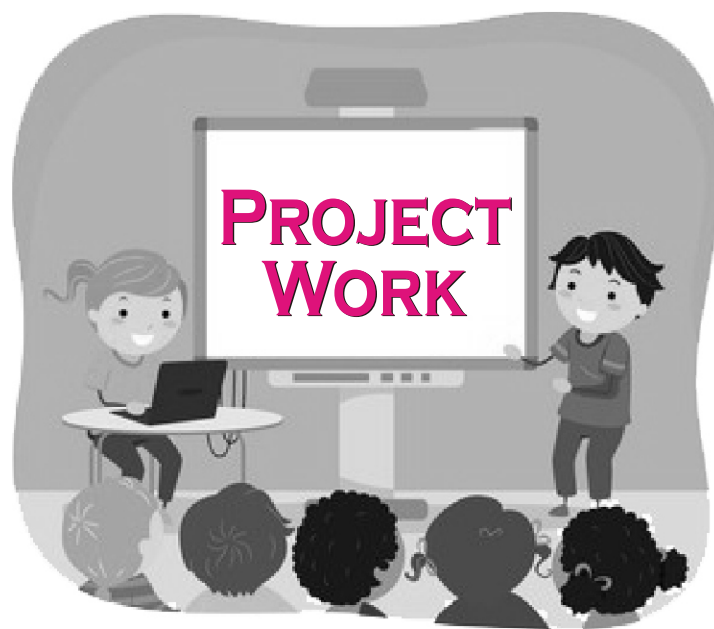




Compacta

ENGLISH 8



- ◆ Connect
- ◆ Coordinate
- ◆ Cooperate
- ◆ Collaborate
- ◆ Communicate

GUIDELINES FOR PROJECT WORK

Project work in middle classes should intend to initiate students into formal research and presentation in preparation for higher education and as a means of promoting original thinking and application of original ideas to real life situations.

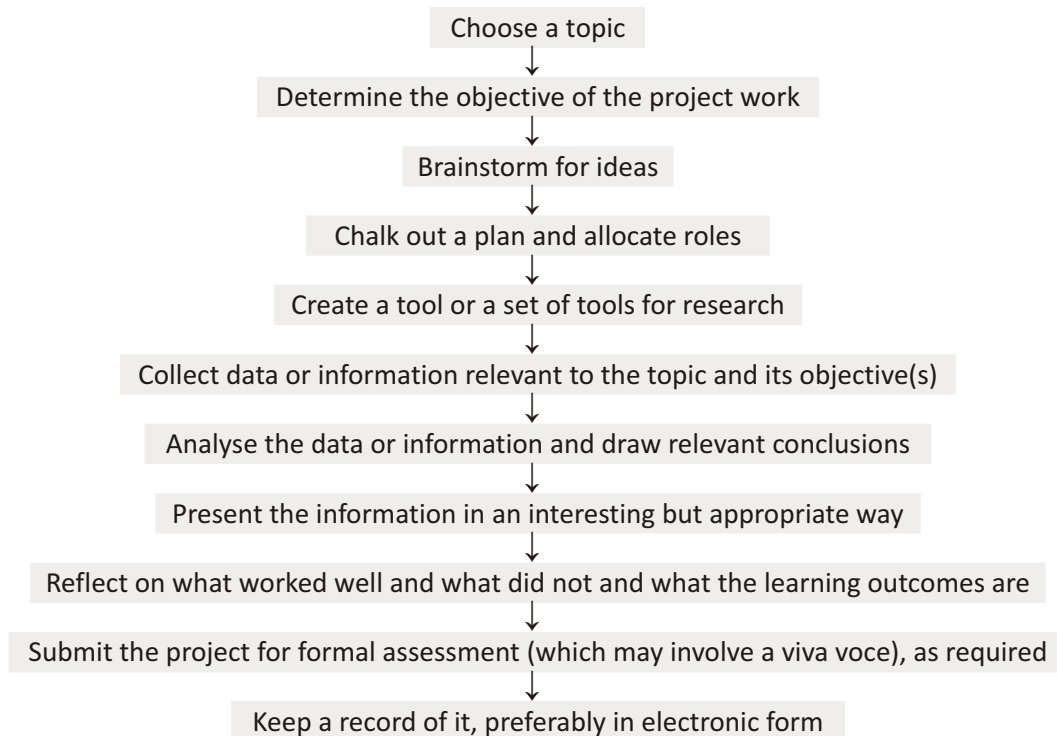
It may involve students in individual work, pair work or group work. Obviously, it requires much more time and a lot more preparation than any ordinary lesson on listening, speaking, reading and writing does.

If a project work involves a considerable amount of art work – painting, drawing, singing, performing etc., it may become an art-integrated project. Clearly, such project work will be much more exciting to do as compared to a simple research or data-oriented project.

One drawback, if it can be called a drawback, of art-integrated project work is that it does not lend itself well to conventional marks or scores based assessment but requires assessment at multiple levels with multiple objectives. And the chief objective of any art-integrated project is not so much as creating pieces of art as it is to further learning in creative ways. Therefore, more than the end product the process of the project work and its learning outcomes should be given utmost importance in assessment, which at its best is only informal.

Here is a model framework of project work for students:

STEPS OF PROJECT WORK



STUDENTS' ROLE

- (i) To understand objectives of the project
- (ii) To brainstorm for ideas
- (iii) To choose a topic relevant to the subject/objective of the project
- (iv) To get the topic approved by the project guide
- (v) To form a team and allocate roles/work to each member
- (vi) To create a tool/tools for the project e.g. a questionnaire, a survey form, a list of questions for interviews or a process
- (vii) To collect, collate, organise and interpret data/information and to draw appropriate conclusions based on it
- (viii) To present the process and outcomes of the project work in a pre-determined form – a slide show, a paper presentation, a panel discussion, a poster presentation, a performance or an exhibition etc.

TEACHERS' ROLE

- (i) To coordinate, cooperate and collaborate with other teachers whose involvement may be necessary in the project
- (ii) To determine the objective, nature and schedule of the project work
- (iii) To prepare a framework of rubrics for assessment of the project work
- (iv) To involve students in delimiting the scope of the project and to choose a topic relevant to the objectives/subject(s)
- (v) To engage students in creating a tool for the research work for the project
- (vi) To evaluate the research tool created by the students for its validity
- (vii) To allocate time to students to carry out the project
- (viii) To monitor all the activities of the students during the project and to guide and mentor them at every step
- (ix) To oversee the presentation part of the project work
- (x) To engage students in reflecting upon their work and to encourage them to evaluate what worked well and what did not
- (xi) To ensure that students honour deadlines, and complete and submit project work in time
- (xii) To ensure that students cooperate and collaborate when they are working in a team
- (xiii) To give feedback to students at every step of the project work and provide any other necessary guidance they may need
- (xiv) To give students an opportunity to self-evaluate their project in the context of the given framework/rubrics
- (xv) To formally assess and evaluate the project and to award marks/grades as necessary
- (xvi) To keep a record of the project work submitted by students
- (xvii) To reflect on the outcomes of the project and to determine if it met its objectives or not. If not, to determine what did not work well and to frame an action plan to ensure that future project work does not suffer from the same anomaly/lacuna

FORMAT OF A PROJECT

- COVER PAGE** : It contains the exact title of the project, a subline describing the nature of the project and a comment about its formal evaluation and assessment, details of the student(s) – name(s), class and roll number(s), name(s) and designation(s) of the guide(s)/teacher(s), school logo, name and address of the school.
- A DECLARATION BY THE STUDENT(S)** : It is a statement of purpose/objectives/goals of the project and a certificate that the work is original.
- CERTIFICATION OF COMPLETION** : It is a written document that certifies that the project is an authentic piece of research carried out by the student(s) under the guidance of a teacher. It also specifies whether the project is a part of a formal assessment or not.
- INTRODUCTION** : It is a brief description of the topic of the project, its need and objective(s).
- MATERIALS & TOOLS FOR THE PROJECT** : It briefly describes the materials necessary to carry out the project – a script for a performance, a questionnaire, a survey form, a data collection form, news/media reports, web pages, research articles/papers, newspaper/magazine reports, artwork, photographs etc.). Copies of these materials and tools may be added as an annexure to the project work.
- METHODOLOGY FOR THE PROJECT** : It describes the method used to conduct the research, survey, interview, data collection, materials collection for the project and how the collected data/information was collated, organised and interpreted.
- DESCRIPTION AND ANALYSIS OF DATA** : It describes the analysis of the data.
- CONCLUSIONS** : It describes the conclusion(s) drawn on the basis of the analysis of the data.
- LIMITATIONS OF THE PROJECT** : It briefly describes what the project limitations are in terms of its size, scope, objectives and time frame.
- BIBLIOGRAPHY/ REFERENCE** : This section lists in exact detail all the materials accessed for the project – books, magazines, newspapers, research work, web pages, films, slide shows, posters etc.
- ANNEXURE** : It lists copies of all the materials and tools used for the project.

A SAMPLE PROJECT FOR CLASS VIII (ENGLISH)

State in Focus: Include the state name to which the project is related if it is an art-integrated project

Topic: Consumer Rights Awareness with a Special Focus on Smart Shopping Habits

Nature of the Project: A Group Activity – A Questionnaire Based Survey

Integration of Other Subjects and Art: Social Science, Mathematics, Fine Arts, Computer Science

Objectives:

- (i) To survey the shopping habits of a selected number of people
- (ii) To collate and analyse the collected data/information
- (iii) To draw conclusions based on the findings of the survey
- (iv) To present the data in any suitable form – pie-charts, bar graphs, tables or posters or in a slide show
- (v) To make a presentation on the implications of the findings of the data
- (vi) To make suggestions for improving shopping habits and bringing about public awareness about consumer rights
- (vii) To give students practice in the effective use of computer skills, drawing/fine art skills and communication skills in the context of smart shopping behaviour

Materials Required:

- ◆ Pen, paper and sketch pens/colours
- ◆ A computer/laptop
- ◆ A slide show
- ◆ A survey questionnaire/form
- ◆ A class bulletin board

Time Required:

- ◆ One day for collection of data
- ◆ One day for compilation, analysis and description of the data
- ◆ A block period (two class periods) for presentation of the project

Methodology of the Activity:

- (i) Teacher announces the project and briefly describes its purpose.
- (ii) Teacher gives the necessary instructions for the project/survey.
- (iii) Teacher provides the students with a copy each of the survey questionnaire and allocates time for data collection.
- (iv) Students carry out the data collection activity.
- (v) Students collate and analyse the data and based on the data arrive at some relevant conclusions.
- (vi) Students present their data in the form of pie-charts, bar graphs, line graphs and/or tables.
- (vii) Based on their analysis of the data, students make a presentation to the whole class/whole school on the findings of their survey and explain their implications for school students and their parents.
- (viii) Students submit a report of the project to the teacher for formal assessment.

- (ix) Teacher carries out the formal assessment and gives written feedback to individual students/each group in the context of a pre-determined set of rubrics.
- (x) Students reflect on what went well and what did not and draw up an action plan for improvement.

Art Integration and other Extension Activities:

Teacher/students/groups may choose any one of the following activities:

- (i) Students work in groups and create awareness posters on the need of knowing consumer rights and adopting smart shopping habits.
- (ii) Students work in groups to make a slide show on the findings of the survey and make a presentation to the class/whole school.
- (iii) Students work in groups and write a report on the findings of the survey. They also make some recommendations for smart shopping habits.
- (iv) Students draft and make a speech on the topic: "Are You a Smart Shopper?"

Learning Outcomes:

- (i) Students are able to demonstrate their ability to work in pairs or groups.
- (ii) Students are able to realise the importance of carrying out surveys as a means of research.
- (iii) Students are able to understand the basics of research and learn to carry it out in right earnestness.
- (iv) Students are able to create survey forms/questionnaires and pilot them before finalising a survey form/questionnaire that has the teacher's approval.
- (v) Students are able to conduct the survey and collect the necessary information using the given tool.
- (vi) Students are able to collate and analyse the collected data into graphically attractive forms – pie-charts, bar graphs, line graphs, tables etc.
- (vii) Students should be able to create a poster/a slide show based on their findings of the survey.
- (viii) Students are able to make formal presentations of their project.

Assessment and Evaluation:

- (i) Teacher assesses the project at every stage using a pre-determined set of rubrics.
- (ii) On final submission, teacher conducts a viva voce on the survey to ascertain how the students carried out the survey.
- (iii) Teacher awards individual students or groups marks or grades as set out in the rubrics or as required by an exam board.
- (iv) Students carry out self-evaluation/assessment based on the project completion checklist.

Follow-up:

- (i) Students reflect on what worked well and what did not.
- (ii) Students draw up an action plan for improvement in the future projects.

A SAMPLE PROJECT on





← In this space write the exact title of the project

← Here you can add a sub-line that describes what kind of project it is

← Here write in one line for what purpose you are submitting this project (e.g. in partial fulfilment of the requirement of first-term/ second term formal assessment in English)

Submitted to:

← Add the details of your guide(s)/ teacher(s) here:
e.g.
Name,
Designation,
Department

Submitted by:

← Add your details here:
e.g.
Name,
Roll No,
Class and Section

← Space for school logo

← Space for the complete name of the school (including affiliation details)

← Space for complete address of the school

Date:

Declaration by the Student(s)

I/we {Name, Class & Roll No.}

and {Name, Class & Roll No.}

do hereby solemnly declare that this piece of research/project work is my/our original work,
carried out under the guidance of

..... {Name(s) of the guide(s)} as part of my/our English Project Work,

Signature

Signature

Name of the Student

Name of the Student



Certification of Completion

This to certify that Master/Miss

(Name, Class and Roll No.) and Master/Miss

(Name, Class and Roll No.) carried out the project work titled

..... under my/our supervision and guidance.

This project is their original work and it is a part of their Mid-Term / Term-end / Final
Assessment for class VIII examination of this school.

Signature of Guide 1

Signature of Guide 2

Name

Name

Designation

Designation

Department

Department

INTRODUCTION

On this page briefly describe the following:


- ◆ What your project is called i.e. its exact topic
- ◆ Why the project has been undertaken
- ◆ What it attempts to study/survey/prove/describe
- ◆ Who all were involved in the project
- ◆ When the project began and when it concluded



A large, empty rectangular box with a thin red border, intended for students to write their project introduction.

MATERIALS AND TOOLS USED IN THE PROJECT

Here, briefly describe what materials (*e.g.* paper and pen, computer, photographs etc.) and what tool(s) (*e.g.* a questionnaire or a survey form or an online application etc.) you used in the project. Justify why you chose to use these materials and tools.

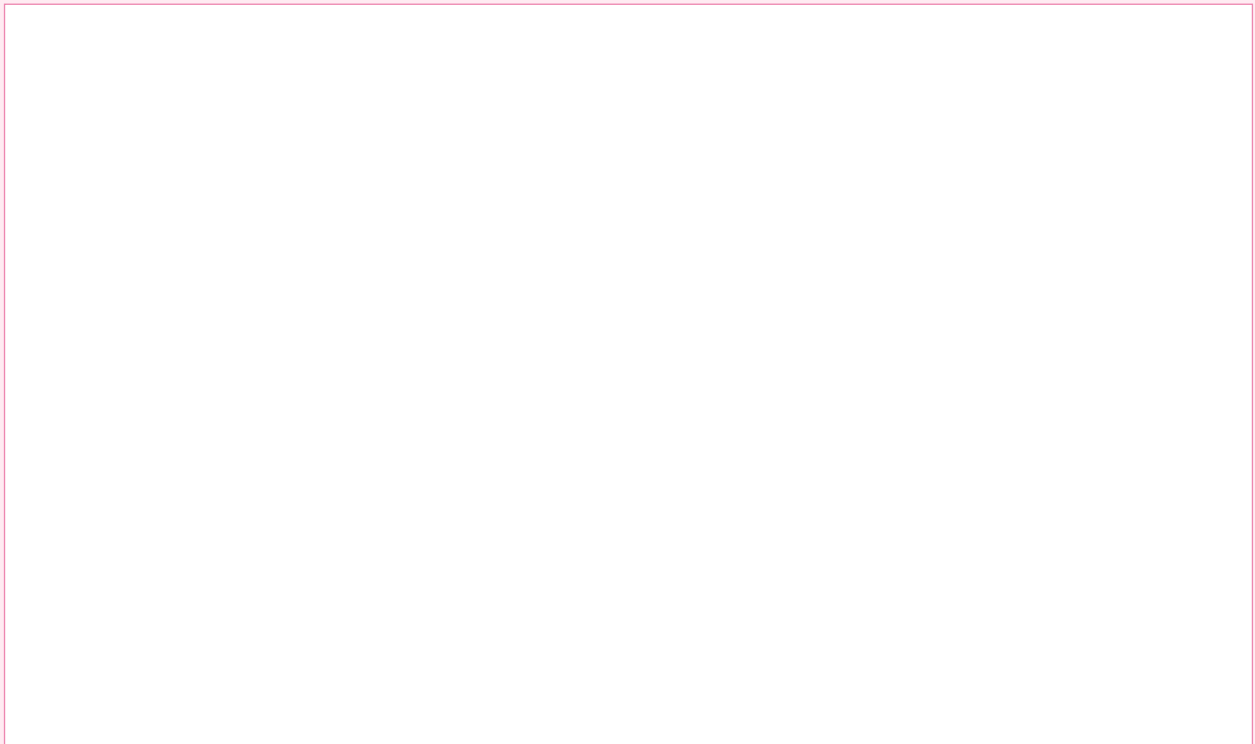


METHODOLOGY OF THE PROJECT

Here, briefly describe the method you used to conduct the research/project.

In particular, say:

- ◆ How you collected the data/information/materials for the project
- ◆ How you presented the data in a visual form
- ◆ How you collated and organised data into different categories
- ◆ Why your methodology was appropriate for the project



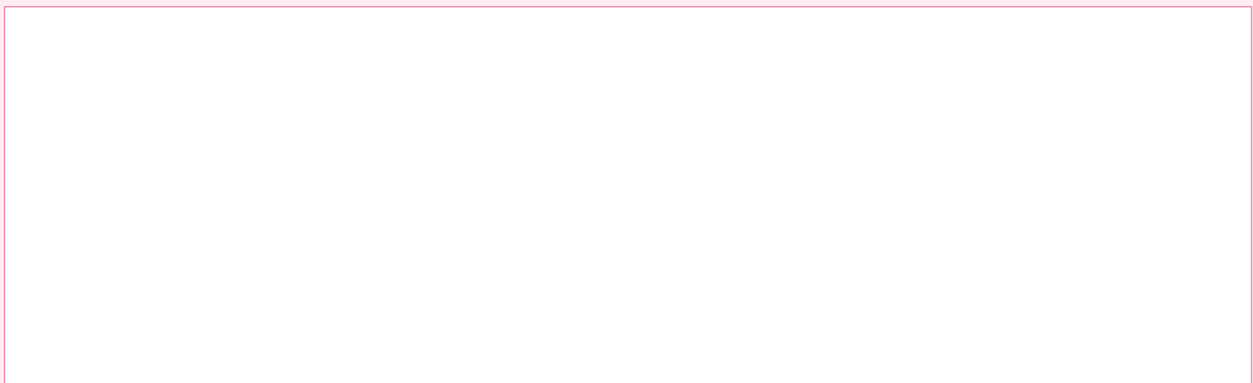
ANALYSIS AND INTERPRETATION OF THE DATA/INFORMATION

Briefly describe here how you analysed and interpreted the data.



CONCLUSION(S)

Briefly summarise here the main findings of your research/project work.



FINE ARTS/PERFORMING ARTS/ICT/ MEDIA INTEGRATION

Here, briefly describe how 'fine arts' (*painting, drawing*), 'performing arts' (*dance, music, theatre and mime etc.*), 'information and communication technology' (*computer, the internet and other communication technologies*) and 'media' (*audio & visual media like films, video, posters, leaflets etc*) were used in the project. Justify their use and their relevance to the project. If none of the above was integrated into the project, explain why it was not included in the project.

LIMITATIONS OF THE RESEARCH/PROJECT WORK

Here, say why this project was limited to a particular subject(s) and why its size was limited and what important things on the topic it did not have in its scope.

RECOMMENDATIONS

Based on your findings/observations, suggest some other topic or fields of research/project work that need to be carried out. Support your suggestions with reason.

STUDENTS' REFLECTION SHEET

The student should complete this sheet after the teacher has evaluated the project and attach it at the end of the project

Project Name

What worked well

Areas that need Improvement

My Action Plan for Improvement

Student's Signature

Teacher's Signature

ASSESSMENT SHEET

To be attached to a completed project

| For Students' Use | | |
|--|-----------|--------------------|
| (Complete the following section before submitting the project) | | |
| Title of the Project | | |
| Focus on Skill/Activity | | |
| Due Date | | Date of Submission |
| Self Assessment Score/Grade | | |
| Remarks | | |
| Signature | Student 1 | Student 2 |
| For Teacher's Use Only | | |
| Teacher's Assessment Score/Grade | | |
| Remarks | | |
| Signature | Teacher 1 | Teacher 2 |
| For Parent's Use | | |
| | Remarks | Signature |
| Mother | | |
| Father | | |

ANNEXURE 1
SURVEY QUESTIONNAIRE

Are You A Smart Shopper?

Name

School Roll No..... Class..... Section

Date of Birth Age on date of survey Gender M F

1. How often do you buy the following?

- ♦ *potato chips, burgers, pizzas, cold drinks, chocolates, toffees, pastries, ice-creams etc.*

once a day once in 2/3 days once every week
 once every month never



- ♦ *clothes, matching accessories, shoes, watches etc.*

once a day once in 2/3 days once every week
 once every month never



- ♦ *pencils, erasers, sketch pens, notebooks, drawing sheets, record-files etc.*

once a day once in 2/3 days once every week
 once every month never



- ♦ *storybooks, comics, magazines, video games, toys etc*

once a day once in 2/3 days once every week
 once every month never



2. Do you

- ♦ *get mislead by advertisements?*

always quite often sometimes never

- ♦ *hesitate to bargain on M.R.P. (Maximum Retail Price)?*

always quite often sometimes never



- ♦ *know and check quality marks like ISI?*

always quite often sometimes never



- ♦ *ask for a receipt/cash memo of payments made?*

always quite often sometimes never

- ♦ *check net content before buying?*
 always quite often sometimes never
- ♦ *check the offers with the product?*
 always quite often sometimes never
- ♦ *check expiry date on products?*
 always quite often sometimes never
- ♦ *count and check the change and the currency notes you get?*
 always quite often sometimes never
- ♦ *check the quality/condition of the product?*
 always quite often sometimes never
- ♦ *accept products with torn labels or broken seals?*
 always quite often sometimes never
- ♦ *watch carefully when things are being weighed?*
 always quite often sometimes never
- ♦ *buy only those products which come with an offer?*
 always quite often sometimes never
- ♦ *buy only from branded showrooms/outlets?*
 always quite often sometimes never



3. Do you know what your Consumer Rights are?

- Yes No Can't say

4. Do you know about Consumer Courts?

- Yes No Can't say

5. Does your family discuss about Consumer Rights and Consumer Awareness?

- Yes No Can't say

6. Do you carry a jute bag/cloth bag while going for shopping?

- Always Sometimes Never

7. Do you accept products in plastic bags?

- Always Sometimes Never

