

Curriculum, Learner centered Pedagogy, Learning Outcomes and Inclusive Education

LEARNING OUTCOMES

- Describe the educational policies, the National Curriculum Frameworks development, functions and the linkages among intended, transacted and assessed curriculum,
- Explain perspectives of the National Curriculum Framework-2005 and its translation into syllabi and textbooks
- Develop a richer understanding of diversity and acquire the attitudes for promoting inclusive education
- Strengthen existing skills to improve children's learning outcomes using appropriate pedagogies
- Use and adopt learning activities that foster gender sensitive classroom environment

MODULE 1 – KEY POINTS

NCERT was established in 1961, with a mandate of developing curricular material and the first curriculum framework was developed in 1975.

NCERT, in the year 1988, brought out another curriculum framework titled 'National Curriculum for Elementary and Secondary Education—A Framework'.

In the year 2000, The National Curriculum Framework for School Education–2000 was prepared.

NCF 2020 deals with on learning that leads to education that would help fight inequality and respond to social, cultural, emotional and economic needs of learners

NCERT brought out the National Curriculum Framework 2005 along with 21 position papers on different aspects of school education

The Right of Children to Free and Compulsory Education Act, in 2009, made a clear mention about the implementation of National Curriculum Framework 2005

AIMS OF NCF

Making children independent in their thought and action and sensitive to others well-being and feelings

Empowering children to respond to new situations in a flexible and creative manner and to participate in democratic processes

Developing in children the ability to work towards and contribute to economic processes and social change

It also emphasizes continuously and comprehensively assess children in their own way with a purpose to provide children immediate support rather than waiting for their test results and spending time on recording and reporting.

NCF 2005 highlights the Learner-centered pedagogy,

SCHOOL SUBJECTS AND THE NCF 2005

It highlights that during the teaching of languages, the language needs to be used as a resource to promote multilingual proficiency

Language acquisition needs to be given importance in every subject area as it cuts across the curriculum. Reading and writing, listening and speech contribute to the child's progress in all curricular areas and must form the basis for curriculum planning

Mathematics needs to be taught in such a way that it enhances thinking, reasoning, visualising and handling abstractions, to formulate and solve problems

Teaching of Science should be recast so that it enables children to examine and analyse everyday experiences

Environment should be emphasised in every subject and through a wide range of activities involving outdoor project work

Social Science learning proposes to recognise the disciplinary markers while emphasising integration of the perspective of marginalised groups. Gender, justice and sensitivity towards children belonging to marginalised groups and minority sensitivities must inform all areas of Social Science

The NCF 2005 also draws attention to the four other curricular areas: work, art and heritage crafts, health and physical education and peace.

Art as a subject at all stages is recommended, covering all four major spheres i.e., music, dance, visual arts and theatre with an emphasis on interactive approaches.

CURRICULUM

Understanding the curriculum and its transaction helps all stakeholders relate to the textbook content, development of cognitive and human values, and integrate concerns related to gender and inclusion of all learners in the learning process.

The basic factors which determine the curriculum are known to include: nature of learning, knowledge of human development provided by the accepted theories and societal influences

Certain aspects that are taught informally in a school system which is referred to the hidden curriculum.

The hidden curriculum includes behaviours, perspectives and attitudes that students acquire during the schooling process. It is important to realise that a hidden curriculum is what students absorb in school and that it may or may not be a part of the formal course of study

SYLLABUS

The syllabus provides a list of themes, topics — class wise and subject wise. It also provides the time duration within which to complete the topic and the assessment

criteria. The syllabus is a document that communicates course information and defines expectations and responsibilities

It is a requisite document for teaching in that it serves to outline the basic elements of a course including what topic will be covered, a weekly schedule and a list of tests, assignments and the associated weightage

The syllabus articulates the connections between learning outcomes, assessments, content and pedagogical practices. It highlights the way in which the course is constructively aligned for guiding students through their learning

There are four essential components to an academic syllabus; themes and questions, objectives, suggested activities, resources and notes for teachers.

TEXTBOOKS

Textbooks provide contents on the topics/themes included in the syllabus. Textbook is a printed/digital learning resource for all students

FEATURES OF LEARNER CENTRED TEXTBOOKS

- Interactive with less information and more activities
- Provides space for learners to reflect and construct their own knowledge
- Covers the diversity of the country
- Demonstrate commitment to Constitutional Values
- Provide space for sensibilities towards the social concerns, such as gender, inclusion, etc.
- Attempt to provide space to work
- Attempt to provide space to ICT
- Have in-built evaluation
- Presents content in simple language
- Integrate arts, health and physical education

ROLE OF LIBRARY IN SCHOOLS

NCF 2005 SAYS 'the school library should be conceptualised as an intellectual space where teachers, children and members of the community can expect to find the means to deepen their knowledge and imagination.'

- School Libraries can be the centre of all convergence of learning in schools for all curricular areas
- Teachers can promote better reading performance by reading to children daily and by having them interact with books through the extensive use of libraries.
- They offer the possibility for children to explore sources of knowledge beyond textbooks.
- Libraries can contribute to learning from children in the early grades to young adults as well and can be a great repository for teachers as well
- It is suggested that a Library Training module may be developed to provide some essential guidelines for setting up and running a library in school by school principals, teachers, librarians as per the context of the States/UTs by the SCERTs/SIEs

LEARNING OUTCOMES

The competency (learning outcomes) based assessment has been emphasised to help teachers and the whole system to understand what children will achieve across the year in a particular class in terms of knowledge, skills and change in social-personal qualities and attitudes.

- Learning Outcomes are statements that include the knowledge and skills children need to acquire by the end of a particular class or course and are supported by the pedagogies which teachers need to implement for enhancing learning
- The Learning Outcomes at the Elementary Stage are meant to provide effective learning opportunities to all the students including children with special needs (CWSN) and those belonging to disadvantaged groups.
- The learning outcomes are linked with the curricular expectations and pedagogical processes for all children including those with special needs
- The provisions for children belonging to disadvantaged groups
- Ensure their participation in the learning process and help them progress like other children. Avoid comparing children.
- Modifying the curriculum and learning environment to suit individual needs.
- Provision of adapted activities in different content areas
- Accessible text and materials to suit age and levels of learning.
- Appropriate management of classrooms, e.g., management of noise, glare, etc.
- Provision of additional support by using Information and Communication Technology (ICT), video or digitised formats.
- Mobility aids (wheel chair, crutches, white cane), hearingaids, optical or non-optical aids, educational aids (Taylor frame, abacus, etc.)
- Sensitising other children about the strengths and weaknesses of CWSN.
- Additional time and selecting suitable mode (s) for the successful completion of assessments.
- Respect for home language and relating to socio-cultural milieu (e.g., traditions and customary practices etc.)

INCLUSIVE CLASSROOMS ROLE OF TEACHERS

Teachers ought to remember that effective and inclusive teaching is good for all children. It helps to focus on children's unique strengths and weaknesses, and thus for their individual learning needs.

- In order to give all learners effective learning opportunities to achieve learning outcomes, a dramatic shift from exclusivity to inclusivity is required.
- We need to take into account not only the cultural diversity but also diverse social and economic background and variations in physical, psychological and intellectual characteristics of children if they have to learn and achieve success in school (NCF 2005)
- In schools, there should be no fear of facing discrimination, corporal punishment, abuse or teasing/bullying
- The teachers need to plan their learning tasks and pedagogical practices in a way that all children are able to participate equally in the education process
- The class environment should be such that every child feels happy and relaxed instead of feeling, bored, scared or alone

- Every child has the right to be supported to go to school in his/her community, be welcomed and included by teachers and peers alike
- When all children, regardless of their background or learning needs, are educated together, everyone benefits – and that is the cornerstone of inclusive education. School and teachers must take up their responsibility with greater rigour to provide quality teaching and learning opportunities for children
- Teachers must be prepared to consider inadequacies in the teaching learning conditions rather than inadequacies in children
- All teachers themselves must leave their own prejudices/biases behind when they enter the classrooms
- The teacher needs to make the teaching-learning environment participatory and ensure that girls are also actively involved in the learning process.
- The teacher should first identify the gender differences in all schooling activities and then plan and implement the activities in the classroom and outside accordingly

Inclusive education and the RPWD Act 2016

The recently enacted RPWD Act 2016 also known as Divyangjan Adhikaar Kanoon 2016 (in Hindi) promotes inclusive education and defines it as — Inclusive education means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs o different types of students with disabilities

TEACHERS SKILLS

- Sensitivity for identifying differences in learners — being aware of the strengths and weakness, aptitude and interest of children, including those with disabilities
- Acceptance of socio-cultural, socio economic, and physical variations among learners — understanding the social milieu, traditional, and cultural practices, natural habitat, environment at home and in the neighbourhood.
- Appreciating differences and considering them as resource — utilising the varied context and knowledge of children in the learning process.
- Empathy to perceive and act on the different learning needs — be considerate to the learning styles and respond accordingly
- Ability to mobilise resources to provide various options to the learner — identify and organise various resources in print and digital forms, low cost material in the surroundings, artefacts, learning sites in the vicinity and supportive human resource.
- Use of technology to support learning — use of various apps for example, google art and culture, google sky, google earth, subject specific apps: geogebra, tux of math and Google speak.
- Dealing with inter personal relations/soft skills — skills of listening, responding, initiating and maintaining conversation, positive regard, body appearance and gesture.

GENDER-SENSITIVE EDUCATION

Teachers need to recognise the factors of gender bias in textual material and curriculum transaction; identify the biases with regard to the content or role allocation to male and

female characters; explore linguistic bias and recognize the participation of women in all spheres including political, social and economic processes

INCLUSION IN TEACHING OF LANGUAGES

- Incorporating content related to real-life situations which benefit all children,
- Where there is more than one language used in any area, use of the preferred majority language,
- Creating awareness and sensitivity amongst all children about, Sign language and Braille script,
- Alternative communication systems to compensate for the difficulties faced in using spoken language,
- Using ICT for children with difficulties in writing.
- Some children may require support for interpreting written information,
- Provide more time and individualised attention for long passages and learning from visual inputs. Reading Braille text involves memorising and synthesising as wholeness of phrases, sentences, etc., is not possible.
- Children with visual impairment while reading Braille text thus require more time,
- Teachers and others working with children with hearing impairment need to provide need based support for— comprehending new vocabulary, discriminating between words and understanding words with multiple meanings
- Composing sentences involves producing grammatically and semantically correct text which may be difficult for some children
- Teachers and others working with children with cognitive impairments need to provide support for: oral language (listening, expressing ideas and/or speaking) and articulation (ability to speak fluently and coherently), reading (including decoding, phonetic knowledge and word recognition)
- Language comprehension (new vocabulary, sentence structure, words with different meanings and concepts) especially when presented rapidly, may lead to difficulty in taking class notes.

INCLUSION IN TEACHING OF MATHEMATICS

Teachers and others working with children with visual impairment need to provide support for developing spatial concepts and understanding the relationship between spatial concepts, three-dimensional objects transformed into two-dimensional forms, and special characters (symbols) used in Mathematics.

Teachers and others working with children with hearing impairment need to provide support for: delay in linguistic growth, which may lead to lack of general vocabulary and technical vocabulary of Mathematics (words like reciprocal, linear, etc.), understanding the wordiness (use of a number of words to explain meaning of mathematical problems, and distinguishing words with multiple meanings like interest, table, credit, angle, rate, volume, power, point, etc. Student while lip/speech reading may face difficulties in distinguishing mathematical words

INCLUSION IN TEACHING OF EVS AND SCIENCE

Teachers and others working with children with visual impairments need to provide support for understanding visual inputs on chalkboard, demonstrations, presentations

graphics and diagrams, experiments, involving physical safety, abstract and difficult concepts.

Science concepts like photosynthesis, habitat, and microorganisms without visual representations can pose difficulty. Solving problems that involve more than one dimension for example; comparing objects on the basis of multiple dimensions like number, size, shape, and colour may be difficult as compared to those with single dimension like size only.

Understanding the technical language of science, and drawing meaningful linkages/relationships between concepts (for example, between pressure and force) need to be planned for proper comprehension for children with cognitive impairment

INCLUSION IN TEACHING OF SOCIAL SCIENCES

Teachers need to plan carefully for children with visual impairment while explaining geographical terms and concepts, for example, latitude, longitudes, directions and providing graphic and visual descriptions like reading maps, graphs, diagrams, paintings, inscriptions, and symbols and while studying monumental architecture.

Reference material like spelling lists, study questions, important references, and other information students may need for reference can be provided in enlarged, tactile or embossed formats or redrawn with proper contrast.

Children with hearing impairment require support for understanding of terminologies/technical terms, abstract concepts, facts, comparisons, cause effect relationships and chronology of events, etc. They do well with help for reading loaded heavy text (textbooks/source materials) in History and Civics and drawing inferences

Illustrations, charts, graphs and maps can be difficult to understand for some children including those with cognitive processing problems, making generalisation and relating information in the textbooks with the environment can pose problems. Some children may show limited ability to understand and interpret abstract concepts

ASSESSMENT FOR INCLUSIVE ENVIRONMENT

In a mixed ability group encourage varied responses for a question and give clear messages and pause after asking a question to give adequate time to respond

- Allow flexibility in choosing answers, for instance, recognition and identification rather than recall, colouring the correct answer, cut and paste, matching, pointing the odd one out
- For responses requiring auditory processing, accept responses in monosyllables.
- Replace tracing of alphabet activities in the textbook exercises with cut-outs of alphabets allowing the student to explore the contour and shape of an alphabet more closely
- Alternatively allow students with speech processing delays to demonstrate learning by use of pictures or stamps — allow the student to point to picture (s) as demonstration of learning
- Use flash cards, word cards (for example, to introduce words or to construct a grammatically correct sentence), and pictures, real objects, to get response rather than only verbal or written response

Developing Personal-social Qualities for Creating a Safe and Healthy School Environment

LEARNING OUTCOMES

Build their understanding about the personal-social qualities.

Reflect on their own personal-social qualities for the development of the same in learners.

Develop qualities and skills required to provide guidance in classroom.

Create an environment in schools/classrooms where everyone feels accepted, confident, cared and are concerned about each others well-being

MODULE 2 – KEY POINTS

Personal-Social Qualities

School environment creates a context for the students to develop their personal-social qualities which influences their learning and behaviour in all aspects of their lives

Feelings and emotions play a significant role in how students approach learning and what is learned

Positive feelings, such as happiness, joy, excitement, etc., enhance motivation and facilitate learning and performance

Negative feelings and emotions, e.g. anger, sadness, guilt, rage, insecurity and related feeling like fear of punishment, ridicule, stigmatising labels, generally detract from motivation and interfere with learning

Fostering a positive classroom climate is essential for students to feel safe and accepted

When teachers display that they are interested to know and help students, care about them, students not only feel safe and secure emotionally but also try to replicate such qualities in their day-to-day interactions

Personal and social capability supports students in becoming confident individuals who are able to take appropriate decisions in every aspect of their life

As an effective helper teachers can facilitate a change in the learners' beliefs, their feelings, their thought processes and behaviour so that they are able to focus on their academic pursuits and perform their level best in every aspect of their personal and social life

Teachers who are skilled in communication, classroom management and appropriate disciplining techniques create a positive learning environment

Teachers through their effective communication skills also help students to learn to communicate meaningfully and effectively.

OPPORTUNITIES IN SCHOOL TO NURTURE PERSONAL SOCIAL QUALITIES

Curriculum—provides space for the development of personal-social capability along with cognitive development. Teachers need to observe these spaces, transact the curriculum through teaching-learning processes highlighting the development of certain qualities during transaction of the content. Activities given in the textbooks in sciences and social sciences, if conducted by making groups, decision making abilities and team building capabilities etc

Various school activities, such as morning assembly, Annual Day, celebrating festivals, even the mid-day meal, kitchen garden, Eco Club, Youth Club also provide adequate space for developing social-personal qualities and life skills such as sensitivity towards environment protection, team work, problem solving, critical thinking, creativity, etc

Pre-vocational Education(at upper primary stage)—These days emphasis is being given on pre-vocational education starting from Class VI. Conducting activities linking them with pre-vocational education help children develop personal-social qualities such as decision making, problem solving, communication, etc

UNDERSTANDING LEARNERS

- Smooth transition from home/playschool to formal school and schooling.
- Making adjustment with school and people in the school.
- Taking responsibility of one's own action, particularly academic.
- Building awareness about ones physical, emotional and social self and understand that she/he is unique.
- Developing healthy habits (eating healthy, cleanliness and organisation of personal belongings).
- Development of self-image and self-esteem.
- Establishing healthy peer relationships.
- Building appropriate social skills to nurture healthy social relations.
- Developing understanding of the diversity in classrooms.
- Develop appreciation and respect for all those with whom they interacts with, irrespective of their caste, religion, gender, etc.
- Developing team spirit, problem solving and decision making skills as a team member, etc.
- Learn to identify conflict arousing situations and people.
- Ability to work independently as well as within groups by collaborating and cooperating.
- Learning to use time meaningfully (for improving their academic skills).
- Developing feelings of belongingness, being appreciated and accepted.
- Making academic choices, communicating feelings of competence and confidence, establishing academic goals

AT UPPER PRIMARY STAGE

- Applying study skills for academic success.
- Learning to use learning aids, tools and techniques adequately.
- Raising hypothetical questions and being encouraged to find answers.
- Learning to communicate one's thinking and feelings with clarity.
- Ability to accept physical changes in themselves as normal.
- Understanding and accepting the differences in the rate of physical growth among themselves and peers.

- Developing friendship with peers.
- Understanding traditional gender role stereotypes.
- Making friends in different social milieu (school, home, tuition class, etc.).
- Developing feelings of belongingness, appreciation and acceptance particularly with friends and peers.
- Inculcating cognitive and affective independence, particularly by becoming aware about their own feelings as well as of others

QUALITIES AND SKILLS NECESSARY TO PROVIDE A HEALTHY ENVIRONMENT IN SCHOOL AND CLASSROOM

SENSITIVITY AND CARE

Being sensitive and caring about one another is one of the primary qualities necessary for building, maintaining and improving any interpersonal relationship, It also play a crucial role in building and strengthening the bond between teacher-student, student-student, teacher-teacher, etc

In the classroom, sensitivity and care when expressed through verbal and non-verbal behaviour by teacher to students and vice-versa as well as between students, it conveys an understanding for each others' strengths and weaknesses without being judged or evaluated thus leading to a psychologically safe and conducive environment

Sensitivity also involves awareness of one's own attitudes towards sensitive issues such as gender, culture, disability, social disadvantage, human rights, etc. which help to recognise one's actions

Sensitivity assists teachers in knowing, understanding and evaluating their students' strengths, weaknesses, unique characteristics, etc. in an unbiased way

Being sensitive and caring also requires to have patience and communicate the same to others

TRUSTWORTHINESS

Teacher-student relationship is key to ensuring students feel good not only about being in class and school but also as an individual

Being trustworthy is largely based upon one's ability to be truthful and sincere towards one's feelings and thoughts both about one's own self and that of others

It requires the ability to be open and frank in communicating one's feelings and thoughts, give feedback without disrespecting others. In the classroom when teachers and students convey their dependability and genuineness by being sincere, frank and forthright they convey their respect for one another, genuine interest and concern for each other, as well as, trust in each other's strengths and capabilities.

These build and strengthen the bond between teacher and student as well as between students, which in turn motivates them to pay more attention and work together with enthusiasm

Teachers need to be aware of their own thoughts, feelings, actions towards the students, respect them for their uniqueness and accept them as they are

Teachers should not only feel genuinely interested in their students and be with them, but also express their genuineness through non-verbal behavior

Some ways through which genuine concern and interest can be communicated to students

- Greeting students with a warm smile as they enter the school/classroom
- Calling them by their names (both in the classroom as well as elsewhere in the school).
- Asking them 'how are you feeling today' or 'how is the day going', etc., and carefully listening to what they are saying
- Making eye contact and acknowledging students' presence, their silent efforts and appreciating them.
- Asking questions to know more about your students, as individuals, also convey your genuine interest in knowing them.
- Put up a 'show-off' board in the class, where every week different students (may volunteer or the class decides who) put up something they will tell about themselves to communicate to their teacher and classmates
- Collaborating with other teachers and sharing about the students' strengths with each other in school.
- Give positive feedback about students to their parents during parents teacher meetings (ptm) along with areas to improve upon in their behaviour, their interactions with peers and everyone in school

POSITIVE ATTITUDE TOWARDS SELF AND OTHERS

Teachers' positive attitudes plays a crucial role in developing the same in their students. There is need for adequate display of care, concern, and respect not only for students, but also for their parents, colleagues and other people working in the school environment.

Some of the qualities that highlight one's positive attitude towards self and others are feeling/seeing good in oneself and in others, taking initiatives and leading others, being cooperative, being sportive, etc

EFFECTIVE COMMUNICATION SKILLS

If a teacher's communication skills (including non-verbal which involve speaking, writing, imagery, organisation of ideas in such a manner that they are comprehensible, their gesture and facial expressions, body language etc.) are good, they can convey ideas more meaningfully and in an interesting manner

They also need to do the same for their students and motivate them to observe their own skills in communication

A teacher has to ensure that what is being said is understood by all the students (irrespective of their diverse needs and backgrounds)

Effective communication skills include expression (verbal and non-verbal), effective listening and responding skills. For being effective teachers need to be attentive listeners

In an ideal learning environment, teachers need to raise questions and then actively, carefully, empathetically listen to what learners have to say and accordingly respond.

LISTENING AND RESPONDING

Listening is a very important aspect in all communication and especially so in helping relationship. It is the skill of attentive listening which is essential for becoming an effective helper

Listening leads to responding by the receiver of information. People generally use five types of responses more often in their daily interaction that are identified by the five letters EISPU—Evaluative, Interpretative, Supportive, Probing, and Understanding. Each response conveys a specific intention of the responder. On the whole, it is most important to respond in a way that enhances trust and openness

It Provide opportunity to ventilate feelings, make objective decisions and constructive behavioural changes in students.

EMPATHY

Empathy is the ability to understand the feelings of another person from their perspective

Students' frustrations, anger, helplessness, indifference, fear and all other such emotions will become more apparent when you empathise with them. It is this skill which makes students feel that you are able to identify with their problems and without feeling sorry for them

The skills associated with empathy are

Verbal and Non-verbal Communication of Attentiveness

Communication of empathy would begin with being with the person totally, i.e., both physically and psychologically. 'Attentiveness' needs to be communicated both verbally and non-verbally so that the student can experience you are with her/him.

Verbal attentiveness is indicated by the use of words 'go on', 'uhn-ahn', hmm, along with head nods. Use of verbal attentiveness puts the teacher as a helper in a position to listen carefully and also enhances the feeling of being understood

Facial expressions and hand gestures along with tone of voice are useful means of communicating any message

Pace with Student's Mode of Experience

Match or keep pace with your students' way of interpreting or expressing her/ his experience through their words, voice tone, eye movements, etc. and responding in the same modality helps to communicate empathy

Paying attention to the language and type of words frequently used by a student can be helpful in understanding what sensory modality is being used.

Information to Students about Safe and Healthy School Environment

CHILD HELPLINE (1098-24x7 Helpline for Children) Services

CHILD HELPLINE 1098 is a national 24-hour toll free emergency phone service for children in distress. The Helpline for Children is currently operational in 412 locations across the country. Child helpline received 1.45 crore calls during April 2016-March 2017 and more than 78 lakh calls during April-November 2017. The Child Helpline provides assistance to children in distress either by way of tele-counselling or physical rescue

POCSO (Protection of Children from Sexual Offences)

POCSO e-Box is an online complaint management system for easy and direct reporting of sexual offences against children and timely action against the offenders under POCSO Act 2012.

Teachers play a key role in creating an environment that is conducive for learning in the class room, When learners feel safe and confident they are encouraged and motivated to actively attend, participate, explore and understand all that is being transacted in the classroom as well observe in their surrounding environment

STEPS TO TAKE

Highlight the strengths of every child not just within the classroom but also while talking to parents during the PTMs so as to promote self-esteem and confidence.

Informally connect with the child and parent to develop a trustworthy relationship so that children do not feel scared talking about their personal problems.

Developing healthy classroom norms and conduct of behaviour which ensures safe and secure classroom environment

Being vigilant and observant about unusual behaviours and signs of stress or depression and develop strategies to address them appropriately.

Get information about various provisions and acts which equip students with the information regarding the possible modes of protection/complaints for their safety. Child Helpline and POCSO E-Box

Teachers also play the role of a mentor and encourage students to strive to be as best as they can. This also includes encouraging students to enjoy learning and schooling. a unique position to understand the students' needs and problems as well as any deviations in their behaviour. Teachers also have frequent interactions with the parents.

Art Integrated Learning

LEARNING OUTCOMES

Understanding of 'Arts' as pedagogical tool and its impact on the holistic development of a child

Familiarity with art experiences as medium of creative self expression

Skill of planning and organizing age-appropriate art experiences to make learning of different subjects appealing

MODULE 3 - KEY POINTS

WHAT IS ART-INTEGRATED LEARNING?

The dictionary meaning of integration is, 'the act of combining or adding parts to make a unified whole'. Thus, art integration means 'combining arts with the teaching of different curricular areas.'

Learning in this way helps to increase knowledge and understanding of the subject area, and also fosters a greater appreciation of arts. This is what is called holistic or complete learning. Art provides a language for expression

WHAT DO WE MEAN BY VISUAL ARTS AND PERFORMING ARTS?

An art form intended to be appreciated or perceived primarily by viewing, such as painting, photography, print-making, stageart, clay-modelling, sculpture, applied art and craft are termed as visual arts.

Whereas performing arts include artistic expressions by using motor and vocal skills, facial expressions and body movements. They include dance, music (vocal and instrumental), theatre, puppetry, mime, storytelling, martial arts, magic performance, cinema etc.

What is the difference between Art Education and Art Integrated Education? Art education is the process that encourages sensory explorations.

It provides a platform to work with ideas and materials to create expression, which might not be expressed by words alone.

It encourages this non-verbal expression to be brought forth, be it in the form of a song, a painting, or a performance. In integration, we work with the arts at the centre of the curriculum

WHAT IS THE ROLE OF ARTS IN MAKING THE LEARNING PROCESS HOLISTIC AND EXPERIENTIAL?

While engaging with arts, learners go through different stages, such as observing, thinking, imagining, exploring, experimenting, deducing, creating, recreating and expressing. These stages need actual involvement of all the three domains: cognitive, psychomotor and affective.

How Art Integrated Learning helps in achieving learning outcomes?

Art Integrated Learning involves working on all the three domains (Cognitive, Psycho-motor and Affective domain) simultaneously, which fulfills the pedagogical need of competency based learning and competence based learning outcomes.

WHY ART INTEGRATED LEARNING IS CONSIDERED AS JOYFUL LEARNING?

Arts are natural medium for free expression of one's imagination and thoughts where every learner has the freedom to be different and unique. Art Integrated Learning as pedagogy at school level provides creative space to every learner to explore, experience, express celebrate without worrying about the judgment

HOW ART INTEGRATED LEARNING IS HELPFUL IN INCLUSIVE SET UP?

One of the most important aspects of art is that there is no right or wrong answer. Knowledge is approached in an experimental manner

LEARNING OUTCOMES

- Differentiate 'Arts' as a subject to 'Arts' as a pedagogical approach;
- Explain why Art Integrated Learning (AIL) can lead to more holistic learning in students;
- Prepare AIL plan/s in different subjects;
- Conduct AIL sessions using AIL module and skills as facilitator;
- Facilitate/hand-hold teachers in refining their AIL skills for classroom teaching-learning;
- Appreciate art as a tool and technique of artistic and creative expression
- Role of Art teacher/s (Visual and Performing arts) in AIL
- Using AIL while teaching and learning art as a subject and
- Facilitating subject teachers in planning and in classroom teaching-learning in a 'team teaching mode

UPPER PRIMARY — IN ENGLISH

LEARNING OUTCOMES

- Responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly;
- Asks questions in different contexts and situations (e.g. based on the text/ beyond the text/out of curiosity/while engaging in conversation using appropriate vocabulary and accurate sentences);
- Participates in different events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations;
- Narrates stories (real or imaginary) and real life experiences;
- Reads, compares, contrasts, thinks critically and relates ideas to life;
- Prepares a write up after seeking information in print/ online, noticeboard, newspaper, etc

UPPER PRIMARY — IN SCIENCE

LEARNING OUTCOMES

- Relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; depletion of water level with human activities, etc.
- Applies learning of scientific concepts in day-to-day life applies learning of scientific concepts in day-to-day life, e.g., purifying water/ treatment of polluted water for reuse;
- Makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc.,
- Exhibits creativity in designing, planning, making use of available resources, etc.
- Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

UPPER PRIMARY IN ARTS EDUCATION

LEARNING OUTCOMES

- Participates and enjoys doing art activities in the classroom and outside, appreciates the art work done by his/her peers and others, creates poster on different themes using art materials or with the use of ICT, prepares a role play on environmental or social themes.
- Demonstrates artistic abilities (keeping classroom and surroundings clean and beautiful, helping in classroom displays, participating in visual arts and performing art presentations with interest, etc.)

PRIMARY — EVS

LEARNING OUTCOMES

- Explains the process of accessing basic needs (food, water, etc.) In our daily life. (e.g. Storage tracking of water source), establishes linkages among resources (food, water) and cultural life. (e.g. Life in distant/difficult areas like hot/cold deserts).
- Records observations/experiences/information in an organised manner (e.g. In tables/sketches/bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. Floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.
- Creates posters, designs, using variety of local/waste material and writes, poems, slogans, travelogue, etc.
- Voices opinion on issues observed/experienced and relates practices /happenings to larger issues of society. (E.g. Discrimination for access/ownership of resources).
- Suggests ways for saving resources (forests, water, etc.) And shows sensitivity for the disadvantaged/deprived

TOOLS AND TECHNIQUES FOR AIL BASED ASSESSMENT

AIL based assessment promotes task based performance and therefore it empowers the facilitator with a variety of tools and techniques to assess.

The suggested tools and techniques are

- Any art activities including, drawing, painting, singing, movement, role-play, puppetry etc.
- Portfolios with samples of finished artworks, even unfinished artworks
- Personal notes of facilitator on student's subject-specific learning progression, inclination towards different art forms, strengths and challenges, special talents/skills of students etc.
- Descriptive and anecdotal recordings reporting of overall progress of children's cognitive, socio- emotional and creative development
- Periodic based displays/ exhibits in classroom and corridors by students - Stories, poetry, letters, posters and story illustrations based on a theme
- Projects works done in groups etc

INTERDISCIPLINARY APPROACH IN AIL

While designing activities, the possibilities to connect concepts across different subjects should be addressed. In interlinking subjects and activities, the learning outcomes can also be clubbed. For example, two or more than two learning outcomes can be addressed through a single art activity.

This interdisciplinary approach can take place across the disciplines as well as levels.

ASSESSMENT IN AIL

AIL as pedagogy provides opportunity and spaces for 'assessment as learning', 'assessment for learning' and 'assessment of learning'. -

Here assessment is an ongoing cyclical process, that begins with the identification of clear learning outcomes and can occur at various points within the teaching - learning process.

Since the medium of assessment is art, the facilitators can assess both verbal and non-verbal expressions of the student.

Assessment techniques in AIL are non-judgemental, non-comparative, non-competitive and non-threatening.

SOURCE: NISHTHA Training MODULES 1 / 2 / 3

NOTE : For detailed Information and Activities read complete NISHTHA Training modules 1 / 2 / 3, The Resource is the simplified information of key Content in the modules one should be familiar with so learning and understanding of the modules become easier.