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Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students: An Analysis

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Abstract

Art and Aesthetic value begin with early age but it gets moulded most in the secondary stage. Art and Aesthetic value in a child need to be implanted in students during secondary stage, so that they make the proper and effective utilization of its value in their life. This study was intended to find out the implementation of art and aesthetic value in curriculum transaction among secondary school students. The study was conducted in 5 secondary schools (Class IX and X) of Contai Municipality by using descriptive survey method. To find out the curriculum transaction for art and aesthetic value self-made observation schedule for teachers and interview schedule for students were used in this study. The study found that Sixty percent teachers (60%) did not have any awareness regarding implementation of art and aesthetic value during classroom teaching. The study found that eighty percent (80%) teachers had not used pictorial aids in the classroom to inculcate value among students. The study also found that eighty percent (80%) teachers were not giving specific attention on dance, painting, poetry writing and seventy five (75%) students believed that teachers were not giving specific attention on performance of drama/role play to understand particular topic.

Key Words: Art value; Aesthetic value; Curriculum transaction, Secondary school.

Conceptualization of the Problem: Art and Aesthetic value 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 art and aesthetic. Identification of abilities motivates the students to great extent and they start to explore and achieve the great success in the field of art. Inculcating Art and Aesthetic value among students it is the responsibility of curriculum framers and teachers. So, they should do their best. When Art and Aesthetic value are developed in the child, they can bring a positive change in themselves as well as they can do at lot for their society. An understanding of the art and aesthetic can give secondary 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 Aesthetic was the hidden curriculum but NCF- 2005 gives more emphasis on art education as a main stream curricular area, which must be taught in every school as a Compulsory

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subjects (up to class x) and facilities for the same maybe provide in every school. So, now Art in education refers to the inclusion of art learning in mainstream education; students and teachers partnering with artists, art, 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 conscious of rich Cultural - heritage. So, we say that Art and Aesthetic value play an important role in overall Development of the secondary school students

Some major objectives of art and aesthetic value in secondary school level are, (i) Art and aesthetic value helps to develop student's commitment more too learning process by the integration of Art and Aesthetic value with others subjects in the curriculum. (ii) To get better grades in language subject art and aesthetic can play effective role. The students, who make art, read better and they also get good grades in the class. (iii) To learn by using their senses, art and aesthetics value can be ideal in that process. (iv) To expressed themselves at school. (v) To encourage student to give more attention to the physical space that surrounds them. (vi) To promotes self-esteem. (vii) To stimulate perception. (viii) To teach students to think creatively to solve problems. (ix) To teach students to think openly. (x) To share and learn on their work of art (xi) To learn something about the world they live in. (xii) To bring the cultural resources of the community into the class.

Different policies were emphasized on implementation of art and aesthetic value education. Like, **1964-66 The Indian Education commission Report (Kothari commission)** emphasized that in an age which values discovery and invention, education for creative expression acquires added significance. The Commission felt that committee of experts should be appointed to survey the neglect of the art in education system and work for overcoming this shortcoming. As a result, in 1966 NCERT took the proposal to examine the whole question of improvement of art education in schools and simultaneously in the university system. **Sarva Shiksha Abhiyan (SSA), 2001** had made efforts to take a holistic and comprehensive approach to the issue of quality. Efforts to decentralize the whole process of curriculum development down (grassroots level) to the district level will be made. Reducing the load of non-comprehension by facilitating child-centred and activity-based learning will be attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education shall be made fully integral to the learning process will be enhanced. Based on a broad curriculum framework, districts would be free to define their content areas in their local contexts. **The National Policy of Education in 1986 and Program of Action in 1992** further recommended cultural exposure, community involvement and efforts to encourage the young generation to participate in cultural activities. **NCERT** brought out NCF in 1975, 1988, 2000 and 2005, and made a strong case for making art forms a compulsory area of curriculum because of their immense potential for contributing towards the wholesome development of child's personality. All these documents culminated in the formation of a very important Act formulated and enacted by the Government of India which is 'The Right of Children to Free and Compulsory Education Act 2009' Some of the outstanding achievements have been as under: **National Council of Educational Research and Training:** The NCERT was established in New Delhi in the year 1961 for providing academic support in improving the quality of school education in India. It is the academic adviser to Ministry of Human Resource Development (MHRD), Government of India. The Council through its various National Curriculum Framework for schools has been emphasized the significance of arts in school curriculum. It thus became instrumental in making art forms a compulsory area of curriculum because of its immense potential to contribute

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towards the wholesome development of a child's personality. Based on the NCF 2005, following set of recommendations for the promotion and Implementations of art education in schools are as follows: (i) The school authorities to give arts its due significance in practice in the curriculum and so must permit the study of arts actively. (ii) Emphasis to be given on learning rather than teaching in arts education and teachers to have participatory and interactive approach rather than instructive. (iii) Special emphasis on Indian traditional arts and crafts must become a subject taught in every school as a compulsory subject up to class X, and facilities for The NCERT created the Department of Education in Art and Aesthetic ((DEAA) as a separate Unit in 2005 to promote all forms of arts in schools by bringing it into the mainstream of country's education system through various activities as development, training, research, orientation and to unfold the aesthetic potentialities of children for enabling them to become contributing citizens. **UNESCO - Road Map for Arts Education (2006-2010):** UNESCO outlines the importance of Arts Education and its essential role in improving the quality of education. The Road Map endeavours to define concepts and identify good practices in the field of Art Education on. It is meant to serve as an evolving reference document which outlines concrete changes and steps required to introduce or promote Art Education in educational settings (formal and non-formal) and to establish a solid framework for future decisions and actions in this field.

Rationale of the Study: The art in India are living examples of the country's secular fabric and cultural diversity. Learning Art and Aesthetic value would enrich the lives of our Young citizens, not only in their school years but also throughout their lives. Through the Art value students must be introduced to the rich and varied artistic traditions of the country.

There are few research studies including this like, **Manichander, T. and Shivakumar, G.S. (2013)** found that trained teachers are not found in the method dealing with value education as integrated in curricular work or co-curricular activities. **Suzan, H. N. (2013)** found that human society understands from aesthetic 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. **Dulama, M. E. (2011)** found that if secondary school students are involved in learning contexts, Where they perceive, analyze and explain artistic objects then they develop aesthetic and ethic value. **Elster, A. (2011)** found that students towards school curricula have improved that teachers have gained confidence and skills related to teaching from an arts in fused perspective and that administrative practices were changed to increase support for arts curricula after involvement with LTTA (Learning through the arts). **Jakobson, B. (2008)** found that artistic activities can be used in order to enhance children's meaning- making of scientific content. **Sandelands, L. E. and Buckner, G.C. (1989)** found that the properties of art works do not cause aesthetic experience they present condition for its appearance and it is necessary to repair and encourage those doing the work to appreciate its aesthetic possibilities to assume an aesthetic rather than instrumental attitude towards the work. **Southwind, B. (1983)** found that equally to the task of helping students enrich their responses to art.

Art and aesthetic value have significant role in the improvement of quality of the secondary school students. From the above discussion, it is clear that there are many researchers such as Jakobson, B. (2008), Southwind, B. (1983) reveals the importance of art and aesthetic as the basis of the foundation of every child. Aesthetic value foster 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 researchers there by eager to conduct a survey study of secondary school students about how far the ethical and aesthetic value are inculcated among them, to what extent

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the school are focusing on this particular area and how well the aspect can enrich children in their future lives.

Objective of the Study:

- (i) To find out the implementation of art and aesthetic value in curriculum transaction among secondary school students.

Research Questions:

- (i) What are the practices used in the curriculum transaction to promote art and aesthetic value?
- (ii) How art and aesthetic value are implemented in curriculum transaction?

Methodology: The present study was a descriptive survey research. The present study was conducted on secondary schools at Contai Municipality, Purba Medinipur district of West Bengal, India which is affiliated to West Bengal Board of Secondary Education. From this whole population (12 secondary schools) total 5 secondary schools were selected as sample in simple random sampling technique. The participants of this study were Teachers and Students of class IX and X. These participants were belong to both the sex, i.e., male and female. The following tools were used for collecting data- Observation Schedule for teachers and Interview schedule for students. To conduct the study, the researchers visited in 5 secondary schools of Contai municipality and interacted with teachers and students observed 20 curriculum transaction processes of the secondary schools. The researchers visited to 5 secondary schools on different days to study its depth about implementation of art and aesthetic value in curriculum transaction. After took permission from the head-teachers of the 5 secondary schools of Contai municipality, the researchers had observed some curriculum transaction processes of the different secondary schools and also took some views regarding implementation of art and aesthetic value in curriculum transaction from twenty class IX and twenty X students.

Analysis and Findings:

A. Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students:

The objective of the study was to find out the implementation of art and aesthetic value in curriculum transaction among secondary school students. In order to study this objective Observation schedule for teachers and Interview schedule for students were used.

Table No. 1: Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students.

Sl. No.	Items	Always	Sometimes	Never
1.	Teachers give specific attention to all students during organization of different activities in the classroom.	10%	20%	70%
2.	Teacher used pictorial aids in the classroom to inculcate art values among students.	5%	15%	80%
3.	Teacher encourages in community participation through planting trees among students to foster aesthetic appreciation.	10%	25%	65%
4.	Teacher encourages in community participation through watering trees among children to foster aesthetic appreciation.	10%	15%	75%
5.	Teacher encourages in community participation through	15%	20%	65%

	cleaning school surrounding to foster aesthetic appreciation among students.			
6.	Teacher encourages in community participation through involvement in charity activities to foster aesthetic appreciation among students.	20%	15%	65%

Table no. 1 indicates that 60% teachers were not giving any attention about Art and Aesthetic value in the classroom during teaching. 65% teachers were not believed that blending of Art and Aesthetic values with general subjects helps to enhance understanding level of students. 70% teachers were never support competitions to encourage art and aesthetic values among students. 80% teachers were not using theme based activities in the classroom during specific festivals. 70% teachers did not believe stories related to heroic deeds or great acts narrated in the class to foster moral values among children. 75% teachers did not believe the classroom practices through Art and Aesthetic value inculcate student's creativity.

Table No. 2: Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students.

Sl. No.	Items	Always	Sometimes	Never
1.	Teacher gives attention about Art and Aesthetic value in the classroom during teaching.	10%	30%	60%
2.	Teacher believes blending of Art and Aesthetic values with general subjects helps to enhance understanding level of students.	20%	15%	65%
3.	Teacher support competitions to encourage art and aesthetic values among students.	15%	15%	70%
4.	Teacher used theme based activities in the classroom during specific festivals.	10%	10%	80%
5.	Teacher believes stories related to heroic deeds or great acts narrated in the class to foster moral values among children.	15%	15%	70%
6.	Teacher believes the classroom practices through Art and Aesthetic values inculcate student's creativity.	10%	15%	75%

Table no. 2 reveals that 70% teachers were not giving attention to all students during organization of different activities in the classroom. 80% teachers were not using pictorial aids in the classroom to inculcate art value among students. 65% teachers were never encouraging in community participation through planting trees among children to foster aesthetic appreciation. 75% teachers were not encouraging in community participation through watering trees among children to foster aesthetic appreciation. 65% teachers were not encouraging in community participation through cleaning school surrounding to foster aesthetic appreciation among children. 65% teachers were not encouraging in community participation through involvement in charity activities to foster aesthetic appreciation among children.

Table no. 3: Assessment of Art and Aesthetic Value Inside or Outside the Classroom.

Sl. No.	Item	Inside	Outside	Both	None
1.	Teacher asses' art and aesthetic value inside or outside of the classroom.	10%	10%	5%	75%

Table no. 3 points out that 75% teachers were never using any assessment procedure on Art and Aesthetic Value inside or outside the Classroom.

Table no. 4: Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students.

Sl. No.	Items	Always	Sometimes	Never
1.	Teacher gives specific attention on painting.	5%	15%	80%
2.	Teacher gives specific attention on poetry writing.	10%	10%	80%
3.	Teacher gives specific attention on essay writing.	5%	10%	85%
4.	Teacher gives specific attention on story writing.	10%	15%	75%
5.	Teacher gives specific attention on poem recitation.	10%	15%	75%
6.	Teacher gives specific attention on singing.	5%	20%	75%
7.	Teacher gives specific attention on the knowledge of different debate, elocution.	5%	10%	85%
8.	Teacher gives specific attention on dance.	10%	10%	80%

Table no. 4 indicates that 80% teachers were not giving specific attention on painting. 80% teachers were not giving specific attention on poetry writing. 85% teachers were not giving specific attention on essay writing. 75% teachers were not giving specific attention on story writing. 75% teachers were not giving specific attention on poem recitation. 75% teachers were not giving specific attention on singing. 85% teachers were not giving specific attention on the knowledge of different debate, elocution. 80% teachers were not giving specific attention on dance.

Table No-5: Responses of Students on Implementation of Art and Aesthetic Value in Curriculum Transaction.

Sl. No.	Items	Yes	No
1.	Teacher encourages in poetry writing during classroom practice.	20%	80%
2.	Student gets scope to write unseen essay during classroom practice.	15%	85%
3.	Student gets scope to write story in particular theme during classroom practice.	35%	65%
4.	Students able to recite poems properly following the required voice modulation.	30%	70%
5.	Teacher emphasize on performance of drama/role play to understand particular topic.	25%	75%

Table no. 5 indicates that 80% students believed that teachers were not giving any encouragement in poetry writing during classroom practice. 85% students believed that Students were not getting any scope to write unseen essay during classroom practice. 65% students believed that Students were not getting any scope to write story in particular theme during classroom practice. 70% students were not able to recite poems properly following the required voice modulation. 75% students believed that teachers were not giving attention on performance of drama/role play to understand particular topic.

Table No-6: Responses of Students on Implementation of Art and Aesthetic Value in Curriculum Transaction.

Sl. No.	Items	Yes	No
1.	Teacher uses story telling method to understand particular topic in classroom.	10%	90%
2.	Teacher showed favouritism attitude during classroom practices.	75%	25%
3.	Teacher motivates to learn subject content through art and aesthetic education.	25%	75%
4.	Teacher participates in different classroom activities with students.	20%	80%

Table no. 6 indicates that 90% students believed that teachers were not using story telling method to understand particular topic in classroom. 75% students believed that teacher were showing favouritism attitude during classroom practices. 75% students believed that teachers were not motivating to learn subject content through art and aesthetic value. 80% students believed that teachers were not participating in different classroom activities with students.

Major Findings:

The major findings of this study were,

1. 60% teachers were not giving any attention about Art and Aesthetic value in the classroom during teaching.
2. 80% teachers were not using theme based activities in the classroom during specific festivals.
3. 75% teachers did not believe the classroom practices through Art and Aesthetic value inculcate student’s creativity.
4. 80% teachers were not using pictorial aids in the classroom to inculcate art values among students.
5. 75% teachers were not encouraging in community participation through watering trees among children to foster aesthetic appreciation.
6. 65% teachers were not encouraging in community participation through cleaning school surrounding to foster aesthetic appreciation among children.
7. 75% teachers were never using any assessment procedure on Art and Aesthetic Value education inside or outside the Classroom.
8. 80% teachers were not giving any specific attention on painting, poetry writing.
9. 75% teachers were not giving any specific attention on story writing, poem recitation, singing.
10. 80% teachers were not giving any specific attention on dance.

11. 80% students believed that teachers were not giving any encouragement in poetry writing during classroom practice.
12. 85% students believed that Students were not getting any scope to write unseen essay during classroom practice.
13. 65% students believed that Students were not getting any scope to write story in particular theme during classroom practice.
14. 75% students believed that teachers were not giving any attention on performance of drama/role play to understand particular topic.
15. 90% students believed that teachers were not using story telling method to understand particular topic in classroom.
16. 75% students believed that teachers were not motivating to learn subject content through art and aesthetic education.
17. 80% students believed that teachers were not participating in different classroom activities with students.

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 Teachers to adopt some new methods and techniques for proper implementation of the art and aesthetic value in classroom.
2. The present study will help Government to develop the attitude of the teachers towards the art and aesthetic value.
3. The present study will help school administrators to take initiatives for development of the interest among students about the importance of art and aesthetic value.
4. This study will help head-teachers and teachers to implement art and aesthetic value in classroom effectively by their own.
5. Media (Newspaper, Television, Radio etc) and NGOs will be able to create awareness for better implementation of art and aesthetic value in school.
6. As the study found that majority of teachers did not have used dance aesthetic value during classroom interaction, Government can organize orientation programme for training of teachers in different methods and strategies for better implementation of dance and other aesthetic value in classroom.

Conclusion: The aspects of art and aesthetic value are painting, poetry writing, essay writing, story writing, poem recitation, drama, debate, and elocution were fostered very less. But the researchers found that essay writing, debate, elocution are comparatively very less implemented. The researchers also found that if teachers will be trained or oriented properly in art and aesthetic education then the value will be more inculcated.

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