"HOW CAN YOU DRAW THE CARTOON OF YOUR TEACHER IN YOUR MATHS BOOK?"—DEMANDED THE TEACHER, SCREAMING DOWN AT A YOUNG BUDDING ARTIST ENGROSSED IN MAKING THE BEST EVER CARTOON OF HER LIFE IN THE MATHS BOOK, UNAWARE OF WHAT WAS TO FOLLOW. SHE WAS RARELY SEVEN YEARS OLD AND HAD NO ILL-FEELING TOWARDS THE TEACHER. SHE HAD MORE INTEREST IN ART THAN IN MATH. BUT THE TEACHER CAME DOWN SO HARD ON THE POOR SOUL, THAT THE FEELING WHICH SHE HAD NEVER EXPERIENCED OVERCAME HER. PUNISHMENT FACING THE BLACK BOARD WITH THE BACK TO THE CLASS, A NICE BIG REPROACHING LECTURE, A CALL FOR THE ELDER SISTER FROM THE NEXT CLASS TO INFORM HER ABOUT MY BAD BEHAVIOUR AND A GOOD TEACHING... ALL THIS GENERATED ONLY A FEELING OF HATRED FOR THE TEACHER AND EVEN MORE HATRED FOR THE SUBJECT TAUGHT BY HER...

NEEDLESS TO SAY, THAT STUDENT WAS NONE OTHER THAN MYSELF! I VE NOT FORGOTTEN THAT TEACHER AND REMEMBER HER VERY BITTERLY EVEN TILL TODAY. I WAS LUCKY THAT I HAD A VERY NICE MATHS TEACHER IN THE YEARS TO FOLLOW AND I WAS ABLE TO EXCEL AT MATHS LATER. BUT IF IT BEEN OTHERWISE, MY FUTURE WOULD HAVE BEEN DOOMED!

THAT FEELING PRODUCE A MORAL DISFIGURATION AND MIGHT
HURT FEELING PRODUCE A MORAL DISFIGURATION AND CREATE A FEARFUL INFERIORITY COMPLEX WHICH IS SO DIFFICULT TO OVERCOME LATE. HENCE THE TEACHER ROLE IN THE LEARNING PROCESS IS OF GREAT IMPORTANCE AND THE ROLE OF ART TEACHER IS THE GREATEST. SHE CAN GIVE THE CHILD A VARIETY OF HAPPY EXPERIENCES- STORIES, POEMS, DISCUSSIONS, ACTIVITIES, MODELLING, CRAFT AND PAPERWORK, PROJECTS AND AT THE SAME TIME INCULCATE VALUES, HELP THE CHILDREN TO OVERCOME INSTABILITY, THROUGH REASSURANCE AND JOY AND GREATER JOY.

LAUGHTER AND JOY GO HAND IN HAND. I HAVE FOUND THAT CHILDREN LOVE LAUGHTER AND WHERE AS IT IS NECESSARY TO LAUGH, ALL THE CHILDREN DON'T LAUGH ALWAYS. ALSO IT IS EASIER TO LAUGH AT OTHERS BUT QUITE DIFFICULT TO LAUGH AT ONE'S OWN SELF. I GAVE THE ASSIGNMENT IN CLASS TO MAKE "A CARTOON OF YOUR FREIND". THE CHILDREN HAD TO OBSERVE THE FACES AND FEATURE OF THE PARTNERS, THEN THEY HAD TO CHOOSE ONE TYPICAL CHARACTER OF THE FREIND THEMSELVES AND MAKE A CARTOON USING THE EXAGGERATION OF THAT CHARACTER. I HAD DONE ONE CARTOON OF MY FREIND AND MADE THEM LAUGH THEN EVERYONE WAS BUSY FOR THE NEXT TWO PERIODS DOING THE CARICATURE CARTOONS OF THEIR FREINDS. THEY WOULD LOOK AT EACH OTHER DRAWINGS AND LAUGH. AT THE END OF THE WHOLE EXERCISE I GAVE THEM A QUESTIONNAIRE WHERE THEY ANSWERED CERTAIN QUESTIONS. THE CONCLUSION THAT IT IS VERY IMPORTANT TO LAUGH AT OURSELVES IS DEDUCED ON THE BASIS OF THEIR ANSWERS.

I HAVE GIVEN ASSIGNMENTS LIKE-'THIS IS WHAT I WANT TO BE', "EMBARRASSMENT" "AMBITION" FROM THE FIFTH TO THE EIGHT GRADERS.
TO CREATE A SENSE OF AIM IN THEM OR TO GIVE A POSITIVE DIRECTION TO THEIR THOUGHTS, SO THAT THEY START THINKING ABOUT THEIR LIFE AND DIVERT ALL THEIR ENERGIES INTO CREATIVELY SHAPING THEIR LIFE TOWARDS THEIR GOAL IN LIFE. I HAVE RECEIVED WONDERFUL RESULT THROUGH THEIR OWN EXPRESSION OF THOUGHTS.

ENTHUSED BY THE RESULT I GAVE ONE MORE ASSIGNMENT "DISSAPOINTMENT". THE QUESTIONS PUT FORTH TO THE STUDENT OF STD VII.

1. WHAT IS "DISSAPOINTMENT"?
2. HAVE YOU EVER FELT DISSAPOINTED? WHEN?
3. WRITE ABOUT TEN LINES.

THE CHILDREN WERE THEN ASKED TO PICTURISE WHATEVER THEY HAD WRITTEN. LOVE I HAVE GOT SOME EXTREMELY GOOD RESULTS.

QUOTE-"KNOW THAT THERE IS NOTHING LOFTIER, STRONGER, MORE WHOLESALE AND MORE USEFUL IN LIFE AHEAD THAN SOME DEAR MEMORY. ESPECIALLY WHEN IT GOES BACK TO THE DAYS OF YOUR CHILDHOOD, TO THE DAYS OF YOUR LIFE AT HOME. SOME BEAUTIFUL AND SACRED MEMORY PRESERVED SINCE CHILDHOOD, IS PERHAPS THE BEST UPRISING OF ALL. IF A PERSON ACCUMULATES MANY SUCH EXPERIENCES, HE IS SAVED FOR THE REST OF HIS LIFE"- ANONYMOUS.

WE MUST REMEMBER THAT ENCOURAGEMENT CREATES INTEREST WHICH IN TURN MOTIVATES A CHILD FOR ACTIVITY. WHILE TRYING TO GENERATE AESTHETIC SENSITIVITY, A TEACHER MAY TEACH COLOUR SCHEME THROUGH THE COLOUR WHEEL AND DRAWING THE STAR. I TRIED TO DEViate A LITTLE BIT.
My ambition is to become a scientist. My ambition is to be on the top of my list. Although I have to study very hard, till I bring my first position. And to help the society will tall to take oneself. And not to kill any insect even a tiny thing like a bee.
I told them to draw any forms abstract or representational with curved or zigzag lines and then paint it in particular colours—advancing and receding colours, warm and cool colours, analogous colours. Thus the children learn various colour scheme.

But my motive was to check if there were some girls with abnormalities or some girls had inhibitions about using certain colours. Through which I could reach out to them.

When we are talking in terms of happiness or happy experiences does it mean—feed, clothe, educate, the children and do not deny anything? Often, this is the question one is faced with whether you are a parent or a teacher, should we allow the children to do what they like? The answer is "no".

It means the teacher should give constant food for their thoughts. Remember empty mind is the devil's workshop. Parents and teacher must go down to the level of the children, reaching out to them, giving them opportunity in varied fields which are planned in such a way that they feel interested.

If happiness means to live life to the full and experience the constant uplift of creative energy associated with the uncovering of the spiritual and physical strength of the child then a harmonious upbringing with the air of harmonious means can and will teach them to be happy.
Give them a good atmosphere of a lovely art room, a place where they can experiment. Give them papers, pencils, chalks, but do not draw or cut for them. Give them inks, rollers, strings but don't print for them. Show them various media and encourage the students to experiment— they will be better artists than yourselves. Believe in them blindly and they will give off their best to you.

There is a definite relationship between emotional stability—creativity—moral concepts. They go hand in hand. The vital upsurge of a child's energy itself generates a creative environment. Do not label the child bubbling with energy as 'naughty' or 'noisy' instead give them an activity to keep them occupied. He will prove to be the most intelligent and creative person.

One such activity I had conducted in class which proved very useful was— I distributed papers and asked the students to be ready with their pencils, close the eyes and be ready to draw a number of things which I would call out one after the other. I gave about ten things to draw giving only two minutes for each. Then I asked them to open their eyes and see what they had drawn. They could add two horizontal and vertical line anywhere they liked, then to paint the composition. The result was unbelievable.

I have had a discussion of various emotions a child undergoes or faces in life just to remove the pent up emotions. I have also stressed the importance and use of line and form in this.
ASSIGNMENT. I HAD TOLD A FEW CHILDREN TO STAND UP AND ACT OUT A FEW EXPRESSIONS OF EMOTIONS LIKE 'HAPPY' 'SAD' ETC. THE CHILDREN HAVE TO USE A BRUSH AND WATERPROOF BLACK INK AND INK OUT THE DRAWING SHOWING PARTICULAR EXPRESSION AND FILL UP THE INSIDE OF THE FACES ONLY WITH BLACK LINES TO SHOW A PARTICULAR EXPRESSION. THE BACKGROUND WAS PAINTED IN SUITABLE COLOUR INK OR PAINT.

ASSIGNMENT- "EXPRESSION".

BRINGING UP A CHILD IS A TASK WHERE EVERY PARENT AND TEACHER SHOULD MAKE EVERYTHING UNINTERESTING-INTERESTING AND UNIQUE. WHEN THIS IS DONE, WITH INTEREST AND WILLINGNESS THE CHILD DOES WHAT HE SHOULD THROUGH GENUINE CONVICTIONS. HE TOUGHERNS HIS OWN ORGANISMS, HE TOUGHERNS HIS SOUL WITH A VITAL STRENGTH THAT IS HIS AND BECOMES A CHILD- GOAL ORIENTED AND CAPABLE OF EXERTING ENERGY.

ASSIGNMENTS SUCH AS COLLAGE WITH PAPER OR DRY LEAVES CAN BRING ABOUT THIS KIND OF INTEREST.

WE MUST ALL REMEMBER THAT A CHILD IS NOT BROUGHT UP BUT LINES HIS OWN LIFE, THROUGH THE EXPERIENCES AND THE ENVIRONMENT TO WHICH HE OR SHE IS EXPOSED. THE BRIGHTER THE LIFE OF THE CHILD, THE MORE POSITIVE HIS EMOTIONS WHICH HE EXPERIENCES AND THE MORE VALUABLE AND HEALTHIER FOR HIS DEVELOPMENT.

CHILDHOOD IS CONSTANT DISCOVERIES AND INEXAUSTIBLE ENERGY TURNS INQUISITIVE EXCITEMENT WHICH FLUTTERS IN A CHILDS MIND AS THROUGH ON WINGS. DECISIONS ARE MADE INSTANTLY, ENTHUSIAST
AND INTEREST RUN WILD LIKE THE WAVES IN A STORM. THERE IS AN
AMAZING CONCENTRATION OF ENERGY. AS TEACHERS OF ART IT IS OUR
RESPONSIBILITY TO CHANNEL THIS ENERGY TO ITS ULTIMATE GOAL—AN
OVERALL DEVELOPED PERSONALITY OF THE CHILD.

TO ACHIEVE THE HARMONIOUS OVERALL DEVELOPMENT OF THE
CHILD WHO IS EMOTIONALLY ACTIVE, EXPRESSIVE, CREATIVE, SELF
EXPLANATORY, CONFIDENT AND SELF-RELIANT WE WILL HAVE TO FOLLOW
CERTAIN RULES.

1. NOT TO EXEMPT A CHILD FROM USEFUL ACTIVITY

TEACHER DON'T GIVE CLAY BECAUSE THE CLASS ROOM GETS DIRTY.
TEACHERS PREFER CRAYONS TO PAINTS BECAUSE PAINTING IS A MESSY
AFFAIR. EVEN THE PAPER CUTTING IS DONE BY THE TEACHER FOR THE
FEAR, THE CHILD MIGHT GET HURT.

2. EXPOSE THE CHILD TO VARIOUS MEDIAS AND TECHNIQUES.

PLAN INTERESTING ACTIVITIES.

3. NOT TO PRESS HIM INTO A FRAMEWORK CUT OUT TO FIT OUR OWN
STANDARDS BUT TO ALWAYS EXPAND THE RANGE OF THE CHILD'S INTEREST
AND TO REMEMBER THAT THE CHILD HAS TO LIVE NOT OUR LIFE BUT HIS
OWN LIFE.

4. WE MUST TAKE THE BACK SEAT.

IT IS HERE SAY THAT—
"ARTISTS ARE BORN NOT MADE"—
BUT I SAY THIS IS NOT TRUE.
AND INTEREST RUN WILD LIKE THE WAVES IN A STORM. THERE IS AN
AMAZING CONCENTRATION OF ENERGY. AS TEACHERS OF ART IT IS OUR
RESPONSIBILITY TO CHANNEL THIS ENERGY TO ITS ULTIMATE GOAL—AN
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4. WE MUST TAKE THE BACK SEAT.

IT IS HERE SAY THAT—
"ARTISTS ARE BORN NOT MADE"—
BUT I SAY THIS IS NOT TRUE.
MY NAME IS GASOLI

I WANT TO BE A GIRL UP I WANT TO BE A MAN.

MAKRISHAN. WHEN I AM A MAN, I LOVE TING.

I AM A MAN.