

**IMPACT OF ART EDUCATION ON CHILD DEVELOPMENT IN LOWER
PRIMARY SCHOOLS IN JORHAT, ASSAM.**

Dissertation Submitted to



The IIHMR University, Jaipur

for the partial fulfilment for the award of the degree of

Master of Business Administration (MBA)

In

Development management

by

Manphe Konyak

Under the supervision and Guidance of

Dr Goutam Sadhu

Dean of Development Studies

IIHMR University, Jaipur, Rajasthan

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CERTIFICATE

This is to certify that Manphe Konyak in partial fulfilment of the requirements for the award of the degree of MBA (Development Management) from the IIHMR University, Jaipur has successfully completed her internship at Thoughts to Action during February 20-May 19, 2023.

Place: Jorhat, Assam

Rahul Bora

Date:

Thoughts to Action Jorhat, Assam

CERTIFICATE

This is to certify that dissertation titled “Impact of art education on child development in lower primary schools in Jorhat, Assam” is a record of the research work undertaken by Manphe Konyak in partial fulfilment of the requirements for the award of the degree of MBA (Development Management) from the IIHMR University, Jaipur under my guidance and supervision and her approach to the research study has been sincere, scientific and analytical.

Faculty Guide

IIHMR University, Jaipur

Date

School Dean

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Date

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Abbreviations

LP	Lower Primary
UN	United Nations
SSA	Sarva Shiksha Abhiyan
NCF	National Curriculum Framework
NEP	New Education Policy
ECD	Early Child Development
RTE	Right To Education
WHO	World Health Organisation

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ABSTRACT

The research area of Art Education is receiving increasing attention. Education system has always highlighted the importance of art education, both through formal and non-formal methods to the primary schools with a vision to retain our unique cultural identity. Though extensive studies exist regarding the use of the arts in general, it is needed in the primary schools. Primary education is considered as a basic requirement for development of state like Assam. Assam is a well known for its systematic system of education since time immemorial. This paper reveals the impact of art education on child development. The study was carried out to determine the impact of art education for the children under the age of 6 to 14 years. The study was quantitative in nature. Questionnaire was made to collect the data and observation method were also used. The targeted population in this study included five (5) schools institutions and fifty (50) children of Jorhat district, Assam, India. The aim of the study was to use creative process in a variety of art forms and develop self-confidence in their own creative abilities. Through this study, the researcher found out that art education has threatened some students because they are not interested and also for some, they cannot afford the materials that were needed. The study concludes with concerns regarding overall problems and the plans to improve art education in child development effectively.

Chapter 1: INTRODUCTION

Art education is an important part of healthy development for children. Through art, children can find their experiences that enhance their personal development. Art education and art activities should be provided to children at an early stage because it helps them to find their natural talents and discover themselves. Participation in the arts has a great impact on student achievement. Having children get involved in art by exposing them to several different processes and activities helps them to learn, grow and develop their artistic ability. The term “Art” is defined as the process of teaching and learning how to create and produce the visual and performing arts. It can also be defined as a vehicle for the expression or communication of emotions and ideas. Art is an important tool for learning and it needs to be introduced to the children by providing the opportunity to develop the ideas, feelings and creativity. It enables children to use different ways to express themselves, to communicate with others and to understand their own feelings. The arts in infancy or toddlers increase language development because it offers them a new way to express thought and feeling without words. Arts are important in the development of children and everyone should have a chance to experience the art in their lives. The power of art can help children to discover themselves and to develop their skills. Art education does not only give children the opportunity to realize their potentials but it also provides children with the skills of knowledge to understand art. The term creativity turns out to be a significant aspect of a child’s development. Art activities develop brain capacity in children and it engages senses in open-ended play and supports the development of cognitive, social-emotional and multisensory skills. As children progress into elementary school and beyond, art continues to provide opportunities for brain development, self-esteem and creativity. Children express how they feel and think about the world through their art, which gives them a way to express the feelings and ideas that they don’t have the words to talk about. This way of expressing themselves helps children to cope with the natural stresses of growing up. Art helps children to develop a sense of their own individuality, a sense of self-respect and an appreciation for other’s work.

The purpose of this research was to see how the students feel about the art class because in today’s world society functions in such a way that a majority of the manual works that were done by the people can be done by the machines. The main demand lies in innovation and creativity thinking outside the box and having good interpersonal skills. Just like mathematics or science, art requires regular practice and is not something that can be achieved through learning. Regular engagement and education in the arts has to be made in the curriculum so that every child learns and have a keen interest. The purpose of art in life is to make people feel something. It can be a feeling of joy, sorrow, anger and more. Art is a beautiful thing that has the power to bring people together and give them a sense of peace.

Chapter 1.1: Meaning of Art

Art is the expression of ideas and emotions through a physical medium like painting, sculpture or writing. The definition is art is constantly changing in today’s time. Art is related with aesthetic part of human development. There is no universally accepted definition of art though as it is related with beauty. Most dictionaries define art as ‘an expression or application of creative skill and imagination, often through a visual medium like painting or sculpting. To

define art education, it is broadly the process of teaching and learning how to create and produce the visual and performing arts. This also includes how to understand and evaluate art forms created by others. The main purpose of art education is to develop creativity, individuality and expression through art activities.

Chapter 1.2: Scope of Art Education

The scope of art education is in wide range. Some of them are-

- i. Curriculum supports creativity and expressions are enhanced as students are inspired to think out of the box.
- ii. Art education enables the learner to become aesthetically competent and professionally skilled.
- iii. To think in broad aspects, art is the oldest courses in the history of mankind.
- iv. It provides students with various choices in vocational field.
- v. Art education opens up opportunity to pursue further higher studies or train to be professional.
- vi. A person in need of creative expression gets a guidance through art education.

Chapter 1.3: Challenges face during art education

Art education has the immense possibility to develop creative and vibrant learning environment in schools but we are killing this by our lack of vision. There is a huge gap in the way art education policies, curriculum guidelines and teaching strategies are framed and implemented. Art education has already been relegated to a marginal position in India whereas it should be occupying a significant position in contemporary curriculum. By doing so, we deny any opportunity to encourage imagination, innovation, creativity, develop curiosity, criticality and experimentation in the child. The curriculum and policies should reflect the necessities of our times and also anticipate the educational requirements of the future. Art education can produce positive learning outcomes, such as creating positive attitudes to learning, developing a greater sense of personal identity and fostering more creative and imaginative ways of thinking in young children (Eisner, 2002). Some of the challenges that were observed are:

- i. They struggle with the fact that they aren't going to become an expert artist after one attempt.
- ii. Gaining confidence within themselves is a huge challenge to begin with.
- iii. Choice of colours, durability and the environment.
- iv. Getting the hands dirty.
- v. Lack of qualified art teacher.
- vi. Giving priority to the studies.
- vii. Lack of family support.
- viii. Lack of art materials and equipment's in the schools.

Chapter 2: REVIEW OF LITERATURE

Chapter 2.1: Art Education:

ⁱIn the study “The Impact of Arts education” by Ellen Winner, Thalia R. Goldstein and Stephan Vincent-Lancrin said that, “Art education is often said to be a means of developing critical and creative thinking. It has also been argued to enhance performance in non-arts academic subjects such as mathematics, science, reading and writing and to strengthen student’s academic motivation, self-confidence and ability to communicate and co-operate effectively”. The researcher here thinks that engaging with art is essential to the human experience because the art challenge with different points of view, compel us to empathize with others and give us the opportunity to reflect on the human condition. Some of the most obvious benefits of art education is that it encourages creativity and engagement in a different way from what is usually taught in the school. Instead of being fed facts they can explore their interests and indulge in what excites them the most. Apart from this, art has a wide range of uses and influences on its students. It improves motor skills, simple things like mastering a paint brush or using crayons and pencils help develop finer motor skills especially in younger children. Studying the arts also helps improve academic performance not just through creativity but it improves learning in areas like math and science as well as the literary field. Art education also fosters collaboration and group learning. Often times, it brings people and children together helping them learn from each other as they persevere towards creating something. It improves emotional balance and help kids to become a team player. It also improves accountability, as kids claim responsibility for their mistakes and accept their faults when working together. For the children it is not enough to give the skills that they need to be successful in life but it is equally important that these skills are developed holistically.

Chapter 2.2: History of Art Education in India

ⁱⁱIn her study “Art Education in India” by Ipsita Mishra says that in India art education in schools has always found a place in curriculum. In addition to reading, writing and math instruction, early educators understood the value of teaching students about the arts and their different forms but unfortunately, as the focus on academic achievement where the arts began to count as extra-curriculars, it began to take centre stage and the art instruction took a back seat. India does not have a history of recognising the need for an integration of art in curriculum that can be proud of. In the year 2009, The Right of Children to Free and compulsory education Act set the stage for providing free, compulsory and quality education to children in the age group of 6-14 years and also made a provision for making art education compulsory in schools. Art helps the children to understand that there are multiple ways to express themselves and no one way is better than the other. There are many schools in small towns and cities in India which do not offer arts as a subject. Whereas in rural India, there are more in numbers. Nowadays, art has been treated as a hobby and not really a part of the curriculum. The committee’s recommendations were in line with the National Education Policy (NEP) 2020 that advocates integrating arts with the education system. Integration through art is a way of achieving unity in midst of diversity of tradition through the arts in education programme.

Chapter 2.3: History of Art Education in Assam

ⁱⁱⁱAccording to Apu Bonia in his journal says that, after Independence, the Government of India realizes the importance of art education and has launched many new schemes and reforms polices regarding the art education. The Indian Education Commission 1964-66 advocated for

the training of teachers in visual art and suggested for its extension and systematic development. Further, Yash Pal committee 1992, appreciated the art education for quality learning and reducing the load of curriculum on the students. The National Policy on Education 1986 have the intention to ensure student's understanding of the diverse cultures and social system of the people living in different parts of the country. National Curriculum Frameworks (NCFs) of 1975, 1988 and 2000 talks of an integrative approach of the art education up to class X stage. Similarly, NCF 2005 also talks about the importance of art education and its suitable pedagogy. Based on the different policies and programmes at national level, the state government of Assam has prepared curriculum and pedagogy for art education.

Chapter 2.4: Benefits of Art Education

Brain Kisida and Daniel H Bowen in their study “New evidence of the benefits of arts education” says that it has been shown to provide a multitude of benefits for students of all ages. Whether through painting, drawing, sculpture or other forms of creative expression. Art education has been linked to improved cognitive, emotional and social development.

Cognitive Benefits:

Art education has been shown to improve problem-solving skills, enhance creativity and develop critical thinking skills. Through art, students learn to think outside the box and find new solutions to analyse and interpret visual information, a skill that is highly valued in many fields. Art integration in the curriculum has been shown to enhance student engagement and motivation, leading to higher attendance rates and reduced dropout rates. In addition, the art also provides a platform for self-expression, enabling students to explore and express their emotions, thoughts and identities in a safe and supportive environment.

Emotional Benefits:

Art education provides an outlet for self-expression and helps students develop a positive sense of self. Through creating art, students learn to express their emotions and ideas in a safe and constructive way. This led to improved self-esteem reduced stress and increased overall well-being. Art is believed to help children build confidence, encourages empathy and acceptance of differences. Art allows children to explore emotions using different colours as it creates the opportunity to discuss and identify feelings and use shades and tones to express the intensity of those feeling.

Social Benefits:

Art education promotes social development by improving communication skills, cultural awareness and team work. By collaborating on group projects, students learn to communicate effectively and respect the opinions and ideas of others. They also develop an appreciation for different cultures and perspective which helps them become more open-minded and empathetic individuals.

Art can also used as a therapy. Some of the other benefits are:

- i. Motor skills
- ii. Language Development
- iii. Decision-making
- iv. Cultural awareness
- v. Encourages neural connections

Chapter 2.5: Child Development

^{iv}In the study, Dr Jasmine Shaikh says that “Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. It is a complex process that begins in the womb and continues until adulthood. It is influenced by biology and the environment and it can be shaped by these either positively or negatively”. Child development can be described as the changes that the children experience as they grow older. As child grow physically, they also develop in their knowledge, skills and behaviour. Children may have very different personalities and different strength and weakness than the generation that preceded them. Caregivers should pay attention to their children’s distinct traits and the pace of their development and not assume that the approach to parenting that worked for their mothers and fathers will be equally successful in their own families. Parents and the home environment they create can also have an important influence on a child’s development. Positive experiences and warm responsive relationships in the first five years of life are critical for child development. Children’s brain developed connections faster in the first five years than at any other time in their lives. This is the time when the foundations for learning, health and behaviour throughout life are laid down. Understanding the child’s growth and development includes not only the physical changes that occur from infancy to adolescence but also some of the changes in emotions, personality, behaviour, thinking and speech that children develops as they begin to understand and interact with the world around them. Children reach milestones in how they play, learn, speak, act and move. All the children develop at their own pace but these milestones give a general idea of the changes to expects as the child grows.

Chapter 2.6: Stages of Child Development:

Parental Development (conception through birth):

Conception occurs and development begins. All of the major structures of the body are forming and the health of the mother is of primary concern. Understanding nutrition, labour and delivery are primary concerns. Parenthood evolves in parallel to a child’s development. As the children grow physically, emotionally, cognitively and socially, they do things differently at each stage.

Infancy and Toddlerhood (birth through two years):

The two years of life are ones of dramatic growth and change. A new born with a keen sense of hearing but very poor vision is transformed into a walking, talking toddler with in a relatively short period of time. Caregivers are also transformed from someone who manages feeding and sleep schedules to a constantly moving guide and safety inspector for energetic child. At this stage, children rapidly achieve many important milestones that create the foundation for later growth and development. When children become or afraid of encounter danger, they have the confidence to turn away and return to their secure base for reassurance and protection. Even the toddlers also experience a new sense of self-awareness that grows from their increasing desire to do things for themselves.

Early Childhood (Birth to age 5):

Early childhood is also referred to as the preschool years and consists of the years which follow toddler hood and precede formal schooling. As a three- to- five- year -old, the child is busy learning language and is gaining a sense of self and greater independence and is beginning to

learn the working of the physical world. A toddler determination to do something may give way to a four- year- old sense of guilt for action that brings the disapproval of others. Early childhood offers a critical window of opportunity to shape the trajectory of a child's holistic development and build a foundation for their future. Providing ECD interventions to all the young children and families is one of the most powerful and cost-effective equalizers that have a disposal to ensure that the most vulnerable children can reach their full potential.

Middle childhood (6 to 12):

The ages of six through eleven comprise middle childhood and much of what children experience at this age is connected to their involvement in the early grades of school. Growth rates slow down and children are able to refine their motor skills at this point in life and children began to learn about social relationships beyond the family through interaction with friends and fellow students. During middle childhood, children gain access to new settings and they encounter pressures that present them with distinctive developmental challenges. During this stage, friendships become more important. Physical, social and mental skills develop quickly at this time. This is the critical time for children to develop confidence in all areas of life, such as through friends, school work and sports.

Adolescence (15 to 18):

Adolescence is a period of dramatic physical change marked by an overall physical growth and sexual maturation known as puberty. It is also a time of cognitive change as the adolescent begins to think of new possibilities and to consider abstract concepts such as love, fear and freedom. Ironically, adolescents have a sense of invincibility that puts them at a greater risk of dying from accidents or contracting sexually transmitted infections that can have a lifelong consequence. During this phase, adolescents establish patterns of behaviour for instance, related to diet, physical activity, substance use and sexually activity that can protect their health and the health of others around them or put their health at risk now or in the future. To grow and develop in good health, adolescents need information including age-appropriate comprehensive sexuality education, opportunities to develop life skills, health services that are acceptable, equitable, appropriate and effective, and safe and supportive environments. Expanding such opportunities is a key to responding to adolescent's specific needs and rights.

Chapter 2.7: Importance of Child Development

Tanja McIlroy says Observing and monitoring child development is an important tool to ensure that children meet their 'developmental milestones'. Developmental milestones act as a useful guideline of ideal development. By checking a child's developmental progress at particular age markers against these time frames allows a check in for their age to ensure that the child is roughly on track for their age. This check is usually carried out through child or mother services and infants or toddlers and later through preschool and school term skills assessments. However, it is important to be aware that while child development has a predictable sequence, all children are unique in their developmental journey and the time frames that they meet many developmental milestones. The first three years after birth are one of the rapid growth and development as the child's brain creates complex neural pathways at an unprecedented speed. By age six, the brain has developed at 90% of its adult size, as children continue to absorb a staggering amount of information from their experiences and environment. These early experiences, both bad and good lay the foundation for a child's future survival, growth, health and wellbeing. Additionally, the United Nations

Convention on the Rights of the Child (1989), and most national laws emphasise that all children have the right to live in a secure, loving environment, free from harm, abuse and discrimination. Children have the right to the healthcare, nutrition and education required to reach their full potential. Parents, family members, communities, governments and healthcare providers need to work together to fulfil these rights.

Chapter 2.8: Problems in Child Development

^In the article of L K Frank states that “Problems in child development can arise due to genetics, parental circumstances, the presence of specific diagnosis or medical factors and the lack of opportunity or exposure to helpful stimuli.” As the process of child development involves multiple skills developing simultaneously, there may be benefit in consulting multiple professionals. Overcoming the developmental challenges is crucial to maximising the ease and speed of development. Minimizing the gap that occur between a child’s ability and those of their same aged peers, the confidence of the child as well as the frustration that can be encountered by the child’s parents or the care-givers. Poverty, malnutrition and lack of proper interaction in early childhood can exact large costs on individuals, their communities and society more. The home environment, including parent-child interactions and exposure to stressful experiences, influences the cognitive and socio-emotional development of the children. Despite recent advances, there is still insufficient awareness of the importance of brain development in the early years of life on future well-being and of the benefits of ECD interventions. With ECD as a global and a national priority, the United Nations have pledged to achieve the ECD targets in the sustainable Development Goals.

Main Areas of Development:

There are five key areas of development:

- i. Gross motor skills, for example crawling, jumping or running.
- ii. Fine motor skills, such as writing and drawing.
- iii. Speech and language.
- iv. Cognitive and intellectual, such as counting or identifying shapes.
- v. Social and emotional skills, such as playing with other children.

Chapter 2.9: Lower Primary Education of Assam

Barpujari H K says that Primary education constitutes a very vital part in the entire structure of educational program. It is at this stage that the child starts going to a formal education. It means that the child comes directly from home to primary school and has many adjustments. Primary education is that education which is given between 6-14 years of age. It is often considered to be the first stage of the entire super structure of educational set up. Primary education helps in removing mass literacy, thus making the most significant contribution to the efficient functioning of democratic institutions. On 26th January, 1950 when India was declared a Republic, the Article 45 of the Directive Principles of State Policy was finally accepted but it was not possible for a long time. It is good that the Government pf India has passed The Right of Children to Free and Compulsory Education Act-2009, which is popularly known as RTE Act-2009. The lower primary schools are responsible for imparting education from class 1 to class 5. The ‘Directorate of Elementary Education’ manages and regulates the primary level schools in various districts of the state in Jorhat. However, there is another department

‘Government of Assam’ which regulates the schools. In Jorhat, there are 1754 lower primary schools.

Chapter 2. 10: Importance of Primary Education

Education is a process of complete development of individuality. It is a continuous process to adjust oneself to the changeable world. So, education is intimately connected with human life. It begins at birth continuous throughout the life, till death. It includes all knowledge and experience acquired during infancy. Education is the most powerful agencies in moulding the character and determining the future of the individual and the nation. Primary education constitutes an uneasy important part of entire structure of education. The education which the children receive from the formal institutions provides the foundation of his physical, mental, emotional, intellectual and social development. Knowing the importance of education in general and primary education in particular, the Indian Constitution has incorporated various articles. Articles 29 and 30 of the Indian Constitution guarantees certain cultural and educational rights to establish and administered educational institutions. Article 99, provides the rights to conserve the district languages script or culture of any section of citizen. No citizen shall be denied admission into any educational institution maintained by the state or religion, race, cast, languages or any of them.

Primary education paves the way for children’s future success. As a result, most countries have declared primary schooling a basic right for all the citizens. The providers of the primary education must provide safe and positive environments where effective learning occurs. It includes smaller categories and a lot of variety of academics. There is a need of primary education not only for an individual but as a whole. It is the foundation for further education. The importance of primary education in child development in terms of social development, reading, communication skills, becoming confident and moral values.

Chapter 2.11: Learnings from Review of Literature

From the review of literature, the researcher understands that art education is important for the child. Through art the child tries to express their feelings and emotions. Art education should be implemented as a curriculum to all the lower primary school of Jorhat, Assam. To develop a child, he or she needs to understand themselves. In today’s world, technology has played an important role in everyone’s life but everyone should understand that it can also be done by our hands. Like painting and crafts, we must use our hands to do the work. By studying the art work, it also improves in academic. Some of the learnings are:

- i. Organize and develop ideas and work for the children to progress both in academic and art work.
- ii. Applying the criteria to evaluate his or her work.
- iii. Making the art by his or own knowledge and experiences.
- iv. Creativity and self-expression can build confidence in one’s life.
- v. Every stage of the child is important for the growth and development.
- vi. Art helps to develop critical thinking and the ability to interpret what is going in and around the environment.

Chapter 3: Methodology

Chapter 3.1: Purpose of the study

The research has been carried out in order to understand the “impact of art education in child development” under the age of 6-14 years. It was conducted by utilizing open ended questionnaires. The questions included in the questionnaires were based on the objectives of the study. The role of the questionnaire was to determine whether the children participating in the survey could meet the requirements of the study. Since, the participants in this study were children who had not received professional painting training.

The present research is an effort in this direction with hope and belief to make positive contributions in the field of art education in child development.

Chapter 3.2: Research Question

What is the impact of art education on child development in lower primary schools in Jorhat, Assam?

Chapter 3.3: Objectives of the study

- i. To assess the ability of the students in understanding themselves through arts.
- ii. To assess the ability of the students to ventilate the emotions through art.
- iii. To assess the creative thinking ability.
- iv. To assess the ability to express imagination through arts.

Chapter 3.4: Research Design

Research design is the back bone of the entire research process. Since the research problem was well defined and all the variables related to the study are well established, the research fits well as a descriptive research design. The study attempts to understand how the children think about the art education, if it is included in the curriculum.

Chapter 3.5: Study Setting

This study has been conducted among the primary school students of five schools under Jorhat District, Assam.

Chapter 3.6: Study Population

The study population was done under the age group of 7-14 years of children. The target population was children of class 4 and 5 in all the five schools. The sample size was 50.

Chapter 3.7: Research Procedures/ Approaches

The researcher used a quantitative assessment and observation for the study. A self-made questionnaire was prepared and interview was done face to face. The study was done in five schools in different blocks. The data was entered in excel sheet for the assessment or analysis.

Chapter 3.8: Ethical Consideration

Throughout the study, the participants were informed regarding the purpose of the study and were involved in their willingness. Appropriate efforts were taken to ensure data security, privacy and confidentiality.

Chapter 4: RESULT

Primary school stage is the foundation of schooling through formal way. This education started from 5 to 6 to 13 to 14 years of children age. This is called primary stage of education in the sense that the child is formally introduced in disciplinary rules of education which is socially recognized. If an individual successfully completed this four years education formally, he/she is a literate person and that is the reason for which much importance has given at this stage as children came outside from the boundaries of their house for the first time. Beside that in this stage, the child's physical differs from one another and much motivation is needed. It is necessary that educational process in art education should be student centred. The children exhibit their creativity by working any of the materials they choose which are prepared specifically for them. Children should be made to work on original ideas at art education as much as possible. On the other hand, children should sometimes be able to carry out some specific works related to their life. Before starting such kind of art works, children should have some ideas to express their feelings, ideas and experience. So, the primary education plays a significant role towards the entire education system.

The researcher used data analysis to understand it better.

Table 4.1: Gender

Male	Female
21	29

In the table 4.1, it reveals that female was more than a male during the interview. Out of 50 children, 29 were female and the rest 21 were male. In every school, the female students were more in number than the male students.

Table 4.2: Education

Class 3	Class 4	Class 5
5	8	37

From the above table 4.2, it depicts that class 5 students were more. The research focused more on class 5 because class 3 and 4 students had little knowledge about the art and couldn't answer much. Since class 5 were the highest class in primary schools, the most target group was them.

Table 4.3: Age

Age	Total
7	2
8	2
9	3
10	21
11	20
12	2

From the table 4.3, it reveals that the lowest age was seven (7) and the highest were the age of ten (10). The research shows that the age of 10 and 11 were interviewed more.

Table 4.4: Are you interested in your art class?

Yes	35
No	9
Can't say	6
Not at all	0

From the above table 4.4, it shows that 36 children were interested in the art class out of 50, 9 students were not at all interested and 6 students can't say it. Here, it sees that even though the child is interested, he or she cannot share to their parents because they see the struggle that is going through. There are many students who really wants to take art class but their parents could not afford it. Some of the children says that by doing art it builds confidence as well as the identity. Some children even though they are interested, they cannot effort the fees of the art class. So, it should be made in such a way that everyone gets the opportunity.

Table 4.5: How many hours do you spend time on art?

1 hour	18
2 hours	11
30 minutes	20
3 hours	1

The researcher in the table 4.,5 shows that out of 50 children's only 1 child spend time for 3 hours on art and the rest for 30 minutes, 1 hour and 2 hours. When the child devotes 3 hours in a day, the child will see improvements in the art. If the child spend 30 minutes, he or she is just doing it out of laziness . In any art work, the children should give full concentration for a better result. The art should not be in such a way that it is only done for the sake of doing.

Table 4.6: Who is the best person in your family to guide you in matters of arts and painting?

Father	12
Mother	19
Siblings	9
Grandparents	7
None	3

From the table 4.6, depicts that 19 children take the help to guide them in their painting from their mother, 12 students from their father, 9 from the siblings and 7 from their grandparents. The least 3 children are the ones who are not interested at all. Every parent does not know how to do the art work so here the children take the help of everyone present in their family to guide them.

Table 4.7: Do you really think that art helps you to identify your strength and weakness?

Yes	9
No	7
Somehow	34

Here, in the table 4.7 it depicts that 34 children think art cannot identify his or her strength and weakness. Whereas the 9 children who are interested think that art can really help them and 7 of them who are not interested think that art cannot identify it. The strength and weakness of the child can be express only when he or she understand themselves first. For the interested ones it is very easy to identify because they know what is happening in their life. Many of the children think that it can somehow identify it but for this the child needs to understand their thoughts and feelings.

Table 4.8: Do you tend to make excuses during your art class?

Yes	9
No	23
Somehow	18

From the above table 4.8, it reveals that children who are interested in art does not tend to make excuses for the art class but 9 children missed the class because they were forced by their parents and 18 of them somehow misses the art class. The children make excuses because they are not at all interested in doing all the art work. Some children think that art work is a burden for them. The interested children loves to do the art work because it makes them stress free. Making excuses in the art class depends on the parents because if the child is at all not interested, they should not force their child. Forcing the child who are not interested can lead to a negative impact.

Table 4.9: Can emotions be express through arts?

Agree	14
Disagree	14
Can't Say	22

In the table 4.9, the research found out that 22 of them couldn't response properly regarding the emotions. The 14 children who are interested in art proudly agree that emotions can be express while doing art work. Whereas, the other 14 disagree to it. The emotions can be express only when the child is interested to do the art work because in doing all this, the child need concentration power.

Table 4.10: Do you do any art work at your home?

Yes	26
No	8
Sometimes	16

Here in the table 4.10, it shows that 26 of them do painting at home. Not only painting but also some of them do crafts. The 8 of them who responded ‘No’ were the ones who are not interested in doing all this because everyone differs from one another and 16 of them do art work sometimes. Every child is not gifted in painting and craft. One should understand that not everyone can do all this. Some parents encourage their child to work hard in painting or crafts that the child is doing but for some it is difficult to manage it because of lack in materials and also some comes from a low background. If the child is interested to do some art work, the parents should also encourage them in a positive way.

Table 4.11: Are your parents happy about you joining the art class?

Yes	20
No	7
Somehow	18
Not at all	5

From the above table 4.11, reveals that 20 parents are happy for their children who joined the art class. The responses of no and not at all are the ones whose parents think that extra - curricular activities are not important as they have to focus only in studying and 18 of the parents think that even if they join also, they have to balance it accordingly. Many of the parents have a mindset that studies are the only thing in life and that other activities should not implement to the children but for some, they think that extra- curricular activities are important for their children to showcase the talents that he or she has. Doing what the children likes gives the child to foster in every skill and develop a better understanding in what he or she is doing.

Table 4.12: After joining the art class, who are the people that you have shared about your art class?

Parents	21
Siblings	17
Friends	12
Neighbour	0

Here in the table 4.12, it depicts that 21 of the children shared about themselves to their parents, 17 to their siblings and 12 to their friends. The researcher understands that many of the children are attach to their parents. Every child is attach to their parents during this age. The child share every little things that happen with him or her to their parents. At this age the child doesn’t understand what is happening to them be it good or bad. So, they share everything to their parents that happens to them.

Table 4.13: How do you feel when your parents scold you while doing your art work?

Angry	22
Sad	20
Guilty	6
Indifferent	2

From the above table 4.13, it can understand that many of the children feel angry and sad whenever their parents scold them. 6 of them feel guilty and 2 indifferent of themselves. Parents shout and scold whenever the child does something that he or she should not do and even while doing the art work if the child does something mischievous, he or she is sure to get scolding because the parents will never scold the child if they don't do anything. Parents scolding depends on the child's mood.

Table 4.14: Do you think you are working hard in the art class?

Yes	25
No	5
Can't say	13
Sometimes	7

Here in the table 4.14, the research reveals that 25 children are working hard for the art class out of 50. Those 5 children who responded 'no' are the ones who are not interested in any form of art. Whereas 13 of them 'can't say' and 7 'sometimes' are those who are not really interested but forced by their parents. The parents should understand that they should not forced their children in doing the art work because if the child is not interested at all, he or she won't concentrate or work hard in the art class.

Table 4.15: Does art help you to make new friends?

Yes	15
No	26
Somehow	8

Here, in the table 4.15, it shows that 26 of them cannot make new friends while doing art class because they concentrate more on the work instead of friends. On the other side, 15 of them can make new friends in the class and 8 of them somehow make it. During the art class it depends on the children because some children are very introvert and some extrovert. For the introvert children, it is very difficult to say a simple word, be it their classmates or the same school children. Whereas, for the extrovert, it is very easy to make new friends wherever they go.

Table 4.16: Whom do you talk to when you have a problem with painting/ drawing?

Brother	11
Sister	14
Father	9
Grandparents	9
Mother	7

From the above table 4.16, it reveals that 11 of them talked with their brother when they have a problem, 14 of them to their sister, 9 to their father and grandparents and 7 to their mother. It shows that everything differs from one another because everyone have got different gifts and talents. So, the children have to talk to the one who has better knowledge and understanding about the art.

Table 4.17: Art helps you to ventilate your emotions?

Yes	8
No	16
Occasionally	24
Not at all	2

Here in the above table 4.17, reveals that 8 of them can ventilate their emotions while doing art work. For them, they express it in the work. 16 of them cannot express their emotions, 24 of them occasionally and 2 not at all. For some children, it is difficult to express or ventilate their emotions as they have to understand themselves first and also what they are going through.

Table 4.18: According to you, how you will rate your art class?

2	9
4	13
3	6
5	22

Here in the table 4.18, the research reveal that 22 children rate 5 out of 5 for the art class. 13 of them rate 4, 6 of them rate 3 and 9 of them rate 2. The 9 children are the ones who are not interested in art work. The children have different viewpoint in the ratings because it differs in their interest.

Chapter 4. 19: Major findings

- i. The result of the data analysis revealed that the word art education on child development has been playing an important role in lower primary schools in Jorhat, District. On the basis of analysis, the major findings are: The art class has been playing an important role for children. Out of 50 students, 29 were females and 21 males. For some children, they are not interested at all because every child differs from each other as well as the interest do. Some children can't say it because their parents cannot afford the expenses for their art class.
- ii. All the five schools have well structure building and in all that schools, females are more than male. The research focused more on class 5 and 4 students as the students of class 3 had little knowledge about the art and couldn't answer much.
- iii. Almost all the children spend time on art work for only 30 minutes. The art work that they do were drawing, painting and craft. Out of 50, only 1 child spend 3 hours on art.
- iv. For the children, parents are the back-bone and it shows that for many of the children's, their parents are the one who help and guide them in their art work. Whereas for some children, their parents are illiterate and this affects them because they cannot help their child in many ways.

- v. For some children during the art class, they express their thoughts and emotions in the drawing or painting that he or she is doing. They try to release it because they cannot share it to others.
- vi. From the above table 4.8, it can understand that many of the children who are interested in art does not tend to make excuses for the art class but there were 9 children who miss the class because they were forced by their parents to join. Forcing the children who are not interested can lead to a negative impact. The art class has been playing an important role for children. Out of 50 students, 29 were females and 21 males. For some children, they are not interested at all because every child differs from each other as well as the interest do. Some children can't say it because their parents cannot afford the expenses for their art class.
- vii. All the five schools have well structure building and in all that schools, females are more than male. The research focused more on class 5 and 4 students as the students of class 3 had little knowledge about the art and couldn't answer much.
- viii. Almost all the children spend time on art work for only 30 minutes. The art work that they do were drawing, painting and craft. Out of 50, only 1 child spend 3 hours on art.
- ix. For the children, parents are the back-bone and it shows that for many of the children's, their parents are the one who help and guide them in their art work. Whereas for some children, their parents are illiterate and this affects them because they cannot help their child in many ways.
- x. Mid-day meal was given every day in all the five schools.
- xi. Though the parents are poor and illiterate yet they want to educate their children.
- xii. All the five schools have one single classroom for all the students.
- xiii. The primary school institutions start from 9:am to 2:00 pm in the working days and mid-day meal was provided at 12:30 every day.
- xiv. The Government provides the playing equipment to the primary schools, such as balls, toys etc.
- xv. The children in the 5 schools were very irregular and most of the parents in government undertaking school education centre were illiterate.
- xvi. In the table 4.18, 22 of the children's rates 5 out of 5 for their art class, 13 of them rate 4 and 9 of them rate 2. Here, it can understand that many of the children are interested to do art. The children have different viewpoint regarding the rating because it differs in their interest.

Chapter 5: Discussion

Art Education: This study was conducted by Ellen Winner, Thalia R Goldstein and Stephan Vincent Lancrin in the year 2013 states that arts education is often said to be a means of developing critical and creative thinking. The present study is similar to this study in dealing with the arts education for the children. The author also suggested that arts education thus seems to have a positive impact on the three subsets of skills including in non-arts subjects, skills in thinking and creativity, and behavioural and social skills. The impact of arts education on other non-arts skills and on innovation in the labour market should not be the primary justification for arts education in today's curricula. For all the children, the arts allow a different way of understanding than the sciences because they are an arena without right and wrong answers, they free students to explore and experiment. They are also a place to introspect and find personal meaning.

Art Education in India: This study was conducted by Ipsita Mishra in the year 2019 where she states that art education is an umbrella term that includes both learning different arts forms as well as using art as a medium to learn different concepts in mainstream subjects. The present study also highlights the same that art education in schools should be found as a place in curriculum in India. Art education should be introduced in curriculum in all the schools be it private or government schools. The art should be taught to all the levels of children from an early stage. With the real world being at odds with the standard classroom experience, the value of a more in-touch art education must be stressed. The children should be given an opportunity to learn the arts equally. The secret sauce comes from our ability to integrate art, music and literature with the hard sciences. Integration is the new speciality says Pulitzer Prize Winner Thomas Friedman in his book, 'The World is Flat.'

Glimpse of Art Forms and Art Education at School Level in Assam: This was conducted by Apu Bonia in 2021 where he says that art is the important aspects of life and it plays an important role in all-round development of child. The present study also suggest that art is a part and partial of every society and without education of arts a society will be uprooted from its socio- cultural ground. The art education has a potential of providing window through which the coming generation can be updated and will also learn to appreciate art and the value in their lives. The aim of art education is not simply to create artists or art as a profession but making a person capable of enjoying and increasing his or her awareness of happiness and to become a better individual.

New evidence of the benefits of arts education: This was conducted by Brain Kisida and Daniel H Bowen in the year 2019 where it states that engaging with art is essential to the human experience. The study is also similar to this where motor skills are developed. The art challenge us with different points of view, compel us to empathize. Each of the benefits should be imparted to the child to understand and know better. The government schools are lacking behind with the art education as the art were not included in the curriculum. The child faces difficulties in doing art because he or she does not know how to start it. The art education should be provided to every child as a part of their curricula and no child should be left behind. Arts educational experiences can produce significant positive impacts on academic and social development because schools play a pivotal role in cultivating the next generation of citizens and leaders.

Five stages of child development: This study was conducted by Dr Jasmine Shaikh, in the year 2022 where it says that children undergo various changes in terms of physical, speech, intellectual and cognitive development gradually until adolescences. Child development has to be seen as an important term in one's life. The present study has also similar to that. A new born baby reacts automatically to the external stimuli. A lot of specific changes occur at a specific ages of a child's life. Developmental milestones keeps on changes during this 6 to 14 years of age. The parents should understand and keep on track to the children during this stage. Between the age of 1 to 3, the child can stand alone and learn to walk without the help of others. During the school age, children will learn to become independent and try to form their own opinions but it is important to remember that each child develops at their own pace.

The Importance of early child development: The study was conducted by Tanja Mcilroy in the year 2022 where she says that the importance of early childhood development lies in how early learning shapes a child's life. The present study also says that ECD is important and it plays a vital role. Whatever the child learns in the first year of their life will have a lasting effect on them because during the first years it has a big impact that lay foundation will full of support, love and happiness. If the child has difficulties in some cases, she or he will have a learning problems and difficulties and the earlier you identify them, the easier is to treat them. It is important to build a positive experience to the child so that they will develop a positive outlook on the things and be more optimistic despite their situations and it will also help them to develop confidence and great self-esteem.

The problem of child development: This journal was conducted by L K Frank in the year 1935. The present study also focuses on the problems of child development. In general, child research is primarily directed by the current problems and preoccupations of the several branches of life science. Most problems that happen during the development stage is the way they talk and behave is very different. Every child is different and the parents should understand that his or her child is different because every parents sees the children as same and they think that their child is lacking behind. The child grows differently so we should not compare with other child. Every child has a growing space and the changes is different than the child needs to go for a treatment. Child malnutrition remains a serious public health problem with enormous human and economic costs.

The Comprehensive history of Assam Vol.1: This study was conducted by H K Barpujari in the year 2004. The present study also reveals that since ancient times, Assam has had a long history of development in primary education. It is at this stage that the child starts going to a formal education. In Assam, the lower primary students are less than 50 in every schools. Though the schools has functions from an early stage, they are lacking behind with the infrastructure. Most of the students are not regular and the teaching faculty were very less. In the lower primary schools, every child was taught in the same class and it was taught in assamese.

Limitations and assumptions

There were also limitations and assumptions of this research that are out of my control and limit my findings. First, I have to trust that all my 50 participants have truthfully answered my interview questions. Secondly, time was a limitation to this research study as well. When I was first attempting to contact the students, I had to know when to move on and look in new places to find participants, in order to get enough responses in an appropriate amount of time. The time also determined the number of the participants willing to partake in my study. Lastly, meeting with the schools' principals was a positive move towards strengthening links between them and my practice. I concede that this limits the applicability of my study, but it might, nonetheless, encourage others to undertake similar manageable projects in their local environments. Here are some limitations of the study that I have identified during the study:

- i. The students were not comfortable to share all the questions, due to which I faced difficulties in getting the right information.
- ii. The second limitation was the smaller number of respondents and limited study area due to time constraint.

Strength of the study

The researcher chose to study the data from 1st March to 5th May to ensure the accuracy of the results for the selected areas. The study determined that the student group is the most used data gathering sample group. Individual studies were mostly carried out by the researchers whose studies are on art education. The findings provide strong evidence that arts educational experiences can produce significant positive impacts on academic and social development because schools play a pivotal role in cultivating the next generation of citizens and leaders. In order to have more qualified studies on art education, recommendations are offered.

Some of the points for a successful arts education programme are:

- i. It should offer a wide variety of arts: painting, sculpture, crafts, music.
- ii. Variety of skills available in the school is the essential factor rather than choice of offering a specific art form.
- iii. It should create opportunities for learners to explore, imagine and communicate in an art form so that they feel confident to use.
- iv. It should adopt standards for imparting knowledge and skills in art disciplines according to the cognitive development of children during school years.
- v. It should provide a framework for discipline wise performance.

Chapter 6: Conclusion

The study concludes that:

Ability of the students in understanding themselves through arts:

Children are naturally curious. They try to understand and participate in every art activity that they know. The children are very honest and understanding but in some schools, there was lack of participation. Through the colours they try to understand their culture. They can relate themselves better with the family by using art. Through the use of art, a child uses art as a tool to process their past, present and future. The art helps a child to establish and understand who they are as an individual in a world. If the child is interested in the art work, they can express and identify their strength and weakness. A child needs to be truthful and honest during the art work so that they can focus in the work. Through arts, a child can help and understanding whom they like or love in the schools and home. For the children, colours play an important role. Art conveys important insight into the way we understand the world and it is widely acknowledged that art gives a certain degree of meaning to our lives. Through art, it helps to visualize the dreams that one had.

Ability of the students to ventilate the emotions through art:

Colours can be interpretate differently for different emotions. Emotional responses are often regarded as the keystone to experiencing art. If the child is interested in what he or she is doing, the emotions can be expressed easily. Our emotions comes from the inner and through arts it can express it in the work. When a child is focused and interested in his or her work, the concentration and understanding power develops. Venting through art is the process of using art to attend and discharge the negative emotions. Distraction also creates art to oppose or bring negative impacts in the work. When a child is not interested and distracted in his or her work, he or she does not make properly what task has been given and out of 50 students only 8 students can ventilate their emotions through arts.

Creative thinking ability:

If the child has a creative thinking ability, he or she can help to think logically. It is the ability to come up with unique and original solutions. A child with the creative thinking allows them to identify the inner capacity. For the creative thinking, the researcher tried to make task to the students in different schools with paper and colours and it was found out that various thing have been make and it came to the understanding that art helps to create something out of nothing and brings out the hidden talents that one has got. In every schools, the session was conducted to see or understand the creativity that the child has got and it brings a better outcome helping the researcher to understand individually.

Ability to express imagination through arts:

Seeing the creativity, imagination is an essential tool. While painting or doing art he or she tries to imagine and it helps to support their thinking process. Imagination comes in to play so that it can ask for own questions essential for own unique journey through life. For the child, imagination opens to deep wisdom and of course sometimes it can't understand the dreams and desire. Using imagination and expression boost the mind and body. When a child is being creative, he or she is using imagination to express their feelings and emotions. Through art one

can boost a person's self-esteem because it gives them a sense of accomplishment that they may not be able to achieve elsewhere.

The research shows that compelling evidence that art education does positively impact critical thinking, creativity and problem-solving skills. There is inconclusive evidence whether art education positively impacts student performance in math, science or English however there doesn't seem to be strong evidence. It is quite clear that after independence, there is a great progress in the field of primary education in Jorhat, Assam

Implications

The research was the significant impact on art education that had on students from low socioeconomic families across academic, personal and civic developmental areas. Through this art education, it helps the children to develop a keen interest in painting and craft. The children whose parents had low socioeconomic status struggle with the fact that they cannot joined any art class even though they are interested. Some children try to express their feelings and thoughts which they cannot share it to their friends, parents and siblings. Some students tend to make excuses during the art class because they feel that they are not good in doing arts as well as for some, their parents forced to do so.

The overall results of the study indicate that the art education significantly influences the child's development. Through this study, the students studying in this field should be made more aware of the importance of art education and its link with the well-being. Further, art courses should be added to the curriculum at different levels of education to boost the creativity and self-efficacy of higher education students in lower primary schools in Jorhat, Assam.

This research will raise awareness among the parents, students and teachers in the future. As a result, parents and teachers in Jorhat should have a better understanding and the value of art education in child development. In future studies, practical implications will be used to investigate these variables in greater depth.

Practical Implications

Students studying in the field should be made more aware of the importance of art education. The art courses should be added to the curricula of various stages so that the student's sensitivity to art should increase. Those parents without a higher education degree should be advised to consider their children's opinions when making career choices. The teachers who are very good at what they do should lay the groundwork for their students to learn and understand what they have learned. Teachers are the ones who teach their students what they know so they should not only tell the students what to do but they should show them how to do it. Through what the teachers do, the children serve as an example and a guide. This study was based on the significance of art education under the age of 6 to 14 years. Further, it teaches students to think outside the box and come up with creativity. Through the art education. It helps to develop critical thinking skills.

Chapter 7: Recommendations

Ability of the students in understanding themselves through arts:

- i. Trust your instinct because every human being has an artistic ability.
- ii. Focus on the work and anything that you consider to be an art will be.
- iii. Encouragement should be given in the schools by providing the art materials and be positive to give praise sincerely.
- iv. Stop comparing yourself with the other friend .
- v. Awareness activities should plan to promote the children.
- vi. Share the thoughts in the class and try to give feedback to the students.
- vii. Organise a session or a career event so that the child learns.
- viii. Help the students to see the personal connections in the art work.

Ability to ventilate the emotions through arts:

- i. Try to use own experience when depicting the emotions.
- ii. Colours should be provide by the schools so that the children can play to find their right mood.
- iii. The teacher should play a games with the students so that they can promote their emotional expression.
- iv. Try something new to express your feeling.
- v. Try to share your feelings because it makes you feel lively and fresh.
- vi. Be positive and try to face the fear so that it will make you mentally strong.
- vii. Try to stay healthy and meditate so that it can help you to manage your mood in a longer run.
- viii. Give children time and places to express their emotions.

Creative thinking ability:

- i. Try to think logically in whatever you do.
- ii. Generate ideas and share with parents or friends.
- iii. Build empathy because creative thinking and empathy go hand-in-hand.
- iv. Be a better problem solver because it solve a problem or create innovative solutions.
- v. Encourage to see things differently and try new things as part of the learning and growing process.
- vi. Be open-minded in a critical element of creativity.
- vii. Be a deep listener or an active listener to create a positive impact in your art.

Ability to express imagination through arts:

- i. Encourage art activities that nurtures imagination in the right direction.
- ii. Ask questions to provoke imagination in a effecting way to invite the child to express their ideas.
- iii. Give a child to express imagination while doing art because it takes time to express it while doing the art.
- iv. Physical education should be introduced for the growth pattern of children in the primary levels.
- v. Encourage the child to imagine and express his or her viewpoint.

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Annexure 1

Review of Literature in Tabular Form

Serial No.	Author	Year	Study Location	Sample Size	Sampling Technique	Salient Features
1	Dr Jasmine Shaikh	2022	Bagchung	9	Open-ended	Having a sense of being honest
2	Tanja Mcilroy	2022	Lichupari	11	Open-ended	Lack of participation
3	Apu Bonia	2021	Tepuram Gaon	9	observation	Introvert with low understanding
4	Brain Kisida and Daniel H Bowen	2019	Bongal Pukhuri	6	Open-ended	Very confidence
5	Ipsita Mishra	2019	Halwa Gaon	6	observation	Openness
6	Ellen Winner, Thalia R Goldstein and Stephan Vincent Lancrin	2013	Lichupari	5	Open-ended	Less participation
7	H K Barpujari	2004	Halwa Gaon	2	Open-ended	Very extrovert
8	L K Frank	1935	Bagchung	2	Open-ended	Good participation

Annexure 2

Demographic Profile

Name

Gender

Education

Age

Questionnaires

1. Are you interested in your art class?
(a) Yes (b) No (c) Can't say (d) Not at all
2. How many hours do you spend time on art?
(a) 1 hour (b) 2 hours (c) 30 minutes (d) 3 hours
3. Who is the best person in your family to guide you in matters of arts and painting?
(a) Father (b) Mother (c) Siblings (d) Grandparents (e) None
4. Do you really think that art helps you to identify your strength and weakness?
(a) Yes (b) No (c) Somehow
5. Do you tend to make excuses during your art class?
(a) Yes (b) No (c) Sometimes
6. Can emotions be express through arts?
(a) Agree (b) Disagree (c) Can't say
7. Do you do any art work at your home?
(a) Yes (b) No (c) Sometimes
8. Are your parents happy about you joining the art class?
(a) Yes (b) No (c) Somehow
9. After joining the art class, who are the people that you have shared about your art class?
(a) Parents (b) Siblings (c) Friends (d) Neighbour
10. How do you feel when your parents scold you while doing your art work?
(a) Angry (b) Sad (c) Guilty (d) Indifferent
11. Do you think you are working hard in the art class?
(a) Yes (b) No (c) Can't say (d) Sometimes
12. Does art help you to make new friends?
(a) Yes (b) No (c) Somehow
13. Whom to you talk to when you have a problem with painting or drawing?
(a) Brother (b) Sister (c) Father (d)Grandparents (e) Mother
14. Art helps you to ventilate your emotions?
(a) Yes (b) No (c) Occasionally (d) Not at all
15. According to you, how will you rate your art class?
(a) 2 (b) 4 (c) 3 (d) 5

ⁱ Oecd.org. [cited 2023 Jun 5]. Available from: <https://www.oecd.org/education/ceri/arts.htm>

ⁱⁱ Beyond the books: Art education in India [Internet]. THE BASTION. Bastion Media LLP; 2019 [cited 2023 Jun 5]. Available from: <https://thebastion.co.in/politics-and/education/beyond-the-books-art-education-in-india/>