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### Using Project based Learning for B.Ed Students: A Detailed Report for 'Study of Uttarakhand's Cultural Heritage in Relation to Society'

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#### Abstract

*Project based learning is a teaching method in which students learn by actively engaging in real world problems. It is an interactive and dynamic approach for teaching and learning that places students/learners at the heart of inquiry process that are connected to real world problems and challenges. B.Ed. students are doing various projects in their two year B.Ed. course. As a teacher educator, we need to incorporate PBL in our teaching approach. So this is an attempt to teach the course related to theme culture and society as well as EPC work related to culture, through PBL mode. While designing the course to be taught in PBL mode, new challenges and learnings were faced. Improvements in the action plan strategy and evaluation rubrics etc. have been tried, but there is much more to be done. This paper presents a project report outline of teaching the theme- culture and society through a 100% PBL approach.*

**Keywords:** project based learning, culture, society, Uttarakhand culture, concept map, smart goals and objectives, evaluation & assessment rubrics etc.

#### Introduction

Humans are social beings and so live together in societies. We interact with each other and develop social relationships. Every society has a culture, which is shared. The members of every society share a common culture which they have to learn. Culture is not inherited; it is transmitted from one generation to the other through the vehicle of language. Like societies, culture differs all over the world. The two concepts society and culture are closely related.

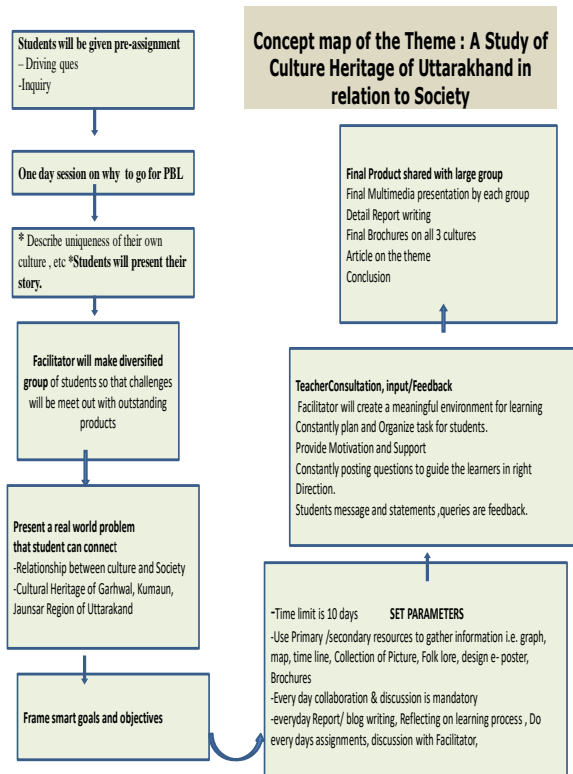
Culture consists of ideas and 'things' that are passed on from one generation to the next in a society—the knowledge, beliefs, values, rules/laws, language, customs, symbols and material products (such as food, houses, dress, ornaments). Culture provides guidelines for living.

A society includes key institutions – family, education, religion, politics, economics and health that meet basic human needs. Members of a society share a common culture over time. People (teacher and students) are the

active agents of culture transmission. When knowledge of culture is disseminated by traditional teaching methods in a classroom, students increasingly feel less attracted about the culture heritage. Thus, the degree of learning is lower because students limit their study to only passing a test rather than more deeply assimilating the culture and its effect on society.

We need to rethink the approach of teaching interrelationship between culture and society to students. A project based learning (PBL) approach helps in meaningful learning – intentional, constructive, active and authentic. So the team cultural messengers undertook the project of designing a PBL action plan for B.Ed. students of I semester to develop an indepth understanding of their own culture and the culture of target area – Garhwal, Kumaon and Jaunsar region of Uttarakhand State.

**Concept Map (Appendix)**



1. Students will be given some assignments on what do they know & understand about culture.
2. An introduction Session on meaning, process, benefits and need of PBL will be conducted for students.
3. Students will be encouraged to describe their story about own culture.
4. Diversified group formation -facilitator will make ten groups of five students each.
5. Facilitator will present four micro projects( Appendix -1-A)

**Micro Project -1**

**Smart Objectives**

Following short term objectives were to be attained through PBL approach.1. Students will be able to learn and described cultural uniqueness of Garhwali culture of Uttarakhand.2. Relate societal practices (at least four) to Garhwali culture.3. Compare between the cultures of different regions of Uttarakhand with Garhwali culture.

**Procedure**

For executing 100 % PBL, the Facilitator will give assignments Students of B.Ed. semester- I on what do they know & understand about Garhwali culture.

**Example -**

6. An introduction Session on meaning, process, benefits and need of PBL will be conducted for students.

7. Students will be encouraged to describe story of their own culture related to societal practices (at least four).
8. Diversified group formation -facilitator will make ten groups of five students each.
9. Facilitator will present the micro projects related to real world problem to students - **Cultural heritage of Garhwal.**
10. Facilitator will create a meaningful learning environment for students by constantly planning and organizing task/activities to be done, student’s feedback, answering and brainstorming on the driving questions.
11. Students can use primary /secondary resources to gather information of about Garhwali culture of Uttarakhand i.e. graph, map, time line, Collection of Picture, Folk lore etc.
12. Every day collaboration & discussion on given theme is mandatory.
13. Everyday Report/ blog writing, reflecting on learning process about different cultures, doing assignments, discussion with Facilitator will be mandatory.
14. Facilitator will constantly plan and Organize task for students to make the concept of culture understandable.
15. Facilitator wills constantly posting questions related to different aspect of cultures to guide the learners in right Direction and provide Motivation and Support for learning
16. Final Product – students will have to-  
(a) write article based on the theme -Garhwali culture  
(b) prepare final brochure showcasing uniqueness of Garhwali culture .  
(c) multimedia presentation of the work done and findings  
(e) exhibition displaying the collected information title-wise or collage.
17. related to real world problem to students (a) relationship between culture and society (b) cultural heritage of Garhwal (c) cultural heritage of Kumaon (d) Cultural heritage of Jaunsar.
18. Setting parameters – (a) The time duration will be three months, (b) Students will use primary and secondary sources to gather information, (c) Every day collaboration and discussion is mandatory, (d) Brains forming and feedback/input session with facilitator every weekend, (e) maintaining a daily learning diary (f) blog writing, documentation, preparation of e-brochure, multimedia presentation.

19. Facilitator will create a meaningful learning environment for students by constantly planning and organizing task/activities to be done, student's feedback, answering and brainstorming on the driving questions.
20. Final Product – students will have to (a) write detail project report (b) prepare final brochure showcasing Uttarakhand cultural uniqueness (c) write article based on the theme (d) multimedia presentation of the work done and findings (e) exhibition displaying the collected information.

**Smart Goals**

PBL will be designed to attain the following goals

- To understand the nature of culture and society of Uttarakhand.
- To value and practice cultural uniqueness.
- To volunteer in culture awareness, propagation and conservation activities.

**Objectives**

Following short term objectives were to be attained through PBL approach.1. Students will be able to learn and described cultural uniqueness of Uttarakhand.2. Relate societal practices (at least four) to culture.3. Compare between the cultures of different regions of Uttarakhand (Garhwal, Kumaon, Jaunsar) with their own culture.

**Parameter**

For executing 100 % PBL, the Facilitator will be set parameters so that objectives may be achieved. Therefore, following parameters were set for PBL-

- ✓ First, Facilitator will select the total time to complete the learning theme through PBL. As the theme is vast so time to teach the theme through PBL will limit to 3 months (90 Days) or in total span of B.Ed. semester I.
- ✓ Students can use primary /secondary resources to gather information of different Cultures of Uttarakhand i.e. graph, map, time line, Collection of Picture, Folk lore etc.
- ✓ Every day collaboration & discussion on given theme is mandatory.
- ✓ Everyday Report/ blog writing, reflecting on learning process about different cultures, doing assignments, discussion with Facilitator will be mandatory.
- ✓ Facilitator will create a meaningful environment for learning different Cultures of Uttarakhand
- ✓ Facilitator will constantly plan and Organize task for students to make the concept of culture understandable.
- ✓ Facilitator wills constantly posting questions related to different aspect of cultures to guide

the learners in right Direction and provide Motivation and Support for learning.

**Methodology**

PBL starts with a thought that Teacher is now a Facilitator, his role is to create meaningful environment for learning.

- Presentation of real world problem must be done with driving question or some activity. It was an pre assignment given to students to make them familiar with the theme -culture and its relation with society with reference to Uttarakhand.

Q1. Do you have the knowledge of the different usage of culture?  
(Student Activity with the help of pictures)

Q2. Pick the options which you think reflect the culture.  
(Student Activity with the help of pictures)

Q3. Describe uniqueness of your own culture?  
(Student Activity-Story Telling)

- Facilitator will divide all the 50 students of B.Ed. Semester-I into five diversified groups. As our students are belong to all the 3 prominent cultures of Uttarakhand, so the groups will be made to give representation to each culture. Schedule for PBL will be made by Facilitator.(Appendix-2)

Schedule for PBL



Day	Activity	Project no	Assignment for next day	Discussion
1	Students will be given pre-assignment – Driving ques-Inquiry Describe uniqueness of their own culture etc	Induction	Study culture in Indian perspective	Culture & Society
2	One day session on why to go for PBL. Making of groups	Induction	Questions Based on concept of culture, community, society	My unique culture story
3	*Students will present own culture story.	Micro Project I	Questions Based on concept of value & belief	culture story. Sharing experiences
4	Search & Make brochure for Garhwali culture	Micro Project II	Questions Based on concept of living style & manners	Uniqueness of garhwali culture Sharing experiences
5	Presentation of brochure for garhwali culture	do	Questions Based on concept of religion & language	oconcept of religion & language
6	Search & Make brochure for Kumauni culture	Micro Project III	Questions Based on concept of cuisine & dress	Uniqueness of Kumauni culture Sharing experiences
7	Presentation of the brochure for Kumauni culture	do	Questions Based on concept of folk art and dance	concept of folk art & dance
8	Search & Make brochure for Jaunsari culture	Micro Project IV	Questions Based on concept of celebrations	Uniqueness of Jaunsari culture Sharing experiences
9	Presentation of the brochure fo Jaunsari culture	do	Questions Based on concept of living & means of control	concept of living & means of control
10	Final compiled Presentation		Report writing, e POSTER	

- Facilitator will divide the Macro Project into 4 Micro Projects (MPs) so that smart goals can be achieved easily. The theme of the micro projects will be as follows-

MP-1	Culture and its relation with society (with special ref. to Uttarakhand )
MP-2	The Garhwali Culture as related to its society (Appendix 1-A)
MP-3	The Kumauni Culture as related to its society
MP-4	The Jaunsari Culture as related to its society

- Each group will study all the 4 themes one by one as instructed by their Facilitator and do the work assigned by the facilitator. The students will study and explore all the 4 themes given to them time to time by the facilitator and its relation with society.
- Facilitator will arrange student’s meet with the NGOs working with local people and cultural Organizations of these three target cultures.
- Facilitator will ask students to visit in field nearby where he/she can interact with people of target culture.
- Students will investigate, collect information from primary and secondary resources, analyse the data, discuss with in their group, do the assignments given by the facilitator, interpret the data, write report daily work, and make a single brochure of each culture. All the work will be done in collaborative manner.
- After completion of every micro project there will be multimedia presentation by each group and open discussion will be carried out.
- Final brochure for the particular culture will be released and presented.
- Other groups will enquire and clear their doubts.
- Teacher input will take place here through questions and queries to create learning more meaningful.
- The student’s remarks, statements, assignments, collected material, queries, MM Presentation & making of brochure will be the feedback for facilitator.
- Groups will update their presentations /work/ report etc. according to meaningful inputs / suggestions given by the facilitator and other group members.
- Groups will follow same pattern for completing the other micro projects.

- Groups will prepare their report in detail for each micro project and article on their journey to explore the cultures of Uttarakhand.
- At last all the groups will prepare a compiled brochure and multimedia presentation of Uttarakhand State Culture.

**Assessment**

First, Facilitator will use Rubric for identifying the attributes of meaningful learning by the students. As students are-

- Taking part in discussion,
- Doing assignments regularly,
- Using primary /secondary resources to gather information i.e. graph, map, time line, collection of Picture etc.,
- Brochures making,
- Multimedia presentation,
- Report writing.

All these indicators will be used as assessment for learning and given proper weight-age in terms of marks. Assessment will be done for 4 micro projects in same way. The Rubric is made to check the punctuality and involvement of students in learning.

Rubric for identifying the attributes of meaningful learning (Assessment)



Attribute / Indicators	Discussion (20 Marks)	Daily Assignment ( 10)	Collection of materials/ information (10)	Brochure Making (10+10+10+20=50)	Multimedia presentation (10+10+10+20=50)	Report writing (10)	Total (150)
Micro project I							
Micro project II							
Micro project III							
Micro project IV							
Total							
Percentage							

Secondly, Facilitator will make driving questions, construct open ended questions, MCQs, design student activities to increase the involvement, creative activities to give chance to do in their own way, Pre assignment activities for assessment and make the PBL enjoyable.

**Conclusion**

It was an Exploratory Study in which the students learned in collaborative style through Experiential Learning. As a result PBL provided them an opportunity -

- ✓ How to explore the real world problem through Experiential Learning?

- ✓ A meaningful experiential learning was enjoyed by the students in PBL approach.
- ✓ Despite of recognition their own culture they learn to respect other cultures.
- ✓ Designing and presentation of Experiential Learning.
- ✓ Selection of appropriate techniques and tools for data collection and presentation.
- ✓ How to achieve smart goals and objectives through collaborative work?
- ✓ How to make wise use of resources to learn meaningful?
- ✓ How to tell a story?
- ✓ How to write an article on given theme?
- ✓ How to make presentations and Brochures on theme?
- ✓ How to write a detail report?
- ✓ How to draw Conclusions?

It was an innovative and successful attempt to provide cultural learning experiences to the students with optimum use of Technology using PBL approach.

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