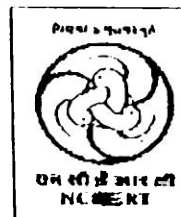


**TRAINING OF KEY RESOURCE PERSONS
ON
MANAGEMENT OF EDUCATION PROJECTS**

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PREFACE

In the context of changing educational scenario, children are encouraged to become autonomous learners by incorporating their real life experiences into learning process. Children are able to see, observe and understand many curious things and processes around them and learn from them. For this learning to become systematic, it has to be corrected with classroom learning. Though children are expected to learn through textbooks in the classrooms, it is the classroom interactions and discussions emerging from the textbook content that assume importance. These classroom processes can be strengthened by organized activities through Project work. Project work plays a strong role in consolidating classroom learning process through real life activities and their adaptation to classroom situation. It comprises activities that raise curiosity, hone observation power, encourage divergent thinking, facilitate classification and analysis of facts. It makes learning interesting enjoyable and memorable.

Regional Institute of Education, Mysore at the behest of DIETs of Karnataka conducted a five day training programme for DIET faculty on management of Education projects. The

present module is a compilation of the papers and handouts prepared by the resource persons. It is hoped that this module will go a long way in training of resource persons on management of Education projects.

Dr N N Prahallada
Co-ordinator

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APPROACH PAPER

Coordinator : Dr N N Prahallada

Rationale

Educational projects gain importance in the modern era as the emphasis is on learning than on teaching. The students should be able to comprehend and acquire skills in curricular/ co-curricular areas to fit themselves well in society. Many educational projects are being taken to solve the problem of education. Human power and finance are pumped into it to solve the problems. Yet the classroom teachers are unable to execute and document them. Hence there is a need to manage the projects in school system.

Meaning and Importance

- A project is a joint venture taken up by a set of people concerned about solving a problem, immediate or long term, using all the available resources.
- A project is a purposeful activity carried on in a mutual setting.
- The project is based on the felt need of the persons and the institutions involved in it.
- Projects are a part of curricula transactions in schools.
- The type, nature and complexity of the project depends on the purpose of the project.

Genesis of the Project

The idea of the project should originate in the mind of the student/ teacher / administrator. This happens only when a certain inconvenience felt by the persons or institutions regarding the existing teaching/ learning situations/ administration. A project is taken up to facilitate the process.

Project Size

- The projects may relate to find solutions to
- a) societal issues addressed at large
 - b) issues related to school

- c) issues related to curriculum transaction which can further be viewed from teacher domain and the students' domain.

Major Educational Projects - Presentation and Review

The intention is to enlighten the participants to get an insight into the way the projects are developed, managed and executed.

The illustration presented will throw light on the successfully incompleting projects.

Types of Educational Projects

- a) Projects to solve educational problems involving social issues.
- b) Projects taken up by institutions.
- c) Projects related to curricula transactions involving both teacher and pupil domains.

Group Activity

Discussions and interaction among the participants on the projects implemented by them to focus the need for effective management of projects in schools.

Steps of a Project

1. Identification of the area of the project
2. Rating of the objectives of the project in terms of specific terminal performance
3. Planning : The stages of the project execution are to be clearly indicated, the role of human material and the financial resources to be defined. A work sheet / task grid can be developed for an easy execution, keeping in mind the process of evaluation.

Factors to be kept in mind while planning.

1. Objectives of the Project
2. Availability of time
3. Availability of resources
4. Development of tools/ techniques and modalities
5. Sequential execution
6. Process evaluation
7. Needed financial resource to be augmented

8. Development of worksheets or task grids

Execution

- Training personnel
- Work allotment
- Using tools, techniques and modalities
- Material development
- Systematic feedback at all stages

Terminal Evaluation of the Project

Proper tools have to be used to evaluate the specific defined objectives. Opinionnaire, photographs and the materials collected may be used for this purpose. Presentation of them in the form of an exhibition is a good way of evaluation.

Writing Project Report

The successful completion of a project is well reflected by a report which describes the modalities and the outcome of the projects. Therefore, care should be taken to write an objective report. The project report should contain the following :

- Title of the Project
- Title page
 - Title of the project
 - Sponsor
 - Project Coordinator
 - Members of the project
 - Preface
 - Acknowledgement
 - Content table
 - Introduction
 - Need for the project
 - Problem and the discussion of the problem
 - Objectives
 - Methodology
 - i) Tools and Techniques used
 - ii) Data Processing
 - Analysis and Interpretation
 - Summary and conclusion – Major recommendations
 - Bibliography

Appendices

- i) List of resources used – human, physical and financial
- ii) Tools used
- iii) Institutions visited

Curriculum Based Projects

- Awareness Development Projects
- Problem – solving Projects
- Collection Projects : Projects for the development
- Enrichment Projects
- Projects for capacity building
- Practical-oriented projects : Practical tasks such as construction of useful articles to embody some idea or plan in an external form.
- Appreciation of an Aesthetic experience to enjoy some experience – fine arts, dramatization, role play, collection of materials, etc.
- Mastery of a skill or a knowledge

School based Projects

- Enrollment and attendance
- Girl Child Education
- Education for Specially Challenged
- Inculcation of non-scholastic values
- Development of Resource Centre
- Environmental Education
- Inculcation of Scientific Temper
- Awareness about Social health
- Adolescence education

Out of School Projects

- Development of Resource Centre for Community
- Potability test for water
- Identification of Medicinal plants in the community
- Eradication of communicable diseases
- Role of SDMCs
- Community Health
- Literacy Programs / Adult Education programmes

TYPES OF THE PROJECT

1. **Model Making:** The term 'Mode' refers to replica, imitation or copy of a real thing, act or process. The model should be real, accurate, relevant to the topic and truthful representation of an object and also motivating and interesting. Models may be of same size, small or larger in size. The raw materials needed for preparing models may be available in the local environment at free of cost or at low cost. While making models more emphasis will be given for low cost or no cost materials, but in some cases, the price of the model may be high if there is any sponsoring agency.

2. **Field work :** Field work is the study of the actual objects which stimulates interest and curiosity among the learners. It is an outdoor study/activity which provides first-hand experiences/ direct experiences and all the senses are brought into action, thus the learner gains a more complete picture. During the field work, the learner has concrete learning experiences in a real situation which has been undertaken with a specific purpose.

The stages in the completion of a field work are :

- a felt need
- selecting a suitable place
- listing specific objectives
- planning the work in minute detail.
- Preparing the pupils
- The actual field work
- Consolidation with follow-up activities

Teacher's role in organizing / conducting the field work

- briefing them (learners) about all aspects of field work
- what to see and observe
- Measures to be observed/ precautions to be taken during the visit
- Instructions to take note during the visit
- Instructing them to move in a group obeying the leader
- Suitable conveyance, boarding and accommodation should be arranged well in advance
- Every minor details should be thought and planned.

Student's role in the field :

- Obeying the rules and regulations.
- Visiting to the place which have been briefed by the Teacher
- Should not destruct the environment (degrade the environment)
- Should not touch the things without the permission of the teacher
- Photographs should be taken only by getting permission from the authority
- Moving in a group, obeying the leader and having a co-operative spirit of work, tolerance, patience and should be self-dependent.

Field work may be of the places of scientific interest i.e. zoo, garden, museum, forest, sanctuaries, etc.

3. **Dramatisation Projects :** The term 'dramatization' refers to the symbolic representation of many themes. Biographics of scientist or important events in the scientists' life can be dramatized. Thus, the learner will get direct experience by selecting the roles and enacting. They will understand the sacrifice of the scientist and also the contribution of the scientists to the society.

4. **Excursion Projects :** The aim of the excursion is not only getting pleasure and recreation but also getting additional knowledge through direct experience. So, it is necessary to select a suitable place to visit and all the details of the excursion should be planned well in advance i.e. it may be selection of the place, boarding, accommodation, transportation, finance, duration, total number of teachers and students.

5. **Exhibition Projects :** Exhibition is one of the important co-curricular activities. Exhibition is a technique through which certain items of information will be displayed for public as well as for students. Usually exhibitions will be organized at the end of academic year or at a convenient time. Exhibitions provide an opportunity to exhibit the work done by the students or members on a particular theme. Some of the items that can find a place in exhibition are posters, charts, pictures, cartoons, specimens, models, scrap books, coins, pamphlets, stamps, objects, etc.

Steps to be followed in organizing an exhibition :

- Planning
- Execution
- Evaluation

6. **Survey Projects** : This technique helps to collect simple data which provide basic information for planned activities, based upon this project work and experimental investigations can be carried out. A survey is generally carried out to gather information through questionnaire, opinion sheets or personal interviews on various aspects.

Steps :

- Identification of the problem
- Formation of small groups for conducting surveys
- Preparing a questionnaire
- Identifying the target group
- Administrating the questionnaire
- Compiling the data
- Publishing the results

7. **Observational projects:** The word 'observation' refers to seeing things with purpose. It is the method of inquiry to collect information and that information can be planned systematically, thus observation is specific, objective, quantitative, immediate and verifiable.

Steps involved in Observation

- Planning
- Execution
- Recording
- Interpretation
- Generalisation

Observation refers to seeing the things present around us / in the nature, studying the behaviour, etc. Observation can be made objective by using checklists, rating scales, camera, tape recorder, etc.

8. **Dissection Projects** : Dissection plays a very important role in science because it helps in the anatomical study of the plant and animal. For example, if we want to study about the T.S. of a leaf, first we should know that things needed for dissection i.e. leaf, blade, slide, cover slip, needle, microscope, etc. Once if the materials are known, then we should know the way of dissecting/ how to dissect.

Steps :

- Planning
- Collection of materials
- Execution

- Observation
- Recording
- Drawing/arriving at the inference

9. **Construction Projects** : The process or method or making of some new things. For example, making hand-made apparatus provides an opportunity for the learner for creative expression.

10. **Identification projects** : It is the process of showing, proving or recognizing who / what is somebody or something and it is the first step in solving the problem, studying about the plant, animals or any object present around us.

11. **Collection Projects** : A great variety of things can be collected from our surrounding, it may be living and non-living things i.e. plants and animals, metals and minerals, etc. Information/data can be collected from the different sources to solve the problem. Helps in studying the actual objects and develop adequate concepts.

Steps :

- Planning → Place, things needed, sources
- Execution → Actual work will be carried out; After collecting, labeling will be done.
- Recording
- Comparative Studies
- Generalisations

Criteria of a Good Project

- It should be purposeful, practicable and useful.
- It should have good educational value.
- It should be suited to their age and intellectual level.
- It should be suitable for their social background and availability of materials
- It should be economical.
- It should be challenging.
- It should be flexible.

ROLE OF TEACHERS IN GETTING PROJECTS CARRIED OUT BY PUPILS

A project is a set of purposeful sequential activities taken up and carried out by individual students or small groups of students over a period of few days or a week. An important aspect of the project is that it results in some kind of a physical outcome – a product, a display, a chart, a working model/ dummy model or a written report. The product, of course, represents the end result the end result of the project.

An actual project begins with something a pupil wants to do- a device he/she wants to construct, a collection he/she wants to make, a chart he/she wants to prepare. But the project approach begins much earlier. It begins with the teachers' plan. It cannot be assumed that pupils begin work on projects spontaneously. They need help, guidance and occasional prodding if the project is to be effective. To get meaningful projects carried out by pupils, teachers play a crucial role in the process.

Role of the Teacher

- Teacher should prepare and provide an exhaustive list of projects to be taken up by students.
- Teacher should guide students to select an appropriate project keeping in mind individual's ability and interest as well as availability of resources.
- Teacher should help the student to prepare a plan to execute the project.
- Teacher should encourage students to take up projects which can be carried out in small group so that values such as co-operation, sharing of responsibility, collaboration, team work could be promoted.
- Teacher should check the progress of the project from time to time, point out progress and praise achievement.
- Teacher should help students to focus on 'process' part such as important observations made, experience gained, skills/competencies acquired during the course of carrying out the project.
- Teacher should encourage students to make use of cheap and inexpensive/low cost/ no cost raw materials while carrying out projects.
- Teacher could give an opportunity to students to orally explain the procedure involved in carrying out the project.
- A small write up involving the title of the project, materials used, procedure followed, amount spent, educational value etc. could be got prepared.

- A teacher should use an appropriate list of criteria for assessment of various projects.
- Teacher should provide detailed feedback to pupils on their performance which would motivate them to take up subsequent projects.

ENHANCING TEACHING COMPETENCY THROUGH INTEGRATION OF ART EDUCATION FOR EFFECTIVE LANGUAGE TEACHING AT PRIMARY STAGE – A CONCEPTUAL MODEL OF A PROJECT

1. Introduction

Language is the most valuable tool the child has in attaining the goals established for him/her and by him/her. Practically every task at primary school level depends on the ability to use language and manipulate concepts.

Consequently the teacher's greatest concern at primary school level needs to be language development. All applications of language – listening, speaking, reading and writing – are parts of an overall skill. The child who is adept at oral composition can be expected to read, write and listen better than its counterpart who is not. The child who reads more skillfully, usually speaks, listens and writes better. Not all children develop language ability with equal ease. A good and effective language teaching provides for both differences and similarities among children. It should include the receptive and expressive language activities of speaking and writing. The child does not use these language skills in a compartmentalized manner. The inter-relatedness and essential unity of the language must be acknowledged and often highlighted in curricular activities. The daily learning climate, the activities of the classroom, the content of the curriculum and the attitudes of the teachers and other school personnel become major factors in each child's language growth.

The attitude of the teacher towards children and towards how communication effectiveness is learned are recognized as being of utmost importance in the quality language programme. Evidence of possession of these desirable attitudes is shown by a teacher who

1. shows each child that he or she is an accepted and important member of the classroom group.
2. Encourages attitudes of friendliness and mutual respect among the children, including respect for differences as well as likenesses.
3. Talks with and listens to children individually and in groups, encouraging them to exchange ideas and experiences.
4. shows appreciation to each child's efforts towards expression.

5. shows enthusiasm and allows children to do so about the activities of the classroom.
6. Shows sensitivity to and awareness of the world, encouraging children to notice the way things look, sound, smell, feel, work, grow and so forth.
7. Allows children to see that they enjoy language in the stories read and written, in discovering word origins and in the images that words and phrases create.
8. Receives ideas and information expressed by the children as evidence of their interests and capitalizes on the information in planning.

But in reality the language classroom and the teacher who teaches the language do not enjoy the optimum conditions for the effective transactions that is imperative for language learning. Overcrowded classrooms, demanding syllabus, paucity of resources; the ALL IMPORTANT examinations and absence of professional improvement facilities lead a combined concerted attack on the classroom interactions. The saddest part of language teaching is when the content of the textbook is taught and not the skills of the language. The teacher feels fulfilled after teaching all the lessons in the prescribed texts and reading the answers written by the students. The answers would be invariably faithful to the content of the texts to the letter. The teacher conveniently forgets that language is a skill subject and all the four skills have to be taught and tested. The writing skill overrides the other three as the paper pencil tests and exams rate the child's performance in language learning. Teachers fall into this rut as it is the order of the day and it is convenient. According to a study the reasons for these are :

1. Teachers do not acknowledge the problem which the innovation is intended to fix.
2. Innovation would increase the complexity of teacher's work life
3. Innovation violates teacher's beliefs about effective teaching.
4. Organizational structure works against adoption of innovation
5. Innovations are flawed.

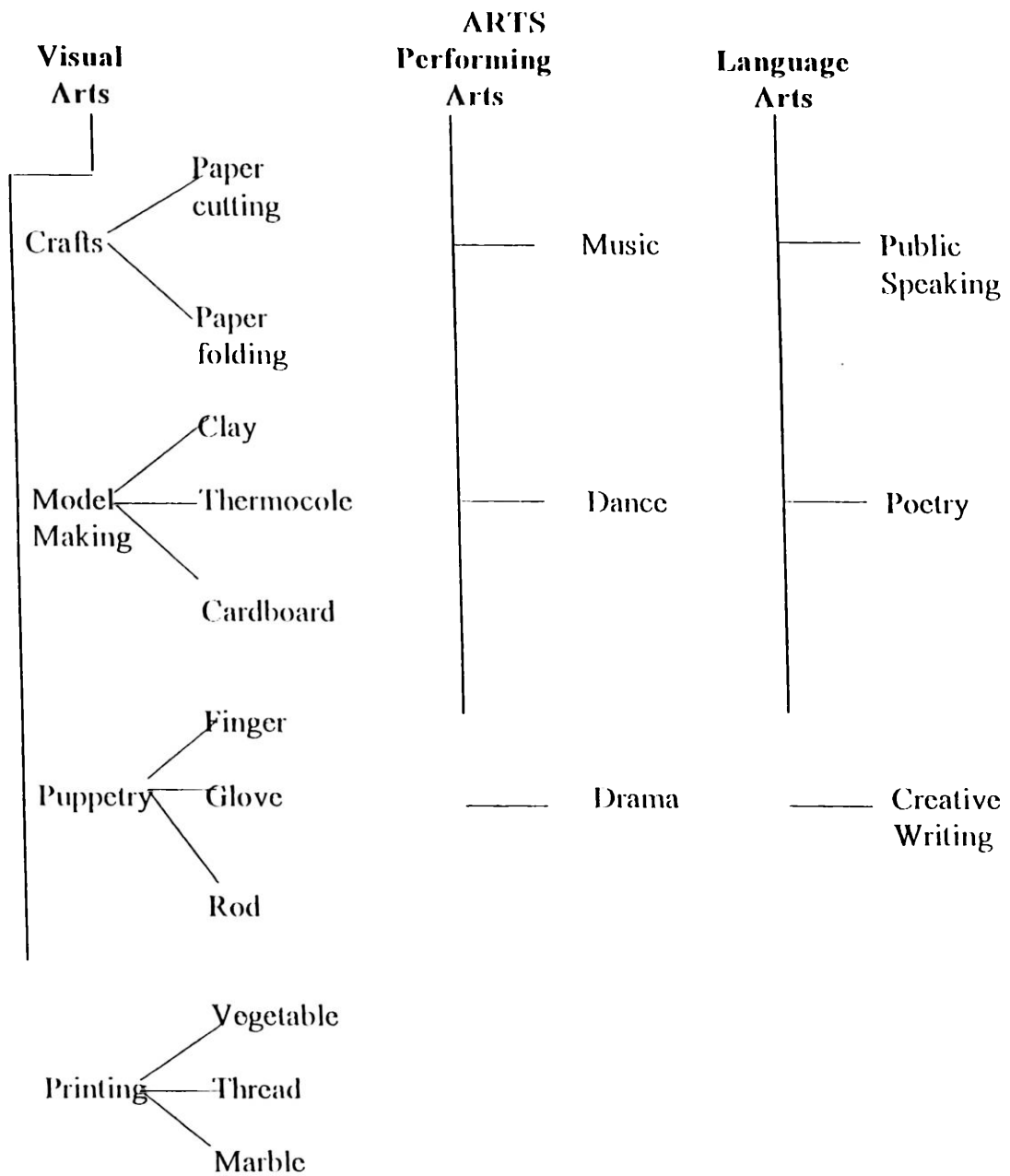
New roles have been expected of the teachers. For example, the policy statement "child centred and activity based process of learning should be adopted at the primary stage" has its implications that the teacher, instead of acting as a disseminator of information would act more as a mediator of learning, stimulate them how to learn by themselves, act

as a guide to identify learning resources. The teacher has to organize learning situations to “stimulate curiosity and independent thinking, develop problem solving skills, promote planning and execution of projects and self-learning involving a knowledge through observation of phenomena creative thinking and activities” (National Curriculum for Primary and Secondary Education – A Framework 1987 p.6). This expected role of the teacher emphasized the need to innovate within the organizational and curricular framework. This is further elaborated in National Curriculum Framework 2005 too.

II. ART EDUCATION

The primary school curriculum has Art Education which has immense potential and possibilities for evolving innovative teaching strategies. Art is a process of fulfillment in every aspect of life. It gives a new perspective or viewpoint to look at life. If the teacher has to provide the children joy of learning, make them learn through activities – Art is the best means to do it. Various art forms liberate the inner creativity of students and ensure their true involvement in the process.

The basic principle of Art Education is that every living creature is unique and individualistic. Hence every child has to be allowed his/her own pace, rhythm, ability and experience to learn. The idea of introducing Art Education into school education is to nurture individuality, creativity and variety. The main elements of Art Education on the school curriculum are :



III. METHODOLOGY / STRATEGY

Objectives	Language Skills	Art Education Activities	Evaluation
To develop Listening Skills	<ul style="list-style-type: none"> • Listen with understanding to recitation, plays, debates and presentations; understand instructions. • Understand conversation, dialogues, discussions. • Make inference from information given in a spoken test. 	<ul style="list-style-type: none"> • Singing of poems, dramatizing stories, talk on lesson content. • Performing a script in a group based on a lesson. • Enacting a specified assigned role. 	<ul style="list-style-type: none"> • Evaluating conversational skills on a rating scale (formal + informal) • Appreciating the performance (oral in unfamiliar situation + written). • Reporting in 3-4 sentences; Character sketch 3-4 sentences. • Objective test items (written) <ol style="list-style-type: none"> 1. Gap filling 2. Sentence completion 3. Writing 3-4 sentences on a role.

<p>To develop Speaking Skills</p>	<ul style="list-style-type: none"> • After listening, be able to answer questions, carry on conversation. • Speak fluently and naturally. • Speak on simple known themes. • Describe situations and events. • Take part in plays, debates make formal announcement. • Use appropriate language in formal and informal situations.
<p>To develop Reading Skills</p>	<ul style="list-style-type: none"> • Read simple figures, charts and maps. • Read, print and handwriting freely. • Read newspapers and other printed matter. • Acquire vocabulary of approximately 5000 words. • Make inference from a

<ul style="list-style-type: none"> • Painting a poster, a scene or a situation. • Making a collage to depict a subject/ scene of his/her own choice. • Drawing a scene-painting, a poster on subject of topic interest. • Drawing a situation draw a flow chart of events. • Performing a script in a group • Making a mask making puppets to speak through 	<ul style="list-style-type: none"> • Evaluate speed • Intonation • Pause • Pronunciation • Expression • Fluency of reading (formal + informal)
<ul style="list-style-type: none"> • Preparation of flash cards, maps and charts. • Vegetable printing stylizing handwriting. • Preparation of scrap book • Word games, tag game, etc. • Talk based on the text. • Planning dialogue and enact to use because since if then if not- 	

	<p>written text.</p> <ul style="list-style-type: none">• After reading the text answer questions using because since if then, if not then, written with correct format, spacing, etc.
<p>To develop Writing Skills</p>	<ul style="list-style-type: none">• Take dictation with all punctuation marks.• Write short free composition including simple informal letters.• Understand simple functional rules of parts of speech.

<p>then, preparation of poster using colours to emphasize sparing syntactical position style.</p>	
<ul style="list-style-type: none"> • A talk, a dialogue, a poem recitation. • Painting, printing, model making, collage to form visual clues. • Drawing pictures to understand the function of verbs, adjectives and prepositions. 	<ul style="list-style-type: none"> • Evaluating the format used and writing. • The ability to appreciate and use comma, full stop, inverted commas (written) linguistically controlled tasks. • (Written) contextualised grammar items to test their usage.

IV. Scope for Integrating Art Education Activities with that of Language Learning

The teacher can use these activities to enable the child to explore various means of communications, both verbal and non-verbal. By this, the child's senses are sharpened and skills of handling tools are developed. The child develops a sense of organization and a sense of symmetry as well as order. Art education provides joy of learning and the pleasure that sustains curiosity. Effective learning and development takes place through direct experiences involving all the senses, emotions and physical as well as cognitive abilities. Arts bridge the gap between the outer and the inner world by providing experiences for internalizing knowledge.

The innate affinity and similarity between the Art Education activities and language learning activities is obvious from the fact that both are elements of Art Education. The innate affinity and similarity between the Art Education activities and language learning activities is obvious from the fact that both are elements of Art Education.

The key elements of Art Education such as Expression, Interaction, Experience and individuality help to initiate, nurture and develop verbal and non-verbal communication skills that are vital to language learning.

The teacher's role is to give responsive encouragement to students to learn without fear and competition. A language is not learnt only by studying it. Using the language in situations connected with real life while role playing, dramatizing and speaking gives true mastery over it. Any form of genuine personal expression without any external influence must be honoured by the teacher. Individuality and Creativity are the key words.

Art education enhances teacher's competency by enabling him/her to encourage and nurture the child's expression; interactive ability; value its experience and respect its individuality and creativity.

V. Overview of Literature

A number of studies done in the area of developing language skills point to the scope for integrating Art Education activities with language teaching. Reading can be developed by use of fiction and non-fiction books of varying difficulty. Writing group compositions and individual

reports can be based on class activity – a mock interview, a speech by a fellow student, a skit staged by the group. These dramatic activities enhance the writing ability (Pauline Barton – developing language skills, courtesy – perspectives).

Writing skill can be developed by generating curiosity and interest about facts and events. The investigator took class VII and IX students of three schools, classified them into 2 groups of 20 each. The experimental group was supplied with cartoons to write a report on or a story about it. The control group was given only a caption. 70% of the experimental groups were able to write paragraphs. The process was reversed and now the other group also responded satisfactorily. This experiment shows that abstract caption do not develop interest or curiosity but a cartoon or a visual stimulus can do so resulting in written expressions. (Braja Gopal Mazumdar/ Developing Writing skills through cartoons/Primary Teacher, July 1981).

The experiences of building blocks, drawing and painting, clay and plaster of Paris models, paper foldings and pasting, chalk work and craft work, collages by leaves, paper, flowers, etc. help to create interest in learning, to increase vocabulary and provide opportunities for self expression. Doing something helps in describing that orally or in writing.

Creative dramatics like movements, pantomime, simulation, role play, skits and drama based on the parables, fables, mythological stories, real life incidents help in language learning process. (Abha Ahuja and Amita Gupta – Encouraging creativity in children/ Primary Teacher, 1991). Preparation of educational puppets enables the teacher to teach and perfect the art of speaking. While children use these puppets and speak for them, the intonation, pauses; pronunciation and speed of speech are perfected. The simple but effective rod puppets, hand glove puppets and more sophisticated shadow and string puppets help in training the speaking and writing skills. (Harmesh Lal - Educational puppets for children/ Primary teacher, January 1989).

Education is the unfolding of the potentialities of an individual to the maximum : physical, mental, social, emotional and spiritual. The child's creativity, spontaneity, curiosity and activities should have adequate scope for full development through teaching learning process. (Jagannath Mohanty – Art Education and preschool child – Primary Teacher, 1989). Describing things and action by using pictures, story

telling, education and presenting skits enhance speaking skills. (Manila Agarwal – Oral communication skills in English - Primary Teacher – April 1989).

This project proposes to present a conceptual model that integrates, Art Education activities with that of language activities, so that the teacher can ensure child centred, joyful learning of language. It also hopes to dispel the teacher resistance to innovations and offer them strategies well within their organizational structure thus enhancing their teaching competency.

Task 4 : Collect words, poems and simple stories needed to test reading Skill of a child assigned to class IV.

Task 5 : Select suitable material to test writing skill of a child assigned to class II.

Task 6 : Set test items to evaluate the grammar items taught in class.

VI. Steps involved in the Project

- a) Need assessment
- b) Analysis of errors of the system
- c) Identification of major and alternative modes of instruction
- d) Content sequencing based on systems environment
- e) Plan instructional strategies and select media
- f) Develop lesson plans utilizing appropriate learning conditions
- g) Implement instructional programme
- h) Evaluation/revision of instructional materials based on evaluations

(Adopted from Model of Systems approach to Instructional Design – Dr Vandana Mehra)

Needs Assessment

Task 1 : List what is to be learnt by the learner; list the competencies to be learnt from the content.

Task 2 : Plan how you are going to teach.

- Sub-Task: a) List the problem areas
- For ex: a) Strength of the classroom (over crowded)
- b) Inadequate time to teach all lessons

- Sub-Task: b) Plan how to tackle the problem areas
For ex: a) Grouping the learners into homogeneous groups
b) Develop skills for self-learning

Analysis of Errors in the System

- Task : List out the errors/ lacunas in the system under these areas.
- a) Objectives of learning language
 - b) Methodology of teaching
 - c) Teacher / Pupil interaction
 - d) Scope for learner's expression
 - e) Evaluation

Identification of Major and Alternative Modes of Instruction

Task 1 : Identify the art activities that can help in developing these skills.

- | | | |
|----|-----------|--------------------|
| a) | Listening | Performing, Visual |
| b) | Speaking | Performing, Visual |
| c) | Reading | Performing, Visual |
| d) | Writing | Performing, Visual |

Content Sequencing based on Systems Environment

Task : The language content to be taught is broken down into competencies to be taught under these skills.

1. Listening
 - i)
 - ii)
 - iii)
 - iv)
2. Speaking
 - i)
 - ii)
 - iii)
 - iv)
3. Reading
 - i)
 - ii)
 - iii)
 - iv)

4. Writing

- i)
- ii)
- iii)
- iv)

Choose a prose passage (100 – 150 words) or a short poem (8 –12 lines) and list down the language skills to be taught.

Plan instructional strategies and Select Media

Task 1 : Pick the language skills presented in item (d) in a sequence and plan how to teach and what are activity should be used.

Skill 1	Listening	How to Teach	Art Activity
a)	Understand Instructions	Group activity	Making a puppet and speak through it
b)		b)	b)
c)		c)	c)
d)		d)	d)

Skill 2	Listening	How to Teach	Art Activity
a)	Take part in skit	Individuals enacting a part from the lesson	Making a puppet and speak through it
b)		b)	b)
c)		c)	c)
d)		d)	d)

Skill 3	Listening	How to Teach	Art Activity
a)	Read a chart paragraph	Group activity each group presents a chart	Prepare a chart collage making
b)		b)	b)
c)		c)	c)
d)		d)	d)

Skill 4	Listening	How to Teach	Art Activity
a)	Writing a paragraph	The model is explained by the member of the group.	Making a panel model from clay in group.
b)		b)	b)
c)		c)	c)
d)		d)	d)

Develop Lesson Plans

Task : Select a lesson/poem appropriate to the level of the learners and plan a lesson for 40 minutes

Content (Theme / Lesson number)

Class Time : 40 minutes

Objectives (1)

Specific to (2)

The Skills (3)

To be learnt (4)

Methodology	Teaching Activity	Pupil Activity
1.		1.
2.		2.
3.		3.
4.		4.

Evaluation

Skill 1

Skill 2

Skill 3

Skill 4

Implement Instructional Programme

Task : Interact with a class of 35 to 40 mins. using the lesson plan (f) and instructional strategies planned (e). Record your impressions on

1. attainability of the objectives
2. pupil participation
3. art activities used and their utility

Evaluation

Task 1 : Evolve your own record sheet to facilitate continuous comprehensive evaluation of the project.

Task 2 : Plan a checklist to evaluate the reading readiness of a child assigned to class I.

Task 3 : Plan a test for listening skill of a child assigned to class III.

Task 4 : Collect words, poems and simple stories needed to test reading skill of a child assigned to class IV.

Task 5 : Select suitable material to test writing skill of a child assigned to class II.

Task 6 : Set test items to evaluate the grammar items taught in class.

References

Walter T. Petty Editor – Curriculum for the Modern Elementary School, Published by Rand McNally College Publishing Company, Chicago.

David W.Chapman : Improving instructional practice : the teachers' dilemma. School effectiveness and learning achievement at primary stage, International Perspective, NCERT, New Delhi.

Pauline Barton – Developing Language Skills.

Braja Gopal Mazumdar - Developing Writing Skills through cartoons.

Abha Ahuja and Amita Gupta - Encouraging creativity in children.

Hamesh Lal – Educational puppets for Children.

Jagannath Mohanty – Art education and preschool child.

Manila Agarwal – Oral communication skill in English

Dr Vandana Mehra – Model of systems approach to Instructional Design.

LIST OF PARTICIPANTS

Sri / Smt

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**TRAINING OF KEY RESOURCE PERSONS ON MANAGEMENT OF EDUCATION PROJECTS AT
PRIMARY AND SECONDARY LEVELS**

Dr N N Prahallada, Coordinator

5-day Programme Time Table

Day 1 - 20 th February 2006								
9.30 am to 10.30 am	10.30 am to 11.00 am	11.00 am to 11.30 am	11.30 am to 1.00 pm	1.00 pm to 2.00 pm	2.00 pm to 3.15 pm	3.15 pm to 3.30 pm	3.30 pm to 4.45 pm	4.45 pm to 5.15 pm
Registration	Inaugural Function	TEA BREAK	Meaning and Importance of Projects Dr KSS & Dr NNP	LUNCH BREAK	Some Major Educational Projects - A Presentation and Review Dr K S S	TEA BREAK	Types of Educational Projects Dr KSS & Dr GV	Group Activity: A Group Discussion on the Projects taken up by the Participants
Day 2 21 st February 2006								
Steps of a Project - A Rationale Dr HSG		TEA BREAK	Identification of Problems Dr HSG & Dr AS	LUNCH BREAK	Objectives of the Project Dr SKS	TEA BREAK	Group Activity for Identification of Problems and Listing of the Objectives SKS, Dr AS and Dr GV	
Day 3 - 22 nd February 2006								
Presentation of Group Activity	Presentation of School Based Projects in Arts and Social Science - 1. Projects taken up by Teachers Dr SKS and Team	TEA BREAK	2. Projects taken up by Students - Interactions Dr NNP & Dr GV	LUNCH BREAK	Presentation of School based projects in Science SS & Dr TAB	TEA BREAK	Presentation of School Based Projects in Mathematics SS	Interactions

Day 4 – 23rd February 2006						
Group Interaction - Planning and Execution of a Project	TEA BREAK	Assignment of "Quick Projects" to the participants - Modeling the project Dr KSS	LUNCH BREAK	Field visit for planning a project		
Dr NNP & Dr AS				Dr NNP, Dr AS, Dr GV and Smt SKS		
Day 5 – 24th February 2006						
Group Presentation and Discussion Evaluation and Reporting	TEA BREAK	Managerial Skills	LUNCH BREAK	Group Activity : Designing the Project and Report Writing Presentation Dr KSS	TEA BREAK	Impressions Valedictory of the participants on Managerial Skills Dr NNP, Dr GV and Smt SKS
Dr KSS & Dr HSG		Dr NNP & Dr AS				

KSS – Prof K Sameer Simha; HSG – Dr H S Ganesh Bhat;
SKS - Ms S K Shamala; SS – Mr Shamasundar Sharma
TAB – Dr T A Balakrishna Adiga; NNP – Dr N N Prahallada
AS – Dr A Srinivasan; GV – G Vswanathappa

NEWSPAPER REPORT OF THE PROGRAMME

STAR OF MYSORE

Thursday 23rd March 2006

Teachers urged to learn the art of education projects



Prof. G. Ravindra, Principal, RIEM, speaking at a five-day programme on 'Training of Key Resource Persons on Management of Education projects at primary and secondary stages' in the technology block of the Institute on Mar. 20. Others seen are (from left) L. Shamasundar Sharma, Principal, Vani School, Bangalore, Dr. A. Srinivasan from St. Joseph's Teachers College, Mysore, Prof. G.T. Bhandage, Dean of Instruction, RIEM and Dr. N.N. Prahallada, Programme Co-ordinator, RIEM.

Mysore, Mar. 23 (DN)- 'Educational projects occupy a pivotal role in the contemporary context since it provide a real learning opportunity for both teachers and students,' opined Prof. G. Ravindra, Principal, RIEM, while inaugurating a five-day programme on 'Training of Key Resource Persons on Management of Education of projects at primary and secondary stages' in the technology block of the Institute on Mar. 20.

The success of educational projects largely depends on the co-operative efforts of the members in the project, he said and added that the teachers should learn the art of management of education projects and this naturally calls for proper planning, writing objectives, methodology, budgeting, reporting and dissemination of the project results.

Prof. G.T. Bhandage, Dean of Institution, RIEM, spoke on the occasion and gave a clarion call to teachers to develop interest in the educational projects and to execute the projects on sound lines.

L. Shamasundar Sharma, Principal, Vani School, Bangalore, shared his experiences in the preparation of educational projects. Dr. A. Srinivasan of St. Joseph's Teacher College, Mysore, also spoke and highlighted the significance of educational projects.

Dr. N.N. Prahallada, Programme co-ordinator, RIEM, welcomed.

As many as 15 DIET faculty representing Gulburga, Mandya, Mysore, Chikkamagalur, Bangalore, Bidar, Shimoga, Kumta, Belgaum, Tumkur, Bellary, Bagalkot, Davanagere, Bangalore and Kodagu participated in the programme.

Prof vouches for educational projects

DH NEWS SERVICE

MYSORE: Educational projects occupy a pivotal role in the contemporary context since it provides real learning opportunity for both teachers and students, said Prof G Ravindra, Principal, Regional Institute of Education (RIE), Mysore.

Inaugurating a five-day programme on 'Training of key resource persons on management of education of projects at primary and secondary stages' in the technology block of the institute here on Tuesday, he said the success of educational projects largely depend on the co-operative effort of the members in the project.

Teachers should learn the art of management of education projects and this naturally calls for proper planning, writing objec-

tives and methodology, budgeting, reporting and dissemination of the project results, he said.

Prof G T Bhandage, Dean of Instruction, RIEM gave a clarion call to the teachers to develop interest in the educational projects and to execute the projects on sound lines.

L Shamasundar Sharma, principal, Vani School, Bangalore shared his experiences in the preparation of educational projects. Dr A Srinivasan of St Joseph's Teachers' College also highlighted the significance of educational projects. As many as 15 DIET faculty presenting Mysore, Mandya, Mysore, Chikmagalur, Bangalore, Bidar, Coorg, Shimoga, Kumta, Belgaum, Tumkur, Bellary, Bagalkot, Davangere and Bangalore rural are taking part in the programme.