

## Capacity Building Program for the Master Trainers of Andaman Nicobar Islands (UT) on

### **Art Integrated Learning (AIL)**

#### A Short Report

##### **Summary**

*Program By: NCERT, Delhi*

*Program Coordinator: Professor Pawan Sudhir, NCERT*

*Local Course Director: Sh. Mammen Thomas Principal SIE, Port Blair*

*Program Venue: Shiksha Sadan (SIE), Port Blair*

*Program dates: from 17/02/2017 to 27/02/2017*

*Duration: 10 days*

*Number of participants: 32 (from all 7 zones)*

This is a PAC program of NCERT for the year 2016-17. It is an initiative of DEAA, NCERT to promote quality primary education through Art Integrated Learning (AIL). This program is first phase of the master trainers training on AIL in Andaman Nicobar Islands. Second and final phase of the program might take place next year, depending on the response of the trained MTs and that of the UT. The main objective of the program is to train master trainers for further trainings of primary teachers in the state of Andaman Nicobar Islands on AIL approach.

##### **Training**

The training was conducted as per the planned schedule of ten days, based on the Training Package prepared for the purpose. The package consists of seven need based modules, supported with a multimedia DVD.

All the Resource Persons involved in this program are experienced on AIL approach and, are associated with DEAA for the AIL trainings. The training program was conducted in workshop mode with 100% participation of all the participants. All sessions had mock sessions which helped in providing adequate hands-on-practice of AIL pedagogy to all the participants.

The programme was inaugurated by *Sh. Mammen Thomas Principal SIE, Port Blair, SPO, SSA / RMSA* and by Prof. Pawan Sudhir (DEAA), NCERT. Prof. Sudhir explained the objectives of this program for Andaman Nicobar Islands in detail. She explained about the difference between arts as subject and arts as an approach. She discussed the program schedule to give an over view of the program.

Areas covered during the program, include;

Ice-Breakers: - Art Based ice-breakers were the integral part of all the sessions in this program. This helped in creating a positive and lively group atmosphere throughout. Teachers were explained on what and why of ice-breakers, trained on creating their

own ice-breakers. They were given practice on making use of ice-breakers for energising learners to maintain the interest and participation till end of the day. This helped them shed away their inhibitions and take part in the artistic and creative expression. Ice-breakers used here were on sharpening the; (i) cognitive skills (ii) psycho-motor skills and (iii) the skill of application. Participants created their own ice-breakers in Hindi. There was a competition among groups to use/conduct their own ice-breakers in given opportunity. They were given opportunity to conduct their ice-breakers in between the sessions, for learning it's skill and appropriate use.

Art in everyday school Activities: A discussion was initiated on the topic in the areas where the art can be included in school time, for example; Morning Assembly, Special Days and Celebrations. Inter House/Class Competitions, Field Trips/Visits, Mid-day Meals, Bal Sabha etc. How a teacher can plan innovative experiences with the active participation of children and other teachers. There were interesting initiatives from all participants in making assembly time more meaningful for the children. Every group had an opportunity to present their own morning assembly, which included meaningful and creative formations, suvichar, oath etc. The purpose was to utilize the best time of the day, more creatively rather than monotonously as a routine. Participants were excited to experience the change in their schools when they organise such assemblies on their return.

Methods and Materials: Resource persons were able to create an appropriate environment for facilitating 100% participation of participants in art activities (visual as well as performing) by demonstrating different methods, techniques and materials to give hands-on-experience to all the participants. Everyone was able to learn and produce art work which are relevant for initiating AIL in their classroom. Sessions on methods and materials included; Paper art & crafts, 3-D constructions, composing music and songs, inclusion of folk dances in learning experiences, process theatre for quality education etc. They were shown exemplary practices from other places through slide shows and video films. Hands-on-sessions gave participants the necessary know-how on the skill part of these arts. Participants also learnt the skill of puppetry and its pedagogical significance which they appreciated a lot. Each group displayed exemplary proficiency and skills to incorporate different arts to classroom experiences with the outcome, set as the target. They were made to utilise these art experiences for teaching /learning of the concepts of other school subjects.

Integration of arts with other subjects: The main focus of Art Integrated Learning (AIL) is on this aspect of arts education. Participants were explained the concept of AIL, they were made to brainstorm the concept and skill of AIL in groups of 5-6 teachers each. They prepared mock sessions on integration of arts with other subjects. There were presentations followed with critical observations from other groups and experts. These presentations were interesting exercise to have healthy discussions on the integration of arts and it's concept. This helped them understand from their own mistakes and also from mistakes of others, in an easy way.

Teachers created their AIL based lesson plans as an out come of the learning. Since participants were from different level of school education and not from I-V classes, they were able to use AIL lesson plans for all their classes.

There were sessions on viewing of films on the AIL concept which portrayed the various ways to integrate art in classroom and school. Teachers were explained and given orientation on Continuous and Comprehensive Evaluation (CCE) and how art itself can be an evaluation tool and technique. There were discussion on tools of evaluation, process and product, quantitative and qualitative evaluation, learning indicators etc.

Role of museums/field trips in Education: Field trip to Cellular Jail and Kala Pani museum was an important part of this program. Port Blair being hub of the natural resources, cultural heritage and political movements had a lot to educate us for sensitizing participants on it's integration across the school curriculum.

There were discussion and hands on session on the importance of Field Trip to the learners, beforehand. Activities on topics such as; (i) How to plan a field trip? (ii) Preparing worksheet for children before taking them on a visit (iii) How field trip can be a tool of educational process, etc. were conducted to prepare them mentally. Participants were involved in taking decision for the places to be visited.

The places visited were; Cellular Jail and Kala Pani Museum, Port Blair. Participants documented the details related to these places for making educational films on these places. Back in the training they were asked to present their documentation and it was worth an exercise because most of them made short video films on these places of educational importance.

Film making and documentation: Participants were given exposure on use of ICT for effective implementation of AIL in classroom and schools. Movies can be a great resource for the teachers in communicating facts and demonstrating procedures which are otherwise difficult for the teachers to impart in classroom. They were given the practical training of movie making in which content and technical aspects were also discussed. The participants were very enthusiastic and developed 11 short films in the process.

Last but not the least, I would like to appreciate the enthusiasm of the participating teachers and RPs in making learning a joyful and meaningful experience throughout the program.

Cooperation and coordination of *Sh. Mammen Thomas Principal SIE, Port Blair* (the local Course Director of the program) and *Sh. Joy Bhargavan* needs to be acknowledged for the quality and success of the program.

The ten day long program ended with feedback and expressions from the participating teachers and teacher educators. They assured the implementation and scaling up of AIL approach in their schools and districts.

Professor Pawan Sudhir  
Coordinator AIL Programs

## FEW PHOTOS OF AIL WORKSHOP







## LIST OF AIL PARTICIPANTS

<b>S.No.</b>	<b>Name and Designation</b>	<b>Mobile No.</b>
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<b>9</b>	<b>Smt. Tutulay GSS,Chainpur</b>	<b>9474246393</b>
<b>10</b>	<b>Swapna Kumari Govt. Model Sec. School Kamotra</b>	<b>9531865909</b>
<b>11</b>	<b>Chetna Charan Govt.sr.sec.School Oralkatcha</b>	<b>9474249041</b>
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<b>13</b>	<b>Ch. Usha Rao GMS Rangat Bay,Middle Andaman</b>	<b>9476070603</b>
<b>14</b>	<b>Kusum Lata Singh DIET, Garacharma</b>	<b>9434270491</b>
<b>15</b>	<b>S.Dharma Rao GSS Dairy Farm, Port Blair</b>	<b>9474219764</b>
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20	<b>Manjit Kumar Yadav Govt. Primary School,Diglipur</b>	<b>9531955015</b>
21	<b>C.H. Srinivasa Rao Govt. Secondary School, Diglipur</b>	<b>9531828383</b>
22	<b>Biplab Mondal Govt. Middle School,Andaman</b>	<b>9476040708</b>
23	<b>Jaichandran GMSSS Sitanagar, Diglipur</b>	
24	<b>Lizy John GSSS, Tushnabad</b>	
25	<b>Hamida Bibi GMSSS Mayabunder, Andaman</b>	<b>9474212318</b>
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28	<b>R.P Gupta DIET, Garacharama</b>	
29	<b>Munna Prasad,SIE</b>	
30	<b>Indra Maurya, SIE</b>	
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