

**IMPROVING HANDWRITING SKILL IN ENGLISH
AMONG VI STANDARD STUDENTS THROUGH
EFFECTIVE STRATEGY**

ACTION RESEARCH REPORT



Action Researcher

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Submitted To

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND
TRAINING, CHENNAI-6**

March-2024

ACKNOWLEDGEMENT

I express my sincere thanks to our respectful Mrs.S.Latha, Director, SCERT and Joint Directors, SCERT, for permitted me to take up this study and granted finance.

I extend my profound gratitude to the Principal Dr.V.Hemalatha, DIET, Krishnagiri to permit me to complete this work. I would like to express my special thanks to our Vice-Principal Mr.D.Mohan, In-service HOD Dr.G.Anbumani, Research HOD Dr.R.Parvathi for their complete guidance to complete this work.

I express my sincere thanks to the Head Master and English Teachers in RVGBHSS Hosur for their co-operation to complete this action research.

I express my sincere gratitude to all my colleagues and Librarian Mrs. Priyadharsini for their suggestions in completing this work.

Place:

Signature of the Action Researcher

Date:

DECLARATION

I hereby declare that Action Research entitled “**IMPROVING HANDWRITING SKILL IN ENGLISH AMONG VI STANDARD STUDENTS THROUGH EFFECTIVE STRATEGY**”, is submitted by me to the SCERT Chennai in the year 2023-2024 is the result of our original and independent Action Research work carried out under the co-ordination of Dr.V.Hemalatha, Principal, DIET, Krishnagiri. This work has not submitted earlier for completing any Action Research work or other similar titles in this or any other institution.

March -2024

Signature of the Action Researcher

S.Ramya,
Lecturer,
DIET, Krishnagiri.

CERTIFICATE

Dr.V.Hemalatha

Principal

DIET, Krishnagiri.

Certified that this Action Research work entitled “**IMPROVING HANDWRITING SKILL IN ENGLISH AMONG VI STANDARD STUDENTS THROUGH EFFECTIVE STRATEGY**”, is done by Mrs. S.Ramya, Lecturer, DIET, Krishnagiri, the report has been submitted to State Council of Educational Research and Training, Chennai-6.

Principal

DIET, Krishnagiri

Executive Summary

1. Introduction:

Education is a necessary factor in the economic development as it is regarded as the bedrock of sustainable development in any nation. It equips the individual with the information necessary for high level of human functioning. Education is expected to train the mind of its learner for effective performance. Adequate and proper acquisition of relevant knowledge and skills in school subjects and disciplines of study are invariably functions of quality education. To be regarded as educated person an individual needs to know how to read coherently and write legibly. Unfortunately, Children are not doing well in schools as a result of poor handwriting which has to do with the problem of expressing thought in writing form.

2. Need and Significance of the problem:

Poor handwriting can have negative impact on the success of the students in schools. Many children with poor handwriting are not able to write symbols well, and they cannot put their thought together coherently or write legibly in examination and as such it affects their overall performance in examination. A good handwriting skill is an essential part of teaching and learning, however, this has been ignored in many schools. Handwriting difficulty becomes a serious problem for children with poor handwriting as they will not be able to express themselves accurately and legibly in a written form. So as to help improve the handwriting performance of children and in turn improve their academic achievement which is inevitable one in the current situation.

3. Statement of the problem:

Improving handwriting skill in English among VI standard students through effective strategy.

4. Limitations of the Study:

- The Geographical area of this study is limited to RVGBHSS, Hosur alone.
- The sample of study is restricted to 36 Students in VI standard only.
- Action Researcher has selected only improving English handwriting for her study.

5. Objectives of the study:

The students should be able

- To practice writing each letter properly
- To learn on correct spacing between words
- To know about basic punctuation rules in writing
- To practice copying without any spelling mistake
- To write legibly

6. Hypothesis:

There is a significant difference in using effective strategies to improve handwriting skill in English.

7. Research Design:

Single Group Experimental Design

(a) Sample:

36 VI-Standard students of RVGBHSS Hosur in Hosur block were selected as the sample of the study.

(b) Tool:

In this action research, assessment scale was prepared by the action researcher to test the handwriting skill among VI standard students. This tool was used in both pre test and post test.

(c) Intervention:

Free Hand style, Awareness of Lines, Word-finger-word, A Day a Page, Touching the lines, Bottom to Top line and Peer Support activities were given to students

8. Findings:

- The VI standard student's pretest and post test mean scores on improving handwriting were 36.86% and 61.44% respectively.
- Awareness of Lines activity helped them to write alphabets without any confusion.
- Word-Finger-Word activity transformed the students' spacing between words with uniformity
- For maintaining uniformity and legibility, Touch the lines activity played vital role.
- Consistency of writing Four-ruled note with proper guidance had great impact on the students handwriting in English

9. Suggestions:

- Follow-up studies on improving handwriting in respect of language subjects are recommended.
- This action research proved the role of handwriting note with proper guidance and monitoring helped the students to improve their handwriting.
- The similar activities may be conducted for the teachers in other blocks and districts

10. Conclusion:

Improving handwriting in English is a multifaceted endeavour that requires patience, practice, and creativity. By incorporating a variety of activities and strategies into instruction, action researcher can effectively support students in developing clear, legible handwriting skills. From tracing worksheets to multisensory experiences, each activity serves to reinforce proper letter formation, spacing, and overall handwriting proficiency.

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Introduction:

Education serves as the cornerstone of individual growth, societal progress, and global development. It is the conduit through which knowledge is imparted, skills are honed, and potentials are realized. Beyond the mere acquisition of facts, education fosters critical thinking, creativity, and adaptability, equipping learners with the tools to navigate an ever-changing world. Whether formal or informal, education empowers individuals to become informed citizens, compassionate leaders, and catalysts for positive change. As we delve into the multifaceted realms of education, we embark on a journey of discovery, enlightenment, and transformation, where every lesson learned propels us towards a brighter, more prosperous future.

English occupies a central position in school education worldwide, not merely as a subject but as a foundational tool for learning and communication across disciplines. It serves as the primary medium of instruction in many educational systems, especially in countries where it is an official or widely spoken language. From kindergarten to higher education, subjects like mathematics, science, history, and geography are often taught in English. This linguistic consistency ensures that students develop proficiency in both subject-specific vocabulary and general language skills, facilitating comprehension and knowledge acquisition.

English education in schools aims to develop students' language proficiency and literacy skills. Starting with basic grammar and vocabulary, students' progress to reading comprehension, writing composition, and oral communication. Through exposure to diverse literary genres, students not only enhance their language abilities but also cultivate critical thinking, analytical skills, and an appreciation for literature. In an increasingly interconnected world, English serves as the lingua franca of international communication. Proficiency in English enables students to communicate effectively with peers, educators, and professionals from diverse linguistic and cultural backgrounds. This fluency fosters cross-cultural understanding, facilitates global collaboration, and prepares students to participate meaningfully in the global economy and society.

Much of the world's knowledge and information is available in English. Educational resources such as textbooks, academic journals, online courses, and multimedia materials are predominantly in English. Mastery of the language grants students access to a vast repository

of information, enabling them to stay informed, conduct research, and pursue intellectual interests across various domains.

Proficiency in English is often a prerequisite for academic and professional success. Fluency in the language opens doors to higher education opportunities, scholarships, and international study programs. Moreover, in many industries, English proficiency is essential for career advancement, as it facilitates effective communication, negotiation, and collaboration in diverse workplace environments.

English education introduces students to diverse cultures, histories, and perspectives through literature and language study. Exposure to canonical works of literature, contemporary writing, and multicultural texts broadens students' understanding of the world and fosters empathy and cultural appreciation. Additionally, learning about English-speaking countries' customs, traditions, and societal norms promotes intercultural competence and global citizenship.

English proficiency equips students with the skills to critically analyze and evaluate information from various media sources. Through the study of English-language media, including newspapers, magazines, films, and digital platforms, students learn to discern bias, identify propaganda, and differentiate between fact and opinion. This media literacy is essential in an era of misinformation and fake news, empowering students to navigate the complexities of the digital landscape responsibly.

English education in school encompasses far more than language acquisition; it is a multifaceted endeavor that prepares students for academic success, global citizenship, and lifelong learning in an interconnected world. Its integral role underscores the importance of providing comprehensive and high-quality English instruction in school curricula.

Four -Ruled Note:

A four-ruled note in English typically refers to a type of notebook or paper with four equally spaced horizontal lines running across the page. These lines are often used to help learners practice proper letter formation and spacing when writing in English. Each line serves as a guide for the height and placement of letters, helping writers maintain consistency and legibility in their handwriting. This type of note is commonly used in elementary education for handwriting practice and language learning.

The four-ruled note, often used in early education and handwriting practice, holds significant importance for several reasons:

1. **Letter Formation:** The four ruled lines provide guidance for learners, particularly children, as they practice forming letters. Each line represents the height of certain parts of letters (e.g., ascenders, descenders), helping students maintain consistency and proportionality in their writing.
2. **Spacing Practice:** The spacing between the lines in a four-ruled note is standardized, teaching students how to maintain appropriate spacing between words and lines. This practice is crucial for developing legible handwriting and enhancing overall writing skills.
3. **Handwriting Legibility:** Consistent practice on four-ruled notes promotes legible handwriting. By following the guidelines provided by the ruled lines, students can develop clear, readable handwriting habits that are essential for effective communication in both academic and professional settings.
4. **Fine Motor Skill Development:** Writing on four-ruled notes requires precise control of fine motor skills, including hand and finger movements. This practice aids in the development of fine motor skills, which are essential for various tasks beyond handwriting, such as typing, drawing, and manipulating objects.
5. **Language Learning:** In language learning contexts, the four-ruled note facilitates the acquisition of proper letter formation and spelling in the target language. It offers a structured platform for learners to practice writing new vocabulary words, sentences, and paragraphs, thereby reinforcing language skills.
6. **Cognitive Development:** Writing on four-ruled notes engages cognitive processes such as attention, memory, and concentration. Through repetitive practice, students strengthen these cognitive skills, which are crucial for academic success across subjects.

7. **Self-Evaluation:** The consistent format of the four-ruled note allows students to self-assess their handwriting progress over time. By comparing their current writing to earlier attempts, learners can identify areas for improvement and set goals for further development.
8. **Cultural Significance:** In many educational systems, the use of four-ruled notes is deeply ingrained in traditional pedagogy. It represents a fundamental stage in a student's educational journey, symbolizing the early steps taken towards literacy and academic proficiency.

The four-ruled note plays a vital role in the development of handwriting skills, language proficiency, cognitive abilities, and overall academic success. Its structured format provides learners with a supportive environment for practice and improvement, laying the foundation for effective communication and lifelong learning.

Education is a necessary factor in the economic development as it is regarded as the bedrock of sustainable development in any nation. It equips the individual with the information necessary for high level of human functioning. Education is expected to train the mind of its learner for effective performance. Adequate and proper acquisition of relevant knowledge and skills in school subjects and disciplines of study are invariably functions of quality education. To be regarded as educated person an individual needs to know how to read coherently and write legibly. Unfortunately, Children are not doing well in schools as a result of poor handwriting which has to do with the problem of expressing though in writing form.

Bad handwriting sometimes includes sentences that are poorly punctuated, misuse of upper and lower case letter for examples writing b in place of d, p in place of q etc., words with incorrect spacing, and sentences that do not make sense. Thus, poor handwriting may make the written work of children to be difficult to decipher leading to distortion in the communication process. This might result in subsequent failure, underachievement and loss of motivation for academic activities.

Importance of Handwriting:

Students need good handwriting for several reasons, as outlined below:

Good handwriting is essential for effective communication. When students write neatly and legibly, it becomes easier for others to read and understand their messages. Whether it's

taking notes in class, completing assignments, or writing exams, clear handwriting enhances the clarity of the content, ensuring that teachers, peers, and others can comprehend the information accurately.

In academic settings, neat handwriting is crucial for success. Teachers need to be able to read and evaluate students' work, including assignments, exams, and projects. Well-written responses not only demonstrate students' understanding of the material but also reflect positively on their overall academic performance.

Furthermore, good handwriting fosters professionalism. As students transition into the workforce, they will encounter various situations where clear communication is paramount. Whether it's writing reports, filling out forms, or taking meeting notes, legible handwriting is essential for conveying information accurately and professionally.

Moreover, having good handwriting can boost students' self-confidence. When they take pride in their ability to write neatly and legibly, they are more likely to feel confident in their communication skills overall. This confidence can extend to various aspects of life, including academic, professional, and personal endeavours.

Additionally, research suggests a connection between handwriting and memory retention. When students write notes by hand, they often better remember the information compared to typing. Neat handwriting can enhance this effect, as it allows students to review their notes more easily, reinforcing learning and retention.

Furthermore, handwriting can be a deeply personal form of expression. It reflects students' personalities, styles, and creativity. Even outside of formal calligraphy, students can express their creativity and personality through their handwriting, adding a personal touch to cards, letters, and other written materials.

Lastly, good handwriting ensures accessibility for everyone. In certain situations, such as writing on physical paper or filling out forms by hand, legible handwriting allows individuals with visual impairments or language barriers to understand written information more easily.

In summary, good handwriting is essential for effective communication, academic success, professionalism, self-confidence, memory retention, personal expression, and accessibility. It plays a vital role in various aspects of students' lives and can have a lasting impact on their personal and professional endeavours.

2. Need and Significance of the problem:

Poor handwriting can have negative impact on the success of the students in schools. Many children with poor handwriting are not able to write symbols well, and they cannot put their thought together coherently or write legibly in examination and as such it affects their overall performance in examination. A good handwriting skill is an essential part of teaching and learning, however, this has been ignored in many schools. In fact, the neglect by school authority to properly supervise children with poor handwriting is one of the contributory factors to their poor academic achievement in schools. Handwriting difficulty becomes a serious problem for children with poor handwriting as they will not be able to express themselves accurately and legibly in a written form. So as to help improve the handwriting performance of children and in turn improve their academic achievement which is inevitable one in the current situation.

3. Statement of the problem:

Children felt lazy to read and write. Handwriting is not given much emphasis specifically, but on the whole, it plays vital role in the examination. I selected VI standard as sample of the study to find solution for this common problem among students. So, I had chosen my action research topic as,

Improving handwriting skill in English among VI standard students through effective strategy.

4.Objectives of the study:

The students should be able

- To practice writing each letter properly
- To learn on correct spacing between words
- To know about basic punctuation rules in writing

- To practice copying without any spelling mistake
- To write legibly

5. Hypothesis:

There is a significant difference in using effective strategies to improve handwriting skill in English.

6. Reason for Bad Handwriting:

- ❖ May be due to carelessness
- ❖ Lack of knowledge
- ❖ Poor posture
- ❖ Lack of motor skills during pandemic

7. Research Design:

(a) Sample:

VI-Standard students of RVGBHSS Hosur in Hosur block were selected as the sample of the study.

(b) Tool:

Tool was prepared by the Action Researcher to test the handwriting skill among VI standard students. Students' hand writing was assessed using a five-point scale which was used to evaluate students' hand writing in the following components.

- Placement on the line
- Capitalization
- Formation of Small Letters
- Formation of Capital Letters
- Consistent size
- Consistent shape
- Proper Spacing
- Basic punctuation marks

Spelling errors

Legibly

The maximum score that can be scored by a student was 50 and minimum was a 10.

This tool was used in both pre test and post test.

(c) Design:

Single Group design

(d) Sampling method:

Simple random sampling

8. Intervention:

1. Free Hands style:

Action Researcher asked the students to scribble on their own wish. And practice slanting line, sleeping line, straight line, curve etc.,

2. Awareness of Lines:

Action Researcher provided alphabet worksheets for both capital letters and Small letters for better understanding of the lines rightly associated. It helped them to learn for writing alphabets without any confusion in correct way.

3. Word-Finger-Word:

Most of the students faced the challenge in giving space between words without uniformity. It becomes messy and illegible. So, the action researcher asked the students to give one finger gap between each word. It helps them to do easily. In initial days it is difficult and complex to follow every time but it impacted their writing in future with great transformation.

4. A Day a Page:

Action Researcher gave four-ruled notebook to everyone in the class. She assigned the students to write one line from the poem for a day. Students had to follow every day by mentioning the date in four-ruled notebook without fail even in holidays. Consistency of writing helped them to change their handwriting effortlessly.

5. Touching the Lines:

In Four-ruled note, the page is divided into four sections by four horizontal lines. These lines create four rows of equal height, providing guidance for writing with consistent size and spacing. Each row typically has a top line for uppercase letters, a dashed middle line for lowercase letters, and a bottom line. The fourth row may vary depending on the specific format of the ruling, but it's often used for descenders (the parts of letters that extend below the baseline, like the tail of a lowercase "g" or "y"). This ruling system helps students maintain uniformity and legibility in their handwriting. So, the action researcher emphasized to touch the lines in all letters.

6. Bottom to Top Line:

Action Researcher asked the students to write the first line by copying from the textbook. Then, students had to start write from the last line and beneath and so on. Every time, students had to copy the first line only. It helps them to avoid mistakes carry forward in the front line.

7. Peer Support:

Action Researcher assigned the students in group by appointing Headperson to monitor their progress regularly.

9. DATA ANALYSIS

Data from assessing the handwriting skill as pretest and post test were analyzed for mean, standard deviation and t-test for dependent samples for hypothesis testing.

Comparison of pretest and post test score

English Medium Students Details

S.NO	NAME OF THE STUDENTS	PRE TEST MARKS (100)	POST TEST MARKS (100)
1	Abdul Kadar	32	51
2	Aftab Ahamad	36	64
3	Akbar Ali.B	40	76
4	Ayaan Ali.B	22	48
5	Chethan Kumar.V	50	72
6	Dharshan.N	28	60
7	Hari Preetham.R	60	74
8	Harish.U	44	70
9	Jothiswaran.S	62	80
10	Kaleem Farkhaan.A	58	86
11	Kaveen Kumar.V	44	54
12	Kaviarasan.C	20	44
13	Kishore Kumar.R	60	84
14	Afath.I	48	76
15	Nithish.K	52	72
16	Punith Kumar.M	22	54

17	Pushpananth.Y	22	40
18	Rakshan.M	26	48
19	Ramtej.G	64	80
20	Rithish.K	28	58
21	Sherif.C	30	52
22	Syid Hafis.K	32	50
23	Vignesh.G	52	80
24	Yasar.T.A	24	43

Tamil Medium Students Details

S.No.	NAME OF THE STUDENTS	PRE TEST MARKS (100)	POST TEST MARKS (100)
1	Aravindh.M	26	54
2	Dhuruvan.V	34	65
3	Thigayu.R	24	56
4	Varnesh.K	34	45
5	Elamaran.S	42	68
6	Hussain.F	23	48
7	Venkat kumar.A	28	52
8	Srinivasan.V	26	56
9	Tarun.C	32	59
10	Sakith.L	30	57
11	Iyappan.M	34	64
12	Gokulraj.K	38	72

Table : 1

Significance difference between the Pre test and Post test scores of Total sample

CATEGOR Y	N	MEAN	S.D	t-TEST		REMARKS
				CALCULATED VALUE	TABLE VALUE	
Pre test	36	36.86	13.13	8.02	1.66	*Significant at 0.05 level
Post test	36	61.44	12.88			

't' test was applied to find whether there is any significant difference between the pre-test and the post-test scores. The calculated 't' value is 8.02 which is evident that the 't' value is significant at 0.05 level. It infers that there exists a significant difference between the pre-test and post-test scores. Thus the hypothesis **Significance difference between the Pre test and Post test scores was accepted.**

Significance difference between the Pre test and Post test scores

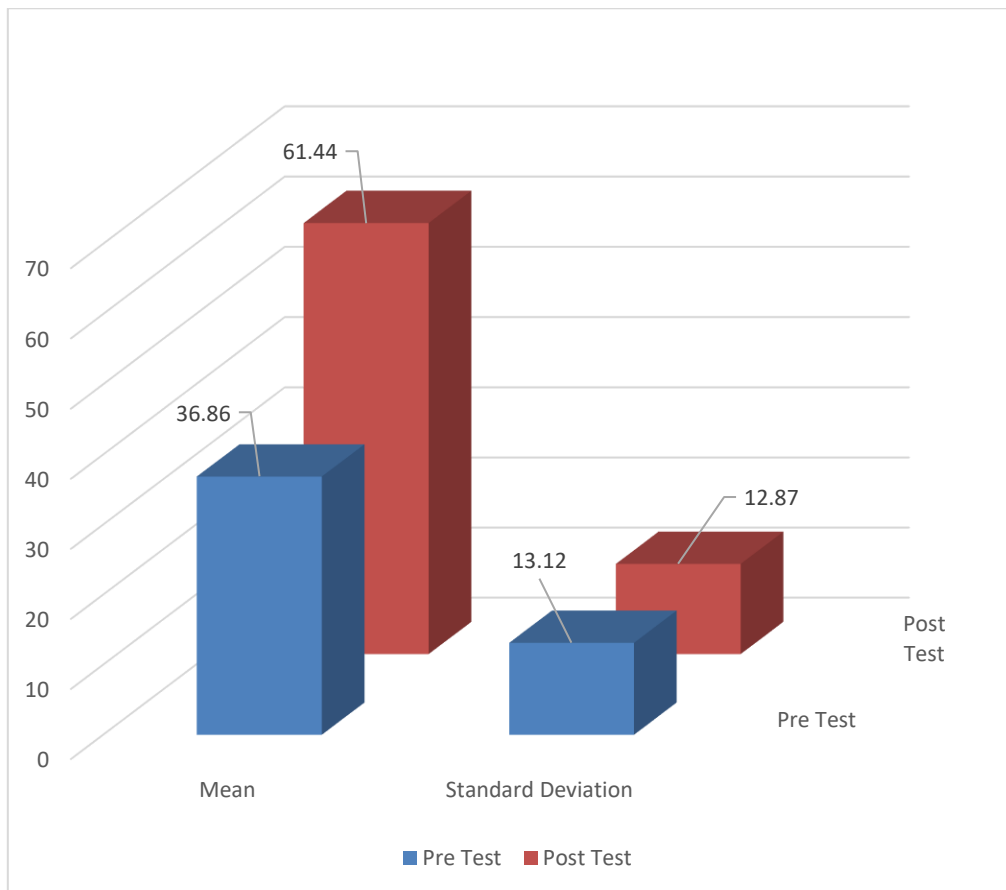


Table : 2

Significance difference between the Pre test and Post test of scores of English medium students

CATEGOR Y	N	MEAN	S.D	T-TEST		REMARKS
				CALCULATE D VALUE	TABLE VALU E	
Pre test	24	39.83	14.77	5.5	1.67	*Significant at 0.05 level
Post test	24	63.16	14.56			

't' test was applied to find whether there is any significant difference between pre-test and the post-test scores of English medium students. The calculated 't' value is 5.5 which is evident that the 't' value is significant at 0.05 level. It infers that there exists a significant difference between the pre-test and post-test scores of English medium students. Thus the hypothesis **Significance difference between Pre test and Post test scores of English medium students by using different strategy was accepted.**

Significance difference between the Pre test and Post test scores of English medium students

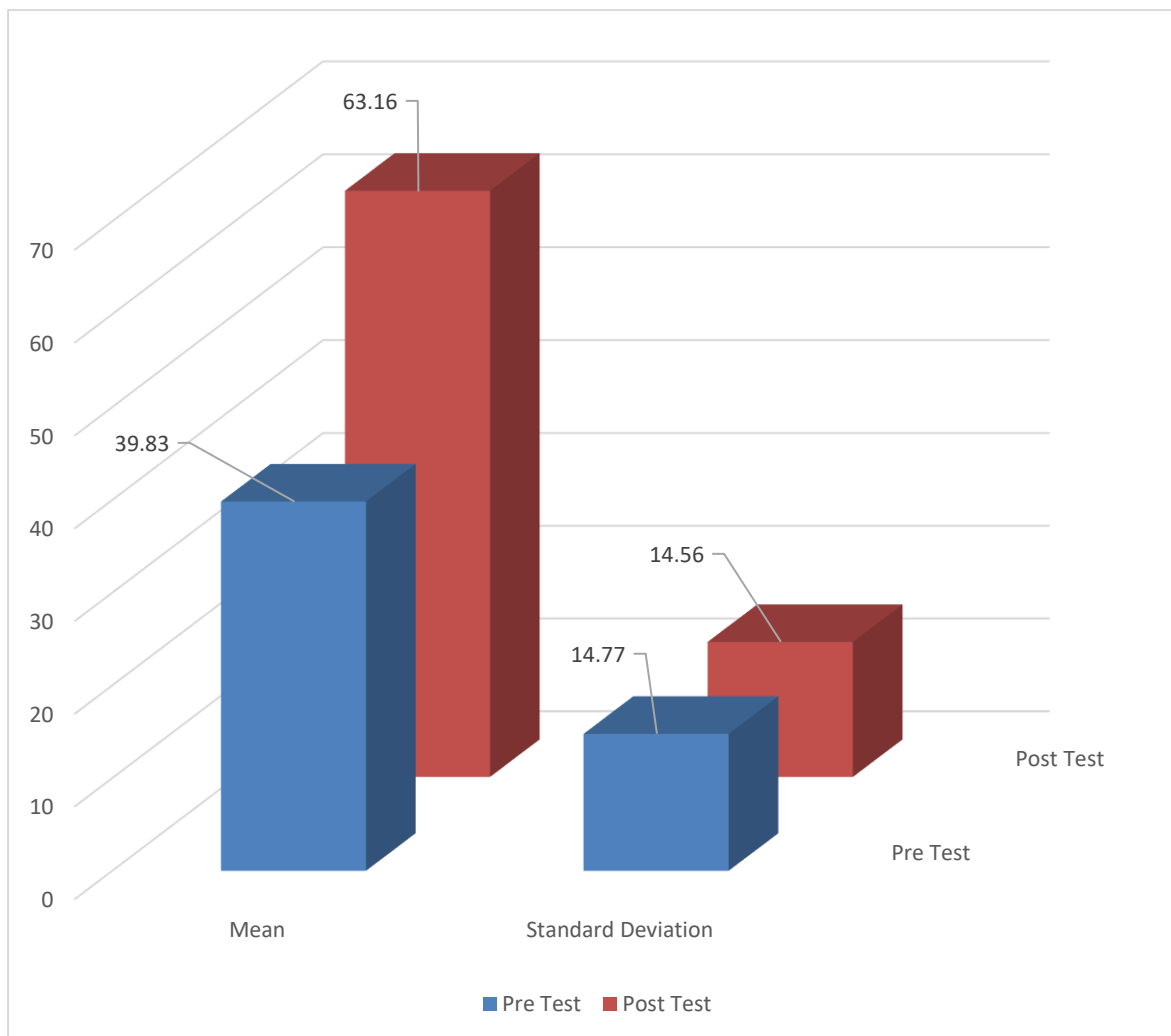


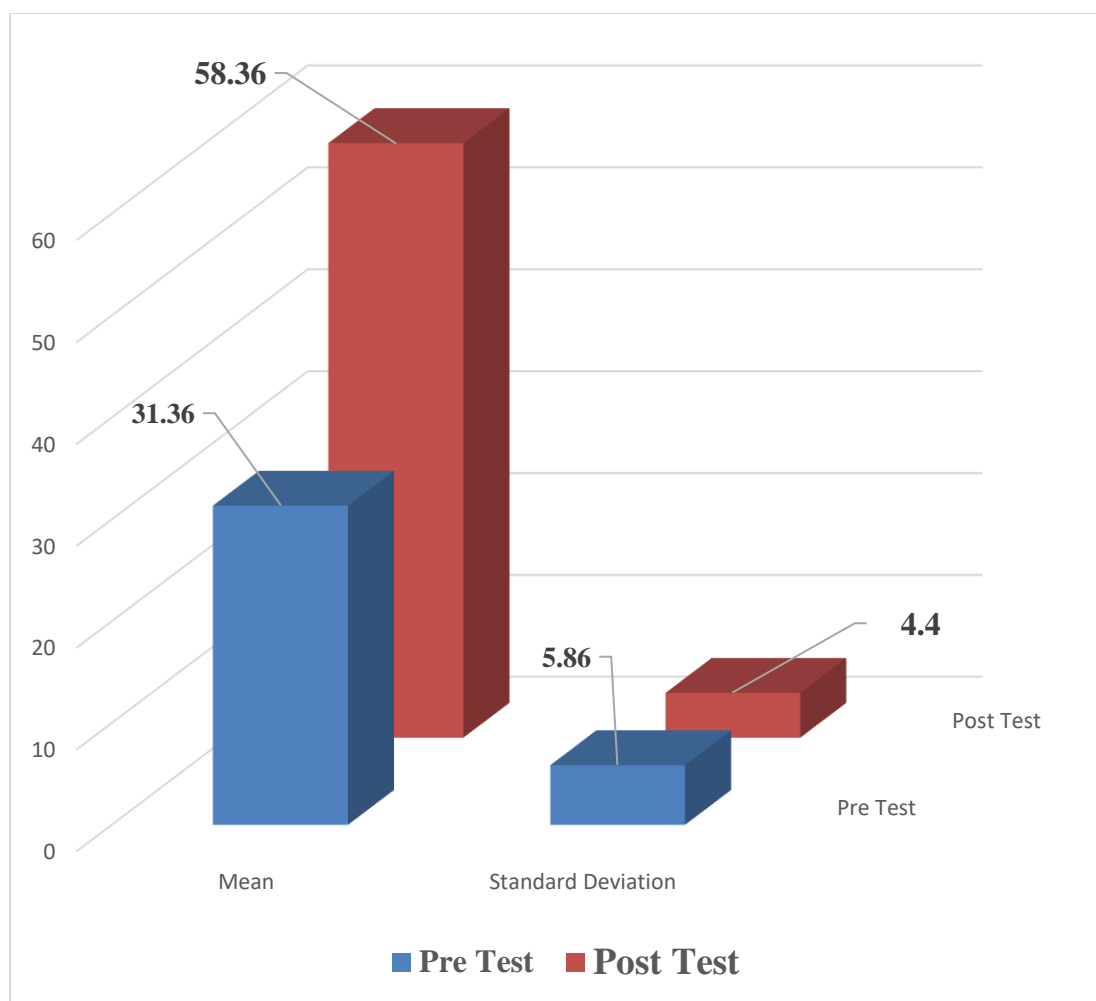
Table : 3

Significance difference between Pre test and Post test scores of Tamil medium students

CATEGOR Y	N	MEAN	S.D	T-TEST		REMARKS
				CALCULATE D VALUE	TABLE VALU E	
Pre test	12	31.36	5.86	9.45	1.65	*Significant at 0.05 level
Post test	12	58.36	8.33			

't' test was applied to find whether there is any significant difference between the pre-test and the post-test scores of Tamil medium students. The calculated 't' value is 9.45 which is evident that the 't' value is significant at 0.05 level. It infers that there exists a significant difference between the pre-test and post-test scores of Tamil medium students. Thus the action hypothesis **Significance difference between Pre test and Post test scores of Tamil medium students by using different strategy was accepted.**

Significance difference between Pre test and Post test scores of Tamil medium students



10. FINDINGS

- The VI standard student's pretest and post test mean scores on improving handwriting were 36.86% and 61.44% respectively.
- The student's were found significantly higher than before with significance at the 0.05 level.
- The action hypothesis "*there is significant difference between Pretest and post test performance by using different strategies*" is accepted.
- Awareness of Lines activity helped them to write alphabets without any confusion.
- Word-Finger-Word activity transformed the students' spacing between words with uniformity
- For maintaining uniformity and legibility, Touch the lines activity played vital role.
- Consistency of writing Four-ruled note with proper guidance had great impact on the students handwriting in English

11. SUGGESTIONS:

- Follow-up studies on improving handwriting in respect of language subjects are recommended.
- This action research proved the role of handwriting note with proper guidance and monitoring helped the students to improve their handwriting.
- The similar activities may be conducted for the teachers in other blocks and districts

12. CONCLUSION

Improving handwriting in English is a multifaceted endeavour that requires patience, practice, and creativity. By incorporating a variety of activities and strategies into instruction, action researcher can effectively support students in developing clear, legible handwriting skills. From tracing worksheets to multisensory experiences, each activity serves to reinforce proper letter formation, spacing, and overall handwriting proficiency.

Moreover, fostering a positive and supportive learning environment is essential in encouraging students to engage actively in handwriting practice. Celebrating progress, providing constructive feedback, and offering opportunities for self-expression through writing can enhance motivation and promote a sense of accomplishment.

Consistency is paramount in handwriting improvement. Regular practice sessions, integrated into daily routines, help students reinforce newly acquired skills and build muscle memory. Furthermore, recognizing the individual needs and learning styles of students is crucial. Tailoring instruction to accommodate diverse abilities, interests, and preferences ensures that all learners can progress at their own pace and experience success.

In essence, by implementing a comprehensive approach that combines structured practice, creative activities, and personalized support, Action Researcher can empower students to develop confident and proficient handwriting skills in English. Ultimately, mastering handwriting not only enhances communication and academic success but also fosters a sense of pride and self-confidence in students' abilities to express themselves effectively on paper.

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Annexure

Questionnaire

Improving handwriting skill in English among VI standard students through effective strategy.

Pre-test and Post-Test Questionnaire

RVGBHSS Hosur

Name of the Action Researcher: S.Ramya, M.A, M.Ed., M.phil.,

Lecturer, DIET-Krishnagiri.

Time: 15 minutes

Maximum Marks: 50

I. Copy the same stanza in given Paper.

A Tragic Story

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, "The mystery I've found –
Says he, "The mystery I've found!
I'll turn me round," he turned him round;
But still it hung behind him.

Description of the Tool

A five point handwriting assessment scale prepared and was used for assessing handwriting of the above poem 'A Tragic Story' for VI standard students. For both pretest and post test the same scale was used by the Action Researcher.

S. No	Components	CRITERIA				
		Need Improvement (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
1	Placement on the line					
2	Capitalization					
3	Formation of Small letters					
4	Formation of Capital Letters					
5	Consistent Size					
6	Consistent Shape					
7	Proper Spacing					
8	Basic punctuation marks					
9	Spelling errors					
10	Legibility					

PHOTO GALLERY



Pre Test was conducted by Mrs.S.Ramya, Action Researcher



Awareness of Lines activity was elucidated by Action Researcher



Pair Activity was performed by the students to improve handwriting



Individual Attention was given to one of the students in the class by Action Researcher



Feedback on their handwriting was provided by Action Researcher



Touching the lines activity was illustrated by Action Researcher



Common mistakes and remedies were discussed in the class to improve handwriting



Feedback on handwriting was provided by Action Researcher

Name: _____ Date: _____

A a B b C c D d

Name: _____ Date: _____

E e F f G g H h

Handwriting Worksheet

A A A A A A

B B B B B B

C C C C C C

D D D D D D

E E E E E E

F F F F F F

G G G G G G

H H H H H H

I I I I I I

J J J J J J

K K K K K K

L L L L L L

M M M M M M

Handwriting Worksheet

a a a a a a

b b b b b b

c c c c c c

d d d d d d

e e e e e e

f f f f f f

g g g g g g

h h h h h h

i i i i i i

j j j j j j

k k k k k k

l l l l l l

m m m m m m

Handwriting Worksheet

N N N N N N

O O O O O O

P P P P P P

Q Q Q Q Q Q

R R R R R R

S S S S S S

T T T T T T

U U U U U U

V V V V V V

W W W W W W

X X X X X X

Y Y Y Y Y Y

Z Z Z Z Z Z

Handwriting Worksheet

n n n n n n

o o o o o o

p p p p p p

q q q q q q

r r r r r r

s s s s s s

t t t t t t

u u u u u u

v v v v v v

w w w w w w

x x x x x x

y y y y y y

z z z z z z

Handwriting Worksheet

bird bird

dog dog

cat cat

rabbit rabbit

chicken chicken

ape ape

monkey monkey

penguin penguin

fish fish

mouse mouse

parrot parrot

cow cow

sheep sheep

Handwriting Worksheet

red red

orange orange

yellow yellow

green green

blue blue

indigo indigo

violet violet

black black

white white

purple purple

pink pink

colour colour

rainbow rainbow