

Learning Paradigms Today



**Workshop for
Art Educators**



FOUNDATION
FOR INDIAN
CONTEMPORARY ART

ASIA —
ART
ARCHIVE

Learning Paradigms Today: Workshop for Art Educators 6, 7, 8, 10 & 18 August 2020

Asia Art Archive (AAA) and The Foundation for Indian Contemporary Art (FICA) presented an online workshop for art educators. The workshop brought together young artists and educators invested in learning about contemporary art and education for a series of engaging, collaborative sessions that include presentations, brainstorming sessions, and more.

The five-day intensive workshop for young art educators made use of resources, activities, and reflection sessions to explore the act of learning during the global pandemic. As social distancing prompted a shift towards digital learning, it became imperative to make note of the challenges educators face, and to take strides towards developing a teaching strategy that accounts for the conditions that shape education today, including the class divides that create obstacles for making education an essential and non-negotiable right.

Using AAA's Learning at Home series as a springboard—creative exercises contributed by artist-educators to inspire teachers—the workshop focused on different aspects of teaching, ranging from developing modules to becoming cognizant of learners' needs.

Through lectures, exercises, writing sessions, and case studies, the workshop trained and equipped educators with resources and tools that helped them adapt to new modes of learning. It focused on the new environments educators face; the challenges of technology, emotional well-being and support; and how to account for the background of students.

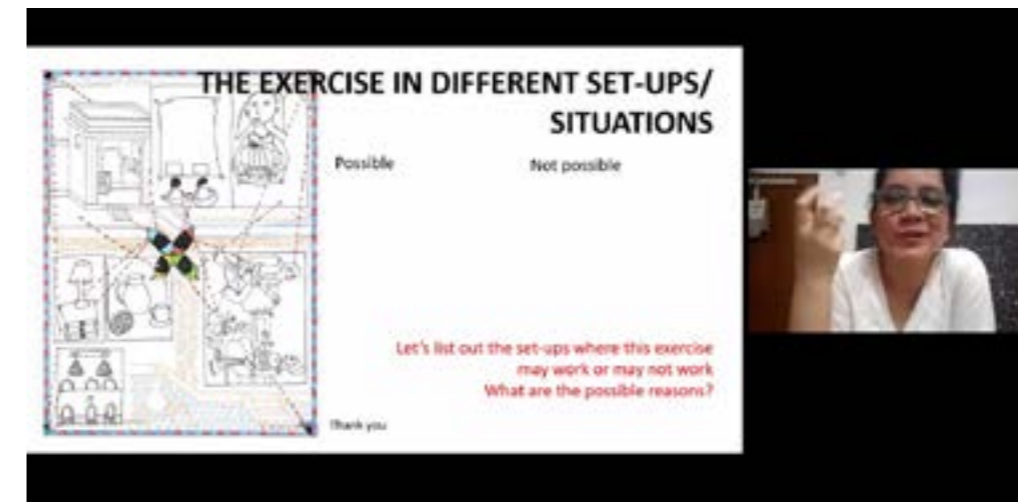
After four days of intense workshop, participants formed groups to brainstorm and propose lesson plans with educational exercises for students and communities in India. Participants were then invited to share their plans in the follow-up session held a week later.

DAY 1: What do we prioritise as educators?

Our first session began by looking at key concerns and priorities that educators focus on with invited speakers Nilanjana Nandy and Peggy Kwan who shared their practices and experiences in the field of education with our participants.

Ways of Reading: Nilanjana Nandy

Incorporating the artist exercise, titled Ways of Cleaning, that she developed as part of the Asia Art Archive Learning at Home Series, Nilanjana Nandy spoke about her process of designing exercises and activities for young learners, providing possible skeletal frameworks of how educators could work towards putting together modules for a variety of learners. She highlighted the role of the family as central to a learner's all-round development, especially given the present circumstances of schools having shifted online. She introduced a practice-oriented learner-centric approach towards teaching, a theme returned to consistently over the four days of the workshop. Emphasising the interdisciplinary nature of learning, she invited participants to think more about the transferability and translatability of resources, value-based curricula, and contexts and environments of inclusivity that aim for holistic learning.



Implementing Artist Exercises in the Classroom: Peggy Kwan

Taking Tsang Tak Ping 'Connecting the Pieces of Everyday Life' as artist exercise, Peggy Kwan led participants further into the idea of gaining inspiration from one's everyday life while creating and designing artist exercises. She detailed her teaching experiences in Hong Kong, having shifted to the digital during the time of the pandemic. She also introduced the component of learners' emotional well-being as being at the very centre of a student's life, dictating how they respond and behave. Peggy shared a number of references from her experiments with the digital, with examples of the different mediums, exercises and references she integrated into her syllabi to enliven and collaborate with the students.



DAY 2: Emotional Wellbeing and Systems of Support

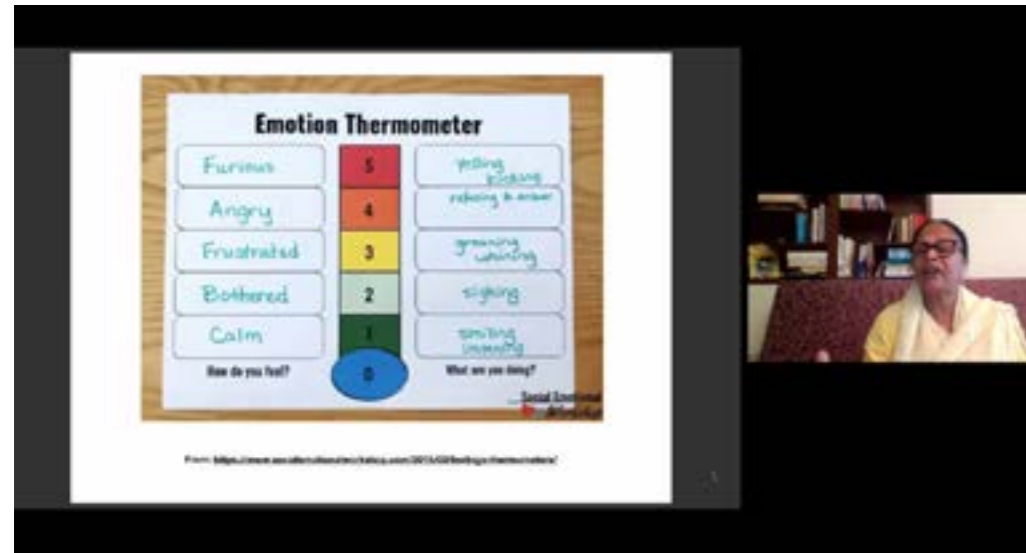
Our second day with Mary Mansukhani and Anurupa Roy delved deeper into the centrality of emotional wellbeing today, and underlined the importance of activating peer-led systems of support within classrooms, creating adaptive strategies for teaching in challenging new digital environments, while continuing to prioritize the evolving needs of students. We were also happy to have as a case study presentation, a session with Basanti Caroline Roublin from Tara Homes (Tara Child Protection & Empowerment), moderated by Ita Mehrotra of ArtReach India.

Mapping the Emotional Well-Being Component in Education: Mary Mansukhani

Mary Mansukhani stressed the emotional wellbeing component as foundational to the building of healthy support structures at the core of education. She spoke of her experience of four decades of teaching at schools, and her expertise with inclusive education. Working to actively incorporate peer-support, team-led conflict resolution, and collaborative teaching strategies, she urged participants to consider questions of adaptability, and sensitivity towards diversity within the classroom to foster a learner-centered environment in schools.

Case Study: St. Mary's School, Safdarjung Enclave

Mary also introduced St. Mary's School as one of the case studies as part of Learning Paradigms Today, presenting the school and its classroom initiatives in the field of inclusive education as remaining continually dedicated to bringing accessible, adaptable educational strategies to a diverse population of students from a range of socioeconomic backgrounds.



Puppet Theatre Journeys: People, projects, pedagogy: Anurupa Roy

Anurupa spoke about her journey through Kathkatha, A Puppet Theatre, where her primary concern has been working to develop pedagogies through generational learning within communities. She took participants on a walkthrough of her work, explaining how Kathkatha started from the need to reinvent the idea of what 'publics' are. She continued along an earlier tangent of collaborative learning, learning-as-play, and brought out ways of dealing with boredom, disbelief and distraction. Her presentation was followed by an exercise that she had prepared, asking participants to use simple props such as paper and found objects to challenge the flatness of the digital platform.



Case Study: Tara Child Protection & Empowerment Session with Basanti Caroline Roublin, moderated by Ita Mehrotra of ArtReach India

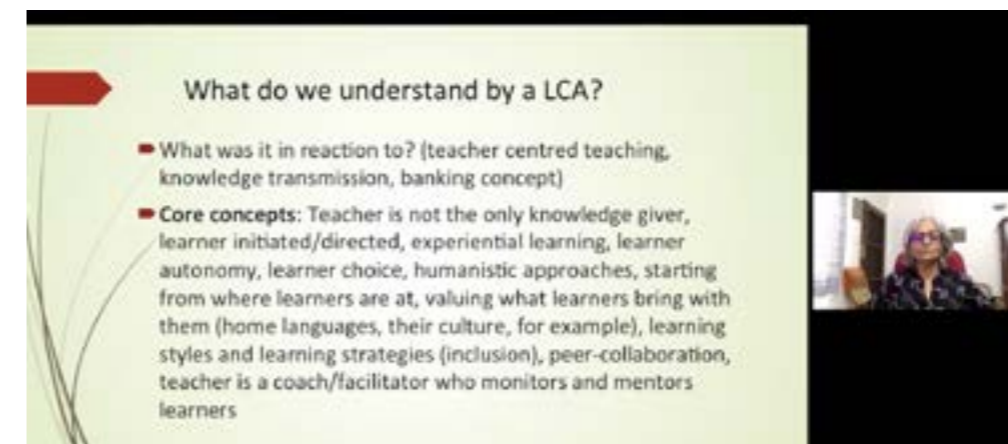
As a prelude to Basanti's engagement with the participants, Ita spoke about the space of a care-home as a complex environment, removed from the world, and also emphasised the ways in which art can provide children residing in such spaces with a form of expression. As a care-home for children coming from traumatic backgrounds, Tara considers bringing in artists and introducing these children to art as very important for the development of key skills and adaptability. Basanti continued to elaborate on points brought up by Ita, speaking of the flexibility, sensitivity and conscious effort required in facilitating workshops and other modes of educative engagement for children in care-homes. *Tara Homes and ArtReach India were presented as a single case-study for the participants.*

DAY 3: Learner Centric Approaches and Resource-based Teaching

Our third day brought nuanced concepts of learner-based approaches with Rama Mathew and resource-based teaching strategies with Shilpa Gupta to the participants, encouraging them to build educational practices with and around creativity, critical thinking and accessibility. As part of the case studies presented during the workshop, Michael Creighton and Prachi Grover introduced the mission, functioning and agenda of the Community Library Project.

What do we actually mean by a learner centred approach?: Rama Mathew

Prof Mathew introduced the Learner Centric Approach (LCA) in detail to the participants, demonstrating the inherent meanings, structures, systems, examples and key concepts associated with LCA, presenting a much more holistic alternative to teacher-centered teaching. Through a series of discussions, participants were invited to analyse some of the key concepts in greater detail, examining ways in which they would play out in the classroom. They were introduced to the ideas and possibilities of research-led teaching, where research-mindedness could inculcate a more experiential, involved arena of learning and teaching.



Exploring conversations between art and learning in the digital space: Shilpa Gupta

Artist Shilpa Gupta discussed what it means for artistic practice to be thought of as a resource. She referenced work from her artistic oeuvre that had approaches directed towards public participation and intervention, in order to initiate and inculcate participatory methods of meaning-making and learning. She encouraged participants to consider incorporating artistic exercises in classroom strategies, especially with sensitive and relevant themes. Centralising the main question - how can art be a toolkit for us to explore - the session looked at a number of different works by Shilpa that integrated topics such as boundaries, geography, togetherness, history, poetry and the self in ways that could allow for a creative exploration of the same, by teachers and learners together.

Case Study: The Community Library Project Session with Michael Creighton and Prachi Grover

Prachi Grover and Michael Creighton spoke about the functioning of the library and the ways in which they were adapting to the virtual world of interaction. They spoke of their challenges and difficulties, and how they were hoping for a more community-led support base to continue bringing books and joy to their readers. The session was particularly engaging as participants came forth with suggestions on how best to navigate the inequalities and advantages of the online world. This session introduced TCLP's agenda and their functioning during the pandemic, presenting their mission and vision of free inclusive libraries, a movement of members and volunteers, a lab for library practices where learnings are open source.

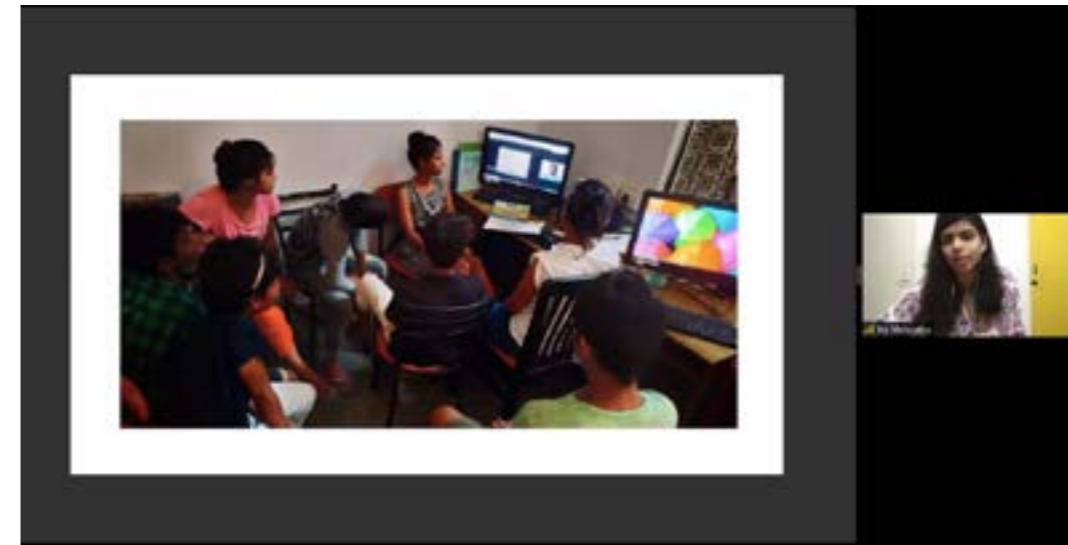


DAY 4: Reflections & Takeaways

For our last consecutive day, Ita Mehrotra of ArtReach India returned to provide further nuance into the functioning and scope of ArtReach and its various programmes as part of the case studies that were collated for the workshop. Following this, participants were encouraged to reflect on their key takeaways and learning points from the workshop.

Case Study: ArtReach India Session with Ita Mehrotra

Ita opened up the session to include details of ArtReach India's various community engagement programmes, its internships, educational initiatives and partnerships. She explained that a lot of their priorities were focused on building symbiotic relationships and experiences for people partaking in their endeavours. Tying it back to Basanti's session on the second day of the workshop, Ita spoke about their initiatives in care-homes, and offered up examples of the ways in which art empowered children in such spaces, piquing their curiosity in the world around them, helping them explore possibilities of healing through modes of expression, meditation and performance.



Following the morning session with Ita, participants were introduced to the group assignment that they were to work together on. The assignment would consist of scenarios that they would be provided along with guiding questions to help them in designing assignments/lesson plans/modules for the given case study. To further enliven the workshop sessions and add in context from different pedagogical and structural setups within the alternative educational sphere in India, **St. Mary's School, Tara Homes+ArtReach India and the Community Library Project** were introduced as examples for participants from India. For our participants from Hong Kong and Nepal, the case studies were assigned separately, keeping in mind their contexts of functioning.

These case studies were used as touch-points for the art educators, providing them with perspective into learning environments and children's homes, where there was a diversity in the children's backgrounds, faced with their own specific sets of measures, methods, problems, and the like. They provided specific contexts with the invited speakers from the organisations providing further insight into their process, learning outcomes, challenges, and more. As a group assignment, this exercise was facilitated to allow the educator-participants to envision specific contextual environments where the learner was situated.

Participants were expected to reconvene on 18 August for their group presentations where they would outline their proposed modules, explaining the rationale behind their design and the learning outcomes of the same.

Concluding our day with an overall debrief and a sharing of resources by FICA and AAA, participants were also invited to reflect upon their experience of the workshop. Some of them shared the following takeaways:

"My key takeaway that in this time of uncertainty, how we can use different mediums as an opportunity to live the activity of learning, because pre-covid times I felt as if learning wasn't about the presence of it, and such a space made me think about how we can make learning more live in life post class, pre class."
- Lauren Robinson

"Some words that I have noted down - one is to be more conscious of how and what we are doing now, and how interdisciplinary fields are very important and we are able to learn from each other in that, and how to be inclusive, and how research is actually quite important and I want to thank everyone because if we didn't have this situation where we didn't have to adapt, we might have come together for this."
- Alamelu Annhamalai

"Learning and listening to practitioners and art educators, it feels like being in a trajectory of a comprehensive thought, it also helps me think more responsibly about art education, especially keeping the learner in the centre."
-Steven S George

Even I had a couple of words - primarily it triggered a thought in me which is art not as a sub-line or side-line of education, but as a foundational approach to education. So it's also got me thinking about re-looking at what students want to be prepared for, rather than what we want to prepare them for specifically in this covid situation, and looking at art as a foundation of education. Art not as an extra-

curricular subject, but as an inclusive approach to education, to relook at what being educated could mean in the coming years.

- Nikita Teresa Sarkar



Workshop Schedule

Day 1 | Thu, 6 Aug 2020

SPEAKERS

- Peggy Kwan, Teacher at Tang Shiu Kin Victoria Government Secondary School, Hong Kong
- Nilanjana Nandy, Artist and Educator

Time (IST)	Item
11:00am-11:25am (25min)	Introduction by AAA & FICA Introduction of the Learning at Home series
11:25am-11:55am (30min)	Sharing by Nilanjana Nandy on "What Did I Clean Today?"
11:55am-12:10pm (15min)	Q&A
12:10pm-12:25pm (15min)	Break
12:25pm-12:45pm (20min)	Sharing by Peggy Kwan on classroom implementation of Artist Exercises
12:45pm-1:00pm (15min)	Q&A
1pm-2pm (1hr)	Lunch Break
2 - 2.05 pm (5min)	Break into groups (Participants will be slotted in groups of 4 and they will work with the same group for the course of the workshop period)
2.05 - 2.15 pm (10min)	Reading of assigned Artist Exercise
2:15pm - 3 pm (45min)	Group discussion <u>On the Artist Exercise</u> <ol style="list-style-type: none"> 1. What is the theme of this exercise? How does the artist respond to the current situation through the exercise? 2. What kind of activities does the artist propose? What kind of artistic practices/ artforms/media does the artist propose to encourage students' reflection? 3. How does the artist translate complex and/or abstract themes and issues into activities accessible to high school students? 4. Refer to the artist bio at the end of the exercise, how does the artist connect his/ her own artistic practices with this exercise? 5. How can art be an education tool to shed light on things we overlook in our daily life? How can art help students to express their own emotions, relate to others, and raise awareness about our surroundings? <u>On Application</u> <ol style="list-style-type: none"> 1. Who is your targeted audience? From your observation, what challenges do they face during the pandemic? What are applicable from the Artist Exercise to your audience? What are some of the issues not addressed in the exercise that need to be addressed for your audience? 2. What forms of circulation can be used to distribute materials like these for your community?
3:00pm-3:30pm (30min)	Sharing by groups
3:30pm -4:00pm	Rounding up; Introduction of extended resources

To Prepare for Day 1:

Read Nilanjana Nandy's Artist Exercise, "[What Did I Clean Today?](#)"

Day 2 | Fri, 7 Aug 2020

SPEAKERS

- Mary Mansukhani, Educator specialising in inclusive education practices and management of learning disabilities. Currently Special Educator at St. Mary's School, Delhi
- Anurupa Roy, Puppeteer, and founder of The Kathkatha Puppets Art Trust

Time (IST)	Item
11 am - 11.05 am (5min)	Introduction of the day and speaker
11:05am-11.50 pm (45min)	Session with Mary Mansukhani titled 'Mapping the Emotional Well-Being Component in Education'
11.50 pm - 12.35 pm (45min)	Breakout Room Discussion Topic: Reflecting on the key points the resource person shared and what stood out for you. How do you apply these to your target audience? What could be applied in the online learning situation? What are the challenges you can think of?
12.35 pm - 1 pm (25 min)	Sharing of discussion points from the Groups
1 - 2 pm (1hr)	Lunch Break
2 pm - 3.30 pm (1hr 30min)	Session with Anurupa Roy on 'Puppet Theatre Journeys: People, projects, pedagogy' followed by discussion
3.30 pm - 4 pm (30min)	Case Study 1 Tara Child Protection & Empowerment Session with Basanti Caroline Roublin, moderated by Sunandita Mehrotra

To Prepare for Day 2:

1. Please read this small [excerpt](#) introducing 'Emotional Wellbeing & Inclusive Education,' with references from the online resource <https://resilienteducator.com>
2. Please keep a few white A 4 sheets with you for the afternoon session.

Day 3 | Sat, 8 Aug 2020

SPEAKERS

- Prof Rama Mathew, Educationist, Head and Dean of Department of Education (Retired), Delhi University
- Shilpa Gupta, Artist

Time (IST)	Item
11 - 11.05 am (5min)	Introduction of the day and speaker
11.05 - 11.45 am (40min)	Presentation by Rama Mathew What do we actually mean by a learner centred approach?
11:45 -1 pm (1hr 15min)	Discussion in breakout groups and large group
1 pm - 2 pm (1hr)	Lunch
2 pm - 2.40 pm (40min)	Presentation by Shilpa Gupta 'Exploring conversations between art and learning in the digital space'
2.40pm-3 pm (20min)	Short group exercise of engaging with an art work in a module
3 pm -3:30 pm (30min)	Sharing of the exercises and discussion around them
3:30 pm - 4 pm (30min)	Case Study 2: The Community Library Project with Michael Creighton and Prachi Grover

To Prepare for Day 3:

1. Please read the attached text '[Reflective writing and the spirit of inquiry](#)' by Mary Louise Holly. There is also an [excerpt](#) of the same text attached with some questions.
2. Please select and keep ready an image of an artwork that you would like to use in a module for children

Day 4 | Mon, 10 Aug 2020

SPEAKERS

- Prof Rama Mathew, Educationist, Head and Dean of Department of Education (Retired), Delhi University
- Shilpa Gupta, Artist

Time (IST)	Item
11 – 11.05 am (5min)	Introduction to the day
11:05am-11:35am (30min)	Case Study 3 ArtReach with Sunandita Mehrotra
11:35am-11:50 am (15min)	Introduction of scenarios for participants to work on. Introduce assignment; decide together which group takes which scenario
11:50 am-12:30 pm (40min)	Group discussion 1. What do you want to address? 2. What initial ideas do you have for resources for the given scenario? 3. How will you keep in touch with your groupmates? How do you plan to communicate with each other in the coming week?
12:30 pm - 1pm (30 min)	Sharing by groups
1pm-2pm (1hr)	Lunch Break
2pm-2:30pm (30min)	AAA and FICA introduce resources
2:30pm-3:15pm (45min)	Overall debrief; breakout room for group discussion 1. What are some new discoveries you have over these four days? What stands out to you? 2. Anything you have learnt here changes your perception of art and education? Anything aligns with your existing visions and practices? 3. Use one sentence to summarize your key take-away
3:15pm-4pm (45min)	Sharing by participants: one key take-away Rounding up

To Prepare for Day 3:

1. Please read the attached text '[Reflective writing and the spirit of inquiry](#)' by Mary Louise Holly. There is also an [excerpt](#) of the same text attached with some questions.
2. Please select and keep ready an image of an artwork that you would like to use in a module for children

Assignment for August 18, 2020

- **Design a lesson plan/educational exercise(s)** for the case assigned to your group.
- Group presentation on **18 Aug (Tue), 10 min per group:**
 1. Sharing of lesson plan/exercise ideas;
 2. Sharing of your rationale and ideas behind the lesson plan/exercise proposal

Guiding questions:

- What do you want to address? What are the learners' needs?
- What do you understand from the challenges that the organisation/school face in the current situation? What can you, as an educator, do with it?
- How do you expect the emotional status of your group of audience is in? What do you think you can do to take care of their wellbeing?
- What means/technology is the organization/school using to distribute their resources now? Do you think there is room for improvement, or alternative ways of distribution?
- What ideas do you have for lesson plans/exercises for this scenario?

PRESENTATIONS

Time (IST)	Item
10:00 - 10:05 a.m. (5 min)	Introduction to the sharing session
10:05 - 10:25 a.m. (20 min)	Group 1 Presentation (10 min); Feedback (10 min)
10:25 - 10:45 a.m. (20 min)	Group 6 Presentation (10 min); Feedback (10 min)
10:45 - 11:05 a.m. (20 min)	Group 2 Presentation (10 min); Feedback (10 min)
11:05 - 11:25 a.m. (20 min)	Group 5 Presentation (10 min); Feedback (10 min)
11:25 - 11:45 a.m. (20 min)	Group 3 Presentation (10 min); Feedback (10 min)
11:45 - 12:05 p.m. (20 min)	Group 4 Presentation (10 min); Feedback (10 min)
12:05 - 12:25 p.m. (20 min)	Hong Kong Group Presentation (10 min); Feedback (10 min)
12:25 - 12:45 p.m. (20 min)	Nepal Group Presentation (10 min); Feedback (10 min)
12:45 - 1:15 p.m. (45 min)	Breakout room discussions between groups working on the same institution
1:15 - 1:30 p.m. (15 min)	Concluding the session

Resource Persons

Nilanjana Nandy is a visual artist. She has an MA in Painting from the Faculty of Fine Arts at MSU, Baroda. She has been part of the artist in residence programmes at Pepper House Residency, Kochi Muziris Biennale, Sandarbh, and Black Box Project, Khoj Studios. She has received scholarships from Pont-Aven School of Art, France. Her project COVER-UNCOVER was part of the ongoing Five Million Incidents supported by Goethe-Institut and Raqs Media Collective. Her work was presented in exhibitions like Critical Constellations by FICA, Bartered Collections by Mumbai Art Room, CONA, and Sarai Reader 09. Her project IN-BETWEEN was shown at the Exhibition Proposal Contest 2017 at Korean Cultural Centre, Delhi. She actively collaborates with FICA for their Art for Children Program, and was part of the museum outreach programme at NGMA, Delhi. For Nandy, art is the means, not the end. Through her drawings, she creates points of deliberation around the personal and the political.

Peggy Kwan is a teacher and panel head of the Visual Arts Department at Tang Shiu Kin Victoria Government Secondary School, Hong Kong. She is an experienced art teacher with over 30 years of experience. She was awarded the Chief Executive's Award for Teaching Excellence of Art Education Key Learning Area during the years 2011-12 & 2016-17.

Mary Mansukhani is an educator specialising in inclusive education practices and the management of learning disabilities. Having worked in the field of education for the past four decades, she has taught at schools across the country, spanning CBSE, State Board and ICSE formats. In 2016, she retired from St. Mary's School, as Head, Junior Section, and proceeded to head the Orkids Foundation center at Paras World School, Gurugram. Most recently, she was a special educator at The Mother's International School, New Delhi. She is currently working at St. Mary's School as a special educator in the Mental Health Department.

Anurupa Roy is a puppeteer, puppet theatre director and puppet designer. She is the Founder and Managing Trustee of The Katkatha Puppet Arts Trust, a puppet theatre group based in Delhi, India since 1998. She has a Diploma in Puppet theatre from DI (Dramatiska Institutet for Film,TV , Drama and Radio) at The University of Stockholm, SWEDEN and has been trained in traditional glove puppetry, from La Scoula Della Guaratelle (School of Traditional Glove puppetry) in Naples , Italy under Bruno Leone in 2002. She is a recipient of the Ustad Bismilla Khan Yuva Puraskar 2007 – the National award for contribution to puppet theatre by the Ministry of Culture. She is currently the General Secretary of UNIMA India, the Indian chapter of the Union Internationale de la Marionette.

Basanti Caroline Roublin has been associated with Tara Child Protection and Empowerment since 2014, managing Tara Girls and Tara Big Birds (2014-2017), Tara Boys (2017-19) and Tara Outreach Centre (2018-19) before taking over as Executive Director in 2020. Tara is a joint venture by two organisations, the Indian trust CNYVA and a French non profit association named Chaya France. Apart from three care homes for boys, girls and small children, which house around 60 children, Tara Outreach also runs a day-care centre for marginalised communities in Saidulajab, South Delhi.They work at the community level to identify situations of abuse, and mobilise resources so they can find their own solutions for the same. They also provide quality education to the children through four classes – nursery, bridge class, open class and intensive class.

Rama Mathew is an ELT consultant and retired as Professor of Education from the University of Delhi where she was also Dean of the Faculty of Education. She taught at the EFL University (Hyderabad) for several years. She was Head of the Research, Monitoring and Evaluation Unit of English in Action project in Bangladesh. She has been involved in several teacher development and assessment projects, and published articles and books in the area. She was a lead mentor at ARMS (Action Research mentoring Scheme) and at ELTRMS (ELT Research Mentoring Scheme), both British Council-funded schemes. Currently, she is supporting teachers in Sierra Leone to carry out classroom based research. Her research interests include language assessment, teaching English to young learners, CPD of teachers, multilingual education and making English accessible to learners online.

Shilpa Gupta (b. 1976, India) and studied in the Sir J. J. School of Art (Sculpture) has had solo shows at the Museum voor Moderne Kunst in Arnhem, Contemporary Arts Center in Cincinnati, OK Center for Contemporary Art in Linz, Lalit Kala in New Delhi and Arnolfini in Bristol and has participated in biennales in Venice, Berlin, Kochi, Lyon, Gwangju, Havana, Yokohama, Liverpool amongst others.

In addition to being a learning support teacher at the American Embassy School in Delhi,

Michael Creighton has been a curriculum coordinator at The Community Library Project since 2015. He holds a Master's degree in Education and has taught special and general education since 1997 in India and the US.

Prachi Grover is one of the Curriculum Coordinators at The Community Library Project. She has previously worked as a consultant at the Department of Higher Education, Andhra Pradesh Government, and as a Research Associate studying education leadership and management. She completed her MPhil in Education with a specialisation in children's response to literature from Delhi University.

Sunandita Mehrotra is an art educator and an artist invested in non-fiction comics and illustration. She has been associated with Artreach since 2015 and is currently its Director. She has been an artist-educator at Akshara Foundation & Art Ichol in 2017. Among her other professional experiences, she worked as an illustrator and researcher at Khirkee Voice, a quarterly journal supported by KHOJ, between 2016 and 2017. She was also associated with the Early Literacy Program in rural Rajasthan leading workshops on comics and bookmaking for rural children in Ajmer in 2015. Mehrotra completed her MPhil from the School of Arts and Aesthetics, JNU in 2017. Her thesis was titled Indian Women in Contemporary Graphic Narratives.

Participants from India

Aditi Jain

Visual Arts Specialist, currently working with Pathways School, Noida. She has worked with different kinds of school setups from private to semi-aided and MCD schools, delivering art classes and workshops to learners of different age groups.

Alamelu Annhamalai

An artist and educator, currently working through several online workshops and classes structured around artistic discipline and creative thinking. She has also delivered guest lectures and workshops around the arts, and is currently based out of Chennai.

Anuja Dasgupta

Manager and Tutor at the Naropa Centre for Writing and Communication at the Fellowship in Ladakh. Her work involves managing the post-graduate programme through a direct interface with the Fellows as well as designing curriculum. She has also used photography as a tool with learners in the past.

Arunima Bose

An independent artist, illustrator and facilitator in the arts, she has taken on and initiated several projects that involve closely working with communities, especially children. She currently works as a communication design consultant with Evolving Edutainment Pvt Ltd.

Aurorashmi Mohanty

Currently working as an Art and Craft teacher at Shiv Nadar School in Gurgaon, she is also coordinating STEAM project from the art department. She has been working as a Craft teacher since 2009, and her research involves folk toys in India.

Kaustav Chatterjee

An artist and educator, Kaustav works as an art teacher within the Art Education department at the Gurukul Mission School in Boinchigram, Hooghly, West Bengal, where he teaches kindergarten learners. Kaustav has recently graduated with a BFA from the University of Burdwan.

Ketaki Yadav

Currently the head of the Department of Visual Art at the Wuxi United International School, China, she has also been visiting faculty at the Sir JJ School of Art in Mumbai. A believer in a holistic learner-centric approach, she has graduated with an MVA from Maharaja Sayajirao (MS) University, Baroda.

Lauren Robinson

A theatre-maker and educator, Lauren has a background in theatre education, production, and movie-making. She has taken on online classes in drama as part of her role as Trainer at the Footlights Theatre. She has graduated with a Post-Graduate Diploma in AcOng and Theatre-Making from the Drama School, Mumbai.

Malavika Rajnarayan

Currently working as a consultatnt with the Azim Premji Foundation as a resource person for visual art and music teachers at the Azim Premji Schools, she has also previously worked as an arts facilitator at the same. Her work has included conducting art workshops for teachers and students, interacting with government school teachers and more. She is a visual artist and educator based in Baroda.

Manash Pratim Sharma

Lecturer in Art Education at the Barpeta BT College in Assam, he uses the classroom as a forum for discussions, art history lessons and documentaries towards a holistic education, besides fine art practice. Manash got his MFA in Art History and Visual Studies from SN School, Hyderabad, and BFA in Printmaking from Govt. College of Arts and Crafts, Guwahati.

Murli Chandora

Murli Chandora is an artist and educator, who presently works as an Art and Design course facilitator and advisor for Primary and Secondary at the Head Start Educational Academy in Kommasandara, Bengaluru.

Nikita Theresa Sarkar

Artist and educator, Nikita is currently Visiting Faculty at the Dolphin School in Pulwana, Kashmir, for the programme's Sustainable Designs Elective. She is also founding member of an Arts Collective called the P(art)icle, and has a variety of experience in theatre, scriptwriting, and translation.

Ritika Sharma

Artist and educator, Ritika is currently working as Assistant Professor at Sharda University in Greater Noida. She has previously worked as Assistant Professor as Visiting Faculty in the Painting Department at the College of Art, Delhi. Her art work has been exhibited at the Serendipity Arts Festival, Goa.

Roshni Bhatia

Currently working as an art educator at Metta School, Singapore, she has experience in working around art as mindfulness and therapy in a variety of contexts. Roshni has also worked as an art educator at ArtReach, besides conducting workshops and programmes around art.

Sakshi Shraddha

Currently working under the education programme to bring photography learning to students across Chennai. Sakshi has also worked with Little Walks in Chennai, teaching, organising and facilitating workshops to encourage students through activities like art and craft, storytelling and more.

Sameeksha Pareek

Sameeksha is a textile designer, currently working at Amity Global School Noida. She has experience in the Fine Arts Faculty for Primary, Secondary and Senior-Secondary classes. She also has a PhD from the Design Department at Banasthali University.

Sananda Mukhopadhyaya

A theatre-maker and arts-based educator, she works as a creative entrepreneur through her platform Extension Arts. She has previously taught at Drama School in Mumbai, along with working in programming at the Akshara Foundation for Arts and Learning.

Sonia Jose

An artist and educator, Sonia has previously been faculty at the Foundation Studies course at Srishti Institute of Art, Design and Technology, Bangalore. Her work has involved facilitating a range of units and skill-based workshops, besides a contextual enquiry. She has also previously taught at Lisaa School of Design and NIFT, Bangalore.

Steven S George

A PhD Scholar at the Department of English at Jamia Milia Islamia University, Delhi, he has worked in the field of theatre through scriptwriting and direction, and workshops include Women's Regional Network, India People's Theatre Association and more. Steven also takes an interest in the Digital Humanities.

Supriya

Currently working as a Programmes facilitator and field worker in Rajasthan with Bangla Natak Dot Com, she has experience in research and programming. She emphasises the need for education that goes hand in hands with rights as citizens, besides having hands-on experience working with arts and crafts performance communities in Rajasthan.

Tilottama Bhowmick

Artist and educator, she has previously taught at the CLAP programme through a variety of topics and practices such as integrating maths, space and time, migration and ecology, and more. Tilottama was also a full-time art teacher at an international school in Dhaka.

Amita Nowal (Observer)

Currently working as Donor Relations and Reading Specialist at The Community Library Project, Delhi/

NCR, her work involves securing funds for the organisation to mentoring and developing curriculum. Amita has previously been a Teach for India Fellow, and holds an MA in English from Shiv Nadar University.

Ritika Puri

Working as a Project Coordinator at the Community Library Project - Agrasar, she has led the team in building a new library in Sikanderpur village, besides managing various positions in building the organisation, from outreach and training to accounts. She is also the lead head-start for primary level learners.

Manisha Yadav

Working as Librarian at The Community Library Project - Gurugram, she has been involved with systematising and managing the collection. Manisha's work has also involved organising library programmes such as read-alouds for children and educating members on library practices. She holds an MBA from NIILM University, Haryana.

Prachi Grover

Currently working as a curriculum coordinator at The Community Library Project, her work involves planning and implementing reading programs at the library, as well as designing and conducting internal and external trainings on library-based reading programs. Prachi has an MPhil in Education from the Department of Education, University of Delhi.

Participants from Hong Kong**FOK Sui Tong**

Visual Arts teacher at HKBUAS Wong Kam Fai Secondary and Primary School (Curriculum: HK Diploma of Secondary Education (HKDSE))

Gloria NG

Visual Arts teacher at St. Paul's Convent School (Curriculum: General Certificate of Education (GCE); HKDSE)

Wendy TAI

Visual Arts teacher at Li Po Chun United World College (Curriculum: International Baccalaureate Diploma Programme (IBDP))

Participants from Nepal**Manantuna Jyapoo**

An art educator who has been working with Srijanalaya for the past two years, designs lessons, works on the manuals, and facilitates sessions with teachers and students. She has a social work background as well.

Pushpa Parajuli

An art educator who creates visual educational materials online and has been teaching in schools as an art teacher. She is also interested in working with teachers on integrating arts education materials into their everyday teaching.

Sunita Maharjan

A visual artist and art educator who is one of the founding members of Srijanalaya, a nonprofit that focuses on art education, and a co-founder of Drawing Room, an artist-run studio space that also runs classes for people of all different ages. She has designed integrated lessons, worked with teachers and students, as well as developed her own curricula for different age groups.

Asia Art Archive Team

Susanna CHUNG

Programmes Manager and Head of Learning & Participation

Samantha KWOK

Learning & Participation Coordinator

Samira BOSE

Programmes Coordinator

Asia Art Archive (Observers)

Özge ERSOY

Public Programmes Lead

Florence LI

Programmes Intern (Florence is also a practicing artist who is interested in education)

Sneha Ragavan

Projects Lead, Asia Art Archive in India & Senior Researcher

Noopur Desai

Researcher, Asia Art Archive in India

Chandrika Grover Raleigh

Managing Trustee, Asia Art Archive in India

FICA Team

Annalisa Mansukhani

Programmes Manager

Sukanya Deb

Programmes Manager

Vidya Shivadas

Director

Other observers

Sharareh Bajracharya

Siddhartha Arts Foundation

Srijanalaya (Kathmandu)

Extended Resources for Reference

Following are links to online resources and readings that were collated to help educators develop their lessons and modules, outline concerns and challenges, supplement classroom and teaching strategies, and contribute further to discussions around learning today.

Teaching Plans & Lesson Ideas

MoMA Learning

Introductions to modern & contemporary art by themes; downloadable teaching materials

https://www.moma.org/learn/moma_learning/

Tate: Teaching Resources

Downloadable worksheets and teaching kits

<https://www.tate.org.uk/art/teaching-resource>

Art 21: Tools for Teaching

Resources by teachers, teaching guides, and prompts etc. around Art21 short films on contemporary art

<https://art21.org/for-educators/>

V&A Museum: Teachers' Resources for Secondary Schools & Colleges

Downloadable teaching materials for students ages 11-18

https://www.vam.ac.uk/info/teachers-resources-for-secondary-schools-and-colleges?fbclid=IwAR1l-WNEuKf4wixEfm_FnkCOTJyaDvLN5K5-Sh4j-IO06-UAm8MzBd94C-A

The Art of Education University

Lesson plans, activities for the classrooms, and teaching methods etc.

<https://theartofeducation.edu/resources/>

National Gallery of Art

Downloadable artwork images, lessons and activities for students organized by age groups

<https://www.nga.gov/education/teachers.html>

SF MoMA

Discussion questions around artworks

<https://www.sfmoma.org/teacher-resources/>

The Kennedy Center

Lessons & activities on performance art

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/>

The Metropolitan Museum of Art

Lesson plans to integrate works of art in your classroom <https://www.metmuseum.org/learn/educators/lesson-plans>

Asia Society

Material resources for educators from Asia and the world

<https://asiasociety.org/education/lesson-plans>

Carnegie Museum of Art

Educational Resources for educators, families and caregivers

<https://cmoa.org/education-resources/>

Alberta Teachers Association, Canada

Lesson Plans on mental health

<http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79I-2016-03-CWT-lesson-plans.pdf>

Vigo Primary School, UK

Emotional wellbeing activities for all age groups

<https://www.vigo.hants.sch.uk/emotional-wellbeing-activities/>

Teen mental health.org

Check in activities and modules that support Distance Learning about Mental Health
<http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2020/04/online-module-delivery-to-students.pdf>

The Community Library Project

A TCLP curated list of websites, books, articles and other material that teachers and educators can freely use to conduct their own read alouds and teaching sessions.
<https://docs.google.com/spreadsheets/d/1HnDWGbxXrnaudafOShNSAy7cNzQc5Qv8D2VDVYsUQ8U/edit?usp=sharing>

Just bringing out some of the resource that TCLP has put together in their google doc (which are to do with excellent reading materials - also bilingual in most cases)

Arts Impact

Detailed lesson plans, approach and curricula that involve dance, theatre and visual arts both as focused subjects and as subjects infused with science, mathematics, language, etc.
<https://arts-impact.org/lessons/curricula/>

Assessment of the Arts in India (NCERT document)

https://ncert.nic.in/dee/pdf/CCE_Arts_edu.pdf

Ekalavya

books and magazines for young adults ,children and educators
<https://www.eklavya.in/books>
<https://www.eklavya.in/magazine-activity>

Ektara: Takshila's Centre for Children's Literature & Art

<https://www.ektaraindia.in/hi/publications/ektara-ki-dhun/>

Toys from Trash: Arvind Gupta

A key resource for engaging children with play and learning via building low cost toys and undertaking their own experiments
arvindguptatoys.com

Barkha: A Reading Series for 'All' developed by the NCERT

<http://www.ncert.nic.in/departments/nie/degsn/NCERTBarkhaseries/Start.html>
E-Pathshala for all NCERT Textbooks, Teacher Resources, and Supplementary Material
<https://epathshala.nic.in/>

Stories and poetry read by feminist and development activist Kamla Bhasin

<https://www.youtube.com/channel/UCxsYuIYx-wN44RPlrCljo2Q/videos>

StoryWeaver

An open access-licensed resource of reading resources for children in multiple languages. <https://storyweaver.org.in/>

Ankur Society for Alternatives in Education

Ankur's three decade long work in experimental pedagogy with children, young people in marginalised neighbourhoods of Delhi. Here you can find a series of publications by young people <https://ankureducation.wordpress.com/resources-2/youth/>

Cybermohalla

A network of dispersed labs for experimentation and exploration among young working class people (Ankur: Society for Alternatives in Education, Delhi and Sarai-CSDS, Delhi).
At LNJP Basti Compughar, young participants experimented with image, sound and text
<https://sarai.net/cybermohalla-book-box-launch/>
<https://sarai.net/galiyon-se-by-lanes/>

Keleketla Library, Johannesburg

Looking at cultural practice in Johannesburg, not only from the production of music, art, literature and whatnot, but also its politics and environmental factors. Conscious of the issue of infrastructure for cul-

tural production, they invite cultural collectives and workers to design art programmes with young members of Keleketla.
<https://keleketla.org/>

FICA Resource: For the Love of Art

A guide for art educators by Nilanjana Nandy around the year-long course For the Love of Art that she conceptualised and facilitated with FICA
<https://ficart.org/for-the-love-of-art-exhibition>

Beautiful Trouble

<https://beautifultrouble.org/>
Beautiful Trouble is a book, web toolbox and international network of artist-activist trainers whose mission is to make grassroots movements more creative and more effective.

Teacher Professional Development

Smarthistory

Resources on art history
<https://smarthistory.org/>

Project Zero

Research projects and education resources
<http://www.pz.harvard.edu/>

Teaching at the Right Level

An approach pioneered by the Indian NGO Pratham, to help children gain basic reading and math skills, understanding their learning levels and regularly assessing student performance. <https://www.teachin-gathertherightlevel.org/the-tarl-approach/resources/>

Resilient Educator

With content and resources created by educators, focused on needs of teachers <https://resilienteducator.com/collections/social-emotional-development-resources/>

Children and Teachers as Co-researchers: A Handbook of Activities

Annamaria Pinter and Rama Mathew
A report on r teacher-research with children as co-researchers
https://englishagenda.britishcouncil.org/sites/default/files/attachments/29110_bc_indian_han29110_bc_indian_handbook_web_footer_web_style_v7s_online_use.pdf

Devi Prasad: Art: The Basis of Education

An important and committed educator of the 20th century who engaged with Gandhian ideals and developed his art pedagogy <https://www.slideshare.net/sarodp/art-the-basis-of-education-devi-prasad-1997>

TISS for teachers

Connected Open Online Learning (COOL) resources and courses by CEIAR, TISS for teachers
<https://www.tissx.tiss.edu>

Resources Designed for Learning at Home

Arts Ed Collaborative

Videos by artist for learning at home on health, music, theatre & dance, and visual arts
<https://artsedcollab.org/artslearningathome/>

Firstsite

Subscribe to download activity packs designed by artists
https://firstsite.uk/art-is-where-the-home-is/?gclid=EAlaIQobChMIm8asvcL26gIVRtiWCh-0Byg3KEAAYASAAEgKwGvD_BwE

Careers360

A list of things for children to do in COVID 19 lockdown
<https://news.careers360.com/25-things-for-school-children-do-during-covid-19-lockdown>

Department of Education, Queensland Government

A handbook of wellbeing activities for children <https://education.qld.gov.au/curriculum/learning-from-home/wellbeing-activities-booklet.pdf>

Education Policy (India)

National Education Policy 2020

https://static.pib.gov.in/WriteReadData/userfiles/NEP_Final_English_0.pdf

CBSE Circular on Art Integrated Learning (India)

Pedagogical initiative by CBSE to introduce Art Integrated Learning in all affiliated schools
http://cbse.nic.in/newsite/attach/Art_Integration_Circular.pdf

Education in the time of COVID (INDIA)

<https://www.cprindia.org/news/9086>

Centre for Policy Research: The Coronavirus Pandemic: Impact on Education with Rukmini Banerji, Head of Pratham Foundation

Right to Education Forum

The Right to Education (RTE) Forum, a larger civil society coalition in India consisting ten thousand grass-root organizations, prominent educationists and Networks/Activists, has been hosting a number of vibrant webinars to assess the present situation of education and the condition of children across the country. Some links below

Evidence to Action: Grassroots Experiences on Status of Learning during COVID-19

<https://www.youtube.com/watch?v=gtU6hoJ-Vb8&t=5725s>

Impact of COVID 19 Right to Education on Children of Migrant Workers https://www.youtube.com/watch?v=Z_XsXDJafoQ

Quality Education Through Digital Learning

https://www.youtube.com/watch?v=t-bw_uNQZIY

Additional Resources and Readings

Artist Exercises: Learning at Home series (AAA)

<https://aaa.org.hk/en/search/search/tag:107>

Artist Exercises analysed in Day 1 group discussion:

Group 1

Our Distance from Nature

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-our-distance-from-nature-pandemic-edition>

Group 2

Connecting the Pieces of Everyday Life

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-connecting-the-pieces-of-everyday-life>

Group 3

The Lovers, 1988/2020

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-the-lovers-19882020>

Group 4

Think Time

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-think-time>

Group 5

Working in Parts to Create Together

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-working-in-parts-to-create-together>

Group 6

People and Things at Home

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-people-and-things-at-home>

Group 7

On Risk, Caretaking, and Safety

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-on-risk-caretaking-and-safety>

Group 8

Experiments with Zines

<https://aaa.org.hk/en/resources/for-educators/teaching-materials/learning-at-home-experiments-with-zine>

On Mental Health

Mental Health & High School: Curriculum Guide

<http://teenmentalhealth.org/wp-content/uploads/2018/01/FINAL-Guide-Dec-2017-Online-Cover-and-Interior.pdf>

Wellness and Wellbeing workbook

http://johnbarletta.com/documents/DRJOHNWellbeingWorkbook_009.pdf

(Appendices are advanced - activities can still be used with modifications/writing as exercise)

Reference videos for different forms of puppetry (from Anurupa Roy)

Her own new video Anurupa Roy: The Girl in a pink frock

<https://www.youtube.com/watch?v=vEcYZkHHXRI>

Format- Brief introduction and video links in the text

Basic introduction- <https://www.youtube.com/watch?v=LiKiHdI52HA>

Shadow Puppets- India - <https://www.youtube.com/watch?v=kZNKUOBdn4s>

Shadow Puppets- Orissa and International - <https://www.youtube.com/watch?v=eJ2eQgLZEXE>

From Shadow Puppetry to Animation- <https://www.youtube.com/watch?v=2nIMxNEwXal>

Glove Puppets in India- <https://www.youtube.com/watch?v=nLm6RhV5rMY>

Glove Puppets across the world- <https://www.youtube.com/watch?v=nLm6RhV5rMY>

String Puppets in India- <https://www.youtube.com/watch?v=Ay93q5gXt6A>

String Puppets across the world- https://www.youtube.com/watch?v=_CmfjBbPU4

Katkatha Shows- Dinosaur -<https://www.youtube.com/watch?v=AlAALy1h6RE>

Mahabharata- <https://www.youtube.com/watch?v=nn-A66Py1nA&t=2s>

About Ram- <https://www.youtube.com/watch?v=r6AaVMjM9jA&t=5s>

Bollywood Bandwagon- <https://www.youtube.com/watch?v=06Q7xpczN4E>

Anecdotes and Allegories- <https://www.youtube.com/watch?v=PsVroODy0Bs>

Modern Puppet Theatre videos- The metaphor of the puppet

Phillipe Genty- <https://www.youtube.com/watch?v=SphHaiW7fzg>

Land's end <https://www.youtube.com/watch?v=LqUc5Skf-ho>

Royale Deluxe- <https://www.youtube.com/watch?v=Wv5UpXcu1HA>

<https://www.youtube.com/watch?v=JPzRsKoEuuk>

Neville Tranter- <https://www.youtube.com/watch?v=tJ0wkSErIUg>

Mikropodium- <https://www.youtube.com/watch?v=c21zSdiyW6o>

Hotel Modern- <https://www.youtube.com/watch?v=g41BBLryUsk>

Kamp- <https://www.youtube.com/watch?v=Rh3rsREaIIA>

Art History - <https://www.wikiart.org/>

Learning Paradigms Today



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