

GOVT. H S S PARAVOOR ALAPPUZHA

CASE STUDY- 2024-2025

Paravoor Government Higher Secondary School is located in the Ambalapuzha Taluk of Alappuzha District. This is the only government school located within a radius of 6 km in the said locality. With around 1084 students enrolled from kindergarten to 10th standard, this educational institution instructs students in both English and Malayalam medium.

I have been taking several measures with the intent of bringing a holistic improvement in the quality of education being imparted in my school in particular and the public educational system in general.

It is said that the students from public schools are less proficient in terms of their language skills, especially in English which is a widely prevalent misunderstanding.

And I'm happy to say that the measures I took to improve the fluency and communication skills among the students of my school in English language has resulted wholesome rewards.

To identify the students who did not know how to read and write in English, we asked them to write down the English alphabet with no external help and then conducted a dictation test.

We spotted 26 students who could not even write the alphabet correctly.

This encouraged us to take up our course of action and take immediate steps.

As part of this, I prepared a separate teaching module and began training them 3 days a week in spelling, reading and writing. And at the end of every month, the Headmistress would assess the students' progress.

After four months of training, all the 26 students who couldn't even write any of the alphabet initially are now capable of reading English words clearly and with minimal mistakes. We are proud to say that all of our students who will be entering the next academic year are capable of reading and writing in English which is indeed a new feather on our cap. This has also built a great sense of confidence in us.

Let me also add here that we conduct three dictation tests per week for the students of classes III to X. This has enabled them to easily understand and put their knowledge to practical use.

We have implemented the same methodology for improving their proficiency in mother tongue too.

With the aim of enhancing their mathematical skills before starting high school, we have made it a point to make the students from classes V to VII learn the addition and multiplication tables up to 10 and 15 respectively by heart.

Learning English from a young age is crucial for school students as it lays a solid foundation for their future academic and professional endeavors. English proficiency not only enhances their ability to communicate effectively within their local communities but also opens doors to a vast array of global opportunities.

After a careful and continuous observation it is found that self-confidence was very low among the children of standards 5 to 10 who did not know how to use English language. And on another side there is only few opportunity for the students who pursue syllabus under SCERT to be well -versed in English. This project aims to find out those students who are poor in English language skills and to enable them to master the language (by making them able to read, write and speak without making mistakes) and to bring them to the forefront by presenting an English role-play in the school assembly.

OBJECTIVES

The students must be able to:

- develop an interest in the language
- understand English Alphabet, Form words using alphabet, Form sentences using words.
- practice the right pronunciation of words
- develop confidence to communicate in English by mastering LSRW skills
- perform a role play in school assembly by the students
- write English alphabet
- write dictation
- read textbooks
- check their comprehension ability by reading unfamiliar passages

After doing this it is found that about 25 students in class 5, 6 are very poor in English LSRW skills

STAGES OF THE PROJECT

- Stage 1- learning of alphabet
- Stage 2- Formation of words using alphabet
- Stage 3- Formation of sentences using words
- Stage 4- Role play presentation in school assembly

PROCEDURE

1. Using audio visual aids repeatedly plays an interesting alphabet song with correct pronunciation + visuals of alphabet. Asks students to sing aloud with the video in the second phase. In the third phase without the help of the video teacher asks them to reproduce the alphabet individually and to write them in their note book.
 2. Shows them the phonetic videos of most commonly used words in English and makes them familiar with the spellings and right pronunciation of these words. Asks students to say those words aloud with the video in the second phase. In the third phase without the help of the video teacher asks them to reproduce the words individually and to write the words in their note book.
- #. Organizes different language games which help for word formation (Act and guess the word) and sentence formation (Complete the story)
- #. Plays preposition action song. To check their understanding of the concept, different activities like 'fill in the blanks' are to be given. Asks students to construct simple sentences of their own and teacher corrects the sentences.
- #. Makes students into pairs and gives them a simple topic to talk with each other after giving some time for preparation.
- Topics be like: Rain, School, Food, India
- # gives them unfamiliar English passages with simple question answers. Without giving any explanation about the passage asks them to read the passage silently and aloud then to find out

the answers of the question. After a discussion at last teacher shows them the way to find the answers.

- #. Provides individual attention and time for the children to talk with teacher about day today topics like family, dream, expectation about job etc.

METHOD

Divides the students into groups and makes them ready for situational conversation (Buss stop, Hospital). To make the activity more interesting the background should be set using suitable properties (Image of Buss)

1. Audio of interesting stories and poems are to be played and then the children must be encouraged to answer the questions followed.

Teacher prepares a simple script for a role play.

1. Gives them enough practice for enacting the role play. Motivates students to come to the front with self-confidence.

We consider this as a continuous learning process

SUBMITTED BY

MAYA N

HEADMISTRESS

GOVT. H S S PARAVOOR

19/12/2024













