

A Comparative Study of the

**ANALYTIC
AND
SYNTHETIC
METHODS
OF
TEACHING**

**Mushtaq Ahmed
Dr. N. K. Srivastava**

NIEPA DC



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National Literacy Mission
Directorate of Adult Education
Ministry of Human Resource Development,
Department of Education, Govt. of India,
Block 10/5, Jam Nagar House Hutments,
Shahjahan Road, New Delhi-110011

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
A-8, Sri Aurobindo Marg,
Delhi-110016

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The experimental centres were located in interior villages. Shri Vinod Kumar Singh, the Supervisor, worked hard to select the instructors, and persuade the families of women instructors to allow them to come to the Literacy House for training.

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M. A.
N.K.S.

MUSHTAQ AHMED

He is working in the field of adult literacy for quite a long time. He was director, Literacy House, Lucknow, served in Nigeria and Zambia for about 13 years as UNESCO Literacy Expert, was director, State Resource Center for Adult Education, Jamia Millia Islamia, New Delhi and SRC, Lucknow. At present he is helping the National Literacy Mission Authority as one of its Consultants, as a member of its Executive Committee and as chairman of National Institute of Adult Education, New Delhi.

DR. N. K. SRIVASTAVA

He holds the post of Statistician SRC, Lucknow. He was responsible for the day to day running of the Experimental Centres and the statistical part of the study.

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2. Cumulative achievement scores of learners.
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4. Responses to awareness questions.
5. Achievement scores in 3 Rs. by class intervals
6. Comparative attendance of both group of learners.

MAJOR FINDINGS

1. The Letter Method of Teaching (LMT) proved far superior to the Word Method of Teaching (WMT) in every aspect of learning. 85% of the LMT learners achieved the NLM Literacy Norms as against 51% WMT learners.
2. The LMT group maintained its superiority over the WMT group in Reading as well as Writing and Arithmetic.
3. The LMT group was also ahead in reading speed - it read at the rate of 45.40 words per minute whereas the WMT group read at 39.06 wpm.
4. The WMT group was slightly more dependent on the teacher than the LMT group.
5. The LMT group was found much more 'aware' than the WMT group.
6. There was no significant difference between enrolment, attendance and drop out rates between the two groups.

PREAMBLE

With the beginning of National Adult Education Programme in India the Directorate of Adult Education, New Delhi, produced a set of primers using the Analytic method of teaching and most of the SRCs and voluntary agencies followed suit, considering it as the 'government approved' or 'IPCL Method'. On the other hand, most of the teachers in the TLC districts are trained in the 'Synthetic' method of teaching*. The adult learners too regard the recognition of the letters of the alphabet as the basis of language learning. Therefore, in many instances, the teachers, though supposed to begin teaching with the word method primers, concentrate on teaching the letters of the alphabet first.

Moreover, the school system in most of the States use the 'Letter Method' to teach children the art of reading. Many a time, it is the same school children who teach the adults in the Total Literacy Campaign Districts. The parent-learners seek their help at home as well. Thus, there is a dichotomy between what most of the producers of Primers regard as the most useful method of teaching and the society traditionally accepts as the basis of literacy.

As a matter of fact, there is no such thing as a 'government approved' or 'IPCL method of teaching'. The Central IPCL Review Committee, appointed by NLMA and which approves all the Primers used in TLCs has made it absolutely clear that it is not concerned with any particular method of teaching. A Primer can be prepared on any method of teaching - sentence, syllabic, word, eclectic or letter - and presented to the Committee for acceptance and suggestions for improvement. Similarly, **IPCL is not a method of teaching but an essential approach for launching a successful literacy campaign.** It lays down that to achieve a creditable and high quality of learning outcome in a short period* there are certain pre-conditions which should be met before launching the campaign. These pre-conditions include :-

- creation of a proper environment,
- identification of learners,
- training of instructors for voluntary service,
- making the learning process an enjoyable and rewarding activity,
- assured provision for re-entry and further learning, and so on.

* The 'Synthetic Method' is also known as the Letter, Alphabetic, Phonic and Traditional Method. Similarly the Analytic Method is also known as 'Look & Say method'. For the sake of ease of understanding, instead of using the technical terms 'Synthetic' and 'Analytic', commonly understood terms '**Letter Method of Teaching (LMT)**' and '**Word Method of Teaching (WMT)**' have been used in this study.

* Handbook for Development of IPCL Materials, G. V. Bhaktapriya, D A E, New Delhi, 1993.

Keeping the requirements of IPCL approach in view, the reading materials should be developed in a manner that:

- it generates interest and confidence among the learners and volunteers,
- it includes the recommended core contents (Population Education, National Integration, Status of women and Environment Education).
- there should be three books divided into three levels of learning,
- the content should be divided into small manageable units and the lessons should be graded,
- Literacy, numeracy, exercises, tests should be integrated in the materials,
- it should include self-assessment tests.

From the above description it is quite clear that the IPCL is not concerned with any particular method of teaching. The materials, however, should embody the above requirements, whatever teaching method may be employed.

But inspite of the above clear concept of IPCL, the notion prevails that IPCL is equal to Word Method of Teaching and that it is a government approved method. Perhaps, this is why when SRCs, VAs, ZSSs undertake the production of a Primer they always adopt the word method of teaching.

THE PROBLEM

As stated earlier both the teachers and the learners prefer the 'Letter Method'. Their perception about this method is that it is easy to teach and learn through it. It is the basis of learning language. On the other hand, the word-Primer exponents maintain that the letter method has no meaning; adult learners find it boring. Also, awareness cannot be created through it because the adults tend to read mechanically without understanding*. their contention is that attainment of literacy skills will be much faster and better through the word method:

- since learners can combine letter into words from day one,
- since discussion is an essential part of this method,
- since it is according to the interest of learners,

PREVIOUS STUDIES

We are not aware of any recent studies, except the CENDIT study comparing the merits of both the methods. A comparative study of the two methods was carried out in USA about sixty years back comparing the Mac Guffy's readers (LMT) with the Word Method readers for children; the conclusions were:-

* S.S. Bhatt, Growth and Development of Adult Education, Cosmo Publication, New Delhi, 1992.

- there was no difference in abilities at the end result,
- the children using the new WMT Readers were slightly better in understanding meaning in the beginning but deficient in spelling, they depended more on guessing the word than recognising it.
- the children using the traditional, Mac Guffy's Readers, were better in the beginning in spelling and reading the word but slightly deficient in meaning.

We heard that a certain teacher had also carried out a comparative study of the two methods in the Usmania University; we have failed to locate it.

OBJECTIVES OF THE STUDY

It is well realised that the method of teaching alone will not be the only factor in the attainment of literacy skills. No one method is ideal in all situations and for all learners. Much will depend upon the organisation of the programme, motivation of learners, the quality of teaching and the class room activities. But it has been assumed that the above conditions will remain almost constant in a Mass Literacy Campaign. Hence, this study tries to compare the effectiveness of the letter and the word method of teaching in the light of the following limited number of variables only.

<u>Dependent Variables</u>	<u>Independent Variables</u>
— Enrolment.	— Primers of both methods.
— Drop out.	— Training.
— Attendance.	— Teaching.
— Level of attainment of literacy skills	— Class room conditions and activities.
— Level of awareness.	— Supervision.
— teaching time and total duration of teaching.	

It was assumed that comparing both the methods against the set of independent variables will give us a fairly good idea as to the supremacy of one method over the other, if at all.

METHODOLOGY

1. A group of 10 Experimental Centres using a Letter Method of Teaching (LMT) Primer and a group of 10 other Experimental Centres using a Word Method of Teaching (WMT) Primer, were set up in the same/adjacent villages in the district of Sitapur. For comparing the learning outcome through the letter method, primer '**Meri Kitab**' produced by SRC Jamia, was used and for comparing the learning outcome through the word method, Primer '**Nai Kiran**' produced by SRC Lucknow, was used. Both the Primers were approved by the Central IPCL Review Committee and were in three parts. Major characteristics of both are given in Annexure A.
2. Effort was made that the learners and the teachers were homogenous, as far as possible. Class room conditions and other activities also remained almost uniform.
3. Five days training was given to each group of teachers by separate set of trainers in using the Primers and maintaining records.
4. Duration of daily teaching was two hours for both the groups and the final evaluation of all learners was done after eight months of teaching, as soon as both the groups had completed their respective Primer-III.
5. For testing the learning outcome of both groups the same test paper was used.
6. There was a common full time supervisor for both the groups.

THE STUDY AREA

This study was carried out between July 1993 and February 1994 in Sitapur district of Uttar Pradesh. This district was selected by the members of S R C Advisory Committee in its meeting held during November 1992.

The district has 19 blocks out of which 14 blocks had had no literacy programme. We selected one block (Mishrikh) from among the 14. Both the groups of the Experimental Centres were set up in a contiguous area to avoid spatial and socio-cultural differences, if any. Therefore, all the 20 Experimental Centres were set-up in only one Nyay Panchayat (Parsaulia) of the Block. Before starting the centres a literacy survey of each village of this Nyay Panchayat was done.

THE EXPERIMENTAL CENTRES

We had planned to enrol 35 learners for each centre. It was therefore, decided to select the centres on the basis of a family survey. Only those villages in which at least 40 illiterate adults (15-35) were available were selected. So that there was a greater chance to get the required number of learners for each centre. Thus, 20 Experimental Centres were set up in the Nyay Panchayat. The break up of these 20 centres is as follows:-

NO. OF CENTRES UNDER THE TWO METHODS											
Under L M T						Under W M T					
No. of Centres			No. of learners			No. of Centres			No. of learners		
M	F	T	M	F	T	M	F	T	M	F	T
4	6	10	140	175	315	5	5	10	170	154	315

Both the group of Centres started with 315 learners. In the L M L group one male centre was less than the W M T group. In the W M T group both male and female centres were equal.

PHYSICAL CONDITIONS AND ACTIVITIES

All the centres were located in the houses of the instructors, as usual. Only one centre (L M T) was located in Angan Wari Building. There were no other activities in any of the centres except teaching and to some extent discussion, according to the respective Teachers Guides.

THE INSTRUCTORS

The Instructors of both the groups of centre belonged to the same village. Each was paid an honorarium of Rs.200/- per month, to avoid the problem of absenteeism and to have a better control on them. Moreover this was the instructors remuneration sanctioned to Literacy House by N L M when the institution was provided grants for establishing 1200 A E Cs in 1990. The Table below gives the background of the instructors of both the groups:

BACKGROUND OF INSTRUCTORS		
	<u>LML</u>	<u>WMT</u>
1. No. of male instructors.....	4	5
2. No. of female instructors.....	6	5
3. Mean age (in years).....	24.4	26.6
4. Educational Qualification-:		
- Below VIIIth Class.....	nil	nil
- VIII to High School.....	6	6
- Intermediate.....	4	3
- Graduates.....	nil	1
5. No. having past experience		
in teaching.....	1	2
6. - Married	8	7
- Unmarried	2	3
7. Occupation.....	all agriculturist	all agriculturist

PRE- LITERACY TEST

A pre-Literacy Test (Annexure-B) was evolved and given to each learner of both the groups to assess their pre-literacy status. The literacy status of all the learners was the same. Both the groups were totally illiterate.

TEST PAPER

The same test paper used to evaluate the learning outcomes of Agra T L C (Annexure C) was administered to both the groups between 17th to 21st March 1994. The only difference was that a reading speed test passage, which was dropped from the Agra Test Paper was included in this Test Paper. To assess the level of awareness, nine questions were framed on such content/ information as were common in both the set of Primers.

COMPARABILITY OF BOTH THE GROUPS

It can be seen from the above analysis that both the groups of centres and learners were almost homogeneous in the sense that :-

- both the group of centres were located in the same socio economic region.
- instructors were from the same villages with similar educational qualifications and other personality factors and both had received the same degree of training. There was not much difference in their mean age. There was a common supervisor for both the groups.
- the total number of centres in both the cases were the same. Teaching was organised in both the centres for two hours a day and both ran for eight months. All learners in both the groups were tested soon after they had completed Primer-III. The test took place in the same period of time. Advance notice of testing dates was given to both the groups.
- the same Test Paper was administered to both the group of learners.

FINDINGS

The findings on the dependent variables are reported below:

ENROLMENT	L M L	W M T
- Expected enrolment at the rate of 35		
- learners per centre for 10 centres	350	350
- Actual enrolment	315	324
- Per cent	90	92.5

Thus actual enrolment as compared to the expected was 2.5% higher in the W M T centres.

DROP OUT	L M T	W M T
- Actual enrolment in the beginning	315	324
- Learners available at the time of final evaluation.	167	170
- Per cent available	53	52

It is rather difficult to define the concept of drop out. Generally it means that those having once enrolled have left forever. In this sense there was no drop out in the groups. No learner had dropped out for ever. But if we regard those as drop out who were absent at the time of the final test. inspite of advance notice and the effort of the supervisor, then the drop out was 1% higher in the W M T as compared to the L M T.

Thus it was **not established that the adult learners considered the letter method boring**. If so, there would have been a heavier drop out in the L M T group. On the hand the reverse is the case.

2. ATTENDANCE*	L M T	W M T
— Mean attendance	120 days	122 days
— SD	25.18	27.37
— Minimum attendance	71 days	27 days
— Maximum attendance	193 days	190 days
— Range	71-193 days	27-190 days

The average attendance was two days higher in the W M T than the L M T group. On the other hand, there was no learner in the L M T group who attended for less than 71 days. Whereas in the W M T group the attendance of some learners went down as low as 27 days and no learner attended for more than 190 days.

Thus judged from the point of attendance, it would have been far less in the L M T group as compared to W M T if the Letter Method was found boring by them. **But this was not the case.** It could be said that on the whole there was little difference in the overall attendance rate of both the groups.

3. ATTAINMENT OF NLM NORMS

The Table below shows the final learning outcome of both the methods of teaching.

TABLE-1

learning outcome of both the methods of teaching				
	L M T	% age	W M T	% age
- No. of learners became literate	142	85	87	51
- NO. of learners did not become literate	25	15	83	49
Total	167		170	

This was perhaps the most crucial variable to compare the usefulness of both the methods to impart literacy skills in the T L Cs. The above data show that the letter Method of Teaching proved far superior to the Word Method of Teaching. **85 percent of the learners receiving instruction through the Letter Method of Teaching attained the recommended N L M literacy standards, whereas only 51 percent of the learners undergoing instruction through the Word Method of Teaching attained this status.**

* For detail see Table 5

It is important to note that the L M T group maintained its superiority in attaining higher average score on the whole as well as in reading.* writing and arithmetic seperately.

The following table may be studied :-

TABLE - 2

Cumulative achievement scores of learners		
Marks	L M T	W M T
00-09	01	05
10-19	—	01
20-29	—	06
30-39	—	08
40-49	03	12
50-59	04	19
60-69	23-31	82-133
70-79	36	27
80-89	57	41
90-100	51	20
N	167	170
Avg. Score	81.80	67.08
S D	12.98	21.69
	±	±

The average score of L M T learners was much higher than the W M T learners, 81.80 as against 67.08. It can be seen that the concentration of learners of the W M T group with less marks than 70% cut off point was much higher than the L M T group - 133 cases as against - 31. The high S D shows that the learners differed widely in their attainments in both the groups. In the L M T group some learners scored as low as 69 marks but some scored as high as 95. But in the W M T group some scored as low as 46 and none scored higher than 90.

* Reading means. reading with comprehension.

TABLE-3				
Achievement in reading, writing & arithmetic*				
	L M T avg. score	(N=167) S D	W M T avg. score	(N=170) S D
Reading (Max. score = 40)	34.60	5.76	27.60	10.00
Writing (Max. score=30)	22.20	4.43	20.00	5.39
Arithmetic (Max. score = 30)	23.00	5.39	18.70	8.00

It is self evident from the above table that the L M T group was far better than the W M T in the attainment of each and every skill*. Specially, its scores in Reading and Arithmetic were far higher than the W M T. This group was better even in writing, though the difference was not as sharp as in reading and arithmetic . The higher SDs for scores of W M T show that there was greater variation from the mean in the learning abilities of this group. Some scored much below the average and some quite high. The L M T group was more uniform in this respect.

4. READING SPEED

Besides the supremacy of the L M T group in the 3 Rs., the most surprising result was its much higher achievement in the area of reading speed. To assess this ability a common passage consisting of 28 words was given to both the groups for loud reading. Stop watches were used for recording the speed of reading. The result is given below:-

	L M T	W M T
Words Per Minute (w.p.m)	45.40	39.06

The reading speed of the L M T group was 45 w.p.m. whereas it was less for the W M T. It was expected that the W M T group would prove much better in this respect because ‘words’ were supposed to be read from the very beginning. Whereas in the L M T, the learners started reading words from Primer-II. **But this assumption was not found correct.**

* See Table 5 given as an annex.

* The difference between the means of two groups was found statistically significant at 1% level of significance (The observed difference was greater than 3 S E in each case i. e. Reading, Writing and Arithmetic).

5. RELATIONSHIP BETWEEN ATTENDANCE AND ACHIEVMENT

L M T W M T

Co-efficient of correlation (r) + .27 +.38

Both the values of 'r' were found significant and show a moderate degree of positive correlation. The degree of correlation is a bit high for the W M T learners. The 'r' value indicates that achievement of W M T learners was more dependent upon attendance or teachers help than the L M T group. It means that the L M T group had acquired more confidence to read on its own.

6. LEVEL OF AWARENESS

Responses to the nine awareness questions of both the groups are shown below. The questions were framed only on those areas of knowledge which were common in both the set of primers.

TABLE-4

Responses to awareness questions				
Questions	L M T		W M T	
	% learners giving correct response	% NR	% learners giving correct response	%NR
1. What are the benefit of trees?	94.6	5.4	87.6	12.4
2. How many minutes are there in an hour?	95.8	4.2	85.9	14.1
3. How many months are there in a year?	97.0	3.0	85.3	14.7
4. What are the drawbacks of illiteracy?	85.7	14.3	73.0	17.0
5. (a) What is legal marriageable age for girls?	81.4	18.6	72.3	27.7
(b) Reasons?	49.5	50.5	32.3	67.7
6. How much gap should be there between two births ?	92.9	7.1	87.6	12.4
7. Maximum number of children for a happy family life ?	88.6	11.4	79.4	20.6
8. Which vaccine is given to a child to prevent polio?	57.5	42.5	37.6	62.4
9. Which vaccine is given to pregnant women ?	49.1	50.9	24.7	75.3

We can see from the above table that the L M T group proved much more knowledgeable or aware in each and every aspect of life on which the questions were framed. The W M T group was especially less aware in the areas of vaccines, reasons of keeping the marriage age legally low, number of months in a year and minutes in an hour. Similarly the percentage of learners giving no response was much higher in the W M T group than the L M T.

SUPPORTING STUDIES

1. CENDIT*, New Delhi undertook a study sponsored by UNICEF and Directorate of Adult Education, (DAE) New Delhi, to evaluate the Primer Khilti Kaliyan produced by the DAE, against certain variables. It can be said that 'Khilti Kaliyan' is perhaps technically the best specimen of Word Method Primers. It has been produced with great care, exercising all sorts of controls, to make teaching/learning an effective process through the W M T. To test its effectiveness CENDIT established the following three types of experimental centres in Delhi in 1991:-

- (a) Centres with 'Khilti Kaliyan' alone.
- (b) Centres with 'Khilti Kaliyan' plus a film based on it, to accelerate acquisition of literacy skills.
- (c) Centres with a Letter Teaching Primer (**traditional**).

CENDIT reports the results. "All respondents were asked to take a literacy test, administered by researchers. The test was designed by S R C Jamia based on '**Khilti Kaliyan**' Primer and sought to test the following :-

- (a) Learners familiarity with the alphabet.
- (b) Learners ability to read words.
- (c) Learners ability to read sentences.
- (d) Learners ability to read and write.

The best result was obtained from the 'traditional' learning centres."

2. An apparent advantage of WMT seems to be that the learner would look for meaning even as he starts to read, and therefore it is expected that he would be a better reader. But Professor Shrivastava*, quoting a study by Chall (1967) observes that "the first step in learning to read involves more emphasis on code (letters) than on meaning. Chall found that a code emphasis tends to produce better over all reading achievement by the beginning of fourth grade than a meaning emphasis. Under a code emphasis the child shows from the very beginning, greater accuracy in word recognition and over all reading".

* Not Just Another Statistics, a C E N D I T study, New Delhi, 1990.

* Shrivastava, R.P, the teaching of Reading Bahri Pub, New Delhi, 1979.

CONCLUSION

Slightly more learners enrolled in the W M T centres. This was not due to the method of teaching as the centres were divided into the two groups after enrolment. The reason was that centres located in larger villages had more illiterates. There was no significant difference in drop out and attendance rates of both the groups. **As far as the most important variable was concerned, that is the attainment of NLM literacy levels, a much higher percentage of L M T learners (85%) attained the levels as against the W M T (51%).** The L M T group was not just ahead in the cumulative result but in all subjects, including reading speed. Similarly, the responses of the L M T group showed that it was much more knowledgeable and that it was less dependent on the teacher than the W M T group.

SUGGESTIONS

According to the findings of our study and two other studies it appears that we have, without any systematic study or experimentation, adopted a method of teaching which contributes to unsatisfactory result. **The efforts of National Literacy Mission should not suffer just because of a method.** It is therefore suggested that:

1. The Zilla Saksharata Samiti (ZSS) should have access to both the types of IPCL Primers -those constructed according to the letter method of teaching and those constructed according to the word method or any other method of teaching. But they must have been approved by the IPCL Review Committee. The ZSS may discuss these primers with their education committee and select whichever they prefer.
2. Meanwhile, it is strongly recommended that **DAE / NIAE should initiate a few more comparative studies** of both the methods so that we may have before us the findings of other studies as well. The studies may be entrusted to SRCs having senior staff with research background or they may take them up directly.

REASONS FOR LMT SUPREMACY

Besides, ease of teaching/learning and acceptance both by the teachers and the learners, the manner in which both the Primers were constructed also needs to be studied carefully. Some idea can be had by going through Annexure — A

The difference in the construction of both the Primers appears to be that, :—

1. The teachers of Meri Kitab (L M T) found it easy to impart the given information while teaching the recognition of a particular letter. Most of the information given was new and interesting to the learners. Like, the medicinal uses of all parts of 'anar' tree while teaching अ, the difference between poisonous and non-poisonous snake bites while teaching फ, the making of fire proof roofs while teaching छ, the causes of fear while teaching ड, and so on. This led to some automatic discussion. The teachers of Nai Kiran (W M T) found it very difficult to initiate discussion on key words such as मकान, हल, बैल, हथकरधा, कटहल, अमरूद, etc. and were unable to impart any useful and new information to the learners. Therefore they showed little interest in discussion.
2. It is an observed fact that the recognition of Matras proves quite a hurdle in reading, for the majority of learners. In the Meri Kitab (L M T) Primer, there were no Matras to recognise in Primer I. The learners concentrated only on recognising the consonants and vowels. They succeeded in this in about three months. Matras started appearing from Lesson I in Primer II and that too at a slow rate and in their traditional order. When the learners started reading lesson 1 in Primer -II, they read four pages of text, having just the matra "I". Similarly in Lesson-2 they read a text having only f, ॠ. These three Matras were first drilled in known words a large number of times (I-45 times, f 19 times, ॠ 20 times) before they were required to read the text having these matras. With a little practice they started reading the text on their own. Whereas in Nai Kiran (W M T) Primer II, when the learners were required to read lesson-I, they had to read the text having ten Matras which were introduced in Primer I. To read text having so many Matras, made them dependent and slow readers.
3. **Research has shown that there is a positive correlation between reading speed and comprehension.** The W M T group, securing lower marks in reading - comprehension (avg. score-27.6 as against 34.6 by L M T) is perhaps due to this factor of slow reading. They read at 39.06 wpm, as against 45.40 wpm by the L M T group. Similarly, they did not fare so well in the awareness questions perhaps because they could not read well the lessons having the relevant information.
4. The L M T group also did better in writing and arithmetic perhaps because of the enhanced confidence it gained in reading.

TABLE - 5**Achievement scores in 3 Rs by class - intervals**

MARKS	L M T	W M T
00 - 05	01	07
06 - 11		03
12 - 17	03	03
18 - 23	05	24
24 - 29	09	23
30 - 35	49	45
36 - 40	100	47
N	167	170
Avg. score	34.60	27.60
S. D	5.76	10.00

Achievement Scores in Writing

MARKS	L M T	W M T
00 - 05	01	07
06-11	01	05
12-17	21	33
18-23	76	86
24-30	68	41
N	167	170
Mean Score	22.20	20.00
S.D	04.43	05.39

Achievement scores in arithmetic

MARKS	L M T	W M T
00 - 05	01	07
06 - 11	07	12
12 - 17	21	36
18 - 23	38	38
24 - 30	100	64
N	167	170
Mean Score	23.00	18.70
S. D	5.39	8.00

TABL - 6

Comparative attendance of both group of learners

Days	L M T	W M T
20-39	-	01
40-59	-	01
60-79	08	08
80-99	28	22
100-119	49	47
120-139	43	48
140-159	30	30
160-179	08	10
180-199	01	03
Total Learners	167	170
Average Attendance	120	122
S.D	25.18	27.37
RANGE (Days)	- L M T -	71 to - 193 days
	- W M T -	27 to - 190 days

BROAD CHARACTERISTICS OF PRIMERS USED FOR COMPARING THE TWO METHODS

THE LETTER METHOD

The I P C L Primer 'Meri Kitab' produced by SRC Jamia was used for comparing the Letter Method of Teaching with the Word Method of Teaching, against a set of variables. This Primer is in three parts: and approved by the I P C L Review committee.

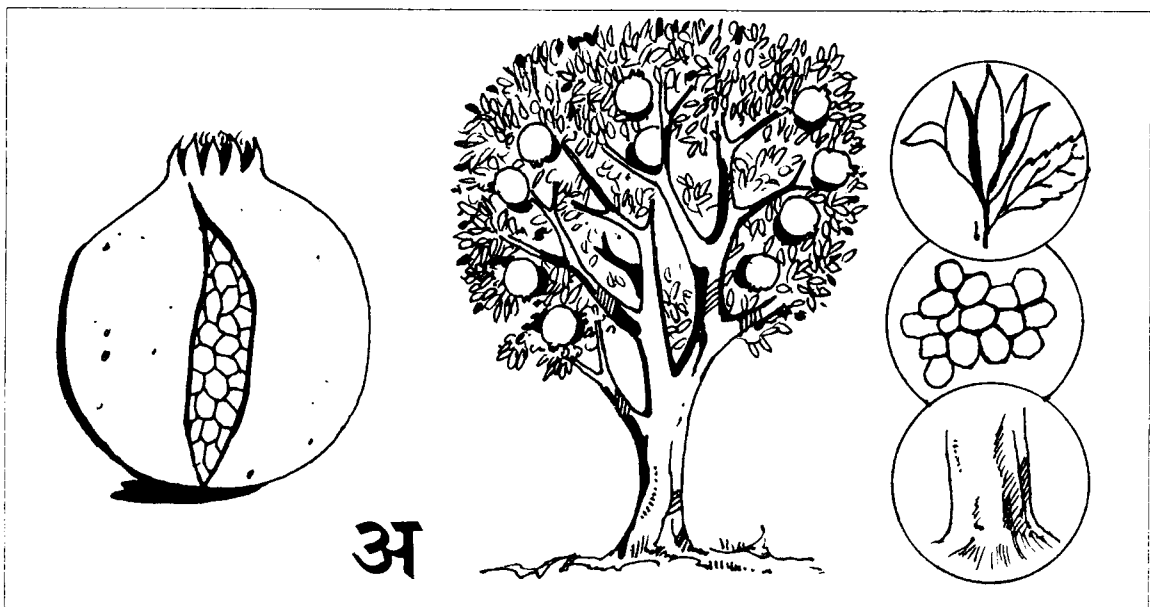
PRIMER - I

This part introduces all the letters of the alphabet, in their traditional order, in 20 lessons. In addition according to the IPCL approach it has built in exercises and introduces numerals upto 100.

Since the letter teaching primers, constructed with imagination don't just teach the letters but introduce certain novelties, this primer also does the same*. **While teaching the letters it tries to impart certain useful information, generally known as 'awareness'**, For example, two lessons are reproduced here :

LESSON-1

PICTURE OF P3, MERI KITAB PI,

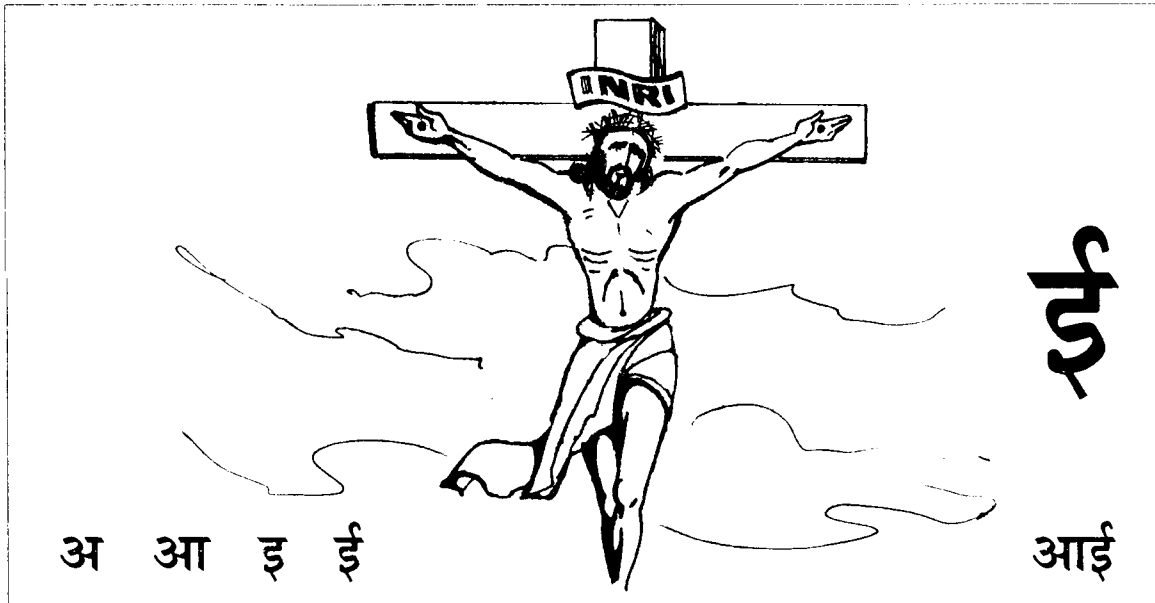


* See Also 'Nai Rah' by SRC Literacy House, Lucknow.

There is a lessonwise 'Teachers Guide'. It instructs the teacher to read first the portion of the guide concerning the lesson he is going to teach and then impart the given information. For example-when he teaches the learners अ with the help of the illustration of the object अनार, he asks a question "what types of physician do you see when you get sick?" The answer is generally 'doctor', but some also say hakimjee or vaidjee, Then he says "there are several systems of treatment in our country. One of them is" Vaidic System" of medicine. According to this system. अनार has several medicinal uses. For example its leaves and flowers are useful in the treatment of eye diseases, its seeds and bark are used to treat tonsillitis and blister on the gums.

LESSON-4

PICTURE ON P5, MERI KITAB P1



This picture is seldom understood. Therefore, before introducing ई, he asks the learners to name their friends. A Christian name sometimes pops up, but generally not. Then he asks the question, "have you heard such names as-Mary, Paul or Joseph or have you seen a church? The answer is generally, 'yes'* Then he goes on to explain that there are followers of several religions in our country. One of them are 'Christians', ईसा is their apostle. He was put on the cross for teaching his followers that there is kingdom of God on earth, religion means taking care of the sick and downtrodden.

As soon as the lesson permits, words are built up consisting of letters taught like - आई, आए, कई, ईख, etc. But the Jamia suystem does not permit many word building exercises till all the letters are introduced. The main emphasis is on recognition of letters of the alphabet with the help of pictures.

On an average the learners take **30 days** to have a reasonable mastery of all the letters.

* This Primer is constructed for the urban area of Delhi

TOTAL LEARNING UNITS AND MESSAGES

Language - Recognition of all letters of the alphabet, exercises, T 1, 2, 3

Arithmetic - Numerals upto 100

Messages - The following information/ messages given while teaching the letters

1. Ayurvedic uses of 'Anar' and 'Imli'
2. Why does a doctor uses stethoscops?
3. People of different religions live in our country.
4. 'Gobar' is more useful as manure than as fuel.
5. How to wash woollen clothes.
6. How to prevent 'hawai' (cracked heel)
7. Checking of eyesight.
8. Beware of 'Ojha'
9. Women empowerment.
10. Cooking on 'Angeethi' is bad for the eyes and use of Solar Cooker.
11. Powerloom.
12. Stamps on envelops & Post cards, bearing letters double charge.
13. Vegetables which can be grown in pots. Recommended seeds and sowing time.
14. A well managed home is like heaven.
15. Encouragement to cottage industry. List of industries which can receive financial help.
16. Method and cost of making fire proof roof of grass and straw.
17. Civil and criminal courts, jurisdiction, Legal Aid Cell.
18. Drinking clean water.
19. Tomatoe a good vegetable, must be washed properly.
20. Some are afraid to render help to victims of aggression and some help at the cost of their life.
21. Certain things should be kept covered, but not wound when it is about to heal.
22. Water melon is delicious fruit. Avoid buying cut & open ones, because they are infested with flies.
23. Before milking clean your hands and udder of milch animal.
24. Dowry, legal punishment.
25. Why so much crowd at water taps, who is responsible?
26. User of Papaya.
27. Snake bite. How to distinguish between poisonous and nonpoisonous snake bite. Rendering first-aid.

28. Why so much crowd in buses. Can we do something to reduce crowd?
29. Everybody perhaps cannot do a sacrifice like Bharat. But everybody can do little sacrifices like helping the old and infirm, taking to hospital a wounded person laying in the road, teaching illiterates.
30. Labourer who is a contributor to society's development, has yet to get a fair deal. Different acts providing right and relief to labourers.
31. Yashoda
32. Raksha Bandhan ties everybody together with the thread of love.
33. Equity between boy and girl child.
34. A lawyer's real job is to protect our right with the help of law. Take your lawyer in your confidence.
35. Excess of drinking creates personal, family and social problems.
36. Road-it is public property. Encroachment not justified, should be kept clean.
37. Strike- a legal process to get ones just right. Advance notice is required, committee of labour and owner representative.

PRIMER -II

Assuming that the learners are now familiar with all the letters of the alphabet, it starts introducing matras in different lessons in a graded manner. Thus lesson 1 has only one learning load ie., the recognition of matra ' ि ' in words of known letters. In addition it introduces the recognition of मैं and है to be recognised as a whole (an element of eclectic method). With the above device meaningful lessons are constructed with easy - to-read short passages which **the learners are able to read themselves without much help from the teacher.** For example - one of the text of Lesson - 1 emphasising group action runs like this :-

एकता का फल

हम गए ।
हम सब गए,
तब काम बना ।
हम सब का
काम बना ।
एक जाता
तब काम न बनता ।



Another text of the very first lesson emphasising on changing times, is reproduced below:-

नया जमाना

हर बात का एक समय है ।
हर काम का एक समय है ।
अब समय बदल रहा है ।
जमाना बदल रहा है ।
समाज बदल रहा है ।
यह सच है न ?

The text of lesson 5, introducing, ु and ू is given below (the Matras ी and ी and े have already been introduced).

चुनाव

चुनाव का समय आया ।
चुनाव शुरू हुआ ।
कुछ का दिल डूबा ।
कुछ का दिल बढ़ा ।
कुछ का खून बढ़ा ।
कुछ का खून घटा ।
किसकी हार हो, किसकी जीत हो,
यह ताकत जनता की है ।
हर पांच साल बाद चुनाव का समय
आता है । अब जिसकी आयु 18 साल
है वह मतदान कर सकता है ।

TOTAL LEARNING UNITS AND MESSAGES

Language : Recognition of all matras + joint letters, exercises,
T 4, 5, 6.

Arithmetic: Addition, subtraction, multiplication, division.

Messages :

Lesson - 1 : A house of ones own, availability of water & food leads to comfort.

Lesson - 2 : You may succeed through group action.

Lesson - 3 : Cleanliness of body and surrounding.

Lesson - 4 : Changing times.

Lesson - 5 : Moving to towns in search of work.

Lesson - 6 : Election.

Lesson - 7 : Woman is the builder of home. Dowry

Lesson - 8 : Being a part of society, I have some social responsibilities. I must watch my own actions.

Lesson - 9 : National resources and population growth.

Lesson - 10 : Road Signs.

Lesson - 11 : National song.

Certificate of completion of Primer - 2.

PRIMER- III

No new language learning unit. Main purpose is to develop fluency in reading, comprehension, writing ability, introduction of FANV concepts, reading for enjoyment.

TOTAL LEARNING UNITS AND MESSAGES:

Language : No new learning unit. Development of fluency in reading, development of comprehension and writing ability through exercises. How to write different types of letters. Filling in forms T- 7, 8, 9.

Arithmetic: Weights and measures, time, month and number of days, Family Budget.

Messages : Lesson-1 **The First Lie**, Story. Don't tell a lie before a child, even to avoid uncomfortable situations.

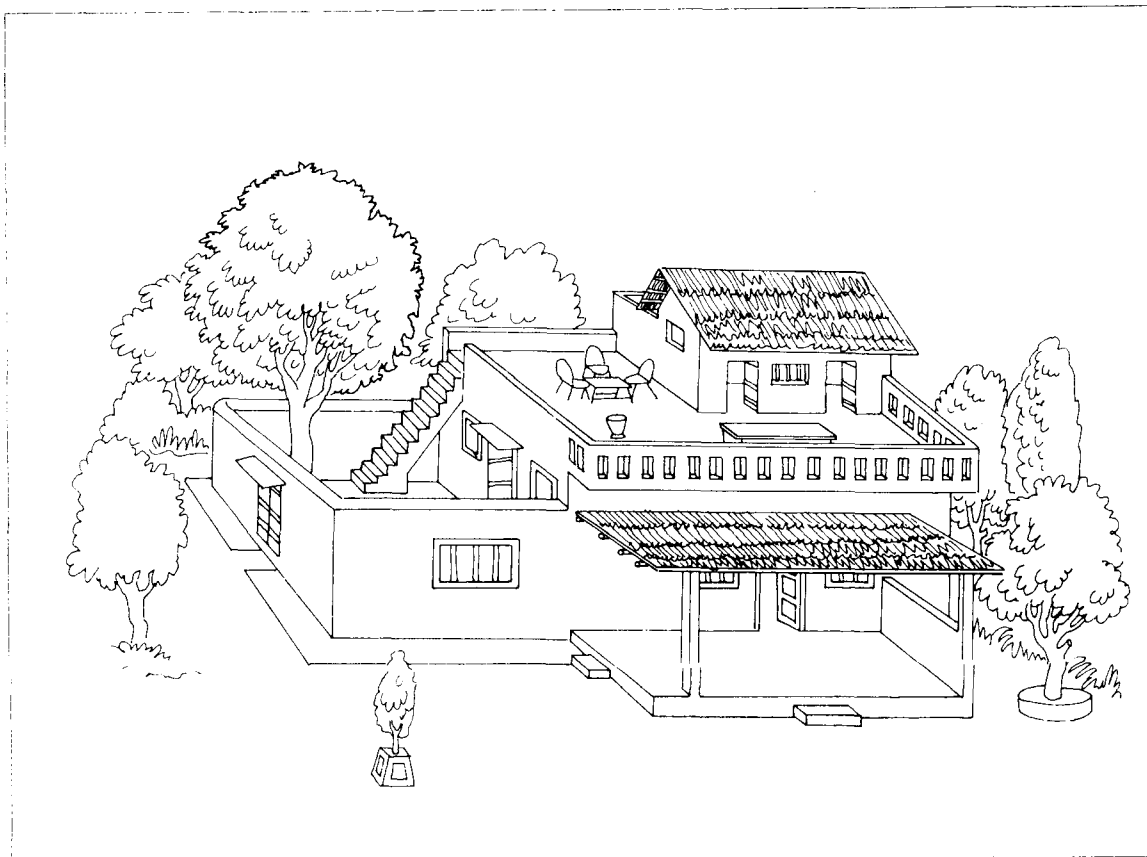
- Lesson - 2 Arithmetic
- Lesson - 3 A child labours at a tea stall even in bitter cold because of too many in the family. Owner a cruel person. The child longs to go to school when he watches other children catching school bus.
- Lesson - 4 Letter writing
- Lesson - 5 Is it correct to hate a girl child?
- Lesson - 6 Arithmetic
- Lesson - 7 Story, adulteration in food stuffs.
- Lesson - 8 Filling in forms
- Lesson - 9 Uses of trees
- Lesson -10 Story- you have to take care of every aspect of your work yourself, if you want to succeed.
- Lesson - 11 Family budget
- Lesson - 12 Saksharta Geet.
- Certificate of completion of Primer -3.

THE WORD METHOD

The IPCL Primer 'Nai Kiran', produced by SRC Lucknow was used for comparing the Word Method of Teaching with the Letter Method of Teaching against the same set of variables. This Primer too is in three parts :-

PRIMER - I Theoretically the teaching unit is a **key word**. This word is generally selected from the point of view that other words could be formed with the permutation and combination of the letters in it. That is, it is a generic word.

The first lesson is reproduced below:-



मकान

म क ा न

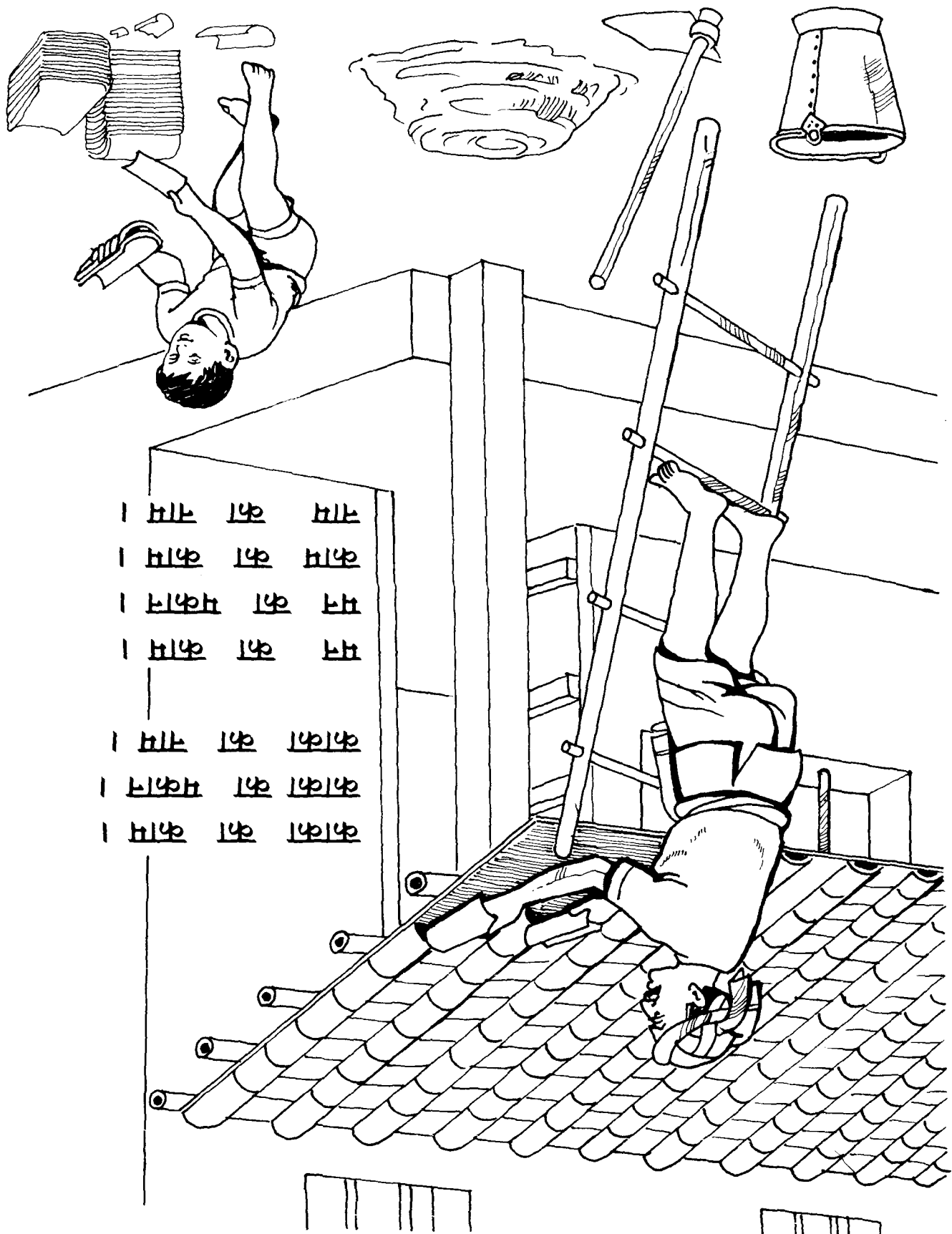
म | मन

क | कम कन

ा | मामा काका काम

न | नमक नाम नाना नाम कान

हवादार छोटा - सा सुन्दर मकान।
सबको मिल जाए, क्या इतना आसान।



1 ከሆ 1ሩ ከሆ

1 ከሆ 1ሩ ከሆ

1 ከሆከ 1ሩ ከሆ

1 ከሆ 1ሩ ከሆ

1 ከሆ 1ሩ 1ሩ1ሩ

1 ከሆከ 1ሩ 1ሩ1ሩ

1 ከሆ 1ሩ 1ሩ1ሩ

The teaching scheme envisages that the:-

- (a) Teacher will first recite the couplet given on the page.
- (b) Pointing to the picture he will ask the learners. "what does this picture show?". If learners may say "Ghar", "Haweli" or any other word, the teacher has to say that it is also called 'MAKAN'.
- (c) Then he has to discuss with the learners, what are the attributes of a good house, what type of houses they have, what are they made of and so on. While discussing he has to take care that the word "MAKAN" occurs several time, so that the learners become familiar with it at least on the 'hearing level'
- (d) Then he points to the word "MAKAN", says that this is how "Makan" is written, points to the letters, emphasising the sound and starts teaching the recognition of the letters.

म क ा न

The four letters are drilled in words. Then the learners read the accompanying text, which in the beginning lessons is made up of phrases.

It should be noted that this 'Word Method' primer and as a matter of fact all "Word Method" Primers produced by S R Cs and V As, are not constructed in a manner that the key word becomes a 'sight word' * and it is splashed in the learning milieu for the learners to keep on observing it before it is broken into its components. These are the fundamental pedagogical requirements of this method of teaching. In the absence of these requirements, the teacher in actual practice, simply writes the word 'MAKAN' and begins drilling the letters म, का, ा, न. Therefore essentially it also becomes a Letter Teaching Method with the only difference that the letters are not introduced in their traditional order and there is no prop to recognise and recall them. All the other lessons are constructed on the same principle, selecting a key word and teaching the recognition of the letters in it.

However, in principle the learner should be able to develop the ability of combining letters into words, and words into phrases and sentences from the very beginning. He should also be able to 'read for meaning' from the start. These abilities in the SRC Jamia's Letter Teaching Method, the learner is able to acquire after about 30 days, when he has recognised all the letters of the alphabet.

* To the best of our knowledge the only Indian educator who developed his Primer in a manner that the key word, became a 'sight word', before it was broken into letters, was Shalig Ram Pathik. (**Method of Teaching, Reading - Mustaq Ahmed, SRC Jamia, 1989.**)

TOTAL LEARNING UNITS AND MESSAGES :-

Language : Recognition of 28 consonents and vowels (including '-----' and '-----') and Matras, through key words. Exercises to develop comprehension and writing. T - 1, 2, 3.

Arith. : Numerals up to 50.

Messages :

- L - 1 No specific message - a far fetched could be 'kaka did work, 'he got a house for himself and got fame because of it'.
- L - 2 No clear message. It seems that somebody says to kaka, "there is lack of manure, water and crop", then somebody says to Madan or Madan says to somebody, "Neither there is lack of manure, nor water, there is manure and water everywhere".
- L - 3 No clear message. There is plough, oxen, manure and water. There is plenty of work and every member of the family works.
- L - 4 Kamli has a new cow. It gives plenty of milk. She gives milk to her son to drink (through picture, not text). Both happy.
- L - 5 Amar planted fruit trees. They grew up well. His friend Haider came, saw the fruit garden and appreciated it.
- L - 6 Nathu was a weaver, his wife worked with him. She could spin excellent yarn. Nathu appreciated that. Because of the yarn of his wife he was able to turn out beautiful items (status of women).
- L - 7 Ramzan and Zubaida were wool weavers. Zubaida was expert in her work. Everybody appreciated her weaving dexterity (status of women).
- L - 8 Om Lata is a literate woman. She teaches others. She visits every home and advises them about spacing between births and having a small family (Population Education).
- L - 9 Election of village Sarpanch. People get together and elect a person who is upright, literate and helpful to others.
 - Varna Mala in the end
 - Devnagri and international numerals in the end.
 - Certificate of completion of Primer 1.

PRIMER - II

Language : Introduction of 15 consonents and vowels, one Matra and joint letters. Exercises to develop comprehension and writing. Letter writing, T - 4, 5, 6.

Arith : Numerals 51-100. Addition, subtraction, multiplication and division.

Messages :

- L - 1 ` People of different caste and creed having different languages live in India, like floweres of a tree in a garden. But we are one. (National Integration).
 - L - 2 Phoolmati a good house wife - kept the house clean. Husband lazy. She left him and went to her parents. House neglected. She returns. Husband repents. (Status of women)
 - L - 3 People gather in Chaupal. play music and sing “आज विरज में होरी रे रसिया” (Entertainment)
 - L - 4 Celebration on the birth of a daughter: Husband decides to love and take care of her. (Population Education).
 - L - 5 Bank loan for agricultural work, cottage industry. Horticulture pays more even from a small piece of land.
 - L - 6 Letter Writing. Literacy campaign in the village. Women have learnt to read and write. Awareness is coming to the village.
 - L - 7 Advantages of small family
 - L - 8 Pregnancy should be checked by a qualified doctor. Immunization.
 - L - 9 Right age of marriage
 - L -10 National birds, animals & symbols
 - International and Devnagri Numerals. (up to 100)
 - Certificate of completion
-

BOOK - III

Language : No new language learning uit. Main purpose to develop reading fluency, comprehension, writing ability, inclusion of FANV concepts, reading for enjoyment, letter writing, filling in forms. T - 7, 8, 9.

Arith. : Ones, Tens, Hundreds. Reading of time, Table 1 - 15.

Messages :

- L - 1 Small family
 - L - 2 Shekh Sadi's Story (truthfulness)
 - L - 3 Poem on national integration
 - L - 4 Plant a Tree
 - L - 5 Story
 - L - 6 Poem - everybody to become literate, cleanliness of body and surrounding, self confidence (mixed messages)
 - L - 7 Uttar Pradesh - Physical, famous persons and places
 - L - 8 Letter writing
 - L - 9 Filling in forms
- Certificate for completion

**COMPARISON OF BASIC CHARACTERISTICS OF
LETTER METHOD AND WORD METHOD PRIMERS**

PRIMER I	LETTER METHOD	WORD METHOD
Language :	Recognition of all letters of alphabet, with the help of illustrated objects, no Matras, Exercises T - 1, 2, 3	Recognition of 28 letters (C+V) and Matras. With the help of key words, Exercises T - 1,2,3
Arith :	Numerals up to 100	Numerals up to 50
Messages :	Messages related to the object to introduce the letters, given orally by the teacher. For example: Ayrvedic uses of 'इमली' while teaching 'इ' or jurisdiction of civil and criminal court and Legal Aid Cell while teaching ज	Messages related to the key words given through text. All messages are neither sharp nor clear and direct, e.g.-A woman has a new cow, it gives plenty of milk, the woman gives milk to her son (L-4), husband and wife are wool weavers, they work together, wife's work appreciated (perhaps intention is to focus on status of woman, L-7). But some are quite sharp and clear e.g. advantages of small family (L-8), selecting village Supranch a desirable person.

PRIMER II	LETTER METHOD	WORD METHOD
Language:	Introduction of all Matras plus joint letters. Exercises T-4,5,6.	Introduction of 15 more letters (C+V) and one Matra + joint letters, letter writing. Exercises T-4,5,6.
Arith.:	Addition, subtraction, multiplication and division.	Numberals 51-100, addition, subtraction, multiplication and division.
Messages:	Different types of messages like strength of group action, cleanliness of body and surrounding, status of women, individual's social responsibilities, P.E. Road signs.	Different types of messages like national integration, status of women, P.E., loan for agricultural works, National birds and symbols.

PRIMER III	LETTER METHOD	WORD METHOD
Language :	No new language learning unit. Main purpose is development of reading fluency, comprehension, writing ability, letter writing, reading for enjoyment, introduction of FANV concepts.	- s a m e -

SUMMARY:-

On close examination it will be seen that **there is no fundamental difference** in the LMT and WMT Primers from the following points of view:-

1. Both have been approved by the Central IPCL Review Committee.
2. Teaching of arithmetic is integrated in both of them. Both teach the same level of arithmetic.
3. Both contain exercises to develop comprehension and writing ability.
4. Both cover the FANV concepts and impart other relevant messages.

THE FUNDAMENTAL DIFFERENCE IS THAT:-

In the LMT each letter was introduced with the help of an illustration of an object. There was another picture on the same page giving additional information about the object. The teacher was required to impart the given information (provided in the guide book) first and encourage discussion on it. Examples:-

- (a) **Letter छ** - Illustration of object **छत**
Picture - a man making a thatched roof.
Information - it is now possible to make fire-proof thatched huts.
Discussion - learners may ask-How? Price? Is it a fact?

Then the drill of the letter followed. All the letters of the alphabet (no matras) were introduced in this manner in their **traditional order. Each lesson had only two then three letters to be mastered.**

In Primer II there were no new letters to be learnt except **two matra, at a time**, in each lesson presented again in their **traditional order.**

In the W M T method the teacher was required to read a verse first containing the key word, then to initiate discussion on the illustration of the key word.

He was then supposed to write the key word on the bb and drill the letters of the key word through words and sentences. There was no illustration to help the learners to recognise the letters. **The letters were introduced in non traditional order.**

New letter and matras were introduced at the same time both in Primer I and Primer II. **Each lesson in Primer I had at least four new letters to be mastered. In Primer II also there were 2 to 4 new symbols to be mastered in each lesson.**

पूर्व-साक्षरता जाँच-पत्र

1. अक्षर पहचानिए

क	प	ख	ज
अ	ऊ	ठ	ह

2. शब्द पढ़िए

नथ	कमल	नदी	दूध	बकरी
पतंग	पालक	मेथी	मुर्गी	खुराक

3. पढ़िए तथा नीचे लिखे प्रश्नों के उत्तर दीजिए :

मीना कमजोर थी । शरीर में खून की कमी थी ।
उसके मकान के पीछे जमीन थी। मीना ने मेथी,
गाजर केला, नीबू उगाए ।

प्रश्न :-

- मीना कमजोर क्यों थी ?
- मीना ने अपनी जमीन में क्या-क्या उगाया ?

4. गिनती पहचानिए

3	9	8	5
12	32	71	60

(कृपया पन्ना उलटिए)

5. अपना नाम लिखिए.....

6. अपने गांव का नाम लिखिए.....

प्रतिभागी की पहचान संबंधी निम्नलिखित जानकारी टेस्ट देने वाले अनुदेशक/सुपरवाइजर स्वयं स्पष्ट लिखें:

(1) प्रतिभागी का नाम _____

(2) निरक्षरों की सूची में
उसकी क्रम संख्या _____

(3) गांव का नाम _____

(4) टेस्ट देने वाले का नाम _____

(5) टेस्ट देने की तारीख _____

जाँच-पत्र

लिखाई

कुल अंक 30

1. लिखो :-

[5]

- अपना नाम :
पिता का नाम :
गांव या मुहल्ले का नाम :
आपको पढाने वाले का नाम :
अपनी उम्र :

2. चार के नाम लिखो और उनसे वाक्य बनाओ:-

[8]

- 1.
- 2.
- 3.
- 4.
- 5.

(टी.ऐज. चीजों के नाम जांच करते समय तय करें। वाक्य बनाने की कुछ मिसालें देकर समझायें ।)

3. अपने किसी मित्र को एक पत्र लिखो जिसमें यह बताओ कि पिछली फसल कैसी हुई और क्यों? (17)

पाने वाले का पूरा पता लिखो

टिकट

(टी.ऐज. लोगो से बात चीत करके पत्र का विषय बदल सकते हैं। पत्र में क्या लिखा जा सकता है, उसका कुछ अंदाजा जबानी दे सकते हैं ।)

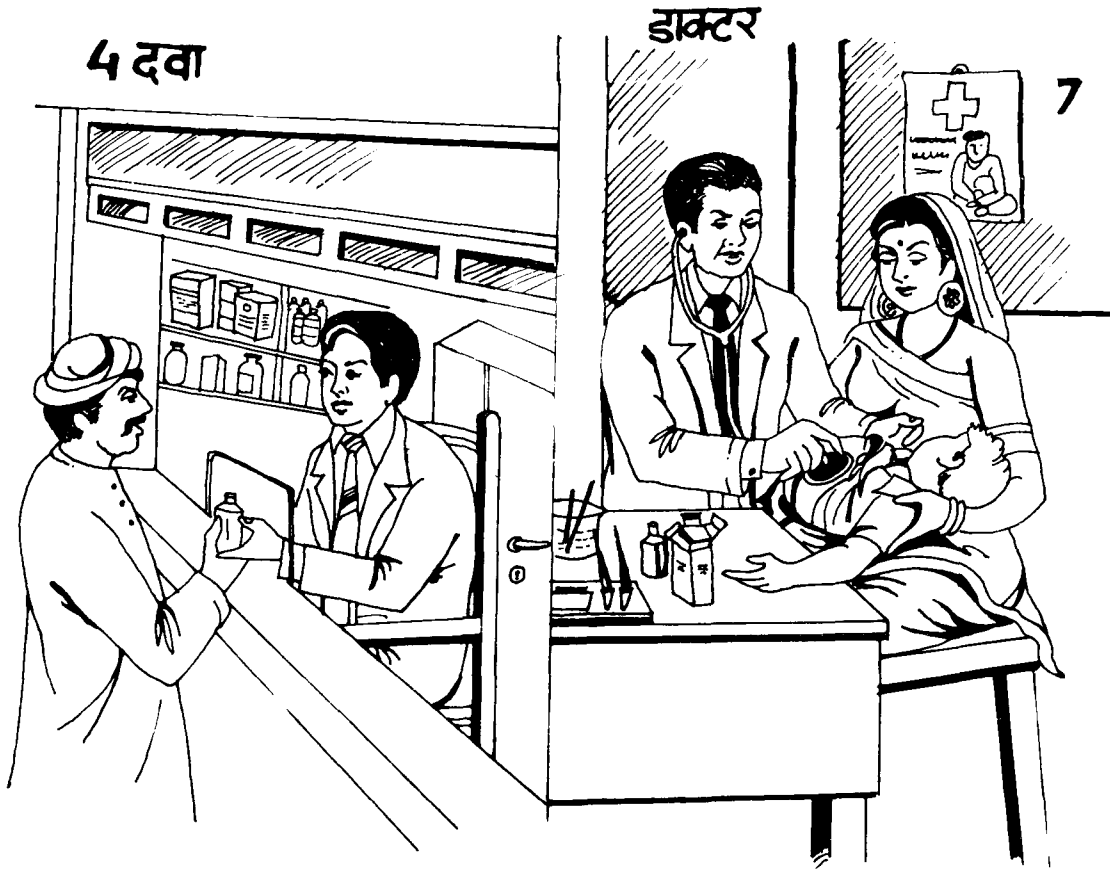
पढ़ाई

कुल अंक 40

4. चित्र को ध्यान से देखो और प्रश्न का उत्तर लिखो:-

[12]

प्रश्न- डाक्टर को देखाना हो तो किस नम्बर के कमरे में जाना होगा?



5. समझकर ध्यान से पढ़ो और नीचे लिखे प्रश्नों के उत्तर लिखो:- [20]

मनुष्य के लिए साफ हवा और साफ पानी बहुत जरूरी है। भोजन के बिना हम कुछ हफ्तों तक जीवित रह सकते हैं। पानी के बिना हम कुछ दिनों तक जी सकते हैं। पर हवा के बिना कुछ क्षणों तक ही जीवित रह पाएँगे। इसीलिए पानी को जीवन कहा गया है मगर हवा को प्राण कहा गया है।

- प्रश्न:-
1. मनुष्य के लिए क्या बहुत जरूरी है? [5]
 2. भोजन के बिना हम कितने दिनों तक जिंदा रह सकते हैं? [5]
 3. पानी के बिना हम कितने दिनों तक जिंदा रह सकते हैं? [5]
 4. जिंदा रहने के लिए सब से जरूरी चीज क्या है? [5]

पढ़ो:- [8]

आगरा चमड़ा उद्योग के लिए मशहूर है। यहाँ जूते अच्छे बनते हैं। चमड़े के अन्य सामान भी बनते हैं। आगरे में संगमरमर की सुन्दर चीजें भी बनती हैं।

गणित

कुल अंक - 30

6. छूटी हुई गिनती लिखो:-

[3]

81		83		85		87		89		91		93
----	--	----	--	----	--	----	--	----	--	----	--	----

7. जोड़ो:-

[5]

		रुपये	पैसे
$65^{(1)}$	$75^{(2)}$	35	$25^{(2)}$
$+ 34$	$+ 45$	$+ 21$	18
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

8. घटाओ:-

[12]

$76^{(3)}$	$60^{(3)}$	$71^{(3)}$	75	$85^{(3)}$
$- 36$	$- 17$	$- 68$	$- 32$	70
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

9. गुणा करो:-

[4]

$\begin{array}{r} 8 \\ \times 4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 5 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 25 \\ \times 6 \\ \hline \\ \hline \end{array}$
--	---	---	---

10. भाग दो:-

[4]

5) $45 \div$ (

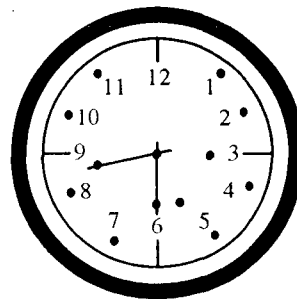
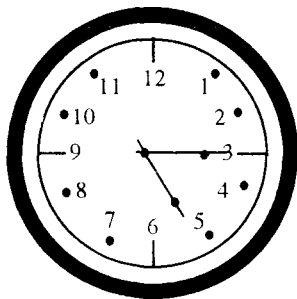
7) $56 \div$ (

4) $36 \div$ (

6) $24 \div$ (

* लिखो कि घड़ियों में क्या बजा है।

[4]



प्रश्न 3 का अंक विभाजन

तारीख	1 अंक
पाने वाले का पूरा पता	2 अंक
दो शब्दों के बीच पर्याप्त दूरी	1 अंक
अच्छी लिखाई पर	2 अंक
सीधी लाइन में लिखने पर	1 अंक
पत्र का मुख्य अंश	10 अंक
कुल	<u>17 अंक</u>

FINAL LEARNERS EVALUATION
TLC, AGRA (10 BLOCKS & TOWN AREA)
JAN' 94

Age	M/F	R 40	W 30	A 30	T 100	RN/ DRN

National Institute of Educational
Planning and Administration,
New Rohindo Marg,
New Delhi 110016
D-9108
08-05-96

पहचान

प्रतिभागी का नाम :

पिता का नाम :

गाँव या मुहल्ले का नाम :

विकास खण्ड का नाम :

प्रवेशिका पढ़ने की स्थिति :

क्या पहली प्रवेशिका समाप्त हो चुकी है?

क्या दूसरी प्रवेशिका समाप्त हो चुकी है?

क्या तीसरी प्रवेशिका समाप्त हो चुकी है?

नोट:-

साक्षर कहे जाने के लिए कुल अंको का 70 प्रतिशत अंक प्राप्त करना जरूरी है, लेकिन पढ़ाई, लिखाई, और गणित में अलग-अलग 50 प्रतिशत अंक पाना भी जरूरी है।

तारीख

NIEPA DC

T.A. का नाम

