

CHAPTER III

PROBLEM AND PROCEEDURE

THE GENERAL BACKGROUND TO THE RESEARCH STUDY.

The question that lies at the base of this research study is 'what is the relationship between learning about art and the process of education in general' ? In order to begin to answer this complex question the research design has been limited to a survey of the most recent researches available on theories of learning and cognitive development and those that deal with the process of art making and aesthetics. The literature reviewed highlights the correlation between the process of learning about and through art and cognitive development and establishes the rationale that both processes are similar and interdependent. With this conceptual framework, the survey of national policies of Indian school education was undertaken to analyse, how art education was made a part of the process of education in this country ?

The choice before the investigator then lay between focusing on the formal schooling system prevalent in India today and researching on informal or non-formal modes of education that are prevalent and perhaps more significant in educational terms for a much wider population. The formal school system is one that is highly selective and affects a progressively smaller percentage of the student population as the stage of education increases. In a country as large as India, the percentage translated into numbers is staggering and the application of such a research

study would be marginal, in this context. However it is hoped that the conceptual framework developed in this research study will be applicable to the wider context of education in society.

The problem undertaken in this study is a conceptual one that deals with historical material from government policies related to art education and research in cognitive development and aesthetic philosophies.

An attempt has been made in Part II of the study to provide suggestions on how the findings of this research can be formulated into a renewed curriculum for schools in India and, what process the improvement of art education should take. The suggestions deal with how a renewed approach to art education based on the findings can be provided to the teacher and how the change from the old approach to the new one can be undertaken, highlighting the problems and the procedure.

THE PROBLEM

"AN APPROACH TO ART EDUCATION; A SURVEY AND TRYOUT OF A RENEWED PROGRAMME FOR ART EDUCATION".

Based on the review of educational research and philosophy, it was found that art education for Indian schools was an area that had not received sufficient attention. Furthermore, it was argued in chapter I that education in and through the arts was of paramount

importance for developing democratic ideals and for keeping educational practices abreast with the changing needs of this country and with recent research findings. Therefore, the problem identified for this research study is stated as follows:

"An Approach to Art Education: A survey and tryout of a renewed programme for Art Education".

A clarification of the terms used to define the problem are presented below.

AN APPROACH

This study aims at developing a methodology and framework for research in Art education. The research hopes to provide the initial ground work into a reletatively new field of education, by studying the historical aspects and the governing philosophical considerations that determine the role of art in Indian school education. Certainly, this approach is not and will not be the only one that can be developed for the understanding the role of art in education. Instead the problem undertaken by the investigator and the connotation of the title refer to one approach to the study of art education that is based on certain criteria. The criteria utilized for the development of this research is that; Education is a process that occurs both in formal organized situations such as the school, as well as informal

ones. ^{sample?} The Approach suggested in this research is devoted to understanding the role of art education in Indian schools. This limited area of formal education has been adopted so that the research could provide some clues on the process of art education which may be applicable for future study of the wider contextual frame of art education in society.

In Part II of this study, the procedure undertaken in the development of the units for the tryout in a school have been explained in detail. The integration of curriculum subjects with art activities, the process of choosing art activities, time distribution and practical considerations of student's interest and abilities have been described in stages, so that the whole process of curriculum construction could be observed in relation to the theoretical conceptual framework developed in this study. It is for this reason that the investigator has taken care to suggest that this research offers only "an approach" as it refers to only one area where education in art occurs.

ART EDUCATION

Since the study is limited to understanding the role of art in school education in India, this term refers to the education provided to students in the school discipline termed, "Art", "Drawing and Painting", 'Crafts', "Drama", 'Dance', 'Music'. These identified subject areas in the school curriculum refer to technical training in the use of different media eg., paints, pencil, clay, paper,

the human body etc. However, the term art education in the literature reviewed in Chapter II refers to a much wider concept i.e. the development of the related skills; for learning and gaining proficiency in using a variety of symbol systems which the human mind is capable of and for the development of qualitative problem solving abilities and the refinement of learning skills through 1) productive 2) critical 3) appreciative activities of art education for the ultimate appreciation of the integration of all knowledge.

Though the term 'Art Education' has begun to assume a complex connotation as a result of recent research into cognitive psychology and aesthetic philosophy, the attempt has been in this research to trace the unique contributions of art activities to the process of education. This has been attempted in Part II, Chapter VI.

"AN APPROACH TO ART EDUCATION"

The main problem refers to the development of a frame-work for the study of art education in Indian schools, its status and relevance. In attempting to develop this framework the approach has been divided into two interrelated parts, Part I and Part II.

Part I

Introduction and Chapter II: an analysis of related literature to develop a 1) conceptual framework that

describes the value of art in education from Western and Indian literature. 2) To discuss the significance of art to education in India.

The background provided by the introduction is then used as the frame of reference for the analysis of the data provided in Part I chapter IV on the "SURVEY OF OBJECTIVES OF ART EDUCATION. 1947-1979".

The survey of this study is devoted to the analysis of data on philosophical trends and educational policies as they appear in government reports on education for the period 1947-1979.

The 'survey' referred to in the Problem undertaken in this study, is a historical documentation in chronological historical sequence of governmental policies for art education in school over the period 1947-1979. The purpose of the survey has been to highlight the changes in policies related to art education, since the time democratic ideals were introduced into India, beginning with the attainment of Independence in 1947.

The survey of this study is utilized in Chapter V to conduct a micro level analysis of the latest curriculum (1977) designed by the Central government for adoption in schools of India. The relationship of national objectives

in the historical survey and prevalent curriculum practices are analysed in Chapter V to complete the survey and provide the background research on Art education; its place and status in the context of Indian school education.

Part II

RENEWED ART EDUCATION PROGRAMME

An approach for a renewed art education programme for school is developed in Part II, chapter VI, which draws together findings obtained in the analysis of data and review of related literature. The renewed approach to art education hopes to bridge the gap that was found to exist between national goals and curriculum construction for the school art programme and to appraise the goals of art education in the light of recent research.

SAMPLE TRYOUT OF A RENEWED PROGRAMME FOR ART EDUCATION.

The tryout mentioned in the problem of this research refers to a relatively minor aspect of this research. The purpose of including a tryout procedure in this study was to provide a sample of how the renewed approach developed could be practically demonstrated in the classroom situation and is presented in Chapter VII. The major purpose of this research study was to provide the historical background to Art Education in Indian schools and to develop a conceptual framework for its renewal. The tryout

then refers to a brief observational schedule in which two units based on the renewed approach were developed and tried out in one school, so that future research using the conceptual framework for art could be conducted using the sample observations provided in this study. The tryout was not designed to make generalizations or to test the effectivity of the renewed approach.

Thus, the problem undertaken in this study forms the first level of research into a relatively new field of education and aims at providing future research in the field with substantial background information so that subsequent experimental research can be undertaken.

OBJECTIVES OF THIS RESEARCH STUDY

The breakdown of the objectives of this study are as follows:-

PART I

- i) To review literature related to education, and the role of art in education, so that the significance and importance of art education can be discussed.
- ii) To document in historical sequence the objectives and goals of art education in the school curriculum as mentioned in the Government Reports on Education for the period 1947-1979.

iii) To analyse the objectives and categorize them, so as to highlight any changes in trends in the philosophy of school education and art education in particular.

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iv) To analyse the relationship between national objectives and the latest art curriculum outline that was formulated by the Central and State Governments.

v) To highlight the discrepancies, if any, in the existing process of translating curriculum objectives into a curriculum outline for art in the school programme.

PART II

vi) Based on the findings of (iv) to develop an approach and a conceptual framework for a renewed programme for art education.

vii) Using the new conceptual framework to develop two unit for a middle school class, to demonstrate the relationship of theory and practice of curriculum development, and to describe the process of curriculum construction under the renewed framework.

vii) a. to observe the implementation of the units of the renewed approach to art education in a classroom situation.

viii) Based on the above, to make recommendation for future research in the field.

GOVERNING HYPOTHESIS OF THE RESEARCH STUDY

Since the main body of this thesis ^{deals} with historical, conceptual and philosophical material the hypothesis that were formulated before the study was conducted were also of a qualitative nature. ✓

In the first part of this study there is a historical survey of ideas and objectives related to art education in schools. The governing hypothesis that underlied this survey is that over the period 1947-1979 ^{what are the changes in} some changes occurred in ^{what} the approach to art education as they are mentioned in ^{direct} governmental education reports. These changes would be of a qualitative nature and dependent on the changing needs of a developing country.

For the analysis of the curriculum for art education as mentioned in the 1977, Ministry of Education report, it was hypothesised that the major discrepancies between objectives and curriculum practices if they occurred, would be found first at that point on the continuum related to curriculum construction. For this reason this study does not attempt to analyse the curriculum practices of all the schools, but rather to focus on the curriculum outlined by the governmental bodies. It was felt that developing the

curriculum, is the first level on which any discrepancies between objectives and practice can occur.

The second portion of this research is devoted to the development of a conceptual framework for the construction of a renewed programme for art education. Within this section a tryout in a school was conducted as it was hypothesised that a brief observation of the implementation of a curriculum unit would serve as an example and clarify (not verify or validate) the renewed conceptual framework for art education in schools.

THE PROCEEDURE

As it has been mentioned in the definition of the research problem, this study focuses on historical and philosophical issues related to the role of art in education. For this reason, the research can be termed as a historical survey along with the development of a conceptual framework for curriculum development for practical implementation.

The procedures undertaken in this study are thus related to the main parts of the study:

PART I

SURVEY; SECONDARY SOURCES

The introduction to this study is provided by the review of related literature and the discussion on the

significance of art to education. In this section the related literature has been divided into various headings such as Educational Philosophy for Third World Countries, Indian Aesthetics and Cognitive development and Art Education. Literature studied by the investigator is reviewed under these broad headings to highlight the most recent research and ideas in the field of art education and to develop a framework against which subsequent analysis of data could be undertaken.

PRIMARY SOURCES AND PRESENTATION OF DATA

In Chapter IV of this study a documentation of major ideas, governmental policies and objectives related to art education in school are represented in chronological sequence, for the period 1947-1979. The major objectives and policies related to art education are first presented under the year when they were published. The analysis of this data is presented at the conclusion of each decade, a summary is made of the major ideas and changes that occurred in the philosophy of art education within that period. In conclusion to the historical survey a summary section is provided that traces major changes in art education policies, as they are suggested in government education reports. It is only in the summary section that analysis of objectives and categorization of policies have been attempted with a view to present the historical documentation without an excess of interpretive matter.

SAMPLE ANALYSIS

Based on the theoretical framework of national objectives, and views and research on art education, the most recent curriculum outline for art in 10 year schooling was analysed. The Ministry of Education Report of the Review Committee of 1977 constructed a curriculum outline and the art curriculum was analysed in detail in this section. In order to analyse the content and objectives of this curriculum a structure was developed. The conceptual basis of the structure for analysis aided in the categorization of the Indian curriculum approach in general. Details of the art curriculum were then analysed in terms of, status of art in school education, objectives and content and the educational implications of such a curriculum outline. As there is no blue print for the analysis of curriculum, the criteria and structure used for this study are specified as clearly as possible.

The curriculum of various state governments are also described to reveal the nature and status of art in the curriculum of schools in the country. The status, content, objectives, learning activities and expected (implied) outcomes are analysed and studied in the framework of national goals of education.

A questionnaire for art teachers was developed with open ended and objective type questions. The results of this questionnaire were not used as the study as existing practices of art education in the schools was not within the scope of this study. Moreover due to poor response to posted questionnaires, and size of the sample the responses obtained were insufficient even to be included as an example in the general arguments of this Thesis.

THE SAMPLE TRYOUT

i) DEVELOPMENT OF A RENEWED APPROACH TO ART EDUCATION

In Chapter VI, the investigator has striven to correlate recent findings in cognitive psychology, Indian aesthetic theory by developing a renewed approach to art education. The purpose of developing such a programme was seen to be necessary as 1) national goals for art education had to be appraised to incorporate new findings in education 2) that there were numerous discrepancies on various levels between stated national goals and the curriculum for art in Schools as they exist today. The conceptual framework is a theoretical argument for the renewal of the art education programme for schools in India.

iii) AIM OF THE TRYOUT

In order to exemplify various aspects of the renewed conceptual framework for art two art curriculum units were developed as samples of how the theoretical concepts for

art education could be translated into a curriculum for schools. It was felt that the conceptual framework would be enhanced if a practical demonstration could be conducted using the approach to demonstrate the use of the curriculum units in a classroom.

The procedure of the tryout undertaken was as follows:

1) The identification of a school and class for the implementation of the tryout. The Abner Memorial School, 26 Feroz Shah Road, New Delhi-1 is a government recognized school that is under the Central Board of Education (the curriculum of which was analysed in this research study in Chapter V).

The investigation was given permission to conduct a two week tryout for class 6 of 100 students which is divided into two sections. The tryout was scheduled daily from September 22nd - October 4th, 1980. The content of the tryout curriculum was based on the social studies and art syllabus followed by that class for which 2 integrated units were developed.

The observation schedule was divided into 3 sections ,1) Daily observations of the class by the teacher and two other observers, including the investigator. 2) Reactions and observation of the class

by the students on a questionnaire provided daily.

3) Photographs of students working and recordings of verbal discussions of the students to represent a more comprehensive picture of the implementation procedure and to record indicators of the educational process so that the process of learning could be recorded.

iii) PRESENTATION OF DATA FROM THE TRYOUT.

The questionnaire and unit outlines are provided in Chapter VII along with a day to day analysis of the three forms of observations made during the tryout.

No pre-post test or control group was found to be necessary as this tryout was not to be an experimental study. No attempt in the tryout design have been made to verify the effectiveness of this renewed approach. The purpose of the observation schedule was to highlight the process activated in the classroom by the implementation of the renewed units and not to study the effectiveness or outcomes of the same. The qualitative observations made in the tryout are incorporated in the development of the conceptual framework for art education only as introductory samples.

It was hoped that observations made in this brief tryout would be useful for the development of future experimental research into the field. The historical survey

of Part I. and the qualitative observations in Part II form the first level of investigation into the field of art education to which it is hoped future research will be added.