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RESEARCH ARTICLE

IMPACT OF ART EDUCATION IN ENHANCING SCHOOL ATTRACTIVENESS IN WEST BENGAL

^{1,*}Biswarup Haldar and ²Bibekananda Mukherjee

¹Ph.D Scholar, Department of Visual Arts, University of Kalyani, Nadia, West Bengal, India

²HOD, Department of Visual Arts, University of Kalyani, Nadia, West Bengal, India

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ABSTRACT

In ancient India Education is based on Gurukul System. There learners have to perform different creative and productive work. In Buddhist era creative and productive works are also practiced along with education. After independence the education system was reconstructed. The total structure of education should be changed. For more development in education some commission was created. Their main aim is learning through doing. Based on this concept the work education has been stated. But according to many persons art education is the substitute of work education. No subject can be substituted to any subject. Work Education and art education have the same objectives. Now days we all want all round development of learners in school. So art Education helps our total development. Through Art education learners get proper body development, increase thinking power grow creativity etc. For the welfare of the country not only politicians, scientists but also art and artist are also required. So proper art and artistic minded student making is the main aim of art education. Art Education equips learners with these skills, enabling them to express themselves, critically evaluate the world around them and activity engage in various aspects of human existence. In most Indian if (West Bengal) schools some aspects of 'the arts' have been established within the co-curriculum. While the degree to which the arts are included in national curriculum varies. It could be argued that most policies for the state school – as an institution-encourage people to take part in the social, economic and cultural life. There are two major contribution that the arts might make to schools attractiveness. Firstly specific learning in the arts might increase cultural understanding, enjoyment and achievement and identity amongst other attributes. Some abilities can be particularly effectively learnt in the arts, such as exploring, imagining and reflecting. While learning through arts might involve artistic and creative methods in making a range of other subject are as more attractive. School can be attractive in many different ways. The present paper is an attempt to highlight art education enhancing school attractiveness.

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INTRODUCTION

This paper summarises the main literature that presents research-based evidence of the impact of the arts on school attractiveness and students' engagement with school. In addition to the research studies that directly examine arts impact on students' engagement, studies have also been included where it could be reasonably argued that a correlation could exist between relevant educational finding in terms of school attractiveness, and where there is also evidence that the arts, culture and or creative teaching and learning may lead directly or indirectly to those given educational outcomes. In ancient India education is based on Gurukul system. Along with teaching learning process learners have to perform different creative and productive work.

*Corresponding author: Biswarup Haldar,

Ph.D Scholar, Department of Visual Arts, University of Kalyani, Nadia, West Bengal, India.

In Buddhist era beside education creative and productive works are also practiced. It has historical evidences. From ancient time to prebritish rule the Indians education has a great value all around the world. After falling in the hands of British the downfall of Indian education has started. The British educational system was prepared for making British clerical employee. No such education was given which would winners the social importance, self confidence of etc of the students. After independence the education system was reconstructed. For the people and society the total structure of education should be changed. For this earlier Gandhiji has started vocational education. In vocational education, the students will learn some work according to the social need. They will learn some creative and productive work. This will help in carrying the livelihood. In independent India for the upheld of the education some commission was created. In 1948-49 Radhakrishnan Committee, 1952-53 Mudarian Commission. In Mudaria Commission special emphasis is given upon Handicrafts and productive works.

The root of education should be strong more tightly. For the implementation of his commission, the Madhya Siksha Parshad was established. According to the advice of this Parshad in 1957 in secondary education, Handicraft was included as core subject. In 1964 India government has created Kothari Commission. Prof. D.S. Kothari was the incharge of this Commission for the construction of educational structure of India. There are 4 main objectives are

- Literacy
- Numeracy
- Society
- Technology.

In 1972, 11th November, notification for Handicrafts was included in the syllabus of secondary exam. The main aim of modern education is learning through doing. Based upon one subject learning of different things. Based on this concept the work education has been stated. But according to many persons art education is the substitute of work education. But we know that no subject can be substitute by any other subject. So neither subject is substitute to any subject. Work education and art education have the same objectives. Both the subjects has a active centre in it. According to kothari Commission 'We decline work experience as participation in productive work in school, at home, in a work shop, on a farm, in a factory, or in any productive situation.' Relevant research has been included, both in the general body of the paper and as a detailed appendix containing summaries of pertinent research including a short description of each piece of research and its main conclusions.

Objective of Research

- Control over personality - The total control over personality of students by thinking, etc. and gain the work experience through the different level of work.
- Qualification through leadership making leaders at the different level of the society is the main objectives of the modern education. For the welfare of the country not only politicians, Scientists but also art and artist are also required. So proper art and artistic minded student making is he main aim of his education.
- Observation power - For making any subject or object in a systematic pattern the observation power should be increased. And for this the mind and concept should be clear.
- Concentration of mind - Learners always does not point what ever they see. They paint the object according to their imagination. And for the completion of this whole process the level of concentration power should be increased by education.
- Body development - In school teacher teachers by lecture method where teachers are speaker and learner's are listeners. But by art education learners get proper physical movement. So it helps in the proper body development.
- Self-confidence - The implimentation of the knowledge gained by the students, into the productive and create ive work will increse the self confidence of students.
- Education, its integration withs life - students must realize that life, livlihood and education all these three things are interdependent to each other. So art education is connected to life.

- Conservation and entrancement - India's culture, art should be conserved by the students and concept of nationalism should be enhanced in their mind.
- Attitude and social behaviour - Through different work experience the instution, emotion and feelings will increase among the students though art education

Background

The exceptional role of the arts in education, and arguably in increasing school attractiveness, has been a proposition since the beginning of public schooling. In this respect the "Aesthetic Letters" of Friedrich Schiller from 1793 have been of particular significance and continue to feed the pedagogical discussion up to today. It was the Hamburg museum director Alfred Lichtwark who, at the beginning of the 1900s, organised three arts education congresses which prepared the ground for the discussions on the contribution of the arts in school development that have continued throughout the 20th century. This early work contributed to the reform pedagogy movement which put particular emphasis on making the arts a core component of schooling (Stoer: *Kunst in der Schule*, 20014) and enabled a tradition of good practices starting with the Eugenie-Schwarzwald-Schule in Vienna (Streibel: *Eugenie Schwarzwald und ihr Kreis*, 1996) with a particular attention to issues of gender, the Waldorf-Schulen at different locations leading up to Helene-Lange-Schule (Becker: *Das andere Lernen*, 1997).

Current influences: In most Indian schools some aspects of "the arts" have been established within the core curriculum of most schools. While the degree to which the arts are included in national curriculum varies, it could be argued that most policies for the state school - as an institution - encourage young people to take part in the social, economic and cultural life. While this may exist in policy, there is anxiety that practices may fall short of this aspiration. There are ongoing concerns - arguably mainly from the arts education sector - that the arts still play a rather peripheral role in school. Visual Arts and Music are most likely to be included in the school curriculum, while drama, dance, media arts and architecture are rarely if ever taught in their own right. Some aspects of the arts such theatre and dance are not part of the core curriculum. 'Arguably, there is even less focus on radio, TV or digital media which are rarely included as part of the regular curriculum at all'. Instead of making the arts a core issue of school provision throughout the last years a number of supplementary, 'out-of-school' programmes and projects have been developed with the hope of compensating for supposed existing structural deficits. Since the early 1990s, there has been a steady move to more market-like environments for schools and more devolution of decision-making to the school board level. Since this time, market theories and giving choices to users of services have become powerful influences of educational policy. It is argued that providing more choice is likely to lead to greater quality and efficiency in services. While it could be suggested that this push to greater consideration of market forces in educational decision making is a politically 'right' agenda, forces of the left of politics within India have equally championed the need for schools to provide 'diverse models', to have their 'distinctive character' and for parents and teachers to be able to choose their 'desired' model of education. To inform this choose making, schools are more actively developing a media profile and marketing strategy.

Achievement league tables are published in national newspapers and parents and pupils have a greater choice of schools, have become more competitive places. The focus is on preparing students for universal competitiveness, while concurrently it seems to be increasingly difficult for schools to develop something like a “common meaning” relevant for all students which goes beyond the accentuation of personal assertiveness. (Gervert: *Creating tomorrow’s schools today*, 2010). There is a large volume of advocacy driven literature that suggests that the arts can play a role in fulfilling both tasks - empowering individual strength and producing the “Common meaning” as a necessary prerequisite for the realisation of individuality which otherwise leads to separation and disoriented desperation. In the transition of material to immaterial production there is a lot of evidence that the arts can contribute to economic growth and prosperity. In this context the Council of the European Union has passed a number of recommendations and conclusions which emphasise the importance of the acquisition of cultural and creative competences in and out of school to meet the requirements of the creative and cultural industries. In this context the importance of the arts as regards the key competence “cultural awareness and expression” is stressed in the Recommendations of Lifelong Learning 2006 when referring to the “appreciation of the importance of the creative expression of ideas, experiences and emotions in the range of media, including music, performing arts, literature, and the visual arts” and in the 2011 Council Conclusions on Cultural and Creative Competences. The perceived economic benefit of the arts has led to a considerable repositioning of the arts in education and more broadly in society. The arts influence Indian societies in all aspects of the living and working circumstances of their citizens. This has led to an aesthetic penetration of products as well as in communication. To understand these aesthetic languages and codes has become an increasingly important part of a school’s mission. For example, does a more aesthetic notion of education a better space to learn, to understand, to influence and to make use of aesthetic codes, as we see in “critical media education” as a priority in visual arts education. For young people aesthetic has become a key issue of their everyday life. Not to take that into account makes schools not just unattractive but irrelevant.

School has become a complex system: National education policies throughout the last years all over India have led to a considerable diversity of schools with different priorities, profiles and target groups. Accordingly this diversity represents an incalculable variety of ways how to deal (and not to deal) with the arts in school.

Individualization: Not for every student does the same thing at the same time and it is important to stimulate individual strengths.

Autonomy and output orientation: Reorientation of education policy from the input to the output side and thereby giving schools more autonomy in which way and with which means they may reach common output expectations.

Competency acquisitions: Moving from knowledge mediation to the acquisition of competences.

Reinforcing cultural identity: There are specific cultural policy expectations towards schools to contribute to the reassurance of national cultural identities as a reaction against the perceived pressure of globalization on national identity on

times of globalization. While these common ‘drivers’ exist within the variety of school types, there are quite different ways that schools see the arts as contributing to school attractiveness.

Attractiveness for Students

There are a number of factors that seem to positively influence perceptions of school attractiveness. These include:

- When their learning content is related to their everyday life and manageable with their preferred instruments (technology) and learning styles.
- When their cultural learning is research driven.
- When self-awareness, empowerment and experience of individuality is boosted by their engagement in the arts.
- When their gender roles are articulated and discussed culturally.

Based on students’ reports of their school experiences, the following factors all predicted better social behavioural outcomes and progress from age 11 to age 14:

- The ‘quality of teaching’ – including factors such as a strong ‘emphasis on learning’ by teachers, ‘teacher support’ for learning and a feeling that teachers ‘valued students’;
- The ‘behaviour climate’ of the school;
- The ‘headteacher qualities’;
- The physical ‘school environment’;
- The ‘school resources’

Attractiveness for parents: There are a number of factors that seem to positively influence students’ perceptions of school attractiveness. These include:

- When they experience the well-being of their children
- When they know their children in an environment where they are accepted as they are
- When arts and culture in school helps their children finding a meaning of their life
- When arts and culture in school helps increasing the chances to find an appropriate job
- When cultural projects allow new qualities of encounters between parents and schools.

Attractiveness for teachers

There are number of factors that seem to positively influence teachers’ perceptions of school attractiveness. These include

- When they are able to bring in the full range of their pedagogic competences
- When they cooperate with colleagues as well as external partners
- When they are able to work in a climate of well-being
- When they are able to be themselves in a permanent learning process
- When they understand themselves as change agents

How the arts contribute to school attractiveness: Arguably there are two major contributions that the arts might make to school attractiveness. Firstly, specific ‘learning in the arts’ might increase cultural understanding, enjoyment and

achievement and identity amongst other attributes. Some abilities can be particularly effectively learnt in the arts, such as exploring, imagining, observing and reflecting. While 'learning through the arts' might involve artistic and creative methods in making a range of other subject areas more attractive.

School can be attractive (or not attractive) in many different ways. For example:

- By offering a balance of learning provision;
- By acting learners' centered;
- Including the "world experiences" of the learners,
- Stimulating "hands-on" approaches
- Establishing a more equal relationship between teacher and learner.

Which circumstances arts in school may generate e such impact:

The UNESCO Road Map for Arts Education (2006) suggests a responsibility for all governments to promote and activate a vision of arts and cultural education 'for all'. This vision is for a sustained engagement with high arts experiences, as audiences, participants, creators and leaders. The Road Map (and subsequent Seoul Agenda, 2010) is in keeping with international and national research and is premised on the evidence that suggests that participation in high quality cultural experiences has beneficial impacts on children and young people's skills, knowledge and behaviours.

From the outset, it was acknowledged that not all children and young people have equal access to cultural provisions nor is the quality and distribution of arts and cultural opportunities conducive to having equal effects for all children. For the positive impacts of arts education on school attractiveness outlined previously in this paper to become apparent, children must experience high quality arts education. The results from the global study of arts education suggest that in around 1/4 of all instance of arts education, the quality is so low as to negatively affect a child's artistic and creative development. Given this, it is imperative that the arts education reaches certain levels of quality, and this quality is available for all children.

The UNSCO Road Map on Arts Education established 10 consistently held quality beacons. These quality indicators are

- Active partnerships between schools and arts organizations and between teachers, artists and the community
- Shared responsibility for planning, implementation and assessment and evaluation
- Opportunities for public performance, exhibition and/or presentation;
- A combination of development within the specific art forms (education in the arts) with artistic and creative approaches to learning, social change, cultural or environmental environment (education through the arts)
- Provision for critical reflection, problem solving and risk taking

- Emphasis on collaboration.
- Flexible structures and permeable boundaries
- Accessibility to all
- Detailed strategies for assessing, monitoring, evaluating and reporting
- Ongoing professional learning for teachers, artists and the community

Conclusions and recommendations

The reasons for including arts as part of a child's education are clearly outlined in the UNESCO Road Map (2007) and the majority of education systems in the world have arts and cultural education as a part of compulsory curricula. Despite this seemingly positive outlook, the challenge of delivering a universal, high quality, cultural offer for all children has not been achieved. The research evidence highlights the challenges of monitoring and accountability and the role of quality. There are a number of competing pressures that act to encourage and discourage children's and schools' participation in the arts.

There is strong evidence to suggest that:

- Including the arts and culture in a sustained, high quality manner promotes a more 'liberal' and broad curriculum and this leads to improved academic attainment which can increase school attractiveness to parents and policy makers.
- The arts improve the social climate of the school and reduce negative social interactions and anti-social behaviour. This directly improves pupil's perceptions of school and increases the likelihood of the school being seen as being an attractive place by the pupils and teachers.
- The inclusion of the arts in the school day provides opportunities from communication and emotional development not generally part of other school subjects. An improved emotional connection between pupils and teachers to improve school attractiveness to pupils.

There is some evidences to suggest that the arts rich schools may have:

- Improved quality of teaching and leadership (including cultural sensitivities)
- More effective practice for working with pupils with special educational needs.

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