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Methods and materials of Adult Education in Manipur.

Adult Education method is the way or procedure which makes adult education programme more effective. The Adult Education Method is quite different from the method of teaching a child as adult psychology and child psychology are different. "Andragogy" is related with teaching adult, while "Peadagogy" is related with teaching child. Andragogy is derived from the Greek word, "Aner" meaning adult, and "agogy" means "the art and science of teaching" - thus, it is being defined as the art and science of helping adults to learn or even better, maturing human beings. Adult education methods are adopted for implementing effectively various adult education programme in all the adult education centres of Manipur may be organised under RFLP, SAEP or voluntary organisations, and Panchayati Raj institutions as is done in States/U.T's of India.

The method of teaching an adult is closely linked with the following characteristics of an adult (Talukdar B.K. 1993, P.45).

a) The adult is more rigid in his attitude than the child.
b) The adult takes more time to complete a learning task.
c) The adult are more impatient in the pursuit of learning objectives.
d) The adults have their own experience and compelling responsibilities.
e) The adults want something which are very concrete.
f) The adult group is more heterogenous than the child group.
g) The adult people attended a literacy class with some fixed motives.
So, there are some cardinal principles of the methodology of adult education. They are as follows:

a) Evoking the intelligence and understanding of the adult.
b) Encouraging the self-respect of illiterate adult.
c) Maintaining relationship between learning and living.
d) Making adult education a continuous and life-long process.

In adult education method, the instructor will be able to give the adults adequate literacy knowledge, job experience and social and political awareness.

The method of adult education can be divided into three broad categories. They are:

1. Formal methods of Adult Education,
2. Non-Formal methods of adult education, and
3. Informal methods of adult education.

5.1.1 Formal Methods:

The formal methods of adult education comprise of methods of teaching writing, and methods of teaching counting (arithmetic). For the sake of convenience of our present study, these methods may be discussed briefly one after another.

(A) Methods of teaching writing:

Writing involves motor or physical movement as such it is more important in adult education. From strict psychological point of view, it may be said that writing should be taught first and not reading. Naturally, the new learner whether he is a child or an adult, get more interest in writing than in reading. For the adult learner, writing habit is rather more important, as he wants to write his own name and other essential things. It is a fact that the learner can enhance his personal and social efficiency, by acquiring the knowledge of writing. The methods of teaching writing have the following two important stages:-
i) **Initial Stage:** It is a period of observation to understand the advantages and disadvantages of each and every learner about his urge to learn this activity. Further, it is to be noted whether the learner has any physical handicap like stiffness of fingers, inflexible muscles, short eye sight, etc. The learners, with some of these defects, are to be specially treated by the instructor in the centre under his control. These learners should be helped by him in every stage of his learning, the art of writing. This initial stage is the stage of preparedness of the adult emphasising the need of the skill of writing and pave the way for the second stage.

ii) **Second Stage:** Actual writing will have to be started at this stage. Writing will be rough about by a number of techniques such as (a) horizontal lines, (b) vertical lines, (c) Obliques, (d) curves, (e) dots etc. The learner must be asked to observe about the different parts of the letter and how they can be organised. Then he should be asked to practice writing the letters one by one. When the learner is able to write the alphabets, he will proceed to write words and then sentences. He should be encouraged to write his name, home address, letters to relatives and fill-up of money order and loan forms. He will also have to see that his writing becomes quite legible as well as neat and clean. The two stages of the methods of teaching writing prepared the background for the methods of teaching, reading.

(B) **Methods of teaching reading:**

Reading is a good habit. Every adult learner must be encouraged to read something according to one's ability. There are four main methods, as regard teaching of reading, is concerned. They are (i) synthetic method, (ii) Analytic method, (iii) Analytic-synthetic method and (iv) Lauback method. They may be discussed briefly under the following ways :-
(i) **Synthetic Method:**

In this method, reading starts with the sound element or syllable. The learner then builds up sentences and then goes to meaningful composition. This method is direct and economic method of teaching adult learners. It is supposed that the phrases and sentences, which are taught later on, are quite familiar to the experienced adult learner. And, most of the Indian languages have their phonemic elements, as such, it is an important method of adult learning. Most of the instructors of adult education try to use this method. In fact, a good method of reading. (Talukdar Bk. 1993 P.P. 46-47):

(a) It produces fairly good readers or learners in reasonably short time.

(b) It is also liked by the instructor, because it is easy to follow. Also it requires less time for teaching.

It has been observed from practical experiences, collected from different adult education centres of Manipur that synthetic method cannot actually fulfill these two conditions. Another difficulty for the learner is to recognize the letters one by one. So, this method of teaching, how to read, must be replaced by some other methods appropriate to the level of understanding of the adult learners of Manipur.

(ii) **Analytic Method:**

This method of teaching how to read, starts either with words or with sentences. A familiar sentence may be split up into words and then into letters. Because of the process of analysing the whole into its parts, this method is known as analytic method. Ordinarily a person first observes and comprehends a thing as a whole, and then proceeds to learn about its parts. In fact, the analytic method has the advantage of bringing the adult to real life situations.
The analytic method is approved by UNESCO as "Global Method" and it is widely used in the European Countries (Talukdar, B.K. 1993, P.48). Thus it has a wide adoption as a good method. But it has certain inherent demerits also. The instructors, in many adult education centres, pay much attention on sentence and word analysis in a systematic manner. As a result, the learners do not get the scope to learning the alphabets systematically. Thus, the learning becomes a parrot learning, which is not encouraging. Moreover, this method is not successful in the backward communities, where there is no congenial educational environment.

(iii) Analytic-Synthetic Method:

Both analytic and synthetic methods have their respective advantages and disadvantages. By making a compromise between the two, a combined method of Analytic-synthetic method may be introduced for teaching the adults how to read. In this method a familiar word and not a sentence is taken as the smallest idea unit. Such words are depicted with appropriate illustration, which helps in mental association between the sound of the word and visual representation in the picture. The words are analysed into syllables and then into letters. By arranging the letters into proper order, the learner may learn many new words and new sentences. This method is used in most of the adult education centres in Manipur.

(iv) Laubach Method:

This method was first introduced by Dr. Frank Laubach, an American Missionary. He first selected some mono-syllabic words in constant use. Then he derives other words of two syllables, along with the help of a chart containing these words. With the help of this chart, he was able to teach the adults to learn the alphabets of a language. As the chart is prepared with some pictures of familiar objects, this method is termed as "Alphabetic Picture Association Method." A comprehensive association may be formed, between the word and its visual representation in the picture. This method seems to be interesting and effective to the adult learners. Pictures and charts are usually supplied to the adult education centres at present to attract the interest and to motivate the adult learners. The above methods of teaching reading will be supplemented by the methods of teaching counting so as to impart effectively a knowledge of 3 Rs. to the adult learners.
C. Method of teaching counting:

The adults have some traditional method of counting, by using paddy, split-bamboo, flowers, beads, lines on the walls, etc. The language of arithmetic can be developed in the minds of adult learners by means of (i) practice of writing, (ii) doing some simple arithmetic connected with day to day life, and (iii) engaging the learners with some useful practical works. In fact, the counting habit of the learner can be developed by doing different useful counting works. For the purpose, small book on Arithmetic may be provided so that the learner can make practice for learning the small tables of measurement, etc. The instructor should explain those things on the blackboard for easy comprehension of the learners, before the adults are asked to do by themselves. The formal methods of adult education will be incomplete without the non-formal methods of adult education as both formal and non-formal methods are complementing each other.

5.2.1 Non-Formal Methods:

There are some non-formal methods for teaching functional literacy, which have become very important, now-a-days. It appears that the adult learners become more interested with functional literacy. Adult Education covers many other things, to be learnt by the learner in his day to day life. It requires some non-formal approach with necessary audio-visual aids.

The traditional adult education has become inadequate to fulfill the increasing requirements of the people in modern society. There is shortage of formalised instructions. So, some of the non-formal methods of adult education are being used in our country for imparting functional literacy to the adult learners and school drop-outs. Some of these methods are:
(a) **Lecture Method:**

This method is also known as Classroom method. With the help of this method, a number of facts and information can be given to the illiterate adults within the shortest possible time. It is a teacher-dominated method. Lecture method is an indirect method of teaching as there is no direct assessment of the lecture delivered by the instructor in an adult education centre. However, lecture method required - (i) a fairly uniform achievement or background, (ii) regularity on the part of the learner. It is the most common non-formal method and most of the instructors use this method.

(b) **Forum Method:**

In the forum method, the presentation of the subject matter is done by an expert, followed by a question answer process, in which the members of the audience may ask questions and the expert is supposed to answer these questions. Forum method is the training ground for both the speaker and the audience. For successful operation of this method some forums like "Farmers' Forum", Radio listening forums 'Women's Forum', etc. may be suitably organised in the rural areas. Adult learners are encouraged by this method to learn and know more about some specific subject matter.

(c) **Conference Method:**

This method is like a kind of meeting on specific issues and problems. The considered views of the people have been expressed in the form of resolutions. The adult learners can be trained in the art of expressing their views freely, frankly and independently. This method also help to arouse consciousness in the mind of the adults for solution of some social problems connected with their day to day life situations.
(d) **Group Discussion:**

This is a method of non-formal education like that of Forum Method. In the forum method, the audience is supposed to be the listeners, only with some scope for asking questions when necessary. But in group discussion the members are the direct participants. Here, the adult learner not only have their opinion but also the scope for expressing them clearly. It helps in exchange of views and finding out desirable solution by putting their heads together. It may encourage a co-operative process in which several minds work together, on the basis of equality and mutual respect for each other. This method is also known as participatory method dominated by the learners.

(e) **Demonstration Method:**

This method helps to a great extent the verbal illustrations, explanation, lectures and discussions. Whatever we have seen by our own eyes will be known much better and be retained for a longer period than what we have only heard. A good demonstration can show, what a skilled performance looks like. It provides scope for clear visual experience to the learner, to grasp the subject matter very easily. Demonstration with the help of audio-visual aids can prove very successful. Some of the voluntary organisations used demonstration method to the adult education centres regarding extension services on agriculture, fishery and cottage and small scale industries. Non-formal methods are supplemented by informal methods in the process of imparting adult education effectively.

5.3.1 **Informal Methods:**

Informal is accidental type of education. It is organised but not routinised. The context of its delivery is basically out of school. It is best undertaken by :-

(a) Governmental departments like, Information and Broad-casting including All India Radio (AIR), Doordarshan, Information Bureau, etc.
(b) Non-Governmental agencies: They include, press, books and other publications for general public or for adult education in particular.

(c) Voluntary organisations: Regarding adult education is note-worthy. The group discussion, conference and demonstrations undertaken by voluntary organisations are in formal in nature but the adult learners are benefit to a great extent.

5.4.1 Materials of Adult Education:

In the context of National Adult Education Programme (NAEP), resource development includes production of learning materials, teaching aids, production of pre-literacy and follow-up materials. Materials are not confirmed to the printed word but include a wide variety of media. Under NAEP, material production in important regional languages was encouraged. Satisfactory materials are now available in all regional languages, as well as in several important dialects. Here, the development of teaching learning materials in North-Eastern Region and in the tribal tracts of West Bengal, Orissa and Bihar are noteworthy. Materials are now available in more than 16 major tribal languages, in each of which the script of the regional language is used (NAEP, 1979, P.16). In the case of the state of Manipur, teaching learning materials for adult learners are produced in 5 (five) tribal dialects - Thadou Kuki, Hmar, Tangkhul, Paite, Lushai.

For successful adult education programme, production of teaching-learning material must be related to the needs of the learners. Along with general literacy, adult learners must begin functional literacy and knowledge of social and political awareness. So the materials published for adult
learners must be varied dealing with family, health and sanitation, economic, cultural and political problems. Keeping in view of the above problems, teaching-learning materials for adults learners of Manipur will be of the following types - (a) Primer based on the curriculum evolved for the programme, (b) Literacy charts, (c) Self-study cards, (d) Workbooks, (e) follow-up materials like supplementary books, content sheets, wall-newspaper, magazines, etc. (IAE, Vol.No.41, P.36).

The Directorate of Adult Education at the centre had been undertaking extensive study on the subject of curriculum construction since 1976. This Directorate has (a) Prepared survey schedules for determining the interest and learning needs separately for rural and urban groups, (b) published a book on curriculum development, (c) worked out the norms in reading, writing and arithmetic which should be attained in the expected programme of 300-350 hours. (NAEP, 1979, P.15). For the construction of adult education curriculum, the following points should be considered -

(a) Assessing the problems and learning needs of the community.

(b) Identifying the vocabulary used by the learners.

(c) Selecting Key themes and key areas.

(d) Tabulating data into problem areas.

Keeping in view the above points, the following steps of preparing adult education primer can be taken into consideration. (IAEA, 1980, P.37)

a) Selecting a key-word as a caption for the lesson. The key-word should be a word that really represents certain basic problem and generates strong feeling in the minds of learners.

b) Using associate words from the family of the key word which will lead to the various aspects of the problem.
c) Forming sentences that reflect the problem and serve as pointers to the various aspects of the problem.

d) Alphabets may be introduced to the learners through the key words and the associate words. Only those alphabets thus introduced may be used to form the sentences, care should be taken to see that only a few alphabets should be introduced in the lesson. The alphabets already used can, of course, be used in subsequent lessons, and

e) Conjunct letters should be introduced only after the alphabets which form the conjunct are introduced in the previous lessons.

5.4.2 Preparing Supplementary Materials:

There are various supplementary materials which help in adult education programme. The Government of India had given due importance to the production and distribution of suitable literature for neo-literates. This was done through centrally sponsored scheme giving assistance to several agencies viz. Mysore State Adult Education Council, Jamia Milia, Indian Adult Education Association, etc. Besides, the Ministry of Education Instituted prizes to authors of best books for neo-literates in different languages. (Report on social Education, Committee on Plan Project, 1963, PP. 9-10). Some of the Supplementary Materials include the following :-

a) Literacy Charts: They are essential for exposing the learner to the entire content at a glance and of getting them to read with the help of a pointer. Charts represent desirable permanent equipment for teaching purpose. Much time is taken in the construction of a chart and the cost of literacy charts may be high. But good literacy charts help in developing mental image in the mind of the adult learners.
b) **Self Study Cards**: These cards can be used for various drilling devices, like, word-games, fill-in the gap exercises, matching the words, etc. With the help of such cards the adult learners can develop their own literacy skills and develop their own knowledge.

c) **Work-books**: They are mainly of two types - (i) Writing exercise, and (ii) Arithmatic exercise.

(i) **Writing exercise**: For developing writing skills among the learners, various types of exercises are to be introduced, like copying alphabets, matching words, fill in the gap exercises, short composition, letter writing, fill in the forms like money order, loan form, etc. Writing is a good art. Adults in most cases want to write something, their name, the name of other people, letter to friends, etc. Instructors must encourage the adults to write correct words in the correct form.

(ii) **Arithmatic exercise**: This will introduce art of numeracy, concepts of simple addition, subtraction, Multiplication and division. It also gives the concepts of weight and measures, currency, units of time, distance areas, etc. Arithmatical knowledge is needed in one's life. So, instructors must give emphasis on arithmatical exercise of the adult learners.

5.4.3 **Production of Teaching Learning Materials**:

At present primers under the model of Improved Pace and Content of Learning (IPCL) primer I and II, some reference books, pamphlets, etc. are produced by the Special Resource Cell, Directorate of Adult Education; Adult continuing and Extension Education, M.U., and voluntary organisations in order to fulfil the needs of the learners. The Directorate of Adult Education, New Delhi, prepared the first book entitled "Kishan Shakhrata Pahali Pustak," Teacher's Guide Book, and supplementary readers. (AE, Directorate of Adult Edn. 1993, P.29). The regional primers are written under the prescribed curricula of IPCL. They are simple and easy to read for the adults.
Some reference books giving scientific and technical knowledge are also prepared in simple language. Some of the books giving vocational knowledge of farming, gardening, carpentry, poultry, bee-keeping, etc. are also prepared for neo-literates. More than 70 titles were brought out in India. A combination of methods were used in curriculum transaction for the convenience of the Adult learners.

Special resource cell, attached to the Directorate of Adult Education, Imphal started functioning from the year, 1986. This cell provided technical and material support to the state Adult Education Programme under the State Scheme of Financial Assistance. The cell is now managed by two Assistant Directors, one for training and the other for the production of materials, with supporting staff (as mentioned earlier in Chapter-III). The main functions of the cell are preparation and production of teaching-learning materials and to impart training to the Instructors, Supervisors and Programme Officers for RFLP and SAEP.

Some of the publications of this cell are: (a) "Primers for the old" under IPCL Primer I & II, (b) Hand book of instructors (c) Hand book for supervisors, (d) Work books for adult learners, (e) Chahi Mangagi Thourang (Five Year Plans), (f) Nupi (Female) (g) Luchingba Singgi Punshi Wari (Life history of some leaders), (h) Bigyanik Kharagi Wari (Life history of some scientists), (i) Mong Hadraba Khungangi Punshi (Peaceful village life), (j) Ingkhol Koiba (Gardening), (k) Ushurol (Carpentry), (l) Haying khoi yokpa (Bee Keeping) etc. These publications are for the neo-literates due to their limited scope and coverage.
Indian Adult Education Association (IAEA) in its 41st All India Education conference held in Aurangabad during October 28-31, 1988, also recommended for establishing State Resource Centres in those states where they don't exist at present and the existing State Resource Cell, should play the role expected of them. (IAE, Vol.No.49 No. IV, Oct. - Dec. 1988, P.4).

Adult, continuing and extension education, Manipur University has produced primers and some reference books for the adult learners under different stages. Voluntary organisations cannot produce enough text and reference books which are essentially required for successful implementation of various Adult Education Programmes. However, community radio and T.V. sets provided to the community centres are important enough in supplementing the knowledge of the adult learners. Instructors must try to encourage radio listening groups among the adults. Radio programmes like Khungang Thouram (Villagers' programme), Women and Youth Forums, News items of morning and evening are interesting for the adults. At present, T.V. is becoming an important audio-visual aid in teaching and learning process. T.V. programmes, like Krishi Darshan, group discussion on various topics of agriculture, cottage industry, small scale industry, rights and duties of citizens, current political issues, news items, family serials, etc. are interesting enough for adult learners. The Directorate of Information and Public Relation, Govt. of Manipur had distributed 568 Radio sets to different voluntary organisations upto the year 1990. (Source : IA report, Directo rate of Information and Public Relations, Govt. of Manipur, 1991). This step was encouraging enough in the implementation of NAEP in Manipur State.
5.5.1 Follow-Up Programmes:

The National Adult Education Programme aimed at transforming the living and working conditions of the deprived sections of the people. The programme must be a continuous process and regular follow-up programme should be undertaken to make adult Education a successful one. The follow-up programme should have thrust on the three major fronts i.e. (a) Literacy, (b) Functional Development and (c) Social and Political Awareness. There are 212 Jana Shikshan Nilayam (JNS) centres established by the Directorate of Adult Education, 125 under RFLP and 87 under SAEP from 1st April 1989. These centres meant for post literacy and follow up programme were established under the provision of NLM approved by the Govt. of India. (Administrative Report 1980-88, Directorate of Adult Education, 1990, P.V). Programme of Action, 1992, based on the National Policy on Edn., 1986, laid insistence on the promotion of women's equality. This will enable the women to participate in decision making process and organising skills. Follow-up programme can be divided into three aspects.

5.5.2 Follow-up programme for literacy:

Follow-up programme for literacy is related with setting up of libraries and reading rooms attached to the adult education centres. The reading materials should be based on the problems and life situations of the adults. After 1952, when community development programmes were launched in the country as well as in Manipur some supplementary reading materials were prepared. Education department and Directorate of Adult Education were solely responsible for the production of literatures for neo-literates at that time. Emphasising the community development programme, prize schemes were adopted for writing good books for neo-literates. These books were supplied to the various adult education centres and voluntary organisations. These books will encourage reading habits amongst the adult learners and persuade the neo-literates to continue and sustain their reading habit.
These supplementary reading materials will high light the principles of democracy, plans and projects under taken by the Government, rights and duties of the citizens, etc. Some of the books will deal with health and hygiene, food and nutrition, family welfare and child rearing, etc. Books on occupational up-gradation and cultural interest are started producing by women agencies working in the field of Adult Education. The name of Wangjing Women and Girls Society, Wangjing and Manipur Vocational Institute, Makola Bazar, can be mentioned in this regard.

These books are in simple and easy to read language. Reading circle and discussion groups may be organised from among the neo-literates to develop their literacy skill. Young enthusiastic neo-literates can be encouraged to join the formal stream of education. Condensed courses for women with the financial assistance of the Central Welfare Board can also be organised. Each adult education centre should encourage young neo-literates to write articles in their language in wall magazines, writing news items to be published in local periodicals or wall news papers. They should be encouraged in writing their own applications, letters to their friends and relatives, fill-in money order form or loan form, etc.

Thus, study circles, reading groups, discussion groups, dramatic groups are to be formed to encourage the neo-literates. These groups will give interest to continuing education programme.

5.5.3 **Follow-up Programme for functionality:**

Adult education centres in Manipur generally take-up the following programmes for functionality:

(a) Social-Service oriented action programmes must be undertaken in Adult Education Centres. Local problems can be discussed and solving of those problems by the adults must be encouraged by all possible means.
(b) Short term training programmes on agriculture, handicraft, and cottage industries like weaving, carpentry, etc. must be organised from time to time in the form of extension services. This training programme will help in self-employment of adults/youths.

Demonstration and work oriented courses will make adult education centres lively and interesting. Among voluntary organisations in Manipur, CVTC, Manipur vocational Institute, Mekola Bazar and Wangjing Women and Girls society take special interest in organising short term training programmes of illiterate as well as neo-literates. These organisations give loans to the successful trainees. Thus they help in the social and economic upliftment of rural population. For this CVTC received financial assistance from foreign funding agencies like OXFAM (England) and EZE (Bonn, Germany).

5.5.4 Follow-up programme for awareness:

For social, political and cultural awareness of the illiterate and neo-literate adults, the following programmes can be undertaken:

(a) Discussion on civic and political issues, constitution of India, rights and duties of citizens etc. should be organised among the adults. Educationists and legal experts can explain about the above topics to the adults.

(b) Group discussion on the topics of health, hygiene, sanitation, nutrition, family welfare, etc. may be organised, such discussions will make the life of the illiterate adults efficient and more interesting.

(c) Observance of celebrations of National Importance like Independence Day, National Cleanliness Day, National Integration Day, etc. will arouse national feeling and communal harmony among the adults. Rural Development Organisation, Lamsang, Manipur Vocational Institute, Mekola Bazar and Wangjing Women and Girls Society, Wangjing, take special interest on the observance of celebrations of national importance to pave the way for social and national integration by means of adult education.
(d) Excursions for neo-literates to places of historical and religions interest and get together for neo-literates from different localities to share their experiences and exchanges of ideas must be occasionally arranged to facilitate direct experiencing.

(e) For the formation of public opinion and the solution of local community problems meetings are to be organised at regular intervals.

The ultimate objective of the follow-up programme of adult education in Manipur as is done in other states of India, is to ensure continuation of both educational and developmental processes. The community should take the responsibility of running adult education centres and transform itself into a learning society. Education is a life-long process. So, it must be continuous as well. The enlightened citizens of Manipur will have to take active part in social and political affairs of the state. Participation of beneficiaries in the developmental programmes through adult education programme is the ultimate objective. Directorate of Adult Education, Govt. of Manipur, ACEE, Manipur University and voluntary organisations should adopt various follow-up programmes, according to the need of the beneficiaries.

The adults must try to look beyond the home and the family, but realise the ideals of good citizenship by participating in the political and economic power structure which exist in the society. Their life style must be improved by means of various follow-up programmes. The newspapers, Radio and T.V. must render help to the follow-up programmes of adult education in Manipur. The successful utilisation of the various methods and materials of adult education for both initial learning and post literacy and follow-up programmes of adult education depend, to a great extent on the training of the adult education instructors and other functionnaires. The training of adult education is discussed in the next chapter.