

The Importance of Art Education and Its Present Status in Teacher Training Institutions (D. Ed & B. Ed Institutions) - A Study

Sarkar

Student, Visva Bharati University (a Central University), Student of Master Degree, Santiniketan, Bolpur, West Bengal (India)

ARTICLE DETAILS

Article History

Published Online: 10 November 2018

Keywords

Art, education, D.Ed college, B.Ed. college, teacher training institute

*Corresponding Author

Email: sarkar93321[at]gmail.com

ABSTRACT

Art education basically consists of visual arts, performing arts which act as an accelerator for creative thinking among the pupil. Therefore this programme has been included in the syllabus for D. Ed and B. Ed course. This article seeks to highlight the importance of including this and the present status of it in the syllabus of the programme in teacher training institutions.

1. Introduction

The concept of art education is not new, it was in the curriculum of vedic period in the style of chanting mantras, in the form of sangeet, nritya shastra which were considered as a part of Aparā Vidya i.e, material knowledge. The tradition of art education then nourished under the indulgence of the great emperors, in the medieval period, who were not only remembered for their extraordinary personality or victory over enemies but for their interest in arts and aesthetic that leads them to build incredible emblem such as; temples, palace, monuments, mosques etc.so, the uniqueness of Art reflects the cultural richness of a society. As India is the center of cultural heritage, the country gives much emphasis on the art as well as science and other subjects. Three fore NCF 2005, NCERT also recommend for the develop of art education as a subject along with other subjects. Therefore, this present paper proposes about the Importance of Art Education and Present Status of it in various D. Ed and B. Ed colleges.

2. Objective of the Study

- 2.1. To find out the importance of art education in primary and secondary schools
- 2.2. To find out the importance and present status of art Education within the curriculum of D.Ed. and B. Ed Colleges.

3. The Importance of Art Education in primary schools

The age group of primary school going children is 6 years to 14 years. This is the time to develop their character and identify their uniqueness and engage them into creativity. At these ages teachers can evaluate the creative mind and aesthetic senses of a child by their performance in dance, drama, music, sculpture, and painting, design basically known as performing arts, visual arts or fine arts.

The primary purpose of Art Education is to develop creativity, individuality and expression holistically through incalculable art-related activities. Art Education fosters both cultural awareness and cultural practices, and is the only

means by which knowledge and appreciation of the arts and culture are transmitted from one generation to the next. (Country Report, 2010 Art Education in India, NCERT)

Art education engage students into various positive activities.it also enable the student to think divergently and they can learn by doing and enjoy learning by music, drama, dance, painting etc. very much. It promotes motivation to create something new and unique.

Performing Arts like dance, drama helps the students to improve their psycho- motor skills.

4. Importance of Art Education in Secondary school

The students who are in secondary stage fall between 14 years to 18 years. This stage is known as adolescence stage. In this age it is very difficult to deal with the students because at this stage they become very much sensitive about everything.

For the extra pressure of exams and high expectations of result, lack of proper guidance, students can be misled and behave in a strange way and sometimes they can be proved as a maladjusted person in the society. This problem can be minimized by engaging students into various creative activities so that they can come out from there desolation. By performing various dance, drama, music and through painting, sculpturing they can make them calm and the negative thoughts can be eradicate from their mind.

Art education has a scope to earn in a different way with respect.

It is also helpful for slow learners and backward children as well as help full for gifted children to express their inner talent through various activities like painting, dancing, drawing, performing dramas etc.

This education engages students into various sensory motor organ activities which actually help full to improve their sensory organs and motor organs.

It helps to remove stress or mental pressure and rejuvenate one's own self.

Art education makes a person border and free minded, as they can get a large scope to think without considering the boundaries of our society.

Art education also positively uses the inexhaustible energies of young pupils.

5. Present status of Art Education in Teacher Training Institution

At present in India the art education has been included in the syllabus of teacher training programmes to inculcate the inner potentiality, the creativity of the would be teachers so that they can understand the hidden abilities and nourish the originative power of mind of the pupil.

A Syllabus for Bachelor of Education (B. Ed) prepared by the Department of Education, National Council of Educational Research and Training is given below:

EPC 2: Arts in Education; Total Marks: 50
Internal Assessment: 50; Hours: 3 Hours per Week

6. Objectives

1. Understand basics of different art forms.
2. develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression.
3. acquire skills for integrating different art forms across school curriculum for better learning and development.
4. Develop awareness of the rich cultural heritage of the country.

Practicum 10 Marks

Visual Arts and Crafts drawing, painting, clay modeling, collage making etc. .

Performing Arts: Dance, Music, Theatre and Poetry

Theory 10marks
Appreciation of Arts: 10 Marks
Project Work 10 Marks

Workshop

Two workshops (one each in visual and performing arts)

School Internship Programme

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and explore different art forms. They shall be encouraged to visit places of arts/ museums/ art galleries/ monuments/ performances/ exhibitions/ art and craft fairs/ local craft bazaars, etc.

Modes of Assessment

The course is of 50 marks (each year), which is based on the principle of Continuous and Comprehensive Evaluation (CCE).

7. The syllabus for Diploma in Elementary Education revised by NCTE

Creative Drama, Fine Arts and Education Maximum Marks: Year I: 40, Year II: 60

To be assessed internally Student Contact Hours: 40-60
In this syllabus the following topics are included

Creative Drama, fine arts including visual arts, music, cinema and electronic media, literary arts, architecture and special design, designing a project for school children, workshop.

As per NCFTE(National Curriculum Framework for Teacher Education) - 2009 the syllabus for two year D EL. ED programme that is revised by the West Bengal Board of Primary Education is-

PRACTICUM COURSE: Part-I : Creative Drama, Fine Arts, Physical and Health Education Maximum Marks=100

35 marks for round the year performance as a part of the CCE 65 marks for Term End Evaluation Pass Marks=50% of Full Marks in each of the External & Internal Evaluation Student Contact = 90 hours Objectives: To ensure all round development of professionalism within the student-teachers To help them understand how to integrate Music, Drama, Fine Arts and Physical and Health Education To inculcate value-sense and value-judgment within the student-teachers To provide for joyful environment in the learning environment

Group A: Music: Full Marks=30, Class hours: 25 hours

Unit – I : Indian Music & Instrument Preliminary Ideas of Indian Music Preliminary Ideas of Notation – Preliminary Knowledge of Instrument – Structure of Tabla , Harmonium

Unit – 2:Practice, leading to performance Prayer Song -5 Seasonal Song-5 Folk Song- 5 Patriotic Song- 5 Rhyme Songs – Based on the New Text Books of Classes-I-VIII

Unit – 3: Teaching & Learning through Music(Project activity) Class – 5 hours Class – 10 hours Class – 10 hours Integrating songs and music with other curricular areas Presentation of Concepts through songs and rhymes

Group B : Creative Drama and Fine Arts Full Marks=30, Class Hours:25

UNIT-4: Drama Concept of Drama & Stage Folk Drama & Stage Single Acting & Group Acting Dance Drama Mime Acting Class – 10 hours 54

UNIT-5: Fine Arts: Class – 8 hours Arts in Practice Different forms of Visual Arts Basic Concept of Colors Shapes & Forms Perspective Balance Rhythm Dimensions Drawing & Painting – Sketching- Pastel /Water Colour Alpana – Design / Pattern/ Ornamentation Clay Work – Modelling/ Relief Work Paper Art Collage Craft with waste / discarded materials Tie& Die and Fabric Painting Graphics – Calligraphy/Prints Puppets TLM

Unit – 6 Teaching & Learning through Creative Drama and Fine Arts (Project activity) Class – 7 hours Integrating Creative Drama and Fine Arts with other curricular areas Presentation of Concepts through Creative Drama and Fine Arts (posters, cartoons etc.) Group C: Physical and Health Education Full Marks=40, Class Hours: 40 hours

Unit-7: Health: (workshop Activities) Class – 10 hours Physical Education, aims objectives of Physical Education Personal Health and Hygiene Campus Cleaning, Sanitation, air pollution, sound pollution etc. Special Activities: Physically challenged children Good habits for maintenance of good posture – sitting on the floor and chair/desk during reading, standing, walking, stair climbing Picking-up and object from

Unit-8: First Aid(workshop Activities) Class-6 hours Treatment of wounds, hemorrhage, fracture, dislocation, shock, burning, snakebite, artificial Respiration, sports injuries, application of ice. Dressing and bandage of the skull, collar bone, shoulder, limbs and joints, splint, (uses of different sizes).

Arrangement of an annual exhibition of health and hygiene

Unit -9: Track and Field Events Class-20 hours

It includes fundamental Skills of Running, walking, jumping, and Throwing. Any Three from the game: Football, Volleyball, I, Kabaddi, Kholo, Cricket, Throw balls, Yoga

Unit-10: Project Work Class-5 hours

It Includes Physical & Health Education, visiting local communities, social services in the syllabus.

Practical Parts 2) Group Activities 3) Project Activities 4) Performances Only Internal Evaluation: 1. 35 marks for round the year performance, achievement including project, group and individual activities as a part of the CCE (10+10+15) Term End Evaluation 2. Oral Evaluation of 30 marks on theoretical parts (10 for each section) 3. 35 marks for summative evaluation (Performance based) at the end of the Year (10+10+15).

8. Findings

The major findings of this study with objective one is - art education create a conducive environment where pupils get a scope to nurture their creativity, inner potentiality.

As we know that the students of that age are of full with energies and these energies can be used for their betterment by engaging them into various products activities.

They also feel less mental pressure to learn by this programme. And psychomotor development also happens by this programme.

With objective two - it has been find out that the educationists have been taking much interest in art education in teacher training programmes. The teacher training institutions have been included art education as a part of their curriculum. Though the NCERT guideline was made for RIEs but it has influence over the others institutions too, and the NCTE guidelines is followed by the teacher training institutions as it is meant for Teacher Education.

9. Conclusion

This education gives the students as well as the teachers a exposure to understand, to internalize the richness of arts. This education is helpful for both the normal students and students with special need. Sometimes it is more necessary for the disabled students, because the disabled they can earn their own by using creativity. Art Education acts as a refreshment programme for the students in day to day monotonous teaching-learning process.

References

1. NCERT. (2016) Syllabus for Bachelor of Education (B. ED.) Programme, New Delhi.
2. NCTE. National Council for Teacher Education Syllabus Diploma in Elementary Education, and NCERT B.Ed and D.Ed Syllabus Collected from ,
3. <http://scembn.com/downloads/syllabus/DEd-Syllabus-Curriculum.pdf>
4. <https://www.iima.ac.in/~vijaya/kayakalp.htm>
5. <https://targetstudy.com/colleges/diploma-in-education-ded-diploma-colleges-in-uttarpradesh.html>
6. <http://www.veda.harekrnsna.cz/encyclopedia/newage.htm>
7. <http://www.friesian.com/decdenc1.htm?ref=driverlayer.com>
8. West Bengal Board of Primary Education. (2014). the Course of Study for Two Year D.El.Ed Programme as Per NCFTE-2009 Guidelines.