



## Project Method In The Development Of Self Instructional Learning (Sil) Programme

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### Article Info.

Received on 15 Aug 2013  
Revised on 23 Aug 2013  
Accepted on 24 Aug 2013

#### Keywords:

Project Method, Self  
Instructional Learning (SIL),  
Gujarati Poem Teaching,  
Group Learning

### ABSTRACT

*The trend of today is the preparation of integrated teaching materials dealing with different aspects of the subject or presenting the same aspect in different modes. This trend is further exemplified through the material prepared for the project of Self Instructional Learning (SIL) Programme.*

*The major concern of the present SIL programme study is teach by the Project Method. The main objectives of the programme was*

*(1) Each learner was demonstrating knowledge of the basic understanding and origins of SIL Programme. (2) Each learner defined those students for whom the materials is to be prepared in terms of ability and background. (3) Each learner constructs a programmed sequence for those selected unit using developed techniques and approaches. The unit for the programme was selected Gujarati poem of standard-9 "Aapna Dukh nu Ketlu Jor?" Teacher given guidance and handouts of individual and group work to learn about the poem and its functions. Students take Role play as various professional working as Environmentalist, Heart Specialist, Yoga Therapist, Social Worker and Religious saint. Later, as a group, create a multimedia presentation about the importance of a Health, Social Awareness, Individual and social values like -Help to others, Humanity, constructive activities, compassion etc., The topic also linked to the subject of Science, Physical Education, Social Science and Environmental Science. The Program schedule was divided in 14 periods per day. After doing Project Program, teacher was needs to keep in mind while assessed students work by evaluation for Project work. The SIL Approach in teaching is more effective and learning that goes on is more usable later if teaching materials are diversified. The major concern of the present study is also to project in concept of the self-instructional and learning by the project method.*

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### Introduction

Work based learning is an instructional approach in which student is the context of the work place to learn content of school based courses and how that content is used the students

for the students' context. Self-Instructional Learning is a cognitive technique which aims to give clients control over their behavior through guided self-talk that gradually becomes covert and self-generated. According to Wikipedia, this is particularly helpful where there are initial cognitive deficits in for example problem solving or verbal meditation contributing to the difficulty. There are also Self-Instructional Language Program (SILP) offers courses in less commonly taught languages in some institutes. In this course students work independently using the language lab facilities at the Colleges and team up with a native speaker for biweekly tutorials. The program makes extensive use of audio-visual material, and interactive multimedia computer stations. Every program is monitored by the SILP director and evaluated by outside examiners who are instructors of the specific language at a neighboring college or university. Languages available include advanced Italian, Arabic, Brazilian Portuguese, Hindi and Vietnamese. Other languages may be offered on request.

### **Project Method**

The project method is an educational enterprise in which children solve a practical problem over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

### **Aims and Objectives of SIL Programme**

1. Each learner will demonstrate knowledge of the basic understanding and origins of SIL programme by-
  - a. Explaining the basic promulgation of reinforcement theory as it applies to programme.
  - b. Demonstrating a knowledge and understanding of specified major research studies.
  - c. Listening and commenting upon the characteristics of learning programmed materials.
  - d. Discussing the characteristics and utilization of project work.

2. Each learner will define those students for whom the material is to be prepared in terms of ability and background.
3. Each learner will construct a set of behavioral, operational objectives that specify what his students will do as a result of completing the SIL programme.
4. Each learner will order and construct a programmed sequence for his selected unit using developed techniques and approaches.
5. Each learner will conduct initial field tests of his instructional sequence and make initial revisions in light of the responses made by the students.

### **Sampling**

The sampling was selected from Balaji Girls School, Surat's girls of standard 9 -B.

### **Project Work Design**

Teacher give guidance and to hand over of individual and group work. The unit for the programme was selected Gujarati poem of standard-9 "Aapna Dukh nu Ketlu Jor?" Teacher given guidance and handouts of individual and group work to learn about the poem and its functions. Students take Role play as various professional working as Environmentalist, Heart Specialist, Yoga Therapist, Social Worker and Religious saint. Later, as a group, create a multimedia presentation about the importance of a Health, Social Awareness, Individual and social values like -Help to others, Humanity, constructive activities, compassion etc., The topic also linked to the subject of Science, Physical Education, Social Science and Environmental Science.

**There are placed in a group of five and each student is asked to play a different role**

#### **Group 1-**

Environmentalism: will do research to collect data on how pollution and environment lead to heart risk.

#### **Group 2-**

Heart Specialist: Collect the data on the ratio of people being affected by heart disease and also reasons of heart diseases.

#### **Group 3-**

Yoga Therapist: Demonstrate simple steps of how yoga can be helpful in curing the diseases and also acting as a prevention tool.

#### Group 4-

Social Worker: Find out reasons on why and how people are affected by heart diseases and provide remedial steps to them for good social life.

#### Group 5-

Religious saint: Analyze and find out spiritual practices.

All the members compile the information that they had gathered role-playing as different professionals and discuss about the heart, its diseases and prevention. Later, as a group, create a multimedia presentation about the importance of healthy and satisfied lifestyle, heart care and redistribute the brochure prepared by them to other students, parents and the wider community.

#### Project Schedule

Days	Time	Task
1	1 Periods	Introduction and discussion of the main concept of the unit. Presentation of the project idea and division of students into groups.
2	1 Period	Giving detailed guidelines of unit to students and field trips.
3	1 Periods	Students gather information and resources pertaining to the assignment given.
4	2 Periods	Information and pictures collection from internet and other sources. Completion and analysis of the information and preparation of the role play.
5	3 Periods	Developments of student multimedia presentation or film strip of role play. Show case by students group and evaluation by peers and teachers. Inclusion of the feedback received from teacher and peers.

After doing project programme teacher need to keep in mind while assessing students' work by evaluation for project work. Evaluation may do in criteria of project process, achievement of essential skills, content, graphics and images, organization, charts and tables- multi tasking, problem solving, collaboration, creativity, critical thinking and time management.

### **Findings and Importance of the SIL Programme Study**

Students, who learned by SIL in school should be transferable to other situations, they learned behavior should be very general, in order that it may later be applied in diverse conditions. If subject matter is presented in varied ways this flexibility itself. Contributes to the transferability of the learned behavior. It can be fairly claimed that a varied approach in teaching is more effective and the learning that goes on is more usable later if teaching materials are diversified. By means of SIL techniques students can instruct themselves. The programme explains ask questions encourages, reinforce, correct mistakes. Each student is provided with a 'private tutor'.

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### **Web Sites**

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