motivational activity of the supervisor will count much for the success of adult education programmes. So, incentives in the form of certificates and increments be awarded to the supervisors. For instructors the honourarium of Rs. 100 per month must be increased to a reasonable amount. This will be really give a thrust to adult education programme.
vi) **Budgetary allocation:**

The funds allotted for adult education programme must be used properly. During the course of the present study, it is found out that the teaching-learning materials, follow-up materials and honourarium of the instructors could not reach in time in the hill districts of Manipur. The duration of adult education session in Manipur ranges from 10 month to a year and per learner cost at the beginning of 1980-81 session was only Rs. 80/- which is too meagre. During 1985-86 session this amount of per learner was raised to Rs. 162/- which is reasonable to some extent (Referred to Table No. 35), financial position of SAEP) Most of the State of India including the states of Rajasthan, Madhya Pradesh and Bihar can not use the sanctioned amount of adult education (Report of Social Education, GOI, 1963, PP.11-12). This is not encouraging.

vii) **Agency of Training:**

In most of the States of India, State Resource Centres (SRCs) took the responsibility for training of instructors and supervisors. For the State of Manipur, special Resource Cell which is attached to the Directorate of Adult Education is taking the responsibility. The two Assistant Directors, one for material supply and other for training are functioning in the cell. The ministrial staff in support to the two Assistant Directors is limited. So, efficient work is not possible. This cell must be upgraded to full State Resource Centre, so as to increase its activities.