

1 INTRODUCTION

Art is the creative expression of an individual. This expression can be written, verbal, an enactment or it can be visual or any form that has potential or the ability communicate human thought. Children are naturally curious and engage in play with objects and respond to music, rhythm and colours. From infancy, they delight in the interplay of light, sound, movement, shadow, shape and colour.

Art Integrated Learning (AIL) is a teaching-learning model which is based on learning 'through the arts' and 'with the arts': it is a process where art becomes the medium of teaching-learning, a key to understanding concepts within any subject of the curriculum. Learners explore creatively while building connections between different concepts through various art forms. Art experiences, both in visual (drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making, heritage crafts etc.) and performing arts (music, dance, theatre, puppetry etc.) lead to a better understanding and construction of knowledge about different concepts. Arts have the flexibility to accommodate age-appropriate opportunities for learners who can explore at their individual pace. This resonates with the experiential learning approach.

There is significant academic research that corroborates the importance of arts in the process of learning. Learning through the arts aims at the development of cognitive (thinking, recalling and reflecting), affective (social and emotional) and psychomotor (use of body and movement) abilities of the learner.

As children grow, their drawings and sculptures begin to reflect their observations of the world. Nurturing artistic sensitivities and creative responses needs to be the universal thrust of elementary education. Using art to connect to the immediate environment brings out diverse perspectives, enriching the learning processes by enabling students to observe, explore, think and learn without constraints. It is in this process that children engage with emotions and creativity on a cognitive level to integrate and simplify complex learning experiences.

We all learn in our own ways. Learning process encompasses many domains. Right from birth till we die i.e. from womb to tomb we keep on learning something in one way or the other. Learning is an essential and indispensable part of life. Learning may be formal, informal. Formally in an educational setup learning is the central key of all the activities, where

assessment is inherent in all the stages of learning process. Thus, as learning is central feature, assessment is the central and inherent feature in learning process.

As learning is to empower learner, assessment is to empower learning process. Inclusion of Art as a subject in school curriculum has been rightly advocated by NCF 2005. But Arts (Visual as well as Performing) can also be very effectively used as a pedagogic tool by integrating it with curricular areas. Such an art integrated education is expected to enrich the students in both the areas (Arts & other subjects) by presenting a total picture of social and environmental phenomena. It may also help them in enhancing their communicative skills, there by contributing to their linguistic abilities. Such an integrated education is also likely to make the teaching-learning process more enjoyable for the children and make them more motivated to learn and will result in wholesome development of their personalities. Integration of Arts with Education means an approach to learning in which students develop an understanding of different concepts or construct new knowledge through the use of different art forms by engaging themselves in a creative process that connects an art form with the concept being taught.

Art when integrated with different subjects becomes the medium of teaching learning process and thus different concepts can be easily grasped in a joyful manner. Research has established its developmental and learning benefits on students. Students in schools where arts are an integral part of an academic programme tend to have an academic advantage over students for whom that is not the case. There is a deep connection in the cognitive, social and emotional development and Arts.

1.1 Art Integrated learning in Indian school education

In the school education today in India, though at primary levels many schools do promote Art, Dance, Theatre and Crafts, but as students progress to higher classes core academic subjects like the stage, while art is forgotten or relegated to the in significant and/or unwanted background. There are some stand-alone Art promotion in higher classes on specific occasions. Only annual days, sports days or any other such event that requires a splash of energy, colours and joy. There are very few schools, particularly elite private schools mainly promote art integration in higher classes.

1.2 AIL in secondary education in social science

AIL in secondary education in our country is not same as the primary education. Although the constructivist approaches are being focused but if we see closely the learning methods more or

less move towards lecture method, discussion etc. The social science subject in a school is different from science in the way that scientific experiences need to be done by the students. Teachers can create the learning environment using AIL method like theatre, music art in every subjects like History, Geography, Political Science, But in today's scenario mainly taught in lecture method or in the mode of discussion. Which does not ensure the active engagement of the learners. The teachers are supposed to play the most important role in implementing constructivist approach. But predominantly the lecture method is followed in today's processes.

1.3 Role of teachers in implementing Art Integrated Learning

The teachers play the most important role in teaching learning processes. Predominantly, it is the teacher who decides the method of teaching. The teachers understand the real-life scenario in education much better. Their perceptions can be significant when we try to understand the real situation in implementing the constructivist approach. The experience of teachers tells us a lot about the problems and also help in finding the possible solutions.

1.4 Statement of the Problem

A study on the perceptions of teachers on the impact of art integrated learning in the achievements of the learners in social science.

1.5 Rationale of the study

India is a country with vast population with high teacher student ratio and teaching students with art integration is not an easy task, and to know the efficacy of AIL we need to understand the perceptions of teachers on Art Integrated Learning. As social science can be taught with art integration in various topics using various forms of art, teacher's perception can be much helpful in knowing the efficacy of Art Integrated Learning.

1.6 Objectives

To know the teachers' interest in teaching in art integration method.

To know the efficacy of art integration in the academic achievement of the learner.

1.7 Operational definitions

Art

Art is the creative expression of an individual. This expression can be written verbal an enactment or it can be visual or any other form that has the potential or the ability to communicate human thoughts.

Art Integrated learning

It is a cross curricular approach to teaching and learning based on collaboration between the teaching the subject with the teaching of art, where Art, in any of its multiple forms, becomes the primary pathway to learn the subject/topic and also of assessment.

1.8 Delimitation of the study

The perceptions of teachers on the students from secondary stage will be taken as sample.

Only Social science teachers will be taken as sample.

1.9 Chapterisation

Introduction

Review of Related Literature

Research Methodology

Data Analysis and Findings

Conclusion