

CHAPTER VII

THE TRYOUT OF THE RENEWED APPROACH  
TO ART EDUCATION.

This chapter follows chapter VI which attempted to describe the need for a renewed approach to Art Education. The theoretical argument and description of the renewed approach termed "An Integrated Problem Centred Approach to Art Education" is used in this chapter for the development of two units for a tryout in a school.

The purpose and aim of this portion of the research is to

- : describe the process of curriculum unit construction using the renewed approach.
- : to tryout the units so that the theoretical arguments of chapter VI may be substantiated with examples.
- : to observe and describe the process of implementation so that practical suggestions for the further improvement of the approach can be undertaken.

It must be made quite clear, that the development tryout of the unit design based on the renewed approach have been undertaken only to substantiate with examples the conceptual ideas contained within the approach. The procedure used for the try-out was not of an experimental nature and even less of the clinical kind. Since this research is only a

pathfinding one, the attempt has been to describe the process of implementation as thoroughly as possible so that subsequent experimental research can be undertaken in this field.

#### PROCEDURE FOR THE TRYOUT.

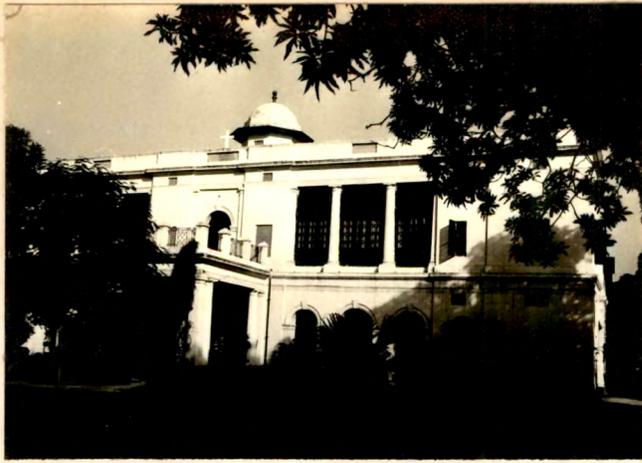
Stage I : Identifying the school and class.

In order to conduct the tryout one school in New Delhi was chosen based on the following criteria:

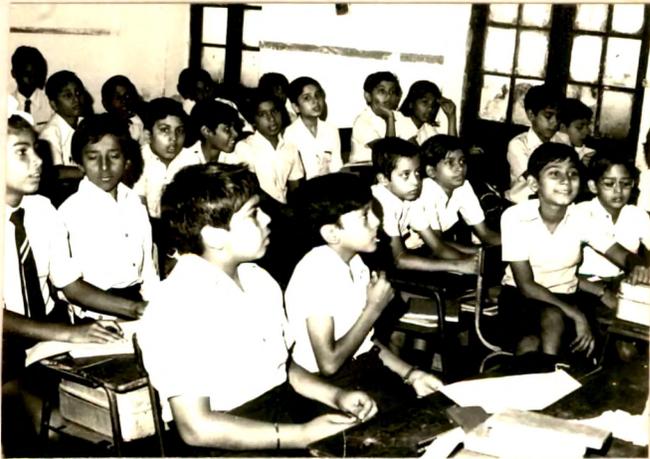
- : receptivity of staff to the try-out and the approach.
- : the use of the Central Board syllabus of 1977 (analysed in chapter V) in the school.
- : English should be the medium of instruction in the school, so that the observations could be reproduced in this thesis without translation.

The name of the School : Abner Memorial School  
(Govt. Recognized)  
26 Feroz Shah Road,  
New Delhi-110001.

Description: The school is situated in a large old house with limited space for a playground etc., as it is on the main road of Feroz Shah, (Photograph 1) in the centre of New Delhi city. The students



1



2



3



4

come mainly by bus from Old Delhi and New Delhi and belong to a middle class population of business families and merchants. The medium of instruction is English, though the mother tongue of students is Hindi. The Principal was very receptive to the idea of the try-out and the approach. The classrooms (Photograph 2) were small and cramped with 50 students sitting often 3 abreast on small desks. The walls were mainly bare with a blackboard and a cupboard in each room. A number of doors opened out from the classroom into the verandah of the second floor. Noise of classes around could easily be heard as the building was not designed to house a school. The school followed the 10+2 year schooling system and is co-educational.

Arrangement of a class for the Tryout:-

The investigator was offered the social studies class for either class VII or class VI for the tryout. One social studies period each day for two sections of class VI were choosen for the tryout.

The time table drawn up was as follows:

Daily from 23.9.80 -	Class VI B.	7.40 to 8.30 A.M.
3.10.80	Class VI A.	8.30 to 9.10 A.M.

The tryout was conducted each day in the first and second period respectively in class VI B and VI A for approximately 50 students in each section, total number of students 100.

The social study class was chosen so that the two main aspects of the renewed approach would be tried out. The first aspect being the role of art as an aid to teaching integrated units of the syllabus, and secondly the process of learning through art about other subjects and the skills related to art activities and cultural history.

Both the Principal and the Social Studies Teacher for Class VI were hesitant about giving their approval for this tryout in Class VI. They said "Class VI is very noisy, and undisciplined, why don't you take class VII". The Social Studies Teacher went as far as to comment "Half your class time will be spent in disciplining the students. I suggest you to take class VII instead".

The decision to implement the tryout in class VI was finally taken when the Social Studies syllabus for this class was reviewed. The syllabus for Geography, History and Civics for that

period was most suitable for the integrated approach. The syllabus topics to be taught in this period were:

- Geography - Climate of Asia.  
Vegetation and Resources.
- History - Coming of the Aryans.  
The later Vedic Period.  
Gautama Buddha.
- Civics - Local governing bodies  
The village Panchayat.

The Text books used for class VI were NCERT publications based on the Central Board Syllabus for 10 year schooling 1977.

The first problem encountered by the investigator was to find a means of integrating the social studies and sciences in a situation where integration of subjects had not existed before. The investigator discussed in detail with the Science, Social studies and Language and Art teachers of class VI to be able to gather information about the standard and subjects that were being taught to this class.

#### General Comments about class VI.

Apart from the words of warning about

indiscipline, the class teachers for class VI A and B offered the information that class B was 'much better in writing' "though a much noiser class". The accumulative scores for sections A and B revealed that the average grade of section B tended to be higher than that of section A, but on the whole the English and other subject teachers commented on the poor verbal skills of class VI in general.

Stage II     Developing two units for an Integrated  
                  Problem Centred Approach to Art Education  
                  for class VI.

The first aspect of interest in developing the units for class VI is that in the Piagetian model this age group years ten and eleven represent the transitory period from the concrete to formal operation stage. This stage then is identified as being one in which the student is able to reason, use deductive logic and form symbolic modes for communication. Such a stage then becomes crucial for the exemplification of the renewed approach as it is possible at this stage to use the problem centred method in its complete form.

The general methodology of the integrated problem centred approach can be summarized for

convenience as follows (the details of which are available in chapter VI).

The Integrated Problem Centred Approach:

- 1) is structured on self contained lessons that form independent units that have a flexible time budget to suit the needs of the students.
- 2) the lessons are structured in a problematic form to initiate and provoke reasoning and the use of stored knowledge for gaining new information.
- 3) the problems and activities based on problems of each lesson are sequenced to provide a step-by-step educational experience that have a rhythmic pattern for reinforcement and learning.
- 4) the problems in the approach are so designed so as to provide an integrated experience with content drawn from different subjects.
- 5) the activities designed for learning are problematic in form using art activities familiar to the student.

Figure 1. INTEGRATION OF SUBJECTS AND ACTIVITIES.

	DAY 1	2	3	4	5	6	7	8	9
Geography		ASIA Climate	ASIA Climate Vegetation	ASIA Climate		ASIA		ASIA	Life in the time of Buddha
Socio- Economic History	Life in 2980 A.D.	Occupation		Nomadic Aryans	Epics.	Division of Labour	Buddhist period	Buddhist period	
Cultural History	Life in 2980 A.D.	Life styles	Life style, animals	Life style	Epics	Life style	Buddhist Art		
Science	Technology in 2980 A.D.	Heat	Technology	Scientific knowledge of the Aryans					Technology of the period
Visuals/ Slides		↑	↑	↑			↑		
Drama		↑							
Drawing Essay Writing			↑	↑				↑	↑

- 6) art activities are used both as an aid to learning and for an understanding of cultural history and the properties of each medium.

Figure 1 is a flow chart that represents the 2 units designed for the tryout based on the syllabus for Class VI. The flow chart contains the problem(s) on which each lesson is centred, and the activities for the lesson and reveal the sequencing rhythm between each lesson and the units.

Based on the flow chart, below each day's lesson as they were implemented in section A and B of class VI will be described to exemplify how the approach was realized in the try-out.

The format for describing the tryout will be as follows:

#### DAILY OBSERVATION OF THE TRYOUT

1. Flow chart of the day's problem, lesson, activities and materials required.
2. Descriptive observation of the class held on that day in both the sections VI A & VI B.
3. Observations of the Teacher.

4. Cumulative Evaluation of students:

Photographs and some examples of the work done by the students.

5. Analysis and comments for the day.

Observation Procedure for the implementation of the Units of the Approach.

The investigator designed a simple questionnaire for the teacher observer and for each student. The students questionnaire was attached to papers on which written and other classwork was done. The papers were distributed at the beginning of the class and the last 10 minutes of each class was given to fill up the evaluation questionnaire by each student in both sections.

The use of photographs and student evaluations are given great significance as it provides information about the process of problem solving that was stimulated by the lesson. Comments of Teacher observers are used in a limited capacity along with the students and investigator's so that a 3 sided view of the process could be achieved.

No pre-post test procedure was found to be necessary as this tryout was aimed at observing

the process rather than outcomes of the unit implementation.

The investigator conducted all the class so as to be able to observe the whole process of the implementation in detail and to analyse the limitations of the lesson planning.

DAILY OBSERVATION OF THE TRYOUT

23.9.80

Lesson 1 - Introductory class.

Problem 1 - What would life be like in 2980 A.D.

Introduction : why do we study the school subjects ?	Problem 1 Verbal Discussion What would life be like in 2980 A.D.	Evaluation.
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Objectives: To find out the answering patterns of students in each section.

To study the responses of students in an imaginative situation.

Activity: Verbal Discussion

Description of Lesson 1

Introduction: The investigator-teacher introduced

the class with the aims of the tryout. The teacher asked for the students co-operation and said that for the next few days all the social studies subjects would be taught together. The students extended their welcome with smiles and giggles especially when they were asked to give permission for the photographer (accompanying the investigator) to take photographs of them while they were at work.

Observations: The students had been warned (threatened) by their class teacher to be on their best behaviour for the visiting teacher.

Problem 1.

The Investigator opened the lesson by asking "Why do we study social studies, science, maths, art etc ? "

This introductory question was asked so as to initiate student response so that the Investigator could observe the patterns of answering, to find out who dominated the class by answering etc.

There was an uneasy silence. The Investigator posed the question again saying "Why do we learn Geography "?.

A few students raised their hands. Their answers were "To learn about Asia", "To know about other countries".

To the question "Why do we study history" a few more students responded with "To learn about ancient man".

T: "Why should we learn about ancient man?"

Class A + B - No answer.

The investigator was obviously disturbed by this silence, and the implication that students could not verbalize why they learn different subjects.

T: "Why do we study mathematics?"

Silence.

T: "Okay, then tell me what you learn in mathematics".

Student: "To count and subtract".

T: "Why is this useful?"

Silence.

T: "Alright, why do we learn Art?"

One Student: "To help the country by making things".

Such an answer seemed to have been learnt from some adult comment and did not ensue from the students own observation. The teacher then set aside this topic and moved on.

Problem 2.

"What would life be like in the year 2980 A.D."  
Once again the students remained silent, but attentive, the investigator explained that 2980 A.D. would be the time when the students of class VI's great great ..... grand children would be living. The explanations brought about numerous smiles and giggles especially from the girls. Very slowly and moving at a very slow tempo the answers to the questions began to flow.

'We will be travelling in rockets".

'We will be living on the moon'.

The investigator tried to provoke their imagination with questions such as;

'What would we wear ?" - No answer.

'What would we eat ?" - Ans: "The same Things"!

"Where would we go to school ?" -

Ans: "In laboratories".

Similar reactions occurred when this lesson was presented to class VI A. At the end of the class the teacher explained that students should give answers to all the questions asked in the evaluation sheet.

Observations of the Investigator:

Students were very polite and eager and conspicuously suprised by the questions put to them, yet not unnerved. The Teacher-observer remarked that students would take time to get used to the class with a new teacher and the questioning method.

Some of the students had developed the habit of raising their hands when a question was asked to the class, but when asked to answer were unable to do so. The half raised hand to avoid being asked to answer was more prevalent in class VI B.

Student's Evaluation.

Class VI B

No. in class - 36

- |                                   |                   |
|-----------------------------------|-------------------|
| 1. Did you understand this lesson | Yes/a little/No   |
|                                   | 25      11      0 |
2. What difficulties did you have in the class today?  
15 students answered this question saying they had never thought of living on the moon.

Others said they did understand why they studied school subjects.

(Example 1,2,3)

## EXAMPLES

What difficulties did you have in the class today ?

The difficulties in the class today are we do not learn the History of 2480 AD

1.

What difficulties did you have in the class today ?

The difficulties did I have in the class <sup>are</sup> and I didn't hear in the class and I have didn't understand a full but I was not sleeping in class

2.

What difficulties did you have in the class today ?

I couldn't understand why we should study about ancient man.

3.

If you learnt anything new or interesting in the class, mention some examples.

I learnt that how interesting my life would be 1000 years later when I would find my school again when it was 1000 years before.

4.

3. If you learnt anything new or interesting in the class, mention some examples.

Ans) It is the first time I thought about the ancient people and the uses of subject. It is also the first time I thought about the people living in 2980 A.D.

5.



norms of a new approach and the teacher. The most surprising feature was the students inability to answer why they study science or the social studies, is a direct reflection on the irrelevance of education as it exists to day, in the minds of students. There is no attempt here to generalize on this point, but even a hundred students in any part of the world not knowing why they come to school is a serious problem, and should be considered by teachers and curriculum designers.

However, the investigator took the observations made in this class to modify other lessons, as it was clear that students had had a limited experience in understanding the concept of 'time' and re-creating the 'life at another time' with their imagination. The ability to understand the concept of time and changes in time is a difficult one but very necessary for understanding most subjects of the curriculum.

The students inability or lack of fluency in bridging time gaps with their imagination seemed to beg the investigator to proceed with the renewed approach as such imaginative and reasoning abilities formed an essential for developing skills for understanding history especially. The use of

imagination to bridge the gap between known and unknown is crucial to education in general and this approach to art education in particular.

Date: 24.9.80

Lesson: 2.

Problem: 3. What would the climate of Asia be like in different parts given the physical features and the position of Asia on the globe ?

<u>Introduction</u>			
<u>Verbal</u>	<u>Problem 3</u>	<u>Problem 4</u>	<u>Evaluation</u>
	<u>Actions to</u> Show movement of heat column winds rain.	A drawing of a free hand map to show rainfall in Asia in summer and winter.	

Objectives of lesson: To involve students in understanding the colour symbolism used in the physical feature map.

: To help students explain the movement of hot air, winds from the sea over Asia in winter and summer.

Activities

i. Verbal Discussion

ii. Gestures:

The whole class was asked to use their hands over their Text book map of Asia to describe the climatic changes.

iii. Drawing:

The class was asked to draw a free-hand map of Asia showing rainfall distribution in summer and winter.

(In Class VI B - Due to shortage of time this activity was postponed for lesson 3)

Description of Lesson 2 :

With extreme caution and expectation that these students require extra questions to provoke the problem solving process, the investigator hung up a large map of the physical features of Asia. Each student was asked to open their Textbook to the page where a similar map was shown. The investigator began by asking what all the colours of the map meant. The whole class was asked to show

the different features through gestures. For example

Dark brown - means very high mountains (arms would fly up).

Light brown - means not so high mountains (arms would come down lower) etc.

While the students gave the action description the Teacher pointed to the relevant places on the map, to co-ordinate the position of the physical features. All answers were given by the students and all the students partook in making the hand gestures, often 'singing' in chorus "light brown means not so high mountains and yellow means desert" etc. The Investigator gave little to no clue to the answers but only repeated questions and provoked students till they were able to find the solutions.

Problem 3 : Relationship of physical features of Asia. and climate.

To initiate this problem questions about the movement of the earth in summer, the axial inclination etc. were asked. The response was hesitant and unclear. The investigator without giving the answer demonstrated the process of the earth movement using the closed fists of both hands, one representing the sun, the other the earth.

-:249:-

The students were questioned as to which area gets the most sun in summer. Answers began to come in.

Once it was established on the map where the heat would be the greatest in summer over Asia - the question was asked to the class.

'What happens to hot air ?' No answer.

The investigator searched for an example familiar to the students to exemplify the question asked.

T - 'What happens when you boil water ?'

St. - 'Steam comes'

T - 'Does the steam go up or down ?'

St in chorus - "Up".

Then returning to the map the investigator asked the original question again, students responded.

The following question - If air rises here, what will happen ?

Silence.

The Investigator then through hand actions showed the movement of sea winds rising to fill the space created by the rising heat column.

Students repeated the gestures over their own Text book map.

The general lack of comprehension of the concept in Physics of the effects of heat on elements and gases, made it necessary for the investigator to repeat this question and the gesture several times before students could appreciate the process.

The formation of rain and identifying where it would rain was also conducted using hand gestures and finer movements. (Photograph 3).

The same procedure was used to describe the winter climate of Asia.

Class VI A was asked to make a free hand map showing areas where it rained both winter and summer.

In class VI B since there was a shortage of time due to a late assembly, the lesson was cut short and the free hand map drawing was left for the 3rd lesson.

#### Problem 4.

Problem 4 was designed to enable students to 'translate' what they had learnt through hand gestures and problem solving thoughts into a free hand drawing of wind and rain movements over Asia. This class was quite eager to do the free hand drawing.

Observations of the observer and investigator:

The students were eager to partake in this lesson and responded in a group to the questions raised by the Teacher. Observer "The approach was interesting to them. And I think since they did not open the text books, and the lessons were taken generally, and logically, they liked it."

The fundamental concept in this geography lesson required a knowledge of physics and the laws of Heat and its effect on gases. However students learnt both concepts by a process of questioning and reasoning, thereby fulfilling a part of the integration of subject aspect of this approach.

The students seemed to enjoy group responses and activities for this held their attention for longer periods of time than waiting for some students to give answers.

Student Evaluation

Total no. of students - 43

Date: 23.9.80

Class VI A

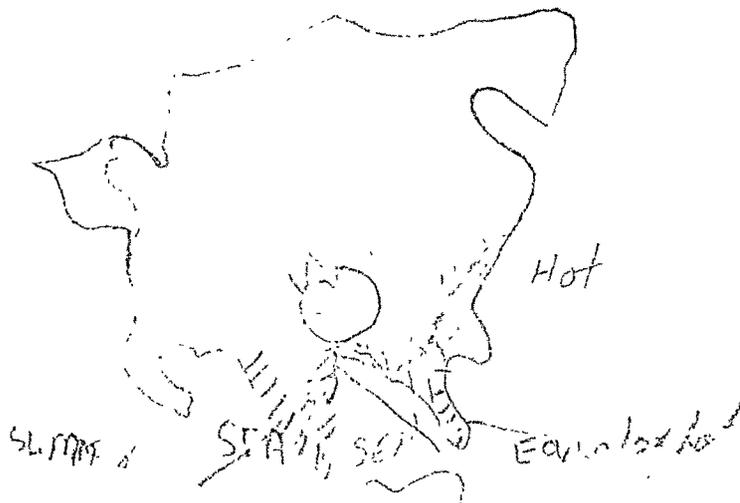
1. Did you understand this lesson	Yes/a little/No
	41      2



What difficulties did you have in the class today ?

Some quistens are new and it comes some difficulties to understand

6.



What difficulties did you have in the class today ?

~~WE~~ HAVE NO DIFFICULTIES IN THE  
LESSON BECAUSE IT IS EASY

7.

If you learnt anything new or interesting in the class, mention some examples.

I learnt that there will be elephants in the places where it rains twice a year, a polar bear is where the places have snow and in the places where it rains once a year the lion, tiger, sparrow and the animals which have brown, yellow and black colour.

8.

We learnt about the climate, about the colour of highland, lowland, water etc. We I get interest in the climate of countries.

9.

One student said: not new but interesting.

One student said: "I got interest in climate of countries (Example 9).

### Analysis of Lesson 2

Interesting to note is the quick fall in the number of students who said they did not understand the lesson. In class VI B it is from 11 in the previous class to 4, and in VI A from 19 to 2 in lesson 2.

The major changes that can be observed in the method used in Lesson 1 and 2 is an increase in the questions asked by the Investigator and the content of Lesson 2 was one though unfamiliar to the students was more "like" the content they were used to studying.

The increase in the question technique requires a further look. The types of questions asked were often grouped so as to find supplementary answers to the original questions eg.

'What happens to hot air?'

'What happens when water boils?'

'Does the steam go up or down?'

Such a sequence of questions suggests a hierarchy of questions and a hierarchy of answers, each builds up to the concept in the first and each is dependent on knowing the answer to the previous one. Often in schools, and obviously in this class little attempt was made previously to answering questions that form the base for large concepts. The problem centred approach necessarily builds on sequenced information drawn from various disciplines which was well exemplified in the above episode.

An alternative to single answers given by a few students was found by the activity of involving all students in making hand gestures to demonstrate the central problem. The involvement of all students (barring a few) may be said to have aided in reducing the number of students who had difficulties in the class to such a small number.

Other factors such as the growing familiarity of the students to the Investigator's style and approach may also be said to be influential in making this class a little more 'successful'.

Practice in deductive thought at each stage is required especially for students who are not familiar with this mode of thought. Clearly the Integrated Problem Centred Approach has to be initiated at the beginning of schooling if the necessary skills for complex thought processes is to be made possible. This tryout then was to be limited as students were not familiar with the problem solving technique and reasoning on their own.

This was also the first class in the tryout plan where two 'art' activities in the form of aids were utilized. The activities were the use of hand gestures (Photograph 3) and drawing of a free hand map. Interesting to note is that many students mentioned they had never drawn a map before and were pleased with the results or suprised by them. (Example 7).

The hesitation to draw a map was overcome by reducing the amount of time spent on it. Most of the drawings with the exception of one were drawn quickly without a rubber within the given period of 10 minutes. This instructional measure assisted in assuring that student donot trace from

their books or become too self-conscious about the work they produce. In the initial stages when students are attempting a new topic a limited time period helps to sustain their effort, interest and captures their spontaneous expressions.

The use of two activities (gestures and drawings) to cover broadly the same theme was a measure used to further ensure the retention of what in the beginning of the class seemed to be a difficult concept.

Improvements to be implemented for the next class: The map position in class VI B was not proper and it had fallen 3 times during the lesson. This problem had to be rectified before lesson 3. A necessary recapitulation session was suggested should be included to revise the difficult concepts covered in Lesson 2. The necessary arrangements were made on the above observations.

Date: 24.9.80

Lesson : 3

Problem: 5 What would be the animal life, vegetation and life style of people living in different climatic zones and geographic regions of Asia.

Recapitulation of content of Lesson 2.	Problem 5.  Written work Discussion (Map Drawing for Class VI B)	Evaluation
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Objectives of Lesson: To give students the opportunity to recapitulate the major concepts learnt in Lesson 2.

: To provide the opportunity for students to use the knowledge so far acquired to solve the central problem of this lesson.

Activities: Written Work: Notes on Region, climate and vegetation and life style.

Drawing: Freehand drawing of rainfall map of Asia for Class VI B.

Verbal Discussion: The questioning-answering technique.

### Description of Lesson 3

The Investigator put up the same Physical Features map of Asia in the front of the class. The students were reassured by seeing the familiar map about which they had learnt the day previously.

The revision and recapitulation session

completed through the process of asking questions of the last class, the teacher began by setting before the students Problem No. 5.

The questions of 'what would grow' in this region? Pointing to each zone, and physical feature zone resulted in numerous answers from the students. Supplementary questions were asked not just to find a hierarchy of answers, but mainly to draw attention to the logic behind Problem 5. The mode of questioning was therefore aimed at showing the logic of the central question and not at information finding. Along with the discussion, students were asked to write down what was being discussed in point form.

An example of the discussion from Class VI A is given below:

T - 'What kind of vegetation would you find a regions where it rains twice a year?'

St - 'Jungles, marsh lands, thick forests!'

T - 'Which are the animals that live in thick jungles?'

Hesitation.

T - 'Which animal is strong enough to move through thick jungles?'

St - 'Elephants'

T - 'What other animals can move quickly in such thick jungles ?'

St - 'Birds'  
'Lizards'  
'Snakes'  
etc.

An interesting discussion followed this initial investigation of the relationship between climate zones, land formation and animal and vegetable life.

Student: Animals in cold climates have thick coats to keep them warm ?

T - Yes, but an animal that lives in regions where there is always snow, what colour would his coat be so he can hide in the snow ?"

Student: 'White', the 'Polar Bear'!

T. - Yes, what animals can hide and live in jungles and regions that in winter are brown, yellow and grey ?

Students-Panthers, tigers, lions etc.

T Where would we find such regions in Asia ?

Students-India

In class VI B - The class was structured a little differently to incorporate the drawing of the rainfall map of Asia. The class began with recapitulation questions and answers, and then the teacher asked the students to draw the free hand map. There was an outcry from the students, refusing

to draw the map because they had never done it before. The investigator took charge and converted the discontent into a game, challenging the students on who could draw the map the fastest, the students or the teacher on the board. Once again a limited time was given so that students would complete the task without becoming too self-conscious.

The map drawn, the Teacher asked the students to consider Problem 5. The main ideas discussed in Class VI A were also included in this class. An interesting discussion that came up in this class VI B was:

T: What would people wear in regions where it rains twice a year ?

St - Cotton clothes.

T. - 'Tight clothes or loose ones ?'

St - 'loose one'

T. - 'For example ?'

St - Lungis, dhotis etc.

Teacher turning to the map;

"Which countries would people wear lungis ?'

St - 'South India, Assam, Indonesia etc.'

T. - 'Very good, now tell me, what kinds of foot wear would you have in these regions ?'

St - Silence,

- One St. - 'Shoes'
- T. - Have you ever walked in rain puddles with shoes ? What happens ?
- Sts. - "It become ghichard pichard.  
- It sticks. It becomes heavy."
- Teacher - So, what could these people wear, if they wear anything on their feet ?
- Sts. - Chappals, barefoot .....

The Evaluation sheets were completed, in class VI B because of the extra activity, the class went on for 10 minutes after the bell.

### Analysis of Lesson 3.

The students were more responsive to this class than in any of the previous ones and seemed to enjoy the logic of the discussions and the content of the same. More students partook in the discussion than before, especially since students seemed to have a large fund of knowledge about wild animals though a limited knowledge about names of trees and types of vegetation. The desert cactus was the most familiar plant to the students, and in tropical climates trees that were familiar were ones that the fruit had been eaten by the students like mango, coconut etc., but few knew the names of coniferous trees.

Students Evaluation.

Total: 42

Date: 24.9.80

Class VI A

1. Did you understand this lesson Yes/a Little/No

39 3

2. What difficulties did you have in the class today ?

:One said - "learnt lesson before-"tomorrow "

: - I could n't see the map

:Others said they had no difficulty.

3. If you learnt anything new or interesting in the class, mention some examples.

Content description (Example 10)

- Climate of places.
- Animals
- What people wear etc.

Total : 37

Date: 24.9.80

Class : VI B

1. Did you understand this lesson Yes/a Little/No

34 3 2

2. What difficulties did you have in the class today ?

2 students said their difficulty was to draw the map. (Example 11, see map)

- difficulty when teacher ask any thing the children shouted.

3. If you learnt anything new or interesting in the class, mention some examples.

- 4 students said - First time I draw map (Example 12)

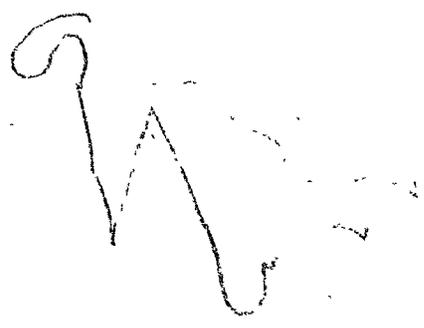
If you learnt anything new or interesting in the class, mention some examples.

the names of the trees, flowers, and trees of other countries are interesting because there are in different some were there in our country there is not and some

10.

2. What difficulties did you have in the class today ?

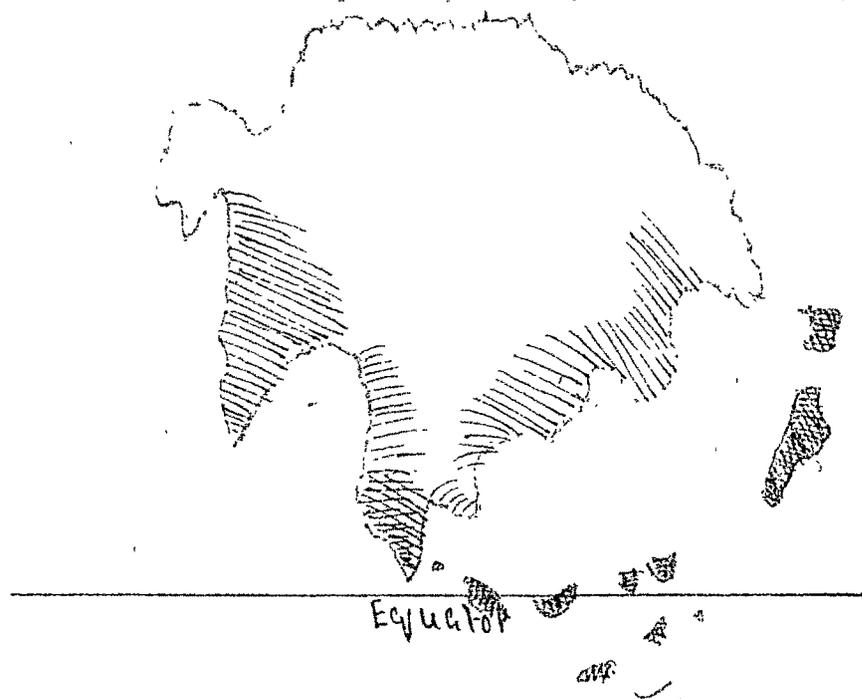
to draw Asia map, to draw a map



11.

If you learnt anything new or interesting in the class, mention some examples.

First time I will draw a map.



12.

Analysis of Lesson 3

It was interesting to observe how relaxed students became once they began to feel that they could understand the topic and problem. The students took a conceivable interest in thinking about the answers, and ~~xxx~~ searching for more and more examples (Photograph 4).

In class VI B where the reluctance to drawing the map occurred, it was interesting to see students trying and concentrating and then seeking the approval of the teacher. Interesting to note in Example 11,12 is that student feels the map drawing was interesting though her first attempt while the other felt it was a difficulty. Notice difference in maps (Example 11,12).

An important occurrence is reproduced in Example 13 where a student in her evaluation sheet mentions that this was the first time she had ever drawn a (freehand) map and also said she had no difficulty in this class. Her work sheet shows three attempts at drawing the map. Two maps which were small, she scratched them out and says 'Sorry'. The third map which is much more



ECUADORIA  
CLIMATE

Jungle Evergreen  
animals <sup>elephant</sup> elephant bird

Summer

Hot DESERT

Climate

There were very big  
lizards camel live  
Here because they live  
without water for  
seven days.

middle latitude  
climate

Eastern N. A.



proportionate and contains more details, is not scratched but is completed. The suggestion in this work of the student is that the student was making an attempt to acquire the skills necessary to complete the task to her own satisfactory level. This example is of key importance to the problem centred approach and exemplifies the process of trial and error that students undertake to complete the given task. The use of visual and perceptual judgement as exemplified by the student scratching out and re-drawing the map is of great importance, for by this process of exercising judgement and attempting the problem again, the student was able to reach the level which she was satisfied with. There is no sense of defeat, but rather of triumph when the student says that this was the first time she had drawn a map. Each successive attempt required the student to look more keenly at the map she was drawing, till she was able to chart the different movements and land formations.

The process of problem solving in this task involved numerous integrated skills and abilities, which like that of any art activity require practice, keen observation, the confidence

to make a mistake and to correct it. The content information acquired in the process of drawing the map are also substantial. From the first attempt which shows only India and Russia the student elaborated her drawing to include the Burmese peninsula and then more countries and regions. The first map had a limited number of countries which resulted in the elongated shape of Asia that was drawn. The student acquired through observation and decision making a sense of shape, proportion (Asia is broader than it is long) and an appreciation for details. Thus making this example the most important outcome of this lesson in so far as it exemplifies the process of problem solving in the sphere of visual arts.

Date: 25.9.80

Lesson 4.

Problem 6. What is the difference between a Nomadic and a Settled life ?

Problem 5 Recapitulation	Coming of the Aryans:  Central Asia climate vegetation cattle.	Life on the river side.  villages occupation vegetation climate clothes.	Drawing The difference between the nomadic and a settled life.	Evaluation
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**Objectives:** To weave in the information gathered about climate, vegetation and life style to introduce the historical episode of the nomadic life of the Indo-Aryans and their settlement on the river Indus and Ganges in India.

- To provide students the opportunity to express their understanding of the qualitative differences in the lives of the Indo-Aryans as nomads and as village dwellers.

**Activities - Verbal discussion.**

- Drawing the nomadic and settled life of the Indo-Aryan tribes.

Description of the Lesson 4.

The lesson began in both sections with a recapitulation of the last lesson focusing on the climate of Central Asia. The notion that cattle herds from central asia needed to look for fresh pastures led to the movement of nomads into India and not to other regions. The concept was discussed after a short introduction and continued with the question and answer technique.

The main emphasis was in probing with questions that would help explain the life of nomads.

T - If the Aryans were moving in search of pastures, what kind of houses would they have ?

'What food would they eat ?'

'Would they send their children to schools ?" etc.

Soon after this discussion the notion of a settled life was introduced, again through questions and answers.

The students were then asked to make a drawing in two or three parts to show the coming of the nomadic Aryans and their settled life.

Students in both sections were uneasy with the task so a further discussion was initiated.

'In a village what would be the occupation of the people ?'

'What kinds of houses would they live in if they lived near a forest ?" etc.

The students then settled down and attended to the demands of the task. Students sharing a table, peered over the others shoulder to see their drawings,

and this out of curiosity, rather than not knowing what to draw.

The lesson ended with the students finishing their work and submitting their completed evaluation sheets.

Students were asked to read the story on Ramayana and Mahabharata, given in their Text books for the next class.

Students Evaluation:

Total - 40

Date: 25.9.80

Class VI A

1. Did you understand this lesson Yes/a Little/No  
36 3

1 no  
answer.

2. What difficulties did you have in the class today ?

No difficulties for students except:

- 'I have no difficulties in the class but I was not attention in the class'.
- 'I came late'.
- 'I don't understand about picture she told'.

3. If you learnt anything new or interesting in the class, mention some examples.

- About the Indo Aryans.
- On integration of subjects (Example 14).
- The Drawing (Example 15).



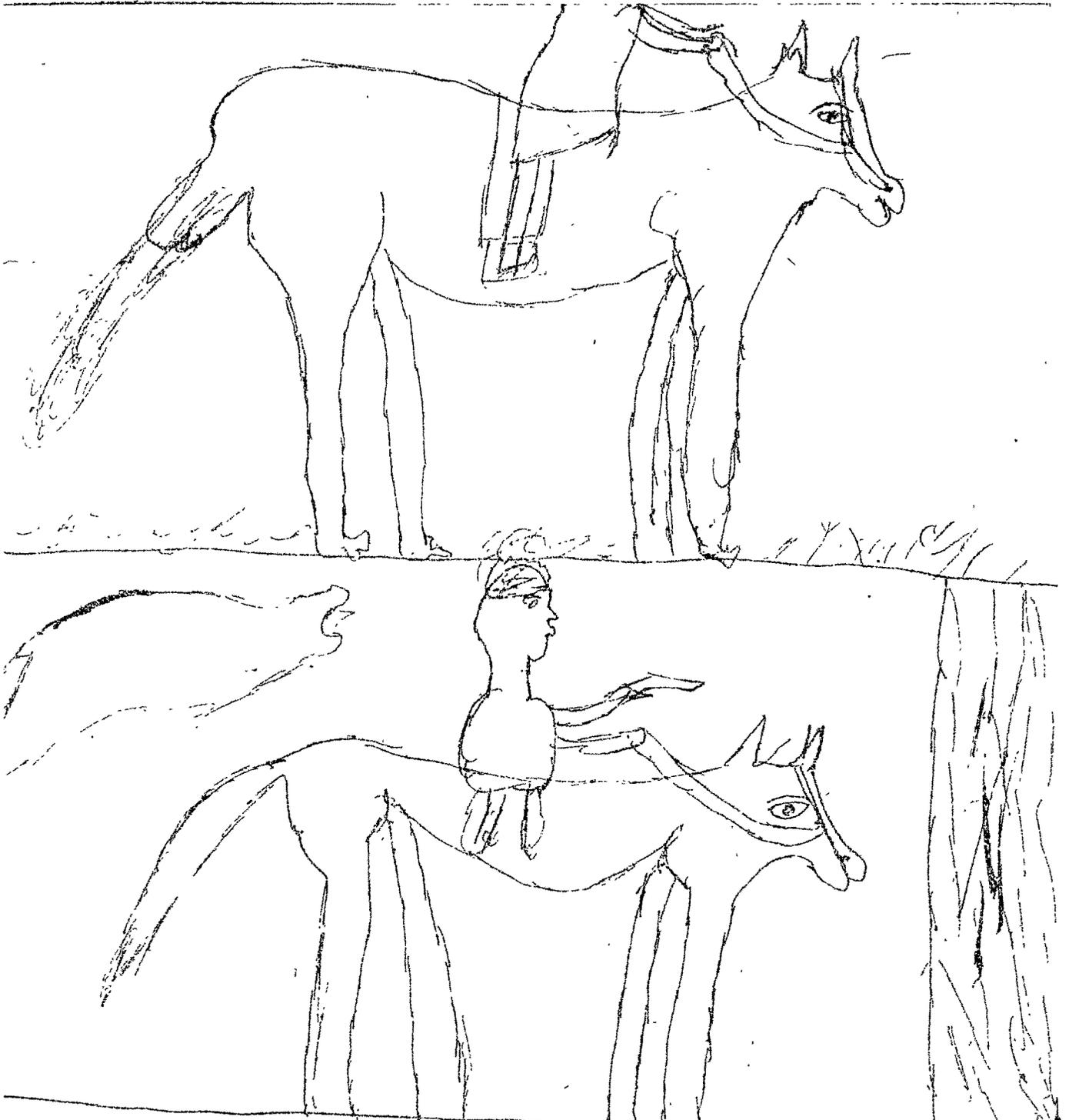
If you learnt anything new or interesting in the class,  
mention some examples.

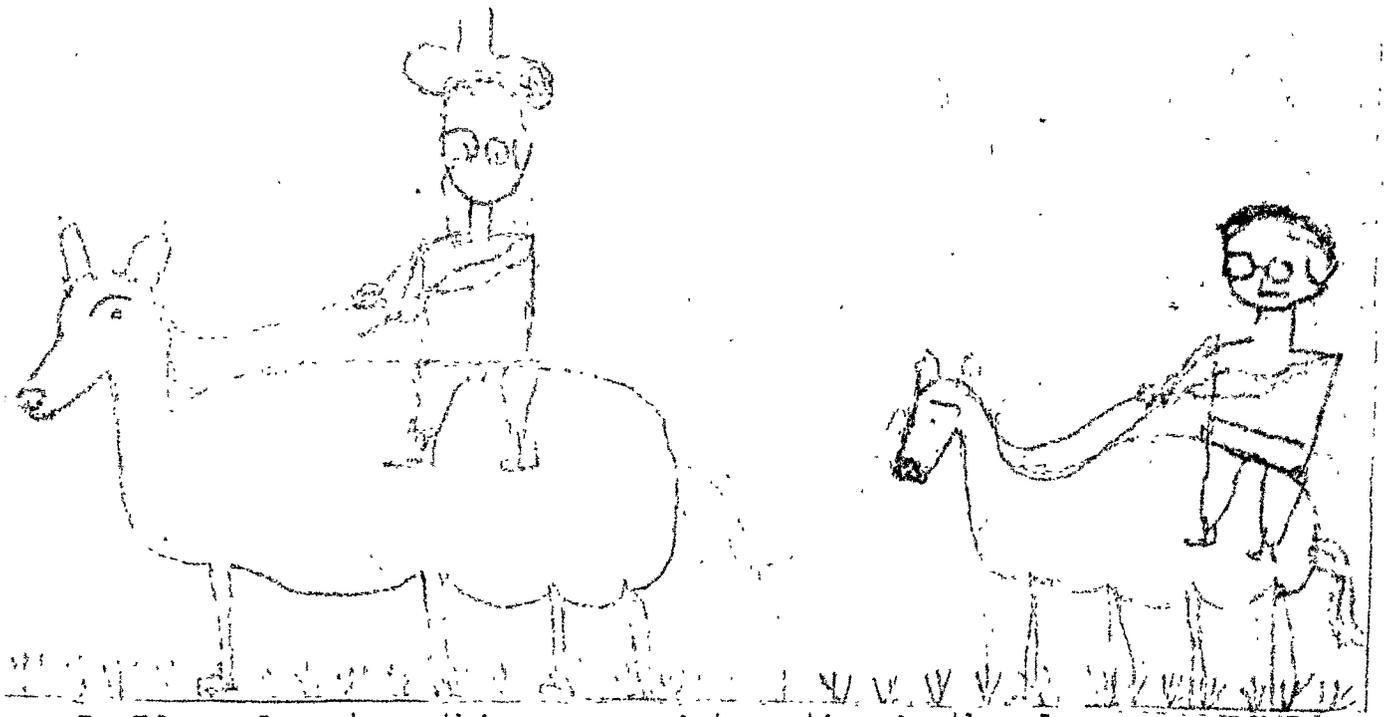
She taught us Geography and History in our period  
and like him very much.

14.

If you learnt anything new or interesting in the class,  
mention some examples.

The drawing  
15.

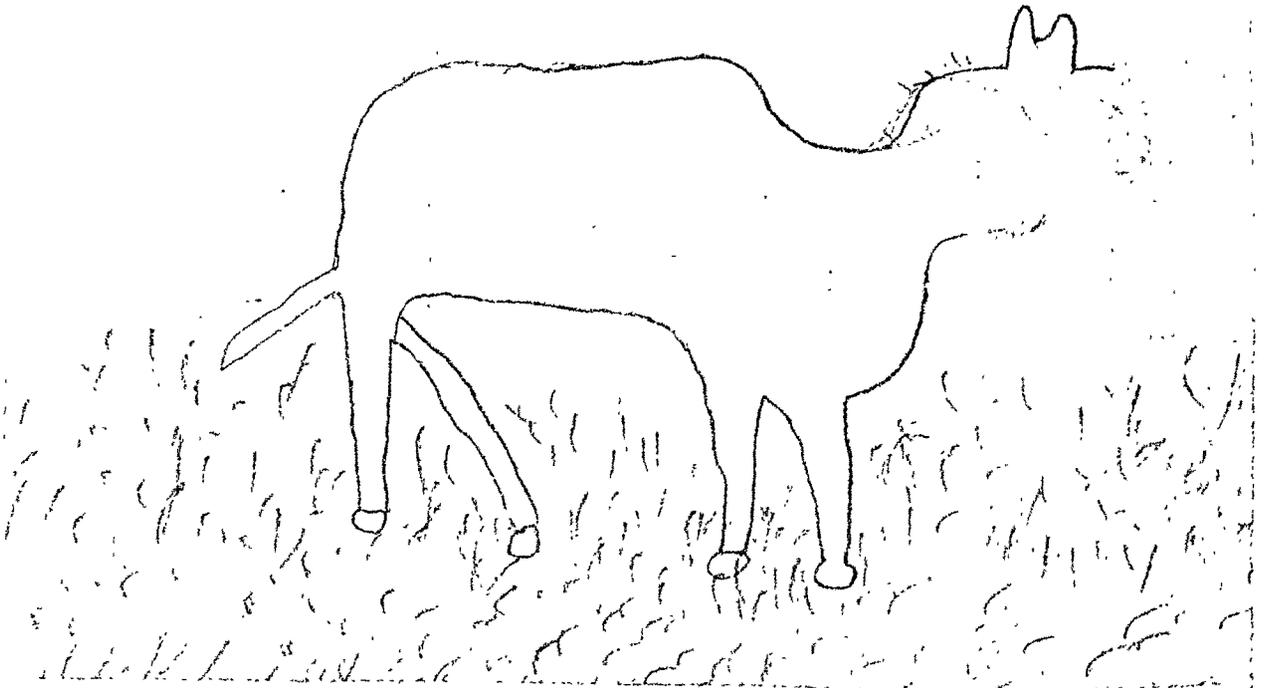




3. If you learnt anything new or interesting in the class, mention some examples.

I like the story and I like the drawing that I make.

16.



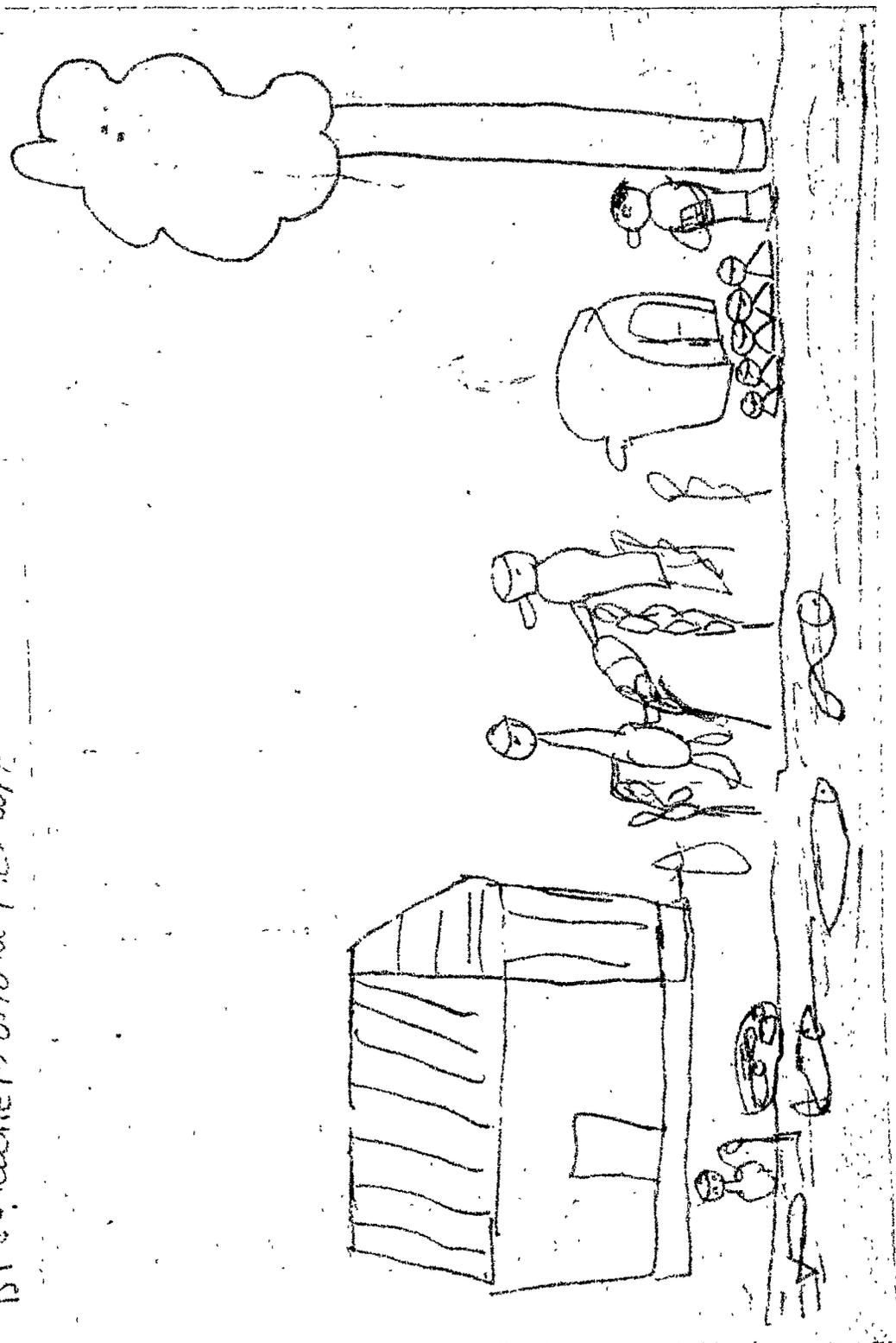
2. What difficulties did you have in the class today?

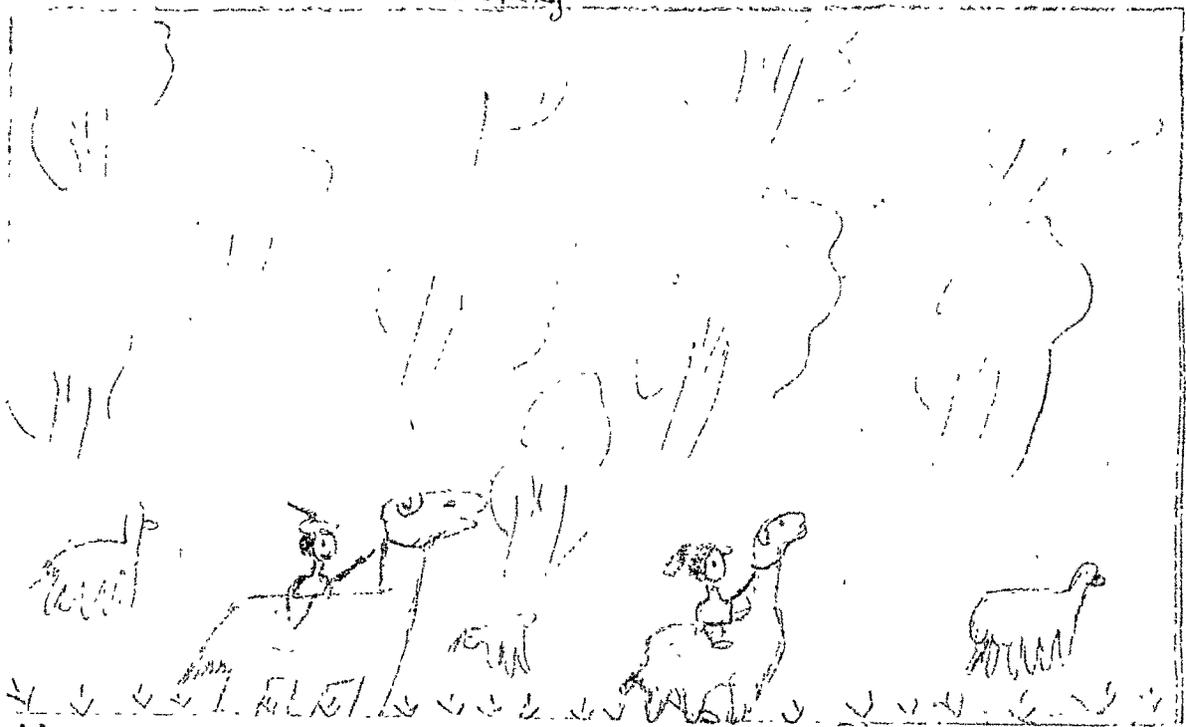
We do not find any difficulty.

17.

2. What difficulties did you have in the class today?

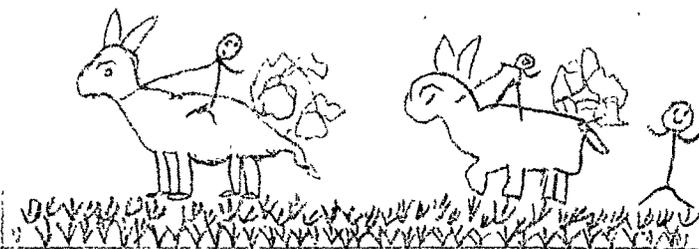
Difficultie to draw / 10/10



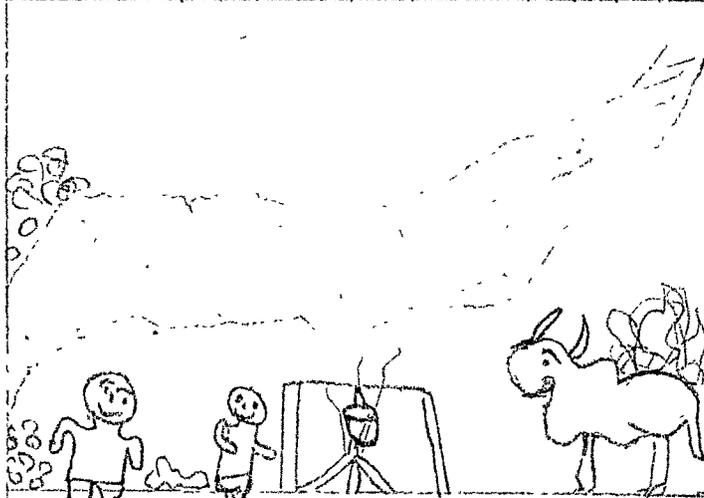


19.

Coning

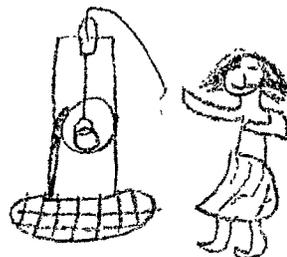


River.



Vallage

- School
- Hospity.
- Shop
- House.



20.

and when they settled into villages by the river. Such a change in ecology, natural resources, the production of food through agriculture brought about a qualitative change in the lives of those ancient people, it was to verify that students had grasped the qualitative difference in the life style that the drawing task was chosen. Writing an essay on the same topic, given the limited vocabulary of these students, would not have it was believed given an inadequate picture of their comprehension of the central problem and its connotation.

Take for example the students picture Example No. 19, 20 here the difference in life styles is clearly shown, the wandering nomads, their movement, their open air fire and in contrast the village life, the permanent well, shops schools houses etc. Example 19 shows the naturalness of the forest life as apposed to the village scene the searching stance of the nomads face, and even of the horses. The ability to capture the qualitative change in life style is indeed remarkable and the students have used their imagination to construct the whole idea. Consider drawing Example 17, the student here says she has no difficulty

in the class but the drawing shows something else. The student has rubbed the horse's face a number of times and left the picture incomplete. Such a situation requires some consideration. Does this hesitancy exemplify the student's, lack of observation, or drawing skills, or disinterest in this mode of expression, or self consciousness of not being able to achieve a standard drawing of a horse? Or can this example be explained as a combination of all the above mentioned factors. It is really difficult to tell which factor or sum of factors resulted in this unfinished drawing. Perhaps further interactions with the student would have given some more clues as to how to correct the educational procedure to assist this student.

Other students mentioned their difficulty in drawing (Example 18). Yet this attempts seems to be complete and has captured the settled village life with a school under the tree, fishing and farming. The student's self evaluation is interesting in this case, the notion is that something is difficult because "I can't do it". The reflection is that the student did not evaluate the product but remarked that the task appeared to be difficult. This occurrence may also be attitudinal,

with students saying something is difficult because they could not complete the work.

The grasslands of Central Asia in Example 20 or the cattle herders of Example No. 19 as they search for pastures for their cattle, are examples of how students integrated what was learnt in previous lessons to express their ideas.

The spelling, vocabulary and penmanship of these students are found to be limited and hence hamper the students ability to express themselves verbally. Example 20 is again significant for the written words "Coning" "Vallage" for 'Village' would in the ordinary system of schooling be corrected and the spelling mistake penalized as being a reference for the students poor comprehension of the topic. Yet when the mis-spelt word is seen in the context of the drawing, there is no doubt that the student has a very comprehensive idea about the concept taught in the class. The Integrated Problem Centred Approach to Art Education stresses the need to offer students more modes for expression, to compensate their verbal abilities which they are just acquiring. The important thing is that the teacher should accept the drawing and the qualities

that it represents as being representative of the students thoughts and comprehension of the topic, though they may not know how to spell etc.

However, the drawing activity also like language abilities requires certain skills for example holding of the pencil, knowing how to organize details or parts to complete the task to satisfaction. Take for example, Example No. 15. The student who drew this picture says 'No difficulties because the lesson very easy". In answer to question 3, (if you learnt anything interesting in this class mention some examples) the student writes "The drawing". But look at the drawing. Firstly, the student did not complete the whole task, there is no scene showing the settled life of the Aryans. The reason for this lapse may be because the student was so involved in solving the problems brought up in the first picture, that he had no more time. The problem faced by the student was one of organizing space, in the first part the horse was drawn but the rider did not fit into the page, so the student made a second attempt and succeeded. The whole process of discovery of the concept of space

is shown in this picture. The student continued to draw the arms and shoulders of the rider and then only realized that there was no place for the head. The risk taken in this process of discovery is very great and hence a valuable experience. Most important in this problem solving task was that the student even after this experience writes "No difficulties because the lesson is very easy". The technique and control of the pen in both the student's handwriting and drawings are very jerky in movement perhaps suggesting that control over the implement has not yet been mastered, thus adding further obstacles for swift expression in words and in the drawing.

The varying drawing, verbal abilities of students re-instates the need to provide all kinds of modes to students for their expression.

#### Changes for the next class

Given the experience of this class it was decided that another mode of expression should be used in the next class to gauge the difference in students' ability to express themselves in a mode that they prefer and have command over.

Date: 26.9.80

Lesson 5.

Problem 6. Dramatize the story of the Ramayana and Mahabharata.

Introduction	Problem 6	Evaluation
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Objectives of this lesson: To provide student with the opportunity to gain an expressive qualitative understanding of the stories of the two epics.

: To find if students of poor verbal and drawing skills would prefer the dramatic mode for their expression.

: To observe how students solved the problem of translating the verbal narration of the story into actions without using words or sounds.

Activity: Dramatization of story with hands and facial gestures, seated in their chairs, and without any sound.

Description of the Lesson 5.

The Investigator began the class by explaining the rules of the lesson's activity. The students were told that they would have to listen to the edited version of the Ramayana and Mahabharata



5



6



7



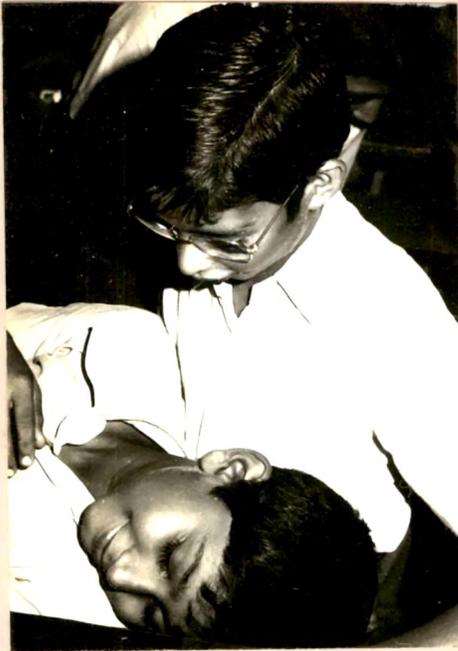
8



9



10



11



12

and that each student would explain the sentence, group of sentences through actions of their arms and faces. The rules of the game were

- : No one was to move from their seats.
- : No one was to touch another student
- : No one was to make a sound.

The Investigator began by narrating the broad episodes of the Ramayana. Initially the students were self conscious, so the Investigator stopped and repeated 'once there was a king' and waited till every student showed the gesture of a king.

Throughout the lesson, since each student was making their own gestures, other students would look around to see what their classfellows were doing for the same gesture. This put a lot of amusement into the lesson and each student encouraged by what they saw, continued.

Photographs of the students during the class give some idea of how actively involved the students were. Photograph 5, shows the gesture of when Rama, Sita and Lakshmana are in the forest, they ate the fruit from the trees. Photograph 6 shows

the same scene but of hunting in the forest from Class VI B. The expressions of students were varied and individual.

Photograph 7 shows the 'sleeping in the forest' and Photograph 8, captures some of the gestures made by students to describe Ravana's entrance.

The Investigator added to the story dramatic interludes of "suddenly Ravana came" or "Quietly Rama and his followers entered Ravana's palace and found the sleeping Sita." The pauses in the narration were for students to follow the story with the action.

The same procedure was followed for the narration of the Mahabharata. Photograph 9 is the one where students are showing the strength of Bhima.

In class VI B the Mahabharata war scene began to get noisy, and the investigator had a remind the students that this was to be a "silent show". The Photographs 10 and 11, show various scenes of the war. In Photograph 11 the student shows 'death' with a smile on his lips.

The Investigator often had to repeat



3. If you learnt anything new or interesting in the class, mention some examples.

Ans (1) I like learning by actions because we can study and at the same time we can play. I don't like to learn by pictures because we waste our time in drawing.

(Ans (3)) I learnt to play a new game.

21.

If you learnt anything new or interesting in the class, mention some examples.

I learnt better ~~that~~ through actions. We can understand the difficult words through actions.

22.

If you learnt anything new or interesting in the class, mention some examples.

I learn actions of Mahabharat and the story of five pandav. I like this because I do this first thing in my life and this is easy and good way to study.

23.

If you learnt anything new or interesting in the class, mention some examples.

Today we learn about Mahabharat and Ramyan. It was very interesting. We learn better doing the actions because by action's we learn more better because by making picture we can't understand.

24.

If you learnt anything new or interesting in the class, mention some examples.

I learnt better by making actions because we make the actions by our own hands so we never forget our movements of our hands.

25.



The outcome of this lesson was remarkable, not only because all students participated but because they enjoyed the process of problem solving which entailed the 'translation' of the story into silent hand and face gestures.

Some aspects of the process are note worthy. Students paid rapt attention to the narration of the story because they needed the verbal clues which they had to use for their activity. Though the story took only 12 mins. for the simultaneous narration and enactment, the students transversed many scenes, moods, situations with tremendous dexterity and skill.

Another feature of the process was the students involvement. There was a personnal involvement and a group one. Take for example the Photograph 7 and 8, the student at the back first does the action of sleeping and then in the next scene observes how other students are depicting Ravana. This combination of individual participation and learning from others is an important aspect of the Problem Centred Approach.

The integration of different kinds of information i.e.; historical: such as the Mahabharata war, geographic: the animals and vegetation of the

jungles in which Rama lived, the language aspect: tenses, sequence of actions, the structure of the story etc. was also well exemplified in this lesson. The student who said "I can understand difficult words through actions" (Example 22) is reminding us of the great tradition of Dance Dramas in India that employ mudras to explain the most sophisticated concepts and ideas.

The students appreciation of this mode of learning is interesting as it reveals an educationally significant detail, in that, students are interested even in new concepts and content matter if the mode in which they learn is one which they can confidently perform. The students 'enjoyed' the dramatization activity, because it was 'easy' for them to do, because it actively involved each student and it suited the content with which they were dealing. If content is conveyed in the mode to which it is best suited eg. drawing for qualitative description and actions for content that has a time sequence, then the central concept can be conveyed through it. To write about qualities and sequences of a story, require added verbal skills, hence the choice of mode of expression becomes of crucial importance to the process of learning. As one student says (Example 25)

"I learn better by making actions' ....we never forget our movements:"

The Teacher-Observer was very impressed with this lesson and said 'Even dull students took part in the lesson".

Once again it must be stressed that "dullness" is not often a mere reflection of limited I Q or intelligence but the students inability to express himself/herself in the verbal mode which is used so much in the schooling system. If a student does not have confidence in his/her ability to read and write, the ability level will effect the learning outcome.

Dramatization was used in this unit for the second time, the first introduction to the use of this mode to understand a 'difficult' concept was in lesson 2 to describe wind and rain movements over Asia. In this lesson another narrative, expressive dimension was added to the use of drama for learning.

Date: 29.9.80

Lesson 6

Problem 7: The life of the people in the Later Vedic Period.

Problem 7

Evaluation

- village
- geographic situation
- natural resources
- occupations
- division of labour
- the varna system

**Objective:** This lesson was designed to assist students in recapitulating what was learnt in previous lessons.

- : To use known information to describe and imagine life in the villages of India in the time period - 1000 B.C. - 500 B.C.
- : To integrate the knowledge of geography, occupation etc., to the understanding of social systems, society, civic etc.

**Activities:** Verbal Discussion.

Description of the class

The students were first asked questions such as:

'What were houses made of in those early days?'

'What were the occupation of the people?'

'How would they look after the village as a community?' etc.

Students responded with ease, though such a questioning procedure was dominated by a few student, the large portion of the class remained attentive with only a

few students whose attention seemed to wander.

The teacher explained the division of labour in a village and drew the diagram of the body to show the original concept of the varna system.

Once the basic concept was explained the teacher asked what would ~~hap~~ happen to the body if the head was cut off or the hands. Thus introducing students to the concept of co-orporation and interdependency of parts of the body and society as a whole.

Students giggled at the idea of the feet and head being cut off from the rest of the body, and were quick to realize the need for people to work together in a co-operative spirit so that the 'body' of the community could be kept alive.

The lesson ended with the evaluations of students and an introduction to the next lesson.

Student's Evaluation

Total - 48 Students

Date: 29.9.80

Class: VI A

1. Did you understand this lesson Yes/a Little/No  
47 1



Analysis of Lesson 6

This class was designed once again on the discussion method with the Teacher's explanation of the Varna system with the use of a symbolic diagram of the body drawn on the board.

The change in tempo and the mode of learning did not seem to hamper the students involvement in the class, to any great extent and though the concept was quite new and difficult, yet none of the students mentioned that they had any difficulties in actually comprehending the concept of the Varna system.

The drawing of the body and the explanation of the interrelation of the parts to the whole, enabled the students to visually comprehend the need for co-operation in a society. The Class Teacher (observer) was pleased with the diagram approach and its effectivity and gave the students as homework the drawing of the Varna system to be done in their notebooks as 'a permanent aid to their learning'.

Though there was nothing new in the approach to this lesson it must be pointed out that visual aids are important in the Integrated Problem Centred Approach which demands that students find answers for the problem. The visual aids such as the map of Asia in previous lessons and this diagram formed a visual

resource material from which students could derive answers to the questions posed to them. Providing resources in the form of text book material and other aids becomes essential when they are used to fulfill the demands of the problem solving task. The lesson contained a difficult concept i.e. the consequences of the rigidification of the varna system, it is believed that this concept could not have been expressed only through words but required some visual aid and supplementary discussions to make more potent the implications of the same.

This lesson concluded unit one and was designed to be the 'jumping board' or introduction to unit 2 which was based on the life of Buddha.

Date: 30.9.80

Lesson 7.

Unit 2 - Lesson 1

Problem: What information about the life of Buddha and the life of the people in those times can you gather from the viewing of a set of 14 slides.

Introduction	Viewing of 14 slides	Evaluation
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Discussion on each.

Activity: The students were shown a set of 14 slides and discussed each one for about 2-3 minutes.

Discussion on slides were on the following lines : What does this picture tell us ?

:What is happening in this picture ?

:What animals do you see?

:What are the people doing ?

: Does Buddha look like a sad person, any angry man ? etc.

The slides were in colour and of the following:

1. Maya's Dream - Stone relief from Sarnath with the whole life of Buddha narrated in a single relief.
2. Bodhisattava Avaloketesvara,  
Painting from Ajanta.
3. Buddha at the Door of Yasodhara,  
Painting from Ajanta.
4. Seated Buddha, Sarnath.
5. Standing Buddha, Mathura.
6. Buddha's head, Sarnath.
7. Monkeys offering honey to the Bodhi tree ; Sanchi.
8. Worship of Bodhi tree ; Sanchi (by elephants)
9. Worship of Bodhi tree ; Sanchi.
10. Sanchi Stupa 7 Sanchi
11. Procession Scene ; Sanchi
12. Jungle scene ; Sanchi

13. Animal capital , Sanchi.

14. Lion capital (emblem of Govt. of India), Sarnath.

Objectives of this lesson -

- : To show students examples from Buddhist sculpture and Painting so that:
- : the students may learn to derive meaning from a study of art objects.
- : to help students to pay attention to details of quality and narration of art works.
- : to help students in deducing from art objects geographic, historical details that assist in the appreciation of art and history.
- : to give students the opportunity to appreciate art objects.

Description of the Class.

The investigator used 14 slides and the Slide projector belonging to the Educational kit given to the school by the Centre for Cultural Resources and Training.

Two observer teachers were present in the class. The class arrangement was changed for the viewing of the slides. The whole class was asked to face the opposite wall, by sitting on their tables.

The Investigator with a small portable projector, projected each slide on the blank wall and initiated the investigation of the slide with questions.

The students were in the beginning very inquisitive to see the projector and how it worked. Once the slides came on the attention of all the students were drawn to them.

In Class VI A, students made very loud sounds of 'Ahs', and 'Ohs' and breath taking sounds when slides of the bust of Buddha were shown to mark their appreciation of the beauty of the art object.

Two slides, one of the Sanchi torana depicting a forest scene had too many details which confused the students, more time was spent in asking questions so that each detail could be comprehended.

e.g. Can you see any animals ?

Can you see the hunter ?

What is the hut in this slide made of ? etc.

The slide viewing took 20 minutes and the students were asked to return to their chairs and to fill in the evaluation questionnaire.

The operation of putting up and taking of the projector took very little time as there was no screen used and hence it meant only unplugging the projector and placing it in the box.

Students Evaluation

Total : 45

Date: 30.9.80

Class VI B

1. Did you understand this lesson Yes/a Little/No  
45

2. What difficulties did you have in the class today ?

The students said they had no difficulties.

- because we saw slides, Ex. 45,52.

3. If you learnt anything new or interesting in the class, mention some examples.

Examples 26.

Total : 39

Date: 30.9.80

Class VI A

1. Did you understand this lesson Yes/a Little/No  
38

1 no answer

2. What difficulties did you have in the class today ?

The students said they had no difficulties.

- because we saw slides, Example 27,28.

If you learnt anything new or interesting in the class, mention some examples.

26. Today I learn to see the pictures

26.

2. What difficulties did you have in the class today?

No difficulties because the pictures are very very interesting.

27.

④ By slides we learn easy and very fast.

28.

We learnt from the slides that we must be kind our friends. We must not kill or harm anybody and we must be brave like Gautama Buddha.

29.

I like to see pictures in the class today and I like to study about Gautama Buddha.

30.

3. If you learnt anything new or interesting in the class, mention some examples.

④ I know about Gautama Buddha life.

④ I learnt ~~from~~ the kindness from the slides.

31.

What difficulties did you have in the class today?

I don't had any difficulty in the class because I learn mucher by slides.

32.

3. If you learnt anything new or interesting in the class, mention some examples.

What did you learn from the slides ?

The students mainly answered this question with 'about the life of Buddha'

See Examples 29,30.

Some students said they learnt better through slides.

Examples 31,32.

#### Analysis of the class.

There was obviously much excitement in this class because slides were being shown.

It was observed that though the school had the C.C.R.T. Educational Kit it was rarely used within class time.

The Teacher observer said "I didn't realize it was so easy to arrange to see slides in the classroom, I must try it in my class".

The other teacher-observer was surprised and said "I really didn't think students could learn so much from art slides".

The Investigator had not hypothesised that students would be sensitive enough to pick up morals and attitudes from slides. The students

mentioned descriptive aspects of the slides verifying the achievement of the objectives of the lesson.

However there were students who described what they learnt as:

Example 31. 'I learnt the kindness from the Slides'

Example 29. 'We learnt from the slides that we must be kind we must not kill or harm anybody and we must be brave like Gautma Buddha".

Example 30. 'I like to study about Buddha.

Example 26. 'I learn to see the picture'.

The above comments of students reveal that they were able to associate the idea of Buddhist philosophy with the viewing of slides on Buddha. To say that one has learnt from a slide about 'kindness' is an interesting statement and may describe the emotional reaction of the student on viewing the gentle expression of Buddha in the Sarnath sculpture. The giving or putting of emotional meaning "back into" the art object through the appreciation is a process that is exhibited in the active role of the audience to the art experience. That this active role of the audience to the aesthetic experience was achieved in this class to some extent is noteworthy.

The 'aesthetic experience' of the observer in this case the student is not confined to mere observation, but the intellectual activity of giving meaning, of attaching an emotional content or encoding symbols to comprehending the connotation. This is no small experience for students with obviously so little exposure to the cultural history of their country. (Photograph 12)

The structure of this class was also designed differently, the experiment was to begin the unit on Buddha by an introduction provided by viewing the slides, rather than beginning with a purely verbal introduction and using the art objects as a summary or example of historical facts. The visuals helped to give a more 'total picture' of the sequences of the life of Buddha and the life in those times.

The following two lessons on Buddha helped to verify the achievement of the objectives of this unit, by showing in student's work their comprehension of the slides and how they had derived information about history, geography and civics from viewing of these slides.

Date: 1.10.80

Lesson : 8

Unit 2 Lesson 2.

Problem 7: How would describe the important events in the life of Buddha ?

Introduction	Problem 7	Evaluation.
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Activity: Drawing

Objectives of this lesson.

- : To verify what students had learnt from the slides on Buddha in Lesson 7.
- : To give students an opportunity to express what they had learnt from the previous lessons through drawings.
- : To enable students to remember important episodes of Buddha's life in the process of making the drawing.
- : To provide students the opportunity to solve the problem of making drawings that convey the sequence and qualitative aspects of this history lesson.

Description of the Lesson.

As the Investigator came to the class, some students asked if they were going to see slides, others asked to have an 'action' lesson.

When students in class VI A were told about the problem for the lesson, they began by discussing with each other. Clearly the problem was a difficult one. Students of Class VI B were (as usual) more vocal and some said they couldn't do it that the task was "too difficult". The Investigator also observed that this class had just finished a drawing exercise in the previous class and hence were uninterested in using the same mode.

Once students began to work and attempt a the problem, the class atmosphere settled down and only the noise of busy hands could be heard.

The students at the end of the class were asked to fill in the evaluation forms.

Students Evaluation:

Total - 42

Date: 1.10.80

Class VI B

- |  |                  |
|--|------------------|
| 1. Did you understand this lesson                      | Yes/a Little/No  |
|  | 40      1      1 |
| 2. What difficulties did you have in the class today ? |                  |

All students said they had no difficulties.

3. If you learnt anything new or interesting in the class, mention some examples.

About Gautam Buddha.

Example 33.

Total : 47

Date: 1.10.80

Class: VI A

1. Did you understand this lesson Yes/a Little/No  
47 1
2. What difficulties did you have in the class today ?  
All students said they had no difficulties.
3. If you learnt anything new or interesting in the class, mention some examples.  
About Gautam Buddha.  
Example 34, 35, 36.  
'We learnt nicely by Drawing because I like it'.

Analysis of the lesson.

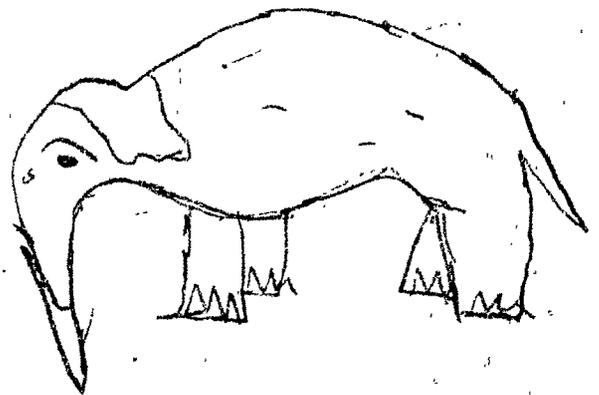
Students were at first reluctant to take up the task of this lesson. The reason as has been explained earlier may be one of factigue, having drawn in the previous class. The reason may also be that students felt the content of the drawing was too difficult to portray given their skills and lack of practice. The students also may have wanted just to test whether the teacher would change the lesson if they so demanded. This testing of 'student strength' may have also been an reason.

However, once the students started to work they became observably interested. Photograph 13 show the process of students drawing where they move



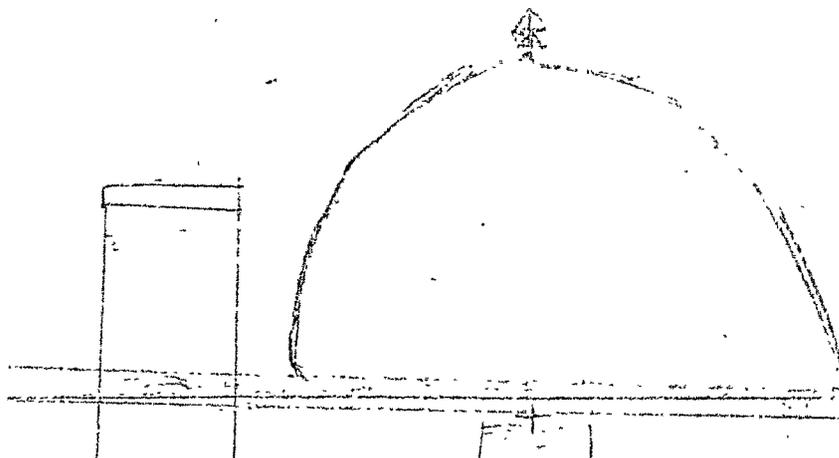
Him the prince

33.



34.

Here Buddha was  
Buried



35.



king



left the palace



in the forest



Find the truth  
of existence

# The life of Gautam Buddha



Gautam Buddha



teaching his students



Getting the word from people

from high concentration to seeing what others in the class are doing with the same problem the normal uneven pace of students work. Analysing the drawings of students revealed that very few of them actually copies the work of others. Though some may have drawn inspiration from others.

Example 36 shows how a student found a solution to showing the sequence of ~~six~~ episodes in the story of Buddha. Though the drawings are not detailed it is clear that the sequence is known by the student. Interesting also is the supplementation of the drawing with a ~~ix~~ written sentence. Again emphasising that students with little experience in the visual mode tend to elaborate or supplement their expression by using different symbol systems. Taking a clue from this act of the students it may be stressed that students may perhaps be greatly assisted if the resource material (eg. Text books) etc. also contained such elaborations and supplementary aids.

Another important feature of the drawing was that some students had taken inspiration from the slides they had seen the day previously and attempted to re-create the same forms, adding to it their own

expression also. Examples 34 and 35 are interesting as they show how students adapt what they have seen into their work. None of the slides had either of these two scenes, what the student has done is to combine the content of two different sculptured pieces into one drawing. From Sanchi Stupa I there were panels showing elephants and men worshipping the Bodhi tree, which was shown to the students and separately a slide of the seated Buddha from Sarnath. The student drawing in Example 34 is a combination of the two slides. Note also the way Buddha's face is drawn with keen observation of the slides and resulted in this well fashioned hair, ear lobes, seated position and also of Buddha's expression, which is not a copy but a capturing of the pervasive qualities of things they had seen.

The problem of translating ideas into drawing ideas is well exemplified in Example 34 where the student ~~M~~ has tried to show the seated position of Buddha in meditation and 33 of Buddha as a sad prince. Even the simple drawings of these students shows how the student has considered the various aspects of the theme, and ordered them into one picture. Such an ordering is by no means a simple task for it requires the student to review the

-:300:-

important aspects of the story, to choose between them, to decide how to convey the essence of the situation, to decide which details to include in order to create the general atmosphere of the scene. Example 33 is part of a drawing from the sequence of the story and a high sensitivity was used to capture the mood of each sequence. Buddha - 'Him the Prince' looks very unhappy and is transformed when he is shown "Praying to God".

Most students picked up relevant information from the slides to build up the story, and their drawing and written work of the next lesson clearly indicate what a fund of information they had extracted from the slides shown in lesson 7.

Date: 3.10.80

Lesson : 9

Unit 2: Lesson 3.

Problem: 8 Write a brief description of your life if you were living at the time of Buddha.

Introduction	Problem 9	Evaluation
- geography of places - climate - occupations - varna system etc.	Written work	

Activity : Written work on an imaginary theme using information learnt in preceeding classes.

Objectives of this lesson:

- : To give students the experience of knowing what life was like in the days of Buddha.
- : Through this experience to consolidate and use the knowledge they have gained in Units 1 and 2 of this Tryout.
- : To use the verbal mode of expression after having used the drawing and dramatic mode for similar themes.
- : To enable the investigator and teacher to observe if students are able without difficulty to imagine life in a different time, a concept that they had difficulties with in the first lesson of this tryout.

Description of this lesson.

The Investigator began the class with an open discussion on themes learnt previously eg. the effect of climate on the life style of people, their clothes and food habits etc.

Then Problem 8 was presented to the students. Some students asked for an explanation which was given briefly,

'You are asked to write about yourself as if you were living at the time of



As I have written a story which was the most interesting.

37.

3. If you learnt anything new or interesting in the class, mention some examples.

Today ~~we~~ write the story of my own with imagination that we live in Buddha's time.

38.

### Living at the time of Buddha

I want to be daughter of a Kshatriya and when my father use to say that we don't want to be the friends of Shudras then I say no w father they are also our friends. We use to eat fruits, and fishes etc. and in those days there were no cars and motor. we use to travel on horses, elephants and chariots. We live in big palaces. There were very few teachers. People know the time by stars. I would learn how to shoot with bow arrows. I was friend of every one in village. we use to wear long gowns and sarees etc. we protect our country. Brahmins do Pujan etc and vaisyas grow food and shudras use to clean the court. we like a whole body.

-:303:-

3. If you learnt anything new or interesting in the class, mention some examples.

Example of a story. Example 39.

Typed Version - 40,41,42,43.

#### Analysis of the lesson

The students prepared individually a large selection of "Life stories". However it was noticed that an increasing number of students attempted to copy, this may have resulted because the students could not comprehend the problem, or students were not motivated to thinking and imagining the connotation of Problem 8 or the written task was too demanding for their skills.

A large portion of the students (except 8 pairs) wrote their own story. Students exhibited the fund of information they had gathered in the two units of the tryout and added to the task their own imagination and personal experience and feelings.

Example 39,40,41,42 and 43 shows the students ability to use information learnt from history and geography as a woven motif in their stories.

Living at the time of  
Buddha

I may be the daughter of King, Kshatriyas, brahmana or a hunter.

If I may be the daughter of King so I have nice Food to eat, nice bright clothes of my choise I should wear and travel in big big chariots at that time the climate was the same as we have at this time. There would be no live in the Palace I had so much money that I don't know what to do with it but I was not so happy. One day I would saw Buddha siting under the tree than I would go to him and tell that I have all the comfots of life but I was not happy then Buddha told me that give your money to poor people and from that day I started giving money to the Poor and I was very happy.

When I live in Nepal with my mother and father  
I belong to rich family so one day I eat my  
morning food and went for hunting I saw one monkey  
I want to killed it but he run away I run after  
it suddenly I saw a man who was sitting under a  
tree and doing Puga when I asked him who are you  
then he answer that I am a Sanyasi then I know that  
he is gautam butha I give him to apples to eat and  
I also eat some fruit I retain to my house I and  
went to study under the tree where my master is  
weightting for me.

Ex 41

-:306:-

Story

I am living in Buddha's time. I am daughter of Prince. Once upon a time but I tell you about my old life. I am 6 or 5 years old. I go to Ashram to read the lesson with my Guru. I go in chariots. We read our Lesson under a tree. There was very hot: and I like to eat nice food like fruits, vegetables etc.

Once upon a time I asked my father who was buddha and why people worshipped him.

Then my father told me that Buddha was a great person who Lived with wife and mother but he did like the sorrow at people. So he go and found the ~~am~~ answer of his question. I don't believe . One day I go for hunting to hunt the animals. I go to Gaya tree there was people worshipping one person. I asked why you don't worshipped me why you worshipped that person and I say him you can go. but he never I am also worshipped her.

by  
Vandana  
Bhxxx

In this story and mistake I am very  
sorry.

my  
love  
to  
Miss.

-:307:-

Living at the time of Buddha

I am a daughter of a Shudra. I like to work for the people. I use to carry rubbish from the houses of Brahmanas. I use to help my father and mother in their work. I go to gurukul in the morning, When I come to home I use to clean my house, make the food, and then clean the houses of Brahmanas. I also use to clean my village. Many of my friends use to laugh at me but I don't take care of them because I always think that there is no bad in cleaning the houses of people and clean the village. In the whole day I use to feel very hot so I wear cotton clothes. I use to eat what I earns from my own earning. One day while I was walking from my Gurukul. I met Buddha. He gave me some Updesh. I was so attractive with his Updeshes so I go regular every day.

Ex 43.

TEACHERS OBSERVATION SHEET

Name: Mrs. Grace Jayaseelan.

Designation: Teacher (T.G.T.)

Subject that you teach class 6: History, Geography, Civics.

General Comments:

- Q. What was the atmosphere of the classes observed ?
- A. Active, eager students and the teacher absorbed in their subject. Students responding to the teacher's Questions with interest.
- Q. What was your opinion of the approach taken to the teaching of these classes in the experiment?
- A. The informal method of teaching definitely makes the students take more interest in their studies; and gives them an all round information.
- Q. What feedback have you received from the students about these classes.
- A. The response was quick and good. Even the students with less 1.Q showed improvement.
- Q. Can you suggest why students responded in that manner ?
- A. The approach was interesting to them. And I think since they did not open the text books, and the lessons were taken generally, and logically they liked it.
- Q. Have you noticed any change in the students comprehension or interest in the subjects taught?
- A. The students gave active participation : and were more eager to learn.
- Q. Have the classroom observations helped you in anyway ?
- A. Yes, the use of audio-visuals rouses the interest of students. And much portions can be covered easily in this manner.

- Q. What did you not appreciate in the approach to these lessons ?
- A. Since the teaching is still examination oriented, it gives less time for note writing which is a must and to give class tests.
- Q. What difficulties do you foresee in implementing this approach in classroom teaching ?
- A. The 'co-ordination of subjects' and general informal method may not provide enough time to cover 'Syllabus' with notes and tests and examinations.
- Q. ~~Please~~ Please suggest ways of improving this approach ?
- A. It should also give importance not only to the students understanding, but also to their expression in writing apart from Art and drawings etc.
- Q. Mention how you think students of this class learn the best.
- A. Since the students were already aware of the answers, a little bit practice in writing the already absorbed material firmly imprints the matter in their brains.
- Q. Do you think that the teaching through art, and through the questioning approach has been useful to the Students in general, in particular ?
- A. Yes, it was a very useful method since it makes the students not only passive listeners but active participants. They showed keen interest to learn which in itself solves half the problems. They enjoyed doing it in this way.

Signature

Mrs. Grace Jayaseelan.  
3/10/80

Though the spelling of students was very poor again it may be observed that students have expressed and organized their content information to prepare a story. The description of meeting of Buddha and the conversion to non-violence are examples of how students have been able to put themselves into another time, to understand the multileveled aspects of historical knowledge.

Appreciation of others and social cognition through the experience of writing a story is seen in the story where a student explains her difficulties as daughter of a Shudra in the time of Buddha. The opportunity to develop the ability of students to go beyond themselves to understand others and to involve their imagination was the main purpose of this approach.

The variety of subject information that are seen to be woven into their stories, reveals how integration of subjects can be achieved through art activities, in this case, story writing.

The process of problem solving in this activity first required students to "get into" the role, most of the students began with "I am a son of a King/brahmana etc" and once this

was achieved described what they ate, how they travelled or what they did. Only one student began with 'I'm a son of king' and ended up "travelling in an aeroplane" though he went hunting and his "palace was made of bricks and diamonds". This was the only example where confusion of the time concept occurred. In general students fell into their roles easily and depicted the 'time' with a use of information obtained from previous lessons. The dramatic change in students ability to understand the imaginary situation of living in another time in this last lesson, from their difficult in the first lesson when a similar task was given is indicative that some of the objectives of the Tryout units were achieved.

#### Summary and Observations of the Tryout.

To conclude this chapter that presents a theoretical and practical demonstration of the renewed approach to Art Education designed by the Investigator, a few words must be said in conclusion. There are three broad areas where observations can be grouped for purposes of clarity;

- 1) Limitations of tryout and approach.
- 2) Observations of the procedure.
- 3) The feasibility of using this approach for schools in India.

1) Limitations of the Tryout and Approach.

One might ask, how important or significant are the observations of a two week tryout of any approach ? To this query the Investigator is assured that the answer should be in the affirmative. Such a Tryout cannot aid in forming generalization about the outcomes of the tryout, but this however was not the purpose. The purpose of the tryout was to form an exercise in using the theoretical framework to reveal a process that was used to design a curriculum. The framework developed was one that has a validity of its own, as it is based on previous research and findings in the field of educational psychology, cognitive development and theories on art-making. The translation of the tryout into two units for Class 6 shows a process which should be of relevance to curriculum designers. It is important that the means one uses to transmit knowledge should be consistent with the end goals.

The detail description of the class proceedings presented in this chapter was a sum of observations of the Investigator, the teacher observer(s) and the students. The idea was that

if such a detailed account of each class could be presented along with photographs, the process of learning would be described to aid further analysis by the investigator and others interested in this field.

The ideal period for the tryout would be one that is spread over 12 years of schooling, with the development of each student studied to find whether the art activities and problem solving lead to problem finding attitudes and skills. Any term less than that would be limited as the process of stage-wise cognitive development is of utmost importance to this approach.

A further limitation in this tryout is to be found in the attempt to use an integrated approach to teaching all subjects where such a practise did not exist in the school. There is a natural method for the integration of concepts across disciplines which cannot be concieved of under the barriers of the "prescribed school syllabus". Such an approach necessitates the reorganization of the entire curriculum, which is another limitation taken up and accepted in the aim of the tryout.

The tryout was also limited as it was for the students a brief interlude and break from normal routine work. The students as it was observed were at first thrown into confusion as they had previously little experience in problem solving, working on their own and of using art activities as a means to learn about other subjects. However, the observable fall in the students complaints of difficulties can be taken as indicative of their ability to cope with this approach and the dexterity of their minds.

To overcome some of the limitations of observation schedules commonly used this tryout used photographs and tape recordings to put on record what 'actually happened' in the class. To remove a onesided observation, a sum of the students reactions, the teacher-observer's and the Investigator's were presented for each lesson. Ideally one should video-tape without editing the entire process, so that future researches in the field could observe the qualitative aspects of the tryout and can pick any behavioral pattern or situation on which experimental research could be conducted. However, such expensive equipment is certainly beyond the researcher's scope.

Another limitation which has to be rectified if the approach is to be implemented in schools for a longer duration is, the need for the group effort of subject experts to draw out a well integrated syllabus. A single teacher or research student cannot have such fluency in all the subjects to know the structure of disciplines, the activity that are best suited to convey integrated concepts etc. The effort of a group in formulating a stage by stage syllabus of activities is essential to reduce subjectivity and to give an indepth insight into all subject areas.

Is this approach relevant only for junior classes ? Such a question rises from the notion that 'art' is less demanding and cognitively insignificant, which is contrary to the belief and research findings presented in this study. This study has stressed the importance of problem solving tasks and qualitative thinking at all stages of learning and are necessary if the purpose of education schooling is to assist people in learning how to learn. In senior classes the syllabus would have included more complex art activities and a larger portion that aimed at understanding critically the cultural history of India and the rest of the world. In junior classes more classes would

have been aimed at developing and sensitizing senses and sense perceptions which are necessary groundwork for later years of problem solving tasks.

Another possible criticism would be in reference to the fact that the Investigator was also the 'Teacher' during the tryout, and this may have influenced the outcome in general. Such a criticism often appears in educational research and was considered before this tryout was undertaken. It must be stressed that in all educational planning and curriculum construction that element of variance has to be budgeted for. A curriculum cannot be designed only for the ideal teacher, nor for the worst conditions. However, what has to be achieved within the curriculum design itself to provide for facilities that are suitable to all extremes and the average. In order to do this, it was suggested earlier that the Integrated Problem Centred Approach was structured<sup>ur</sup> into self contained units, and based on expressive outcomes that were centred around activities that would provoke students to learn on their own. The ultimate aim of education for 'freedom' in the Frierian model is the negation of the role of the teacher, so that all students during the process become learners and teachers and can learn on their own.

Another aspect that is demanded in this approach is combined teaching. For the integrated approach it is necessary that more than one resource person is present during the activity. Resource people don't necessarily have to be 'Teachers' but everyone in the community ~~who~~ has something to offer that others can learn about. India is fortunate to have numerous craftsmen and artists who are very valuable guides from whom students can learn. The notion of multilevelled experiences with more than one resource person will not only help neutralize the effects of a single teacher, but also offer a variety of styles. If schooling is to be made more 'related' to life, then such a variety must be reproduced in the learning experience also. Students must acquire the ability and the grace to deal with numerous people and to choose which ones they prefer. Interaction with a skilled person (in any field) is an educational experience by itself, for such people offer in their work process a sense of order and a respectful understanding of their craft. It would be difficult in India to find a craftsman who is skilled and who disregards the materials or the procedures used within the

craft making process. What is observable about a craftsman is their sense of order, a cobbler, potter, weaver, garland maker, painter etc. may have dirty hands while working, but cannot afford to lose order in the process of work or of the organization of the materials with which they work. Control, an easeful ordering of items and procedures, a concentration and a concern for the smallest details are essential for the craft, and watching and learning from observation of such people adds a qualitative difference to the students approach to learning.

Older students or advanced students helping others to learn also is another method by which this 'single-teacher' hegemony can be broken. Such a situation is beneficial to both parties, as one learns how to order what is known to meet the needs of another, and the 'learner' is helped because the young learner-teacher can appreciate problems and still has the vitality of the learner even when they teach.

A sum of methods would help ease the monotony or tyranny of single teachers - which is both practical in India and advisable for educational purposes. Students are at some point in their

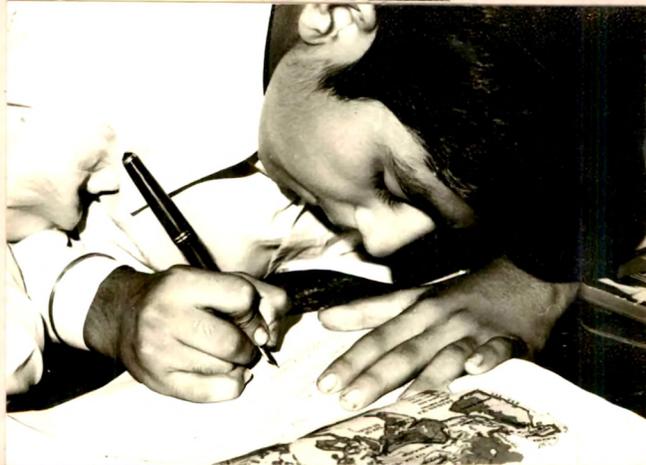
lives also going to be in the position to be guides, to their own children, to people at work. If they do not learn to handle such situations with sensitivity then the vicious circle of competition and domination will continue.

To encourage the development of democratic ideals the educational process must be based on democratic procedures. A teacher dictating the laws of democracy to a group of students, will not be exhibiting democratic procedures, which are necessary if students are to know and feel what the concept of democracy means in actuality.

Therefore, it may be said that this tryout has afforded an experience that has led to the notion that planners should not aim merely at making 'teachers more efficient' but helping teachers to see the limitations of their role in a democratic country and to knowing the ways of involving everyone in the school and community into the educational experience. Such a provision must be a necessarily part of the curriculum especially in one teacher schools in India and in all schools, so that students get the benefit of learning from a variety of people. An indication of how such a



13



14



15



16

curriculum can be developed was found in the observations made of the Tryout.

Observations of the Tryout.

The observations were numerous and multileveled, in order to discuss them the following headings have been chosen.

- i) The student
- ii) The process of learning.

i) The Student

The procedure in this tryout that proved to be very useful was the daily evaluation of the class by the students. Though such an evaluation cannot be given overdue value, the sum of them give a general indication of what students difficulties ~~are~~ were.

The students difficulties were of three kinds.

Physical Difficulties such as "I'm not feeling well" or "I couldn't see the map" or "boy hit me" are important ones that help the teacher to know personal problems faced by the students and to make provisions for it. Very often in classroom teaching teachers don't get the opportunity to be sympathetic to student's problems.

The approach and teaching mode was also a difficulty expressed by students during this tryout. Students in the first day, in a great number said they couldn't understand the teacher 'she talks too fast', 'the questions are new" etc. Such an indication or feedback also helped to improve the teaching method in subsequent classes.

Students were very expressive when they were asked what they enjoyed most in the class. The action method, or learning through dramatization in lesson 5, received the highest compliments, and slide viewing followed as the next favorite, then the drawing exercises. However, within this general appreciation, few students (though not more than 5 in number) did mention that they preferred drawing to acting. Such an expression is of fundamental importance to the approach which is based on the hypothesis that different students prefer different modes which facilitates an ease of processing of information. It is important for teachers to appreciate the student's preference in modes of expression.

#### ii) Process of Learning

The tryout was aimed primarily to observe what processes of learning that would be

stimulated by the implementation of units of the Integrated Problem Centred Approach to Art Education.

It is extremely difficult to use external behavioral patterns of students as indicators of learning. Take for example photographs no. 15. One student looks very attentive, the other is yawning into his palm. Such a situation of apparent contradictions would result if one took external behaviors to be the only indicators of the educative climate of the class, because personal variations have to be accounted for. Photograph 16 however indicates a more physical participation in which students unable to 'contain' their expression are rising out of their seats in order to answer the problem posed before them. Once again different students express themselves differently some in a more externally observable form like hand raising, jumping, waving, shouting etc.

Parallel learning, is perhaps the oldest form of learning, often termed as modelling. This form was used in a limited manner as the approach laid more emphasis in developing independent learning skills. However, since some students required this mode it was used eg. in lesson 2 -

students followed the teachers hand gestures over the map of Asia to describe wind movements.

Convergent learning, is a term used here to express the students immediate response<sup>to</sup> what they were 'taught'. In Lesson 5, students gave a dramatic rendering to the narration of the teacher, thus showing physically the convergence of the teaching-learning process. This method proved to be effective for this group and age level, as it involved each student independently and as a class as a whole. Also students and all human beings like to receive an immediate awareness of what they know and their power to know it. Since each sentence called for each students enactment of it, students could verify immediately whether they had understood the task. It becomes easier too for the teacher to know who is following the lesson.

A lot of stress in the activities of the tryout was laid on visual learning which is a form of independent learning. Students were asked to solve various problems through the visual mode, drawing, viewing slides, maps etc. Such activities revealed numerous things, most significant were as explained in lesson 4 that those students with a poor

command over language were able to express and extract complex concepts in the visual mode, thereby strengthening the argument for the need to make provisions for students preferred modes of learning. The effect of the slides on the students ability to remember details about the life of Buddha in lesson 7 is also indicative of the suitability of the visual mode for learners. In the visual mode the student is able to gather a wide range of information, which is then organized if a task is given to verify what was observed. Students who said that they learnt "Kindness" and "non-violence" from the slides on Buddha are referring again to this wide range of information, or qualitative information that they extracted from the visual experience.

Another important stress laid in the design of the curriculum was to facilitate sequential learning. Though a strict sequential process cannot be hoped to be achieved, as every human being picks up all sorts of information in an experience, both in terms of content and form of the exposure. However, a logic in developing a concept was attempted. Students understood the relationship between climate and life style which was the central problem of unit 1. Revealing to students the logic of a

concept and developing on it, through examples helps to verify the sequences and connotation of the concept. The relatedness of subjects is essential if students are to be assisted against feeling the irrelevance of education in general as exhibited in Lesson 1 of the tryout.

The findings from the tryout that may assist the improvement of this approach as the tryout offered a rich experience into the process of learning.

#### The role of Imagination in Education:

The most important aspect that raised itself during the course of the tryout was the role of imagination in teaching and learning. The teacher requires imagination to create situations that interest students. This can be achieved only with familiarity with students difficulties and their preferred modes of expression. Imagination is need also in giving examples from students personal experience so that they grasp more complex concepts. In Lesson 2 of the tryout, the role of imagination in this regard was most urgently felt.

Imagination is of fundamental importance to all learning, for it is the mental bridge that is built from which the learner can travel from the

known and given to the unknown. The linking of known to explain the unknown is what imagination is most necessary for and for this reason is of paramount importance to education.

To develop skills of imagination both for the teacher and student it was found in the course of this tryout that there are numerous kinds of questions that can motivate imaginative thought. Questions can have a conceptual hierarchy (eg. Lesson 3) in which each one is based on successive answers to questions. Questions can provoke deductive thinking, or point towards finding a logical explanation. Certainly the notion that the question-answer technique is based on mono-answers is a limited one. This tryout has revealed that students were greatly assisted by the use of different kinds of questions. Questions helped to ease the thoughts into an imaginative plane, as they stretched the answers over large interdisciplinary subject areas. Developing imagination is crucial if independent learning is to be facilitated. For such a development art activities and an integrated approach are essential if a synthesis of knowledge is to be achieved so

that future learning - how - to learn skills can be developed.

The Renewed Approach: Problems of Implementation

The brief observation schedule has offered some guideline as to the problems and procedures that would be encountered if this approach were to be introduced as a part of the Indian School curriculum.

Management of Implementation of the Renewed Approach.

Firstly it is important to reconsider the practical problems that exist in the majority of the schools in India. The list may be endless but the main features have been given below:

- lack of resources, especially of time and materials, and teachers.
- insufficiently trained and or motivated teachers.
- pressure of other disciplines that have a higher status in school and in the society.
- pressure of economics, occupational future of students.
- differences in individual growth, regional needs.

Though, the above list is not comprehensive or detailed, the main problems facing school education have been highlighted. The Integrated Problem Centred Approach to Art education, has been designed to keep

the above practical limitations in mind.

The guiding idea is that in order to find a solution or an approach that meets the pressing needs of education it is necessary to

- a) break the hegemony of a discipline-centred curriculum by introducing an integrated approach that requires fewer "teachers" and more participation from all the community members.
- b) to replace the burden of text book learning and a vast curriculum content by the introduction of the problem centred, problem finding approach, that enables students to learn from the environment and through art activities the skills necessary for learning how to learn thus reducing the time and money necessary for schooling.
- c) to provide the curriculum with a region specific curriculum that utilizes materials easily available in the environment. Students can learn while they observe, problem solve and create with things familiar to their culture and reduce the distance between school and life.
- d) to reduce the pressure on teachers and the school by the preparation of a self-contained curriculum that is structured around problems, that can

stimulate learning, and can be used independently by students of varying learning speeds, to develop those mental abilities necessary to make decisions, to problem solve so that they can become participating members of society in the capacity of learners and teachers.

As it has been spelt out above, the renewed approach, addresses itself to the problems faced by Indian education, in practical terms and in bridging the the gap between Nationals goals for education and the classroom practices.

In order to make a curriculum for implementation in schools it would first be necessary to develop a curriculum using the assistance of a group of experts from various disciplines. The Integrated Problem Centred Approach demands that the fundamental concepts of all disciplines are woven together and presented in a problematic form to initiate a dialogue for the learners. A situation where students can interest with the teacher, resource materials in the environment and with themselves. Art activities, are woven into the fabric of the curriculum, to provide students the opportunity to utilize all modes of thinking, feeling and expressing so that what they learn is

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not one-sided or in half measure but they will grasp the 'sense' of what they learn in increasing degrees of its totality. The productive aspects of education are all secondary to the aim of education which is the development of mental skills that facilitate independent learning at all stages of human development and the development of social cognition and appreciation.