The goal of this dissertation is to *evaluate the existing Hindi primers* and to *suggest a new one using HTML*. It is an attempt to find the merits and demerits of the primers used by various Boards and to develop a new one which not only avoids these shortcomings but also tries to incorporate the many suggestions of the teachers involved in teaching Hindi. To achieve this goal our dissertation is divided into four chapters.

The chapterization is as follows:

1. **Concepts of Literacy: An Overview**

   Before embarking upon an entourage of literacy, it is well worth to look upon the various happenings in this field through the ages. In the first section of this chapter we take a brief view of the history of education in India. Education refers to the process of imparting or acquiring knowledge and of developing the capacity of reasoning. Literacy, according to us, is the fundamental means through which education is acquired or imparted. The dichotomy, which we are lead to believe, exists between education and literacy is false as education includes explicitly or implicitly literacy. They are concepts so closely intertwined that it is sometimes impossible to separate one concept and talk about another.
Society and literacy are interlinked and are two interdependent variables. The state of education through the various ages and societies in India are discussed under the following heads:

1. Ancient period
2. Medieval period
3. Modern period
4. After Independence

There has also been a shift in the way literacy is viewed and defined. Today literacy means more than the ability to ‘read and write’. Of course the ability to read and write is retained but today literacy has taken on new dimensions and is being defined in the light of its sociological and political implications. The second section of this chapter glances at the various concepts of literacy.

Further in the third and final section of this chapter there is an attempt towards reconceptualizing literacy and offering a working definition; a definition which is not just limited to the process of reading writing and doing arithmetic but is a contribution to the liberation of man to his full development.

2. Methodology

This chapter deals with two major topics. First we glance at the various methods of teaching alphabet. These methods are used for
teaching different languages and each method is tailored to suit a particular language. The second part of this chapter examines the methodology used by different schools and educational boards in teaching Hindi alphabet to children. It is essentially an enquiry towards selecting the most suitable technique in teaching Hindi.

To achieve this a questionnaire is designed and administered to a group of students belonging to the various schools following the CBSE Board, ICSE Board, UP Board and MP Board. The MP Board follows the Word based method, the UP board Phonetic method, CBSE follows the frequency method and ICSE resorts to various private publications which follow the phonetic method.

3. Evaluation of Class One Primers

This chapter evaluates the primers prescribed by the CBSE, UP, MP, and the primers followed by the ICSE Board. There is a two level critical analysis to be done – at the linguistic level and the non-linguistic level. The evaluation is by taking feedback from teachers teaching the concerned classes at different schools. This chapter looks into the presentation, language selection, gradation of lessons, manner of presenting letters, exercises and drills apart from the cover page, font and print of each primer in consideration.
4. **Towards a New Hindi Primer**

The mere idea of suggesting a new Hindi primer does not relegate the already existing primers. The suggested primer on the other hand, tries to overcome the shortcomings of the existing primers and pick up and incorporate the positive aspects.

A primer is suggested using the concept of HTML and is meant for those schools which impart computer aided instructions. Further, this will come in handy for the Hindi Diaspora who is interested to learn Hindi.