

**ARTS IN TEACHER EDUCATION: CHALLENGES AND OPPORTUNITIES****Ms. Malavika Ahlawat** (Page 53-58)**SRJIS IMPACT FACTOR SJIF 2015: 5.401****Date of Issue Release: 04/03/2017,****Volume: SRJIS, Jan-Feb, 2017, 4/30****ABSTRACT**

*Making arts an integral part of B.Ed curriculum is positive step forward. It gives the future teacher an opportunity to connect with their students in artistic ways like through music, acting, painting it enhances their skill as well as their personality. Arts promotes and develops certain skills and characteristics. Drama and Arts can be extremely helpful in the all-round development of the students. The arts and education can be seen in three contexts- as a means to build an appreciative and informed audience, as means to develop the professional arts practitioner and to prepare students to engage in a creative, cultural life. Including the Music, Dance, Drama and Fine Arts in Teacher Education enhances the Horizon of teacher educators as well as their student-teachers, which ultimately helps to have a balanced & enriched life, worth to look forward. However, there are some hindrances, using art in education like the defiance of being open to changes, No Knowledge of any of the Performing Art, Scarcity of Resources etc. But on the brighter side we have many ways for development of arts skill & by adopting them we can improve the quality of education to benefit our present & future generation. This paper is about the meaning and advantages of arts in education and the difficulties in using art in education and few ways to overcome such difficulties.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

**Introduction**

Education is an effective and powerful tool for empowering people to lead a life of dignity and essential for achieving sustained high economic growth as well. We live in the age where human knowledge is increasing exponentially and educational institutions have to make an effort to remain on the frontiers of knowledge for India to be counted amongst the advanced nations as well. Due to this, the term art is considered as a mere source of recreation and nothing more.

Art is an expression of all characteristics of the human mind aesthetically. These characteristics, i.e. the varied human emotions, are known as 'RAS'. It can be categorized into nine sub-headings or 'navras'. Love, humor, pathos, anger, heroism, terror, disgust, wonder and serenity are the navaras or nine basic emotions, which are fundamental to all Indian aesthetics.

Human beings have always made art of some form or another, because it satisfies a human need to communicate experience, knowledge and ideas through aesthetic languages/symbols.

It is classified into several overlapping categories, for instance performing, fine, visual, plastic, decorative, and applied.

The **Performing art** is a form of art in which artists use their voices and/or their bodies, often in relation to other objects, to express his/her opinion, emotion, feeling by means of performance such as theatre, music, and public speech. Performing arts may include dance, music, opera, theatre and musical theatre, magic, illusion, mime, spoken word, puppetry, circus arts, performance art recitation and public speaking.

The **Fine Art** Includes Drawing, Painting, Sculpture, Printmaking, Photography, Calligraphy, Animation etc.

The **Visual arts** are art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking, literature, and architecture.

The **Plastic arts** are art forms, which involve physical manipulation of a **plastic** medium by moulding or modeling such as sculpture or ceramics. The term has also been applied more broadly to all the visual **arts** (such as painting, sculpture, film and photography).

The **decorative arts** are arts or crafts concerned with the design and manufacture of beautiful objects that are also functional. It includes interior design, but not usually architecture

The **applied arts** are the application of design and decoration to everyday objects to make them aesthetically pleasing.

Presently, all the art forms are flourishing in the country. Several institutions have been imparting training in these art forms for more than fifty years. A number of schools, colleges and universities in India have adopted these art forms as a part of their curriculum. Recently, Mumbai University included Drama and Art in B.Ed syllabus in the form of one subject i.e. EPC Enhancing Personal Capacities. Previously, some teacher educators used to integrate Arts into classrooms to make their teaching effective. They used to take help of paintings, songs and even make student-teachers act in role-play, drama, puppet shows, to make teaching learning effective.

Making performing art an integral part of B.Ed. curriculum is positive step forward. It gives the future teacher an opportunity to connect with their students in artistic ways like through music, acting, painting it enhances their skill as well as their personality.

### **Benefits of Arts**

Years of research show that arts closely linked to almost everything that we as a nation say we want for our children and demand from our schools: Arts promotes and develops certain skills and characteristics. Drama and Arts can be extremely helpful in the all-round development of the students. Followings are the main benefits of Arts and Drama in the teacher-education.

1. **Empathy and compassion for others.**- The creativity involved in performing arts extends to emotional creativity and can open students to new ways of seeing the world.
2. **Self-reliance as well as collaboration**-Arts help student-teachers both self-reliance as well as collaboration with others. They learn that they can teach in many different pathways to develop a skill.
3. **Teamwork**- In group settings, there's less of a focus on winning or losing, and more about working together as a team towards a shared performance goal, as well as the child's individual journey of development. Student-teachers increased trust on each other.

However, apart from these there are other benefits of using arts in teacher-education

1. It develops reasoning and creative thinking of the students-teacher
2. It motivates the student-teacher and make them concentrate towards their teaching.
3. Art and Drama keep the student-teachers healthy.
4. It improves balance and enhanced spatial awareness.
5. It helps in increasing the confidence.
6. It develop student's expressive musical, motor and auditory skills.
7. It reduces social isolation and exclusion.
8. Through the medium of music, the student-teachers can be inspired to develop interest in academics.
9. It fosters respect for and appreciation of the diverse cultural heritages and values of India and the world.
10. It provides student-teachers with pleasure, enjoyment, and a deepened awareness of themselves and their place in their environment, community, and culture.
11. It develop individual potential, social responsibility, and cultural awareness.
12. It improves student-teachers social skills/behavior.

### **Hindrances in integrating of Arts in Education**

B. Ed curriculum has drama and arts as a practical subject. Many colleges don't appoint special art teacher to handle this subject. However, there are the actual difficulties/hindrances in handling this subject. Therefore, the flow of knowledge keeps finding its way into the pupil teacher's life.

Following are some hindrances of handling Drama and Arts subject in teacher education institutions.

### **1. The defiance of being open to changes**

Negative attitude of some Principals and teaching staff is the major hindrance in using performing arts in teaching. Many teacher educators refuse to change their teaching styles, as they do not support other teacher educators.

### **2. No Knowledge and training of any of the Performing Art.**

Some B.Ed colleges do not appoint experts to handle this EPC- 2 subject, however the teacher-educators, who do not have proper knowledge of performing arts have to handle this subject, and they may provide limited or wrong knowledge to the students.

Such teacher educators cannot assess art skills of their student-teachers properly.

### **3. Scarcity of Resources**

Many B.Ed colleges do not have proper rooms, equipments to handle Drama and Arts subject. Until proper equipments are made available for most teacher educators, we cannot be expected to utilize performing art based activities. Lack of funding is another challenge.

### **4. Negative attitude of some-student teachers**

There are few student-teachers who are like bookworms. They don't show much interest in music, art and drama. They may not think that it is an effective subject. They don't like to perform and always feel that it is wastages of time and money.

### **5. Shy students**

Some student-teachers are self-conscious they don't involve in the arts related activities easily. To enhance such skill among such students is big challenge.

### **Some Ways of Integrating of Arts in Education**

Despite strong support and a growing body of research about the positive influence of dance, music, theater and visual arts learning on student and school outcomes, the arts are too often marginal to education. Here are some ways of integrating of arts in education

1. The teacher educators should allow student participation in workshops, seminars, and short courses (in service and pre service) that offer structured opportunities for acquisition of advance performing arts skills
2. The teacher-educators and student teachers participating in such programs should be awarded the certificates, which should be recognized by government as teachers' professional credit course.
3. Organize the workshops with the performers, artists and artisans should be arranged in the college.
4. Traditional one-time teacher training workshops have not been effective in helping them to feel comfortable using performing arts or to integrate it successfully into their teaching. Instead, a new paradigm is emerging that replaces training with lifelong professional preparedness and development of teacher educators
5. Reward teacher-educators who use performing art by providing them with better equipment etc. as they show an increased interest and proficiency.
6. Teaching with performing arts should be made obligatory for each teacher educator and should be a matter for Performance Appraisal.
7. The teacher educators should recognize the importance of performing arts in teaching and train student-teachers to develop a positive attitude.
8. The course duration should be two semesters so that the teacher educator can make the student -teachers learn with the world and not just about the world.
9. Infrastructure - Activities related to performing arts need space where student-teachers can spread their work, sit at ease and interact with the teacher educators. Carefully planned, fully stocked, and well-equipped art room contributes more effectively in art teaching. Musical instruments such as Harmonium, Key board, Tabla, guitar, sitar should keep for the use by the student-teachers. Since music produces higher volume of sound, especially when a group is singing or playing instruments, it requires either a soundproof room or a room located in one corner of the school building.
10. Student-teachers should be encouraged to decorate the classroom like an art room.
11. Student-teachers should be allowed to display charts, posters and paintings etc, at regular interval.
12. Sitting arrangements should be comfortable.

13. Books on art forms, artists etc and audio-visual materials on various art forms should be there in the library.
14. If the number of student-teachers is more then divide them into small groups and conduct activities, which enable the teacher educators to supervise them properly.
15. Teacher educators should interact with student-teachers regularly, And share their knowledge related t performing arts.
16. Take students to arts and drama centers, theatre programs, music consorts,
17. Encourage the student-teachers to take part in competitions related to performing arts
18. Encourage the student-teachers to use music, dance and drama in their internship program.
19. Teacher educators should be trained and positive towards performing arts.
20. There are many B.Ed colleges that do not have qualified staff to teach art. Such colleges should appoint qualified art teacher or train the teacher-educators.
21. Assessment task should be designed to measure student teachers levels of mastery of the objectives outlined in the curriculum.

### **Conclusion**

In conclusion, Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Education is seen as crucial if the social, cultural and economic benefits of the Arts are to be fully realized. The arts and education can be seen in three contexts- as a means to build an appreciative and informed audience, as means to develop the professional arts practitioner and to prepare students to engage in a creative, cultural life.

### **References**

- Mudgal, S. et. al. (2006).National Focus group on Arts, Music, Dance and Theatre*  
[http://www.ncert.nic.in/new\\_ncert/rightside/links/pdf/focus\\_group/art\\_education.pdf](http://www.ncert.nic.in/new_ncert/rightside/links/pdf/focus_group/art_education.pdf)  
<http://www.theatremonkeys.co.uk/the-benefits-of-performing-arts-training/>