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Notice for the PhD Viva-Voce Examination

Ms Caroline Unnathamani K (Registration Number: 1830088), PhD scholar at the School of Arts and Humanities, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Monday, 3 June 2024 at 11.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis	:	**Impact of Station Rotation Model in Enhancing Writing Skills and Academic Performance of Primary School Children**
Discipline	:	**English Studies**
External Examiner (Outside Karnataka)	:	**Dr Garima Dalal** Associate Professor Linguistics Empowerment Cell Jawaharlal Nehru University New Delhi- 110067
External Examiner (Within Karnataka)	:	**Dr Ravinarayan C** Professor Regional Institute of English Jnana Bharathi Campus Bengaluru - 560056 Karnataka
Supervisor	:	**Dr Bhavani S** Associate Professor Department of English and Cultural Studies School of Arts and Humanities CHRIST (Deemed to be University) Bengaluru- 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Registrar

Place: Bengaluru
Date: 27 May 2024

ABSTRACT

The research examines the impact of incorporating technology in English language, education, with a focus on a blended learning approach called the station rotation model. The study aims to investigate the impact of technology-enhanced teaching on writing skills, specifically among primary school students from socio-economically disadvantaged backgrounds in a district of Tamil Nadu, India. The research takes into account the limited opportunities for English language learning available to these students beyond the classroom and emphasizes the need to enhance their writing abilities through innovative pedagogical techniques.

The study seeks to address the educational and technological disparities and improve the learning outcomes of students from underprivileged backgrounds. The research employs experimental methods to assess the effectiveness of the station rotation model in enhancing writing proficiency and academic performance in English. Pre and post-tests are conducted on control and experimental groups in two schools with varying resource accessibility. The first dependent variable, writing skills, is measured using government question papers, while the second dependent variable, academic performance, is evaluated using a standardised rating scale. The study utilises descriptive

analysis to identify performance disparities among the students. The results of the study indicate a significant improvement in students' writing proficiency and academic performance and an increased motivation among children to learn English. The study recommends that the station rotation model be adopted as an effective teaching methodology for primary schools to enhance children's writing skills and English language proficiency. The study concludes by discussing limitations, scope beyond the research, and avenues for further research.

Keywords: Station rotation model, Writing skills, Academic performance, Primary school children, TPACK, Digital divide, Individualization, blended learning.

Publications:

1. **Caroline Unnathamani**, & Bhavani, S. (2023). The Effectiveness of Station Rotation Model of Blended Learning: *A Systematic Review. South India Journal of Social Sciences, 21*(7), XXI.
2. **Caroline Unnathamani**, & Sumanjari, S. (2022). Animated Videos For Enlivening Vocabulary Acquisition Among The First Generation Young Learners. *The Online Journal of Distance Education and e-Learning, 10*(1), X.
3. **Caroline Unnathamani**, & Sumanjari, S. (2020). Station Rotation Model as Teaching Methodology for English Language in Primary Classrooms of India. *Journal of Critical Reviews, 7*(19), VII.