

# Art Education in the Secondary Schools of Southern India

## A Study

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### Abstract

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*The present paper has attempted to provide a review of issues concerning the art education in the Secondary Schools of Southern India. The data were collected from Head teachers and Art education teachers of selected state run government schools and KVs from South Indian states. It has presented concerns and the essence of methods of art education and raised issues about the trends, assessment and intervention approaches towards art education. The study reveals that most of the state run schools the art education as a school subject is in a neglected stage while in KVs due importance could be seen. The teacher recruitment in government school has been another important issue revealed through the study. Study also highlights that most of the art teachers uses strategies like drawing and sketching and demonstration in their classroom transaction.*

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### INTRODUCTION

The National Policy on Education (1986) emphasised the necessity of fostering an understanding of the diverse cultural and social system of the people living in various parts of our country as an important objective of education. The National

Curriculum Framework-2005 stress the importance of art education by redefining its aims and objectives in the school curriculum. "Art education programme should concentrate on exposing the learner to folk arts, local specific art and other cultural components, leading to awareness and

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appreciation of our national heritage. Activities and programmes and themes should also be chosen and designed so as to promote values related to other core components like India's common cultural heritage, history of the freedom movement and protection of environment" (NCF, 2005).

The teaching-learning process in subjects coming under art education viz., visual arts, dance, drama, or music in the secondary classes are conducted with the following objectives: to provide joyful experience to the learner; to refine the aesthetic sensibilities based on earlier experiences; to make the learner understand the cultural diversity of the country through folk art forms, local art forms and other cultural components which in turn will create an awareness and appreciation about our national heritage and to develop a perspective on artistic and creative expression through experimentation with different tools, techniques and medium in two and three dimensional visual art forms. In this era of science and technology, students and parents are giving more importance to subjects like Science and Information Technology and less importance to Language and Art Education. Language and art play a significant role in the development of a child. Literature, music and dance help to reduce tension and relax our mind. Music therapy is a way to cure diseases. Further, Ubanks (2012) argued that by poising the study of art alongside mainstream academics, art teachers can partner with teachers in

other areas to explore subject matter that is already part of the curriculum, and even beyond it. Nick and Hedberg (2011) pointed out that participation in various art forms requires capacities for understanding and appreciating the modes of expression, symbol systems, aesthetics, and the cultural context in which the arts are embedded.

An art in education is an expanding field of educational research and practice informed by investigations into learning through arts experiences. In this context, the various art forms can be included as Performing arts such as dance, drama, music, literature, poetry and storytelling, Visual arts such as film, craft, design, digital arts, media and photography. The association of people with these art forms definitely makes them better human beings as the very nature of music, dance and drama elevates human soul and creates a pleasant atmosphere.

The knowledge and practice of these art forms help in the development of one's personality. The people involved in these art forms can attain balance and peace of mind, self-restraint and love for all. Their performance makes them self-confident and capable of adapting to all circumstances. Negative feelings vanish as the soul of music, dance and drama teaches us all about loving and caring. Understanding of various art forms itself is understanding of our culture. Hence, it is in this context, the researchers thought to analyse whether learning in art education in

the secondary schools takes place as visualised by the National Curriculum Frameworks.

The present study is expected to give useful insights on the teaching learning process in the art education classrooms, the status of art education in the secondary schools of Southern India, the extend of material support received by art education teachers to impart art education, the perception of the teachers and schools about art education and the problems in achieving the objectives of art education.

## **METHODS**

### **Research questions**

The study has focused on answering the following research questions—

1. To what extent, the secondary schools of southern India are able to fulfill the objectives of art education in terms of infrastructure?
2. How the art education classes are conducted by teachers in the secondary schools of southern India?
3. What support do the art teachers in the secondary schools of southern India get from the head teachers in conducting art education classes?

### **Objectives**

The following are the objectives of the present study—

1. To study the availability of infrastructure to fulfill the objectives of art education in secondary schools of southern India.

2. To study the art education classes conducted by teachers in the secondary schools of southern India.
3. To study the nature and type of support art a teachers get from their head teachers in conducting art education classes in secondary schools of southern India.

### **DESIGN OF THE STUDY**

The present study has used descriptive survey which aims to assess the extent of prevalence of art education in secondary schools of southern India. The researchers had adopted triangulation approach for the study. The data have been collected from diverse sources by a team of researchers with the help of observation of Art education classrooms, and collection of responses through questionnaire, personal interviews, focus group interviews and perception scales.

### **SAMPLE AND SAMPLING TECHNIQUE**

The study has been conducted in 20 Government schools and Kendriya Vidyalayas (KVs) located in different localities of Southern India where students from various socio-economic statuses study. Five schools each have been selected from Karnataka, Kerala, Tamil Nadu and Andhra Pradesh selected purposively. All the school functionaries including the Head teacher, Art education teachers and students were contacted for collecting the data required for the study.

### **Tools and Techniques used**

The following tools were developed to collect the data.

- A questionnaire on Art education for secondary school teachers
- Art education: Classroom observation schedule to observe the art education classes.
- Interview schedules for Head teachers and teachers

The tools were validated by different experts in the art education field using five-point rating scale.

### **DATA COLLECTION PROCEDURE**

The relevant data was collected from secondary schools of Government schools and Kendriya Vidyalayas following the protocol, from different schools selected randomly from Sothern India. The investigators after getting consent from the commissioners of both Government schools and KVs, emails were sent to the respective Principals of both the schools for fixing the appointment schedules for the date of visit. The researchers had also planned time, distance and budget carefully and mapped out the districts before heading to the field. The research team had visited various schools for 8 to 10 days continuously. During this period, the researchers had interacted with various school functionaries in the school, observe art education classes, and took field notes. The investigators met the respective head teachers and teachers before starting the actual study, later with their permission the students were asked to sit in the classroom while art teacher conducting the class, the

researchers recorded the classroom observation using the checklist. In the next process, the researchers gave the teachers checklists to the respective art teachers to complete the art teacher's questionnaire.

In the last phase of the data collection, the investigators had prepared the interview schedule which was validated by the experts. The interview was held with Head teachers and art teachers. Later, the researchers had carefully recorded their statements using the audio voice recorder and the relevant data have been collected for the study.

### **RESULTS AND DISCUSSION**

The data collected through the different sources were analysed using mean, standard deviation and percentage. The detailed analysis and findings are presented below.

### **AVAILABILITY OF INFRASTRUCTURE**

Objective 1: To study the availability of infrastructure to fulfill the objectives of art education in secondary schools of southern India.

In order to answer the above objective, the researchers used Observation (checklists), to find the extent of secondary schools of southern India are able to fulfill the objectives of art education in classrooms and infrastructure of government and KV students in Andra Pradesh, Kerala, Tamil Nadu and Karnataka. The following results are presented below:

**Table 1**  
**Mean, SD scores of Classroom infrastructure present and absent in Southern India**

Infrastructure-present	Andra Pradesh		Kerala		Tamil Nadu		Karnataka		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
	1.19	1.00	1.33	.83	1.22	.97	1.25	.98	5.00	3.33
Infrastructure-absent	.81	1.00	.66	.83	.77	.97	.74	.98	3.00	3.66

An analysis of the above table indicates that the Infrastructure-present in Andra Pradesh mean scores of 1.19 and SD 1.00, in Kerala mean scores was 1.33, SD .83, in Tamil Nadu mean scores were 1.22 and SD .97, in Karnataka the mean scores were 1.25 and SD .98. Finally, the total mean of 5.00 and SD 3.33 was found in Kendriya Vidyalays and government schools in Southern India. While that the Infrastructure-absent in Andra Pradesh mean scores of .81 and SD 1.00, in Kerala mean scores were .66, SD .83, in Tamil Nadu mean scores were .77 and SD .97, in Karnataka the mean scores were .74 and SD .98. Finally,

the total mean of 3.00 and SD 3.66, in Infrastructure-absent.

**ART EDUCATION CLASSROOM PRACTICES**

Objective 2: To study the art education classes conducted by teachers in the secondary schools of southern India.

The researcher conducted interview with the teachers of Kendriya Vidyalayas and government schools on different concerns how are the art education classes conducted by art teachers in the secondary schools of southern India. They include readings in Table 2.

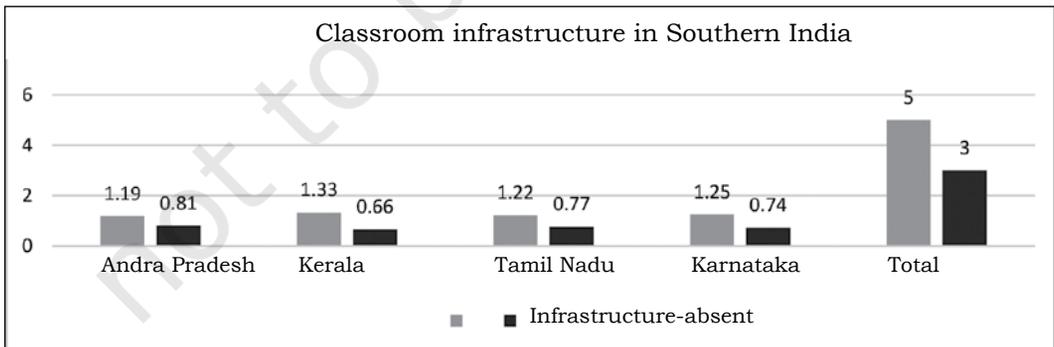


Figure 1: Mean scores of Classroom infrastructure present and absent in Southern India

**Table 2**  
**Art classes conducted by Art Teachers**

Schools	Demonstration	Drawing And Sketching	Painting	Art Assignments	Mask Making	Collage Work	Calligraphy
Kv's	16 %	17%	17%	17%	11%	17%	5%
Govt Schools	36%	46%	18%	Nil	Nil	Nil	Nil

The discussion with teachers and through classroom observation, it was found that teachers from KV's have been consistently using various activities and strategies in the classroom. Drawing and sketching, painting, collage work and art assignments were used in maximum teachers. Calligraphy was used only few teachers. But, in the case of teachers from government schools, it was found that drawing sketching and demonstration as the mostly used techniques while painting

also used by around 18 per cent of teachers.

An analysis of the above Table 3 indicates that problems in professional development programs in Art education among KV's Southern India found that time management (30%) as a significant problem among KV teachers, while Financial Management a significant obstacles among government school teachers (42%). Teacher appointment has been cited as a pertinent problem for government school teachers while it was not a problem for KV teachers.

**Table 3**  
**Problems in Professional Development Programs in Art Education in Southern India**

Schools	No Problems	Time Management	Financial Management	Resources	Training Programs	Teachers Appointment
Kv's	5%	30%	25%	18%	Nil	Nil
Govt Schools	8%	Nil	42%	20%	22%	30%

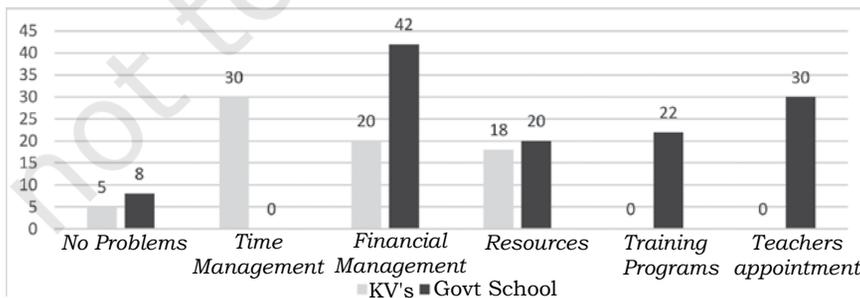


Figure 2: Percentage of Problems in Professional Development Programs in Art Education in Southern India

**Table 4**  
**Evaluation of Art Education in an Academic Year**

Schools	Unit Tests	Monthly Tests	Quarterly Tests	Half Yearly Exams	Annual Exams
Kv's	2%	1%	60%	1%	36%
Govt Schools	Nil	Nil	28%	Nil	72%

The Table 4 provides data related with the mode of evaluation of students in art education. The result reveals that Only Quarterly and Annual Examinations are prevalent in government schools while Unit tests, monthly tests and half yearly examinations also cited by KV teachers. But, Quarterly and Annual examinations are prevalent once in KV also.

**Table 5**  
**Materials provided for Classroom Activities**

Schools	Yes	No	Very Limited
Kv's	75%	8%	17%
Govt Schools	6%	22%	72%

An analysis of the above table indicates that materials were provided in KVs (75 %) where as only limited materials were provided in government schools (72 %). This clearly indicates a difference in the material provided to the arts education classrooms of KVs and government schools.

**Table 6**  
**Art Activities conducted by the Teachers**

Schools	Integrate Art With Other Subjects	Decorating Classrooms	Outdoor Paintings
Kv's	62%	26%	12%
Govt Schools	Nil	22%	78%

Table 6 reveals that around 62 per cent teachers from KVs integrate art education with other subjects, one-fourth of them decorate the classroom as a part of art education and few of them (12 per cent) organises outdoor paintings also. But, in the case of government school teachers none of them integrate with other subjects but maximum (78 per cent) organises outdoor paintings and one-fifth decorates the classrooms.

**Table 7**  
**Information and Communication Technology (ICT) in Art Education**

Schools	Yes	No
Kv's	85%	15%
Govt Schools	7%	93%

From the Table 7 it can be seen that 85 per cent of teachers from KVs make use of ICT in art education classes while it is only very low (7 per cent) in the case of Government school teachers.

**Table 8**  
**Activities organised in schools for Art Education**

Schools	Excursions	Museum	Exhibitions	Art Workshops
Kv's	54%	12%	26%	8%
Govt Schools	52%	32%	16%	Nil

Table 8 shows that, excursion was the mostly used activities for art education teaching in both KV and government Schools. One-fourth teachers from KV uses exhibition as an activity for art education while around one-third teachers from government school uses Museum as an activity. Use of workshops for art education was cited only 8 per cent of teachers from KVs and no teachers from government schools.

### **SUPPORT PROVIDED BY HEAD TEACHER**

Objective 3: To study the nature and type of support Art teachers get from their head teachers in conducting Art education classes in secondary schools of southern India

To know the support provided by the institution as well as the head teacher for smooth organisation of different activities under art education, few questions were

**Table 9**  
**Art activities incorporated as a part of School Education**

Schools	Handmade Banners	Stage Decorations	Slogan Posters	School Handmade Magazine	Art Direction Banners
KV's	12%	65%	9%	8%	6%
Govt schools	17%	35%	19%	12%	17%

Table 9 throws light on different activities incorporated in art education class. The result reveals that, stage decorations as a significant activity in KV and government schools. In KVs, this has been opined by around two-third of the teachers while in government schools it was opined by only one-third teachers. In government schools, handmade banners, slogan posters and Art direction banners were also prevalent.

included in the interview schedule for teachers and head teachers. The data obtained were marked quantitatively to find out the percentages under different components. The analysis is presented below—

**Table 10**  
**Art Education as neglected subject in the Secondary School Curriculum**

Schools	Yes	No
Kv's	33%	67%
Govt Schools	60%	40%

The data from Table 10 reveals that, art education has been considered as a neglected subject in the secondary school curriculum by 60 per cent of the Head Teachers from Government schools where as only one- third of the Head teachers from KV's opined in a similar way. This indicates that KV administration give due importance and weightage to art education in secondary school curriculum.

from KV's have given importance to three aspects, viz, make the subject compulsory, create awareness and provide extra periods and Classes. But, head teachers from government schools have given maximum importance to the recruitment of full-time art teachers. They have also given importance to making it a compulsory subject, creating awareness, providing career opportunities and

**Art education as neglected subject in the secondary school curriculum**

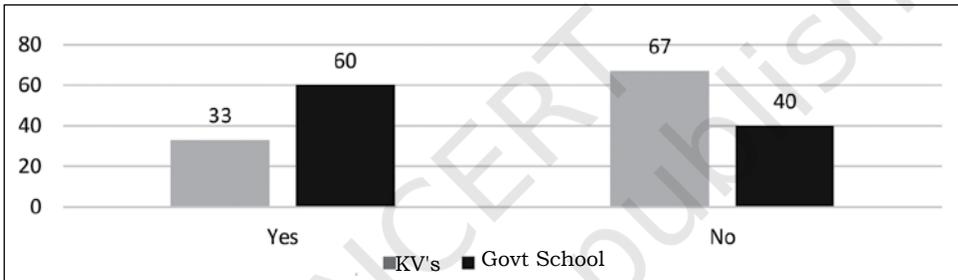


Figure3: Percentage of art education as neglected subject in the secondary school curriculum

**Table 11**  
**Ways and means to improve the status of the Art Subject**

Schools	Compul-Sory	Create Awareness	Career Opportu-nities	Extra Periods and Classes	Build Interest Among Students	Full Term Art Teachers	Improving Infras-Tructure
Kv's	23%	23%	23%	23%	8%	Nil	Nil
Govt Schools	15%	15%	15%	15%	5%	20%	15%

To the question related to the ways and means to improve the status of art education in secondary school curriculum, head teachers

extra periods and classes. The response also indicate that the major issue of the government schools are lack of full-time art teachers.

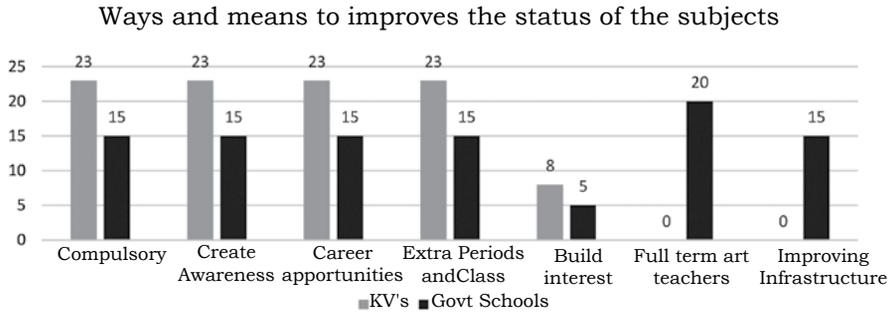


Figure 4: Percentage of ways and means to improve the status of the subject

**Table 12**  
**Areas to be included in the art education curriculum**

Schools	Art History	Classical Music	Archaeology	Drama and Theatre	Modern Art	Classical Art	Wood Work	Pot Making	Clay Modelling
Kv's	17%	6%	6%	17%	18%	18%	6%	6%	6%
Govt Schools	12%	14%	Nil%	14%	5%	35%	8%	4%	8%

An analysis of the above table indicates that areas to be included in the art education curriculum among KV's it was found to be that on Art History 17 per cent, Classical Music 6 per cent, Archaeology 6 per cent, Drama and Theatre 17 per cent, Modern Art 18 per cent, Classical Art 18 per cent, Wood Work 6 per cent, Pot Making 6 per cent and Clay Modelling 6 per cent while among government schools it was found to be on Art History 12 per cent, Classical Music 14 per cent, Archaeology nil, Drama and Theatre 14 per cent, Modern Art 5 per cent, Classical art 35 per cent, Wood work 8 per cent, Pot making 4 per cent and Clay modelling 8 per cent therefore government schools

reported high on classical art forms compare to government schools.

**Table 13**  
**Support from school Principal to arrange art related Activities**

Schools	Yes	No	Some Times
KV's	95%	1%	4%
Govt Schools	65%	12%	22%

An analysis of the above table indicates that support from school principal to arrange art related activities were maximum (95 %) in KV's and in the case of government schools the support was opined by 65 per cent teachers.

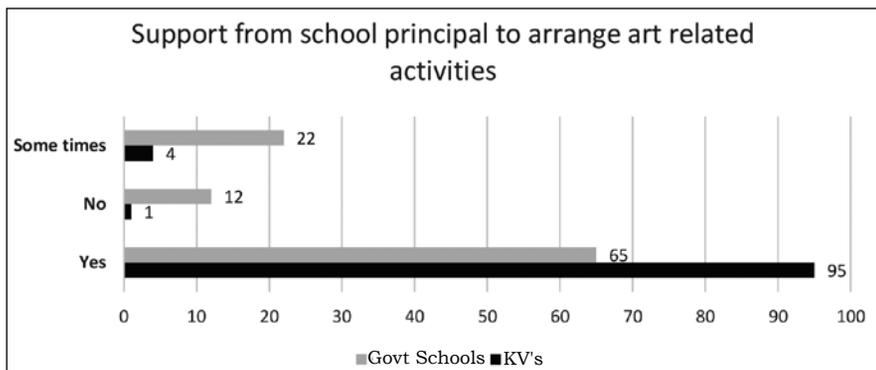


Figure 5: Percentage of support from school principal to arrange art related activities

**Table 14**  
**Support the Teachers in organising Various Activities related to Art Education**

Schools	Providing School Funds	Local Art Materials	Tie Up With Ngos	Art Workshops	Infrastructure
Kv's	43%	29%	Nil	Nil	28%
Govt Schools	27%	18%	55%	Nil	Nil

The Table 14 reveals that the teachers from KV's get support in the means of school funds, local art material and infrastructure while those from government schools, the supports were received through tie up with NGOs, school funds and local art materials. This indicate that for government school teachers, the maximum support comes from NGOs while for KV's it was from school funds.

The Table 15 reveals that the major limitations faced in conducting art education activities by KV's are time limit, student motivation and space. In the case of government schools, the significant limitation is dedicated art teachers followed by Space. In this area also, it can be seen a variation between KV's and government schools.

**Table 15**  
**Limitations faced in Conducting Various activities related to Art Education in and outside of Classroom**

Schools	Space	Students Motivation	Dedicated Art Teachers	Time Limit	No Issues
Kv's	22%	33%	Nil	34%	11%
Govt Schools	36%	9%	55%	Nil	Nil

**Table 16**  
**Resources Available in the School for Art Education In**  
**Teaching-learning Processes**

Schools	Dedicated Art Room	Basic Art Materials	Art Teachers
KV's	14%	43%	43%
Govt Schools	37%	19%	44%

An analysis of the above table indicates that resources available in the school for art education in teaching-learning processes among KV's reported that dedicated art room 14 per cent, basic art materials 43 per cent, art teachers 43 per cent while among government schools it was reported that dedicated art room 37 per cent, basic art materials 19 per cent and art teachers 44 per cent therefore both the schools predominantly reported high on art teachers.

### CONCLUSION AND SUGGESTIONS

The findings from the above analysis reveals a visible difference the status, facilities and implementation of Art education at Secondary classes of KV's and government schools of selected South Indian States. In the case of art education activities or strategies, what is common in both of them are demonstration, drawing and sketching, painting. And, what is uncommon in both of them are art assignments, mask making, collage work and calligraphy. It was also found different pictures about the availability of art education teachers and government system lacks

dedicated teaching community. Both of these school systems were miserably failed in using or adapting any special interventions or innovative approaches that are needed for nurturing artistic talents among students. Another area which requires attention is about the professional development programmes for teachers. The study shows that, teachers from both KV's and government schools have raised the issue of finance management as a concern related with Professional Development of Art teachers. The conceptualisation and implementation of well prepared programmes specifically for art teachers could be organised at appropriate levels. Art teachers must be provided with adequate art materials, to nurture art education among students. The schools must be provided with dedicated art teachers to conduct various art forms classes. ICT teaching facilities must be incorporated in the art classrooms. Also, an interaction between various local artists along with students and art teachers must be encouraged to understand cultural traditional art forms of different regions.

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