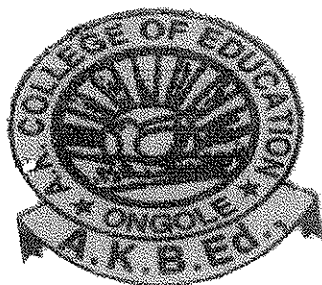


# **ANDHRAKESARI COLLEGE OF EDUCATION**

*(Recognized by the GOVT. of A.P. & NCTE Affiliated to Acharya Nagarjuna University)*

Cheruvukommupalem Road , Pelluru (Post) , ONGOLE,  
Prakasam (District), Andhrapradesh– 523272

## **SEMESTER – 2**



**S2P – COURSE - IX**

**ART EDUCATION**

**PRACTICUM : ACTIVIES / PROJECT / RECORD**

Name of the student Teacher : -----

Roll No : -----Reg.No :-----

**ACHARYA NAGARJUNA UNIVERSITY**



Certificate

This is to certify that Mr./Mrs./Kum. KATAKAM KRISHNA VENI  
Class No ----- Regd No. Y18ED31132 has completed  
the required activities regarding to Art Education-----practicum  
towards the fulfillment of B.Ed course work stipulated by the Government of  
Andhrapradesh and approved by Acharya Nagarjuna University.

This Record is assessed.

Signature of the Lecturer



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## Activity - 1

Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.

### Introduction:

There is a need to take a concept from the school's curriculum. By this topic we have to spread the message to the society. By doing like this every one has got a chance to know about that topic. Concept:

This activity is about steps to take while travelling in a bus, car, bike for safety measures. In this activity

how these preventive steps are very useful while travelling are explained in a brief manner.

While travelling on road we have to follow traffic rules, preventive measures, wearing helmet on two-wheelers, seat belt in car. By this activity I gave a message to the society.

### Goals/Aims:-

- \* The main aim is to follow the rules and regulations while going on road.
- \* To decrease accidents.
- \* Driving licence should compulsary for driving.
- \* pedestrians should walk on two sides of foot path on road.



- \* Every one has to remember the rules and regulations.
- \* To know about the problems of traffic.
- \* Every one has to take care while on road.

A concept from school curriculum

class :- 9<sup>th</sup>

Concept :- Road safety education

Subject :- Social

Explanation of Road Safety:-

By the invention of wheel transport system get many changes. Vehicles crowd were increased due to the factorisation and industrialisation. A systematic chain is needed for the easier form of transport. Systematic Arrangement means people who use vehicles or travelling by road must follow safety measures.

It is every one's duty who use road must follow safety measures and rules.

What is meant by traffic?

The things which transfer from one place to another place are called "traffic". In the same way, vehicles travel from one place to another by road is called "Road traffic".

Need and Importance of traffic Education:

Most of the teenagers and youth were get damaged by the road accidents because of their wish of more freedom.

Teenagers were the highest people who use road. Road Accidents were the main cause for highly damaged accidents which leads to death also. But few were know about this. So it is important

to wake up society about the road accidents.

Problems of traffic: - For eg if you have to go school early in the morning. If you were late there may chance to miss classes. In that situation if you were stucked in a traffic jam what would you have to do?

Students, Employees, Labours, Teachers Doctors most of the people are facing the traffic problems. Footpath is meant for Pedestrians. But sometimes vehicles are also travel in this footpath. The main reasons for the traffic Jam are vehicles are parked where "No parking" boards are placed.

Need of driving licence:-

It is crime driving a vehicle without driving licence. No one has exemption from this.

1) Learner licence:-

It is temporary. It is issued for learning driving with the validity of six months

2) permanent licence:-

After one month of issuing temporary licence one has eligible to get this licence.

Important Aspects in the Act:-

\* Driving vehicles with out licence is crime.

\* 18 years is the minimum age to drive above 50cc vehicles

\* 25 years is the minimum age required for the vehicles of driving used for transport of vehicles, things, manual purpose.

Driving a vehicle while drinking.

To go out with friends and spent time with them in weekends is interest of Mukesh who is 28 years old. When the completion of party Mukesh was afraid to go home because of police men who were checking the people in the end of start. It is not only the problem of Mukesh. - Now most of the people think one or two times to attend parties.

Working of Breath-testing equipment:- If a person takes alcohol it would combine with blood. It would pass through out the body by our blood. The blood which enters in to our lungs it would get recognised by an electronic machine when we release air.

## Suggestions for drivers:-

- \* Give a way for right side vehicles while we going in left side.
- \* Don't cross the vehicles from the left side.
- \* For safety travelling, helmet is compulsory.
- \* Small amount of carbon monoxide vehicles are used.
- \* Don't use horn unnecessary.
- \* Seat belt is compulsory for the large vehicles.
- \* Do not violate traffic signals.
- \* Keep in condition of their vehicle.

Symbols that are indicated on roads:-

To direct pedestrians and drivers of vehicles these symbols are used.

## Division of Road:

1) Footpath: It is approximately width of 2 metres.  
It is about two sides of roads.

2) Zebra Crossing:

It is meant for the students of school and pedestrians to cross the road from one place to another. It is located where the traffic is heavy.

## Traffic symbols:

The equipment which is arranged where two or more roads merge at a place to show symbols are arranged to drive vehicles with out any accidents are called "Traffic Symbols".

Red light: Indicates to stop the vehicle.

Orange light - Get ready to go.

Green light - Go.

Destructions:

\* Negligence of citizens.

\* Roads are not good enough.

\* Construction of vehicles are not according to safety measures

\* Not implementance of Road safety measures.

\* Acts do not implement in a right way.

Message given by me to the society through curriculum:

\* Careful while going on road.

\* Necessary precautions will be taken while going on road & bike.

\* To know about driving.

\* Take measures to avoid accidents



\* Rules that are given to the Society:

Rules for pedestrians:

- 1) Pedestrians should walk on the path which is allotted for them. If there is no special path, they walk along the left side of the road.
- 2) If we are going outside in the night times must wear reflective clothes.
- 3) Torch light is compulsory when walking in night time.
- 4) While crossing the road, examine the vehicles of both sides.
- 5) Zebra crossing is better for road-crossing.
- 6) Using mobile while walking on road, road crossing is dangerous.

7) Don't travel while in drunk.

Using of cycles on road:

- 1) Ride cycle carefully.
- 2) Don't go on the wrong way while going on road.
- 3) Don't ride it on footpath which is meant for pedestrians.
- 4) Don't go where the board appears as "Road closed" or "No entry".
- 5) Follow the road rules always.
- 6) Keep your vehicle in condition always.

Using of motor cycles while going on Road:

- 1) Keep in distance to be ahead vehicle.
- 2) When the sudden break uses while going fast there may chance to get down.

- 3) Do not interfere in the middle.
- 4) Using horn while it working.
- 5) Wearing helmet is compulsory while driving.

### Learning Out comes:-

- \* Rules while going on road, Road safety measure were known by me.
- \* I spread these measures by drama form.
- \* I can know about the symbols of traffic, Safety.
- \* pedestriants should walk along the footpath.

Conclusion:

I take the concept of Road Safety from 9th class social subject in the part of the Activity in B.ed studying in Andhra keerasi college of Education.

I spread this concept as message to the society. like rules of traffic, traffic symbols.

## Activity - 2

Identify a local Art form and integrate it  
in teaching an appropriate lesson from school  
Curriculum - Prepare a lesson plan.

### Introduction :-

A topic is identified from the school Curriculum and turns in to local Art form to understand the lesson in an Activity model.

The Anthropologists who discovers the Prints, labels, and the beautiful form of Stone Arts and in the city like Ancient Sindh.

### About Stone Arts :-

About 4000 years back it has gone of some of Arts. They reflect natural things But we don't know the use of

how to use it? - It is spread to the Maharashtra in shaping of minerals.

Beautiful Bronze toys are exhausted in the discovery

May be it about 3000 years back architects. The important incidents about architects was around Mourya's time and Ashoka's time.

### Buddhist's statues and Places:-

The most famous statue in India is Sanchi statue. Semi sphere is the shape of statue. Statue is in the semi sphere shape like when we look in to the sky. It would seems like that.

Aims:-

- \* To learn about the local Arts in Ongole.
- \* Speciality of Architects around Ashoka and Mourya's period.
- \* Aims belonged Maharashtra.
- \* To tell about the ancient and first temples.
- \* Attracting the tourists from foreign countries
- \* To visit fahiyaan, etsing, Humanstangs and the places belong to life of Buddha's life.
- \* The Calrey farm built around back 2100 years  
It is built around across 1800 years ago.
- \* To know about the construction of Architects.

Identify a local Art from the school Curriculum to explain keenly to the students:

Local Art name:- Stone Arts

Subject :- Social

class :- 6th class

Concept:- Architects and forms of constructions.

In Andhra Pradesh anthropologists know about the Ancient statue in different places mainly Amaravathi, Bhattivrelu, Ramatheerlam, etc. I learn about the Stone Arts that are in Ongole. Stone Arts is a great art which is arrived from Ancient times

With the help of lesson plan we can explain the importance of stone and its Art.



## Lesson plan from School Curriculum:-

### 1) Concept Understanding:-

Student can understand the factors effecting the Architects, constructions.

Student can examine the Architects in cities & towns and discuss about them.

### 2) Study and understand the lesson.

He can write their opinions freely by study and understanding the Architect and its sculpture.

### 3) Informative skills:

Student can collect the information about the different frames, graphs from different books and journals.

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4) Responding- Questioning on the issues:

Student can know about the construction where it is located and respond according to it.

5) Graph skills:

Student can know about the places where Architects are located.

6) Appreciation:

Student can appreciate the people and organisation's effort for Architects.

## Lesson plan

Lesson name :- Architects, Constructions

Period number :- 2

Teaching topic :- Stone Arts

Abilities / Aims that are attained by teaching :-

- \* Need of Stone Arts.
- \* Reasons for Stone Arts.
- \* Program designing for the Stone Arts.

Steps	Learning Experience	Black Board work	TLM's
<p>A) Introduction</p> <p>B) Greeting</p>	<p>Good morning students! how are you?</p> <p>In yesterday's class we learn about the architecture of Amravathi and the nature, uses of Architects.</p> <p>In today's class we are going to learn about local art form in Ongole. Any body can tell about this</p>	<p>Stone Arts</p>	<p>TLM's</p>

<p>2- Concept Meaning</p>	<p>Very good students - ok. Now we are going to learn about Architects and constructions.</p>	<p>Architects , Constructions</p>	
<p>3- Title Announcement B) study the given topic and to identify the unknown words and its concepts</p>	<p>Architects , Constructions  Students Read Pg No 175, 176, 177 in text book. Underline the unknown and difficult words in the three pages.</p>	<p>Architects, Constructions</p>	

Standards

1) Identify the words of unknown

words that are identified by the students have to written on blackboard by the teacher.

Eg:- Nasik, Karley,  
Vatshasila, Nagarjuna  
Hills, Sanchi's  
Statue...

2) understanding the concept.

Any body can know about the world that are understood. Can you explain them.

3) Conceptual Understanding

Can you tell about the Summary of the lesson.

<p>1) Speaking</p>	<p>debating with 3 &amp; 4 students.</p>		
<p>2) Questioning:</p>	<p>They study about the lesson and ask their questions.</p>	<p>Questions that are asked by students are written on blackboard.</p>	
<p>3) Questions of understanding the lesson.</p>	<p>Questions that are easy to understand the lessons</p>	<p>1) what is the Need of Architects &amp;</p>	<p>Pictures of Stone Arts.</p>
<p>4) Conclusion:</p>	<p>Students... you can learned the Role of architects up to this in the lesson. Can you answer</p>	<p>2) Importance of Architects that are drawn by the Artists.</p>	

the few questions

1) what is Architect?

2) Role of Architects?

3) How the development occurs  
in Architects & constructions?



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## Learning Outcomes:-

- \* I learn about the importance of Architects
- \* I learn how to ~~at~~ explain children easily.
- \* I know about the skill of Artists.
- \* Local Arts of Orissa are good.
- \* I learn about the different Stone Arts, Architects around the periods of Mouryas and Ashoka's.
- \* Lesson plan is prepared on the basis of how children learn easily.

## Conclusion:

I take the local Art form in Ongole in the part of Activity in B-ed studying in Andhra keerasi college of Education. In this concept I explain about the Importance of Stone Arts. and the different periods of stone Arts. In the part of this activity an local Art form is identified and attached to the school curriculum to explain it clearly.

## Activity - 3

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Select an appropriate lesson from  
from the school curriculum and rewrite it in  
the form of a drama.

### Introduction:-

Man should use dramatic Arts to express their emotions and feelings. To change education from a monotic way to ~~Art~~ important role Art form would help. Students can attain benefits in different form.

1) Drama is a part of life. Students can learn  
about the ~~pro~~ how to solve the problems. -

The ability that is given by Art to fulfill their aspects in their organisation of duty. Art form is used to give a form to our beliefs, thoughts and feelings.

2) The ability to express their feelings in different forms through language and body language is increased:-

By words, signs and body language students are able to learn expressing their feeling. By participating in dramas they increased their creativity.

3) Increases the nature of thinking and feeling.

To understand the role given to the students he can think in different angles. He uses the nature by the scene and situation.

4) Increases the creativity and concentration

Focusing on work increases the concentration. It increases the understanding of concept.

5) It gives entertainment:

By combining the enjoyment and knowledge teaching process is continued.

Aims: -

- \* Increasing the Interest and Creativity
  - \* It helps the Roles, characteristics of roles, behaviours and the relation between them, concepts and problems
  - \* To respect Our culture and custom traditions.
  - \* Solutions about the Society problems  
Lesson in a drama form by taking it from School Curriculum
- class :- 10th class  
Subject :- English  
Lesson :- The Never - Never - Nest.

The Nerves-Nerves-Nest.

characters :-

- 1) Jack
- 2) Jill (his wife)
- 3) Nurse
- 4) Aunt Jane

Scene:-

The lounge of Jack and Jill's villa at New Hampstead. The essential furniture consists of a table on which are writing materials and two chairs. As the curtain raises the lounge is empty, but Jack and Jill come immediately, followed by Aunt Jane.

Jill:- And this is the lounge.

Aunt Jane:- charming! charming! Such a cosy little room and such pretty furniture.

Jack:- We like it you know, handy place to sit in and listen to the radiogram.

Aunt Jane: Oh, have you got a radio gram as well  
as a car and a piano?

Jack: Why, of course, Aunt Jane. You simply  
must have a radio set now a days.

Jill: And it's so nice for me when Jack's  
away at business. I even make him move  
it into the kitchen. So that, I can  
listen to it while I cook.

Jack: Sit down, Aunt Jane you must be tired  
and we've shown you everything now.

Jill: What do you think of our little nest,  
Aunt Jane?

Aunt Jane: I think it's wonderful, my dears,  
the furniture and the car—and the  
piano—and the refrigerator and the  
radio—what's it—it's wonderful really  
wonderful!

Jack: And we owe it all to you.

Aunt Jane: yes, Jack, that's what's worrying me.

Jack: worrying you, Aunt Jane.

Aunt Jane: yes, that cheque I gave you for your wedding present - it was only two hundred pounds, wasn't it? I - didn't put two thousand by mistake?

Jill: why, no, Aunt Jane what on earth made you think that.

Aunt Jane: Well, that's all right - but I still don't altogether understand this house it's very lovely - but doesn't it cost a great deal for rent?

Jack: Rent? oh, no, we don't pay rent.

Aunt Jane: But, Jack, if you don't pay rent you'll get turned out - into the street, and that would never do.



you've Jill and the body to think of now, you know.

Jack: Rent? Oh, no, we don't pay rent. No, no Aunt Jane you misunderstand me we don't pay rent because the house is ours

Aunt Jane: yours?

Jill: - why yes, you just pay ten pounds and it's yours

Jack: - you see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when you can buy and enjoy a home of your own for 10 pounds and a few quarters of - course why be Mr. Tenant when you can be Mr. Owner.

Aunt Jane: I see yes, there's something in that even so, you must be getting on

Very well to keep up a place like this.

Jill :- oh, he is Aunt Jane. why only last year he had a five shilling rise didn't you Jack?

Jack :- of course that was nothing, really, I'm expecting ten this Christmas.

Aunt Jane :- Jack! I've just thought of something. that car. is it yours?

Jill :- of course it's yours?

Aunt Jane :- All yours?

Jack :- well, no, not exactly all.

Aunt Jane :- How much of it?

Jill :- oh, I should say the steering wheel - and one of the tyres - and about two of the cylinders - But don't you see, that's the wonderful thing about it.

Aunt Jane: I don't see anything wonderful about it.

Jill: But there is, Aunt Jane. you see although we could never buy a car.

Aunt Jane: And the rest by easy instalments, I suppose.

Jill: Exactly.

Aunt Jane: Exactly. And what about the radio - what's it?

Jack: well, that's the

Aunt Jane: And the piano.

Jill: well, of course

Aunt Jane: And the furniture?

Jack: I - I'm afraid so

Aunt Jane: I suppose all you own is this leg.  
(she points to one).

Jill: well, no, as a matter of fact, it's <sup>that one.</sup>

Aunt Jane: And the rest belongs to Mr. Sage,  
I suppose?

Will: Er-yes.

Aunt Jane: Well, I'm not going to sit on-  
Mr. Sage's part for anyone. Now,  
tell me, how much do all the  
Instalments come to?

Jack: Well, actually- actually to seven  
Pounds eight and eight pence a  
week.

Aunt Jane: Good heavens! And how much  
do you earn?

Jack: As a matter of fact - er- that is  
six pounds.

Aunt Jane: But that's absurd! How can  
you pay seven pounds eight and  
eight pence out of six pounds?

Jack: Oh, that's easy. you see, all you have to do is to borrow the rest of the money for the payment from the thrift and providence Trust corporation

Jill: They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane: And how do you propose to pay that back?

Jack: Oh, that's easy too. you just pay it back in instalments

Aunt Jane: Instalments.

Jack: Aunt Jane! Is anything the matter? would you like to lie down?

Aunt Jane: Lie down? Do you suppose I'm going to trust in myself, in a bed that belongs to Mrs. Sage, & Marks

and Spencer, or some body? No, I am going home.

Jill: Oh, ~~you~~ must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane: What! To travel in a car that has only one tyre and two things missing! No thank you - I'll take the bus.

Jack: Well, of course, if you feel like that about it.

Aunt Jane: ~~Well, of course, if you feel like that about it...~~

Now I'm sorry if I sounded rude, but really I'm ~~also~~ shocked to find the way you're living.

Jill: Er - thank you. Aunt Jane, it's very nice of you.

Aunt Jane :- There! Now I must be going.

Jack :- I'll see you to the bus anyway.

Jill :- Good bye, Aunt Jane - and thanks  
So much for the present

Aunt Jane :- Good bye, my dear.

Jill :- Oh, nurse. I want you to run and  
post this for me. I'll look after  
baby while you're gone.

Nurse :- Certainly madam

Jack :- well she's gone! what a taster!  
Still, she did leave us a bit on  
account - how much was it?

Jill :- Ten pounds.

Jack :- phew! that's great! we can  
pay off the next two months  
on the car with that.

Jill :- I - I'm afraid we can't.

Jack :- why ever not?

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Jill: you see, I - I've already sent it off for something else. Nurse has just gone to post it.

Jack: well that's all right. who have you sent it to?

Jill: Dr. Martin

Jack: Dr. Martin! what on earth possessed you to do that?

Jill: There! Now you're going to be angry with me.

Jack: I'm not angry! But why waste good money on the doctor? Doctors don't expect to get paid any way.

Jill: But - but you don't understand.

Jack: Understand what?

Jill: why, just one more instalment and baby's really ours!



## References:

→ B-Ed 1<sup>st</sup> year Second semester master minds, Art of Education.

→ 10<sup>th</sup> class text book - our world through English.

Learning Out Comes:-

\* By saying it in a dramatic form students can understand easily.

\* I learn about the uses of drama.

Conclusion:

I take a lesson from the school curriculum from the activity of part of B-Ed in the college of Andhra ~~Kesari~~ college of Education, ~~and~~ and explain it in the form of Drama.

