

ENGLISH III

TECHNICAL WRITING AND PRESENTATION SKILLS

COURSE OBJECTIVES:

Enhance language skills and develop critical thinking.

COURSE CONTENT (For Mid Term Exam):

a. Academic Writing:

- How to write a proposal for research paper/term paper
- How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

b. Presentation Skills

RECOMMENDED BOOKS:

Technical Writing and Presentation Skills

a) Essay Writing and Academic Writing

- Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
- College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
- Patterns of College Writing (4th edition) by Laurie G. Kirschner and Stephen R. Mandell. St. Martin's Press.

COURSE MATERIAL

RESEARCH PROPOSAL

- *Definition*
- *Goal/Purpose*
- *Difference b/w a Research Proposal and Research Report*
- *How to write a Research Proposal*
- *Sample*

WHAT IS A RESEARCH PROPOSAL?

A research proposal is a brief and coherent summary of the proposed research study, which is prepared at the beginning of a research project. The **aim of a research proposal** is to justify the need for a specific research proposal and present the practical methods and ways to conduct the proposed research. In other words, a research proposal presents the proposed design of the study and justifies the necessity of the specific research. Thus, a research proposal describes what you intend to do and why you intend to do it.

PURPOSE OF WRITING A RESEARCH PROPOSAL

The goal of a research proposal is **twofold**:

- To present and justify the need to study a research problem and
- To present the practical ways in which the proposed study should be conducted.

Research proposals contain extensive literature reviews. They must provide persuasive evidence that a need exists for the proposed study. In addition to providing a rationale, a proposal describes detailed methodology for conducting the research and a statement on anticipated outcomes and/or benefits derived from the study's completion.

Research Proposal Vs Research Report:

Research proposal and research report are two terms that often confuse many student researchers. A **research proposal** describes what the researcher intends to do in his research study and is written before the collection and analysis of data. Whereas a **research report** describes the whole research study and is submitted after the completion of the whole research project. Thus, the **main difference** between research

proposal and research report is that a research proposal describes the proposed research or research design whereas a research report describes the completed research, including the findings, conclusion, and recommendations.

Research Proposal	Research Report
Definition	
A research proposal is a brief and coherent summary of the proposed research study, which is prepared at the beginning of a research project.	A research report is a document that is submitted at the end of a research project. This describes the completed research project i.e. the data collection, analysis, and the results.
Purpose	
Research Proposal describes what the researcher intends to do and why he intends to do it.	Research report describes what the researcher has done, why he has done it, and the results he has achieved.
Order	
Research proposals are written at the beginning of a research proposal before the research project actually begins.	Research reports are written after the completion of the whole research project.
Content	
Research proposals contain sections such as introduction/background, aims and objectives, literature review, research questions, methodology, timeline, budget, list of references and appendices.	Research reports contain sections such as introduction/background, literature review, research questions, methodology, aims and objective, findings, analysis, results, conclusion, recommendations, citation.
Length	
Research proposals are shorter in length.	Research reports are longer than research proposals.

WRITING A RESEARCH PROPOSAL

There are three key messages to communicate when writing a research proposal:

- What you are doing?
- Why it is important?
- That you are competent to do it.

1) **Title:**

Your title should answer the question: What is your research about? It should be a short, concise phrase.

2) **Abstract:**

An abstract for a proposal should include the topic, aims of your study, who will be involved in the research, the methods and the timeframe. Abstracts for proposals are generally in the future tense (you outline what you intend to do).

3) **Introduction and/or background:**

In some proposals, the introduction and background are separate; in others they serve the same purpose and are combined. Both of these outline why you chose your topic. The section should include:

- What prompted your interest in the topic
- Relevance to previous research (literature)
- What your research will contribute to the broader research and the field

4) **Research Question:**

What is the research question you are trying to find the answer to? This can also be termed as the aim or purpose of the research.

5) **Literature Review:**

Your literature review needs to demonstrate that you have read broadly on the topic. It should outline some of the limitations and/or gaps in the literature that you have identified (a critique). You need to draw on your literature review to justify your own research. It helps set up your theoretical framework, methodology and research design.

6) **Theoretical Framework:**

Here you need to identify which theoretical approach (or approaches) will be employed in your research and why.

7) **Research Design & Methodology:**

In discussing the methodology, you need to draw on reviewed literature and consider the different methodological approaches used. Your methodology may include your research paradigm and epistemologies that underpin your research and your rationale for this. It is important to demonstrate that you have read other studies in your area of research. You should be able to justify why you have chosen the method that you have.

In your method, you should discuss the following aspects:

Participants: who will you be doing your research with? What is your sample size and its parameter?)

Data collection: how will you go about collecting your information (surveys, experiments, interviews)?

Data analysis and discussion: once you have the information, what will you do with it? Include any tools you will use to assist you with analysis.

8) **Significance of Research:**

It is important to convince your supervisor of the validity of your research. You need to communicate enthusiasm and confidence for the research, arguing clearly as to the contribution it will make to the subject area and discipline in general.

9) **Timeline:**

Your research proposal timeline should include time allocation for a detailed literature review, time for approval from ethics committee, reviewing or testing of research design, data collection and analysis and writing up of findings.

10) **References:**

It is important to include all references you have used when writing your proposal. This demonstrates that you are serious about your research and have invested both time and thought into the process.

11) **Appendices:**

This may include copies of letters seeking participants, consent forms and draft surveys/questionnaires.

RESEARCH PROPOSAL

“A STUDY ON VOCATIONAL TRAINING AND EMPLOYMENT OPPORTUNITIES FOR WOMEN IN THE PUNJAB”

INTRODUCTION

The population of Pakistan was estimated at 107 Million in June, 1988 (57.7 million for Punjab) with females accounting for about 48%. The total labour force (10 years of age and above) in that period was estimated at 31.50 million with an annual increase of 3.2% over the last four years. Of the average labour force participation rate of 30%, only 4.3% are women as compared to 52% for men.

The educational sector does not present a bright picture either, in the age group of 10 years & above the female literacy rate is 13.7% (as compared to 31.8% males) placing it as one of the lowest among the developing countries. In terms of level of education only about 7% of total population has acquired education up to primary level and less than 1% has degree qualification or more, of these about 4.5% are women who have reached up to primary level education and 0.4% have reached the graduation or post graduation level of education. However because of their accepted social role and the non-availability of supportive services such as child care, proper transport system & accommodation, these educated females in general remain under-employed or unemployed.

Pakistan has an extremely high dependency ratio per employed adult (97 compared to 54 developed countries) due to non-participation of females in labour force. Recently economists have started to recognise women's economic contribution. In order to improve the standard & quality of life of Pakistan, the improvement of women's condition is imperative as women play an important role in the social, economic development of the country. It is, therefore, the need of the time to start such work/skill

oriented and income generating training programmes for women whom may not only enhance their employment opportunities but can also be beneficial economically.

In the recent years, the country's economic performance has improved with the expansion and rapid growth rates across all sectors. The gross domestic product increased by 57% with rates of 9.2% for industry, 4.4% for agriculture and 5% in the service sector. However, social development, specifically in the education and health services, has been slower than all the other sectors, this economic recovery and expansion is expected to increase the demand for educated and trained manpower. It is, therefore, important to harness the economic potential of the female population.

It is estimated that 15-20% of the urban population will be the main target group for vocational training programmes. The women from these classes do not have permanent employment outside the home, but are involved in income saving activities in the households. The girls from these classes no longer acquire education merely as a status symbol. Instead wage employment is the major objective and the possibility of contributing to the family income, a long-term goal.

Slowly, the role of the woman is growing from an narrow definition of wife, mother, housekeeper, although much of her activities are still being decided by tradition, class origin, religious attitude and/or individual attitudes & habits within families. These continue to determine whether women can have an education and ultimately, whether they can seek employment. The situation today is that more girls are receiving education and vocational training and are being gainfully employed.

It is largely in the middle classes that the rigidity of traditional custom is being broken. Increasingly, the need for additional income is creating the situation in Pakistan where women must be employed for the family to survive. This is particularly true for widowed or divorced women in families where the male is ill, under or unemployed, or where there are too few male children to contribute to the family earnings.

There is a greater demand by women for education and job than can be met by current opportunities coupled with a focus on the employer's needs and attitudes, and a support system for encouraging and assisting women in the workplace and much to move the women towards greater participation in the labour force.

STATEMENT OF THE PROBLEM:

The problem of the study is to survey the existing facilities of vocational training for women and to identify the demand of the employment market in the Punjab.

OBJECTIVES OF THE STUDY:

The objectives of the study will be the following:

- To study the existing vocational training facilities for women under Government Departments Agencies in the Punjab.
- To identify/assess demand of the employment market especially in non-traditional and secretarial trade.
- To analyse training needs of women to meet the identified demand of the employment market.
- To formulate the recommendations for the future expansion of vocational training schemes for women.

SIGNIFICANCE OF THE STUDY:

This study attempts to find and analyse the existing vocational training facilities available for women vis-a-vis the labour market needs and to propose measures to improve the cost effectiveness of women's vocational training programme in the Punjab. Till mid 88, women's vocational training has been limited to domestic activities (traditional trade courses) which result in consumption by the producer herself (income saving) rather than income generation. In July, 1988 the Technical Training Centre for women at Lahore under the Labour Department started offering courses in engineering and secretarial,

trades(nontraditionaltradecourse).Thereturnoftheskilloriented courses/training programmeis measurable as compared to generaeducation programmes. Since the trainingprogramnieofferedinTTCforwomenisdesignedaccordingtotherequirement oftheLabourmarket,therefore, thepassoutshavegoodchancetofind jobsimmediately whichwillminimizewastageandimprovetheefficiency ofthesystem.Alsothewomen areattractedtosuchincomegenerating trainingprogrammeswhichwillincrease employabilityand contribute intheeconomicdevelopmentactivities.

The users ofthisstudywillbethepolicy makers and plannersofGovernment Departments/Agencies (conducting Women'sTraining)fordevelopmentprogramme formulationandevaluation.Itwill alsofacilitatethetrainersinthedevelopmentof training programme/curricula which are not only responsive to the needs of the employers butalsosociallyand culturallyfeasible. Asfarastheresearcherknowsnostudyinthisfield hasbeenconducted,therefore,this studyisneeded.

METHODANDPROCEDURESOF THESTUDY

For the studyfollowingsteps will beundertaken:

- Studyof literatureavailable and relatedresearchalreadyconducted.
- Discussionwiththeexpertsworkinginthe fieldofvocationaltraining/women's training.Onthebasisofinformationsocollected,followinginstrumentswillbe used:

1) Aquestionnaire toinvestigate:

- Data regardingexistingGovt. Vocational Institutes forwomen in thePunjab.
- Employersneedsinengineeringand'secretarialtradeswherewomenare alreadyemployed.

2) Interview schedulein orderto verifythedatacollectedthrough thequestionnaires.

Sampling:

For thisstudythere willbetwo types of populations namely:-

- Government Vocational Institutes for women in the Punjab imparting training from 6 months to two years duration.
- All the registered engineering industrial and commercial establishments having women workers on their payroll.

It is estimated that there are more than 100 Govt. vocational Institutes for women in the Punjab. A complete list of these institutions will be prepared and questionnaire (I) for the vocational institutes will be sent to all these institutes. Similarly a list of the registered manufacturing establishments employing women in the Punjab will be prepared and questionnaire (II) will be administered to all of them. In this way the whole population will be included in the sample for the purpose of collecting data through questionnaires.

Interviews:

In order to verify the data collected through questionnaires I & II the interview will also be conducted in the following pattern:

- Three vocational Institutes in each Division (two from big cities and one from town) will be selected for the purpose of interview. In this way 24 institutions will be visited from 8 Divisions of the Punjab.
- In this way the selection of the vocational Institutes and manufacturing establishments for the purpose of interviews will be stratified.

THE DATA ANALYSIS:

The data collected through the questionnaires will be processed and verified with the help of interviews so that the reliability of the data is determined before the conclusions are drawn.

The need of the employers will be determined, on the basis of the data collected through questionnaire (I). The supply side will be ascertained from the data collected through questionnaire (II). The matches and mismatches of the skills being impacted by the vocational institutes with the market needs will be determined and the strategies will be developed for future expansion of women's vocational training scheme in the Punjab.

DELIMITATIONS OF THE STUDY:

Keeping in view the scarcity of time and resources at the disposal of the researcher, the study will be confined to:

- The province of Punjab
- Only the Govt. vocational Institutes for Women imparting training from 6 months to 2 years duration.
- Only the registered industrial and commercial establishments.
- Ascertain the employers' needs for women workers only in engineering and secretarial trades at the skilled (Grade-II) and semi-skilled (Grade-III) levels.

DEFINITION OF TERMS:

- Vocational training: The term "Vocational Training" is applied to all forms of training designed to equip a person for employment in any branch of economic activity.
- Education and Training: "Education" is the development of the special and general abilities of the mind (learning to know) whereas "Training" is practical education (learning to do).

- Income Saving Skills: Training of women in traditional household skills such as sewing and cutting, embroidery, knitting etc.

Abbreviations:

GVI = Govt. Vocational Institute for Women
 WTTCs = Women's Technical Training Centres
 PBTE = Punjab Board of Technical Education
 V.T. Cell = Vocational Training Cell

TIMESCHEDULE:

- | | |
|--|--------------|
| • Design and instrument | February 20 |
| • Writing 2nd Chapter | March 20 |
| • Sending the Questionnaire | March 20 |
| • Survey | April 20 |
| • Data Compilation and Analysis | May 20 |
| • Report Writing and Submission of Thesis Report | June/July 20 |
| • Thesis Viva etc | July 20 |
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RESEARCH REPORT

- *Definition*
- *Characteristics of a good Research Report*
- *How to write a Research Report*
- *Sample*

WHAT IS A RESEARCH REPORT?

A research report is a completed study that reports an investigation or exploration of a problem, identifies questions to be addressed, and includes data collected, analyzed, and interpreted by the researcher.

DIFFERENCE B/W RESEARCH REPORT & RESEARCH PROPOSAL

Research Proposal

- A research proposal is prepared before a study begins.
- A research proposal communicates a researcher's plan for a study.

Research Report

- A research report is prepared after a study is completed.
- A research report communicates what was actually done in a study, and what resulted.

ESSENTIAL CHARACTERISTICS OR FEATURES OF A GOOD REPORT

Report provides factual information depending on which decisions are made. So everyone should be taken to ensure that a report has all the essential qualities which turn it into a good report. A good report must have the following qualities:

❖ Simplicity:

The language shall be as simple as possible so that a report is easily understandable. Jargons and technical words should be avoided. Even in a technical report there shall be restricted use of technical terms if it has to be presented to laymen.

❖ Clarity:

The language shall be lucid and straight, clearly expressing what is intended to be expressed. For that the report has to be written in correct form and following correct steps. Clarity depends on proper arrangement of facts. A good report is absolutely clear. Reporter should make his purpose clear, define his sources, state his findings and finally make necessary recommendation. To be an effective communication through report, a report must be clear to understand for making communication successful.

❖ Brevity:

A report shall not be unnecessarily long so that the patience of the reader is not lost and there is no confusion of ideas. But, at the same time, a report must be complete. A report is not an essay. A good report should be concise but it does not mean that a report can never be long. Rather it means that a good report or a business report is one that transmits maximum information with minimum words. It avoids

unnecessary detail and includes everything which are significant and necessary to present proper information.

❖ **Positivity:**

As far as possible positive statements should be made instead of negative ones. For example, it is better to say what should be done and not what should not be done.

❖ **Punctuation:**

Punctuations have to be carefully and correctly used otherwise the meaning of sentences may be misunderstood or misrepresented.

❖ **Readability:**

The keynote of a report is readability. The style of presentation and the diction (use of words) shall be such that the readers find it attractive and he is compelled to read the report from the beginning to the end. Then only a report serves its purpose. A report on the same subject matter can be written differently for different classes of readers.

❖ **Accuracy:**

A report shall be accurate when facts are stated in it. It shall not be biased with personal feelings of the writer. Information contained in a report must be based on accurate fact. Since decisions are taken on the basis of report information, any inaccurate information or statistics will lead to wrong decision. It will hamper to achieve the organizational goal.

❖ **Logical Sequence:**

The points in a report shall be arranged with a logical sequence, step by step and not in a haphazard manner. A planning is necessary before a report is prepared.

❖ **Presentation:**

A report needs an attractive presentation. It depends on the quality of typing or printing as well as quality of paper used. Big companies make very attractive and colourful Annual Reports.

❖ **Precision:**

In a good report, the report writer is very clear about the exact and definite purpose of writing the report. His investigation, analysis, recommendations and others are directed by this central purpose. Precision of a report provides the unity to the report and makes it a valuable document for best usage.

❖ **Relevancy**

The facts presented in a report should not be only accurate but also be relevant. Irrelevant facts make a report confusing and likely to be misleading to make proper decision.

❖ **Reader-Orientation**

While drafting any report, it is necessary to keep in mind about the person who is going to read it. That's why a good report is always reader oriented. Readers knowledge and level of understanding should be considered by the writer of report. Well reader-oriented information qualify a report to be a good one.

❖ **Simple Language**

This is just another essential features of a good report. A good report is written in a simple language avoiding vague and unclear words. The language of the report should not be influenced by the writer's emotion or goal. The message of a good report should be self-explanatory.

❖ **Grammatical Accuracy**

A good report is free from errors. Any faulty construction of a sentence may make its meaning different to the reader's mind. And sometimes it may become confusing or ambiguous.

❖ **Unbiased Recommendation**

Recommendations on report usually make effect on the reader mind. So if recommendations are made at the end of a report, they must be impartial and objective. They should come as logical conclusion for investigation and analysis.

❖ **Attractive Presentation**

Presentation of a report is also a factor which should be consider for a good report. A good report provides a catchy and smart look and creates attention of the reader. Structure, content, language, typing and presentation style of a good report should be attractive to make a clear impression in the mind of its reader.

❖ **Suitable Title**

A suitable title has to be provided to each report according to the nature of contents. It should also highlight upon its origin and the person for whom it is being prepared.

❖ **Timeliness**

A report should be prepared and presented within the stipulated time. If a report is received late, there is no meaning of preparing such report and no use for management. If the report is presented in time, necessary actions may be taken.

Summing Up:

The inclusion of above factors, features or characteristics, make a good report to be effective and fruitful. It also helps to achieve the report goal. A reporter who is making the report, always should be careful about those factors to make his report a good one.

STRUCTURE OF A RESEARCH REPORT

The research report format mainly consists of three main sections:

1) The Introductory Section

- Title Page
- Acknowledgments (if any)
- Table of Contents
- List of Tables (if any)
- List of Figures (if any)
- Abstract

2) The Body of The Report

2.1. Introduction

- Statement of the Problem
- Significance of the Problem
- Purpose

- Statement of Hypothesis
- Limitations
- Definition of important Terms

2.2. Review of Related Literature (analysis of previous research)

2.3. Design of the Study

- Description of Research Design and Sources of Data
- Sampling Procedures
- Methods and Instruments of Data Gathering
- Statistical Treatment

2.4. Analysis of Data

Text with appropriate

- Tables
- Figures

2.5. Results And Discussion

- Major Findings (reject or fail to reject Hypothesis)

2.6. Summary and Conclusions

- Conclusions
- Recommendations for Further Investigation

3) The Reference Section

- References/ Bibliography
- Appendices

Detail of each Section with Subsections

1) The Introductory Section

- **Title Page:**

Title Page identifies the title of the report, the name of the researcher, the name of the guide, institution, month and year of submission. The title should communicate what the study is about. A well constructed title makes it easy for the reader to understand and determine the nature of the topic.

- **Acknowledgments:**

This page permits the writer to express appreciation to persons who have contributed significantly to the research.

- **Table of Contents:**

The table of contents is an outline of the report that indicates the page number on which each major section and subsection begins.

- **List of Tables:**

A list of all the tables included in the report along with the page numbers should be provided.

- **List of Figures:**

A list of all the figure included in the report along with the page numbers should be provided.

- **Abstract:**

The abstract is a brief but comprehensive summary of the research report. It includes a concise statement of the goal of the research, the type of participants and instruments, outlines the methods, major results and conclusions. Abstract must be limited to a specific number of words, usually between 100 and 500 words.

2) The Body Of The Report

2.1 Introduction:

- The Introduction section provides the theoretical framework of the study within which the research has been conducted, background information of the topic as well as the need for and rationale for the research, to make the material more logical, useful and interesting for readers.
- The introduction begins with a description of the research problem or topic and includes objectives, significance of the problem, research questions, statement of hypothesis(if any).
- It also includes the assumptions of the study (if any), definition of important terms, limitations and delimitations of the study.

2.1 Review of Related Literature

The Review of Related Literature indicates what is known about the problem or topic. Its function is to educate the reader about the area under study.

2.3 Design of the Study

- This section provides a detailed description of the methodology used in the study. e.g. population, sample size and sampling techniques and tools used in the study.
- The purpose of this section is to describe in detail how a researcher performed the study so that someone should be able to replicate the study based on the information that a researcher provide in this section.
- For a qualitative study, this section may also include a detailed description of the nature and length of interactions with the participants. The description of participants includes information about how they were selected and mainly representative of the population.

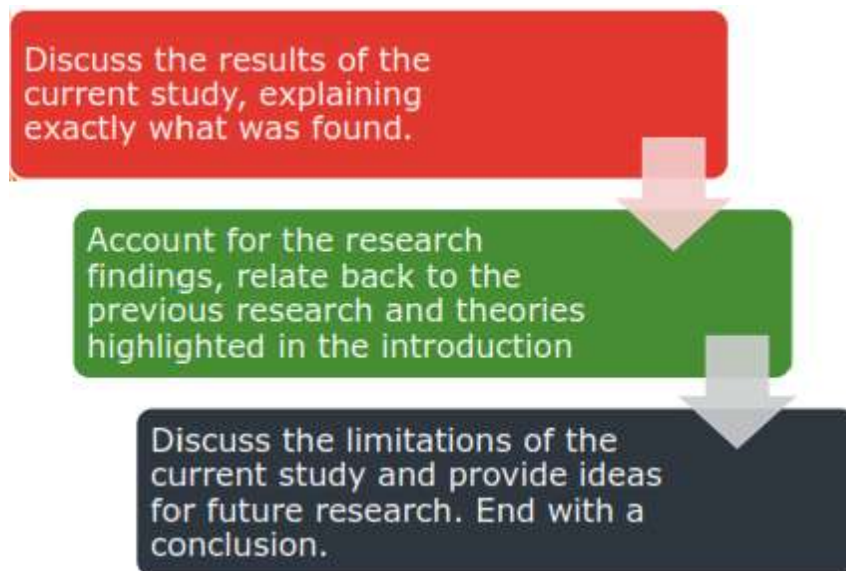
- The description indicates the purpose of the instrument and the validity and reliability of the instrument.

2.4 Analysis of Data

This section describes the statistical techniques or the inferential interpretations that were applied to the data and the result of these analyses. Tables and figures are used to present findings or graphic form which adds clarity in findings for a reader.

2.5 Results And Discussion

- The Results section is to tell the reader what was found in the study. It includes the descriptive statistics for the relevant variables (e.g mean, standard deviation). Then tell the reader what statistical test you used to test your hypothesis and what you found.
- The Discussion section is where the researcher interprets and evaluates the results.



2.6 Summary and Conclusions

- Conclusion is a summary of the main ideas that come out from the discussion.
- It draws all arguments and findings together.
- It indicates whether hypothesis were accepted or rejected.
- It summarizes major findings of the study.
- The purpose of this section is to evaluate interpret the result, especially with respect to the original research question.

3) The Reference Section

- **References/ Bibliography:**

The References section provides the reader with all the information needed to seek out and obtain all original sources used in the research. It is written in the alphabetical order.

- **Appendices:**

This section provides a place for important information. It includes tools prepared by the researcher and used in the study. It may be lettered, interview, names, raw data and data analysis sheets.

EVALUATION OF TEACHING ACTIVITIES FOR ART AND DRAWING AT PRESCHOOL LEVEL

Chapter 1

1.1 Introduction

Art is a skill through which man describes his feelings and emotion with the help of colors, and different designs. It is usually about self-expression because the artist feels strongly enough about what they are trying to do. This product of their self-expression can help others because there will always be people who feel the same way but they cannot express it themselves.

Art is something that makes us more thought-full and well-rounded human. Art is something that is both functional and aesthetically pleasing to our eyes. Art causes people to look a little closer. To look closer at social issues, at other people and their emotions, at the environment that surrounds them and as information for future need/use. (Hurwitz, Michael, 2001, p.19)

Any person who would educate others faces three fundamental factors. The first basic factor is the nature of those who will learn. Second every educator needs to consider the content to be taught and learned. And the third the values of society which education is to take place cannot be ignored. For this discussion, then, the prospective educator needs to consider the dynamic nature of visual arts, various conceptions of the learner that will guide education practices and the values of society in which the educational program exists. These three factors must be addressed whether the educational setting is a public school district, a private school where formal art education is the goal.

The everyday objects and life forms around them. It can cause people to re-examine their thinking on the object put before them. People use tools like a pencil, crayon or chalk to draw a picture, an image or likeness. The act of making the picture is called drawing. Drawings remain

a natural way for creative people to visually express their attitudes about the world around them. (Enstice and Peters.)

Drawing is the act of making a design or image. Drawing can be made for artistic or technical purposes. A technical drawing shows how an object should look, how it will be put together and how it looks from different directions.

Teaching is a process which helps teachers to convey something to the students and students gain knowledge and information through learning. Teaching learning process is inter-related. Teaching activities are the activities which make the teaching learning process easy and understandable. So, a teacher used different kind of activities to fulfill the requirement of students and get all these purposes.

1.2 Statement of the Problem

The statement of the problem was, "Evaluation of Teaching Activities for Art and Drawing at Pre-School level."

1.3 Objectives of the Study

The objectives of the study were,

- 1- To analyze the current situation of art and drawing at pre-school level.
- 2- To identify the problems faced by teachers in art and drawing at Pre-school level.
- 3- To identify the factors affecting the art and drawing at Pre-school level.
- 4- To provide suggestions for the improvement of teaching activities of art and drawing at Pre-school level.

1.4 Significance of the Study

- It will help to identify which type of art and drawing activities are more affected for pre-school level students.
- It will help to identify whether these activities are really helpful at this level or not.
- It will help teachers to understand the impact of different art and drawing activities on students.

- It will help teachers to compare different activities.

1.5 Research Methodology

“Evaluation of Teaching Activities for Art and Drawing at Pre-School level” is a type of descriptive research and the survey method is used to collect data.

1.5.1 Population

This study is “Evaluation of Teaching Activities for Art and Drawing at Pre-School level”. Population of the study was the whole Bahawalpur city.

1.5.2 Sampling

The twenty (20) private schools of surrounding area were the sample of this study.

1.5.3 Research tool

A questionnaire was prepared to collect data. The purpose of questionnaire and observation sheet was to get information from teachers about their teaching activities and observe the teaching activities during the art class.

1.5.4 Data collection

Data was collected from the private schools of BWP by using questionnaire.

1.5.5 Data analysis

Collected data analyzed, different tables helped the researcher to finalize the analysis.

1.6 Delimitation of the Study

Due to all these factors, the research was delimited to the following aspects. This study was conducted at the private schools of Bahawalpur City. Questionnaires were used to collect information.

Chapter2

ReviewofRelatedLiterature

2.1 Meaningof Evaluation

The term evaluation refers to the activity of systematically collecting, analyzing and reporting information that can then be used to improve the operation of project or program. Evaluation is the assignment of worth or value according to a set of criteria and standards which can be either explicit or implicit.

Evaluation is the process whereby evidence obtained through the outcome of specific questioning such as tests and survey, and used to determine results based on the findings of such methods. These may also define the status or value of an event, thing or person's abilities based on performance. (Rogers, Badham (1992) p. no 137).

2.2 Conceptof Evaluation

Evaluation is systematic determination of merit, worth and significance of something or someone using a criteria against a set of standards. Evaluation often is used to characterize and appraise subject of interest in a wider range of human enterprises, including the Art, Criminal Justice, foundation and non-profit Organization, Government, Health Care and other Human Services. (<http://en.wikipedia.org/wiki/evaluation>).

Evaluation is the act of comparing what should be (criteria, standards, goals, or objectives) with what is (evidence, data, information) for the purpose of ascertaining the worth or value of what is being evaluated.

Stufflebeam defines evaluation as:

A study designed to assist some audience to assess an objective's merit and worth' (cited in, Reeve & Paperboy, 2007. P. 122). In this definition the focus is on facts as well as value-laden judgments of the programs outcomes and worth.

The National Curriculum Report (1988) recognized that evaluation is a natural part of teaching since. Teachers are constantly evaluating their pupils to determine their progress and to plan their next stage

of their learning. This involves a continuous comprehensive examination of all aspects of the pupil's learning, drawing on a wide variety of evidence from many sources to arrive at a general picture.

In short, we can say that in an educational context evaluation is: A method of enquiry to determine the extent of learning. A method to acquire and collect essential feedback. The process of evaluating students within an educational context. The process of documenting knowledge, skills, attitude, and beliefs. A repeated and continuous process to evaluate teaching and learning. A method to determine how teaching and learning should continue.

The major focus of evaluation is to improve teaching and learning of the students. Evaluation should be considered a continuous process and part and parcel of science teaching and learning. However, assessment should have same ingredients as of learning situation i.e. purposeful, interesting, enjoyable and challenging. Evaluation is the continuous inspection of all available information concerning the students, teachers, educational program and the teaching learning process to ascertain the degree of change in students and the effectiveness of the program.

Evaluation is the process of using that information to make a decision. Evaluation is a thoughtful process. We use it to help us understand things. Evaluation has been defined in a variety of ways, all of which have at their core the idea of comparison. When we evaluate, we make comparison between things, note any difference, summarize our findings, and draw conclusion about our result. (Rogers, Badham (1992) p. no 139).

2.3 Educational Evaluation

Educational evaluation is the evaluation process of characterizing and appraising some aspect of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate. (http://en.wikipedia.org/wiki/Educational_evaluation)

Educational evaluation involves the systematic assessment of educational activities. Objects of evaluation include instructional programs, school initiatives and educational goals. The growth in

federal funding for education and policy makers' increased calls for school accountability have continued to the growth of educational evaluation.

2.4 Why to Evaluate?

It is natural to determine the degree to which goals are being reached and evaluation procedures do this. Students, teachers, administrators, parents and the public labor toward student's achievements of educational objectives and they wish to see if the goals are reached worth the cost. Sander (1973) stated that evaluation is one of several little-used but widely discussed processes in the educational system. The role and use of evaluation has become increasingly important as attempts to make an educational system accountable to the public expand at a rapid pace. Improvement of the teacher's teachings and the student's learning through judgments using available information is the ultimate function of the evaluative process.

Although it is accepted that evaluation is an essential part of effective teaching and learning, few of us stop to consider why.

2.5 Concept of art

Art is a skill through which one describes his feeling and emotion with the help of colors and different designs. It is usually about self-expression because the artist feels strongly enough about what they are doing to try. This product of their self-expression can help others because there will always be people who feel the same way but they cannot express it themselves. (wikipedia.org/wiki/concept-art).

Art is something that makes us more thought-full and well-rounded human.

Art is something that is both functional and aesthetically pleasing to our eyes.

Art causes people to look a little closer. To look closer at social issues, at other people and their emotions, at the environment that surrounds them and as information for future need/use. (Hurwitz, Michael, 2001.p.19)

Any person who would educate others faces three fundamental factors. The first basic factor is the nature of those who will learn. Second every educator needs to consider the content to be taught and learned. And the third the values of society in which education is to take place cannot be

ignored. For this discussion, then, the prospective educator needs to consider the dynamic nature of visual arts, various conceptions of the learner that will guide education practices and the values of society in which the educational program exists. These three factors must be addressed whether the educational setting is a public school district, a private school where formal art education is the goal. (Hurwitz, Michael, 2001.p.3)

The everyday objects and life forms around them. It can cause people to re-examine their thinking on the object put before them. Art has meant different things to different people at different times in history. According to many artists it is defined as self-expression. It has been variously a means of spiritual enhancement. A way of recording events, used as a magic means to capture an enemy, strength a means of education by illustration and an object of shared beauty.

2.6 Elements of Art

There are four elements of art like as:

- Drawing
- Painting
- Sculpture
- Print Making

2.6.1 Drawing

People use a tool like a pencil, crayon or chalk to draw a picture, an image or likeness. The act of making the picture is called drawing.

Entice and Peters says:

Learning to draw will put you in touch with a long and respected tradition that begins in prehistoric times. Drawings remain a natural way for creative people to visually express their attitudes about the world around them.

Drawing is the act of making a design or image. Drawing can be made for artistic or technical purposes. A technical drawing shows how an object should look, how it will be put together and how it looks from different directions. An artistic drawing can be made as the preliminary step for a finished artwork, as a piece of art itself.

Drawing is probably the most pervasive of all art activities engaged in by children. Through this mode of art making, children participate in the exploration of media, the creation of symbols, the development of narrative themes, and the solving of visual problems.

Children produce drawings that say something about their reaction to experience and heighten their abilities to observe. Drawing activity is also a precursor to the development of writing skills. The correlation between drawing and lettering is particularly effective in China and Japan. Certainly, when taught effectively, drawing activities are universally enjoyed and provide a very flexible and practical means of expression for the young at all stages of artistic development. (Hurwitz, Michael, 2001, p.107)

2.6.2 Painting

I found that that I could say things with color and shape that I had no words for. (Georgia O'Keeffe)

Painting, like drawing, is at the heart of the studio experience, both in terms of children participation and the history of art. Although there are numerous modes of art production, it seems that even from prehistoric times drawing and painting were practiced. The marks of drawing and color of painting are found on virtually every natural and fabricated object that provides an appropriate surface, from markscut into tree barks and painting on cave walls to painted poetry, painted dwelling, and graffiti currently found on every available surface in many of our cities (Hurwitz, Michael, 2001, p.123)

2.6.3 Sculpture

According to Wayne Higby: Creating works of art in three dimensions is of particular significance. Human beings experience the world in three dimensions. Men, women, and children establish scale in accordance with their own bodies. Each of us is three-dimensional in a three-dimensional world.'

Drawing and painting, are accomplished primarily on two-dimensional surfaces, usually paper, canvas or board. Art that extends into the third dimension includes sculpture and ceramics, which in some way overlap art modes. Some sculpture, for example is made of fired clay and can be considered ceramics sculpture. Ceramics includes pottery made of fired clay and even it overlaps with sculpture, as some pots exhibit fine sculpture qualities, some are purposely nonfunctional,

and sometimes pots are used as a component in sculpture. Ceramic poetry is an ancient art mode and also one of the most universal; pots are found that were created far back in time and in all parts of world. (Hurwitz, Michael, 2001.p.135)

2.6.4 Print making

True printmaking did not come into existence in western art until the middle of the twelfth century AD; years after the west learnt the secret of papermaking. The first prints were in the form of woodcuts and wood engravings. At one time printmaking was considered an extension of drawing technique by which to reproduce sketches. The American printmaker and Fulbright scholar, Walter Crump conducted several printmaking workshops in Karachi in 1993.

Printmaking today is a complex discipline often encompassing several printmaking mediums in one print. (Hurwitz, Michael, 2001.p.141)

2.7 Foundation of Art Education

One function of education is to maintain the culture, its values, ideals and patterns of living through the training of succeeding generations. In art this maintenance is difficult because the arts have not been generally recognized as central in our culture. We must set up objectives for art education in a society that surrounds itself with art forms, but that is generally unaware of aesthetic qualities. We must work with many people who have negative feelings about artists and designers, so we cannot derive all our values about art education from the general public. (J.k. Mcfee)

Any person who would educate others faces three fundamental factors. The first basic factor is the nature of those who will learn. Second, every educator needs to consider the content to be taught and learned, and third the values of society in which education is to take place cannot be ignored. For this discussion, then the prospective educator needs to consider the dynamic nature of the visual arts, various conceptions of the learner that will guide education practice, and the values of the society in which the educational program exists. These three factors must be addressed whether the educational setting is a public school district, a private school, a home school, or any setting where formal art education is the goal. (Hurwitz, Michael, 2001.p.3)

2.8 Nature of Visual Art

As educators concerned with the nature of the art, we might study the visual arts of many cultures, including western, European, Egyptian, Asian, African, pre-Columbian, Mexican, Native American, Polynesian, and many other traditions. The visual arts, ranging from prehistoric to contemporary arts.

To obtain a basic understanding of art, we might imagine ourselves back in time, even before the age of cave paintings. As we discuss the visual arts, we refer to a fascinating array of different art traditions and forms. The traditional fine arts, including drawing, painting, sculpture and printmaking have existed for many centuries. Today the fine arts embrace a boisterous set of contemporary contenders based in such technologies as photography, video and computer-generated imagery. The newer concepts of environmental art, performance art, conceptual art and installation contributed to the diversity of the visual art. (Hurwitz, Michael, 2001.p.4)

2.9 Design

The term design is used today instead of composition, which is now considered to have a more limited meaning. We can speak of the composition of a tree and describe the relation of the whole (the trunk) to its parts (branches), but a tree has not been planned or designed with some aesthetic or functional intent in mind. Design is not a separate and distinct area of art; it is an integral part of any art form.

The formal qualities are those that still give a form in the original classical sense: shape, proportions, scale, structure, texture, color, and context that are aspects of visual reality to which we turn for our nonliterary meanings in objects. Design is presented in all art forms. (Hurwitz, Michael, 2001.p.191)

2.9.1 The Elements of Design

Design is the organization of parts into a coherent whole. Visual design is the organization of materials and forms for a specific purpose. The design of a accomplished artist should convey the feeling that nothing in the design could be changed without violating their structure. All the elements of design in use should make a complete and harmonious whole.

There are five elements of design:

- Line
- Color
- Texture
- Space

Line

Line is the path traced by a moving point and is perhaps the most flexible and revealing element of design. Most of us have entered the world of art through the lines we have created. If we are angry and doodle a line, our anger is clearly revealed in the marks we make. If we are placid, calm or pleased, our line takes on a different character. Artists readily express their feelings by means of line. Line may be used strongly and directly. Line has sometimes been called the “nervous system” of a work of art. (Hurwitz, Michael, 2001, p.193)

Color

Color is the powerful element and it serves to emphasize the extent to which all the elements are interdependent. Although the elements have been discussed here separately, in reality they cannot be dissociated. The moment we make a mark on paper with a black crayon, line and space are involved. If paint has been applied, color is present. As soon as a shape is drawn, it interacts with the space around it. Only for the sake of convenience have we treated these elements as separate entities.

Because of the color, artists and scientists have for years tried to arrive at a theoretical basis for its use. Color functions on two levels. On the cognitive level, color conveys information in purely descriptive terms, as when leaves change color in fall, and in symbolic terms, as in flag and traffic signals. On the level of feelings, color evokes psychologically associations and thereby creates moods and feelings. (Hurwitz, Michael, 2001, p.195)

Texture

Texture is the degree of roughness and smoothness of surface. Every surface has a texture, a pebble on the seashore, a veined leaf, the wrinkled face of an old man, a brick wall and a sheet of glass all display varying kinds and degrees of texture. We derive as sensual enjoyment from texture. We like to run our hand lightly over the surface of a tweed jacket or a fur coat: we enjoy

holding a smooth stone lightly in our hands or gently stroking a baby's hair. We enjoy textures visually too, through the sense of touch.

Texture appeals to people for both aesthetic and sensuous reasons, although it is doubtful if the two can be entirely separated. The texture that artists use may be actual and simulated. (Hurwitz, Michael, 2001, p. 196)

Space

In art there are two types of space:

- Actual Space
- Pictorial Space

Actual Space

Actual space is two-dimensional, as in drawings, paintings, or prints produced on flat surfaces, or three-dimensional, as in sculpture, architecture, or ceramics. Artists have learned to be as sensitive to the organization of space as they are to line and shape. As soon as a line or a shape is placed on a paper or canvas, it sets up a dynamic with the surrounding space.

Pictorial Space

Pictorial space is the flat surface of the paper, canvas, or other material and is known also as the picture plane. On this surface artists often create the illusion of three-dimensional space. For example, a landscape picture often has a foreground of objects that appear near to the viewer, a middle ground farther away, and a background, such as the sky or distant hills, that is behind most of the objects of the picture. (Hurwitz, Michael, 2001, p. 197)

2.9.2 The Principles of Design

It would be convenient to offer a formula for the production of satisfactory designs, but, of course, if designs were subject to rules and regulations, art would cease to exist. Every good design is different from every other good design, and all artists have unique ways of fusing the elements and principles of art.

There are four principles of design:

- Unity
- Rhythm
- Proportion
- Balance

Unity

The integrated nature of design, design in terms of order and coherence, and considered it analogous to world stability. These are the most obvious characteristics that result from a successful art form, whether musical, dramatic, literary or graphic. Each element is so arranged that it contributes to a desirable oneness and wholeness. In a drawing, a line ripples across a certain area to be caught up elsewhere; shapes and spaces set up beats and measures in a kind of visual music. Colors, textures and areas of light and shade all contribute to the orchestration of the visual pattern. This oneness and wholeness is called unity. (Hurwitz, Michael, 2001.p.199)

Rhythm

The controlled movements to be found in all good designs are called rhythm. They may be established through the use of any of the elements of design, lines. Areas of light and shade, spots of color, repetitions of shapes and spaces, or textured surfaces.

At least two main types of rhythm appear to occur in works of art. The first has the character of the flow and is usually achieved by the lines. The second type has the character of a beat. An element may be used in one area of work and repeated elsewhere, either as an exact duplication of the original theme or as only a near echo of it. (Hurwitz, Michael, 2001.p.199)

Proportion

The size relationships within a composition refer to its proportion. Proportion often involves an ideal relationship that the artist strives for. Things that are out of proportion are often awkward or disturbing, such as an oversized sofa in a small room, a tiny painting hung alone on a broad expanse of wall. (Hurwitz, Michael, 2001.p.199)

Balance

Closely related to the aspect of proportion in design is balance. When the eye is attracted equally to the various imaginary axes of a composition, the design is considered to be balanced. Many writers, particularly those associated with the movement, attempted to explain balance in terms of physics, usually referring to the figure of a seesaw. Unfortunately, the concept is not accurate, since physical balance and aesthetic balance, although related, are not synonymous. (Hurwitz, Michael, 2001.p.199)

2.9.3 The Uses of Design

When design is used as a verb, as in “design a house” the term implies using the principles and elements for practical purposes. Design, in its broadest sense, deals with the organization of the elements of arts for functional purposes. In the “living” or “applied” arts, design shows its practical side.

1. **Individual uses:** clothing, jewelry, tattoos, uniform
2. **Objects used by individual:** automobiles, tools
3. **The interior we live in:** furniture, fabrics, wall covering
4. **Dwelling:** apartments, houses, houses of worship

A wider range of application of design exists, much too broad to discuss here. The following list of careers in the applied arts will provide a hint of extent of these fields.

- Architecture
- Interior and display design
- Graphic design
- Industrial design
- Fashion design (Hurwitz, Michael, 2001.p.202)

2.10 Values of Society

The combined words “arts and culture” have been around for a long time. In many ways what sits in national museums should reflect a society. But from what I understand and have seen in the big galleries it doesn't seem to reflect the average person on the street. Some of the art in the museums can actually add to the improvement. But if art builds up the human spirit rather than breaking it down, then it can build up a culture.

We make art because there is something inside the creative person that needs to get out. The poet, musician, actor and visual artist all have a desire to express what they feel and to create something of great value. It's a type of therapy or a form of meditation. Many do art for the pure joy of it.

Educators' concerns with the nature of art and their conceptions of young people learn are balanced, in the process of education, by the values of society. As individuals we become involved in the interpersonal relationships and in social or political events. As citizens we learn to respect and live with our neighbors in various social contexts. Good citizens often improve the quality of everyone's life by taking appropriate actions to affect the broad social and environmental issues confronting the community at large. These broad social concerns are present as themes in many significant works of art. They become relevant whenever art education extends our view beyond the concerns of individuals to the values of society. (Koster, (2001), p. 137.

2.10.1 The Social Dimensions

A school child, as well as an adult in society, is an individual interacting with groups. Children belong to a class assigned to a teacher, they belong to a grade level, and they are associated with their particular school. Within the classroom, children are often grouped for various reasons. Reading groups are formed, interest groups are organized, and children develop their own groupings according to friendships. Although much of their learning must be accomplished individually, learning and interacting with groups is also very important and beneficial. As they participate in groups children learn social skills, enjoy making a contribution, share in the excitement of the group, and learn in cooperative manner about the subject or topic that is the focus of activity. (Hurwitz, Michael, 2001, p. 319)

2.10.2 Social Values in Art Education

Many art educators today advocate a teaching philosophy that encourages students to think about relationship of art, ecology, and community. They emphasize a curriculum that is interdisciplinary, action-oriented, and based on social values. Teaching is aimed at fostering awareness of interconnection between community and environment and focuses on concepts of environmental design, ecological art, and involvement with community. Community and ecological issues "can empower students with the understanding that they, as creative individuals, can have

an active voice in proecological trends.” Cooperative learning and collaborative activities can play a central role in such a curriculum. (Hurwitz, Michael, 2001, p.310)

2.11 Art is necessary not just nice

Unfortunately most people still think of art as decoration. The problem with thinking that way about a piece of art is that people get tired of the decoration and want to change the décor after a few years. Good art does not go out of style. I like to think of art as a separate entity, it may not match the room. There are lots of cheap prints out there that can be used as decoration and, in a way, its art and yes its decoration. The idea that art is decoration undervalues a work.

[.wikipedia.org/wiki/concept-art](http://wikipedia.org/wiki/concept-art).

2.12 Influences on Post Modern Thought

Every time we make an educational decision we carry out a philosophical act that arises from cultural context and has cultural implications. The more we understand the cultural context and implications of educational decisions the better able we are to create an effective learning environment for all students. Many of the issues educators are involved with today are part of a movement or cultural period known as postmodernism. Postmodernism is now a worldwide movement in all the arts and disciplines.

In art and art education, postmodernism is “a new paradigm” that has emerged to challenge ideas that arose during the modern era. It is therefore best understood by contrasting its premises with those of the modern age known as the modernism. (Hurwitz, Michael, 2001, p.31)

2.13 Some basic beliefs in Contemporary Art Education

Art education is still very much of a composite of what has gone before. It is not difficult to identify the many threads in the pattern what we have discussed. The development of strong professional associations, such as the National Art Education Association (NAEA) in the United States, Canadian Society for Education through Art (CSEA) in Canada, the National Society for Education and Design (NSEAD) in the United Kingdom, the publication of an impressive body of literature in the field, and the emergence of well-founded teacher education programs in colleges and universities have led to an enlightened group of art educators. This increased level of professional communication has not resulted in an unwelcome unanimity of thought about the goals of

art education in contemporary society, although some points are agreed on by most art educators. (Hurwitz, Michael, 2001.p.19)

2.14 Changes in art education

The history of art education is a fascinating, ongoing tapestry of interwoven threads that form a complex design. Three of the most prominent threads are the nature of art, conceptions of the learner and the values of society. Others represent the work of individual artists, teachers, and writers and the advance in technology, curriculum projects and even legislation.

Art educators' interest in the development of creativity is well documented by the titles of prominent books published in the field, especially during the 1940s and 1950s. (Hurwitz, Michael, 2001.p.15)

2.15 Concept of Teaching

Teaching is a process which helps teacher to convey something to the students and students gain knowledge and information through learning. Teaching learning process is inter-related.

Teaching is intellectual and ethical work. It requires the full attention, wide awake, inquiring, critical and thoughtful and caring people if it is to be done well. (W.Ayers)

2.15.1 Elements of Teaching

There are four elements of teaching:

- The Student
- The Teacher
- Syllabus
- Examination

The Student

The student is an important element of teaching learning process. They are the backbone of teaching process. In the past, the most important element was the teacher but in the modern age the most important element is student.

The Teacher

The teacher is also an important element of teaching process. The education system cannot run in the absence of teacher. Teacher plays an important role in the education system.

Syllabus

Syllabus is also an important element of teaching learning process. It should be designed according to the interest and level of students. The syllabus should be easy and understandable. The ethics and values of society should be included in the syllabus.

Examination

Examination is a system to assess the learning of students. It is also a very important element of teaching learning process. With the help of examination the teacher can get to know the weakness of his/her teaching. Teacher tries to improve teaching and try to get wonderful results.

.(Imran,(2001),p.120)

2.16 Concept of Teaching Activities

Teaching activities are the activities which make the teaching learning process easy and understandable. One function of education is to maintain the culture, its values, ideals and patterns of living through the training of succeeding generations. So, a teacher uses different kinds of activities to fulfill the requirements of students and get all these purposes. (Imran,(2001),p.121)

2.16.1 Methods for Teaching Art

It is difficult to discuss teaching methods without referring at the same time to educational goals, curriculum, and evaluation because they are all interrelated and each influences all the others. The broad range of art content that we have for the art curriculum suggests that a variety of instructional methods should be used. Evaluation, if it is not to appear as an afterthought, must be considered as during the curriculum development process. As a teacher conducts instruction in their classroom, they are aware of curriculum goals, content for instruction, activities intended to foster learning and evaluation process that will assist teachers to assess student progress and program success. With this point in mind, we will focus attention here specifically on teaching methods. A range of teaching methods is used in teaching process like as:

- Demonstration methods
- Assignment methods
- Lecture method

- Field trip method

Demonstration method

When the children are prepared to paint with brushes, tempera paints, water containers, paper towels, and old shirts worn backwards for smocks, the teacher demonstrates how to dip the brush into a color, to brush color on the surface, to rinse the brush in water, to blot a paper on towel, and to dip into another color. Children like watching demonstrations and particularly enjoy observing the teacher use the chalkboard; indeed it is almost impossible to ignore the line that is moving on paper or chalkboard. The ability to draw an example can give a teacher in a relatively short period of time. (Hurwitz, Michael, 2001.p.303)

Assignment method

After many discussions of puzzles about art over the years of art instruction, the sixth grade students are ready to write a paragraph on their own. The teacher gives them a description of difficult art situation and assigns them to write their responses to the puzzles, stating reasons for their discussion.

For homework, children can be asked to bring a clipping about art from a magazine or newspaper. The clipping can then be placed on the bulletin board and used for discussions of happening in the world of art. (Hurwitz, Michael, 2001.p.303)

Lecture method

Before starting the class on a ceramics project, the teacher can give the students a brief lecture about handling clay, including the health hazards and precautions that need to be understood when working with clay, glazes and clay tools.

The lecture method should be used sparingly unless it includes student discussions or participation of some sort. Brief talks can be effective as a review or to emphasize a particular point. (Hurwitz, Michael, 2001.p.304)

Field Trip method

Most teachers are convinced of the value of field trips, but many are faced with limited financial support in districts where they teach. Whenever possible, however, students should have

opportunities to learn about the world away from school. For the art program, field trips to art galleries or museums are especially beneficial, children are able to experience original work of art of high quality and to obtain a needed frame of reference that will help them better understand what the slides and prints they see in school actually. (Hurwitz, Michael, 2001, p.305)

2.16.2 Conception of learners

With knowledge of the history of art, students gain a better understanding of the meaning of art while developing a critical sense for the quality in the work of art. They acquire an aesthetic awareness and sensitivity to works of art as they become familiar with many of the master artists.

The early childhood years are extremely important in a child's development. Preschool children have begun to explore objects, ideas, and experiences in the world around them. Children's artwork is a way to express their daily awareness. It is important to stimulate children's minds and to provide basic knowledge and skills that will enhance their learning in the many years to come. Turning everyday interaction into a memorable learning experience is an effective teaching method. Children have a natural curiosity about the world. (Wendy, (2000), p.2-3)

2.16.3 The role of Teacher in Collaborative Activities

Group art can be linked to an amoeba; although outward forms are in a constant state of flux, the essence remains constant. One difficulty in categorizing group activities lies in the ways in which styles borrow from others. Collaborative activities are dependent on cooperative learning, and the cooperative learning includes:

- Individual accountability
- Group interaction
- Social skills

Individual accountability

Each student's performance is frequently assessed and the results are given to the group and individual. Teacher may effect this element by giving individual tests or calling on individuals within the group to demonstrate a skill or respond to questions.

Group interaction

Students promote each other's learning by helping, sharing and encouraging effort to learn.

Students explain, discuss and teach what they know to the classmates.

Social skills

Collaborative skills include leadership, decision making, trust building and communication and conflict management. <<http://www.Excel.net/~ssmith/cooplrn.html>>

Chapter3

ResearchMethodology

Research methodology has main importance in research process. Selection of methodology makes the process easy and workable. This chapter deals with the method of study that covers population, selection of sample, development of research tool, validation of research tool, administration of research tool and data analysis.

- Design of the Study
- Population of the Study
- Sample of the Study
- Development of Research Tool
- Administration of Data
- Analysis of Data

3.1 Design of the Study

“Evaluation of Teaching Activities for Art and Drawing at Pre-School level” was a type of descriptive research and the survey method is used to collect data; the questionnaire was used to collect information. Conclusion and recommendations were made on the basis of analysis.

3.2 Population of the Study

This study is “Evaluation of Teaching Activities for Art and Drawing at Pre-School level”. Population of the study was the whole Bahawalpur city. Population means all the people or documents, etc., who are proposed to be covered under the scheme of study.

3.3 Samples of the Study

The twenty (20) private schools of surrounding area were the sample of this study. 50 questionnaires were distributed to obtain data.

3.4 Instrument of the Study

A questionnaire was prepared to collect data. The purpose of questionnaire was to get information from teachers about their teaching activities and observe the teaching activities during the art class.

Questionnaire was developed in the light of related literature. The first draft of research tool discussed with the supervisor. With his consultations some items were deleted, reframed and rephrased.

3.5 Administration of Research Tool

The researcher visited the schools and met the head of the schools. Researcher introduced herself and told the purpose of her study and distributed the questionnaires among the teachers.

3.6 Analysis of the Data

After collecting the data through research tool, Percentage was used for analysis. A key was prepared and numbers were assigned to the abbreviations used in questionnaire (Yes=1, No=0) then data was entered in data sheet of SPSS and formula was applied to get frequency, percentage and. On the basis of analysis results was interrupted to draw the findings.

ChapterNo.4

DataAnalysisandInterpretation

Table 4.1

Brieflecturebeforestarting project

Teacher givesa brief lecturebefore starting project.

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	5	9.4	10.0	10.0
	Total	45	84.9	90.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Itwasfoundthat90%respondentsrespondedthattheygivebrieflecturebeforestartingproject while 10%respondents responded that theydon'tdo this.

Table4.2

TeachDrawing throughBoard

Teacher teaches drawingthrough board.

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	25	47.2	50.0	50.0
	Total	25	47.2	50.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.2showsthat50%teacherstaughtdrawingthroughboardwhile50%didnotuse board duringteachingdrawing.

Table 4.3**Use a wide variety of Paper****Teacher use a wide variety of paper**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	8	15.1	16.0	16.0
	Total	42	79.2	84.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.3 shows that 84% of teachers used a variety of paper during teaching while 16% did not use a wide variety of paper during teaching.

Table 4.4**Use audio and visual presentation to teach****Teacher use audio and video presentation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	10	18.9	20.0	20.0
	Total	40	75.5	80.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.4 shows that 80% of teachers used audio and visual presentation while 20% did not use audio and visual presentation.

Table 4.5**Creating a newColor****Teacher demonstratehowtocreatenewcolor**

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	5	9.4	10.0	10.0
	Total	45	84.9	90.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.5showsthat90%teachersdemonstratedhowtocreatenewcolorwhile10%didn't demonstrate howto createnew color.

Table4.6**Brush color on thePainting****Teacher demonstratehowtobrushonpainting**

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	No	5	9.4	10.0	10.0
	Yes	45	84.9	90.0	100.0
	Total	50	94.3	100.0	
Missing	System	3	5.7		
Total		53	100.0		

TableNo.4.6showsthat90%teacherdemonstratedhowtobrushonpaintingwhile10%didnot demonstrate howto brush on painting.

Table 4.7
Blot on paper

Teacher demonstrate how to blot on paper

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no yes	6	11.3	12.0	12.0
Total	44	83.0	88.0	100.0
Missing System	50	94.3	100.0	
Total	3	5.7		
	53	100.0		

Table No. 4.7 shows 88% teachers demonstrate how to blot on paper while 12% do not demonstrate how to blot on paper.

Table 4.8

Dip brush into another color

Teacher demonstrate how to dip brush into another color

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no yes	8	15.1	16.0	16.0
Total	42	79.2	84.0	100.0
Missing System	50	94.3	100.0	
Total	3	5.7		
	53	100.0		

Table No. 4.8 shows that 84% teachers demonstrated how to dip brush into another color while 16% did not demonstrate how to dip brush into another color.

Table4.9
Usedifferent Colors andColorPencils

Teacher usedifferentcolorsand color pencilsduringteaching

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	4	7.5	8.0	8.0
	Total	46	86.8	92.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.9showsthat92%teachersuseddifferentcolorsandcolorpencilsduringteaching while 8%did notusedifferent colorsand color pencils.

Table 4.10
Descriptionofa DifficultArt situation

Teacher givesadescriptionofdifficult art situation

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	10	18.9	20.0	20.0
	Total	40	75.5	80.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.10showsthat80%teachersgaveadescriptionofdifficultartsituationwhile20%didnot give the description ofdifficultartsituation.

Table 4.11

Clippingart on Bulletin andDiscussion

Teacher placesclipping arton bulletin board andmakediscussion

	Frequency	Percent	ValidPercent	Cumulative Percent
Valid no yes	11	20.8	22.0	22.0
Total	39	73.6	78.0	100.0
Missing System	50	94.3	100.0	
Total	3	5.7		
	53	100.0		

TableNo.4.11 showsthat78%teachersplacedtheclippingartonbulletinboardandmake discussion while 22%teachers don't do this activity. Themean of this statement is 1.78.

Table4.12

Imagine a sceneforPainting

Teacher asks studentstoimagineasceneforpainting

	Frequency	Percent	ValidPercent	Cumulative Percent
Valid no yes	10	18.9	20.0	20.0
Total	40	75.5	80.0	100.0
Missing System	50	94.3	100.0	
Total	3	5.7		
	53	100.0		

Itisfoundthat80%respondentsrespondedthattheyaskedstudentstoimagineascenefor paintingwhile 20%respondents didn't do this. Themean of this statementis 2.80.

Table4.13**ActualthingsbeforeDrawing****Teacher showsthe actualthings before drawingsomething**

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	24	45.3	48.0	48.0
	Total	26	49.1	52.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.13showsthat52%teachersshowedtheactualthingsbeforedrawingsomething while the answer was“No”.

Table 4.14**Analyzethe colorVocabulary****Teacher attempttoanalyzethe color vocabularyof students**

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	6	11.3	12.0	12.0
	Total	44	83.0	88.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.14showsthat88%teachersattemptedtoanalyzethecolorvocabularyofstudentswhile12% did notdothis.

Table 4.15**Mixing a Group of Colors****Teacher mix a group of colors for painting**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	32	60.4	64.0	64.0
	Total	18	34.0	36.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.15 shows that 34% of teachers mixed a group of colors for painting while 66% of teachers did not mix a group of colors for painting.

Table 4.16**A variety of work for children****Teacher provides a variety of work for children in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	26	49.1	52.0	52.0
	Yes	24	45.3	48.0	100.0
	Total	50	94.3	100.0	
Missing	System	3	5.7		
Total		53	100.0		

Table No. 4.16 shows that 50% of teachers provided a variety of work for children in class while 50% didn't use this technique.

Table 4.17
Concept of colors

Teacher display material about concept of colors, style and instruction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	9	17.0	18.0	18.0
	Total	41	77.4	82.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.17 shows that 82% teachers displayed material about concept of colors, style and instruction while 18% teachers didn't do this activity.

Table 4.18
Topic of the day

Teacher discuss about topic of the day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	13	24.5	26.0	26.0
	Total	37	69.8	74.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.18 shows that 74% teachers discussed about the topic of the day while 26% didn't discuss about topic of the day

Table 4.19
Make a model of pictures

Teacher asks student to make a model of picture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no yes	13	24.5	26.0	26.0
Total	37	69.8	74.0	100.0
Missing System	50	94.3	100.0	
Total	3	5.7		
	53	100.0		

Table No. 4.19 shows that 74% teachers ask students to make a model of picture while 26% teachers do not ask them to do so. The mean of this statement is 1.74.

Table 4.20
Subject matter of their painting

Teacher asks students about the subject matter of their painting

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no yes	21	39.6	42.0	42.0
Total	29	54.7	58.0	100.0
Missing System	50	94.3	100.0	
Total	3	5.7		
	53	100.0		

Table 4.20 shows that 58% teachers asked students to talk about the subject matter of their painting while 42% didn't ask to do so.

Table 4.21
Notice something around them

Teacher asks student to notice something around them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	16	30.2	32.0	32.0
	Total	34	64.2	68.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.21 shows that 68% teachers asked students to notice something around them while 32% didn't ask them to do this.

Table 4.22
Involve the students in activities

Teacher involves the students in different activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	17	32.1	34.0	34.0
	Total	33	62.3	66.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.22 shows that 66% teachers involved the students in the activities while 34% didn't involve them in activities.

Table 4.23
Individualworkto thestudents

Teacher gives individualworktothestudents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	20	37.7	40.0	40.0
	Total	30	56.6	60.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.23showsthat60%teachersgaveindividualworktostudentswhile40%didnotdothis activity.

Table4.24
Difficulty indoing individualwork

Studentsfeeldifficultyindoingindividualwork

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	13	24.5	26.0	26.0
	Total	37	69.8	74.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.24showsthat74%studentsfeltdifficultyindoingindividualworkwhile26% students didn't feel difficultyin doingindividualwork.

Table4.25
Students to do workinggroups

Teacher asks studentstodoworkinggroups

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	11	20.8	22.0	22.0
	Total	39	73.6	78.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.26showsthat78%teachersaskedstudentstodoworkinggroupswhile22%teachers didn't ask students to do work in groups.

Table4.26
Amount ofindividualwork

Teacher triesto varythe amountofindividualworkinggroup activities

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	11	20.8	22.0	22.0
	Total	39	73.6	78.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.26showsthat78%teacherstriedtovarytheamountofindividualworkinggroup activities while22%teachers didn't do this.

Table4.27
Invent learning games

Teacher ofteninventlearninggames basedonquiz show

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	No	15	28.3	30.0	30.0
	Yes	35	66.0	70.0	100.0
	Total	50	94.3	100.0	
Missing	System	3	5.7		
Total		53	100.0		

TableNo.4.27showsthat70%teachersofteninventedlearninggamesbasedonquizshowwhile 30%teachers did not do this.

Table4.28
Opportunity to eachstudent to report

Teacher gives opportunityto eachclass studenttoreport in class

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	15	28.3	30.0	30.0
	Total	35	66.0	70.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.28showsthat70%teachersgaveopportunitytoeachstudenttoreportinclasswhile 30%teachers did not do this.

Table 4.29
Auto-biography of artists

Teacher asks student to tell autobiography of artist if he/she like

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	11	20.8	22.0	22.0
	Total	39	73.6	78.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.29 shows that 78% teachers asked student to tell the auto-biography of artist as if he/she like while 22% teachers didn't do this.

Table 4.30
Explanatory materials

Teacher always include explanatory materials a component of exhibition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	19	35.8	38.0	38.0
	Total	31	58.5	62.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.30 shows that 62% teachers always included explanatory materials a component of exhibition while 38% did not do this.

Table 4.31
Volunteer from the class

**Teacher asks for volunteer from the each month to dress up as his/her
favorite artist**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	12	22.6	24.0	24.0
	Total	38	71.7	76.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.31 shows that 76% teachers asked volunteer from the each month to dress up as his/her favorite artist while 24% didn't do this activity.

Table 4.32
A costume from history

Teacher asks students to select a costume from history

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no yes	10	18.9	20.0	20.0
	Total	40	75.5	80.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No. 4.32 shows that 80% teachers asked students to select a costume from history while 20% teachers didn't ask students to do this.

Table 4.33
Howto clean brush

Teacher demonstratehowtocleanbrush

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	8	15.1	16.0	16.0
	Total	42	79.2	84.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

Table No.4.33shows that 84% teachers demonstrated howto clean brushwhile 16%teachers did not demonstrate howto clean brush.

Table 4.34
Homeworkofdrawing

Teacher assignshomeworkofdrawingtostudents

		Frequency	Percent	ValidPercent	Cumulative Percent
Valid	no yes	16	30.2	32.0	32.0
	Total	34	64.2	68.0	100.0
Missing	System	50	94.3	100.0	
Total		3	5.7		
		53	100.0		

TableNo.4.34showsthat68%teachersassignedhomeworkofdrawingtostudentswhile32% did notassign homeworkof drawingto students.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was designed to “Evaluation of Teaching Activities for Art and Drawing at Pre-school level”.

The main objectives of the study were: 1. To analyze the current situation of art and drawing at pre-school level. 2. To identify the problems faced by teachers in art and drawing at Pre-school level. 3. To identify the factors affecting the art and drawing at Pre-school level. 4. To provide suggestions for the improvement of teaching activities of art and drawing at Pre-school level.

By keeping in mind all the research objectives and the basic raised questions, the data were gathered according to research procedure and were included in the previous chapter. For explaining the results and data, side by side interpretation and analysis of these data were also made in the previous chapter with the help of tables. In this chapter all the results, findings, conclusion and recommendations are included.

5.2 Findings

1. It is found that 90% respondents responded that they give brief lecture before starting project while 10% respondents responded that they don't do this.
2. It is found that 50% teachers taught drawing through board while 50% did not use board during teaching drawing.
3. 84% teachers used a Variety of paper during teaching while 16% did not use a wide Variety of paper during teaching.
4. 80% teachers used audio and visual presentation while 20% did not use audio visual presentation.
5. 90% teachers demonstrated how to create new color while 10% didn't demonstrate how to create new color.

6. 90% teachers demonstrated how to brush on painting while 10% did not demonstrate how to brush on painting.
7. 88% teachers demonstrated how to blot on paper while 12% did not demonstrate how to blot on paper.
8. 84% teachers demonstrated how to dip brush into another color while 16% didn't demonstrate how to dip brush into another color.
9. 92% teachers used different colors and color pencils during teaching while 8% did not use different colors and color pencils.
10. 80% teachers gave a description of difficult art situation while 20% did not give the description of difficult art situation.
11. 78% teachers placed the clipping art on bulletin board and made discussion while 22% teachers didn't do this activity.
12. 80% respondents responded that they ask students to imagine a scene for Painting while 20% respondents don't do this.
13. 52% teachers showed the actual things before drawing something while 48% teacher's answer was "No".
14. 88% teachers attempted to analyze the color vocabulary of students while 12% did not do this.
15. 34% teachers mixed a group of colors for painting while 66% teachers did not mix a group of colors for painting.
16. 50% teachers provided a variety of work for children in class while 50% did not use this technique.
17. 82% teachers displayed material about concept of colors, style and instruction while 18% teachers did not do this activity.
18. 74% teachers discussed about the topic of the day while 26% didn't discuss about the topic of the day.

19. 78% teachers asked students to make a model of picture while 22% teachers did not ask them to do so.
20. 54% teachers asked students to talk about the subject matter of their painting while 46% didn't ask to do so.
21. 68% teachers asked students to notice something around them while 32% didn't ask them to do this.
22. 66% teachers involved the students in the activities while 34% did not involve them in activities.
23. 60% teachers gave individual work to students while 40% did not do this activity.
24. 74% students felt difficulty in doing individual work while 26% students didn't feel difficulty in doing individual work.
25. 78% teachers asked students to do working groups while 22% teachers didn't ask students to do work in groups
26. 78% teachers tried to vary the amount of individual working group activities while 22% teacher didn't do this.
27. 68% teachers often invented learning games based on quiz show while 32% teachers did not do this.
28. 70% teachers gave opportunity to each student to report in class while 30% teachers did not do this.
29. 78% teachers asked students to tell the auto-biography of an artist as if he/she like while 22% teachers didn't do this.
30. 62% teachers always included explanatory materials as a component of exhibition while 38% did not do this.

31. 76% teachers asked volunteer from the each month to dress up as his/her favorite artist while 24% didn't do this activity.
32. 78% teachers asked students to select a costume from history while 20% teachers didn't ask students to do this.
33. 84% teachers demonstrated how to clean brush while 16% teachers do not demonstrate how to clean brush.
34. 68% teachers assigned homework of drawing to students while 32% did not assign homework of drawing to students.

5.3 Conclusion

1. It is concluded that majority of teachers give brief lecture before starting the project.
2. It is concluded that majority of teachers don't teach drawing through board.
3. It is concluded that majority of teachers use a wide variety of paper during teaching.
4. It is concluded that majority of teachers use audio and visual presentation to teach drawing.
5. It is concluded that majority of teachers demonstrate how to create a new color.
6. It is concluded that majority of teachers demonstrate how to brush color on the painting.
7. It is concluded that majority of teachers demonstrate how to blot on a paper.
8. It is concluded that majority of teachers the teachers demonstrate how to dip brush into another color.
9. It is concluded that majority of teachers used different colors and color pencils during teaching.
10. It is concluded that majority of teachers give students a description of difficult art situation.
11. It is concluded that majority of teachers place the clipping on bulletin board and make discussion.
12. It is concluded that majority of teachers ask students to imagine scene for painting.
13. It is concluded that majority of teachers show the actual thing to students before drawing something.

14. It is concluded that majority of teachers attempt to analyze the color vocabulary of students.
15. It is concluded that majority of teachers don't mix a group of colors for painting.
16. It is concluded that majority of teachers provide a variety of work for children in class.
17. It is concluded that majority of teachers display material about concept of colors, styles and instruction that children have received.
18. It is concluded that majority of teachers discuss about topic of the day in class.
19. It is concluded that majority of teachers ask students to make a model of picture.
20. It is concluded that majority of teachers ask students to talk about the subject matter of their painting.
21. It is concluded that majority of teachers ask students to notice something around them.
22. It is concluded that majority of teachers involve the students in activities.
23. It is concluded that majority of teachers give individual work to the students.
24. It is concluded that majority of students feel difficulty in doing individual work.
25. It is concluded that majority of teachers ask students to do work in groups.
26. It is concluded that majority of teachers try to vary the amount of individual work in group activities.
27. It is concluded that majority of teachers often invent learning games based on quiz show.
28. It is concluded that majority of teachers give opportunity to each student to report in class.
29. It is concluded that teacher ask students to tell the auto-biography of an artist as if he or she like.
30. It is concluded that majority of teachers always include explanatory materials as a component of exhibition.
31. It is concluded that majority of teachers ask for a volunteer from the class each month to dress up as his/her favorite artist.
32. It is concluded that majority of teachers ask students to select a costume from history.
33. It is concluded that majority of teachers demonstrate how to clean brush.
34. It is concluded that majority of teachers assign homework of drawing to students.

5.4 Suggestions and Recommendations

In the light of the findings of the study, following suggestions and recommendations were drawn from the study.

1. Multigrade teaching can be helpful at primary level especially in art and drawing classes. It should be adopted at primary level.
2. Friendly relationship among teachers and students is very much required at primary level.
3. Teachers should attach themselves with multimedia to innovate and to develop their teaching methodologies.
4. Teachers should improve their academic and professional qualification consistently so that they can teach art subjects effectively.
5. Shortage of teachers in the schools has a long history in Pakistan. There should be one teacher for 20 students of art to enhance learning of art and drawing at pre-school level.
6. Needless use of helping or guide book makes students idle and passive it should be strictly banned.
7. Teacher's parents meeting after 2 or 3 months should be conducted to enhance learning achievement of the students in art activities.
8. Regular and correct use of A.V aids during teaching solves a lot of understanding problems of students. It should be strictly adopted by the teachers at pre-school level in art classes.
9. The teaching of art is very necessary for the students of modern age. It should not be ignored by all the teachers at primary level.
10. For further research it is suggested that this study was conducted to "evaluate the teaching activities for art and drawing at pre-school level". New researchers can take help from this study and conduct research on elementary or secondary level on this topic.
11. To know about new strategies and methodology of teaching. Teachers should take part in every refresher course conducted by Government.
12. Daily checking of homework is the beauty of learning teaching. It should be strictly adopted by all the teachers.

13. Peer teaching is a perfect instrument for art classes at pre-school.
14. Teacher training after every one year should undergo and especially related to the art and drawing.

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Questionnaire

“Evaluation of Teaching Activities for Art and Drawing at Preschool level”

I am student of department of education, The Islamia University of Bahawalpur and working on a research project entitled above, your cooperation will enable me to collect necessary information.

Teacher's Name _ _ _ _ _

School Name _ _ _ _ _

Sr.no	Statements of Questions	Yes	No
1.	Teacher gives a brief lecture before starting the project.		
2	Teacher teaches drawing through board.		
3	Teacher uses a wide variety of paper during teaching.		
4	Teacher uses audio and visual presentation to teach drawing.		
5	Teacher demonstrates how to create a new color.		
6	Teacher demonstrates how to brush color on the painting.		
7	Teacher demonstrates how to blot on a paper.		
8	Teacher demonstrates how to dip brush into another color		
9	Teacher uses different colors and color pencils during teaching..		
10	Teacher gives students a description of a difficult art situation.		
11	Teacher places the clipping art on bulletin board and make discussion.		

12	Teacher asks students to imagine a scene for painting.		
13	Teacher shows the actual things to students before drawing something.		
14	Teacher attempts to analyze the color vocabulary of students		
15	Teacher mixes a group of colors for painting.		
16	Teacher provides a variety of work for children in class.		
17	Teacher displays material about concept of colors, styles and instructions that children have received		
18	Teacher discusses about topic of the day in class.		
19	Teacher asks students to make a model of picture.		
20	Teacher asks students to talk about the subject matter of their painting.		
21	Teacher asks students to notice something around them.		
22	Teacher involves the students in activities.		
23	Teacher gives individual work to the students.		
24	Students feel difficulty in doing individual work.		
25			
26	Teacher asks students to do work in groups.		
27	Teacher tries to vary the amount of individual work in group activities.		
28	Teacher often invents learning games based on quiz show.		
29	Teacher gives opportunity to each student to report in class.		

30	Teacher asks students to tell the auto-biography of artists if he or she like.		
31	Teacher always includes explanatory materials a component of exhibition.		
32	Teacher asks for a volunteer from the class each month to dress up as his/her favorite artist.		
33	Teacher asks students to select a costume from history.		
34	Teacher demonstrates how to clean brush.		
35	Teacher assigns homework of drawing to students		

In your opinion what are different teaching activities used by teacher in class at Pre-school level.
