

# **Training Teacher Educators of Secondary Schools in the Use of Art As Medium Of Transaction In Schools**

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## **A REPORT**



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**REGIONAL INSTITUTE OF EDUCATION  
MANASAGANGOTRI, MYSURU**

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**2019**

## **ACKNOWLEDGMENT**

The successful completion of this training programme report is the result of the cooperation, confidence, endurance and support by Prof. Y. Sreekanth, Principal, RIE (NCERT), Mysore. I also owe my due respects to Prof. Jyotsna Tiwari, Head of Department of Art & Aesthetics Education(DEAA), NCERT, New Delhi for extending full support till the completion of the programme.

I would also like to thank Prof. C. G. Venkatesha Murthy, Head, Department of Extension Education, & Dean-Research, Regional Institute of education (NCERT) for all his academic encouragement. I also sincerely express my thanks to Headmaster Dr. Hanumanthaiah. T, DMS, RIE Mysore.

Also I would like to thank all the staffs of Extension department, & Accounts section, RIE Mysore.

Also I thank all the Resource persons for their timely support and successful completion of this training programme.

I would also like to thank all SCERT & DSERT Directors, Andhra Pradesh, Tamil Nadu, Telangana, and Karnataka for providing their cooperation.

Last but not the least, I express my sincere thanks to all the trainees for their active participation in the training programme

**Mrs. C .S. Anupama**

Programme Co-ordinator

Demonstration Multipurpose School

RIE - Mysuru.

## PROCEEDINGS OF THE PROGRAMME

A Three—day training programme for teacher educators titled - *“Training teacher educators of secondary schools in the use of art as medium of transaction in schools”* ,planning meeting was organized at RIE - Mysuru.

On 25<sup>th</sup> January 2019, planning meeting with the experts members was conducted. which included two local artists and five internal artists from RIE Mysuru. In regard, members decided to conduct training programme for a day for each art form, So that it can be meaningful engaging the teacher educator to relate to the ideas of the programme.

The agenda of the meeting addressed the benefits of inculcating different art forms viz, dance, drama, music and visual arts in teaching. Prof. Umesh for Theatre form, Prof. Sheela Sridhar for Dance form. Ms. C. S. Anupama, programme co-ordinator, internal artists from D. M. School, Ms. Seayanna Barnandin, Ms. Parvathammani, Ms. Vasavi, Ms. Zahida, and Prof. Harinath from RIE, Mysuru were present in the planning meeting.

It was decided that, at first some basic theoretical knowledge of all the art forms would be introduced, followed by sessions with hands on experience would be imparted to the Key Resource Persons (KRP). Twenty KRPs were called for the training programme. Twenty of them are from Southern States of India - which includes Kerala, Karnataka, Tamil Nadu, and Telangana.

### List of Resource Persons

S.No.	Name, Designation, Address	Phone Number & Email ID
1	Mr H S Umesha Principal (Rtd) Sharada Vilas College, Mysuru	9886768432
2	Ms Sheela Sridhar Assistant Professor Fine arts, University of Mysuru Mysuru	<a href="mailto:shesri95@yahoo.com">shesri95@yahoo.com</a>
3	Dr P R Harinath Associate Professor, Head, DESSH, RIE, Mysuru	<a href="mailto:haripavani@yahoo.com">haripavani@yahoo.com</a>
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5	Mr. Shravan Kumar Pendyala Assistant Professor of Art Education IUCTE, RIE - Mysuru	9490399000 <a href="mailto:shravankumarpendyala@gmail.com">shravankumarpendyala@gmail.com</a>
6	Ms C S Anupama WET, DMS, RIE, Mysuru	<a href="mailto:anumpamanraj@gmail.com">anumpamanraj@gmail.com</a> 9611629123
7	Ms A Seayanna Bernadin WET, Music, DMS, RIE, Mysuru	9480406710
8	Ms S Parvathammani WET, Drawing and Painting DMS, RIE, Mysuru	9379140845 <a href="mailto:amnivinaya@gmail.com">amnivinaya@gmail.com</a>
9	Ms Jahida M A Drama Teacher, DMS, Mysuru	7975117139 <a href="mailto:jahida780@gmail.com">jahida780@gmail.com</a>
10	Ms Vasavi G S Dance Teacher, DMS, Mysuru	8861268717 <a href="mailto:gsvasavio2@gmail.com">gsvasavio2@gmail.com</a>
11	Dr G Nagaraj, Lab Assistant, Zoology Section, RIE, Mysuru	

### List of Participants

S.No.	Name, Designation, Address	Phone Number & Email ID
1	Ms Shobha Kumari Ail Lecturer, Government College of Teacher Education, Nazarbad, Vasanthamahar, Mysuru	9620284250 <a href="mailto:shosaurab@gmail.com">shosaurab@gmail.com</a>
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Co-ordinator of the programme presented the highlights of the training programme. She has explained that the programme was conducted with the objective of improving the efficiency of teaching various subjects in inclusive set up in the secondary schools. She also opined that the training programme are relevant while considering the training needs of teacher educators in the schools. It was informed that the training package consists different art forms in relevant areas of education. The training programme includes art forms namely- theatre, dance, music and visual arts.

Programme Schedule was as follows:

**PROGRAMME SCHEDULE BASED ON THEMATIC AREAS**

<b>Date &amp; Day</b>	<b>9:30-11.15 am</b>		<b>11:30-01.00 pm</b>		<b>2:00-3:30 pm</b>		<b>3:45-5:30 pm</b>
<b>11<sup>th</sup> February 2019 MON</b>	Registration & Inaugural session	<b>T E A  B R E A K</b>	General Session an Arts <b>JT</b>	<b>L U N C H  B R E A K</b>	Grouping Dance, Music, Drama, Drawing and Painting	<b>T E A  B R E A K</b>	Parallel session I – Music <b>ASB</b>
<b>12<sup>th</sup> February 2019 TUE</b>	Parallel Session Dance <b>(SS &amp; V)</b>		Parallel Session Dance <b>(SS &amp; V)</b>		Parallel Session Drama <b>(HSU &amp; J)</b>		Parallel Session - Drama <b>(HSU &amp; J)</b>
<b>13<sup>th</sup> February 2019 WED</b>	Parallel Session Drawing and Painting <b>(CSA, SP)</b>		Parallel Session Drawing and Painting <b>(CSA, SP)</b>		Presentation and feedback		Valedictory session

**JT** – Prof. Jyotsna Tiwari, **Theater** -Prof. H. S. Umesh (**HSU**) & Ms. Jahida(**J**), **Dance** – Dr. Sheela Sridhar(**SS**) & Ms. Vasavi(**V**), **Music** – Ms. A. Seayanna Bernadin(**ASB**), **Drawing & Painting** – Mrs. C.S. Anupama(**CSA**) & Mrs. Parvatammani(**SP**)

## ***Highlights of the Thematic sessions:***

### **DAY - 1**

**11/2/2019**

**RIE - Mysuru**

The programme began with a traditional invocation by Ms Vasavi with *saraswati vandana* . The training programme was inaugurated by Prof. Y. Sreekanth, Principal, RIE - Mysuru. In his inaugural address ,he highlighted that how children are keen in observation and they try to express their observation with clarity about what they want and how they want, and allow them to be creative in thinking, and also he talked about the integrated learning. Also he opined that the assessments in the area of art education is untouched and steps should be taken to develop some criteria to assess like rubrics. He also he felt that self-fullness comes through art forms only. Hence art could be a wonderful medium to express one's creativity, skill, and emotions. He also said that areas included in the training programme is relevant at this level.

The nature and significance of the programme was explained by Mrs. C. S. Anupama, programme co-ordinator . The programme is planned with the subject experts in the area of different art forms .At the National level NCTE (2014) has the aspiration of transacting this at the B.Ed. level for the secondary teachers teaching subject through art. The area of art has not been paid the much attention it deserves. Art could be used as a power full media in conveying ideas and themes related to different disciplines.

## **SESSION ONE**

Supported by **Ms. Seayanna Bernandin - *Music***

The music as an art form was explained and demonstrated by Ms. Seayanna and further the participants were made to learn the songs of unity {community songs}. The community songs and its importance in schools was explained during the session. A folk song in kannada was presented.

The full version of *JANA GANA MANA* the national anthem was rendered. Later krps were made to learn some community songs and how to make children understand the significance of the community song was also explained. To sing community song there is no requirement of sur or knowledge of classical music. These songs can be sung just to bring harmony within the classroom and also a sense of National integration among the learner. While teaching these community songs it's important to know about the poet and the region of the language

All of these were discussed while learning songs in music session.

## **SESSION TWO**

Supported By **Prof. Sheela Shridhar - *Dance***

The session started with a meditation time by Prof. Sheela Shridhar in dance . Discussing the importance of dance and use of body language in dance, the basic nuances of classical dance forms in India was explained by her. she also discussed in length about the origin of dance and explained that dance is one of the ancient arts, which finds a place in every culture and role it has played in some



mythology of our Indian culture. Our culture is known to have originated some of the traditional dance forms. She also stressed on the cultural significance of dance and the importance that it could play in the classroom teaching. She also spoke how mudras, eye contact, gestures, could serve as effective communicative skills. She opined that teachers could develop a good rapport and emotional bondage when they communicate more through gestures and eye contact rather than verbal communication. She also demonstrated some exercises and Mudras which were related to dance and which could be inculcated into classroom teaching as icebreakers and can help stimulate creative thinking among learners. This was followed by a PPT presentation on both classical and folk dance art forms in India. The relevance and cultural importance, value inculcation using dance in learning was explained through dance demonstration by Prof Sheela shridhar. The session was concluded with performing Pushpanjali, in bharatanatyam by Ms. Vasavi.

## **DAY 2**

**12/2/2019**

**RIE - Mysuru**

### **SESSION ONE**

Supported By **Ms. Jahida**

The session began with an icebreaking activity by theater artist Mrs Jahida. It was a practical demonstration and illustration of how to make the classroom effective, active, as well as more interesting and focused one.

### **SESSION TWO**

Supported By **Prof. Harinath**

This session was an orientation on Kuchipudi dance form.

Prof. Harinath from RIE Mysuru, elaborated and explained the emergence of Kuchipudi in a very scientific and professional manner. The cultural, historical, and spiritual association of the Dance form was well explained through many anecdotal illustrations were given.

## SESSION THREE

Supported By **Prof. Umesh**

A popular theater artist stressed the need for theatre in teaching in his speech and the benefits of the theater skills. He explained how nonverbal communication skills like body gestures and eye contact play an important role in supporting verbal communication. He opined that a teacher with good content {subject knowledge} could fail to impart the knowledge due to the lack of good communication skills and a teacher with average content knowledge could prove to be effective with good communication skills. He also commented that teaching owes so much to theatre as the teaching methods (micro teaching skills) are borrowed from theater-like body language, eye contact, gestures, voice modulation and so on. The teaching experience can be made richer only by the effective use of theater skills. He also told that teacher should know how to use his own body in teaching for better communication.

Prof. Umesh also touched upon some important teaching skills like, skill of stimulation, skill of writing, and skill of communication both verbal and nonverbal. He also stressed on the fact that art could play a major role in classroom teaching which has a lasting impression in the cognitive abilities of learners. His speech was followed by some theater exercises which were very useful and if they are to be added in classroom teaching would prove to be effective.

## **DAY 3**

**13/2/2019**

**RIE - Mysuru**

The 3<sup>rd</sup> day started with a prayer by Dr. J. Lalitha participant of the programme, second day report was read out for the participants.

In the first session there was a magic show organised with the objective of developing scientific temper and intelligent guessing in classroom. The magic was conducted by Dr. Nagaraju, a practicing magician and an academician. He illustrated various magic techniques along with their tricks and educational implications.

At 10. 30 a.m. session was a DVD show on traditional magic forms in India. The local magicians were introduced and their expertise was explored through the video.

At 11. 30 a.m. a Kuchipudi dance of Smt. MANJU BHARGAVI was presented in the video format.

AT 12. 00 p.m. The session began on arts and crafts activities. They were very interesting and it was conducted by the programme co-ordinator. Participants were involved in the activities like drawing and painting and they were provided with art materials. participants were asked to prepare their own subject learning aids in visual arts and they were given 3 minutes time to represent with their own subject, by using different art forms to effective demonstration.

At 2.00 pm the session was on origami, an interesting learning activity with the educational value of maths and science. post lunch session was an art activity - MARBLE ART conducted by Mrs. C. S. Anupama. All the participants learnt how to use various arts and crafts materials for their educational activities.



***Participants observing the making of marble art on paper***



***Participants engaged in making of origami***

## FEEDBACKS OF THE PROGRAMME

The following feedbacks were given by the trainees about the training programme conducted at RIE Mysuru.

- The topic included in the programme were relevant and need based;
- Resource persons were cooperative and competent;
- Training programme was resourceful and it helps the faculty to undertake meaningful and active classes in their respective teacher educator's collage
- There was good rapport between participants and recourse person;
- The programme was well planned and organized;
- All the sessions were attractive and fruitful in nature;
- More involvement of participants was needed;
- Training programmes should be conducted for ten days;
- Follow up programmes should be conducted;
- The activities given in the session were fruitful;



***Group Photo with Resource Persons & Participants***





## **OVERVIEW OF THE TRAINING PROGRAMME**

This training programme titled – “ Training secondary teacher educators in the use of Art as medium of transaction in schools” was conducted with a spirit of art as a power full tool to enhance the micro teaching skills like communication skill, expression, emotion, through various art forms effectively in the classroom teaching. And the participants were called from different subject teacher educators to bridge their own subject with using these various art forms in their classroom teaching. Since the teacher educators are not from the art background, keeping that in mind some of the basic theoretical and some hands on experience activities were taught to inculcate with their respective subject to impart the teaching skill in the classroom for effective, active ,and better understanding . Since, NCTE (2014)is emphasizing on the fact that Art should be taught in B.Ed classes. As a compulsory paper, that should introspect and needs to be addressed so that it should include in the classroom teaching practice it is not just possible by giving training of one or two for Three to five days training packages. This also needs a certain guidelines to follow in the classroom situations like how to bridge in their own subjects and also some parameter to assess the students with some criteria & rubrics for teachers educators and also for student teachers. In this regard this training programme twenty KRPs were called and after the two days of training

programme asked to prepare their own subjects learning aids. They were provided some art materials, and asked to present it in two or three minutes. In this context the co ordinator strongly felt that in every B.Ed colleges they must have art teacher educators like other subject teacher educators. Further, it was felt that it can be a research component to understand the strategies of art forms used in the teacher educators collages, It may be taken up as a study for further and also to understand the current teaching practices in the B.Ed colleges. And in that research certain guidelines in teaching various art forms and also some of the criteria like rubrics to the assessment can be developed. And some of the follow up activities would be taken to understand the success and difficulties faced by the teacher educators. And for further improvising the training packages for upcoming days.

### **SUGGESTIONS:**

- Teacher educators must be provided with a periodic –in-service training programmes on various skills.
- B.Ed colleges must be provided with dedicated art educators to conduct various art forms activities in the collages.
- Organising field trips and visits to understand the museums and its importance.
- Frequent interaction between local artists and artisans along with them some hands on experience.
- ICT teaching facilities must be provided for the art educators and also for the students teachers.
- Pedagogical methodology has to be developed in the art education, so that every art educators are able to impart the ideas in better and effective manner in classroom teaching. And same has to be shared with other subject teacher educators.

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