



ARTS AND AESTHETICS EDUCATION IN PRIMARY SCHOOLS OF ODISHA: A STUDY

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Introduction:

“Art is the imposing of a pattern on experience, and our aesthetic enjoyment is recognition of the pattern”.

- Alfred North Whitehead

Art is the process or product of deliberately arranging elements in a way that appeals to the sense or emotions. It encompasses diverse range of human activities, creations and modes of expression. Aesthetics means perceiving the beautifulness of anything/ any event/ any object. It means whatever captured in our heart for those moments in time that one has been blessed. “Beauty lies in the eyes of beholder” Says Plato. Aesthetic experience is considered to be an event or object that produces on experience not necessarily positive but one that still produces an exciting and enlightening effect. So, we say that Arts and Aesthetics is like two side of the same coin. Art is the way of living and to live full-fledged life. We need to know the way of living. So it is necessary to understand the meaning and importance of arts in our life. Arts and Aesthetics begin with early age but it gets moulded most in the secondary stage. Arts and Aesthetics values in a child need to be embedded in students during secondary stage, so that they make the proper and effective utilization of its value in their life.

Arts and Aesthetic values are not extrinsic instead it lies in every child. “Art is not possession of the few who are recognized writers, painters, musicians; it is the authentic expression of any and all individuality”. Say John Dewey. In fact it is present in every nook and Corner of the child. It is not necessary that every child is capable to understand his potential in the field of art. So, it becomes the heavy responsibility of the school to identify and bring out the best in the child. Then only the children understand their capabilities and what they can do in the field of arts and aesthetics. Identification of abilities motivates the students to great extent and they start to explore and achieve the great success in the field of arts. Inculcating Arts and Aesthetics values among students it is the responsibility of curriculum framers and teachers. So, they should do their best. When Arts and Aesthetics values are developed in the child, they can bring a positive

change in themselves as well as they can do a lot for their society. An understanding of the arts will give our upper primary students the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the nation.

Earlier Art and Aesthetics was the hidden curriculum but NCF- 2005 gives more emphasis on arts education as a main stream curricular area, which must be taught in every school as a Compulsory subjects (up to class x) and facilities for the same maybe provide in every school. So, now Arts in education refers to the inclusion of arts learning in mainstream education; students and teachers partnering with artists, arts, and/or cultural institutions to incorporate the arts into the curriculum too provide an aesthetically viable atmosphere in schools encouraging creativity and moral values among the learners. For this, not only the art teachers but every teacher should be sensitive to appreciate this. Aesthetic sensibility among learners to enable them to respond to the beauty in different forms, and also they can express freely their idea, emotions and they can be conscious of rich Cultural - heritage. So, we say that Arts and Aesthetics value play an important role in overall Development of the upper primary school children.

Rationale of the Study:

The arts in India are living examples of the country's secular fabric and cultural diversity. Learning Arts and Aesthetics values would enrich the lives of our Young citizens, not only in their school years but also throughout their lives. Through the Arts education students must be introduced to the rich and varied artistic traditions of the country. There are few research studies including this topic which is given below: Sukla, A. C. (1978) found that if enjoyment is not purely an emotional activity it refers to the very act of testing literature when all intellectual activities in understanding are transmuted into an organized experience. South wind, B. (1983) found that equally to the task of helping students enrich their responses to art. Jakobson, B. (2008) found that artistic activities can be used in order to enhance children's meaning-making of scientific content. Elster, A. (2011) found that students towards school curricula have improved, that teachers have gained confidence and skills related to teaching from an arts infused perspective and that administrative practices were changed to increase support for arts curricula after involvement with LTTA (Learning through the arts). Gross, C. B (2013) found that artful behaviors' are embedded in educational context with the intent of bridging the gap between natural inclinations for learning and the methods utilized in mainstream education. Suzan, H. N. (2013) found that human /society understands from aesthetics that the

development of sensitivity against the qualities of physical shapes addressing to art beauty and sense and the uplifting of the level of living.

Arts and aesthetics values have significant role in the improvement of quality of the Secondary school students. From the above discussion, it is clear that the researcher such as Jakobson , B.(2008); Southwind , B. (1983) and in addition to this the researchers such as Charleroy ,A ; Frederiksen , J .A. G ; Jensen , A ;Makenna, S . And Thomas, A. (2012) reveals the importance of art and aesthetics as the basis of the foundation of every child. Aesthetics fosters meaning making of scientific context. If artistic work and activities are assigned equally among each and every child, their responses to art will get enriched. The researcher there by eager to conduct a survey study of primary school students about how far the ethical and aesthetics values are inculcated among them, to what extent the school are focusing on this particular area and how well the aspect can enrich children in their future lives.

Statement of the Problem:

The present problem is stated as **Arts and Aesthetics Education in Primary Schools of Odisha: A Study.**

Objectives:

1. To analyze the syllabus of primary level with reference to development of arts and aesthetics values.
- 2.To study the classroom practices of teachers for the development of arts and aesthetics values.

Research Questions:

- 1.Whether the syllabus of primary school is suitable for the development of arts and aesthetics values?
2. What are the practices used for classroom teaching to promote arts and aesthetics values among students?

Method and Procedure:

The present study was design to collect precise and pertinent information about the Arts and Aesthetics education in primary school. The present study was a descriptive survey research. This method was an organized attempt to analyze, interpret and report the present status of social institutions, group or area. The present study was conducted on primary schools of Odisha. The participants for the study were Head Teachers, Teachers, and Students . These participants were belong to both the sex, i.e., male and female. Total 30 participants

(Headmasters, Teachers, and students) were involved for collecting relevant information for the present study. Tools such as Questionnaire for School Head-Teachers, Teachers and interview for students were used for data collection. Data were analyzed by both quantitatively and qualitatively. The researcher analyzed the quantitative data by scoring in MS-excel. And after that item wise analysis was done. During qualitative data analysis, first collected data were arranged in different criteria wise and then percentage of different qualitative items were analyzed. To analysis the data in a meaningful way statistical technique like percentage analysis, graphs like bar diagram were done.

Result and Discussion

This study focus on developing of arts and aesthetics values among primary school students. This study pointed out importance's of arts and aesthetics values among the students. This study will help different head teachers of school to develop their syllabus and fostering arts and aesthetics values among children. This study will help class teachers of school to develop their classroom practices towards the arts and aesthetics values. This study will have implication for Head- teacher, class teacher, and students. The findings of the study will be helpful for blending of arts and aesthetics education with other subjects.

Analysis of Syllabus Related to Arts and Aesthetics Values:

- All Head teachers stated that content of Odia subjects of primary class related to arts and aesthetics development. Odia textbook contain pictures but these text book were not selected by the Head teachers of the school, it supplied by the Govt. of Odisha in free of cost.
- Odia syllabus contain such portion which necessitates the student to participate in different activities like some stories and essays need to be taught with the help of role play method /drama where teachers and students actively participate in the classroom.
- No one opined about Timeslot for activity method prescribed in the syllabus. All (100%) Head teacher claimed that their school organizes competitions to encourage art and aesthetic values among students.
- Cent percent (100%) Head-teachers have given specific attention on painting, poetry writing, poem recitation, and knowledge of different debate elocution in their school syllabus.
- Eighty percent (80%) teachers have given specific attention on singing and drama in their school syllabus, but twenty percent (20%) teachers have not given any attention on the above.

Classroom Practices for Development of Arts and Aesthetics Values:

- Cent percent (100%) class teachers were agreed about different aspects like: they given specific attention about arts and aesthetics value at the time of teaching in classroom, they believed that blending of art and aesthetics values with other subjects helps to enhance understanding level of student, school organizes competitions on different events/ programmes and the students participate with encouragement and enthusiasms which make them bring out their best efforts and talents and they try to do in the best possible manner, teacher used theme based activities in the classroom during specific festivals, stories related to heroic deeds or great acts narrated in the class to foster moral values among children.
- Eighty percent (80%) teachers had used but Twenty percent (20%) teachers had not used pictorial aids in the classroom to inculcate the values among students.
- Sixty percent (60%) teachers encourages community participation through planting trees, watering trees, involvement in charity activities whereas forty percent(40%) were not encouraging community participation through planting trees, watering trees, involvement in charity activities but all teachers encourages community participation through cleaning school surrounding among children to foster aesthetics appreciation.
- All teachers (100%) believed that aesthetics value can be assessed inside or outside (both) of the classroom. Eighty percent (80%) class teachers replied negatively but only twenty (20%) teachers replied that they give specific attention on painting.
- Cent percent (100%) class teachers gave specific attention on poetry writing, essay writing, story writing and poem recitation. Sixty percent (60%) teachers gave specific attention on singing whereas forty percent (40%) teachers did not give specific attention on singing.
- Eighty percent (80%) teachers responded 'yes' whereas twenty percent (20%) teachers gave negative response that they did not gave specific attention on dance.
- Only thirty percent (30%) students responded 'yes' while the rest seventy percent (70%) students were for 'no'. They viewed that their teachers did not used painting to understand particular topic in Bengali language because sometimes others concerned subject like history teachers take the Bengali class and that time these teachers did not used painting to understand the topic.

- Eighty percent (80%) students agreed that their teachers encouraged poetry writing during classroom practices Whereas only twenty percent (20%) students opined that their teachers did not encouraged poetry writing during classroom practice.
- Thirty percent (35%) students gave the positive answered but sixty five percent (65%) of students responded that they did not got scope to write unseen essay during classroom practices.
- Total seventy five percent (75%) students gave positive response and others twenty five percent (25%) responded that theme based story writing was not practiced in classroom.
- Eighty five percent (85%) students were able to recite poems properly following required voice modulation and other fifteen (15%) students were not able to recite the poem properly.
- Seventy percent (70%) students opined that their teachers used story telling method to understand particular topic in classroom. But only thirty percent (30%) students opined negatively on the above statement.
- Fifty percent (50%) students responded 'yes' and rest of fifty percent (50%) students responded 'no' that their teachers had not emphasized on performance of drama / role play to understand a particular topic in classroom.

Educational Implications:

On the basis of experience and insight acquired from conducting the present study, the following educational implications are given below:

1. The present study will help Head Teacher to adopt some new methods and techniques for proper implementation of the syllabus related to the arts and aesthetics values.
2. The present study will help Government to develop the attitude of the teachers towards the arts and aesthetics values.
3. The present study will help school administrators to take initiatives for development of the interest among students about the importance of arts and aesthetics values.
4. This study will help Head-teachers and teachers to implement arts and aesthetics values in classroom effectively by their own.
5. Media (Newspaper, Television, Radio etc) and NGOs will be able to create awareness for better implementation of arts and aesthetic values in school syllabus.
6. As the study found that majority of teachers do not uses dance aesthetic value during classroom interaction, Government will organize orientation programme for training of

teachers in different methods and strategies for better implementation of dance and other aesthetic values in classroom.

7. The present study found that all class teachers gave specific attention on poetry writing, essay writing, story writing and poem recitation. This will help backward schools to adopt their procedure and strategies of arts and aesthetics values implementation.

Conclusion

The aspects of arts and aesthetics values are painting, poetry writing, essay writing, story writing, poem recitation, drama, debate, and elocution are fostered more. But researcher found that dance and singing are comparatively less implemented. Through all these aspect interest level, understanding level, creativity, personal skill, self expression, language and communication skill, imagination power, adjusting power, sharing power are enhanced as well as academic performance of students are also improved; such view given by Moore, R. C. Koller, J.A; and Arago, M.K. (1994) and Vyavaharkar Yatin, R. (2013). Dr. Zyoud. stated that drama can foster language skills such as reading, writing, speaking, and listening by creating a suitable context. Elster, A. (2001) stated that student's attitude towards school curricula have improved, that teachers have gained confidence and skill related to teaching from an arts infused perspective, and that administrative practices are changed to increase support for arts curricula after involvement with LTTA. Blending the arts and aesthetics value in curriculum of language subject such as Odia will enhance the arts and aesthetic values among the students positively. If teachers are trained or oriented properly in art and aesthetic education then the values will be more inculcated.

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