CONTENTS

Sl. No.	Title	Page 1
01.	Certificate	i
02.	Acknowledgements	ii
03.	Chapter – I : The Context	v
04.	Chapter - II : Review of Related Literature	vi
05.	Chapter – III : Methodology	vi
06.	Chapter – IV : Analysis and Interpretation	vii
07.	Chapter – V : Findings and Conclusions	x
08.	Chapter – VI : Summary	xi
09.	Bibliorgaphy	xi
10.	List of Table	xii
11.	Appendices	xv

CHAPTER - 1

THE CONTEXT

Sl. No.	Title	Page No.
1.0	Introduction	1
1.1	The value of the art product	2
1.2	The value of art process	6
1.2.1	Aesthetic or Perceptual growth	7
1.2.2	Intellectual growth	7
1.2.3	Emotional growth	8
1.2.4	Creative growth	9
1.2.5	Technical growth	10
1.3	The concept of art in school education	11
1.4	Art and different development stages of child	13
1.4.1	Scribbling stage	16
1.4 2	Preschematic stage	17
1.4.3	Schematic stage	17
1.4.4	The gang age	20
1.4.5	The pseudo realistic stage/The stage of reasoning	21
1.4.6	The crisis of adolescence	23
1.5	Rationale of the study	24
1.6	Statement of the problem	30
1.7	Objectives of the present study	30
1.8	Limitation and delimitation of the study.	30

CHAPTER – II
REVIEW OF THE REALATED LITERATURE

Sl. No.	Title	Page No.
2.1.1	Studies related to kindergarten	33
2.1.2	Studies related to elementary schools	35
2.1.3	Studies related to upper elementary schools	40
2.1.4	Studies related to secondary schools	43
2.1.5	Studies related to school art education in general	51
2.2	Studies conducted in India	58
2.3	Implication of the review for the present study	64

CHAPTER - III

METHODOLOGY

Sl. No.	Title	Page No.
	-	
3.	Introduction	68
3.1	The sample	70
3.2	Tools	72
3.2.1	Questionnaire to the art teachers	72
3.2.2	Questionnaire to the secondary school students	73
3.2.3	Attitude scale	74

3.2.4	Slide/Plate identification test	75
3.2.5	The method of evaluation of creative art works	76
3.3	Procedure of data collection	79
3.4	Procedure of data analysis	81
3.5	The research design	83

CHAPTER – IV DATA ANALYSIS AND INTERPRETATION

SI. No.	Title	Page No.
4.	Introduction	87
4.1	The present system of secondary art education	88
4.1.1	The results of the survey of present day practice of art	
	education in secondary schools	88
4.1.1.1	The qualification of teachers to teach art at the secondary	
	school level	90
4.1.1.2	Availability of separate room for secondary school art education	93
4.1.1.3	In-service training	96
4.1.1.4	The awareness of art teachers regarding the objectives of seconda	ry
	art education	99
4.1.1.4.1	The awareness of the C.B.S.E. affiliated qualified art teachers	
	regarding objectives of secondary art education	99

4.1.1.4.2	The awareness of the C.B.S.E. affiliated un-qualified art teachers	
	regarding objectives of secondary art education	105
4.1.1.4.3	The awareness of the R.S.B.S.E. affiliated qualified art teachers	
	regarding the objectives of secondary art education	109
4.1.1.4.4	The awareness of the R.S.B.S.E. affiliated un-qualified art teaches	
	regarding the objectives of secondary art education	112
4.1.1.5	The present day practicing syllabus	116
4.1.1.5.1	The present day practicing syllabus by the qualified art teachers- C.B.S.E.	117
4.1.1.5.2	The present day practicing syllabus by un-qualified art teachers	
	affiliated to the C.B.S.E.	120
4.1.1.5.3	The present day practicing syllabus by qualified art teachers	
	affiliated to the R.S.B.S.E.	124
4.1.1.5.4	The present day practicing syllabus by un-qualified art teachers	
	affiliated to the R.S.B.S.E.	125
4.1.1.6	Theoretical instruction in the present day practice	126
4.1.1.6.1	Theoretical instruction by the C.B.S.E. qualified art teachers	126
4.1.1.6.2	Theoretical instruction by the C.B.S.E. un-qualified art teachers	129
4.1.1.6.3	The theory of art as perthe R.S.B.S.E.	131
4.1.1.6.3.1	Theoretical instruction by the R.S.B.S.E. qualified art teachers	132
4.1.1.6.4	Theoretical instruction by the R.S.B.S.E. un-qualified art teachers	133
4.1.1.7	The present day methods being used for imparting art education	136
4.1.1.7.1	The present day methods being used by the C.B.S.E. qualified art	
	teachers	137

4.1.1.7.2	The present day methods being used by the C.B.S.E. un-qualified	
	art teachers	140
4.1.1.7.3	The present day methods being used by the R.S.B.S.E. qualified	
	art teachers	143
4.1.1.7.4	The present day methods being used by the R.S.B.S.E. un-qualified	
	art teachers	144
4.1.1.8	The present day evaluation procedure in art education	145
4.1.1.9	Essential components of works of art	147
4.1.1.9.1	Essential components considered by C.B.S.E. qualified art teachers	149
4.1.1.9.2	Essential components considered by C.B.S.E. un-qualified art teachers	152
4.1.1.9.3	Essential components considered by R.S.B.S.E. qualified art teachers	185
4.1.1.9.4	Essential components considered by R.S.B.S.E. un-qualified art teachers	157
4.1.1.10	The present problems being faced by the secondary school art teachers	158
4.1.1.10.1	Problems faced by the art teachers affiliated to the C.B.S.E.	160
4.1.1.10.2	Problems faced by the art teachers affiliated to the R.S.B.S.E.	162
4.1.2	Analysis of the present day secondary art education curriculum	164
4.2	The needs and requirements of the secondary students	172
4.2.1	Regarding the interest of students in art	173
4.2.2	Necessity of art in school	174
4.2.3	Importance of art in the life of students	175
4.2.4	Reasons of learning art	175
4.2.5	Advantages of learning art education	179
4.2.6	The expectations of students from art teachers	182

4.2.7	The interest of learning history of art	187
4.2.8	The problems being faced by the secondary school students	188
4.3	Development of art education curriculum for secondary school	197
4.3.1	The developed draft of the secondary school art education curriculum	202
4.4	The effectiveness of the developed secondary art education curriculum	207
4.4.1	The effectiveness of the curriculum in terms of the students'	
	achievements in the creative works of art	207
-4.4.2	Performance of students in plate identification	215
4.4.3	Effectiveness of the developed secondary art education curriculum	
	in terms of attitude of the students	217
4.4.4	The feasibility of the developed curriculum	218

CHAPTER – V FINDINGS AND CONCLUSION

Sl. No.	Title	Page No.
· -		
5.1	Present system of art education of secondary schools	222
5.2	Needs and requirements of students	235
5.3	Final form of the developed secondary art education curriculum	238
5.4	Effectiveness of the developed curriculum	250
5.5	Conclusion	256
5.6	The implication of the study	260
5.7	Suggestion for further research	261

CHAPTER - VI

SUMMARY

Sl. No.	Title	Page No.
6.	Introduction	263
6.1	Rationale of the study	265
6.2	Statement of the problem	268
6.3	Objectives of the study	268
6.4	Limitation and delimitation of the study	269
6.5	Methodology	269
6.5.1	Sample	270
6.5.2	Tools	271
6.5.2.1	Questionnaire to the secondary school art teachers	271
6.5.2.2	Questionnaire to the secondary school students	272
6.5.2.3	Attitude scale	272
6.5.2.4	Plate identification	273
6.5.2.5	The method of evaluation of the creative art works	273
6.5.3	Procedure of data collection	273
6.5.4	Data analysis	275
6.6	Major findings of the study	275
6.7	Conclusion	288
6.8	Implication of the study	289
6.9	Suggestion for further research	290
BIBLIOGRA	APHY	292

Table No.	List of Tables	Page No.
1.	The number of schools which offer Art Education	89
2.	Qualification of Art Teachers of the C.B.S.E. and the R.S.B.S.E.	92
3.	Availability of separate rooms for Art education	93
4.	Availability of Separate rooms in C.B.S.E. affiliated schools	94
5.	Availability of separate rooms in R.S.B.S.E. affiliated schools	95
6.	In-service Training of Art Teachers as a whole	96
7.	In-service Training of C.B.S.E. Art Teachers	97
8.	In-service Training of R.S.B.S.E. Art Teachers	98
9.	Awareness of Art Education objectives of Qualified	
	Art Teachers – C.B.S.E.	104
10.	Awareness of Art Education objectives of Un-qualified	
	Art Teachers – C.B.S.E.	108
11.	Awareness of Art Education objectives of Qualified Art	
-	Teachers – R.S.B.S.E.	111
12.	Awareness of Art Education objectives of Un-qualified	
	Art Teachers – R.S.B.S.E.	115
13.	C.B.S.E. syllabus followed by Qualified Art Teachers	118
14.	The particular syllabus of their own being followed by	
	Qualified C.B.S.E. Art Teachers	119
15.	C.B.S.E. syllabus followed by Un-qualified Art Teachers	121
16.	The particular syllabus of their own being followed by	
	C.B.S.E. Un-qualified Art Teachers	121

17.	R.S.B.S.E. syllabus being followed by Qualified Art Teachers	124
18.	R.S.B.S.E. syllabus being followed by Un-qualified Art Teachers	125
19.	Theoretical Instruction by Qualified Art Teachers of C.B.S.E.	127
20.	Theoretical Instruction by C.B.S.E. Un-qualified Art Teachers	130
21.	Theoretical Instruction by the R.S.B.S.E. Un-qualified Art Teachers	133
22.	Theoretical Instruction by the 5 R.S.B.S.E. Un-qualified Art Teachers	134
23.	The present day methods being followed by the C.B.S.E. Qualified	
	Art Teachers	137
24.	The present day methods being followed by the C.B.S.E.	
	Un-qualified Art Teachers	140
25.	The present day methods being followed by the R.S.B.S.E.	
	Un-qualified Art Teachers	144
26.	The present day Evaluation procedure in Art Education	146
27.	The Comparison of the Responses of the Qualified Art Teachers	
	with the Aspects of Evaluation as suggested by the C.B.S.E.	151
28.	The comparison of the Response of the Un-qualified Art Teachers	
	with the Aspects of Evaluation as suggested by the C.B.S.E.	154
29.	The Categorised Responses of the Un-qualified Art Teachers	
	affiliated to the R.S.B.S.E. regarding the essential components	
	of works of Art.	157
30.	Interest of students in Learning Art	174
31.	Necessity of Art in school	174
32.	Importance of Art in life	175

33.	Reasons of Learning Art	176
34.	Advantages of learning Art Education	179
35.	The Expectations of students from the Art Teacher in relation	
	to the Art Education	183
36.	The interest of learning history of Art	187
37.	The problems within the system faced by students	189
38.	The problems with the system faced by students	194
39.	The performance of class VIII students	209
40.	The performance of class IX students	210
41.	The performance of class X students	211
42.	The combined mark list of classes VIII, IX & X	213
43.	Combined performance of students on Plate Identification Test	216
44.	Comparison of Pre and Post Test score of the students in terms	
	of their Attitude towards the Developed Secondary Art Education	
	Curriculum.	217