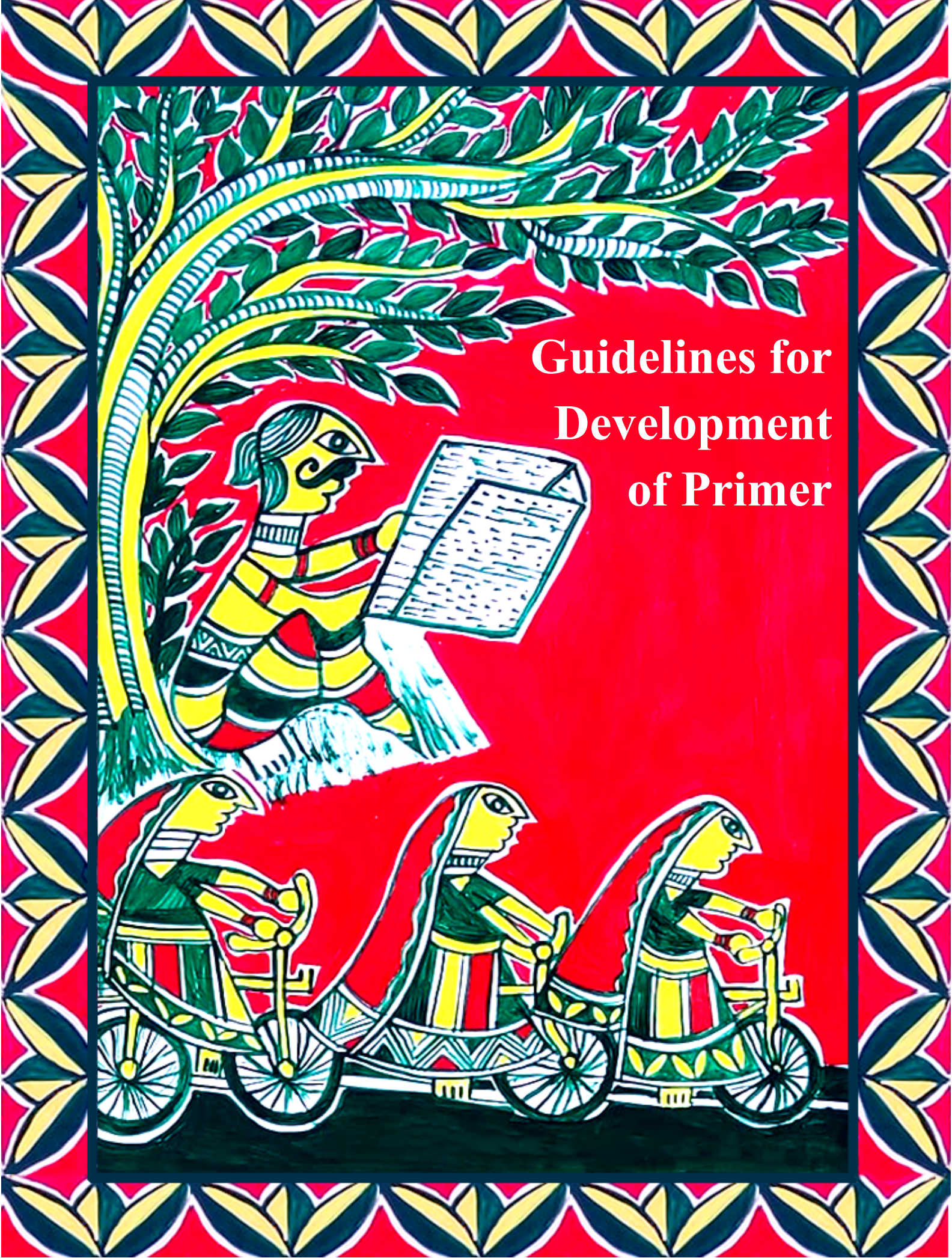
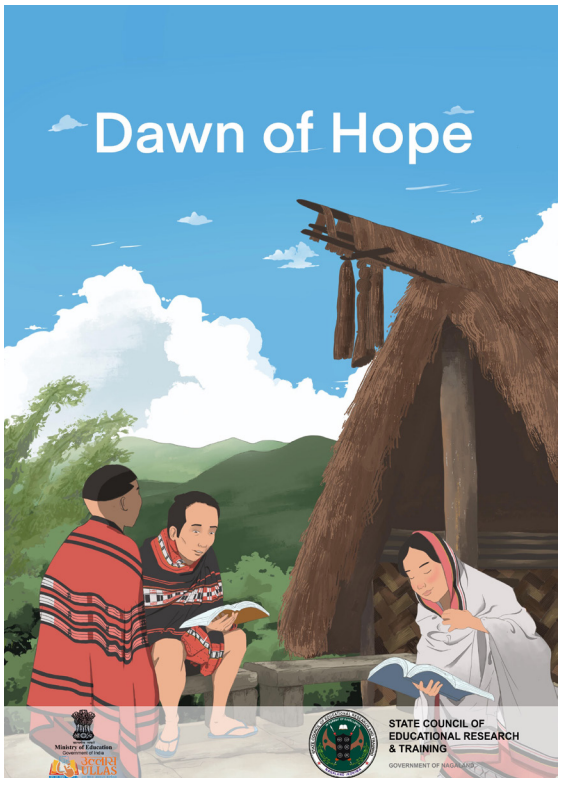
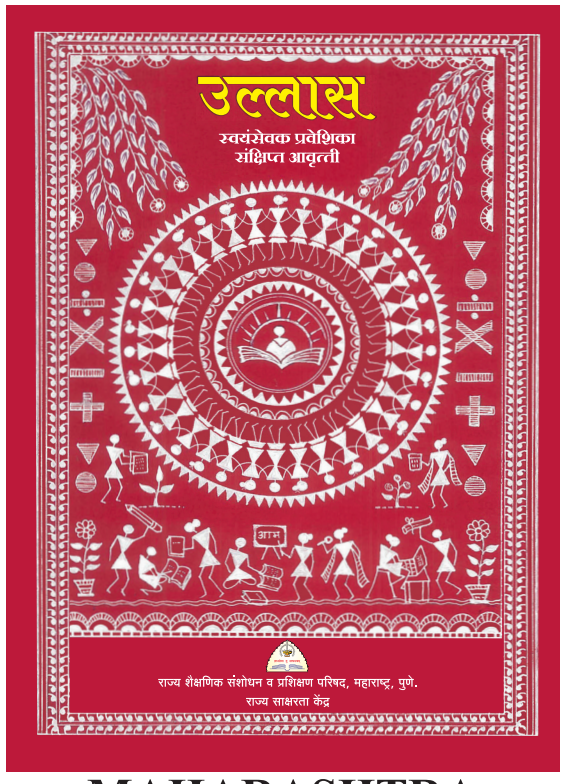


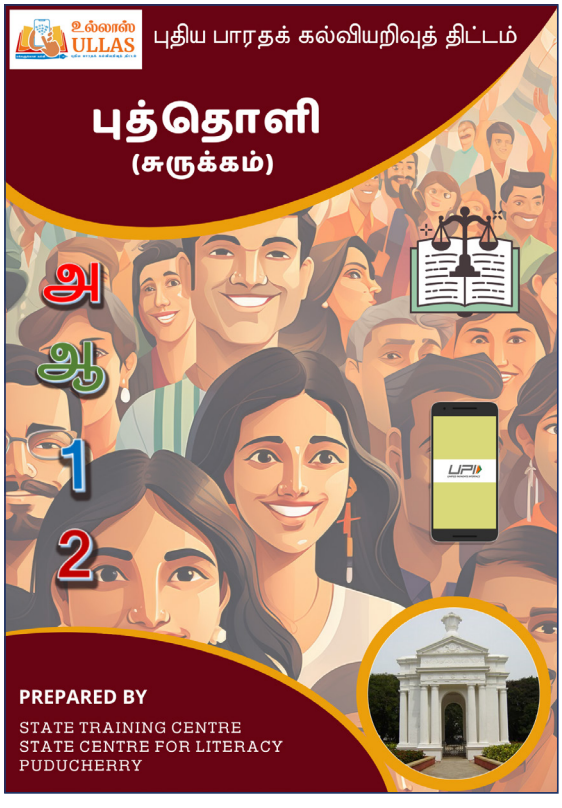
Guidelines for Development of Primer



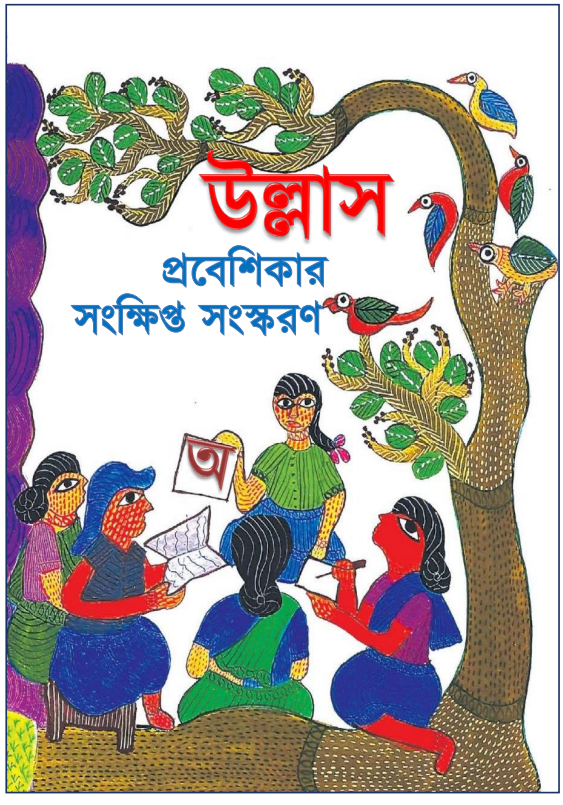
Nagaland (English)



MAHARASHTRA (MARATHI)



Puducherry (Tamil)



Andaman and Nicobar Islands (Bangla)

Guidelines for Development of Primer

विद्ययाऽमृतमश्नुते
एन सी ई आर टी
NCERT
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



Foreword

National Education Policy (NEP) 2020 lays a special emphasis on 'Education for All' (erstwhile Adult Education), focusing on 'the need for firm and innovative initiatives by the government' – 'especially, in order to facilitate community participation along with a smooth and beneficial integration of technology'. This shall help in speeding up the process of attaining the goal of 100% literacy in India.

The National Education Policy 2020 sets the essential target of achieving 100% literacy by the year 2030. Efforts are continuously being made in this direction, at the national as well as state level. To bring into force the recommendations of NEP 2020, the government of India has been in the process of implementing the centrally sponsored scheme *ULLAS – Nav Bharat Saaksharta Karyakram* since 01 April, 2022. The primary objective of the scheme is to empower the learners aged 15 years and above, who have not had the opportunity to attain a formal school education as well as basic literacy and numeracy skills. Known throughout the country as *Nav Bharat Saaksharta Karyakram,* ***ULLAS*** stands for **Understanding of Lifelong Learning for All** in Society with the tagline, *Jan-Jan Saakshar*.

The *ULLAS* scheme asserts the importance of imparting literacy to the non-literates and bringing them into the mainstream, thereby giving them the opportunity to contribute towards the development of the nation.

Keeping in mind the recommendations of NEP 2020 and *ULLAS*, as well as the needs of the learners, Cell for National Centre for Literacy (CNCL), NCERT has developed a primer – ***Ullas***, in four volumes – and a concise primer – ***Ullas***: **Concise Edition**, both which, developed as exemplars, consist of themes associated with the lives of the learners. These themes aid in the understanding and development of foundational literacy, numeracy and other critical life skills such as, digital literacy, financial literacy, legal literacy, environmental literacy etc.

Additionally, a *Margdarshika*, primarily for the volunteer teachers, has also been developed to help the learners acquire basic reading, writing and numeracy skills. It discusses the teaching-learning process and the broad perspectives of literacy, language and numeracy in great detail.

This journey of the development of primers and book of guidelines has been an interesting and unforgettable one. The resource materials have been tried out

and tested in the field, at actual work-places, by the learners, on the basis of which, improvements have been done over-time to make them more beneficial. It is important to note here that the primers developed by the Cell are exemplars and the states and union territories are expected to develop their own primers as per their socio-cultural contexts, in their respective regional languages. These guidelines for the development of the primers are, thus, being presented to guide and support the states and union territories for the same.

These guidelines are mere suggestions and all the stakeholders can work as per these guidelines or use them at their own discretion.

The Guidelines for the Development of Primer consists of two chapters. Chapter one gives a brief introduction of 'Education for All' and '*ULLAS – Nav Bharat Saaksharta Karyakram*'. It also details the progress of the *ULLAS* scheme. Chapter two consists of the guidelines that can be taken into consideration while developing the primer, which would help in understanding that the *Ullas* primer is only a medium, a tool which can be used to achieve the learning outcomes of Foundational Literacy and Numeracy. The examples in the primer have been taken up purposefully and similar resource materials can be employed to help the learners acquire literacy and numeracy skills,

The material has been presented in a simple language, with the help of examples and illustrations so that more information can be disseminated using less words.

The Council gratefully acknowledges the efforts and contributions of all subject-matter experts, faculty members, and project staff towards the development of these guidelines. It is hoped that all states, union territories, volunteers working in the field of education and academicians would be able to benefit greatly from them. Your suggestions and comments are welcome with regards to these guidelines.

February, 2024

Dinesh Prasad Saklani
Director
National Council of Educational Research & Training
New Delhi

Preface

Education is the cornerstone of a quality life. It is essential, along with lifelong learning, in order to lead a dignified life. The concept of learning – formal as well as informal – is both broad and deep. This refers to the fact that learning is not confined within the walls of any school and that we keep on learning continuously – from our surroundings, from the people around us and from the experiences of others as well as our own! Education is a fundamental human right and a key life goal. The Universal Declaration of Human Rights (1948) also states that 1. *Everyone has the right to education.* 2. *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.* (Article 26). This vision connecting education with life and human rights also influences the development of the country. According to Swami Vivekananda, "A nation is advanced in proportion to education and intelligence spread among the masses…if we are to rise again, we shall have to do it by spreading education among the masses." Since the path of progress of a country also passes through the educational realm, it becomes necessary to focus on the education of the masses.

As a matter of fact, human life is the pivot of education; and liberty and equality are the two fundamental aspects when it comes to its dignity and also to the success of the democracy. The Indian Constitution gives every citizen the Right to Equality before law – "*The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.*" (Article 14, Right to Equality, Constitution of India). The Constitution also gives the Right to Freedom to the citizens –"*All citizens shall have the right to freedom of speech and expression.*"(Article 19 (1) (a)); "*All citizens shall have the right to practise any profession, or to carry on any occupation, trade or business.*" (Article 19 (1) (g)) and "*No person shall be deprived of his life or personal liberty except according to procedure established by law.*" (Article 21). "*The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.*" (Article 21A). These fundamental rights provide people with a sense of dignity, respect, and identity. Literacy, in turn, helps in preserving this dignity, respect and identity as well as in helping people opt for an appropriate livelihood and make a living. Thus, the development of reading, writing and numeracy skills becomes an essential requirement for all.

The Government of India's scheme *ULLAS* provides the opportunity to all non-literates in the age group of 15 and above to become literate, keeping in mind the importance of literacy and lifelong learning. While the Constitution of India provides education as a fundamental right to children between ages 6 and 14, provisions have been made for the education of people of ages 15 and above in the *Nav Bharat Saksharta Karyakram*. In this context, the teaching-learning materials become as essential as the teaching-learning process for the learners. We learn from our surroundings, hence, the materials available around us become learning materials. This means that the resource materials should be contextual and related to the socio-cultural environment of the learner. Learning should also be such that it is helpful in living a fulfilling life; a learning that proves useful in different circumstances in life. Therefore, it is important to keep in mind the context, language, usage, time as well as the objective while developing the resource materials. Additionally, one should also note that learners' surroundings, experiences, thinking abilities as well as level, language, socio-cultural and economical contexts are also different. Thus, it is not necessary that the same kind of resource material be equally useful for all the learners, however, it can be combined or modified as per their needs.

It is worth noting that no resource material, whether it be the primer or any other resource material, can be definitive when it comes to learning reading, writing and numeracy on the part of the learners, and that it shall always have room for improvement according to their needs. From this perspective, not only shall we have to keep revising the previously developed material, but also keep developing more suitable material.

Language skills and mathematical concepts are integrated in the sense that while language becomes the medium for learning those concepts, their expression is only possible through language. For instance, reading the names and prices of the items in a shop, deciding which ones to buy, asking the shopkeeper for the required items, reading the bill of the items purchased and to finally pay for them – calls for integrated language (reading) and numeracy (determining the total amount according to the rate, calculating it by looking at the bill, making payment and getting the balance amount back) skills. Thus, there is a need to develop an integrated content of literacy and numeracy while developing the primer. Keeping the learning outcomes of foundational literacy and numeracy in the centre and increasing the possibilities of their use in different circumstances of life would be helpful in developing the primer and other resource materials.

The points for the development of primer are mere proposals in the context of achieving the goal of "Education for All" under the ULLAS scheme, your suggestions are always welcome to make them more comprehensive.

Best Wishes!

February, 2024

Usha Sharma
Professor & In-charge
Cell for National Centre for Literacy
National Council of Educational Research & Training
New Delhi

Development Committee

Chairperson

Dinesh Prasad Saklani, *Director*, N.C.E.R.T, New Delhi

Development Committee

Akshay Kumar Dixit, *Mentor*, Directorate of Education, Government of Delhi, Delhi

Bhawna Khera, *Junior Project Fellow*, Cell for National Centre for Literacy, N.C.E.R.T, New Delhi

Jyoti Tiwari, *Consultant*, Cell for National Centre for Literacy, N.C.E.R.T, New Delhi

Nishat Farooq, *Former Director*, State Resource Centre, Jamia Millia Islamia, New Delhi

Satyavir Singh, *Principal*, Government Inter College, Baghpat, Uttar Pradesh

Review Committee

Ayushman Goswami, *Professor and Head*, Department of Education, Regional Institute of Education, Ajmer, Rajasthan

Chandkiran Saluja, *Director*, Sanskrit Promotion Foundation, New Delhi

Kanchan Devrari, *Additional Director*, S.C.E.R.T, Dehradun, Uttarakhand

Prashant Pandey, *Assistant Director*, S.C.E.R.T, Raipur, Chhattisgarh

Sanjeev Kumar, *Former Principal*, DIET, R.K. Puram, New Delhi

Satyavir Singh, *Principal*, Government Inter College, Baghpat, Uttar Pradesh

Usha Sharma, *Professor and In-charge*, Cell for National Centre for Literacy, N.C.E.R.T, New Delhi

Member Coordinator

Usha Sharma, *Professor and In-charge*, Cell for National Centre for Literacy, N.C.E.R.T, New Delhi

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National Council of Educational Research and Training is grateful to all the subject-matter experts whose knowledge, guidance and experience has contributed towards the development of the book, Guidelines for the Development of Primer. The Council appreciates the contributions of the writers whose work has enriched the content while also encouraging the learners to understand and acquire basic literacy and numeracy skills.

Additionally, the council is grateful to the illustrators whose illustrations have given a more concrete form to the subject-matter by visually enhancing and complementing it. These illustrations have been successful in bringing out the depth in the different dimensions of life.

The Council also expresses gratitude towards Ms. Jyoti Kumari, Ms. Nutan Srivastava and Ms. Anukriti Kumari from Bihar, for beautifully designing the cover page in the traditional Manjusha folk art form.

The Council also gratefully acknowledges the contributions of Mr. Aman Gupta, *Consultant*, Mr. Yogesh Pratap Singh, *D.T.P Operator*, Ms. Ishveen Kaur Baluja, *Graphic Artist and Animator*, Mr. Shubham Kumar, *Senior Graphic Designer*, Mr. Jitendra, *Typist*, towards shaping this book.

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Chapter 1

Jan-Jan Ho Sakshar – A Journey

Education is an important and indispensable component of human life. It not only brings stability in life but is also an important factor in our mental development and social upliftment.Thus, it is vital that we look for possibilities and opportunities for teaching and learning and that these are extended to the masses as well. Goal 4 of the Agenda for Sustainable Development (2015) talks about quality education and supports the idea of ensuring *inclusive and equitable quality education and promoting lifelong learning opportunities for all*. Target 4.6 under the same talks about *universal literacy and numeracy* and explicitly states that by 2030, *ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.* National Education Policy 2020 echoes the same sentiment by determining the goal of achieving 100% literacy by 2030. To attain this goal, the Government of India launched a centrally sponsored scheme known as the New India Literacy Program (*Nav Bharat Saksharta Karyakram*). It is an important initiative in the direction of imparting literacy to the non-literates. It is primarily for those who have ample experience, understanding and knowledge of different aspects of life but face innumerable challenges due to their inability to read, write and perform basic mathematical operations. This program encourages us all to move enthusiastically towards new prospects for the growth and development of the country by helping non-literate learners attain literacy.

Education for All: An Introduction

Education for All (erstwhile Adult Education) is notably for people who are considered adults by the society. Now, the question is, what is the importance of adult education and how does it change a person's life. As has been mentioned before, education is not restricted to the classrooms but is extremely helpful in our everyday activities as well. It makes us capable, efficient, and aware. It enables an individual to enhance his/her technical or vocational skills, further develop their capabilities, and enrich their knowledge with one or more of the following goals in mind-

- To achieve a certain level of formal education
- To acquire knowledge, skills, and competencies in a new domain
- To refresh or update knowledge in a specific area or domain.

The history of Education for All (erstwhile Adult Education) dates back decades and while it is also known as 'continuing education,' 'recurring education' and 'second chance education.' throughout the history of adult education, the concept has evolved with several changes to its name. Until the year 1947, the fundamental notion was 'basic education' which was based on a traditional methodology while being centred on a night school curriculum. The concept of 'civic literacy,' which was based on a life-oriented approach and focused on social education, was operational between the years 1949 and 1966. From 1967 to 1977, the concept of 'functional literacy,' based on a work-oriented approach, was promoted under adult education with an emphasis on farmers' education and literacy. After this, the concept of 'developmental literacy' became popular, beginning from the year 1978, which centred on the holistic learning initiative and strategy for social change.With the advent of night schools, which received grants-in-aid in 1929, the notion of basic literacy emerged. Its curriculum was laid out within a period of more than two years, and it included the 3 R's – reading, writing and arithmetic, classical tales along withprimary lessons in basic health, hygiene and first aid training.The training under this program would go on for two to three hours in the evening.

National Education Policy 2020 and Education for All

A strong emphasis has been laid on Education for All (erstwhile Adult Education) in the National Education Policy 2020. Article 21.4 of the policy states that *"Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology"* – which will help speed up the process of attaining the goal of 100% literacy in India. NEP 2020 also recommends the inclusion of the five components of Education for All (erstwhile Adult Education), which are-

- Foundational Literacy and Numeracy
- Critical Life Skills (financial literacy, digital literacy, vocational skills, health care and awareness, childhood care and education, and family welfare)
- Vocational Skills Development (with a view of seeking local employment)
- Basic education (including elementary, middle, and secondary level equivalence)

- Continuing Education (including holistic adult education curriculum with advanced content on important life skills,as well as other topics of interest or use for local learners such as arts, science, technology, culture, sports, and recreation)

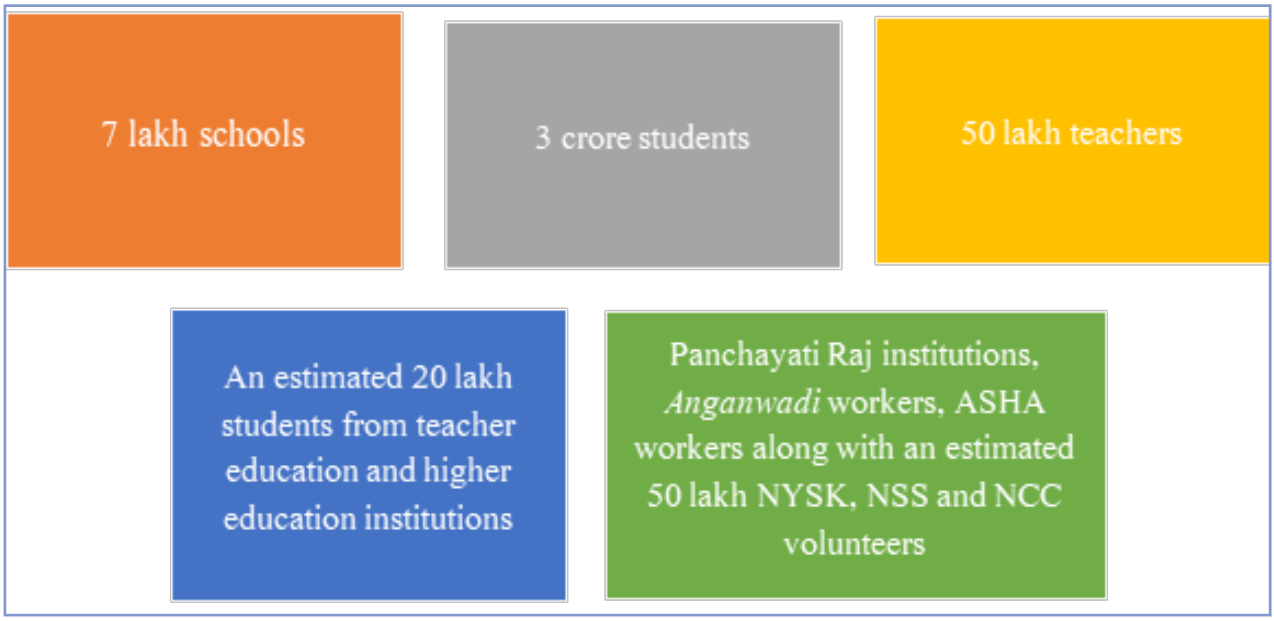
These five components, when observed carefully, are found to be the important dimensions that would prove useful in maintaining the dignity of human life.

ULLAS: *Nav Bharat Saksharta Karyakram*

In light of the National Education Policy 2020 and the Union Budget Announcements for the financial year 2021-22, the Government of India has launched a centrally sponsored scheme called **New India Literacy Program** (*Nav Bharat Saksharta Karyakram*) which is popularly known as ***ULLAS*** – **Understanding of Lifelong Learning for All in Society**. Under this program, the term 'Adult Education' has been replaced by 'Education for All' to include all those non-literates aged 15 years and above who have not had the opportunity to attain a formal education due to a variety of reasons and who ought to be brought into the mainstream society, so that they, too, become capable and help in the betterment of the society. All the five components referred to in NEP 2020 have been included in the program. The objective of the program is to impart foundational literacy and numeracy to the non-literate learners besides providing them the opportunity to develop skills pertaining to the components necessary for 21st century citizens. The goal for the attainment of foundational literacy and numeracy for the financial year 2022-27 is 5 crore learners at the rate of 1 crore learners per year, who are to be imparted literacy by blending online and offline learning methods with the help of national institutions such as National Informatics Centre, National Council of Educational Research and Training (NCERT) and National Institute of Open Schooling (NIOS). There is a provision to register non-literate learners and volunteer teachers on the '*ULLAS*' app where one can find all the important information such as name, date of birth, sex, AADHAR card number, phone number etc. There is also the provision for the training and orientation of volunteer teachers as well as organization of workshops in face-to-face mode. The application also allows the easy availability of all kinds of resource materials through digital modes like TV, radio, free/open-source app or portal on the mobile phones etc for the registered volunteer teachers.

The program designates schools as the units of implementation under the scheme and they are currently being used to conduct surveys of non-literate learners and volunteer teachers.

In fact, *ULLAS (Nav Bharat Saksharta Karyakram)* is inspired by the spirit of volunteerism and relentless efforts to make everyone literate are being made turning it into a mass movement.



(Source: numbers from schools registered under UDISE
https://nilp.education.gov.in/nilp/#/about-us)

A lot of work needs to be done to help on the non-literate youth and adults become literate while also working on their overall development and empowerment. India being a diverse country, gives the states the flexibility to develop their own strategies to achieve this goal, keeping in mind their local contexts. The establishment of Samajik Chetna Kendras, the collective expertise and sense of dedication of the volunteers, promotion of a strong sense of community involvement are all important factors in the dissemination of social duty or Kartavya Bodh towards the development of the country. Provisions for the students participating in this movement to be rewarded through credits, certificates, appreciation letters etc in schools/ universities are being made.

Process of Development of the Primer *'ULLAS'*

Keeping in mind the recommendations of the National Education Policy 2020 and *Nav Bharat Saksharta Karyakram* as well as the needs of the learners, a primer titled '*ULLAS*' was developed by the Cell for National Centre for Literacy (CNCL) in the National Council of Educational Research and Training (NCERT) in the year 2021-22 as an example. The primer is divided into 4 parts which comprise of a total of 13 themes associated with the lives of the learners. It consists of Foundational Literacy and Numeracy as well as Critical Life Skills both. A dedicated space has



ULLAS- Part 4, Chapter 13, Page 302

been given to various skills such as financial literacy, digital literacy, legal literacy, and environmental literacy etc under the component of Critical Life Skills.

All the four parts include Language (here, Hindi) and Numeracy in an integrated

manner. An emphasis has been laid on developing an understanding of language wherein both – understanding while reading and reading with understanding – have been efficiently incorporated. Here, the idea of understanding and explaining, forming one's own opinion, expressing oneself, writing with an understanding have also been included along with reading and writing. Similarly, it comprises of numerical knowledge besides an understanding of mathematical concepts and their use in daily life.

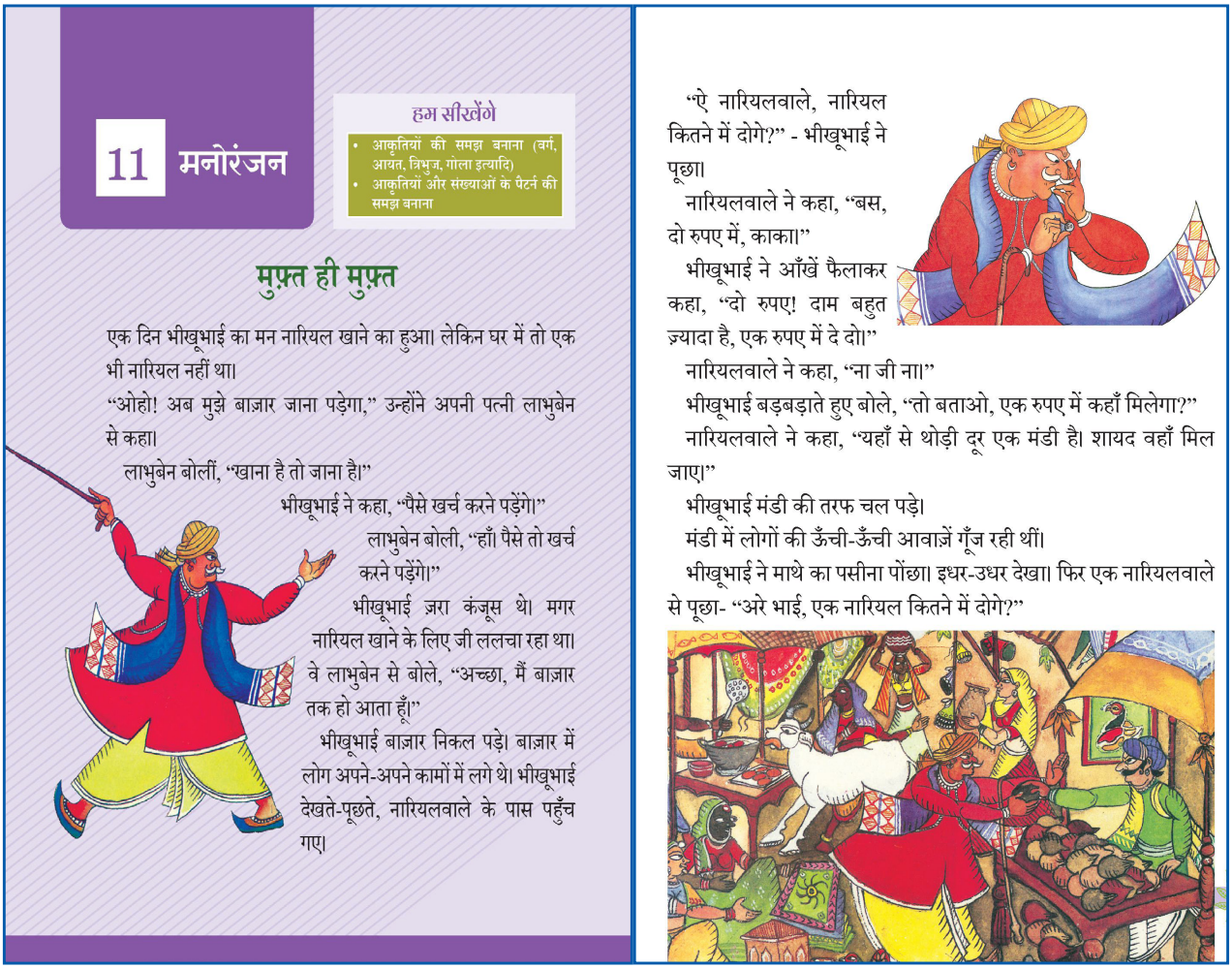
The primer has been divided into 4 parts and 13 themes. Each chapter has been designed in such way that the learner is able to associate with it and is able to talk about his/her life experiences in connection with the themes given. Following themes have been included in the primer –



ULLAS- Part 3, Chapter 8, Page 196-197

Parivar aur Pados (Family and Neighbourhood), Baat-cheet (Conversation), Khaan-paan aur Swasthya (Food and Health), Vittiya Saksharta (Financial Literacy), Kanooni Saksharta (Legal Literacy), Paryavaran (Environment), Chunaavi Saksharta (Electoral Literacy), Aapada Prabandhan (Disaster Management), Paise (Currency), Samay (Time), Yatra Karna (Travel) and Manoranjan (Entertainment)

Folk tales, stories, poems etc. from different states have been used to develop cohesion at the national level.Experts from various fields in relation to the themes, were invited to participate in the development of the primer.For instance, the cover page of the primer showcases Madhubani art which is a very well-known art form from the state of Bihar. Similarly, many other art forms such as the Gond art from the state of Madhya Pradesh have been included in other chapters as well. An effort has been made to showcase everyday realities like people walking on the streets, a group of children playing together, women talking to each other, the scene of a marketplace, scenes from villages, semi-urban towns and images related to the environment etc. The primer has been, thus, designed in such a manner that the learners are able to associate with it which will, in turn, help them learn and understand various concepts with ease..



11 मनोरंजन

हम सीखेंगे

- आकृतियों की समझ बनाना (वर्ग, आयत, त्रिभुज, गोला इत्यादि)
- आकृतियों और संख्याओं के पैटर्न की समझ बनाना

मुफ़्त ही मुफ़्त

एक दिन भीखूभाई का मन नारियल खाने का हुआ। लेकिन घर में तो एक भी नारियल नहीं था।

"ओहो! अब मुझे बाज़ार जाना पड़ेगा," उन्होंने अपनी पत्नी लाभुबेन से कहा।

लाभुबेन बोलीं, "खाना है तो जाना है।"

भीखूभाई ने कहा, "पैसे खर्च करने पड़ेंगे।"

लाभुबेन बोली, "हाँ पैसे तो खर्च करने पड़ेंगे।"

भीखूभाई ज़रा कंजूस थे। मगर नारियल खाने के लिए जी ललचा रहा था। वे लाभुबेन से बोले, "अच्छा, मैं बाज़ार तक हो आता हूँ।"

भीखूभाई बाज़ार निकल पड़े। बाज़ार में लोग अपने-अपने कामों में लगे थे। भीखूभाई देखते-पूछते, नारियलवाले के पास पहुँच गए।

"ऐ नारियलवाले, नारियल कितने में दोगे?" - भीखूभाई ने पूछा।

नारियलवाले ने कहा, "बस, दो रुपए में, काका।"

भीखूभाई ने आँखें फैलाकर कहा, "दो रुपए! दाम बहुत ज़्यादा है, एक रुपए में दे दो।"

नारियलवाले ने कहा, "ना जी ना।"

भीखूभाई बड़बड़ाते हुए बोले, "तो बताओ, एक रुपए में कहाँ मिलेगा?"

नारियलवाले ने कहा, "यहाँ से थोड़ी दूर एक मंडी है। शायद वहाँ मिल जाए।"

भीखूभाई मंडी की तरफ चल पड़े।

मंडी में लोगों की ऊँची-ऊँची आवाज़ें गूँज रही थीं।

भीखूभाई ने माथे का पसीना पोंछा। इधर-उधर देखा। फिर एक नारियलवाले से पूछा- "अरे भाई, एक नारियल कितने में दोगे?"

ULLAS – Part 11, Chapter 4, Page 250-251

The chapters described above have been developed based on foundational literacy, numeracy, and critical life skills in an integrated manner so that the learners are able to read, write and understand cumulatively. A story titled "*Bhiku Bhai ki Kahani*" has been incorporated in a section of the fourth part of the primer which gives us a glimpse of the Gujarati culture. Keeping the need of imparting digital, financial, and legal literacy, recent policies have been assimilated in the form of stories and poems for the learners to understand them easily. Some folk songs such as the ones from the states of Chhattisgarh and Madhya Pradesh have been included in the primer, for example, '*Dadariya Lokgeet*.'

A review committee, comprising of experts from various fields such as adult education, language and foundational literacy and numeracy, was constituted to review the primer prepared on the said parameters.Based on their recommendations and suggestions, changes were made in the primer. Since the primer needs to be tested once it has been developed, therefore, eight Hindi- speaking states namely Himachal Pradesh, Madhya Pradesh, Chhattisgarh, Rajasthan, Uttar Pradesh, Bihar, Jharkhand, and Haryana were selected to test the primer regionally. The primer has been primarily developed in Hindi languages hence Hindi-speaking states were selected for field testing. All the 13 themes in the four parts of the primer were tested in these states wherein necessary modifications were made based on the information collected on the practical aspects on the primer by the learners, the people associated with it and the CNCL team members. It was only after this the field testing the primer was finalised to be uploaded on the DIKSHA portal for its maximum use by everyone.

We hope that the primer will prove beneficial in imparting literacy to all which will help the learners be capable and empowered enough to contribute towards the development of the country.

Primer: Points of Refection

The primer is, essentially, a resource material, by means of which a suitable and conducive environment can be created to teach reading, writing and basic mathematical concepts to those learners who haven't been able to do so in their formative years, due to a variety of reasons. It serves two primary purposes-

- Providing material to the learners to read and write
- Guiding volunteer teachers towards understanding the main aim and how to achieve it

It is indubitably true that in order to teach and learn how to read and write along with understanding mathematical concepts, we must have the appropriate materials for the same. This way, basic literacy and numeracy are attainable and the primer and other resource materials become the means to attain them. It is worth keeping in mind that there are individual differences. As a result, it is natural to have differences in the purposes for achieving basic literacy and numeracy as well.The learners' environment, experience, thinking-ability and level, language, socio-cultural and economic contexts differ.That is why it is not necessary that one particular kind of primer be useful for all of them. Instead, the material has to be modified and contextualised as per their needs. No resource material is final in itself. Alternatively, changes as per the need would always be expected. Keeping this in focus, we would not only have to keep improving upon the previously developed materials, but also keep developing new ones.

The primer is a doorway to learning and teaching foundational literacy and numeracy, passing through which it is important that one gets guidance on what to do and how to do it. Apart from the primer, various kinds of audio-visual materials are also helpful in achieving basic literacy and numeracy. We would have to keep developing and using those materials as well. '

Education for All" (formerly, Adult Education) needs to be viewed in the light of the recommendations of National Education Policy 2020. Here, it is expected that, beginning with basic literacy, the learners would become adept at working with the various digital devices. Literacy, in this sense, is a broad concept that is not limited to the knowledge of letters and numbers but *is also the ability to recognize, understand, compose, calculate and communicate using visual, audio and digital content in a variety of contexts.****[Excerpt from International Literacy Association (ILA)]***.

This huge blanket of literacy would help the learners to lead a life of quality and dignity.

Further, the Ministry of Education, Government of India launched the ***New India Literacy Program*** in April, 2022 which aims at providing learning opportunities to all the learners of ages 15 and above, who could not acquire literacy and numeracy due to certain reasons. The primer (ULLAS), thus, helps in achieving the basic linguistic and mathematical skills.

It is evident that every language has a unique structure. This can be seen at each level, whether it is at the level of sound, words or sentences. Words get their meanings from the language communities. This is why, while on one hand, we find different words in different languages for one particular object, on the other hand, we find one word having different meanings in different linguistic communities. Therefore, language has to be understood in its socio-cultural perspective because, ultimately, it is used in the society and for various purposes.

Moreover, the spoken and written forms of language are equally important. Both are extensively used in the teaching-learning process. The learners, already enriched in oral language and well-equipped in putting their thoughts across, need only to learn how to read and write. Many learners might be partially adept in both these forms; thus, efforts need to be made to access the written form of language through the oral form. This not only instils self-confidence in the learners, but also makes them desirous of learning to read and write. It means, then, that reading and writing would not be a completely new exercise for them. They would begin to feel as if a large part of a journey has already been covered. The remaining distance would be covered once they learn to read and write.

In the context of basic numeracy, it is essential to understand that learners use mathematical operations orally in their daily lives and can do the everyday calculations well. The learners who aren't familiar with numbers and their written forms, only need to be helped in gaining a little more knowledge of the same for them to be skilled and be able to use this skill in several aspects of their lives. They need to be reassured that only a little distance remains to be covered.

While creating the primer, there should be several opportunities providing the learners the reassurance that they can understand and effectively use language and mathematical operations. These opportunities should be closely related to their surroundings because

these basic skills would ultimately be used there. Furthermore, digital devices and the related digital, legal, financial, environmental, health and hygiene literacy also form a part of the learners' lives. It would hence be appropriate to include these points in the primer so that we can lead a life of quality and take advantage of every aspect of it.

The points of development of the primer are for consultation. A lot of examples have been taken from the primer titled '*ULLAS*' so that the points related to literacy and numeracy can be explained through direct and concrete examples. It is expected from the states to develop primers in their respective regional languages, keeping in mind their socio-cultural environment as well as the need of the learners. The states can modify the contents of '*ULLAS*' as per the specific structures of their languages or can also develop a new primer based on the given guidelines.

Chapter 2

Development of Primer: Guidelines

ULLAS Primer has been principally designed in Hindi language and then translated into and contextualised as per English and the various regional Indian languages. It has been designed keeping in mind all those learners who-

- have significant life experience, the courage to face the struggles and challenges of life
- are knowledgeable but non-literates.

These are the learners who are of ages 15 years and above and use the oral form of their mother tongue in different contexts of their lives skillfully.

These learners have the ability to put their thoughts across, understand what others say and know as well as understand the practical application of mathematics. But they lack basic literacy and numeracy skills. As a result, it is possible that-

- These learners might have had to, and perhaps often do, face failure, disappointment, or cheating at different stages of life.
- Their hard-earned money might have been wasted or could be getting wasted instead of being saved.
- They may often be deprived of the convenience that comes with the use of modern ways of communication.
- The lack of digital literacy might deprive them of several facilities and information.
- Be it
    - Financial literacy,
    - Legal literacy,
    - Environmental literacy or
    - Literacy in the context of Health and Hygiene

being literate helps in managing every and circumtance situation.

The primer designed keeping in mind the daily life situations of the learners helps

them develop foundational language and numeracy skills along with the opportunity to use these skills effectively. It should be noted that reading and writing does not only mean having the knowledge of alphabets, but also understanding language, forming one's opinions, expressing one's thoughts and writing with an understanding of the same.

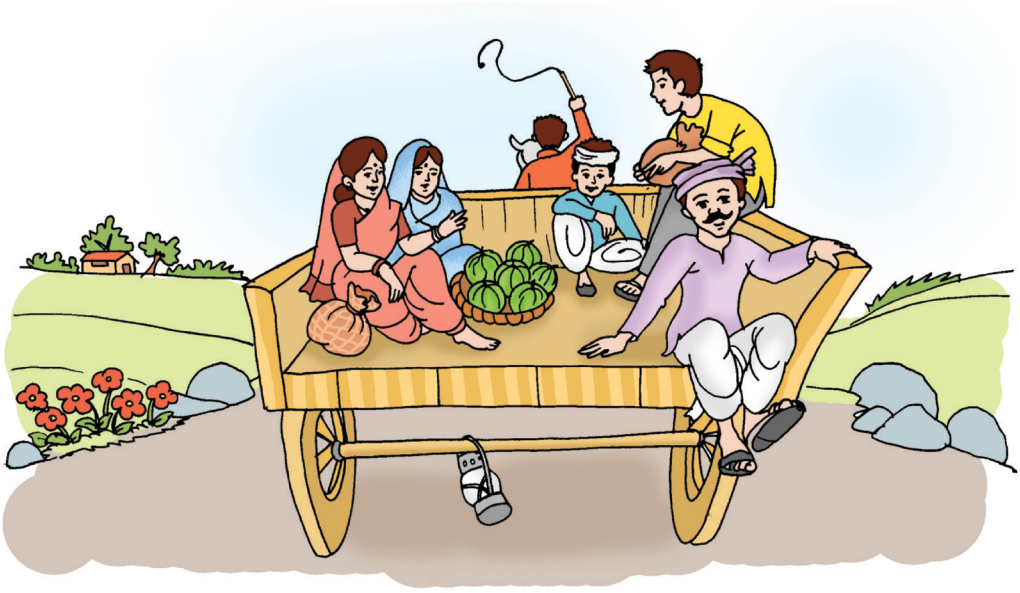
Similarly, the understanding of mathematical concepts is not only limited to the recognition of numbers, but also expands to their understanding and use in daily life.

These learners have their unique experiences and consequently their priorities too. One of the most important amongst those is learning to read and write the language (Hindi, English as well as regional) and mathematics. Keeping this in the foreground, opportunities have been provided in the primer to think, speak, read and write, which also guide us to explore and offer other options. More opportunities for reading and writing can also be created as per the level and abilities of the learners. One of the prime characteristics of the primer is that it contains language/literacy and numeracy in an integrated manner.

We know that language acts as a medium in reading, writing or understanding any subject. Similar is the situation with numeracy. Numeracy has its own language and it is presented only with the help of that language. In this respect, language acts as a medium. Both, critical reflection as well as specific contexts have been included in the primer and that acts as a starting point for the activities under hindi language reading and writing. Attempts have been made to connect the foundational numeracy skills with these contexts to facilitate the teaching-learning process. For instance- an image of '*राजा का परिवार*'has been given in the primer and the learners have been asked to observe it carefully. The questions that follow are numeracy centered. 'How many people are there in the cart ?'/ 'How many watermelons are there in the basket ?'/ 'How many lanterns are there in the cart ?'etc. the learners have to read them in Hindi language with the help of a volunteer teacher and respond in numbers. Similar examples of integrated language and numeracy concepts can be found in all the four volumes of the primer.

Some significant pointers pertaining to the primer have been given in detail ahead The following key pointers for developing the primers in various regional languages will act as proposed guidelines along with examples taken from the *ULLAS* Primer to explain and elaborate each point–

■ **राजा का परिवार बैलगाड़ी से जा रहा है। देखिए, गिनिए और लिखिए—**



- गाड़ी में कुल कितने व्यक्ति हैं?
- गाड़ी में कितने पुरुष हैं?
- गाड़ी में कितनी महिलाएँ हैं?
- टोकरी में कितने तरबूज़ हैं?
- गाड़ी में कितने पहिये हैं?
- गाड़ी में कितनी लालटेन हैं?

शिक्षक-निर्देश — सहभागियों से वस्तुओं को गिनकर सही संख्या लिखने का अभ्यास करवाएँ। संख्या पढ़ने और लिखने में सहभागियों की मदद करें। आप चाहें तो आस-पास मौजूद चीज़ों की गिनती भी करवा सकते हैं।

ULLAS – Part 1, Chapter 1, Page 21

Theme-based Lessons– The subject matter of the lessons in the primer has been developed around 13 themes. The various needs and aspects of the lives of learners have been taken into consideration when deciding on the themes for the Primer. For example, *Family and Neighbourhood (parivaar aur pados), Interactions(baatcheet),*

Our Surroundings (hamare aas-paas), Food and Health (khan-paan aur swasthya), Voting (matdaan), Legal Information (kanooni jaankaari), Disaster Management (aapda parbandhan), Time(Samay), Travel(Yatra), Entertainment(Manoranjan), Financial literacy(vitya saksharta), Digital literacy(digital saksharta), Environmental awareness, etc.

विषय-सूची

आमुख *iii*
प्रस्तावना *v*
स्वयंसेवी शिक्षकों से दो बातें *vii*
निर्माण-समिति *xi*
आभार *xiii*

1. परिवार और पड़ोस **1–23**
- अ, आ, न, प, स, र, व
- अनवरी का परिवार
- 1 से 9 तक की संख्याएँ पहचानना, पढ़ना और लिखना
- आओ बादल

2. बातचीत **24–53**
- इ, ई, ब, त, म, ख, ट, च
- स्कूल को चिट्ठी
- 10 से 20 तक की संख्याएँ पहचानना, पढ़ना और लिखना
- 20 तक की संख्याओं का जोड़ और घटा करना
- अंधेर नगरी चौपट राजा, टके सेर भाजी टके सेर खाजा

3. हमारा रहन-सहन **54–86**
- ओ, औ, झ, द, ल, ग, क, य
- दीवाली के दीये
- 21 से 50 तक की संख्याएँ पहचानना, पढ़ना और लिखना
- इकाई और दहाई समूहों में गिनना
- 50 तक की संख्याओं का जोड़ और घटा करना
- कहानियाँ

ULLAS – Part 1

विषय-सूची

आमुख *iii*
प्रस्तावना *v*
स्वयंसेवी शिक्षकों से दो बातें *vii*
निर्माण-समिति *xi*
आभार *xiii*

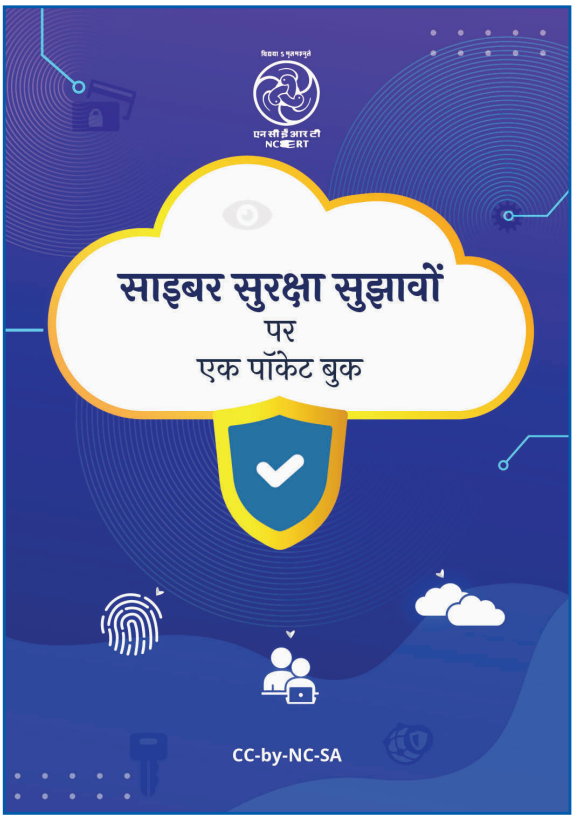
11.मनोरंजन **248–267**
- मुफ़्त ही मुफ़्त
- आकृतियों की समझ बनाना (वर्ग, आयत, त्रिभुज, गोला इत्यादि)
- आकृतियों और संख्याओं के पैटर्न की समझ बनाना
- 'ददरिया' लोकगीत
- जादुई लालटेन

12. वित्तीय साक्षरता **268–287**
- मेरा खाता मेरी शान
- बैंक खाता खुलवाने संबंधित जानकारी का उपयोग करना
- बैंक संबंधित फॉर्म पढ़ना, समझना और भरना (चैक, जमा पर्ची, नकद निकासी पर्ची)
- दान का हिसाब

13. डिजिटल साक्षरता **288–306**
- अब राह हुई आसान
- डिजिटल अंकों की पहचान एवं लिखना
- चित्र में प्रदर्शित आँकड़ों की समझ
- मोबाइल फ़ोन से संबंधित दैनिक जीवन की समस्या हल करना।
- मोबाइल की दुनिया

ULLAS – Part 4

- **Socio–cultural perspective-** The socio–cultural perspective of the learners has also been kept in mind while deciding on the subject matter of the primer since the use and development of language and mathematical concepts is linked to the society itself. Therefore, while creating any resource material related to the learners, their socio-cultural perspective has to be kept in mind. It is worth keeping in mind that the age group of these learners is relatively large (minimum age of 15 years – no upper limit for maximum age) and they have a rich life experience. This is why the level of oral discussion is wide and varied in the lessons. Further, critical life skills have been included in the lessons as well.There are numerous such examples in the primer, like-





ULLAS – Part 4, Chapter 13, Page 303





ULLAS – Part 4, Chapter 13, Page 303

There is a story titled '*मोबाइल की दुनिया*' in Lesson 13 '*डिजिटल साक्षरता*'. Different kinds of information has been given regarding mobile phones in this lesson and the concept of safe use of mobile has been included in the related questions-

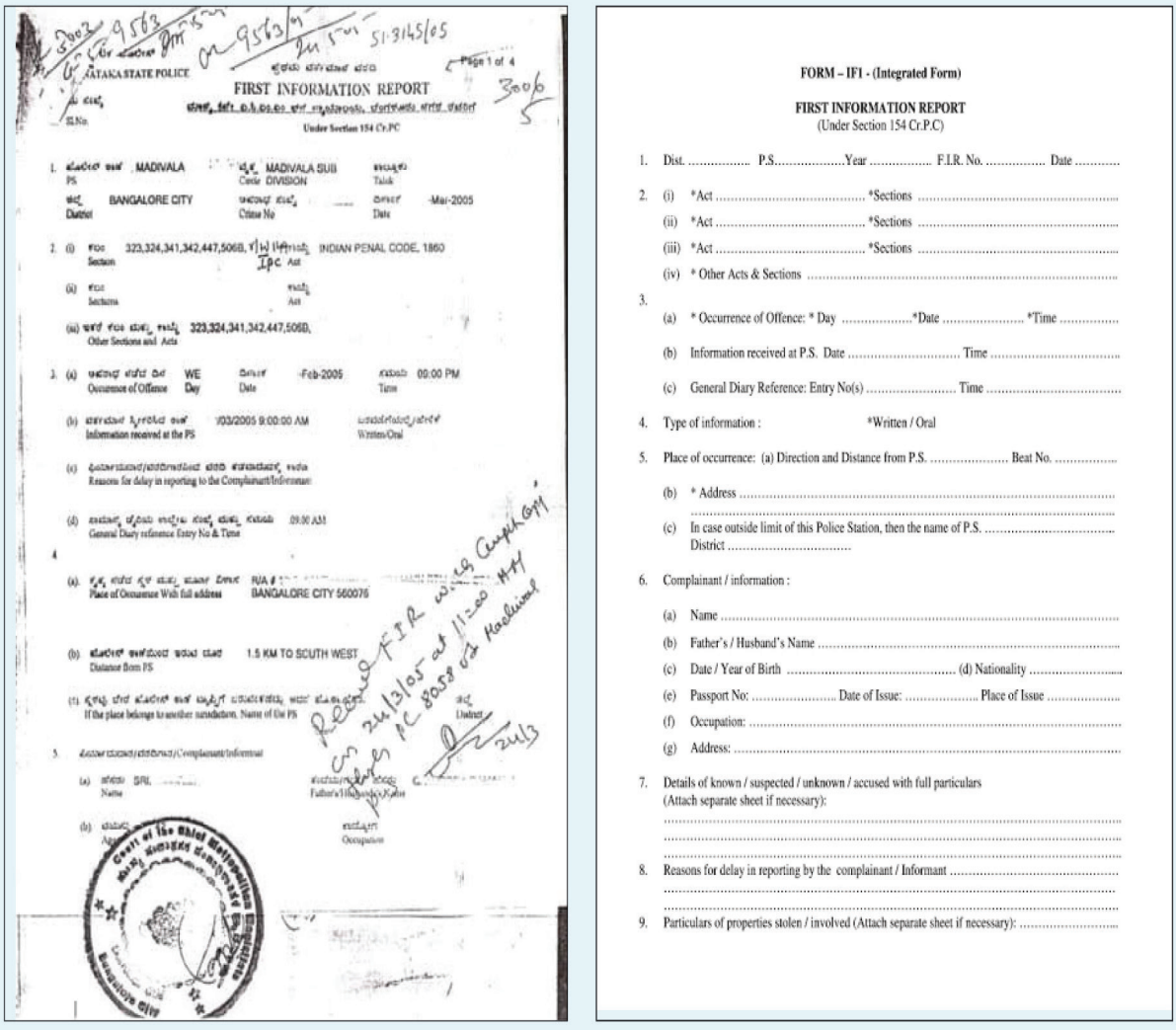
- Talk about an experience where using a mobile proved helpful in a work situation.
- For what kinds of work do you use your mobile phone?
- What are the things that you keep in mind while using a mobile phone?

■ प्रथम सूचना रिपोर्ट (एफ़.आई.आर.)

पुलिस एफ़.आई.आर. दर्ज होने के बाद ही किसी अपराध की पड़ताल शुरू कर सकती है। कानून में कहा गया है कि अपराध की सूचना मिलने पर नज़दीकी थाने में फ़ौरन एफ़.आई.आर. दर्ज करनी चाहिए। पुलिस को यह सूचना मौखिक, लिखित या किसी भी रूप में मिल सकती है। एफ़.आई.आर. में आमतौर पर वारदात की तारीख, समय और स्थान को दर्ज किया जाता है। उसमें वारदात के मूल तथ्यों और घटनाओं का विवरण भी लिखा जाता है। अगर अपराधियों का पता हो तो उनके नाम तथा गवाहों के नाम को भी शामिल किया जाता है। एफ़.आई.आर. में शिकायत दर्ज कराने वाले का नाम और पता लिखा होता है। एफ़.आई.आर. के लिए पुलिस के पास एक खास फॉर्म होता है। इस पर शिकायत करने वाले के दस्तखत कराए जाते हैं। शिकायत करने वाले को पुलिस से एफ़. आई.आर. की एक नकल कॉपी मुफ़्त पाने का कानूनी अधिकार होता है।

(सामाजिक एवं राजनीतिक जीवन-III, एन.सी.ई.आर.टी.)

ULLAS – Part 2, Chapter 7 , Page 185



KARNATAKA STATE POLICE

FIRST INFORMATION REPORT

Under Section 154 Cr.PC

1. PS: MADIVALA; Circle: MADIVALA SUB DIVISION; Taluk
District: BANGALORE CITY; Crime No; Date: Mar-2005

2. (i) Section: 323,324,341,342,447,506B, IPC Act: INDIAN PENAL CODE, 1860
(ii) Sections; Act
(iii) Other Sections and Acts: 323,324,341,342,447,506B,

3. (a) Occurrence of Offense: WE Day; Date: Feb-2005; Time: 09:00 PM
(b) Information received at the PS: /03/2005 9:00:00 AM; Written/Oral
(c) Reasons for delay in reporting to the Complainant/Informant:
(d) General Diary reference Entry No & Time: 09:30 AM

4. (a) Place of Occurrence With full address: N/A & BANGALORE CITY 560076
(b) Distance from PS: 1.5 KM TO SCUTH WEST
(c) If the place belongs to another satisdiction, Name of the PS; District

5. (a) Name: SRI.; Father's/Husband's Name
(b) Occupation

Please FIR with Complaint Copy
24/3/05 at 11:20 AM
PC 8058 of Hadkinal

Court of the Chief Metropolitan Magistrate, Bangalore

FORM – IF1 - (Integrated Form)

FIRST INFORMATION REPORT

(Under Section 154 Cr.P.C)

1. Dist. ..... P.S. ..... Year ..... F.I.R. No. ..... Date .....

2. (i) *Act ..... *Sections .....
(ii) *Act ..... *Sections .....
(iii) *Act ..... *Sections .....
(iv) * Other Acts & Sections .....

3.
(a) * Occurrence of Offence: * Day .....*Date ..... *Time .....
(b) Information received at P.S. Date ..... Time .....
(c) General Diary Reference: Entry No(s) ..... Time .....

4. Type of information : *Written / Oral

5. Place of occurrence: (a) Direction and Distance from P.S. ..... Beat No. .....
(b) * Address .....
.....
(c) In case outside limit of this Police Station, then the name of P.S. .....
District .....

6. Complainant / information :
(a) Name .....
(b) Father's / Husband's Name .....
(c) Date / Year of Birth ..... (d) Nationality .....
(e) Passport No: ..... Date of Issue: ..... Place of Issue .....
(f) Occupation: .....
(g) Address: .....

7. Details of known / suspected / unknown / accused with full particulars
(Attach separate sheet if necessary):
.....
.....
.....

8. Reasons for delay in reporting by the complainant / Informant .....
.....
.....

9. Particulars of properties stolen / involved (Attach separate sheet if necessary): .....

ULLAS – Part 2, Chapter 7 , Page 185

Similarly, in Lesson 7 '*कानूनी जानकारी*', important information has been given about First Informatino Report (F.I.R) and the experience and reflections of the learners have been invited regrading the same, Such as-

- Have you ever lodged and F.I.R?
- Which is the nearest police station to your house?
- On which number do you call to get police assistance when needed?
- What is the number for woman safetly?

Following questions from Lesson 8 *'मुसीबतें कैसी-कैसी'* can also be considered-

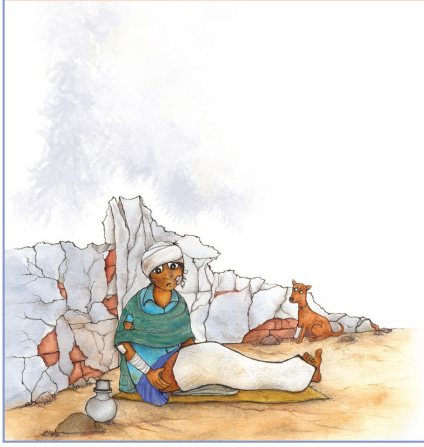
- Would your house be in danger if your area experiences an earthquake? If yes, where would you live then?
- Have you ever been faced with natural disasters like drought, earthquake, flood etc.? If yes, share your experiences.
- Do you think human beings are directly responsible for the natural calamities? Talk about one such calamity with your friends and write down the key points.

मिलकर पढ़िए

जब धरती काँपी

मेरा नाम जस्मा है। मैं गुजरात के कच्छ इलाके में रहती हूँ। बात तब की है जब मैं ग्यारह साल की थी। अचानक ज़मीन तेज़ी से हिलने लगी। सब लोग घबरा गए। कुछ ही समय में हमारा पूरा गाँव मलबे का ढेर बन गया। हमारे कपड़े, बर्तन, खाना— सब कुछ मलबे में दब गया।





बहुत सारे लोगों को चोटें भी लगीं। डॉक्टरों की टीम ने गाँव वालों की मदद की। उनकी मदद से लोग ठीक होने लगे।

ठंड का महीना था। इतनी ठंड में घर के बाहर रहना कठिन हो रहा था। ठंड और डर के मारे नींद नहीं आती थी। यही डर रहता कि कहीं फिर से भूकंप आ गया तो?

Keeping the socio-cultural perspective of the learners in mind along with contextualizing the subject matter of the primer also suggests that even though we are including the themes like health, travel, disaster management, etc., their subject mattermay vary as per the context of the states. For instance, travel in the context of Rajasthan will have references to camels, camel carts, deserts, etc., whereas in the context of Kerala, it will refer to rivers, boats, sailors, paddles, etc. whereas metro train can also be referred to in case ofcities such as Delhi, Bangalore, and Kolkata. Similarly, when talking about disaster management, there may be a difference in the contentof the states which are prone to earthquakes or floods than those which aren't. Further,there can be differences in the activities of the members of the family when talking about the theme of family. In the context of South Indian states, there might be a mention of making rangoli at the door of the house early in the morning with rice flour or turmeric etc. Under food and drink, there can be a difference between Kahwa (Kashmir), Makke ki Roti and Saag (Punjab), Litti-Chokha (Bihar) etc. This distinction can also be seen in clothes – Phiran (Kashmir), Salwar-Kurta (Punjab), Men's Dhoti (South India), Mekhla (Northeast India) etc.

- **Integrated Literacy and Numeracy**- A distinctive characteristic of the ULLAS Primer is that all of its four volumes contain literacy and numeracy in an integrated manner as we acquire mathematics through language, and the behaviour and use of language can also be influenced by mathematical notions. When purchasing rations from a ration shop, for instance, we read the names of flour, pulses, rice, soap, etc., ask the shopkeeper for the price or read the price list, and then, determine the amount to be paid to the shopkeeper according to the price and quantity of the goods purchased. If the goods cost Rs. 1570 and we give the shopkeeper a 2000 rupee note, the money we get back from the shopkeeper is also to be accounted for.The bill has to be read to see whether the shopkeeper has calculated correctly or not and has returned Rs 430. Mathematical accuracy and correct language are intertwined in this process. Mathematics in Language and Language in Mathematics!

- The process of learning Hindi as well as numeracy goes hand-in-hand in the primer. Keeping the context of the subject matter of a particular lesson at the centre, Hindi language and numeracy have been put simultaneously.

For instance, In Lesson 6 '*मतदान*', in the exercises related to language, important information related to voting has been given. Posters depicting the importance of vote have been discussed. The learners have been given this opportunity so that they read the information on their voter ID card carefully and talk about it, while simultaneously

giving their feedback/ comments after a thorough critical analysis-

- Why is it important to vote?
- What is democracy?
- How often do you vote?
- What do you consider before casting the vote and why?

प्रश्न 6. अपने वोटर कार्ड को देखकर उसमें दी गई जानकारी की सूची बनाइए–

क्र.सं.	जानकारी
1.	मतदाता का नाम
2.	
3.	लिंग
4.	
5.	
6.	
7.	
8.	

मतदाता पहचान पत्र भारत के सभी नागरिकों जिनकी उम्र 18 या 18 से अधिक है, उनके लिए जारी किया जाता है। मतदाता पहचान पत्र भारत निर्वाचन आयोग द्वारा जारी किया जाता है।

चर्चा कीजिए—

- वोट देना क्यों ज़रूरी है?
- लोकतंत्र किसे कहते हैं?
- आप कब-कब वोट देते हैं?
- वोट देने से पहले आप क्या-क्या सोचते हैं और क्यों?

शिक्षक-निर्देश— सहभागियों से मतदान और उससे जुड़ी आवश्यक बातों पर चर्चा करें। वोट के अधिकार विशेष और उसके सही प्रयोग पर बल दें।

ULLAS – Part 2, Chapter 6, Page 166

चुनाव में मतदान के पश्चात् वोटों की गिनती की जाती है जिसे मतगणना कहते हैं। सबसे अधिक वोट मिलने वाले को विजयी घोषित किया जाता है।



एक मतदान से संबंधित सूचना दर्शाई गई है-

लक्ष्मी	–	200 वोट
विजय	–	124 वोट
झुमरी	–	176 वोट
डाले गए कुल वोट	–	500

ऊपर दी गई सूचना को समझकर बताइए-

क. किसे सबसे अधिक वोट मिले हैं? _____

ख. सबसे कम वोट किसे मिले हैं? _____

ग. चुनाव में दूसरे स्थान पर कौन है? _____

घ. चुनाव में कुल कितने उम्मीदवार हैं? _____

शिक्षक-निर्देश— सहभागियों को प्रोत्साहित करें कि वे विभिन्न संदर्भों में तीन अंकों में तुलना कर सकें तथा जोड़-घटाव करने के विविध तरीके खोजें और साथ ही दी गई जानकारी के आधार पर निर्णय ले सकें।

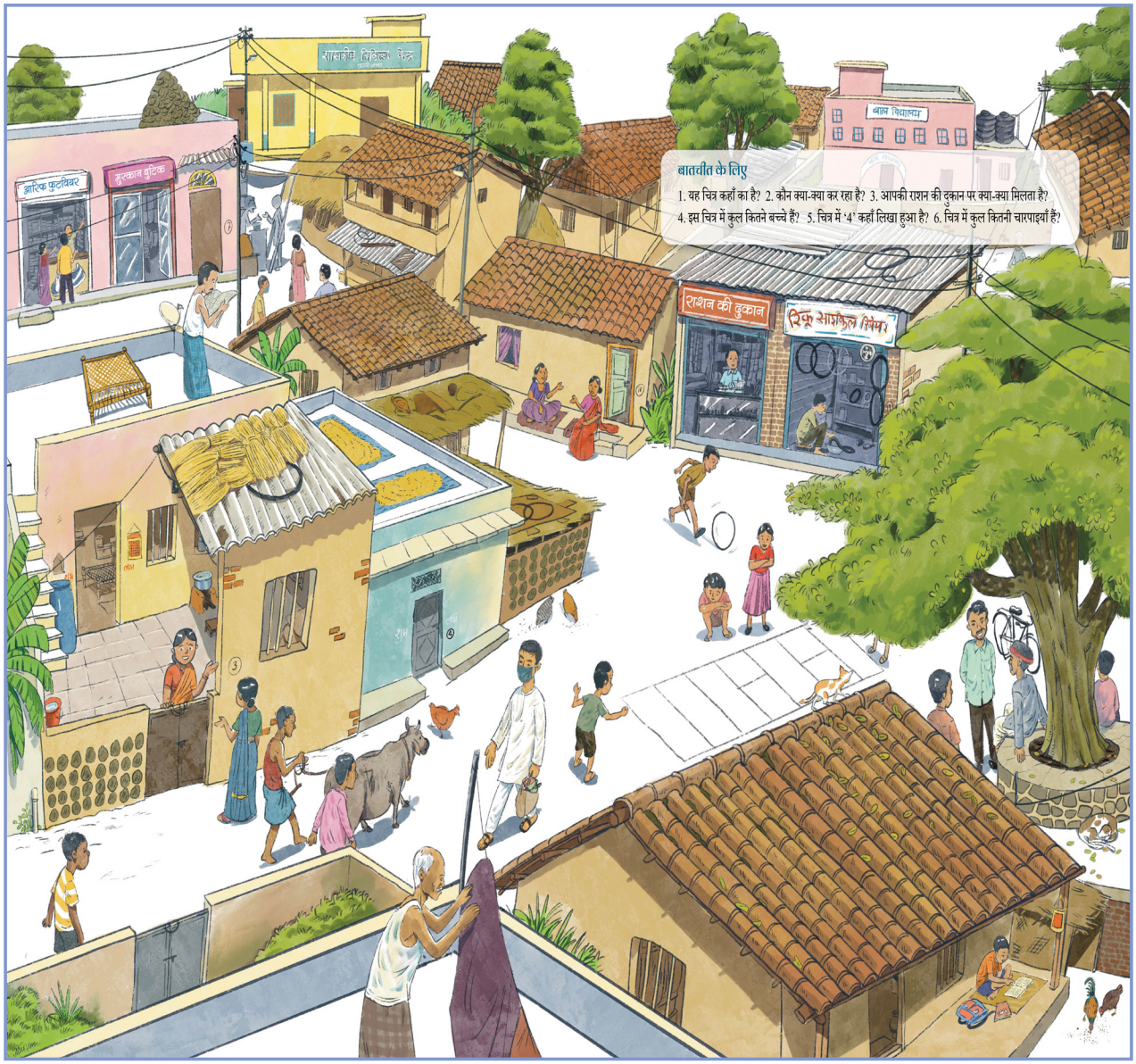
ULLAS – Part 2, Chapter 6, Page 169

After this, a data handling exercise has been given in which the following questions have been asked by depicting information related to voting-

- Who has got the highest votes?
- Who has got the lowest votes?
- Who is at the second position in the polls?
- How many candidates are there in the election?

This is how language and math related exercises are linked in the same context.

- **Poster–like Pictures-** Most of the chapters in the primer begin with a large poster-like picture. A discussion on the poster-like pictures will help the learners to relate to that theme cognitively. The rich experience of the learners, their opinions, feedback, comments etc., will also get respect and space through such a discussion. Just like we find something written on the walls, hoardings etc., in our surroundings,the learners will find something written everywhere in these pictures.These words and sentences can also be discussedwhile talking about the pictures. This interaction will prove helpful in enhancing the reading and writing skills of the learners.



ULLAS – Part 1, Chapter 1, Page 2-3

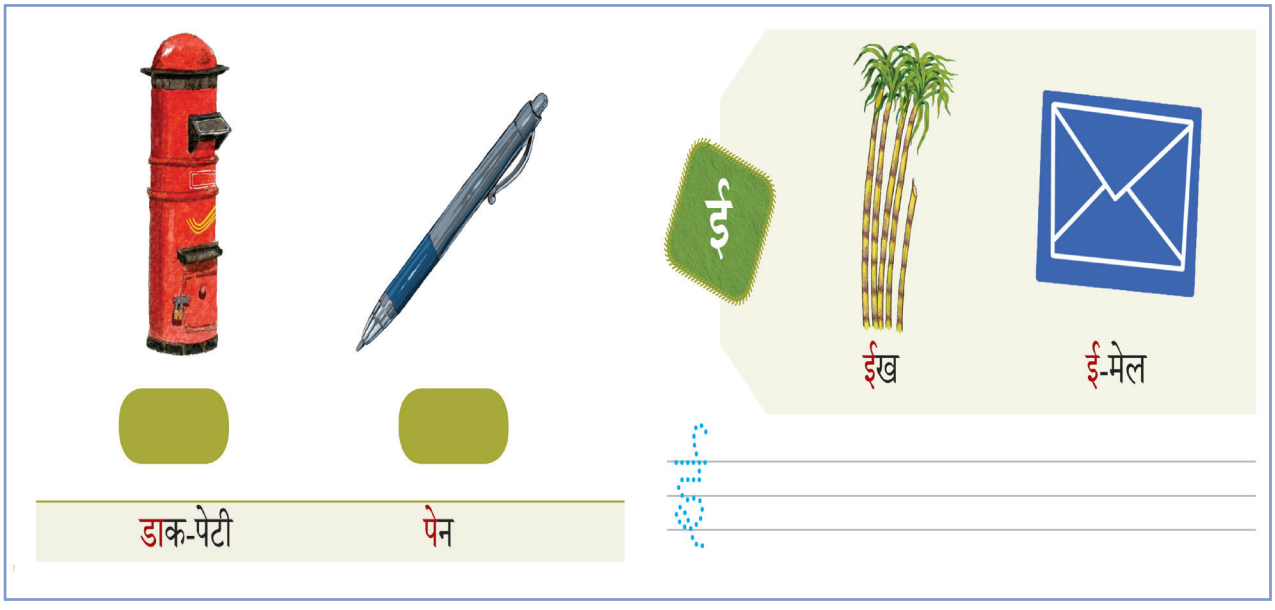


ULLAS – Part 1, Chapter 3, Page 54-55

- **Titles of Activities**- Each activity has been given a title in the primer. This title is in a slightly larger font and a different colour so that it is clearly recognised. This will help the reader know what to do in that activity. For instance, 'Read by guessing with the help of the picture', 'read and write' etc.

- As far as possible, easy-to-understand language has been used in the primer so that both the volunteers and the learners can use it effortlessly.
- The content in the primer is presented in a size that is sufficiently large to prevent the learners from straining their eyes since the small print makes it difficult for the learners to read.
- The needs and convenience of the users should be kept in mind while making the primer in the future as well.
- Efforts have been made to make primer attractive with colours, pictures, and interesting content so that learners take an interest in reading and writing and the process of learning to read and write becomes exciting and enjoyable for them.





ULLAS – Part 1, Chapter 2, Page 28-29

- The letters or alphabets of Hindi language are not presented in alphabetical order in the primer. The primary reason for this is that we communicate using the two fundamental abilities of every language (hearing and speaking), and the words we use in conversation are not alphabetical, such as when a mother and a child are communicating, the mother converses properly with the child-

My daughter got up very early today.

Today all of us willgo out together.

Go and get your grandmother.

I will come back early from work in the evening and then I will play with you, etc.

In the same way, elders also communicate in their respective contexts keeping their needs at the centre, and the whole thing is conveyed meaningfully. Nowhere in the conversation are the letters in alphabetic order. That is why, according to the context around which the topic is being discussed, the order of letters and quantities has been determined according to the sentences, the words used in those sentences and the letters/diacritics in those words in the primer as well.

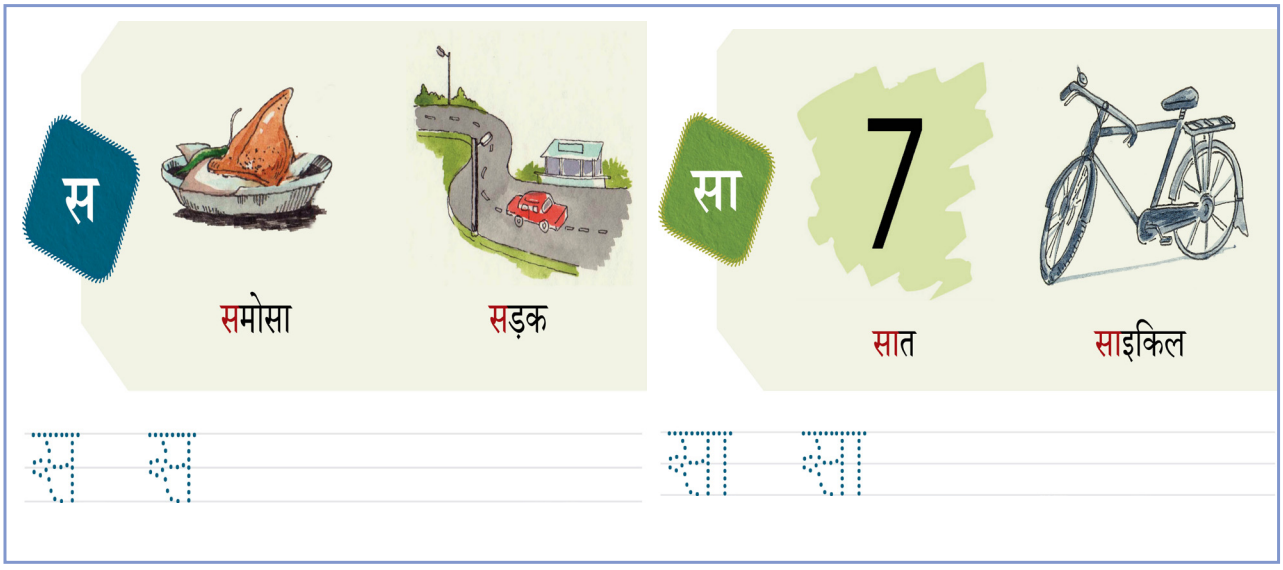


ULLAS – Part 1, Chapter 1, Page 8-9

- Only the letters/characters of those words are taken which are used in the lesson's content or in the picture given in the lesson. The first lesson of the primer is centred on the theme 'Family and Neighbourhood' and the kind of conversation that is possible around the detailed picture given in it, the words and letters in the words अ, आ,न,प,स, र, व have been given a place in this lesson.The focus is on words and letters that come easily and naturally to the subject matter of the lesson.



ULLAS – Part 1, Chapter 1, Page 7



ULLAS – Part 1, Chapter 1, Page 10

- The letters and the diacritics of the vowels of Hindi language have been kept together. The first chapter of the primer makes an effort to teach 'आ' and its diacritical marks, while the second lesson, "बातचीत," makes an effort to teach ' इ, ई (ब, त, म, ख, ट, च)' and its diacritical marks. For instance, the words like 'man, mango, saw, river, boat, road, seven'have been given in the first lesson and 'tamarind, e-mail, bill, twenty, butterfly, three,' etc., have been given in the second. It is

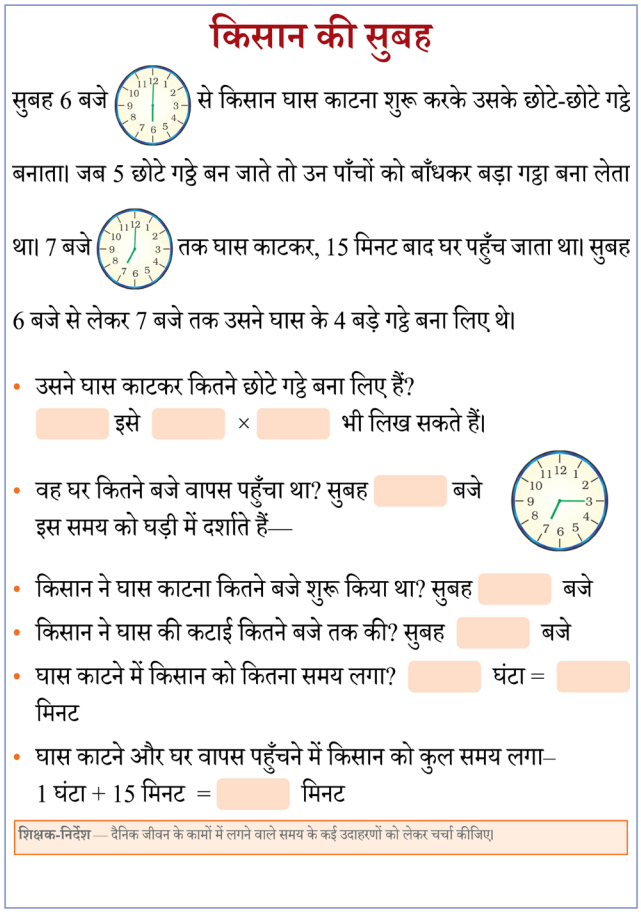


ULLAS – Part 1, Chapter 2, Page 30-31

important to keep in mind that vowels are employed both in their natural form and as a symbol, or a diacritic in languages like Hindi. However, it is possible that many regional languages utilise vowels solely in their original form, as is the case in English language. As an example, consider the English words pin/ college/car. Vowels (a, e, i, o, u) are written in their original form when English words are written in Roman script, while they are written as diacritics when

Hindi words are written in Devanagari script. We need to take special care of this key point and prepare the primer accordingly in regional languages.Similarly in Devanagari script, *Shirorekha* (line) is used above the letters/words, which is an important in the writing of Hindi language.But it is possible that this line is not used in the script of some languages, such as the script of language like Tamil, Kannada, Oriya, Malayalam etc. It is important to keep this point in mind with reference to the use of writing skills in the primer.

- The mathematical concepts in the primer have not been presented separtely in different chapters, instead, the concepts that are interconnected have been print together. For example lesson 11 '*मनोरंजन* ' contains information and exercises on different types of shapes (circle, square and triangle), designs, and patterns with the help of different illustrations. Similarly in lesson 9 '*समय-समय की बात* ', many exercises for reading the clock have been given.



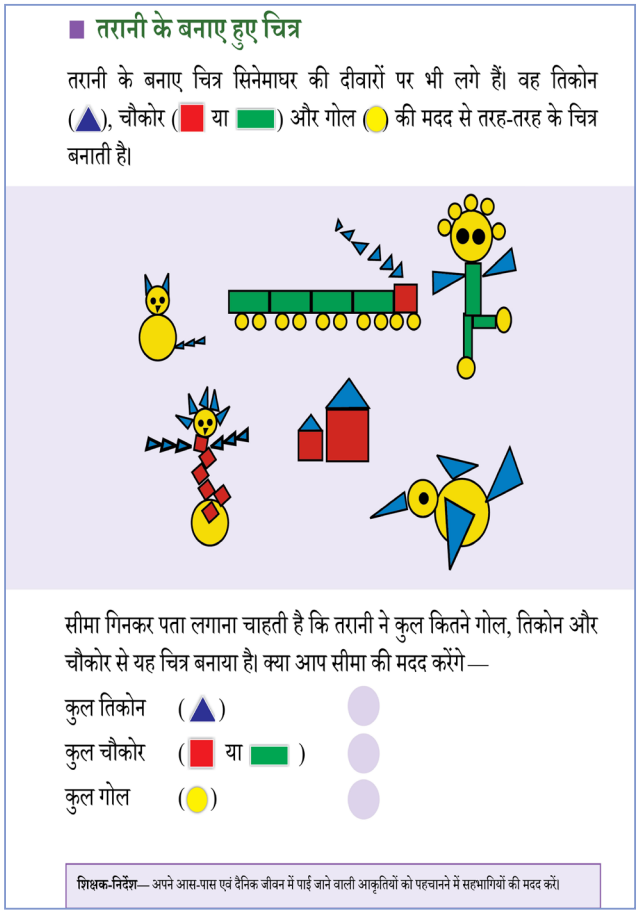
किसान की सुबह

सुबह 6 बजे से किसान घास काटना शुरू करके उसके छोटे-छोटे गट्ठे बनाता। जब 5 छोटे गट्ठे बन जाते तो उन पाँचों को बाँधकर बड़ा गट्ठा बना लेता था। 7 बजे तक घास काटकर, 15 मिनट बाद घर पहुँच जाता था। सुबह 6 बजे से लेकर 7 बजे तक उसने घास के 4 बड़े गट्ठे बना लिए थे।

- उसने घास काटकर कितने छोटे गट्ठे बना लिए हैं?
  _____ इसे _____ × _____ भी लिख सकते हैं।
- वह घर कितने बजे वापस पहुँचा था? सुबह _____ बजे
  इस समय को घड़ी में दर्शाते हैं—
- किसान ने घास काटना कितने बजे शुरू किया था? सुबह _____ बजे
- किसान ने घास की कटाई कितने बजे तक की? सुबह _____ बजे
- घास काटने में किसान को कितना समय लगा? _____ घंटा = _____ मिनट
- घास काटने और घर वापस पहुँचने में किसान को कुल समय लगा–
  1 घंटा + 15 मिनट = _____ मिनट

शिक्षक-निर्देश— दैनिक जीवन के कामों में लगने वाले समय के कई उदाहरणों को लेकर चर्चा कीजिए।

ULLAS – Part 3, Chapter 9, Page 226



तरानी के बनाए हुए चित्र

तरानी के बनाए चित्र सिनेमाघर की दीवारों पर भी लगे हैं। वह तिकोन (▲), चौकोर (■ या ▬) और गोल (●) की मदद से तरह-तरह के चित्र बनाती है।

सीमा गिनकर पता लगाना चाहती है कि तरानी ने कुल कितने गोल, तिकोन और चौकोर से यह चित्र बनाया है। क्या आप सीमा की मदद करेंगे—

कुल तिकोन (▲) ○

कुल चौकोर (■ या ▬) ○

कुल गोल (●) ○

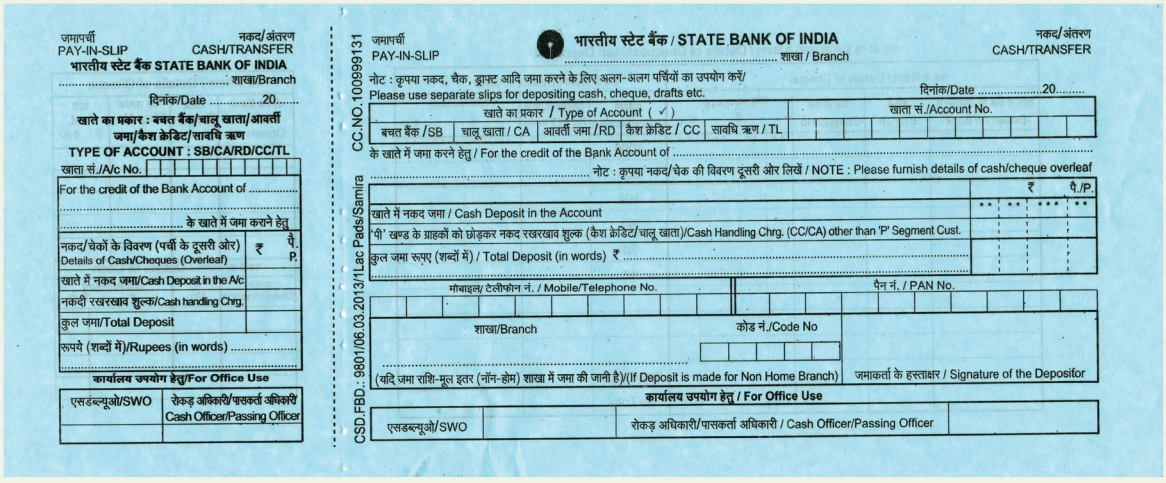
शिक्षक-निर्देश— अपने आस-पास एवं दैनिक जीवन में पाई जाने वाली आकृतियों को पहचानने में सहभागियों की मदद करें।

ULLAS – Part 4 Chapter 11, Page 259

- Topics or themes pertaining to daily life have been included for the teaching-learning of the mathematical concepts like - sales-purchase, bank, taxes etc. For Example, in the lesson - 12 "*वित्तीय साक्षरता*", deposit and withdrawal of money has been taught with the help of imaginary sitiations.

■ जॉन को बैंक में ₹1700/- जमा करने हैं। पैसे जमा करने की पर्ची भरने में जॉन की मदद कीजिए

पैसे जमा करने की पर्ची



जमापर्ची PAY-IN-SLIP नकद/अंतरण CASH/TRANSFER

भारतीय स्टेट बैंक STATE BANK OF INDIA

..... शाखा/Branch

दिनांक/Date .....20.....

खाते का प्रकार : बचत बैंक/चालू खाता/आवर्ती जमा/कैश क्रेडिट/सावधि ऋण

TYPE OF ACCOUNT : SB/CA/RD/CC/TL

खाता सं./A/c No.

For the credit of the Bank Account of .....

..... के खाते में जमा करने हेतु

नकद/चेकों के विवरण (पर्ची के दूसरी ओर) Details of Cash/Cheques (Overleaf) ₹ पै. P.

खाते में नकद जमा/Cash Deposit in the A/c

नकदी रखरखाव शुल्क/Cash handling Chrg.

कुल जमा/Total Deposit

रूपये (शब्दों में)/Rupees (in words) .....

कार्यालय उपयोग हेतु/For Office Use

एसडब्ल्यूओ/SWO	रोकड़ अधिकारी/पासकर्ता अधिकारी/ Cash Officer/Passing Officer

CC.NO.100999131

जमापर्ची PAY-IN-SLIP भारतीय स्टेट बैंक / STATE BANK OF INDIA ..... शाखा / Branch नकद/अंतरण CASH/TRANSFER

नोट : कृपया नकद, चैक, ड्राफ्ट आदि जमा करने के लिए अलग-अलग पर्चियों का उपयोग करें/ Please use separate slips for depositing cash, cheque, drafts etc.

दिनांक/Date .....20.....

खाते का प्रकार / Type of Account (✓)						खाता सं./Account No.
बचत बैंक /SB	चालू खाता / CA	आवर्ती जमा /RD	कैश क्रेडिट / CC	सावधि ऋण / TL		

के खाते में जमा करने हेतु / For the credit of the Bank Account of .....

..... नोट : कृपया नकद/ चेक की विवरण दूसरी ओर लिखें / NOTE : Please furnish details of cash/cheque overleaf

	₹	पै./P.
खाते में नकद जमा / Cash Deposit in the Account	**	**
'पी' खण्ड के ग्राहकों को छोड़कर नकद रखरखाव शुल्क (कैश क्रेडिट/चालू खाता)/Cash Handling Chrg. (CC/CA) other than 'P' Segment Cust.	***	**
कुल जमा रूपए (शब्दों में) / Total Deposit (in words) ₹		

मोबाइल/ टेलीफोन नं. / Mobile/Telephone No. | पैन नं. / PAN No.

शाखा/Branch | कोड नं./Code No

(यदि जमा राशि-मूल इतर (नॉन-होम) शाखा में जमा की जानी है)/(If Deposit is made for Non Home Branch) | जमाकर्ता के हस्ताक्षर / Signature of the Depositor

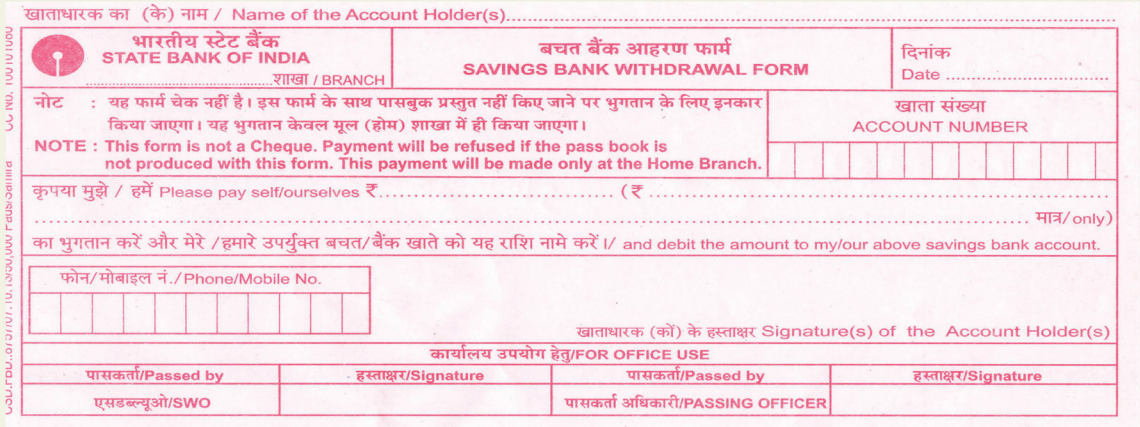
कार्यालय उपयोग हेतु / For Office Use

एसडब्ल्यूओ/SWO		रोकड़ अधिकारी/पासकर्ता अधिकारी / Cash Officer/Passing Officer	

CSD.FBD.: 9801/06.03.2013/1Lac Pads/Samira

■ लाजू को बैंक से ₹2000 निकालने हैं। पैसे निकालने की पर्ची भरने में लाजू की मदद कीजिए

पैसे निकालने की पर्ची



खाताधारक का (के) नाम / Name of the Account Holder(s).....

भारतीय स्टेट बैंक STATE BANK OF INDIA .....शाखा / BRANCH

बचत बैंक आहरण फार्म SAVINGS BANK WITHDRAWAL FORM

दिनांक Date .....

नोट : यह फार्म चेक नहीं है। इस फार्म के साथ पासबुक प्रस्तुत नहीं किए जाने पर भुगतान के लिए इनकार किया जाएगा। यह भुगतान केवल मूल (होम) शाखा में ही किया जाएगा।

NOTE : This form is not a Cheque. Payment will be refused if the pass book is not produced with this form. This payment will be made only at the Home Branch.

खाता संख्या ACCOUNT NUMBER

कृपया मुझे / हमें Please pay self/ourselves ₹..... (₹ .....

..... मात्र/ only)

का भुगतान करें और मेरे /हमारे उपर्युक्त बचत/बैंक खाते को यह राशि नामे करें I/ and debit the amount to my/our above savings bank account.

फोन/मोबाइल नं./Phone/Mobile No.

खाताधारक (कों) के हस्ताक्षर Signature(s) of the Account Holder(s)

कार्यालय उपयोग हेतु/FOR OFFICE USE

पासकर्ता/Passed by	हस्ताक्षर/Signature	पासकर्ता/Passed by	हस्ताक्षर/Signature
एसडब्ल्यूओ/SWO		पासकर्ता अधिकारी/PASSING OFFICER	

CSD.FBD.: 9801/06.03.2013/1Lac Pads/Samira

ULLAS – Part 4, Chapter 12, Page 276

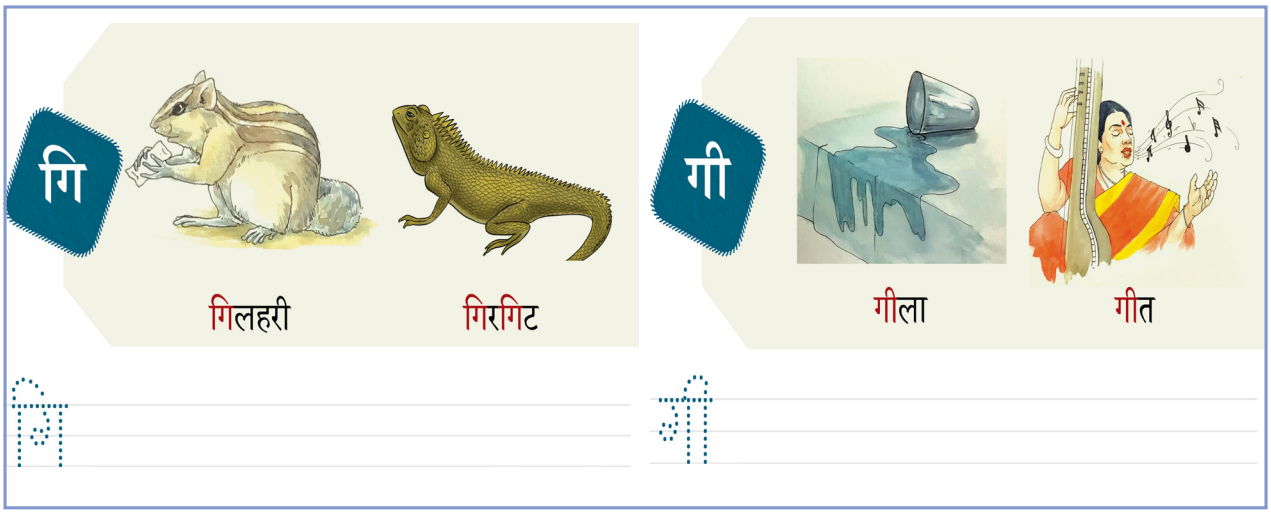
- Words used in daily life, names of objects, counting, names of days, etc. have been used as per the theme to identify the sound and shape of a letter. In these names, those sounds come at the beginning, middle or end of the word.It is important to take such examples so that the learners can see how the occurrence of a letter at different places in a word affects the pronunciation and form of the word. Also, they should not develop a tendency to associate the sound of a letter with a particular word. For example, thinking of just 'goat' with the letter 'G'. That is why words like conversation, newspaper and mobile have been given.
- Learners may have hesitation and difficulty in writing, but they have to be given confidence through various exercises that what we say can be written using certain symbols. There is not much difference between our spoken and written languages.
- Letters are also given in the form of dots to learn how to draw the shape of the letters. This will help the learners to make readable shapes of letters confidently. For example 'स' and 'सा' in Lesson 1.



ULLAS – Part 1, Chapter 1, Page 10



ULLAS – Part 1, Chapter 3, Page 69



ULLAS – Part 1, Chapter 3, Page 70

- It is essential to understand that learners do recognise the objects around themselves;they can say the names of things and speak various words in their daily lives. This indicates that they talk meaningfully about things, people, events, etc., rather than saying a series of diacritical or non-diacritical words in a particular order. This skill can also be used in writing and chances can be given to them to use all the diacritics that they have learnt in previous lessons, in one letter. For instance, in lesson 3, reading and writing the words formed using the letters 'ग', 'गा', 'गि' 'गी' etc. A benefit of this would be that the learners would have the chance to repeat the diacritics previously learnt and would also learn to differentiate between two vowels, such as in words like गधा, गमछा/ गागर, गाय/ गिलहरी, गिरगिट/ गीला, गीत/ गोभी, गोबर/ गौरैया, गौशाला (donkey, towel/ pitcher, cow/ squirrel, chameleon/ wet, song/ cauliflower, cow dung/ sparrow, cowshed). Only by giving adequate amount of such writing related exercises in primer, will the learnersdevelop the writing skills.
- Moving on from writing letters to writing exercises, the learners may also be asked to write a word after identifying a particular letter in that word. In this way reading and writing happen simultaneously. There is a need to give ample examples such as these in the primer.
- For example, in Lesson 1, the exercise 'See, Read and Write' consists of identifying and writing different words starting with the letters अ, आ, व, वा etc. Writing exercises in maths should be done simultaneously, as in Lesson 1, the numbers in a mobile have to be recognised, the numbers given in dots have to be written and then the numbers have to be written in the space provided separately

- At the next level of writing, the exercise of seeing, recognizing and writing the names of the pictures will help the learners in their writing skills. As explained earlier, learners recognize things, people, etc., and can say their full names. It is basis this skill that opportunities and exercises can be given to write the names of the pictures. For example, in lesson 7, in the exercise 'Look at the picture and write the word', the learners have been asked to write the words '17' and 'woman'/'triangle' and 'ravan'.
- At the end of most of the chapters, there is space to write 'my words'. The purpose of this is to let the learners write those wordson their own, with the help of a volunteer teacher, with or without seeing,that they have learnt in that lesson.

■ मेरे शब्द

शिक्षक-निर्देश— 'खान-पान और सेहत' विषय पर बातचीत कीजिए। सहभागियों से पूछकर इस विषय से जुड़े 3–4 शब्द लिखिए। ये शब्द उनकी अपनी भाषा के भी हो सकते हैं, जैसे— 'हैंडपंप' के लिए 'चापाकल' आदि।

ULLAS – Part 2, Chapter 5, Page 142

■ ध्यान से देखिए, पढ़िए और आपस में चर्चा कीजिए







■ मेरे शब्द

शिक्षक-निर्देश— 'मतदान' विषय पर बातचीत कीजिए। सहभागियों से पूछकर इस विषय से जुड़े 3–4 शब्द लिखिए। ये शब्द उनकी अपनी भाषा के भी हो सकते हैं, जैसे– 'वोट देना' के लिए 'वोट पड़ना' आदि।

ULLAS – Part 2, Chapter 6, Page 168

- Writing exercises also need to nurture the creative writing skills of the learners. It would be expected to give the learners the opportunities to write what they think and how they think, in whichever language. For example, in lesson 7, the exercise 'Look at the picture and write a story in the space given', the story

begins from a certain point and the learners have to complete it on their own. Writing a story by looking at the the given picture will help enhance the creative thinking and writing skills.

- • To practice writing skills, there is a need to create sentences from words and take opportunities to express one-self in writing. Exercises for the same have been given in Lesson 9 of ULLAS – Form sentences using the words given - समय, ज़माना, काल, युग, दिन आदि(time, world, period, era, day etc.) / What are the things that you are able to do on time and which are the ones that you aren't? etc.
- • There is a need to provide writing exercises in the primer, in which the learners can get opportunities to use idioms and write sentences by choosing the right words. Opportunities should also be given to write about their experiences so that writing becomes interesting to the learners.For example, the writing exercises of Lesson 1.



■ **कविता में से नीचे दिए अक्षरों से शुरू होने वाले शब्दों को पहचान कर लिखिए—**

आ..... प.....

न..... पा.....

■ **चित्र देखकर खाली स्थान भरिए—**

1. सा.....स

2. वान.....

3. अ.....र

4. व.....

5. .....म

6. .....ल

शिक्षक-निर्देश— सहभागियों के साथ मिलकर कविता में अक्षरों और शब्दों की पहचान कराएँ। अक्षर और शब्दों को लिखने में सहभागियों की मदद करें। कविता को गाकर पढ़ने के लिए प्रेरित करें।

ULLAS – Part 1, Chapter 1, Page 23

- Additional reading materials have been given in each lesson for the learners that they will initially read with the help of volunteer teachers. It is expected that they will then be able to read it using guesswork and later on, independently.
- The learner can read the contents given in the primer at any time, with help or even independently. While reading the lessons in sequence, the learners have the liberty to read the lessons or the contenton their own, once they feel confident enough. For example, learners can read the poem '*आओ बादल*' given as an additional reading material in Lesson 1 '*परिवार और पड़ोस*', on their own later on as well; which is based on letters like 'आ, बा, पा, ल, झ, ज, छा' etc. whereas letters like 'ल, झ, ज, छा' have been given in lessons ahead.
- Since the learners have varied life experiences and a broad understanding regarding life i general, the learning material in the primer has been developed keeping in mind not only the letters and their diacritical marks but also the level and interests of the learners. An attempt has been made in the primer to sharpen the critical thinking of the learners, so that they can understand every picture, word, and text that comes in the lesson and contemplate on it, give their opinions and the reasons behind their opinions by relating them with their experiences. This will help learners to understand every situation of their lives better so that they can take appropriate decisions accordingly.
- Today, there are several life skills which might not have been a part of the learners' direct environment until a few years ago. But in ULLAS, such critical life skills are included in the subject matter of the lessons. For instance,

➢ Adhering to the civilized conduct or the code of conduct of internet usage

➢ Digital enablement as per regional environment.

Many such references and examples have been included in the primer through which the life and work of the learner can be more secure and convenient, like-

For eg. In Lesson 6 'Voting', efforts have been made so that the learners understand the true meaning of the words associated with it, such as - voting list, identity card, voting ink, EVM machine, candidates, etc. Voting, although a small word, determines the structure of democracy. It answers questions like-

- ➢ Which candidate should be selected?
- ➢ Is someone misusing our voter indentity card?
- ➢ How will the government be formed?
- ➢ What kind of people will be elected as public representatives?

- Will they take concrete steps in formulating and implementing welfare schemes for the public?
- Will they keep their promises?

Many Such questions are associate with the word "Voteing".It has the biggest contribution in the functioning and maintenance of democracy, which requires critical analysis and contemplation. Sound decision of the voter lays the foundation of an excellent democracy.

■ वोट देने की तैयारी



मतदान के दिन छुट्टी दी जाती है तो आपको काम पर जाने की भागदौड़ नहीं करनी है।

अपना नाम मतदाता सूची में देख लें। यह आप चुनाव अधिकारी की वेबसाइट पर भी देख सकते हैं।





घर से निकलते समय अपना मतदाता पहचान-पत्र (वोटर कार्ड) ले जाना न भूलें। पर मोबाइल, कैमरा आदि न लेकर जाएँ। मतदान केंद्र में ये चीज़ें ले जाने की अनुमति नहीं है।





मतदान केंद्र के बाहर कतार में खड़े हों। आप ज़रूर चाहेंगे कि अगर किसी के लिए कतार में खड़े रहना मुश्किल है तो आप उन्हें वोट पहले डालने दें।

स्रोत— *http://ecisveep.nic.in/gallery/image/1349-general-voters-guide/?context=new*

ULLAS – Part 2, Chapter 6, Page 167

Similar subjects and references have been used throughout the primer in order to develop the life skills of the learners.

- Efforts have been made to increase the oral and written vocabulary of the learners with time through repetition and practice. Understanding how words are used, both in a particular context and out-of-context, is an important reading comprehension skill.However, a primer or a book has its limits because of which a lot of additional content cannot be included But we can give guidelines and a few examples with the help of which the volunteer teachers and learners can carry forward that process. For example, in Lesson 1 'परिवार और पड़ोस ', 'आ' and its diacritic have been used with 5 other letters while in Lesson 2 'बातचीत ', six other letters along with 'इ'/'ई' have been used. In Lesson 2 opportunities have been given to learn the use of new letters (ब, त, म, ख, ट, च) along with the three diacritics - 'बर्फ़ी, बच्चे, बस, बादल, बातचीत, बाल, बिजली, बिल, बिल्ली, बीज, बीस, बीन'/ 'तबला, तकिया, तवा, तारा, ताला, तार, तितली, तिजोरी, तिपाई, तीन, तीली, तीर' (sweet, children, bus, cloud, conversation, hair, lightning, bill, cat, seed, twenty, harp/ table, pillow, griddle, star, lock, wire, butterfly, safe, tripod, three, matchstick, arrow) etc. Discussion on pictures will also play an active role in increasing the vocabulary of the learners. In the primer, an attempt has been made to continuously increase the vocabulary this way, from beginning to end.
- Similarly, ample opportunities for practice have been given to understand the concepts of mathematics. For instance, In Lesson 1, a mobile with numbers written on it has been used to teach counting (numbers and numerals) from 1 to 9. Moving on, in Lesson 2, opportunities have been given to identify the number 5 in five rupee notes with the help ofas repetition and practice.In this lesson, the process of addition and subtraction has been presented on the basis of numbers learnt.

■ **आइए, गिनती पहचानें**

इस नोट में 5 कितनी बार छपा है, निशान लगाइए और लिखिए—



इस नोट में 10 कितनी बार छपा है, निशान लगाइए और लिखिए—

■ **आइए, मिलकर गिनें**



दस नल 10



ग्यारह पलंग 11

शिक्षक-निर्देश— सहभागियों को प्रोत्साहित करें कि वे नोटों के आगे-पीछे वाले हिस्से पर लिखे अंकों को पहचानें और चित्र में दी गई वस्तुओं की संख्या को गिनें। चाहें तो आस-पास मौजूद चीज़ें भी गिन कर लिख सकते हैं।

- Thematic progression has been introduced in the lessons throughout the primer, along with giving a place to all those things necessary to understand, learn and use in a person's life.
- These lessons/themes begin from 'परिवार और पड़ोस' and go up to 'डिजिटल साक्षरता', trying to incorporate the subject matter associated with it. Family is as important as neighbourhood, and cleanliness in family and in the neighbourhood is also important which is essential for our health and fitness. Lesson 12 '*वित्तीय साक्षरता*' includes information of bank, saving, deposit slip, ATM card, etc., as well as the use of 'BHIM App' (BHIM) which is a digital medium. Financial literacy has also been added to '*डिजिटल साक्षरता*' in Lesson 13 so that we can understand monetary transactions through digital means, be cautious about them, and use them in our lives. In this way, all the lessons of the primer are interrelated and are planned in a way that they are complementary to each other.

■ भीम ऐप (BHIM)

भीम ऐप (BHIM) पैसों के लेन-देन का मोबाइल ऐप है। इसे 'ई-पेमेंट' भी कहते हैं। इसमें आप अपने मोबाइल के ज़रिये पैसे का लेन-देन कर सकते हैं।

- दूर बैठे किसी व्यक्ति को पैसे भेज सकते हैं।
- बच्चों के स्कूल की फ़ीस दे सकते हैं।
- बिजली के बिल का भुगतान कर सकते हैं।
- किराने की दुकान वाले को पैसा दे सकते हैं।
- ऋण का भुगतान कर सकते हैं।



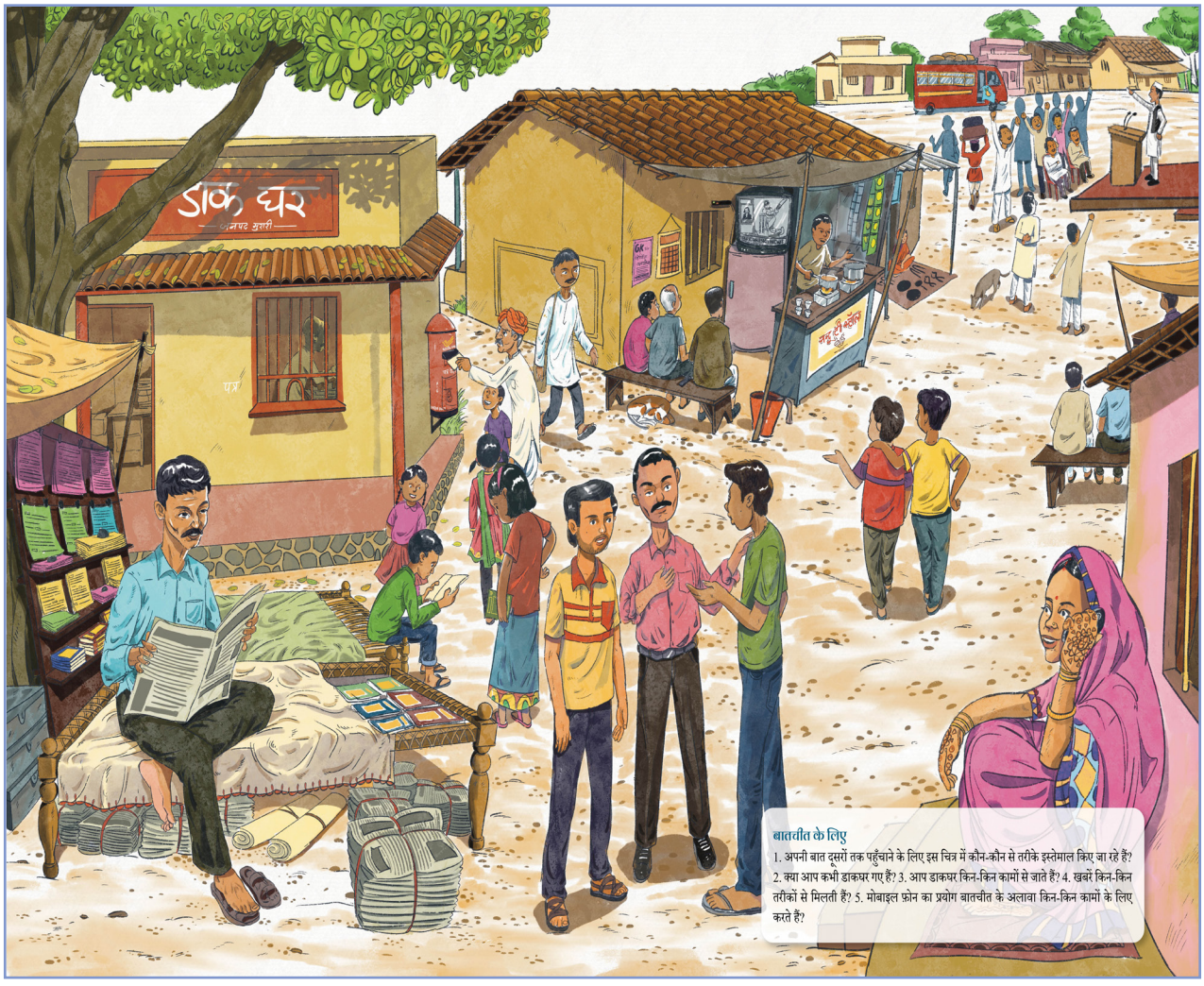
सबसे पहले आपको अपने मोबाइल में भीम ऐप को डाउनलोड और इंस्टॉल करना होगा। इसमें आप हिंदी के साथ-साथ 12 भारतीय भाषाओं में भी काम कर सकते हैं। इस ऐप में आप भारतीय स्टेट बैंक के साथ दूसरे लगभग 30 भारतीय बैंक खातों का इस्तेमाल कर सकते हैं।



(*स्रोत*— https:// https://www.npci.org.in/www.npci.org.in/ https://www.npci.org.in/product-overview/bhim-product-overview)

ULLAS – Part 4, Chapter 12, Page 280

- Pictures have a special importance in the primer. They help in building concepts about specific objects and learning to read by estimation. At the beginning of the lesson, there is a poster-like picture that depicts a situation or an event, for instance, the posters for 'Family and Neighbourhood', 'Our Way of Life' etc. These pictures are related to the learners' environment so they can converse on the same, share their experiences and study the words related to it by guessing them. The start of the process of reading and writing for many learners may just be a picture that they will learn to read over time.
- Points of discussion have been given along with these pictures so that volunteers and learners get some pointers for conversation. However, these points are mere suggestions. The volunteers and learners are free to take the discussion in any direction they want.



ULLAS – Part 1, Chapter 2, Page 24-25



ULLAS – Part 2, Chapter 5, Page 118-119

- An attempt has been made in the primer to use those words for identifying letters whose pictures are available or which can be presented through pictures.
- Some pictures are repeated in the primer. Its aim is to help the learners recognise the names and letters in those pictures. This will help them learn how to read and write.
- Along with pictures, real photos have also been used. They are most useful in depicting a specific process so that the learners can see how it will look like when they use this device or go through a process. This realness will give them clarity and confidence. For example, in Lesson 12, real photos of A.T.M. machine, forms for depositing and withdrawing money in the bank, A.T.M. cards, etc. under Financial Literacy will show them a clear picture of the activities related to the bank.

■ ए.टी.एम. कार्ड की संक्षिप्त जानकारी

ए.टी.एम. बैंक से पैसा निकालने व जमा करने का एक इलेक्ट्रॉनिक कार्ड होता है जिसकी सहायता से कहीं भी, कभी भी नकद पैसे निकाल सकते हैं और बैंक खाते का लेखा-जोखा भी जान सकते हैं। पैसों के लेन-देन के मामले से जुड़ी किसी समस्या के समाधान के लिए केवल बैंक से ही संपर्क करना चाहिए। ए.टी.एम. कार्ड से पैसे निकालने के लिए ए.टी.एम. मशीन का इस्तेमाल किया जाता है।





याद रखें

चैक की वैधता अंकित तिथि से 3 महीने तक मान्य होती है। 'क्रॉस चैक' केवल खाताधारक के खाते में देय होता है।

कभी किसी से साझा न करें

1. ओ.टी.पी.
2. पिन
3. सी.वी.वी.
4. खाता संबंधी जानकारी
5. व्यक्तिगत जानकारी

■ के.वाई.सी. (KYC) क्या होता है?

के.वाई.सी. (KYC) (Know Your Customer) वह प्रक्रिया है जिसके माध्यम से बैंक किसी व्यक्ति की पहचान और पते की पुष्टि करता है। अब आधार कार्ड से भी के.वाई.सी. कर सकते हैं।

के.वाई.सी. (KYC) के लिए ज़रूरी दस्तावेज़

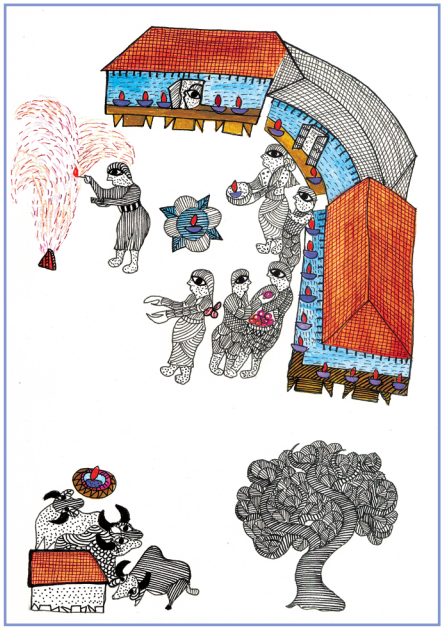
1. पैन कार्ड
2. बिजली का बिल
3. आधार कार्ड
4. आवासीय पता

ULLAS – Part 4, Chapter 12, Page 278

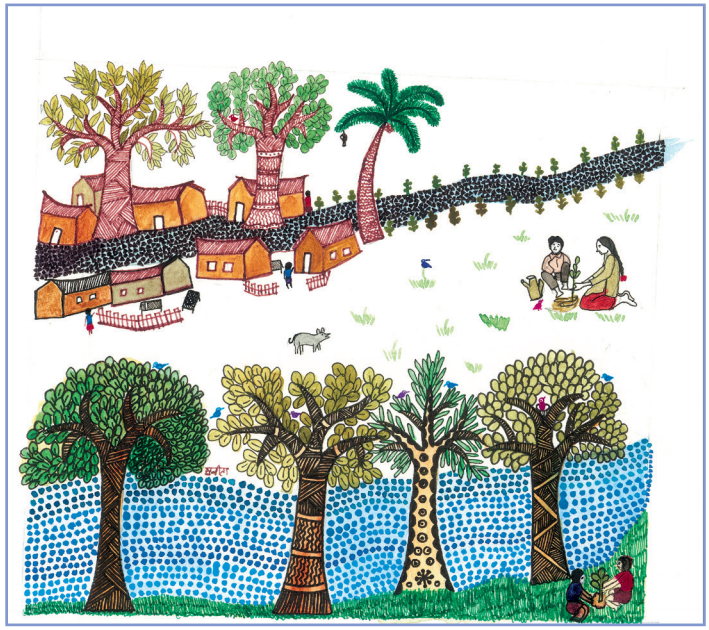
- Folk art has also been respected and given enough room in the images. When the learners will look at folk art associated with their surroundings, it will give them a feeling of pleasant affinity and pride. This experience will motivate them more to learn how to read and write. Folk art images from various regions might encourage them to take forward their own folk art and culture. Additionally, they can take up this type of folk art as their line of work. The cover page of ULLAS features a Madhubani folk art from Bihar, while the texts "Diwali Ke Diye" and "Sukhomajari Gaon" feature Mandana and Gond paintings from Rajasthan and Madhya Pradesh, respectively.While on one hand, these images will aid in establishing a connection with Indian folklore, on the other hand they will also help the learners in conveying empathy, appreciation and beauty.



ULLAS Cover Page



ULLAS – Part 1, Chapter 3, Page 74

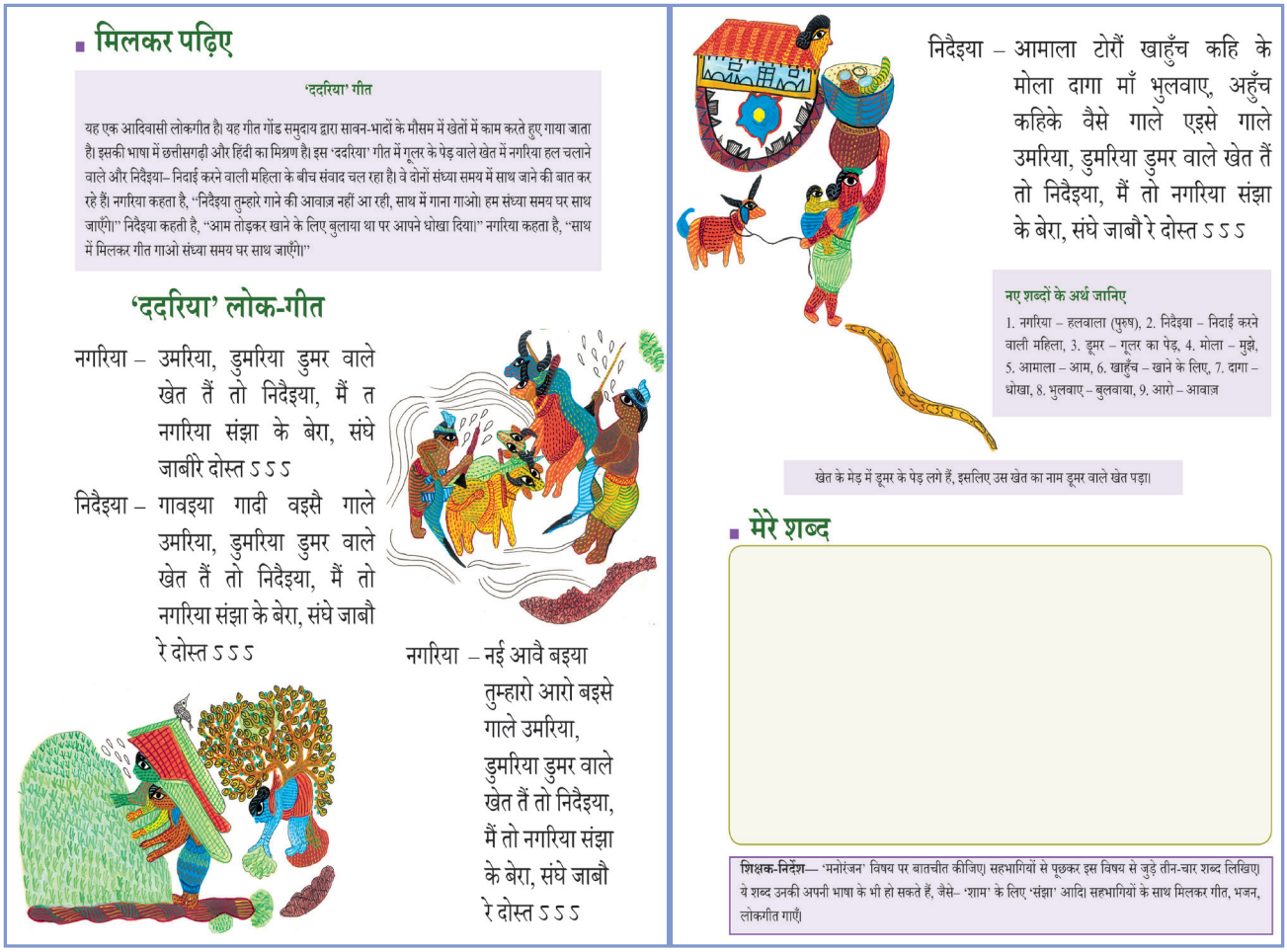


ULLAS – Part 2, Chapter 4, Page 106

- Folk tales and folk songs have also been given a place in the primer. The states can include their respective folk songs and folk tales while developing the primers for themselves. A variety of material related to the folk literature of the states can be used for additional reading. For example, in Rajasthan,the aulungeet that is sung when the daughter leaves her home after getting married – 'Kanwar Bai Ri Olyu Awe O Raj'. Similarly, songs sung in tribal areas can also form part of the primer, such as this Mundari folk song –

Ella re sato sae santa
Ella re biso Nagpur
Tajna kanchigada lingi tana
Caro cuil re bual tana

(Meaning - O brothers of the seven regions / O twenty of Nagpur / Here Tajna-Kanchi rivers are flowing / Karo-koel is rising.)



■ मिलकर पढ़िए

'ददरिया' गीत

यह एक आदिवासी लोकगीत है। यह गीत गोंड समुदाय द्वारा सावन-भादों के मौसम में खेतों में काम करते हुए गाया जाता है। इसकी भाषा में छत्तीसगढ़ी और हिंदी का मिश्रण है। इस 'ददरिया' गीत में गूलर के पेड़ वाले खेत में नगरिया हल चलाने वाले और निदैइया– निदाई करने वाली महिला के बीच संवाद चल रहा है। वे दोनों संध्या समय में साथ जाने की बात कर रहे हैं। नगरिया कहता है, "निदैइया तुम्हारे गाने की आवाज़ नहीं आ रही, साथ में गाना गाओ। हम संध्या समय घर साथ जाएँगे।" निदैइया कहती है, "आम तोड़कर खाने के लिए बुलाया था पर आपने धोखा दिया।" नगरिया कहता है, "साथ में मिलकर गीत गाओ संध्या समय घर साथ जाएँगे।"

'ददरिया' लोक-गीत

नगरिया – उमरिया, डुमरिया डुमर वाले खेत तैं तो निदैइया, मैं त नगरिया संझा के बेरा, संघे जाबीरे दोस्त ऽ ऽ ऽ

निदैइया – गावइया गादी वइसै गाले उमरिया, डुमरिया डुमर वाले खेत तैं तो निदैइया, मैं तो नगरिया संझा के बेरा, संघे जाबौ रे दोस्त ऽ ऽ ऽ

नगरिया – नई आवै बइया तुम्हारो आरो बइसे गाले उमरिया, डुमरिया डुमर वाले खेत तैं तो निदैइया, मैं तो नगरिया संझा के बेरा, संघे जाबौ रे दोस्त ऽ ऽ ऽ

निदैइया – आमाला टोरौं खाहुँच कहि के मोला दागा माँ भुलवाए, अहुँच कहिके वैसे गाले एइसे गाले उमरिया, डुमरिया डुमर वाले खेत तैं तो निदैइया, मैं तो नगरिया संझा के बेरा, संघे जाबौ रे दोस्त ऽ ऽ ऽ

नए शब्दों के अर्थ जानिए

1. नगरिया – हलवाला (पुरुष), 2. निदैइया – निदाई करने वाली महिला, 3. डूमर – गूलर का पेड़, 4. मोला – मुझे, 5. आमाला – आम, 6. खाहुँच – खाने के लिए, 7. दागा – धोखा, 8. भुलवाए – बुलवाया, 9. आरो – आवाज़

खेत के मेड़ में डूमर के पेड़ लगे हैं, इसलिए उस खेत का नाम डूमर वाले खेत पड़ा।

■ मेरे शब्द

शिक्षक-निर्देश— 'मनोरंजन' विषय पर बातचीत कीजिए। सहभागियों से पूछकर इस विषय से जुड़े तीन-चार शब्द लिखिए। ये शब्द उनकी अपनी भाषा के भी हो सकते हैं, जैसे– 'शाम' के लिए 'संझा' आदि। सहभागियों के साथ मिलकर गीत, भजन, लोकगीत गाएँ।

ULLAS – Part 4, Chapter 11, Page 263-264

- There is a need to pay special attention to the language and oral expression of the learners, because the process of reading and writing can only be carried forward with the help of oral language. Speaking confidently will help the learners in reading, writing and understanding mathematical concepts. Therefore, ample opportunities have been provided for interactions with the learners in the primer.

राजू की माँ

फूलों की माला बनाने में राजू अपनी माँ की सहायता कर रहा था। वह एक-एक करके फूल अपनी माँ को देता गया और संख्या बोलता गया।

10 फूलों की एक माला यानी, हर माला में 10 फूल। राजू फूल देता गया और माला बनती गई। तो आइए, समझें कि कितने फूलों के बाद एक माला तैयार होती है।

50 + 1=51	पाँच दहाई 	+	एक इकाई 	=	**51 इक्यावन**
50 + 2=52	पाँच दहाई 	+	दो इकाई 	=	**52 बावन**
50 + 3=53	पाँच दहाई 	+	तीन इकाई 	=	**53 तिरेपन**
50 + 4=54	पाँच दहाई 	+	चार इकाई 	=	**54 चौवन**

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■ **विद्यालय में स्वतंत्रता दिवस के अवसर पर बच्चों को लड्डू के डिब्बे बाँटे गए। एक डिब्बे में चार लड्डू आ सकते हैं। आइए पता लगाते हैं कि 10 बच्चों को डिब्बे देने हैं तो कितने लड्डू चाहिए?**

1 बच्चे को मिलेंगे  अर्थात् 1 डिब्बा 4 लड्डुओं का
1 बार 4
1 गुणा 4
या 1× 4 = 4 लड्डू

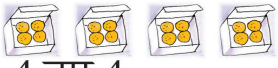
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2 बच्चों को मिलेंगे  अर्थात् 2 डिब्बे 4 लड्डुओं के
4 + 4
2 बार 4
2 गुणा 4
या 2 × 4 = 8 लड्डू

---

3 बच्चों को मिलेंगे  अर्थात् 3 डिब्बे 4 लड्डुओं के
4 + 4 + 4
3 बार 4
3 गुणा 4
या 3 × 4 = 12 लड्डू

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4 बच्चों को मिलेंगे  अर्थात् 4 डिब्बे 4 लड्डुओं के
4 + 4 + 4 + 4 = 4 बार 4
या 4 गुणा 4 = 4 × 4 = 16 लड्डू

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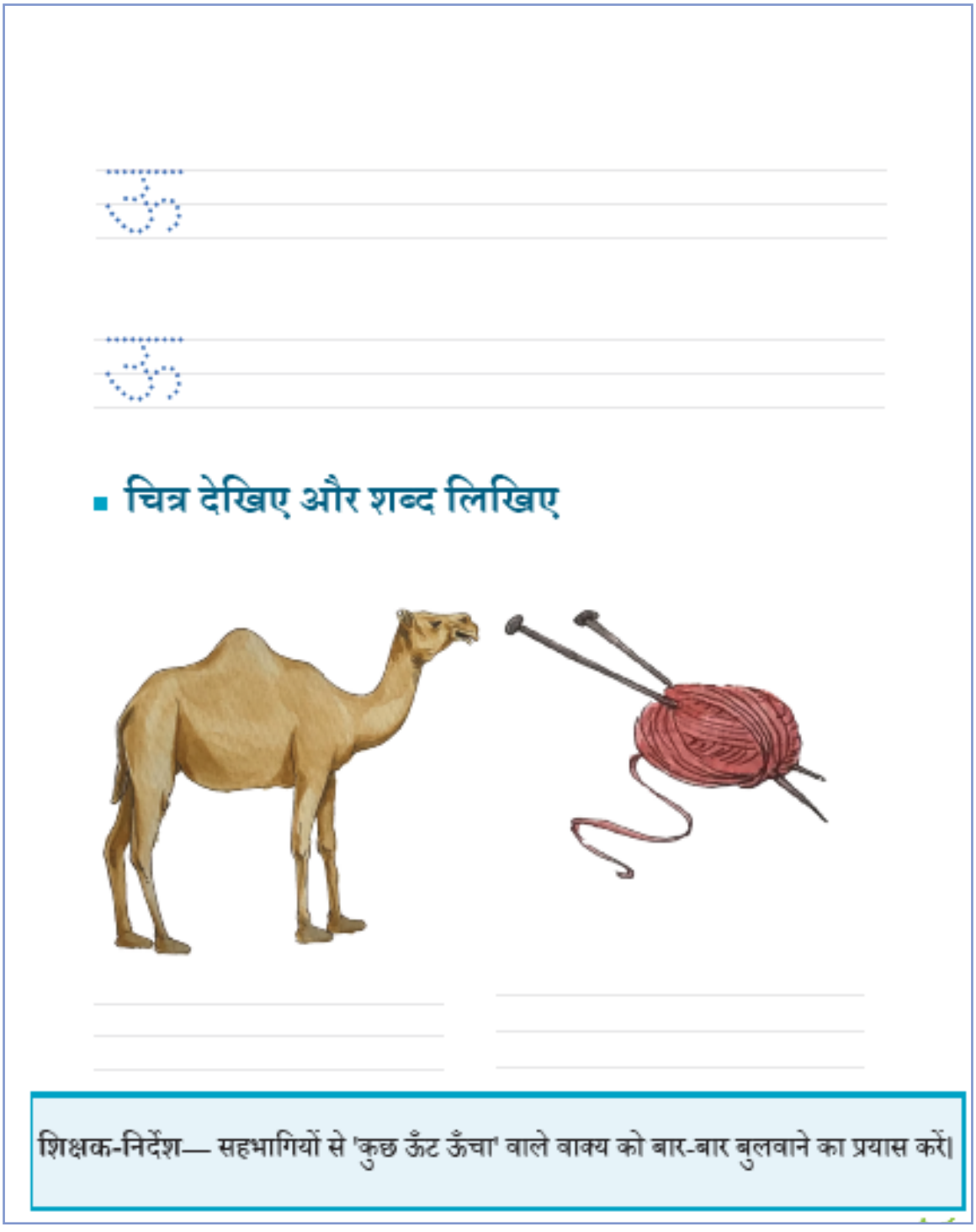
5 बच्चों को मिलेंगे  अर्थात् 5 डिब्बे 4 लड्डुओं के
4 + 4 + 4 + 4 + 4 = 5 बार 4
या 5 गुणा 4 = 5 × 4 = 20 लड्डू

शिक्षक-निर्देश— किसी संख्या को बार-बार जोड़ने की संक्षिप्त प्रक्रिया को गुणा कहते हैं। सहभागियों को विभिन्न संदर्भों (जैसे कुर्सी के पैरों की संख्या) का प्रयोग करके 1 अंकीय संख्याओं के गुणन बनाने और लिखने के लिए प्रेरित करें।

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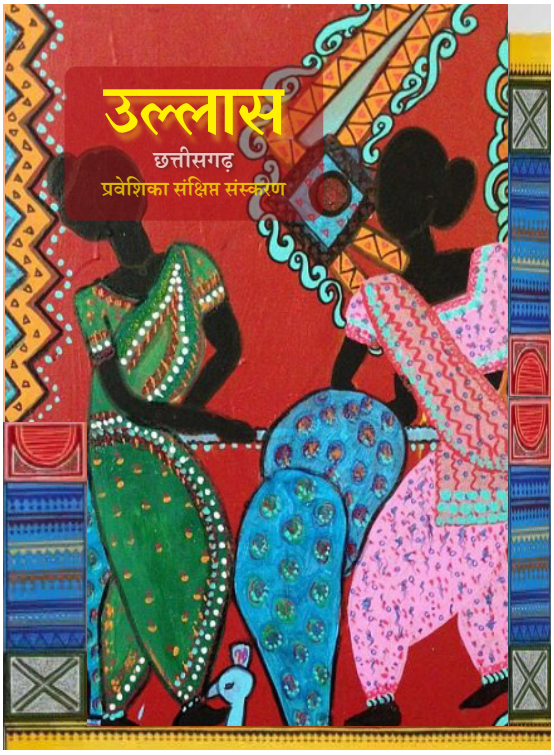
- Complete respect has been given to the multi-lingual characteristics of India. Even though the primer is primarily in Hindi, regional/local languages have been given proper respect. Ample opportunities have been given to the learners to converse and give answers in their own language. This will encourage the learners to speak what is on their mind and they will participate in discussions confidently.

- Subjects related to daily life have been taken to further teach the numberacy, such as –making garlands, saving money, subtraction, counting sweets, shopping, bank, tax related work etc. Real objects available in our surroundings can also be used to understand the concept well.

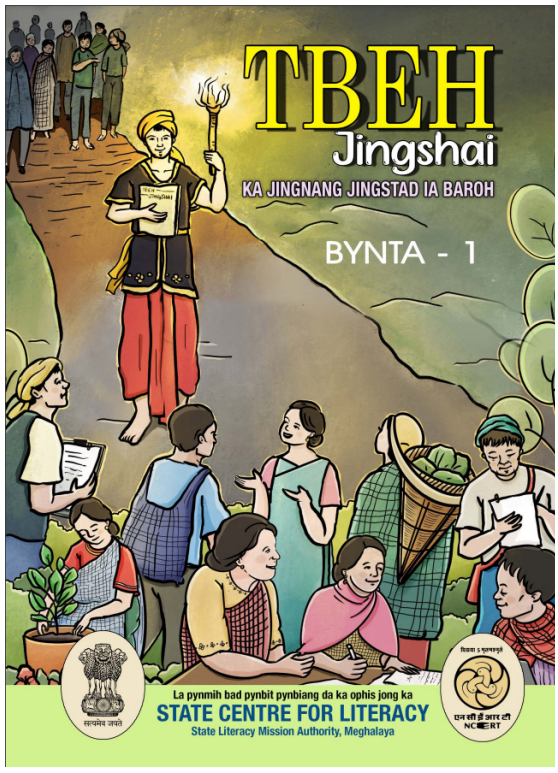


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- educational instructions have been given in every lesson for the convenience of the volunteers and the learners. These instructions, given in an easy language, will help them understand how to take the lesson forward.
- For the better use of the primer, detailed instructions for its use have also been prepared so that volunteer teachers can use it in the right way and the learners get maximum benefit out of it.
- While developing the primer, it is worth keeping in mind that the teaching and learning of both language of numberacy go hand in hand. It is essential to assimilate references from the daily lives of the learners so that there is no gap between living life and foundational literacy (language and numeracy); also, so that the learners can understand that reading, writing and numeracy is only to help them live their life. This connection between primer's lessons and life will help even more in the acquisition of foundational literacy (language and numeracy).
- Audio-video programs can also be made according to the sequence of lessons included in the primer while creating it.
- One would hope that states will keep these key points in mind while preparing primers and resource materials in their respective regional languages, considering local/ regional surroundings and references. It is not necessary that a single primermeets the needs of all the learners. Therefore, other materials can be designed keeping in mind the level, ability, context and environment of the learners.



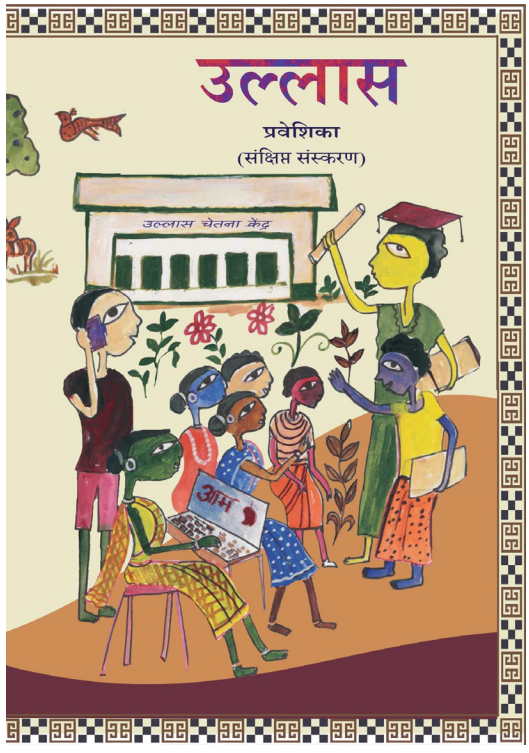
CHHATISGARH (HINDI)



MEGHALAYA (KHASI)



JAMMU AND KASHMIR (KASHMIRI)



JHARKHAND (HINDI)



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