

A COMPARATIVE STUDY OF
TWO ADULT LITERACY
PRIMERS



Research Evaluation & Monitoring
LITERACY HOUSE
LUCKNOW—226005
U. P. (INDIA)

A. COMPARATIVE STUDY
OF THE TWO
N A Y A S A V E R A P R I M E R S

A report on field experimental projects for
making comparative study of the two primers

By

Ram Shankar

RESEARCH EVALUATION AND MONITORING

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FOREWORD

There had been very little systematic and comparative study in our country of the effect of the methods used in the preparation of literacy primers on the rate of acquisition and retention of the literacy skills by the adult learners. In most cases the new methods of literacy teaching and learning namely, the word and sentence methods and more popularly known the eclectic method are introduced by the authors more on the basis of the popularity of these methods among the adult educators rather than on the basis of any action research with the adult learners who are expected to use these primers. The present paper by Shri Ram Shankar, in spite of its limitations, happens to be a unique research study in the field of literacy methods used in the popular Hindi literacy primers, Naya Savera Praveshika and Naya Savera Praveshika Sanshodhan two primers based on two distinctly different methods, brought out by Literacy House in the sixties. The study could not identify any significant advantage or disadvantage of using any of the two methods used in preparing the above primers. Maybe, this very fact is significant enough to make us pause, think and rethink while opting for any of the new methods of literacy teaching. It has been widely observed that most of the adult education instructors instinctively fall back upon the method of literacy teaching and learning of which they themselves happened to be the products.

We would feel encouraged if the present study could raise some of the basic issues in the minds of our co-workers in adult education. I am confident, Shri Ram Shankar, Head of the Research, Evaluation and Monitoring Section of Literacy House, will take serious note of the comments and suggestions received by him from the readers of this paper while designing further studies in this important area of literacy research.

Lucknow
June 30, 1983

A.K. Jalaluddin
Director
Literacy House

ACKNOWLEDGEMENTS

I am grateful to Dr. A.K. Jalaluddin who encouraged me to edit research studies completed earlier and bring them out for generating discussion and dialogue on a larger scale. I took up the present report on an experimental study comparing two primers produced by Literacy House in the first instance because during the last few years many adult literacy primers have been produced for use in adult education programmes, laying much emphasis on the materials and methods rather than on the process of learning. It is my personal conviction that process of learning and instruction are of greater significance in adult education.

I would like to express my sincere thanks to Dr. T.R. Singh, the then Head of the Research Section, Shri R.S. Srivastava, the then Head of the Training Section and Shri P.N. Shivpuri, the then Head of Field Services under whose guidance and supervision the experiments were conducted.

Dr. S.N. Mehrotra of the Asian Institute of Educational Planning and Administration, New Delhi at that time was consultant for this experimental study. His academic insights and advice became guidelines for me. I am very grateful to him and to Shri E.C. Shaw the then Director, Literacy House, for his encouragement and interest as a guardian in my research work.

I am thankful to all the learners individually and collectively who participated in both the experiments. I take this opportunity to express my sincere thanks to my other colleagues in the Literacy House who have been helpful in many ways.



(RAM SHANKAR)

June 30, 1983

CONTENTS

- Foreword by Dr. A.K. Jalaluddin	(ii)
- Acknowledgement	(iii)
I. INTRODUCTION	1
II. EXPERIMENT-I	12
III. EXPERIMENT-II	17
IV. THE LITERACY CLASS PARTICIPANTS	22
V. RESULTS OF THE OLD NAYA SAVERA PRAVESHKA GROUP	26
VI. RESULTS OF THE NAYA SAVERA PRAVESHKA (SAMSHODHIT) GROUP	33
VII. COMPARISON OF RESULTS OF THE TWO PRIMERS	40
VIII. RECOMMENDATIONS	46
- References	51
- Appendices	52

Chapter I

INTRODUCTION

After over nine years of extensive as well as intensive experience, in the field of adult literacy, Literacy House(1) felt an urgent need of developing a better system of literacy teaching to non-literate and semi-literate adolescents and adults. As a result of close cooperation among adult education workers, a linguist, an educational psychologist, an artist, a typo-graphist, writers trained in the techniques of simple writing and literacy teachers, a new system named the Naya Savera (the New Dawn) teaching technique was evolved. This was the realization of one of the scores of visions of the Founder philanthropist and a pragmatic philosopher in the person of Late (Mrs.) Welthy H. Fisher. Based on sound educational principles and philosophy of adult education this new method was intended to bring about a New Dawn to the non-literate (2) masses of India, removing their ignorance through literacy education. An adult literacy primer, named the Naya Savera Praveshika (3) was prepared and published, in Hindi which is the National Language of Indian Republic, and is also the spoken and written language of the most populous states like Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar, Haryana, Himanchal Pradesh and Delhi.

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1. Shaw, E.C. 'An Institution for Functional Literacy, Literacy House'. Literacy Discussion, Vol. II, No. 1, Winter 1971, pp. 81-92.
 2. The term 'non-literate' is preferable to 'illiterate' because even some of the so called educated persons could be illiterate.
 3. See 'Glossary of Words' in Appendix-2.

The Naya Savera system of adult literacy teaching consisted of a course of study which was divided into two parts: first intended towards teaching basic literacy skills through the primer and, second consisted of teaching three graded Naya Savera Readers. The primer of the Naya Savera system is the focus of the present study.

The primer was prepared and published in 1962. It has been reprinted as many as eleven times since then. The records tell that right from its first edition in 1962 to the tenth edition in 1972 a total number of two lakh thirtyfive thousand copies were printed and used and another three lacs and twenty thousand copies were printed in its eleventh edition in the year 1972 (4).

The Naya Savera Praveshika is quite popular in the literacy programmes being carried out by the Government as well as voluntary agencies in the Hindi speaking areas. It is based on the eclectic principles which combines the advantages of both the synthetic and the analytic methods of literacy teaching to adults. Accordingly the Naya Savera Primer follows the word approach in which known words are taught first with the help of suitable illustrations, then words are analysed into letters which are recombined (synthesised) to form a number of new words and sentences. To begin with, a set of twelve charts, quite big in size with big letters and illustrations which could be perceived from a considerable distance and with facility even in dim light (5) for each of

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4. While this report was being written the primer underwent four more editions from twelfth to fifteenth in which three lacs fortyone thousand copies were printed during the year 1973 before October.
 5. In the beginning kerosene lamps were used therefore, literacy classes were nick named as lamp-light schools.

the first twelve lesson of the primer, is used by the adult literacy teacher to facilitate teaching in a class room situation.

The Primer has incorporated concepts derived from adult life. The subject matter revolves around interests and needs of adults. The lessons have been devised on themes vital for the development of the individual learner as a worthy member of the society. Some of the examples given below illustrate the above statement:

Lesson six : 'Work is pleasure'

" eight : 'None should think one-self too small to undertake big tasks'

" Nine : 'Do not believe in rumours, find out the truth yourself'

" Ten : 'The Panchayat Ghars are the new temples'

This Primer develops a habit of learning to read and reading to understand. It does not encourage 'rote learning', which is a characteristic of learning by a child.

A group of review exercises, leading to self learning, have been devised very carefully and provided after fourth, eighth and twelfth lessons. The exercises introduce cursive writing and provide space for writing by the adult learners. Illustrations as visual aids have been used throughout the primer.

The primer is divided into sixteen lessons. It introduces practically all the alphabets: consonants, vowels and vowel-signs through its first twelve lessons. In rest of the lessons towards the end of the primer, conjuncts consonants and certain alphabets relatively more difficult in shape and having different forms have been dealt with. Some proverbs have been given after fourteenth lesson and

there is a poem 'We were one, we are one and we will ever remain one'. Numerals from one to hundred both in Hindi and Arabic, have been provided in the sixteenth lesson.

This Primer uses one key word in the second lesson; two words each in lessons: first, third and fourth, three key words each in lessons: sixth, eighth and twelfth; and four key words each in lessons: seventh, ninth, tenth and eleventh. Thus, in total thirtyfive key words have been used in the first twelve lessons of the primer. Numerals from one to ten have been provided in the first four lessons. (6)

Hindi language (7) has forty-nine alphabets (8) out of which the first twelve are vowels. A significant fact about some of the Hindi alphabets, specially vowels, is that their shape and position is changed when these occur in combination with other alphabets to form words.

The Primer contains five hundred words out of which three hundred thirtynine words have been said to be functional words.(9) It is accompanied by a Teacher's Guide which is a must for each and every adult literacy teacher using the Naya Savera Praveshika for teaching literacy to adults. Thus the Naya Savera Praveshika, so carefully and intelligently constructed, has been in use for the last about ten years. Obviously the copies of the primer published during the period should have helped about five lacs non-literate and semi-literate men and women in becoming neoliterates.

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6. See 'Element Content in Old Primer' in Appendix-4
 7. The script used in Hindi Language is known as Devanagari Script.
 8. See 'Alphabets in Hindi' in Appendix- 3
 9. 'Preface to the Naya Savera Praveshika (old) by Mushtaq Ahmed .

Soon after its Publication in the year 1962, the Naya Savera Praveshika was put to test in the field. The Naya Savera Experimental Project was launched in a cluster of sixteen villages on Lucknow-Sultanpur road at a distance of about twenty kilometers from Literacy House-North (10). One class in each of the sixteen villages was started. These classes, ten for men and six for women, were opened on 11st March, 1963. That experiment, since then continued in some form or the other without any systematic observation being made and without any scientific reporting of the results. The only report ever published about this experiment does not talk about the concrete results. It tells that the percentage of attendance ranged from 26.6 to 95.6; that both men and women were found enthusiastic; that peoples aspirations and hopes were raised and that the response was good (11). During the year 1966-67 a seminar of the pioneers of different adult literacy methods was organised at Literacy House, Lucknow by the erstwhile Department of Research in close association and cooperation with the then Field Work Department. As a result of that seminar it was planned to conduct a field experiment for making a comparative study of the different adult literacy Primers. That experiment would have been the first systematic trial of the Naya Savera Primer along with many others, but it did not materialise. It may be mentioned here that sixty classes in all were functioning during the year 1966-67. These sixty classes

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10. Another Institute named Literacy House-South has been established in Andhra Pradesh under the auspices of Andhra Mahila Sabha which had the privilege of having Late Dr. (Mrs.) Durgabai Deshmukh as its dynamic leader. Literacy House throughout this report would mean Literacy House Lucknow (North).
11. Ahmed, M. Naya Savera Schools An experiment in Functional Literacy. Indian Journal of Adult Education. Vol. XXIV, No. 3, August 1963, pp. 11-12.

comprised of forty classes in the villages of Sarojini Nagar Development Block area in Lucknow District and twenty classes in the urban industrial area of Kanpur. These twenty classes were organised at Labour Welfare Centres to educate the non-literate workers of the local industries and factories.

Eight hundred and sixty-nine adults were enrolled in the forty classes functioning in the Sarojini Nagar Block.

Later, i.e. during the year 1968, a study (12) of the Naya Savera Praveshika was undertaken utilizing the records of six selected adult literacy classes conducted during 1966-77. One hundred and thirty-eight adults were enrolled in these six classes which were started on first April, 1967. After completion of the Primer the After Primer Test was administered in June 1967. That study brought into light the following facts:

- 1) Average number of working days (13) devoted by the six teachers to teach each of the first twelve lessons varied from 2.3 days to 9.9 days. More than five days were devoted to lessons sixth, seventh, eighth and twelfth. On an average about five days were devoted to teach a lesson.
- 2) Teaching of the Primer was completed within a period from sixty-seven to seventy-seven working days with an average of seventy working days.
- 3) Only about sixty-four percent of the enrolment participated in the After-Primer Test.

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12. Singh, T.R. A report on Naya Savera Primer. Investigation and Evaluation Section, Literacy House, Lucknow-5U.P., n.d. pp. 264 Appendices (mimeographed). This report was revised and its second edition was mimeographed in April 1970.
 13. One working day is supposed to be of two hours duration when the class is conducted usually during late evenings for men and after-noons for women.

- 4) Over twenty percent dropped out and the rest did not participate in the After-Primer Test for reasons unascertained.
- 5) The performance of the eightyeight adult participant in the After-Primer-Test have shown that:
 - a) Eightytwo adults could recognise all the ten alphabets contained in the test, the remaining six adults could recognise seven to nine alphabets.
 - b) Eightyfour adults could read seven or more words the remaining four adults could read less than seven words out of the ten words contained in the test paper.
 - c) Fiftysix percent of the test participants could attain a reading speed of thirtyone to sixty words per minute the remaining adults attained a reading speed of thirty words per minute or less.
 - d) Thirtyfive percent of the test participants attained a writing (copying) speed of four to nine words per minute.

However, in view of the absence of any set objective criteria it is fairly difficult to evaluate or comment upon the above results which are at their best somewhat qualitative statements based on the use of secondary data.

A need has been felt and expressed occasionally to improve upon this primer and publish an improved and revised version. However, this could not be fulfilled partly because of the lack of any systematic observation, partly because the originators of this primer had left this institution, and others present were not interested enough in the improvement of this 'old' Primer.

Literacy House ventured to construct a new primer.

A Specialists' Workshop on preparation of literacy primers for adults was organised from second January to tenth February, 1968 at the Literacy House campus in Lucknow. This Workshop had the unique privilege of having a distinguished American Linguist, Dr. (Miss) Sarah C. Gudschinsky, as Director. That Workshop was attended by some experts from other than Hindi speaking areas also. As a result of that workshop a new adult literacy primer was prepared in Hindi by the Literacy House. This Primer too bore the same name, i.e. Naya Savera Praveshika with an adjective "Sanshodhit Sanskaran" which is apparently 'misleading' in the sense that it gives an impression of the 'old' Primer being 'improved and revised' whereas the fact is that it is altogether a new primer based on a different approach and methodology than the earlier Primer (14).

Though both the Primers have been constructed on what are known as eclectic Principles whereby the best ideas from other methods have been used but the 'old' Primer follows "word approach" whereas the 'New' Primer follows the "Syllable" approach. The 'New' Primer was published in January 1969.

There are two different views regarding Hindi language. One view is that Hindi is a highly phonetic language and, therefore, it is very simple and easy to learn to read and write. The people who hold this view-point are of the opinion that the syllabic principles are not of much significance and, therefore, of little use in teaching Hindi. The other group holds the opinion that Hindi language is not as much phonetic as it is thought to be. It is phonetic-

14. From now onwards the 1962 edition of the Primer would be known as "Old Primer" and the other as "New Primer".

-syllabic. Moreover, its syllabales are more complicated than those of the English Language. Hindi can not be taught without considering the syllabic principles. Both the above opinions appear to be on extreme points. In the personal opinion of this author Hindi is primarily a phonetic language and only secondarily a syllabic language. Learning of Hindi is much easier to begin with by following phonetic principles. Over-emphasis on the application of syllabic principles from the very beginning would naturally make the learning experience for the beginners a relatively more difficult process.

Broadly speaking, the so called "revised" Naya Savera Pravesika (the new primer) is an outcome of the second view mentioned above. It is primarily syllabic in the approach to literacy teaching to non-literate and semi-literate adults. On the other hand, the old Primer adopts the phonetic approach and therefore, is expressive of the first view stated above.

The "New Primer" has been prepared under the influence of a foreign linguistic expert believing in the syllabic principles being applicable to a 'foreign' language: Hindi; considering the two major characteristics of fluent readings: (i) the units of analysis of new words are "syllables" rather than alphabets, and (ii) whole phrases or sentences are read at a glance so that reading is marked with good phrasing and intonation. The "New Primer" takes care of both these characteristics. Following are some of the other characteristic features of the new Primer(1 5).

- 1) Those key words have been selected which could be easily read after breaking them into "syllables",

than "letters".

- 2) Consonants, as complete syllables with the inherent vowels pronounced, are taught after consonants with signs (matras) have been practised to some extent. This has been done to enable the adult students to differentiate between the pronunciation of the former letters and that of latter ones. Special pains are taken to teach the consonant in a syllable's final position where it is pronounced as though it has a halant even though it is written as a full consonant.
- 3) Difficult elements, like conjuncts, have not been detained till the end of the Primer. These have been introduced alongwith easy elements so that the time a learner reads latter lessons, the difficult letters become pretty simple.
- 4) Letters have not been taught in conventional alphabetical order (and this fact is equally true of the 'Old Primer' also). This is not necessary anyway. What is necessary, is to provide known and useful material and avoid the use of meaningless words and sentences. This principle has been kept in mind while preparing this Primer.
- 5) Only those words are used which can be understood by all Hindi speaking persons. Colloquial words have not been used.
- 6) To avoid confusion, the letters of similar shapes have been used adjacently.
- 7) Writing exercises which the students will carry out in a separate exercise book or slate have been provided in the 'Teachers' Guide'.

Lessons two to twenty four consist of two pages each. The left hand page usually contains the key words with 'illustration' and units or new elements introduced in the particular lesson, followed by sentences for reading. The right hand page is devoted entirely to a larger reading selection. The passages give practice in reading new syllables in new words, primary emphasis being on the recognition of the grammatical words or word-parts (such as the post-positions, the verb endings, the conjuncts) and the reading of phrases as units. For each page of the pupil's text detailed instructions to the teachers have been given in the Teachers' Guide.

The analysis of the 'New Primer' (16) indicates that in all the lessons, from one to twentyfour, two key words have been introduced in each except in lessons: fourth, seventh, tenth, eighteenth and twenty-third where only one key word has been introduced in each lesson. By the time the students reach lesson fourteenth, the first ten vowel signs are introduced to them with the help of key words in these lessons. One-half letter 'L' is introduced as early as in lesson tenth. In all fortythree key words have been used upto twentyfourth lesson. Some conjuncts have been dealt with in twentyfifth and twentysixth lesson. Numerals from one to ten have been introduced in the first ten lessons. A more detailed description has been given elsewhere (17).

16. See 'Element content in New Primer' in Appendix-5.

17. Singh, T.R. 'The Revised Naya Savera Primer: A Preliminary Study', Literacy House, May 1970, pp.9. (mimeographed).

Chapter -II

EXPERIMENT-I

During the years 1970-71 an experimental project was launched with two objectives: (1) Tryout of the two adult literacy primers: the "Old" Naya Savera Primer and also the "New" Naya Savera Primer, in the actual field situation, and (2) to make a comparative study of the two Primers. The "Old Primer" was introduced into experimental functional literacy classes just after its publication. However, its 'tryout' continued without reaching any conclusion at any stage of its use in teaching literacy. Literacy House, which have had experience in planning, organising and conducting field experiments undertook this work afresh and launched present experimental project to tryout and make a comparative study of the two adult literacy primers in November, 1970.

To conduct this field experiment, eight experimental classes were organised, out of these eight classes four were for men and four were for women. These two groups of classes each comprising of two classes of men and two classes of women. Suitable persons were trained thoroughly to teach in these experimental classes. The classes started functioning under the supervision of the two Departments: Training and Research and Evaluation Department of Literacy House.

As the experiment continued, the persons involved in it gained more insight into the methodology of the study. The "objectives became more clear and were redefined later in December, 1970 as follows: (1)

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1. Draft of deliberations regarding objectives, phasing and responsibilities for a comparative study of two Primers produced by Literacy House, Lucknow (Meeting held on Dec.1, 1970-attended by Dr.(Mrs.)M.G.Escher, Mrs.S. Trivedi, Dr. T.R. Singh and Mr.V.Tripathi.

Objectives of the Experiment:

1. Test revised Primer in respect to interest of student and teachers, order of difficulty of wordd, content material, illustrations and achievement of students as determined by suitable tests. •
2. Conduct similar study of old Primer.
3. Introduce reading material based on aspects of improved agricultural methods, population education and family welfare.
4. Make all possible use of data collected in 1& 2 above and conduct a comparative study and other side studies.

To make this study a number of possible 'controls' were exercised and various records such as village surveys, particulars of adults, attendance and monthly progress reports, individual's progress sheets, teachers' notebooks, students' exercise notebook, supervisor's diary and teacher meetings' minutes were maintained and series of four graded literacy tests to measure literacy attainment levels of adult students were prepared, pretested, printed in suitable format and administered. The results of the statistical analysis of the four literacy tests mentioned above have been reported elsewhere. (2) Analysis of the results of the above mentioned experiment indicated that there was no significant difference between the mean achievement of the two comparison groups of male and female adults, one using the "Old Primer plus Reader I (in part) and the other group using the "New" Primer on any of the four graded literacy tests administered at four developmental stages to both the groups. On the basis of

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2. Shankar, R!A Note on Literacy Test Results of Experimental Adult Literacy Classes' (unpublished manuscript) pp.5 (typed).

these results it was tentatively concluded that the attainment levels in literacy of the group, who were taught the New Primer, were not significantly different from those who were taught the old Primer and the first ten lessons of the Naya Savera Reader I.

The experiment, as it was conducted, did not meet all the objectives stated earlier. Interests of the students and teachers, for whatever reasons, were not ascertained, order of difficulty of words was not established; testing of illustrations, although begun, was not carried to any extent worth mentioning. Moreover, reading materials in the form of content sheets as contemplated, were never prepared to be introduced.

At the best, the project could fulfil part of the first two objectives, i.e. test achievement of adults as determined by suitable tests for which a series of four graded literacy test papers were prepared and administered to the participants. The project has already been reported.(3)

Persons involved with this project did not feel contented. Much was still to be done. The conclusions drawn were understood as 'only tentative'. It was thought that the experiment should be repeated. Some of the experiences gained from this project proved to be rewarding. While the experiment was in operation, two different views were expressed and there was some 'sense' in both the views. One view was that these two primers were not comparable since each was different from the other in its principles, method

3. Singh, T.R.' The Naya Savera Primers: A comparative study, Research and Evaluation Department, Literacy House, Lucknow pp. 12 (mimeographed).

and techniques of literacy teaching. Moreover, in the first instance any primer, should be subjected to "tryout" process to improve itself before it is compared with any other primer. The other view was that there is no point in doing 'tryout study' first and then making a comparative study of the two primers. Both could be done simultaneously. In fact primer is only a "means" to make the non-literate adults literate. The view held is that unless the primers are similar and comparable, it would not be quite sensible to attempt a "comparative" study. On the other hand, if the focus of attention is the "end" i.e. making the non-literate adult literate; and if two groups are similar so far as their background characteristics are concerned results in terms of literacy attainment levels of the adults would indicate which primer is "better". The Primer which gives better results should be considered better other things remaining constant. Another point to bring about a compromising state between the two views was that while data were being collected and analysed for making a 'tryout' study of the two primers simultaneously, the data thus collected could also be used to make a comparative study of the two primers. This was the view finally accepted for undertaking the present field experimental study.

To sum up, the project aimed at making a tryout study of both the Naya Savera Primers and also comparing the two primers simultaneously. For determining attainment levels in literacy skills a set of four graded test papers were developed and administered. The results of the tests were statistically analysed and it was found that there were no significant differences between the two comparison groups of adults using two different adult literacy primers. In view of the heavy dropout leaving very small sample towards the end for the last test in the series it was suggested to conduct more classes

to have larger sample for the final test in the future experimental project.

An informal meeting of the project committee was held on 27-28 June, 1971. In that meeting it was decided to repeat the experiment during the next session in 1971-72 for which a number of precautions were thought over to be taken in order to make the experimental study more scientific and hence more reliable. The objectives were restated in specific and more clear words.

Chapter-III

EXPERIMENT-II

In the light of the experiences gained during the year 1970-71 in conducting a field experimental project on making a tryout and comparative study of the 'old' and the 'new' . Naya Savera Primers the Project design was redrafted and the objectives were restated in more clear and specific words.

Objectives of the Experiment :

The general aim of this experimental project was to tryout the two primers in the actual field situation in order to find out practical merits and demerits inherent in these primers and suggest possible improvement in the primer basing such suggestions on empirical data rather than personal biased opinion so that either of the two primers, whichever could bring about better results, could be improved upon and adopted. If need be construct another primer incorporating new knowledge in the areas of agriculture, population education and family welfare. That^{is why}/it was proposed to introduce reading materials based on aspects of improved agricultural methods, population education and family welfare.

The specific objectives as defined for the year 1971-72 experiment, were as follows:

1. To test the 'new' primer with respect to:
 - a) Literacy achievements of students determined by suitable tests;
 - b) Illustrations in the Primer;
 - c) Content material covered by the Primer.
 - d) Order of difficulty of words; and
 - e) Interests of students and teachers.

2. Conduct similar study of the 'old' primer.
3. Make all possible use of data collected in 1 and 2 above and conduct a comparative study and side studies.
4. Introduce reading materials based on aspects of improved agricultural methods, population education and family welfare.

Organisation of the Experimental Classes:

Villages were selected keeping in view (1) availability of young educated men and women to work as adult literacy teachers; (2) The availability of suitable places where the classes could be conducted and (3) a group of non-literate adults willing to undergo literacy training and enroll.

Initially it was proposed to organise twenty classes - ten for men and ten for women under the supervision of two supervisors. However, in view of the non-availability of adequate number of educated women willing to work as adult literacy teachers and budgetary constraints, the total number of classes was reduced to sixteen out of which only four classes were for women and the rest were for men.

A training course was organised and conducted by Literacy House on its campus for the prospective adult literacy teachers. After successful training twelve male teachers and four female teachers were employed on part time basis to conduct the sixteen experimental classes. Each of the two supervisors was made responsible for the supervision and proper functioning of the eight experimental classes out of which six were for men and two for women and these were further divided into two comparison groups of four classes each comprising of three men's and one women's classes each for the

• two primers under study.

The maximum enrolment in one class was contemplated to be thirty non-literate adults for which provisional enrolment was possible of a larger number because some of them were to be eliminated on being found to have had some amount of literacy already. The provisionally enrolled adults were subjected to a pre-literacy testing by the respective supervisors who were expected to do it with the help of the appointed adult literacy teachers. Supervisors took all possible care not to enroll any adult suspected and detected to be literate-thus it was tried to enroll only non-literate adults.

Supervisors conducted village surveys with the help of the adult literacy teachers. They were responsible for proper record keeping, supervision of the classes, distribution of teaching and learning materials and supply of kerosene oil and other maintenance materials and class-room equipments. They were also responsible for solving and helping teachers to solve their day to day teaching learning problems.

Supervisors were required to maintain their daily diary in which they could record any information regarding the classes and their observations thereof. Similarly the teachers were also required to fill up daily progress reports of the adult students enrolled and write-up daily diaries. The daily progress ^{reports} were submitted at the time of teachers meetings.

Teachers' meetings were conducted in the beginning weekly and later fortnightly. In these meetings one of the main items was the report of the teachers: the lessons they were teaching and the problems, if any, that they were facing in teaching a particular lesson. Any other problem which

related to the project, was also discussed.

It was the constant effort of the project officer and other administrative personnel connected with the project to find solutions to the problems raised and difficulties faced by the teachers. Detailed minutes of the teachers' meetings were prepared by one of the supervisors.

Suitable literacy tests were prepared and got printed in suitable format using suitable print sizes (1). These were graded test papers which contained test items such as copying, writing dictation, writing numerals, reading and comprehension. At the bottom of each test paper there was provision for recording examinee's name, name of the class (village), date of testing, total number of days the class was held till the date of testing total number of days attended by him/her, and some other informations.

These tests were administered either by this author with the help of the supervisors or, when it was not possible under certain circumstances for this author to administer the test in some of the classes himself, the supervisors themselves administered the test with the help of the concerned adult literacy teachers.

The instructions and the procedure of testing were very simple in the case of each of these four graded test papers. On the scheduled dates of which the teachers were usually informed in advance the adults enrolled were collected and seated in a proper manner keeping in view the distribution of light and to a minimum extent of possibility of copying each other. After all the enrolled adults present at the

1. See Appendix 1 'Literacy Test Papers'.

occasion were seated they were told of the items in the test paper, assuring that the paper was quite easy and they did not need to be afraid of being declared "failed" or hoping to be declared "passed". The test aimed at knowing their progress and assessing needed effort to improve the teaching-learning practices. After the adults appeared to be "comfortable" the test papers were distributed before which each adult's pencil was checked and if found blunt, was sharpened. Then adults were asked to start copying, the first item in the test paper. After all had finished copying, the test item of dictation was administered. An uniform procedure for all the classes was followed. The writing of dictation depended upon the speed controlled by the examiner. Then the third item of writing numerals followed.

All the above three items were administered to the whole class as a group. However, the reading test was administered individually as also the comprehension sub-test. Adults were called by the examiner sitting at some distance from the class one by one and a folded test paper with only "reading" passage open before an adult, the examinee was asked to read in such a manner that the examiner could hear and not so loudly as the other adult participants sitting at a distance could hear. After the adult had read, he was asked questions for testing comprehension, after which he or she could go home. Thus the tests were administered and later on scored and analysed. The results of the tests so conducted are presented in the following chapters.

Chapter- IV

THE LITERACY CLASS PARTICIPANTS

The classes organised under the 1971-72 Experimental Project started functioning from December 1971. It was deliberately arranged to start different classes on different dates, most often on alternate dates so that a later date when tests were administered, these could be administered in practically the same sequence so that the total number of days of conducting the class would be more or less about equal for all classes.

In total three hundred eightyfive adults were enrolled in all the sixteen classes comprising of two hundred ninetyfive men and ninety women. For other details see Table -1.

TABLE -1

NUMBER OF ADULTS ENROLLED IN EACH PRIMER GROUP BY SEX

Sex	<u>Old Primer</u>		<u>New Primer</u>		<u>Grand Total</u>	
	Number of classes.	Total No. of adults enrolled	Number of classes	Total Number of adults enrolled	Cl.	No.
Men	6	144	6	151	12	295
Women	2	45	2	45	4	90
Grand Total	8	189	8	196	16	385

As is evident from Table 1 the number of women enrolled was equal for both the primer groups. However, total enrolment

in case of men was more by seven in the "New" Primer group. Some of the background characteristics of adults enrolled are presented below to give some idea about the kind of the adult literacy class participants in this experimental project.

Age: One of the controls exercised in enrolling adults in these experimental classes was with respect to age. Age ranged from fifteen years to fortyfour years. The mean age of all the adults enrolled was twentythree years. About ninety percent adults were within the age group- fifteen to thirtyfour years.

Caste-groups:

It may not be surprising to note that the majority (over ninety percent) of the enrolled adults belonged to the "backward" and scheduled castes/tribes communities. The number of participants from other communities formed a minority. Table 2 reveals that 'backward' communities alone formed fifty-nine percent of the adult literacy class participants.

TABLE -2

DISTRIBUTION OF ENROLLED ADULTS BY CASTE-GROUPS

Caste groups	Number	Percent
Brahmins & Kshatriyas	2	0.5
Muslims	12	3.1
Scheduled castes/tribes	144	37.4
Backward castes	277	59.0
Total	385	100.0

Occupations

Almost sixtythree percent adult students were occupationally engaged in "farming" and "labour". Table 3 reveals that a little over ten percent were service people and less than four percent were still following their traditional caste occupations. Although the Possibility of rural women assisting their menfolk cannot be overruled, their main job is performing household duties in which practically all the ninety women were said to be engaged.

TABLE -3DISTRIBUTION OF ADULTS BY OCCUPATION

Occupations	Number	Percent
Farming	212	55.0
Labour.	31	8.0
Service	39	10.2
Caste Occupation	13	3.4
Household work (women only)	90	23.4
Total	385	100.0

Income

The data about income, although highly unreliable/ cases in of occupations other than regular service, as given in Table-4 indicate that ninetythree percent adults' monthly income estimated was not more than rupees one hundred. The monthly income exceeded rupees one hundred fifty only in case of one percent of the adults. It may be kept in mind here that women' indicated incomes which were either their husbands' in case of married women or their fathers, in the cases of

unmarried women. The figures might be taken only as a very crude and rough approximations because income in rural areas is mostly in "kind" rather than in "cash". Moreover, the nature of income is very irregular in almost all occupations except service.

TABLE-4
DISTRIBUTION OF ADULTS BY INCOME -GROUPS

Income Groups (in rupees)	Number	Percent
Upto 50 per month	157	40.6
51 to 100 "	200	52.2
101 to 150 "	24	6.2
151 or more"	4	1.0
Total	385	100.0

Marital Status

As mentioned in Table-5, nearly sixtyfive percent adult literacy class participants were married and the remaining thirtyfive percent were unmarried at the time of their enrolment.

TABLE -5
DISTRIBUTION OF ADULTS BY MARITAL STATUS

Marital Status	Number	Percent
Married	250	64.9
Unmarried	135	35.1
Total	385	100.0

Chapter -V

RESULTS OF THE OLD NAYA SAVERA PRAVESHKA GROUP

Out of the sixteen experimental adult literacy classes conducted during 1971-72, eight classes were using the 'old' Naya Savera Primer for teaching- learning literacy. Out of these eight classes six were of men and two were of women. The total enrolment in these eight classes was one hundred eighty-nine out of which one hundred forty-four were men and the rest were women. The average enrolment was twenty-four adults per class for men and twenty-three for women.

As has been mentioned earlier the 'Old' Primer consisted of sixteen lessons. Daily progress sheets were filled up by the teachers. From this record it was found that there was much variation in the number of days devoted to teach a lesson. The records in the form of daily progress sheets were available for all the eight classes upto lesson twelve only. One of the six male teachers stopped maintaining daily progress report after twelfth lesson. A perusal of The records show that one teacher devoted only one day to teach each of the first four lessons and then he devoted as many as twenty-four days to teach the fifth lesson. Thus there was much variability from teacher to teacher in terms of number of days devoted to a lesson. However, on an average three days (lesson three) to fifteen days (lesson twelve) were devoted to teach the lessons by male teachers. Similarly nearly two days (lesson two) to thirty days (lesson twelve) were devoted to teach a lesson by women teachers. The overall average (men and women combined) indicated that three days (lesson two) to nineteen days (lesson twelve) were devoted to

TABLE-6AVERAGE NUMBER OF DAYS (ROUNDED) EACH LESSON WAS TAUGHT: OLD PRIMER

Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Men's S.Total	26	21	19	21	50	47	59	71	58	32	58	92	51*	55*	57*	36**
6 classes Sub-Average	4	4	3	4	8	8	10	12	10	5	10	15	10	11	11	12
Women's Sub-Total	15	3	12	10	32	8	8	13	7	12	13	60	8	13	29	12
2 classes Sub-Average	8	2	6	5	16	4	4	7	4	6	7	30	4	7	14	12
Grand Total	41	24	31	31	82	55	67	84	65	44	71	152	59 ⁺	68 ⁺	86 ⁺	48 [@]
Grand Average	5	3	4	4	10	7	8	10	8	6	9	19	8	10	12	10

* N=5 (Records of one class not available)

** N=3 (Records of three classes not available)

+ N=7 (Men's 5 classes + women's 2 classes)

@ N=5 (Men's 3 classes + Women's 2 classes).

teach a lesson by these teachers. (For details see Table-6)

Literacy Test Participants

The first literacy test was administered after the classes had been conducted from forty to fortythree days. The average number of days classes had been conducted before the administration of the first test was fortyone. In this test over eighty percent of the enrolled men and over eighty four percent of enrolled women participated. Table-7 shows that over eightyone percent of the enrolment (men and women combined) participated in the first test conducted after on an average of fortyone days when the teachers had taught upto seventh lesson.

TABLE-7

ENROLMENT TEST PARTICIPANTS AND PARTICIPANTS AS PER CENT
OF ENROLMENT : OLD PRIMER- TEST-I

Sex	No. of classes	Total enrolment	Test participants	Participants as percent of enrolment
Men	6	144	116	80.55
Women	2	45	38	84.44
Total	8	189	154	81.48

The second literacy test was administered after the classes had been conducted from ninety-two to one hundred days, the average of which comes to ninetyfour. A perusal of Table-8 would indicate that nearly seventysix percent of the enrolled men and over seventyfive percent of the enrolled women participated in the second test.

TABLE -8ENROLMENT TEST PARTICIPANTS AND PARTICIPANTS AS
PER CENT OF ENROLMENT : OLD PRIMER - TEST II

Sex	Number of classes	Total enrolment	Test partici- pants	Participants as percent of enrolment
Men	6	144	109	75.7
Women	2	45	34	75.5
Total	8	189	143	75.6

On an average the literacy classes were held for one hundred twentysix days before the third literacy test was administered. Table-9 reveals that about sixtyfour percent of the total enrolment in men's classes and fiftythree percent of the intially enrolled women participated in the third test which was administered after the classes have had been conducted from one hundred twenty three to one hundred-thirty days, the average number of days being one hundred twentysix only. The percentage of all the test participants (men and women combined) to the total enrolment was about sixtytwo . .

The fourth literacy test was administered after the classes had been held ranging from one hundred sixtytwo to one hundred eightyone days with an average of one hundred seventy. In this test nearly fortysix percent of the enrolled men and fortyfour percent of the enrolled women participated. The combined men and women test participants

women who participated in all the four tests of their total enrolment was slightly higher than the percentage of men participants in all the four tests of their total enrolment.

TABLE -11

ENROLMENT NUMBER OF PARTICIPANTS IN ALL FOUR TESTS
AND PARTICIPANTS AS PERCENT OF ENROLMENT : OLD PRIMER

Sex	No. of classes	Total enrolment	No. of participants in all four tests	Participants as percent of enrolment
Men	6	144	41	28.47
Women	2	45	14	31.11
Total	8	189	55	29.10

Literacy Test Results

The maximum marks obtainable by the adult students was 100 in tests first and second each and one hundred in tests third & fourth each. The mean scores (marks) obtained by men and women are given in Table-12. A perusal of this table indicates that in comparison to women the scores obtained by men in all the four tests were higher. However, there was practically no difference in the mean scores of men obtained in the four different test papers. On the other hand, in case of women, although there was very slight difference in mean scores obtained in the first two test papers, surprisingly their mean achievement was poor in test four.

Certain problems and difficulties observed by teachers and reported in teachers' meetings conducted from time to time

have pointed out towards some of the drawbacks in the 'old' primer. For example, in lesson twelve an alphabet has been printed in two different shapes (अ/आ). This creates some confusion and difficulty in learning by adults. There is also some confusion in writing some vowel signs and also some difficulty is faced in reading the second. consonant (रख) which appears to be a combination of two other alphabets r (र) and v (व). Writing of letters chha (छ) and ha (ह) as well as e (ऐ) to be difficult for adults.

TABLE -12

TEST PARTICIPANTS AND MEAN SCORES IN ALL THE FOUR TESTS:
OLD PRIMER

Tests		Men	Women
Test-I	N	116	38
	Mean	32.41	26.08
Test II	N	109	34
	Mean	32.27	25.56
Test III	N	93	24
	Mean	68.00	59.71
Test IV	N	63	20
	Mean	68.71	49.80

So far as illustrations are concerned only three illustrations have been reported to be difficult to recognise. These were: (i) illustration of tongue in lesson nine, (ii) cow in lesson five and (iii) breast than (धन) of the cow in lesson six. However, a systematic testing of the illustration is badly needed. Certain printing errors have also been observed, specific mention and suggestions for improvement in the primer will be given later.

Chapter-VI

RESULTS OF THE NAYA SAVERA PRAVESHKA (SANSEODHIT) GROUP

The other eight classes comprising of six men's classes and two women's classes were using the so called revised "New" Naya Saver Primer. The total enrolment in these eight classes was one-hundred ninety-six out of which forty-five were women. The average enrolment comes to about twenty-five adults per class.

From the daily progress reports maintained for these classes the number of days devoted by teachers to teach lessons of the "New" primer was worked out and it was found that records were available for all the eight classes upto twentieth lesson. Records for lessons from twenty-first to twenty-fifth were maintained by only two male teachers and two women teachers. The daily progress records indicate that there has been much less variability in the number of days devoted to different lessons of the 'New' primer by a teacher and also much less variations from teacher to teacher in teaching a lesson than what has been seen in the case of 'Old' primer in the previous chapter. Only one teacher (male) devoted a single day to teach the second lesson and there was only one teacher (again a male teacher) who devoted thirteen days to the fifteenth lesson of the 'New' primer. On an average about four days to about eleven days were devoted by male teachers to teach a lesson of this primer. On the other hand, four to ten days were devoted by women teachers. The average for all the eight classes indicates that about five to ten days were devoted to teach a lesson. (For details see Table-13).

LITERACY TEST PARTICIPANTS

The first test was administered after the classes had

TABLE-13

AVERAGE NUMBER OF DAYS (ROUNDED) EACH LESSON WAS TAUGHT : NEW PRIMER

Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<u>Men's 6 classes:</u>																				
Sub-Total	32	26	29	29	34	37	44	40	37	43	43	45	67	50	56	42	30	31	37	29
Sub-Average	5	4	5	5	6	6	7	7	6	7	7	8	11	8	9	7	5	5	6	5
<u>Women's 2 classes:</u>																				
Sub-Total	13	11	20	12	17	16	11	13	12	9	15	15	12	8	10	11	16	19	13	12
Sub-Average	6	5	10	6	8	8	6	6	6	5	7	7	6	4	5	6	8	9	7	6
Grand-Total	45	37	49	41	51	53	55	53	49	52	58	60	79	58	66	53	46	50	50	41
Grand-Average	6	5	6	5	6	7	7	7	6	6	7	8	10	7	8	7	6	6	6	5

*Records from lesson 21 to 25 were available only for two of the six Men's classes, therefore, records upto twentieth lesson only have been presented in this table for both men and women.

been conducted for about fortyone days. The number of days ranged from thirtyseven to fortynine days. In this test about eightynine percent of the men enrolled in the six men's classes and about seventythree percent of the women enrolled in the two women's classes participated. The total participants (men and women combined) formed about eightyfive percent of the total enrolment.

TABLE -14

ENROLMENT TEST PARTICIPANTS AND PARTICIPANTS
AS PER CENT OF ENROLMENT : NEW PRIMER TEST-I

Sex	No. of classes	Total enrolment	Total Participants	Participants as percent of enrolment
Men	6	151	134	88.74
Women	2	45	33	73.33
Total	8	196	167	85.20

About eightyfour percent and sixtyseven percent of the total enrolment of men and women respectively participated in second test. Combined percentage of participants to total enrolment was only eighty percent (See Table-15). This test, it may be noted, was conducted in classes after these have had been held for ninetyone to ninetythree days the average of which was ninetytwo days.

As given in Table -16, only about fiftyseven percent of the total enrolment (men and women combined) participated in third test. When men and women participants are taken separately, about sixty percent men of their enrolment and

about forty-nine percent women of their enrolment participated in third test. This test was administered after these classes had been conducted for one hundred twenty to one hundred twenty-seven days, the average being almost one hundred twenty-five days.

TABLE -15

ENROLMENT TEST PARTICIPANTS AND PARTICIPANTS AS PER CENT OF ENROLMENT : NEW PRIMER- TEST- II

Sex	No. of classes	Total enrolment	Test Participants	Participants as percent of enrolment /
Men	6	151	127	84.10
Women	2	45	30	66.67
Total	8	196	157	80.10

TABLE -16

ENROLMENT TEST PARTICIPANTS AND PARTICIPANTS AS PERCENT OF ENROLMENT: NEW PRIMER - TEST-III

Sex	No. of classes	Total enrolment	Test Participants	Participants as percent of enrolment
Men	6	151	90	59.60
Women	2	45	22	48.89
Total	8	196	112	57.14

One of the six men's classes stopped functioning after third test was administered hence the number of classes in which fourth test could be administered, remained only seven. Thus only about fortytwo percent of the enrolled men and about twentynine percent of the enrolled women participated in the fourth test. Table-17 shows that combined (men& women) participants in this test comprised of about thirtysix percent of the total enrolment. This test was administered after the classes had finished the primer. The average number of days these classes were conducted was about onehundred seventynine days.

TABLE -17

ENROLMENT TEST PARTICIPANTS AND PARTICIPANTS
AS PER CENT OF ENROLMENT : NEW PRIMER-TEST-IV

Sex	No. of classes	Total enrolment	Test participants	Participants as percent of enrolment
Men	6	151	59	39.07
Women	2	45	13	28.89
Total	8	196	72	36.22

Table -18 shows that there were only fortythree men and nine women who participated in all the four tests. This is nearly twentyseven percent of the total enrolment. It may be noted that higher percentage of enrolled men participated

teachers' meetings need to be mentioned here. Some adults faced difficulty in writing 'Chha' (छ) as did the 'old' primer group adults. Moreover, the shape of this letter was often confused with another letter 'Dha' (ध). Similar difficulties have been faced in cases of writing 'Tha' (थ) and 'Dha' (ध). It has been observed that in lesson nineteen another letter 'Jha' (झ) appears in its two shapes (झ/झ). Some difficulties have been faced in understanding 'ba' (ब) and 'va' (व) and errors have been made in writing these letters. 'bha' (भ) and 'ma' (म) also appeared to be confusing in writing. Certain errors in the use of vowel signs have also been indicated. The writing of 'ha' (ह) has been found difficult for quite a few adults. It may be noted at this juncture that most of the above difficulties and problems were faced by women.

TABLE -18

ENROLMENT NUMBER OF PARTICIPANTS IN ALL FOUR TESTS
AND PARTICIPANTS AS PERCENT OF ENROLMENT :NEW PRIMER

Sex	No. of classes	Total enrolment	Participants in all the four tests	Participants as percent of enrolment
Men	6	151	43	28.47
Women	2	45	9	20.00
Total	8	196	52	26.53

The testing of illustration was not undertaken. However, illustration testing is needed and it must be done sooner or later in order to introduce modifications in the primer.

One of the very crude observations is that the illustration of plough (खेती) depicts much older design in the 'New' Primer while the 'Old' primer has the illustration of a new modern plough.

The next chapter would try to compare the two primers on the basis of literacy test results and their statistical analysis.

Chapter- VII

COMPARISON OF RESULTS OF THE TWO PRIMERS

The rationale behind making a comparative study of the two primers on the basis of the analysis of literacy test results of the classes of two groups using two different primers rests on the assumption that the two groups of adults would be comparable as they had similar background. The similarity of background characteristics of the two sub-samples derived from the same population, is assumed in the light of the following facts:

(i) All the villages under the present experimental project were selected for the experiment from the same block-Sarojini Nagar Development Block and are located within a radius of about five kilometers from Block Headquarters. Thus inter Block variability has been eliminated.

(ii) The villages are located on either side of the metalled Lucknow to Kanpur road and connected by Kutchha roads which eliminates communication- transportation variability.

(iii) Practically all the villages are located at about a similar distance from urban Lucknow and Nadarganj industrial area which fact makes the urban exposure to the villagers equally easy.

(iv) The village characteristics of practically all the villages of Sarojini Nagar Block are more or less similar in terms of social- economic structure and other factors.

(v) The two groups of teachers were trained together by same instructors at Literacy House campus and these teachers had comparable backgrounds with respect to their age,

education and other socio-economic backgrounds.

(vi) The adult literacy class participants were comparable with respect to sex composition, their mean ages and other socio-economic backgrounds. The exact mean ages may be seen in Table-19. There was practically no difference between the ages of the two groups.

TABLE -19
MEAN AGES OF THE MEN AND WOMEN PARTICIPANTS
IN THE TWO PRIMER GROUPS

Sex	<u>OLD PRIMER</u>		<u>NEW PRIMER</u>	
	N	Mean age (in years)	N	Mean age (in years)
Men	144	23.21	151	23.66
Women	45	22.53	45	21.66
Total	189	23.05	196	23.20

(vii) The teaching learning- materials, classroom equipments etc. were of the same nature and quantity for both the experimental groups.

(viii) Supervisor variability was reduced by bringing about matched groups of the experimental classes under the supervision of both the supervisors.

(ix) Same set of four graded tests were administered to both the experimental groups and except in a very few cases when it was not possible under the circumstances, this author himself administered the tests. In this way, very many controls were rigorously exercised in conducting the present field experiment.

(x) All the four tests were administered to all the

classes after the classes had been conducted for practically equal number of days in both the groups.

In view of the preceding factors it was assumed that the two experimental groups were similar in their background characteristics and adequate controls were exercised by way of selection and elimination. The two groups differed only with respect to the experimental variable, i.e. the primers: one group was taught with the help of the "Old" Naya Savera primer and the other similar group was taught with the help of the 'New' Naya Savera Primer.

Under the circumstances it could well be hypothesised that whatever difference was observed in the mean achievements of the two experimental groups, it could be ascribed to the primers used in teaching literacy skills to two comparison groups of non-literate adults.

Statistical analyses of the four literacy test scores obtained by participating adults indicate that there was no significant difference between the mean scores obtained by either the two groups of men or the two groups of women using two different primers.

A perusal of Table-20 indicates that the mean score of 'Old' primer group (men) is smaller than the mean score of 'New' primer group (men) in test I, II and III, but vice-versa in the fourth test. However, the values do not tell that this difference is statistically significant. Similarly, women in the 'New' primer group have demonstrated superiority over the women in the 'Old' Primer on all the tests; I, II, III and IV, but this too is not significant statistically.

The results support the findings of the previous experimental study and therefore, the conclusion that the two primers bring about practically the same results holds true.

TABLE-20

NUMBER OF TEST PARTICIPANTS (N), MEAN (\bar{X}) SCORES STANDARD DEVIATIONS(S) AND t VALUES
OF THE TWO PRIMER GROUPS FOR BOTH MEN AND WOMEN

		<u>TEST I</u> (Maximum marks 50)		<u>TEST II</u> (Maximum marks 50)		<u>TEST III</u> (Maximum marks 100)		<u>TEST IV</u> (Maximum marks 100)	
		<u>Old Primer</u>	<u>New Primer</u>	<u>Old Primer</u>	<u>New Primer</u>	<u>Old Primer</u>	<u>New Primer</u>	<u>Old Primer</u>	<u>New Primer</u>
Men	N=	116	134	109	127	93	90	63	59
	\bar{X} =	32.41	32.60	32.27	33.35	68.00	72.11	68.71	61.81
	S=	13.17	16.50	14.43	15.42	23.55	23.43	23.95	24.85
	t=	0.10 NS		0.55 NS		1.18 NS		1.56 NS	
Women	N=	38	33	34	33	24	22	20	13
	\bar{X} =	26.08	28.09	25.56	28.40	59.71	63.95	49.80	53.08
	S=	16.90	16.55	16.86	13.37	29.66	23.53	26.26	22.69
	t=	0.56 NS		0.76 NS		0.71 NS		0.36 NS	

Given an equal time period, either of the two primers would make a group of non-literate adults literate to the same extent.

One point which must be noted here is that the 'Old' Primer is completed much earlier at a time when the third test was administered. To fill up this time gap the teaching of Naya Savera Reader I was undertaken. Fourth test was administered when the 'new' primer teaching was completed. By that time the 'old' primer group had taught about first eight lessons of the Naya Savera Reader I as done during the previous experimental project.

The 'Old' primer is only a part of the beginning of the functional literacy teaching through the Naya Savera Method, and, therefore, this primer is not complete in itself. The whole course of functional literacy teaching has to be covered by teaching primer through the Readers, whereas the 'New' Primer claims to be self-sufficient. No doubt, there seems to be some sense in saying so. Therefore, the 'old' primer alone would probably not bring about the same results that the 'new' primer would, but then, given the equal time the 'old' primer is finished at an early date, thus giving a sort of psychological satisfaction to the adult students in having finished one book and doing well in the next book. the Naya Savera Reader I.

The 'Old' primer, as a part of a well thought over and finely designed system has very many good points in terms of the 'content' it has. The 'contents' of the 'Old' Primer are concerned with giving new knowledge. It contains purposive messages, tries to form new habits, develops healthier attitudes towards work and spirit of cooperation. This is lacking in the 'New' primer. The 'New' Primer lays much emphasis on drill which encourages the development

of child-like repetitive habits of learning -reading.

If the two primers in an equal time period, bring about the same results, statistically speaking, the 'Old' Primer having many qualities which make it better than the 'New' primer, it would be advisable to improve upon the 'Old' Primer and print its improved version. Specific suggestions for improvement in the old primer are given in the next chapter.

Chapter- VIII

RECOMMENDATIONS

If a literacy teaching programme aims at making non-literate adults functionally literate, it would be advisable to follow the old course of study which consists of teaching the Naya Savera Primer (Old) and the three graded readers prepared and published by the Literacy House. And in that case, it is recommended to continue to publish the old primer with the following modifications:

- i) In the beginning only one shape of an alphabet should be taught to avoid unnecessary confusion. The first lesson of old primer contains a vowel (अ). Although the same shape has been used, it is noted that the change has already been introduced as is seen in its sixteenth edition which is agreeable. The older shape (अ) (see eighth edition) was more difficult to write.
- ii) In lesson third the order of the letter at the bottom below the line should be the same as it has been introduced, i.e. अ, क, म. The last two words after this lesson (see page 8 of the old primer, sixteenth edition) may better be deleted, as these do not pertain to the general context of the lesson. In exercise No. 2 after fourth lesson, the wrong word (अक) should be printed as struck off (~~अक~~) as an example. This has been rightly done in exercise No. 3 after eighth lesson (page 24 of old Primer, sixteenth edition).

- iii) In lesson six the illustration of than (तन) should be improved, It is difficult to perceive in part, and, therefore, perhaps it would be better if the illustration of the whole cow with emphasis on than (तन) is given here.
- iv) In exercise No. 5 after eighth lesson in old Primer (sixteenth edition, page 26) in the first example, the word hawa (हवा) should be dotted line which would mean that this blank space was filled up with the right word hawa (हवा).
- v) The illustration of jebh (जेभ) may be improved by giving the full face with emphasis on tongue.
- vi) In lesson tenth, the shape of the letter ihā (इह) was better in eighth edition. The shape adopted in the sixteenth edition is relatively difficult to write. It would be better if the earlier shape is retained.
- vii) In lesson tenth the content of Naya Mandir should be changed, and new dynamic roles of the village councils should be incorporated here.
- viii) In the reading material after lesson eleventh entitled Phal Phool a word Phaleri (फलेरी) seems to be superfluous hence it may be deleted. The word dhandhe (धन्धे) has occurred on page 33 (sixteenth edition) which should be deleted because the letter dha (ध) has been introduced in the next lesson on page 35 in the twelfth lesson.
- ix) In lesson twelfth at the bottom, below the line letter shā (श) also should be printed after dha (ध).

- x) In the reading matter entitled Koetanu (कोटाणु) after twelfth, the name of the person who discovered it should be given to increase the general knowledge of the adults. Another improvement in this lesson is giving the correct name of the scientific instrument which has been illustrated. The illustration is big but the name is missing.
- xi) On page 43 (sixteenth edition) in exercise No.6 'write correct words in the blanks' the word sand (सैंड) should be underlined with dotted line, as an example to indicate that the word sand (सैंड) has been written in the first sentence.
- xii) Materials from page 45 to 49 appear to be further extension of exercise. On page 50 starts the fourteenth lesson but there is nowhere the mention of lesson thirteen (sixteenth edition). However, lesson thirteenth has been mentioned on page 46 of the eighth edition. It is suggested that lesson—fourteen should be printed as lesson thirteen which deals with conjuncts.

Poem on page 54 (sixteenth edition), has been treated as a lesson (lesson fifteenth) and numerals on page 55 as lesson sixteen. In a primer such matters may not necessarily be taken as a lesson.

In fact the old primers' job finishes after the twelfth lesson. Materials from page 45 onwards should be condensed. Due importance, ofcourse, should be given to the matter on pages 50 to 52, which may be taken either as a lesson (as it is at present) or as an extension of the third review exercise, which falls in twelfth lesson.

The records (Table-6) have shown that on an average about ninety days have been devoted to teach the first twelve lessons of the old primer. This number of days is more than what has been thought over for the time period to finish teaching of the primer, i.e. two- and a half to three months.

It would be worthwhile to regularise the number of days to be devoted to teach a lesson of the primer. In some literacy project it may be worthwhile to try teaching each lesson consecutively for five to six days that is one full week. Thus if the improved primer is arranged into only twelve lessons with review exercises, it should take twelve weeks at the most, i.e. three months. This period should be considered enough to finish the primer and rest of the period should be devoted to teaching the Naya Savera Reader which are intended to develop literacy skills to a functional level along with imparting functional knowledge.

As the Naya Savera system of making the non-literate and semi-literate adults functionally literate was originally planned for a full session with the course to be covered through teaching the primer and three graded readers, it needs to be reconsidered and again taken into practice in order to bring about, comparatively speaking, durable results so that the chances of lapsing back into non-literacy are reduced to a minimum. An earlier study (1) has pointed out that to cover functional literacy course developed by the Literacy House, a period of about ten months would be needed. A study of retention of literacy has recommended that:

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1. Ram Shankar. An Experiment in Functional Literacy Teaching through Naya Savera Method. Literacy House, Lucknow, 1972, 32 pp.

'... as a minimum, it is necessary for a person to complete a four-year course at a school in order to retain literacy through all his later life. Alternatively, an adult illiterate (non-literate) should not only pass Grade III Literacy Training, but should also get more focussed and intensive learning in order to ensure retention of literacy skills comparable to those who get four-years of Schooling. p.85.' (1)

Therefore, if lasting literacy is to be imparted the full course of functional literacy training should be given in about ten to twelve months period and it must necessarily aim at providing focussed and intensive learning experience which should be followed by a suitable follow-up programme.

Following are some other suggestions:

1. The study of basic learning materials (Primers) can be undertaken following the field experimental procedure which has a much wider applicability and is relevant in studying other primers as well.
2. Instead of changing books at periodical intervals, changes can be made in the books after similar scientific experiments including experts' opinions specially in the context of Nationalised Text Books.
3. Experimentation even on modified lines to verify the suitability of books not merely for their adoption, but for a post-adoption scrutiny for deleting or revising obsolete contents or lessons and for introducing new upto-date latest innovations or leaders should be undertaken.

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A P P E N D I C E S

1. Literacy Test Papers
 - a. Literacy Test Paper No.1
 - b. Literacy Test Paper No.2
 - c. Literacy Test Paper No.3
 - d. Literacy Test Paper No.4
2. Glossary of Words
3. Alphabets in Hindi:Varnamala
4. Element Content in Old Primer
5. Element Content in New Primer.

LITERACY HOUSE, LUCKNOW-5
 Naya Savera Primers Experimental Project, 1971-72
 Test Paper No.1

- १११ ज त ल प र श छ ह 10
 नो य री सी शो पो जी क
 जल हल लपक कल जतन जलन सोना
 जाला लाज थाल तोता ताला आप सेना
- १२१ काम करो बेकारी पाप है । 5

- १३१ 10

- १४१ एक हाथी था । हाथी नहर पर नहा 15
 रहा था । पानी हलके हलके बरस रहा था ।
- १५१ पानी कैसे बरस रहा था ? 10
 कौन नहा रहा था ?
 हाथी कहाँ नहा रहा था ?
 कितने हाथी थे ?
 हाथी क्या कर रहा था ?
 हलके हलके क्या हो रहा था ?

Total marks obtained

Name... ..Village..... ..Date.....
 No. of days class held.....No.of days class attended

 No. of lessons completed.....Primer old/Revised.

Supervisor..... Examiner.. ..

LITERACY HOUSE, LUCKNOW-5
 Naya Savera Primers Experimental Project, 1971-72
 Test Paper No.2

- १११ लोगों सुनो बहुत काहिली सब काम चौपट कर देती है ।

 10
- १२१
 10
- १३१ 5
- १४१ बिहारी लाल बहुत अमीर है । मगर वह बराबर रोगी रहता है । बिहारी की चाची कहते-कहते थक गई कि रोज खूब नहाया करो । ताजा साग पकाकर खाया करो । चटोरेपन से तुम बीमार ही रहोगे । यह तो मौत की राह है ।
- १५१ कौन अमीर है ?
 बिहारी लाल कैसा रहता है ?
 चाची क्या खाने को कहती है ?
 बिहारी लाल में क्या बुरी आदत है ?
 चाची उससे क्या करने को कहती है ?
 मौत की राह क्या है ?

Total marks obtained

Name Village Date
 No. of days class held No. of days attended
 No. of lessons completed
 Primer: old/Revised.

Supervisor Examiner

LITERACY HOUSE, LUCKNOW-5

Naya Savera Primers Experimental Project, 1971-72

Literacy Test Paper No.3

- १११ भारतीय सैनिकों ने पाकिस्तान के हमले से देश की
रक्षा करते हुये बहादुरी और साहस का खास सबूत
दिया है । 10
.....
.....
.....
- १२१ 20
.....
.....
.....
- १३१ 10
- १४१ यह सच है कि प्राचीन काल में भारतीय स्त्री और 40
पुरुष बड़े वीर होते थे । परन्तु आज के युग में भी
साहसी और निडर लोगों की कमी नहीं है ।
देश की रक्षा करने वाले सैनिक, ज्ञान की खोज करने
वाले ज्ञानी, विद्या से प्रेम करने वाले छात्र, सभी
अपने-अपने ढंग से वीरता और साहस का परिचय
देते रहते हैं । आप भी यदि अपना कर्तव्य भली-भाँति
पूरा करते रहें तो देश-रक्षक कहलायेंगे । देश की
सेवा ही धर्म है ।

- ४५४ प्राचीन काल में भारत के स्त्री और पुरुष कैसे होते थे? • 10
देश की रक्षा कौन करते हैं ?
धर्म क्या है ?
विद्या से प्रेम कौन करते हैं ?
आज के युग में कैसे लोगों की कमी नहीं है ?

Total marks obtained

Name.....Village.....Date.....
No.of days calss held.....NO.of days class attended
.....
No.of lessons completed.....Primer:Old/Revised.

Supervisor.....

Examiner.....

LITERACY HOUSE, LUCKNOW-5
 Naya Savera Primers Experimental Project, 1971-72
 Literacy Test Paper No.4

॥१॥ पत्र सभी लिखे-पढ़े लोग लिखते हैं, लेकिन पत्र में कौन-सी बात कहाँ लिखी जाती है, इसे सब नहीं जानते । 10

.....

॥२॥ 20

.....

॥३॥ हमारे देश में नदियों का जाल-सा बिछा हुआ है । 50

उत्तर में सिंधु, रावी, सतलज, झेलम और व्यास नदियाँ हैं । गंगा, यमुना, गोमती, सोन, घाघरा, गंडक और चम्बल बीच में हैं । पूरब में ब्रह्मपुत्र है । पश्चिम में नर्मदा और ताप्ती हैं । दक्षिण में महानदी, गोदावरी, कृष्णा और कावेरी नदियाँ बहती हैं ।

देश स्वतन्त्र होने के बाद इनमें से बहुत सी नदियों पर बड़े-बड़े बांध बनाये गये हैं । इन बाँधों के पानी से बिजली पैदा की जाती है और सिंचाई होती है । भारत के उत्तर में चीन और दक्षिण में श्रीलंका है । पश्चिम में पाकिस्तान और पूर्व में बंगला देश है ।

४४

अ उत्तर में कौन-कौन सी नदियाँ हैं ?

20

ब ब्रह्म पुत्र नदी किस दिशा में है ?

त पश्चिम में कौन-सी दो नदियाँ हैं ?

द नदियों पर बाँध किसलिए बनाये गये हैं ?

घ भारत के पूर्व में कौन-सा देश है ?

र श्रीलंका भारत के किस दिशा में है ?

ल भारत के उत्तर में कौन-सा देश है ?

Total marks obtained

Name.....Village..... Date.....

No.of days class held.....No.of days class attended.....

No.if lessons completed.....Primer:Old/Revised

Supervisor..... Examiner.....

GLOSSARY OF WORDS :

GHAR	घर	HOUSE/HOME
HAL	हल	PLOUGH
HALANT	हलन्त	HALF CONSONANT
HAWA	हवा	WIND/AIR
JEEBH	जीभ	TONGUE
KEETANU	कीटानु	GERMS/BACTERIA
KUTCHA	कच्चा	MUD/MADE OF CLAY/EARTH
MANDIR	मन्दिर	TEMPLE/PLACE OF WORSHIP
MATRA	मात्रा	VOWEL SIGN
NAYA	नया	NEW (Singular)
NAYE	नये	NEW (Plural)
PANCHAYAT	पंचायत	COUNCIL/VILLAGE COUNCIL
PHAL	फल	FRUIT
PHALERI	फलेरी	FRUIT (A dialectical word)
PHOOL	फूल	FLOWER
PRAVESHKA	प्रवेशिका	PRIMER
SAND	साँड़	BULL
SANSHODHIT	संशोधित	REVISED/IMPROVED
SANSKARAN	संस्करण	EDITION
SANYUKTAKSHARA	संयुक्ताक्षर	CONJUNCTS
SAVERA	सवेरा	DAWN
SWAR	स्वर	VOWEL
THAN	थन	BREAST (of animals)
VARNAMALA	वर्णमाला	LETTER SERIES
VYANJANA	व्यन्जन	CONSONANT

ALPHABETS IN HINDI

वर्णमाला

अ	आ	इ	ई	उ	ऊ
ए	ऐ	ओ	औ	अं	अः
क	ख	ग	घ	ङ	
च	छ	ज	झ	ञ	
ट	ठ	ड	ढ	ण	
त	थ	द	ध	न	
प	फ	ब	भ	म	
य	र	ल	व	श	
ष	स	ह			
क्ष	त्र	ज्ञ			
इं	श्र	र्*			

* Last three letter forms have been given in the Naya Savera Praveshika (Sanshodhit). Primer.

ELEMENT CONTENT IN OLD PRIMER

Lesson No.	No. of key words	Vowels & Vowel signs introduced	Consonants Introduced	Number of New words	Sentences
1.	2	अ, इ, ए	ग, ज, ल	11	2
2.	1	---	घ, र	8	3
3.	2	-----	न, म, क	15	8
4.	2	ई, पी	ब, थ	20	8
Review exercises, pp. 7-8....					
5.	3	---	च, छ, य	19	5
6.	3	ए, ऐ, ई	थ, द	32	15
7.	4	ओ, औ	ब, ड, म, ङ	24	19
8.	3	उ, ऋ	ट, ठ	15	17
Review exercises, pp. 19-23....					
9.	4	अ, इ, ए, ई	भ, ङ	23	19
10.	4	ऐ, औ	ठ, ड़, घ	17	20
11.	4	ऊ, ऋ	फ, ब, ष	21	27
12.	3	औ, औ	ध, ङ, ञ	16	17
Review exercises, pp. 38....					
13.	Exercises continued....				
14.	Conjuncts and conjunct consonants				
15.	Poem "We are one, we were one...."				
16.	Numerals from 1 to 100 in Hindi and Arabic followed by <u>varnamala</u>				

ELEMENT CONTENT IN NEW PRIMER

Lesson number	Number of key words	Key words.	Syllables introduced	Vowel signs	No. of sentences
1	2	आरी, कीला	आ, की, ला	---	3
2	2	लारी, पीपा	री, पी, पा	ी, ा	8
3	2	बोरा, टोपी	बो, टो	ो	10
4	1	जूता	जू, ता	-	16
5	2	नेता, सूजा	ने, सू	े, ू	13
6	2	कली, हाथी	क, हा, थी	---	16
7	1	हल	---	---	13
8	2	बैल, खजूर	बै, ख	ै	20
9	2	हिरन, गाय	हि, ग	ि	24
10	1	बिल्ली	बिल्, बिल	---	23
11	2	सुरगा, तलवार	सू, वा	ू, ा	26
12	2	लौकी, चाकू	लौ, चा	ौ, ा	19
13	2	ठेला, दरी	ठे, द	---	20
14	2	छतरी, कैंची	छ, कै	ै	24
15	2	घर, इमली	घ, इ	---	24
16	2	उगातदान, गधा	उ, धा	---	28
17	2	घड़ी, भिखारी	घ, भि	---	26
18	1	ज्वार	ज्वा, ज	---	15
19	2	उन्न, झूला	ऊ, झू	---	26
20	2	ढोलक, डलिया	ढो, ड	---	35
21	2	एड़ी, फावड़ा	ए, फा	---	19
22	2	भोर, रेनक	भे, रे	---	35
23	1	पाढ़ा	ढा	---	36
24	2	सर्प, अशोकचक्र	सर्प, चक्र	र्, ्र	29
25				(Conjuncts)	
26		Conjuncts and conjunct consonants			
27		poem "We all brethren are one..."			
28		Numerals upto 100			
29		वर्णमाला twelve vowels and forty consonants.			

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