Learning Package on

PARTICIPATORY ADULT LEARNING, DOCUMENTATION AND INFORMATION NETWORKING (PALDIN)

DOCUMENTATION DISSEMINATION AND NETWORKING

Course 02

An ALADIN-India Initaitive

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**Participatory Adult Learning,
Documentation and Information Networking (PALDIN)**

DOCUMENTATION, DISSEMINATION AND NETWORKING

Course 02

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Please Note

It is important that the learner completes all activities mentioned in PALDIN units because much of the learning content is incorporated in 'learning by doing' type of activity sections of each unit of a course. It will not be useful to simply read the various sections of the unit and leave out Reflection/ Activity. Interactivity through all such sections of each unit is meant to give impetus to participatory learning whereby all learners get also the opportunity to contribute to construction of knowledge content of PALDIN units. In addition, learners' feedback to each unit will go a long way to help the revision of the course material.

Participatory approach to learning adopted in PALDIN courses brings home the point that adult educators' training is itself a demonstration of sound adult learning practice. In other words, PALDIN learners need to take participatory approach to their interaction with adult members of the communities during their work situations.

Another point to note is that PALDIN courses and their activity exercises stress in equal measure conceptual understanding of the field, practical skills of participatory learning and not easily perceivable but equally important personal qualities of empathy and rapport. While completing activity exercises of PALDIN units, its learners will find plenty of occasions to discover that adult learning is a social process and adult educators' reflection on social reality influences how they perform their roles in work situations.

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Preface

Notwithstanding the expansion of Adult Education as a field of practice and a discipline of study, very little attention has been paid to the professional development of Adult Educators. Unlike School Education, which has in India a well designed professional program of one year duration for the preparation of school teachers, there is no such provision in the field of Adult Education. Hence, a large number of organizations employ untrained personnel or those with minimum training. The attempt to provide on the job training to the staff has been found to be limited in scope. Several research studies have traced the ineffectiveness of Adult Education programs to the poor quality of training of the program staff. Therefore the need for building and strengthening the capacities through appropriate professional development programs for adult educators has been repeatedly highlighted in several forums of the UNESCO, especially Adult Learning Documentation and Information Network (ALADIN) which has about two hundred members in fifty countries.

A Country Study (2004) sponsored by the then UNESCO Institute for Education on *the Status of Adult Learning and Documentation Centers in India* revealed that most of the organizations in India were neither networked nor have the expertise in documenting their activities or dissemination. The majority of the Staff members working in these organizations expressed a desire to acquire relevant training. This idea was seriously pursued by a group of five members, namely, Dr. Mohan Kumar, Additional Director, Directorate of Adult Education, Government of India; Dr. P. R. Goswami, Director, National Social Science Documentation Center, ICSSR; Shri K. C. Choudhury, Chancellor, International Institute of Adult and Lifelong Education; Dr. Madan Singh, Secretary, Indian Adult Education Association and Prof. S. Y. Shah, Jawaharlal Nehru University, New Delhi, who formed ALADIN-INDIA. They organized an International Workshop (2005) with the support of the National Literacy Mission of Government Of India, Indian Council of Social Science Research, International Institute of Adult and Lifelong Education and the UNESCO Institute of Education. The participants at the Workshop discussed several issues related to capacity building of the staff members and stressed the need for designing a short duration program of study through open and distance learning mode. Accordingly, the ALADIN-INDIA prepared a proposal. Consequent upon the funding support from the University Grants Commission of India, the work was initiated at Jawaharlal Nehru University. The project team began with a survey of the existing courses in Adult Education and Information Management. Subsequently an International Workshop (2006) was organized and a curriculum was framed and well-known scholars were commissioned to prepare the course material.

The development of a professional programme for Adult Educators is a challenging task not only because of the wide variety of jobs undertaken by them, but also the varying expectations of the different types of organizations which employ them viz., government agencies, NGOs, universities, libraries and information centers.

It has been observed that in most of the adult learning organizations, especially in small organizations, one person is expected to undertake various types of work, such as project management, project documentation, information management, networking and dissemination of information. While those who work in libraries and information centers may have some knowledge and expertise related to information organization and management, they often lack the knowledge and skills required to plan, manage and document adult learning activities. In the same way, most of the adult educators, while possessing relevant knowledge and skills related to their area of work, may lack the expertise related to the classification and cataloging of documents. Invariably, it has been observed that many adult educators have very little idea of process documentation and how to manage information. Although there are separate courses of 6-12 months duration either in Information Management or in Adult Education, there is no comprehensive short term professional program of study for adult educators, covering adult learning, project documentation, information dissemination and networking.

The present learning package on *Participatory Adult Learning, Documentation and Information Networking* (PALDIN) is an attempt in this direction.

S.Y. Shah

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The professional development program on *Participatory Adult Learning, Documentation and Information Networking (PALDIN)* has been undertaken with the active cooperation of several experts and financial support from a number of organizations, namely, University Grants Commission of India, UNESCO Institute for Lifelong Learning (UIL), Indian Council of Social Science Research (ICSSR), National Literacy Mission (NLM) and International Institute of Adult and Lifelong Education (IIALE). Of the several individuals who have shown great interest in this project and encouraged it, I would like to record my gratitude to ALADIN Co-coordinator Ms. Lisa Krolak, Head of Documentation at UILL, Dr. R. K. Chauhan, Additional Secretary of UGC, Dr. Bhaskar Chatterjee, the former Member Secretary of ICSSR, Mr. Jagan Mathews, the former Director General of NLM and Mr. K. C. Chaudhury, Chancellor of IIALE.

My sincere thanks are due to the two Course Coordinators, namely, Dr. Anita Dighe, former Director, Campus of Open Learning, University of Delhi and Dr. P. R. Goswami, Director, National Social Science Documentation Center, ICSSR, for ably coordinating the course development and going through the manuscripts. I appreciate the scholarly contributions of the following experts who wrote different units, namely, Professors - Pramila Aggarwal (George Brown Community College, Toronto), Ila Patel (Institute of Rural Management, Anand), Anita Dighe, Shobhita Jain (JNU); Dr. Usha Reddi (Commonwealth Education Media Center of Asia), Dr. Mandakini Pant (PRIA), Ms. Shalini Joshi and Malini Ghose (Nirantar), Dr Ajay Kumar (JNU), Dr. P. R. Goswami, Dr. S. M. Dhawan, Dr. S. Ganguly (Indian Institute of Management, Lucknow). Dr. B. K. Sen, Dr.Tariq Ashraf (University of Delhi).

Professor Shobhita Jain (Senior Consultant) deserves special thanks for helping me in coordinating the project and shouldering the main responsibility of finalizing the draft by meticulously going through the entire manuscript, copy editing, rewriting certain portions, putting them in ODL format and checking again and again several versions for errors. Dr. Manasi Mishra (Research Associate) provided excellent academic support throughout the project. I would like to acknowledge the services of Ms Arvinder Chawla and Mr Kamal kumar, who designed the book and its cover.

My heart-felt thanks are due to all the participants of the International Workshop, held in March 2006 at the India International Center, New Delhi, for finalizing the syllabi of the two courses of PALDIN. Annexure 1 on the next page gives the names of the participants. Finally, I would like to acknowledge the support of the authorities of Jawaharlal Nehru University for granting me permission to undertake this project and providing all the facilities.

S.Y. Shah

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Introduction to the Professional Development Program of Study in Participatory Adult Learning, Documentation and Information Networking (PALDIN)

Shobhita Jain

The project team of PALDIN courses development extends a warm welcome to PALDIN learners. This introduction to PALDIN, a professional development program of study consisting of two courses, familiarizes you with its target group, aim and objectives and provides a brief description of its courses and their relevance to your profession. Next follows an account of the special features of the courses' contents that have been developed with the help of a wide range of academic resources.

Let us clarify at the outset that our attempt to build capacities of adult educators and thereby value of their profession does not in any way refer to professionalism that gives rise to exclusiveness, elitism and all too familiar gap between educators and learners. PALDIN courses have been prepared in the spirit of discourse between equals, with no sense of compulsion and encumbrance of examination and grading. This is a self-transforming learning package, advancing belief in participation and open dialogue. In our perception every adult is an adult educator as well as a learner.

Target Group

PALDIN courses will be of interest to the program staff of different types of adult learning setup, namely, State Resource Centers (SRCs), University Departments of Adult Education, Documentation Centers, and NGOs-run Centres. They will be able to use PALDIN courses developed in open and distance learning format as per their convenience of time and place.

Aim and Objectives of PALDIN

PALDIN is an innovative open learning program with the aim of capacity building of adult educators.

Objectives of the program are to

❖ Provide its learners a conceptual understanding of the various roles of adult educator in the context of contemporary socio-economic life that requires a continuous stream of lifelong learning for adults.

❖ Offer the learners the ways to learn various skills pertaining to documentation, dissemination and networking.

❖ Give adult educators oppurtunities to apply what they learn in each course so that they are both reflecting on their new learning and applying the same in their day-to-day work situations.

Duration and Delivery of the Courses

As mentioned above the learning package on Participatory Adult Learning, Documentation and Information Networking (PALDIN) comprises two courses, each

of which would notionally require a minimum of four hundred and eighty hours of study and practical work. In terms of open and distance learning mode, you can say that this much of workload completed will entitle you to earn sixteen credits of an advance level learning. You work out the same in terms of months and visualize the workload of 2 months @ 8 hours work each day or of 4 months @ 4 hours each day or of 8 months @ 2 hours each day. This is only a notional scheme. You can, of course, work two hours one day and four hours another day and take a break of few days to resume the work later. As per availability of time you can complete the courses at your own pace. You can study both simultaneously or one after the other. The flexibility available to learners includes the facility of going through the course material any time of day or night and at any place of your choice. If you prefer to read the printed text, you opt to use the books. In case you like to read it on you personal computer, you can use the single compact disc that contains the entire course material.

Brief Description of the Two Courses of PALDIN

The two courses of PALDIN come to you in the form of two books. The book on *Participatory Adult and Lifelong Learning and Information and Communication Technologies* outlines the global, regional and national scenario on literacy and discusses policy on adult and lifelong learning. Then it traces the philosophical roots of current forms of adult learning and sensitizes its readers to the need of critically looking at them for acquiring conceptual clarity. This leads to the concept of and working with the community. Focusing on the processes of participatory learning the book dwells at length on participatory training and evaluation. Finally, the book provides very useful inputs on the role of information and communication technologies in education and development and ends with their uses in literacy and lifelong learning. For further details of the book see the introduction to the course.

The book on *Documentation, Dissemination and Networking* deals with the processes of documentation and dissemination of information and then it elaborates with the theme of networking for obtaining better linkages between those documenting and disseminating information relating to adult learning. All this culminates in knowing how to manage adult learning setup, including its library-related resources. Communication and organizational behaviour are two pillars of management strategies explained in detail so that adult educators may apply the same to their work. Introduction to the course provides more details about the various themes discussed in the book

PALDIN course material is now ready for pilot testing in the field. Feedback from the first batch of its learners will be the basis of its final version that will go to the larger community of adult educators.

The two courses will also be available in a compact disc (CD). Each book has a certain number of units, which sensitize learners to critically approach the various themes and sub-themes. The course material is designed to facilitate learners to increase efficiency and effective functioning in their work situations because each unit of both courses requires application of what has been learnt. Thus in a cumulative manner, step-by-step learners increase their skills to obtain better outputs in their professional work.

At all levels in your career, understanding your roles enables you to hold on to your

job, to succeed in getting further promotions and above all to effectively take part in decision-making processes that exist in your profession. There is currently a growing demand for professional adult educators to carry out lifelong learning programs. The reason for such a demand is linked to the fact that the global spread of industrializm coupled with information and communication technologies has vastly expanded the scope of lifelong learning by all adults. Such programs of study as PALDIN strive to upgrade knowledge and skills of adult educators and thereby empower them to carry out their roles in an efficient and effective manner.

For pilot testing of the two courses, some select adult learning institutions will accept to run them and the first batch of learners will basically study as well as evaluate the course material.

Special Features of the Presentation of PALDIN Course Material

A reading of the special features of designing lay-out of the course material will help PALDIN learners to devise their own strategies to go through the course content according to their particular interests and choices.

Language and Style of Writing

PALDIN course material has been consciously prepared in gender-sensitive language, that is, it addresses equally both women and men learners. Further throughout the courses there is use of clear and simple language and captions appear to indicate systematically numbered figures, tables, boxes and activities etc. Style of writing reflects a learner-friendly conversational format that indicates a relationship of equality between the learner and the developer of the course content. All efforts have been made to avoid the use of words like 'should' or 'must' because such words reflect a tendency of offering commands to learners.

Aide-memoir

Each unit comes to you with a clearly stated structure that informs in advance its coverage and the order of discussion of each theme and sub-theme. Similarly stating clearly the learning objectives prepares you to systematize your reading of the contents in terms of outputs of your efforts. The learning objectives spell out what you would achieve after reading the unit and completing all its activities. You can use the learning objectives as study tools to review your preparation for problem-solving situations at work.

The introduction of each unit states the theme and elaborates how the theme develops. It outlines the roadmap of your learning of a particular theme. The introduction also links the particular theme with the unit that precedes and succeeds the unit you are reading so that you keep a firm grip on how the subject matter develops through various units. At the end of reading each unit, you are hopefully ready to apply in practical life what you have learnt. This is the main objective of PALDIN. So you are advised to take this part of learning seriously and systematically if you wish to derive full advantage of this learning package.

Additional Information

In systematically numbered boxes, you will find additional information about concepts/ processes/ events mentioned in the text. Serial numbers of boxes pertain to the unit they belong to. Similarly, illustrations, elaborating the points made in the text,

have systematic numbers and captions. We have avoided the practice of inserting footnotes to the main text. Our practice is to explain the term or concept when it appears for the first time in the text.

All references to the works cited in the text of each unit appear in alphabetical order at the end of the book. We have followed the Harvard system of referencing both in the main body of the text and the list of references at the end of each book of PALDIN. References include all the sources that developers of the units have cited in the text. They include also the books suggested as Further Reading. References help those learners who wish to explore further into a particular theme or sub-theme discussed in PALDIN course material.

Experience-based Learning through Reflection and Activity Exercises

Through reflection and activity exercises, PALDIN units have incorporated the constructivist principles of learning in the design of your learning environment. Often formal classroom teaching is not embedded in learners' everyday experiences and this is why learning tasks do not carry much meaning and relevance for them. Most learning is often confined to the sole aim of passing the examination and obtaining a degree. Our aim in PALDIN is to make learning tasks embedded in adult learning-based contexts and here the learner's situation requires her/ him to possess the knowledge and skills for solving day-to-day problems in adult learning setups. The reflection and activity exercises encourage you to hold discussions with other learners and thus experience the benefits of collaborative learning. These exercises offer you the choices to identify issues of your interest and relevance. The focus is on situations wherein you experience interaction through authentic tasks and thus you go through the process of knowledge construction. In this approach the emphasis is on how to learn, how to construct and rebuild new meaning that is more important than the outcomes in terms of knowledge for its own sake. Our expectation is that PALDIN learners would take this approach to learning to their field and apply it while dealing with adult learners. We have endeavored to include a higher order of thinking about one's own thinking and problem-solving ways. You may call it a process of reflexivity that has a strong potential for problem-solving. This approach allows the scope for generating alternatives with more effective strategies. In a nutshell, the whole process involved in reflection and activity exercises is to facilitate PALDIN learners' movement from their initial state of understanding to the abstract levels of understanding. We take the so-called "mistakes" as steps in learning through a natural and productive process. Our attempt is to build this dynamic process of learning into the reflection and activity exercises of PALDIN units.

Evaluation Methodology

As per the above learning process, this learning package has a system of continuous assessment of its learners' performance. PALDIN learners need to complete all exercises and the process of completing the exercises comprises the act of learning by doing. Each PALDIN learners is to submit to the institution that runs PALDIN courses a written proof of completing all exercises in a systematic and neat fashion with clearly stated the learner's name, date and place of the work, serial number of the activity etc.

Introduction to Course 02:
Documentation, Dissemination and Networking

P R Goswami

Need and Rationale

The processes of lifelong learning including the process of acquiring the skills of literacy are all over the world taking place through a wide variety of adult learning programs. Apart from certain specialized agencies, NGOs, social science institutions and special wing of government departments; such as rural development, women and child development, agriculture, health etc. also carry out such programs. The centers of adult learning can be conveniently called as adult learning setups (ALSs). In India, they are spread all over the country; a number of state agencies as well as civil society organizations administer them.

The basic purpose of the ALS is to promote adult learning related activities; which include entire body of organized educational processes that are involved in development of capabilities, enrichment of knowledge, and improvement in technical or professional skills of adults; or turn them in a new direction and bring about changes in their attitudes or behaviors (UNESCO 1977). ALSs deals with art and science of helping adults to learn (in contrast to pedagogy as the art and science of teaching children); and the expectation is that all ALSs promote policy-driven and action-oriented research and studies in adult learning. Training of adult educators and preparation of learning material for neo-literates form an important part of their activities.

As a corollary to the above tasks, ALS is engaged in various information related activities such as sharing of relevant information on adult learning, and making accessible updated data and research papers on the subject. ALSs receive a large number of print and non-print material in the form of monographs, research reports, statistical compendia, pamphlets, posters as well as primers for adult learners. However, mostly ALSs do not efficiently maintain these materials due to the lack of skills in information management or documentation system among those responsible for running them.

Target Group

The course is meant for the persons working in ALS in a supervisory capacity or those responsible for running their resource centers. Often such persons do not have a formal training in library science and/ or information management. These adult educators are also expected to manage a small library in their setups. Course 02 of PALDIN would benefit such adult educators.

Objective

The general objective of the course is capacity building of adult learning documentation and information services. The course includes the basics of library and information science, documentation and networking in jargon-free and simple language; elucidating various tools and techniques that you would use to carry out these activities. The specific objective of the course is to upgrade managerial skills

of those working in ALSs. Most significantly, the basics of human communication, group dynamics and behavioral pattern in an organization and library management have been included in the last six units of the course for the purpose of enabling adult educators to run adult learning set up in an efficient an effective manner.

Course Design

Keeping in line with the aim and objectives of PALDIN, the Course 02 on Documentation, Dissemination and Networking has been designed for the purpose of imparting training on identification, acquisition, processing, storage, retrieval and dissemination of various types of knowledge artifacts in an ALS. As the target group of the course comprises mature professional adult educators, its design is in an interactive and participatory learning mode. An interactive mode of learning combines contents found in traditional books with active learning components possible in an open learning environment. In fact, interactive learning process provides an opportunity to expand, explore and capitalize on new ways to interact with information. Participatory learning is a learner-centered model in which all curricular, pedagogic and evaluative decisions are shaped by what we know about the groups' experience of learning. The model advocates the integration of learners' experiences into the curriculum with an emphasis on the learners' self-directed control over the process of learning. Let us now take a look at the structure of Course 02 and then go through content-brief of each unit of the course.

Thematic Structure

The Course 02 on *Documentation, Dissemination and Networking* has four sub-themes, that is, Documentation, Information Dissemination, Networking and Management of Adult Learning Setup. Seventeen units cover the entire subject matter of these four sub-themes. Unit 1 and Unit 2 discuss the first sub-theme of documentation, while Unit 3, Unit 4, Unit 5 and Unit 6 deal with the issue of dissemination of the information documented. Unit 7, Unit 8, Unit 9 and Unit 10 concern the process of networking.

The contents of Unit 1 to Unit 10 provide us the nuts and bolts of activities that take place in an adult learning setup. Unit 11 has a place of privilege in this course. It provides the necessary ground for PALDIN learners to apply universally recognized standards for managing an ALS. Without a certain measure of universally acceptable standards of the activities of documentation and dissemination it is not possible to achieve a sensible pattern of networking that would give mutual benefit to all in a network. Unit 11 provides us very useful information on standards and enables adult educators to follow a path that is recognized everywhere. In a sense Unit 1 to Unit 11 arm adult educators with various skills to effectively manage an ALS.

Keeping in mind this particular responsibility of professional adult educators, the last six units (Unit 12, 13, 14, 15, 16 and 17) of the course give in detail inputs on communication skills, organizational behavior and library management for effectively and efficiently managing adult learning setups.

Before proceeding to read each unit of the course, let us familiarize ourselves in brief with the broad contents of the units and the expected outcomes of the course.

Content Briefs

Unit 1: Documentation provides an insight into the term 'document'   and assesses the importance of documentation and discusses various aspects of its management, relevance of evaluation in documentation, and documentation systems and services.

Unit 2: Process Documentation discusses the aims and objectives of the activity of documenting all processes of developing an adult learning setup, methods and tools used in it; such as process narration and flow charts. It also tells us how to conduct process documentation.

Unit 3: Knowledge Management (KM) distinguishes between, data, information and knowledge, and tells us how to manage them. It deals with various other facts like, tacit knowledge, technologies in KM , and pre-requisites for KM; and major challenges before this activity.

Unit 4: Knowledge Management in a Library and an Adult Education Setup deals with the application part of this concept. It explains about how to create a knowledge base in an organization like ALS and how information service can be provided from this base.

Unit 5: Basics of Information Dissemination assesses the importance of this activity and also tells how to customize information for dissemination. It elaborates various preparatory measures for information dissemination such as searching indexed and non-indexed sources, establishing information centers and creation of databases.

Unit 6: Information Dissemination Services deals with information search strategies, retrieval performance, and various types of information services including document delivery systems and services that are presently available.

Unit 7: Networking answers the question "What is meant by networking?" so that besides documentation and its dissemination, an adult educator can improve the facilities and services of the adult education setup by networking. The contents of this unit help to understand the significance of networking for your profession.

Unit 8: Computer Networks is about electronics-based networking. It introduces you in detail to computer networks. With the greater use of computers it has been realized that the use of the computer can not be restricted to a particular place and the concept of computer networks has become very popular among professional adult educators.

Unit 9: Networking and Adult Learning provides insight into theoretical understanding of the concept of networking and tells us about fundamental principles of networking that is necessary for professional growth of adult edcators.

Unit 10: ALADIN: Case study of a Network of Networks provides a summary of the aims, objectives and activities of Adult Learning Documentation and Information Network (ALADIN) and presents it as a 'case study' of a successful network.

Unit 11: Standards for Information Management and Networking is about performing adult educators' tasks so that they match with the specified standards used both nationally and internationally. For this purpose it is necessary that adult educators are familiar with such standards relating to different procedures or systems or practices at your workplace. In addition, Unit 10 explains about

relatively 'open standards' as they are applied in the management of digitalized information.

Unit 12: Managing Adult Learning Setup is about the various aspects of human communication in the context of managing adult learning. Beginning with explanations of the concept, forms and methods of communication, the unit talks about the art of effective communication and oral and non-verbal communication. As a professional adult educator, you will appreciate the value of learning about communication process and the skills for effective communication.

Unit 13: Communication Media, Systems and Strategy elaborates that the evolution of different means of communication technology has opened up a vast potential for transforming sounds and gestures to produce speech, videos, films, posters, theatre. With a plethora of tools and methods to use, the communicator may find it difficult to choose an appropriate one. How is this choice to be made? Unit 12 explains that the answer to this question depends on our understanding of the impact of information technology on our everyday life.

Unit 14: Organizational Behavior discusses that managing an adult learning setup involves some basic principles of organization that an adult educator has to keep in mind and follow while performing various functions. For example, most types of adult education setup have staff members who need to be trained, motivated, satisfied and well-informed.

Unit 15: Dynamics of Working Together emphasizes that since adult learning setup is mostly run on the principles of formal organization, it is paramount for adult educators to have the knowledge of the proceses of team building, managing organizational change and negotiations so that they are able to work together for better running of various programs at adult learning setups.

Unit 16: Managing a Library explains the role of facilitating access to information for learning. It discusses the procedure for managing library collection and services.

Unit 17: Building Library Resources and Services deals with library skills and techniques for building library collection for access and retrieval.

Expected Outcomes

❖   This course will enable the practitioners in the area of adult education to manage their setups in a better way with a proper system of information storage, retrieval and dissemination.

❖   It will also help the ALS play two distinct roles, namely, to serve as a local center of information and knowledge and to be local gateway to national and global knowledge.