Learning Paradigms Today

Workshop for Art Educators
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 note 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.

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:

“Some words that I have noted down - one is to be more conscious of how and what we are doing now, and such a space made me think about how we can make learning more live in life post class, pre class.”
- Lauren Robinson

“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.”
- Alamelu Annhamalai

“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.”
- 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

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### 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

<table>
<thead>
<tr>
<th>Time (IST)</th>
<th>Item</th>
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<tbody>
<tr>
<td>11:00am-11:25am</td>
<td>Introduction by AAA &amp; FICA Introduction of the Learning at Home series</td>
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<tr>
<td>11:25am-11:55am</td>
<td>Sharing by Nilanjana Nandy on “What Did I Clean Today?”</td>
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<tr>
<td>11:55am-12:10pm</td>
<td>Q&amp;A</td>
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<tr>
<td>12:10pm-12:25pm</td>
<td>Break</td>
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<tr>
<td>12:25pm-12:45pm</td>
<td>Sharing by Peggy Kwan on classroom implementation of Artist Exercises</td>
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<tr>
<td>12:45pm-1:00pm</td>
<td>Q&amp;A</td>
</tr>
<tr>
<td>1pm-2pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2 – 2.05 pm</td>
<td>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)</td>
</tr>
<tr>
<td>2.05 – 2.15 pm</td>
<td>Reading of assigned Artist Exercise</td>
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<tr>
<td>2:15pm – 3 pm</td>
<td>Group discussion</td>
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<tr>
<td>3:00pm-3:30pm</td>
<td>Sharing by groups</td>
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<tr>
<td>3:30pm -4:00pm</td>
<td>Rounding up; Introduction of extended resources</td>
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</tbody>
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**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

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.

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<thead>
<tr>
<th>Time (IST)</th>
<th>Item</th>
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<tbody>
<tr>
<td>11 am – 11.05 am (6min)</td>
<td>Introduction of the day and speaker</td>
</tr>
<tr>
<td>11:05 am–11.50 pm (45min)</td>
<td>Session with Mary Mansukhani titled 'Mapping the Emotional Well-Being Component in Education'</td>
</tr>
<tr>
<td>11.50 pm – 12.35 pm (45min)</td>
<td>Breakout Room Discussion</td>
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<td><strong>Topic:</strong> 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?</td>
</tr>
<tr>
<td>12.35 pm – 1 pm (25 min)</td>
<td>Sharing of discussion points from the Groups</td>
</tr>
<tr>
<td>1 – 2 pm (1hr)</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2 pm – 3.30 pm (1hr 30min)</td>
<td>Session with Anurupa Roy on 'Puppet Theatre Journeys: People, projects, pedagogy' followed by discussion</td>
</tr>
<tr>
<td>3.30 pm – 4 pm (30min)</td>
<td>Case Study 1: Tara Child Protection &amp; Empowerment</td>
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<td></td>
<td>Session with Basanti Caroline Roublin, moderated by Sunandita Mehrotra</td>
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Day 3 | Sat, 8 Aug 2020

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

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

<table>
<thead>
<tr>
<th>Time (IST)</th>
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<tbody>
<tr>
<td>11 – 11.05 am (6min)</td>
<td>Introduction of the day and speaker</td>
</tr>
<tr>
<td>11.05 am–11.45 am (40min)</td>
<td>Presentation by Rama Mathew What do we actually mean by a learner centred approach?</td>
</tr>
<tr>
<td>11:45 am–1 pm (1hr 15min)</td>
<td>Discussion in breakout groups and large group</td>
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<tr>
<td>1 pm – 2 pm (1hr)</td>
<td>Lunch</td>
</tr>
<tr>
<td>2 pm – 2.40 pm (40min)</td>
<td>Presentation by Shilpa Gupta 'Exploring conversations between art and learning in the digital space'</td>
</tr>
<tr>
<td>2.40 pm–3 pm (20min)</td>
<td>Short group exercise of engaging with an art work in a module</td>
</tr>
<tr>
<td>3 pm–3.30 pm (30min)</td>
<td>Sharing of the exercises and discussion around them</td>
</tr>
<tr>
<td>3.30 pm – 4 pm (30min)</td>
<td>Case Study 2: The Community Library Project with Michael Creighton and Prachi Grover</td>
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</tbody>
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Day 4 | Mon, 10 Aug 2020

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

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.

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<tr>
<th>Time (IST)</th>
<th>Item</th>
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<tbody>
<tr>
<td>11 – 11:05 am</td>
<td>Introduction to the day</td>
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<tr>
<td>11:05am-11:35am</td>
<td>Case Study 3: ArtReach with Sunandita Mehrotra</td>
</tr>
<tr>
<td>11:35am-11:50 am</td>
<td>Introduction of scenarios for participants to work on. Define group assignment: decide together which group takes which scenario</td>
</tr>
<tr>
<td>11:50 am-12:30 pm</td>
<td>Group discussion</td>
</tr>
<tr>
<td>12:30 pm - 1pm</td>
<td>Sharing by groups</td>
</tr>
<tr>
<td>1pm-2pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2pm-2:30pm</td>
<td>AAA and FICA introduce resources</td>
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<tr>
<td>2:30pm-3:15pm</td>
<td>Overall debrief; breakout room for group discussion</td>
</tr>
<tr>
<td>3:15pm-4pm</td>
<td>Sharing by participants: one key take-away</td>
</tr>
</tbody>
</table>

**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?

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**PRESENTATIONS**

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

Nilanjana Nandy is a visual artist. She has an MA in Painting from the Faculty of Fine Arts at MSU, Baroda. She is the principle investigator and lead artist in residence programme at Upper House Residency, Kochi. She has been a visiting artist under programs like FICA, Bartered Collections and Black Box Project. She has received her Bachelor of Fine Arts in Sculpture from Sir JJ School of Art, Baroda. She has been a part of many group and solo exhibitions in India and abroad, including the 53rd Venice Biennale 2009, Art in bangladesh 2010, Asian Art Biennale in Dhaka 2011, 21st Kochi-Muziris Biennale and others. She has been a visiting faculty at The Arts and Schools in various institutions, she has been working with the Azim Premji Foundation and the Azim Premji Schools since 2013. She is also a mentor of the STEAM project from the art department. She has been working as a Craft teacher since 2009, and her current work involves managing the post-graduate programme through a direct interface with the Fellows as well as designing curriculum. She has also been 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 and leadership in children’s response to literature from Delhi University.

Arunima Bose

Arunima Bose holds a Master's degree in Education and has taught special and general education since 1997 in India. She has been a curriculum coordinator at The Community Library Project since 2015. 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

Peggy Kwan is a teacher and panel head of the Visual Arts Department at Tang Shiu Kin Victoria Government Secondary School, Hong Kong. She has been 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

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. Currently, she is working at St. Mary’s School as a special educator in the Mental Health Department.

Anurupa Roy

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 Scuola Della Guatorette (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

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 daycare centre for marginalised communities in Saldulaj, 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

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

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 Arnoff Aboriginal Art, Bristol and has participated in biennales in Venice, Berlin, Kochi, Lyon, Guangju, Havana, Yokohama, Liverpool amongst others. She has worked in several workshops and training programs and has been a consultant with the Azim Premji Foundation.

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

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 in children’s response to literature from Delhi University.

Sundanita Mehrotra

Sundanita Mehrotra is an artist educator and an artist invested in non-fiction comics and illustration. She has been associated with Arteamche 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

Aditi Jain is a 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 Ammanahalai

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

Anuja Dasgupta is a 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.

Arurashmi Mohanty

Arurashmi Mohanty is 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 Eduainment Pvt Ltd.

Kavas Chatterjee

Kavas Chatterjee is 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

Ketaki Yadav currently holds the position of Head 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

Lauren Robinson is 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 Acting and Theatre-Making from the Drama School, Mumbai.

Malavika Rajnarayan

Malavika Rajnarayan is currently working as a consultant 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.

Murlie Chandora
Murlie 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 Pulfwana, Kashmir, for the programme's Sustainable Designs Elective. She is also founding member of an Arts Collective called the P(archive), 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 Faculty of Fine Arts, Delhi. Her art work has been exhibited at the Serendipity Arts Festival, Goa.

Roshni Bhata
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 Shradi
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/
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-WNEuKf4wixEfim_FnkCOTJyaDvLNs5K5-Sb4jO06-UAm8MD94C-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

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/schoolml/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/1HnDWGbxXrnuadbfOS5hN4ay7ezNzQc5qv8D2VDYvssUQBW/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/nde/pdf/CCE_Arts_edu.pdf

Ekalavya
books and magazines for young adults ,children and educators
https://www.ekalavya.in/books
https://www.ekalavya.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

Barkhaa: 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/

Ektara: Takshila’s Centre for Children’s Literature & Art
https://www.ektaraindia.in/hi/publications/ektara-ki-dhun/

StoryWeaver
An open access-licensed resource of reading resources for children in multiple languages. https://story-weaver.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://ankureducaion.wordpress.com/resources-2/youth/

Cybermohalla
A network of dispersed labs for experimentaion 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 cultural production, they invite cultural collectives and workers to design art programmes with young members of Keleketla.
https://keleketla.org/

FICAResource: For the Love of Art
A guide for art educators by Naljanra Nandy around the year-long course For the Love of Art that she conceived 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.

TeacherProfessionalDevelopment

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.teaching-gattherightlevel.org/the-trl-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 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

TISSforteachers
Connected Online Learning (COOL) resources and courses by CEIAAR, TISS for teachers
https://www.tissx.tiss.edu

ResourcesDesignedforLearningatHome

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

Firstsite
Videos by artist for learning at home on health, music, theatre & dance, and visual arts
https://firstsite.uk/art-is-where-the-home-is/?gclid=EAIaIQobChMIrQo6aOflChwIVfRfACh-f3aEgAEBD_BwE

Careers360
A list of things for children to do in COVID 19 lockdown
Department of Education, Queensland Government

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)
Artist Exercises analysed in Day 1 group discussion:
Group 1
Our Distance from Nature

Group 2
Connecting the Pieces of Everyday Life

Group 3
The Lovers, 1988/2020

Group 4
Think Time

Group 5
Working in Parts to Create Together

Group 6
People and Things at Home

Group 7
On Risk, Caretaking, and Safety

Group 8
Experiments with Zines

On Mental Health
Mental Health & High School: Curriculum Guide
Wellness and Wellbeing workbook
(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=EeYZkHHXRI
Format- Brief introduction and video links in the text
Basic introduction- https://www.youtube.com/watch?v=LiKlHi$52HA
Shadow Puppets- India - https://www.youtube.com/watch?v=kZNKOBDn4s
Shadow Puppets- Orissa and International - https://www.youtube.com/watch?v=J2eQglZEXE
From Shadow Puppetry to Animation- https://www.youtube.com/watch?v=znImNwXal
Glove Puppets in India- https://www.youtube.com/watch?v=nLm6RnV5rMY
Glove Puppets across the world- https://www.youtube.com/watch?v=nLm6RnV5rMY
String Puppets in India and India- https://www.youtube.com/watch?v=Ay93q9gX6A
String Puppets across the world- https://www.youtube.com/watch?v=Cmnj&BbPU4
Katkatha Shows- Dinosaur -https://www.youtube.com/watch?v=AIaALy6RE
Mahabharata- https://www.youtube.com/watch?v=nnA66PyIn5A&t=2s
About Ram- https://www.youtube.com/watch?v=6aAVM9jA&t=5s
Bollywood Bandwagon- https://www.youtube.com/watch?v=OQ7xcpczN4E
Anecdotes and Allegories- https://www.youtube.com/watch?v=PmWroODyOB

Modern Puppet Theatre videos- The metaphor of the puppet
Philippe Genty- https://www.youtube.com/watch?v=SpHiW7fzg
Land's end https://www.youtube.com/watch?v=LqJcSF5kho
Royale Deluxe- https://www.youtube.com/watch?v=WV5UpXcUaHA
https://www.youtube.com/watch?v=JPzRsKeEuk
Neville Tranter- https://www.youtube.com/watch?v=J0wS eradicate
Mikropodium- https://www.youtube.com/watch?v=cc21z5iW6o
Hotel Modern- https://www.youtube.com/watch?v=q41BZryUsk
Kamp- https://www.youtube.com/watch?v=Rh3sREaIAlA
Art History - https://www.wikiart.org/
Learning Paradigms Today