

## **Our Experience and Reflections on ‘Art in Education’**

‘Art in Education’ program has been introduced to benefit both the teachers & students by ‘Vidyankura BGVS’ with the joint venture of the Department. These 4 years of our intervention has provided us different experiences. This has fostered us to cultivate newer perspective & helped us to grow to execute the program more effectively. This has influenced us to share the experience which we consider valuable.

### **Teachers Training:**

On the ground of our experience in the previous project, we found out that ‘Art in Education’ is a very effective tool to reach the children. This made us to introduce this program in all the schools that come under the project. To execute this, the trainings were designed to be imparted to the teachers. The main concept of integrating ‘Art in all the core-subjects’ was tried to disseminate among the teachers attended the trainings. The teachers were selected on the criterion that they were interested in the form of ‘Art’ along with the ability to handle different subjects. This was requested to the department where, such teachers were allocated: During the training, the striking point was that the teachers were already aware of the activities. But they had no idea on integrating them with the process of teaching.

So far 4 training were given to cluster teachers. In these training, the activities that were planned to execute were performed. Along with these, the activities that the teachers were familiar with were brought to the discussion about how they could be engaged for internalized different concept.

In the process, usually the team has introduced group activities. Initially there was hesitation among the teachers when they asked to present their team’s endeavor. 6 to 7 teachers among the 25 attended teachers expressed these inabilities to draw pictures. But soon after they got used to the atmosphere, they started to try to come out with their best totally immersed. And in successive training they could also come over their limitation & boldly participated. This scale improved from training to training.

We also faced challenges like; the teachers tried to escape from attending the next level, thinking the actively may repeat. They requested to engage some other teachers in their place we had to persuade them to attend the training & expressed our assurance in different activities & concepts. However they came & felt they could have lost the finest opportunity if they want by their decision. They requested to continue to engage them for further trainings looking at the varied dynamics.

Here is an instance about how activities based learning makes the participants forget the time running. In July,2010, there was 2 days training in Gumballi for both Gumballi & Yalandur cluster teachers casually teachers stand in their tip-toes as soon as the clock needles

show 4:30 in the evening. But during this training the teachers were so immersed in their activities they were not aware of the time reacting 5 o' clock.

We have an experience of holding trainings both in taluk 7 cluster levels. There are differences in the attitude that result in the effective rendering. In Taluk level training the attendance is not up to the mark with lack of time sense. The trainings are lethargic & commence late. So we can't complete the activities according to the action plan, plus the activity also suffer with time constrain & lack of participations. But in cluster levels, the attendance is good.

The teachers also enthusiastically participate in the activities giving full scope to them the learning turns out to be optimal.

One common complaint from the teachers is that the department doesn't intimate the teachers well in advance & that makes them difficult to arrange for the alternatives in the schools well as at home. This makes the attendance suffer contrary to the expectation. The trainings also suffer from discontinued representations. Overall, such situation force the redundancy of activities.

#### **Interaction Meeting:**

The teachers after taking the trainings have gone back & performed various subject wise activities in the classrooms with children. During such times, the teachers might have come across the difficulties, in managing the children groups managing the local resource available that could be made use of whether the activities they designed were appropriate to the concept intended to transmit, in connecting the activity with the concepts, the way they transmitted it & so on. These difficulties & challenges were given a sight. Plat form for the teachers in the interaction meetings to discuss & share, so that they are cumulatively given some solution through brain storming. To facilitate these teachers, the 'AIE' team participated in them held for all the 3 clusters. The 'AIE', as it is; gives more importance for the teachers involvement & expression; in these sessions we let the teachers to speak up & find out the solutions that required less intervention. The team with experience, has learnt the affective approach that is the less intervention & more scope to the teachers involvement contribute more to the process of learning. They have considerably resulted in good outcome.

In the period of last 4 years, 10 interaction meetings were held on 'AIE'. This responsibility of organizing the meetings is upon the cluster Resource persons of the respective clusters the list of the teachers attending the trainings is given to the CRPs so that they intimate them to attend with the feedback & requirements in transmitting the trainings, learning. In these meetings, the teachers have been able to share their identifying the challenges in integrating 'AIE' in other subjects & also the other various positive impacts of these teachings; more involvement by the children, joyous learning, scope for creativity etc.



They also express one hour of allotment for the each subject becomes too less and once the activity is commenced it stretches beyond the allocated time. Other faced problems in controlling the larger group of children. They were given solutions by the techniques that the teachers of Balepete, Elikeri, Yariyur, Mukanapalya, Srinivaspura colony & Bejjalapalya have adapted, to manage the large crowd.

In few schools (Punajanur, Bejjalapalya, Mukanapalya, Srinivasura colony, Elekeri, Balepete, Yariyur & Yarangamballi) the teachers have innovated new activities which were shared with other teachers. This indicates the progress in understanding the 'AIE' contributing in teaching-learning methodology. Moreover, the teachers from Punajanur have developed the maths activity extracting the concepts that was learnt on other subjects & successfully related it to the intended concept.

Other experiences required during the school visits the challenges & requirements by the teachers that were identified could be addressed during the interaction meeting. Along with these, the new activities were also introduced on Language, Maths & Environmental Science.

The teacher's required to touch upon the other concepts that were not discussed so far. For example, they expressed their desire to introduce AIE in 'Nali-Kali' that would facilitate in effective rendering. The same was discussed & the teachers adapting the teachings are widely seen during the school visits. This shows that the teachers are now open to the possibilities of 'AIE' & showing confidence in its effective outcomes. It is heartening to see that the AIE is stretching its arms embracing all the subjects shoeing its essence.

Looking at the success of this program, the CRPs of other clusters (Maddur, Duggahatti, Venkataiahnachatra, Kesthuru) with the intention of their teachers equip themselves for the effective handlings of classes. They are welcoming us conduct few activities that help them. Like this we have been able to conduct sessions in the Interaction meetings introducing them few subject oriented activities. Apart from this, the interested teachers are voluntarily took part in the meeting to learn towards inculcating AIE in effective teaching. This somewhere made us to think about the teachers that they anxious to upgrade themselves contrary to the complaint they usually bore that they are becoming more money minded & care less towards their duty.

In Kolipalya & Yalandur the meeting that was held in 2010, the discussions in the meeting was not up to the expected mark because, the teachers who were fresh to the exposure of AIE were also clubbed with those who already had its knowledge. The freshers had the least idea about integrating art with the fundamental subjects. The time was also oriented to make them understand the possibilities of 'Art' influencing joyful learning with all these possibilities & impossibilities, the CRPs have required to take more & more sessions



on AIE. This was what the team was looking forward to extend & expand the reach of AIE. We participated & discussed on how 'AIE' contributes to the effective & joyful learning. Moreover, the conventional Interaction meeting has turned out to be just another monotonous training or lecture sessions. But 'AIE' has carefully avoided this possibility & protected its real purpose & made the sessions interactive provided the scope for the teachers interact & conclude. In addition to this the 'Network' of 'Vidyankura BGVS' has developed MRPs by training them, who are now ready to take over these activities in future. This benefit has to be channelized properly by the Govt for the extension of AIE in every nook & corner.

### **School Visits:**

We have found out that the school visits are the best way to capture the real picture of the schools. Only by grasping the level of teachers' performance, availability of natural resources the team can decide to what extent the intervention is required to better it. The school & community environments are also the component that should be counted to candle the students mind set & ability. This has been the product of our keen observation on the basis of the varied receptive tendencies of the children. We consider the quality time that the teachers spend with the children itself acts as trainings to them provided they have the intense interest to learn. We personally gain trainings from the experts organized by different organizations along with we consider our time spent with the teachers & the children in their natural self as the trainings.

There are instances that the children backgrounds contribute to the success of activities that are held. So this has made us to study the children's background on the basis of this culture, tradition & set the activities that are easily conveyed to them. Mainly such modifications & alterations in the activities are adapted to best reach the children grown in different environment.

After all this; still we are identifying the confusions in the teachers to choose the appropriate activities that suit the concept with different situation & environments provided. For example we can bifurcate this into 2 kinds of activities that have been held; the activities that are conducted at one stretch & the activities that can be taken up in the form of project.

We came across one such experience in Elekeri, GHP of Yalandur. We sat in the 4<sup>th</sup> & 5<sup>th</sup> standard classroom where the classroom was going on Environmental Science. The teacher gave an activity for the children to draw the pictures of the birds they have seen the children popped up a question in between starting. "We have seen many birds, but we haven't seen the habitat or the nests they live in. So please draw the variety of nests that these birds build & live in." Hearing to this, we also felt it a new & could be dealt with different dimension. It put us to twitch in remembering the nests by the peacocks. Later we discovered that they never make nests; they sleep on the rocks or perching on the tree boughs & breed in



the crooks in between the rocks. So, we gave an assignment to the children on the spot to find out for themselves the different birds' nests. This turned out to be a project for them that came out to be very colorful later, which the children enjoyed in performing & also during the presentation that turned out to be a competition. This same activity became very popular in the trainings we conducted later. We got many inputs from the teachers on the same exercise; about its multiple dimensions like; this could be introduced to learn the vocabulary in language (one such lesson on Saleem Ali is there) couldn't in Maths, different birds in Environmental Science etc. So, when such situations arise, the teachers must have the presence of mind & vigilance to turn them into productive instead of facing embarrassment in front of the students.

There are situations where the activities held in the trainings remain as more activities than integrating them to their subjects. These were observed & were given hints on merging them with the subject learning process. The teachers were also given the clues on the activities that could benefit in the next concepts that were to be held.

In this process, we ourselves have come across the fact that the support between the teachers & the children has improved passing way to the improvement in children's' expressions in speaking, writing skills. We also have noticed that the children are more attracted to the teachers those who teach through activities. We have seen the students breaking the classes with that particular teacher's absence. We can bring here one such incident that took place in Srinivaspura Colony of Kolipalya cluster. The teacher who got AIE training was on leave for 2 days. On his return he started an activity in 'Kannada' subject for 4<sup>th</sup> & 5<sup>th</sup> standard students. After a short while, 2 students approached him slowly & whispered in his ears that they want to bring 2 of their classmates who were absent pleading him to allow them to join with the activity. They also revealed that they bunked the classes since he was on leave. With the permission of the teacher; they brought their classmates who joined the group in the activities.

There are instance in the creative & innovative teachers adapting the activity in different subject. In 2088 'AIE' training was imparted to the teachers. In 2009 the department introduced 'Nali-Kali' program. We can come across the AIE trained teachers adapting the learning in 'Nali-Kali' also. This can be illustrated in Balepete of Yalandur, Yarakanagadde of Gumballi & Ettegowdana Doddo of Kolipalya cluster.

Though there were unbroken process of training & follow up visits, few teachers expect the team's help in performing the activities. In many cases they are completely dependent on the team in taking up activities. These instances reflect on our expected outcomes unfulfilled.



'AIE' has increased the students' interest & involvement in the school. Students have demonstrated the connected activities, when one is performed by the teacher. We have experienced this, during Yariyur visit that implies that the children are sharp & clever in connecting things & concepts. We have gained through our experience about the capacity of children in imagination, thinking, their expectations from the surrounding etc. We have also been able to read & study the teacher's mentality, comma community's participation that would in turn help to understand the children. Near the less there experiences have made us rich in understanding & are empathetic & balanced.

### **Children Art Meal:**

The Kannada word 'Mela' inspires the one who hears it. This gives a feel of celebration & festivity. This is how we wanted it to feel when the children of various schools participate & exhibit their talent & observe others'. So far the teachers have held various activities along with the children & as a result of it they have charts & other TLMs (Teaching- Learning Material) prepared that support in teaching the core subjects. This has to be showcased to the teachers of the whole taluk. So that they also get motivated looking at them.

Every year on Nov, 14 with the special day of Children's Day, it gets geared in the district head quarter; that would continue in other taluks later. This indeed involves lot of preparation & plan. For most, this has to be discussed with the department officers requesting them to facilitate by official circular & on deciding the date & venue of the Melas well in advance. The different forms of activities are to be collected segregated according to the subject & prepared notes on those activities about their usage. The team takes up responsibility of out reaching the AIE program in this way.

The department with the positive response accommodates us the venue school & fixes the date for all the schools to all the school to visit so that they are benefited. We reach the venue school 2 days earlier, make all the arrangements. This goes on for 3 days & next we plan for another Mela & follow the same procedure.

Here also we faced problems where we struggled to get the venue fixed by the department. Sometimes the department had some other programs fixed on the same date leading to the clashes & sometimes HMs denied by telling it doesn't have space to accommodate, actually fearing the possible consequences in case of any misshapen.

In Gudlupet & Yalandur, there was an uncertainty about the venue till the previous day, which made us anxious about the systematic arrangement & of course they couldn't be held well organized because of this reason. There were delays in the circulars sent to the schools for the visits & in Cahamarajangar because of this few schools couldn't arrive for



visit. There is a procedure for the schools to register their names before visiting, which also didn't take place in few cases.

In these Melas, we arrange the 'TLMs' in 3 different rooms for the 3 different subjects. Each room we accommodated 2 to 3 RPs to take hold of the happenings.

Generally we see the tendency in the children to touch & feel the exhibits. They also made loud discussions since they were excited. These attitudes were tried to be controlled by their teachers. They didn't allow the children to touch & ask questions. We volunteered to encourage them to touch, feel & speak. Many students after visiting the Melas come back to show the activities they have prepared & give them to display in the Mela. The teachers & students, whose charts were exhibited, felt proud, looking at the displays that reached the teachers around the talk getting appreciations.

In Kolipalya, Mukanapalya, Srinivaspura Colony school of Kolipalya cluster, we can see that the charts & TLMs have increased year by year. These Mela have resulted in different CRPs approaching us & requesting us to take sessions in the interaction meetings. After the exhibition we have been able to give back the collected displays to their respective schools that kept their faith in us & this has been appreciated by the teachers. This allowed them to whole heartedly give away their TLMs without any hesitations & doubt of getting them back.

We also targeted the DEd students & community. On its connection, we went to the DEd colleges and spoke to the management & the principal who responded positively. We also took care of this getting published in news papers so as to reach the large mass.

In each Mela we held the DEd Colleges that come in its vicinity were approached & welcomed. Such times every time, everywhere we have got the appreciation & the staff have requested to organize such programs in their colleges also. We intended to bring community people to the Melas & make them understand that the 'Art' helps in overall development of children. This is to some extent has been successful, where the community people witnessed it & came back bringing their children to show. But again this is true that it suffered with lack of expected participation.

#### **Master Resource Persons:**

This was conceptualized to have the sustained influence & to the dispersal of the concepts. The trainings are given to those teachers who are inclined to the 'Art' forms & are able to handle many subjects in the class. They were internalized the concepts & prepared so that they have the capacity to innovate newer activities grasping the needs. This wouldn't be difficult to them, since they get the opportunity to be in touch with the children & the community.



So far 15 MRPs are made ready with continuous support, taken them with us to set while we handled the sessions. Later they were also allowed to independently hold the sessions. They have got the good response from the participants. We foresee that this team not only works in the District as RPs, but also outside the district. These MRPs are also made use of, in the 'Art Melas' that we conducted. By this we also wanted them to gain experience & explore, so that they can communicate the prominence of 'AIE' to the crowd that they visited.

These MRPs were given training that was followed by the Interaction Meeting. They went and tested them on the children & came back with the varied experiences. They said they faced the problem in arranging the materials. But still they somehow managed so that the program shouldn't suffer. They expressed that the interaction meeting should be held after at least once in six months.

But due to the time constraint & the long distances didn't allow us to fulfil their desire. Since the teachers had to assemble from far off places, and the work pressure on them was more, many a times the meetings got cancelled after making all the preparation and arrangements.

These MRPs along with holding AIE activities in the schools, they also attended Interaction meetings of their vicinity as RPs and also AIE trainings conducted by other clusters. In 2008, our MRPs Prakash and Mahesh have trained around 45 teachers, in 2009, MRPs Nanjundaswamy and Rangaswamy have trained the cluster teachers on AIE. Apart from these, they have also taken the sessions in the other parts of district as MRPs. MRPs Nagaraj and Lakshman have independently conducted the sessions in Devadurga of Raichur, where it was designed and given to them by us. Another MRP Mahesh, who teaches in Ashramshala, has assisted us in the sessions taken in Gadag held in 2009 and 2010 that were 3<sup>rd</sup> and 4<sup>th</sup> levels.

These people also have actively participated in many of the 'art Melas' and stood by us all the 3 days, by sharing their experience and speaking on the positive impact of 'AIE'. Shivkumar of Maddur colony of Ashramshala and Suresh kumar have facilitated the melas held in Gundlupet, Kollegal and Hanur blocks respectively. They have participated in the 'Chinnara Mela' and summer camps as RPs and demonstrated activities on 'creativity'.

Apart from these MRPs, the other interested teachers have also been shaping as RPs. Ravi Urs from Mukanapalya and Somanna from Yariyu-2 are among them performing sessions in the Interaction meetings.

## **Workshops in DEd College:**

For the effective and quality learning, the teaching learning process must be creative, innovative and interesting. Teachers must be humble and active students must be voracious readers and tireless learners. Only then they succeed as successful teachers. In connection to this, the colleges that train the 'to be' teachers, there must be careful and clear transmission of concepts and methods that would render in achieving joyful quality learning.

So the team planned to enrich the prospective teachers and to implant them with such effective methodology to accomplish the target of quality education. One day workshop in all the 10 DEd colleges was planned and executed usually these students think that the TLMs must be expensive and attractive. They are asked to prepare charts with the pictures in it. They are not trained to look at the children's need rather they are trained for the neat and fine presentation that impresses the trainers. Our intention was to show them how to prepare low cost TLMs that would help communicate the concept and how the 'Art' helps in raising the curiosity in the children to learn more and helps in connecting the ideas.

But the disappointing factor was that the principal had to be approached at least 3 to 4 times to convince that this AIE program is going to give better ideas on effective teaching. After all that, they conveyed us that for these workshops the administrative body must give the concept. In few colleges they allowed us only half day on Saturdays. We were told that they can't stay thought out the day since they are assigned some papered work and they didn't have time. They expressed that such intrusions hamper the 'action plan' already prepared.

Before holding any activity, the students presumed that we may tell them about how to draw pictures in preparing charts. Few students also suffered with the inferiority complex of not being able to draw pictures. But our approach was different that definitely brought attitudinal change in the staff as well as students. Importantly, the students after being able to perform the activities that were simple and were in group, they developed self-confidence that they can do it. They, so far found it difficult to prepare TLMs that were assumed that they should be expensive and sophisticated. But the TLMs we demonstrated were of low cost and build confidence in them that shy need not worry on something that is not in their reach. After all these efforts, now the situation is completely contradicting. On students demand, the principals of Vidyavikas, Gautham, JSS, GV Gowda, Jachani and Gangadhara DEd colleges have requested to hold one day workshop. This is a huge change that we could bring out. They later said that they mistook in for stage Art (drama) when we said AIE. They also presumed that such workshops may burden the participants with the expensive materials that are required to the activities. But our workshops answered to that misconception making them sigh with relief and satisfaction.



In future, the MRPs we have are going to work through our 'Net work' wing that has been formed with sustainable existence. The 'Action Plan' has been prepared for more workshops in the DEd colleges. We feel, that the separate workshops should be held for 1<sup>st</sup> and 2<sup>nd</sup> years, since this is where we can install some attitudinal changes in the teachers 'to be', in looking at the system of quality education, clarity in the concepts and professional skills.

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## **Art – In Education Upscale in the Other District of Karnataka**

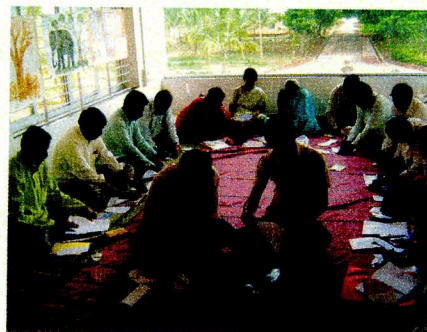
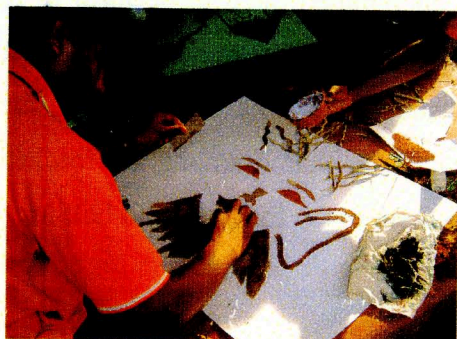
### **A Final Narrative Report.**

#### **Activity And Reflection Report for Axis Bank Foundation**

In the last project that was held, showed the positive impact of the 'Art in Education' on both teachers & the students; this also contributed to the better relationship between teachers & the students. The 'AIE' was introduced with collaborative work of 'Seetha' school run by Jane & Roshan Sahi from Bangalore. Initially this was done by selecting the interested teachers & continuously training them followed by the support & guidance during the schools visits. Synthesizing 'Art' in Language, Maths & Environmental Studies were discussed by introducing various activities. More importantly, the students' receptivity shot up making them express themselves. Their writing & speaking skills were noticeably improved & they were also able to define or describe any picture given to them with diverse imaginations. This power to imagine is what has to be fostered & nurtured. The freedom to express themselves built confidence in the children & the school attendance astonishingly rose up.

As these previous experiences were at our back, we considered it to expand it & explore in other parts of the state. With the detailed exploration, we chose 14 taluks in 7 districts, 10 teachers from each taluk were extracted. To avoid the exhaustion of time & energy in this selection process, we looked for teachers who are BGVS activities. This was an advantage since BGVS has its projections through the state with large member of teachers as its members. Same as in Chamarajanagar, the interaction meeting & follow up visits were designed that followed trainings.

We supported them by providing the materials required & a 'manual' to carry out the activities, so that it would not hamper the process just because they failed to procure the resource.





## Teacher Training

As it was planned, the training was provided to the teachers of all 14 taluks in different levels for the last 3 years. In the 1<sup>st</sup> year, 7 taluks; Ramdurga, Rona, Mundargi, Hagari, Bommanahalli, Malavalli, K.R. Nagar & Belur, the trainings were conducted. In the second year, another 6 taluks were concentrated & in the 3<sup>rd</sup> year remaining one taluk was remitted with the training; the detail of the places & dates has been shown in the table shown next.

In all these training the activities were conducted on integrating 'Art' with the core subjects like Language, Maths & Environmental Science. In each activity, the teachers were asked to handle any activity with the minimal instructions to work out. After completing, they were asked to come with their experiences & then give time to settle down with their reflections & then, again ask them to relate them to the subjects. This allowed them to see to an activity with

Sl.No	Date	Venue	Teachers' place	Participants
1	8 & 9-11-2008	Hulikote-Gadag	Ramadurga,Rona,Mundargi, Hagribommanahalli	39
2	9 & 10-12-2008	Shingatalur-Gadag		40
3	13 & 14-12-2008	Devipura	Malvalli,Belur,KR Nagar	30
4	7 & 8-2-2009	Haramballi Koppalu		80
5	26 & 27-6-2009	Hulikote-Gadag	Ramdurga,Rona,Mundargi,H agribommanahalli	24
6	11 to 13-7-2009	KM.Doddi,Maddur	Mudigere,Gubbi,Maddur	30
7	7 to 9-8-2009	Devdurga	Devdurga,Afjalpura,Sirguppa	30
8	10 & 11-7-2009	KM.Doddi-Maddur	Maddur,Mudigere,Gubbi	22
9	29 & 30-9-2010	BRC,Gowribidnur	Gowribidnur	10
10	23 & 24-9-2011	Devdurga	Devdurga	7

different dimensions & innovative ideas. Their experience encouraged them to perform in the classroom that took less effort & more effect. Many teachers expressed that they knew activities & didn't know that the activities would help in teaching subjects to this effect. Many such activities were also brought into the discussion so that it could be shared among the teachers. They were also provided with the 'Resource books' that help them in the form of hand holding.



### Interaction Meeting:

Interaction meetings are the after training speculations that brought out their experience with the children in the field. The teachers are happy about their minimal effort bringing astonishing outcomes. They enthusiastically share about their children's participation that has enhanced their learning along with their own growth & increase in confidence. This has led them to influence & persuade other teachers to take up such activity based teaching spreading its merits. This has charged them with energy to develop and invent more activities that can be used as the teaching aid. In the interaction meeting, the discussions were held on more such strategies to effectively inculcate these programs. More importantly, the teachers themselves have understood the concepts precisely in the process of developing & performing the activities. The meetings were planned to be held in all the taluks every year. This was not fulfilled due to the time constraint & distance.



Sl.No	Date	Venue	Teachers' Place	Participants
1	17-1-2010	BRC,Gadag	Rona,Mundargi,HB.Halli	12
2	24-1-2010	BRC,Belur	Belur,KR.Nagar,Mudigere	16
3	24-1-2010	BRC,Maddur	Maddur,Malavalli,Gubbi	14
4	14-2-2010	Devdurga	Devdurga,Afjalpura,Siraguppa	8
5	2-4-2010	Bengaluru	Rona,Ramadurga,Mundargi,HB Halli,Devdurga,Malavalli	22
6	8-8-2010	Hulikote-Gadag	Rona,Mundargi,Ramdurga,Hagaribom maniahalli	12
7	23-1-2011	Belur	Belur,Maddur,KR.Nagar	8
8	23-9-2011	Bengaluru	Gowribidnur	4

### Children 'Art' Melas:

In these 3 years, the 'Art Melas' could be organized in 4 places. Before holding these Melas, the workshop was conducted for the teachers from 6 taluks as a preparatory part. In the workshop, the intention of holding the Melas, the precedence to follow while arranging the displays & organizing the crowd & the precautionary measures were discussed. These could be held in Ramadurga, Rona, Mundaragi & Malavalli Taluks with the quality support & co-operation by the community. But these couldn't be held in all the places as it was included in the action plan prepared by the team.



### **School visits:**

There are school visits that could be made in the taluk though not up to the planned schedule. In each taluk 10 schools were assigned to the BGVS actives that who participated in the training so that they visit the school & follow up the training outcome. Likewise it is done & these RPS have been able to guide them with the proper adaptation of the 'AIE' activities. It hasn't been possible for the continuous follow up visits to the schools as in the Chamarajanagar.

### **Out comes:**

All such programs which were held in and out of this project have been resulted in below mentioned positive aspects:

- ☞ Relationship between the teachers and students has been improved
- ☞ Teachers are encouraged to invent their own activities designed and same are discussed during the interaction meeting.
- ☞ Children are made to express their feelings openly which has increased their expressing ability through speaking & writing.
- ☞ In both the teachers and children, the aptitude towards drawing, painting, appropriate use of colors and cutting, pasting skills have improved.
- ☞ Through 'Chitra Kala Mela', it was made possible to reach many teachers in the district.
- ☞ To grow new vision in DEd students on art.
- ☞ These workshops for the DEd students have brought a wide range of awareness on the benefits of Art. This has resulted in the demand for more such workshops in other places also.
- ☞ Noticing the benefits of AIE in Ashramshalas, the Tribal Welfare Dept has come forward to distribute (in 2009) the AIE materials in Kollegal.
- ☞ Nali-Kali teachers are adapting these AIE techniques in imparting the ideas successfully.
- ☞ Looking at its popularity and effectiveness, the CRPs of other clusters (Maddur, Venkataiahana Chatra & Duggahatti) have invited to interact with the teachers in the interaction meetings.
- ☞ The MRPs whom the team developed are now visiting different schools around the district as RPs, and also in the clusters organized by the Departments.
- ☞ More importantly, the teachers are now aware of the local resources available to prepare their own TLMs (low cost) to teach effectively.



- ↪ These newly developed TLMs are shared in the interaction meetings and are getting mutually benefitted.
- ↪ 'Chitra Kala Melas' are resulted in reaching and encouraging more teachers and children, to introduce such activities back in their schools also.
- ↪ DEd students have been facilitated to grow new vision in the horizon of the their profession.
- ↪ AIE has been appreciated and welcomed by the DIET that is evident in their conducting workshops and children camps that reflect the usefulness and want of expansion.

### **Challenges:**

- ↪ It was hard to break the shells in the initial stages, since the teachers were apprehensive of Art being the media to teach the core subjects' concepts.
- ↪ Later though it was accepted and though the teachers were adept with the activities, failed to link them to the required and possible concepts in suitable situations.
- ↪ The teachers expected the necessary materials to be provided by us and were reluctant to perform otherwise.
- ↪ The teachers took the materials home like cutters, sketch pens, scissors etc for their personal use.
- ↪ The teachers lacked the skill of gaining the children's attention and devotion towards the activities performed.
- ↪ Initially the teachers tried to escape from attending the trainings of the next level, thinking the activities may repeat. But the team persuaded them and later realizing there is scope to learn more and more novel things, they persisted to attend often.
- ↪ The delay and last moment circulars form the Dept to attend the trainings, made the teachers miss them.
- ↪ Dept trainings start late and expected to end earlier. This resulted in lack of time to perform the scheduled activities and concepts.
- ↪ In holding 'Art Melas' though Dept was consulted much in advance, the venues were allotted in the last moment made the preparation incomplete for the effective and systematic exhibition.



- ↪ There were instances of the clashes in the dates of programs in the same venues allotted, i.e. the Dept allocating two programs in the same place on same date expelled chaos.
- ↪ Sometimes the HMs denied to provide their schools for the program, anticipating the risk and the problems involved in organizing the large crowds.
- ↪ There was a plan to expand the MRPs team. But the transfers of the teachers and reshuffling by the Dept couldn't convene the thought of it.
- ↪ The principals of DEd colleges were to be persuaded several times to facilitate conduct the workshops, since they didn't find it important allocate their students (they mistook 'Art' to only stage acting).

#### **Recommendations:**

- ↪ The details of the trainings held should be kept in CRC and BRCs.
- ↪ Cluster level trainings are preferable.
- ↪ CRPs should attend the trainings conducted for the teachers.
- ↪ The feedback from the teachers to be taken in advance by choosing the subjects before conducting the Interaction Meetings.
- ↪ Dept has to provide the materials required to conduct activities and follow up the usage.
- ↪ Art in Education has also to be given equal importance in the **TLM Melas** conducted at cluster and block level.
- ↪ A **Resource Persons group** has to be developed by conducting capacity building trainings, thereby making use of them in various programs.