

**Semester:** V  
**Subject:** Education  
**Paper:** SEC-3  
**Paper Code:** EDCSSEC03M  
**Session:** 2020-21

**Name of the Project:** Awareness about Literacy Programme

**No. of Students involved in this Project:** 177

**Project Report:**

**Objectives:** Literacy is the base on which all else is predicated. The ability to read and write and, in general, to communicate properly is a fundamental intellectual tool. With it, students can learn to think clearly and to some purpose. The most basic experience in literacy given to the student should be the writing of a short expository paper. In its broadest sense, the objective of literacy implies that it is desirable that the student have skill in another language, so as to be able to comprehend the material of the appropriate level of sophistication in that language.

**Method:** Educators have used this method of teaching literacy since ancient times. This method involves following the alphabet. With each letter that children learn, they also learn simple combinations between consonants and vowels. In doing so, they form syllables – for example, l + a = la. They start two-letter syllables and then come to create longer syllables and then words. Once children learn to form words, they learn how to create entire sentences. In the alphabetic method of teaching literacy, reading starts off as mechanical. Once children have incorporated the skill, they move on to expressive reading, with punctuation marks. Then, finally, they move on to comprehensive reading

**Conclusion:** These results provide evidence that this brief, affordable program may have an effect on aspects of participants' reading skills. This is one avenue that may narrow the achievement gap for at-risk students, although additional research is warranted. These findings support that providing students from at-risk backgrounds with experiences that target academic skills, specifically literacy, outside of the traditional school context may facilitate educationally relevant learning.