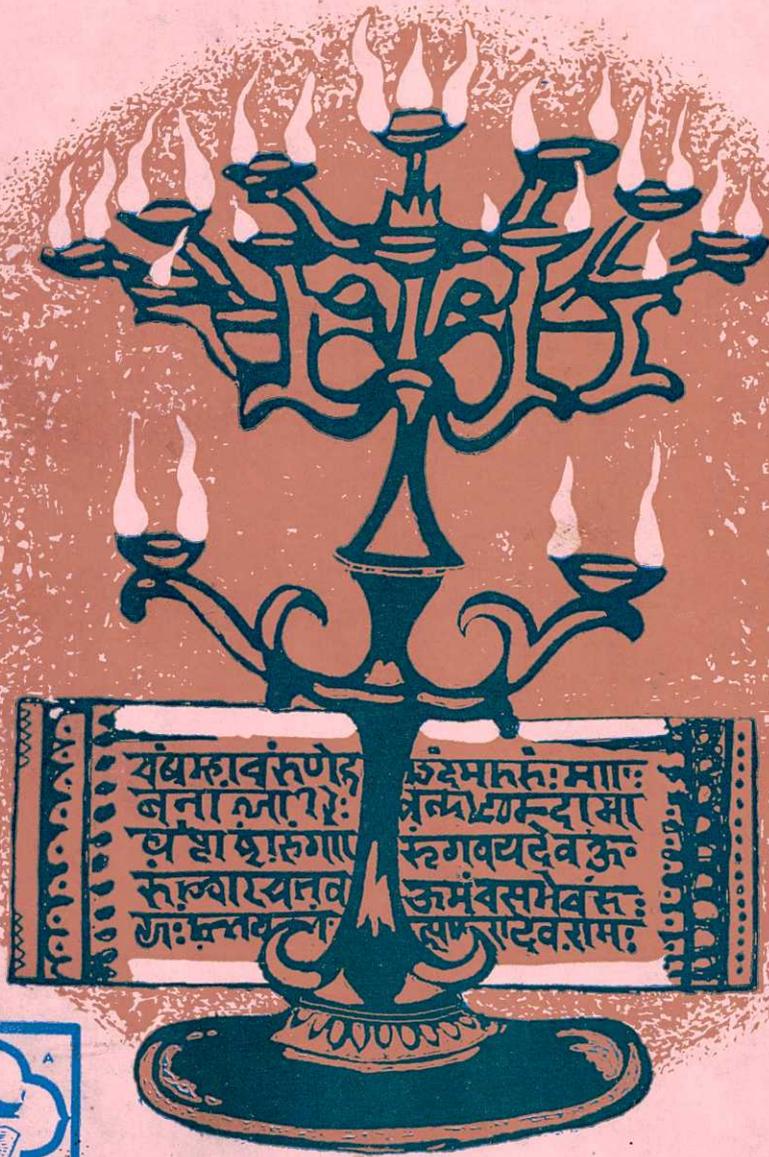


manual for adult literacy teachers



INDIAN ADULT EDUCATION ASSOCIATION

प्रौढ शिक्षा

MANUAL
FOR
ADULT LITERACY TEACHERS

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FOREWORD

Illiteracy is a serious obstacle to the establishment of a social order based on equality, justice and freedom. Growth and development together with social justice is not possible without a literate population. Democratic institutions cannot be built, sustained and nurtured without the large number of people being able to read and write and understand their rights and duties.

If the curse of illiteracy is to be removed, a massive campaign should be launched. Assistance of universities, colleges and schools should be enlisted for this purpose. Political leadership, employers, trade unions, farmers' organisations, social-welfare agencies must all join hands to eradicate illiteracy and promote programmes of functional literacy.

In this noble but difficult task, properly trained and motivated youngmen and women with dedication and devotion are needed. These would need constant guidance and renewal. To serve their need the Association, with the financial assistance from the Ministry of Education, has brought out this Manual for Adult Literacy Teachers with the objectives of providing them with the tools for doing their job better. Shri Nekiram Gupta, with a life-time of experience has written this book based upon his practical experience of nearly 30 years. It is our hope that the book will serve some useful purpose in the great campaign against illiteracy.

S. C. DUTTA

Hony. General Secretary

Indian Adult Education Association

Shafiq Memorial
17-B, Indraprastha Marg,
New Delhi
March 22, 1971

INTRODUCTION

The end of all knowledge must be the building of character. Literacy is not the end of education nor even its beginning. It is one of the means whereby men and women can be educated.

Mass illiteracy is India's sin and must be liquidated. Short unrelated literacy courses will not help. The relapse is bound to occur after the short courses. The relapse can only be prevented by correlating the teaching to the learners' daily life needs. They must have the knowledge given to them which they must use daily and it must not be thrust upon them. They must have the appetite for it. Something that they neither want nor appreciate will not inspire the learners and will not be acceptable.

These are some of the fundamental principles that are involved in the education of the adults. All adult literacy teachers need properly realise and understand these to be able to develop the necessary techniques for successful performance of their task. A literacy teacher without the understanding of the fundamental principles and techniques of adult education will be like a mason without his tools.

It is with the objective of providing adult literacy teachers with the tools they would need for doing their job, that this manual has been designed and produced.

Much of what has been said is based upon practical field experience and will certainly be of great avail to those who take up the work of adult literacy and adult education with sincerity and devotion. Eradication of adult illiteracy and the spread of enlightenment is a sacred duty to perform but calls for great perseverance and imagination on the part of the teachers.

Our grateful thanks are due to all those writers and organisers whose work and experiences we have utilised in the preparation of the manual and whose kind acceptance for making use of the material we considered as implied.

We hope the manual will provide sufficient guidance to all those who care to benefit from the experiences of others and pursue their programmes with understanding and tolerance.

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Why Adult Literacy?

We are glad you have decided to teach the adults to read and write. You are now pledged to work for liquidation of illiteracy from among the adult population of the country and we most heartily welcome you to the fold of adult educators.

Yes, you deserve to be welcomed. You have after all taken up a difficult mission. We are sure you have done so after fully understanding the complexities of the problem and your task to overcome these. Your work will demand a great effort on your part, effort involving sacrifice and service. Your work will be exacting but you will enjoy it. It may on occasions bring frustration and disappointment, but you should keep up courage and face the situation with patience and understanding. There is no cause to be disheartened although at times the situation may be discouraging.

The adults may not like to learn reading and writing. They may feel, it is of little avail to them. It may not interest them. It may be beyond their understanding. They may question or suspect your motive in making them learn reading and writing. You have to convince them. You have to develop in them the desire to learn. Without desire there will be no action. They will be new to you and you to them. The acquaintance between you has to develop and grow. The two have to become one. You may be asked to work in the interior areas completely cut off from familiar places. You may not have a comfortable residence and living may be difficult. Do not lose heart and remember to do in Rome as the Romans do. This will bring you love and reverence. The adult learners will accept you as their own.

Yes, you may have to pass through difficult times and be out of pocket. May be you joined the mission for amassing wealth or because you could get no other employment. You might have been mistaken in doing so. This is a mission where reward of work is the work itself. The remuneration will just sustain you. But it was not for money that you started teaching adults and open before them the world of letters. It was for the service of the

neglected or the defaulting and their development should give you satisfaction and happiness. There can be no better reward than this. The best way to love God is to love one's fellow beings.

Illiteracy is a curse. It is withholding the development of the individual, the society and the nation. Democracy can function successfully when the citizens are socially conscious, politically enlightened and mentally well-informed. An illiterate can be none of these. You are determined to make everybody literate for functioning effectively in society and you will certainly succeed.

The adults may be irregular and unpunctual. Their preoccupations in family life, sometimes their indifference and sometimes their frustration may hold them up. You have to study the cause and set things right. The progress in learning may be slow. Your effort may not bear the desired fruit and a good many of them may not come upto the mark. They may feel disappointment and drop out. This may result in relapse into illiteracy. Even those who complete the course may not continue reading. There may be no facilities. Literacy without practice will die out and you will feel, your effort is wasted.

Such are the inherent difficulties of the programme, you have chosen to implement. There is nothing unusual about it. You need not be scared away from the chosen path. This is not to frighten you but to prepare you for the job. Forewarned is forearmed and a teacher should start work after getting equipped. This is only to equip you for successful functioning.

The work is also very colossal. 70% of the population consists of illiterates. Even if we think of the functioning adults of the age group of 15 to 45 only, there are 150 millions of them. It is quite a big number, specially when we look at the slow progress that has been made so far. Still we can't give up.

Some people do think the following way. The Constitution has provided for compulsory primary education. It is expanding. In course of time all children upto the age group of 14 will be literate. They will grow into literate adults and the number of illiterate adults will go on decreasing with the passage of time, and thus the problem of adult illiteracy will solve itself. Why not then concentrate on compulsory primary education and leave the adults to their fate? This is nothing but ignoring the present and looking

to the uncertain future, which should hardly be trusted. What is necessary is to learn from the past and work in the present so that the future will take care of itself. Secondly, the position in the primary education field either is not very reassuring. So far not all children of the school-going age are in the primary schools, let alone beyond class V. The problem of stagnation, wastage and drop outs strikes us in the face and stands in the way of progress. Compulsory primary education will thus bear effective results only in the future which is so remote that the country cannot afford to keep the present adults illiterate that long and risk all development—economic, social and political.

It is now that we must increase production, use improved practices, tools and implements. It is now that we need population education. It is now that we need to strengthen the defence of the country. It is to-day's adult who is working in the fields, farms, factories and other establishments. He has to be enlightened and taught about the rapidly increasing knowledge to keep pace with the developing countries. It is the adult who is a worker, a wage-earner, a tax payer, an artisan, a mechanic, a craftsman and what not. We cannot afford to keep him ignorant and illiterate. Putting off or giving up of the programmes of Adult Education in the hope of obtaining results from compulsory primary education is, therefore, neither justifiable nor desirable. Indifference to liquidation of adult illiteracy will not go unpunished.

Lest some of you might also develop such a feeling through frustration or want of response, it is worthwhile to discuss for a little while as to why, in spite of the inherent difficulties and problems, we should pursue a programme of literacy for the illiterate adults. To drop it or postpone it would be suicidal. It must receive top priority and must be pursued with full faith and united effort.

Education is the most essential human value. It is because of his education that a human being discriminates between right and wrong, between good and bad and between useful and harmful and protects his rights. It is his knowledge that helps him to develop friendship with others, to co-operate with them in their need and to secure their co-operation in his need.

Knowledge is developed through literacy and education, knowledge of self, knowledge of society, of the country and of the world,

knowledge of good or bad, knowledge of skills and professions and the knowledge of the progress of the world are all obtained through literacy and education. To be knowledgeable is the best human virtue. It is education alone that develops this virtue. In the absence of education, there is ignorance and illiteracy which not only hold up progress and development but also subject humanity to innumerable dangers of undesirable influence which retard all development and progress.

Education today is not only a social necessity but the top most human right also. An educated person cannot be easily exploited. Education arouses in him social, cultural and economic consciousness and enables man to express his ideas through writing. Man's ability to read, understand, write and communicate gives him superiority over the rest. Written communication is the most effective and is permanent. Only through education, it is possible to communicate ones ideas to others and receive theirs in return. An educated person can take advantage of the knowledge of the past, understand the present and build the future. An illiterate person can look only to the immediate present and may destroy his future. The life of an educated person is, therefore, more purposeful, active and effectively useful.

This effectiveness depends upon the individual's standard of education, understanding and the pace of social change. This is an age of rapid changes and vast development of science and technology. The economy of all countries of the world is undergoing fast development. A study of the economically progressive countries shows that the human factor has played a much greater role in their development than those of land and capital. The progress has not depended on physical labour or natural resources or even capital investment as much as on human skill and organisational ability. This ability has been the result of education and education thus plays an important role on the development of life.

Similar is the experience in the case of politically progressive countries. The people of these countries are more enlightened, politically more conscious and more mindful of individual's duties and rights. The knowledge of duties and rights and its just utilisation is the basis of a successful democracy, wherein a country is governed by the people's representatives chosen through adult franchise. The right to vote calls for intelligence to exercise it.

Experiments have also shown that the functional competence of a literate person is much higher than that of an illiterate who develops skills only on the basis of work and experience. Whereas a literate worker is able to increase his productivity by 30 %, the illiterate shows an increase of only 12 to 16 % during the same time. This study clearly proves the effect of education in increasing the productive skill. Similarly an educated person will certainly fare much better in all social and political activity and thus will render great help to economic, social and political development of the country, while the illiterate will only be passively guided by demagogues. It is education that develops the power to understand and take decisions.

If education is co-ordinated with occupation, both will show progress. When a person reads about his needs in daily life occupation, he takes greater interest in reading which becomes meaningful to him and what appears meaningful to him will attract his attention and he will pursue it with interest. The more he reads, the more his knowledge will grow and he will develop diversified interests and then will read and understand all types of literature and continue his learning. Thus the ability to read gives one the power to continue learning, which is so essential in the present age of evergrowing new knowledge and fast moving social changes.

Again an individual is not only an individual but he is also a parent, a head of family, a producer, a wage earner, a tax payer, an agriculturist, an industrialist, a technician or a craftsman, a worker or a master. In all or any of these capacities, he is a responsible citizen and an effective member of a society. He has to perform certain duties and enjoys certain rights. How can he understand these and fulfil his duties and claim his rights, if he is illiterate. Will he not have to drag on as the exploiters wish him to? And shall we leave him helpless? No, never—atleast in the interest of national development,

Intelligent and educated citizens alone can make effective contribution to the development of society and the nation. Such a contribution is very necessary for the successful functioning of democracy wherein every citizen must be rightly conscious of his role in civic affairs. It is only education that can create this consciousness.

It may be argued that literacy is not education. Yes, it is correct that literacy alone is not education but it is an important step

to open the gate-ways to education, to find access to the great treasures of knowledge that lie hidden in books. Literacy and education are, therefore, essential values in human life, specially in these days of new inventions and discoveries and their influence on our daily life.

It is an age of machines, of computers, of new implements, of new inputs, of new methods and techniques. To take advantage of these, the new knowledge has to be obtained from books, charts, newspapers or through other means. Knowledge and understanding are both essential to equip oneself for the new responsibilities and here again a literate person will carry the day.

The new machines and methods also leave a lot of leisure with man which needs filling up. If the individual is not able to utilise his leisure purposefully, he is likely to go astray and become a liability to the nation as much as to the family. An idle man easily falls a prey to evil ways. Literacy skill will enable a man to improve his functional competence or social utility. But the illiterate will little understand the impact of social change on life and will fail to adjust to the demands of society. Fruitful utilisation of leisure is thus promoted through literacy education.

Again an illiterate person will not be helpful even in getting his children educated. He will little understand the benefits of knowledge and will always suffer from a complex that his children, when educated, may not like him. He will not be able to guide and supervise their work and thus instead of being helpful, he will create hinderance with the result that in the absence of proper attention, the children will give up education and in course of time relapse into illiteracy. Thus to fulfil ones duty as a parent, one needs to be educated.

We have now seen that for fulfilling the life obligations, whether in the family, at home or in society or as a citizen, as a producer or a consumer, a technician or a craftsman, a corporator or a legislator, a parliamentarian or a diplomat or even as an administrator, education is a necessary precondition and we cannot afford to ignore it, postpone it or withhold it.

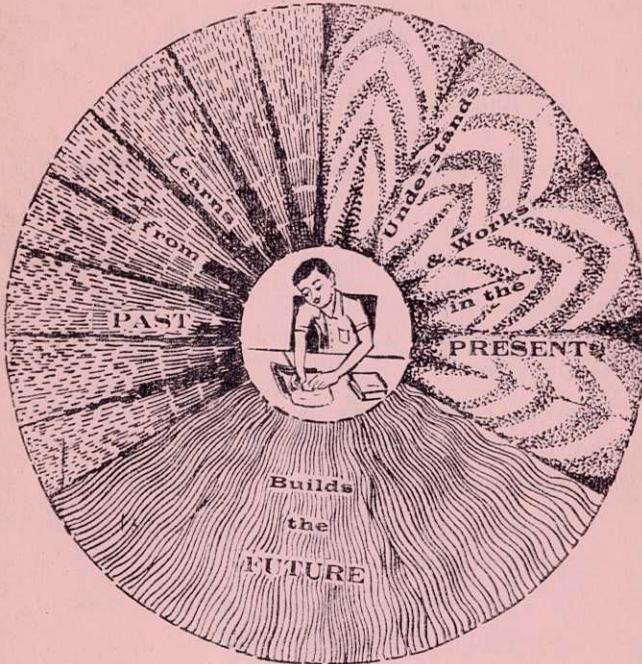
Illiteracy and progress do not go together. Literacy is the most important instrument for communication. It is the magic casement which opens on all, perspective knowledge and strengthens mature

judgments. From the point of view of either economic development or national integration or cultural advancement or preservation of democracy, it is essential to make all men and women, in the urban as well as the rural areas, literate upto a standard that would enable the individual to utilise the knowledge in his day-to-day work and pursue his studies continuously for further education.

To sum up what we have said so far, liquidation of illiteracy is urgently called for to:

1. Promote productivity and increase agricultural and industrial output to meet the needs of the country without assistance from abroad and thereby help economic development.
2. To arouse consciousness about problems of over-population and the need to control the same for fighting hunger, unemployment and poverty.
3. To promote organised and co-operative social action for defence and security.
4. To develop civic consciousness and social cohesion for the successful functioning of democracy.
5. To enable people to adjust with the rapidly changing social environment and learn new ways of increasing production and discharging social responsibilities.
6. To promote the education of the citizens of the future and solve the problems of school drop-outs.
7. To encourage programmes of life-long learning for useful and successful life and for increasing functional competence.
8. To enable an individual to fulfil all domestic, social and national obligations in life.
9. To promote the fruitful and purposeful utilisation of leisure for making life happier, richer and fuller.
10. To enable individuals to make effective and intelligent contribution to the social, cultural and political life of the nation.

WHY ADULT LITERACY



Literacy comprises skills of

Reading Writing Understanding Communication Calculation

These skills help man to

Learn from the
past

Understand the present
and work to

Build the future.

by providing to him

1. tools for knowledge ;
2. gateway to education ;
3. help for communication ;
4. means for self education ;
5. skills to accelerate development ;
6. ability to help education of children ;
7. means for profitable utilisation of leisure ;
8. understanding to increase productivity ;
9. intelligence to increase professional competence ;
10. facilities for adaptation to social change ;
11. safe guards against exploitation ;
12. inspiration for participation in civic affairs ;
13. the means for strengthening democracy.

Magnitude of the Problem of Illiteracy

So we have seen what we want to do. We want to eradicate illiteracy from among the adults, at least from among those that constitute the main work force of the country, the 150 millions of them. We want to make them functionally literate. We have also discussed as to why we want to do that. It is to enable them to be effective and useful citizens of the biggest democracy of the world. It is a national urgency. It is to help the economic, social, cultural and political development of the country. We hope you have understood it and have begun developing self-confidence for this difficult task. How big is the task, we must now examine? But, wait a little to prepare yourself for it.

All of you must have observed that in spite of the knowledge of the rules, many people continue walking on the road and do not use the footpath. Even if you tell them to do so, they turn a deaf ear to your valuable advice. If, however, a cyclist riding behind were to give the bell, they hurriedly get aside and make way. Similarly many cyclists do not keep to their side, but if a motorist gives a horn, they get aside and make way for the car to pass. This happens every day and everywhere—why? Are the pedestrians or the cyclists reminded of the rules so soon! perhaps not. They perhaps do not do so, because that is the rule of the road but because there is a mightier agency behind and if they do not make way, they may be crushed. It is not wisdom that comes to them so soon but the fear of the mightier that produces the response and forces them to get aside and make way. I hope you agree but even if you differ, you do not deny seeing it happen every day. The weak always make room for the strong. This is true beyond all doubt. We must, therefore, develop that strength, the strength of knowledge, the strength of character, the strength of determination, the strength of discipline, in ourselves and in those that need it, if we want to succeed and have our way cleared of obstacles, drawbacks and handicaps.

So now let us examine the magnitude of the problem, we are going to tackle so that we prepare ourselves to become equal to the task before us.

There is an increasing awareness of the problem of illiteracy and a grave concern about the blighting effect of illiteracy on the economic, social and political development of our country. Efficiency and productivity of the worker, whether on the farm or in the factory, are influenced by his ability to acquire knowledge and skills through education and training for which literacy is a necessary foundation. If the worker is to adjust himself to the changing pattern of society and if he is to have a better understanding of his role in the emerging social order, he is in need of social education. Similarly, as a citizen, if he must exercise his rights intelligently and perform his duties efficiently, education is an essential requirement and literacy, an indispensable first step.

In our country, the problem of illiteracy has become more acute during the last two decades and a solution of the problem appears to be receding as time goes on.

Today, two out of every three of our countrymen are illiterate. In the census taken in 1961, it was revealed that the total population of India had gone up to 439 millions of whom only 105.3 millions were literate, consisting of 77.8 million men and 27.5 million women. The percentage of literacy was only 24, (an increase of 7.4 per cent from 1951). It is estimated that at present (1969-70) the over-all literacy in the country would be about 30 per cent. However, the percentage figures do not give a correct indication of the actual situation on account of the increasing population. The population increased during the decade 1951-61 by 21.5 per cent, while literacy increased only by 7.4 per cent. Thus, India had 36 million more illiterates in 1961 than in 1951, and every year the number of illiterates is increasing by over 4 millions. This increase is likely to continue for another decade or so. This situation might seem un-believable especially in view of the phenomenal expansion of primary school education in the country since independence. Therefore, it is worthwhile to examine how this increase take place?

It is a known fact that only 77.8 per cent of the children in the age group 6 to 11 actually attend school. The remaining 22.2 per cent which in absolute numbers is 14.6 millions, are children who grow up as illiterates and add to the already large number of adult

illiterates. It should, however, be mentioned that this number would go on decreasing year by year as primary school education expands sufficiently to provide facilities for education to every child in the age-group of 6 to 11 and when it is ensured that every child who ought to be in school, does attend one or the other school, the problem might cease to grow, but such a time is not yet in sight.

The second alarming aspect of the growth of illiteracy in India is the heavy drop-outs in the first five years of schooling. It has been estimated that out of every 100 children who enter the first class of the primary school, only 33 *i.e.*, a mere one-third complete the fifth class of the primary school. It has been further estimated that about 3.9 million children drop out of the primary school every year. Even if they have some rudiments of literacy at the time of dropping out, in a short period of two years or less, they would relapse into illiteracy and then grow into adulthood, as illiterates for all practical purposes. These two categories of children which will number about 35 million by the end of 1971, will add to the number of adult illiterates, thus making the problem of adult illiteracy more difficult to solve.

Another aspect of the problem of illiteracy which should receive the attention of planners and educationists, is the composition of the literate population or, in other words, the percentage of the educated people. The following table gives the break-up of literate population in India according to the 1961 census :

Literacy without Educational level and by Educational level for all ages in India as Revealed by Census of 1961

| <i>Literacy and educational levels</i> | <i>Male</i> | <i>Female</i> | <i>Total</i> | <i>%</i> |
|--|-------------|---------------|--------------|----------|
| Literate (without educational level) | 4,82,86,730 | 1,81,45,668 | 6,64,32,398 | 62.9 |
| Primary or Jr. Basic | 2,26,99,585 | 81,58,196 | 3,08,57,781 | 29.3 |
| Matriculation and above | 69,53,518 | 12,75,064 | 82,28,582 | 7.8 |
| | 7,79,39,833 | 2,75,78,928 | 10,55,18,761 | 100.00 |

It will be seen that of the literate population, 62.9 per cent are literate without any educational level. For all practical purposes, this population should be treated as illiterate because they are not likely to be able to use their literacy on account of the very low standard. If the country is to derive the benefits of literacy, this population should have an opportunity to improve their literacy. Those who have passed the primary or the junior Basic school constitute 29.3 per cent of the population, roughly 31 million. If education is to be of any value and practical use to them, they will certainly need further education along with a strengthening of their literacy skill. The remaining 7.8 per cent who have reached the matriculation level or above can only be regarded as educated people of India.

The nature and extent of adult illiteracy

The problem of illiteracy in the country as a whole has been discussed in the foregoing. Now, we shall examine the problem of adult illiteracy, its nature and extent. In a study of the Magnitude of Illiteracy in India 1961-1981 made by the Department of Adult Education of the NCERT for the Education Commission, estimates of the likely number of adult illiterates in the next 20 years have been worked out. These statistics are given in the table below :

| <i>Year</i> | <i>Number of illiterates in the age group 15-44</i> | <i>Percentage of illiterates in the same age group</i> |
|-------------|---|--|
| 1961 | 13,10,95,451 | 69.4 |
| 1966 | 14,43,59,189 | 67.4 |
| 1971 | 15,77,10,242 | 65.5 |
| 1976 | 15,44,25,089 | 56.2 |
| 1981 | 13,94,43,281 | 44.3 |

An assumption that has been made in the above estimates is that during the two decades from 1961 efforts in the field of adult literacy and primary education would continue to be of the same order as in 1961. Although this assumption was made for facilitating the calculation, it may be added that on the basis of achievement in adult literacy during the last 6 years and judging from the present trend in the country, the assumption has proved fairly correct

as adult literacy and adult education have gone way down in the order of national priorities.

What do the figures reveal? The first conclusion that can be drawn from these estimates is that adult illiteracy will be reduced by about 25 per cent by 1981, almost entirely due to the expansion of primary education. It can be further noted that a substantial reduction in adult illiteracy will occur only from the year 1976 as by that date the enrolment of children in the age-group 6 to 11 should have reached 100 per cent. The fact that it will take almost a decade from now for adult illiteracy to show a downward trend has a disturbing element, as it shows that the young adult illiterates of today will remain as illiterates throughout their working life and thus contribute less than what they would have, if they had literacy and education.

The second aspect of adult illiteracy that should receive our attention is the variation in the literacy rates between the rural and urban areas. The following statements give the distribution of gross literacy for the total population in rural and urban areas in selected ranges of literacy :

Rural Areas

| <i>Literacy Ranges per 100 to total Rural Population</i> | <i>Number of Districts</i> | <i>Percentage of India's total Rural Areas</i> | <i>Percentage of India's total Rural Population</i> |
|--|----------------------------|--|---|
| 0-9.99 | 41 | 16.72 | 6.39 |
| 10-19.9 | 178 | 52.71 | 55.83 |
| 20-29.9 | 87 | 26.00 | 30.63 |
| 30-39.9 | 13 | 3.15 | 4.42 |
| 40-49.9 | 6 | 1.16 | 1.88 |
| 50.0 and above | 3 | 0.26 | 0.85 |

Urban Areas

| <i>Literacy Ranges per 100 to total Urban Population</i> | <i>Number of Districts</i> | <i>Percentage of India's total Urban Areas</i> | <i>Percentage of India's total Urban Population</i> |
|--|----------------------------|--|---|
| 0-39.9 | 112 | 30.66 | 18.40 |
| 40-49.9 | 139 | 49.10 | 45.86 |
| 50-59.9 | 61 | 19.40 | 34.95 |
| 60-69.9 | 11 | 0.80 | 0.78 |
| 70-79.9 | 1 | 0.04 | 0.01 |

It will be seen from the above that there is a greater concentration of illiterate population in the rural areas of the country. Separate statistics of adult illiteracy in the rural areas are not available, but the 1961 census revealed that illiteracy in the rural areas was as high as 81 per cent as against 53 per cent in the urban areas. While illiteracy in the rural areas diminished by 6.9 per cent in the decade 1951 to 1961, in the urban areas it diminished by 12.4 per cent. As nearly 80 per cent of India's population lives in the rural areas, much greater effort will have to be made in these areas for a substantial reduction of illiteracy, if the nation is to derive the benefits of literacy.

Another aspect of the problem in our country is the very high illiteracy among women. Illiteracy *among women* in 1961 stood at 87.10 per cent which is a reduction of 5 per cent from 1951, while during the same period the male illiteracy of 65.6 per cent registered a reduction of 9.5 per cent from 1951 level. Approximately twice as many females are illiterate today as males. It is also more difficult to tackle the problem of illiteracy *among women*, particularly in the rural areas, on account of the great shortage of women teachers.

Another sector of the population which has high illiteracy is the scheduled tribes numbering about 30 millions. It is estimated that illiteracy among them is as high as 91.5% (86.3% for males and 96.9% for females) excepting in the case of a few tribes living in some pockets, who have had the benefit of education for a decade or so. The tribes are not only educationally backward but economically also. Any programme for their development should, therefore, have literacy as an important component.

The problem of illiteracy in India is, thus a problem of numbers which makes the task of the eradication of illiteracy a stupendous one and we have been moving at a very slow rate. The number of illiterates is huge for the biggest democracy in the world. India, therefore, cannot afford to have such a large number of people remain illiterate and consequently unable to play their role effectively in our national development programmes. This is a great challenge for the Government, the National leaders, voluntary agencies, industries, educational institutions, and the educated men and women of the country to come forward to help in wiping out illiteracy from our masses which is a black spot on our nation. It is a gigantic task which must be performed systematically. All the resources in men and material will have to be mobilised. The experiences of many countries and recent researches and investigations have to be taken care of. A well organised national campaign utilising all resources available must be launched without any further delay.

During the last decade, widespread, efforts have been made for the eradication of illiteracy but the progress has been very slow inspite of the enthusiasm shown by the Government, the voluntary organisations and a number of other educational agencies. The picture is rather gloomy and we try to explain the position in many ways. Some of us feel that by enlarging the concept of the programme and making it broad-based, the role of adult literacy was underestimated and neglected. Others complain of funds, still others of coordination and a large majority attribute it to the lack of enthusiasm on the part of the authorities and the general apathy, inertia and indifference on the part of the adults towards acquiring literacy, even when facilities are provided.

Perhaps all these factors have contributed to some extent to bring about the situation in which we find ourselves today, perhaps the last *i.e.*, the absence of the urge to learn in the adult is the most important or perhaps the rapid increase in population has also been greatly responsible for it but that brings us to a vicious circle. The illiterate masses will not easily understand the urgency and the methods of population control. Thus population will grow, if illiteracy is not wiped out and illiteracy cannot be wiped out, if population continues to grow. This is a dilemma but the spread of literacy must undoubtedly proceed to solve it. What we need is leadership which should give the literacy movement, a prestige it badly needs, integrate literacy with the changing life situation and

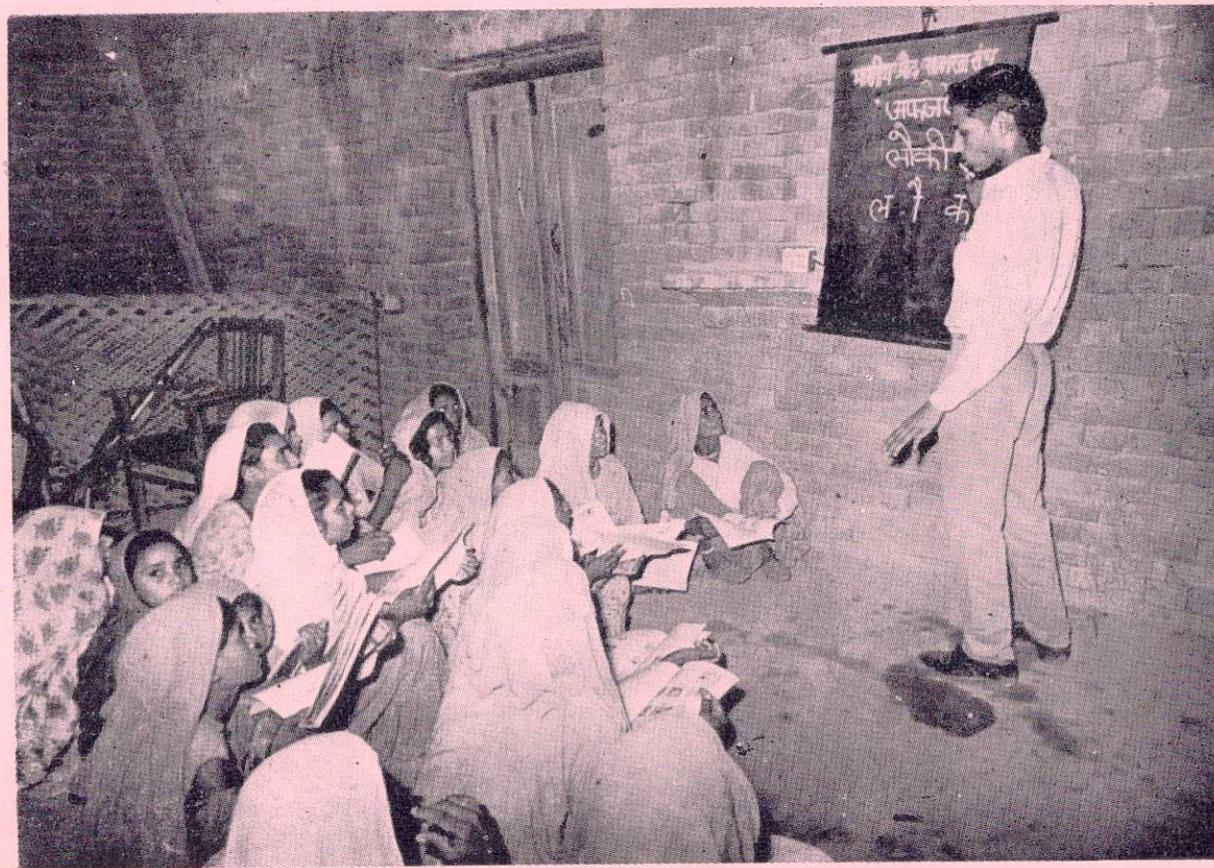
make literacy a popular movement and harness people's energy to fight out illiteracy.

To have an idea of how much speed we have to put in, in our effort to eradicate illiteracy, let us have a look at the growth of literacy during the decade beginning from 1955 :

| <i>Year</i> | <i>Number of Blocks</i> | <i>Adult Education Centres started</i> | <i>Adults made literate</i> |
|-------------|-------------------------|--|-----------------------------|
| 1955-56 | 1514 | 53,000 | 12,84,000 |
| 1956-57 | 1714 | 20,666 | 6,20,000 |
| 1957-58 | 2405 | 31,195 | 7,96,000 |
| 1958-59 | 2548 | 28,709 | 10,58,000 |
| 1959-60 | 2708 | 36,133 | 8,42,300 |
| 1960-61 | 3110 | 43,294 | 7,40,110 |
| 1961-62 | 3589 | 62,448 | 8,85,002 |
| 1962-63 | 4187 | 46,703 | 7,72,254 |
| 1963-64 | 4877 | 47,818 | 8,20,579 |
| 1964-65 | 5238 | 54,002 | 10,20,928 |

The figures show that about a million adults have been made literate every year. This is exceedingly depressing when we look to the huge number of illiterate adults in the country, atleast within the major work force—the fifteen crores of the 15-45 years age group.

Presuming that the organisations working for the spread of population education and the control of birth rate succeed in their effort and also presuming that the education authorities in the Primary and Secondary Education successfully ensure the growth of education in these sectors and check the huge number of drop-outs as well as accelerate the programmes for further and continuing education for which consciousness is growing day by day and restricting our activity only to the illiterates in the 15-45 age group that constitutes the major work force, we need to increase our effort fifteen fold if we propose to eradicate illiteracy and make our major work force functionally literate in ten years. These are all bold



A Literacy Class for Women.



A Discussion Group

presumptions which may never come true still even if we take it that way, the 150 millions do remain our charge and the great effort needed, the fifteen fold of the present one, can only be imagined. The vast resources in man and money, equipment and building needed for this gigantic task are difficult to find and then do all these hundred and fifty millions have the necessary motivation and the desire to learn is another problem? But let us not be frightened, Once we are determined to do it, we will certainly get over all such obstacles. What is required is the will to do it both by the educator and the educand, by the administrator and the philanthropist, by the employer and the employee. It is the whole nation that needs to work initially for it and the educators must pledge to enlighten, inspire and motivate one and all to give their might to the cause.

Another aspect of the problem is that the programme is not only a programme of developing the skills of reading and writing and even that of including the knowledge of simple arithmetic as well. It has to be a programme of literacy which is functional, which must improve the functional competency of the learner, is related to his vocation in life and is of a standard that would develop sufficient ability in the learner for using his knowledge of literacy for further education and for solving problems of his day to day life. This adjustment of the literacy knowledge to the daily life needs of the learner and to his profession in life is very necessary for arousing an interest in the learner for the programme. Unless literacy becomes functional, the effect will be short-lived and a relapse imminent. Such correlation requires great skill and understanding on the part of the literacy teachers and the production of suitable reading material of different types for different categories of learners on the part of the organisers.

We must also not forget that we are a democracy and our people have freedom of religion, of speech, of profession and of action. Although we know that knowledge is the life and soul of democracy, which cannot thrive unless people are educated, still no force or legal ordinance can be enacted to eradicate illiteracy and spread education and knowledge. We shall have to use a democratic method and that would mean that the urge and the demand must arise and come from within the adult citizens. This urge to learn is not easy to produce. It calls for dedicated effort and missionary zeal on the part of the workers and the provision of necessary motivational programmes to develop an appreciation of the need for literacy and education. That alone can make the programme a

cooperative process between those whom we want to educate and those who are responsible for educating them. This is perhaps the most delicate and intricate sort of our problem which we shall discuss later on.

For the present, therefore, we may sum up the broad aspects of our problem as we have discussed in this chapter as under :—

1. The growth of literacy has been very slow and even after efforts, at present 2 out of every three adults are illiterate.
2. The percentage of illiteracy among women, in rural areas and among scheduled castes and tribes is very high and special efforts to cover these areas are needed.
3. The problem is a problem of numbers. Even if we restrict our efforts to the main working force of the country that is between the ages of 15 and 45, it makes one hundred and fifty millions. So far the yearly average of literacy has been one million. If we mean to achieve success within ten years with this group of illiterates, we must increase our efforts fifteen fold.
4. Eradication of illiteracy is possible only when expansion of primary education and organisation of a movement for further continuing education for school drop-outs also goes on simultaneously.
5. The bulk of the literate population consists of those that have received education upto the primary or the middle school standard and if proper facilities for such adults to continue their education are not provided, there is every possibility for this group of adults to relapse into illiteracy.
6. Literacy programmes to be effectively fruitful must be continued for a sufficiently long period to develop functional competency and must be related to the daily occupational and general life needs of the learners.
7. The approach has to be that of mutual cooperation between the adult learners and literacy teachers. No legal ordinance for becoming functionally literate can be

enforced in a democracy. The desire to learn has to be developed in the adults and then alone can the problem be solved.

8. One and all in the country must join hands and work together for wiping out illiteracy. There can be no one agency to tackle such a Himalayan problem and achieve results. Huge resources in men, money and material are needed to produce the desired atmosphere for a country-wide drive against illiteracy.

CHAPTER 3

Processes of Adult Learning

We have said that we want to eradicate illiteracy from among the adult population of our country. We have discussed why we want to do so? We have also seen that it is a gigantic problem. It is a problem of numbers and of attitudes and temperaments. An all out effort on the part of everybody, official and voluntary organisations and individuals, learners and teachers is required for tackling the problem with success and for producing lasting and meaningful results.

Since our clients are adults, you as adult educators must know and understand the learners and the ways they adopt to learn. It is only after developing this understanding that we shall be able to plan our work in an effective manner. All work for the education of the adult has to be learner centered and the learners are adults who have preconceived notions, have certain fixed attitudes, belong to different social and economic groups, follow different professions and have different levels of understanding. The educator has to consider all these special characteristics and plan his programme of work in a manner that would be of interest to all.

It is feeding heterogeneous elements, that constitute the vast mass of our illiterate population. It is giving them literacy, the skill for reading and writing and tool for making self education possible, for making their methods of work more efficient and for making their work more fruitful.

The task of educating the adult is thus not a simple one. It involves adjustment, correlation, perseverance, sympathy and patience. We may, therefore, devote sometime to study the various characteristics of adult behaviour and adult learning.

Adult Education is one of the most exciting and important movements in education today. We are living in an age of explosions—explosions of knowledge, of population and of science and

technology. Men have greater leisure, greater mobility and greater age longevity. Independence has come to practically the whole world. There is explosion of political awareness. Women have started entering professions and automation is rendering men unemployed. For adjustment to all this change, new knowledge is necessary. Education is no more a preparation for life, as it used to be understood but it is life itself—a continuing life-long process. Every individual has therefore, to keep on learning in order to be able to make living satisfying and significant. Irrespective of an individual being 18 or 80, he may need to attend any one or many of the programmes of continuing education, including literacy programmes for increasing functional competence for higher earning, programmes for learning and using developed methods and techniques of production, programmes of civic education, traffic safety, population control, urban development, or cooperative community action, programmes for learning a new trade or a skill or for becoming a discriminating voter, a better parent or to know more of national and international affairs. In all such ways, an adult is learning and gaining new experience, new knowledge and new skills.

Learning is of two types. The one *i.e.* informal is developed into the natural social setting wherein the adult as member of a social group or a parent or a citizen or in any other such relationship participates in social activities and learns about adjustment to circumstances for successful functioning. Such learning is done through participation in study circles, discussion groups, readers forums, listening and viewing groups or performing groups in dramatics, poetic symposiums, radio and T. V. programmes or educational field trips or social service programmes. The store of experience, so created, helps him in life. It enriches his imagination, develops his understanding and his talent for social leadership within a limited sphere. It will produce in him the desire for further learning but will give him neither the skill nor the ability for it.

The other is through formal instruction by participation in specially created and designed educational groups employing specific instructional methodologies and techniques to achieve learning goals, specially in relation to the new knowledge his profession in life demands. As society is becoming more and more complex with increasing industrialisation and the influence of explosions mentioned before, it is the formal type of learning that is needed more and more not so much through regular schools and colleges but in the society itself, in the factory and even on the job while at work. Such a

programme of learning alone can develop in the adult the ability to adopt to changes of professions for increased earning or to choose and practise new skills to profitably utilise his leisure.

Adult Education now is an investment for economic development. It is no more a consumer commodity. It has great responsibilities in equipping the learner with ability to meet the needs of day to day life by providing to him opportunities for learning and opening for him the avenues of progress, social, moral and economic, in the future that lies before him. Its main characteristics, however are that :—

- (i) The learning objectives are based on social requirement and the need of the individual
- (ii) It produces maximum achievement in the shortest time and
- (iii) It should be interesting enough to inspire participation and keep the learner busy.

The approach has to be interdisciplinary, neither only pedagogic nor very much academic. It has to be a team work, more of learning by doing and not so much of theoretical memorising. This is necessary because adults learn in much more different ways. There is no law that can make them learn and there is no force, excepting that of personal gains that makes them learn. The first necessity, therefore, is that they must want to learn. The programme must be of practical utility for them and it must be understood by them. It is only then that they would want to learn. The adult is least worried about what we want to do for him, he will listen to us only when we plan to do what he wants us to do for him. The teacher's job is of a discoverer and an interpreter. Any educational programme will interest him only when it is related to his needs in life. This is the key to create the 'want to learn' in him. The learning must help him satisfy his needs.

The second necessary attitude is that adults must not doubt their ability to learn. If they do, they must be helped to build up self-confidence. The way to develop the best that is in man is by appreciation and encouragement and not by censure or reproach. The adult learners already have the vocabulary and the concepts. They have their own experiences. In every learning situation, the resources of the group are tremendous. We have to capitalise

on the store of knowledge of the adults for teaching them new things.

Out of sheer disappointment, frustration and inferiority complex, the adults develop an attitude of helplessness and become indifferent to any effort for improvement of career. They tend to explain away everything in the name of destiny and sometimes refuse to act on any useful advice solely out of suspicion or diffidence of their own self. This is what the teachers of adults must strive to remove through various means by citing examples of those who were like them once but gathered courage, developed ability to read and write and progressed. They must be convinced that it is never too late to begin learning.

Experiments have proved that age probably does little to affect the individual's power to learn. Mind does hardly deteriorate with age. Adults can understand faster though memory may be short lived. If learning is related to their past experience they remember it for long. It may be only the performance and not the ability to learn that may be affected because of changes in speed, in sensory acuity-visual or auditory or self concepts or shifts in values, motivation, goals and responsibilities. But the power to learn is possessed by all adults at all periods of life and they are never too old to learn. Any doubt to the contrary is a sort of an inferiority complex and is a great handicap which has to be removed through the wise counsel of an alert teacher.

Another great handicap is their attitude of resistance to change. They have to be advised that rigidity is a sign of aging. If they want to stay young, they should try new things, new ways of learning, assimilate new ideas and entertain new thoughts. This alone would make them adjust to changes and go with the times. Society is never static. It must make progress and progress means change. Every social change calls for corresponding changes in behaviour and skills and attitudes. In a progressive nation, the individuals have to develop abilities for adjustment to social changes and the old order always changes to give place to a new one.

They need not be sensitive to failures or to slow progress. Whatever they learn has a personal meaning to them. They should think only of the success and the achievements and never of failures, if any, faced in childhood. They were new to life then but now they have accumulated a variety of experiences which will help them to

learn more. They need to develop the ability of taking decisions and solve problems through active participation in learning programmes. Remember one very good principle of judging the achievement. It is that when we have launched on a programme, always think of how much has been completed and never of how much remains to be done.

Adults are not only older and taller children but they are much more. They understand their social responsibilities and their needs to fulfil them. They have themselves decided to join adult education activity, which is related to their daily life needs. They have accumulated experiences. They can discuss with, and make suggestions to the teacher who is an equal partner. The adults themselves make contribution, solve problems and take decisions. They learn from their fellow workers and depend upon themselves for progress. There is nobody to force them or remind them for learning something. They will, therefore, readily engage themselves in learning activity, if it is associated with major social goals and the methods are adjusted to the needs and interests of the learners. The teacher is only to guide and lead with sympathy and approbation.

Adults occupy a world of their own and react mostly in a subjective way based on their experiences. What may be sauce for the goose, may be poison for the gander. Homogeneity of ideas and experiences has to be created to make learning acceptable to the adults. Even if learning satisfies personal needs, adults are sometimes hesitant to learn new things for fear of its adverse effect on established tradition. They are reluctant to disturb the homogeneity of their group. They should be made to assume responsibility for achieving instructional goals. They would do so with adequate discipline, if the learning situation is encouraging enough.

The attitude of going in groups or keeping with groups is sometimes very helpful if only the teacher is able to tackle successfully those that hold the leadership of the group. If once the leaders are convinced of the need and utility of learning and decide to take to it, the followers are bound to join in and before long the whole group will develop confidence in the usefulness of the programme simply because a few of them in whom they confide, have begun to believe that way. As time goes on and the class gets interestedly busy, the hurdle will be over and the programme will succeed.

The adult sees utility only in what satisfies his aspirations, and is adjusted to his level of mental development, field of experience and

the felt need. Incentives by way of satisfaction of needs and desires inspire him to learn. The incentives may be the resultant financial gain like added increments or remission in taxes etc., or social gain that would result in enhanced social prestige or representation in social institutions, or satisfaction of mental or spiritual aspirations, like the development of ability to read and understand the epics etc., and the ability to communicate the knowledge to the other associates or opportunity for learning of spare time hobbies and skills. All these and such other benefits that accrue from the learning process provide effective and forceful incentive for participation in learning activity.

As we know the basic urges in men are :—

- (1) Satisfaction of physical needs like food, shelter, clothing and security. If these needs are satisfied, life is peaceful, otherwise a sense of insecurity, of fear or a sense of revolt develops. Every human being will be prepared to accept our advice, if it somehow contributes to the fulfilment of these basic urges.
- (2) The other is the reproductive urge which includes the care and upbringing of children. Every parent wishes that their children should receive satisfactory care to make better citizens and be more progressive than what they themselves are. A brighter future for the children is the wish of every parent.
- (3) The satisfaction of the ego, the desire of mastery over environment, for social recognition, the urge for power, leadership and fame are all important characteristics that adults develop. These characteristics also make them sensitive to success or failure and hence they look at everything with careful suspicion and decide to take up a programme only after being convinced of the security of their ego.
- (4) The urge for friendship is natural. Man never wants to be alone or left alone. He wants to live, to work and to move in groups, prosper or suffer with his group and act with his group. Any action that separates him from his group or because of which his group ceases to accept him as their own will not be liked by an adult. In ancient societies, social boycott was the strongest and most dreaded punishment. Regard for society generates discipline.

- (5) Urge for recreation, enjoyment and play is also inborn in every human being. It finds expression in the form of various recreational and aesthetic interests. This also provides an opportunity for active participation in activities that the performers and the viewers both will enjoy and feel enlightened and relieved.

These are the main urges that inspire man to act for their satisfaction. Which of these is upper most in the minds of men with whom one has to deal depends upon physical, social, economic, political or even local conditions, which need to be studied. There can be no uniformity. You as an educator, will have to form more or less homogeneous groups on the basis of this study and then to plan your work in a manner that would contribute to the satisfaction of these urges, all in a friendly atmosphere and cooperative partnership. That alone can bring you success. An adult is very sensitive to success and is anxious to have mastery over things. He is power hungry. It is, therefore, desirable that the progress made is occasionally appreciated and brought to his notice.

The occupation of an adult is the most important fact to be considered. An adult educator can acquire an entry into the mental world of adults only through his occupation. An adult will accept and pick up things easily, if he sees their relevance to his profession. Such a learning would be more realistic and lasting and would bring higher earning to the learner. An adult's feeling of responsibility should also be fully exploited and much of the burden should be left on the adult himself. Adult education to be successful must be a programme of self-education. Similar is the case with the adult's interest in his family. This interest has to be properly fed to win the participation of the adult.

The various replies given to the question "How literacy has been helpful", to the adult learners in Delhi during a study conducted by the Indian Adult Education Association while evaluating the progress of adult education in Delhi will be found interesting and are reproduced for study.

The responses are revealing in two ways. Firstly they may change the attitude of many of us who do not see any benefit in adult literacy, and secondly they point out that an activity, which may not bring money as immediate reward, can also serve as a driving force.

| <i>Replies</i> | <i>D.M.C.</i> % | <i>N.D.M.C.</i> % | <i>Rur l</i> % |
|---|--------------------|----------------------|-------------------|
| Has enabled me to be literate. | — | — | 5.79 |
| Has enabled me to sign my name. | — | — | 5.79 |
| Has enabled me to read and write letters. | 49.9 | 90.0 | 37.6 |
| Can now read simple books on subjects like culture, religion and newspapers. | 33.3 | 63.6 | 37.6 |
| Has enabled me to be more efficient in my job. | 33.3 | 18.1 | 13.0 |
| It has increased my knowledge about current news and world affairs. | 16.6 | — | 2.8 |
| Has enabled me to establish myself in educated society. | — | 18.1 | 1.4 |
| Has enabled me to learn good manners and habits. | — | 18.1 | 5.7 |
| Can read posters, bus numbers, street names. I can help children in studies and teach friends and neighbours. | — | — | 8.6 |
| I can help children in studies and teach friends. | — | — | 13.0 |
| Has enabled me to do day-to-day household work, keeping accounts, etc. | 16.6 | 54.5 | 40.5 |

We must remember that action springs only out of desire and the individual acts only to satisfy his desire. We have to learn to bait the hook to suit the fish' and create that desire in the adult by capitalising on the adult's own circumstances. Learning cannot be enforced. It involves a process of cooperation and copartnership between the teacher and the adult learner. Adults are not easily prepared to give up their autonomy. It is the freedom to participate in the process that would inspire them to change their attitude and behaviour in favour of the programme of learning.

An adult is not only his individual self. He is also an effective member of society, perhaps the head of a family, a producer or a wage earner, and a responsible citizen. In all these capacities, he has a number of duties to discharge. The learning programme must provide sufficient scope to develop the skill and understanding in him about all these and should not consist of reading, writing and

memorizing alone. It has to take care of all aspects of human life suitably blended in an interesting and useful learning process.

We may now sum up the favourable and unfavourable conditions for adult learning as follows :—

(a) *Unfavourable conditions :*

(i) *Lack of Leisure.* There are needs which claim priority over adult education and which take up an adult's time. Sleep, the day's minor routine, looking after the family, and the work that earns the family its bread—these are some of the needs and it is only the time that an adult can spare from these that can be devoted to education. The more backward the economy of the people, the greater is the time that these urgent needs consume. This is one great reason for a people's backwardness and so the vicious circle goes on.

However, even where people have a backward economy, they may have leisure. Take, for example, our agricultural population. There are times between the harvesting of a crop and the sowing of the next, which the peasant can call his own and the fullest advantage can be taken of that time for educational and cultural activities.

Again, it should be the endeavour of adult educators to devise means whereby they can reduce the drudgery of our people and enable them to snatch more leisure by reducing the time which must be spent on their more urgent needs.

(ii) *Lack of mental peace.* There is one other unfavourable factor which may rob a man of the possible fruits of his leisure and that is his lack of mental peace. The worst thing about the lack of mental peace is that an adult is incapacitated from devoting any time to his work and education and even if he attends his classes, he cannot concentrate, and even if he forces himself through the class routine, he cannot assimilate his lessons.

Social disharmony is, perhaps the greatest enemy of mental peace. This disharmony is most likely to originate in a man's social circle. A man may dislike, for some reason, the class teacher or he may dislike some of his classmates. He will not go to such a class and in fact he gains little by going under such conditions. Again, people in a village quarrel and men who have no direct concern with the substance of the quarrel tend to converge on one or the other of

the parties until the village is split up into rival factions, with the resultant hooliganism and litigation. Even when the people are saved from such extremes, the whole atmosphere of a village retards improvement, not to speak of adult education. A clean social atmosphere is essential for adult education which has the building of character as its main purpose. Social cohesion must replace social tension and the prejudices must cease to exist, 'love and not fear or envy is the condition of learning'.

Again, small worries and troubles that arise in an adult's home may disturb his mental peace. These are of various types and there is only one remedy for them, the right type of education which will firstly, prevent these troubles and secondly, enable him to bear them with equanimity where they do occur.

(iii) *Lack of physical comfort.* Lack of mental peace is not the only factor militating against the power of the adult to take his lessons or to concentrate on them. Bad physical conditions in the environment of the class are not less harmful. Constant noises irritate and upset an adult more easily than a child. The class room should, therefore, be a quiet place.

Again, adults being, busy in their diverse occupations during the day, can only snatch the early night hours for their education. Good light is, therefore, essential. Bad light is not only a physical torture for the grown ups but it creates a depressing atmosphere in the class.

Again, a dirty place that oppresses by its odours, is a bad place for education. Finally, it is difficult to sit for long patiently on a hard and uncomfortable seat. It is really depressing to see so many of our village adult classes assembling in dusty and dingy places without any mattresses on which the adults can sit.

Another physical discomfort—though a category by itself—is the one caused by intruders. Sometimes adult classes are held in Chaupals, where men come and go. This is a source of disturbance to students. As far as possible, adult classes should not be held at places frequented by the public.

(iv) *Lack of meaning :* We had occasion earlier to say that the ego of an adult is more developed than the ego of a child. One aspect of this is that if an adult does not see the connection between his subject material and his life, he will not be enthusiastic about it,

and when he is not enthusiastic about it, he is not likely to assimilate it. Whatever he learns must have its roots in his every day life and his everyday needs.

The world of an adult in villages is a narrow one. His horizon is limited. He, his family, his village, his occupation, his relatives—these are the major areas in his life and you have to be cautious in speaking to him of anything beyond them. It is best to educate him through these major areas of life. Any fine theories beyond these interests will either be above him or be misunderstood.

This certainly does not mean that the villager or the illiterate adult cannot see beyond his nose or that he cannot learn what he does not know. It only means that the objectives of teaching have to be carefully graded in accordance with his needs and the teaching material carefully selected in accordance with his capacity. It means more education connected with his occupation and his society and more visual education.

(v) *Boredom*. An illiterate adult is more easily bored than a man accustomed to education. It is necessary that the whole class programme should be planned in accordance with the narrow span of his attention to this type of work. This means the same—that adult education has to be mixed with recreation. Wherever adult education has continued for sometime, it has been found essential to give as much time for recreation to adults during class time as to a strictly educational programme. This is true for the entire duration of the class.

(b) *Favourable conditions* :

(i) *Class Atmosphere*. We have seen how social dis-harmony affects class work unfavourably. Further, not only must the adult respect and like his teacher and his class-mates, but a good teacher must attempt to develop the positive “we feeling” among members of the class. There are many ways in which this can be done. We will content ourselves here with the remark that it develops best when an adult education centre takes on the features of a community centre.

Again, social harmony is not the only factor in a good class atmosphere. There is also the physical and aesthetic aspect of this matter. As we have seen, good light, freedom from noise, smells and sights, freedom from interruptions, and comfortable seats

improve the atmosphere of a class. Finally, an aesthetic touch here and there—a good picture, a flower vase etc. will pre-dispose a man to study.

(ii) *Good teachers.* No development of the science of teaching can displace the teacher from his central position in education. It is not merely the knowledge of his subject matter that makes a teacher good, nor is it only his mastery of the method and the materials of teaching. There are three other factors that go to make a good teacher.

Firstly a good teacher is an enthusiastic teacher—he is enthusiastic about his subject, he is enthusiastic about his work. Enthusiasm is contagious. And if an enthusiastic teacher can impart a little of his fervour to the student, it will heighten the student's morale and carry him far.

Secondly, a good teacher not only likes persons in his class, he has the capacity to arouse what we have called the "we—feeling" in adults, not only vis-a-vis himself, but also amongst his students towards one another. In addition to improving the atmosphere of the class, a corporate spirit improves the student's ability to study.

Thirdly, a good teacher knows how directly to raise the morale of the members of his class. The psychology of morale is well known—it feeds and grows on success, on the sense of having mastered something. A good teacher encourages his class and creates opportunities to make it feel its growing mastery of a subject.

Another way of improving morale is to confer responsibility. A good teacher tests the sense of responsibility of members of his class. This is done by giving them not only a voice, but a hand in the organisation and management of the class, and by eliciting and welcoming their co-operation whenever there is an opportunity to do so.

(iii) *Effective motivation.* The third great favourable factor in learning is the motivation of the student. Only a strong persistent and expansible motive can be adequate to the needs of education which an adult in the modern world needs. This motivation is itself the product of education. But there are needs and interests in which such motivation can be built even in apparently un-motivated adults.

The occupational motive is, of course, the first of many that include the need to get on with one's fellows, the well-being of the family and the religious motive.

We have already spoken of the need to avoid teaching that is above the heads of adults. We now see what this means on the positive side. It means that the adult student must be properly motivated *i.e.*, the objectives, methods and materials of class teaching should be linked with his interest in life, with the conditions of his environment and with his needs and capacities.

We may now recapitulate some of the salient points of adult behaviour to remind you, how you have to adjust your behaviour to achieve success :

1. The most important thing to remember is that an adult is an adult and not a child. He may be illiterate, but is not uneducated. He knows many things and understands them, though he may be lacking in expression. He has predeveloped notions and a certain rigidity in attitude. All work for the education of the adult should, therefore, be learner centred to create interest and a sense of participation.
2. Illiterate adults are extremely sensitive. They have been ignored by society. They suffer from a sense of inferiority but care most for self-respect. You must, therefore, treat them with respect and look surprisingly pleased at their progress.
3. Adults believe that they cannot learn and also perhaps feel that there is nothing new to learn. You have to inspire them for learning and convince them that they can learn just as they can do everything else. They are never too old to learn nor it is ever too late to learn. Tell them stories of people who started learning late and made a name in the world.
4. Adult learners make a heterogeneous group. Discover their talents, their interests, their aptitudes and their mental ability and group them to bring maximum homogeneity. Plan your work to suit the requirements of the group and response would be quick and satisfying.
5. Remember, everybody has a desire to make progress. You have to meet the adults where they are and take them forward. Find out what the learner is interested in and

exploit his interest to achieve your end. He alone can teach the adults who is accepted by them as their teacher by virtue of his intellect, interest, imagination, initiative and integrity, *i.e.*, honesty of purpose.

6. Adults are least worried about what we want to do for them. They are interested only in what they want us to do for them. The desire to learn must be created. You must have a programme which they understand, is of utility for them. It is only then that they would want to learn.
7. Remember the teacher of adults to be successful has to be a discoverer, and interpreter, a guide, an inspirer, a sympathiser and a co-worker, all combined. It is only then that the adults would accept him as such and would be willing to learn with him and from him. You have to inspire them by your own example.
8. Adults occupy a world of their own and react mostly in a subjective way based on their own experiences. Homogeneity of ideas and experiences has to be created to make learning acceptable to the adults.
9. Adults are sometimes hesitant to learn new things for fear of its adverse effect on established tradition or group harmony. This attitude of going in groups and moving with group has to be fruitfully exploited by successfully tackling those who hold the leadership of the group.
10. The adults understand their social responsibility. They themselves decide to join the educational programme. They will, therefore, readily engage themselves in learning activity, if it is associated with major social goals and the methods are adjusted to the needs and interests of the learners. The teacher has only to find these and then "bait his hook to suit the fish." This will create an impression on them that will work miracles.

Organisation of Adult Literacy Classes

Having studied the objectives of the programme of adult literacy, its urgent need and its advantages to the learners, and having now understood the magnitude of the problem and the special characteristics of adult behaviour and their attitude towards education, we feel you are now well equipped for organising the programme of adult literacy in an area assigned to your care.

The programme may be extensive or intensive. If the programme is to be taken up in an extensive manner, it has to be in the nature of a campaign wherein considerable planning and preparation, months ahead of initiating the actual work, is necessary to create an atmosphere and prepare people to receive the programme with enthusiasm and interest. Such campaign requires close cooperation of many agencies—Government departments, voluntary organisations, social workers, local leaders, teachers, students and the adult learners. These campaigns take the form of a mass movement and are very effective in creating a stir and developing local cooperation for a worthy cause. Action on such a large scale serves to focus the attention of the people on the problem which is brought home to them through all the media—visual, like exhibitions, posters and writing on walls; audio-visual, like films, puppet shows and dramas; vocal, like talks, corner meetings, discussions, and such other means.

There are some distinct advantages of such a campaign. While the message is taken to the interior-most corners of the area, a number of adults, both men and women, feel inspired to learn reading and writing and come forward to join the classes. The parents develop an understanding about giving education to their children. The educated youth of the area feel encouraged and join hands with the teachers to help the programme and the movement gets a momentum. The main achievement is, however, publicity and mass awakening but the results are short-lived, if the follow up activity is not inbuilt in the programme. The enthusiasm slackens with the passage of time and the danger of relapse is great. The

atmosphere, however, is undoubtedly created which affords an opportunity for selection of adults who show keenness and interest for the programme. This group of adults can be taken through an intensive course of literacy till they reach a standard where literacy becomes functional and they are able to apply the knowledge to their daily life occupation and improve their functional competence.

In the intensive approach, the area of work and the group of adults who are admitted to the course are selected in advance on the basis of their desire, capacity, and need to learn in relationship to the learners occupation in life. The groups in this approach are more or less homogeneous and the subject content and the period of the course is decided upon according to the requirements of the group. Such an approach has also an inbuilt programme of follow-up services in the form of libraries, reading rooms, study circles, readers' clubs, discussion groups and listening groups. The standard of literacy thus attained gives enough ability to the learners to understand their problems and find their solution by reading out of books provided for the purpose in the libraries. Their taste for reading is sufficiently developed and they are able to feed their interest by reading from books and thus continuing their education. The achievement in the intensive approach are positive and lasting. Although the approach we adopt in a particular situation will depend upon the circumstances obtaining in a particular area, it is sometimes, preferable to start with the extensive one to create the tempo and without leaving it at that elementary stage switch over to the intensive one to produce solid and lasting results. Everything, however, depends upon how we set about doing our work and organise its development.

It is, therefore, desirable that we discuss the organisational aspect of the programme of adult literacy and consider it in detail.

Organisation is the most important part of a programme of a creative or productive nature. It implies the preparation of work plan for the implementation of a programme in a regular and scientific manner. Successful implementation is not possible without well-conceived organisational plan.

The plan has to be evolved in consideration of (i) the objectives of the programme, (ii) the participants (workers and beneficiaries) in the programme, (iii) the inherent difficulties in its implementation and (iv) the means to work the programme.

Our programme of adult literacy and adult education relates to the education and enlightenment of the individual for the development of his self and thereby of the society to which he belongs. The objective of a literacy programme for the adults is to equip them with the skills of reading and writing so as to enable them to use the same in their daily life occupations and thus increase their functional competence.

Five factors are involved in the organisation of an educational programme. They are :—

1. The teacher,
2. The learner,
3. The reading material,
4. The building, furniture and equipment, and
5. The work procedure.

Let us take them one by one and examine the needs and requirements.

1. The Teacher

The teacher must first understand his job, his subject and his learners. He should have an interest for the work, have mastery over the subject and start with it in a spirit of dedication and service. He must then turn to his learners, identify their needs, study their behaviours, know about their interests and aptitudes and appreciate their difficulties and limitations for effecting an adjustment of all these with his plan of work. A detailed survey of the locality, the living conditions, the interests and aptitudes of the learners, their activities during leisure hours, and their taste for learning, by the teacher is, therefore, initially called for. This survey is very necessary for the formation of learning groups. A compilation of such a survey will also be helpful in assessing the magnitude of work and the clientele to be covered in a particular locality. This will form the basis of programme planning in the area.

As a result of such a survey, it will be seen that the learners do not make a homogeneous group. They are of different ages, follow different professions, have different liabilities, belong to different financial and social status, have different objectives to

achieve, and are at different stages of mental development. *Since learning is to be adjusted to the level of mental development, field of experience and the felt need of the learner*, the class room system will not work. It is essential to divide the learners into suitable groups on the basis of the above characteristics so as to bring about maximum homogeneity. The basic principles of group work process are to be followed in conducting the lessons, developing practice and providing opportunities for participation. *Adult education programme has ultimately to develop as a programme of self-learning.* The teacher, therefore, has to provide guidance and not much of talking. Reading and writing has to be suitably mixed up with oral, visual and audio-visual work for sustaining interest and avoiding fatigue as well as for giving a sense of participation and achievement. Intergroup story telling and recitation contests will be helpful. Short oral quizz tests given occasionally will be inspiring. Those responding intelligently should be given a 'shabash' but those that show slackness in understanding and responding should be shown sympathy, given encouragement, helped to respond, given suitable hints, reminded of familiar experiences, all in a jovial mood and never with a frown or a censure. Just as a doctor's smiling face and sweet consoling talk takes away half the disease of a patient as if by magic, similarly a smiling and sympathetic teacher does not need to use incentives for motivating the adults to take up reading and writing. The teacher has to be extra cautious, patient and sympathetic. The urge to learn has to be produced within the adult and the teacher has to be accepted by them. He has to become one with them rather than something superior to them. A smiling, sympathetic, accommodating, patient and optimistic teacher will inspire the learners and would be easily accepted by them as one of their own to work with. He should not be a preceptor only but a co-learner also and should encourage participation by seeking advice and cooperation of the local leaders in his day to day work. The help and advice of the local leaders will ensure regularity and punctuality on the part of the learners.

2. The Learners

Let us now think of the learners. They will be adults of the age group of 14-45 who had to remain illiterate or had to give up schooling under force of circumstances—social or economic and are at present engaged in one or the other occupation for earning their livelihood.

The following characteristics of the adult behaviour and his needs should be understood:—

- (i) The adult has accumulated some experiences—they may be pleasant or bitter—and on that basis have developed likings and dislikings—tendency for indifference towards reading and writing is one of them. They have a feeling that they are too old to learn and learning will be of no use to them. Such wrong and harmful notions have to be removed. It is easier to build afresh, than to remove the already formed ideas and then to re-build. They have an idea that an adult need not learn or cannot learn. This diffidence is to be overcome and utility of literacy and education is to be brought home. So bait the hook to suit the fish *i.e.* be inspiring and adjust programmes to their daily business in life.
- (ii) Illiterate adult has been ignored by society. He needs sympathy and companionship. He has suffered humiliation, he needs respect. He has suffered anxieties, sometimes disappointment—needs inspiration; may not be regular and punctual—has to be tolerated and sympathetically advised. He is the head of a family—he has responsibilities—he takes decisions and has developed a sense of masterly behaviour—will not tolerate a frown or a chiding or an ironical satire—one who will discover his helplessness and can become one with him, is liked by him. As head of his family or his group, he has developed a superiority complex and is too shy to take a test or face a failure. A successful teacher would avoid all these repulsive aspects.
- (iii) The adult sees utility only in what satisfies his aspirations. He needs incentives by way of satisfaction of needs or desires *e.g.*
 - (a) Financial—literacy will result in increased earning or remission in taxes or provision of extra benefits or physical amenities to make life happier and more comfortable;
 - (b) Social—it will result in increased social prestige, or representation in responsible organisations for leadership,
 - (c) Mental—one may like to learn songs, stories, read papers etc. to find solution to his problems by himself through reading books on connected topics.

- (d) Spiritual—reading epics etc. being able to communicate with others about moral values and the ideas of the sages of the past and thereby gaining reverence from others.

These incentives have to be provided according to need. The satisfaction of the felt need is the success of the effort. *Literacy has to be functionally effective.*

- (iv) Literacy straight off may not succeed with some. They need to be studied, cultivate acquaintances, read to them, talk to them, tell stories, discover their interests and feed them, ultimately they will feel inspired.

The adults do not have patience and lack self-reliance. They expect quick results, desire early improvement and do not easily accept new knowledge. Do not begin with anything unfamiliar or difficult to understand. Begin with the thing closest to their liking or daily work and go further.

- (v) The adult is fatigued and therefore needs recreation. Easy to understand matter, made interesting with visual and audio-visual aids, in an atmosphere of sympathy and friendship will interest him. Provision of physical comforts like light, water, air, toilet facilities etc. at the place of study will give him relief and prepare him for the lesson after the days work.

The adult needs somebody who has understood him and is able to be a guide, a friend, sympathiser, an inspirer, an admirer and an interpreter. You, as the teacher, have to be all in one. You have to have interest, imagination, initiative, integrity and honesty of purpose. You should be able to create an impression on your learners by becoming one with them, a partner with practical ideas and not empty promises, dreams and fantasies. Giving false promises or building castles in the air never pays. You should present the reality and encouragingly cooperate to make progress within that reality.

3. Reading Material

The paucity of suitable reading material has been a great handicap in the programme of adult literacy. It has been said before that the adult is not interested in everything. He is interested only in what appeals to him as of immediate utility. He pays attention

only to what is interesting to him and is easily understood by him. It, therefore, implies that the reading material must be attractive, be easily understood and read. It should also be of use to him. These principles clearly indicate the nature of the subject content of the reading material, the simplicity of its language, the method of its approach and the style of its presentation. The non-availability of enough suitable reading materials satisfying the above requirements has been largely responsible for creating among adults an apathy for learning. The reading material may consist of lesson cards, charts, posters, photographs and books, all written in bold letters, profusely illustrated and presented in a simple and understandable language. If the material provided to the adult learner for reading does not interest him, it will not catch his attention and he will not understand it. If what is taught to the adult is found useful by him in his day to day life, he will feel inspired to pursue the study and get benefitted.

While it is correct that the child also likes to study the literature which is easily readable and understandable and is related to his everyday life experience and his environment, it does not mean that the same literature has the same value for both, the child and the adult. The adult is not only an older and a taller child, but is very much more. The life experiences of the adult are much more varied and developed. His understanding is advanced and his interests more mature. He may be illiterate but he is not uneducated. His knowledge is far more developed, while the child is a beginner. The adult does not also have the patience of the child. He has a number of other things to attend to. He, therefore, needs a different type of literature which will sustain his interest and will present no difficulty to him so far as reading and understanding are concerned but the thought content and the appeal should be sufficiently mature so as not to appear childish.

For want of suitable reading material, the teachers generally start using any material that is easily available and the only result is that adults get disinterested and do not consider the programme worthwhile. The lessons must inspire participation. The adult learner cannot stand being only a passive listener. Constant conversation, frequent use of the black board, and practice to read aloud will give him the sense of participation and arouse his interest. Quite a lot is said rather too frequently about visual and audio-visual aids. It should be remembered that the devices are only aids to arouse interest and confidence. They do not and cannot replace

books. The written literature must provide substantial, easily relishable and digestible food. For the success of the programme, adults must develop a taste for and an interest in reading. It is only then that skills of reading and writing would be of use to him and he would be able to sustain his literacy.

4. Building, Furniture and Equipment

It has been observed that generally this aspect of the literacy programme receives very inadequate attention. Organisers seem to feel that the literacy programme can be conducted anywhere and everywhere. The principle that a congenial physical environment has an important influence on the learning attitude, is lost sight of. The cleanliness of the premises, adequate-light arrangement, the privacy, calmness and quietness necessary to ensure concentrated attention, the physical comfort necessary for the already fatigued learner are important factors to be considered—equally as important as—initial survey for the enrolment. At least a clean darr, if not desks or chairs, is necessarily essential.

A literacy teacher without the necessary equipment is again like a mason without his tools. The equipment includes books, charts, visual aids, blackboard, chalk, maps, newspapers, and a small library and even slides and film strips with a projector and if possible, a radio—all these make useful aids to learning. Availability of as many of these as can be afforded should be ensured to make the process interesting, learning easy and quick and participation willing and active.

5. Work Procedure

Finally let us consider the procedure of working the programme. While it is accepted that the adult will not like the actual school class room atmosphere and the learning has to be done in groups, some discipline is necessary to conduct the work in an organised manner to ensure punctuality, regularity and gravity. The work must start at a fixed hour irrespective of the number present at that time and the time table to be gone through may be something like the one suggested below :

1. Begin with community singing.

2. News review by the teacher (daily and local news),
3. Short description of current topics (encourage participation by learners, turn by turn, if necessary).
4. Reading lessons, writing practice, some practical arithmetic even orally, for mental exercise.
5. Reading from some useful book from the library. Ability to read something other than the class-book gives a sense of achievement and is a source of inspiration.
6. Cultural programme (once a week).
7. Conclude with a group song. It may be the National Anthem or some other instructive national song.

Such an arrangement, followed to whatever extent feasible, will give the programme a shape and discipline. Although the programme of adult education is said to be one of informal education, but when it is a question of literacy, some formality in the programme is necessary. The formal work may, however, be supplemented by informal programmes like music concerts, picnics, excursions, demonstrations, displays, field-trips and competitions from time to time. These activities will provide useful entertainment to the observers and participation to the organisers from among the learners to organise and present their programmes. The learners will develop confidence in the project being worthwhile as it would keep them actively interested.

Last of all we have to take care of the regular records to be maintained by the teacher. The admission form, the admission and withdrawal register, the test record and the progress register, the stock and property register, the stock and issue register for the library and the attendance register are all important records which the teacher must maintain. Without such disciplined procedure, the teacher and the taught both are likely to take the programme rather too lightly and it would defeat the very objective of making the adult functionally literate, socially enlightened and intelligently responsible.

We may now sum up what we have discussed about the organisation of adult literacy classes :

1. The success or failure of adult literacy classes very much depends on the manner the programme is organised and conducted.

2. The approach may be extensive or intensive or both suitably adjusted. To begin with the mass approach on an extensive scale is desirable to create a stir and an atmosphere for the awakening. This will also provide an opportunity for maximum public participation and will facilitate the application of the selective approach for intensive work.
3. For effective organisation the teacher must first select the area of operation and thereafter take up the socio-economic survey to find out the type of adults he will have to work with, their occupation, interests, aptitudes and sparetime activity and their desire to learn. It is only after identifying the needs and interests of the clientele that he would be able to plan the programme of work in suitable adjustment of the requirements of the learners. This is very essential for developing close relationship as well as for locating local leadership for cooperation and help, in finding out suitable work place and other amenities for making the programme attractive and encourage participation.
4. After identifying the needs of the clientele, the teacher should assemble his tools—the reading material, the visual and audio-visual equipment, the furniture and the records that he will have to maintain.
5. Simultaneously the teacher should also develop a volunteer group for help from among the literate youth of the locality to help him in his day to day programme and inspire the learners by organising various activities.
6. The organisation scheme for adult literacy work must provide for an inbuilt follow-up programme in the form of reading room, library, radio listening groups, readers' clubs, discussion groups and study circle. Without the follow-up, there is little possibility of the knowledge of literacy becoming stabilised and purposefully functional. Without such effort, there is every possibility of the new learners relapsing into illiteracy and causing discontent and frustration to others in addition to the waste of the organisers' effort and money.
7. The suitability of the reading material must be judged on the basis of readability and understandability by the learners and utility for them in their daily life. Whether it is meant

for the class room or for the library, it is essential that the reading materials do not in any way retard the interest of the learners. It should on the other hand inspire them to go forward with the learning process and appreciate the utility of the ability to read and write in their daily life.

8. As work progresses, effort should be made to devise suitable methods and techniques to bring home to the learners the progress they are making. This would inspire them for continuing their studies further. The teacher has, however, to be very cautious and see that those who do not show progress are not disheartened.
9. Regularity and punctuality in adult classes can only be ensured through example and not through precept. The daily time schedule must be observed and gone through without any disturbance but the irregularity or the delay of a few should not bring them any censure. They need be encouraged to come up to the level of the better ones.
10. A very important factor on which the success of the programme depends is the participation of the learners in the programmes. The teacher must give the learners the freedom and the opportunity for learning by doing and acting.

Reading Materials for Adult Literacy Classes

By now we have seen that the problem of the spread of literacy among adults, although inescapably urgent and vitally important, is colossal and tedious. It is a problem of desires and attitudes, urges and aspirations, interests and aptitudes, incentives and gains. Still it has to be tackled, as in this age of growing complexities, developing relationships, rapid communications, surprising inventions and fast social change, society cannot progress unless the main work force is able to read, write, understand and communicate. These are the abilities that we want to develop in the adult learners through a course of literacy extending over a period of six to twelve months. We have, therefore, to think about the wherewithal with which to accomplish this task successfully.

We have said before that an ill-equipped literacy teacher is like a mason without his tools and the most important tool for the purpose is the reading material that he would use to help the learners to develop the skills of reading, writing, understanding, expression and a little accounting. It is, therefore, desirable to give some thought to this question.

Beginning from the primer, we may have to take up four to five follow-up books containing language lessons easily readable and understandable. The subject content of the lessons should, however, deal with the material related to the daily (life) needs and experiences of the learners. It is desirable to cover all subjects through language lessons lest the adult learner is frightened with the idea of being required to learn so many subjects. The study is, however, essential because to be able to lead a useful life in society, everybody must understand some minimum of arithmetic, history, geography, science, economics, civics, health, hygiene, sanitation and community organisation in addition to his duties in the household and in society, as a parent, as a wage earner and as a citizen. This knowledge has to be

communicated through language lessons as language is the means for reading, writing, understanding and expression. Such reading material while developing the knowledge of language in the learner and improving his skills of reading and writing, will help him understand his environment, his duties in life and his competency in his profession.

The knowledge of arithmetic and accounting is sometimes even more important. In these days of science and technology, the knowledge of numbers is perhaps indispensable. Arithmetic is of great utility in the daily life activity of every individual. In addition it develops imagination, ability to take decisions with speed and accuracy. It develops discipline and an awareness of balancing income and expenditure.

History will inspire the learners to follow the footsteps of great men who have made history through their noble and great deeds. It will develop an understanding of the culture and tradition of the country and glories of the past, its unity in diversity and the knowledge about the struggle to keep up our tradition and develop our culture. The awareness of the social change will create consciousness about adjustment to change.

Geography is required to understand the vastness of the country, its topography, climate, products, imports, exports and communications. A realisation will dawn on the learner that differences of language, climate or dress notwithstanding, the whole world is one and humanity indivisible. He will also have a glimpse into the interdependence of men and countries.

The study of science, technology, inventions and discoveries, developing methods, tools and implements for production will give him an idea of the impact of science on his every day life and of the blessings and curses of the new knowledge in the modern world.

An insight into the principles of health, hygiene and sanitation, the anatomy and physiology of human body will create an awareness about personal and environmental hygiene and give him the elementary knowledge of what is health, what is disease, how it can be prevented and cured? He will be freed from traditional taboos and superstitions and will be saved of much botheration and waste.

The study of civics and economics will create consciousness about citizenship, about democracy, about the government and social and individual rights and responsibilities, about political relationships and about national and international progress in economic sphere, in industry and trade, etc., etc. An awareness of all these very much relates to the everyday life of every adult citizen and is, therefore, very necessary for making life worth living and for taking the society forward.

By reading books and other printed material on the various subjects, one can widen the horizon of one's knowledge of the past and the present and know the expectations of the future. Reading thus creates confidence in a man about his own ideas and convictions and enables him to see things in a broader perspective. This is why, other things being equal, a literate person is credited with a certain amount of social prestige which is denied to one who is unable to read and write, even though sometimes he may seem to be having a better understanding of social relationships in life.

The programme of adult literacy is thus a purposeful activity for developing the skills of reading, writing and accounting and of their use with fair ease in daily life. It is related to the all around development of the learner, the society and the country. Literacy is a major instrument of knowledge, an essential means to an end which is the continuing education of the adult.

The reading material used in literacy classes is, therefore, of great importance for developing the reading ability of the learner and creating in him a taste for further reading. It should be varied and interesting. The reading material required for an adult literacy class may be of the following types:—

(a) *Teaching Material for Initial Work*

These will include primers, work books, lesson cards, flash cards and simple visual aids like pictures, maps, charts or models. These form the basic material for a literacy class and are essential for acquiring the reading skill.

(b) *Readers*

To be taken up after the primer is completed and the preliminary reading skill is developed. These readers are helpful in

developing the skills of reading and writing with fluency and speed.

(c) *Follow-up books*

Books specially prepared for the neo-literates to develop and consolidate their literacy skill and increase their knowledge, are a necessary follow-up of the literacy course. Without a suitable follow up programme, the effort and money spent on literacy will be wasted because the skills that are not used are always lost and die out with the lapse of time. As a matter of fact, the follow up programme should be a precondition of a literacy programme and must be built within it. The reading material for follow-up and the supplementary reading will include books on various topics to meet the needs and interests of all learners and provide information and knowledge that the adults need for successful functioning in society and for developing various occupational abilities that are needed for prosperity and progress.

(d) *News Bulletin*

In addition to the books, the newspaper also makes a useful reading material. All adults are interested in news and all over the world the daily news sheet provides good reading material for adults. In adult literacy classes, the daily news sheet has proved a great attraction and is a real effective aid in inculcating the reading habit and improving the reading skill.

(e) *Periodicals*

The weekly, fortnightly or monthly periodicals are also helpful aids in improving reading tastes of the neo-literate and semi-literate adults. These should contain topics of interest to adults such as agriculture, industry, health, games and sports and stories containing wit and humour.

(f) *Visual Aids*

Charts, graphs, photoes, models, pictures and maps are generally auxiliaries to the first type of reading material but even when used independently, they greatly help the understanding of the subject, arouse imagination and create an atmosphere for learning.

In addition to the reading material mentioned before, some other material in the shape of equipment and furniture etc. is also required for the successful functioning of an adult literacy class. Mention of this has already been made in the preceding chapter on the organisational aspect. The black board with chalk, and the flannel graph for the teacher and the pencil and note-book or slates and slate pencils for the learners deserve to be mentioned again as they form very important material to supplement the reading material. The black board is a very important tool in the hands of the teacher. It is a piece of equipment in the class as well as a visual aid. The teacher himself writes or advises the learners to write on the blackboard. This process develops imagination and understanding through participation. For the adult learners, the use of a note-book and a pencil is to be preferred to that of slate as that would facilitate the assessment of the learner's progress in his effort in writing. The learner himself will also be able to see how he is progressing. That will develop conviction and faith in him for the work he is doing.

The teachers of adult literacy classes generally come across many difficulties and sometimes get stuck up for want of experience. It is, therefore, very desirable if the teachers are supplied with a teachers' manual which will be helpful in enlightening them on various problems related to their work. For the knowledge of the subject matter, books for supplementary reading available in the library should be helpful to them also. The subject contents of these books which should be available in the class library should cover all fields of human interest like:—

1. Farming, agriculture, horticulture, poultry, fruit-cultivation and preservation etc.
2. Cottage industries.
3. Sanitation, health and hygiene.
4. Child care, home nursing and first aid.
5. Biographies.
6. Civics and political science.
7. Population education and family planning.
8. Home science and domestic crafts.
9. Rural and urban development.
10. Food and nutrition.

11. Folk tales and folk songs.
12. Every day science.
13. National development plans.
14. Cooperation and cooperatives.
15. National Integration and International relationship.

The above list is only suggestive. Many topics can be added to it according to the requirements of the classes in relationship to their environment.

The following characteristics of good reading material for adult literacy classes should help the teachers in making the selection on the basis of its utility to their learners :

- (a) The physical make up of the book.
- (b) The print.
- (c) The use of illustrations.
- (d) The vocabulary used.
- (e) The style of presentation.
- (f) The subject content.

Some salient points relating to each of these characteristics of good reading material for adult literacy classes may be discussed for further clarification :—

Physical Make-Up

This comprises of the size of the book, the paper used, the printing, stitching and binding along with the title cover etc. All these go to make the book attractive and exciting.

The size of the book should be suitably handy, neither very small nor unwieldy. The Primers are generally

$$\frac{20 \times 30}{8} \text{ or } \frac{20 \times 26}{8} \text{ or } \frac{17 \times 27}{8}.$$

All these sizes are quite convenient and essential too, because the Primer is always suitably illustrated and the illustrations to be clear

and attractive take space. The other books may be

$$\frac{18 \times 22}{8} \text{ or } \frac{20 \times 30}{16} .$$

Books in smaller sizes do not attract the adults. This view, however, is not held by all. Some experts feel that pocket size small books are liked more and are found more convenient by adult readers. It may be so for those who would like to carry the book with them and read whenever and wherever they find time for it. The number of pages should also be controlled so that the book does not become bulky.

Good quality, white surface, thick paper should be used in the books for adults. Thin paper or rough news print is never attractive. The printing on one side should not show through on the other side.

The book should have an attractive title and the supplementary readers should also have a preface indicating what the book contains and with what objective the book is being presented. An index of chapters, subjects and pages is essential.

The stitching and binding should allow full unfoldment of the book and should not give way through constant handling which is often rough.

Print

As for printing, the thickness of the print, the spacing, the alignment and the page content should all receive proper attention. Adults would never like small and close print and a heavy page. The length of sentences, the length of the line and the total content of the page all should be suitably adjusted to the sight span of the adults. The visual convenience of the type deserves great consideration.

Illustrations

Illustrations are meant to facilitate understanding, explain difficulties and make association with familiar objects, ideas and experiences easy and vivid. The illustrations given in a book for the adult reader must fulfil these objectives.

Illustrations should relate to the text and be printed at the place where the relevant text occurs. Their printing should be either on a side of or above the text and should not break its continuity. Illustrations should be clear and faithfully expressive. If necessary they may be coloured, if through that device understanding becomes easier and association clearer.

Vocabulary

The adult has already developed a vocabulary but it has many limitations. Effort should, therefore, be made to use only the popular words and new words may be introduced in a manner which makes them easily understood. It is desirable to use the learners' own language as commonly spoken.

The range of vocabulary should take into consideration the linguistic background of the adults. It has to be suitably graded and developed only by stages. Unfamiliar words, when unavoidable, should be explained in terms of what the adult already knows. The thought content of the book should be mature but well adjusted to the mental capacity of the learners. New words should be repeated frequently during the course of the lesson but the span and frequency of repetition should be suitably adjusted to appear natural so that the language does not lose the beauty and become boring.

Presentation style

It includes the structure of sentences, the length of sentences, the language used and the approach to the presentation of the subject matter. The language of the reading material for adults should be very simple and easily understandable—neither very childish nor very literary or academic. The sentences should be small and the structure very simple. Use of unfamiliar metaphors and references should be avoided unless they are simple and easily understandable.

The style should be simple and preferably be conversational. Elements likely to create interest such as the element of humour, surprise, suspense or a dramatic touch or instructive and inspiring anecdotes should be used wherever possible. Brevity, clarity and understandability of the book should always be kept in mind.

Use of irrelevant matter not connected with the text or the subject in hand should be avoided to maintain the unity of the subject.

To give an idea of continuity and uniformity of the subject, reference to the characters already introduced and the experiences already related may be repeated.

Experiments have shown that adults prefer story or a narrative through a dialogue to a straight narration. The text should be informative, educative and inspiring but not surmonising.

Contents

Our objective in the literacy class is to develop skill and taste for reading in the learners. The adults will not like to read anything and everything that they are required to read. Unless they like it, they will not read and our effort will go fruitless. We have discussed in a previous chapter that the adults will like to read only what relates to their own life experience and what has utility in their life. It is only then that the desire to read will be developed in the adult learners. This creation of the desire to read is the most important objective. From this point of view the subject content of all reading material in the adult literacy class right from the Primer onwards is of great importance. Its readability, understandability and utility are the three factors that would inspire the adult learners to take up reading with interest and attention.

The subject of the text should, therefore, give correct information on matters of daily interest to adults in as simple and pleasant a manner as possible. It is only then that the learners will develop desirable attitude towards learning. The information need not be very heavy or confusing.

There should be separate lessons on different topics and the presentation may be done in a variety of forms. While some are narrative stories, others may be dialogues and some may even be in poetry. If the information to be given has many aspects, it may be better to have separate booklets on various subjects like agriculture, animal husbandry, dairy farming, poultry, personal hygiene, physiology, child care, home nursing, trade and transport, industry and commerce, inventions and discoveries, folk tales, and such other items.

To facilitate understanding and expression, it is desirable that the lessons are followed by certain simple questions to assess comprehension and learner's grasp of the subject.

We may now sum up our discussion as follows :

The programme of adult literacy is a purposeful activity for developing the skills of reading, writing and accounting and of their use with ease in daily life.

Literacy is a major instrument of knowledge, an essential means to an end—the continuing education of the adult.

Language is the means for reading, writing and expression. The development of knowledge of language will require reading material. The importance of suitable reading material for adult literacy classes, therefore, cannot be ignored.

The reading material assists in learning which is a process of discovery and exploration, wherein the learner and not the teacher is the central figure. The objective is learning and not teaching. The learner is a participator and not a passive receptor.

Mere exposure alone does not guarantee learning. Unless something happens within the learner, he will not be able to remember or use what we think he should have learned. The learner is interested to learn in terms of what he already knows, of what he is interested in and of what he needs to know to achieve his purpose. Learning occurs only when the process fulfills the learners need and purposes. As the learner learns more and more, he will be able to learn on his own.

Thus the reading material must be within the range of understanding of the learners and should fulfil their interests and needs. It should provide for varying experiences and should lead to a realisation that there is so much that the learners do not know but need to know. This realisation will create the urge and desire to learn. Once this stage is reached, the learners will make quick progress and the teacher will work only as a guide. The learners' sense of diffidence will vanish and the achievement will be quick and encouraging. The active participation of the learner for learning will evoke confidence.

The reading material for the adult literacy classes consists of :—

- (a) The Primer, the work book, the lesson cards, flash cards and simple visual aids like pictures, maps, charts or models.

- (b) Readers for developing the skill of reading with fluency and speed.
- (c) Follow up books for supplementary reading.
- (d) News Bulletins and daily news sheet.
- (e) Periodicals etc.

The reading material for the adult literacy class should have the following special characteristics :—

- (a) Attractive, pleasing and lasting physical makeup in handy size and an acceptable volume.
- (b) Bo'd, clear and suitably aligned and spaced print for ease in reading.
- (c) Clear, meaningful, relevant and expressive illustrations.
- (d) Simple, spoken and understandable language with graded vocabulary familiar to the learner.
- (e) Simple, straight forward style in interesting and popular forms—narrative, dialogue, poetry, folk tales, drama or biography.
- (f) The subject matter should be related to the life experience, surroundings and occupations of the learners. It should be easily readable, understandable and of utility in life to the learners. It should impart the maximum of knowledge and the skill in the shortest possible time and through a process that would sustain the learners' interest and promote understanding and retention. The contents should be suitably condensed so as to include the essential minimum and yet permit of economy in time.

The material should present to the learners new ways of doing things and how life in the village and the society can be made better than it is at present. It may present situations which need the exercise of imagination for making choice, e.g. spending money on the education of the daughter, or on giving her dowry, or to go on using the traditional grinding wheel or the ball-bearing one or even to use the cow dung for fuel or for preparing gas and manure out of it. Such contents would help the learners to see beyond the traditional limitations, their closed local surroundings and the limits of the occupation of self. This would promote their speed towards development and progress.

Methods of Adult Literacy

I hope you are now ready for beginning lessons for Adult Literacy. After a discussion of the objectives, the magnitude, the organisation of the programme and a study of the learning processes of adults and the requirements of the reading materials, you must have developed enough confidence and must be feeling equipped for making a start with the work, you have chosen to pursue. How to start doing it, is perhaps the question that now arises in your mind? This is usually so, as knowing and doing are two different things. It is easier to know than to do but a person who knows will undoubtedly be able to successfully put his ideas into practice if only he remembers what he has learnt and acts on the same. It is, therefore, worthwhile to give some thought to the methods of Adult Literacy.

Remember : the teaching of reading and writing is not the first thing to begin. We may begin by a programme of work related to the daily life of the learners and discuss how literacy will help them in the performance of their jobs. We know adult learners make a heterogeneous group. They have different interests, different experiences and different aptitudes. You have first to know your adults to find out what they are most interested in. This interest has to be exploited with care to achieve your end. You have also to know the needs and aspirations with which the adults joined the class. These may vary with age or sex or social position. They may be for gaining popularity or satisfying the need for achievement. This study will help you to plan and correlate your programme to the needs and aspirations of the learners. "Feed the felt need", is a useful maxim to remember for success in work. Among the learners you may find various talents. There may be poets, there may be singers, there may be entertainers and there may be story tellers. Discover their talent, their interest and their experience and meet the adults where they are. Remember, you have to take them further. Try to group them to bring maximum homogeneity and use their own talents to inspire participation and develop interest.

Also remember that the attitude of illiterate adults towards learning is one of mild defiance. They see no utility or significance in acquiring the knowledge of 3 R's unless and until they are convinced of the fact that his knowledge will help them in their economic betterment. Some of them may also be feeling that they cannot learn. This feeling has to be removed. The adults have to be inspired to feel that they can learn and also to see the utility of the knowledge, they would achieve through learning. They should feel convinced that learning to read and write is like learning to do something else. We learn everything by doing and so do we learn reading and writing. Nothing is impossible and it is never too late to begin learning nor is an individual ever too old to learn.

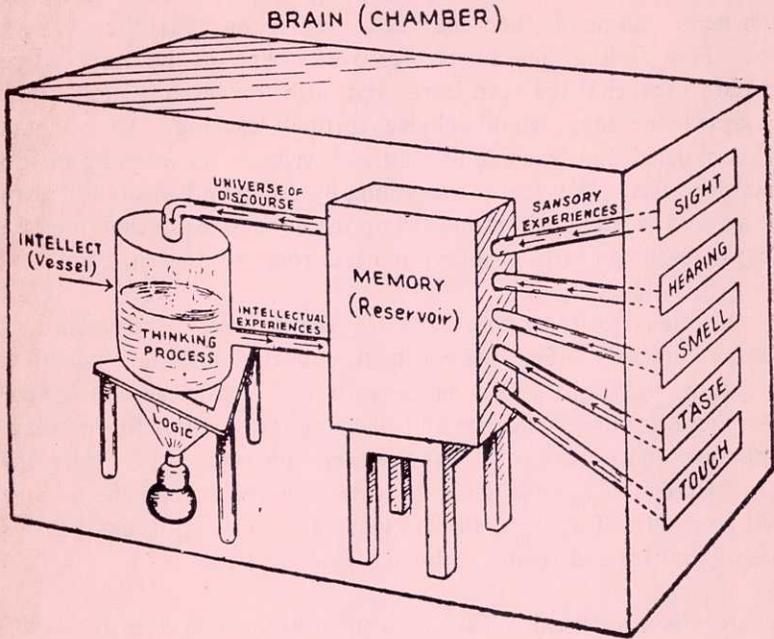
Also ensure that you have all the necessary equipment and teaching materials. The place is neat and tidy and has adequate ventilation and light. This is necessary to create an educational atmosphere, inspire confidence and develop an interest for learning. Remember that every one has the necessary potential for development. Every one has the desire to become better human being provided he is offered an opportunity that suits his aptitudes and his sense of prestige and relates to his daily occupation.

Adults are critical. They look upon everything from their own point of view. They do not hesitate to object to the matter, manner and methods of teaching adopted by the teacher, if it is not joyful and inspiring. Do not lose temper or patience. Love your work and plan your teaching well. Love the adults and keep them happy and give them encouragement.

Now perhaps you are set for beginning the lessons as the adults have developed, a receptive attitude. So let us see how we are proceeding.

We have planned to teach them reading, writing and arithmetic. The knowledge of other subjects which are of use in daily life will be given to them through language lessons or through oral, visual or audio visual means in an informal manner. So the main question is that of teaching language *i.e.* reading and writing, which is done through primers and books, the written word. In a previous chapter, we have discussed the principles which we should keep in mind while selecting the primers and other reading materials. We, therefore, presume here that you have selected the right type of primer and other reading material.

Before we begin, let us also understand how mind works and how the learning process takes place. Let me explain its through a diagram.



Brain is the chamber. The primary senses (five) are the windows in its walls. Memory is the reservoir in it. Intellect is the vessel for cooking thought and logic or reasoning is the fire used in cooking. The sensory nerves are the inlet pipes pouring experiences into memory. One pipe from memory reservoir flows into the intellect vessel and the other from the vessel into the reservoir.

The learner gets new experiences through senses which send them into the reservoir and from there starts the thinking process. With the help of previous experiences and association and reason, it is converted into intellectual experience, is understood and expressed back. This is how the learning process take place.

Let us now consider the process of teaching language to our learners, the illiterate adults.

Language consists of letters, words and sentences. Some educationists prefer to start with letters and come to words and sentences, others prefer starting from words as they are capable of

being illustrated and thus the association with familiar objects being easy, understanding becomes simple. Still others prefer to start straight off with sentences as that presents a meaningful idea and develops the interests of the adults for learning. The sentences can be meaningful and can relate to their life experience. Taking up meaningful sentences and then explaining familiar words and relevant letters that constitute the word, is considered to be more convincing to the adult as it attracts his attention and is thought-provoking.

There are thus different methods for teaching reading and writing. They are, however, all woven out of the two principles of analysis and synthesis.

The analytic method or the global method, as some would call it, emphasises meaningful sentences denoting familiar experiences from the beginning and stresses upon recognition of words that make the sentence. Concurrently the learners' attention is also drawn to the structural details of words-syllables, letters, sounds—and thus the learners are expected to grasp the formation and recognition of letters, words and sentences.

In the analytic method, effort is made to teach words in association with familiar object pictures and learning is done by repetition. The learner is able to pronounce the words because he recognises the illustration given. The whole word is thus remembered and recognised, but the letters that make the word may not be fully understood. Still the learner takes interest in associating the word picture with the object picture.

A full sentence representing a familiar experience perhaps illustrated by a picture also appears to be more meaningful. If recognition is sharp, understanding would be easier and interesting, but this is possible only when sentences used relate to an immediate experience of the learner. The danger is that attention being focussed on meaningful sentences, the practice on word recognition may be overlooked. The writing skill will thus not develop simultaneously.

Another approach in the analytic method is to begin with a story which makes a complete unit of thought. The story provides opportunity for discussion and thus develops interest and understanding. After giving the whole chain of thought, attention can be drawn towards sentences, words and letters.

There the learners may rely more on their memory and begin reading the whole thing with the understanding of sequence and not on the basis of recognition. Guess work has a greater element here. The skill for writing may not develop.

The synthetic method, however, starts with sounds *i.e.* letters and proceeds to build up words and sentences. It begins with the recognition and drill of letters. As we have discussed before, the adults do not very much like drilling. It may discourage rather than encourage them. If, however, the letters and sound coincide and can even be illustrated, that may interest their adult learners, but the words should be chosen and grouped on the basis of their popular use. They should make meaningful sentences and should be capable of being illustrated. If this is possible, this may make an interesting beginning.

Thus no one method can be accepted or discarded as against the other. Sometimes a mixture of both the methods has to be made use of for easy understanding and acceptability by the learners.

While purely analytic method fails to give the learner adequate skills needed for word recognition, the purely synthetic method has the disadvantage of the learning material being not necessarily related to the learners' interest.

Since most Indian languages specially Hindi is a phonetic language, like other teachers, you may also feel tempted to begin with the alphabet, as it is generally arranged on phonetical basis. This orderly arrangement, however, may not be very suitable for adult learning for many reasons.

You know the adults do not feel difficulty either in pronouncing or understanding but they certainly get annoyed if the construction of certain letters involves complex curves and presents difficulty in writing because of the stiffening of joints, which have remained out of use for such work. With practice they would get used to that. They also feel annoyed if the letters do not easily make words and meaningful sentences straight off. They are impatient and cannot be satisfied by spending much time first over sounds, vowels and then on consonants. They cannot be drilled like children. The grouping of letters for teaching adults should, therefore, take care of three things.

1. Letters should be grouped on the basis of ease in writing and similarity in construction and not necessarily on the basis of phonetical sounds. e.g. न ल त ज, ग म भ ऋ, प फ व थ etc.

2. The letters should make words most commonly and popularly used in daily life and meaningful sentences representing familiar experiences. This will be possible from even the first lesson, if one vowel sound is also introduced, e.g. introduce आ also in the lesson with न ल त ज and we get :—नल नाल नाला जल जाल, जाला, तल, ताल ताला, and जल ला, लाला जा, जाला जला

3. The letters and words taught in the first lesson should provide scope for being used to understand and recognise the words in the next lesson that follows. This makes learning easier, develops confidence in the learner and within a few days, the learner would begin recognising the letters.

Both these methods, thus, have their merits and demerits and there is a trend to choose the merits of both and develop a new approach called the eclectic approach. It may, however, be clearly understood that the best approach and the best method is one which gives the maximum satisfaction and ease to the learners. No set prescription can be formulated for all time, for every body and for all places. The teachers' understanding of his adults and the environment coupled with the facilities available are the determining factors.

For your guidance, however, it is worthwhile to describe some of the methods that have been advocated so far by different organisations/individuals.

1. *Naya Savera Method of Literacy House, Lucknow:*

The duration of the course is 10 months to attain proficiency equivalent to that attained by children who pass IV grade. The teaching of primer is done through a series of 12 charts. The teaching starts with known words and sentences and words are very quickly analysed into letters. The adults learn to write each letter as soon as it is presented and also write a number of words using the new letters. The contents of sentences are related to the needs and interests of the adults. The sequence of introducing letters is not the same as in the traditional method. The course is divided into two parts, the primer and three graded readers. The primer is based on eclectic system and consists of 500 words, 339 functional and the rest used for drill purpose and not repeated beyond the primer stage.

Words are introduced in meaningful setting and very quickly a known vocabulary is introduced. The primer also serves the purpose of a writing book. The syllabus of the Naya Savera teaching technique has been designed to make learning meaningful to the adult students. In addition to the teaching of 3 R's, (Reading, Writing and Arithmetic) the syllabus also includes elementary lessons on social studies, general science, rural economy, rural health and moral values etc. It is divided into five stages spread over a period of ten months.

Simple Tests are administered at the end of each stage. Those who qualify III and IV grade tests are declared functionally literate.

2. *Integrated Hindi Literacy Method : Dr. (Mrs.) Helen Butt :*

| | |
|------------------------|------------|
| Duration of the Course | —6 months |
| Approach | —Eclectic. |

In this method the adults are explained the letters or principles of combining letters before they actually start learning. Letters are taught in the order of their usefulness and not in the order in which they appear in the alphabets. Useful sentences related to the interests and needs of the adult villagers are introduced from the beginning and writing process goes on simultaneously. The conjunct consonants are introduced at a later stage. The method on the very first day teaches 4 letters and introduces 13 words and two small sentences. These words and sentences are based on 4 letters taught on the same day. The teaching material consists of a primer (Hamara Jeevan) taught with the help of a series of charts and a copy book. The method claims to impart basic skills in reading and writing and does not include instruction in arithmetic. The classes are held thrice a week for 6 months. Sufficient importance is attached to home work assignments given to adults. Students are given opportunity to read lessons loudly in rotation before the class.

3. *Ansari Method : Shri Hayat Ullah Ansari*

The method proceeds from known to unknown. It is based on the assumption that if one syllable is taught, the other syllable is automatically known when the illustration of words is also given alongside. The teacher is instructed to tell all the words which he is

going to use in the primer through picture association in the beginning. Reading and writing goes on simultaneously from the first day. The teaching material consists of a set of charts, a primer and a writing book for caligraphy. The pioneer has not evolved any follow-up material.

4. *Awasthi Method : Late Shri Bhagwan Das Awasthi*

It is an improvement over the traditional method of teaching. It incorporates the basic principles of phonetic word and sentence methods. It proceeds from simple to complex by synthesising the known letters and forming words from them. The learner writes and learns new letters through his own effort by making slight alterations in his previously known letters and uses the new letter in making new words and sentences. Words and sentences are learnt simultaneously from the first day. The reading and writing activity also starts from the first day.

The teaching is done through a series of 20 charts. There is a Chart Pustika which explains the method and technique of study up to 14 lessons with the help of the 14 charts. The remaining charts teach conjuncts. The follow-up set comprises of six simple books of 24 pages each based on the teaching of old and new stories. It is claimed that the method develops vocabulary to the extent that literate adults can read simple literature with comprehension and use writing skills in day to day life after some practice.

5. *The Universal Literacy Method : Shri Venkat Rao Raisam*

It is primarily based on the synthetic approach which includes acquainting the adults with few alphabets. Words are introduced very quickly with the combination of known letters. The reading and writing process goes on simultaneously in this method. It makes use of pictures in introducing letters to the adults. The letters having similar shape are taught together so as to make learning more effective to the learner. Instruction to adults is imparted through demonstration. It proceeds from meaningful words and sentences pertaining to daily life of adults. The teaching material consists of a primer (Parhai Mahal) and two readers.

6. *The Laubach Method*

It is an alphabetic picture-association method. The basic theory behind this is that the students are able to recall to memory,

the shape of an object whose name begins with the same letter. The primer is based on the principle of association. The primer contains thirteen lessons. All lessons in the primer are similar to the first lesson. The teacher is required to know how to teach the first lesson with skill. The organisation of lesson on each page follows a particular pattern. The left page of each lesson has picture chart. There are four columns down the page. The first vertical column shows how the picture and the letter look alike, the second shows the alphabet with which the word begins. The third column has the picture of the object, the name of the object picture and just below it, the first letter of that word. The fourth column is for the letters that make the word.

On the right page of each lesson in the primer, there is a story. The story contains about four new words. The introduction of few words aims at lessening the strain on the student. All new words, as they occur are used at least five times. Thus the principle of repetition is followed at all stages.

With the completion of thirteen lessons of the primer, the student, it is claimed, learns all consonants with vowels, their signs and the conjunct consonants. There are six graded readers which are taught as follow-up books to enable the students to become functionally literate.

7. *Pathik Method : Chorus Key Word Method : Shri Salig Ram Pathik*

It is a 'Chorus Key Word Method'. Pathik's Chart Pothi (first lesson of the Chart) opens with the following :

We will write with the Pen
(Kalam se Likhenge)

We will read with the Pen.
(Kalam se Parhenge)

We will live with the Pen
(Kalam se Jiyenge)

We will die with the Pen
(Kalam se Mareng)

In these lines 'KALAM' (Pen) is the key word. The teacher in this method separates the word and analyses it into component parts. Drill is provided in the second chart. Next lesson introduces vowel signs. Drill is further provided with the help of the words through sentences opening with the same key-word. The last chart contains all letters with a picture of an object, the name of which begins with the letter. This is claimed to be a self-teaching device. The Primer is followed by a number of small story books that make easy reading material for developing practice and speed.

8. *The Anand Bapu Mande Method :*

Shri Mande started literacy work in U.P. during 1939. He tried to attract adults by reciting to them popular songs and couplets from the epics which the common man used to recite. The same couplet written in bold letters was put on charts and through recitation it was believed that the learners would develop recognition.

The above are some of the methods used for spreading literacy among adult illiterates. There may be many more. The purpose is only to describe some methods that have been in vogue. The idea has not been to discuss the merits and demerits of the various methods but only to give an idea how different experts have advocated different approaches to achieve the purpose.

We may now discuss some of the other aspects of teaching reading and writing and developing the skills to a stage which would enable the learner to stabilise the knowledge and use it for further learning and for understanding what he needs for increasing his professional competence.

The Teaching of Reading

The first phase of the teaching of Reading is the development of acquaintance with sounds and symbols and understanding of letters and words. The second phase emphasises understanding and fluency and the third phase emphasises the development of speed and ability to use the reading skill.

Whatever method for teaching the language we follow, whether synthetic or analytic/global or eclectic, the above three phases of the reading process have to receive proper attention and the progress will be satisfying.

Remember that reading does not simply mean pronouncing a word. It always means reading with complete understanding of the material read. The adults may not be able to get all the meaning from the very start but ultimately they must. While reading, the eyes of the reader move along the line in jerks and pauses at difficult points. They do not generally move continuously. During the pauses the reader recognises the words, phrases and sentences. A good reader makes lesser pauses meaning thereby that he recognises quickly and his eye sees not one word but many words at a glance. That means his eye span is longer and he can read faster.

The speed of reading depends mainly on (1) the ability to recognise words quickly, (2) use of known vocabulary in the passage to be read, (3) ability to recognise words at sight, (4) the familiarity of thought content, (5) reading experience or practice, (6) the lay out and the print of the reading material and (7) the purpose of reading.

Reading fast is not, however, always a blessing. If it is reading only just to get an idea of what is contained in the reading material, one may be able to read fast but if something is read for understanding and judgment, the speed has to be slow. The speed has, to be adjusted according to the situation. These factors need to be understood by the teacher as well as the learner.

Remember that the adult who is unable to read and write lacks not only the reading and writing skills but also to a certain extent lacks the ability to understand or communicate through oral language. He has a limited vocabulary and the acquisition of new words involves difficulty for him. He even sometimes lacks the background experience necessary to understand simple material.

Still an adult very soon becomes anxious to develop an ability to read and understand some material of current interest *e.g.*, he is very anxious to be able to read at least the headlines of newspapers or some other matters which affect his future *i.e.*, which relate to his profession or to the establishment where he works and which bear other relevance to him. If he is not able to do so, he feels frustrated and confused as he is not able to satisfy his hunger for news which is uppermost in practically every body's mind.

An adult, therefore, needs a gradual but regular introduction to new words, a sympathetic guidance in reading and encouragement

for reading for pleasure. He should be given a systematic opportunity to improve his newly acquired literacy. Such an opportunity should be provided to him in an assembly of persons like him and not superior to him. The new literate often feels shy and friendless. Among those like him, he will feel encouraged to find that there are many others like him struggling to acquire new skills and this would help him push forward in the struggle. If it is a question of reading a story, it will be helpful, if the contents of the story are discussed before actual reading. Guided silent reading before reading aloud to the group develops confidence in the adults.

It is also very important to provide opportunities to the adult learners to know their achievement. It is not, however, always to be done through tests. Remember that even the qualified people sometimes freeze at the idea of a test. The test for adults should always be given unconsciously and very often orally. The sense of achievement will encourage the readers to read more and more and thus will develop in them the speed and a taste for reading. Provision of a number of selected books for such reading would be very useful.

The Teaching of Writing

Writing should be taught as incidental to reading. The elements of writing such as learning to make straight lines, curves and dots should be gradually taught in instalments. Writing of whole words and sentences should follow gradually. There is, however, difference of opinion about this. Just as in the teaching of reading, some advocate the synthetic method, others the analytic and still others the eclectic, similarly here also the opinion is divided. In the synthetic method, the main drawback is that it ignores the learners interest. Writing letter by letter and obtaining mastery over it has no meaning to the learner. The analytic method *i.e.* writing of meaningful words is more preferable, because the learner is not ignored and he finds meanings in what he writes. It is, therefore, preferable that writing is started from meaningful words, phrases and sentences instead of writing just individual letters.

Some primers do not take up writing along with reading. It is, however, very useful to introduce elementary practice in writing after a few lessons of the primer have been completed or even from the very beginning. The second phase should include practice in writing with ease and accuracy and should also aim at developing

speed with particular care for uniformity, spacing and alignment. The content of writing should be closely related to the interest of the learners and their purpose in learning writing.

Most of the adults are anxious to learn writing with any or many of the following purposes in view :

- (i) to be able to write their names and addresses,
- (ii) to be able to write letters,
- (iii) to be able to keep accounts,
- (iv) to keep record of important things, to remember prices, measurements etc.,
- (v) to be able to fill in forms and returns, and
- (vi) to be able to write applications.

These are only a few objectives. There may be many more like these. The content of writing should be such as would enable the learners to fulfil some of these purposes. Remember the basic principle of making the learner interested in the programme and make it useful for him. Then alone you would be able to make him write. Remember also that the learners have to develop the following abilities by the time they attain functional literacy :

- (i) They should be able to write clearly and legibly and with ease and speed.
- (ii) The writing ability must serve their practical need.
- (iii) They should be able to use the writing ability in their daily occupation for filling up forms, writing applications and reports etc.
- (iv) They should develop the capacity of expressing themselves in writing. This alone would reflect confidence of the learners in their ability to use the skills learnt.

Teaching of Arithmetic

Remember, arithmetic is a science of numbers. The teaching of numbers is an essential ingredient of a functional literacy programme. The idea of distances, of weights, of time, of costs, of gains and losses, of wages and of payments imply a problem of calculation. This is an essential requirement in life, even more concrete

and forceful than that of reading or writing. The motivation for learning arithmetic, the skill for counting and calculating, is present even in the illiterate adult because of its utility in every day life. You have only to make a beginning. But again remember that the adults have developed the skill of counting to some extent. The teaching has, therefore, to be related to actual life experiences to make it concrete and understandable.

The knowledge of arithmetic is of great utility in life in many ways :

1. It gives mental exercises and develops thinking activity and speed in calculation.
2. It develops power of thinking, reasoning and memory.
3. It helps in understanding statistics and in planning further.
4. It develops accuracy and exactness. There is a certainty of result.
5. It helps evaluation, develops original thinking and builds confidence.
6. It is a sequences subject and therefore develops the idea of continuity and intelligent understanding.
7. It has practical utility, a cultural value and a disciplinary purpose.

The subject content in the teaching of arithmetic is to be determined on the basis of its utility to the learner, utility in daily life, utility in the study of other subjects and its utility in forming a common ground in various vocations.

The teaching is to be correlated with life, with other branches of the same subject, with other subjects, and with other topics of the same branch. It has to be learner-centred *i.e.*, it has to be related to the needs and interests of the learner, his ability to understand and his taste for a particular type of arithmetical calculations. Since arithmetic is a sequence subject, a psychological and sometimes logical order and development of the subject makes study more meaningful. The teaching should be concrete and to make it interesting, use of visual aids, charts and drawings on the blackboard should be made to illustrate principles involved so that understanding is easy and effective. The learners should always have a sense of active participation in the learning process.

Remember that you are teaching adults. Adults are individuals and do not form a class unless the group is homogeneous. Individual attention, is therefore, very essential for giving assignments and solving problems. The knowledge of arithmetic needs practice in assignment solving. Make your teaching concrete and not merely theoretical *e.g.* instead of defining area, volume or stocks and shares, you should begin with concrete examples and how they are solved. Practice and drill in solving sums is regularly called for.

The following principles should help you in deciding upon topics to be covered :

1. It should be of practical utility in life.
2. It should relate to every day life of buying and selling or borrowing and paying etc.
3. It should relate to the needs of learners *e.g.* a tailor or a mistri needs to learn measurements of length more than a farmer who would need measurements of weight and price calculations.
4. It helps the study of other subjects which the adults might like to take up for achievements of their aims.
5. It develops interest and promotes mental discipline.

Remember that your efficiency in teaching the subject depends much on your own knowledge of the subject and your teaching skill.

We may now recapitulate some of the salient points discussed in the Chapter to refresh our memory :—

1. Teaching illiterate adults must not be a duty but a joy. A winsome personality, a kindly heart and a genuine love for adults are most important.
2. Never teach an adult if you do not like him. The illiterate cannot read books, but they do read human nature. They know in a minute whether or not the teacher's smiles reveal real brotherly interest. One must learn to love people not only for what they are but also for what one knows one can help them to become.
3. Never say 'NO' to an illiterate adult learner. When it is necessary to correct him, do it in an indirect way. A 'NO' immediately creates frustration and discourages the learner. Even if it be a question of absenteeism, never say, what is wrong with you ? Always say what is the wrong with me ?

4. No body but the illiterate adult learner knows which is the best lesson. It is the best if it is understood best, and as such there is no final method. Adopt what is considered best, improve it where possible and throw it away, the moment something better appears.
5. Our ideal set of lessons should be such that so far as learnability is concerned, it is absorbingly interesting, easy and swift and so far as teachability is concerned, it can be taught by any body, learned as soon as taught, partly self-taught and could be learned without a teacher.
6. All matter to be taught should contain material involving mature understanding.
7. Do not waste a second or a word. The first fifteen minutes are the most precious with illiterate adults. The lesson is best when it is swiftest, when it is finished before the student realises it has more than begun.
8. No single lesson should extend beyond half an hour. Illiterate adults toil hard and have little time or spare strength for studying anything perspiring. They want progress ; the faster, the better, so long as it is easy. Drilling is not welcome, do not over do it.
9. What the student appears to have not understood or forgotten, tell him again, with the least possible hesitation, with no raising of eye brows, nor loud voice nor tone of disapproval nor question.
10. Never ask a question twice. At once help the learner to speak if he hesitates to answer. Never cause him to blush or feel uncomfortable for a single moment. Make your lessons easy fun.
11. Teach one at a time. That helps better and quick learning. There is no class in adult education but adults. Remember illiterate adults can teach themselves. Give them opportunity to do so. Never say 'I will now teach you this', but say 'let us now learn or understand this.'

CHAPTER 7

Audio-Visual Aids in Adult Literacy and Adult Education

In the foregoing Chapters, we have discussed the various aspects of adult literacy work—its urgency, its magnitude, the behaviour patterns of the learners, the organisation of work, the materials required and the methods to be used—to equip you for the difficult task you have taken upon yourself.

Yes, the task as you must have seen, is difficult, but I am sure by now you have developed enough confidence to prove equal to the task.

From the discussion we have had so far, you have seen that the programme of adult literacy to be successful should be inspiring, interesting, useful and related to the learners' life. It is your responsibility to make it so. For this purpose you will have to depend on the teaching materials and the methods and techniques, you use. There are, however, a number of aids to help you in making your lessons interesting and easily understandable. These aids will also help you to inspire participation of the learners which will produce fruitful results. The aids to learning are known as the audio-visual aids. In this Chapter, therefore, we will discuss how audio-visual aids help the learning process and how you can use them for your purpose.

We hear people say "look before you leap", and also "what I hear, I am likely to forget but what I see, I understand and remember". Also we say, "seeing is believing." All these clearly show that the eye is the most important gateway to the mind. For most people, the visual impression is the one which can be most easily interpreted, is the most lasting and relates most readily to the other sensory experiences. To day visual aids are used to assist exposition, to give illustrations and exercises for verbal statements,

to provide secondary experiences where direct experience is not available and to give practice in the use of pictorial language.

An important aspect of visual education is the use of the eye and the mind to create and explore experiences which produce a sense of richness of meaning, satisfaction or even pleasure in the individual, who has eyes to see and a mind to understand. This mental reaction of visual experience is both intellectual and emotional. It is this that establishes the high value and efficiency of audio-visual media in the field of learning and teaching.

The printed word, chalk-board, bulletin-board, photographs, the globe, maps, charts, models, disc or tape records, slides, films, filmstrips, projector, radio, and television are powerful testimony of mankind's desire to learn and to learn well. It is the audio-visual materials which bring the past into the present and crowd the record of years and even of centuries into short periods of minutes. These aids to viewing and listening make the whole world a real audience of events occurring in all corners of the globe. These audio-visual materials have been recognised as aids or as some of the ways and means of realising the objectives of an educational programme. These materials are not the ends in-themselves, but are only the tools for learning and teaching. They create interest, facilitate understanding and promote original thinking in the learners and thus make the task of the educator more convenient, more scientific and more effective.

How Mind Works

All mental activity and original thinking depends directly or indirectly on sensory experiences which represent contacts between the individual and the world about him. Like the stomach that works on what it is fed with, the mind also thinks about what it is fed with, through the sensory experiences. This feeding may be done in three ways :

1. Direct sensory experience with the original item through seeing, hearing, touching, tasting or smelling.
2. Direct sensory experience with the representation or reproduction of the original through a drawing, a model or a photo etc.
3. Sensory experience with symbolic representation through oral and written descriptions.

All these three types are necessary and have their own place. They should be made use of according to their importance and usefulness.

1. *Direct Experience with the Original*

Such learning is most natural and is the easiest. It is concrete and more or less permanent *e.g.* the idea of a new animal or a new machine or even a new fruit which the learners have not seen, may not be grasped even after a long description in the most simple language but if the object was before the learners, it would not need any further description at all. The impressions are first hand, clear cut, accurate and meaningful. These direct sensory experiences are not only essential for better understanding but also form the basis of the extent and success of the learners' future learning and mental activity.

Even in our daily talk when we say 'Black as coal' or 'Strong as a horse' or 'Quick like a flash', we mean to clarify ideas with the help of familiar experience in the past. Thus it is clear that the greater the number of these experiences, the more is the ability to understand new ideas.

The literacy programme, must, therefore, furnish as many opportunities as possible for direct sensing in order to widen the learner's environment. Some objects and specimens can be used during the lesson, others can be made available through exhibitions and shows and still others through trips and excursions.

There are, however, too many possible and essential experiences in the modern world for any one to have them all in their original form, nor is it often possible nor desirable to have them directly *e.g.* it is certainly not desirable for all the individuals to obtain first hand experience with disease, accidents, fire and anti-social habits etc. Some other experiences like the working of the heart or of any other machine and things like that, may not possibly be demonstrated in the class room. In such cases, therefore, we have to present the experiences through a representation or reproduction of the original through a drawing, a model or a photo or a film.

The teacher is, therefore, charged with the responsibility of selecting the most important of these experiences and classify them, so that the learner can have the essential ones directly and others indirectly for better understanding.

The adults have to begin with very little experience with the outside world. As they become acquainted with it, they have to understand a number of acts and relationships in such a way that they represent an organised and helpful outlook and be meaningful to them. It is also to be seen that understanding and mastering is done as quickly and with as little time and effort as possible.

2: *Experiences with Representations*

It is just here that visual aids come to assistance and this brings us to the second method of feeding the mind for intellectual activity *i.e.* direct sensory experience with representations.

This relates to helping the learners to understand and learn through visual aids that is photographs, paintings, drawings, models maps, charts, posters, films and such other illustrative material that can easily convey original ideas to the learners' mind regarding customs, costumes, processes, practices and products of other peoples and other times.

These aids also help the learners to understand and recognise the characteristics, operation or action or effects of many experiences which it is not possible or desirable to have directly. As for example the average adult cannot in person see the Everest or the Pyramids or Eskimos in their natural environment or a distant volcano or a historical building or a machine at work. Photos, diagrams or models or a film would certainly be very helpful in giving clearer idea in such cases than mere verbal or written description.

Again there may be cases where the actual objects may be too small, too complicated, too fast, too slow or even too inaudible and there even the first-hand experience would be of little use in understanding it. In such cases enlargements or simple models or systematic photographs would help us in understanding the processes more clearly and easily.

Phenomenons like snow fall, eclipse, floods, or fire are also, unpredictable or seasonal. They cannot easily be studied first hand whenever desired. In such cases also representations through films and film-strips would be helpful.

3. *Experiences with Symbolic Representations*

The third method *i.e.* experience with symbolic representation through oral and written descriptions and conveying ideas through oral and written language is an essential part of the process of learning. It is an important, indispensable and unreplacable method of imparting information and conveying ideas.

In this process, however, it is essential that new knowledge is conveyed through past experiences of the learners so that they may be able to understand and grasp, otherwise no amount of talking or description can make the ideas clear to them.

How are Aids Useful ? (Some limitations)

It should, however, be clearly understood that visual instruction is not something distinct but only an integral part of verbal instruction. Experience alone is not necessarily meaningful but instruction helps to make it so and vice versa. The visual and audio-visual devices are aids to learning and do not have any special magic in them. These will not replace good text books or effective teaching techniques. Listening to, reading about and observing will always be done but will be done more successfully through the aids. The aids only make understanding easier and more permanent as :

1. They captivate interest by representing rest from reading, writing, reciting or listening and hence mean an effective and interesting diversion which is necessary to relieve the strain and the boredom of mechanical lessons.
2. They allow a little more freedom of moving about, talking about and commenting upon ; thus providing for the learners an opportunity for active participation and creative thinking.
3. They make lessons easy to understand and master because they bring in something concrete and render association of ideas and experiences spontaneous and bring into play a number of senses simultaneously thus creating a clearer and deeper impression upon memory.
4. They guarantee mental presence alongwith the physical and, thus assure attention and concentration which are essential pre-requisites for making learning more effective and lasting.

5. They provide opportunities to handle and manipulate and, therefore, encourage participation and self-activity which give the learners a sense of equal partnership in the process of learning and develop in them the qualities of leadership and self-reliance.
6. They promote partial satisfaction of immediate curiosity and make an appeal and create an urge for further knowledge about the problem. Thus the learners are set thinking as they see new possibilities and new opportunities. This creation of the urge for further knowledge is the real achievement.
7. The use of audio-visual aids makes it possible for the learners to get the benefit of expert opinion and advice in a manner that supplements the teachers' work as well as inspires both, the learners and the teachers to pursue the work with enthusiasm. In no other manner could the few experts reach such large audiences and provide enlightenment.

What has been said above applies more or less equally to all types of teaching aids whether they may be only visual like chalk board, bulletin board, flannel or khaddar graphs, photographs, flash cards, maps, charts, globe, models, slides, illustrations in the book and silent films without comment, or only audio aids like the gramophone records on discs or tapes, and the radio ; or both audio and visual combined like the film and the television ; and even those that along with being audio-visual involve action like the drama, the field trips and such other means like puppet shows etc.

It is for the teacher to see which of these would prove most effective in a particular situation and the choice and manipulation will depend upon him on the basis of availability, utility and the capacity of the learners to understand and interpret.

The teachers have, however, to understand that the programme of adult literacy is generally divided into three stages. One is the pre-literacy period, the other is the period of literacy proper and the third is the post-literacy period which is meant to stabilise the knowledge gained and develop the ability to use the skills of reading and writing for further and continuing education.

In the pre-literacy period, the teacher selects a particular area which he is going to cover in his programme. A detailed socio-economic survey is conducted to find out the number of adults who desire to join the programme, who are educable and who will benefit by the course of literacy. Such a survey facilitates enrolment. A study of the interests and aptitudes of these adults helps the teacher for finding suitable teaching materials. During this period, the teacher also creates a stir in the area of operation to make his plans known to the residents, to arouse interest in them and to inspire public cooperation for helping him in the programme in various ways. During this period, therefore, an atmosphere is created and practically all types of aids like posters, pamphlets, writing on walls, publicity through loud speakers, corner meetings and talks, even dramatic and puppet shows and katha parvachans, live or recorded, and film shows, are useful to achieve the desired objective. The intention is to attract the attention of as many people as possible to make them aware of the need and the utility of the programme that is planned for the benefit of the masses both men and women and sometimes even children, thus involving the whole community to provide them with an opportunity of acquiring the skills of reading and writing and develop the ability of learning more, producing more and earning more for a happier and fuller life in the coming future.

During the course of the programme proper, it is desirable that the use of charts, maps, photos, wall boards, chalk boards, flannel or khadar graphs, flash cards, film strips and suitably illustrated books is made to make lessons more interesting, easily understandable and thought provoking.

The occasional use of film and radio during this period also helps greatly in creating interest in learning. The field trips and such other programmes which involve organisation on the part of learners also contribute greatly to inspire the learners for further learning. Explanation and comments of difficult portions of the reading material and the syllabus for learning by experts either on radio or relevant film shot will also help greatly in inspiring confidence.

On the completion of the initial course, it has to be ensured that the neo-literates continue reading so that the skill is not forgotten and relapse into illiteracy is properly safeguarded. It is in fact the beginning of self-education through the use of reading and writing skills acquired during the literacy period. Provision of easy reading material in the form of books, suitable periodicals, wall

news-sheets and radio programmes for post-literacy work is of great utility. The main programme of initial literacy should end only when sufficient ability is developed for self-reading and understanding and a taste for the same is developed. All the three stages have to be properly planned, developed and integrated. Then alone the effort and money involved in the programme of adult literacy will bear results.

This is how at all stages of the adult literacy programme, the teaching aids make an important tool in the hands of a skilful teacher to make his programme inspiring, interesting, easy to understand, interpret and assimilate, educative and purposeful. This may, however, be emphasised again that these aids are only aids to teaching and cannot replace either the book or the teacher.

About the use of the radio, the film and the television as aids to adult literacy and adult education, perhaps a little too much is said and advocated. It is, therefore, desirable that some detailed thinking is done so far as these three aids to teaching are concerned. We shall take them one by one and examine as to how far they would serve our purpose in helping the spread of education, in making it easier, more interesting, more acceptable and more fruitful.

I. Radio as a Means for Education

During the last two decades, the radio has gained a leading place in society and has penetrated into every home thus becoming a habit with us. It has assumed the most diverse tasks of amusement, information, exchange of ideas, education, culture and what not. The educational use of the radio is only one of its many aspects and it is only on this that we shall give a little thought in this chapter.

There should be no confusion in the radio broadcast being educational or cultural or informative or recreational, because a misunderstanding as to the aims of broadcasts will ultimately affect the broadcasts themselves and they may be neither here nor there. A broadcast is educational when it is designed and executed for a specific didactic end and fits into a coherent and graded whole. The necessary qualification is not only that it must teach or educate but also it must be one of a series along the same line and its content, form, media and place in the series is determined in the light of pedagogical requirements. This distinction is of vital importance and must be clearly understood.

The Two-fold Utility of Radio

The Educational Radio has two branches : The School Education and Popular Education.

School broadcasting arranges educational broadcasts for homogeneous groups, working under the supervision of teachers. The pupils who listen as a body are of practically similar age groups, are of the same mental level and have the same mental interests thus forming a homogeneous group of listeners. These broadcasts are preceded by an introductory talk by the teacher to make understanding easier and are followed by discussions to bring in more varied knowledge on the subject and secure the best educational yield.

The School Broadcast

The School broadcasts are not meant to replace the teacher or to complete the regular school syllabus. They are only an aid to bring the experiences or ideas of experts on the subjects to all pupils in addition to those given by their own teachers. The function is thus one of supplementing the teacher's task and making available to the students the experiences of those who could never be with all of them in any other manner. Thus radio serves as a very potent means of supplementing school education and has at many places been introduced as a regular programme in the school time table.

The Popular Broadcasts

Popular education broadcasts are generally directed to children and adults in their own homes and are designed to furnish them with general or even technical knowledge which they are or were unable to acquire at school or have since lost. The justification for these broadcasts lies in the importance and the need of mass education in modern times. Life has become exceedingly complex and the traditional systems both spiritual and material have failed to adapt themselves to the times. Till the last century men who were faced with personal or social problems could turn to tradition for their solution but today men must seek within themselves the ability to form sound judgments, leading to fruitful action in a society of singular complexity. This necessitates the organisation of a system of education and instruction open to all men, women and children.

The Problem of Mass Education

We are faced with the problem of mass education for endowing all citizens with the necessary fundamental knowledge for becoming useful members of a democratic society. This problem of educating the masses is too gigantic to be tackled through schools and hence came into existence the educational centres for the community, the adult education organisations, the libraries and reading rooms, the youth clubs and such other educational groups of various description. They had to seek the aid of instruments adapted to mass action. The traditional methods of kathas, parvachans, lectures, concerts, trips and excursions, festivals and fairs, exhibitions and dramatics, all have an important place but are not sufficient unless they are supplemented by the modern means of mass approach *i.e.* the radio and the film. Television has yet to make a place for itself as it is at present beyond the means of the majority.

Radio in the Service of the Villagers

The educational service of the radio is gaining more and more importance every day and for purposes of popular education at least this is considered to be a very potent means. Specially trained intelligent teachers for the adult literacy and adult education programmes not being easily available in as large numbers as required, the work has to be carried on with the help of those who come forward to take up this difficult work. The Radio affords a good service as the advice of a few experts could be made available to the large number of teachers at vast distances for guiding them in their day to day work and similarly the adult learners also are benefitted by hearing the gifted experts, whom they could not have otherwise listened. The radio thus provides inspiration as well as training while on the job, thus making the task of the teacher easier and more acceptable. The service of supplementing the teachers work through radio is being utilised at many places. This is also one of the reasons why rural broadcasts are received with great keenness as it is the radio that regularly brings some moments of pleasure in the otherwise dull and dreary lives of the rural folk. The radio is not only a means of education but also a means of information and recreation. It affords a good opportunity to the listeners to come closer to one another and thus encourages social mixing which is so essential for creating an idea of oneness and for promoting social brotherhood.

The post-broadcast comments and the pre-broadcast getting ready both, may not be much meaningful but are instrumental in developing self-expression and self-realisation among all those that gather together and participate. They also encourage quite a few enthusiastic youngmen to face the mike at the broadcasting house and give a thrill to the many that know them. Radio broadcasts are also very popular because of the great convenience with which they can be heard. It is only a question of turning the switch and the programme is at your doors regardless of the nationality or status of the performer and the listeners or the distance between them. Broadcasts for pupular education and specially the rural broadcasts are, therefore, very vital aids to education inspite of their various limitations.

The basic principles in the introduction of audio-visual aids, as we have previously seen, is that the chances of any experience or notion being clearly understood and fixed in memory increases proportionately with the number of senses and activities called into play simultaneously. Out of the five senses, sight, sound, smell, touch and taste, as many of them as possible should be made use of simultaneously to understand any operation or performance or even an idea. This basic principle is not fulfilled in the case of the radio wherein only the sense of hearing is made use of and it is only a one-way communication. This, therefore, constitutes a weakness. This can however, be compensated by pre-broadcast introductions and post-broadcast discussions, which will give the listeners a sense of participation, imagination and judgment.

There is one more point which deserves consideration. It is that the listeners are not equal partners in the programme and do not have any say in the choice of the programmes. This too can be compensated if the programmes are pre-planned with due care and in consultation with the listeners or their representatives and some of the listeners should also be required to broadcast from time to time. This will ensure that the programmes cater to what the listeners need from time to time. Such correlation is essential to ensure follow-up action by the listeners.

Although the radio does not involve much of organisational difficulties nor there is a disadvantage of distance, still the utility is very limited so far as instruction is concerned. It is a good aid for inspiring interest in an activity but the possibilities of instruction are

limited as not many subjects could be covered through instruction on radio. Information about subjects of utility in every day life like health, sanitation, food and nutrition and such other things can, however, be easily conveyed and the listeners enlightened about these.

Such broadcasts will be of great service if they are given in simple and popular language, the subject also should be of interest to the listeners and the voice clear and impressive. Such broadcasts should not be too long and should be supported by a display of relevant visual aids at the place of listening.

Film as an Aid to Learning

We may now give a little thought to the role of film as an educational aid. Film is considered to be a very important teaching aid. It involves viewing as well as listening. It presents to the viewers, distant places and events and some times complicated processes in an interesting manner which is both recreative and educative along with being informative. The film also brings to the viewers experiences, incidents, places, and phenomenon of the past and of distant lands. The wisdom of the great and the glories of the whole world are brought within reach. This is not possible in any other manner. Knowledge of an intricate process can also be seen from as close a view as possible.

The film can also bring healthy entertainment and news about current affairs and happenings. This is what makes documentaries informative, educative, entertaining and inspiring. The availability of film as an aid to teaching is not always possible. This service can only be had occasionally to supplement the knowledge of learners on complicated subjects wherein a demonstration is also helpful. While the film has many more advantages over the radio as a teaching aid, the limitations that it suffers from, are also too many.

Films to be used as teaching aids will have to be specially prepared and must bear on the subject to be taught and be in the language of the learners. The films move rather too quickly to allow the learners to understand the idea and associate it with his own experience for assimilation. For this purpose the subject of the film has to be explained to the viewers before it is shown and discussed after it is seen. This means that films, to be teaching aids,

should not be very long and should not have many ideas to be conveyed to the viewers in one show. The use of films also requires the availability of certain amenities as well as the operational skills. These are not conveniently available everywhere.

Even for the film show, it is desirable that relevant visual material is used to create an educational environment at the place of show. A summary of the content of the film should be distributed to the viewers.

Some of the handicaps are remedied, if we use suitable silent films or film strips as aids for explaining a subject. Success in this will, however, depend upon a capable and experienced commentator whose skill and performance can go a long way in making the film or the strip conveniently educative.

The television is a recent introduction. It is the radio and the film combined. The action can be preplanned, manipulated and controlled to suit the objective. The educational utility of television has been greatly appreciated and it is being used in some countries for the spread of literacy. Special programmes are developed and telecast for the spread of literacy. This solves the problem of providing training in the techniques of teaching adults to a large number of teachers who are required for the job. While they organise the viewing of lessons and then a discussion on them, they get trained in the techniques of making the lessons successful. Television has great potentialities for being used as an aid to teaching. It will also, however, not replace either the teacher or the book :

To sum up our discussion we may recapitulate that :

1. The programme of adult literacy to be successful should be inspiring, interesting, related to life and full of utility.
2. The audio-visual materials have been recognised as aids or as some of the ways and means of realising the above objectives and make the educational programme inspiring, interesting, understandable and acceptable.
3. The aids may be only visual for viewing and understanding, may be only audio, involving hearing and understanding, may be audio-visual combining viewing and hearing

for understanding, association and assimilation or may be audio visual-involving performance also.

4. All these aids to teaching form an integral part of the educational programme and are used as devices to make understanding easier and more permanent. They cannot replace the teacher or the book.
5. They captivate interest, arouse imagination, help clearer understanding, promote concentration, satisfy curiosity, encourage participation and facilitate communication without the barriers of time and distance.
6. The programme of adult literacy consists of three stages, the pre-literacy period, the period of literacy proper and the post literacy period.
7. All these aids are neither suitable nor useful as teaching devices equally for each and every stage. It will depend upon the literacy teacher to select the most adequate ones on the basis of desirability, suitability, availability and utility and use the same for obtaining the desired result.
8. It must, however, be borne in mind that the aids are only aids, means and tools to promote participation in and success to the programme. The teaching devices and tools are not the end of the programme. They are only techniques to help the learners to achieve the goal, the skills of reading and writing.

CHAPTER 8

Role of Libraries in Literacy and Adult Education

So you are now on the job, quite in the thick of it. You have started teaching adults. You have equipped yourself for the task and are busy in it with heart and soul.

You have understood the problems and the methods and techniques to solve these. You have learnt about the audio-visual aids and their use to make learning interesting and understanding easier. The problems do not end there. The literacy skill is not the end of the programme. It is only a means and the beginning of adult education. This beginning has to be followed up and continued for effective results. The follow-up is possible when taste for reading is developed during the literacy course and access to reading material suited to various interests is easy and convenient. This brings us to the institution of library service as an integral part of the adult literacy programme.

Before discussing how libraries can support our programme and help us in achieving results, you may recall to your memory what you have discussed in the earlier chapters.

You have so far seen that the problem of adult illiteracy in our country is rather baffling. Nearly 70% of the country's population is illiterate despite sustained efforts for expansion of education on all fronts. While the percentage of literacy has shown some increase, the number of illiterates has increased because of high birth rate. Even among the effectively busy adults of the age group of 15 to 40 years the number of illiterates is about 150 millions. This constitutes the main work force of the country and is thus the special concern of adult educators.

In spite of various programmes of adult education which also include programmes of eradication of adult illiteracy and the spread

of functional literacy, the number is increasing day by day because of the high birth rate on the one side and the equally high rate of school drop-outs on the other. Some of the main reasons for this sad state of affairs are :

1. The illiterate adults who either did not join school in their childhood or had to give up education prematurely under force of circumstances, do not feel interested in receiving education in the absence of proper incentives by way of immediate financial or occupational gains or for want of exceptionally interesting and inspiring methods, materials and media of education.
2. The high rate of drop outs from the schools who by the passage of time relapse into illiteracy, also add to this problem. Such adults do not take pains to continue their education side by side with their occupation in life.
3. The illiterate parents do not realise the importance of receiving education and fail to inspire their children for receiving and continuing education.
4. There is no effort to develop in the common man the ability to appreciate and understand the difficulties that illiteracy will impose on them in the immediate present and in the future specially in this age of democracy and socialism, science and technology, machines and computers, new inventions and new methods and techniques. The layman has little realisation of the risk that he is taking by remaining indifferent towards education.
5. The ability to read and write that the adults develop by pursuing the course of study is so elementary that for want of continuous follow-up, the neo-literates soon forget what they have learnt and relapse into illiteracy. Such literacy effort does not have an inbuilt follow-up programme, and is therefore total waste.

The problem of illiteracy thus is not only a problem of numbers, or a problem of inadequate finance, or a problem of providing incentives, or a problem of follow-up devices but also a problem of lack of understanding and appreciation on the part of the illiterate and of devoted effort and missionary zeal on the part of educators.

After this brief analysis of the problem of adult education, let us now examine as to how and to what extent the libraries can help in providing a solution to these difficulties and thereby promoting the liquidation of adult illiteracy and the spread of general adult education.

The library has an important role to play in a developing society. Formal education with its lectures and seminars fails in its major purpose when it is not accompanied by a good and upto date library, a competent and interestedly devoted librarian and an academic climate that results in extensive and even indiscriminating utilisation of its services. Public libraries are an indispensable condition for the utilisation of literacy skill and the intelligent participation by the people in the economic and political development of the country. In fact libraries constitute as important a sector of education as either elementary or secondary or university or technical or adult education and any educational planning that fails to recognise the place of libraries would be missing one of the basic tiers of the educational structure.

In the field of adult literacy and adult education, the libraries have to play a very important role. They are not intended merely or even largely for housing books but they have to organise and inspire the development of educational skills through this important service. We have to have libraries at the village level, at the block level and at the district level and all these should be linked up with the needs of the neo-literates as well as with the functional and professional requirements of the working adults in the area. Only then these libraries would serve the purpose for which they are established.

At present roughly 65 % of the districts, 30 % of the blocks and 5% of the villages have public libraries. This inadequacy of our public library facility is further high-lighted by the fact that for every thousand persons in the country only one is registered as a borrower and for every one thousand persons only 16 books are borrowed in a year and of the books that are borrowed, only a small proportion consists of books that have a functional or developmental or even educational significance. It is thus very clear that what is needed is not the expansion of library service alone but the development of a taste for reading as well. Development of a taste for reading will take place only when the books available in the library cater to the needs and interests of the readers. The availability of library facility,

the availability of purposefully suitable books and the desire to read on the part of those for whom the library exists are very closely interrelated and unless all the three conditions are satisfied simultaneously, educational development is out of question.

Libraries are necessary not only for individual growth but also for the growth of the nation. They are a potent means of broadening our horizon and transforming an individual into a more valuable member of the society. They serve the readers of all types and categories. They serve the people, by adding to their knowledge: they serve the children in acquiring and satisfying their intellectual curiosity; they serve the mothers eager to feed and train their children properly. They serve the student in his education and help him to widen the frontiers of knowledge and for developing his skills for the promotion of social and economic growth. They serve the farmers and the artisans to pick up and use better techniques and more suitable materials for improving productivity. They serve the professional elite to keep abreast of the various developments in their special fields and above all they serve as inescapable instruments for growth and economic progress in developing societies.

A library is a collection of books assembled for use and not for sale or display. Libraries contain the culture of the world. They are important nation-building institutions that help in the dissemination of knowledge. They are close allies of education. They bring the books on the one hand and the readers on the other into purposeful, pleasurable and effective contact. Since knowledge is growing very rapidly and everybody should get opportunity to know what is worth knowing, it is urgently necessary that organisation of libraries is improved to provide useful service.

As the majority of the educated people in the country comprises those who have received education upto the secondary school level, the provision of an effective library service is very necessary to help people keep up and add to their knowledge and obtain guidance from the written words contained in books. Unless such facility is available, the damage that this deficiency is causing to the social, economic and political development of the country is very considerable. One of the important functions of the secondary schools is that they develop the reading interests of their students and make them proficient readers of useful books for the sake of knowledge and information, recreation and enrichment. The school must see that a

student must learn to read and understand books and use the knowledge contained in them to the extent to which his age and ability allow. The development of this interest for reading cannot be sustained if library facility is not available to feed it.

The provision of library service has the following three main objectives:

1. Personal development,
2. Vocational improvement, and
3. Civic enlightenment for strengthening democracy.

A library is an agency which aims at the raising of cultural, social and political level of groups as well as of individuals. It can directly and indirectly contribute to improving the quality of literature produced and creating or generating an increasing demand for books. It has to be something like a social and cultural centre which should function as the nerve centre of the intellectual life of the local community.

An effective library cannot stand by itself but must be integrally linked up not only with other libraries but also with other agencies of adult education.

Discussing the implications of libraries as means of adult education, it may be stressed that the indispensable role of libraries in mass education has never been in dispute. It has, however, to be seen, how libraries could reach the vast mass of people in a land where illiterates far outnumber the literates. What could libraries do to assist the illiterates acquire literacy skills? How could the readers be made aware of the relevance of the knowledge of books to the knowledge required for success in the work-a-day world? How could libraries meet the needs of mass education?

It has been seen that though there is a great reverence for books in the country, the habit of buying and reading books has not become a part of the people's life. What is needed is to foster an integration of libraries with the life and activities of the broad masses of the people.

Adult Education is of vital importance in providing complete education for the masses. Mere literacy is not enough. 'Education

oday is no more a luxury for the few, nor simply a means to an end. It is the condition for the survival of the individual'. Well equipped libraries are vitally important for pushing forward the follow-up programmes for neo-literates and save them from relapse into illiteracy.

In the past the libraries had acted mostly as repositories for books or as archives. Today they have the responsibility for a more active role of assisting adult education programmes. The vast population of illiterates in the country called for concerted action on the part of librarians. As literature is the main commodity with which the librarians deal, they must make devoted effort to improve this commodity and make it purposeful.

The present efforts at literacy through schools and literacy campaigns or adult literacy classes do not carry the neo-literates very far. Libraries are necessary to maintain the contact of the neo-literates with reading material so that they may be able to continue their education. Libraries have to function as centres of self-education.

Libraries can help the people in becoming aware of the economic, cultural and social problems, which the society and the nation have to face in their efforts to achieve standards of modern civilization. For this librarians should penetrate in various groups in which men assemble, make them aware of their problems and also of the wisdom of mankind enshrined in books dealing with those problems. They should create and develop reading clubs, discussion groups, study circles and listening groups to study the problems faced by the society and for solving them with the help of the literature available on those problems.

Another great responsibility of the librarians is the promotion and growth of useful literature. They should study the reading tastes and needs of the masses and make the writers and publishers aware of those tastes and needs to ensure the availability of suitable literature. They can also help in raising the quality and standard of literacy skills by developing the reading habits and making available the type of literature, that the readers need for knowledge and utility.

Literature which will enable a reader to do his job better and thereby earn more, will be willingly accepted and will need far less

persuasion. This is well illustrated by an incident. A person made his living by fruit gardening. He had to pack his produce and send it to a distant market. Once the packets were not accepted by the parcel office and he lost heavily. A librarian who had failed in his effort to create reading interest in him learnt about the incident and sent a book to him on the subject without disclosing the source. The gardener read the book and realised his mistake in packing. He learnt the methods of good packing and profited thereby. After some time he received a reminder from the librarian for returning the book. He replied that the book was very good and he had no mind to return the same and that he never knew that it was from the library. The librarian wrote to him that he could get many more books from the library which gave more information about the particular subject and even on other subjects related to his occupation. The gardener felt grateful and became a regular reader.

It is very desirable that libraries which have the spread of mass education as their goal should work in close collaboration with organisations for adult education, which too have the same objective. For promoting this collaboration the training course for librarians must include the training in adult education work and conversely the training in adult education must also impart the knowledge of organising and utilising library service as an integral part of its programme. Such an arrangement will help the expansion of both types of programmes right from the village level, where separate establishments of both the organisations in a country like ours is an impossibility. Thus the libraries will not have only reading room and book service as their programme but along with them will organise readers clubs, study circles, book exhibition, child art exhibitions, follow-up programmes for post-literacy work and exhibitions of various types, for promotion of civic sense, child care, health and nutrition programmes. Similarly adult education centres should also promote book reading and readers clubs and study circles for making people library-conscious in their effort to obtain latest information and knowledge about matters that relate to their daily life. Free and frequent use of all types of visual and audio-visual media of mass communication in both these organisation *i.e.* libraries as well as centres of adult education will be of great help in promoting reading interests and general education of all those who take advantage of the facilities available for mass education at both the organisations.

A commission set up by the American Library Association in July 1924 to study and investigate the role of libraries in adult

education enumerated the following as the objectives of the public library :

- (1) To assemble and preserve books and related materials in organised collection and through stimulation and guidance, to promote their use to the end that children, young people—men and women—may have opportunity and encouragement, to educate themselves continuously.
- (2) To aid in the advancement of knowledge, to improve their capacity for appreciation and production in cultural fields.
- (3) To improve their ability to participate usefully in activities in which they are involved as citizens.
- (4) To equip themselves, and keep themselves equipped for efficient activity in useful occupations and practical affairs.
- (5) To keep abreast of progress in the sciences and other fields of knowledge.
- (6) To maintain the precious heritage of freedom of expression and a constructively critical attitude towards all public issues.
- (7) To afford opportunities for making such use of leisure time as will promote personal happiness and social well being.

Library service is thus a social enterprise for participating and cooperating with all other agencies and forces concerned with the welfare and progress of humanity.... A system of libraries which will serve these ends would seem to be the minimum cultural equipment necessary for civilized living. A public library is a general agency for out-of-school education.

Another point of view is that being an agency for informal education, it has a more vital role in community adult education. It is one of the few institutions that provide educational service to adults as a central function rather than as an appendage to other tasks. Schools are primarily for children, churches for religion, labour unions for economic betterment, but a public library is the major agency of enlightenment for adults, and a source of recorded experience for children when they grow into adulthood. A public library is one of the few agencies that exist to serve their constituents and not to advance a cause or sell a product. The public library is

potentially an essential unit in the educational system. In isolated instances it has played a crucial role in the life of the community. In many instances it has in its day-to-day performance quietly added the search for understanding. It comes closer than any other institution to being the capstan of the educational system.

Although libraries have always been necessary appendages of learning and instruments of mass education, due to apathy and the prevailing illiteracy in our country, the people are not yet prepared to take advantage of these institutions. Libraries are, however, essential to the progress of adult education in the country. Circulation of books, however, requires library techniques and a well organised integrated library service.

With the introduction of the national development plans, the pattern of the adult education programme took a clearer shape and libraries including circulating libraries, occupied an integral place in this programme. A public library provides to the citizens, the means of self-education which is endless. Reading will widen their horizons beyond the barriers of space and time. Acquisition of literacy, however, is a prerequisite to this well-informed support to create more readers and more reading materials and alternately libraries are essential as follow-up agencies for helping the stabilisation of literacy and check relapse into illiteracy. Public libraries bridge the gap between the increasing number of readers and the increasing number of books. The establishment of a net work of public libraries thus becomes a logical and inevitable culmination of the Government's educational activities.

In the pre-independence era, knowledge for its own sake was pursued by a few devoted scholars only. For the vast majority, education was a means to the end of securing jobs. It was immaterial, if their educational attainments were not of the highest order, for after all, they were not called upon to exercise initiative and leadership. After 1947, the situation changed. Educationists realised that nothing short of first rate intellectual attainments alone would meet the needs of the nation. The idea of schools and colleges serving as filling stations had to give way to the idea of their serving as power houses. The mind of the student was to be a dynamo and the amount of power it could generate was determined only by its inherent power. In other words, the ideal was to allow scope to students to rise to the full stature of their abilities and aptitudes. Students were required to help themselves to acquire knowledge and they were

expected to carry on this process not till the end of their prescribed courses but to the end of their lives. Libraries, were par excellence the institutions for this kind of education. Educationists, therefore, tend to attach greater importance to libraries in post-independence years, than they did previously.

The spiritual leaders of society, the thinkers, the poets, the priests and the philosophers regard libraries as great saviours of the soul. Modern times have witnessed an enormous increase in the media of mass communication like daily papers, film, radio and television. These have an easy access to eyes and ears of men. Not much effort is required on the part of the people to receive their messages. They serve a useful purpose in stimulating interest in a number of topics that add fulness and variety to individual life. Their limitations, however, are that like icebergs they reveal only a fraction of the whole truth and like lightening they give only momentary flashes; they hardly leave any time for thinking. Yet the generality of the public do not recognise the limitations and tend to regard them as adequate. Libraries encourage readers to get into communion with the best minds of the world, give them time to think and rethink and integrate the best of the greatest minds into their lives.

Apart from the social good that libraries are capable of achieving, it should be obvious to all that individuals are likely to benefit from the use of libraries in their personal lives also. They learn to be useful citizens; they can gain competitive excellence in their professional career by making proper use of the reference sections and specialised collections; they have an opportunity of improving their artistic and aesthetic sensibility and making such wholesome use of their leisure as will promote their personal happiness and social well-being. Above all, in this age of specialisation when individuals are prone to develop lopsided personalities, libraries, will help correct this tendency by providing means to cultivate multiple interests other than those of specialised studies.

The argument that libraries can only be effective among a literate population and without the ability to read and write on the part of the majority of the people, the establishment of libraries would be like the lighting of streets in a city of the blind, has an obvious force of logic in it. Yet, it is not wholly valid. It has been well said that literacy is a by-product of a profitable occupation. People are not easily persuaded to take the trouble of learning to

read and write until they are convinced that the knowledge will open up avenues of advancement. Advocates of libraries contend that libraries perform this persuasive function. A modern library does not confine its resources to books only. It has films, film-strips, pictures, radio and television as part of its stock-in trade. These latter do not require an initiation into the art of interpreting them. They have an appeal even to the untutored minds. Through them it is possible to put before the illiterate masses an inspiring spectacle of the march of civilization. When they realise that the pictured panorama is only a part of the wonderland that lies concealed behind the letters in books, it is not unlikely that they will be induced to learn the art of assimilating the messages of books. Thus it can be assumed that libraries will play an important part in the drive against illiteracy and that they need not necessarily follow only in the wake of an accomplished literacy.

To sum up we may say that public libraries have a very important role in the implementation of the comprehensive programme of adult education by providing facilities for:

- (1) Promotion of literacy programmes to make good the lack of formal schooling by illiterate adults.
- (2) Organisation of follow-up programmes for neo-literates for stabilisation of literacy.
- (3) Programmes of further continuing education for citizens in general.
- (4) Development of reading habits and programmes of self-education.
- (5) Developing the ability for communication and understanding about social skills and responsibilities.
- (6) Purposeful utilization of leisure hours for education, recreation and cultural betterment.
- (7) Promoting social cohesion and cooperative social action by developing in the individual a broad outlook and a charitable attitude towards society.
- (8) Developing functional competence and productive capacity by providing information and guidance service and the necessary literature for all types of readers for meeting their professional needs.

- (9) Promoting the preparation and availability of suitable literature for all types of readers for meeting their varied needs.
- (10) Creating an understanding for the conservation and development of the natural resources of the country, its immediate problems and the methods to meet the situation through discussions, lectures, demonstrations, exhibitions and such other methods.

The whole plan of work of the public library thus constitutes a programme of adult education. Its successful working and the effectiveness of the impact, however, rests on the workers connected with the same, their method of work and the extent the people in general are inspired to take advantage of the library services.

Adult Literacy—A Team Work

You have now equipped yourself with the requirements of the programme of adult literacy, its problems, its methods and the aids and supportive services needed for its successful implementation. You are now on with the programme and face to face with the problems. You are developing acquaintance with your learners and are catering to their varying needs and tastes to achieve your objectives. You perhaps feel that the task is rather heavy. Yes! your realisation is correct and the difficulty genuine. What we have discussed so far also showed that the task is heavy and the problem intricate.

You have to select the area of operation, have a survey to locate and study your clientele. You have to procure a suitable place for the work and assemble the equipment. Literacy alone is not your programme. You have to have a varied activity for motivating the learners and sustaining their interest in the programme. The tools are numerous for creating and promoting the desire to learn reading and writing. Can you do the job alone? Perhaps not. The task is so enormous that you need to enlist the cooperation of many to achieve success. But you are alone. How to multiply yourself is the problem? Ways and means have to be explored to establish co-operative relationship to develop the necessary tools of learning and support for implementing and expanding the literacy programme. At times you alone may not succeed in motivating the adults to attend the lessons. You may have to go to the learners and then how many could you contact and cover, if that be the case. Cases of absenteeism, irregularity and unpunctuality may be many. Personal contacts do help greatly in such matters.

What you need, therefore, is help and cooperation in doing all that the literacy programme involves. Whom could you turn to and where to find all this help. Immediately within the neighbourhood of course, and within the community you are working for. You have to develop a team, but mind you, it is with the definite purpose,

which you must always remember. Develop contacts with the established leadership in the community in which you are working.

This leadership has developed in recognition of their service to the community. There might be an organisation, at least the village Panchayat or the Mohalla Sabha or some other welfare organisation of the type already working in the area of your operation. The residents including your learners do have some regard for the leaders of such organisations. They are their own. Seek the help and cooperation of these leaders for your work. Win their confidence and they will help you in a number of ways—in finding accommodation, in inspiring the illiterate adults to learn in ensuring regularity and punctuality in attendance, in bringing more adults to the class and occasionally in helping you by arranging supply of some small requirements for the centre like a dari, a gas lantern and things like that. They may also help you in publicising your effort and the benefits it will ultimately bring to the learners.

These leaders and their organisations will make a valuable link between you and the learners. The resources and the means being limited, the work should be done on a common partnership basis between the people's organisations and you, the workers. The organisations being democratic bodies of the people themselves, would be prepared to educate public opinion, inspire cooperative action, supplement the resources and help all effectively useful programmes for individual and social development. The programme of adult literacy is no exception, it is rather the most basic one and as such you will get all support from them for your programme. Such a step will also give an idea of effective participation by the community in the programme. Again the programme of adult literacy has to develop on the basis of local needs and must satisfy them to all possible extent. Here too it is the local leaders who have a clearer concept of the local needs and will enlighten you about them thus helping you in the planning of your programme. Such participation of and consultation with the community leaders will develop their confidence in you.

Once you are able to gain the confidence and cooperation of the local leaders, you will be able to solve many of your difficulties. You need not lose heart. You will no more be alone. You will have many to help you in your effort. If you have the leaders with you, their followers will listen to you, learn from you and you will achieve the objective but be cautious to choose the right type from among them.

and stick to your purpose with firmness. The relationship has limitations beyond which you may not go.

There is one other class of people whom you should turn to for help and whose cooperation you should endeavour to enlist. That is the youth of the locality—the educated youth or the school-going youth. There may be a group already existing, if not, develop one. The youth is full of enthusiasm for work of this type. Even school students are not found lacking. They may not know how exactly they can be of help to you or rather to the less fortunate members of their own society.

Develop contact and friendship with this group. Organise them into a volunteer force. Understand their aptitudes, discover their talents and inspire them to help you. They will help you in doing much of the spade work that has to be done before beginning the adult literacy work. They may publicise your work by taking out prabhat pheries and by writing slogans on walls. They may help you in conducting surveys, in preparing visual aids, charts, maps, and posters for you, by presenting cultural shows-recitations, dramatics, music concerts etc., and even by helping the work of teaching the adults. Remember these young teachers will need to know the art of dealing with the adults specially when they are teaching them reading and writing. Try to acquaint them with all we have discussed about how adults learn and what method they have to adopt.

Once you have discovered their talents and organised them into groups round their own interest, they will be of help in the promotion of your programme. If you win the cooperation of the youngsters, the cooperation of their parents is assured and you are now a team and not an individual trying to implement a programme of the liquidation of illiteracy from among the adults of the locality. The young volunteers may work the radio for you and even conduct post-broadcast discussion group. They will manage the centres' library, conduct sanitation drives, campaigns for grow more food, and family planning, and do many other odd jobs to share your burden only for the joy they will have in finding a fruitful utilisation of their leisure time in the service of the society. This voluntary work will certainly develop their own personality as well and they will develop self-confidence and the power to argue and convince. This is an advantage and here begins the training for leadership, and for this, you provided the opportunity to them and will get credit for it.

And now perhaps starts another phase to caution you, lest you might drift away from the path and entangle yourself in fresh difficulties. Your class is now in full swing. You have a literacy programme as well as other activities for general enrichment. The cultural programmes will catch large audiences and the social mixing will develop the brotherly "We", feeling among the residents. For all this the elders of the locality are with you, the youngsters are helping you and the learners certainly look up to you for guidance. The locality hums with activity and life becomes interesting.

In such an atmosphere, you might feel it is you, who brought all this change, the elders will feel, they deserve the credit for it because without their cooperation, nothing would have gone very far and the youngsters take delight in what is happening. Remember to give all the credit to those who deserve and take pleasure only in the situation that has emerged. You have only channelised their energies. Help them to continue the effort till the goal is achieved, and they relieve you to pick up another area for similar good work.

So far so good ; but you may not like it and begin claiming the whole credit for yourself. Remember! your claim will be challenged. Jealousies will start, factions will develop and the whole atmosphere will get vitiated. The edifice you have developed will crumble down. The good work will lose its charm and you will get nothing but disappointment and frustration. Imagine the harm, the situation is likely to do to the movement. Such is sometimes the conflict; please beware and work within limits.

The fundamental goal of adult literacy and adult education is the building of character that will sustain us in the great days ahead and never the development of conflicts that will destroy the whole social fabric. Remember to act upon the maxim, "He that would be chief among you, must be the servant of all". Remember that it is love and not the fear or envy, that is the condition of learning.

The atmosphere of love and cooperation will enable you to expand the programme and cover a wide field bit by bit. The volunteer workers in whom you have kindled the desire to serve and generated the enthusiasm for it, will look after the follow-up programme and stabilise the literacy skill of the new learners. A follow-up of literacy effort is an integrated part of the literacy programme and without the knowledge of literacy being put to use by reading books extensively and/or by continuing the education further, the

ability to read and write will die out and all effort will be wasted. The interest for reading will be created and will grow only through reading. The neo-literates must have access to all types of suitable reading material and that is possible through the organisation of libraries. The volunteers will be prepared to organise and run the library, if they are trained to do so and the means are available to them. The literacy programme does not have to cease. It has to become life long. The adult educator completes the first stage, develops the ability to read and write, creates the interest for reading and trains the youth for carrying on with the follow-up activities to stabilise literacy and promote further learning. He has to arrive at this stage with the help and cooperation of a team of workers and not by working in isolation or with a spirit of detachment.

We may now sum up what we have said in this chapter :

1. The programme of adult literacy is rather heavy and involves a number of activities to inspire the adults to learn reading and writing and develop an ability and taste for further learning.
2. Enough spade work before beginning the actual programme is required to be done, for which community participation and consultation is essential.
3. The teacher may have to meet the adults in small groups in the fields, in their home or at the centre according to mutual convenience. This will mean devoting time for such activity for convincing the learners about the need and utility of the skills of reading and writing.
4. The assignment has, however, to be completed in the given time and the given standard has to be achieved. Both the teacher and the learners are honour-bound to ensure this.
5. The programme has to be periodically reviewed, supervised and assessed.
6. This needs selfless work with a missionary zeal. But the teacher cannot do all that single handed. He has to develop his team of helpers.
7. The teacher must seek the help of the local leaders for inspiring the adult illiterates to accept the programme and join it, for ensuring regularity and punctuality in attendance, for inspiring the learners through occasional appreciation of the work, for arranging suitable work places and for help

in making available small conveniences for running the programme. The cooperation of the local leaders will be valuable in solving day to day problems specially to safeguard the development of controversies and conflicts and for participation in programmes on a mass scale.

8. The teacher has to do so with a set purpose and do so within limits.
9. The teacher has to develop cordial relationship and win the cooperation of other functionaries like the village level worker, the health worker, the panchayat secretary, the cooperatives secretary and the school teachers and others from the social service or welfare groups already existing at the village level or in his area of operation.
10. The cooperation of the local youth will be of great help in conducting the pre-programme spade work of publicity, survey and enrolment. The youth will also help in making personal contacts, preparation of visual aids and presentation of cultural programme etc.
11. All this is very essential for successful implementation of the adult literacy programme, which is a team work and not that of any one individual. The teacher should take pleasure only in the achievement and give the whole credit to all those who deserve.

CHAPTER 10

Example is Better than Precept

You have so far studied the various aspects of the programme of adult literacy. You have seen how great importance it has in promoting national development. You have understood why every adult in a progressive democracy must be functionally literate to make useful contribution in social, economic and political development of the country and make his life happy and prosperous. He is required to be an effectively useful citizen by being able to participate actively as a wage earner, a parent, a voter and a citizen. He should be able to work with efficiency either on the farm, or the factory, in agriculture or in industry, in transport and communications or in any other organisation serving, the man, the society and the nation.

Literacy and even functional literacy is not, however, the end. It is only one of the important means to an end, the life-long continuing education. Without education there can be no light. It is light that unites. Darkness only separates. Knowledge is the greatest factor in the unification of mankind. That is why along with the spread of literacy, you have to enlarge your sphere of activity for making the participants functionally literate and by developing in them a strong desire for further learning which would enable them to improve functional competence, increase ability to earn and provide social and political understanding for further advancement in life. The course of literacy should develop in the learner the skills of reading and writing of a standard which would enable them to continue their learning and never to relapse into illiteracy. It should also develop in them sufficient taste for reading so that when they have an access to the world of books, they should be able to read and understand them to satisfy their reading interests and obtain from them the knowledge they need and seek for.

You have understood the various requirements of such a comprehensive programme. You have also seen that there are battles to be fought and problems to be solved before we are able to possess

the land and wrest it from those who profit from man's ignorance. You would need devotion and courage for it. You learn quite a lot by experience and it is wise to benefit from what the others have done lest you might lose heart or feel frustrated and decide to give up effort. It is desirable to place before you a few experiments and studies to show how some of your predecessors faced the odds and succeeded, and how some of the learners benefitted from a course of literacy and succeeded in life. These are only a few examples to guide you in organising the work and inspiring the learners. Learning by doing is always the best but the knowledge of how others did the work will encourage and guide you.

Let me begin with the case of a small village near Delhi of about 550 people, most of them labourers working in the orchards round about. The village did not have a Panchayat of its own nor there was a school. The financial condition of the village was very poor.

The village was considered to be a very good village in which to take up adult education work because ignorance, poverty, insanitation and disease were all present at one place. There was inactivity also. People had no initiative and could not think of anything about their own welfare. The village, therefore, afforded a suitable ground for adult education work including literacy.

A worker was posted to the village to take up an adult literacy programme, the organisation of library and reading room services and a programme of youth organisation for village development. He was confronted with a number of difficulties:

1. The leaders thought that any youth organisation would mean a challenge to their leadership.
2. It was also considered that any time given by the youth in the activities organised by the adult education worker would mean a loss to the individual family to that extent and thus, their income would suffer.
3. It was also considered that the youth attending the adult education centre would also begin a different type of life which may cost the elders more.

A strong opposition was, therefore, faced by the worker. The worker could, however, carry the young men with him as he could awaken in them an interest for better living. He organised discussion

groups, talks, reading from books and some cultural programmes that were developed by the youth themselves.

The cooperation of the youth was considered to be a very good opportunity by the adult education worker, who tried to utilise their energies in shramdan for cleaning streets and getting them paved, constructing soak pits and thus giving a new sanitary look to the village which was dirty.

This face lifting by removal of the insanitary condition was considered to be the basic need of the village by the worker and to begin with, he concentrated all his efforts on this one basic point. He conducted a number of sanitation drives with the help of the Yuvak Mandal organised by him. Cooperation was also sought from the members of the Yuvak Mandals from the neighbouring villages.

This took quite a long time. In the meanwhile the Municipal Corporation announced a prize competition between the villages for sanitary conditions. With the efforts put in by the Yuvak Mandal under the guidance of the worker, the village secured the second prize in the competition. This victory, the elders thought to be something very great. For the worker, it was a master stroke. The elders, therefore, developed confidence in the Yuvak Mandal and praised them for having achieved something for the whole village which they could not have done. Fame is the last infirmity of the human mind, but here this infirmity proved to be strength and the long standing gulf between the youth and the elders was bridged with the result that today the village has a school as well as a very good piece of land ear-marked for an adult education centre. It has developed its own park and a small building. The activities are participated by every one with enthusiasm. A children's club and a nursery school have also started working.

The elders, apprehension of a challenge to their leadership by the youth is, however, a general experience and is a great handicap in developing programmes. There are various ways to tackle this problem. The above is a description of only one of them, which has been quite interesting and may be of help at other places as well.

Similar factors also stand in the way of the working of Panchayats in many cases, specially when a young person gets elected to the village Pradhanship and members of the Panchayat are mostly young people. The reason is that most of our elders who have so far been

respected in the villages for their age and wisdom have not been able to adapt themselves to the changing world which demands constant action and less talk. They do not appreciate the increasing needs of the people in the new age. The younger elements cannot rest satisfied with limited conveniences at their disposal. They have a right to live honourably in the fast developing world and must, therefore, acquire all the facilities required for such development.

The young Panches, therefore, think of problems from a collective point of view. Their approach is not individualistic. The traditional villager, however, is not yet prepared to give up the individualistic approach and does not seem concerned about the Panchayat or its working or even its organisation. This produces a conflict between the Panches and the villagers, which poses a difficult problem for the people as well as for the Panchayat.

Here it is that the adult education worker has to play an important role of educating the people for community action and collective approach. This can best be done through youth organisations and organisation of village developmental activities through them on shramadan basis. When the progress made by the village will be clearly perceptible, the conflict will disappear. While, however, it is correct to say that what we want is action not words, it is also correct that for encouraging and motivating people to action, some concrete community activity is needed.

We may take another example of a village near Delhi. It has a population of about 2,500 people, belonging to various castes. A Gram Panchayat has been established. A senior basic school for boys exists in the village, alongwith a school-cum-community centre for men. A co-educational higher secondary school has also been started. A very active youth club has been organised in the village.

The members of the youth club felt that an adult education centre for women was the real need of the village. They approached the gram panchayat and the pradhan offered to accommodate the centre in his own house. A centre was, therefore, started. The women participated in the literacy class. They learnt household crafts and developed cultural programmes. But participation was not satisfactory. The worker was anxious to give the benefit of the activities to the maximum number of women. She started a house to house survey, which revealed that participation would increase if the centre was shifted from the Pradhan's house. Other members of the Panchayat

had offered a place for running the centre, which was not only suitable, but also promised better participation.

In view of the greater good of the greater number, the worker shifted the centre to another place. But the pradhan felt it was an insult which he could not easily pocket. The centre started working and the participation improved, though not in accordance with the expectation. The shifting, however, developed a problem among the members of the panchayat and a dilemma for the worker. Complaints against her performance and even against her conduct began pouring in. While one group pressed for the closure of the centre, the other would not let it move. The position was still more difficult because the lady worker had in the meantime formed a mahila mandal in which the ladies had begun taking great interest. The mahila mandal felt even more interested in the lady worker when they found that the village people were making complaints against her personal behaviour even.

In such a ticklish situation, the yuvak mandal alongwith the workers in the school-cum-community centre took the initiative and brought about compromise between the members of the panchayat and thus ended a conflict which had developed without any genuine basis. Had this organised group not taken the lead, a very good activity organised for the benefit of all the women in the village would have come to a close.

This case study emphasizes the need for discussing problems with all people concerned before taking action. Emotional logic is often quite different from the logic revealed by rational surveys. Securing the pradhan's active help on the survey and then discussing its implications with him might have prevented the problem.

Yet another example of a similar type may be studied. It relates to another very big village situated in the interior of a different development block in Delhi.

The village had no facilities for communication and transport. Although the railway line runs past the village, there was no railway station. The village had a population of about 1500 people comprised of three main communities, Jats, Sainis and Harijans. The Harijans formed quite a strong block in the village. Most of the elders are uneducated, but the younger generation has been receiving education and quite a number of the young men are employed in Delhi.

An adult education centre was started in this village in 1958. There was then no panchayat. The worker found that the villagers had neither interest nor initiative for the developmental needs of the village. The most important need was for the transportation facilities, because quite a number of young men were daily going to Delhi.

The workers biggest headache was that the three main communities did not even confer together, not to speak of cooperating even in matters of common interest. There were acute differences whenever any project was to be undertaken.

The worker deliberated over the problem. He was advised to concentrate all his energies on devising ways and means to solve the transportation problem so that he might at least win the cooperation of the younger elements. The worker, therefore, tackled the problem by approaching the railway authorities and requesting them for the establishment of a railway station for the village. This was a much desired facility and the youth, therefore, promised him all support.

The workers did not waste much time and soon succeeded in obtaining a promise from the railway authorities for starting a station provided the villagers would donate a piece of land and deposit a sum of Rs. 500 as their contribution for building the booking office, etc.

The conditions were not difficult, but in a conflicting community even that seemed an impossibility. The worker and the youth did not, however, lose heart. They summoned a general meeting. As expected the attendance was poor and disappointing. The preliminary discussion was held without much result. The worker thought of trying another method. He summoned a meeting of the Harijans and invited the youth to it. Harijans attended in large numbers. While the problem was being discussed, the other groups smelt that the youth may succeed in getting cooperation from the Harijans for implementing their programme. Members from the other groups, therefore, also dropped in and the technique employed by the worker succeeded in obtaining a donation of land as well as an amount of Rs. 500.

The matter was soon discussed with the railway authorities and they agreed to stop a few trains in the morning and evening for the advantage of the villagers; but they would not agree to post a booking clerk, until the yearly income from tickets at that station was Rs. 1000. Discussion again took place. The worker invited

the youth to volunteer for this purpose till the income reached the target prescribed. The members of the youth club were ready although it involved a number of difficulties. But the advantages of a station far out-weighed all such problems and the youth took it upon themselves to work the railway station till the prescribed target was reached. The station was worked by volunteers from the youth club.

While all these problems were being faced and solved, a panchayat was formed in the village. The panchayat worked very well for sometime with the cooperation of youth club which had members from all the groups. Unfortunately the pradhan expired and a new pradhan had to be elected. Communal feelings again ran high and personal interest came to the fore. The worker apprehended that the village unity and concord would again break up. The worker, however, being a man of advanced age and ripe experience rose to the occasion. He thought of organising the Mahabharat katha and explaining to the villagers the evil results of mutual conflict and rivalry. The katha was actively participated in by people from all groups and the discourses had a very good effect, with the result that people sank their differences and elected their pradhan unanimously.

Let us now study the problem from another angle. This is a case of a village having a senior basic school for boys and a primary school for girls. The population of the village is about 600 out of which about 80 are Harijans. The traditional leaders did not see eye to eye with the youth and were very uncompromising. Their defeat in the Panchayat election infuriated them and they refused to cooperate with the panchayat.

The adult education worker posted in the village was confronted with the problem of reconciling these conflicting interests and activating people to participate in development work. The worker started making personal approaches to individuals and developing personal contacts with the villagers so as to create better social relationship among the villagers. His efforts, however, did not bear much fruit.

While trying to solve the problem, he was reminded of the katha technique adopted by his colleague in another village. This worker is a good singer and can himself compose in the village dialect. He, therefore, composed some songs and Bhajans from the story of Jai Chand and Prithvi Raj and organised a small bhajan mandali. His

sweet voice along with harmonium and tabla attracted much audience, and made him popular among the villagers. Now was the chance for him to put before the people, with all the force he commanded, how mutual discord between Jai Chand and Prithvi Raj brought about the downfall of the Rajput empire. The villagers appreciated it and exhibited great interest in the programmes organised by him.

To add to this he also arranged to obtain milk powder and organised free distribution of milk to the people in the village. His discourses thus coupled with social service and his devotion bore fruit and the villagers developed confidence in him.

He now thought the time was ripe to propose a developmental project. He thought in this way to test whether mutual discord had disappeared or not. Two projects were, therefore, proposed before the villagers; clearing the village pond and building a link road to the main pukka road. The whole village very gladly cooperated in completing these two projects and the long standing discord between the panchayat and the frustrated traditional leaders disappeared.

We may now examine a few cases where the panchayats have been instrumental in organising activities for the residents of the village. But for the establishment of panchayats, the establishment of adult education centre would have been impossible.

In a progressive village with a population of about 3,000 all suitably employed, a lady adult education worker was sent to organise literacy class and craft activities for ladies. It was done on the initiative of a well meaning enthusiast who offered his own house to accommodate the centre. The need for the centre was genuine. The ladies appreciated it. The centre was well equipped but the participation was most discouraging.

The ladies were anxious to learn and the centre had all the facilities. The village was quite progressive. The centre had been well located and equipped. Still the activities lacked participation. This posed a problem to be investigated. Was it untouchability? No. Was it poverty? No. Was it isolated location of the centre? No. Was it vested interest? No. Was it ignorance? No. Was it casteism or group faction? No. Was it a felt need? It was. What was it then that kept the learners away and did not encourage them to participate in a useful programme?

After much talking and listening to the women, the worker decided that it was the sense of belonging, that was not there. The village women could not be convinced that the centre was their centre, the centre of the whole village. It was only a chowdhry's house, a neighbour's drawing room for whom different groups had developed different notions. The village women needed some place which every one could call her own

Efforts were made to find some other house in the village which every participant could call her own. There was none. The efforts failed. The village had no common funds to raise a common building and the centre had to be withdrawn.

This incident, however, left a deep impression on some enthusiastic young men, who felt heavily embarrassed at their helplessness. A year later, the village panchayat was formed and it was everybody's panchayat. Now was the time for striking again. The village pradhan had the incident in his mind and set about finding ways and means to put up a building which everybody in the village could call his own. He levied some tax on the lime quarries and before long a centre was built. Soon a very progressive centre with a number of amenities for the women and children was established. The centre stands like a beacon light to show the way to others.

This case, however, is by no means the only example where the adult education activities have been accelerated after the formation of panchayats. In a number of other villages, too, the panchayats have played a commendable role in realising the importance of educational activities for enlightening and enlivening the people. Some panchayats have set aside considerable sums of money for the organisation of activities for the youth and others have arranged rented buildings for adult education centres.

While such instances reflect well on the achievements and present bright pictures, there are darker pictures also. May be they are due to fast urbanisation or to exploitation of the ignorant by the cleverer groups. Whatever it be, it does provide a situation to the adult education worker wherein he has to act with all the tact he has. While objectively maintaining his non-partisan attitude, he has to enable the people to solve their problems in an amicable manner.

A study of one such case may be of interest to the readers and we may, therefore, attempt a brief description.

It is a case of a village situated on the outskirts of urban Delhi. Since Independence, Delhi has been expanding fast and urbanisation has been going on quite briskly. The villages are fast becoming townships and beautiful bungalows equipped with all amenities of modern life now occupy all the land once under cultivation. The whole situation is in many cases so changed that the original village life pattern is now only a tale to tell.

Such a changing state has brought in many complexities. While administratively the unit is a village, in reality it has lost all its rural character. The homogeneity, the mutual attachment and inter-dependence in village life is all gone and a few intelligent demagogues have been provided with good opportunity for exploiting the ignorant and the weaker groups, both from the peasantry as well as from the artisan class.

In the vicinity of the village under review, new colonies were developing fast. Land was needed for expansion. The village had a vast forest area belonging to the Gram Sabha *i.e.* the common property of the whole village community. The village panchayat had some undesirable elements also within it. Vice prevailed over virtue and the manipulation started. Bit by bit the forest began to disappear and the common land was sold out to urban colonisers under the pretext of utilising the money for implementing gainful projects for the betterment of village life.

Time passed on. The land was alienated but no benefit in return was perceptible nor did the panchayat-funds show any accumulation. All well-meaning people in the village felt worried but it was all darkness. The adult education worker seemed to them the only torch bearer. For him, however, the issue involved dangerous intricacies.

He cannot take sides yet he cannot allow the ignorant to suffer. What shall he do? It was a dilemma. He thought of a plan. He must strengthen himself first. He did not lose time in organising a village leaders camp. The young and old alike interested in village uplift were invited from the neighbouring villages which formed one village level worker circle. Responsible officers of the different development departments were invited to speak and group of villages were also invited.

The village people took advantage of the opportunity and utilised the platform for ventilating their grievances. The panches stood exposed and an enquiry was instituted. The investigation revealed numerous irregularities and the vicious circle was broken.

Such cases may be many. The situation is too delicate to tackle and the intricacies involved need very tactful handling. During the transitory period, however, over-ambitious people, do tend to resort to such unsocial and corrupt practices for the selfish ends. Conscientious and devoted workers with a missionary zeal will certainly be able to deal with the situations if only they are conscious of and cautious about them.

A practically similar technique had to be used with success in another village in a different situation. In that village the adult education worker, the panchayat and the youth club had all failed to obtain the cooperation of the authorities for getting the minimum civic amenities for the village.

The general surroundings of the village were intolerably unsanitary with heaps of rubbish rotting on all sides. The economic condition of the village was very poor. Funds could not be raised through voluntary contributions. The magnitude of work required for obtaining the necessary sanitary atmosphere was too big to be tackled on a shramdan basis, yet the residents must have their due. The youngsters kept busy with weekly shramdan and continued reminding the authorities also. Shramdan gave them little achievement and the official agency did not stir.

Out of frustration, the youth resorted to publicity and the village was mentioned in the Press. The elders considered it to be an act of defamation and apprehending displeasure of those in authority began to snub and mock the youth instead of admiring or helping them.

The situation was getting complicated. The youth, however, did not lose courage and thought of organising a community programme on the Republic Day. The worker was with them all the time and for him that was a golden opportunity. The highest officer of the concerned Department was approached and was invited to preside over the function. The acceptance of the invitation was enough to evoke a brisk activity in the village. Fortunately for the youth who had hit on the right technique, the village surroundings

were clean before the day of the function, which the village celebrated with a real sense of pleasure and achievement. The village was in fact a miniature republic.

Cooperation between the elders and the youth was not only restored but also took firmer roots with the result that a number of useful activities were organised in the village for providing gainful employment to the needy.

One more interesting example and I would close the present study. This is an example which shows how important it is to be able to read and write in this era of democratic decentralisation. It also shows how blind confidence creates undesirable situations and how authority is misused for personal ends.

Rural broadcasting provides an important programme of mass education. Although primarily a programme for education, it is suitably integrated with information and entertainment. To be frank, the village community listening set is the only pleasure in the otherwise dull and dreary life of the village. The programmes are, therefore, heard with interest by every one without discrimination of any type.

Much before either the adult education scheme or the community development programme, radio sets were distributed in Delhi villages. Responsible villagers who offered to look after the sets, operate them and organise reception and listening for all villagers, were registered as care-takers.

With the launching of the adult education scheme and then the community development programme, the system was little changed. In villages where adult education workers had their centres, the sets were worked at the centre, otherwise the V.L.W. or the school teacher or any other concerned Government functionary looked after it. Where no such functionary was available, the old type care-taker worked the set.

With the establishment of panchayats the panchayats provided common places where the sets work under any of the arrangements mentioned above or even under the care takership of the pradhan himself. A number of villages, however, pose difficult problems. The village pradhan in some cases feels that the radio is a prestige

article and must be installed in his house while the previous care-taker is reluctant to part with it for obvious reasons of having been associated with it for quite a long time. Such situations create ticklish problems which need tactful handling, lest one good activity come to an end or public property be lost to the Government by some misdeed of the frustrated and infuriated groups.

The present case, however, refers to a village which had been provided with a radio set since the beginning of the scheme. A responsible village enthusiast had cared for the set without complaint from any body.

With the advent of the panchayat in the village a resolution was received by the concerned requesting him to shift the radio set to the pradhan's house. It was rather surprising but since it was a resolution duly approved by the panchayat, orders were issued for shifting the set.

When action was being taken, a number of queries were made by surprised villagers. The reply to the query was that it was being done in pursuance of a resolution of the panchayat signed by everybody including the care-taker. This reply surprised the villagers all the more. They expressed complete ignorance about any such resolution. Investigation revealed that the signatures had been obtained on a blank paper under the pretext of a representation being sent for some other village development project.

The case was very interesting. For the adult education worker such ignorance and exploitation is intolerable. This would strike at the very root of democracy and bring discomfort and unrest instead of peace and prosperity.

We may now relate a few case studies of another type for your guidance and use to show how literacy has helped adults to prosper in life.

This case study is concerned with a 35 year old adult of a village in Lucknow district who was almost illiterate before he joined the adult literacy class. After completing the functional literacy course, while some of his class fellows used their literacy skills in copying songs, in reading books and in their daily work of maintaining registers and accounts, this adult used his literacy skills in preparing estimates and layouts for different types of houses.

This study describes (i) what factors motivated him to become literate (ii) what use he made of literacy skills he acquired in the adult literacy classes and (iii) what made him specialise in the arithmetical side of functional literacy when most of the adults used their literacy skills in reading and writing.

Functional literacy as claimed by some people is achievable in three stages. In stage one, that is, learning to read and write stage, the adult acquires the essential skills in reading, writing and arithmetic. To put it in other words, he can read and write all Hindi alphabets and their conjuncts, and also simple words and sentences from the primer. He can remember Hindi numerals upto 100 and can do simple addition and subtraction. In stage two, that is, reading and writing for understanding or functional literacy skills stage, his reading speed increases to 40 to 50 words per minute so that he could read simple reading materials with comprehension. He could write with a speed of 7-10 words per minute. Besides, he can write a letter or an application and fill in certain forms. The third stage is the functional education or reading for better life stage. At this stage the adult acquires knowledge about institutions at the block, district and state level, about the world around him.

The adult under discussion is Sarju of Baghiamau, a village in the Sarojininagar block of Lucknow district.

Sarju is a Raidas by caste. Traditionally the Raidas are leather workers. They occupied a lower position on the caste scale. But recently most of the Raidas's have abandoned their traditional occupation and have taken to other occupations. Most of them are agricultural labourers. The illiterate Raidas's work as manual labourers, while literate ones are masons, mates and office attendants.

Sarju started his life as a mazdoor or ordinary labourer. He never went to a school, nor did his father. Like his castemen they became earning members at an early age. Sarju was agricultural labourer most of the time, though he worked on his father's four bigha farm. He started working outside the village as a manual labourer. Fortunately he had the opportunity of working under a higher caste mason.

One day Sarju and the mason were working in Dolliganj, a place in Lucknow city. The walls of the house were raised and pegs were to be fixed in the walls. Sarju fixed the pegs as he was instructed. He

was not supposed to make any alterations, because his duty was to take orders, however, wrong they might be. Except for one, all pegs were fixed. When the last one was to be fixed, Sarju could not keep silent. He said to the mason, "I have fixed all these pegs as you instructed me to fix them. But I feel they are in wrong places. They do not seem to go according to the sketch design." The mason was surprised at Sarju's observation. He asked him to do things as he was instructed to do. But Sarju insisted that he had some good reasons to think that the pegs were in wrong places.

The mason got down the ladder and looked at the pegs from different angles, consulting the sketch design. He then took out his tape and measured the distance from the base. Sarju was right. But for the last peg which Sarju had fixed, all others were not in their places. The mason said to Sarju, "Sarju ! you have much commonsense. I am very much impressed by your sense of judgment. But you know where the world is going. You will remain a mazdoor even after twenty years, if you continue to be illiterate. You must learn to read and write. You can be a good mason. I promise to make you a good mason, if you learn to read and write." Sarju felt encouraged and made up his mind to become literate.

Sarju continued to work under the same mason. He bought a Hindi primer and started learning from it. He could not give much time to reading and writing as he was too tired. In spite of his hard work he could not learn more than writing Hindi numerals.

In the meanwhile adult literacy classes were organised in Baghiamau. Ram Murat, the adult literacy teacher, went from house to house asking people to join his class. Sarju was undecided because different people had different attitudes towards him. Some said, it was too late for him to learn to read and write while others thought, for a person of his ability, literacy was a must. However, he joined the class when the village elders persuaded him.

Sarju like some other students in the class, completed the primer in three months. This gave him the essential skills of reading and writing and arithmetic. He started applying these skills to his daily work. He would write down on paper what he had to memorize formerly. After completing the functional literacy course, Sarju was entitled to work as a mason and then a mate. These two jobs require certain skills in literacy. Most of his work required him to write the details of construction materials, the names of labourers working under

him and wages due to them etc. He was required to read sketch designs of houses. Thus Sarju rose from an illiterate labourer to the position of a literate mate.

Sarju devoted some of his time to reading when he was free from his work. He became a member of the bell bicycle library from where he borrowed books and read them. He was not interested in singing bhajans or keertans. Sarju claims to have read several books including mythological stories and dramas, Alha and Ramayan. Many people praise him and think that he is one of the few who could read Ramayan with some reasonable understanding.

We may now read of another case. The village under discussion has a population of 668 persons, 350 male and 318 female. Illiterate persons numbered 555 of whom those below 15 years of age are 317 and those above 15 years of age 238.

This is primarily an agricultural village. Most of its people work on land and are engaged in occupations connected with agriculture. A large number of farmers have medium-size land holdings and practise traditional methods of agriculture. However, there is one Brahman family which makes use of modern agricultural practices.

The village is inhabited by a number of caste groups. Of these the Yadavs, Pasis and Raidas are numerically larger than the rest. Besides being numerically the largest caste group in the village, the Yadavs are economically well off. Next to them are the Brahmans who own a considerable portion of village lands. The Harijans who are mainly landless labourers are dependant upon the land-owning castes in the village. During the past three or four decades the so-called lower castes have improved their economic condition and enhanced their social position in their group as some of the literate ones are masons, head masons, helpers and attendants outside the village.

In the village, the Brahmans have always been a literate caste group. In the past when there was no school in the village, they sent their children to schools in neighbouring villages. Next to the Brahmans are Badhais (carpenters). They are followed by Yadavas and Harijans who took to literacy very recently.

There are 113 literate persons in the village. This figure includes children who are reading in different grades in the primary school in

the village and in schools outside. It also includes all those who had had formal schooling.

The total number of persons declared functionally literate is 59 of whom 48 are males and 11 females. Eight out of 11 female students have been married off and at present they are in their husband's villages. The other three who are in the village, have not discontinued their interest in literacy. Of the 48 male students as many as 22 have relapsed into illiteracy. They can, however, write their names and can also recognise alphabets. Only 18 have retained some of what they learned in the literacy class. They engage themselves in copying songs. Some of them read books like *Alha*. Eleven persons have made appreciable progress and have improved their reading and writing skills during the past five or six years.

Literate persons in the village spend their leisure time in different ways. Some read books borrowed from the bell bicycle library or from some other library. Reading interests of these readers vary from science to religion. There are others who read books like *Alha*, *Ramayana* and *Tota Maina* etc. These persons engage themselves in this activity mostly in a place where people collect and listen. This is not a regular activity. It mostly depends upon the mood and convenience of the person reciting from the book. There are still others who spend their leisure time in singing devotional songs. The illiterate memorize these songs and the literate copy them from varied sources and sing them. These persons are generally members of what is known as *bhajan* or *keertan mandali*. The *mandali* generally meets on Tuesday and devotes some time to singing songs. Thus persons of low comprehension ability read simple literature and copy and sing songs. Only a few use their literacy skills in their occupations.

Chauhan Lal, the literacy class student was born in a poor *Harijan* family. His father, like many *Harijans* in the village, was a landless labourer, and like them did not think it necessary to educate his children. Moreover, in those days the village did not have a school. Children of well to do families went to schools in the neighbouring villages.

As it generally happens with poor families, *Chauhan Lal* became an earning member at an early age. He was a manual labourer and worked in the village and outside. In those days his father was a draftsman in Municipal Corporation in the city. He was illiterate

before he rose to that position. He was a labourer like Chauhan Lal and others. He learned to write numbers upto ten and to recognise alphabets. With this much of literacy skill he could prepare sketch designs of buildings and roads which in his days enabled him to become a draftsman. For many illiterate persons in the village this man became an ideal for emulation.

Chauhan Lal too got the idea that he could learn to read and write and become a head mason. The urge to become literate compelled him to interact with literate persons in the village more frequently. The village primary school teacher did not help him much as he was busy with his domestic work. However a Brahmin boy who was reading in some school, agreed to teach him in the evenings.

Chauhan Lal had hardly learned to recognise the alphabets, when two adult literacy classes were organised in the village. This was a boon for him. He immediately joined one of them. He was so enthusiastic that he would be present in the class before anybody else arrived. He would assist the teacher in cleaning the place, spreading the mats and cleaning the patromax. He would then sit down to learn his lessons. He was always early to arrive and late to leave the school. In ten months he became a functionally literate person.

The benefit he derived from this hard work was that he started working as a head mason with a private contractor. But he did not stop at that. He continued his interest in reading and writing and in improving the skills he acquired in the adult literacy class. On some one's suggestion, he got his name registered with the employment exchange. Eventually he was selected and appointed as a helper for a farm.

The farm is about one Kilometer from the village. It has animal husbandry, dairy and poultry sections. Chauhan Lal was posted in the Regional-Cum-Research Section of the poultry farm. As a helper, Chauhan Lal's duty was to observe birds of various breeds and keep a record of their behaviour. He was required to keep on moving inside the place. When a hen has to lay an egg, it enters into what is known as the 'Trip box', the doors of which automatically shut as soon as the bird got inside it. The observer then has to record the number of the bird called ring number which is fixed round one of its legs. He writes down the number of the

cabin, the time of laying the egg and the date, etc. This was not a difficult task for Chauhan Lal. He could do this without any difficulty.

Chauhan Lal was not satisfied with the present job. He desired to be laboratory assistant. For this job he was required to have some knowledge of English. He started learning English besides improving his skills of reading and writing Hindi. Today he is Laboratory Assistant. One of the carpenters of the village is still teaching him English. He has learned to recognise alphabets and to read and understand simple sentences in English. He has picked up vocabulary required to be used on the farm.

It is obvious from the above description that Chauhan Lal was an illiterate labourer for several years. The desire to become literate dawned on him when he realised that like his father he too could become literate, earn more money and have more power. This desire to become literate and to improve his economic condition inspired him to develop contact with literate persons in the village and outside. Eventually he succeeded in acquiring sufficient skills in reading and writing and was rewarded for the hard work he did. He worked as a mason.

As he desired something higher than that, this desire enabled him to continue his literacy interests further. Consequently he was a helper on the farm for some time. Today he is laboratory assistant. What he does with his present literacy skills and how he uses them to improve his economic status in the near future is to be seen.

Let us study one more case before we close. An illiterate farmer joined one of the training courses. Within ten months, besides acquiring knowledge about improved agricultural practices and about civics and rural health, he returned home as a literate person, a functional literate in the true sense of the term. There were many illiterate trainees with him in the course, but they did not achieve sufficient level of efficiency to be called functional literates. This situation demands a closer analysis for an understanding of the qualities of a functional literate which this case study takes up.

The illiterate farmer, nicknamed, 'Diary Babu', by the co-trainees is a resident of a hamlet in Lucknow Distt. The hamlet consists of a few agricultural and artisan castes. Literate in the

hamlet are not many; they may be counted on the tips of one's fingers. Economically the village is not progressive in the sense that improved agricultural practices had not made their way into it uptil recently.

In the villages, education generally goes with the social and economic status of a person. Diary Babu belongs to a lower caste. His father who abandoned the traditional occupation of a potter, works on the eight bighas of land which he owns. Brought up in a different atmosphere, he did not think it necessary to educate all the male children in the family. Therefore he sent his eldest son to school but did not permit him to read beyond class three. This much of education, he thought, was sufficient for a person of his social standing. Diary Babu being the second son, did not get an opportunity of going to the school. He worked on his father's farm. From his early childhood he wanted to be literate. When he was a child, he sat beside his elder brother and watched him read and write. With great effort he learned to recognise the alphabet.

Like many people in the village, he was married when he was eleven years old. For a year, he opened a grocery shop but he had to depend upon his elder brother for maintaining accounts. His elder brother separated from his father and thus Diary Babu had to take the responsibility of the household himself. Upto the age of 18 years, he could never dream of becoming a literate, and of reading 'big' books.

Doors to fulfil his desires opened one day when his father agreed to his joining the young farmers training course wherein the young farmers learnt not only about improved agricultural practices but also literacy linked with agricultural production. During this period he learned to read and write more systematically. This improved his reading, writing and comprehension considerably.

During the training, the Diary Babu was different from other trainees in several respects. He was highly motivated to learn more things. He not only listened to lectures in the class and observed things on the farm very closely, but also took notes regularly. He had a pocket size note book in which he noted down everything he heard or saw. Even today he carries the diary with him which has become an encyclopaedia of everything. Because of this habit of writing in his diary every minor thing in the class or on the farm, he was nicknamed 'Diary Babu'.

Diary Babu had hard times at home in the beginning. He wanted to reorganise the farm to which his father would not agree easily. After convincing his father, he did ploughing with an iron plough which was never done before in the village. It was he who first did line sowing. When insects attacked his crops, he sprayed endrine which was not known to many others in the village. He used improved varieties of paddy, wheat, jawar, maize, and potato. He consulted his diary whenever he undertook an agricultural operation.

As a functional literate should do, Diary Babu uses literacy in reading and writing regularly. He writes regularly to his co-trainees to keep himself up-to-date. He writes letters for village people also. He reads regularly Alha and Ramayana. He has read Vishwa Ka Pratham Kalakar (The first Artist of the Universe). He hopes to write Kundlis or devotional songs for the village keertanmandal, of which he is a member.

Diary Babu was particularly interested in drawing and one does not miss to see the display of art on the walls of his house.

Besides other qualities, he is sufficiently imaginative. He approached the village level worker for a sprayer when his vegetables were attacked by insects. But unable to get one from him, he made an indigenous sprayer for destroying the insects with endrine.

Recently an adult literacy class was organised in the village. Two persons teach the adults and one of them is Diary Babu.

It is becoming evident day by day that Diary Babu has become a recognized leader of his village. If Indian villages could produce more young men like him, literacy problem in India would not remain as difficult as it is today.

So you have now had enough examples to enlighten you on the problems, the literacy teachers and adult education workers face and solve and also about how the knowledge of literacy helps adults to enrich their life and become more useful to themselves and to the society. Let us hope these examples will develop the necessary knowledge and courage in you to achieve success in your mission of lighting the torch of knowledge to remove the darkness of ignorance.

Follow-up Programmes

You will remember that in a previous chapter we have said that the project of functional literacy for adults will succeed when it has an in-built provision for follow-up work. Without the 'follow-up' programme, the literacy skill achieved will not be put to use and consequently it will not stabilise nor will enable the learner to continue further learning. There will rather be a tendency to relapse into illiteracy. All effort should, therefore, be made to see that those who develop the learning skills of reading, writing and arithmetic and become literate are provided the facilities for joining the follow-up programmes for definite results.

The follow-up programmes may consist of a number of activities. The basic idea, however, is to provide to the neo-literate the opportunity to use his skill, so that he is able to:

1. Develop fluency and speed in reading and writing.
2. Develop the power to understand and comprehend the meaning of what he reads or/and writes.
3. Develop the habit of deliberating on the ideas conveyed and be able to accept or reject them for solving individual and group needs.
4. Develop reading interests for continuing further education.
5. Develop imagination and expression for developing functional competence.

The programmes are of various types. The learners may participate individually or in groups during the learning period. Some examples of follow-up programmes are given below for your guidance:

1. Preparation of wall news-sheets and charts and map of the locality for display on walls. Writing inspiring mottos on walls.

2. Reading room and library service.
3. Readers' clubs, study circles and discussion groups.
4. Radio-listening groups.
5. Tele-clubs and film programmes.
6. Groups for short creative dramatics, or full length plays, poetics and music concerts.
7. Extension lecture series—live or recorded—and kathas and parvachans from men of eminence.
8. Educational exhibitions and field trips; celebration of national and social events.
9. Organisation of youth groups for social service activities.
10. Regular further education classes for literate working adults.
11. Organisation of short courses for various vocational groups.

We may now take them one by one and see how to organise them for achieving the desired results *i.e.* improvement in the standard of knowledge and understanding of the learners for developing a taste for further learning and increasing their functional competency.

1. Preparation of wall news-sheets, maps, charts and writing inspiring mottos on walls.

The news attract every body. For preparing the daily news sheet, the learner will have to collect those that would interest the local readers by reading news-papers or hearing the radio. He will have to cut out the relevant portions, think about suitable captions and write them on a sheet. This would involve active participation in the form of reading, writing, cutting, pasting, designing the news-sheet to make it attractive, thinking about the captions and writing them. This is enough exercise in using the skills of literacy and imagination. The use of the news-sheet by the residents of the locality and the members of the centre will make the centre popular, diffuse knowledge and give the learner or group of learners a sense of achievement and pleasure, thus inspiring him or them for further participation. The neo-literate readers will also feel inspired to receive further education. The writing should be bold and attractive and the language simple.

The preparation of charts of local information and writing on walls will first encourage him to collect the information, write it in a suitable manner to make a chart and put it up for the knowledge of the members of the centre and others. A map of the area covered by the centre and the survey figures of the area will be of interest to by every body. For writing mottos on walls, he may have to read a few books, which you may suggest, select useful mottos and write them in bold hand at many places. Such writing will inspire the others to learn and those already literate to understand and act up to them. You should help the learners to make selection. Some examples may be given for your guidance.

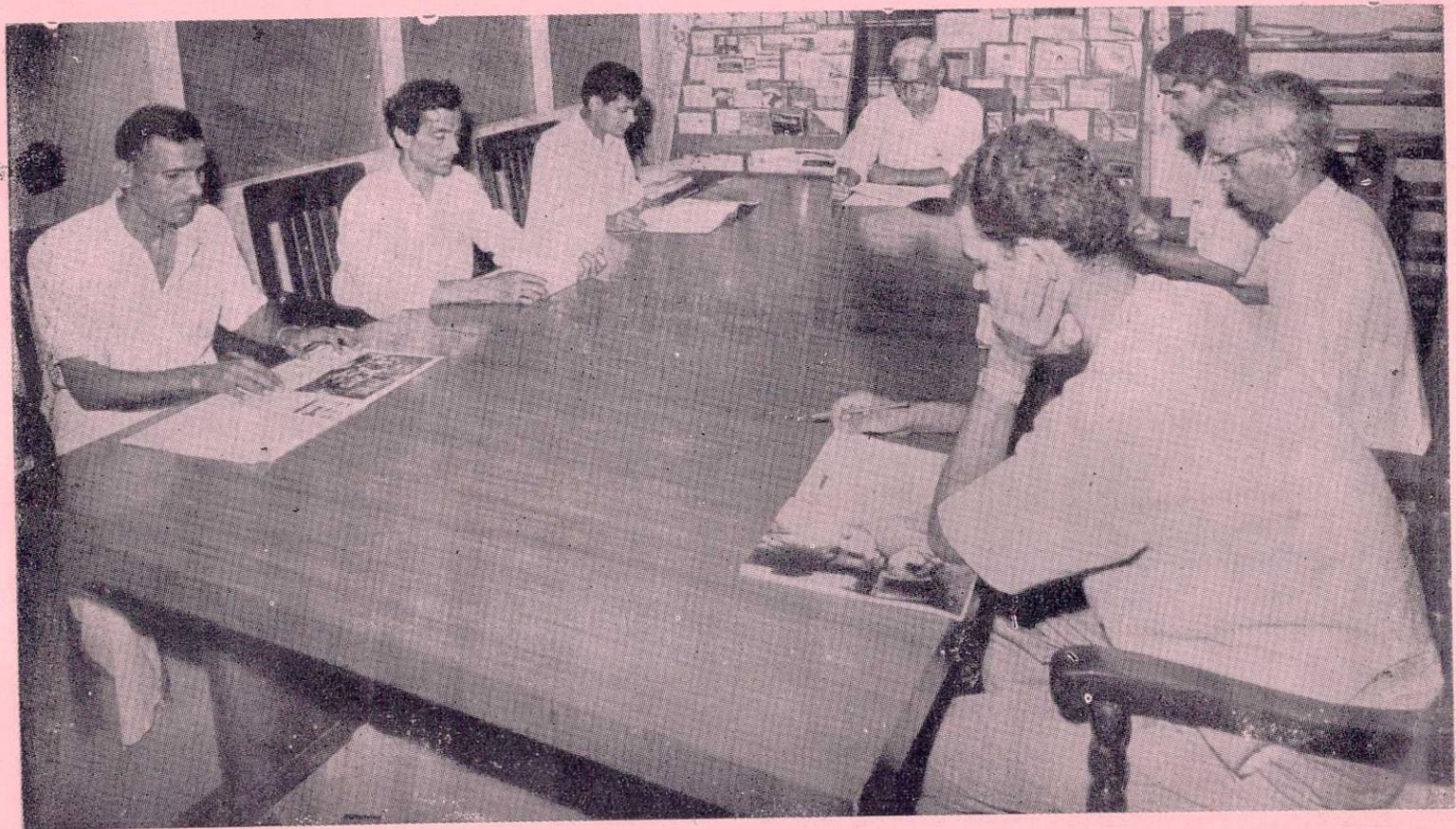
- (1) विन विद्या नर पशु समान ।
- (2) शिक्षा पाओ जीवन सफल बनाओ ।
- (3) मान होत है गुणन ते, गुण विन मान न होय ।
शुक सारी राखें सभी, काग न राखे कोय ॥
- (4) करत करत अभ्यास के, जड़ मति होत सुजान ।
रसरी आवत जात सों, सिल पर पड़त निशान ॥
- (5) मानुस जन्म अमोल है, होत न बारंबार ।
ज्यों फल पक धरती गिरे, बहुरी न लागे डार ॥
- (6) कागा काको धन हरे, कोयल काको देय ।
मीठे बचन सुनाये के, जग अपना कर लेय ॥
- (7) एके माटी एक कुम्हारा, एक सबन का सिरजन हारा ।
एक चाक बहु चित्र बनाया, नाव बिन्दु के बीच समाया ॥
- (8) जो तो कू काँटा बुवे, ताहि बुइ तू फूल ।
तो कू फूल के फूल हैं, वा को हैं तिसूल ॥
- (9) साई फूट न लाईये, मनको बहुत दुखाय ।
जैसे भारी पेड़ को, कुलरी देत गिराय ॥
- (10) दौलत पाय न कीजिए, सपनेहुँ में अभिमान ।
चंचल जल दिन चारि का, ठाँऊ न रहत निदान ॥
- (11) विना विचारे जो करे, सो पाछे पछिताय ।
काम बिगाड़े आपनो, जग में होत हंसाय ॥
- (12) राजा अपने राज्य में, पाते लाखन मान ।
किन्तु गुणी सर्वत्र ही, पाते हैं सम्मान ॥

- (13) तुलसी जब जग में भये, जग हँसा तुम रोये ।
ऐसी करनी कर चलो, तुम हँस मुख जग रोये ॥
- (14) बुरा जो देखन मैं चला, बुरा न दीखा कोय ।
जो मन खोजा आपना, मो सा बुरा न कोय ॥
- (15) तुलसी मोठे वचन ते, सुख उपजत चहुँ ओर ।
वसी करण यह मंत्र है, परि हरो वचन कठोर ॥
- (16) चार वेद छः शास्त्र में, बात मिली हैं दोय ।
दुख देने दुख होत है, सुख देने सुख होय ॥
- (17) तन मन दे कोजिए, निशि दिन पर उपकार ।
यही सार नर देह का, वाद विवाद विसार ॥
- (18) जहाँ सुमति, तहाँ सम्पत्ति नाना ।
जहाँ कुमति, तहाँ विपत्ति निदाना ॥
- (19) काल करे जो आज कर, आज करे सो अब ।
पल में परलय होयगी, बहुरी करोगो कब ॥
- (20) दया धर्म का मूल है, पाप मूल अभिमान ।
तुलसी दया न छोड़िए, जब लगि घट में प्राण ॥
- (21) यह बस्ती घर आपका, रखो इसे नित साफ ।
रोग रहेंगे दूर सदा, सुख पाओगे आप ॥

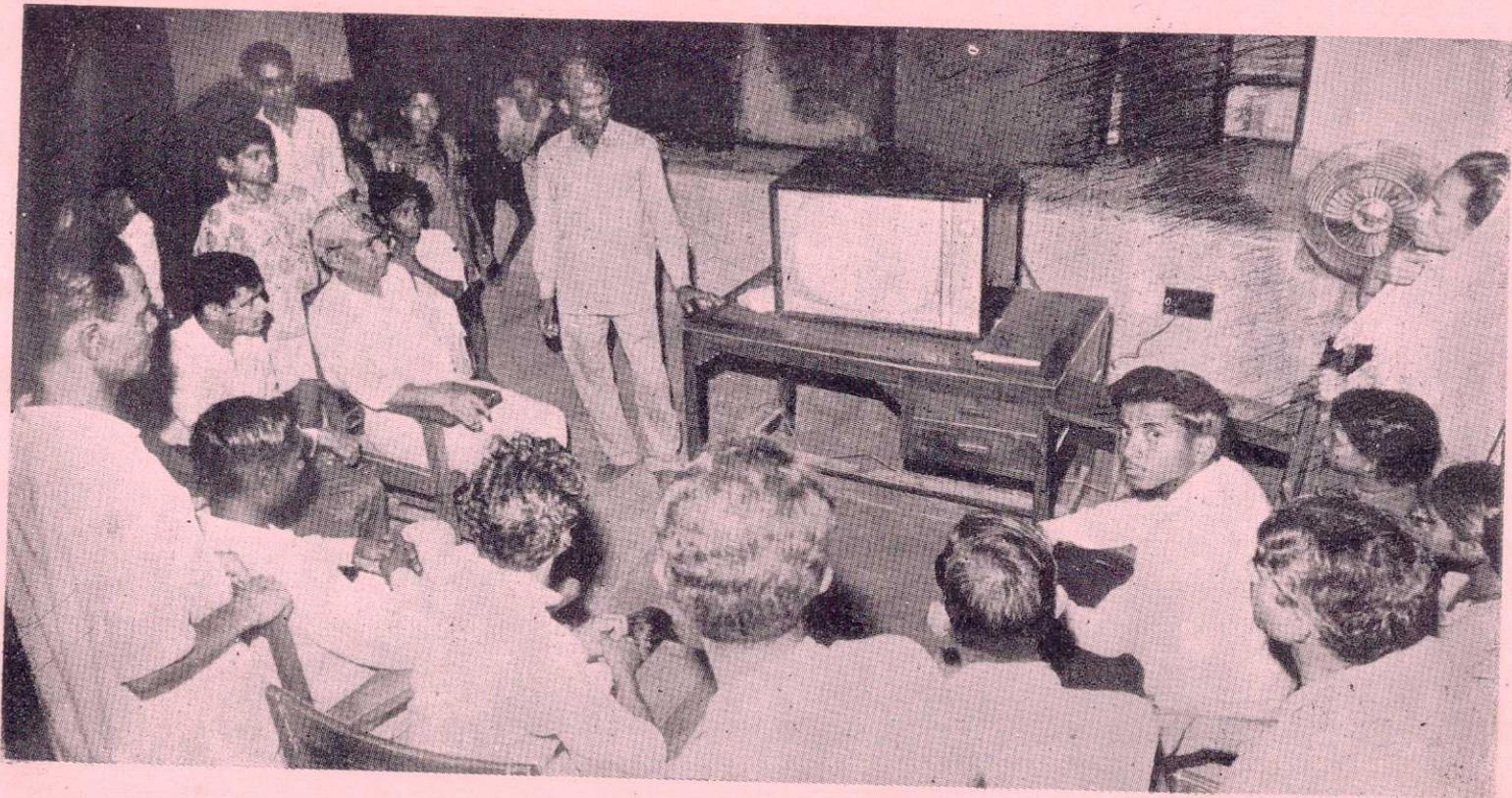
These are only examples. It is you who will guide the learners to select or even to construct many more depending on the local interests and circumstances. What is important is the manner in which you inspire some of the learners to take up the activity. You have to select, out of the group a few learners who show interest in this programme and take it up. Entrust this team of learners to the supervision of the most intelligent of them or to one of your helpers who has similar interest. He will be able to guide the learners or you have to guide them. Regularity in preparing the wall news sheet and charts and the writing of mottos etc., will be very helpful in developing their ability and their reading interest.

2. Reading Room and Library Service:

A centre for adult literacy should subscribe one or two good news-papers and one or two weeklies and similarly one or two quarterlies that would feed the learners interest for news and views. This activity affords good opportunity to use and improve the literacy



Reading Room for Adults.



A view of the Tele-club in Delhi.

skills and inspires the beginners to develop reading interest and comprehension.

The centre's library should have a collection of simple and interesting books on various topics of interest to the readers. They should be easily readable from the point of view of print and easily understandable from the point of view of language. The style of presentation should be interesting and the subject matter related to the daily life of the readers. It will be helpful if all the books in the library are numbered serially and subject-wise. Regular accession registers should be maintained.

The learners are all members of the library. In addition to the learners there may be others who are interested in reading books. You should find out from the issue register those who show greater interest in reading. Those that show less interest should be helped to develop the taste for reading. This can be done in many ways.

3. (a) *Readers group*

You may begin by organising a *Readers group*. Those who show greater interest and are found more intelligent than the others may be requested to read to the others turn by turn from books of common interest. They may also explain to the listeners what they read. As the activity progresses, the taste for reading will grow. From time to time you have to indicate to the readers and the listeners both, the names of books which contain useful information and the benefit, the readers and listeners will derive from it. In course of time, the activity will become a regular feature and one of the participants can be made incharge of conducting the activity.

(b) *A Study Circle*

A study circle can also develop out of the readers group. The difference is that in a study circle a book or a topic on which the group wants enlightenment is selected and is assigned to one or more than one members of the group for study. These members then present the topic before the group on a particular day. The other members thus get all the knowledge of the subject without studying. If the members required to study and present the topic keep on changing, the entire group is benefitted by the activity.

(c) *Discussion groups*

Similarly discussion groups can also be developed out of the learners. A topic is selected and some of the members study it from the books available in the library. They may prepare notes. The subject is then discussed on a day fixed for it. The members who feel confident about their views on the subject place them before the group and the discussion is enlightening and educative. The whole group takes advantage.

The organisation of learners and members into various groups mentioned above will be of advantage in many ways. It will develop the reading interest of all of them, improve their knowledge, develop confidence, understanding and expression. It will also create a desire for further education.

4. *Radio Listening Groups and Tele-club Activity*

Radio is a very important means of education, information, entertainment and recreation. You as a literacy teacher are more concerned about the educative and informative aspects of the programme. The recreation and entertainment provided by the radio is to be used as a tool to attract listeners who should ultimately be made interested in its informative and educative aspects. The programme should be known in advance and reception should be arranged. The group receiving the programme should be given an introduction about the content of the broadcast in advance and should be enlightened about the points they should hear more attentively. After the broadcast is over, the subject should be discussed in the listening group for detailed information and enlightenment. If necessary, the names of a few books from out of the library should be suggested for reading for further knowledge on the subject. The pre-broadcast introduction and the post-broadcast discussion will increase the educative value of the programme and will give a sense of participation to the listeners. The members for this programme should again be organised to form a group and in course of time the group should be conducted by one of the members themselves. You only work as a guide. Conducting the meeting, presiding over it, taking notes and writing minutes, preparing reports and discussing the subject will provide excellent opportunity for fruitful utilisation of the literacy skills for developing an interest for further knowledge.

5. *Clubs for Television and Film Programmes*

Television as we have said is a stronger instrument of education as it combines the advantages of a radio and the film. Viewing groups should be organised round television programmes on similar lines as described for radio-listening groups and the activity will put life into the literacy centre. Its organisation requires great skills and those who participate successfully will make very useful members of your team for the spread of adult literacy and adult education.

The films should be chosen carefully. As discussed before, very long films containing various ideas may not be very useful for educational purposes. They are meant for entertainment. For educational groups, we should select documentaries on subjects of special interest to viewers. The organisation of such programmes, however, provides a good training for leadership and they should be well thought out and ably managed to reflect imagination, alertness and discipline. The whole team of worker volunteers should help in managing such mass programmes.

6. *Dramatic Groups, Poetic and Music Concerts*

Among your readers there may be many who show imagination and courage before an audience. You may select a story or a theme and assign roles to the members. The selection should be done with due regard to the requirements of the situation and the interest of the audience, without, of course, losing sight of the purpose you have in view *i.e.* entertainment or education or publicity or inspiration for a particular project or the cultivation of some moral and human value etc., etc. The performers will develop courage, understanding and expression. In them, the centre will have a group of active participants for its activities. One great advantage of all such activities will be the education of the masses and the development in them of a sense of belonging for the centre. This is a great achievement. Similar activity can be organised either separately or along with dramatics for those members who have a talent for music or poetry. Some of them may be able even to compose poems and Bhajans etc. on their own relating to local environment, interest and needs.

7. *Lectures, Kathas and Pravachans*

It would be very useful if the centre occasionally organises lectures on various topics of local or social interests by experts of

renown. Similarly, Kathas and Pravachans on scriptures, by experienced performers are very effective. Even playing of records of certain useful lectures and instructive kathas by effective Kathavachaks will be of great interest to the listeners. The workers at the centre will look to the organisation part of it and those greatly interested would like to take notes. Such programmes occasionally will bring the wisdom and advice of the sages and great men to the listeners and will be very effective. Some such records can be obtained and kept in the library. They make good aids and help promote the centre's activity.

8. *Exhibition, Educational Field Trips and Celebration of Social and National Events*

These programmes will provide rich experience in a friendly atmosphere and promote social cohesion, close relationship, mutual cooperation and national integration and help the participants to widen their knowledge and skills along with the development of the feelings of unity and brotherhood.

9. *Organisation of Youth Groups for Social Service Activities*

Education does not mean only the skills of reading and writing and understanding and expression. It is, as a matter of fact, the art of living, and living peacefully. If a literacy centre takes up some activities which contribute to the general welfare of the society we are working for, activities like clean streets, open atmosphere, well-lighted houses, and a good water drainage system, life will certainly be more peaceful. The centre will be respected and loved by the whole society, if activities like sanitation drives, cleanliness campaigns, digging of soak pits and provision of ventilation etc. are taken up occasionally by a team of volunteer workers organised for social service by the centre. If, therefore, the youth of the locality who have developed an interest in the centre are organised for such service, it will make a good programme of education for cleanliness and bring health and happiness to the locality. At the same time the sense of participation among the group will encourage them for various programmes for the service of the society.

10. *Regular Classes for Further Education*

If the literacy centre organises the activities mentioned earlier and receives willing and active participation there in, it is very likely that the more interested members who develop an understanding, ability and capacity for making a brighter future, will ask for the provision of further education classes to increase their academic attainments for future promotions or even change of jobs. The creation of this demand among the learners is the measure of the success of the teacher. Such adults will have to be properly guided for adopting the proper course to fulfil their desire. It may be fulfilled through self-study, or through correspondence courses or through regular evening schools established for the purpose. It is you, the teacher, who will provide the guidance. Even such learners can be organised in groups for joint study as that would provide them with the opportunity for exchange of ideas along the study and that would promote clearer understanding of the subject in hand. For such learners, the centre has provided an opportunity for developing their interest for further learning which would make life richer and happier and you as the main force behind it, are duty bound to provide all guidance and help to enable them to achieve the goal.

11. *Short Courses for Vocational Groups*

There may be some of your members who are following certain vocations in life. You as a teacher must have a basic knowledge of the major vocations of the members and render counselling service to all members for achieving their objectives.

This description of some of the follow-up programmes must have convinced you that it is the follow-up activities and not mere literacy that is the soul of your programme.

The following description will give you an idea of what a comprehensive programme of Adult Education comprises of. This will also help you to understand the directions in which you can expand your programme to attain its full stature.

**A COMPREHENSIVE PROGRAMME
OF
ADULT LITERACY AND ADULT EDUCATION
COMPRISES**

Literacy Programmes

1. Functional Literacy for the illiterate
2. Further education of the literate, through
 - (i) Regular—Off hour Schools
 - (ii) Correspondence Courses
3. Continuing Education for special interest groups
 - (i) Short-term courses
 - (ii) Extension lectures
 - (iii) Workshops
 - (iv) Study Circles
 - (v) Discussion groups
 - (vi) Reading Rooms & libraries

Craft Education Programmes

- (i) Household Craft :
Home management, Tailoring, Knitting, Embroidery, Interior decoration, cooking & preservation, laundry.
- (ii) Maternity and child care.
- (iii) Home nursing
- (iv) Small Scale cottage crafts :
Toy-making, basket-making, Gardening, Bee-keeping, Book-binding, Dairying, Paper mache, Rope-making.
- (v) Care of pets
- (vi) Music & Dance
- (vii) Drawing and Painting

Health & Recreation Programmes

- (i) Physical fitness programmes
- (ii) Food & Nutrition
- (iii) Games, sports & Athletics
- (iv) First Aid
- (v) Sanitation & Hygiene,
- (vi) Vaccination & inoculation
- (vii) Family Planning & Birth Control
- (viii) Baby shows

Audio-visual & Cultural Programmes

- (i) Poetic symposia
- (ii) Bhajan Mandli
- (iii) Dramatics
- (iv) Film-viewing groups
- (v) Radio-listening groups
- (vi) Tele-clubs
- (vii) Exhibitions
- (viii) Community festivals
- (ix) Outdoor field trips
- (x) Community dinners
- (xi) Folk music & Folk dances

Community Organisation Programmes

1. Youth Clubs & Mahila Mandals
2. Producer & Consumer Cooperatives
3. Panchayats
4. Unions
5. Volunteer Service Corps

Testing the Progress of the Learners

Your class is on. The learners are taking interest. You have been working with them. You have brought in a fair amount of regularity and punctuality. The learners take interest in reading and writing. They respond to your questions and you feel that they understand what they read. They recognise the letters, words and sentence and exercise imagination to read the lessons. Such is your feeling, but feeling alone won't help. You have to be sure of the progress the learners are making. All of them cannot have the same speed of learning. Some of them may only recognise the letters, others may need the help of a picture to recognise and still others may be recognising the letters, understand the construction of words and the sentence and read them. The standard achieved by everyone of the learners has to be understood by you, so that you form them into groups and provide the necessary guidance to everyone according to his need.

You know the art of reading involves recognition, understanding, accuracy, speed and comprehension. Anything read without recognition, understanding or comprehension may be only through imagination and memory. For example if the passage read relates a story and the story is remembered by the learners, he may repeat the whole text once he is able to know that it relates to the particular story known to him and similar may be the case with some illustrated matter. Such reading will not involve much of either recognition or comprehension. Such reading ability may develop through memory and practice. This is not going to serve our purpose and the learner will not be able either to read any other material or write something consisting of the known alphabet and words. This will create a deception.

What is necessary to see is, therefore, that the learners develop recognition, understanding of the construction and read with accu-

racy and comprehension. Speed will, of course, develop with practice. If reading ability involving all the above aspects develops, then the learner will be able to write also. It is, therefore, clear that you have to assess from time to time the progress of the learners, so far as reading with recognition, accuracy and speed is concerned. Such an assessment will be helpful not only to you but to the learners also. You have only to take care that it is not necessary to announce that you are testing their reading ability. Nor you should ever discourage those learners who are slow to develop the good reading habit by reproach or censure or any other thing of the sort. They should not even be discriminated against the others. The only thing to be done is that they should receive greater care and be encouraged to put in speed by improving recognition and understanding. The constituents of good reading ability are recognition, understanding, accuracy and speed and these are the objectives we should keep in mind while testing the progress of the learners.

Writing involves recognition, understanding and construction. The learners have to draw lines and curves separately as well as both combined. Good writing involves clarity, uniformity of space and alignment. All these qualities take time to develop and practice is needed but the objective is to achieve all these and develop a habit of good writing. Practice in writing should start simultaneously with the reading. This helps quick understanding as while writing the alphabet, words and sentences, the learners will be exercising great care and attention will be concentrated.

As for arithmetic, the knowledge of numbers should be given thorough practice and some oral drill in ordinary calculations may be taken up every day. The learner's daily work involves a lot of calculation and accounting and sums related to that work may be taken up for oral drill and written exercise in solving sums and problems will follow at the proper time.

You should understand clearly that here we are talking about testing the progress of the learners as they are pursuing the course of literacy. We are not talking of testing either your performance as a teacher or the impact of programme. There are other methods to evaluate those aspects of the literacy programme. Here we are only considering the progress that the learners make in learning the skills of reading, writing and arithmetic. We have already said before that such knowledge about the learner's progress is very necessary both for the teacher as well as for the learners. This testing of the

progress can be done occasionally as a routine part of the day's lesson in many ways, as for example :—

1. For testing recognition, you may write some letters, alphabet and/or words or sentences on the board and ask the learners to read the written word turn by turn. Help those who feel difficulty in recognising and/or reading. The learners will feel that you are teaching but you are as a matter testing their ability to recognise, pronounce and read.
2. In a similar manner you can ask the learners to come to the board turn by turn and write something you tell them to. Help them if they experience difficulty. The learners will again feel that you are teaching them but you will as a matter of fact be able to know their ability to recognise, recollect and write.
3. After doing a few lessons, you may write a familiar sentence on the board with gaps and ask the learners to fill up the gaps with suitable words. For their guidance you may also write a set of two three words including the requisite word also and ask them to select them and fill up. This will make a test in recognition, understanding, comprehension and writing. The learners will feel that they are receiving practice but while their understanding is also correct, for your purpose you will be able to test their understanding and memory. Such small exercises may even become a part of the daily routine. They encourage participation and develop interest in learning.

When the course of learning has fairly progressed, the learners may be required to read from a book to test their fluency and speed. You may select a passage which the learners would be able to read with ease. Count the words and guess the time which the learner with average ability should take in reading it. Now ask the learners to read turn by turn and go on marking the time taken as well as the standard of accuracy. This will give you an idea of the reading ability of the learners and help you to plan out the future programme. Similarly for judging accuracy in writing, you can give a dictation and know about the learners' ability to write. Such exercise given occasionally will also help the learners know as to how they are progressing, but remember, the slow movers are only to be encouraged to come upto the mark and not censured.

Many times it is said that even literate persons are also enrolled in the literacy classes to show quick results. This suspicion is generally expressed if your learners show quick progress. It is, therefore, desirable to give a sort of a pre-literacy test and record what they know at the time of admission. Their progress should also be judged in relation to how much they know before starting the course. During the course you will be occasionally giving test exercises as explained and record the progress of the learners from time to time. After the course has progressed for about three months, some simple test may be given to know the progress of the learners. This would also prepare the learners for the final test at the close of the course and help you in planning your work for the remaining period of the course. Remember, we have said before that you and the learners both are honour bound to achieve a certain standard in a particular time.

We may now give some specimen tests for your guidance.

The Pre-literacy test.

(पूर्व साक्षरता जांच पत्र)

इनको पढ़िये (Read the following)

1. न त ल ज म भ अ ट प क.
2. मन, नल, तना, लाल, जटा, कमल, जलन, जाला, लजाना, भालू ।
3. आज के युग में पढ़ना लिखना जरूरी है ।
हर धन्धे में पढ़ाई लिखाई की जरूरत है ।
समाज में भी पढ़े लिखे आदमी का आदर होता है ।
पढ़े लिखे आदमी का जीवन सुखी होता है ।
4. 4, 10, 15, 25, 12, 18, 16, 41, 35, 55.

लिखिये (write)

अपना नाम (Name).....

पिता/पति का नाम.....

गाँव का नाम.....

Pre-literacy Test Record

Name of the adult _____

Address. _____

Literacy knowledge _____

Writing _____

Reading _____

knowledge of numbers _____

Date _____

Specimen Test No. 1.

1. अपना परिचय लिखिये :—

नाम.....

पिता/पति का नाम.....

डाक का पता.....

.....

कितने दिन से पढ़ रहे हैं

2. खाली जगह ठीक शब्द छांट कर भरो :—

शब्द :—(जल, ताला, वहन, गाना, कलम)

(1) कमला.....गा रही है।

(2) जग में.....भरा है।

(3) कमला राम लाल की.....है।

(4) मकान में.....लगा है।

(5)से लिख।

3. नकल कर दुबारा लिखो :—

राम ओर रमा खुश हैं। आज उनके बेटे का जन्म दिन है
जगन आठ साल का हो गया है। वह पाठशाला पढ़ने जाता है।

4. नीचे कुछ फल, फूल व सागों के नाम हैं। छांट छांट कर अलग-अलग लिखो :—

गुलाब, गोभी, केला, अनार, मटर, गाजर, पालक, चमेली, आलू, सेब, टमाटर, गेन्दा।

फल

साग

फूल

5. खाली जगह भरों :—

(1) मेरे पास एक रुपया था। 30 पैसे का बस का टिकट लिया। 10 पैसे का एक केला खालिया। 30 पैसे का बस टिकट फिर लिया। घर आया तो मेरे पास.....पैसे थे।

(2) 2 रुपये 50 पैसे रोज के हिसाब से 4 दिन काम किया तो.....रुपये मिले।

6. खाली जगह भरों :—

बीमारी से बचने के लिये सुबह.....करो। साफ.....पीओ। ताजा.....खाओ। दिन में.....करो और रात में.....करो।

Such a test would assess the ability to read, write, calculate and understand. The learners should be helped to understand the questions even by examples, if necessary. You may use the board for this purpose. Count five marks for each question and calculate the marks obtained by each learner out of twenty-five.

One more specimen test is given for your guidance. This is a little advanced than the previous one.

Specimen Test No. 2.

अपना परिचय लिखिये :—

1. नाम

पिता या पति का नाम

डाक का पूरा पता

.....

कितने दिन से पढ़ रहे हैं

2. समझ समझ कर पढ़िये। नीचे दिए गए सवालों के सही उत्तर छांट कर लिखिये।

बालकों को ठीक भोजन नहीं मिलने से उनको सूखा रोग लग जाता है। दाँत निकालते समय बालकों की देख भाल की बड़ी जरूरत है। यह समय दुखदाई होता है। कभी-कभी उनको बुखार हो जाता है। कभी पेट खराब हो जाता है। बालक सूखने लगता है। चिड़ चिड़ा हो जाता है। सारा शरीर ढीला-ढीला हो जाता है। ऐसे समय बालक की पूरी देख रेख होनी चाहिए। दूध और नरम खाना देना चाहिए। डाक्टर की सहायता तुरन्त लेनी चाहिए।

- | | |
|--------------------------------|--|
| (1) सूखा रोग में बालक | <ol style="list-style-type: none"> 1. मोटा हो जाता है। 2. चिड़चिड़ा हो जाता है। 3. खाना बहुत खाता है। |
| (2) दाँत निकलने का समय | <ol style="list-style-type: none"> 1. बालक के लिए बहुत लाभकारी है। 2. बालक के लिए बड़ा दुखदाई है। 3. बालकों को रोगी बनाता है। |
| (3) बालक को स्वस्थ रखने के लिए | <ol style="list-style-type: none"> 1. उन्हें खूब खाना खिलाओ। 2. उनकी पूरी देख भाल करो। 3. उनको डाक्टर से दवाई दिलाओ। |

3. नीचे कुछ पशु, पक्षियों के नाम लिखे हैं। इन्हें छाँट कर अलग-अलग लिखिये :— पशु पालतू भी हैं, जंगली भी। दोनों अलग-अलग लिखिये।

तोता, शेर, मोर, गाय, गीदड़, गधा, बगुला, बकरी, लोमड़ी, घोड़ा।

पक्षी.....

पालतू पशु.....

जंगली पशु.....

4. खाली जगह भरो :—

- (1) एक किलो ग्राम में.....ग्राम होते हैं।
- (2) किलो ग्राम.....का नाप है और.....लम्बाई का।
- (3) एक साल में.....महीने होते हैं, और.....सप्ताह।
- (4) एक दिन में.....घंटे होते हैं, और एक घंटे में.....मिनट।
- (5) समुद्र पर यात्रा.....से करते हैं और आकाश में.....से परन्तु जमीन पर तो अनेक साधन हैं जैसे 1. 2. 3. 4. 5.।

5. खाली जगह भरो :—

हमारे देश का नाम.....है।इसकी राजधानी है।हमारा राज्य है। हमारे राज्य की राजधानी.....है। हमारे राज्य जैसे हमारे देश में.....राज्य हैं। राज्यों में राज्य चलाने का भार.....सभा पर है। और केन्द्र में राज्य का भार.....सभा तथा.....सभा पर है। विधान सभाओं के सदस्य राज्य के सभी प्रौढ़ अपने.....द्वारा चुनते हैं। लोक सभा के सदस्य हर [राज्य] के लिए उस राज्य के.....अपने मत द्वारा चुनते हैं।

6. पढ़ कर, समझ कर खाली जगह भरो :—

मेरी मासिक आमदनी 250/ =रुपये है। इसको मैं इस प्रकार खर्च करता हूँ।

- (1) घर का किराया.....
- (2) भोजन का खर्च.....
- (3) दो बालकों की पढ़ाई का खर्च.....
- (4) कपड़े, जूते, साबुन आदि का खर्च.....

बहुत सी चीजें जो जीवन में आराम देती हैं, वो मैं नहीं पा सकता। बड़ी कठिनाई से गुजारा चलाता हूँ। कुल.....रुपये महीना बचाता हूँ। कुछ न कुछ तो बचाना ही चाहिए। जो कुछ पैसे पास होते हैं वो कभी कभी.....में सब खर्च हो जाते हैं। मुझे अपनी आमदनी बढ़ानी होगी।तो और कैसे कम करू.....बढ़ाने के लिए..... करनी होगी। बिना पढ़े लिखे तो 250/= भी कमाना कठिन है।

These tests are only suggestive and many more on these lines depending upon local conditions and the requirements of the learners can be constructed to show how comprehension and understanding can be measured.

Special type of questions may be given to special groups so as to test the special ability that the group of learners should develop for the daily routine duty and fulfillment of social responsibility in life. As for example, if it is a group of women, the women learners should become better housewives on the completion of the course alongwith developing the skills of reading and writing. For such a group some questions related to house-hold craft, home nursing, child care and family planning etc. should also be included. A specimen test paper for such a group is given below for guidance.

Specimen Test Paper 3

(Women's Group)

1. अपना परिचय लिखिए।
 - (1) नाम.....
 - (2) पिता या पति का नाम.....
.....
 - (3) डाक का पता.....
.....
 - (4) कितने दिन से पढ़ रहे हैं

2. नीचे लिखे प्रसंग को पढ़िये और समझ सोच कर उत्तर लिखिये :—

बालकों की देख-रेख का भार अधिकतर माता पर होता है। हर माता को बालक के विकास का पूरा ज्ञान होना चाहिए। बालक की देख-रेख गर्भ से ही करनी जरूरी है। होने वाली माँ के लिए जरूरी है कि वह ताजा और पोष्टिक भोजन करे। बहुत अधिक न खाए। भोजन हल्का होगा तो वो शीघ्र पच जाएगा। दूध आदि का सेवन अधिक करे। कड़ी मेहनत का काम कम करे परन्तु आलस्य में भी न पड़ी रहे। गर्भ काल में होने वाली माँ को गर्भ के बालक का भी ध्यान रखना चाहिए। मामूली बातों पर चिन्तित न हो। प्रसन्न रहे।

प्रश्न :—बालक जब गर्भ में हो तो माता को क्या करना चाहिये ?

- (1) भोजन के बारे में
- (2) काम के बारे में
- (3) स्वभाव के बारे में

3. आजकल मंहगाई का युग है। साधारण आमदनी के लोगों को अनेक कष्टों का सामना करना पड़ता है। कभी-कभी पति-पत्नी में लड़ाई हो जाती है। जीवन का सुख समाप्त हो जाता है। बालकों का विकास भी पूरा नहीं हो पाता। इस अशान्ति के कई कारण हैं।

नीचे लिखे कारणों को पढ़िये और उनके महत्व के हिसाब से 1-2-3-4 नम्बर लगाइये।

निरक्षरता
अधिक सन्तान
गरीबी
माता-पिता को समय का अभाव

4. स्वस्थ रहने के लिए कुछ बातें नीचे लिखी हैं। इन्हें पढ़कर दिए हुए शब्दों में से छाँटकर ठीक शब्द खाली स्थान में भरें :—

शब्द :—(ताजा, अधिक, खट्टा, भूख, टहला।)

- (1) भोजन.....लगने पर ही करें।
- (2) भोजन बहुत.....न करें।
- (3) थोड़ा दही भोजन के साथ खाएँ, परन्तु दही बहुत.....
.....न हो।

- (4) भोजन के बाद थोड़ाकरें ।
- (5) बासी भोजन न खाएँ.....भोजन जल्दी पच जाता है ।
- (6) दाल भाजी में मिर्च मसाला.....न डालें ।
5. (1) एक बालक की पढाई के लिए पाँच रुपये पचास पैसे की पुस्तकें चाहिएँ, तो चार बालकों के लिए पुस्तकों का खर्च क्या होगा ?.....
- (2) एक स्वेटर की बुनाई 2 रुपये 40 पैसे देनी पड़ती है तो पाँच स्वेटर की बुनाई कितनी होगी ?.....
- (3) घर में 2 लिटर दूध रोज आता है । महीने में चार दिन नहीं आया । महीना तीस दिन का था । कुल कितने लिटर आया ?.....
6. एक बेबी सूट बनाने में पाँच रुपये मीटर का 2 मीटर कपड़ा लगा । सिलाई और देनी पड़ी । सूट कुल 14 रुपये 50 पैसे में पड़ा, तो सिलाई कितनी दी ?.....
- (5) घर में बिजली का खर्च बढ़ गया । इसके कुछ कारण लिखो :—
- | | |
|--------------------|--------------------|
| गर्मी के दिनों में | सर्दी के दिनों में |
| | |
7. (1) भारत की चार प्रसिद्ध महिलाओं के नाम लिखो ।
-
- (2) भाई बहन के सम्बन्ध को मजबूत बनाने के लिए कौन से त्यौहार मनाते हैं ।
-
8. परिवार नियोजन क्यों जरूरी है ? नीचे कुछ बातें लिखी हैं, इसके महत्व के हिसाब से 1-2-3-4 नम्बर लगाइये :—
- गरीबी रोकने के लिए ।
- स्वास्थ्य सुधारने के लिए ।
- बालकों को विकास की पूरी सुविधाएँ देने के लिए ।
- सन्तान में प्रेम बढ़ाने के लिए ।
- सुखी परिवार बनाने के लिए ।

9. परिवार को सुखी बनाने में नारी कैसे सहयोग दे सकती है ?
लिखिए ।

10. माँ ने बालक को जन्म दिया, दूध पिलाया, बड़ा किया । वो जन्म देने वाली, पालन पोषण करने वाली माता है । परन्तु धरती माता, गऊ माता ऐसा हम जरूर कहते हैं । क्यों ?

11. एक लड़के को शिक्षित करना एक ही आदमी को शिक्षित करना है परन्तु एक लड़की को शिक्षित करना एक परिवार को शिक्षित करना है । ऐसा क्यों है ?

12. जननी जने तो भक्त जन, या दाता या शूर ।

नहीं तो तू बाँझ रह, क्यों गंवावे नूर ॥

इस कविता से महिलाओं को क्या शिक्षा मिलती है । अच्छी तरह समझाइये ।

7. This specimen is only suggestive. The teachers will construct many such tests depending on local requirements and conditions. These tests not only measure the intelligence but also the ability to read, understand and write. Unless the learners are able to read correctly and understand what they are required to do, they will not be able to answer. Since they have to write out the answers, this will require the writing skill and hence the tests are not only tests but education also. The learners will have to exercise much of imagination and understanding before writing out the answers.

Similar tests can be developed for other groups, as for example, the farmers group or the industrial workers group and such other groups. Care has to be taken to have suitably graded tests.

We may now give two more specimen tests. One for the farmers group and the other for the industrial workers group. The tests contain questions. It is not necessary that all the questions must constitute one test. They are only specimens and the length of the test should be suitably adjusted to the ability and convenience of the learners. Remember, these are not certificate or degree tests where everything is left to the understanding of the student and the teacher is only to invigilate. You are dealing with adults. The test is only to judge the progress. You may not give out the answer but you should certainly help the learner to understand the questions and find out the answer. They may even be helped by giving similar examples other than the one in the question. You should ensure that the adults do not feel any difficulty in understanding the questions and do not get disturbed or discouraged in any way. This is a safeguard against an antitest feeling developing in them.

Specimen Test Paper (Farmers only)

1. अपना परिचय लिखिये :—

- (1) नाम.....
- (2) पिता का नाम.....
- (3) डाक का पता.....
.....
- (4) अपनी आयु.....
- (5) कितने दिन से पढ़ रहे हैं.....

2. पढ़िये और समझ कर नीचे दिए गए वाक्यों में छोड़ी हुई जगह भरिये :—

राम लाल किसान है। खेती के नए तरीके जान गया है। समय पर खेत जोतता है, खाद डालता है, और नए बीज काम में लाता है। राम लाल ने खेती के काम की मशीनें खरीदी हैं। सिंचाई के लिए कुएँ पर मोटर लगाई है। समय पर फसल की सिंचाई करता है। अनाज के साथ-साथ कुछ फल के पेड़ भी लगाए हैं। पपीता, अमरूद और अँगूर लगाए हैं। इनमें फल जल्दी आता है। एक खेत में फूल भी लगाये हैं। और साग-भाजी भी बोता है। खेत तक सड़क बनी है। घर के सब लोग काम में लगे रहते हैं। पैदावार खूब होती है। ठेले भर-भर कर साग-भाजी व फल बाजार ले जाता है।

राम लाल के खेतों की पैदावार बढ़ गई है क्योंकि वह :—

- (1) खेती के नए तरीके.....
- (2) जुताई.....पर करता है।
- (3) सिंचाई के लिए.....
- (4) अनाज के साथ-साथ.....
- (5) खेत तक.....बनी है।

3. सवालियों को ध्यान से पढ़कर उत्तर लिखिए :—

- (1) आप कितनी जमीन बोते हैं ?.....
- (2) गर्मी की फसलों में क्या-क्या बोते हैं ?.....
- (3) सर्दी की फसलों में क्या-क्या बोते हैं ?.....
- (4) आप खुद खेती करते हैं या मजदूरों से खेती कराते हैं ?.....
.....
- (5) पैदावार बढ़ाने के लिए आपने क्या-क्या किया है या करना चाहते हैं ?.....

4. नीचे कुछ खेती सम्बन्धी कहावते लिखी हैं। इन्हें पढ़ कर समझ कर नीचे दिये हुए सवालों के उत्तर लिखिए।

- (1) पहले खेती दूजे बाण, निखद चाकरी, भीख निदान।
- (2) जोते खेत घास नहीं टूटे, ताके भाग्य साँझहि फूटे।
- (3) जो हल जोते खेती वाकी, और नहीं तो जाकी ताकी।
- (4) पूँछ झपा और छोटे कान, ऐसे बरद मेहनती जान।
- (5) खेती वह जो खड़ी रखावे, सूनी खेती हिरना खावे।

- (अ) सबसे उत्तम धन्धा कौन सा है ?.....
- (ब) जुताई कब ठीक समझी जानी चाहिए ?.....
- (स) खेती से पूरा लाभ किस को होता है ?.....
- (द) मेहनती बैल की पहचान क्या है ?.....
- (ध) खड़ी फसल की रखवाली क्यों करते हैं ?

5. खाली स्थान भरिये :—

- (1) तपैदिक.....की बीमारी हैं।
- (2) मच्छरों से.....फैलता है।
- (3) सहकारी समिति.....के विकास में सहायता करती है।
- (4) ना समझ.....में बहुत रुपया बर्बाद करते हैं।
- (5) अनपढ़ रहना.....है।

6. नीचे लिखे सवालों के उत्तर निकालिए :—

- (1) सहकारी भण्डार से 20 सदस्यों ने 140 किलो चीनी ली। यदि सब ने बराबर-बराबर ली हो, तो हर एक ने कितनी ली ?
- (2) एक हल से 40 बीघे (आठ एकड़) की खेती हो सकती हो तो आठ बैलों से कितने बीघे या एकड़ खेती हो सकती है ?.....
- (3) एक भैंस दस किलो ग्राम दूध रोज देती है। दूध का भाव एक रुपया 60 पैसे फी किलो ग्राम है तो भैंस का दूध कितने का बिकेगा ?.....

- (4) और यदि दूध देने वाली भैंस पर चारे और दाने का खर्च आठ रुपये पचास पैसे रोज का है और तीन रुपये पचास पैसे और खर्च उसके रखने पर आता है। तो रखने वाले को क्या रोजाना बचा ?.....
- (5) एक बीघे में दो किलोग्राम बीज डालें तो एक क्विन्टल बीज कितने बीघे में पड़ेगा ?.....

7. यह विज्ञान का युग है, खेती में नये औजार और नए तरीके अपनाने होंगे। उपज बढ़ानी है तो नए ज्ञान को काम में लाना होगा। आपस का सहयोग बढ़ाना होगा। बालकों को पढ़ाना लिखाना होगा। ज्ञान फैलाना, पैदावार बढ़ाना, दवाखाना खुलवाना, गाँव की सफाई का प्रबन्ध करना और गाँव में मेल मिलाप और शान्ति रखना ये सब पंचायत का काम है। अच्छी पंचायत ये सब काम करती है।

- (1) ग्राम पंचायत के पंच कौन बनाता है ?.....
- (2) पंचायत का क्या काम है ?.....
- (3) गाँव का जीवन सुखी कैसे हो.....
-

8. जगन धनवान किसान है। वह कड़ी मेहनत करता है। धरती गहरी जोतता है। नए खाद डालता है। हेंगा लगाता है। नए बीज बोता है। समय पर नलाई और सिंचाई करता है। साल में तीन फसलें लेता है। धान की अगेती फसल लेता है। खरीफ और रबी दोनों फसलें उसके इलावा लेता है। नए बीज से फसल अच्छी होती है और जल्दी होती है। इसीलिए एक साल में कई-कई फसलें हो सकती हैं।

- (1) गेहूँ के नए बीज कौन-कौन से हैं ?.....
- (2) ज्वार, बाजरा और मक्का का बीज कौनसा है ?.....
- (3) धान का कौन सा बीज अधिक पैदा देता है ?.....
- (4) नए बीजों से कौन-कौन से लाभ हैं ?.....
- (5) खाद कितनी प्रकार की होती है ?.....
-

9. खेती के शत्रु अनेक हैं। किसान की मेहनत से फसल खूब उगती है। खेत लहलहाते हैं। लेकिन कभी-कभी लहलहाते खेत भी कुछ पैदा नहीं देते। ऐसे शत्रु कितनी तरह के कौन-कौन से हैं, लिखिए ?.....

.....

.....

10. आप पढ़े लिखे किसान हैं। अपने घर का हिसाब किताब रखना सीख लिया है। नीचे लिखे हुए हिसाब को पूरा कर दीजिए।

मास—दिसम्बर 1970

| आमदनी जमा | खर्च |
|-----------------------------------|--|
| 1. रामू से उधार वापिस आया..... | 1. बालकों की फीस व पुस्तकों पर खर्च..... |
| 2. चारे की विक्री से जमा..... | 2. घर के लोगों के लिए कपड़े पर खर्च..... |
| 3. साग भाजी की विक्री से जमा..... | 3. लड़के के जन्म दिन पर खर्च..... |
| 4. मकान का किराया आया..... | 4. खेत पर काम करने वालों की मजदूरी..... |
| | 5. दवाईयों का बिल चुकाया..... |
| कुल जमा..... | कुल खर्च..... |

Specimen Test Paper (Workers Group)

1. अपना परिचय लिखिये :—

- (1) नाम.....
- (2) पिता या पति का नाम.....
- (3) डाक का पता.....
- (4) क्या काम करते हैं.....
- (5) कितने दिन से पढ़ रहे हैं.....

2. पढ़कर समझ कर सवालों का उत्तर लिखिये :—

हर इन्सान को काम करने के बाद आराम की जरूरत होती है। आराम और मनोरंजन से उसमें काम करने की शक्ति फिर से आ जाती है। थकावट दूर हो जाती है। इसी बात को ध्यान में रख कर कई बड़े कारखानों के मालिक श्रमिकों के आराम और मनोरंजन के लिये कल्याण केन्द्र की व्यवस्था करते हैं, श्रमिक या कामगार केवल काम करने वाला मजदूर ही नहीं है, वह एक नागरिक भी है। एक परिवार का मालिक भी है। उसके परिवार की देख-रेख भी उसका कर्तव्य है। इसलिए उसके जीवन को सुखी बनाना उतना ही जरूरी है जितना दूसरे नागरिकों के जीवन को।

- (1) कारखानों में काम करने वालों को क्या कहते हैं ?.....
- (2) काम के बाद आराम की जरूरत क्यों है ?.....
- (3) कामगारों के आराम के लिए बड़े कारखाने क्या करते हैं ?.....
- (4) आपको कौन सा मनोरंजन पसन्द है ?.....
- (5) आप अपने परिवार की देख रेख क्यों करते हैं ?.....

3. खाली स्थान भरिये :—

कल कारखाने लग जाने से नगरों में.....बढ़ गया है। गाँव में जावादी बढ़ जाने से.....बढ़ गई है। खेती करने वाले.....खाली रहने लगे। कुछ लोग जो भूमि हीन थे वे भी.....हो गये। नगरों में काम करने वालों की.....थी। गाँव के लोग कमाई.....के लिए नगरों में आ गये। नगरों के जीवन में.....की खुली हवा नसीब नहीं है। यहाँ काम भी.....करना पड़ता है। गाँव में खुद.....थे, यहाँ.....मालिक हो गया।

4. कामगारों की कुछ कठिनाइयाँ जिनके लिए उन्हें लड़ना पड़ता है, नीचे लिखी हैं। ऐसी ही कुछ और कठिनाइयाँ आप लिखिये। काम का लम्बा समय, थोड़ा वेतन, रहने के लिए मकानों की कमी.....

5. नीचे एक सवाल के कई उत्तर लिखे हैं, सबसे ठीक उत्तर को दुबारा लिख दो :—

- (1) कामगार उन्नति कर सकता है यदि
 1. मालिक की खुशामद करे।
 2. अपने काम में माहिर हो।
 3. कामगार संघ का सदस्य हो जाये।
- (2) नासमझ कामगार बहुत सा धन बर्बाद करते है।
 1. आने जाने में।
 2. दावतों में।
 3. नशे-वाजी में।
- (3) कामगारों को कभी-कभी बड़े कष्ट उठाने पड़ते हैं क्योंकि उनमें
 1. शिक्षा का अभाव है।
 2. मेल-जोल नहीं है।
 3. मालिक से लड़ने की आदत है।

- (4) कामगारों को शिक्षा मिलनी चाहिए ताकि वो
1. काम अधिक और अच्छा करके अपनी आमदनी बढ़ा सकें।
 2. मालिक से लड़ना छोड़ दें।
 3. अपनी संतान को पढ़ा सकें।
- (5) बहुत से कामगार जम कर काम नहीं कर पाते। हर समय वेचैन से रहते हैं। क्योंकि
1. नगर का जीवन उन्हें पसंद नहीं आता।
 2. वो परिवार से दूर नहीं रह सकते।
 3. उन्हें काम करना नहीं आता।

6. ध्यान से पढ़कर सवालों के उत्तर लिखिये :—

पढ़ा लिखा न होने के कारण हमारे देश का कामगार उन्नति नहीं कर सकता। वह सारी उम्र मामूली वेतन में ही गुजार देता है। उन्नति करने का समय उसे बहुत कम मिलता है। अनपढ़ होने के कारण ही उसे कई बातों में दबना पड़ता है। पूरा ज्ञान न होने के कारण वह कामगार संघ भी खद नहीं चला सकता। संघ के अधिकारी बाहर वाले बन जाते हैं। वे कामगार की उन्नति पर उतना ध्यान नहीं देते जितना अपनी नेतागिरी पर देते हैं। इसलिए कामगार अपने हितों की रक्षा के लिए भी दूसरों के आधीन हो जाता है। कामगार उन्नति की खोज में बार-बार अपना उद्योग भी बदलते रहते हैं, इसलिए उनमें एकता भी नहीं हो पाती।

- (1) हमारे देश का कामगार साधारण वेतन पर ही सारी उम्र क्यों गुजार देता है ?.....
- (2) कामगारों में एकता क्यों नहीं होती ?
- (3) कामगारों के हितों की रक्षा कौन करता है ?
- (4) कामगार अपना संघ खुद क्यों नहीं चला पाते ?
- (5) मालिक कामगारों को क्यों दबा लेते हैं ?

7. भोला कारीगर को तीन सौ साठ (360) रुपये मासिक वेतन मिलता है। वह इसमें से 30 रुपये मासिक बचा कर अपना खर्च चलाता है। जिन कामों में वह खर्च करता है, नीचे लिखे हैं। सोच कर लिखिए उसे हरेक पर कितना खर्च करना चाहिए।

- (1) परिवार के भोजन संबन्धी—रुपये.....
 (2) दो बालकों की पढ़ाई पर—रुपये.....
 (3) कपड़े, जूते आदि पर—रुपये.....
 (4) मनोरंजन पर —रुपये.....
 (5) अन्य फुटकर कामों में—रुपये.....
-
- कुल खर्च रुपये.....
-

8. एक बुनकर को एक मीटर लम्बी बुनाई पर साठ पैसे मिलते हैं। यदि वह एक दिन में बीस मीटर बुनाई करता हो तो उसे रोजाना क्या कमाई होगी ?

9. नीचे कुछ शब्द लिखे हैं। इनका जो मतलब है वो सरल बना कर लिखो :—

- | | |
|------------------|-------------|
| (1) सूचना | (6) समस्या |
| (2) स्वीकार करना | (7) शिथिलता |
| (3) भविष्य | (8) सम्मेलन |
| (4) स्वास्थ्य | (9) सीमा |
| (5) सुरक्षा | (10) लाभ। |

10. संसार के किसी भी देश की गरीबी सारे संसार को खतरा है। ऐसा क्यों है। कुछ अपने विचार इस बारे में लिखिये :—

You have now studied some of the specimen tests. These are only specimens to illustrate how tests can be constructed, As has been said already, it is not necessary that all the questions should constitute one test. Adjustment has to be made according to the standard of the learners. In the beginning the tests may only be oral and when the work has fairly progressed, the tests should also be progressively adjusted. The final test should consist of the following :—

1. Reading of a passage for accuracy and speed.
2. Questions on the passage read to test comprehension and expression.

3. Dictation to test understanding and writing speed.
 4. A small composition, a story or a letter or an application to judge understanding.
 5. Some general questions to test information, commonsense, professional knowledge and civic consciousness.
 6. Some arithmetical sums involving elementary calculations.
-

Adult Literacy Records

Proper maintenance of records is very important in any programme of educational activity. The programme of adult literacy consists of various stages and a number of activities. For successful development of the programme you will need a lot of information to help in planning the programme. When the programme is running, you will need to judge its working and bring about proper adjustments and then you will also need to have the correct appraisal of how far you have progressed to reach the goal and whether the speed of work needs to be accelerated or slowed. This would involve a correct judgment of the progress of the learners in the knowledge of skills and the attitudes towards the programme.

The utility of the record in a programme of adult literacy and adult education may be summarised in the following manners:—

1. They help to determine the pattern of the programme that would satisfy the need of the learners and will help in programme planning.
2. They help in bringing in regularity in the implementation of the programme.
3. They are a kind of periodical check to ensure that the learners are progressing satisfactorily.
4. They help the teacher to make adjustments in the working of the programme as and when necessary.
5. Records also help the teachers to judge the effectiveness of the effort.
6. They provide factual data required at various stages of the programme—at the initial stage, during the programme and after the programme, for planning, assessment, research and evaluation purposes.

7. Maintenance of proper records have a psychological effect on the teachers and the learners and develop a sort of discipline in the activity.
8. Proper records also help the new entrants to know the procedure and the progress of the work without much difficulty.
9. Records make the most potent evidence of how the programme is progressing. They develop strength to pursue the programme with honesty and enthusiasm as the worker feels confident if he is in possession of the tools to convince the supervisory staff and even the visitors and the critics so far as the progress and the effectiveness of the effort are concerned.
10. Records also help to locate problems and find their solutions in a reasonable manner.

So much about the utility of records and now we may examine what type of records are to be maintained in an adult literacy class.

In a previous chapter we talked about the survey of the area under operation so as to know about the number, the nature and the needs of the learners in a particular locality. The teacher will thus have to have a survey form or the survey records of the locality.

After the survey when the class is organised, the learners are to be admitted to the class. The teacher will, therefore, need an admission register to keep complete record of the learners.

Everyday the attendance of the learners is to be recorded for bringing in regularity. An attendance register will, therefore, be needed.

The centre will maintain a library for helping the development of reading interest in the learners and for supplementary reading material for follow up. The centre will, therefore, have to maintain a library stock register and another one for issuing books to readers. The stock register will be the accession register for all books and will help the teacher in knowing which books have been received for use in the centre. The losses, if any, would also be known at the time of a stock check. The issue register will show the utilisation of

library books and will also reveal the degree of interest taken by particular learners in reading books.

The centre will have a number of articles of stationery and furniture by way of equipment. Some of them will be consumable through use and others will have a more or less permanent value. A stock and property register will thus be maintained to keep record of the receipt and utilisation of articles of stock like chalk, paper, ink, note-books and other consumable articles of stationery and of articles of property like chair, table, dari, black-board, almirah, steel trunk, gas lamps etc., etc.

The centre should also maintain a register to show the progress of learners. Results of occasional oral and written tests should be entered in this register. Such a record will reveal at a glance the progress of each one of the learners and will help the teacher to guide and help the slow ones to catch up with the others.

In addition to the above records, the teacher should also have a personal diary register in which he should note the special problems faced and the methods adopted to solve them. Even special impressions about the learners can also be recorded to check up the learners progress and the spirit with which he takes instructions or guidance or participates in the activities of the centre.

The centre may be receiving some visitors from time to time and they may be having some discussions on the centres' work with the teacher. They may have valuable suggestions to make or even some constructive criticism to offer. A regular record of all these will help the teacher to bring in improvements in the centre's work. A visitors' book should, therefore, be maintained by all centres.

Lastly, the literacy teachers are not generally much concerned with the handling of cash, as there are neither fees to be charged nor any other income to be received, but still there may be some little expenditure to be incurred on petty items. If the activities develop with the cooperation of the people, then there may be some major items of expenditure also. It is necessary that proper receipts are issued for all amounts received and all items of expenditure are properly supported by vouchers. As such a receipt book, a vouchers' file and a cash register for entering income and expenditure are maintained at the centre under the supervision of the teachers, if it involves

SURVEY COMPILATION

Residential area served by the centre _____

| <i>No. of residents between 12-45 yrs.</i> | | <i>Literates</i> | | <i>Illiterates</i> | | <i>Desire to learn</i> | | <i>Occupation</i> | <i>Hobbies</i> |
|--|---------------|------------------|----------|--------------------|----------|----------------------------|----------|-------------------|----------------|
| <i>Male</i> | <i>Female</i> | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> | | |
| | | | | | | | | | |

ADMISSION REGISTER

| <i>S. No.</i> | <i>Name of the learner</i> | <i>Fathers' / Husband name</i> | <i>Address</i> | <i>Educational level</i> | <i>Special talent</i> | <i>Date of joining</i> | <i>Progress records</i> |
|---------------|--------------------------------|--|----------------|------------------------------|---------------------------|----------------------------|-----------------------------|
| | | | | | | | |

DAILY ATTENDANCE REGISTER

No special proforma is necessary. The attendance registers normally used in classes will serve the purpose.

On the close of the course the following information should be recorded.

1. Date of starting the class:—
2. Enrolment on the 1st day:—
3. Date of completion of the course:—

4. Enrolment on the last day:—
5. Total number of days class held.—
6. Average on roll:—
7. Average attendance:—
8. Dropouts:—
9. Number appeared in tests:—
10. Number passed:—
11. Cultural programmes held:—

The teachers daily diary should have a report of the day's work. The number of learners who attended the class, the library books issued, any cultural programmes held, the number attended, any special visitors received, any special problem faced etc., etc. At the end of the month, a short summary should be drawn up that may have to be communicated to the supervisor of the class.

The registers for the library need not be very elaborate. Still the stock register for books should give full information about a book so that there is no difficulty in getting any information whenever required. No separate subject wise catalogues are necessary at a literacy centre. The following information is, however, necessary:—

| <i>Sl. No.</i> | <i>Name of the book</i> | <i>Author</i> | <i>Publisher</i> | <i>Price</i> | <i>Date of receipt</i> | <i>Remarks</i> |
|----------------|-------------------------|---------------|------------------|--------------|------------------------|----------------|
|----------------|-------------------------|---------------|------------------|--------------|------------------------|----------------|

As for the issue register, it is better to have a student-wise record or a book-wise record or even both according to convenience. The former will let the teacher know about the reading interest of the student easily and the latter will show the utilisation of a particular book at a glance, thus making it convenient to the teacher to know what type of books are liked more by his learners. The record may only show the serial number, the number and name of the book or the name of the student, date of borrowing and the date of return and remarks, if any.

These two records will be sufficient for the purpose of the library. In the reading room, the record of papers and magazines should be kept monthwise, so that the non-receipt of a daily or a periodical is easily known. The readers in the reading room may be required to sign their names, if the reading room is used by outsiders also. This will show how the service is utilised.

The stock and property registers are to be maintained in the usual form. No special form for adult literacy centres need be suggested. The register should show the name of the article, the specifications, the quantity received, the price paid, the date of receipt and the record of utilisation.

The progress register should have the names of the learners, date of joining the class and then the test record giving the date of the subject of the test. Marks out of 10 may be entered and these marks should receive consideration in the final test at the end of the course.

All other records explained before have no special characteristics to be given here in detail. The only fact to be realised by every teacher is that the maintenance of the records is done with regularity and honesty. It is only the records that reflect the effort of the teacher and the progress of the programme.

ANNEXURE I

Outline Syllabus for Functional Literacy

A committee of experts on literacy convened by UNESCO defined Functional Literacy as follows :

“A person is functionally literate when he has acquired essential knowledge and skills which enable him/her to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use those skills towards his own and the community development.”

The course in literacy should thus develop in the adult learner the skills of reading, writing and accounting to a standard from where there is no risk of relapse into illiteracy but on the other hand the learners should be able to use their knowledge for further education and for improving their functional competence. They should be able to understand, discuss and solve their personal problems and make their lives richer and happier.

The syllabus suggested here, therefore, aims at making the learner functionally literate by enabling him to grasp the ideas presented in written form, to think over them and to react to them and be able to present his ideas orally and in writing. Along with the attainment of skills of reading, writing and accounting he should be able to have some elementary knowledge of his environment, his health, his family, his society, his country and his duties and rights as a parent, a citizen, a voter, a producer and a tax payer. Some little knowledge of all these aspects of life is essential for every body for effective participation in social affairs and for living a happy life.

In a functional literacy course, the emphasis is more on the content of literacy material and the linking of this content with the

occupation of the group of learners. It is, therefore, very necessary that in the operation of a functional literacy course the reading material is related to the functional needs of the learning groups.

The course is expected to take nine to twelve months to complete with ten to twelve hours of teaching work per week. While reading and writing for learning the language will take most of the time, a part of it will also be devoted to arithmetic and the rest to various other allied activities as described in the chapter on organisation of adult literacy classes, to create interest in the programme and produce a sense of participation by the learners.

The syllabus to be covered may consist of :—

1. *Language*: (Reading and writing)

Language as we have said before is the most important medium of communication. The learners should, therefore, develop sufficient ability to read, understand, write and express in writing, their language to become functionally literate and derive the benefit of this most important medium of communication.

Reading involve the recognition of words and sentences and understanding of the meaning of what is read. It is only after this that the learner would be able to read with ease, clarity and fluency.

Writing would involve the recognition of the construction of alphabet and understanding the structure of the words and sentences. Writing must be legible, uniform and uniformly aligned. It will take time to develop speed. Practice is, therefore, necessary. Since the contents of the reading material will relate to the life needs of the learners, the knowledge of health, sanitation, environment, history and general science will be given through language lessons.

Reading Stage I

- (i) Loud reading of primer and the first reader with a reasonable speed of about 30 to 40 words per minute with fluency and without spelling out letters of the words read.
- (ii) Reading with comprehension of simple headlines in the newspapers, captions in the posters and advertisements,

- labels on the bottles and bags and simple sentences clearly written on blackboard.
- (iii) Conjunct consonants of most frequent occurrence.
 - (iv) Comprehension of at least the immediate meaning of all that is read.
 - (v) Reading with comprehension, easy supplementary reading materials and periodicals specially prepared for new literates.
 - (vi) Vocabulary development—ability to read and understand about 500 to 600 most commonly used words.

Reading Stage II

- (i) Loud reading with comprehension and fluency the second and the third readers with a speed of about 60 to 70 words per minute.
- (ii) Silent reading of the easier reading materials.
- (iii) Comprehension of implied and derived meanings.
- (iv) Reading of simple newspapers, bulletins, pamphlets, booklets and circulars issued for the use of the neo-literates.
- (v) Self initiated reading of the matter written in simple language.
- (vi) Development of critical thinking in reading.
- (vii) Vocabulary Development—Ability to read, understand and write about 1,500 most commonly used words including those learnt in the first stage.

Writing Stage I

- (i) Writing of words and simple sentences with commonly used words (without conjuncts).
- (ii) Transcription of words and sentences from blackboard or a book.
- (iii) Writing of names and addresses, names of objects, implements and things commonly used in home and in occupation.
- (iv) Writing to dictation of simple words and easy sentences.
- (v) Writing of simple messages.
- (vi) Use of full point.

Writing Stage II

- (i) Transcription of the simple matter read.
- (ii) Writing to dictation of simple sentences and messages.
- (iii) Writing of words with conjunct consonants.
- (iv) Simple composition on topics of interest.
- (v) Writing of letters, applications, invitations.
- (vi) Filling up of different forms, keeping accounts, keeping diaries and preparation of occupational plans.

II Arithmetic

Stage I

- (i) Counting-writing and reading of numbers upto 1,000.
- (ii) Understanding and writing of units, ten and hundreds.
- (iii) Simple additions and subtractions.
- (iv) Multiplication tables upto 10.
- (v) Simple fractions like $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$.
- (vi) Knowledge of measures of weight, length, area, volume, money and time.

Practical work :

- (i) Knowledge of currency.
- (ii) Simple calculations required in practical life with the help of tables studied.
- (iii) Keeping of simple household accounts.
- (iv) Preparation of simple occupational plans.
- (v) Simple calculations involving unitary method.
- (vi) Use of calendar.
- (vii) Recognition of geometrical figures.
- (viii) Post office dealings.

Stage II

- (i) Reading and writing upto 10,00,000.
- (ii) Multiplication tables upto 20.
- (iii) Understanding and writing of thousands, ten thousands and lakhs.
- (iv) Additions and subtractions.
- (v) Simple multiplications and divisions.
- (vi) Use of signs +, -, ×, ÷.

- (vii) Compound addition and subtraction involving measures of money, weight, length, area, volume and time.
- (viii) Unitary method and proportions.
- (ix) Simple compound multiplications and divisions as simple multiples and divisions.

Practical work :

- (i) Postal savings.
- (ii) Idea of percentage through simple interest and banking operation—credits, loans, savings etc.
- (iii) Keeping occupational accounts and household accounts—debit, credit and balance.
- (iv) Area of rectangles and squares.
- (v) Practical problems involving simple and compound multiplications and divisions.
- (iv) Problems related to time, work and speed.
- (vii) Simple problems involving profit and loss.

General topics of functional literacy

(To be covered through language lessons or orally).

III Local Institutions and Organisations

- (i) Gaon Sabha, Gram Panchayat (Village Executive Council), Kshetra Samiti and Zila Parishad (Block and District administration), their jurisdiction, election procedure, composition and activities (for rural classes).
- (ii) Corporation and Municipal Boards: their jurisdiction, election procedure, composition and activities (for urban classes).
- (iii) Forms of cooperative societies and their socio-economic roles.
- (iv) Associate Organisations such as Women's Clubs, Farmers Organisations, Youth Clubs, Labour Unions, Labour Welfare Centres etc., their organization and activities.

IV Health and Sanitation

- (i) Personal and environmental hygiene, disposal of waste water, preparation of soakage pits, disposal of rubbish and human excreta, improved patterns of latrines, their sources of supply and comparative cost.

- (ii) Essentials of Model House—need for light and air; importance of windows and ventilators.
- (iii) Safe drinking water supply, prevention of water borne diseases.
- (iv) Knowledge about symptoms, prevention and cure of common diseases such as Malaria, Smallpox, Cholera, Typhoid and another diseases. Human body, its structure and working.
- (v) Knowledge about symptoms, prevention and cure of diseases caused by deficiency of vitamins. First aid and nursing.

V. Food and Nutrition

- (i) Food and vegetable preservation, preparation of squashes, pickles, juice and drying of surplus vegetables and fruits during peak season for the future.
- (ii) Essentials of applied nutrition programme. Constituents of food and selection of better diet from local available food stuffs. Selection of right kind of diet for the children, the sick, the expectant and nursing mothers—broad principles.

VI. Maternity and Child-care

- (i) Fundamentals of pre-natal and post-natal care; how to feed and give bath to baby (for women).
- (ii) Elementary knowledge of first-aid and home nursing.
- (iii) Care of the throat, the eye, the nose, the ear and the teeth.

VII. Family Welfare Planning

- (i) Population explosion problems. Health and biological aspects of population education.
- (ii) Need of family planning for a happy family. Economic, social, health and nutritional implications of Family Planning.
- (iii) Preparation for marriage. Knowledge about human sex organs and sexual behaviour.
- (iv) Family Planning techniques for men and women. Social, medical and psychological aspects of each method.
- (v) Family Welfare Planning Centres.

- (vi) Healthy family relationship—husband and wife; parent and children. Need for understanding the point of view of each other.

VIII. Citizenship Training

- (i) Knowledge of district, state and country.
- (ii) Indian democracy. How it functions through peoples representatives at different levels.
- (iii) Panchayat, Legislative Assembly, House of Parliament, Judiciary etc.
- (iv) Importance of vote and how to cast.
- (v) Rights and duties.
- (vi) Knowledge of communication and transport.
- (vii) Five Year Plans.
- (viii) Short biographies of great men of the country and the world.
- (ix) Development of sound human relationship—the right of living and working together; making life happier through cultural and recreational programmes.
- (x) Short description of religious leaders and religious books.
- (xi) Social behaviour norms and how to develop them.

IX. Topics of studies for special groups

(a) Agriculture and its practices

- (i) A brief knowledge about modern techniques of agriculture being used for increased productivity such as better methods of sowing and transplantation; high yielding varieties, use of fertilizers and plant protection measures etc.
- (ii) Filling of compost pits.
- (iii) Layout of kitchen garden and knowledge about growing of vegetables for home consumption (for both rural and urban classes).
- (iv) Selection and preservation of seeds; protection of grains from rats and other insects and pests.
- (v) Care of cattle, common ailments among cattle and their cure, feeding and management of milch cattle.
- (vi) Hygienic way of milking and preparation of milk products such as dahi, ghee, heating of milk etc.

- (vii) Knowledge about improved implements, their cost and sources of supply.
- (viii) Facilities available from different sources for increasing agricultural production.

(b) *Workers in Small Scale Industries*

(i) Agro-economic industries :—

Poultry keeping, Bee-keeping, Soap-making, Rope-making, Dairy, Envelope and Paper Bags making, Sewing and Knitting of clothes and ready-made garments, Chalk making, Masala grinding and Packing, Ambar Charkha, Fruit Preservation, Cycle Repairs, etc.,

- (ii) Facilities available for starting these industries.
- (iii) Knowledge about future job opportunities in different industries such as Electrical goods manufacturing, Radio component manufacturing, Minor Electrical Repairs, Electric Iron, Room Heaters, Kettle manufacturing, Plastic and Rubber goods manufacturing, Modern Household Appliances etc. (For Urban Workers classes).

(c) *Trade Unionism, Social Security and Labour Welfare*

- (i) Aims, objectives and organisation of Trade Unions.
- (ii) Collective bargaining, and Welfare functions of Trade Unions.
- (iii) Labour-management relations.
- (iv) Knowledge about Employees State Insurance Scheme, Provident Fund Scheme, Health Insurance, Small Saving and other welfare schemes.
- (v) Making Labour colonies more attractive.
- (vi) Family Budget of Industrial Workers.
- (vii) Imparting knowledge about changing urban situations and how to adjust in new environment.

(d) *Home Management :*

- (i) Improved methods of running home, such as systematic arrangement of articles specially in the kitchen so as to ensure cleanliness, saving of time and energy in handling them.

- (ii) Use of labour saving devices in household practices such as smokeless chullahs, gas ovens, stove, ball-bearing chakki, pressure cooker, curd and ghee making appliances etc.
- (iii) Utilization of waste materials for home decoration and other purposes such as making decorative pieces out of the pieces of clothes, simple garments for children out of torn and old clothes.
- (iv) Washing and upkeep of clothes.
- (v) Preparation of family budget.

The contents of the syllabus as described here include the requirements of all groups of learners. Selection out of this has to be made by the organisers and teachers in accordance to the requirements of the group of learners. The same applies to the reading material not one book should contain all these topics. There have to be different books for different type of materials. Here too, the selection will rest with the organisers and teacher.

The interest and needs of the learners must in all cases receive priority.

Statistics of Literacy in India

TABLE 1
Growth of Literacy in India

Post-Independence period

| <i>Census year</i> | <i>Percentage of literates</i> | | |
|--------------------|--------------------------------|------------|--------------|
| | <i>Total</i> | <i>Men</i> | <i>Women</i> |
| 1951 | 16.6 | 24.9 | 7.9 |
| 1961 | 24.0 | 34.4 | 12.8 |
| 1971 (Provisional) | 29.35 | 39.49 | 18.47 |

TABLE 2
Literacy percentage—males and females—urban and rural areas

| <i>Census Year</i> | <i>Total</i> | <i>Rural %</i> | <i>Urban %</i> |
|--------------------|--------------|----------------|----------------|
| 1951 All persons | 16.6 | 11.8 | 34.6 |
| Males | 24.9 | 19.0 | 45.0 |
| Females | 7.9 | 4.9 | 22.3 |
| 1961 All persons | 24.0 | 19.0 | 47.0 |
| Males | 34.4 | 29.0 | 57.6 |
| Females | 12.9 | 8.5 | 34.6 |

TABLE 3
Literate population by educational standard during 1951-61

(In million)

| <i>Standard</i> | <i>1951</i> | | <i>1961</i> | |
|---|--------------|----------------------------|--------------|----------------------------|
| | <i>Total</i> | <i>Percentage to total</i> | <i>Total</i> | <i>Percentage to total</i> |
| 1. Literate persons with middle school qualifications and below | 55.442 | 93.6 | 97.260 | 92.2 |
| 2. Matriculation or S.L.C. & I.A. (Arts & Science) | 2.623 | 4.4 | 6.806 | 6.5 |
| 3. Graduates and post-graduates in arts, science, teaching, agriculture, veterinary, commerce, law, medicine, technical and non-technical diploma not equal to degree | 1.141 | 2.0 | 1.395 | 1.3 |
| 4. Engineering (degrees) | 0.036 | 0.06 | 0.049 | 0.05 |
| Total | 59.242 | 100.00 | 105.510 | 100.00 |

TABLE 4
Literacy by age-groups—1961 Census

(Figures in million)

| <i>Age-group</i> | <i>Total population</i> | <i>Total literate population</i> | <i>Percentage to total (col. 2)</i> | <i>Percentage to total (col. 3)</i> | <i>Col. 3 as percentage of col. 2</i> |
|------------------|-------------------------|----------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|
| 0—4 | 66.1 | ... | 15.0 | ... | ... |
| 5—9 | 64.7 | 12.83 | 14.7 | 12.2 | 19.8 |
| 10—14 | 49.4 | 20.84 | 11.2 | 19.8 | 42.2 |
| 15—19 | 35.9 | 13.79 | 8.3 | 13.1 | 38.4 |
| 20—24 | 37.4 | 12.54 | 8.5 | 11.9 | 33.5 |
| 25—29 | 36.7 | 10.73 | 8.5 | 10.1 | 29.2 |
| 30—34 | 30.9 | 8.51 | 7.0 | 8.0 | 27.5 |
| 35—44 | 48.4 | 12.30 | 11.0 | 11.7 | 25.4 |
| 45—59 | 45.0 | 9.83 | 10.2 | 9.3 | 21.8 |
| 60 & over | 24.7 | 4.14 | 5.6 | 3.9 | 16.8 |
| Total | 439.2 | 105.51 | 100.0 | 100.0 | 24.0 |

TABLE 5
Literacy Percentage in India, States and Union Territories
1961 and 1971 census

| <i>India, State/ Union Territory</i> | <i>Literacy According to 1961 census</i> | | | <i>Literacy according to 1971 census</i> | | |
|--|--|----------|----------|--|----------|----------|
| | <i>Total</i> | <i>M</i> | <i>F</i> | <i>Total</i> | <i>M</i> | <i>F</i> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. India | 24.03 | 34.45 | 12.95 | 29.35 | 39.49 | 18.47 |
| States | | | | | | |
| 2. Andhra Pradesh | 21.19 | 30.19 | 12.03 | 24.56 | 33.26 | 15.65 |
| 3. Assam | 29.19 | 39.71 | 17.11 | 28.74 | 37.82 | 18.68 |
| 4. Bihar | 18.40 | 29.83 | 6.90 | 19.97 | 30.65 | 8.79 |
| 5. Gujarat | 30.45 | 41.13 | 19.10 | 35.70 | 46.10 | 24.59 |
| 6. Haryana | 19.93 | 29.23 | 9.21 | 26.69 | 37.20 | 14.68 |
| 7. Himachal Pradesh | 21.26 | 32.31 | 9.49 | 31.32 | 42.30 | 20.04 |
| 8. J & K | 11.03 | 16.97 | 4.26 | 18.30 | 26.41 | 9.10 |
| 9. Kerala | 46.85 | 54.97 | 38.90 | 60.16 | 66.54 | 53.90 |
| 10. Madhya Pradesh | 17.13 | 27.03 | 6.73 | 22.03 | 32.58 | 10.82 |
| 11. Maharashtra | 29.82 | 42.04 | 16.76 | 39.06 | 51.28 | 25.95 |
| 12. Mysore | 25.40 | 36.15 | 14.19 | 31.47 | 41.78 | 20.74 |
| 13. Nagaland | 17.91 | 24.04 | 11.34 | 27.33 | 34.42 | 19.21 |
| 14. Orissa | 21.66 | 34.68 | 8.65 | 26.12 | 38.35 | 13.75 |
| 15. Punjab | 26.74 | 34.70 | 17.41 | 33.39 | 40.06 | 25.75 |
| 16. Rajasthan | 15.21 | 23.71 | 5.84 | 18.79 | 28.42 | 8.26 |
| 17. Tamil Nadu | 31.41 | 44.54 | 18.17 | 39.39 | 51.68 | 26.83 |
| 18. Uttar Pradesh | 17.65 | 27.30 | 7.02 | 21.64 | 31.74 | 10.20 |
| 19. West Bengal | 29.28 | 40.08 | 16.98 | 33.05 | 42.84 | 22.08 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-------|-------|-------|-------|-------|-------|
| Union Territories & Other Areas | | | | | | |
| 20 A & N Islands* | 33.63 | 42.43 | 19.37 | 43.48 | 51.54 | 30.96 |
| 21. Chandigarh | 51.60 | 56.97 | 42.00 | 61.24 | 66.54 | 54.17 |
| 22 Dadara & N. Haveli | 9.48 | 14.71 | 4.5 | 14.86 | 22.00 | 7.77 |
| 23. Delhi | 52.75 | 60.75 | 42.55 | 56.65 | 63.87 | 47.64 |
| 24. Goa, D & Diu | 30.75 | 39.04 | 23.02 | 44.53 | 54.45 | 34.48 |
| 25. L. M & A Islands | 23.27 | 35.80 | 10.98 | 43.44 | 56.26 | 30.36 |
| 26. Manipur | 30.42 | 45.12 | 15.93 | 32.80 | 46.16 | 19.22 |
| 27. Meghalaya | 18.47 | 21.44 | 15.36 | 28.41 | 32.92 | 23.68 |
| 28. N.E F.A. | 7.13 | 12.25 | 1.42 | 9.34 | 14.60 | 3.54 |
| 29. Pondicherry | 37.43 | 50.39 | 24.64 | 43.36 | 54.56 | 32.04 |
| 30. Tripura | 20.24 | 29.61 | 10.19 | 30.87 | 40.56 | 20.55 |

*Excludes Jawar and Sentinal

ANNEXURE—3

EDUCATIVE GROUP SONGS

In one of the Chapters of this book we have discussed the necessity and the utility of organising mass campaigns for literacy to publicise our programme and to prepare the ground for it. For this purpose group singing has been found very inspiring. Group singing can also form a part of some cultural programmes to produce the necessary atmosphere and ensure discipline.

It is with this purpose that a few group songs are given here for the guidance of the teachers and organisers.

(1)

हम सब पढ़ लिख कर नाम करें: ऊँचा भारत का इस जग में ।
डट जाएँगे यदि आएँगी, कैसी भी बाधाएं मग में ॥
हम सब पढ़ लिख कर नाम करें, ऊँचा भारत का इस जग में ।
हम आज प्रतिज्ञा करते हैं, सब पढ़ने का दम भरते हैं ।
पढ़ लिख कर ही अब दम लेंगे, है खून खोलता रग रग में ॥
हम सब पढ़ लिख कर नाम करें, ऊँचा भारत का इस जग में ।
यह लोक बनेगा पढ़ने से, परलोक बनेगा पढ़ने से ।
जब ज्ञान नेत्र खुल जाएँगे तब, रहे सफलता भी पग में ॥
हम सब पढ़ लिख कर नाम करें, ऊँचा भारत का इस जग में ।

(2)

आओ भारत के नरनारी, घर घर में आज सुधार करें ।
भूले भटकों को शिक्षा दे, हम नया मार्ग तैयार करें ॥
जो सभी आज पढ़ जाएँगे, तो अपना भाग्य बनाएँगे,
हम ऐसा अलख जगायेंगे, शिक्षा का चलो प्रचार करें ।
आओ भारत के नरनारी, घर घर में आज सुधार करें ॥
हर नर नारी को पढ़ना है, पढ़ करके आगे बढ़ना है,
उन्नति की चोटी चढ़ना है, ऐसा अटल विचार करें ।
आओ भारत के नरनारी, घर घर में आज सुधार करें ॥

(3)

सुन्दर भारत देश हमारा ।
जथ स्वेदेश का बोलो नारा ॥

इसका रक्षक उच्च हिमालय,
जन्म भूमि को करता निर्भय,
इससे बहती निर्मल धारा ।
सुन्दर भारत देश हमारा ॥

गंगा यमुना कृष्णा बहती,
कल कल देश कथायें कहती,
चरणों में सागर है प्यारा ।
सुन्दर भारत देश हमारा ॥

फल अनाज की खेती प्यारी,
मेहक रही फूलों की क्यारी,
धन का चमके यहाँ सितारा ।
सुन्दर भारत देश हमारा ॥

(4)

हम जन्म-भूमि का मान करें ।
सब मिल-जुलकर उत्थान करें ॥

जिसमें हमने पाया जीवन,
और दे रही सबको जो धन,

उसके गुण का अब गान करें ।
हम जन्म-भूमि का मान करें ॥

जिसकी गोदी में पल करके,
हम बड़े हुए हैं चल करके,

उस पर तन मन बलिदान करें ।
हम जन्म-भूमि का मान करें ॥

हम सेवा में जुट जाते हैं,
पीछे नहीं कदम हटाते हैं,

अब सेवा रस का पान करें ।
हम जन्म-भूमि का मान करें ॥

(5)

जय जन्म-भूमि भारत माता ।

हिन्दू मुस्लिम सिक्ख इसाई,
बौद्ध पारसी सब हैं भाई,
हो बराबर सब का नाता,

करें सभी मन भाता ।
जय जन्म-भूमि भारत माता ॥

छोटे बड़े सभी नर नारी,
हमको तू समान है प्यारी,
आनन्द में मिलकर सब गाएँ
तेरी गौरव गाथा ।
जय जन्म-भूमि भारत माता ॥

अपना कर्म जान हम पाए,
तेरे चरणों में हम आए,
दे माता आशीश हमें तू—
अब तो यही सुहाता ।
जय जन्म-भूमि भारत माता ॥

(6)

आओ भारतवासी सब मिल,
अब तो उन्नत होना है ।

शिक्षा के बीजों को घर घर,
नगर-ग्राम में बोना है ।

शिक्षा से बलवान बनेंगे,
शिक्षा से विद्वान बनेंगे ।

घोर अशिक्षा जो भारते में,
उसको प्रण कर खोना है ।

आओ भारतवासी सब मिल,
अब तो उन्नत होना है ।

शिक्षा से सब पाप हरेंगे,
शिक्षा से सब ताप हरेंगे ।

समाज-शिक्षा ले दुःखों को,
आज हमें ही धोना है ।

आओ भारतवासी सब मिल,
अब तो उन्नत होना है ॥

(7)

हम भारत माँ की सन्तानें,
ऊँचा माता का भाल करें,

सदियों से आहें भरतों को,
आँखें दे आज निहाल करें,

जो अब तक रहे अंधेरे में,
उस अनपढ़ता के झरे में,
लाकर के आज सवेरे में,
उनको शिक्षित खुशहाल करें ।

हम भारत माँ की सन्तानें,
ऊँचा माता का भाल करें ?
सदियों से आहें भरतों को,
आँखें दे आज निहाल करें,

सब जान सकें दुनियाँ क्या है,
हम कौन ? हमें करना क्या है ?
उस ज्ञान अमर की दौलत से,
अब सबको मालामाल करें ।

हम भारत माँ की सन्तानें,
ऊँचा माता का भाल करें,
सदियों से आहें भरतों को,
आँखें दे आज निहाल करें ।

(8)

भारत के कोने-कोने से अनपढ़ता मूल मिटाना है,
हर नर नारी को आज पढ़ा, भारत का भाग्य जगाना है ।

अब बीत चुकी रातें काली, छाई घर-घर में उजियाली,
हर भारत के नर-नारी को, उसका संदेश सुनाना है ।

भारत के कोने-कोने से, अनपढ़ता मूल मिटाना है,
हर नर-नारी को आज पढ़ा, भारत का भाग्य बनाना है ।

गर आजादी से प्यार हमें, प्यारे अपने अधिकार हमें,
पढ़ लिख अच्छे शहरी बनकर, अब उसका मोल चुकाना है ।

भारत के कोने-कोने से, अनपढ़ता मूल मिटाना है,
हर नर-नारी को आज पढ़ा, भारत का भाग्य बनाना है ।

(9)

हमें भारत के घर-घर से अशिक्षा को मिटाना है ।
नई इक रोशनी देकर नया लाना जमाना है ।

न जब तक सब पढ़ जायेंगे, भला कैसे उठ पायेंगे ?
 हमें तो देश का झंडा, बहुत ऊँचा उठाना है ।
 हमें भारत के घर-घर से अशिक्षा को मिटाना है ।
 नई इक रोशनी देकर नया लाना जमाना है ।
 सभी को हम पढ़ा देंगे, नई इक जिन्दगी देंगे ।
 न तब तक चैन पायेंगे, यही अपना तराना है ।
 हमें भारत के घर-घर से अशिक्षा को मिटाना है ।
 नई इक रोशनी देकर नया लाना जमाना है ।

(10)

जागो जगा दो देश को,
 भारत की सन्तानो ।
 अज्ञान का गढ़ तोड़ दो,
 अपने को पहचानो ।
 हर घर में पहुँचे रोशनी,
 शिक्षा के उदय की ।
 नर-नारियों को लग्न हो,
 बढ़ने की विजय की ।
 घर-घर में ज्ञान गंगा,
 का बढ़ता प्रचार हो ।
 सदियों से गिरे देश का
 फिर से सुधार हो ।
 लम्बा किया आराम,
 अब कुछ काम की ठानों ।
 जागो जगा दो देश को,
 भारत की सन्तानों ।
 अज्ञान का गढ़ तोड़ दो,
 अपने को पहचानों ।
 तुम देख ही चुके,
 अशिक्षा की सजा क्या है ।
 अब देख लों पढ़ कर के,
 जोने में मजा क्या है ।
 पाओगे बदल जिन्दगी में,
 आप में, जग में ।
 फिर से नई कहानियाँ,
 फिर से नए नगमे—

गुजेंगे, जरा जाग कर
 संसार को जानों ।
 जागो जगा दो देश को,
 भारत की संतानों
 अज्ञान का गढ़ तोड़ दो,
 अपने को पहचानो ।

(11)

बन्दे कर ले तू शुभ काम ।
 बिना कहे पंछी उड़ जाता,
 दूर देश से करता नाता,
 पंछी के रहते कुछ करले—
 तभी रहेगा नाम ।

बन्दे कर ले तू शुभ काम ।
 दुनिया की है चाल दुरंगी,
 नहीं बनेगा कोई सेंगी,
 सेवा-पथ पर ही तू चलदे—
 निश दिन आठों याम ।

बन्दे कर ले तू शुभ काम ।
 देख जगत की चंचल माया,
 आती धूप कभी फिर छाया,
 सुख में भूल न, दुख में घबरा—
 पार लगाए राम ।

बन्दे करले तू शुभ काम ॥

(12)

आजाद देश के वासी
 नहीं कभी घबराएँगे ।
 स्वतन्त्रता की रक्षा करने
 तन मन भेंट चढ़ाएँगे ॥

आएं दुखद घटाएँ तो भी—
 कर्म क्षेत्र में रहें अड़े,
 साहस-सूरज के प्रकाश से,
 उनको दूर भगाएँगे ॥
 हम आजाद देश के वासी ।

आजादी का गुण अपनाना
 पहला धर्म हमारा है,

नीति नियम का पालन करके
जग में आनन्द पाएँगे ॥
हम आजाद देश के वासी ।

दूर करें अज्ञान मूढ़ता—
जिसने है बरबाद किया,
ज्ञान दीप की ज्योति जगाकर—
जीवन सफल बनाएँगे ॥
हम आजाद देश के वासी ।

(13)

श्रमदान करें श्रमदान करें ।
अपने कष्टों को आप हरेँ ।
हम खोदें गहरा नाला,
इसने था दुख सब पर ढाला,
अब इसकी मिट्टी दूर भरेँ ।
श्रमदान करें श्रमदान करें ।

सब मिलकर सड़क बनाएँगे,
सुख से फिर आएँ-जाएँगे,
घर गाँव सड़क सब ही सुधरेँ ।
श्रमदान करें श्रमदान करें ।

हम अच्छा कमरा बनवाएँ,
बालक उसमें पढ़ने जाएँ,
इस तरह बलाएँ सभी टलेँ ।
श्रमदान करें श्रमदान करें ।

(14)

बड़े चलो भारत के वीरो,
स्वतंत्रता अपनाएँगे ।
आजादी का ऊँचा नारा,
हम जग में गुँजाएँगे ।

सेवा करने देश की भूमि की-
वीरों ने बलिदान किये,
बापू बोस जवाहर ने भी-
विष के कडुए घूँट पिये,
कटा गए हैं शीश अनेकों-
हम उनके गुण गाएँगे ।

बढ़े चलो भारत के वीरों
स्वतन्त्रता अपनाएँगे ।

हैं स्वतन्त्र हम आज विश्व में
भारत माँ भी बल रखती,
कैसी भी कोई भी सत्ता-
हमको नहीं डिगा सकती,
ऐसी करो भावना सब मिल
तभी इसे ठहराएँगे ।

बढ़े चलो भारत के वीरों
स्वतन्त्रता अपनाएँगे ॥

(15)

चलो एकता में मिल करके,
दूर करें सब घात ।

क्यों झगड़ों में समय गँवाएँ
और लाभ की सोच न पाएँ,
आपस में सब मिलकर बैठो,
खुश हो कर दिन रात ।

बुरा मुकदमा सुन लो भाई,
इसमें होती खतम कमाई,
रहता है दम नाक में सब दिन,
कुछ भी नहीं सुहात ।

छोड़ो बैठ बुराई करना,
कान किसी के पीछे भरना ।
आपस में फिर कलह बढ़ेगा,
तिल तिल सूखे गात ।

(16)

जागो नया जमाना आया-
अब क्यों सोते पैर पसार ।

कुरीतियों को छोड़ो भाई,
धन दौलत बेकार गँवाई,

अन्ध विश्वास छोड़कर अपना-
कर लो अब उद्धार ॥1॥

ढोंग और पाखंड भगाओ,
सच्चाई को सब अपनाओ,

मन में अपने मत घबराओ,
कुछ तो करो सुधार ॥2॥

आपस में सहयोग बढ़ाओ,
दीन दुखी के काम बनाओ,
और सभी से प्रेम जताओ,
पाओगे सत्कार ॥3॥

गाँव गाँव फिर करें तरक्की,
इन बातों को मानो पक्की,
करो हाथ मजबूत भाइयो,
अपनी है सरकार ॥4॥

(17)

हम सबको भारत प्यारा है ।
हम सबका एक सहारा है ।

हम पले यहाँ की मिट्टी में,
हम बड़े यहाँ की मिट्टी में,
हम बने यहाँ की मिट्टी में,
हम रहे यहाँ की मिट्टी में,

इसलिये आँख का तारा है ।
हम सबको भारत प्यारा है ॥

श्री राम ने इसको अपनाया,
श्री कृष्ण ने सुख था बरसाया,
श्री बुद्ध ने ज्ञान यहाँ पाया,
श्री बापू ने अमृत बरसाया,

जन जीवन यहाँ सुधारा है ।
हम सबको भारत प्यारा है ॥

श्री तिलक लाजपत सेवा कर,
कर गए देश का नाम अमर,
फिर आये बापू और जवाहर
यह ज्योति जगाई जीवन भर,

यह सुन्दर देश हमारा है ।
हम सबको भारत प्यारा है ॥