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## Art Education

### 1. Research Abstract

1. <b>Theme/Subject:</b>	Art Education
2. <b>Stage of Education:</b>	All Stages
3. <b>Topic of Research:</b>	Concurrent Evaluation of Art Integrated Learning Program in Icchawar Block of Madhya Pradesh
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5. <b>Name of the Institution where the Research was conducted</b>	RIE Bhopal
6. <b>Category:</b> (Research study/ Action research/Other)	Research Study
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2021
9. <b>Published/Unpublished:</b>	Unpublished
10. <b>Introduction:</b>	<p>Art Integrated Learning (AIL) is an innovative pedagogical approach that incorporates various forms of art into classroom teaching to enhance learning outcomes and holistic development of students. AIL provides an experiential and equitable learning environment, enabling learners to connect academic concepts with daily life experiences. It promotes joyful learning, creativity, skill development, critical thinking, and cooperative behavior while supporting inclusive education. Recognizing the potential of AIL, the concurrent evaluation of the Art Integrated Learning Program was conducted in the Icchawar Block of Madhya Pradesh to assess its effectiveness and identify areas for improvement. The study aimed to explore the understanding of key stakeholders—teachers, principals, and students—regarding AIL as a pedagogical tool, examine its implementation across multiple dimensions such as attendance, learner participation, discipline, subject learning, values, and skill development, and provide recommendations for enhancing the programme. Data were collected through well-structured tools developed by experts in the field, and both qualitative and quantitative analyses were conducted. The study also focused on identifying bottlenecks in implementation and providing a framework for effective integration of art into school teaching.</p>

**11. Objectives:**

- The primary objective of the study is to evaluate the implementation and effectiveness of the Art Integrated Learning (AIL) programme in the schools of Icchawar Block, Madhya Pradesh. The study aims to understand how AIL functions as a pedagogical tool and its impact on the overall teaching-learning process. Specifically, it seeks to assess the understanding of key stakeholders, including teachers, principals, and students, regarding the purpose, scope, and benefits of integrating arts into classroom instruction.
- The second objective is to examine the perceptions of teachers, students, and school administrators on the implementation of AIL across multiple dimensions such as learner participation, attendance, joyful learning, inclusive education, skill development, values, cooperation, and subject-specific learning.
- The third objective is to identify challenges or bottlenecks faced by teachers and schools in applying AIL pedagogy effectively. Additionally, it seeks to explore the need for further training and capacity building for teachers in developing and using AIL resources, particularly in subjects such as mathematics and languages.
- Finally, the research intends to provide a structured framework and recommendations for improving the implementation of AIL, ensuring that art integration enhances cognitive, affective, and social development of students while fostering innovative and meaningful learning experiences in classrooms.

**12. Methodology:**

The present study employed an evaluation research design using a mixed-methods approach to assess the implementation and effectiveness of Art Integrated Learning (AIL) in Icchawar Block schools, Madhya Pradesh. The study population comprised of teachers, students, and school administrators from selected schools. The Purposive sampling method was used to select schools and participants representing various grades and subjects, ensuring comprehensive coverage of perspectives.

Data collection involved multiple tools designed by experts in art pedagogy. Structured interview schedules were administered to principals and teachers to understand their perceptions, challenges, and benefits of AIL. Students responded to questionnaires capturing their experiences and engagement with AIL activities. Observation schedules were used to examine classroom processes, teaching methods, and learner participation. Focus Group Discussions (FGDs) with

students and teachers provided qualitative insights on the implementation and practical challenges of AIL pedagogy.

Quantitative data from structured tools were analyzed using descriptive statistics, including percentages and frequency distributions. Qualitative data from FGDs, interviews, and classroom observations were thematically coded and triangulated. Patterns in teaching practices, learner engagement, and teacher preparedness were identified to evaluate the overall effectiveness of AIL. This methodology provided a holistic understanding of the program's impact and informed recommendations for future improvement and training.

**13. Findings:**

The study revealed a positive response toward the implementation of Art Integrated Learning (AIL) among teachers, students, and school administrators. Teachers reported that AIL pedagogy increased student engagement and participation, particularly through the use of games, toys, and hands-on art activities that connected classroom learning with daily life experiences. Observations indicated that students exhibited higher enthusiasm, creativity, and cooperation during lessons integrating art, reflecting an improvement in their cognitive and social skills.

Teachers also acknowledged the benefits of AIL in developing communication skills, critical thinking, and overall mental growth of students. Principal highlighted the professional development of teachers as a positive outcome of the program, noting enhanced pedagogical strategies and classroom management techniques. However, challenges were observed, particularly regarding resource preparation. Teachers expressed the need for more structured training in designing AIL materials, especially for subjects like mathematics and languages, to ensure effective integration of arts across the curriculum.

Quantitative analysis showed a substantial increase in student participation in classroom activities, while qualitative insights revealed enthusiasm, curiosity, and better collaboration among learners. Overall, the findings indicate that AIL contributes positively to holistic learning but requires ongoing teacher support, training, and resources for sustainable and effective implementation across schools.

**14. Implications:**

The findings of this study highlight several implications for improving teaching-learning processes through Art Integrated Learning (AIL). First, the positive impact on student engagement, creativity, cooperation, and communication skills suggests that integrating arts into everyday classroom activities can enhance holistic development, making learning more meaningful

and enjoyable. Education authorities and school administrators can use these insights to promote AIL as an essential pedagogical approach, particularly in enhancing experiential and activity-based learning.

Second, the need for teacher training in resource preparation, subject integration, and pedagogical strategies underscores the importance of structured professional development programs. Continuous capacity-building initiatives can equip teachers to design effective AIL activities, ensuring the integration of arts across all subjects, including mathematics, languages, and sciences.

Third, the active involvement of principals and school management in facilitating AIL implementation indicates that administrative support is crucial for successful adoption. Policies and guidelines can be developed to institutionalize AIL practices in school curricula.

Finally, the study emphasizes the potential of AIL to foster inclusive learning environments, where all students, irrespective of ability or background, can participate, explore, and learn creatively. Overall, the findings provide a framework for scaling up AIL programs, enhancing teacher effectiveness, and improving student outcomes at both primary and secondary school levels.

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16. **Keywords:** Art Integrated Learning, Pedagogy, Student Engagement, Teacher Training, Creativity, Inclusive Education

## 2. Research Abstract

1. <b>Theme/Subject:</b>	Art Education
2. <b>Stage of Education:</b>	Secondary Stage
3. <b>Topic of Research:</b>	Art Education in the Secondary Schools of Southern India
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5. <b>Name of the Institution where the Research was conducted</b>	Regional Institute of Education, Mysore
6. <b>Category:</b> (Research study/ Action research/Other)	Research study
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2017
9. <b>Published/Unpublished:</b>	Published
10. <b>Introduction:</b>	<p>The National Policy on Education (1986) emphasized the importance of understanding the diverse cultural and social systems of India as one of the primary aims of education. The National Curriculum Framework (NCF) highlights art education's critical role, redefining its aims within the school curriculum to expose learners to folk arts, local art forms, and other cultural components. This exposure fosters awareness and appreciation of national heritage and promotes values linked to India's cultural heritage, freedom movement history, and environmental protection. Art education in secondary schools encompasses visual arts, dance, drama, and music, aiming to provide learners with joyful experiences, refine aesthetic sensibilities, and deepen cultural understanding. The curriculum encourages artistic expression through experimentation with diverse tools and media in two- and three-dimensional visual art forms. This study explores the teaching-learning process within art education classrooms, including the status of art education, the extent of material support for art teachers, and perceptions of teachers and schools on art education. It further addresses challenges faced in achieving art education's objectives and seeks to identify gaps and a future agenda for enhancing art education's quality and accessibility.</p>
11. <b>Objectives:</b>	<ul style="list-style-type: none"> <li>● To study how effectively secondary schools in Southern India fulfill the objectives of art education.</li> <li>● To analyze the nature of art education classes conducted by teachers in the region's secondary schools.</li> </ul>

- To examine the type and extent of support provided by head teachers to art education teachers in conducting these classes.

## **12. Methodology:**

The study used a mixed-method quantitative and qualitative approach with data collection through multiple tools and techniques. Tools included teacher questionnaires, classroom observation schedules, interview schedules for head teachers, teachers, students, and parents, and a focus group discussion schedule. A descriptive survey design was used to assess art education prevalence in Southern India's secondary schools. The triangulation method was employed to gather data from diverse sources, including classroom observations and perceptions collected through questionnaires, interviews, and focus groups. Twenty government schools and Kendriya Vidyalayas (KVs) across Karnataka, Kerala, Tamil Nadu, and Andhra Pradesh were selected, representing diverse socio-economic backgrounds. Data were analyzed to understand the status of art education, availability of resources, challenges faced by teachers, and support from school management.

## **13. Findings:**

The study revealed that art education is often neglected in secondary school curricula. Both KVs and government schools reported that art education should be made compulsory, appoint full-term dedicated art teachers and provide improved infrastructure. Government schools emphasized the need for career opportunities in art education. Both types of schools accorded equal importance to classical and traditional art forms, with 71% KVs and 83% government schools reporting adherence. However, challenges differed among them, with KVs reported time and financial management and resource constraints, while government schools reported financial, resource, training program, and teacher appointment issues. Art teachers in government schools expressed a stronger need for training programs and regular appointments than KV counterparts. Despite these challenges, the common art activities reported included drawing, sketching, and painting, with art-related assignments less common. The findings highlight disparities in professional development and resource availability across school managements.

## **14. Implications:**

The study suggests urgent interventions are needed to enhance art education in Southern India's secondary schools. Teachers require periodic in-service training programs tailored to art education to nurture student creativity effectively.

Sufficient provision of art materials, infrastructural improvements, and dedicated art teachers are crucial to achieving this goal. The incorporation of ICT facilities within art classrooms would modernize teaching methods and engage students better. Encouraging interactions between local artists, students, and teachers can deepen understanding and appreciation of cultural and traditional art forms. Art education should be made compulsory with clear career pathways to motivate teachers and students. Training and resource disparities between government schools and KV schools must be addressed systematically to provide equitable educational opportunities. These steps will contribute to revitalizing art education, ensuring learners gain meaningful aesthetic experiences, cultural awareness, and creative skills through secondary education.

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16. **Keywords:** Art Education, Secondary Schools, Southern India, Teacher Support, Curriculum, Cultural Awareness, Creativity