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A Note on the Revised form of the Thesis

One of the (two) external examiners of this thesis pointed out “several errors that need to be rectified before the thesis can be recommended for the degree.”

While encouraging the thesis as “a constructive and useful attempt” and considering the “subject matter and the scope of the thesis are good”, the examiner made couple of observations on the ‘content and the organization’ of the thesis and listed a dozen queries to be addressed in the revised form of the thesis.

The following two observations have been emphasized:

1. “The (first) chapter needs drastic reduction in length and the incorporation of Indian experience in literary programs in those states of which the primers are under investigation.”

2. “The Candidate needs to redo all the tables in the thesis”.

In accordance with the above suggestions of the examiner, we have attempted at a drastic reduction in length as far as possible and incorporated Indian experience in literacy programs in those states of which the primers are under investigation.
We have also redone all the tables rectifying the short comings pointed out. As the examiner has rightly observed, the tables were not adequately numbered and the variables not clearly specified. This has been rectified in the revised form.

The following queries (which the examiner listed in the report) have been addressed in the revised form of the thesis.

(1) As per the suggestion of the examiner, a brief section on the nature of Devanagari has been included and this forms a part of chapter two.

(2) On page 76 (in the earlier copy of the dissertation) point 1 was missing which was a mistake while formatting the text on the computer and has been rectified.

(3 & 4) The examiner observes that an analogy of Hindi and English should be avoided as Hindi alphabet is a combination of vowels and consonants unlike English alphabets. Therefore the similarities cited on pages 79 and 80 have been deleted.

(5) The traditional method of teaching Devanagari and the importance of Barakhadi has been discussed as asked by the examiner
(6) As per the suggestion of the examiner, the methodology and the test conducted during the pilot study (mentioned on page 94) have been described.

(7) The examiner notes that words like ‘t9T’ should be avoided. We had included this word which is not familiar to the child as the child had already learnt the letters and the vowel markers. Therefore we wanted to test whether the child could attempt to write this unfamiliar word. The word ‘aam’ is included in the words without ‘matras’ as in this context the letter A is used as an individual sound and not as a marker with some consonant.

(8) The letters ‘k’ ‘c’ ‘t’ ‘p’ are not pronounced from the same location in the oral cavity but the manner of articulation of these letters is similar as they are all voiced. The mistake as pointed out by the examiner has been verified.

(9) The concept in teaching Hindi alphabet is to teach the vowel markers in the end and not vowels. Some texts, for instance, the Hindi primers followed by the CBSE board and the MP Board teach the vowel markers along with the consonants. This should be avoided.
The examiner notes that the need of HTML has not been specified but we would like to request the examiner to go through the relevant section once again since we have specified the need of HTML. The fact that the soft copy can be made as well as used easily by the use of HTML has been reiterated in the section on the development of primer using HTML.

The examiner found that “the thesis does not accompany the suggested soft copy of the HTML primer”. This was the mistake committed by the examination branch of the university where we were told (subsequent to the report of this examiner) that the exam branch usually does not send ‘CDs’ unless the external examiners specifically ask for it and in many cases the external examiners did not prefer to receive one. As the exam branch personnel were unaware that the CD is relevant to the present thesis, they did not send it to the external examiner. Now we have specifically brought to the notice of the exam branch that the CD is a must and the thesis can not be evaluated in totality unless the relevant CD is supplied to the external examiner.

As per the suggestion of the examiner, we have corrected the typos as well as mistakes in English as far as possible.