

**AN ACTION PROJECT ON PROVIDING BASIC ENGLISH
LITERACY TO UPPER PRIMARY SCHOOL CHILDREN
AT DHANORA PRIMARY SCHOOL, VADODARA.**

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**AN ACTION PROJECT ON PROVIDING BASIC ENGLISH
LITERACY TO UPPER PRIMARY SCHOOL CHILDREN
AT DHANORA PRIMARY SCHOOL, VADODARA.**

A Dissertation

Submitted in partial fulfilment of the Requirement

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The Maharaja Sayajirao University of Baroda, Vadodara

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Project Guide

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FACULTY OF FAMILY AND COMMUNITY SCIENCES,
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VADODARA**

2025

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CERTIFICATE

This is to certify that Dissertation entitled **An Action Project on Providing Basic English Literacy To Upper Primary School Children At Dhanora Primary School, Vadodara.** has been carried out by the project worker Ms. Aarohi Melani, this work has been completed under my supervision and guidance as part of the requirements for the Master of Science degree. The material presented in this dissertation has not been submitted for the award of any other degree or diploma.

Ms. Aarohi Melani
(Project Worker)

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(Project Guide)

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ABSTRACT

This Action Project explores the vital role of basic English literacy in enhancing the academic and personal development of children studying in upper primary classes in rural Gujarat, with a focused implementation at Dhanora Primary School. Recognizing the challenges faced by children in Gujarati-medium rural schools—such as minimal exposure to English, lack of learning resources, and limited speaking environments - this project aimed to bridge the educational gap between rural and urban learners.

Supported by Reliance CSR, the project adopted structured interventions using innovative teaching methods and custom-designed Information, Education, and Communication (IEC) materials. These included phonics-based instruction, vocabulary-building activities, reading and writing tasks, and opportunities to develop speaking skills in an engaging and inclusive classroom environment for the children.

To assess the impact of the intervention, Pre-Test and Post-Test assessments were conducted. The comparative results showed a notable improvement in the English literacy skills of the children, especially in areas such as word recognition, reading fluency, sentence construction, and confidence in speaking.

The project not only supported children's academic progress but also contributed to their overall personality development, helping them gain confidence and motivation. It highlights how targeted educational efforts and community-supported initiatives can transform rural education, ensuring that children have the opportunity to grow, learn, and succeed in an increasingly interconnected world.

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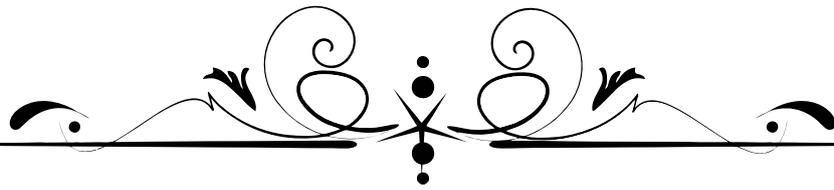
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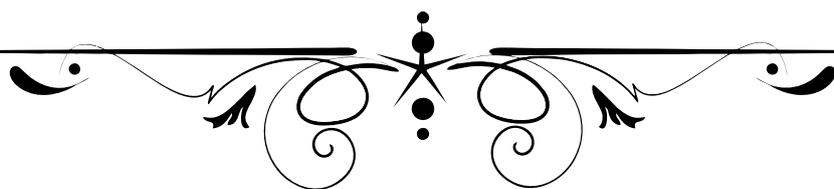
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Chapter 1
Introduction



CHAPTER 1

INTRODUCTION

Being able to read and write is very important for children's learning and growth. Literacy helps them communicate, express their thoughts, and understand the world around them. Among all languages, English is widely used in education and technology. It is the language of many textbooks, learning materials, and digital resources, making it essential for children's academic progress.

English is not the first language for children studying in Gujarati-medium schools, which makes learning it even more important. Since many educational resources and future learning opportunities require basic English skills, it is necessary to introduce children to the language in a simple and engaging way. Knowing English helps them understand their subjects better, use online learning platforms, and build confidence in communication.

Children in rural areas often face many challenges in learning English. Since their primary language of communication is Gujarati, they have limited exposure to English outside the classroom. Many children struggle with pronunciation, vocabulary, and sentence formation due to a lack of English-speaking environments. Additionally, rural schools often have fewer resources, such as books, trained English teachers, and engaging learning materials, which makes it harder for students to grasp the language effectively. Without proper guidance and interactive methods, children may find English difficult and uninteresting, leading to a lack of confidence in using the language. Recognizing these challenges, a special project with Reliance CSR was introduced at Dhanora Primary School, near Nadesari, to support children in developing their reading, writing, speaking, and listening skills in English.

To support this, a special project with Reliance CSR was introduced at Dhanora Primary School, near Nadesari. This project aimed to help children develop their reading, writing, speaking, and listening skills in English. The program used interactive and engaging teaching methods to make learning enjoyable. It focused on phonics, vocabulary building, and language skills to help children overcome common challenges

in learning English. The approach ensured that children learned step by step, making progress at their own pace.

As part of the program, Information, Education, and Communication (IEC) materials were used to make learning more engaging and effective. The IEC module covered everything from learning the alphabet to sentence formation. It included a variety of tools such as colorful charts, flashcards, flipbooks, posters, and worksheets to support visual learning. By using these creative learning techniques, children became more confident in using English in their daily studies.

The project aimed to make learning interactive and enjoyable by incorporating structured teaching aids that supported step-by-step learning. The IEC materials helped children recognize words, build sentences, and improve their writing skills. Through repeated exposure to engaging resources, children were able to grasp basic English concepts effectively.

The main goal of this project at Dhanora Primary School was to bridge learning gaps, boost children's confidence, and make education more accessible. With the right support and resources, every child had the opportunity to strengthen their English skills and perform better in school. Improving English literacy was not just about learning a new language—it was a key to better learning, self-confidence, and future educational success. By gaining strong language skills, children were better prepared to explore new learning opportunities and achieve their academic goals.

1.1 Importance of Basic English Literacy

Basic English literacy is a fundamental skill that helps people to survive and prosper in the linked world of today. It goes beyond simply being able to read and write. Effective communication, personal development, and professional success are all based on it.

- **Foundation for Effective Communication :**

Knowing the fundamentals of English gives you the tools you need for consistent and transparent communication. Whether written or spoken, it helps

people to successfully communicate their feelings, thoughts, and ideas, which promotes understanding amongst people. Since misunderstandings can cause problems in everyday conversations, educational settings, and professional settings, this clarity in communication is essential. People who are proficient in English become more confident in their capacity to communicate and decipher meaning, which is essential for building deep relationships and cooperative relationships.

- **Enables Reading, Writing, and Speaking Skills :**

Reading, writing, and speaking English are all part of basic literacy, which is a broad skill set that promotes both professional and personal growth. Access to a multitude of information in books, digital resources, and other media is made possible by reading. People can share their opinions, express their thoughts, and participate in discussions in an organized way via writing. Speaking English well enables people to interact with a variety of audiences, express their opinions, and take part in discussions. When combined, these abilities create a strong foundation for communication and learning throughout one's life.

- **Empowers Comprehension, Expression, and Interaction:**

An essential component of English literacy is the capacity for comprehension, communication, and interaction. Understanding guarantees that people are able to follow directions, take in new knowledge, and make wise decisions. However, expression develops confidence and creativity by enabling individuals to express their ideas precisely. Through meaningful exchanges that create connections and provide new chances, interaction helps people connect with one another.

Literacy in basic English is essentially a doorway to empowerment. It gives people the means to thrive in school, make connections, and take advantage of possibilities in a world that is becoming more digitally connected and globalized. People can enhance

their personal lives and help create a more cohesive and communicative community by investing in basic English literacy.

1.2 The Status of English Literacy in Government Schools of Gujarat

Over the years, there has been both progress and ongoing difficulties with English literacy in Gujarat's government schools. The Gujarat government has launched a number of programs like the Society for Creation of Opportunities through Proficiency in English (SCOPE), Mission Schools of Excellence, and Gunotsav to improve English instruction throughout the state in recognition of the language's increasing significance in today's globalized society. English integration in the early grades and curriculum reinforcement are important initiatives. Furthermore, emphasis has been placed on teacher training programs, with frequent seminars and workshops designed to give teachers the pedagogical tools they need to teach English.

Additionally, infrastructure advancements have been essential to the growth of English literacy. More options for kids to acquire the language have been made possible by the availability of English textbooks and the use of digital resources in the classroom. Nonetheless, difficulties persist, particularly in rural regions where exposure to English and resource availability are frequently restricted. In these areas, socioeconomic variables, differences in the caliber of instruction, and a lack of educational resources continue to impede development.

Regular assessments and evaluations are carried out to track student progress and pinpoint areas in need of more help in order to solve these problems. Initiatives like as the Gunotsav program assess schools' overall performance, including their English literacy results, and offer customized interventions to raise standards. Notwithstanding these initiatives, the difference between urban and rural schools emphasizes the necessity of more focused approaches to bridge the gap.

There are still major issues with fundamental literacy, according to the Annual Status of Education Report (ASER) 2023. Approximately 25% of students between the ages of 14 and 18 have difficulty reading a text at the second grade level in their native tongue, indicating deficiencies in core knowledge. Although 57.3% of kids in this age range can read English sentences, only 73.5% of these readers are able to comprehend

and explain the contents of the sentences they read, according to the survey, which also provides insight into English literacy. These numbers highlight the necessity of more comprehensive interventions to improve reading comprehension in addition to reading skills.

In conclusion, even though Gujarat's government schools have made good progress in improving English literacy, problems like lack of resources, poverty, and uneven teaching quality still exist. The literacy rate in Gujarat has steadily increased, rising from 61.6% to 70.0% over a decade, showing growth in education. Programs like the Satellite Communication (SATCOM)-based English language teaching program have helped over 9,000 students, using new ways to teach. The state has also worked on better school buildings and teacher training through Sarva Shiksha Abhiyan.

Even with these improvements, more effort is needed to solve the remaining issues and make sure that every child, no matter where they live or what their background is, gets good English education. By continuing to invest in schools, teachers, and special programs, Gujarat can create a stronger and better plan for English learning.

1.3 Need of English Literacy in Rural School

Bridging the educational gap between rural and urban areas was made possible in large part by English literacy in rural schools. It gave children access to a wide range of tools, opportunities, and knowledge, empowering them to overcome obstacles that frequently impeded their ability to advance academically and professionally. Since English was commonly recognized as the universal language of communication, learning it provided children with the tools they needed to thrive in a connected and rapidly changing world.

The ability to access a multitude of educational resources was one of the main advantages of being proficient in English. Because English was the primary language of many textbooks, reference books, and internet resources, becoming literate in the language opened up a world of knowledge. English-speaking children could make greater use of these tools, increasing their comprehension of a range of subjects and improving their overall academic performance. Digital information, interactive tools, and online learning platforms—all of which were typically provided in English—also became available, giving children modern opportunities to further their education.

Proficiency in English was very important for higher education. Being able to communicate in English was a requirement for many prominent colleges, scholarships, and study abroad programs. By ensuring that rural children could compete on an equal basis with their urban peers, this ability expanded their academic horizons and provided access to further education and international opportunities.

In the workplace, English was the most widely used language in the global labor market. Being proficient in English improved employability, giving children an advantage in securing well-paying jobs and achieving professional success. In the dynamic workplace, where effective communication was frequently the deciding factor in success, it also promoted flexibility.

Furthermore, many digital tools and technologies that were essential to modern education and work were available in English. Language proficiency helped children interact with technology efficiently, which improved their capacity for learning, creativity, and communication. When it came to utilizing software, online learning environments, and virtual teamwork, English literacy ensured that children were prepared to fully use the potential of technology.

English literacy promoted global understanding and cultural awareness in addition to academic and professional benefits. Children's worldview was expanded by exposure to English, which enabled them to explore various cultures, histories, and perspectives. Their ability to make meaningful contributions to local and global societies was improved by this awareness, which promoted growth and cooperation.

Enhancing academic performance was only one aspect of raising English literacy in rural schools; another was fostering empowerment and equity. We opened the door to a more equitable and inclusive educational system by ensuring that rural children had the same access to opportunities as their urban counterparts. Children who were proficient in English were better able to take advantage of opportunities, overcome obstacles in a globalized society, and contribute to the advancement of their communities.

In conclusion, one of the most important steps in closing the gap between rural and urban areas was improving English literacy in rural schools. It gave children the resources they needed to succeed academically, advance professionally, and experience many cultures, preparing them to prosper in a world that was changing quickly and becoming more interconnected by the day. By promoting English literacy, we invested

in children's futures, helping them reach their greatest potential and make a positive impact on a more just society.

Source:<https://www.researchgate.net/publication/346470284> *The Importance of English Language and Literacy*

1.4 Justification of Selecting The Department of Extension and Communication

The Department of Extension and Communication, which was committed to enhancing outreach and education for diverse societal groups, facilitated it. In order to meet the language learning requirements of rural children, this initiative, "Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School, Vadodara," was created.

The main objective of this initiative was to improve upper primary children's English literacy levels by giving them the fundamental language skills they needed. Through creative teaching strategies and learner-friendly resources, the project sought to close the gap in access to high-quality English instruction that rural children encountered.

Specialized Information, Education, and Communication (IEC) materials were created as part of the project. These resources concentrated on the fundamentals of English literacy, including reading comprehension, vocabulary development, sentence structure, and grammar. To ensure accessibility and comprehension, the content was adapted to the children's linguistic and cultural background.

In order to increase children's involvement and confidence in their ability to use the English language, the program also incorporated interactive teaching strategies and learning exercises. The materials were used in class and kept by the school for use in future academic years to provide long-term benefits.

The project aimed to support children's academic success and create opportunities for further education and personal growth by providing them with the fundamental English language skills they needed. This concentrated effort demonstrated the department's dedication to raising literacy rates in rural areas and ensuring that education served as a transformative instrument for young learners.

1.5 Justification of Selecting The Project

The planned initiative, which was located in the village of Dhanora, aimed to improve Dhanora Primary School's basic English literacy. Reliance CSR, a company dedicated to social responsibility programs meant to enhance community development and education, facilitated it. The project promoted fundamental abilities in reading, writing, speaking, and listening in recognition of the difficulties children encountered in obtaining high-quality English instruction.

To make learning interesting and effective, the project used interactive, activity-based techniques with an emphasis on vocabulary and phonics. The project aimed to address the unique requirements of rural children by creating creative and inclusive IEC (Information, Education, and Communication) resources. These materials were designed to complement the curriculum and were accessible to all children.

To ensure their continued usefulness, the produced materials were kept for further use and displayed in classrooms. In addition to improving educational performance, the project helped children grow academically and personally by removing obstacles to English literacy, preparing them for future opportunities. The initiative's ultimate goal was to equip children with fundamental English skills, supporting their holistic development and opening the door to a better future, in order to make a lasting impact on the community.

1.6 Justification for Selecting the Subject

For a number of reasons, especially in the connected world of today, English was an essential subject. It acted as a worldwide communication tool that helped children communicate successfully across linguistic and cultural divides. Proficiency in English improved children's access to a variety of opportunities, including personal, professional, and academic ones.

English was even more crucial in the context of rural schooling. Many educational materials and courses were provided in English, and fluency in the language greatly enhanced children's overall academic achievement. Additionally, businesses in many industries valued English as a critical skill, making it crucial for expanding career opportunities and bridging the gap between schooling and employment.

English proficiency also provided access to a wealth of information, such as books, websites, and online learning resources. With this access, children could stay informed, expand their perspectives, and establish a solid foundation for lifelong learning.

The goal of this project was to give children the fundamental skills they needed for job advancement, academic success, and personal development by emphasizing basic English literacy. Given its extensive influence, English was a subject that played an essential role in helping children at Dhanora Primary School grow and pave the way for a better future.

1.7 Justification for Selecting the Target Group

Addressing the unique educational requirements and challenges of rural children was crucial to closing the English literacy gap. The children at Dhanora Primary School, who came from remote areas with limited access to high-quality English instruction, were the project's main focus. These children faced difficulties in learning the fundamentals of English, which were essential for both their academic and professional development.

Through fieldwork, the project worker had already interacted with these children and gained valuable insights into their learning needs and capabilities. This earlier engagement helped lay the foundation for their education. Recognizing the importance of improving their fluency in English, the project aimed to provide targeted interventions to address this urgent need.

Additional resources necessary for successful English literacy, such as specialized learning materials and interactive teaching techniques, were often unavailable to rural children. The initiative sought to create a strong and engaging learning environment by developing customized, activity-based IEC materials. In addition to benefiting the children at Dhanora Primary School, these resources could serve as a model for other educational settings.

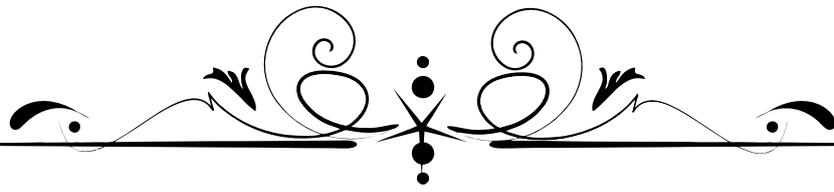
By closing the English literacy gap, these children gained essential communication skills, improved their academic performance, and became better prepared for future opportunities. Furthermore, by fostering a more knowledgeable and skilled community,

the program contributed to overall development and paved the way for long-term progress and empowerment.

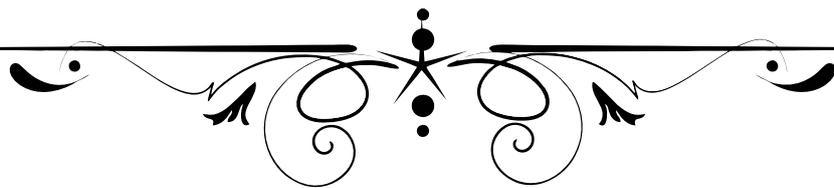
The project demonstrated its commitment to enhancing rural education and laying the foundation for a better future by selecting Dhanora Primary School children as its target group.

1.8. Objectives of The Project

1. To develop basic skills like reading, writing, and speaking skills in English among upper primary school children of Dhanora Primary School.
2. To reinforce the academic concepts of English literacy through IEC materials and modules amongst the selected primary school children of Dhanora Primary School.
3. To conduct assessments and collect feedback to monitor and enhance children progress in English literacy.
4. To evaluate the improvement in English literacy amongst the selected children of Dhanora Primary School.
5. To assess the effectiveness of IEC materials and modules in reinforcing the selected concepts of English literacy.



Chapter 2
Review of Literature



CHAPTER 2

REVIEW OF LITERATURE

The present project focused on “Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School.” Reviewing past studies is essential to understanding what has already been explored and identifying areas that require further research. It helps in refining the project’s focus and ensuring that efforts are directed toward meaningful improvements.

This chapter presents a review of literature related to basic English literacy in rural schools. To gather relevant studies, the project worker referred to various sources, such as the Library of Extension and Communication, ResearchGate, Shodhganga, and other online research platforms.

Several studies have been conducted on English literacy in different regions. Some of the reviewed studies were conducted in Pakistan, Vietnam, Bangladesh, and South Africa, focusing on English education in rural schools. These studies explore various aspects of English literacy, including teaching methods, curriculum implementation, and educational resources.

The studies conducted in these regions help in understanding different approaches to English education and provide a broader perspective on language learning in rural schools. The key aspects of these studies are discussed in this chapter to establish a strong foundation for the project.

Ananto et al. (2024) conducted a study on "**Enhancing a Rural School's English Proficiency: An Outreach Program.**" The objective of the study was to improve English language skills among students and educators in rural schools. The study was conducted using interactive, contextual, and participatory learning methods tailored to meet the learning needs of rural students. Activities such as basic English training, conversation sessions, daily interaction simulations, and teacher involvement in mentoring were implemented. The findings revealed that participants showed

improvements in basic English vocabulary and communication skills, gained confidence in speaking English, developed better cross-cultural awareness, and recognized the practical benefits of English in daily life and work. Additionally, the program fostered collaborative learning and increased community support for English learning. The study was conducted in rural schools.

Hasyim (2024) conducted a study on "**Development of a Community Literacy Program to Increase Children's Interest in Reading in Rural Areas.**" The objective of the study was to describe a community literacy program aimed at increasing children's interest in reading in rural areas. The study was conducted using a literature review method. The findings revealed that the Community Literacy Program plays a crucial role in fostering a literacy culture among children, providing them with an engaging environment through reading houses, games, and interactive learning activities. Strategies such as offering diverse reading materials, organizing joint learning sessions, and improving access to facilities were found effective in promoting reading habits. However, challenges such as technological distractions, reading difficulties, and limited access to materials were also identified. The study was conducted in rural areas.

Akram & Aslam (2024) conducted a study on "**Factors Contributing to Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan.**" The objective of the study was to investigate the challenges faced by teachers in achieving English literacy among students in rural primary schools of Karachi and to propose improvements for teaching English as a second language in Pakistan. The study followed a qualitative research design, employing semi-structured interviews and classroom observations to collect data. A total of 18 teachers (12 females and 6 males) were selected using convenient sampling. Thematic analysis was used to interpret the interview data, and classroom observations confirmed teachers' perspectives. The findings revealed that students and teachers face multiple barriers to effective English learning, including weak English backgrounds, lengthy course outlines, limited resources, crowded multilingual classrooms, a shortage of trained English teachers, lack of parental involvement, and inadequate teacher training programs. The study

concluded that without addressing these challenges, students in rural Karachi would continue to struggle with English literacy. The study was conducted in rural primary schools of Karachi, Pakistan.

Cuong (2021) conducted a study on "**English Language Education in Rural Areas: Current Issues, Complexities, and Ways Forward.**" The objective was to analyze the challenges in English language education in rural settings and propose measures to improve its quality, specifically in Vietnam. The study reviewed contemporary research on global and local constraints affecting language teaching and learning in rural areas. The findings highlighted limitations in infrastructure, financial funding, teacher shortages, and curriculum implementation as key barriers to effective education. These constraints significantly impacted students' motivation and engagement with language learning. The study further revealed that inequities in educational policies and financial support contributed to these challenges, making language programs less effective. Additional obstacles included long travel distances to schools, lack of classrooms and facilities, and poor road access. Similar issues were observed in other rural regions, such as South Africa, Bangladesh, China, and Thailand, where socio-economic limitations, inadequate educational investments, and restricted access to language resources resulted in high dropout rates and low literacy levels. The study emphasized the need for improved infrastructure, better funding, and policy interventions to enhance English education in rural areas. The study was conducted in Vietnam.

Salahuddin et. al. (2013) conducted a study on "**Challenges of Implementing English Curriculum at Rural Primary Schools of Bangladesh.**" The objective was to identify the challenges in implementing the English curriculum at the primary level in rural schools of Bangladesh. The study followed a mixed-method research approach, using two sets of questionnaires to collect data from students and teachers. Additionally, teacher interviews and classroom observations were conducted using an observation checklist to assess the current implementation process and challenges. The findings revealed that most rural students struggled with English due to a lack of skilled teachers, inadequate teacher training, ineffective teaching methods, limited teaching materials, and poor physical facilities. The study highlighted that English was perceived as a

difficult subject by rural students, primarily because teachers did not use engaging learning strategies. Additionally, school authorities did not prioritize English learning, provide sufficient teaching resources, or address the challenges with higher authorities. Many teachers lacked formal English teaching training, and even trained teachers were reluctant to apply their skills due to minimal supervision. The study concluded that without proper training, support, and effective curriculum implementation strategies, rural students would continue to struggle with English language proficiency.

Anthonissen & Southwood (2010) conducted a study on "**Literacy Development of English Language Learners: The Outcomes of an Intervention Programme in Grade R.**" The objective of the study was to investigate the emergent literacy skills of young English Language Learners (ELLs) and evaluate the effectiveness of an evidence-based stimulation programme on early literacy skills in the South African context. The study followed an experimental design, assessing ELLs' emergent literacy skills using an adapted version of the Emergent Literacy Assessment battery (Willenberg, 2004). Participants included 72 Grade R students from four primary schools in the Eden and Central Karoo district, South Africa. Two experimental groups received an 8-week intervention programme, while two control groups followed the standard curriculum. The findings revealed that while learners showed significant improvement in six out of eight subskills, the intervention did not significantly improve ELLs' skills compared to the control groups. Factors such as socio-economic status, first language, and teacher/classroom-specific characteristics were identified as influencing the intervention outcomes. The study concluded that ELL students require continuous monitoring, teacher support, and linguistically appropriate assessment measures to bridge the gap between them and their English first-language peers. The study was conducted in the Eden and Central Karoo district, South Africa.

2.1 Trend Analysis

The review covered studies conducted between 2010 to 2024, focusing on basic English literacy, community literacy programs, and rural education initiatives. The sample sizes varied, with studies involving students, parents, teachers, and community facilitators in

different rural settings. The geographical spread of the studies included India and Indonesia, with a focus on rural schools and communities.

The data collection methods used in these studies primarily included qualitative approaches, literature reviews, and participatory educational interventions. Various strategies were explored to enhance English proficiency and literacy, such as interactive learning, role-playing, home-based literacy activities, and community participation.

A common theme across the studies was the limited access to English education in rural areas, leading to low confidence, restricted opportunities, and a lack of literacy resources. Findings consistently highlighted that teacher involvement, parental support, and community-based programs significantly improved students' learning outcomes. Studies also emphasized the importance of engaging and contextual teaching methods, such as daily interaction simulations, reading corners, and collaborative learning activities.

Challenges identified across the studies included technological interference, lack of access to reading materials, and diverse student needs. However, the studies indicated a positive impact of community-driven and school-supported interventions, demonstrating increased confidence in English communication, better cross-cultural skills, and greater student engagement.

Overall, the trend suggests that a holistic, community-based approach—incorporating educators, parents, and local government—plays a crucial role in enhancing basic English literacy among rural students.

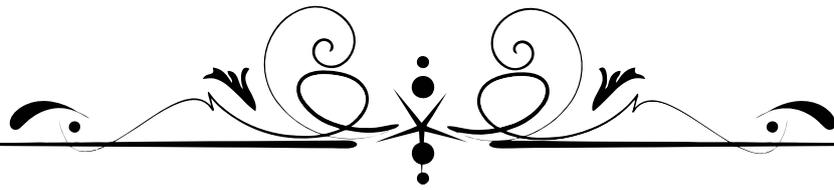
2.2 Conclusion

The studies reviewed highlight a persistent gap between efforts made to enhance basic English literacy in rural areas and the actual improvement in students' proficiency levels. Despite various initiatives, including community literacy programs, parental involvement, and school-based interventions, rural students continue to face challenges such as limited access to reading materials, lack of interactive learning opportunities, and technological distractions.

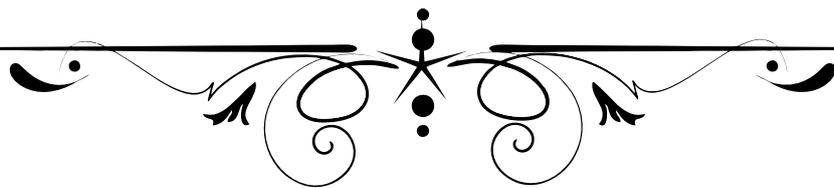
One of the major issues identified is the absence of structured and engaging literacy resources tailored to the needs of rural students. While community-driven programs have proven effective in fostering reading habits and enhancing literacy skills, sustained efforts are required to develop and implement localized educational materials that align with the students' learning environment.

Addressing these challenges requires the development of structured literacy interventions, including interactive learning techniques, contextualized reading materials, and home-based literacy activities. Such resources can be adapted and utilized repeatedly to create long-term literacy improvement.

The present action project aims to bridge the gap between existing efforts and actual learning outcomes by implementing targeted literacy programs at Dhanora Primary School. Through structured teaching methods, engaging activities, and an emphasis on basic English communication skills, the project seeks to empower rural students with foundational language skills that will enhance their confidence and educational opportunities in the long run.



Chapter 3
Methodology



CHAPTER 3

METHODOLOGY

This chapter outlines the procedures used in the planning, implementation and evaluation of the action project titled “Providing Basic English Literacy to Upper Primary School Children’s at Dhanora Primary School, Vadodara.” The first stage in the successful execution of any project is planning. The action plan serves as a roadmap that guides the efforts to achieve the project's objectives. It includes a detailed list of activities to be completed within a specific timeframe. This chapter discusses the systematic steps taken to complete the project, organized under the following phases.

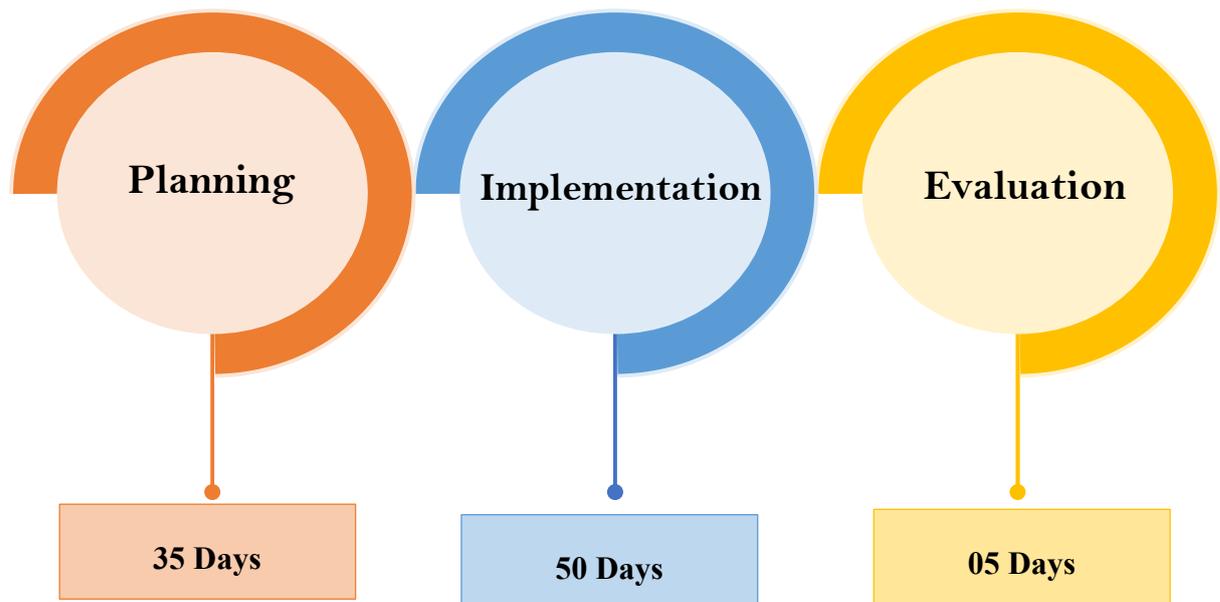


Figure 1 : Phases of The Project

Phase I : 3.1 Planning Phase
3.1.1 Selection of Project
3.1.2 Selection of Target Group
3.1.3 Collaborating with Reliance CSR for Successful Action Project
3.1.4 Understanding the Needs of the Collaborating Agency About the Project
3.1.5 Deciding Focus Area for IEC Materials
3.1.6 Estimating the Budget
3.1.7 Pretest Assessment
3.1.8 Preparation and Validation of Tool

Phase II : 3.2 Implementation Phase
3.2.1 Preparing IEC Materials on Selected Aspects
3.2.2 Implementation of Project Plan
3.2.3 Monitoring Progress and Making Modification Based on Feedback

Phase III : 3.3 Evaluation Phase
3.3.1 Evaluation of the Project
3.3.2 Program Outcome Showcase

3.1 Planning of The Project

Project planning is a crucial step in the development of any initiative, as it lays the foundation for success by outlining a clear action plan and implementation framework. This phase ensures that every aspect of the project is carefully planned and strategically defined to enable smooth and effective execution.

3.1.1 Selection of the Project

Through research and real-world projects, the Department of Extension and Communication is dedicated to improving educational opportunities and community services. After recognizing the urgent need for upper primary school children's at Dhanora Primary School to enhance their English literacy, the project worker initiated a structured program focused on building their basic reading, writing, and comprehension skills through interactive classroom sessions, phonics-based activities, and simple sentence formation exercises.

The project worker while working with Reliance CSR, carried out in-depth observations and interviews with educators and community stakeholders, revealing notable obstacles that children's encounter when learning English. These difficulties included learning vocabulary, reading comprehension, and basic language abilities. The project worker pointed out that filling these gaps will not only improve the children's confidence but also enhance their overall academic performance along with their language skills.

The project worker used these findings to create and use IEC materials suited to the children's needs in learning English. The objective was to produce easily readable and interesting materials that would aid students in their educational journeys and give teachers useful teaching aids. The project manager is convinced that this program will help to fill the English literacy gap, which will ultimately promote a more inclusive learning environment and help the children's in remote schools succeed in the long run.

3.1.2 Selection of Target Group

The project manager determined the target audience for the action project, which aims to teach upper primary school children at Dhanora Primary School in Vadodara the fundamentals of English literacy. During the selecting process, the children's educational needs—especially those who struggled with English language proficiency—were evaluated. The project worker sought to address the crucial stage of upper primary school children's educational development, when core language skills are necessary for future academic achievement.

In order to guarantee a comprehensive strategy for raising literacy levels, the project worker also took into account the participation of educators and community people. The goal of this cooperative endeavour was to establish an inclusive setting that promotes community involvement in the educational process while meeting the children's' learning needs. The project aims to provide upper primary school students with fundamental English literacy abilities through this focused selection, improving their entire educational experience and future success prospects.

3.1.3 Collaborating with Reliance CSR for Successful Action Project

Academic institutions, governmental organizations, and Reliance CSR worked together on this action project. As part of this effort, the project worker and Reliance CSR, Vadodara, worked on a project to teach upper primary school children at Vadodara's Dhanora Primary School the fundamentals of English literacy. This teamwork helped make the project more effective and successful. Reliance CSR is committed to social inclusion, education, and community support, and through its programs, it helps bring positive change. With this support, education, project execution, and service delivery were carried out in collaboration with all stakeholders.

The Department of Extension and Communication at Maharaja Sayajirao University of Baroda, Vadodara's Faculty of Family and Community Sciences is committed to improving communication development. Over the years, the department has started several projects to support social development, community empowerment, literacy, and

education. These projects have played an important role in helping communities through education and outreach.

Reliance CSR's responsibilities under the project comprised the following :

- Providing the crucial assistance, capital, materials, and knowledge required for the project's successful completion.
- Helping to organize and carry out events that are suited to the target group's particular requirements.
- Providing advice and insights derived from their vast knowledge in community development and educational initiatives.
- Throughout the project's duration, keeping an eye on developments and providing input for continuous improvement.
- Participating in the assessment procedure to determine how the project will affect the intended audience.

The project worker successfully planned and carried out the project by using the resources and expertise provided by Reliance CSR. To help with implementation, Reliance CSR provided essential resources like funds, training aids, and instructional materials. Their dedication to building strong connections within the community ensured the project successfully reached its target audience. The project worker remained committed to making sure that the actions taken would have a meaningful and long-lasting impact after the project's initial phase.

In this effort, the project worker's duties included :

- Developing clear plans and schedules to ensure the project was carried out efficiently and smoothly.
- Creating Information, Education, and Communication (IEC) materials to teach target children the basics of English literacy.
- Facilitating interactive learning experiences for children by conducting sessions and activities as per the project plan.

- Tracking the project's progress, analyzing key performance indicators, and assessing the effectiveness of the training. This involved gathering data, evaluating results, and suggesting improvements.

In order to communicate project findings to Reliance CSR and other cooperating partners, reports, presentations, and other documentation were prepared while keeping thorough records of all activities, developments, and results.

3.1.4 Understanding the Needs of the Collaborating Agency About the Project

The project worker was honest and dedicated in their job while carrying out the action project with Reliance CSR. The goals and priorities of Reliance CSR for the English literacy program for upper primary school students at Dhanora Primary School were explained to them. The needs and preferences for the literacy program were thoroughly discussed by the project worker and the Reliance CSR experts.

The project worker gained knowledge of the difficulties students encountered when learning English from these discussions, including a lack of easily available resources and useful instructional tools. In order to enhance children's overall education and future prospects, the specialists at Reliance CSR emphasized the significance of teaching them the fundamentals of the English language.

It was also observed that educational resources created specifically for students in rural areas were severely lacking. The project worker discovered that teachers found it challenging to successfully engage and support their children because the available educational tools often did not meet the unique needs of the target group. The need for easily comprehensible and aesthetically pleasing Information, Education, and Communication (IEC) products designed especially for teaching basic English literacy was brought to light by Reliance CSR.

Consequently, it became evident that in order to facilitate efficient teaching and learning, upper primary school children and their teachers required pertinent and user-friendly IEC resources. In order to ensure that the literacy program could be successfully introduced and maintained throughout time, the project worker recognized the significance of developing these resources to empower children's.

3.1.5 Deciding the Focus Area for IEC Materials

The needs of the upper primary school children at Dhanora Primary School were taken into consideration when selecting the areas for the Information, Education, and Communication (IEC) resources in the English literacy program. Given Reliance CSR's commitment to enhancing educational opportunities for rural kids, it was critical to determine the areas in which these students encountered difficulties with their English language proficiency.

Based on the unique needs of the students, the project worker conferred with Reliance CSR professionals to determine the most important subjects that ought to be covered in the IEC materials. Basic English language proficiency, vocabulary development, reading comprehension, and basic writing abilities were the primary areas of emphasis.

Following these cooperative conversations, it was decided that key facets of English literacy, including fundamental sentence structure, common vocabulary, interactive reading activities, and interesting writing prompts, would be covered in the final subjects for the IEC materials. The importance and relevance of these subjects to the children's academic development and everyday communication requirements led to their prioritization.

By concentrating on these crucial aspects, the project sought to provide useful and captivating IEC resources that would empower teachers and students and result in a more fulfilling English literacy program learning experience.

3.1.6 Estimating the Budget for the Project

The budget was projected for a number of cost categories that are necessary for the ongoing project. ₹4,000 in expenses for materials and resources, including textbooks, workbooks, and stationery, are included in these categories. Moreover, ₹8,000 was set aside for the creation of training materials, such as books and IEC materials. A ₹5,000 fund was been aside for the employment of specialists for speaking, writing, and reading sessions. Finally, ₹3,000 was the projected cost of travel. Carefully calculated to cover all project requirements, the total budget across all categories comes to ₹20,000.

Sr.no	Title	Total
1.	Material and Resources (Textbook, Workbook, Stationary)	4000
2.	Developing training material (IEC material, Booklet)	8000
3.	Hiring services of expert for speaking, writing , reading	5000
4.	Travel expense	3000
Total		20000

Table 1 : Budget for the Project

3.1.7 Pretest Assessment

The pre-test assessment was conducted at the beginning of the project to evaluate the existing English literacy skills of the rural children at Dhanora Primary School. The primary objective of the pre-test was to analyze children’s foundational knowledge in English and identify learning gaps that needed to be addressed through structured intervention. By understanding their baseline literacy levels, the project could be designed to meet their specific needs and improve their ability to recognize alphabets, build vocabulary, understand grammar, and form basic sentences.

The pre-test was conducted in a classroom setting where children were assessed using written exercises. The test covered key areas such as alphabet recognition, phonics awareness, vocabulary identification, grammar concepts, and sentence construction. The results were then analyzed to determine patterns of common mistakes and areas requiring reinforcement.

3.1.8 Preparation and Validation of Response Form

The assessment response form for the pre-test and post-test was prepared in a written format to evaluate children's basic English literacy skills at Dhanora Primary School. To enhance clarity and make it easy for children to understand, instructions and titles

were also provided in Gujarati. The test was designed to measure their ability to recognize and write alphabets, identify vowels, recall vocabulary words, use articles correctly, and construct simple sentences. Each question in the response form focused on specific learning components, providing a clear understanding of the children's existing literacy levels and their progress after the intervention.

During the preparation phase, careful consideration was given to ensuring that the test questions were age-appropriate, simple, and relevant to the children's learning environment. The response form was developed to assess fundamental English concepts while keeping in mind that the target group had limited prior exposure to structured English education. The test was formatted in a way that allowed children to demonstrate their writing skills independently, without the need for oral or interactive elements.

To ensure the validity of the assessment response form, it was reviewed by subject experts and educators. The validation process focused on verifying whether the questions were clear, accurately aligned with the learning objectives, and appropriate for the literacy level of the children. Based on expert feedback, minor modifications were made to refine the wording of some questions and adjust the difficulty level to ensure fair and accurate assessment.

After finalizing the response form, it was implemented in the pre-test phase to establish a baseline for the children's literacy levels. The same response form was later used in the post-test phase to measure improvements and evaluate the effectiveness of the teaching intervention. The structured and validated approach ensured that the assessment results were reliable and meaningful, allowing for an accurate comparison of the children's learning progress throughout the project.

3.2 Implementation Phase

A key component of the project is the implementation phase, which entails carrying out the techniques that have been planned in order to accomplish the goal of giving upper primary school students at Dhanora Primary School a foundational understanding of English. This stage was methodically organized to guarantee optimal efficacy in both instruction and learning. Three crucial steps were involved :

1. **Preparing IEC Materials on the Selected Aspect** – Creating relevant and interesting educational resources to support the development of English literacy.
2. **Implementation of the Project Plan** – Conducting classes using Information, Education, and Communication (IEC) materials with a variety of participatory techniques.
3. **Monitoring Progress and Implementing Adjustments Based on Feedback** - Assessing the efficacy of the instructional techniques and implementing any required changes in response to observations and feedback.

Each step played a significant role in ensuring that students not only understood the concepts but also developed an interest in learning English.

3.2.1 Preparing IEC Materials on Selected Aspect

Earlier introducing the training, it was fundamental to encourage confidence among the selected rural school children's. Building a rapport with the target group is essential in any project, as it contributes to set up a positive relationship between the project worker and the children's. This stage involves securing their trust and understanding their learning preferences and needs. Taking these preliminary measures decreases the likelihood of project failure and ensures a supportive learning environment.

In earlier fieldwork at the school, the project worker had performed a needs assessment. This was crucial in identifying the children's learning gaps and highlighting the significance of giving them instruction in the fundamentals of English literacy. Drawing from these insights, various IEC (Information, Education, and Communication) materials were introduced to organize learning in a structured, engaging, and comprehensible manner.

Targeting various aspects of basic English literacy, the IEC resources included a module, booklet, flipbook, charts, flashcards, a calendar, and videos.. These resources addressed alphabets, phonics, vocabulary enhancement, and sentence construction. Moreover, to improve children's' comprehension, subjects like names of transportation

vehicles, numbers, shapes, colors, body parts, vegetables, birds, animals, and occupations were included.

The following IEC materials were utilized during the training :

Booklet : A booklet featuring alphabet poems was created to introduce letters in a rhythmic and engaging manner, making it easier for students to remember and recognize them. Through simple and enjoyable verses, the booklet helped reinforce letter identification and pronunciation, ensuring a fun learning experience.

Calendar : A calendar was designed to introduce students to the names of the months, helping them understand their sequence and familiarize themselves with time-related vocabulary. The calendar served as a visual aid, allowing students to associate months with their order, improving their ability to recall them effortlessly.

Charts : To strengthen children's basic vocabulary, charts were designed covering various essential topics such as transportation vehicle names, numbers, shapes, colors, body parts, vegetables, birds, animals, and occupations. These charts played a crucial role in enhancing vocabulary comprehension by providing clear visuals alongside simple words. By integrating images with text, the charts helped students identify and remember key terms effectively, promoting better understanding and engagement in the learning process.

Flashcards : Flashcards were developed to assist students in phonetic awareness and word recognition. The flashcards included two-letter words, short-sound three-letter words, and long-sound words. These materials were designed to improve children's reading fluency and pronunciation, allowing them to recognize words quickly and develop confidence in their literacy skills. The interactive nature of flashcards made learning more engaging, as students could repeatedly practice and reinforce their knowledge.

Flipbook : A flipbook on fruits was created to introduce students to different fruit names through interactive visuals and simple descriptions. This material was designed to strengthen children's vocabulary by associating images with words, helping them recall names easily. The flipbook provided a structured way to engage with new words and reinforced memory retention through repetitive exposure.

Module : A comprehensive module was developed, covering everything necessary for foundational English literacy, starting from alphabets and progressing up to sentence formation. The module included letter recognition, phonics, two-letter and three-letter words, vocabulary-building exercises, and essential grammar concepts such as articles, pronouns, verbs, ‘has’ and ‘have,’ ‘this’ and ‘that,’ and other fundamental grammatical structures. By systematically introducing these concepts, the module ensured that students developed a strong understanding of the English language. The structured approach guided learners from recognizing letters to forming complete sentences, making it an essential tool for gradual language development.

Videos : To reinforce learning through visual and auditory means, two educational videos were created. One video focused on sentence formation, demonstrating how to construct simple sentences, allowing students to grasp the concept of word order and sentence structure. Another video was developed to introduce fruit names, helping students learn correct pronunciation and identification through engaging visuals. The use of videos made learning more interactive and appealing, enhancing children’s understanding and retention of the content.

Each of these IEC materials was carefully designed to bridge the learning gap and provide a structured yet engaging approach to developing basic English literacy skills.

3.2.2 Implementation of the Project Plan

The project was implemented systematically to ensure effective learning among the selected rural school children. The teaching approach was structured to build their foundational English literacy skills, starting with alphabets and progressing to sentence formation. Various interactive methods and engaging IEC (Information, Education, and Communication) materials were incorporated to make learning enjoyable and effective.

To begin with, the project worker introduced alphabets through engaging activities to help students recognize and write letters correctly. Gradually, the teaching moved toward phonics, where students learned two-letter and three-letter words to enhance their reading abilities. Vocabulary-building exercises were conducted using charts,

flashcards, and flipbooks covering essential topics such as transportation vehicle names, numbers, shapes, colors, body parts, vegetables, birds, animals, and occupations. These materials reinforced word recognition and pronunciation skills.

The project benefitted total of 52 students from Dhanora Primary School, including 21 from Grade 6, 13 from Grade 7, and 18 from Grade 8. Of these, 22 were boys and 30 were girls. The students belonged to the age group of 11 to 16 years, with the majority falling between 11 to 14 years. Most of them came from rural Gujarati-speaking backgrounds with minimal prior exposure to English, highlighting the need for a foundational literacy approach.

Sentence formation was a key component of the training. The children were introduced to fundamental grammatical concepts, including the use of articles, "has and have," "this and that," and other essential elements required for basic sentence construction. The teaching approach included hands-on activities, visual aids, and storytelling techniques to ensure an easy transition from word learning to sentence formation.

Additionally, videos were used to provide audiovisual reinforcement. A sentence formation video demonstrated how to construct simple sentences, while another video introduced fruit names with correct pronunciation to strengthen vocabulary. A booklet featuring alphabet poems was also utilized to engage students through rhythmic learning. Furthermore, a calendar displaying months' names helped students understand time-related vocabulary in an interactive manner.

Throughout the sessions, the project worker observed children's engagement and comprehension levels. Based on their responses and difficulties, slight modifications were made in the delivery methods to ensure that all children could grasp the concepts effectively. These observations later helped in monitoring progress and implementing adjustments based on feedback, which is discussed in the next section.

3.2.3 Monitoring Progress and Making Modification Based on Feedback

Monitoring children's progress was an integral part of the project to ensure that the learning objectives were met effectively. The project worker closely observed the engagement levels, comprehension, and overall performance of the selected rural school students throughout the sessions. The monitoring process involved direct observation, informal interactions, and children's responses during activities.

As children's progressed through different stages of learning, their ability to recognize letters, form words, and construct sentences was assessed through interactive activities rather than formal testing. The project worker noted specific challenges faced by children's such as difficulty in distinguishing similar-sounding letters, forming correct sentence structures, or recalling vocabulary words. These observations helped in identifying areas that required additional reinforcement.

Based on these insights, necessary modifications were made to the teaching approach. For instance, if children's struggled with sentence formation, additional examples and practice exercises were introduced. For those facing difficulties in recognizing letters and phonics sounds, more emphasis was placed on repetition, phonetic drills, and engaging word association games. In some cases, visual aids like flashcards and charts were used more frequently to reinforce learning.

The feedback was also gathered informally from children's during sessions. Their responses and level of enthusiasm indicated which teaching methods were most effective. If certain materials or activities generated higher engagement and better understanding, they were incorporated more frequently in future lessons. Similarly, if students found specific concepts challenging, alternative teaching techniques were explored to simplify learning.

The modifications made ensured that the learning process remained flexible, children-centered, and responsive to their needs. By continuously monitoring progress and making necessary modifications, the project successfully helped children build a strong foundation in basic English literacy, leading to better comprehension and confidence in using the language.

3.3 Evaluation Phase

The evaluation phase of the project aimed to assess the effectiveness of the intervention in improving basic English literacy skills among the rural children at Dhanora Primary School. The evaluation was carried out through pre-test and post-test assessments, which provided a structured approach to measuring children's progress after participating in the learning sessions. The pre-test assessment, as discussed in 3.1.7, was conducted at the beginning of the project to determine children's existing literacy levels. The results highlighted specific areas that required focused intervention, including alphabet recognition, phonics awareness, vocabulary recall, grammar comprehension, and sentence formation. Based on these findings, a structured teaching plan was developed using IEC materials and interactive learning strategies to address the learning gaps.

After the intervention, a post-test assessment was carried out to measure the progress in children's literacy skills. This assessment analyzed improvements in their ability to recognize letters, apply phonetic rules, recall vocabulary words, use grammar accurately, and construct meaningful sentences. The results demonstrated significant enhancements in reading, writing, and comprehension abilities. The integration of visual aids, phonics-based exercises, and interactive learning activities played a crucial role in these improvements. The detailed post-test findings are discussed in the subsequent section, providing a comprehensive analysis of children's progress across various literacy components.

3.3.1 Evaluation of the Project

The project's effectiveness was measured through the post-test assessment, which evaluated children's literacy development after the intervention. The assessment focused on their ability to recognize and write alphabets, differentiate between capital and small letters, identify vowels and use them in words, apply articles correctly, and recall vocabulary words related to colors, animals, fruits, days, and months. The results of the post-test assessment are presented in the following tables, showing the frequency and percentage of children who performed at different levels in each learning category.

The post-test assessment of alphabet writing, as shown in Table 1, indicated that a majority of the children's were able to write the full alphabet correctly, while a smaller percentage demonstrated partial accuracy. Only a few children's continued to struggle with writing letters, suggesting that the alphabet-based learning strategies, such as flashcards, tracing worksheets, and phonics drills, were effective in strengthening letter recognition and writing skills.

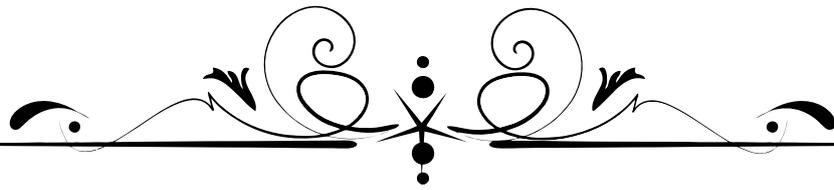
3.3.2 Program Outcome Showcase

To further highlight the impact of the project, a Program Outcome Showcase was conducted, allowing children to use their newly learned English skills in a practical way. This event encouraged them to speak in English with confidence and express themselves clearly.

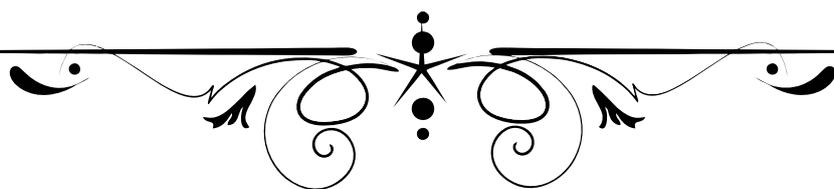
During the program, eight children narrated short stories, demonstrating their ability to form sentences and speak fluently. Additionally, five children presented a "Quote of the Day," showing their improved vocabulary and pronunciation. Lastly, seven children introduced themselves in English, applying correct sentence structures and basic conversation skills.

This showcase was not just a learning activity but a real reflection of their progress, as children actively engaged in spoken English. Their enthusiasm and participation indicated growing confidence and interest in using English beyond the classroom. The event was a simple yet strong way to end, showing that the teaching methods worked well.

The progress seen throughout the project reflects how structured learning and interactive activities helped children develop their English skills. Their confidence in speaking and writing grew, showing that practical learning methods were effective. The enthusiasm displayed during the Program Outcome Showcase reinforced the value of such interventions, making learning a meaningful and enjoyable experience.



Chapter 4
Feedback and Evaluation



CHAPTER 4

FEEDBACK AND EVALUATION

After completing the project, the project worker collected feedback and conducted a written evaluation test to check the children's learning progress. The feedback form focused on their experience with the sessions and how helpful the IEC materials were for them. The evaluation helped to understand how much the children learned and highlighted the need for continued practice, especially in areas like sentence formation and vocabulary.

4.1 Feedback from Children

The feedback was collected from the children who attended the training sessions. The responses were categorized into the following sections:

- Section 1: Profile of Children

- Section 2: Pre and Post Test Comparison

- Section 3: Opinion About the Training Program

- Section 4: Reactions of Children Towards Project Worker

- Section 5: Opinion on Information, Education, and Communication (IEC) Materials

Section – 1 Profile of Children

Table 2 : Frequency and Percentage Distribution of Children According to Their Gender

n = 52

Gender	Frequency	Percentages
Boys	22	42.31
Girls	30	57.69
Total	52	100

Table 2 states that 42.30% of the children were boys, while 57.69% were girls.

n = 52

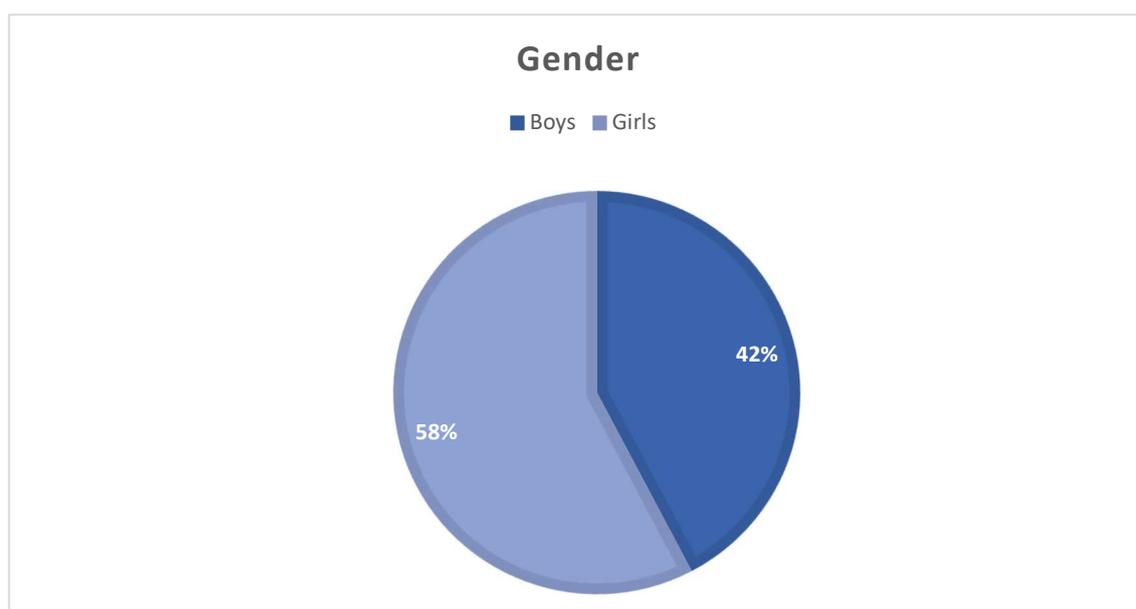


Figure 2: Percentage Distribution of Children According to Their Gender

Table 3 : Frequency and Percentage Distribution of Children According to Their Standard

n = 52

Standard	Frequency	Percentages
6	21	40.38
7	13	25
8	18	34.62
Total	52	100

Table 3 reveals that 40.38% of the selected rural school children were from the sixth standard, followed by 34.62% from the eighth standard and one-fourth 25% from the seventh standard.

n = 52

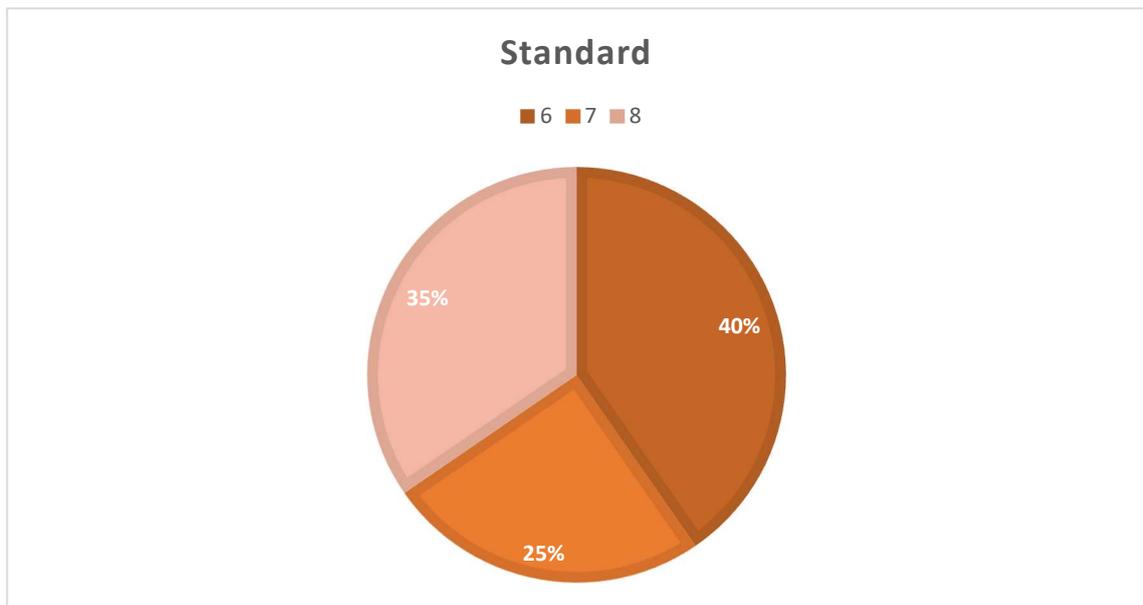


Figure 3 : Percentage Distribution of Children According to Their Standard

Table 4 : Frequency and Percentage Distribution of Children According to Their Age

n = 52

Age Group	Frequency	Percentages
11 - 12	25	48.08
13 - 14	25	48.08
15 - 16	2	3.85
Total	52	100

Table 4 reveals that nearly half of the selected rural school children 48.08% were in the 11-12 age group, the same proportion 48.08% were in the 13-14 age group, while only 3.85% were in the 15-16 age group.

n = 52

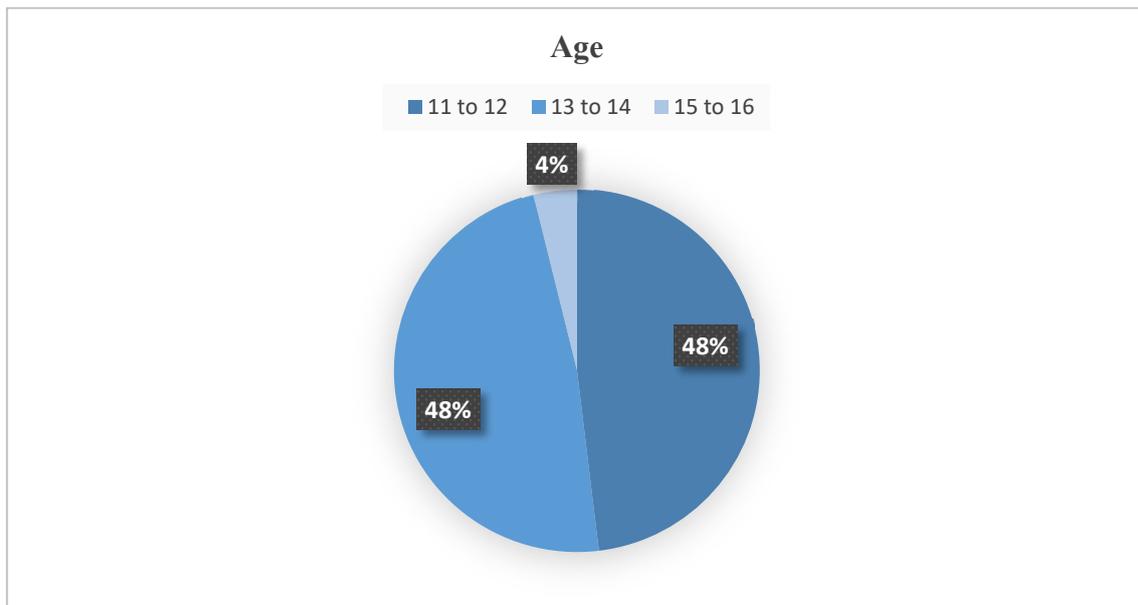


Figure 4 : Percentage Distribution of Children According to Their Age

Table 5 : Frequency and Percentage Distribution of Children According to Their Type of Family

n = 52

Type of Family	Frequency	Percentages
Nuclear	32	61.54
Joint	20	38.46
Total	52	100

Table 5 shows that the majority of the selected rural school children 61.54% belonged to a nuclear family, whereas 38.46% belonged to a joint family.

n = 52

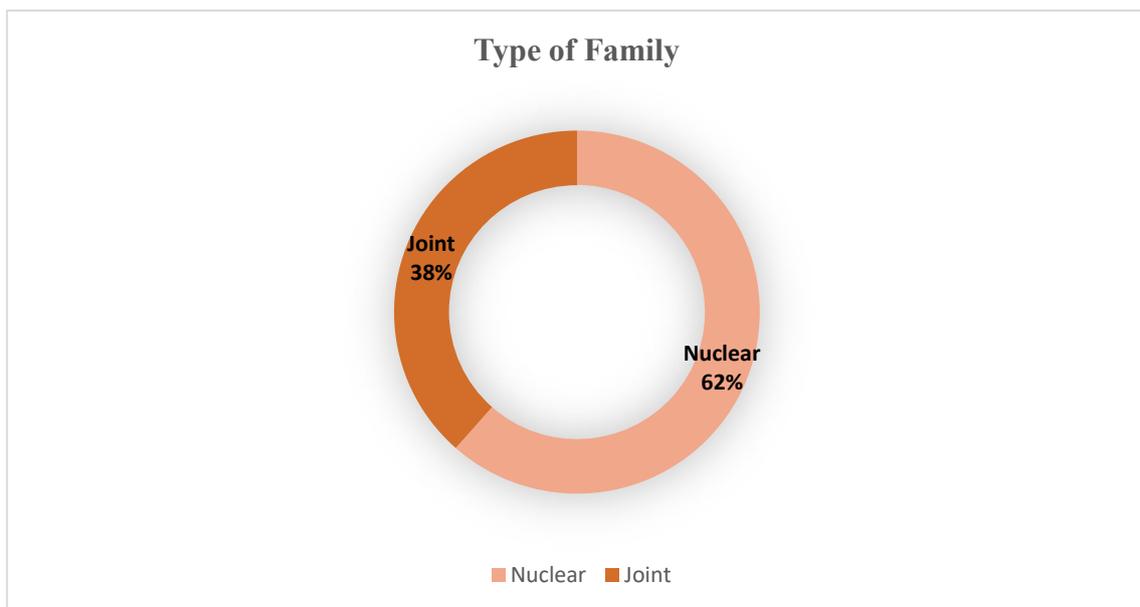


Figure 5: Percentage Distribution of Children According to Their Type of Family

Section 2: Pre and Post Test Comparison

Note: The test on Basic English Literacy was framed for 70 marks. The frequency and percentage distribution of students for their obtained scores on pre and post-tests are presented in Table-7 to Table-20.

Sr. No	Question	Marks
1	Write the alphabet from A to Z	13
2	Identify capital and small letters (circle for capital, square for small)	7
3	Write words that start with the following letters: A, H, M, B, L, P, S, I	4
4	Write 5 vowels	5
5	Identify vowels from the given words (underline the vowels)	5
6	Write the 3 articles	3
7	Identify the articles from the given sentences (circle the article)	5
8	Write the names of the following colors in English	4
9	Write the names of any two animals in English	2
10	Write the names of any two fruits in English	2
11	Write the names of any five months in English	5
12	Write the names of any three days of the week in English	3
13	Complete the sentence with 'a' or 'an'	4
14	Fill in the blanks with the given options (This, That, These, Those)	8
Total		70

Table 6 : Marks Distribution

Table 7: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing Alphabets in English

n=48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 – 4	2	4.17	1	2.08
5 – 8	4	8.33	2	4.17
9 – 13	42	87.5	45	93.75
Total	48	100	48	100

Table 7 reveals that 4.17% of the children obtained 0–4 marks in the pre-test, whereas 8.33% of the children obtained 5–8 marks. Additionally, 87.5% of the children scored 9–13 marks. The table also indicates that there was an improvement in children after the implementation of the project. In the post-test, 2.08% of the children obtained 0–4 marks, while 4.17% of the children scored 5–8 marks. A significant 93.75% of the children achieved 9–13 marks. This shows a clear improvement in the performance of children in writing skills after the implementation of the project.

n=48

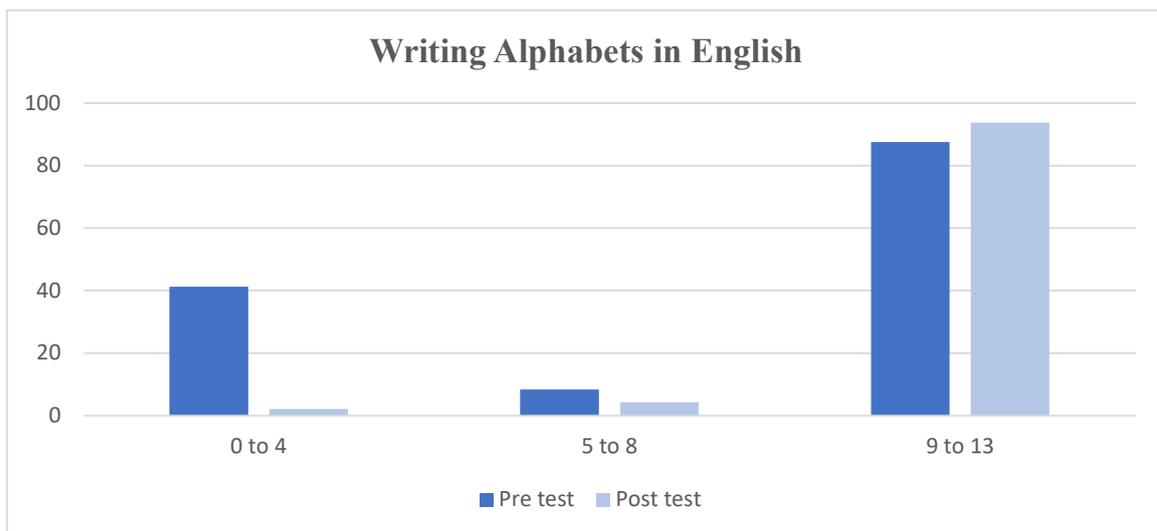


Figure : 6 Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing English Alphabets

Table 8: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Identifying Capital and Small Letters

n=48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 – 2	2	4.17	4	8.33
3 – 5	5	10.42	8	16.67
6 – 7	41	85.42	36	75.00
Total	48	100	48	100

Table 8 shows a shift in children's performance before and after the project. In the pre-test, most children (85.42%) scored 6–7 marks, while in the post-test, this decreased to 75%, with an increase in mid-range scores (3–5 marks). This suggests improved recognition of capital and small letters. However, the slight rise in lower scores indicates that some children still need further support. The project had a positive impact, but ongoing efforts are essential to strengthen learning outcomes.

n=48

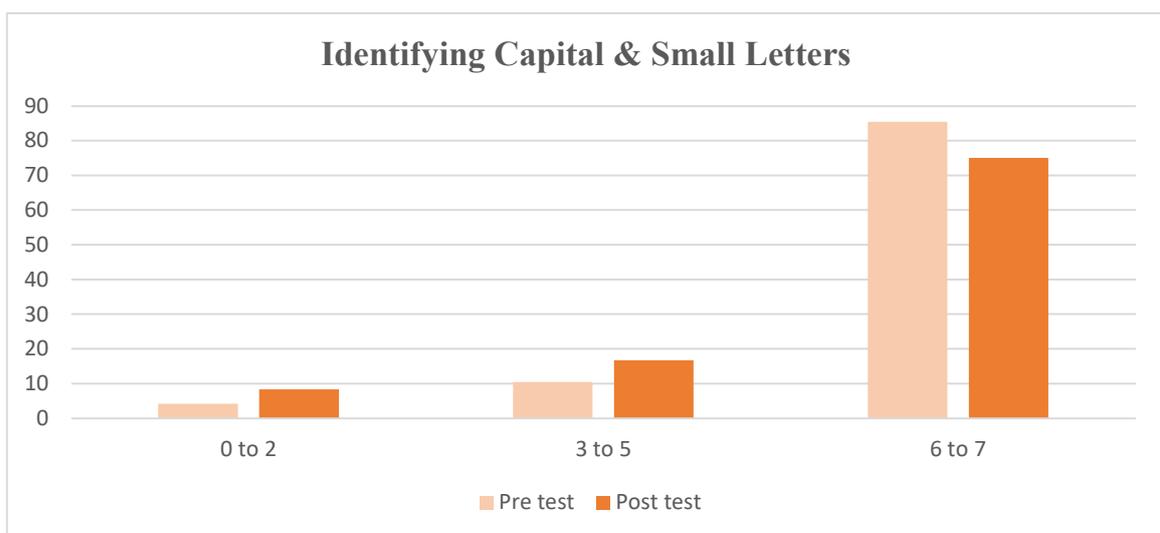


Figure 7 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Identifying Capital and Small Letters

Table 9 : Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing Words That Start with Given Letters

n=48

Marks Obtained	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0	27	56.25	2	4.16
1	13	27.08	6	12.50
2	5	10.41	15	31.25
3	3	6.15	23	47.92
4	0	0.00	2	4.17
Total	48	100	48	100

Table 9 indicates that 56.25% of children scored 0 marks in the pre-test, showing difficulty in writing words starting with given letters, while 27.08% scored 1 mark, 10.41% scored 2 marks, and very few (6.15%) obtained 3 marks. None achieved 4 marks. The post-test shows improvement, with only 4.16% still scoring 0, while 12.50% scored 1 mark, 31.25% obtained 2 marks, and a significant 47.92% achieved 3 marks. A very few 4.17% scored full marks, indicating enhanced writing skills after the project.

n=48

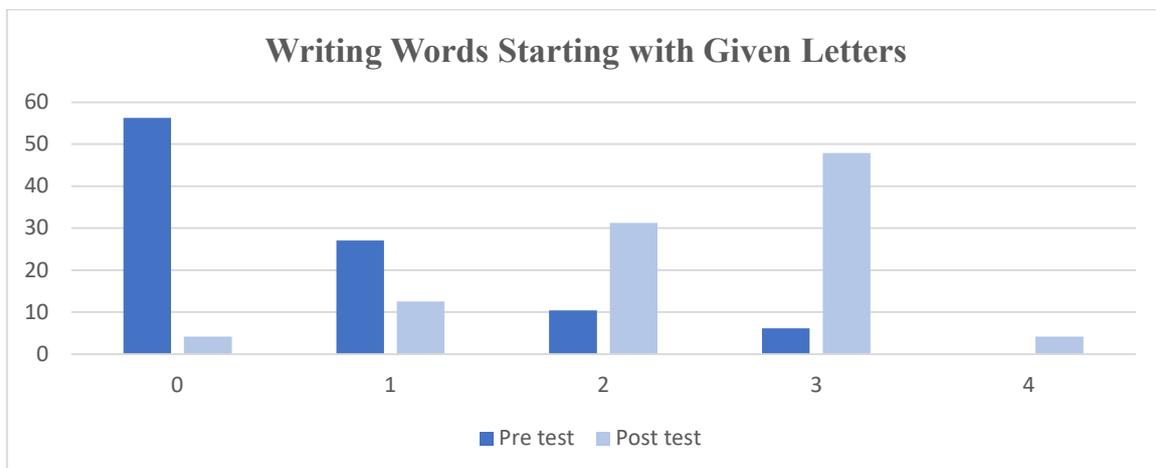


Figure 8 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing Words Beginning with Given Letters

Table 10: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing the Five Vowels

n=48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 – 1	2	4.16	0	0.00
2 – 3	8	16.67	4	8.33
4 – 5	38	79.17	44	91.67
Total	48	100	48	100

Table 10 finds that the majority of the children, 79.17%, obtained 4 to 5 marks for writing the five vowels, while 16.67% of them scored 2 to 3 marks. A very few, 4.16%, obtained 0 to 1 marks. The table also highlights improvement in the post-test, where a high majority, 91.67%, of the children scored 4 to 5 marks, indicating strong proficiency in writing vowels. A small percentage, 8.33%, scored 2 to 3 marks, showing some difficulty. Notably, no child scored 0 to 1 marks.

n=48

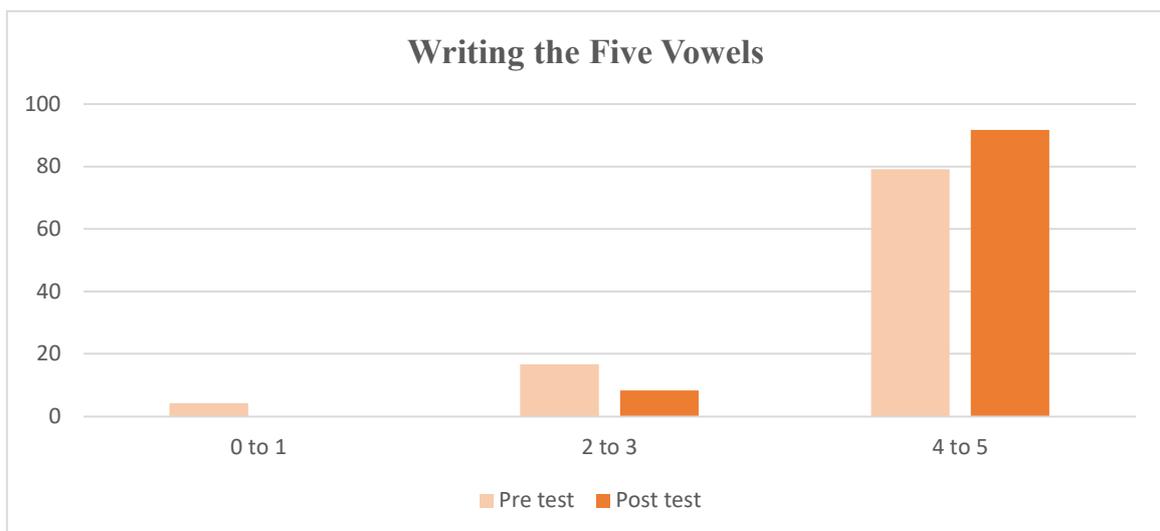


Figure 9 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing the Five Vowels

Table 11: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Identifying Vowels in Given Words

n=48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 – 1	11	22.92	4	8.33
2 – 3	37	77.08	14	29.17
4 – 5	0	0.00	30	62.50
Total	48	100	48	100

Table 11 indicates that 77.08% of the children scored 2–3 marks in the pre-test for identifying vowels, while 22.92% scored 0–1 marks, showing difficulty in the task. Notably, no child achieved 4–5 marks. The post-test shows improvement, with 62.50% scoring 4–5 marks, demonstrating a good ability to identify vowels. Additionally, 29.17% scored 2–3 marks, showing a moderate understanding, while 8.33% still faced difficulty, scoring 0–1 marks.

n=48

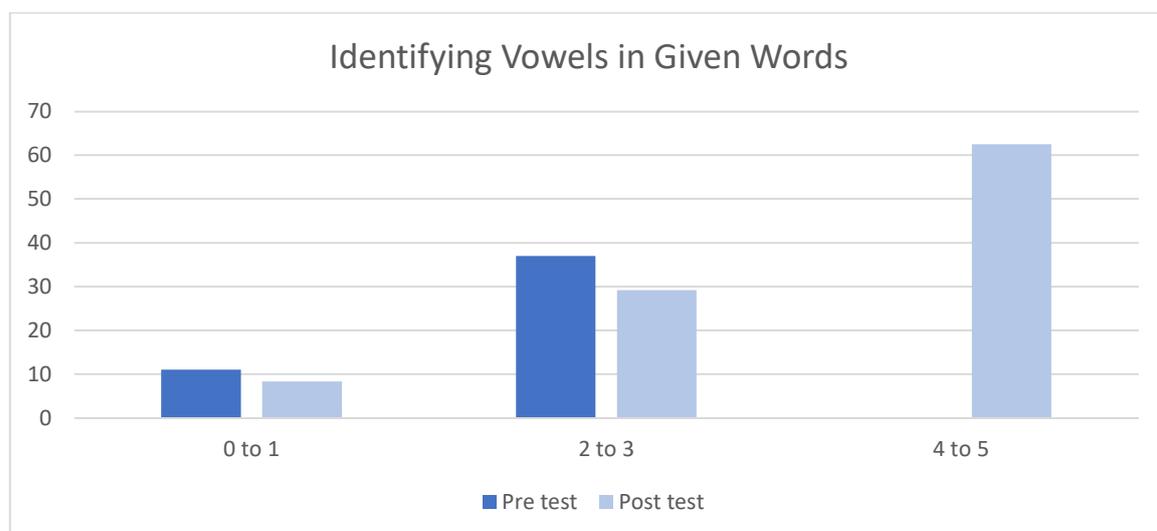


Figure 10 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Identifying Vowels in Given Words

Table 12: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing the Three Articles

n=48

Marks Obtained	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0	7	14.59	3	6.25
1	4	8.33	3	6.25
2	7	14.58	4	8.33
3	30	62.5	38	79.17
Total	48	100	48	100

Table 12 shows that 62.5% of the children scored 3 marks in the pre-test for writing articles, while 14.58% scored 2 marks, 8.33% scored 1 mark, and 14.59% did not score any marks. The post-test reveals improvement, with a high majority (79.17%) scoring 3 marks, indicating strong proficiency. Meanwhile, 8.33% scored 2 marks, 6.25% scored 1 mark, and another 6.25% were unable to write any articles, showing some continued difficulty.

n=48



Figure 11 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing the Three Articles

Table 13: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Identifying Articles from Sentences

n=48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 - 1	6	12.5	1	2.08
2 - 3	14	29.16	11	22.92
4 - 5	28	58.34	36	75
Total	48	100	48	100

Table 13 reveals that 58.34% of the children obtained 4–5 marks in the pre-test for identifying articles in sentences, while 29.16% scored 2–3 marks and 12.5% obtained 0–1 marks. The table also highlights improvement in the post-test, where a high majority, 75%, of the children scored 4–5 marks, indicating a strong understanding of articles. Around 22.92% of children scored 2–3 marks, showing moderate understanding, while only 2.08% scored 0–1 marks, suggesting minimal difficulty.

n=48

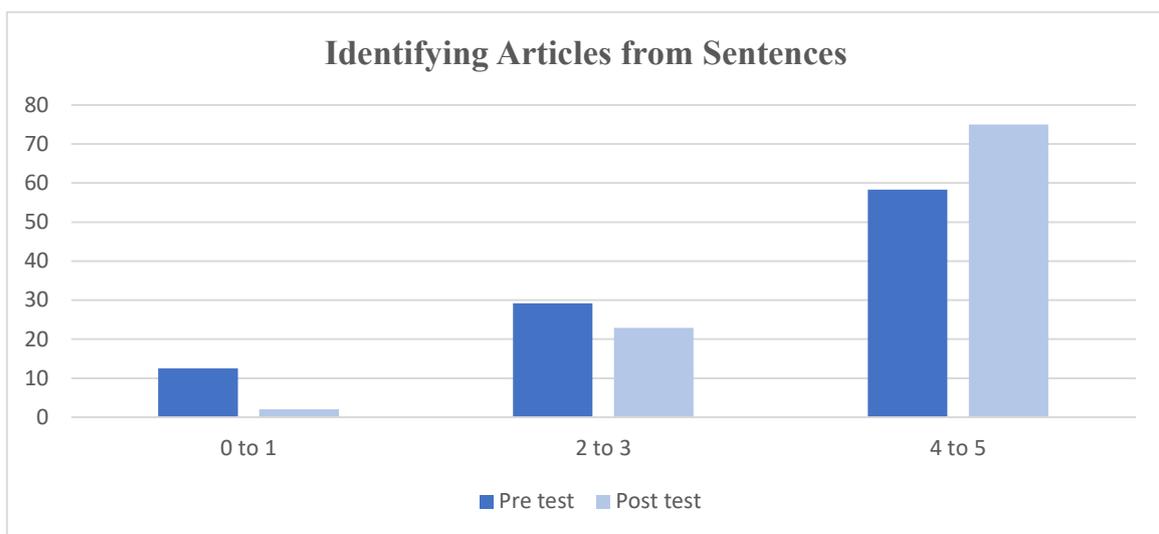


Figure 12 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Identifying Articles from Sentences

Table 14: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing the Names of Given Colors in English

n=48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 - 2	47	97.92	19	39.58
3 - 4	1	2.08	29	60.41
Total	48	100	48	100

Table 14 indicates that a high majority, 97.92%, of the children obtained 0–2 marks in the pre-test, showing significant difficulty in writing the names of given colors in English. Only 2.08% of the children scored 3–4 marks, suggesting that very few were able to write color names correctly. The table also highlights improvement in the post-test, where 60.41% of the children obtained 3–4 marks, demonstrating a good ability to write color names in English. Meanwhile, 39.58% of the children still scored 0–2 marks, indicating that some difficulty remained.

n=48

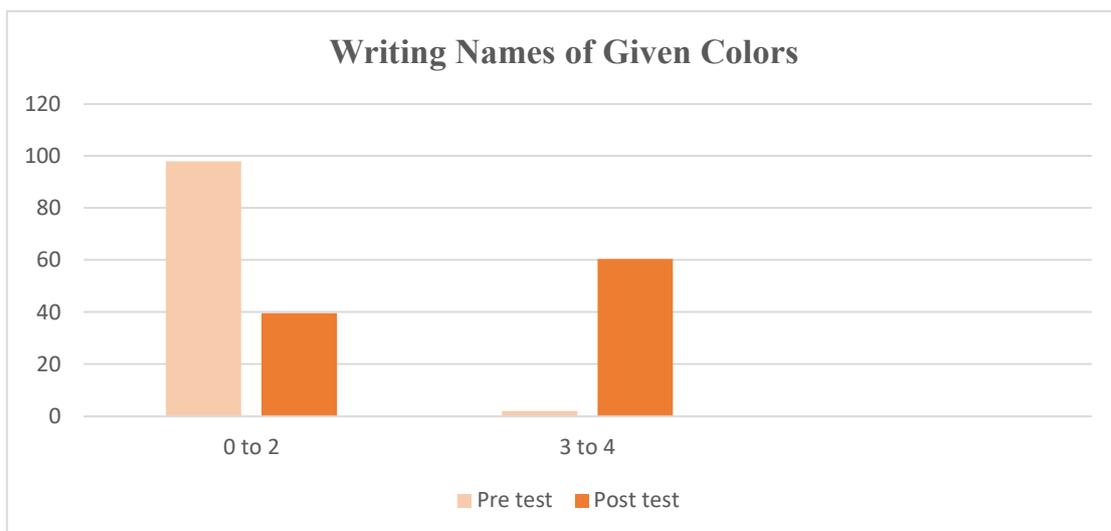


Figure 13 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing Names of Given Colors in English

Table 15: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing the Names of Animals

n = 48

Marks Obtained	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0	27	56.25	8	16.67
1	10	20.83	6	12.5
2	11	22.92	34	70.83
Total	48	100	48	100

Table 15 reveals that a near majority of children, 56.25%, obtained 0 marks in the pre-test, showing difficulty in writing the names of animals in English. Around 20.83% of the children scored 1 mark, while 22.92% obtained 2 marks. The table also indicates improvement in the post-test, where a high majority of children, 70.83%, achieved 2 marks, demonstrating strong progress in writing animal names. Meanwhile, 16.67% of the children still scored 0 marks, and 12.5% scored 1 mark, indicating some remaining difficulty.

n = 48

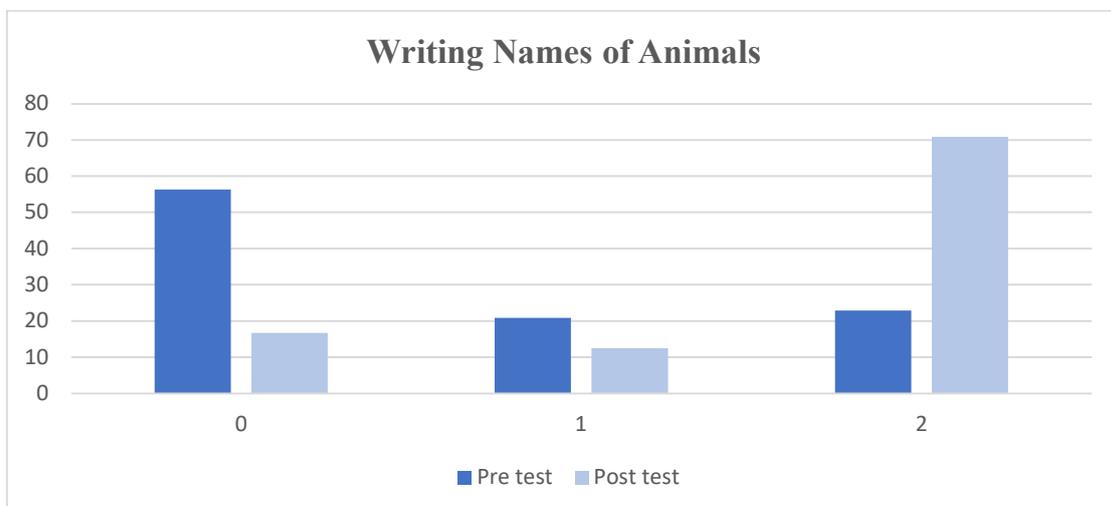


Figure 14 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing Names of Animals

Table 16: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing the Names of Fruits

n = 48

Marks Obtained	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0	43	89.58	3	6.25
1	4	8.33	21	43.75
2	1	2.08	24	50
Total	48	100	48	100

Table 16 shows that a very high majority 89.58% of children were unable to write the names of any fruits in English during the pre-test. Meanwhile, 8.33% could write one fruit name, and only 2.08% managed to write both correctly. The post-test results indicate a significant improvement, with half of the children 50% correctly writing two fruit names, and 43.75% writing one. Only 6.25% were still unable to write any fruit names, reflecting notable progress after the project.

n = 48

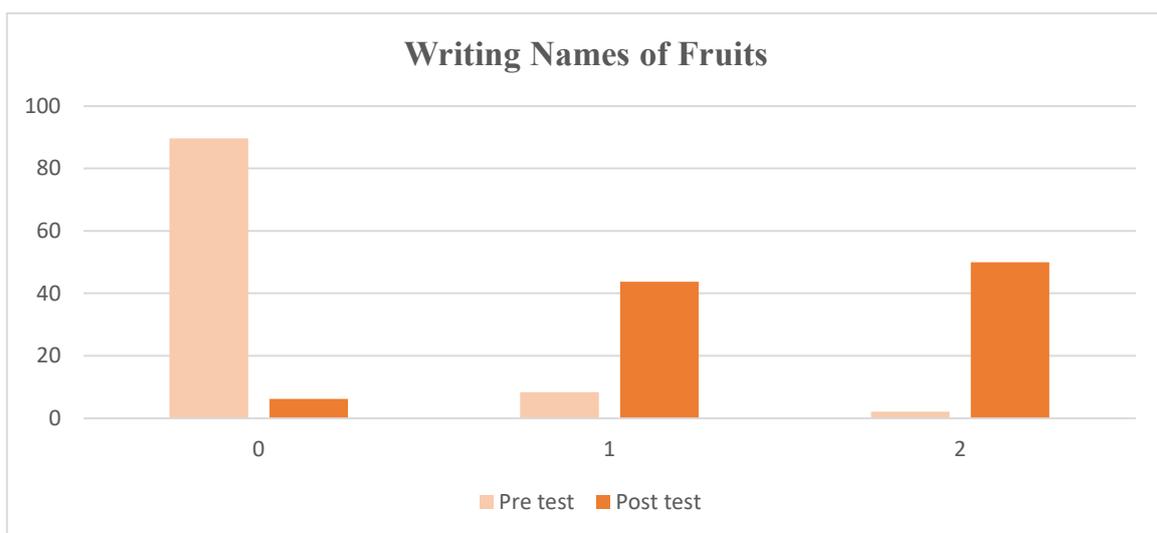


Figure 15 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing Names of Fruits

Table 17: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Writing the Names of Months

n = 48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 – 1	40	83.33	18	37.5
2 – 3	3	6.25	15	31.25
4 – 5	5	10.42	15	31.25
Total	48	100	48	100

Table 17 shows that a high majority 83.33% of children struggled to write the names of five months in English, scoring between 0–1 marks in the pre-test. Very few 10.42% scored 4–5 marks, while 6.25% scored 2–3 marks. The post-test results indicate improvement, with 31.25% scoring 4–5 marks and another 31.25% scoring 2–3 marks, reflecting enhanced learning. However, 37.5% still scored 0–1 marks, indicating the need for further reinforcement.

n = 48

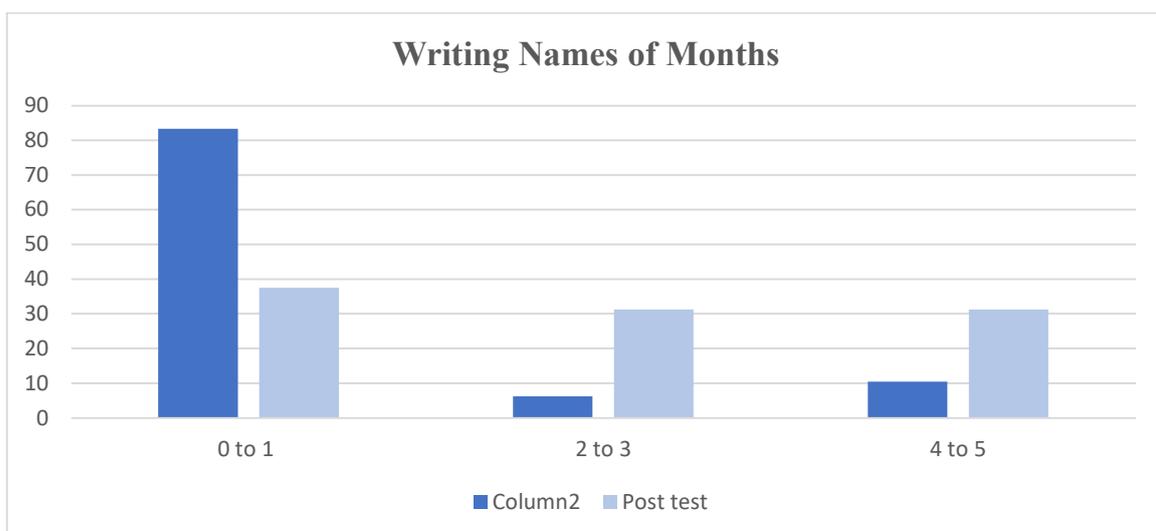


Figure 16 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing Names of Months

Table 18: Frequency and Percentage Distribution of Children According to Their Pre and Post – Test Marks Obtained in Writing the Names of Days of the Week

n = 48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0	45	93.75	11	22.92
1	0	0.00	10	20.83
2	2	4.16	9	18.75
3	1	2.08	18	37.5
Total	48	100	48	100

Table 18 shows that a very high majority 93.75% of children were unable to write any day names in English in the pre-test. None scored 1 mark, while 4.16% wrote two names, and very few 2.08% wrote all three correctly. The post-test results indicate improvement, with 37.5% scoring full marks. However, 22.92% still scored 0, 20.83% scored 1, and 18.75% scored 2, reflecting varying levels of difficulty in recalling and writing the days correctly.

n = 48

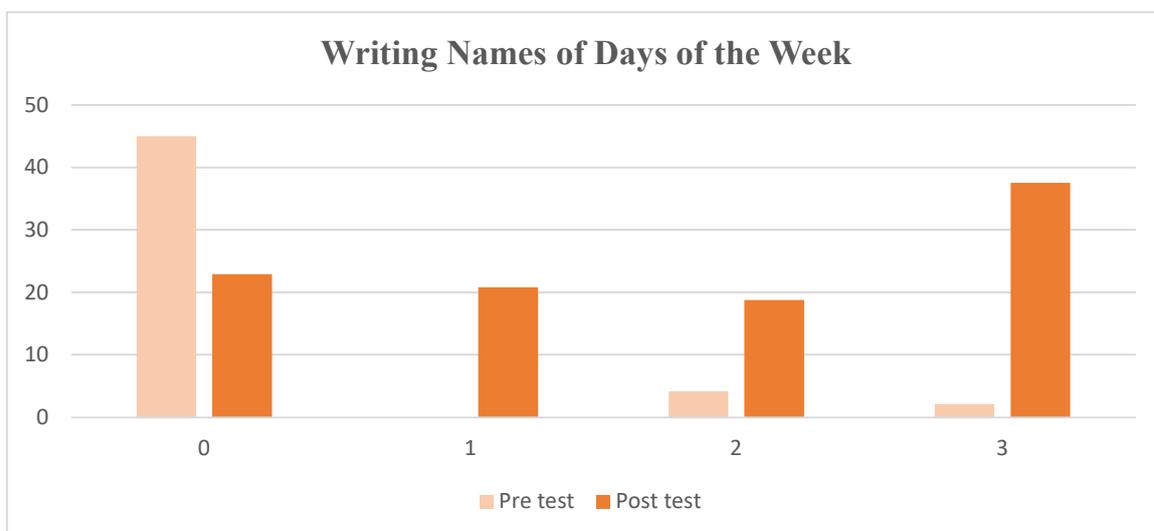


Figure 17 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Writing Names of Days of the week

Table 19: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Completing Sentences with 'A' or 'An'

n = 48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 - 2	35	72.92	13	27.08
3 - 5	13	27.08	35	72.92
Total	48	100	48	100

Table 19 indicates that a majority of children 72.92% scored between 0–2 marks in the pre-test, indicating difficulty in completing sentences with 'A' or 'An.' Meanwhile, 27.08% of children scored between 3–5 marks, showing that a smaller proportion had some understanding of using these articles correctly. The table also highlights improvement in the post-test, where a majority of children 72.92% scored between 3–5 marks, demonstrating a strong understanding of using 'A' or 'An' in sentences. Meanwhile, 27.08% of children still scored between 0–2 marks, indicating some remaining difficulty in applying the correct articles.

n = 48

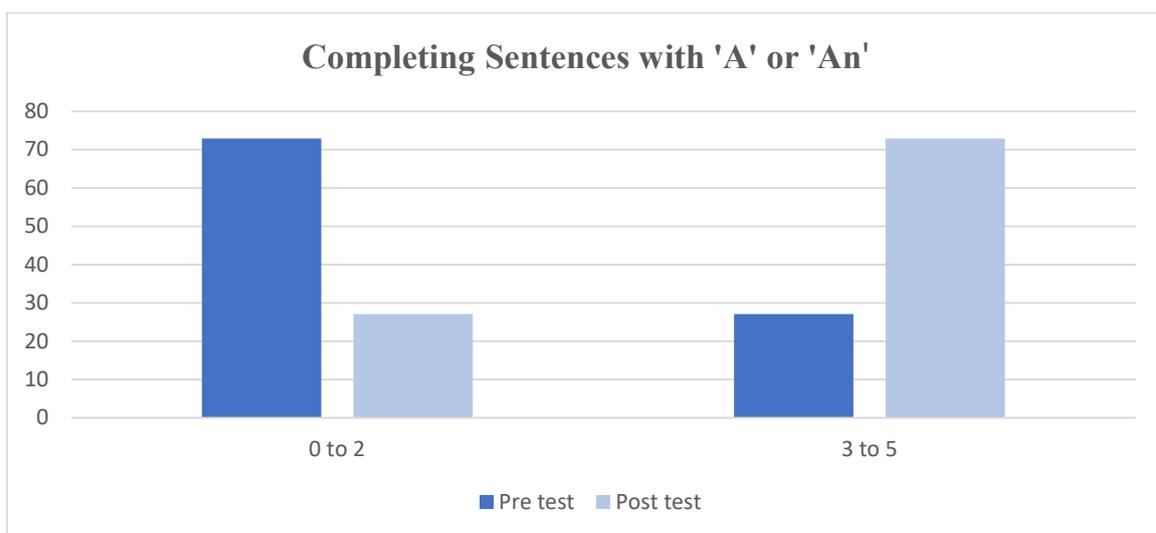


Figure 18 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Completing Sentences with 'A' or 'An'

Table 20: Frequency and Percentage Distribution of Children According to Their Pre and Post-Test Marks Obtained in Filling in the Blanks with Given Options

n = 48

Marks Obtained Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0 - 2	18	37.5	10	20.83
3 - 5	23	47.92	14	29.17
6 - 8	7	14.58	24	50
Total	48	100	48	100

Table 20 shows that 47.92% of children scored 3–5 marks in the pre-test, indicating moderate ability, while 37.5% scored 0–2, showing difficulty, and only 14.58% scored 6–8 marks, reflecting better proficiency. In the post-test, 50% scored 6–8 marks, showing strong improvement. Meanwhile, 29.17% scored 3–5 and 20.83% scored 0–2, indicating some children still faced challenges.

n = 48

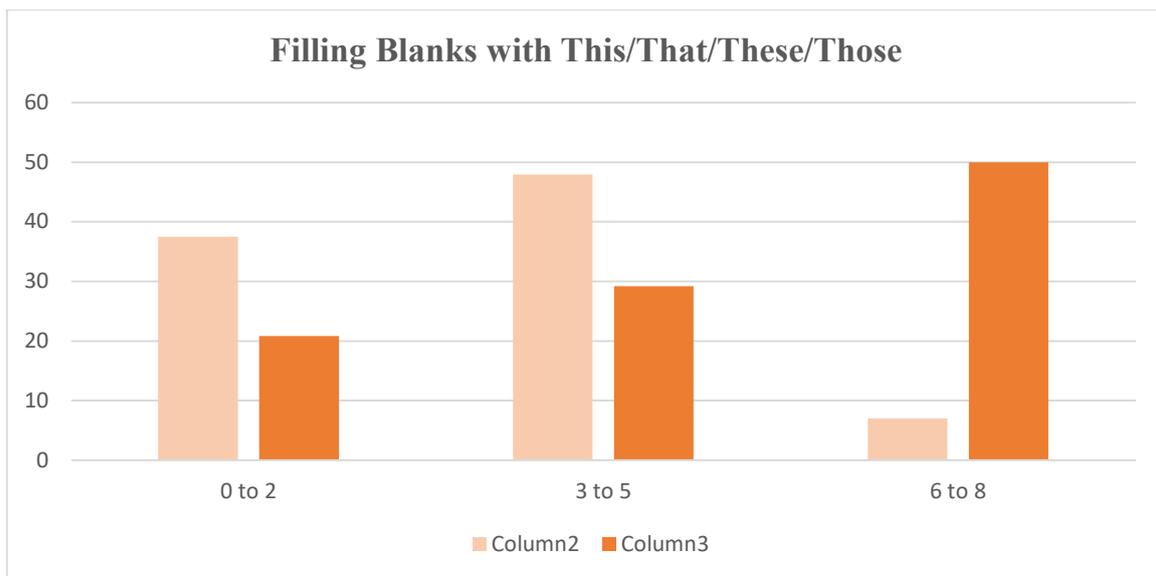


Figure 19 : Percentage Distribution of Children Based on Pre- and Post-Test Scores in Filling in the Blanks with Given Options

Section - 2: Opinion About the Training Program

Table 21 : Frequency and Percentage Distribution of Children’s Opinions on the Training Program

n = 52

Sr. No.	Statement about the training program	Excellent		Good	
		f	%	f	%
1)	The training program was effective.	36	69.23	16	30.76
2)	The information provided was clear and useful.	22	42.30	30	57.69

Table 21 reveals that the majority of children, 69.23%, rated the training program as excellent, while 30.76% rated it as good. Additionally, 42.30% of children found the information provided in the training program to be excellent, whereas the majority, 57.69%, rated it as good.

Table 22 : Frequency and Percentage Distribution of Children’s Opinions on the Methods Employed in the Training Program

n = 52

Training Methods Used	Frequency	Percentages
Correct	50	96.15
Incorrect	02	3.85
Total	52	100

Table 22 shows that a high majority of children, 96.15%, provided correct answers, whereas only 3.85% of them answered incorrectly.

n = 52

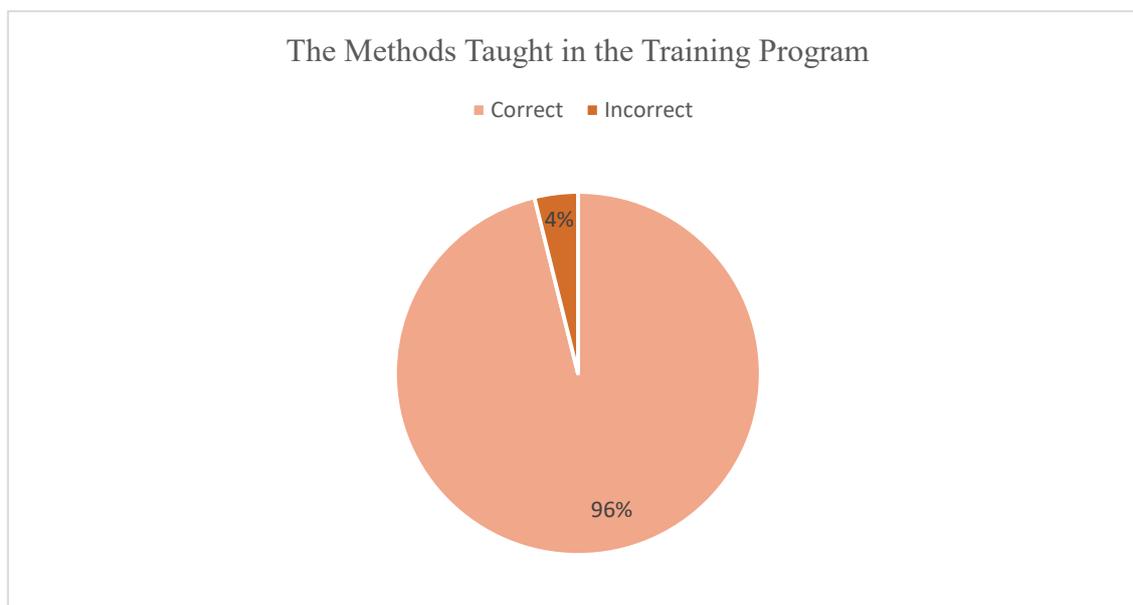


Figure 20 : Percentage Distribution of Children’s Opinions on the Methods Taught in the Training Program

Table 23 : Frequency and Percentage Distribution of Children’s Responses on the Training Program

n = 52

Sr. No.	Statement about the training program	Yes f	Yes %	No f	No %
1)	The time allocated for the training program was sufficient.	52	100	0	0
2)	The training program helped in learning something new.	51	98.07	1	1.92
3)	The information provided in the training program about the subject was clear.	52	100	0	0
4)	The training program helped you improve your English reading skills.	47	90.38	5	9.61

5)	The trainer answered your questions during the training session.	44	84.61	8	15.38
6)	The knowledge gained from the training will be useful in daily life.	20	38.46	32	61.53
7)	The training program helped children understand English grammar easily and clearly.	52	100	0	0
8)	Participants were interested in attending future English training programs.	52	100	0	0

Table 23 reveals that all children agreed that the allocated time for the training program was sufficient and that the information provided was clear. Additionally, 98.07% of children opined that they learned something new from the training program, while very few 1.92% disagreed.

A majority 60% of children believed that the training program helped improve their English reading skills, whereas 40% did not find it beneficial. Furthermore, a majority 60% of children opined that the trainer satisfactorily answered their questions, while 40% felt their questions were not adequately addressed.

However, only 38.46% of children stated that they would apply the knowledge gained from the training in their daily lives, whereas a high majority 61.53% expressed that they would not use it. Additionally, all 52 children 100% found English grammar easy and clear, indicating that they faced no difficulties in understanding grammatical concepts. Moreover, all 52 children 100% showed interest in receiving future English training programs, suggesting a strong enthusiasm for continued learning opportunities.

Table 24 : Frequency and Percentage Distribution of Children’s Opinions on the Most Helpful Information in the Training Program

n = 52

Type of Information	Frequency	Percentage
Grammar	09	17.30
Vocabulary	14	26.92
Sentence Formation	8	15.38
Speaking	19	36.53
Writing	22	42.30
Reading	19	36.53
All of the Above	27	51.92

Multiple choice

Table 24 indicates that 51.92% of children found all aspects (grammar, vocabulary, sentence structure, speaking, writing, and reading) of the training beneficial. Among individual components, 42.30% of children found writing the most helpful, followed by speaking and reading 36.53% . Additionally, 26.92% of children considered vocabulary useful, and 17.30% found grammar helpful. Sentence structure was also beneficial for 15.38% of children.

n = 52

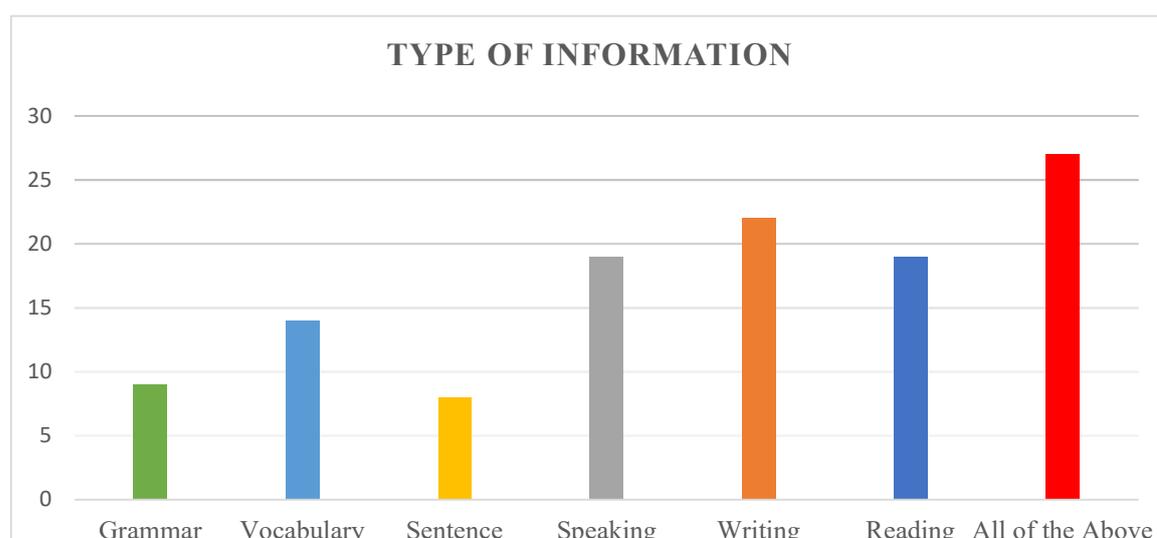


Figure 21 : Percentage Distribution of Children’s Opinions on the Most Helpful Information from the Training Program

Table 25: Frequency and Percentage Distribution of Children’s Plans for Improving English After the Training

n = 52

Future Learning Method	Frequency	Percentage
Regular Reading	48	92.30
Reading More English Books	38	73.07
Using Online Resources	26	50
Writing Practice	38	73.07
Practicing Speaking in English	31	59.61
No Special Efforts	01	1.92

Multiple choice

The table 25 indicates that a high majority 92.30% of children planned to improve their English through regular reading making it the most preferred method. Additionally, 73.07% of children aimed to enhance their skills by reading more English books and practicing writing.

Online resources were used by half of the majority of the children highlighting a moderate reliance on digital learning tools. Meanwhile, more than fifty five 59.61% of children planned to improve their spoken English through speaking practice, showing an effort to enhance their communication skills.

Very few 1.92% of children reported making no special efforts to improve their English, indicating that nearly all participants were motivated to continue learning.

These findings suggest that reading and writing practices are the most favoured methods, while online resources and speaking exercises are also significant approaches for language improvement.

n = 52

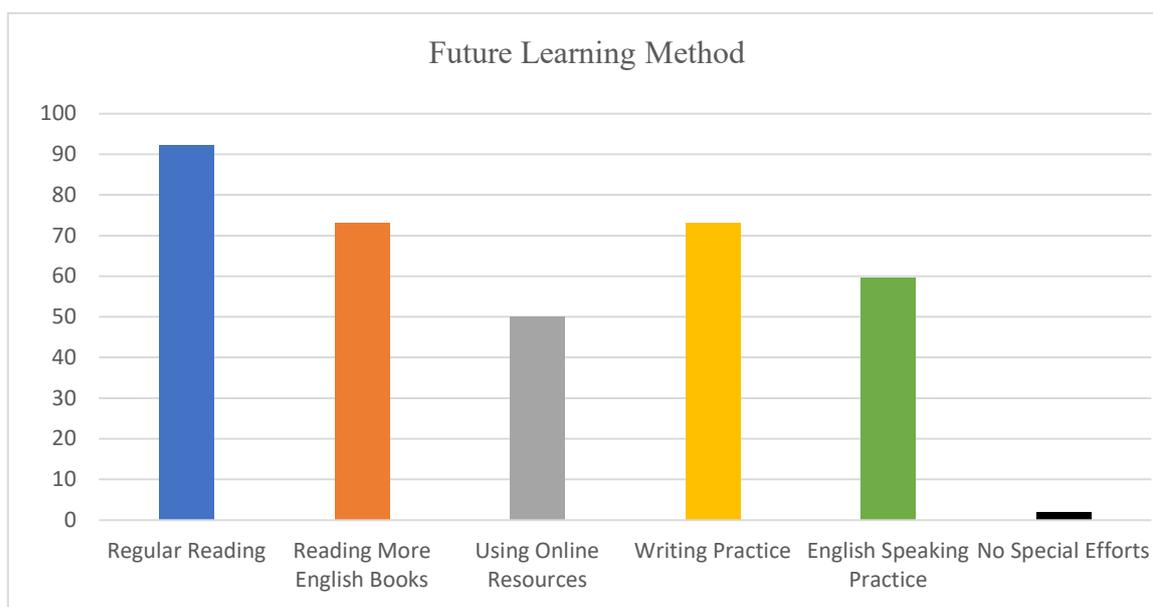


Figure 22 : Percentage Distribution of Children's Plans for Improving English After the Training

Table 26: Frequency and Percentage Distribution of Children's Interest in Future Training in Subjects Other Than English

n = 52

Future Training Subjects	Frequency	Percentage
Mathematics	31	59.61
Science	11	21.15
Social Science	4	7.69
Gujarati	33	63.46
Hindi	27	51.92
Sanskrit	5	9.61

The table 26 indicates that the majority of respondents 63.46% preferred Gujarati for future training, making it the most favoured subject among children. This suggests a

strong inclination towards enhancing their proficiency in their regional language. while, Mathematics was preferred by more than half of the respondents 59.61%, reflecting a significant interest in improving numerical skills.

Hindi with nearly half of the respondents 51.92% showing interest and also received notable attention, indicating children's desire to strengthen their understanding of another widely spoken language.

On the other hand, Science with 21.15% and Social Science very few 7.69% respondent had relatively lower interest levels, suggesting that fewer children prioritize additional training in these subjects.

Sanskrit, with less than ten per cent 9.61% interest, was the least preferred subject for future training.

Overall, the interpretation suggests that children are more inclined towards language-based and numerical subjects rather than science and social sciences for additional training.

n = 52

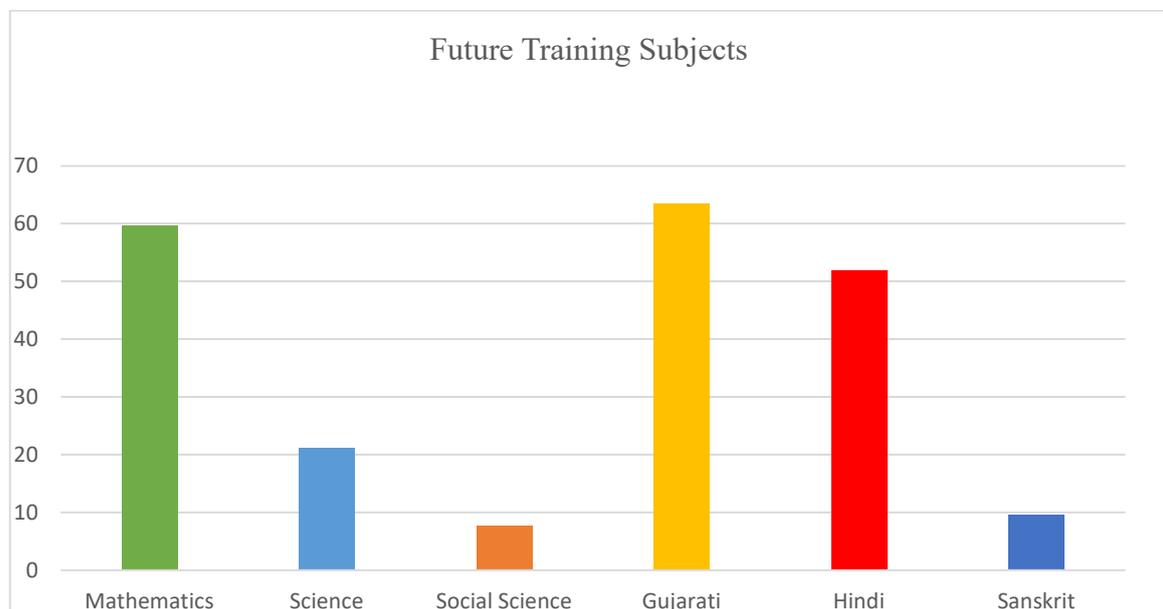


Figure 23 : Percentage Distribution of Children's Interest in Future Training in Subjects Other Than English

Section 3: Reactions of Children Towards Project Worker

Table 27: Frequency and Percentage Distribution of Children’s Responses on the Trainer's Effectiveness

n = 52

Sr. No.	Statement about the Training Program	Yes f	Yes %	No f	No %
1)	The language used in the training program was easy to understand.	51	98.07	1	1.92
2)	The complex concepts were explained clearly and in a detailed manner.	52	100	0	0
3)	The training program was conducted systematically.	51	98.07	1	1.92
4)	All your questions were answered during the training.	52	100	0	0
5)	The training sessions were conducted as per the schedule.	52	100	0	0
6)	The content provided in the training program was appropriate.	52	100	0	0
7)	The training program enhanced your knowledge of the subject.	52	100	0	0
8)	The training helped you understand complex topics.	52	100	0	0
9)	The information from the training program will be useful in real-life situations.	51	98.07	1	1.92

10)	The training content, activities, and demonstrations were interesting and provided a complete understanding.	52	100	0	0
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Table 27 reveals that a high majority 98.07% of the selected rural school children opined that the language used in the training program was easy to understand, while 1.92% found that it wasn't easy to understand.

All 100% of the selected rural school children opined that the complex concepts were explained clearly and in a detailed manner.

A high majority 98.07% of the selected rural school children opined that the training program was conducted systematically, while 1.92% found that it wasn't conducted systematically.

All 100% of the selected rural school children opined that all their questions were answered during the training.

All 100% of the selected rural school children opined that the training sessions were conducted as per the schedule.

All 100% of the selected rural school children opined that the content provided in the training program was appropriate.

All 100% of the selected rural school children opined that the training program enhanced their knowledge of the subject.

All 100% of the selected rural school children opined that the training helped them understand complex topics.

A high majority 98.07% of the selected rural school children opined that the information from the training program will be useful in real-life situations, while 1.92% found that it won't be useful.

All 100% of the selected rural school children opined that the training content, activities, and demonstrations were interesting and provided a complete understanding.

Section 4: Opinion on Information, Education, and Communication (IEC) Materials

Table 28: Frequency and Percentage Distribution of Children’s Opinions on IEC Material

n = 52

Sr. No.	Statements Related to IEC Material	Agree		Neutral	
		f	%	f	%
Physical Aspects					
1)	The IEC material was well-prepared.	52	100	0	0
2)	The pictures of IEC materials were clear.	42	80.76	10	19.23
3)	The IEC material was informative.	49	94.23	3	5.76
4)	The IEC material helped in understanding the topic.	47	90.38	5	9.61
5)	The communication through IEC material was effective.	46	88.46	6	11.53
6)	The language used in the IEC material was easy to understand.	48	92.30	4	7.69
7)	The IEC material covered all major aspects of the topics.	45	86.53	7	13.46
8)	The IEC material included relevant visuals (e.g., diagrams, pictures, flowcharts, etc.).	47	90.38	5	9.61
9)	The IEC material was well-structured and easy to follow.	47	90.38	5	9.61

Table 28 reveals that all 100% of the selected rural school children agreed that the IEC material was well-prepared.

A high majority 80.76% of the selected rural school children agreed, while 19.23% were neutral that the pictures of IEC materials were clear.

Almost all 94.23% of the selected rural school children agreed, while 5.76% were neutral that the IEC material was informative.

Nearly all 90.38% of the selected rural school children agreed, while 9.61% were neutral that the IEC material helped in understanding the topic.

A majority 88.46% of the selected rural school children agreed, while 11.53% were neutral that the communication through IEC material was effective.

A vast majority 92.30% of the selected rural school children agreed, while 7.69% were neutral that the language used in the IEC material was easy to understand.

A majority 86.53% of the selected rural school children agreed, while 13.46% were neutral that the IEC material covered all major aspects of the topics.

Nearly all 90.38% of the selected rural school children agreed, while 9.61% were neutral that the IEC material included relevant visuals (e.g., diagrams, pictures, flowcharts, etc.).

Nearly all 90.38% of the selected rural school children agreed, while 9.61% were neutral that the IEC material was well-structured and easy to follow.

Table 29: Frequency and Percentage Distribution of Children’s Opinions on Different Types of IEC Material

n = 52

Sr. No.	Types of IEC Material	Excellent		Good	
		f	%	f	%
1)	Module	34	65.38	18	34.61
2)	Poster	29	55.76	23	44.23
3)	Flashcard	32	61.53	20	38.46

4)	Flipbook	34	35.92	18	34.61
5)	Booklet	36	69.23	16	30.76
6)	Audio	35	67.30	17	32.69
7)	Video	34	65.38	18	34.61
8)	Calendar	30	57.69	22	42.30

Table 29 shows that a majority 65.38% of the selected rural school children rated the effectiveness of the module as excellent, while 34.61% found it good.

A majority 55.76% of the selected rural school children rated the poster as excellent, whereas 44.23% considered it good.

A majority 61.53% of the selected rural school children rated the flashcard as excellent, while 38.46% found it good.

Less than half 35.92% of the selected rural school children rated the flipbook as excellent, while 34.61% considered it good.

A majority 69.23% of the selected rural school children rated the booklet as excellent, while 30.76% found it good.

A majority 67.30% of the selected rural school children rated the audio as excellent, while 32.69% found it good.

A majority 65.38% of the selected rural school children rated the video as excellent, while 34.61% considered it good.

A majority 57.69% of the selected rural school children rated the calendar as excellent, while 42.30% found it good.

4.2 Outcome of the Project

The overall outcome of the program reflects significant progress in children's basic English literacy skills. The structured intervention, supported by Information, Education, and Communication (IEC) materials and interactive learning strategies, played a key role in enhancing their understanding and application of English.

The pre-test results indicated challenges in recognizing letters, applying phonics, recalling vocabulary, using grammar correctly, and forming sentences. Many children struggled with differentiating between capital and small letters, writing the names of months, and completing sentences using articles like 'A' or 'An'. These gaps highlighted the need for targeted and engaging teaching methods to improve their literacy skills.

Following the intervention, the post-test results demonstrated remarkable improvement. A high majority of children showed better letter recognition, improved phonetic understanding, and enhanced vocabulary recall. Their ability to use grammar rules correctly and form meaningful sentences increased notably—indicating enhanced writing skills after the project. This shows a clear improvement in the performance of children in writing skills after the implementation of the project, indicating strong proficiency in key literacy areas.

The enthusiasm displayed by children during the Program Outcome Showcase further reinforced the effectiveness of the intervention. Their active participation in storytelling, quote presentations, and self-introductions in English reflected their improved confidence and language abilities. The interactive approach, supported by IEC materials and practice-based learning, proved to be a successful method for helping children grasp foundational English concepts.

Overall, the progress observed throughout the project highlights the positive impact of structured and visual-based learning. The outcomes emphasize the importance of continued support and engagement in language development, ensuring children retain and build upon their newly acquired skills

4.3 Conclusion

The project, "**Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School, Vadodara**" aimed to strengthen the foundational English skills of rural children. Through structured and interactive learning methods, the children developed a stronger understanding of essential literacy concepts. The findings indicate that the participating children were eager to learn and showed a positive attitude toward improving their English skills.

The structured sessions helped children grasp key concepts such as sentence formation, vocabulary, and grammar. The use of IEC materials played a crucial role in making learning more engaging and effective. Visual aids, flashcards, storybooks, and other interactive materials not only enhanced understanding but also improved retention and application of knowledge.

Additionally, the project demonstrated how well-planned interventions can bridge learning gaps in rural schools, ensuring that children receive quality education despite resource limitations. The success of this initiative highlights the importance of structured teaching methods in improving basic literacy.

Overall, this project serves as an example of how educational initiatives, when combined with interactive strategies, can create a meaningful impact on children's learning outcomes. It underscores the need for continued efforts in enhancing English literacy among primary school children, ensuring their long-term academic growth and future opportunities.

4.4 Observations of The Project Worker

During the implementation of the project "Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School," several key observations were made. The children actively participated in the sessions and showed enthusiasm in learning English. Many children were interested in improving their basic literacy skills, while a few required additional motivation and support.

One of the major observations was that children struggled with sentence formation and vocabulary, as they had limited prior exposure to English. While they were able to recognize some basic words and phrases, their ability to construct meaningful sentences was weak. Pronunciation difficulties were also evident, as many children were unfamiliar with the correct sounds of English words.

The use of IEC materials, such as module, flashcards, flipbooks, booklets, audio, video, and calendars, significantly improved engagement levels. These materials helped children understand concepts more effectively. However, it was observed that some children were hesitant to participate in reading and speaking activities, particularly

girls, who showed less confidence compared to boys. Encouragement and interactive activities helped them gradually gain confidence.

It was also noted that children found English grammar challenging, particularly in sentence construction. However, the project did not focus on tenses or detailed grammatical rules. Instead, the emphasis was on basic literacy skills, vocabulary building, and sentence formation through interactive learning methods.

Overall, the project highlighted the need for continuous practice and reinforcement in English learning. With proper guidance and the right teaching tools, rural children can overcome language barriers and develop essential literacy skills that will help them in their academic journey.

4.5 Recommendations for Future Projects

- The government and educational institutions should collaborate with local organizations, university departments, or academic institutes to enhance basic English literacy skills in rural areas.
- The government should focus on teacher training programs to equip educators with effective strategies for teaching English to children in rural and slum area schools. Special emphasis should be placed on using IEC materials to make learning more interactive and accessible.
- The government should introduce free and simplified English literacy courses for teachers in rural and slum area schools, ensuring they have access to structured learning methods that improve their teaching skills.
- Developing a structured training module on basic English literacy with a specific focus on sentence formation, vocabulary building, and interactive learning through IEC materials.
- Implementing a training program for educators and facilitators on effectively utilizing IEC materials in English learning.
- A similar project should be undertaken with children from slum areas in collaboration with local authorities to extend the benefits of basic English literacy programs.

- Integration of IEC-based learning in the National Education Policy (NEP) 2020 framework, ensuring that activity-based English learning is included in foundational literacy programs.
- Introducing bilingual learning methods in rural schools to ease the transition from regional languages to English, making English literacy more accessible to children.
- Leveraging digital tools and government e-learning platforms (like DIKSHA and SWAYAM) to provide rural children with access to digital storybooks, animated learning videos, and interactive English lessons.
- Incorporating English literacy activities into midday meal programs by engaging children in storytelling or audio learning during meal breaks, making learning a continuous and enjoyable process.
- The government should work with education-focused NGOs to provide English learning materials that match the needs of rural and government schools.

4.6 Challenges Faced by the Project Worker

- The project had limited time, making it difficult to complete all activities smoothly.
- Various school programs like Lok Nrutya, music competitions, and other events caused interruptions. Sometimes, children had to leave early or miss sessions.
- Due to various school events and competitions, many children participated in practice sessions, which made them exhausted, and they were not interested in learning during the project sessions.
- Some children needed more time to understand concepts, making it challenging to cover all topics within the given schedule.
- A few children did not want to attend the sessions and took half-day leave or engaged in other activities. If given a task to complete, they often did not do it by the next day, and if they had not done it, they would skip the session by their own choice.

- Sometimes, children did not want to study due to their hectic school schedule or because they were tired after a long day.
- Teachers sometimes did not allow children to attend the sessions because their school syllabus was incomplete.
- The project worker had to travel a long distance to reach the school, which added to time challenges.

4.7 Sustainability of the Project

After implementing and evaluating any project, it is important to ensure its sustainability. The success of a project depends on how well it continues to benefit the target group in the long run. The current project has the potential for sustainability based on the following aspects:

- The hard copies of the IEC materials can be used for future reference and as examples for developing new materials by those who would like to work on similar initiatives. These materials are reusable and can be integrated into regular classroom teaching.
- A dedicated person can be appointed under this project to provide continuous support and training for children.
- The role of the project worker can be expanded to include ongoing support for similar initiatives.
- Basic training was provided to school teachers to enable effective use of the IEC materials. This built their capacity and ensured the continuity of the approach, even in the absence of the original project worker.
- The project can be extended to other schools or rural areas by offering new projects focusing on basic English literacy. This shows strong scale-up potentialities for wider impact and replication in other schools.
- Collaborations with volunteers, NGOs, and academic institutions can ensure long-term engagement and support for rural children.

- Involving community members or college students as volunteer teachers can help sustain the project without significant financial investment.
- Online educational resources, such as YouTube tutorials or a dedicated website, can make learning accessible to children beyond the project duration.
- Special services like a Telegram group, WhatsApp learning community, or Rapidex-style modules can be established to provide continuous guidance and support for children even after the project's completion.
- The collaboration agency, Reliance, can play a vital role in ensuring the sustainability and scalability of the project. They can provide further training for teachers and identify other similar schools in nearby villages. By utilizing the developed IEC materials, they can organize training sessions for teachers in these schools as well, allowing them to independently teach their students. This approach can help expand the initiative to other rural areas, ensuring long-term impact and educational improvement across multiple locations.

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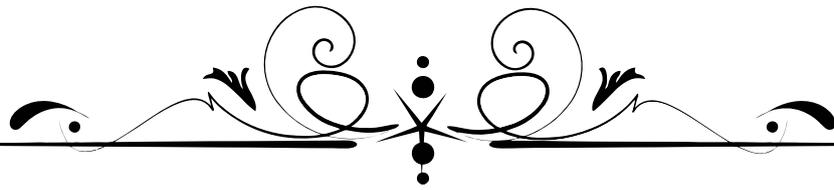
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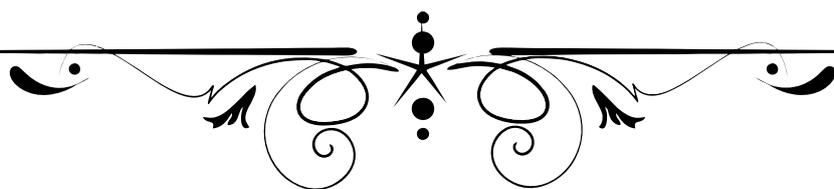
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Appendices



APPENDIX I

a. Permission Letter

b. Consent Letter

a. Permission Letter



Date: 15/10/2024

To,

Dr. Krutika Bhat

Dr. Shivani Mehta

Mr. Chandrik Rajdeep

Department of Extension and Communication,
Faculty of Family and Community Sciences
The Maharaja Sayajirao University of Baroda
University Road, Vadodara – 390002

Subject: Approval of the proposed projects

Respected Sir/Madam,

We are pleased to inform you that Reliance Industries Limited, Vadodara, has approved three of the proposals of master students Ms. Nisha Singh, Ms. Dhruvi Shah and Ms. Arohi Melani from the Department of Extension and Communication for conducting action projects in the nearby villages of RIL-VMD. These proposals have undergone a thorough review.

The approved proposals are as follows:

1. An action project on skill development & income generation through embroidery among rural women and young girls.
2. An action project on "Elevate and Create: Empowering Rural Women through Fusion Jewellery"
3. An action project on providing basic English literacy to upper primary school children at Dhanora primary school, Vadodara.

We look forward to working closely with your team and ensuring the successful completion of these projects.

Regards,

For Reliance Industries Ltd,

A handwritten signature in blue ink that reads 'Pawan Somani'.

Pawan Somani
Sr. General Manager
Vadodara Manufacturing Division.

CIN L 17110MH1973PLC019786

P. O. Petrochemicals - 391 346, Dist.: Vadodara, Gujarat, India. Ph. : +91-265-6696000, 6697000

Registered Office : 3rd Floor, Maker Chambers IV, 222, Nariman Point, Mumbai - 400 021, India.

b. Consent Letter

ભાગ લેનાર માટેનું સંમતિ પત્રક

ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન ફેકલ્ટી ઓફ ફેમેલી એન્ડ કોમ્યુનિટી સાયન્સસીસ ધ મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા. સંશોધનમાં ભાગ લેવા અંગેના રક્ષણની પ્રથાને સમર્થન આપે છે. નીચે આપેલા પ્રોજેક્ટ વિશેની માહિતી તમને પ્રોજેક્ટમાં ભાગ લેવા માંગો છો કે નહીં તે નક્કી કરવામાં મદદ કરશે.

આ પ્રોજેક્ટનું શીર્ષક છે " ધનોરા પ્રાથમિક શાળા, વડોદરા ખાતે ઉચ્ચ પ્રાથમિક શાળાના વિદ્યાર્થીઓને મૂળભૂત અંગ્રેજી સાક્ષરતા આપવા માટેનો એક્શન પ્રોજેક્ટ "આ પ્રોજેક્ટ આસિસ્ટન્ટ પ્રોફેસર શ્રી ચંદ્રિક રાજદીપ ના માર્ગદર્શન હેઠળ કરવામાં આવી રહ્યો છે. આ પ્રોજેક્ટનું મુખ્ય લક્ષ્ય ધનોરા પ્રાથમિક શાળાના 6 થી 8 ધોરણના વિદ્યાર્થીઓમાં મૂળભૂત અંગ્રેજી સાક્ષરતાનો વિકાસ કરવો છે. વિદ્યાર્થીઓને પ્રાથમિક સ્તરે અંગ્રેજી ભાષાનું આધારભૂત જ્ઞાન અને વ્યાવહારિક ભાષાશિક્ષણ પૂરું પાડવા માટે વિવિધ પ્રવૃત્તિઓ અને શૈક્ષણિક પદ્ધતિઓનો ઉપયોગ કરવામાં આવશે. અમે તમને, આ એક્શન પ્રોજેક્ટનો ભાગ બનવા માટે આમંત્રિત કરીએ છીએ. આ પ્રોજેક્ટમાં સ્વેચ્છાએ ભાગ લેવા તમારી સહમતિ માગીએ છીએ. અમે તમને ખાતરી આપીએ છીએ કે કોઈ વ્યક્તિગત વિગતોનો નો દુરુપયોગ કરવામાં આવશે નહીં. પૂરી પાડવામાં આવેલ માહિતીનો ઉપયોગ માત્ર શૈક્ષણિક હેતુ માટે જ કરવામાં આવશે. તમને પ્રોજેક્ટમાં ભાગ લેવા માટે સંમતિ આપવા વિનંતી કરવામાં આવે છે.

જો તમારી પાસે આ પ્રોજેક્ટ ને લગતા કોઈ વધુ પ્રશ્નો કે મુંજવણો હોય તો કૃપા કરીને ફોન અથવા ઈમેલ દ્વારા અમારો સંપર્ક કરો. નામ - આરોહી મેલાણી, (melaniaarohi00@gmail.com, 8490879646), કૃપા કરીને નીચેની જગ્યા પર તમારી સહી સાથે સુચવો કે તમે ભાગ લેવા માટે સંમત છો.

તમારી ભાગીદારી સ્વૈચ્છિક છે.

સહભાગીની સહી : _____

આરોહી મેલાણી
(પ્રોજેક્ટ વર્કર)

શ્રી ચંદ્રિક રાજદીપ
(માર્ગદર્શક)

APPENDIX II

Ethical Letter



Institutional Ethics
Committee for Human
Research
(IECHR)

FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Ethical Compliance Certificate 2024-2025

This is to certify Ms. Aarohi Melani study titled; "An Action Project on Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School, Vadodara" from Department of Extension and Communication has been approved by the Institutional Ethics Committee for Human Research (IECHR), Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda. The study has been allotted the ethical approval number IECHR/FCSc/M.Sc./10/2024/09.

Prof. Komal Chauhan
Member Secretary
IECHR

Prof. Mini Sheth
Chairperson
IECHR

Chair Person
IECHR
Faculty of Family & Community Sciences
The Maharaja Sayajirao University of Baroda

APPENDIX III

Covering Letter for Tool Validation



Department of Extension and Communication,
Faculty of Family and Community Sciences,
The Maharaja Sayajirao University of Baroda, Vadodara.



Date:

Subject: Covering Letter for Tool Validation

To,

Respected Sir/Madam

I am Aarohi Melani, Master's student in the Department Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, working on an action project titled "**Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School, Vadodara**", This project focuses on enhancing English literacy skills among students of standards 6, 7, and 8 through targeted interventions and engaging activities.

As part of my project, I have developed a feedback and evaluation form to assess the effectiveness of the activities and teaching methods employed and to evaluate the learning outcomes of the students. The attached feedback and evaluation form is designed to understand the progress of the students and ensure the quality of the teaching strategies implemented.

I honoured to select you as one of the experts to validate this feedback and evaluation form. Given your valuable experience in education and literacy development, i kindly request your assistance in validating the tool, specifically regarding its content validity and response system. Your feedback will significantly contribute to making this project more impactful and beneficial for the students.

I extend my sincere gratitude in advance for your time and valuable suggestions to help make this form authentic and effective.

Thanking you.

Sincerely,

Project Worker
Aarohi Melani
[Sr. M.Sc. EC Student]
Batch 2023-25

Project Guide
Dr. Chandrik Rajdeep
[Temp. Assistant Professor]
Prog. of Fashion Communication

APPENDIX IV

Lists of Participants

Sixth Standard	
Sr. No	Name of Participants
1.	Parmar Jaydeep
2.	Tadvi Shivam
3.	Parmar Hardik
4.	Parmar Ankitkumar
5.	Makwana Mahavirsinh
6.	Makwana Divyraj
7.	Padhiyar Yuvraj
8.	Raj Vishvraj
9.	Gohil Dhruvkumar
10.	Solanki Pragati
11.	Chauhan Navyaben
12.	Parmar janki
13.	Parmar Komal.
14.	Parama Priyaben
15.	Makwana priyaben
16.	Makwana hetshree
17.	Makwana niyati
18.	Jala Makhwana Dhara
19.	Padhiyar janvi
20.	Rajput Jinalcover
21.	Gohil Diksha

Sevanth Standard	
Sr. No	Name of Participants
1.	Makwana Piyush
2.	Makwana Yug
3.	Makwana Mahir
4.	Padhiyar Smit
5.	Jadav Dilipsinh

6.	Padhiyar Sujit
7.	Solanki Jiyana
8.	Rathva Sayaben
9.	Chauhan Chayaben
10.	Chauhan Kirtiben
11.	Makwana Laxmi
12.	Makwana Anjali
13.	Gohil Bhumika

Eighth Standard	
Sr. No	Name of Participants
1.	Harijan Vivek
2.	Makwana Mohit
3.	Makwana Chirag
4.	Makwana Badal
5.	Padhiyar Rajvir
6.	Padhiyar Aryan
7.	Parmar Deepak
8.	Chauhan Bindiya
9.	Meda Kinjal
10.	Tadvi Sonakshi
11.	Mithapara Kinjal
12.	Makwana Aakansha
13.	Makwana Janvi
14.	Makwana Krutika
15.	Parmar Anjali
16.	Raj Priti
17.	Parmar Hiral
18.	Makwana Archana

APPENDIX V

Attendance Sheet

APPENDIX VI

Time Line of The Project

Time Line of The Project

Phase and Time Duration	Activities	Days
Phase 1 (Planning)	<ul style="list-style-type: none">• Collaboration with Reliance Foundation• Understanding The Need of the Collaborating Agency About The Project.• Developing an IEC Materials on Selected Aspects• Developing an e-Training Module• Estimating The Budget for The Project	35 Days
Phase 2 (Implementation)	<ul style="list-style-type: none">• Training of Selected Rural School Children Through IEC Materials• Training of Basic English literacy on The Usage of Module and other Information, Education and Communication Materials .	50 Days
Phase 3 (Evaluation)	<ul style="list-style-type: none">• Feedback of Selected Rural School Student• Evaluation Test of Selected Rural School Students	05 Days
Total		90 Days

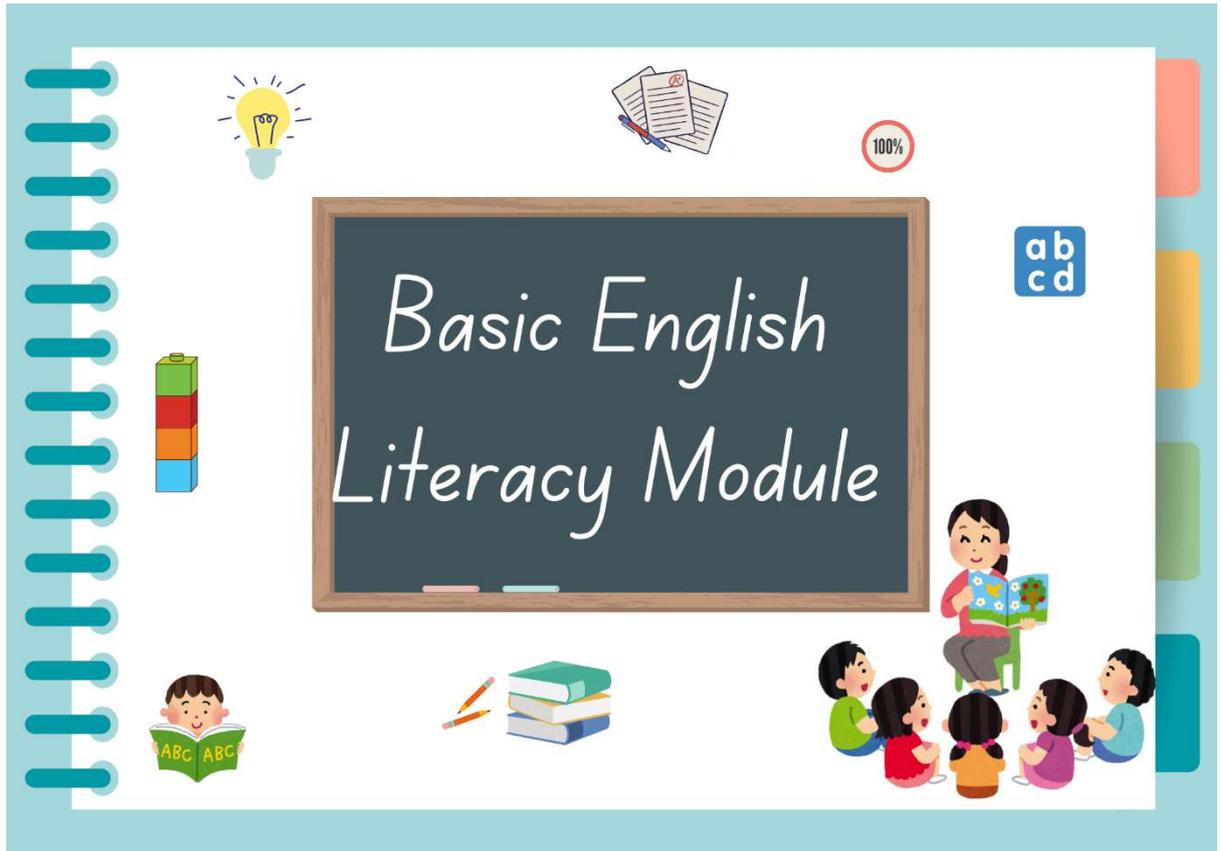
APPENDIX VII

IEC Materials

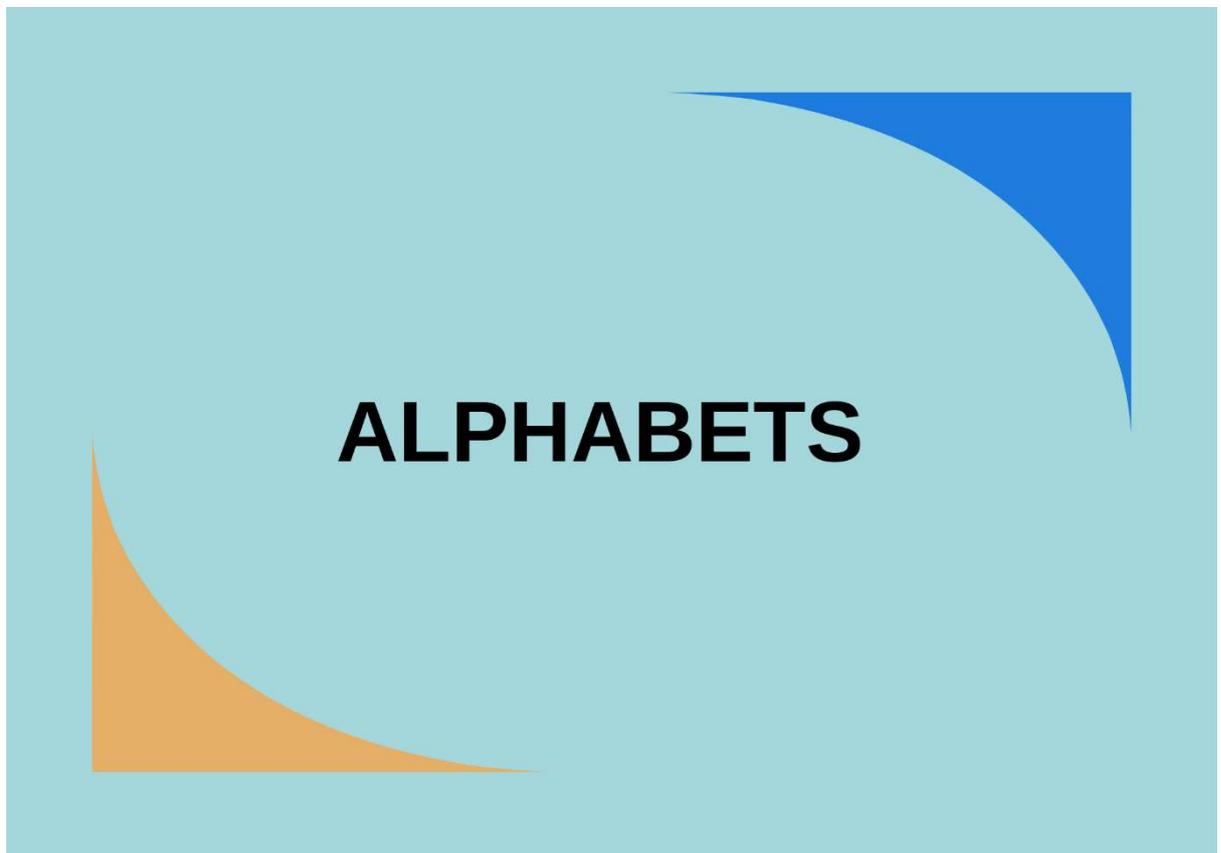
MODULE

Scan me





1



2

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy		Zz	

3

Vowels (स्वरो)

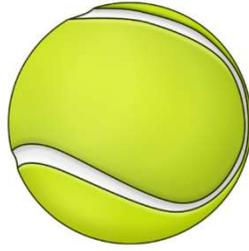
Letters **a, e, i, o, u** are **Vowels**.

Consonants(व्यंजनो)

Letters other than vowels are **Consonants**.

These are **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z**.

4



Ball

B



Bat

बबबबबबबबबबब.....बबबबबबबबबबब.....बबबबबबबबबबब



Cat

C



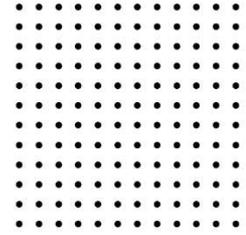
Cup

कककककककककक.....ककककककककक.....ककक.



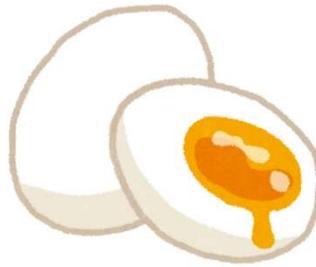
Dog

D



Dots

डडडडडडडडडड.....डडडडडडडडडड.....डडड..



Egg

E



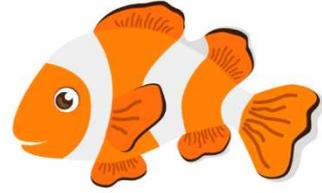
Elephant

इइइइइइइइइइ.....इइइइइइइइइइ.....इइइइइइइइइइ..



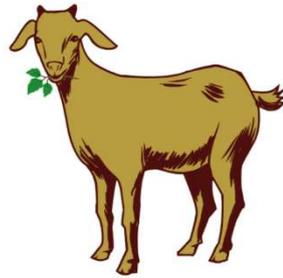
Frog

F



Fish

फफफफफफफफ.....फफफफफफफफ.....फफ..



Goat

G



Grass

गगगगगगगगग.....गगगगगगगगग.....गगगग.....



Hand

H



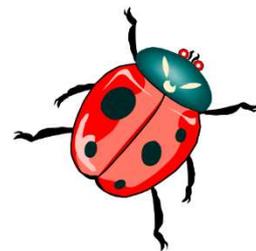
Hat

हहहहहहहहहहहह.....हहहहहहहहहहहह.....हहहह.....



Ink

I



Insect

इइइइइइइइइइइइ.....इइइइइइइइइइइइ.....इइइइइइ.....



Juice



Jar

जजजजजजजजज.....जजजजजजजजज.....जजज...

J



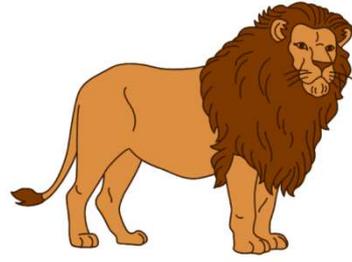
King



Kite

ककककककककक.....ककककककककक.....कक..

K



Lion



Leaf

L

ललललललललललल.....ललललललललललल.....लललललल..



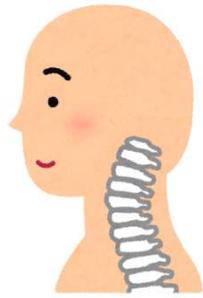
Men



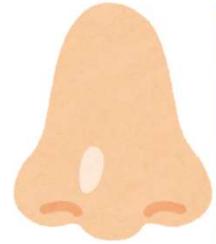
Monkey

M

मममममममममम.....मममममममममम.....मममममम..



Neck



Nose

N

ननननननननन.....ननननननननन.....ननननननन..



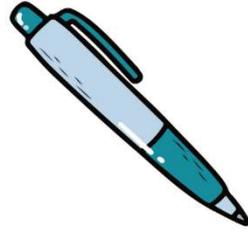
Ox



Ocean

O

ओओओओओओओ.....ओओओओओओ.....ओओओ..



Pen

P



Parrot

पपपपपपपपपपपप.....पपपपपपपपपपप.....पपपपप..



Queen

Q



Quail

क्यूक्यूक्यूक्यूक्यू.....क्यूक्यूक्यूक्यूक्यू.....क्यूक्यूक्यू..



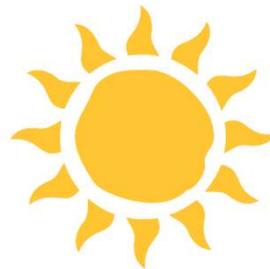
Rope

R



Rat

रररररररररररर.....रररररररररररर.....रररररररररर..



Sun

S



Sunflower

सससससससससस.....सससससससससस.....सससससस..

T



Tap



Tub

.....

U



Uncle



Umbrella

.....



Violin

V



Violet

ववववववववववव.....ववववववववववव.....वववव.....



Well

W



Water

वंवंवंवंवंवंवंवंवं.....वंवंवंवंवंवंवंवंवं.....वंवंवंवं.....



boX

X



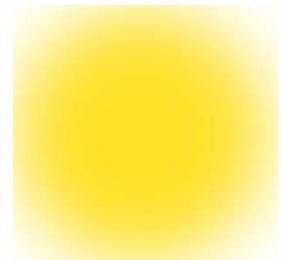
foX

एक्सएक्सएक्सएक्स.....एक्सएक्सएक्सएक्स.....एक्सएक्स...



Yak

Y



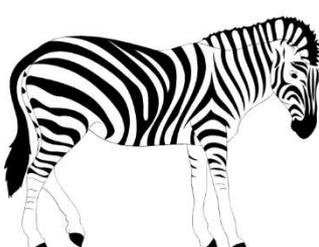
Yellow

यययययययययययय.....ययययययययययय.....ययय....

Zoo

Zebra

জ়জ়জ়জ়জ়জ়জ়জ়জ়.....জ়জ়জ়জ়জ়জ়জ়.....জ়জ়...



Phonics Song Link

<https://youtu.be/hq3yfQnllfQ?feature=shared>

Practice

Fill in the blanks.

___ M

A ___ C

D ___

B ___ D

___ H

I ___ K

O ___

F ___ H

___ T

M ___ O

R ___

J ___ L

___ L

P ___ R

V ___

Q ___ S

___ U

U ___ W

L ___

T ___ V

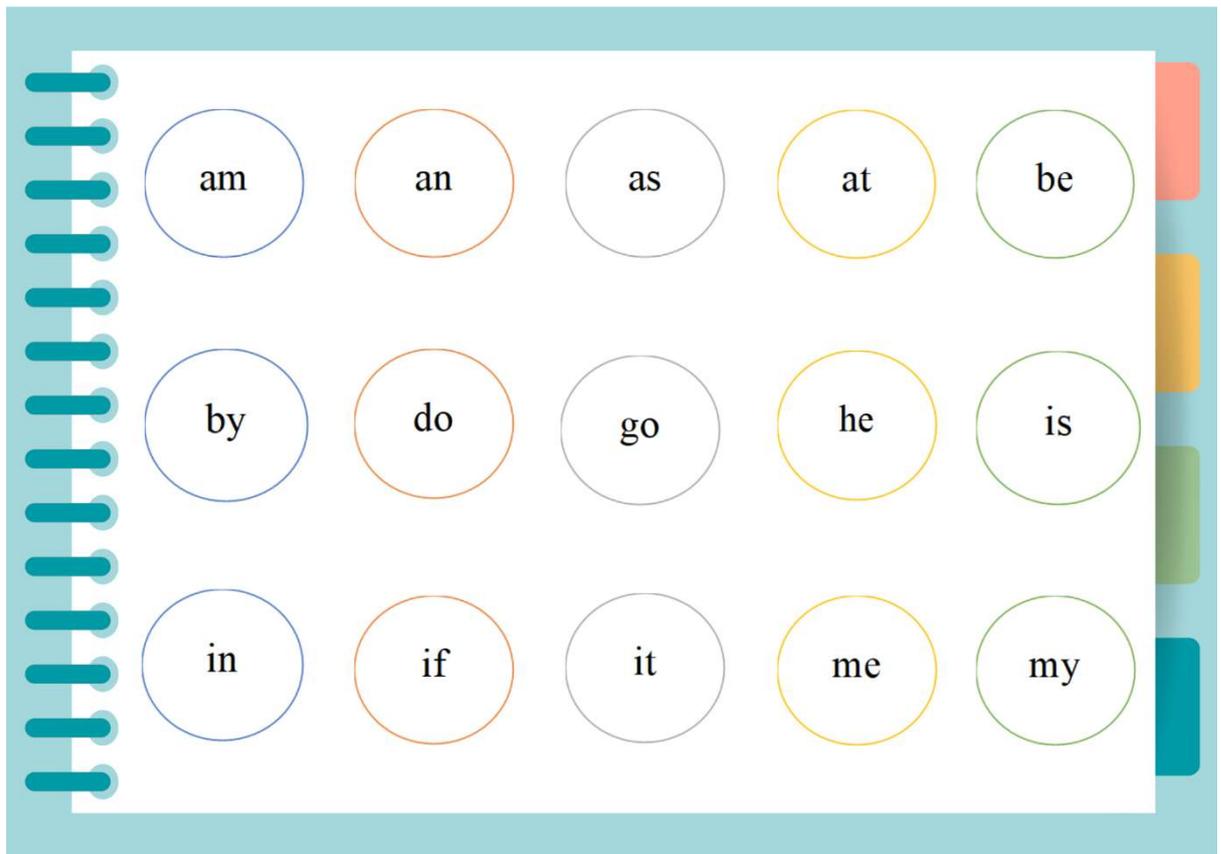
___ F

X ___ Z

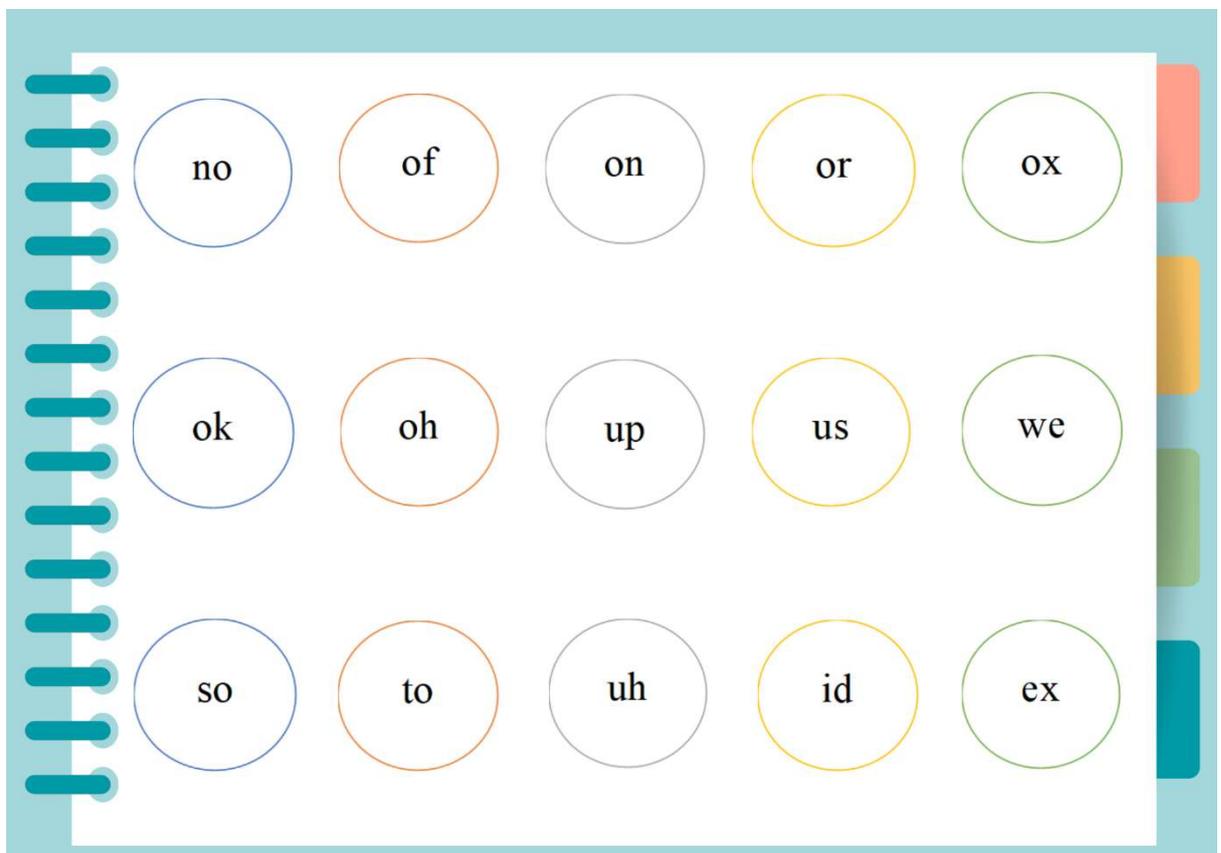
K ___

W ___ Y

Two Letter Words



35



36

Three Letter Words

37

The / a /Sound

ab	ad	ag	am	an	ap	at
Cab	Dad	Bag	Dam	Can	Cap	Bat
Dab	Had	Nag	Ham	Fan	Lap	Cat
Jab	Lad	Rag	Jam	Man	Map	Fat
Nab	Mad	Sag	Mam	Pan	Nap	Hat
Tab	Pad	Tag	Ram	Ran	Rap	Mat
	Sad	Wag	Yam	Van	Tap	Vat

38

The / e /Sound

ed	eg	en	et
Bed	Beg	Den	Jet
Fed	Keg	Hen	Met
Led	Leg	Men	Pet
Red	Peg	Pen	Set
		Ten	Vet

The / i /Sound

ib	id	ig	im	in	ip	it
Bib	Did	Big	Dim	Bin	Dip	Bit
Fib	Hid	Dig	Him	Din	Rip	Fit
Rib	Kid	Fig	Rim	Pin	Sip	Kit
	Lid	Gig		Tin	Tip	Lit
	Mid	Jig		Win	Zip	Sit

The / o /Sound

ob	od	og	op	ot	ox
Cob	Cod	Bog	Cop	Cot	Box
Job	Nod	Cog	Hop	Dot	Cox
Lob	Pod	Dog	Mop	Hot	Fox
Mob	Rod	Fog	Pop	Lot	
Rob		Jog	Top	Pot	

41

The / u /Sound

ub	ud	ug	un	um	up	ut
Cub	Bud	Bug	Bun	Gum	Cup	But
Dub	Cud	Dug	Fun	Hum	Pup	Cut
Hub	Mud	Jug	Run	Mum	Sup	Gut
Rub		Mug	Sun	Sum		Hut
		Pug				Jut

42

Four Letter Words

43

Long / a / Sound

Snake	Cane	Wake	Late
Rain	Lake	Table	Plate
Game	Face	Cake	Plane
Date	Nail	Paste	Gate

44

Long / e / Sound

Clear	Ear	Eat	Eagle
He	Hear	Leaf	Me
Meal	Sea	Seat	She
Tea	Tear	Weak	Be

Long / i / Sound

Dice	Dive	File	Five
Hide	Hike	Hive	Ice
Kite	Lime	Mine	Ride
Ripe	Sight	Slice	Smile

Long / o / Sound

Bone	Close	Code	Comb
Goat	Home	Hope	Phone
Pole	Rope	Robe	Rose
Road	Smoke	Slope	Tone

Long / u / Sound

Blue	Cube	Flute	Glue
Huge	June	Juice	Ruler
Rule	Suit	Soup	Tube
Use	Tune	Music	Unit

Articles

“a” and “an” “the”

49

“a” “an” “the”

We use **a** before a naming words that begins with **consonants**.

We use **an** before a naming words that begins with a **vowel**.

We use **the** before a naming words **that are only one of their kind**.

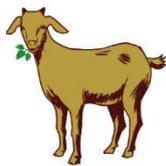
50

There are 26 letter in the alphabet.

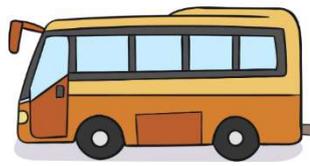
These five letters are the vowels - a, e, i, o, u.

These are the consonants - b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

“a” is used before the words that begin with a
Consonants sound.



a goat



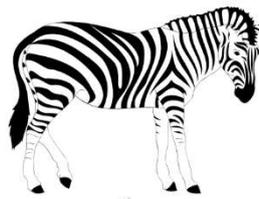
a bus



a star



a bee



a zebra



a dog

“an” is used before the words that begin with a
Vowels sound.



an aeroplane



an umbrella



an ink



an ox



an egg



an orange

“the” is used when the noun names the only
one of a kind.



the sun



the earth



the moon

Practice

Fill in the blanks with “a” and “an”



___ apple



___ frog



___ hat



___ ice- cream



___ ball



___ owl

Answer Key

Practice

Fill in the blanks with “a” and “an”



an apple



a frog



a hat



an ice- cream



a ball



an owl

Verb / Doing words / Action words

57

Action Words

Doing words tell us what a person, an animal or a thing does. Since these words show action, they are also called as **action words**.

When we use **he**, **she**, and **it**, we write the doing words like this : **doing words + -s**.

* **He sits** on the bench. * **She swims** in the pool.

When we use **I**, **you**, **we** and **they**, we do not add -s after the doing words.

* **They play** cricket in the park.

58

Action Words

Action words describe what you are doing.



run



jump



dance



walk



read



write

59



cry



look



brush



paint



ride



sleep

60



climb



sing



eat



kick



point

Practice

Underline the **action words** in each sentence.

1. Amit swims in the pool.
2. Sen sleeps on the bed.
3. Suresh and his friends play in the park.
4. Yash jumps over the fence.
5. Naina writes a letter to grandma.
6. The girl rides her bicycle.
7. Reeti sings_a song.
8. Niraj wears tiger mask.

Practice

Underline the **action words** in each sentence.

1. Amit swims in the pool.
2. Sen sleeps on the bed.
3. Suresh and his friends play in the park.
4. Yash jumps over the fence.
5. Naina writes a letter to grandma.
6. The girl rides her bicycle.
7. Reeti sings a song.
8. Niraj wears tiger mask.

Adjectives / Describing Words

Describing Words

- He is **tall** man.
- The **five** friends went on a picnic.
- It is **small** house.

The words tall, five and small tell us something about the naming words (man, friends, and house). They are called describing words.

Describing words describe person, animal, birds, place or things.

Describing Words

They tell us more about --

- shape of things - square, round, fat, thin
- size of things - big, small
- colours of things - pink, blue, green
- number of things - two, five, hundred
- kind of things - cloth bag, hard wood

Describing Words

Describing words describe a person, place, animal or thing.



He is hungry.



She is sad.



a cute cat.



a big elephant..



a green parrot.



a red rose.

Practice

Circle the **describing words** in these sentences.

1. He clean his green motorcycle.
2. Sushma wear pink shoes.
3. It is soft toy.
4. I can see a large aeroplane.
5. the giraffe has a long neck.
6. Deepak eats fresh fruits.
7. Mina drank some hot milk.
8. This book has colorful photographs.

Practice

Circle the **describing words** in these sentences.

1. He clean his **green** motorcycle.
2. Sushma wear **pink** shoes.
3. It is **soft** toy.
4. I can see a **large** aeroplane.
5. the giraffe has a **long** neck.
6. Deepak eats **fresh** fruits.
7. Mina drank some **hot** milk.
8. This book has **colorful** photographs.

Pronoun

Pronoun

I, He, She, It, We, You, They

The word **i**, **you**, **she**, **it** and **they** are used in place of naming words.

When we write more than one sentence about the same naming word, we do not write the naming word again and again. We use another word in place of the naming word.

- Seema is sad. Seema is crying. ✗
- Seema is sad. **She** is crying. ✓

We use the word **she** in place of the word Seema.

Pronoun

I. He, She, It, We, You, They

- Asha holds a book. **She** read **it**.

We use the word **she** in place of the word **asha** we use the word **it** in place of the word 'book'.

- The girls win a prize.
- **They** are very happy.

We use the word **they** in place of the words 'The girls' we use **they** when there is more than one person or thing.

Pronoun

I. He, She, It, We, You, They

- **I** play the drums.
- **We** are excited.
- **Are** you Nitin?

-We use the word **I** when we talk about ourselves.

-We use the word **we** when we talk about more than one person.

-We use the word **you** in place of the name of the person we are speaking to.

Practice

Complete these sentences with i, he, she, it, we, you, they.

1. Mohan is my brother _____ is 10 years old.
2. The butterfly is an insect. _____ has very pretty wing.
3. Roshni is in school _____ is sitting in class.
4. _____ are a good boy Arun says mother.
5. Rahim is my cousin _____ lives in Punjab.
6. _____ Live with our parents in a house.
7. _____ am 6 years old.
8. Riya and Isha are ill. _____ are going to the doctor with father.

Answer Key

Practice

Complete these sentences with i, he, she, it, we, you, they.

1. Mohan is my brother **he** is 10 years old.
2. The butterfly is an insect. **it** has very pretty wing.
3. Roshni is in school **she** is sitting in class.
4. **You** are a good boy Arun says mother.
5. Rahim is my cousin **they** lives in Punjab.
6. **We** Live with our parents in a house.
7. **I** am 6 years old.
8. Riya and Isha are ill. **They** are going to the doctor with father.

To be verbs
“is”, “am” and “are”

“is” “am” “are”

Some words help us to complete a sentence.

For eg. “is” “am” “are”

We use **is** when we talk about **one** naming word.

we use **are** when we talk about **more than one** naming word.

We use **am** when we talk about **ourselves**.

“is” “am” “are”

- This bag **is** small.
- The chairs **are** very hard.
- I **am** five years old.

I	am
She/He/It	is
You /We /They	are

Practice

Fill in the blanks with “is” “am” “are”

1. Sam and sia _____ playing in the playground.
2. The school bell _____ ringing.
3. I _____ maya.
4. The ship _____ sailing in the sea.
5. I _____ going to the bookstore.
6. The birds _____ flying in the sky.
7. The tiger _____ feeling hungry.
8. Sahas _____ sleeping.

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Answer Key

Practice

Fill in the blanks with “is” “am” “are”

1. Sam and sia **are** playing in the playground.
2. The school bell **is** ringing.
3. I **am** maya.
4. The ship **is** sailing in the sea.
5. I **am** going to the bookstore.
6. The birds **are** flying in the sky.
7. The tiger **is** feeling hungry.
8. Sahas **is** sleeping.

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“is”, “am” and “are” + -ing

81

Read these sentences.

- Rahul **is colouring** a wall,
- Naina and hema **are playing** basketball,

The words **colouring** and **are playing** are doing words. They show that someone is doing right now. The action is not yet over.

It will continue for some more time.

82

Practice

Fill in the blanks with “is” “am” “are” and the correct “-ing” form of the verb.

1. I _____ (play) with my toys.
2. She ___ (eat) an apple.
3. They ___ (run) in the park.
4. We ___ (dance) to the music.
5. He ___ (write) a letter.
6. The dog ___ (bark) loudly.
7. I ___ (draw) a picture of a house.
8. We ___ (watch) a cartoon on TV.

83

Answer Key

Practice

Fill in the blanks with “is” “am” “are” and the correct “-ing” form of the verb.

1. I **am playing** with my toys.
2. She **is eating** an apple.
3. They **are running** in the park.
4. We **are dancing** to the music.
5. He **is writing** a letter.
6. The dog **is barking** loudly.
7. I **am drawing** a picture of a house.
8. We **are watching** a cartoon on TV.

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Has, Have

85

Read these sentences.

- Rishi **has** a bicycle
- Shivani **has** a doll.
- The trees **have** flowers.
- Sita and Ram **have** a pet parrot.

The words **has** and **have** show that something belongs to someone.

We use **has** when there is only one person or things.
we use it with **He, She, and It.**

86

- An elephant **has** two ears. it has a trunk.
- She **has** a pink water-bottle.

We use **have** when there is more than one person or things. **Have** is also used with **I** and **You**.

- Elephants **have** two ears.
- You **have** a lovely cat, Riya.
- I **have** two brothers.

Practice

Circle the correct words to complete these sentences.

1. I has / have two hands.
2. He has / have a blue t-shirt.
3. We has / have many cousins.
4. The crickets has / have a bat.
5. The children has / have many water colors.
6. I has / have three chocolates.
7. She has / have a blue bag.
8. It has / have a long wings.

Answer Key

Practice

Circle the correct words to complete these sentences.

1. I have two hands.
2. He has a blue t-shirt.
3. We have many cousins.
4. The crickets have a bat.
5. The children have many water colors.
6. I have three chocolates.
7. She has a blue bag.
8. It has a long wings.

Preposition of Place

Prepositions of Place

Some words help us to talk about the position of something.

For eg. "on", "in", "under", "near", "far", "above", "top", "bottom", "in front of", "behind" and "under"

We use "on" when something is placed **over a surface**.

Example: The book is **on** the table.



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Prepositions of Place

We use "in" when something is **inside something else**.

Example: The apple is **in** the basket.



We use "under" when something is **below another thing**.

Example: The ball is **under** the chair.



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Prepositions of Place

We use "near" when something is **close to another thing**.

Example: The cat is **near** the door.



We use "far" when something is **at a distance**.

Example: The school is **far** from my house.



Prepositions of Place

We use "above" when something is **higher than another object**.

Example: The fan is **above** the bed.



We use "top" when something is **at the highest point**.

Example: The clock is at the **top** of the shelf.



Prepositions of Place

We use "bottom" when something is **at the lowest point**.

Example: The shoes are at the bottom of the rack.



We use "**in front of**" when something is **facing or ahead of another object**.

Example: The car is **in front of** the house.



Prepositions of Place

We use "**behind**" when something is **at the back of another object**.

Example: The boy is **behind** the tree.



Prepositions of Place

1. Position words help us describe where something or someone is located.
2. Using words like "on", "under", "near", and "behind" makes it easy to explain positions clearly.
3. These words are simple but very important for describing directions and locations in daily life.

Practice

A. Fill in the blanks with the correct prepositions.

1. The cat is ___ the bed. (on/under)
2. The books are ___ the table. (in/on)
3. The stars are shining ___ the sky. (in/under)
4. The boy is sitting ___ his mother. (beside/under)
5. There is a pencil ___ the box. (on/in)
6. The ball is rolling ___ the chair. (under/on)
7. The clock is hanging ___ the wall. (on/behind)
8. The flowers are ___ the garden. (in/beside)

Answer Key

Practice

Fill in the blanks with the correct prepositions.

1. The cat is **under** the bed.
2. The books are **on** the table.
3. The stars are shining **in** the sky.
4. The boy is sitting **beside** his mother.
5. There is a pencil **in** the box.
6. The ball is rolling **under** the chair.
7. The clock is hanging **on** the wall.
8. The flowers are **in** the garden.

‘This’ and ‘That’

'This' and 'That'

We use **this** for something or someone close to us.



This is a house.

101

'This' and 'That'

We use **that** for something or someone far from us.



That is a house.

102

Practice

Fill in the blanks using “this” or “that”.

1. _____ is an apple.



2. _____ is the moon.



3. _____ is a book.



4. _____ is an aero plane.



5. _____ is a bed.



Practice

Fill in the blanks using “this” or “that”.

1. This is an apple.



2. That is the moon.



3. This is a book.



4. That is an aero plane.



5. This is a bed.



'These' and 'Those'

105

'These' and 'Those'

We use **these** for things or people that are close to us.



These are houses.

106

'These' and 'Those'

We use **those** for things or people that are far from us.



Those are houses.

107

Practice

Fill in the blanks using "these" or "those".

1. _____ are balloons.



2. _____ are birds.



3. _____ are monkeys.



4. _____ are grapes.



5. _____ are toys.



108

Practice

Fill in the blanks using “these” or “those”.

1. These are balloons.



2. Those are birds.



3. These are monkeys.



4. Those are grapes.



5. Those are toys.



**Singular and Plural /
One or More than one**

One or More than One

A naming word can be **one** or **more than one**.

When there is **more than one** thing, we end the naming word with **-s** or **-es**.

We use the words **a**, **an**, or **one** before the naming word if there is only one of that things.

a boy

an egg

one flower

One or More than One

NOTE : We add **-es** to words ending with **s**, **ss**, **sh**, **o**, **x** or **ch**.

- bus -- buses
- pass -- passes
- bush -- bushes
- mango -- mangoes
- fox -- foxes
- bunch -- bunches

We cannot use **-s** or **-es** for some naming words. here are some example --

One	More than one
woman	women
man	men
child	children
foot	feet
mouse	mice
tooth	teeth

Practice

Fill in the blanks.

1. Banana - _____
2. Shoe - _____
3. Potato - _____
4. Car - _____
5. Spoon - _____
6. Bus - _____
7. Mango - _____
8. Crayon - _____
9. Key - _____
10. Book - _____

Practice

Fill in the blanks.

1. Banana - **Bananas**
2. Shoe - **Shoes**
3. Potato - **Potatoes**
4. Car - **Cars**
5. Spoon - **Spoons**
6. Bus - **Buses**
7. Mango - **Mangos (or Mangoes)**
8. Crayon - **Crayons**
9. Key - **Keys**
10. Book - **Books**

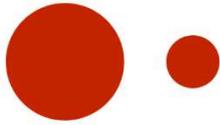
Opposites

Opposites

Opposite words tell us how things are different.

They have opposite meanings.

Here are some examples of opposites:



big ↔ small

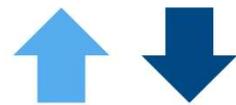


happy ↔ sad

Opposites



close ↔ open



up ↔ down

When we use opposite words, we show how two things are not the same.

Opposites

For example:



A **big** elephant ↔ a **small** ant.



A **tall** tree ↔ a **short** tree.

Practice

Fill in the blanks.

1. Hot - _____
2. In - _____
3. Dry - _____
4. Close - _____
5. Day - _____
6. Long - _____
7. Fast - _____
8. Empty - _____

Practice

Fill in the blanks.

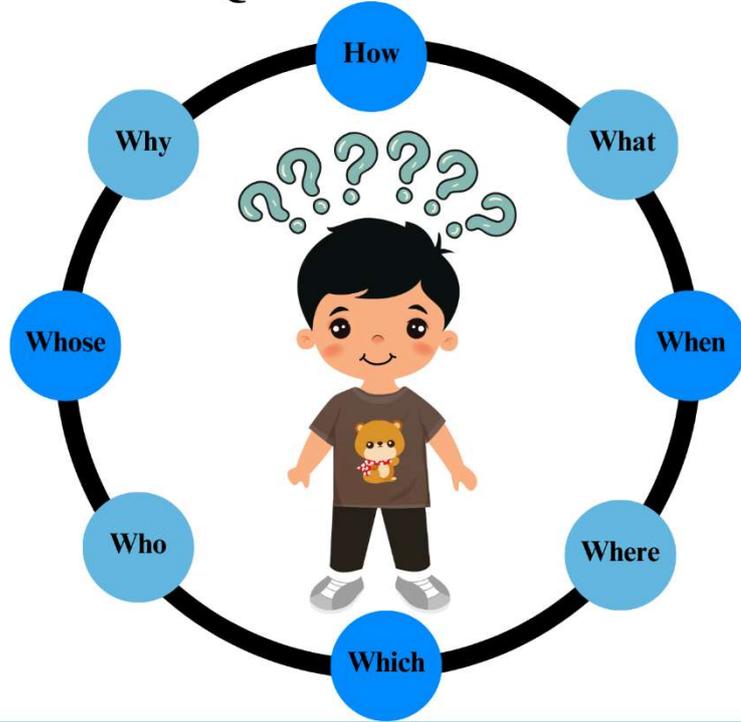
1. Hot - Cold
2. In - Ot
3. Dry - Wet
4. Close - Open
5. Day - Night
6. Long - Short
7. Fast - Slow
8. Empty - Full

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Question Words

122

Question Words



123

Question Words

How (કેમ, કેવી રીતે) - કંઈક કેવી રીતે થાય છે?

- **How** are you?

What (શું) - વસ્તુ વિશે પૂછવું.

- **What** is your name?

When (ક્યારે) - સમય વિશે પૂછવું.

- **When** is your birthday?

Where (ક્યાં) - સ્થાન વિશે પૂછવું.

- **Where** do you live?

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Question Words

Which (કયું) - પસંદગી માટે પૂછવું.

- **Which** is your favorite color?

Who (કોણ) - વ્યક્તિ વિશે પૂછવું.

- **Who** is your teacher?

Whose (કોણનું) - માલિકી વિશે પૂછવું.

- **Whose** bag is this?

Why (શા માટે) - કારણ વિશે પૂછવું.

- **Why** are you late?

Practice

Fill in the blanks.

1. _____ is your name? (What/Why)
2. _____ are you feeling today? (How/When)
3. _____ is your best friend? (Who/Which)
4. _____ is your school? (Where/Whose)
5. _____ is your birthday? (When/What)
6. _____ color do you like the most? (Which/Why)
7. _____ are you crying? (Why/Where)
8. _____ bag is this? (Whose/What)

Practice

Fill in the blanks.

1. What is your name?
2. How are you feeling today?
3. Who is your best friend?
4. Where is your school?
5. When is your birthday?
6. Which color do you like the most?
7. Why are you crying?
8. Whose bag is this?

Rhyming Words

Rhyming Words

Rhyming words are words that sound the same at the end.

When two words end with the same sound, they rhyme.

Here are some examples:

cat ↔ hat

moon ↔ soon

dog ↔ log

tree ↔ bee

Practice

Fill in the blanks.

1. Long - _____

2. Fast - _____

3. Bright - _____

4. Tall - _____

5. Clean - _____

6. Dry - _____

7. Near - _____

8. Light - _____

Practice

Fill in the blanks.

1. Long - Song
2. Fast - Last
3. Bright - Night
4. Tall - Ball
5. Clean - Green
6. Dry - Fly
7. Near - Clear
8. Light - Fight

131

Sentence Formation

Scan me



132

Conjunctions

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Conjunctions

Conjunctions are words that join two sentences or ideas.

They help us connect words, phrases, or sentences.

Some common conjunctions are **and**, **but**, **or**, and **because**.

And joins similar ideas.

- I like apples **and** bananas.

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Conjunctions

But shows a difference.

- I wanted to play, **but** it was raining.

Or gives a choice.

- Do you want tea **or** coffee?

Because gives a reason.

- I stayed home **because** I was tired.

Practice

Fill in the blanks.

1. I like apples ___ bananas. (and/but)
2. She is tired, ___ she is still working. (and/but)
3. Do you want tea ___ coffee? (or/but)
4. He went to bed early ___ he was feeling sick.
(because/and)
5. I like playing cricket ___ football. (and/or)
6. It is raining, ___ we can't go outside. (but/because)
7. I don't like chocolate, ___ I love vanilla. (but/and)
8. You can have a cookie ___ an ice cream. (or/and)

Practice

Fill in the blanks.

1. I like apples **and** bananas.
2. She is tired, **but** she is still working.
3. Do you want tea **or** coffee?
4. He went to bed early **because** he was feeling sick.
5. I like playing cricket **and** football.
6. It is raining, **but** we can't go outside.
7. I don't like chocolate, **but** I love vanilla.
8. You can have a cookie **or** an ice cream.

Picture Reading

Picture Reading



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Picture Reading Prompts

- 1. What do you see in the picture?**
 - I see a teacher and many students in a classroom.
- 2. What is the teacher doing?**
 - The teacher is smiling and talking to the students.
- 3. What are the students doing?**
 - Some students are listening.
 - One student is reading.
 - Another student is writing.

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Picture Reading Prompts

4. What can you see on the walls and tables?

- There is a big map on the wall.
- There are books, pencils, and a plant on the teacher's table.

5. How do the students look?

- They look happy and interested.

141

Picture Reading



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Questions

1. What do you see in the picture?
2. What are they doing?
3. What can you see near the children?
4. How do the children look?
5. What do you like about this picture?

143

Answers

1. I see children playing in the park.
2. One girl is using a hula hoop.
 - One girl is dancing.
 - A boy is holding a ball.
 - Two boys are playing with balls.
3. There is a slide.
 - There is a big tree.
4. They look happy.
5. I like the slide.
 - I like the dancing girl.

144

Simple Comprehension Passage

145

Comprehension Passage

Rina has a small garden. In her garden, there are many flowers — red roses, yellow sunflowers, and white lilies. Every morning, Rina waters the plants and talks to them. "Grow big and strong," she says happily.

One day, she sees a beautiful butterfly sitting on a sunflower. Rina smiles and feels happy. She loves her garden very much.



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Question and Answers

1. What does Rina have?

Ans - Rina has a small garden.

2. Name any two flowers in Rina's garden.

Ans - Red roses and yellow sunflowers.

3. What does Rina do every morning?

Ans - Rina waters the plants and talks to them.

Question and Answers

4. What did Rina see one day?

Ans - Rina saw a beautiful butterfly sitting on a sunflower.

5. How did Rina feel when she saw the butterfly?

Ans - Rina felt happy.

Comprehension Passage

Once upon a time, there was a clever fox named Raju who lived in a forest. One hot afternoon, Raju felt very thirsty. He looked for water everywhere but could not find any. Suddenly, he saw a pot with some water at the bottom.

Raju tried to drink the water, but his mouth could not reach it. He thought hard and came up with a clever idea. He picked up small stones and dropped them into the pot. Slowly, the water rose, and Raju drank it happily.

Raju smiled and said, "Where there is a will, there is a way."

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Questions

1. Who was Raju?
2. Why was Raju looking for water?
3. What problem did Raju face when he found the pot of water?
4. How did Raju solve the problem?
5. What lesson do we learn from this story?

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Answers

1. Raju was a clever fox.
2. Raju was looking for water because he was very thirsty.
3. The water was at the bottom of the pot, and Raju's mouth could not reach it.
4. Raju dropped small stones into the pot, which made the water rise.
5. We learn that "Where there is a will, there is a way."

Sentences and Capital Letters

Read These Words

- in the library
- Ravi reads books in the library.

In the first example, the words **in the library** do not make complete sense on its own.

A **sentence** is a group of words that makes complete sense. A sentence has a naming word or a special name and one or more than one doing word.

Ravi reads. → **Ravi** is a naming word. **Reads** is a doing word.

All sentences begin with capital letters.

We also use capital letters for names of **people, animals, places, festivals, days** and **months** and for the **word I**.

people and animals → **Rajiv** Kumar, **Ruffles**

places → **Mumbai**, **Modern School**

days → **Monday**, **Tuesday**

months → **June**, **August**

festivals → **Diwali**, **Christmas**

Practice

A. Rewrite the sentences with correct capital letters.

1. i have a pet cat.
2. we went to mumbai last winter.
3. my brother is a doctor.

155

Answers

A. Rewrite the sentences with correct capital letters.

1. **I** have a pet cat.
2. **We** went to **M**umbai last winter.
3. **M**y brother is a doctor.

156

Practice

B. Arrange the words to make a correct sentence.

1. is / my / favorite / blue / color
2. a / has / red / car / he
3. the / morning / in / rises / sun

157

Answers

B. Arrange the words to make a correct sentence.

1. **B**lue is my favorite color.
2. **H**e has a red car.
3. **T**he sun rises in the morning.

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Practice

C. Identify and correct the mistakes in the sentences.

1. he go to school every day.
2. my father name is ramesh.
3. yesterday i meet my friend.

159

Answers

C. Identify and correct the mistakes in the sentences.

1. **He goes** to school every day.
2. **My** father's name is **R**amesh.
3. **Y**esterday **I** met my friend.

160

BOOKLET

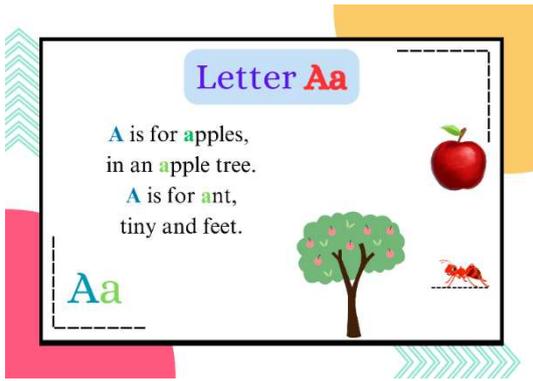
1.



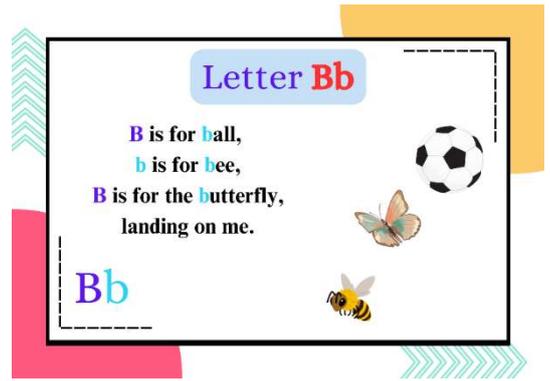
2.

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy		Zz	

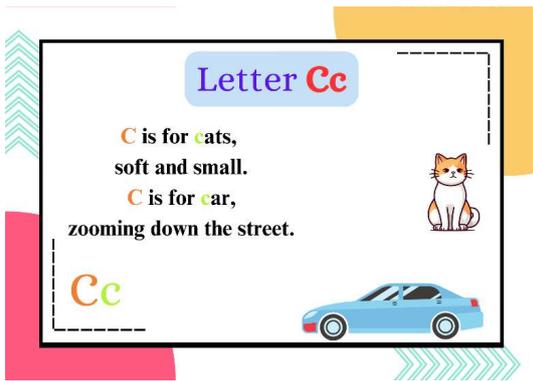
3.



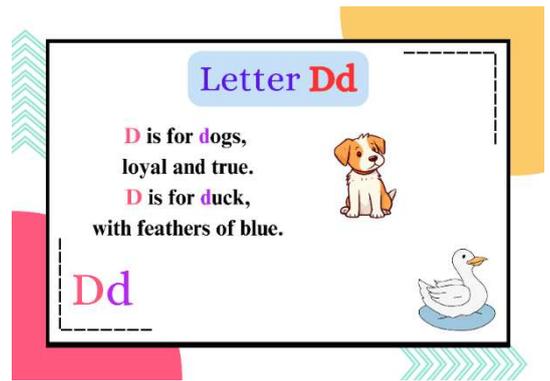
4.



5.



6.



7.



8.

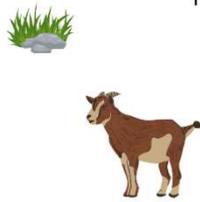


9.

Letter Gg

G is for goat,
small and quick.

G is for grass,
green and thick.



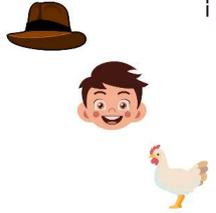
Gg

10.

Letter Hh

H is for hat,
on your head.

H is for hen,
in the shed.



Hh

11.

Letter Ii

I is for ice-cream,
cold and nice.

I is for ink,
in a pen.



Ii

12.

Letter Jj

J is for jar,
filled with jam.

J is for jet,
zooming, vroom, vroom.



Jj

13.

Letter Kk

K is for kite,
flying in the sky.

K is for key,
to unlock and try.



Kk

14.

Letter Ll

L is for lion,
big and strong.

L is for leaf,
where it belongs.



Ll

15.

Letter Mm

M is for moon,
shining bright.

M is for milk,
pure and white.



Mm

16.

Letter Nn

N is for nest,
where birds rest.

N is for night,
dark and quite.



Nn

17.

Letter Oo

O is for owl,
with big, bright eyes.

O is for ox,
strong and wise.



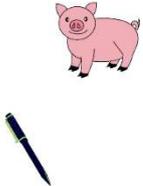
Oo

18.

Letter Pp

P is for pig,
pink and round.

P is for pen,
writing words found.



Pp

19.

Letter Qq

Q is for queen,
wearing a crown.

Q is for quilt,
soft and warm.



Qq

20.

Letter Rr

R is for rabbit,
hopping around.

R is for rain,
making a sound.



Rr

21.

Letter Ss

S is for sun,
up in the sky.

S is for soap,
for clean and dry.



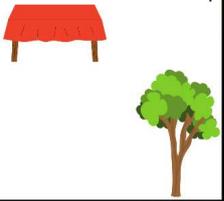
Ss

22.

Letter Tt

T is for tree,
big and strong.

T is for table,
where you eat.



Tt

23.

Letter Uu

U is for umbrella,
keeping you dry.

U is for up,
in the sky.



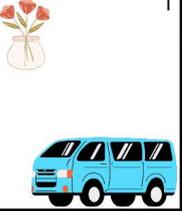
Uu

24.

Letter Vv

V is for van,
big and wide.

V is for vase,
holding flower inside.

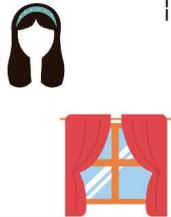


Vv

25.

Letter Ww

W is for wig,
on your head.
W is for window,
looking out to the world.



Ww

26.

Letter Xx

X is for box,
with an x to mark.
X is for x-ray,
seeing inside.



Xx

27.

Letter Yy

Y is for yarn,
soft and bright.
Y is for yellow,
shining light.



Yy

28.

Letter Zz

Z is for zip,
fast and tight.
Z is for zoo,
where animals meet.

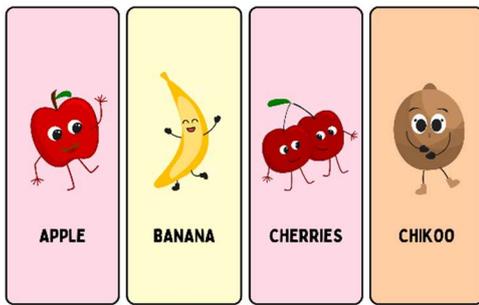


Zz

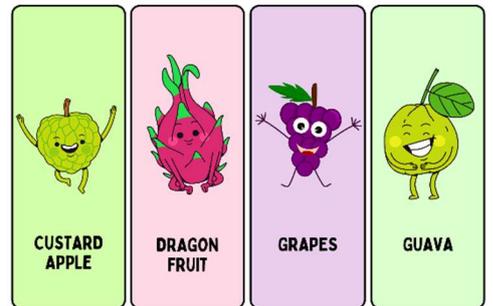
FLIPBOOK



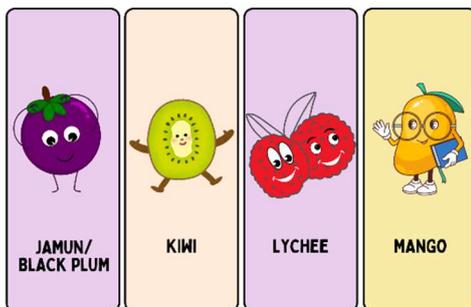
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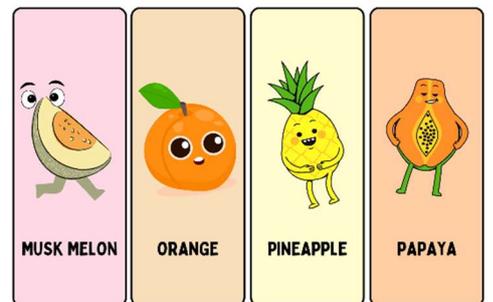
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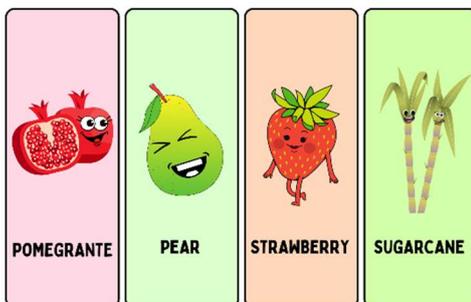
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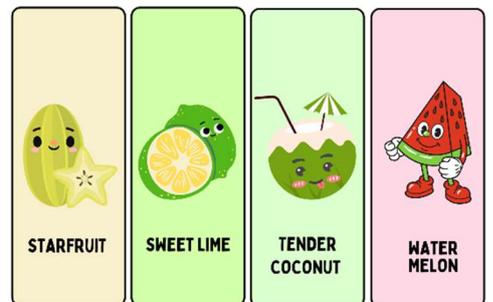
4.



5.



6.

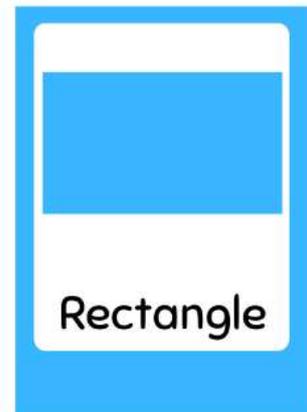
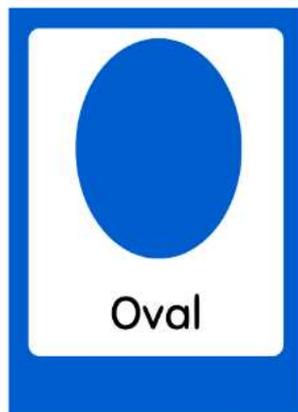
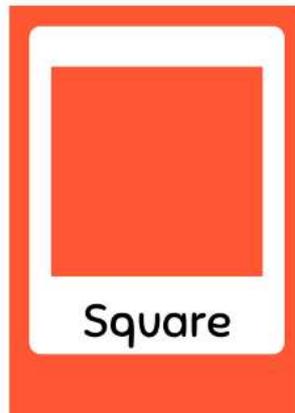
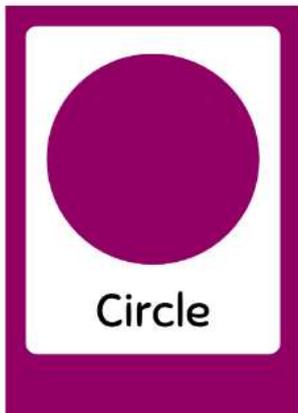


7.

CHARTS

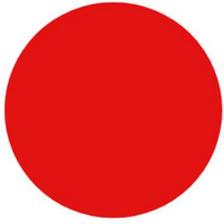
SHAPES

We use shapes to describe the form or appearance of objects and help us understand their structure

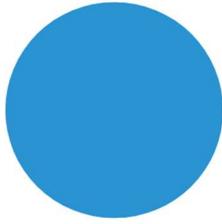


COLORS (રંગો)

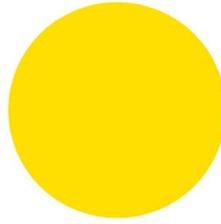
Colors are names of different shades that we see around us.



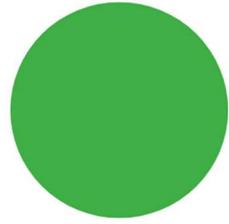
Red
લાલ



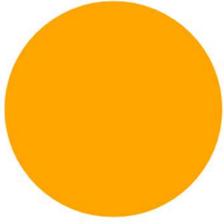
Blue
વાદળી



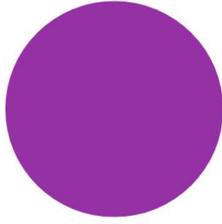
Yellow
પીળો



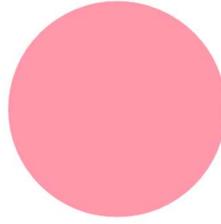
Green
હીલો



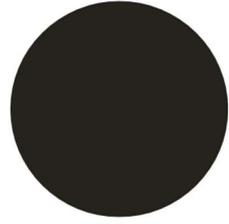
Orange
નારંગી / કેસરી



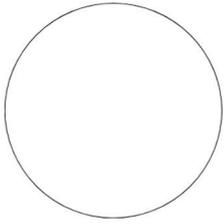
Purple
જાંબલી



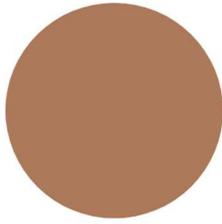
Pink
ગુલાબી



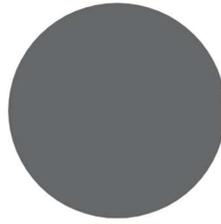
Black
કાળો



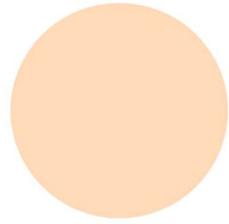
White
સફેદ



Brown
બદામી



Grey
ભૂખરું



Peach
પીચ

NUMBERS

"WE USE NUMBERS TO REPRESENT DATES OR TO INDICATE THE ORDER OF SOMETHING."

1	ONE	11	ELEVEN	30	THIRTY
2	TWO	12	TWELVE	40	FORTY
3	THREE	13	THIRTEEN	50	FIFTY
4	FOUR	14	FOURTEEN	60	SIXTY
5	FIVE	15	FIFTEEN	70	SEVENTY
6	SIX	16	SIXTEEN	80	EIGHTY
7	SEVEN	17	SEVENTEEN	90	NINETY
8	EIGHT	18	EIGHTEEN	100	ONE HUNDRED
9	NINE	19	NINETEEN	1000	ONE THOUSAND
10	TEN	20	TWENTY	10,000	TEN THOUSAND

OCCUPATIONS

An occupation is something you do to make money. An occupation is also called a job.



Teacher
He's a Teacher



Athlete
She's an Athlete



Police Officer
He's a Police Officer



Artist
She's an Artist



Pilot
He's a Pilot



Firefighter
She's a Firefighter



Astronaut
He's an Astronaut



Chef
He's a Chef



Engineer
He's an Engineer



Dancer
He's a Dancer



Nurse
She's a Nurse



Soldier
He's a Soldier



Doctor
He's a Doctor



Farmer
He's a Farmer



Businessmen
He's a Businessmen



Singer
She's a Singer



Photographer
He's a Photographer



Scientist
He's a Scientist



Reporter
She's a Reporter



Gardener
He's a Gardener

TRANSPORTATION

Vehicles are a type of transportation that can carry people or goods from one place to another.



Car



Bus



Bicycle



Truck



Motorcycle



Train



Scooter



Auto-rickshaw



Boat



Ship



Aeroplane



Helicopter



Hot air balloon



Bullock cart



Horse carriage



Spaceship

BIRDS (પક્ષીઓ)



Sparrow
ચકલી



Pigeon
કબૂતર



Parrot
પોપટ



Peacock
મોર



Crow
કાગડો



Eagle
ગરુડ



Owl
ધુવડ



Duck
બતક



Hen
મરઘી



Swan
હંસ



Cuckoo
કોયલ



Falcon
બાજ



Bulbul
બુલબુલ



Ostrich
શાહમૃગ



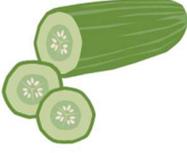
Woodpecker
લક્કડખોદ



Flamingo
ફ્લેમિંગો

Vegetables Name

(શાકભાજીઓના નામ)



Cucumber
કાકડી



Capsicums
શિમલા મરચાં



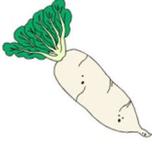
Onion
ડુંગળી



Carrot
ગાજર



Fenugreek
મેથી



Radish
મૂળા



Potato
બટાકા



Tomato
ટામેટા



lemon
લીંબુ



Pigeon Pea
તુવેર



Beetroot
બીટ



Coriander
કોથમીર/ધાણા



Spinach
પાલક



Corn
મકાઈ



Bitter Gourd
કારેલા



Garlic
લસણ



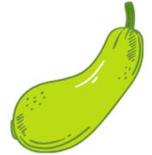
Eggplant/Brinjal
રીંગણ



Green Chilly
લીલા મરચા



Cauliflower
ફૂલકોબી/ફલાવર



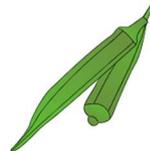
Bottle Gourd
દૂધી



Peas
વટાણા



Ginger
આદુ



Lady Finger
ભીંડા



Cabbage
કોબી



Drumsticks
સરગવો

BODY PARTS

The outside of the human body has many different parts that work together.



Head



Hair



Eyes



Eyebrows



Ears



Nose



Cheeks



Mouth



Chin



Neck



Shoulder



Arms



Elbow



Hand



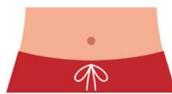
Fingers



Chest



Belly



Hips



Legs



Knee



Ankle



Toes



Foot



Body

CALENDER



FEBRUARY

02

"February is short and sweet,
It's Valentine's Day, so let's greet!"



MARCH

03

"March brings colors in the air,
With Holi fun everywhere!"



APRIL

04

"April showers bring the flowers,
Baisakhi joy fills the hours!"



MAY

05

"May is warm, it's fun to play,
Summer vacation is on its way!"



JUNE

"June is sunny, bright and clear,
Schools reopen with friends near!"

06



JULY

"July is hot and full of fun,
Eid celebrations for everyone!"

07



AUGUST

"August is warm, the days are long,
Rakhi ties our bond so strong!"

08



SEPTEMBER

"September brings the autumn breeze,
Ganesh Chaturthi fills hearts with
peace!"

09



OCTOBER

10

"October is cool and bright,
Navratri fills the nights with light!"



NOVEMBER

11

"November is chilly, we wear a coat,
Diwali lights make our hearts float!"



DECEMBER

12

"December is cold, with chilly nights,
Christmas joy and festive lights!"



Ho ho ho!

VIDEO

Scan me



FLASH CARDS

Two Letter Words

am

an

as

at

be

by

do

go

he

is

in

if

it

me

my

no

of

on

or

ox

ok

oh

up

us

we

so

to

uh

id

ex

The / a / Sound

ab	ad	ag	am	an	ap	at
Cab	Dad	Bag	Dam	Can	Cap	Bat
Dab	Had	Nag	Ham	Fan	Lap	Cat
Jab	Lad	Rag	Jam	Man	Map	Fat
Nab	Mad	Sag	Mam	Pan	Nap	Hat
Tab	Pad	Tag	Ram	Ran	Rap	Mat
	Sad	Wag	Yam	Van	Tap	Vat

The / e / sound

ed	eg	en	et
Bed	Beg	Den	Jet
Fed	Keg	Hen	Met
Led	Leg	Men	Pet
Red	Peg	Pen	Set
		Ten	Vet
		Zen	Yet

The / I /sound

ib	id	ig	im	in	ip	it
Bib	Did	Big	Dim	Bin	Dip	Bit
Fib	Hid	Dig	Him	Din	Hip	Fit
Rib	Kid	Fig	Rim	Fin	Rip	Kit
	Lid	Gig		Pin	Sip	Lit
	Mid	Jig		Tin	Tip	Pit
	Rid	Wig		Win	Zip	Sit

The / o /sound

ob	od	og	op	ot	ox
Cob	Cod	Bog	Cop	Cot	Box
Job	Nod	Cog	Hop	Dot	Cox
Lob	Pod	Dog	Mop	Hot	Fox
Mob	Rod	Fog	Pop	Lot	
Rob		Jog	Top	Pot	
Sob		Log		Rot	

The / u / sound

ub	ud	ug	un	um	up	ut
Cub	Bud	Bug	Bun	Gum	Cup	But
Dub	Cud	Dug	Fun	Hum	Pup	Cut
Hub	Mud	Jug	Run	Mum	Sup	Gut
Rub		Mug	Sun	Sum		Hut
		Pug				Jut
		Rug				Nut

Long "a" Sound

Snake	Cane	Wake	Late
Rain	Lake	Table	Plate
Game	Face	Cake	Plane
Date	Nail	Paste	Gate

Long "e" Sound

Clean

Ear

Eat

Eagle

He

Hear

Leaf

Me

Meal

Sea

Seat

She

Tea

Tear

Weak

Be

Long "i" Sound

Dice

Dive

File

Five

Hide

Hike

Hive

Ice

Kite

Lime

Mine

Ride

Ripe

Sight

Slice

Smile

Long "o" Sound

Bone

Close

Code

Comb

Goat

Home

Hope

Phone

Pole

Rope

Robe

Rose

Road

Smoke

Slope

Tone

Long "u" Sound

Blue

Cube

Flute

Glue

Huge

June

Juice

Ruler

Rule

Suit

Soup

Tube

Use

Tune

Music

Unit

**DAYS OF THE
WEEK**



MONDAY



TUESDAY



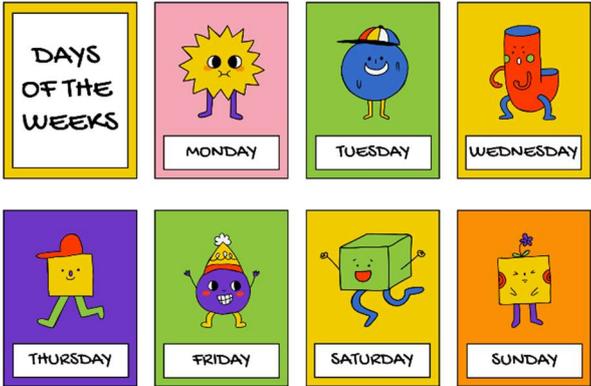
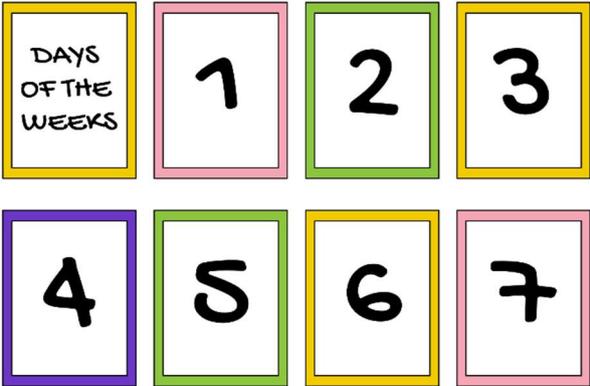
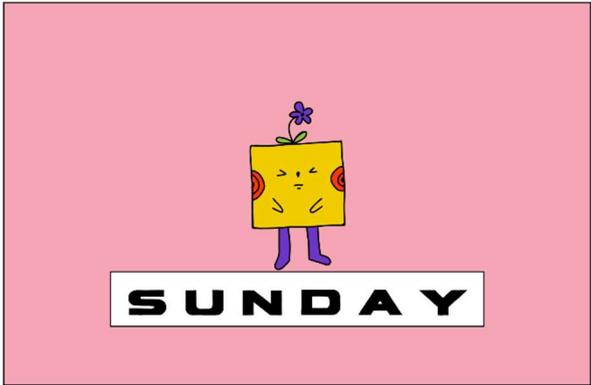
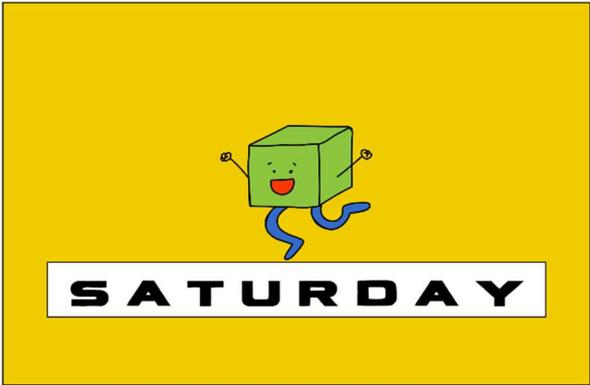
WEDNESDAY



THURSDAY



FRIDAY



APPENDIX VIII

Evaluation Test

**Dhanora Primary School,
Dhanora.**

(Given information will be used for academic purpose only)

Name (નામ):- _____

Standard(ધોરણ) :- _____ Subject – English Date(તારીખ):-

Note :

All questions are compulsory. (બધા પ્રશ્નો ફરજિયાત છે.)

Tick marks your answer only once. (તમારા જવાબ પર માત્ર એક જ વાર ટીક માર્ક કરો.)

Total 70 marks. (કુલ માર્ક 70.)

1 hour 30 minutes (1 કલાક 30 મિનિટ)

1. Write the alphabet from A to Z

(13)

(A થી Z સુધીના મૂળાક્ષરો લખો.)

2. Identification of capital and small letter, for capital letter you have to make circle (○) and for small letter you have to make square(□)

(7)

(કેપિટલ અને સ્મોલ લેટર ઓળખીને, કેપિટલ લેટર પર ગોળ (○) બનાવો અને સ્મોલ લેટર પર ચોરસ (□)બનાવો.)

C	b	P	o	s	u	Y
m	A	d	N	e	G	j
F	i	h	q	T	L	v

3. Write words that start with the following letters. (4)
(નીચેના અક્ષરોથી શરૂ થતા શબ્દો લખો.)

A - _____

H - _____

M - _____

B - _____

L - _____

P - _____

S - _____

I - _____

4. Write 5 vowels (5 સ્વર લખો.) (5)

Ans. _____

5. Identification of vowels from the given words. (underline the vowels) (5)

(આપેલ શબ્દોમાંથી સ્વરની ઓળખ કરી લાઈન કરો.)

a. B a c k

b. W e a k

c. E i g h t

d. O u r

e. C l e a n

6. Write the 3 articles (3 આર્ટિકલ લખો) (3)

Ans. _____

7. Identification of article from the given sentences. (circle ○ the article) (5)

(આપેલ વાક્યોમાંથી આર્ટિકલ ઓળખીને આર્ટિકલ પર ગોળ ○ ની નિશાની કરો.)

a. I do not want a cat.

b. The dog is standing.

c. A cat is sleeping on bench.

d. An elephant walked in the forest.

e. The bird sang a beautiful song.

8. Write the names of the following colors in English.
(નીચેના રંગોના નામ અંગ્રેજીમાં લખો.)

(4)









9. Write the names of any two animals in English.
(કોઈપણ બે પ્રાણીઓના નામ અંગ્રેજીમાં લખો.)

(2)

1.

2.

10. Write the names of any two fruits in English.
(કોઈપણ બે ફળોના નામ અંગ્રેજીમાં લખો.)

(2)

1.

2.

11. Write the names of any five months in English.
(કોઈપણ પાંચ મહિનાના નામ અંગ્રેજીમાં લખો.)

(5)

1.

4.

2.

5.

3.

12. Write the names of any three days of the week in English.
(અઠવાડિયાના કોઈપણ ત્રણ દિવસના નામ અંગ્રેજીમાં લખો.)

(3)

1.

2.

3.

13. Complete the sentence with 'a' or 'an'.

(4)

(‘a’ અથવા ‘an’ વડે વાક્ય પૂર્ણ કરો)

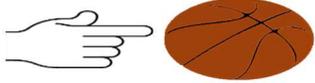
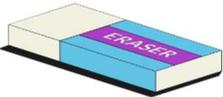
- This is _____ ball.
- I saw _____ old carpet.
- That is _____ kite.
- There is _____ book.
- Give me _____ umbrella.
- What _____ ugly picture!
- I have _____ little brown puppy.
- Pass me _____ apple.

14. Fill in the blanks with the given options.

(8)

(આપેલ વિકલ્પો સાથે ખાલી જગ્યા પૂરો.)

This, That, These, Those

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			

APPENDIX IX

Feedback Form

વિભાગ 1: વ્યક્તિગત માહિતી

નીચે આપેલા વિકલ્પોમાંથી યોગ્ય વિકલ્પ પસંદ કરી નિશાની (✓) કરો.

1. નામ : _____

2. જાતિ :

અ) છોકરો

બ) છોકરી

3. વિદ્યાર્થીનો વર્ગ :

અ) 6

બ) 7

ક) 8

4. ઉંમર (વર્ષમાં) :

અ) 11-12

બ) 13-14

ક) 15-16

5. કુટુંબનો પ્રકાર :

અ) સંયુક્ત

બ) વિભક્ત

વિભાગ 2: તાલીમ કાર્યક્રમ વિશેનો અભિપ્રાય

6. તમારા મતે,

ક્રમ નં	તાલીમ કાર્યક્રમ અંગે નિવેદનો	ઉત્તમ	સારો/સારી	સરેરાશ	ખરાબ	ખૂબ જ ખરાબ
1)	તાલીમ કાર્યક્રમ કેવો હતો.					
2)	તાલીમ કાર્યક્રમમાં આપવામાં આવેલી માહિતી કેવી હતી.					

7. તાલીમ કાર્યક્રમમાં શીખવવામાં આવેલી પદ્ધતિ કેવી હતી?

- અ) યોગ્ય
- બ) અયોગ્ય
- ક) અધૂરું

8. તાલીમ કાર્યક્રમમાં શીખવવામાં આવેલ અંગ્રેજી વ્યાકરણ સમજવામાં કેવું હતું?

- અ) સરળ અને સ્પષ્ટ
- બ) અધૂરું અને અયોગ્ય

9. તમારા મતે,

ક્રમ નં	તાલીમ કાર્યક્રમ અંગે નિવેદનો	હા	ના
1)	તાલીમ કાર્યક્રમ માટે આપવામાં આવેલ સમય પૂરતો હતો.		
2)	તમને આ તાલીમ કાર્યક્રમ દ્વારા નવું શીખવા મળ્યું.		
3)	તાલીમ કાર્યક્રમમાં આપવામાં આવેલી અંગ્રેજી વિષયની માહિતી રસપ્રદ હતી.		
4)	તાલીમ કાર્યક્રમ દ્વારા તમારી અંગ્રેજી વાંચન કૌશલ્યને સુધારવામાં સક્ષમ છો.		
5)	તાલીમ કાર્યક્રમ દરમિયાન તમારા દ્વારા પૂછવામાં આવેલ પ્રશ્નોને પ્રોત્સાહન આપવામાં આવ્યું હતું?		
6)	તાલીમ કાર્યક્રમ દરમિયાન શીખવવામાં આવેલ કૌશલ્ય તમે દૈનિક જીવનમાં ઉપયોગ કરશો.		

10. તાલીમ કાર્યક્રમ દરમિયાન કયા પ્રકારની માહિતી વધુ મદદરૂપ લાગી? (એક કરતા વધુ જવાબ આપી શકાશે)

- અ) વ્યાકરણ
- બ) શબ્દાવલી
- ક) વાક્યરચના
- ડ) બોલવાનું
- ઘ) લખવાનું
- ઙ) વાંચન
- જ) ઉપરના તમામ

11. તાલીમ કાર્યક્રમ પૂર્ણ થયા પછી, તમે તમારું અંગ્રેજી સુધારવા માટે શું કરશો? (એક કરતા વધુ જવાબ આપી શકાશે)

- અ) નિયમિત વાંચન
- બ) વધુ અંગ્રેજી પુસ્તકો વાંચીશ
- ક) ઓનલાઇન રીસોર્સનો ઉપયોગ કરીશ
- ડ) લખાણ પ્રેક્ટિસ
- ઘ) અંગ્રેજીમાં વાત કરવાની પ્રેક્ટિસ કરીશ
- ઙ) કોઈ ખાસ પ્રયત્ન નહીં કરું

12. શું તમે ભવિષ્યમાં, અંગ્રેજી વિષય માટે વધુ તાલીમ લેવા માંગો છો?

- અ) હા
- બ) ના

13. શું તમે ભવિષ્યમાં અંગ્રેજી વિષય સિવાય બીજા કયાં વિષયમાં ભાગ લેવા માંગશો?

વિભાગ ૩: તાલીમ કાર્યકર અંગેનો અભિપ્રાય

14. તમારા મતે,

ક્રમ નં	તાલીમ કાર્યકર અંગે નિવેદનો	હા	ના
1)	તાલીમ કાર્યકરની ભાષા સમજવામાં સરળ હતી.		
2)	તાલીમ કાર્યકરે અંગ્રેજી શીખવાની પદ્ધતિને સ્પષ્ટ અને વ્યવસ્થિત રીતે સમજાવી હતી.		
3)	તાલીમ કાર્યકર તાલીમ દરમિયાન નિયમિતપણે આવતા હતા.		
4)	તાલીમ કાર્યકર તમામ પ્રશ્નોના જવાબ આપતા હતા.		
5)	તાલીમ દરમિયાન તાલીમ કાર્યકરની વર્તણૂક યોગ્ય હતી.		
6)	તાલીમ કાર્યકરની તાલીમ આપવાની પદ્ધતિ યોગ્ય હતી.		
7)	તાલીમ કાર્યકરને અંગ્રેજી વિષયનું પૂરતું જ્ઞાન હતું.		
8)	તાલીમ કાર્યકર દરેક વિષય વિગતવાર સમજાવતા હતા.		
9)	તાલીમ કાર્યકર જરૂર હોય ત્યાં ઉદાહરણનો ઉપયોગ કરી માહિતી સમજાવતા હતા.		
10)	તાલીમ કાર્યકર દ્વારા ઇન્ફોર્મેશન, એજ્યુકેશન અને કમ્યુનિકેશન (આઈ.ઈ.સી) મટીરીયલ્સ નો પૂરતો ઉપયોગ કરવામાં આવ્યો હતો.		

**વિભાગ 4: ઇન્ફોર્મેશન, એજ્યુકેશન અને કમ્યુનિકેશન (આઈ.ઈ.સી)
મટીરીયલ્સ અંગેનો અભિપ્રાય**

15. તમારા મતે,

ક્રમ નં	આઈ.ઈ.સી. મટીરીયલ્સ સંબંધિત નિવેદનો	સંમત	તટસ્થ	અસંમત
1)	આઈ.ઈ.સી મટીરીયલ્સ સારી રીતે તૈયાર કરવામાં આવ્યા હતા.			
2)	આઈ.ઈ.સી. મટીરીયલ્સના ચિત્રો સ્પષ્ટ હતા.			
3)	આઈ.ઈ.સી. મટીરીયલ્સની સાઈઝ બરાબર હતી.			
4)	આઈ.ઈ.સી. મટીરીયલ્સમાં સમાવિષ્ટ લખાણની સાઈઝ બરાબર હતી.			
5)	આઈ.ઈ.સી. મટીરીયલ્સના કલર કોમ્બિનેશન યોગ્ય હતા.			
6)	આઈ.ઈ.સી મટીરીયલ્સમાં ઉપયોગમાં લેવાયેલી ભાષા સરળતાથી સમજાતી હતી.			
7)	આઈ.ઈ.સી. મટીરીયલ્સમાં દરેક મુદ્દા યોગ્ય રીતે સમજાવવામાં આવ્યા હતા.			
8)	આઈ.ઈ.સી. મટીરીયલ્સ દ્વારા તમામ મુદ્દાઓ સરળતાથી સમજી શકાય તેવા હતા? (જેમકે, વ્યાકરણ, વાક્યરચના વગેરે.)			
9)	આઈ.ઈ.સી મટીરીયલ્સની માહિતી તબક્કાવાર સમજાવવામાં આવી હતી.			

16. આઈ.ઈ.સી મટીરીયલ્સ ના પ્રકાર સંબંધિત પ્રશ્નો નીચ મુજબ છે. સૌથી યોગ્ય વિકલ્પ સામે (✓) ની નિશાની કરો.

ક્રમ નં	આઈ.ઈ.સી મટીરીયલ્સ ના પ્રકાર	ઉત્તમ	સારો/સારી/સારું	સરેરાશ	ખરાબ	ખૂબ જ ખરાબ
1)	મોડ્યુલ					
2)	પોસ્ટર					
3)	ફ્લેશ કાર્ડ					
4)	ફિલ્પ બુક					
5)	બુકલેટ					
6)	ચાર્ટ					
7)	વિડિયો					
8)	કેલેન્ડર					

APPENDIX X

Worksheets

Name - _____

Date - _____ Subject - English Standard - _____

Articles (a, an , the) Practice Test

Total Marks: 15

Time: 20 Minutes

Section 1. Fill in the blanks with "a," "an," or "the" (10 Marks)

- a. I see ___ apple on the table.
- b. She has ___ dog as a pet.
- c. ___ sun is shining brightly today.
- d. He wants to eat ___ orange.
- e. We went to ___ park yesterday.
- f. I saw ___ elephant at the zoo.
- g. She bought ___ book from the shop.
- h. ___ moon looks beautiful tonight.
- i. I need ___ umbrella because it is raining.
- j. ___ cat is sitting on the sofa.

Section 2. Circle the correct article (a, an, the) (5 Marks)

- a. I saw (a/an/the) tiger in the forest.
- b. He wants to eat (a/an/the) egg for breakfast.
- c. We went to (a/an/the) school early today.
- d. She has (a/an/the) idea about the project.
- e. (A/An/The) stars are shining in the sky.

Name - _____

Date - _____ Subject - English Standard - _____

Doing words Practice test

Total Marks: 15

Time: 20 Minutes

Section 1. Underline the doing word in each sentence. (8 Marks)

- a. She plays in the garden.
- b. The dog runs fast.
- c. I read a storybook.
- d. They dance at the party.
- e. He jumps over the puddle.
- f. The baby cries loudly.
- g. We sing a beautiful song.
- h. The teacher teaches the students.

Section 2. Circle the doing word in each sentence. (7 Marks)

- a. She (eats/sleeps) her lunch.
- b. The birds (sing/swim) in the trees.
- c. I (write/jump) in my notebook.
- d. The cat (runs/drinks) the milk.
- e. He (talks/reads) to his friends.
- f. We (dance/run) in the rain.
- g. She (paints/eats) a picture.

Name - _____

Date - _____ Subject - English Standard - _____

Has and Have Practice Test

Total Marks: 15

Time: 20 Minutes

Section A. Fill in the blanks with "has" or "have." (8 marks)

1. She ___ a beautiful house.
 2. I ___ a younger brother.
 3. He ___ a pair of black shoes.
 4. We ___ a picnic planned for today.
 5. The table ___ four legs.
 6. They ___ a lot of work to do.
 7. The bird ___ a small nest.
 8. You ___ a lovely voice.
-

Section B. Choose the correct option. (7 marks)

1. My father (has/have) a new car.
2. We (has/have) completed the project.
3. She (has/have) long, straight hair.
4. They (has/have) many colorful balloons.
5. The baby (has/have) soft, curly hair.
6. I (has/have) two best friends.
7. This house (has/have) a large garden.

Name - _____

Date - _____ Subject - English Standard - _____

Describing Words Practice Test

Total Marks: 15

Time: 20 Minutes

Section A: Circle the Describing Word (15 Marks)

Circle the describing word in each sentence. *(1 mark each)*

1. The red balloon flew high in the sky.
2. My friend has a cute puppy.
3. The tall tree gave us shade.
4. The hot tea warmed my hands.
5. It was a cold morning today.
6. She wore a shiny bracelet.
7. The small kitten is sleeping.
8. I ate a delicious mango.
9. The bright sun shone in the sky.
10. The big elephant walked slowly.
11. The sweet candy is my favourite.
12. His shirt is very colourful.
13. The lazy dog slept all day.
14. The soft blanket kept me warm.
15. The loud music hurt my ears.

Name - _____

Date - _____ Subject - English Standard - _____

Pronoun Practice Test

Total Marks: 15

Time: 20 Minutes

Section A: Circle the Pronoun

(7 Marks)

Circle the pronoun in each sentence. *(1 mark each)*

1. She is reading a storybook.
2. They are playing in the garden.
3. I love my new bicycle.
4. He is a very kind boy.
5. We went to the park yesterday.
6. It is raining heavily.
7. You should always help others.

Section B: Fill in the Blanks with Pronouns

(8 Marks)

Fill in the blanks with suitable pronouns from the box below. *(1 mark each)*

[he, she, it, we, they, you, I, us]

1. _____ am learning how to draw.
2. This is my dog. _____ loves to run.
3. Meena is my best friend. _____ is very kind.
4. My brother is tall. _____ plays basketball.
5. Rahul and Riya are in the kitchen. _____ are making a cake.
6. Mom and I went to the market. _____ bought some fruits.
7. This is a bird. _____ is building a nest.
8. Please help _____ carry this bag.

Name - _____

Date - _____ Subject - English Standard - _____

Preposition of Place Practice Test

Total Marks: 15

Time: 20 minutes

A. Fill in the blanks with the correct prepositions of place. (10 marks)

1. The books are kept ___ the table. (on/under)
2. There is a bird sitting ___ the tree. (in/on)
3. The shoes are ___ the bed. (under/in)
4. The boy is standing ___ the girl. (behind/in front of)
5. The bag is ___ the cupboard. (near/far)
6. The painting is hanging ___ the door. (above/under)
7. The pencils are kept ___ the drawer. (in/on)
8. The clock is ___ the wall. (on/in)
9. The mat is spread ___ the floor. (on/under)
10. The bottle is placed at the ___ of the shelf. (top/bottom)

B. Match the prepositions to their uses. (5 marks)

Match the prepositions in **Column A** with the correct examples in **Column B**.

Column A	Column B
1. In	a. The ball is ___ the table.
2. Behind	b. The shoes are ___ the bed.
3. On	c. The keys are ___ the drawer.
4. Under	d. The house is ___ the park.
5. Near	e. The boy is standing ___ the door.

Name - _____

Date - _____ Subject . English ~tandard - _____

To be Verbs Practice Test

Total Marks: 15

Time: 20 Minutes

Section A. Fill in the blanks with "is," "am," or "are." (10 marks)

1. She ___ my best friend.
 2. I ___ very happy today.
 3. They ___ playing in the garden.
 4. He ___ an excellent artist.
 5. We ___ going to the park.
 6. This ___ my favourite book.
 7. The cats ___ sleeping under the table.
 8. I ___ a student of class 3.
 9. The sky ___ blue and clear today.
 10. You ___ invited to my birthday party.
-

Section B. Choose the correct option. (5 marks)

1. My brother (is/am/are) very tall.
2. The flowers (is/am/are) blooming beautifully.
3. I (is/am/are) ready for the test.
4. She (is/am/are) not feeling well today.
5. We (is/am/are) excited to go on the trip.

C. Match the sentences with the correct "to be" verb. (5 marks)

Match the sentences in Column A with the correct "to be" verb from Column B:

Column A	Column B
1. I ___ a teacher.	a. am
2. She ___ very intelligent.	b. is
3. We ___ ready to start.	c. are
4. He ___ in the garden.	b. is
5. You ___ my best friend.	c. are

APPENDIX XI

Result of Pre-Test Evaluation

Result of Post-Test Evaluation

Result of Pre-Test Evaluation

Standard: 06th

Sr.no	Boys Name	Marks
1.	Bhabhor Jaydeep Sureshbhai	19.5
2.	Tadvi Shivam Govindbhai	17
3.	Parmar Hardik Hareshbhai	34
4.	Parmar Ankitkumar Rajeshbhai	31
5.	Makwana Mahaveersinh Amitsinh	25.5
6.	Makwana Divyaraj Dharmendrasinh	32
7.	Padiyar Yuvrajsinh Dharmendrasinh	41
8.	Raj Vishvraj Jagdishbhai	38.5
9.	Gohil Dhruvkumar Amitbhai	AB

Sr.no	Girls Name	Marks
1.	Solanki Pragati Kmaleshbhai	37
2.	Chauhan Navyaben Madanbhai	38
3.	Parmar Janki Bhagvansinh	36.5
4.	Paramar Komal Chandrasinh	39.5
5.	Parmar Priyaben Ramsinh	39
6.	Makwana Priyaben Ashwinbhai	41.5
7.	Makwana Hetshreeben Maheshbhai	33
8.	Makwana Niyati Sanjaybhai	33
9.	ZalaMakwana Dhara Rajeshbhai	42.5
10.	Padhiyar Janvi Alpeshbhai	0
11.	Rajput Jeenal Hanuvantsinh	38.5

Standard: 07th

Sr.no	Boys Name	Marks
1.	Makwana Piyush Dilipbhai	47
2.	Makwana Yug Sureshbhai	39.5
3.	Makwana Maahir Pravinbhai	41
4.	Padhiyar Smit Dahyabhai	41.5
5.	Jadav Dilipsinh Ranjitsinh	32.5
6.	Padhiyar Sujeet	0

Sr.no	Girls Name	Marks
1.	Solanki Jeeyana Mukeshbhai	36.5
2.	Rathava Sayaben	40
3.	Chauhan Chhayaben Vipinbhai	39.5
4.	Chauhan Kirtiben Mnaharsinh	45
5.	Makwana Lakshmi Arjunbhai	42
6.	Makwana Anjali Arjunbhai	33.5
7.	Gohil Bhumika Gokalbhai	38

Standard: 08th

Sr.no	Boys Name	Marks
1.	Makwana Mohit	34
2.	Padhiyar Aaryan	40
3.	Padhiyar Prakash	26
4.	Makwana Chirag	20.5
5.	Makwana Badal	37
6.	Padhiyar Rajveer	42.5
7.	Parmar Deepak	20.5

Sr.no	Girls Name	Marks
1.	Chauhan Bindiya	64.5
2.	Meda Kinjal	43.5
3.	Tadvi Sonakshi	42.5
4.	Mithapara Kinjal	57.5
5.	Makwana Aakanksha	38
6.	Makwana Janvi	41
7.	Makwana Krutika	62
8.	Parmar Anjali	30.5
9.	Raj Preeti	39
10.	Parmar Hiral	46
11.	Makwana Archana	47

Result of Post-Test Evaluation

Standard: 06th

Sr.no	Boys Name	Marks
1.	Bhabhor Jaydeep Sureshbhai	27.5
2.	Tadvi Shivam Govindbhai	34.5
3.	Parmar Hardik Hareshbhai	52
4.	Parmar Ankitkumar Rajeshbhai	51
5.	Makwana Mahaveersinh Amitsinh	44.5
6.	Makwana Divyaraj Dharmendrasinh	41.5
7.	Padiyar Yuvrajsinh Dharmendrasinh	50
8.	Raj Vishvraj Jagdishbhai	45
9.	Gohil Dhruvkumar Amitbhai	18.5

Sr.no	Girls Name	Marks
1.	Solanki Pragati Kmaleshbhai	63.5
2.	Chauhan Navyaben Madanbhai	60
3.	Parmar Janki Bhagvansinh	53
4.	Paramar Komal Chandrasinh	AB
5.	Parmar Priyaben Ramsinh	62.5
6.	Makwana Priyaben Ashwinbhai	44.5
7.	Makwana Hetshreeben Maheshbhai	36.5
8.	Makwana Niyati Sanjaybhai	49.5
9.	ZalaMakwana Dhara Rajeshbhai	59
10.	Padhiyar Janvi Alpeshbhai	00
11.	Rajput Jeenal Hanuvantsinh	45
12.	Gohil Diksha Kiritbhai	54.5

Standard: 07th

Sr.no	Boys Name	Marks
1.	Makwana Piyush Dilipbhai	60
2.	Makwana Yug Sureshbhai	64.5
3.	Makwana Maahir Pravinbhai	53
4.	Padhiyar Smit Dahyabhai	64
5.	Jadav Dilipsinh Ranjitsinh	51.5
6.	Padhiyar Sujeet	00

Sr.no	Girls Name	Marks
1.	Solanki Jeeyana Mukeshbhai	49.5
2.	Rathava Sayaben	51.5
3.	Chauhan Chhayaben Vipinbhai	46
4.	Chauhan Kirtiben Mnaharsinh	51.5
5.	Makwana Lakshmi Arjunbhai	52
6.	Makwana Anjali Arjunbhai	64
7.	Gohil Bhumika Gokalbhai	60

Standard: 08th

Sr.no	Boys Name	Marks
1.	Makwana Mohit	61.5
2.	Padhiyar Aaryan	65
3.	Padhiyar Prakash	44
4.	Makwana Chirag	55
5.	Makwana Badal	57
6.	Padhiyar Rajveer	61
7.	Parmar Deepak	AB

Sr.no	Girls Name	Marks
1.	Chauhan Bindiya	67
2.	Meda Kinjal	54.5
3.	Tadvi Sonakshi	57.5
4.	Mithapara Kinjal	68
5.	Makwana Aakanksha	58
6.	Makwana Janvi	62
7.	Makwana Krutika	67.5
8.	Parmar Anjali	59
9.	Raj Preeti	45
10.	Parmar Hiral	56
11.	Makwana Archana	67.5

APPENDIX XII

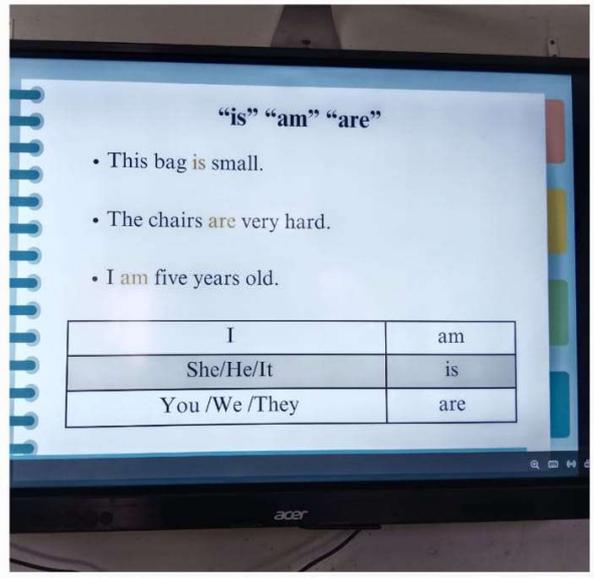
Glimpses of The Project



Children Appearing for Pre-Test to Assess Basic English Skills



Execution of Planned Activities for Basic English Learning



Implementation of English Literacy Sessions with Engaging IEC Materials



Dhanora, Gujarat, India
94j5+g3w, Karachiya, Dhanora, Gujarat 391345, India
Lat 22.381373° Long 73.107642°
03/02/2025 03:39:47 PM GMT +05:30



Dhanora, Gujarat, India
94h3+mg4, Karachiya, Dhanora, Gujarat 391345, India
Lat 22.380298° Long 73.104532°
03/02/2025 03:55:52 PM GMT +05:30



Dhanora, Gujarat, India
94h3+mg4, Karachiya, Dhanora, Gujarat 391345, India
Lat 22.380298° Long 73.104532°
05/02/2025 03:32:38 PM GMT +05:30



Expert Session on Basic Sentence Formation Skills



Introduction to Simple English Words from the Children's Environment



Post-Test Conducted to Measure Learning Outcomes



Feedback Collection Through Structured Forms



Program Conducted to Display Project Impact and Results



Display of IEC Materials During Samvad Event at the Department

APPENDIX XIII

Press Note

Press Note

ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કોમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સિસ, ધ મહારાજા સયાજીરાવ યુનિવર્સિટી ઓફ બરોડા, વડોદરા ની સિનિયર એમ.એસસી.ની વિદ્યાર્થીની આરોહી મેલાણી દ્વારા "Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School, Vadodara" શીર્ષક હેઠળ સફળતાપૂર્વક એક્શન પ્રોજેક્ટ અમલમાં મૂકાયો હતો. આ પ્રોજેક્ટ ડૉ. ચંદ્રિક રાજદીપના માર્ગદર્શન હેઠળ અને રિલાયન્સ ઇન્ડસ્ટ્રીઝ લિમિટેડના CSR વિભાગના સહયોગથી હાથ ધરાયો હતો. આ પ્રોજેક્ટ અંતર્ગત ધનોરા પ્રાથમિક શાળાના ધોરણ 6 થી 8 ના કુલ 52 વિદ્યાર્થીઓએ તાલીમ કાર્યક્રમમાં ભાગ લીધો હતો, જેમાં તેમને મૂલભૂત અને પાયાનું અંગ્રેજી જ્ઞાન આપવામાં આવ્યું હતું.

પ્રોજેક્ટનો મુખ્ય હેતુ : આ તાલીમ કાર્યક્રમનો મુખ્ય હેતુ એ છે કે વિદ્યાર્થીઓ સરળતાથી અંગ્રેજી વાંચી, લખી અને બોલી શકે.

પ્રોજેક્ટની મુખ્ય વિશેષતા : આરોહી મેલાણીએ વિદ્યાર્થીઓને તાલીમ સાથે જોડાયેલી માહિતી સરળ ભાષામાં પહોંચાડવા માટે અને સંપૂર્ણ અભ્યાસ માટે IEC (Information, Education and Communication) મટીરીયલ્સ તથા મોડ્યુલ તૈયાર કર્યા હતા, આ મોડ્યુલની અંદર તબક્કાવાર રીતે અંગ્રેજીનો અભ્યાસક્રમ જેમાં અક્ષરો (Alphabets) થી લઈને વાક્યરચના (Sentence Formation) સુધીના તમામ મુદ્દાઓ આવરી લેવામાં આવ્યા હતા. સાથે જ, વિદ્યાર્થીઓ માટે વાક્યરચના (Sentence Formation) ને વધુ સારું અને સરળતાથી સમજાવી શકાય તે માટે એક ખાસ વિડિઓ તૈયાર કરવામાં આવ્યો હતો, જેનાથી તેઓ સરળતાથી અંગ્રેજી શીખી શકે છે અને પોતાનું ભાષાકૌશલ્ય વધુ વિકસાવી શકે. કુલ 90 દિવસનું તાલીમ કાર્યક્રમ થયું હતું, જેમાં 35 દિવસ આયોજન અને તૈયારી માટે રાખવામાં આવ્યા હતા, જ્યારે 55 દિવસનું તાલીમ કાર્યક્રમ થયું હતું, જેમાં 50 દિવસ શીખવવાની પ્રક્રિયા અને 05 દિવસ મૂલ્યાંકન માટે રાખવામાં આવ્યા હતા.

મૂલ્યાંકન પ્રક્રિયા : પ્રોજેક્ટની શરૂઆતમાં અને અંતે પ્રિ-ટેસ્ટ અને પોસ્ટ-ટેસ્ટ લેવામાં આવ્યા હતા, જેથી વિદ્યાર્થીઓમાં થયેલી પ્રગતિનું નિરીક્ષણ કરી શકાય.

પ્રોજેક્ટનો અંતિમ કાર્યક્રમ : પ્રોજેક્ટના અંતે એક ખાસ કાર્યક્રમ યોજાયો હતો. જેમાં વિદ્યાર્થીઓએ પોતાનું અંગ્રેજી ભાષાનું જ્ઞાન રજૂ કર્યું. જેમાં 8 વિદ્યાર્થીઓએ વાર્તાઓ કહી, 5 વિદ્યાર્થીઓએ સુવિચાર રજૂ કર્યા હતા અને 10 વિદ્યાર્થીઓએ પોતાનું પરિચય આપ્યું હતું.

આ રીતે પ્રોજેક્ટ સફળતાપૂર્વક પૂર્ણ થયો હતો, જેમાં વિદ્યાર્થીઓમાં અંગ્રેજી ભાષા પ્રત્યે આત્મવિશ્વાસ અને જ્ઞાન બંનેમાં વૃદ્ધિ જોવા મળી.

APPENDIX XIV

Coverage in the Newspaper

MSUના એક્સટેન્શન એન્ડ કમ્યુનિકેશન વિભાગની વિદ્યાર્થીનીઓનો એક્શન પ્રોજેક્ટ વિદ્યાર્થીનીઓએ 100 કિશોરી-ગૃહિણીને ઘરે ઘરે જઈ એમ્બ્રોઇડરી-લીપણ શીખવી સશક્ત બનાવી

વડોદરા : મ.સ.યુનિની હોમસાયન્સની ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન ડેકલેટીની વિદ્યાર્થીનીઓએ પોતાના એક્શન પ્રોજેક્ટ હેઠળ વડોદરાની 100થી વધારે મહિલા અને કિશોરીઓને એમ્બ્રોઇડરી, વણાટ કામ, લીપણ આર્ટ શીખવાડ્યું હતું.

ઈસ્મત ચારણીવાલાએ પ્રા.ડો.ચંદ્રિક રાજદીપના માર્ગદર્શનથી કલાલી-સમીયાલાની 50થી વધારે મહિલાઓને એમ્બ્રોઇડરી શીખવાડી હતી. જ્યારે હસ્તી સોરઠિયા અને નીધી વાઘેલાએ પ્રા.ડો.સારિકા પટેલના માર્ગદર્શન હેઠળ પ્રોજેક્ટ કર્યો હતો. જેમાં હસ્તી સોરઠિયાએ સમાજ કલ્યાણ વિભાગના સહયોગથી યુવતીઓને લીપણ આર્ટ અને એમ્બ્રોઇડરી શીખવાડી હતી. નીધી વાઘેલાએ સરકાર દ્વારા કૌટુંબિક કલ્યાણને ધ્યાનમાં રાખી 17થી વધુ યોજનાઓ વિશે માર્ગદર્શન આપ્યું હતું. જે દરમિયાન કુલ 72 મહિલાઓ સહિત પુરુષોએ આધારકાર્ડ સંબંધિત માર્ગદર્શનનો લાભ લીધો હતો.



55 દિવસમાં 50થી વધારે બાળકોને અંગ્રેજી શીખવાડ્યું, પોતાનો પરિચય આપતાં કર્યા આરોહી મેલાણીએ પ્રા.ડો.ચંદ્રિક રાજદીપના માર્ગદર્શન એક્શન પ્રોજેક્ટ હેઠળ ધનોર પ્રાથમિક શાળાના ધો 6થી 8ના 50થી વધારે બાળકોને 55 દિવસ સુધી રોજ 2 કલાક માટે અંગ્રેજી શિક્ષણ આપ્યું હતું. બાળકોએ અંગ્રેજીમાં પોતાનો પરિચય આપ્યો હતો.

Divya Bhaskar | 9th April

MSUના કમ્યુનિટી સાયન્સ એન્ડ એક્સટેન્શન કોમ્યુનિકેશનની વિદ્યાર્થીનીઓનો પ્રોજેક્ટ

અભગટ સાથે કરોડિયાની મહિલાઓએ ઈન્ટરગ્રામ પેજ પર પ્રોડક્ટ્સના ફોટો મૂકી ઓનલાઇન વેચાણ શરૂ કર્યું

ગામડાંના બાળકોને અંગ્રેજી શીખવ્યું, મહિલાઓને ભરતકામ, ફ્યુઝન જવેલરી બનાવતા શીખવાડી

સંદેશ

MSUની ફેકલ્ટી ઓફ ફેમિલી એન્ડ કોમ્યુનિટી સાયન્સના એક્સટેન્શન એન્ડ કોમ્યુનિકેશન વિભાગની સિનીયર MSC વિદ્યાર્થીની નિશા સિંઘ દ્વારા અનગઢ-કરોડિયા ગામની મહિલાઓ અને કિશોરીઓ માટે ભરતકામ કુશળતા અને તેના દ્વારા આવક ઉત્પાદન વિષયક એક્શન પ્રોજેક્ટ ડો. કુનિકા ભાટેના માર્ગદર્શન અને ખાનગી કંપનીના CSR ના સહયોગથી અમલમાં મૂકાયો હતો.

જે અંતર્ગત અનગઢ ગામની ૧૭ અને કરોડિયાની ૧૮ યુવતીઓને ૯૦ દિવસની તાલીમ આપાઈ હતી. જેમાં ભરતકામનું બેઝિક નોવેજ, પ્રોડક્ટ્સ બનાવવાની તાલીમ આપવી તેમજ માર્કેટિંગ અને વેચાણની રીતો શીખવી હતી. જેમાં રોટ બેગ, પાઉચ, કુશન કવર,

દુપટ્ટા, હેર બો અને સ્કાર્ફ જેવી ૧૦૦ જેટલી આકર્ષક વસ્તુઓ બનાવી હતી. પ્રોજેક્ટની સફળતાનું નમાવતો ખાસ પ્રસંગ એ સહો કે, ખાનગી કંપની દ્વારા મહિલા દિવસ નિમિત્તે ૧૫૦ પાઉચનો ઓર્ડર મળ્યો હતો. જેના દ્વારા મહિલાઓને પ્રથમ વેપારિક અનુભવ મળ્યો. પ્રોજેક્ટના પરિણામરૂપે કરોડિયાની બે કિશોરીઓએ આન્મનિર્ભરતાની પહેલ કરી છે. એક કિશોરીએ બ્રી-ક્રિએટીવ નામે ઈન્સ્ટાગ્રામ પેજ શરૂ કરીને પોતાનાં બનાવેલાં પ્રોડક્ટ્સનું ઓનલાઇન વેચાણ શરૂ કર્યું છે. આ ઉપરાંત, અર્ચકારિકા નામે ઈન્સ્ટાગ્રામ પેજ પર મહિલાઓ દ્વારા બનાવેલી જવેલરીના ફોટા અને વિડિઓ અપલોડ કરી પ્રોડક્ટનું પ્રમોશન અને વેચાણ શરૂ કર્યું છે.



કાચશાળા દરમિયાન વિવિધ વસ્તુઓ બનાવતા શોખી રહેલી ગામની મહિલાઓ.

ઇનોવેશન પ્રાથમિક શાળા બાળકોને અંગ્રેજીનું જ્ઞાન આપ્યું

વિદ્યાર્થીની આરોહી મેલાણીએ પ્રોવાઈડિંગ બેઝિક ઇંગ્લિશ લિટરેસી ટુ અપર પ્રાઈમરી સ્કૂલ સિલ્ડન એટ ધનોર પ્રાઈમરી સ્કૂલ વિષયક એક્શન પ્રોજેક્ટ સફળતાપૂર્વક પૂર્ણ થયો કર્યો હતો. જે ડો. ચંદ્રિક રાજદીપના માર્ગદર્શન હેઠળ ધરાવ્યો હતો. જેમાં પર વિદ્યાર્થીઓને અંગ્રેજીની તારીમ આપાઈ હતી. આરોહીએ કહ્યું હતું કે, અમે આઈકેબીએટથી શરૂ કરીને વાક્ય બનાવવા સુધીનો સંપૂર્ણ અભ્યાસક્રમ મોડ્યુલ તૈયાર કર્યો હતો. ૫૫ દિવસના અભ્યાસમાં ૫૦ દિવસ શિક્ષણ માટે અને ૫ દિવસ મૂલ્યાંકન માટે ફાળવવાયા હતા.

મહિલાઓને ફ્યુઝન જવેલરી બનાવતા શીખવી

MSC વિદ્યાર્થીની ધૃતી શાહ પ્રોજેક્ટ એલિમેન્ટ એન્ડ ક્રિએટિવ ફ્યુઝન જવેલરી દ્વારા ગામીસ મહિલાઓનું સર્વાર્થિકરણ ગામ-સ્તરે અમલમાં મૂક્યો હતો. ડો. શિવાની મહેતાના માર્ગદર્શન હેઠળ ગામની ૩૫ મહિલાઓને ૩ મહિનાની તાલીમના ઇલાજિંગ, નેકલેસ, હેર પિન જેવી ફ્યુઝન જવેલરી બનાવતા શીખવી હતી. જેમાં ફેબ્રિક, મેટલ પેન્ડન્ટ, મિસ્ટર વર્ડ, કોરો ચાર્ટ અને મણકાની ઉપયોગ કરીને કુલ ૧૮૦ પ્રોડક્ટ્સ તૈયાર કરાયાં હતા.

Sandesh Newspaper | 16th April

APPENDIX XV

Banner



Providing Basic English Literacy to Upper Primary School Children at Dhanora Primary School, Vadodara. An Action Project in Collaboration with Reliance CSR, Vadodara.

OBJECTIVES

- To develop foundational skills like reading, writing, and speaking skills in English among upper primary school children of Dhanora Primary School.
- To reinforce the academic concepts of English literacy through IEC materials and modules amongst the selected primary school children of Dhanora Primary School.
- To implement regular assessments and feedback to monitor and enhance children's progress in English literacy.
- To evaluate the improvement in English literacy amongst the selected children of Dhanora Primary School.
- To assess the effectiveness of IEC materials and modules in reinforcing the selected concepts of English literacy.

PHASES OF THE PROJECT

Planning



Implementation



Evaluation



TARGET GROUP

52

Upper Primary School Children

21

Students from Standard 6

13

Students from Standard 7

18

Students from Standard 8

OUTCOMES

- Training received by 52 upper primary school children at Dhanora Primary School to enhance their reading, writing, and speaking skills.
- Students showed improvement in understanding and applying English concepts through IEC materials and interactive learning modules.
- Regular assessments and feedback helped in tracking progress and refining teaching approaches for better learning outcomes.

Project Worker: Ms. Aarohi Melani

Project Guide: Mr. Chandrik Rajdeep