Concurrent Evaluation of Art Integrated Learning program in Icchawar Block of Madhya Pradesh

PAC 16.58

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PROJECT TEAM

The execution of the project work was undertaken with the help of the following team constituted for the purpose:

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Prof. Chitra Singh   **Dr. Shivalika Sarkar**

Field Investigators
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PREFACE

Throughout the past decade, arts have been placed at the center of new ideas pertaining to the restructuring of school curriculum. Research exposing the benefits of the arts on student learning has gained the attention of educational reformers, and arts have undergone a slow transformation from being the fun free-time coloring activity to an essential subject with significant benefits. The arts have shown to promote active participation, help effectively teach toward varying learning styles and foster creativity and self-expression. Additionally, arts can stimulate critical thinking, help form knowledgeable citizens, and positively affect child development and learning. Arts Integration, generally defined as an art focused approach to teaching and learning, has recently been implemented in various schools throughout India.

Arts Integration is a complicated term with no one universal meaning. Arts Integration is a dynamic process of merging art with (an) other discipline(s) in an attempt to open up a space of inclusiveness in teaching, learning, and experiencing. For example, students can create and/or discuss works of art that not only teach about art, but also about science, mathematics, and/or other subjects. Arts Integration recognizes the educational curriculum as a whole; it does not divide the curriculum into distinct parts. This in line with the objectives of National Education Policy 2020, which says that there should be no hard separation across different disciplines.

Arts Integration is complex as it encompasses different forms of implementation. There is no one correct way to integrate the arts into the classroom and how Arts Integration is planned and performed can be an artistic process in itself. Arts Integration provided professional development for classroom teachers and established avenues for their collaboration to design and implement classroom-based learning that integrated art (via an artist-in-residence experience) to enhance the learning of a core subjects like science, mathematics and reading. It is important to evaluate how do teachers understand, implement, and experience Arts Integration.

National Council of Educational Research and Training (NCERT) came up with Art Integrated Learning frame work in 2019. It is a framework of experiential learning which provides an equitable learning environment for all learners through their own access points. Students engage in art activities and construct personal meaning through their learning in an art integrated

environment. The pedagogy of AIL has been made part of NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement), an initiative of Department of School Education & Literacy, MHRD, to prepare teachers of elementary classes for holistic and competency based teaching. Prior to that, in 2018 NCERT in collaboration with Regional Institute of Education (RIE), Bhopal trained several teachers of Icchawar Block of Sehore district, Madhya Pradesh on Art Integrated Learning. Since then several schools of Icchawar block have been practicing art integrated education. In this context RIE Bhopal decided to undertake the Concurrent Evaluation Study of implementation of Art Integrated Learning program in Icchawar Block. Concurrent evaluation aims to assess the continued relevance of an intervention and the progress made towards achieving its planned objectives. They provide an opportunity to make timely corrections to ensure the achievement of these objectives within the lifetime of the project. In addition concurrent evaluation provides an opportunity to ascertain the intervention is still coherent with the program's strategic objectives; is relevant and useful to the key stakeholders and is being conducted in an efficient manner according to the programs standards and the agreed project document.

Regional Institute of Education-Bhopal undertook the evaluation study and put lot of efforts to trace implementation paths and identified best practices to be emulated and also bottlenecks to overcome for the effective implementation of the AIL. It is hoped, the report would certainly help in facilitating policy makers and its implementers to take timely measures for the effective and meaningful implementation of the program.

Investigators

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Executive Summary

Evaluation of an educational initiative is of interest to educational planners, managers, academicians and other stakeholders in different ways. It helps in providing feedback to the programme community, teachers, teacher educators and educational functionaries, which further helps them to identify and address the challenges and use the strengths of the initiative for their relevance in the local context and also for replication in other parts of the country. Keeping this in view the Concurrent Evaluation of Art Integrated Learning program in Icchawar Block of M.P. was planned. Art Integrated Learning (AIL) is a framework of experiential learning which provides an equitable learning environment for all learners through their own access points. The tools used in the evaluation were made by a team of experts in the field. The data collected from the key informants were put to both qualitative as well as quantitative analysis (percentage). For qualitative analysis, answers to open-ended questions in various tools were coded and organized according to themes. They were cross tabulated and provided in the form of tables and charts. Results of the study indicated a positive attitude of teachers, Head Masters and students towards the AIL pedagogy. In the implementation part, teachers mostly used games and toys in their classrooms and that they would require more training in development of AIL resources.

Objectives and Data Sources

The study aimed to fulfill the following objectives:

1.   To study the understanding of key stake holders of school education about AIL as pedagogical tool.

2.   To study the perception of Teachers, Principal and students about implementation of AIL on different dimensions vis –a- vis, Attendance, Training of Teachers, Time management, Art form, Learner participation, joyful learning, and inclusive education, Discipline, Subject, Skill Development, Values, cooperation and support.

3.   To identify bottleneck vis-a- vis suggestion for further improving the implementation of the programme.

4.   To provide a framework for the effective implementation of AIL in the schools of the study area i.e. Icchawar Block of M.P.

The study was conducted using a sample of teachers and headmasters drawn from different clusters of Ichhawar Block of Sehore district. Data from students was also collected. Due to the COVID-19 pandemic there was a complete closure of schools. Therefore teachers, headmasters and students were invited at a common place where interviews and focus group discussions were conducted.

Findings for Objective 1: To study the understanding of key stake holders of school education about AIL as pedagogical tool.

Evidence suggested that teachers and head masters do have an understanding of using AIL as a pedagogical tool. Teachers were mostly using games for art integration in their classrooms and to some extent they were using performing and visual arts.

Although teachers possessed good knowledge and awareness of the AIL methodology improvements were still required with regard to their understanding of conducting activities to promote critical thinking, formulating interdisciplinary connections, preparing art integrated lesson plans, using different methods and strategies as part of the teaching learning process, conducting STEAM activities.

Findings for Objective 2: To study the perception of Teachers, Principal and students about implementation of AIL as pedagogical on different dimensions vis –a- vis, Attendance, Training of Teachers, Time management, Art form, Learner participation, joyful learning, and inclusive education, Discipline, Subject, Skill Development, Values, cooperation and support.

Teachers had a positive attitude about implementation of AIL on different dimensions. They believed that attendance, learner participation had significantly improved with the implementation of AIL. However they believe that communication skills and leadership skills of the students require further improvement. Development of values and cooperation among the students has also improved. School Heads were cooperating with regard to the implementation of AIL with support, motivation and guidance. However they required more help in preparation of teaching learning materials for art integration.

With regards to capacity building almost all teachers expressed the requirement of training in AIL on a regular basis especially in subjects like English Language and Mathematics.

Head Masters of the schools felt that there were problems in AIL implementation with regard to community involvement, classroom management and resource planning.

After reviewing the data from our research, the findings show that integrating the arts into the curriculum had a positive effect on student learning through increase in motivation, staying focused and creative response. When it comes to expressing ideas and thoughts, a majority of the students reported that the lessons provided them with the opportunity to express their creativity in a variety of ways. However they were still struggling with AIL lessons in English and Mathematics. Critical thinking and connections to real world also need to be improved.

A majority of students felt that hands on activities during AIL lessons would be helpful in improving the effectiveness of AIL. Use of games and toys was also welcomed by the students.

Findings for Objective 3: To identify bottleneck vis-a- vis suggestion for further improving the implementation of the programme.

Bottleneck-1

Diluting the Arts in Arts Integration

Context

It is true that art integration projects decorate the classroom and schools, but many of the works shown by the teachers that were created by the students showed that arts was not being fully integrated into the lesson with integrity. Arts Integration was often used to fill up extra class time in the schedule and was viewed as fun busy-time doings. Although being busy in school implies something positive such as working hard, if the busy work does not reflect learning or critical thinking, then it is mundane and without thought. For example in EVS, students artwork mostly comprised of posters and they were involved in drawing and colouring only. Lowenfeld (1960) warns that coloring in the lines is more detrimental than no art activities at all, because it forces children into imitative behavior that hinders their creative expression. In this case, the arts were used for classroom control to keep students occupied and quiet. Students were not encouraged in

works which promoted critical thinking. The data also shows that only 22% teachers themselves think that art integration promoted critical thinking.

Suggestions for Correction

- Orientation of teachers in planning different activities, which involve critical thinking and promote creative inquiry.

- Capacity building of teachers in planning different activities which empower students to learn through discovery and developing the ability to construct knowledge themselves. This allows learners to experience the challenge, joy and satisfaction of breaking new ground or discovering something new.

Bottleneck-2

Lack of planning before conducting AIL activities

Once the teacher begins to utilise AIL methodology, she would need to work on the dynamics of planning. AIL would require linking art experience to the subject matter seamlessly and to identify methods and techniques to engage children in group activities. Teacher's preplanning; familiarity with the subject combined with attention to guiding and reviewing children's responses will keep the journey on track. Teachers are not planning the art integrated lesson plans in advance. They do not have written record of lesson plans. As reflected from the data, teachers are mostly using games for art centred learning. Different techniques and methods to engage children in group activities with a variety of art forms are to be used by the teachers. These techniques and methods should lead to stimulated thinking through the arts and higher-level cognitive abilities, e.g., integrating knowledge and ideas and problem solving in creative and effective ways. This can easily be done if the teachers from different disciplines including arts, health and physical collaborate with each other. Time management at every stage is an important aspect of teachers' professional competence and productivity. Teachers can sometimes find it challenging to take out time for organizing art experiences, due to paucity of time. This can compromise the creation of a joyful and experiential learning environment. On the contrary there are interesting time-slots availabe in schools such as morning assembly, festivals of celebrations, special assemblies and excursions, which can be utilised for mass art experiences and can be easily linked to the subject content and learning outcomes.

Suggestions for Correction

- Teachers should be encouraged to prepare art integrated lesson plans well in advance. Headmasters should take the responsibility of keeping a check on this.

- Orientation of teachers may be done in preparing model lesson plans. Collaboration of teachers of different disciplines including art, health and physical education should be encouraged while preparing the lesson plans.

Bottleneck-3

Lack of awareness of availability of resource material for planning AIL sessions

NCERT has already prepared an exhaustive package on the guidelines of Art Integrated Learning in both English and Hindi. These guidelines are meant to apprise all our stakeholders of school education with Art Integrated Learning as pedagogy and its innate relevance to education. It systematically explains all aspects of the innovative pedagogy of Art Integrated Learning: if followed in true spirit, they can help create vibrant AIL classrooms where we can hear the students singing, or see them dancing, acting, and creating works of art—all in ways that reflect a growing understanding of their core scholastic concepts. This document has some activities for planning AIL lessons in subjects like Hindi, English and Mathematics. For planning the ice breaker activities, training package on Art Education for Primary Teachers is also available.

Suggestions for Correction

- Orientation of school heads and teachers may be done on use of the resource material already available. This may include hands-on training on using different methods and materials of various art forms as a part of the teaching -learning process.

- A separate package may be developed specially on the lines of STEAM (Science Technology Engineering Arts and Mathematics) for the teachers to plan imaginative, diverse, and interesting activities.

Bottleneck-4

Lack of planning in use of resource material for art integrated learning lessons

Proper planning of resources adds a novelty to the art integrated experience. Regular research and extensive groundwork by the teacher helps them to create a rich repository of resources which include regional/local resources. The resources should be easy to use and convenient to procure as their easy availability will ensure increased frequency of usage. While selecting the resources, especially the physical ones, one should be confident of the fact that there is flexibility in the choice of resources. Material Resources should be economical, environment friendly, innovative and locally available. Resources can also be procured from the community. The raw materials required for the planning the AIL activities may include different coloured chart papers, pencils, sketch pens, markers, flip charts, thumb pins, brown sheets or drafting paper, string to arrange displays, colours, drawing sheets, clay for modeling, scissors, glue, sound producing instruments, raw materials for preparing costumes, necessary items for stage setting, etc. as per the need of activity etc. While organizing the materials, it is recommended to go for low-cost or no-cost locally available materials.

Suggestions for Correction

- Orientation of School Heads and teachers in generating cost effective and local specific resources.
- Orientation of School Heads and teachers on project based learning activities, skill of presentation and exhibition of children's work.

Bottleneck-5

Lack of community involvement in planning AIL lessons

The data clearly suggests that there is a lack of community involvement in planning of AIL activities. Ways and forums to involve the local community meaningfully must be devised to develop a healthy and proactive community-school partnership. When provided with opportunities to interact with local/regional artisans, students enhance their sensitivity and awareness towards the indigenous cultural heritage. For example, school authorities may invite local weavers, potters and different service providers so that students may have an intimate

engagement with them. Families of the children may also be involved in a positive manner with the school to support learning of children. For effective and meaningful community participation it is recommended that periodic field trips/excursions are included to visit places like hospitals, post office, bus depots, railway stations, etc.

Suggestions for Correction

- Orienting School Heads and teachers on community involvement on how arts integration increases parental and community engagement because the arts are exciting and fun.
- Using community resources and volunteers for arts programs.
- Inviting parents to come to school to see their children perform in a play or see their work displayed at an art show.

Bottleneck-6

Lack of formulating interdisciplinary connections through AIL activities

In the primary stage, arts should be integrated with all subjects and used as an approach for teaching and learning of different concepts. This will help children freely express their ideas and emotions. They will also develop all the senses through keen observation, curious exploration and spontaneous expression. As is the system in most of our primary schools, one teacher teaches all subjects to her class which gives her the freedom and scope to plan art experiences in a way that cater to learning of multiple disciplines. While planning activities for this stage, the teacher should keep in mind that students are able to form interdisciplinary connections during the activities.

Suggestions for Correction

- Orientation of teachers in planning interdisciplinary activities especially STEAM activities. These activities should be able to improve the analysis abilities of students by using approaches from different disciplines.
- Orientation of teachers in planning activities that combine different subjects with physical education. For eg. combining maths and science activities with physical educations and arts.

- To formulate interdisciplinary connections teachers need to expand learning locations by pursuing field trips or outdoor studies.
- Orienting teachers on formulating active learning strategies that position students at the center of the learning process, enriching the classroom experience and boosting engagement, on experiential learning activities that build knowledge and skills through direct experience., also on planning inquiry-based learning which promote the importance of your students' development questions, ideas and analyses.
- Teachers should follow the adaptive learning strategy which focuses on on changing — or "adapting" — learning content for students on an individual basis, particularly with the help of technology

Findings for Objective 4: To provide a framework for the effective implementation of AIL in the schools of the study area i.e. Icchawar Block of M.P.

The key components of the framework are:

1. Commitment by the school administration – To effectively implement the AIL program a strong commitment on part of the school administration is required. A commitment to continue the work to meet the needs of all the students is required. A commitment to the instructional components of AIL. Participation of teachers should be mandatory in AIL professional development throughout the year. All these steps should be reflected in the school improvement plan of AIL. Table gives the steps to be followed in the art integration improvement school plan. With the support of the school administration teachers would inspire students, through rigorous arts-infused learning environment, to believe in themselves and reach beyond their expectations; encourage students to take an active part in their learning and to develop life-long learning goals and appreciation for the performing and visual arts; and create connections with the wider world through technology and the arts. Transformation of the school into a fully art integrated school is essential.

2. Professional development

NCERT in collaboration with Regional Institute of Education, Bhopal has already provided training to teachers and principals of schools of Icchawar Block. Training of teachers on hands-on experiences using methods and materials of different art forms, planning of subject / stage wise activities, mock sessions and presentations was conducted. Training workshops, covering a range of topics from defining arts integration, to music in the classroom, to arts integration with technology, to develop strategies for AIL is an interdisciplinary approach, to using arts education incorporating a variety of art forms (art, theater, dance, music) and using it effectively to deliver the subject content should be planned on a regular basis. These workshops may be attended by classroom teachers, arts teachers, and administration together. Participants should also be given the opportunity and support to develop Arts Integration lessons that would match their content background. Artists from different art forms background may be invited and paired with the selected teacher. Teachers who attend these workshops should be encouraged to present new ideas and strategies to the other teachers in the school.

3. Targeted support for AIL by a school/cluster based Arts Integration Specialist and Team

Arts Integration Specialist specially hired for the purpose can become the voice of Arts Integration at the school. They can work closely with administration and participate as a member of the School Improvement Team and the School Leadership Team. The Arts Integration Specialist worked closely with the highly qualified instructional Art Teachers at the school to create the Arts Integration Support Team, including those from visual arts as well as performing arts. The AIL specialist, should work with the Arts faculty team to assist core content teachers in developing arts integrated lessons.

4. Collaborative planning and collegial teaching

Building on the ideas and strategies presented by the AIL Specialist and professional development workshops, collaborative planning among all staff can become one of the cornerstones of the AIL process. Core content classroom teachers will be able to submit requests to the arts integration support Team for support in developing arts integrated lessons that addressed content standards identified as an area where students are struggling or where there is

needed improvement for a particular class or group of students. This collaboration between the teachers is essential in planning true arts integrated lessons that address arts standards and content standards simultaneously. Each quarterly marking period, every teacher should be required to submit at least one AIL lesson (formal lesson plan or visual display for the classroom or the Quarterly Arts Showcase) and a log of weekly Arts Integration activities. Core and art content teachers also shpold support personnel, including the AI Specialist and the AI Support Team, three times a week to create lessons and choose AI strategies that would address the specific needs of their classroom. Using designated periods (provided by the administration), art, music, and dance teachers can work with the AI specialists to brainstorm, plan, and model lessons for content teachers across the school.

5. Sharing

Stories of successful art integration of schools should be shared with all members of the cluster and the community. During these events, parents and community members can be invited to the school during the day to see displays from Arts Integration lessons and performances. These showcases allow the community to see the success of the Arts Integration, and also give students and teachers an opportunity to highlight the creative work that had been accomplished over a given period of time.

6. Creating a model art integrated learning school

One of the schools from the cluster can be designated as a model art integrated school and one can become a STEAM (science, technology, engineering, art, and mathematics) school. The lessons plans developed by the teachers of the school can be made available to all schools of the cluster. Adding a STEAM component, will help teachers continue to incorporate art into the core academic subjects with a focus on the arts and science, technology, engineering and maths.

CHAPTER-I
INTRODUCTION
AND
BACKGROUND

CHAPTER I

INTRODUCTION and BACKGROUND

Programme evaluation is one of the growing fields in the social sciences and policy research studies. It involves the use of a variety of social science research methods and scientific principles by the evaluators, to study and appraise an intervention for its effective conceptualization, implementation and completion, and to diagnose the issues affecting these for its improvement. It helps different agencies in not only achieving the desired objectives and deal with challenges they come across during the implementation of the planned interventions but also identify their strengths that can be replicated and/or adapted suitably.

Evaluation of an educational initiative is of interest to educational planners, managers, academicians and other stakeholders in different ways. It helps in providing feedback to the programme community, teachers, teacher educators and educational functionaries, which further helps them to identify and address the challenges and use the strengths of the initiative for their relevance in the local context and also for replication in other parts of the country.

Keeping this in view the Concurrent Evaluation of Art Integrated Learning program in Icchawar Block of M.P. was planned. Art Integrated Learning (AIL) is a framework of experiential learning which provides an equitable learning environment for all learners through their own access points. Students engage in art activities and construct personal meaning through their learning in an art integrated environment. AIL was envisaged as pedagogy applicable to all levels of school education with the objective of developing the target areas of cognitive, socio-emotional and psychomotor domains of the learner. At multiple levels of the teaching-learning process, Art integrated learning has opened spaces for the existence of a learning that is both inter-disciplinary and holistic in nature. National Council of Educational Research and Training (NCERT), New Delhi has prepared guidelines for implementing the framework in schools. The framework has been field- tested at different schools across the country for its viability and efficacy in making the teaching-learning process meaningful and joyful. NCERT also conducted training of teachers from Icchawar block of Sehore district on AIL pedagogy.

In this chapter a brief background of the AIL approach and process of evaluation is provided.

1.1 Background

According to wiki village, Ichhawar is a Block situated in Sehore district in Madhya Pradesh. Placed in rural area of Madhya Pradesh, it is one among the 5 blocks of Sehore district. According to the government records, the block number of Ichhawar is 173. The block has 159 villages and there are total 29371 families in this Block. Literacy ratio in Ichhawar block is 53%. 78491 out of total 147086 population is literate here. Among males the literacy rate is 63% as 48737 males out of total 76243 are educated whereas female literacy ratio is 41% as 29754 out of total 70843 females are literate in this Block.

The Negative portion is that illiteracy rate of Ichhawar block is 46%. Here 68595 out of total 147086 individuals are illiterate. Male illiteracy rate here is 36% as 27506 males out of total 76243 are uneducated. In females the illiteracy rate is 58% and 41089 out of total 70843 females are illiterate in this block.

Regional Institute of Education, Bhopal had adopted this block for improvement of the overall educational scenario and for implementing interventions at the school stage. Hence the teachers of Icchawar block were trained in integrating AIL in the classroom.

1.2 Program Description

Arts integration is the teaching practice of using the arts as a lens through which students can view and articulate other subject matter. Integration of dance, music and visual arts promotes creativity and interest but also nurtures a meaningful educational experience. This confluence of educational disciplines will engage our students and excite them about learning. Art education is fundamental to a child's development (Eisner, 2002). In art class, we allow students to engage in critical thinking and in a universal language of communication. It also allows us to see "artfully", which is something everyone can carry with them and benefit from throughout their life. Art Education will help us to take the world and look at it from different perspectives, many of which we will create. Students need to understand things on a deep and meaningful level. This meaningful level cannot be reached by simply recalling information, but rather by finding it by analyzing, interpreting and creating. This is made evident in the work and theory of Benjamin Bloom. Bloom discusses the levels of understanding in a hierarchy as seen in Figure one below. At the top of this pyramid of intelligent understanding and comprehension sits "creating", which also happens to be the fundamental concept of art education. This level is defined as "putting information together in an innovative way" and is one to which art education provides many paths (Bloom, 2013).

Many may think of art class as simply crayons and paper, fun and carefree creation, and sometimes that is what art class may entail. However, other times, the arts will involve students in critical thinking and creation that allows them to engage in higher orders of thinking.

Art integrated learning is classified into visual arts and performing arts. Visual art comprises of drawing, painting, mask, puppet making, clay work, visual arts, and crafts etc. Performing arts consists of a variety of folk and classical forms of music and dance, theatre, puppetry and story-telling. Regional Institute of Education, Bhopal conducted the AIL training workshop in the year 2018. In a short period of time 681 Teachers and 20 CAC were trained on different techniques of integrating AIL in the classroom. Duration of Training was 16th July 2018 to 1st Sep. 2018 (48 days). Training for AIL was coordinated by Prof. Pawan Sudhir, NIE NewDelhi and Dr. Ashwini Garg, RIE Bhopal to address a large number of teachers in workshop mode in short period of time.
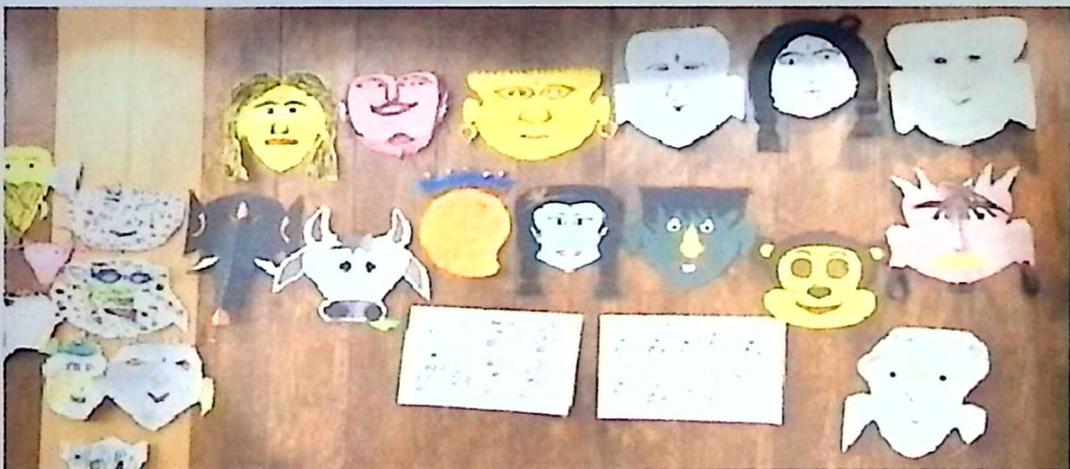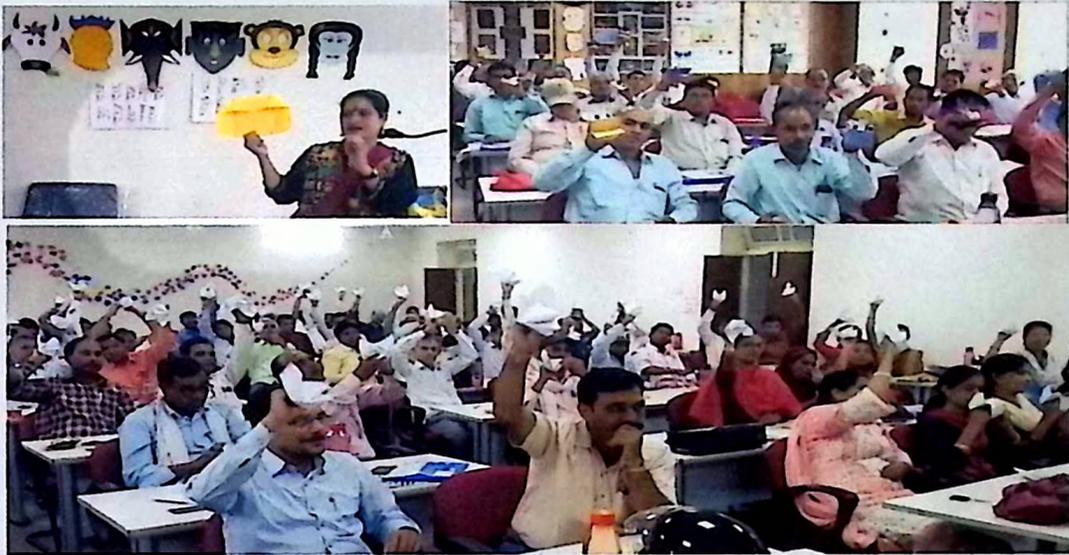
Areas Covered during the training

Figure 1: Training of teachers in Painting (Water-resistance, Thumb, Finger and Hand painting)

Figure 2: Training of teachers in Leaf painting Art
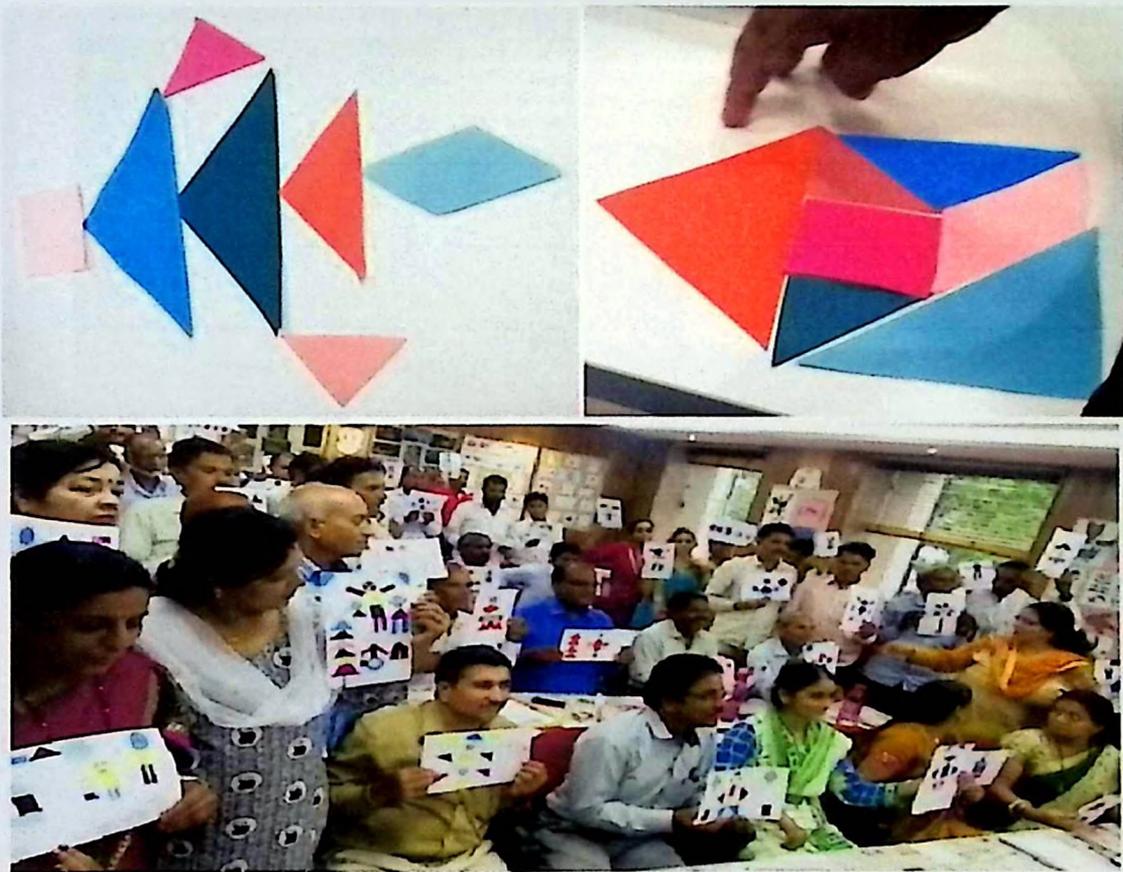

Figure 3: Training of teachers in Mask Cutting of Animals Faces

Figure 4: Training of teachers in Paper Moppets and Models

Figure 5: Training of teachers in making Collage

Figure 6: Training of teachers in Tangrams Art

Figure 7: Still Image Activity: Creating a short drama or ask students to perform a small act, or enact a scene and freezing at the end of the act same as the picture shown to them

Figure 8: Training of teachers in Theater Art

Figure 9: Training of teachers in Puppet Show Clip Art (Paper Moppet)

Figure 10: Training of teachers in Group Based Activity

Figure 11: Training of teachers in Activity Based Learning

Figure 12: Training of teachers in Outdoor Activities

Figure 13: Picture Show (Har Diwas Kala Diwas)

1.3 Rationale for AIL

Improvement in the quality of school education through innovations in the teaching learning process has been the priority areas of NCERT. Various workshops and training programs are regularly conducted by NCERT and its constituents. A survey of the learning levels of

students in basic school subjects was done through learning outcome-based tests developed for National Achievement Survey in the year 2017-18. It was found that the achievement of students especially in mathematics, science and social science was below the expected level. Hence to improve the learning achievement it was decided by NCERT and RIE, Bhopal to train the teachers in creating AIL resources and integrating AIL in the classroom.

1.4 Evaluation Process of AIL

It was decided by NCERT and RIE Bhopal to conduct concurrent evaluation of art integrated learning program in Ichhawar block of Sehore to get feedback for better implementation of the program by taking a stock of the process of implementing the program. The tools used in the evaluation were made by a team of experts in the field. Here, the efforts have been made to study the expression as well as manifestation of the program implementation which would help to identifying the bottlenecks as well as the best practices of the implementation to supplement some pin-pointed aspects for better implementation.

1.5 Objectives

1. To study the understanding of key stake holders of school education about AIL as pedagogical tool.

2. To study the perception of Teachers, Principal and students about implementation of AIL on different dimensions vis –a- vis, Attendance, Training of Teachers, Time management, Art form, Learner participation, joyful learning, and inclusive education, Discipline, Subject, Skill Development, Values, cooperation and support.

3. To identify bottleneck vis-a- vis suggestion for further improving the implementation of the programme.

4. To provide a framework for the effective implementation of AIL in the schools of the study area i.e. Icchawar Block of M.P.

CHAPTER-II
METHODOLOGY

CHAPTER II
METHODOLOGY

The following aspects are discussed in this chapter: (i) Evaluation design; (ii) Sampling design; (iii) Background of Sehore and Icchawar; (iv) Tools and techniques and (v) Quality of the data (vi) Limitations of the Study

2.1 Evaluation Design

In this study, an evaluation design involving qualitative analyses has been used to answer the evaluation questions. As pointed out earlier, AIL was implemented in the Icchawar Block of Sehore district since 2018 onwards.

To best assess the impact of an initiative, baseline data and suitable comparison groups are required. Unfortunately, neither baseline data related to teacher aspects, classroom processes and students' achievement prior to the implementation of AIL nor a suitable comparison group was available. A total of 681 teachers were given training in 2018 in different batches which extended for a period of 48 days.

2.2 Sampling Design

A sample of 223 teachers, 79 head masters and 59 students belonging to different clusters was used for the study. The clusters that were included in the study were Balondiya, Bhaukhedi, Brijesh Nagar, Dewadiya, Dhamanda, Icchawar, Kheri, Ramnagar, Semli jaded, Veerpur Dam.

2.3 Background of Sehore and Icchawar

Sehore is one of the districts in the Bhopal division of Madhya Pradesh. The district came into existence on 2nd October 1972. It is located at the distance of 40 km from Bhopal, the capital city of Madhya Pradesh. Earlier, it was known as 'NIZAMAT MARHGRIB' of the western District. Sehore is located in the east of Bhopal district, north of Raisen, south of Hoshangabad, north-west Shajapur and the west side of Dewas district. The district falls between 22.32^0 - 23.40^0 Latitude and 76.22^0 – 78.03^0 Longitude. The location of Ichhawar block, can be seen in the map of Sehore district of Madhya Pradesh, as below:

The block has been divided into 10 education clusters. The block- wise number of clusters and tribal villages of Sehore district are given in table 1 below:

S.No.	Blocks	Number of Clusters	Tribal villages
1	Ashta	14	0
2	Budani	7	24
3	**Icchawar**	**10**	**49**
4	Nasrullahganj	10	48
5	Sehore	16	0
TOTAL		57	121

Table 1: Block wise Clusters & Tribal Villages (Sehore District)

Source: District Annual Plan 2017-18

Profile Of Ichhawar Block:

Ichhawar Block is one of the tribal dominated blocks of Sehore district. It is located at 23.02 degree north and 77.02 degree east with average exaltation of 492 meters (1614 feet) and surrounded by agricultural lands. It is 60 kms. away from Bhopal city.

It is clear from the table that Ichhawar block consists of 159 villages, 230 habitations and 70 gram panchayats. Out of total 159 villages, there are 49 tribal villages.

Demographic Profile of Ichhawar block

As per report released by Census India (2011), out of the total population of 147086 in the block, there are 76243 males and 70843 females. There are 913 Female per 1000 males as against the state average of 931. Schedule Caste (SC) population constitutes 17.58 % while Schedule Tribe (ST) population constitute 2.17%. The block has 24297 children in the age group of 0-6 years of which 12705 are boys and 11592 are girls. Child Sex ratio in the block is around 907 compared to whole Madhya Pradesh state average of 918.

The literacy rate of the block is 63.92%. (Male: 76.71%, Female: 63.92%). The working population of the block is 79240 as against of 67846 non-working. Out of 79240 working population, about 24161(only 30.49%) are reliant on cultivation.

Economic Profile of Ichhawar block

Economic Profile consists of the narrative background of factor of production (land, labour, capital, etc.) in excess of that needed to keep it in its present use. There are 82% families living in rural areas most of whom are below the poverty-line, landless and ultimately depend upon agricultural labour work. Children of these families also assist to improve economic condition. Inadequate irrigation facilities results in low fertility of the land and thus, low yield of crops which is one of the main causes of poor economic conditions of inhabitants. Migration of workers to earn their livelihood affects the school attendance of their children mostly at the time of harvesting of crops.

2.4 Tools and Techniques

Based on the evaluation questions and objectives, the following tools were developed to collect the data from teachers, students and stakeholders

A. *Interview Schedule for Headmasters and Teachers*

The main aim of this tool was to examine various aspects of AIL and to ascertain the awareness of the teachers and head masters about of the program. The tool has questions, which are open ended in nature. Interviews were conducted privately on the school premises with AIL teachers (teaching classes 1-5), non-AIL teachers (teaching classes 1-5). All interviews except were undertaken in Hindi, and it took about 20-30 minutes to conduct each interview. The interview schedules were mostly semi-structured, containing many open-ended questions and hence aiming to collect qualitative data regarding various aspects of AIL. The field staff recorded the information during interviews on the prescribed schedules.

The interview schedule for teachers (Appendix A, Tool 1) was designed to assess teachers' perceptions about various components of the AIL such as training, learning materials, and evaluation strategies. Teachers were also asked for their opinion on the impact of AIL on schools and classrooms, teachers, children, community and achievement. Challenges faced during implementation were also probed. Similarly the interview schedule for Head Masters (Appendix A, Tool 2) was designed to assess Head Master's perceptions about various components of the AIL such as institutional support, teacher training, interdisciplinary connections, AIL integration in different subjects.

B. Interview schedules for Focus Group Discussions

Interview schedules for Focus Group Discussions (Appendix A, Tool 3) were conducted for students. Students were asked to give their opinions on various aspects of learning in AIL classrooms such as subjects taught using AIL, learning materials, classroom processes and assistance available to them.

Focus group discussions were also designed for community members. These were meant to collect information on their awareness, perceived impact of ABL on children, teachers and other stakeholders. They were also requested to offer suggestions for enhancing effectiveness of the AIL. . However due to the COVID -19 pandemic, opinion of community members could not be collected. The tool can be seen in *Annexure- A.*

The following table shows the matrix that depicts the items of various tools and corresponding objective of the study.

	Tool-1	Tool-2	Tool-3
Objective-1	1,2	1,2	
Objective-2	3-24	3-10	2
Objective-3	1-24	1-10	2
Objective-4	1-24	1-10	2

Table 2: Items of various tools and corresponding objective of the study

2.4 Data Analysis

The data collected from the key informants were put to both qualitative as well as quantitative analysis (percentage). For qualitative analysis, answers to open-ended questions in various tools were coded and organized according to themes. They were cross tabulated and provided in the form of tables and charts.

The following chapter (Chapter-III) provides the lessons learnt from the field through detailed analysis and interpretation of data collected with the help of the above tools.

2.5 Quality of the Data

A. Selection of Field Staff

While recruiting field investigators, the AIL team made certain that the field investigators and were well aware of the programme of Art Integrated Learning. It was also ensured that they had some experience of administration of tools and data collection.

B. Construction of Tools

Finalization of the tools was done through a workshop with experts of the field. All the tools were translated in Hindi language.

C. Guidelines for Data Collection and Training of Field Staff in Administration of Tools

Guidelines were provided to each field investigator to be objective and systematic in all aspects of data collection.

To ensure that objective and reliable data were collected, the field investigators were extensively trained in the methodology of data collection. Various precautions and measures for ensuring data quality were spelt out by the team members, and hands-on experiences were provided to all the field staff in gathering of valid and reliable data.

2.6 Limitations of the Study

Several factors limited our ability to answer the evaluation questions. These are discussed below and organized according to evaluation questions.

I. The unavailability of a clear description of the AIL implementation plan was a major limiting factor in designing tools for the study.

II. As interviews were not audio-recorded, it was not possible to verify whether members of the field team took complete and accurate notes during interviews and focus groups.

III. During interviews the attitude of some teachers and principals was not cooperative and they were not interested.

IV. Due to the COVID-19 pandemic there was a total closure of schools and therefore classroom observation was not possible during the period of study.

CHAPTER-III

FINDINGS

CHAPTER III
FINDINGS

The findings will be organized according to objectives of the study.

3.1 To study the understanding of key stake holders of school education about AIL as pedagogical tool.

Art integrated learning (AIL) is pedagogy of experiential learning. The effect and impact of this pedagogy cannot be achieved merely through theoretical interactions. For 100% participation of the learner and quality learning it has to be complete hands on practice. A pedagogy, where art becomes the basis of teaching learning process. An opportunity for students to experience visual as well as performing arts to build his/ her understanding of different concepts and subjects. Understanding of 'Arts' as pedagogical tool and its impact on the holistic development of a child is an area of study. Skill of planning and organizing age-appropriate art experiences to make learning of different subjects appealing is a challenging task.

AIL utilizes the possibilities of Visual (painting, photography, print-making, stage-art, clay-modelling, sculpture, applied art and craft) as well as Performing arts (dance, vocal music, instrumental music, theatre, puppetry, mime, storytelling, martial arts, magic performance, cinema etc). In AIL, we work with the arts at the center of the curriculum. The abstract concepts of subject will be explored using different art forms.

3.1.1 Understandings of the teachers in using AIL as a pedagogical tool

Understandings of the teachers in using AIL as a pedagogical tool was assessed with the help of interview schedule (Tool 1). It was interesting to study the implementation of Art Integration by the teachers in classrooms and whether teachers understood the concept of AIL pedagogy. There was thoughtful reflection by the teachers on AIL pedagogy, about the different components of the program being implemented and what needed to change to ensure successful outcomes. As we all aware that art integration involves the use of Visual Arts, Performing Arts and Games and toys for explaining different concepts related to different subjects. Visual Arts may include painting, photography, print-making, stage art, clay-modelling, sculpture, applied art and craft. Whereas performing arts include artistic expressions by using motor and vocal skills, facial expressions and body movements. They include dance, music (vocal and instrumental), theatre, puppetry, mime, storytelling, martial arts, magic performance, cinema etc. Fun Activities, Games, and Toys, can also be used to

integrate art with different subjects. These activities may be used inside or outside the classroom for making learning alive, vibrant, and meaningful. The question related to the AIL pedagogy concept was aimed to judge the understanding of teachers on usage of arts integration in different subjects. It also helped us to check whether art integration was actually used as pedagogy or merely a decorative measure.

Figure 14 gives the results of the survey which revealed that 49% teachers use visual arts (drawing, painting, craft items, models), 26% use performing arts (role play, dance) and 92% use games and toys (mud toys, games using pebbles, matchsticks, seeds, masks) in the classroom for art integration in different subjects.
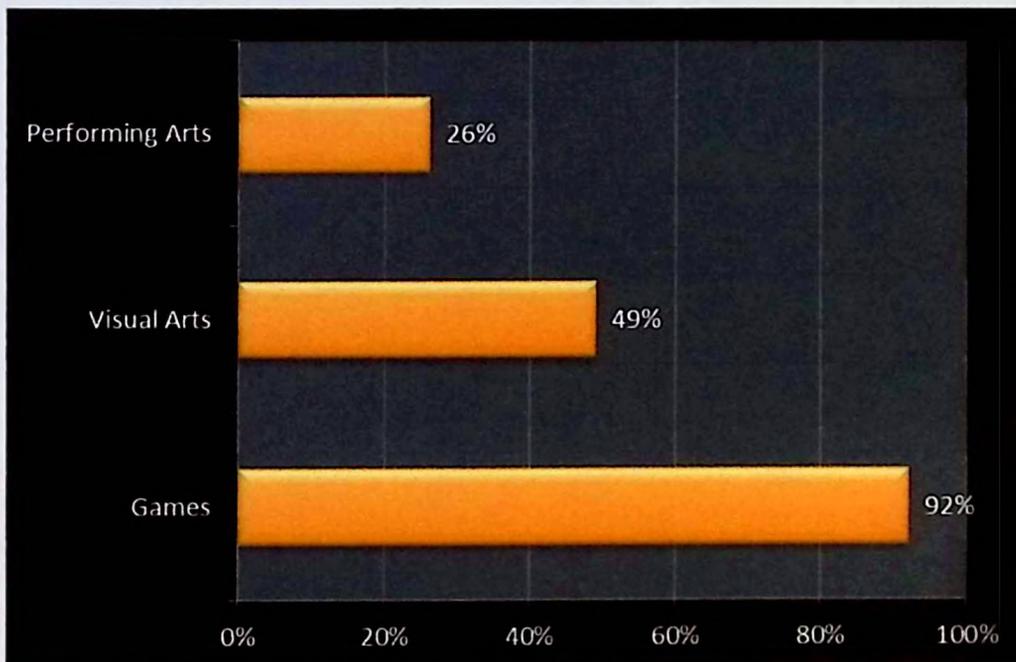
Figure 14: Teacher's responses on using different art forms in their lessons

Art can be integrated with classroom learning of various subjects. All subjects such as mathematics, sciences, social sciences and languages and their abstract concepts can be correlated, linked, concretised and learnt effectively with art at the center. Art integration curriculum should be carefully planned, so that the concepts of different subjects are strengthened through the partnering of the creative element. For example, when mathematics concepts can be applied to a creative project or activity, it works as a reinforcement. The creative work gives students an additional connection to the material in their minds, helping them to remember and apply the information. Teachers were asked the question how they did art integration in different subjects. In mathematics classroom teachers mostly used pebbles,

match sticks, seeds, cards, chart papers, models for teaching counting and other mathematical operations through the method of games. 95% teachers were using these methods (Figure 18).

Figure 15: Pictures of games made by teachers for AIL integration in mathematics classroom

EVS learning provides an opportunity for children to explore, investigate and develop an understanding of the natural, human, social and cultural dimensions of the local and wider environments. This area enables children to live as informed and caring members of the local, national and global communities at large. Art integration in EVS can be done in through different activities like records observations /information/experience of activities or festivals in the state, Creates posters/collage depicting the festival or tradition of the state, using the surroundings for observation and data collection, observation and discussion with parents, friends. In EVS, for art integration, teachers were mostly encouraging the students for making posters, drawings on chart papers for understanding of the various concepts (54% used this

methodology). 46 % teachers used drama, story, music and dance for explaining various concepts (Figure 18).

Figure 16: Drawing and colouring: Students artworks in EVS

Opportunities to practice the arts, benefit students' cognitive development and enhance literacy and language development. Students from highly diverse linguistic and cultural backgrounds with varying academic needs thrive in programs that incorporate the universal language of art elements and mages; access multiple intelligences; and encourage critical and conceptual thinking along with technical and creative problem-solving skills. Students engaged in quality arts curricula develop confidence and find outlets for individuality and self-inquiry. While engaging in a variety of learning styles, their imaginations and visual awareness are stimulated and they learn to understand the work of others and express their own point of view. A variety of art forms can be integrated in the language classroom like

storytelling, theater, puppetry, craft, drawing, music and poetry. As shown in figure 17, 93% teachers used storytelling, poems, songs and dance for art integration in the language classroom. Also, 66% teachers used games made on chart papers and artifacts.

Figure 17: Different games and artifacts created by teachers for art integration
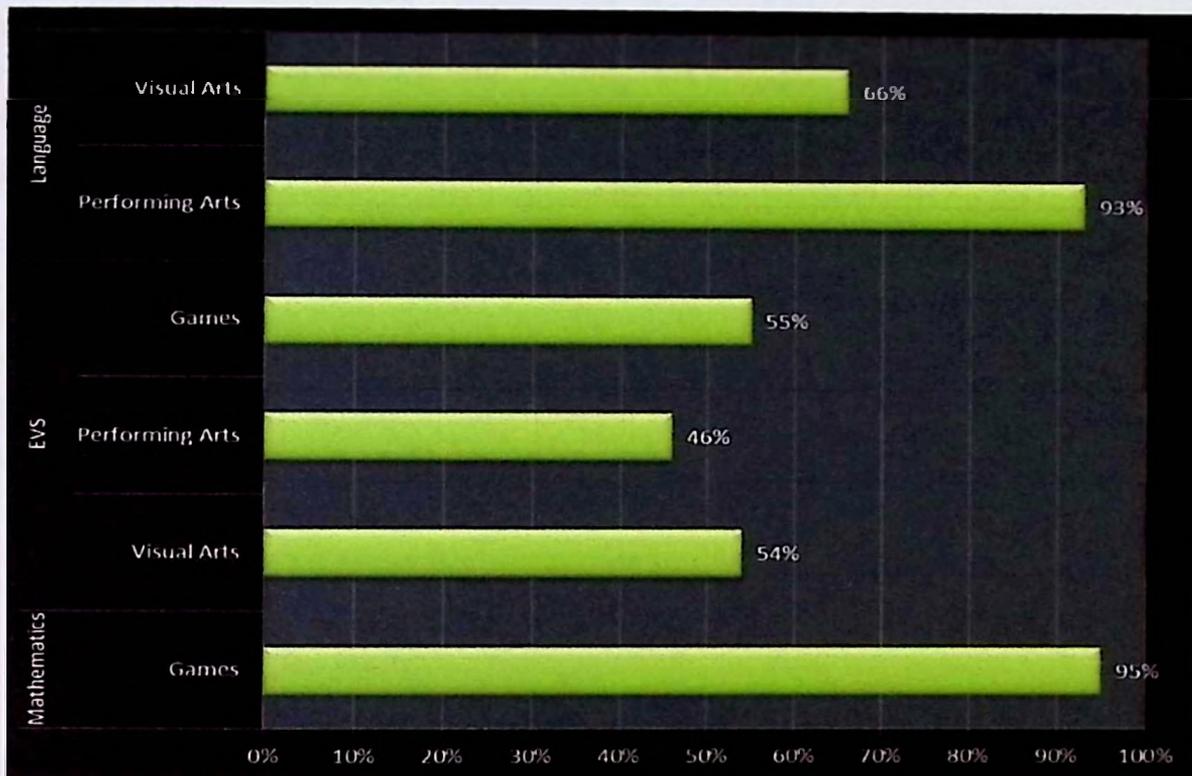
Figure 18: Teacher's responses on different strategies used by them for art integration

3.1.2 Understandings of the Head Masters in using AIL as a pedagogical tool

Understandings of the Head Masters in using AIL as a pedagogical tool was assessed with the help of interview schedule (Tool 1). The opinions of using AIL pedagogy by the teachers was also taken. They showed a positive response to AIL integration in different subjects and use of art as a tool for teaching different concepts. However they lacked the understanding of how interdisciplinary connections could be promoted through art integrated lessons (Figure 19).
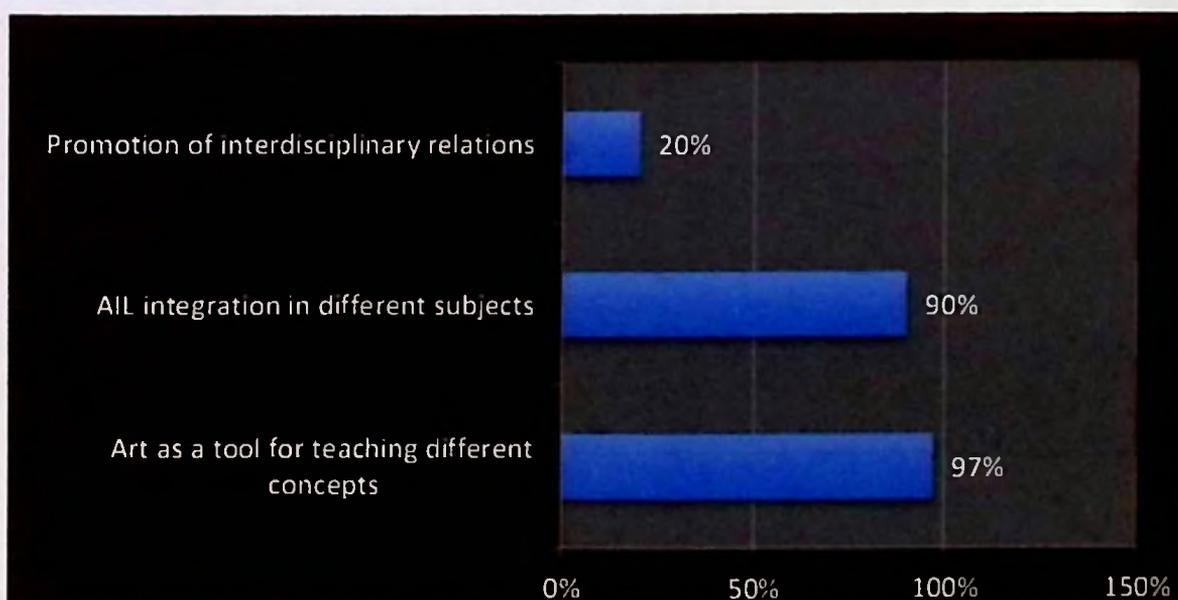
Figure 19: Head master's response to using AIL pedagogy by teachers

3.2 To study the perception of Teachers, Principal and students about implementation of AIL on different dimensions vis –a- vis, Attendance, Training of Teachers, Time management, Art form, Learner participation, joyful learning, and inclusive education, Discipline, Subject, Skill Development, Values, cooperation and support.

3.2.1 Perception of Teachers (Tool 1)

Teachers gave their opinion on various benefits of integrating arts in their lessons as shown in figure 20. The major areas which had substantially improved were learner participation, attendance and creativity of the students. However a large number of teachers believed that critical thinking of the students had not improved despite of using the AIL pedagogy. 97% teachers felt that they would require training for better art integration.
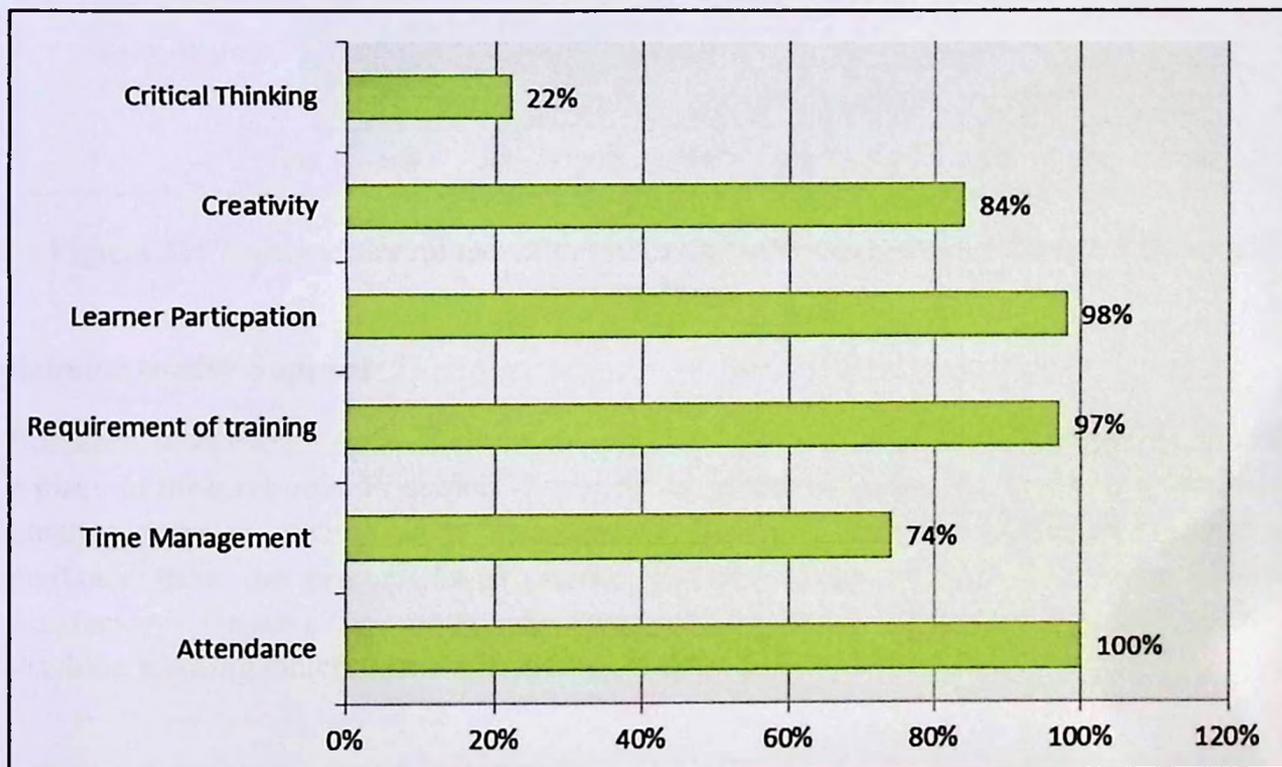
Figure 20: Perception of teachers on various attributes

Development of communication skills and cooperation through AIL

A majority of teachers felt that through AIL lessons better values have been imbibed in the students and cooperation among them has improved. However the communication skills and leadership skills of the students would require further improvement (Figure 21).
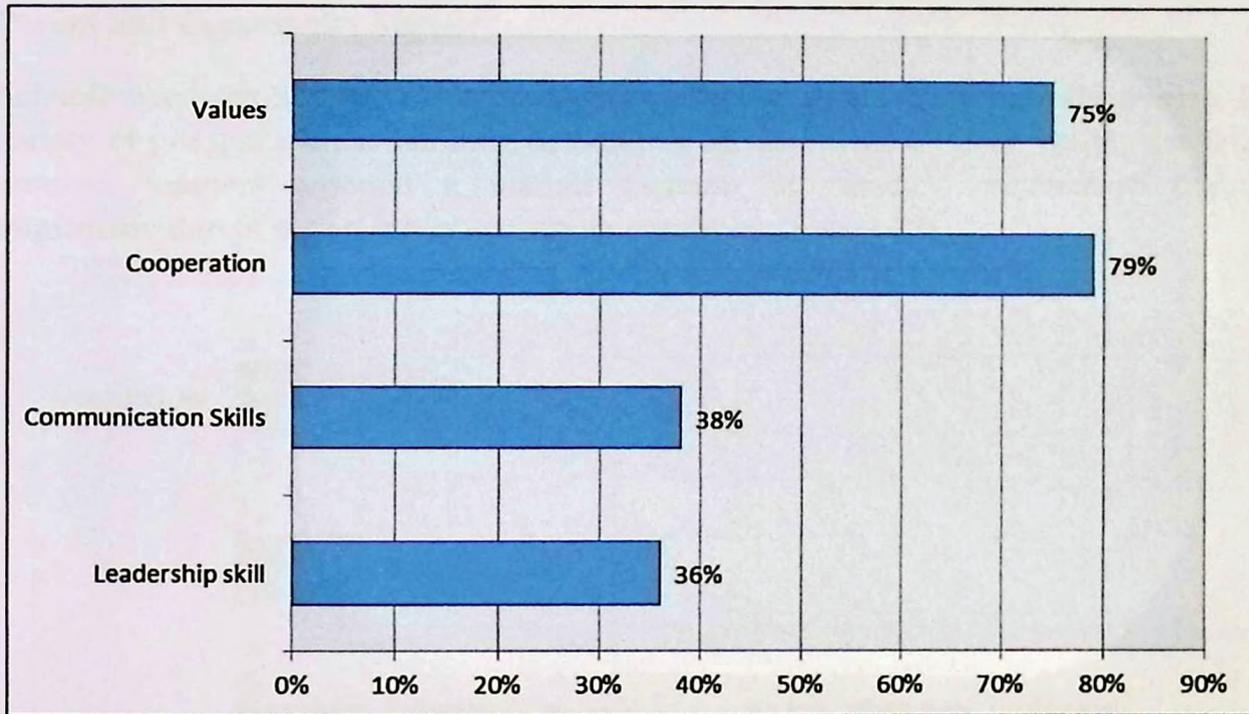
Figure 21: Teacher's response of development of various skills through AIL among students

Administrative Support

Research shows school principals are the primary decision makers as to whether the arts have a place in their schools. Principals should be the instructional leaders in assisting teachers in creating ways to include art in their lessons. Teacher's reported satisfactory support and guidance from the principal/head master. The motivation received from them was also satisfactory. However they required more administrative support in the preparation of teaching learning materials for AIL lessons (Figure 22).
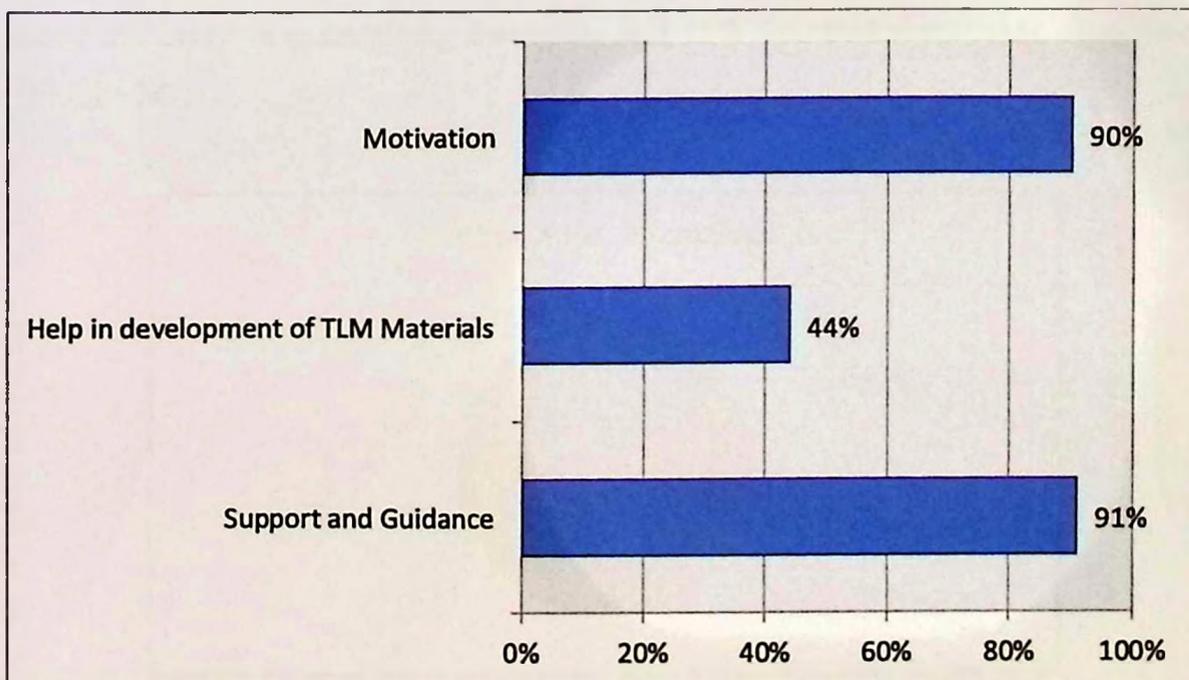
Figure 22: Teacher's response to administrative support

Parent and Community Support

Schools need the support of community and family which requires collaboration from a variety of groups, such as families, community groups, and educators. During the interview process, teachers reported a marked increase in parental involvement during the implementation of the art integrated learning program (Figure 23).
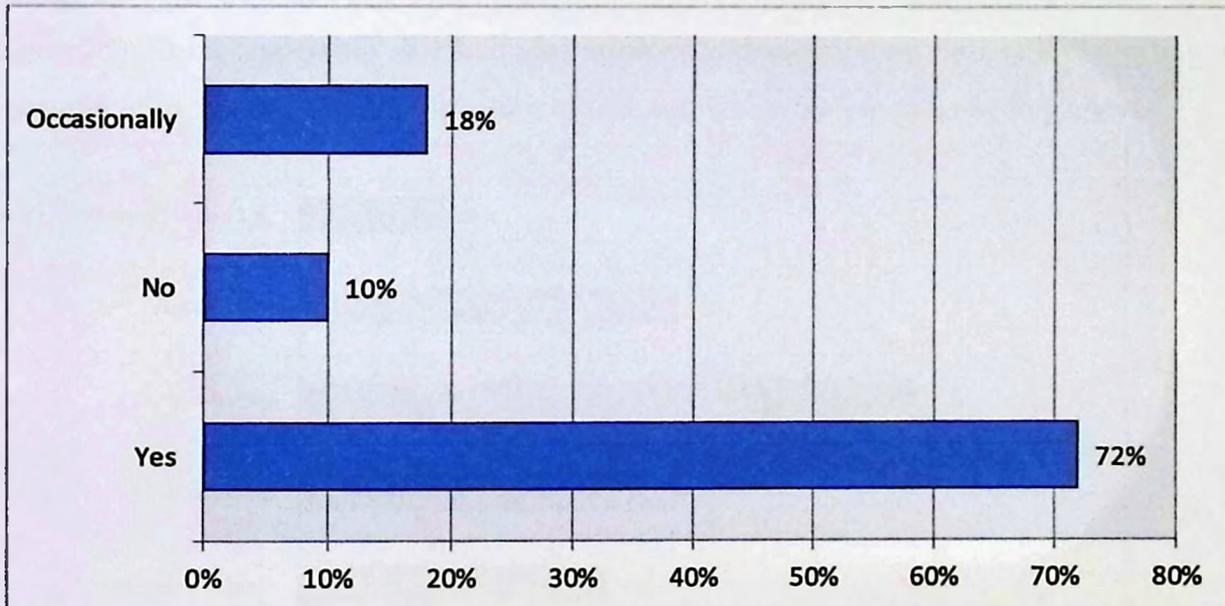
Figure 23: Teacher's response of Parent and Community Support

Discipline

Figure shows teacher's response to maintaining discipline in the AIL class. 64% teachers reported that there was no problem in maintaining discipline in the AIL class. 21% said that they faced difficulty in maintaining discipline and 15% said that sometimes discipline is an issue (Figure 24).
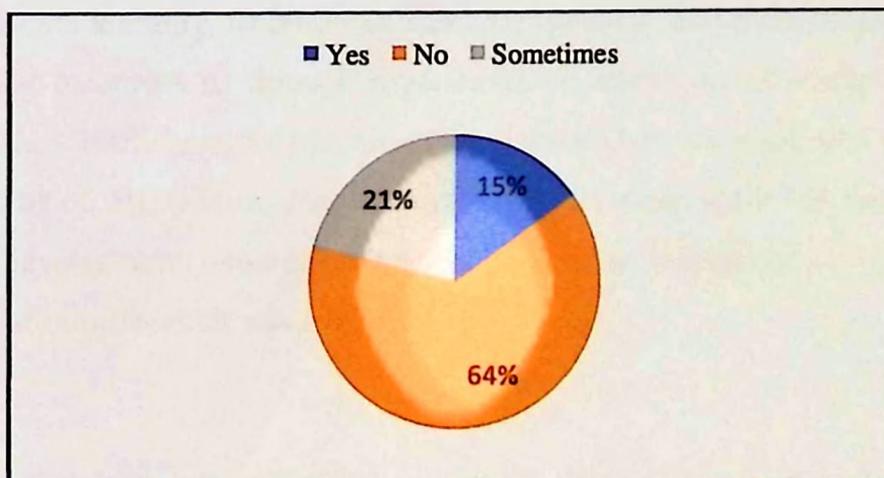
Figure 24: Discipline in the AIL class

Professional Development of teachers

A key element in understanding the teachers' perceptions of arts integration lies in understanding their perceptions of their own abilities as a teacher of the arts. After receiving training on AIL teachers felt more innovative and confident in designing the AIL lessons (Figure 25). Their leadership skill had also improved. However they were still struggling with communication skills and understanding of technologies which need to be improved.
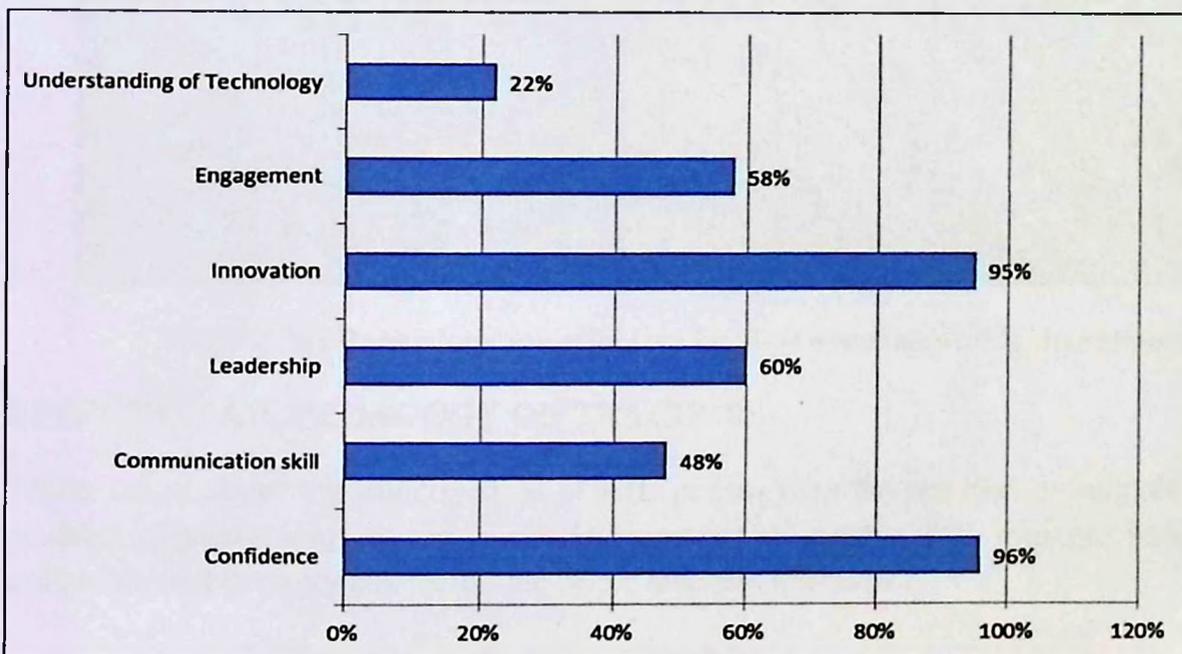
Figure 25: Teacher's beliefs about different factors related to professional development

3.2.2 Perception of Principals/Head Masters (Tool 2)

Principal participation has emerged as integral and critical to success of AIL. There are four ways principals can promote arts education in their schools: a) establish a school-wide commitment to arts learning; b) create an arts-rich learning environment; and c) rethink the use of time and resources d) through professional development of teachers. When asked about these factors 100% head masters said that there teachers were allowed to participate in training programs of AIL (Figure 26). However from the responses it was found that it terms of community involvement, classroom management, resource planning, planning of time and activities a lot of improvement was required.
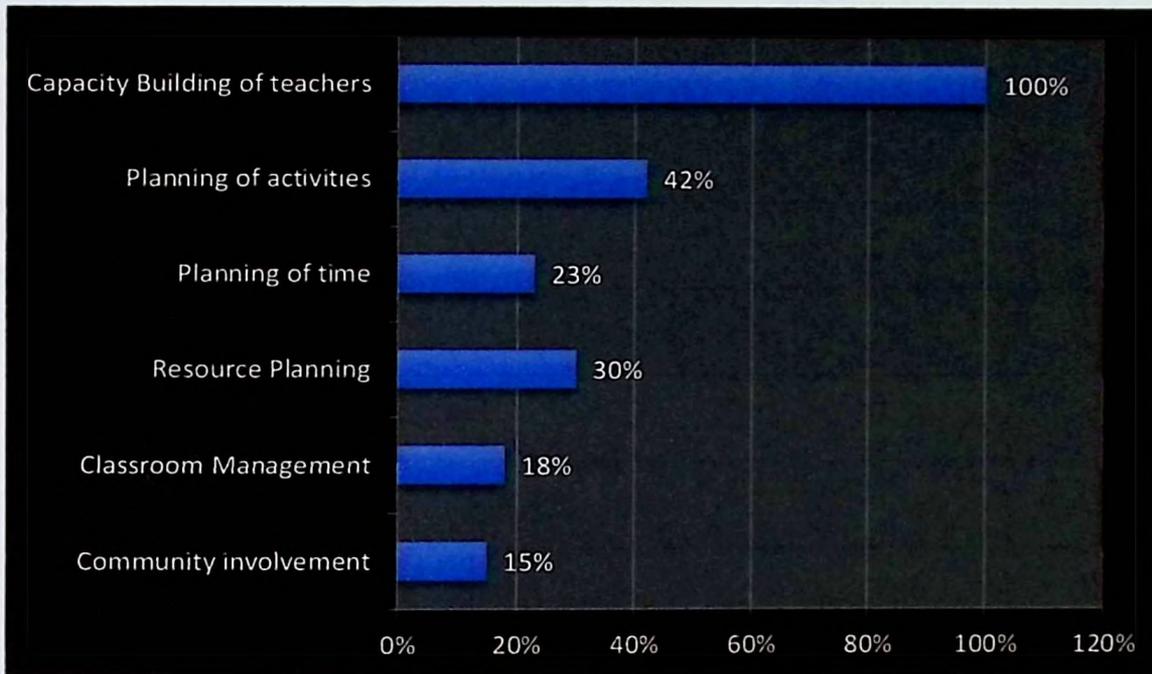
Figure 26: Provisions for effective implementation of AIL in schools

EFFECT OF AIL PEDAGOGY ON TEACHERS

When asked about the effectiveness of AIL pedaogy on the teachers, principals reported a positive improvement in terms of development of new skills, interest, potential, time utilization and pedagogical technique of the teachers (Figure 27).
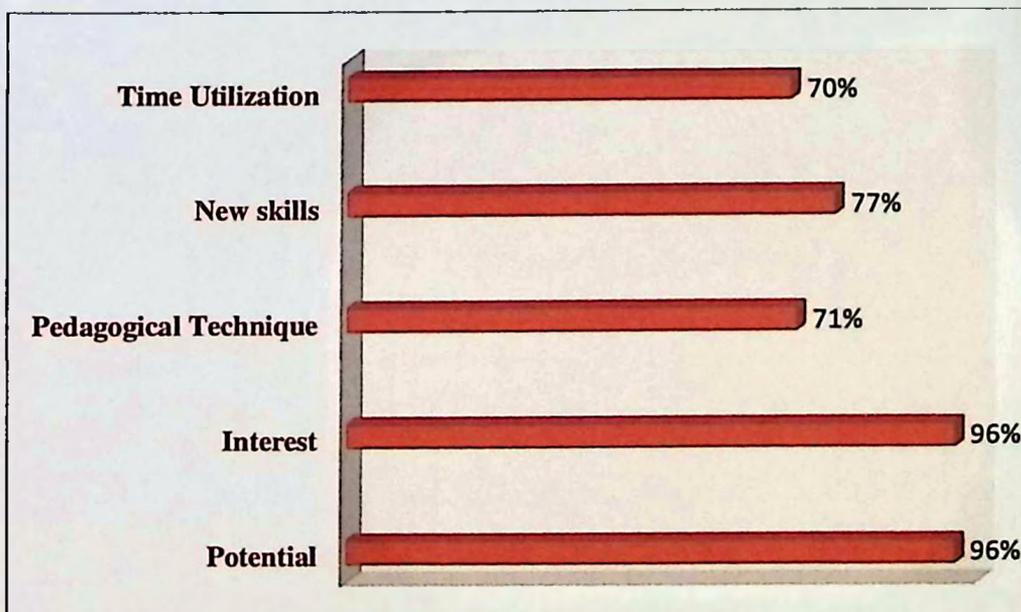
Figure 27: Principal's response to effect of AIL pedagogy on teachers

3.2.3 Perception of Students (Tool 3)

The perception of students was collected with the help of focus group discussions (FGD) by the field investigators. The following domains were discussed.

Joyful Learning

In Figure 28, students were asked in which subjects they enjoy learning through the AIL approach. The subject in which they enjoyed the most was Hindi followed by EVS, Maths and English. In Hindi teachers were using a variety of art forms like storytelling, songs, role play, flash cards for akshar gyan. In EVS teachers mostly used charts, pictures, leaves and other surrounding materials available for art integration. In mathematics games using pebbles, match sticks, flash cards, seeds were used for art integration. In English although teachers used a variety of art forms like story telling, songs, role plays, flash cards but students did not enjoy much.
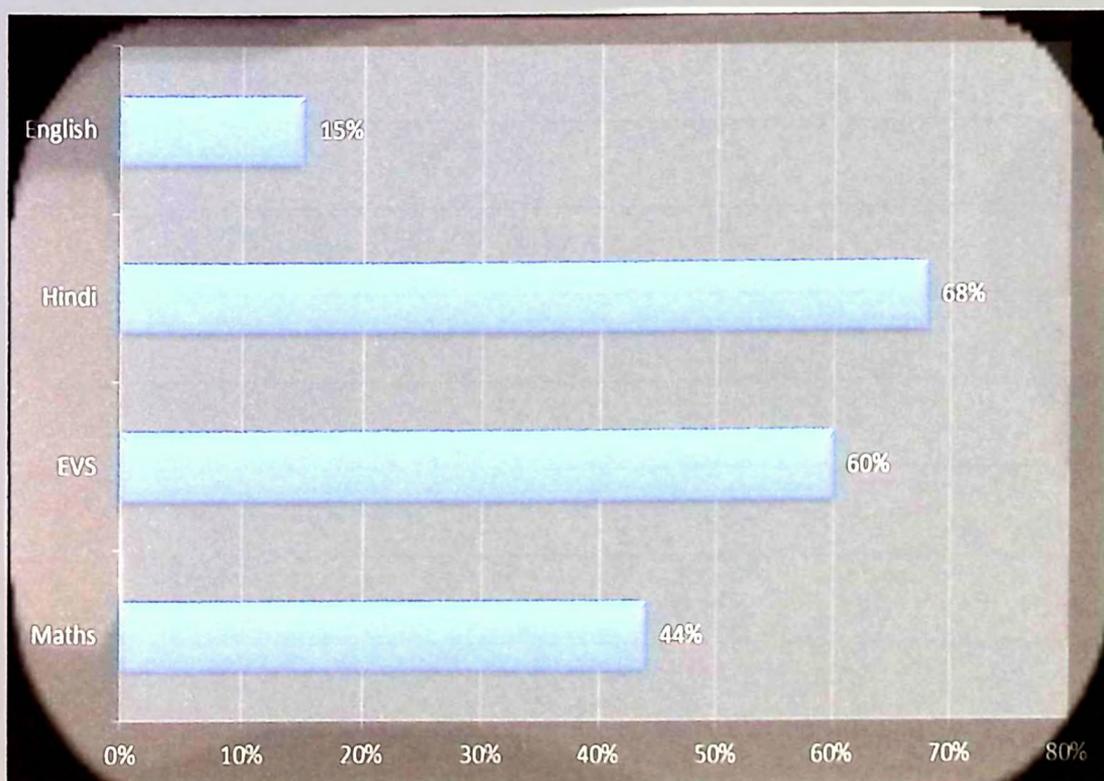
Figure 28: Student responses to Joyful Learning in different subjects using AIL approach

Art forms which best sparks your creativity

The next question assessed different art forms that would best spark their creativity. These art forms included: Performing Arts, Visual Arts, Games or they had the option of choosing none. The results of this survey are shown below in Figure 29. This information was helpful as it allowed us to become more familiar with the form of art students felt they could be creative with. This could be helpful in planning future art integrated lessons.
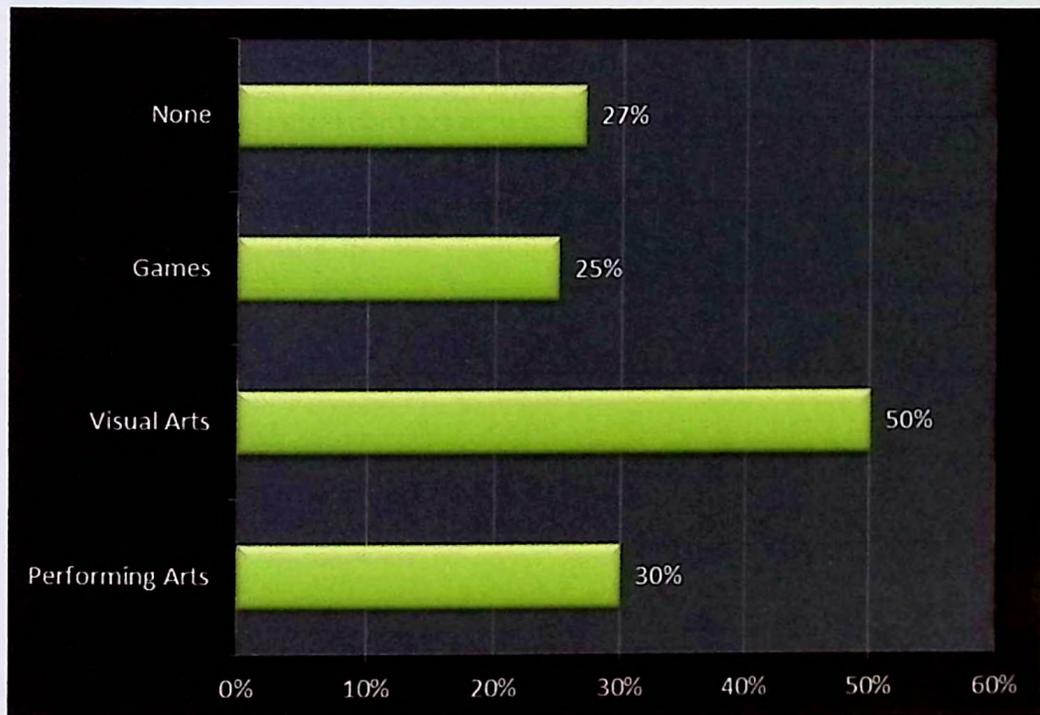
Figure 29: Student's response to art forms which best sparks their creativity

How art integration in the lessons helped the students

After reviewing the data from our research, the findings show that integrating the arts into the curriculum had a positive effect on student learning through increase in motivation, staying focused and creative response. When it comes to expressing ideas and thoughts, a majority of the students reported that the lessons provided them with the opportunity to express their creativity in a variety of ways. However critical thinking and connections to real world need to be improved (Figure 30).
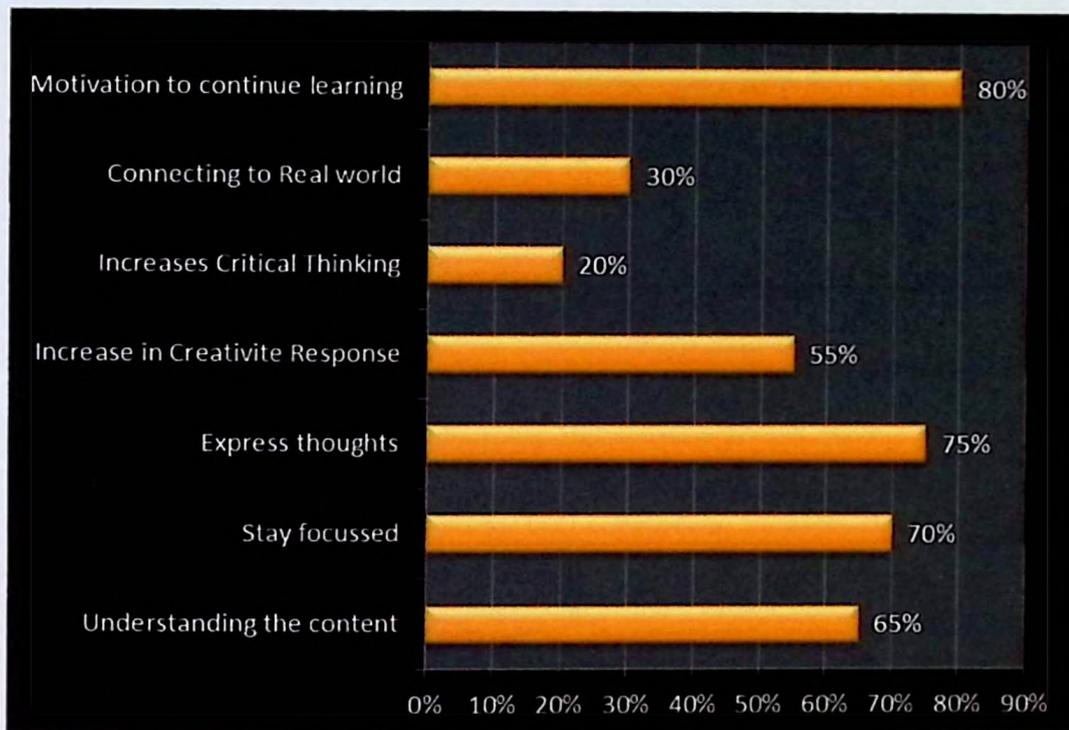
Figure 30: Student's response to how art integration in the lessons helped them

Difficulties encountered by students in the AIL class

As shown in Figure 31, most of the students responded that they still struggle with the general content of the lesson and on focusing. Most students named a personal struggle that they had, such as understanding the basic details of Mathematics and English. Some students also reported fear during the AIL class. When asked about what kind of fear they had they said that it was fear of not being able to express themselves and also fear from the teachers. Students expected the teachers to behave in a friendlier manner during the lessons. There were some students however who simply answered "nothing." Although this wasn't necessarily the answer we were looking for, the students were being honest with what they thought at the time.
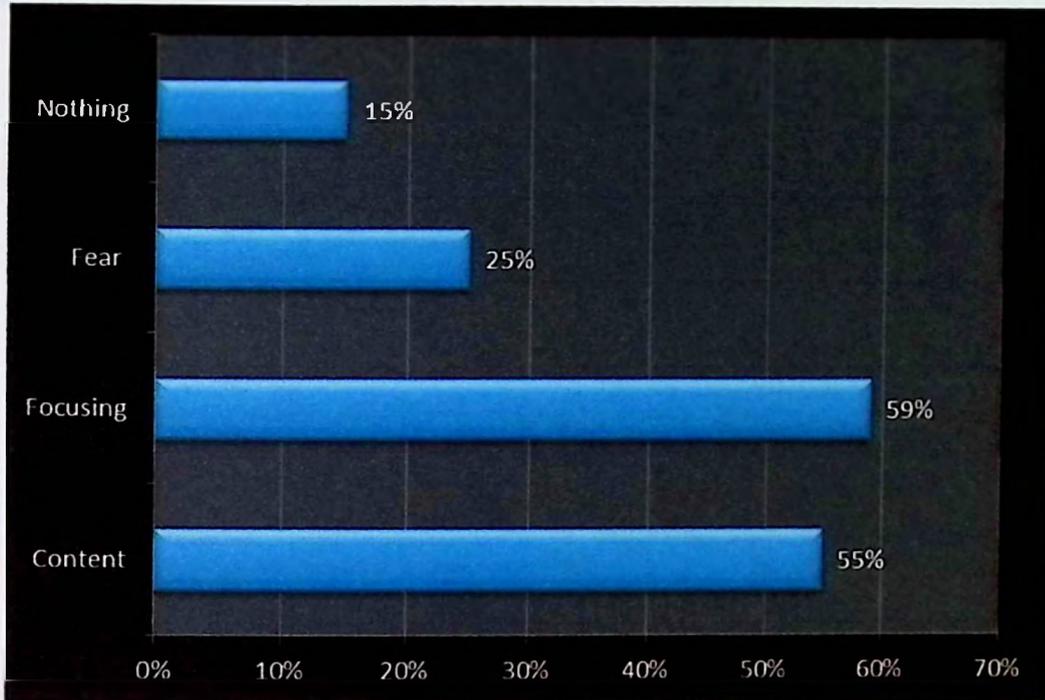
Figure 31: Difficulties encountered by students in the AIL class

Suggestions of students to improve the effectiveness of AIL integration

A majority of students felt that hands on activities during AIL lessons would be helpful in improving the effectiveness of AIL. Use of games and toys was also welcomed by the students. Lowest reported category was use of visuals in art integrated lessons (Figure 32).
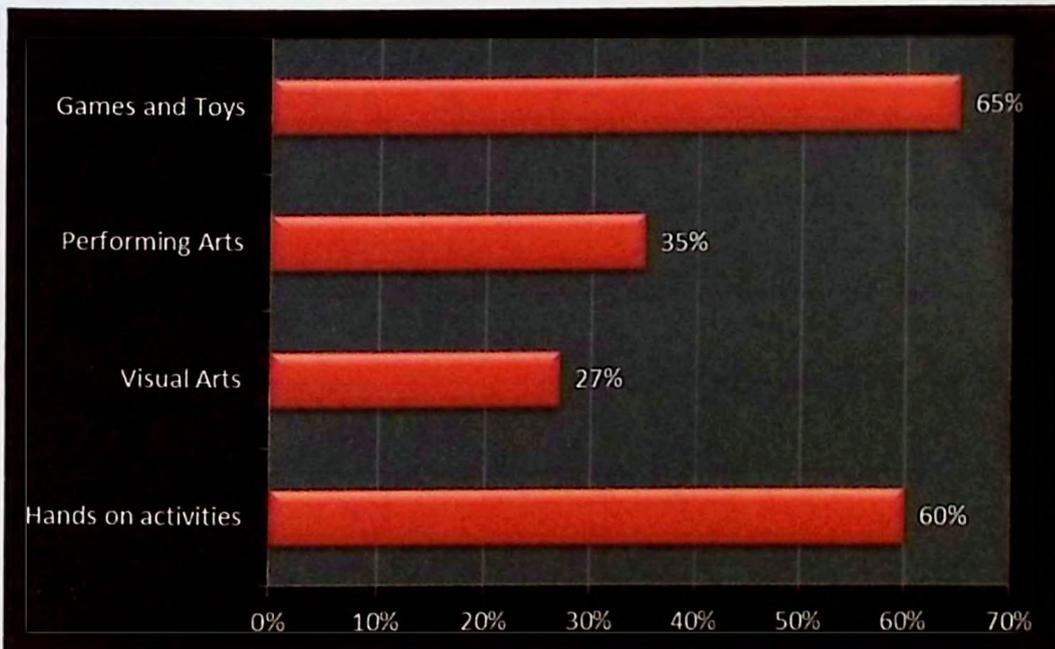
Figure 32: Suggestions of students to improve the effectiveness of AIL integration

CHAPTER-IV
BOTTLENECKS VIS-À-VIS
SUGGESTIONS FOR CORRECTION

CHAPTER IV

BOTTLENECKS VIS-À-VIS SUGGESTIONS FOR CORRECTION

4.1 Introduction

This chapter presents the bottlenecks in the implementation of Art Integrated Learning program vis-à-vis suggestions for correction, which in fact is the key purpose of concurrent evaluation. The bottlenecks presented here could be explored through analysis and interpretation of quantative and qualitative data collected from a cross section of the stakeholders of school education consisting of students, teachers, Headmasters of different schools and clusters of Icchawar block. Thus, the bottlenecks as well as correctives presented in this chapter, although seems to be impressionistic, are in fact empirical in nature and represent the grass root realities pertaining to implementation of *Art Integrated Learning* program in the state of MP.

4.2 BOTTLENECKS VIS-À-VIS SUGGESTIONS FOR CORRECTION

Bottleneck-1

Diluting the Arts in Arts Integration

Context

It is true that art integration projects decorate the classroom and schools, but many of the works shown by the teachers that were created by the students showed that arts was not being fully integrated into the lesson with integrity. Arts Integration was often used to fill up extra class time in the schedule and was viewed as fun busy-time doings. Although being busy in school implies something positive such as working hard, if the busy work does not reflect learning or critical thinking, then it is mundane and without thought. For example in EVS, students artwork mostly comprised of posters and they were involved in drawing and colouring only. Lowenfeld (1960) warns that coloring in the lines is more detrimental than no art activities at all, because it forces children into imitative behavior that hinders their creative expression. In this case, the arts were used for classroom control to keep students

occupied and quiet. Students were not encouraged in works which promoted critical thinking. The data also shows that only 22% teachers themselves think that art integration promoted critical thinking. Data collected from the students also revealed that critical thinking and connections to real world need to be improved.

Suggestions for Correction

- Orientation of teachers in planning different activities, which involve critical thinking and promote creative inquiry.

- Capacity building of teachers in planning different activities which empower students to learn through discovery and developing the ability to construct knowledge themselves. This allows learners to experience the challenge, joy and satisfaction of breaking new ground or discovering something new.

4.2 Bottleneck-2

Lack of planning before conducting AIL activities

Once the teacher begins to utilise AIL methodology, she would need to work on the dynamics of planning. AIL would require linking art experience to the subject matter seamlessly and to identify methods and techniques to engage children in group activities. Teacher's preplanning; familiarity with the subject combined with attention to guiding and reviewing children's responses will keep the journey on track. Interviews of principals and teachers revealed that teachers are not planning the art integrated lesson plans in advance. They do not have written record of lesson plans. As reflected from the data, teachers are mostly using games for art centred learning. Different techniques and methods to engage children in group activities with a variety of art forms are to be used by the teachers. These techniques and methods should lead to stimulated thinking through the arts and higher-level cognitive abilities, e.g., integrating knowledge and ideas and problem solving in creative and effective ways. This can easily be done if the teachers from different disciplines including arts, health and physical collaborate with each other. Time management at every stage is an important aspect of teachers' professional competence and productivity. Teachers can sometimes find it challenging to take out time for organizing art experiences, due to paucity of time. This can compromise the creation of a joyful and experiential learning environment. On the contrary there are interesting time-slots availabe in schools such as morning assembly, festivals of

celebrations, special assemblies and excursions, which can be utilised for mass art experiences and can be easily linked to the subject content and learning outcomes.

Suggestions for Correction

- Teachers should be encouraged to prepare art integrated lesson plans well in advance. Headmasters should take the responsibility of keeping a check on this.

- Orientation of teachers may be done in preparing model lesson plans. Collaboration of teachers of different disciplines including art, health and physical education should be encouraged while preparing the lesson plans.

4.3 Bottleneck-3

Lack of awareness of availability of resource material for planning AIL sessions

NCERT has already prepared an exhaustive package on the guidelines of Art Integrated Learning in both English and Hindi. These guidelines are meant to apprise all our stakeholders of school education with Art Integrated Learning as pedagogy and its innate relevance to education. It systematically explains all aspects of the innovative pedagogy of Art Integrated Learning: if followed in true spirit, they can help create vibrant AIL classrooms where we can hear the students singing, or see them dancing, acting, and creating works of art—all in ways that reflect a growing understanding of their core scholastic concepts. This document has some activities for planning AIL lessons in subjects like Hindi, English and Mathematics. For planning the ice breaker activities, training package on Art Education for Primary Teachers is also available.

Suggestions for Correction

- Orientation of school heads and teachers may be done on use of the resource material already available. This may include hands-on training on using different methods and materials of various art forms as a part of the teaching -learning process.

- A separate package may be developed specially on the lines of STEAM (Science Technology Engineering Arts and Mathematics) for the teachers to plan imaginative, diverse, and interesting activities.

4.4 Bottleneck-4

Lack of planning in use of resource material for art integrated learning lessons

Proper planning of resources adds a novelty to the art integrated experience. Regular research and extensive groundwork by the teacher helps them to create a rich repository of resources which include regional/local resources. The resources should be easy to use and convenient to procure as their easy availability will ensure increased frequency of usage. While selecting the resources, especially the physical ones, one should be confident of the fact that there is flexibility in the choice of resources. Material Resources should be economical, environment friendly, innovative and locally available. Resources can also be procured from the community. The raw materials required for the planning the AIL activities may include different coloured chart papers, pencils, sketch pens, markers, flip charts, thumb pins, brown sheets or drafting paper, string to arrange displays, colours, drawing sheets, clay for modeling, scissors, glue, sound producing instruments, raw materials for preparing costumes, necessary items for stage setting, etc. as per the need of activity etc. While organizing the materials, it is recommended to go for low-cost or no-cost locally available materials. Data reveals that in resource planning a lot of improvement is required.

Suggestions for Correction

- Orientation of School Heads and teachers in generating cost effective and local specific resources.
- Orientation of School Heads and teachers on project based learning activities, skill of presentation and exhibition of children's work.

4.5 Bottleneck-5

Lack of community involvement in planning AIL lessons

The data clearly suggests that there is a lack of community involvement in planning of AIL activities. Ways and forums to involve the local community meaningfully must be devised to develop a healthy and proactive community-school partnership. When provided with opportunities to interact with local/regional artisans, students enhance their sensitivity and awareness towards the indigenous cultural heritage. For example, school authorities may invite local weavers, potters and different service providers so that students may have an intimate engagement with them. Families of the children may also be involved in a positive manner with the school to support learning of children. For effective and meaningful

community participation it is recommended that periodic field trips/excursions are included to visit places like hospitals, post office, bus depots, railway stations, etc.

Suggestions for Correction

- Orienting School Heads and teachers on community involvement on how arts integration increases parental and community engagement is essential.
- Using community resources and volunteers for arts programs.
- Inviting parents to come to school to see their children perform in a play or see their work displayed at an art show.

4.6 Bottleneck-6

Lack of formulating interdisciplinary connections through AIL activities

In the primary stage, arts should be integrated with all subjects and used as an approach for teaching and learning of different concepts. This will help children freely express their ideas and emotions. They will also develop all the senses through keen observation, curious exploration and spontaneous expression. As is the system in most of our primary schools, one teacher teaches all subjects to her class which gives her the freedom and scope to plan art experiences in a way that cater to learning of multiple disciplines. While planning activities for this stage, the teacher should keep in mind that students are able to form interdisciplinary connections during the activities. Teachers and principals lack the understanding of how interdisciplinary connections could be promoted through art integrated lessons.

Suggestions for Correction

- Orientation of teachers in planning interdisciplinary activities especially STEAM activities. These activities should be able to improve the analysis abilities of students by using approaches from different disciplines.
- Orientation of teachers in planning activities that combine different subjects with physical education. For eg. combining maths and science activities with physical educations and arts.
- To formulate interdisciplinary connections teachers need to expand learning locations by pursuing field trips or outdoor studies.
- Orienting teachers on formulating active learning strategies that position students at the center of the learning process, enriching the classroom experience and boosting

engagement, on experiential learning activities that build knowledge and skills through direct experience., also on planning inquiry-based learning which promote the importance of your students' development questions, ideas and analyses.

- Teachers should follow the adaptive learning strategy which focuses on on changing — or "adapting" — learning content for students on an individual basis, particularly with the help of technology

4.7 Bottleneck-7

The Need for Time vs. The Reality of Constraints

Art integrated learning provides a unique opportunity to children to explore various themes and concepts through visual and Performing arts in classroom teaching learning process. Time management at every stage is an important aspect of teacher's professional competence and productivity. Sometimes it is very difficult and challenging to Teachers for organizing and creation of a joyful and experimental learning environment due to paucity of time.

Suggestions for correction

- Pre-planned Lessons and related AIL Tools.
- The teachers must have time and opportunities to practice the strategies they are learning.
- To provide Feedback and support.
- Adjusting to new Expectations under the common core (different works and duties).

CHAPTER-V

PROPOSED AIL FRAMEWORK

CHAPTER V

PROPOSED AIL FRAMEWORK

The last objective of the project was to provide a framework for the effective implementation of AIL pedagogy in the school of the study area i.e. Icchawar Block of M.P. The data analysis of the results of the survey revealed that AIL is capable of bringing a positive change in school climate based on teacher, staff, student, and parent perception. Although the student achievement pre and post AIL were not compared but NAS reports suggest that there was an increase in the student achievement levels. In this chapter we propose and AIL framework which can be implemented in the Icchawar Block of Sehore district. This framework includes the design and implementation of an instructional model that integrates the learning of different art forms into the core content areas. This model includes teacher-driven activities that included sustained and focused professional development, curriculum writing, and curriculum implementation. It also suggests art-related enrichment activities to bring the project beyond the school walls and involve the community. The key components of the framework are:

5.1 Commitment by the school administration – To effectively implement the AIL program a strong commitment on part of the school administration is required. A commitment to continue the work to meet the needs of all the students is required. A commitment to the instructional components of AIL. Participation of teachers should be mandatory in AIL professional development throughout the year. All these steps should be reflected in the school improvement plan of AIL. Table gives the steps to be followed in the art integration improvement school plan. With the support of the school administration teachers would inspire students, through rigorous arts-infused learning environment, to believe in themselves and reach beyond their expectations; encourage students to take an active part in their learning and to develop life-long learning goals and appreciation for the performing and visual arts; and create connections with the wider world through technology and the arts. Transformation of the school into a fully art integrated school is essential.

Action Step	Person Responsible	Implementation team	Resources/Staff Development Needed	Monitoring Procedures/ Evidence
1. Teachers will integrate arts into lesson plans: • Participate in regular professional development for AIL • Incorporate AIL into weekly lesson plans Plan with AI Specialist Team teach with AIL Specialist • Record all AIL activities on an Arts Integration Activity Log and submit it quarterly. • Document one AIL lesson per quarter using an AI lesson plan or display template. • Showcase student work related to AIL • Designate an AIL area inside and outside of the classroom. • Display current student work including documentation of connected objectives, process and product at quarterly showcases.	School Heads Master Trainers specifically assigned the purpose Administration	All Teachers	Professional development calendar Arts Integration Center AIL Activity Log template AIL lesson plan templates AIL display templates Quarterly Showcases	AIL Activity Logs Quarterly lesson plans and displays Observations by administrators Current displays in classrooms and hallways

Table 3: Art Integration and School Improvement Plan

5.2 Professional development

NCERT in collaboration with Regional Institute of Education, Bhopal has already provided training to teachers and principals of schools of Icchawar Block. Training of teachers on hands-on experiences using methods and materials of different art forms, planning of subject / stage wise activities, mock sessions and presentations was conducted. Training workshops, covering a range of topics from defining arts integration, to music in the classroom, to arts integration with technology, to develop strategies for AIL is an interdisciplinary approach, to using arts education incorporating a variety of art forms (art, theater, dance, music) and using it effectively to deliver the subject content should be planned on a regular basis. These workshops may be attended by classroom teachers, arts teachers, and administration together.

Participants should also be given the opportunity and support to develop Arts Integration lessons that would match their content background. Artists from different art forms background may be invited and paired with the selected teacher. Teachers who attend these workshops should be encouraged to present new ideas and strategies to the other teachers in the school. Some of the AIL professional development topics are listed in table 4.

Professional Development Opportunities
A series of workshops and training programs for the professional development of teachers
Goal- Capacity building of school heads and teachers in different areas of art integration and to understand the new importance of AI as the model for school reform.
Themes of the workshop
Laying a Foundation: Defining Arts Integration
Reading Portraits as Biographies
Fact-Filled Role Drama: A Dramatic Approach to Reading Comprehension
From STEM to STEAM
Images Speak: Expression is Communication
Geometry in Nature: Patterns and Numbers
Making simple toys
Arts Integration Strategies for Science, Math, Language Arts, and Social Studies
Technology and Arts Integration
Hip Hop Geometry
Art and Drama with Puppetry
Music In Your Classroom: Review the elements of music and how to use music boxes to create lessons
AIL Resources: Posters, Postcards, and Photography

Table 4: AIL professional development topics

5.3 Targeted support for AIL by a school/cluster based Arts Integration Specialist and Team

Arts Integration Specialist specially hired for the purpose can become the voice of Arts Integration at the school. They can work closely with administration and participate as a member of the School Improvement Team and the School Leadership Team. The Arts Integration Specialist worked closely with the highly qualified instructional Art Teachers at the school to create the Arts Integration Support Team, including those from visual arts as well as performing arts. The AIL specialist, should work with the Arts faculty team to assist

core content teachers in developing arts integrated lessons. Table 5 list the types of support that may be provided by the AIL specialist.

The AIL Specialist:
• Working with teachers to map the curriculum for AI
• Participating in collaborative planning meetings to brainstorm, plan, and implement lessons
• Co-teaching and preparing model lessons
• Planning and providing staff development
• Locating and coordinating resources
• Creating and maintaining an AI Tool kit
• Planning events such as the Quarterly Arts Showcase, Arts Festivals and frequent school visits from other schools.

Table 5: Support to be provided by AIL specialist

5.4 Collaborative planning and collegial teaching

Building on the ideas and strategies presented by the AIL Specialist and professional development workshops, collaborative planning among all staff can become one of the cornerstones of the AIL process. Core content classroom teachers will be able to submit requests to the arts integration support Team for support in developing arts integrated lessons that addressed content standards identified as an area where students are struggling or where there is needed improvement for a particular class or group of students. This collaboration between the teachers is essential in planning true arts integrated lessons that address arts standards and content standards simultaneously. Each quarterly marking period, every teacher should be required to submit at least one AIL lesson (formal lesson plan or visual display for the classroom or the Quarterly Arts Showcase) and a log of weekly Arts Integration activities. Core and art content teachers also shpold support personnel, including the AI Specialist

and the AI Support Team, three times a week to create lessons and choose AI strategies that would address the specific needs of their classroom. Using designated periods (provided by the administration), art, music, and dance teachers can work with the AI specialists to brainstorm, plan, and model lessons for content teachers across the school. The art integration activities and content standard are shown in Table 6.

Art Integration Activity	Content Standard
Arts Exhibition Role Play	Analyze details that provide information about the setting, mood created by setting, and ways in which the setting affects characters.
Photography: Compare characters	Analyze details that provide information about the setting, mood created by setting, and ways in which the setting affects characters.
Collage of Self: Examining texture and color	Analyze characterization
Abstract portrait: examining color, line, and shape	Analyze characterization

Table 6: Different art forms and content standard

5.5 Sharing

Stories of successful art integration of schools should be shared with all members of the cluster and the community. During these events, parents and community members can be invited to the school during the day to see displays from Arts Integration lessons and performances. These showcases allow the community to see the success of the Arts Integration, and also give students and teachers an opportunity to highlight the creative work that had been accomplished over a given period of time.

6. Creating a model art integrated learning school-   One of the schools from the cluster can be designated as a model art integrated school and one can become a STEAM (science, technology, engineering, art, and mathematics) school. The lessons plans developed by the teachers of the school can be made available to all schools of the cluster. Adding a STEAM component, will help teachers continue to incorporate art into the core academic subjects with a focus on the arts and science, technology, engineering and maths.

5.6 Future Road Map

The AIL framework given in this chapter is suggestive and in future with intensive research new features may be added to the framework. It is planned to disseminate this framework to schools of various clusters and suggestive measures to implement it will be given. Research will be conducted to check whether through this framework an increase in student achievement and development of a more positive school climate is achieved or not. The perception of the teachers and administration will be collected to check this. Also we wish to

see whether through this framework, there are increased student opportunities to engage in and through the arts. The future work in this area will comprise of the points given below:-

- Mega Training of teachers.
- Learning outcomes.
- Orientation about basic social issues.
- Teaching Science through Art (Subject linkage with AIL)
- Achieving Learning Outcomes with AIL Pedagogy
- Conceptual Clarity of facilitator.
- Implementing Different types of Interventions.
- How technology can make AIL lessons better
- Using computer and software for higher level concepts
- Use of inclusive pedagogy in classroom process
- Generic Issues- State Level and Central Level
- Achieving Learning Outcomes.
- Subject Competency
- Assessment in the AIL classroom

ANNEXURES

Annexure A: Interview Schedule for Teachers   (Tool 1)

Annexure B: Interview Schedule for Principals   (Tool 2)

Annexure C: Focus Group Discussion for students   (Tool 3)

Annexure D: List of Teachers and Principals who participated in data collection

क्षेत्रीय शिक्षा संस्थान, भोपाल
Concurrent Evaluation of Art Integrated Learning
शिक्षक साक्षात्कार अनुसूची (Interview Schedule)

क्लस्टर:_____

विद्यालय का नाम: _____

शिक्षक का नाम:_____ (पुरूष / महिला)_____

शैक्षिक योग्यता :_____ शिक्षण अनुभव:_____वर्ष_____माह_____

कौन–कौन सी कक्षा पढ़ाते:_____

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1. शिक्षण में कला समेकित अधिगम (AIL) से आप क्या समझते है?

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2. आप किन विषयों में कला समेकित अधिगम (AIL) कर पाते है? और कैसे?

S.No.	विषय	उपविषय	गतिविधि

3. कला समेकित अधिगम (AIL) शिक्षण से आपकी किन पेशेवर वृत्तियों (Professional Development) का विकास होता है?

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8. कला समेकित अधिगम (AIL) के माध्यम से शिक्षण कराने से विद्यार्थियों को क्या-क्या लाभ हुए है?

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9. क्या कला समेकित (AIL) के माध्यम से शिक्षण के दौरान सभी विधार्थी उत्साहित तथा गतिविधियों में भाग

लेते हैं ? हाँ / नहीं)

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10. क्या कला समेकित अधिगम (AIL) का उपयोग करके छात्रों में सीखने के विषयों को और अधिक प्रभावी ढंग से पढाया जा सकता है? (हाँ / नहीं) कैसे?

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11. क्या आपको लगता है कि कला समेकित अधिगम (AIL) प्रक्रिया समय लेने वाली है? (हाँ / नहीं) कैसे?

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14. क्या कला एकीकृत शिक्षण शिक्षा के कारण छात्र अधिक रचनात्मक हो गए हैं? (हाँ / नहीं)

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15. क्या कला एकीकृत शिक्षण, शिक्षा अवधारणाओं को उनके दैनिक जीवन से संबंधित करने में मदद करता

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16. क्या कला एकीकृत शिक्षण, संचार और सहयोग जैसे सामाजिक कौशल विकसित करने में मदद करता है?

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17. क्या बच्चे पर्यावरण, संस्कृति और देशभक्ति के मूल्य के बारे में अधिक जागरूक हो गए हैं?

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18. क्या विभिन्न सामाजिक पृष्ठभूमि के छात्र कला एकीकृत शिक्षण शिक्षा का उपयोग करके एक सामान्य मंच पर आते हैं/ आ सकते है?

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19. इस योजना में विशेष आवश्यकता वाले बच्चे शामिल हैं?(हाँ / नहीं) कैसे?

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20. स्कूल प्रमुखों और अन्य पदाधिकारियों से आपको क्या प्रतिक्रिया एवं सहयोग मिलता हैं?

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21. आपको माता-पिता और समुदाय से क्या प्रतिक्रियाएं और सहयोग मिलता हैं?

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22. कला एकीकृत शिक्षण को सिखाने के दौरान आप,आमतौर पर किस प्रकार के संसाधनों का उपयोग करते हैं?

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23. कला एकीकृत शिक्षण का उपयोग करते समय आपको किन-किन कठिनाईयों का सामना करना पड़ता है?

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24. कला एकीकृत शिक्षण प्रभावी ढंग से लागू करने के लिए आप क्या सुझाव देना चाहेंगे?

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Concurrent Evaluation of Art Integrated Learning
प्रधानाध्यापक के लिए साक्षात्कार प्रश्न

कलस्टर:_____

विद्यालय का नाम:_____

प्रधानाध्यापक का नाम:_____ (पुरूष/महिला)_____

शैक्षिक योग्यता :_____ शिक्षण अनुभव:_____वर्ष_____माह_____

प्र.1 कला समेकित अधिगम (AIL) के बारे में आप क्या जानते है?

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प्र.2 क्या आप इस शिक्षा प्रणाली को आगे बढ़ाने के पक्ष में है? (हाँ/नहीं)

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प्र.3 आपके विद्यालय में कला समेकित अधिगम (AIL) पर आधरित कौन–कौन सी विषय सम्बंधित गतिविधियों कों कराया जाता है? (हाँ/नही)

(क) यदि हाँ तों

विषय   गतिविधि

1. भाषा

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2. गणित

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3. विज्ञान

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_____

4. सामाजिक विज्ञान

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प्र.4 कौन–सी गतिविधियाँ प्रभावकारी सिद्ध हुई? कृपया विषयवार बतायें:

1. भाषा

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2. गणित

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3. विज्ञान

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4. सामाजिक विज्ञान

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प्र.5 आपने कला समेकित अधिगम (AIL) के लिये विद्यालय में क्या विशेष प्रबंध किये हैं?

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प्र.6 कला समेकित अधिगम (AIL) से विद्यालय के समय–सारणी पर क्या प्रभाव पड़ता है?

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प्र.7 कला समेकित अधिगम (AIL) से शिक्षकों पर आपने क्या प्रभाव देखे?

कार्य क्षमता (Potential) _____

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रूचियां (Interested) (हाँ / नहीं))

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शिक्षण की विकासात्मक तकनिकें (Development Pedagogical Technique) (हाँ / नहीं))

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नये कौशल विकसित हुए? (New skills)(हाँ / नहीं))

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प्र.8 क्या सक्रिय अधिगम (AIL) प्रशिक्षण से शिक्षकों की कक्षा कार्य में हुआ?

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प्र.9 शिक्षकों का अधिगम अवधारणाएँ सिद्ध हुई?(हाँ/नहीं)

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प्र.10 क्या सक्रिय अधिगम (AIL) के क्रियान्वयन के दौरान कोई आनंद कुछ कठिनाईयों का सामना किया?

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Concurrent Evaluation of Art Integrated Learning

Name of the School:_____

Number of student's
participated:_____

Date and Time:_____

1. Name of the:
    (a) Moderator

    _____

    (b) Rapporteaur

    _____

2. Issues Discussed
    (a) Subjects taught using AIL approach

    _____

    _____

    _____

    (b) Subjects liked by students to be taught through AIL (Joyful Learning)

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    (c) How art integration has helped you

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(d) Which art form best sparks your creativity

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(e) AIL approach and promotion creativity and critical thinking.

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(f) Difficulties encountered by students during AIL.

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(g) Suggestions to make AIL approach more effective

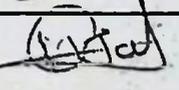_____

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3. Outcomes

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जनपद शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

क्र0	जिसके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
1	इछावर	श्रीमति सुनिला विश्वकर्मा	शा.प्रा.शाला	पालखेड़ी	प्रभारी	15-02-2021	
2	इछावर	श्री गोकुल प्रसाद वर्मा	शा.प्रा.शाला	आमलारामजीपुरा.	प्रभारी	15-02-2021	
3	इछावर	श्री रामचन्द्र वर्मा	शा.प्रा.शाला	पांगरा	प्राशिक्षक	15-02-2021	
4	इछावर	श्री चन्द्रर वर्मा	ईजीएस प्रा.शाला	पांगरा	प्रभारी	15-02-2021	
5	इछावर	श्री हरिनारायण मालवीय	ईजीएस प्रा.शाला	झालकी	प्रभारी	15-02-2021	
6	इछावर	श्रीमती निर्मला चौहान	शा.प्रा.शाला	झालकी	प्रभारी	15-02-2021	
7	इछावर	श्री रामचरण नागर	शा.प्रा.शाला	सिराड़ी	प्रभारी	15-02-2021	
8	इछावर	श्रीमती मिथलेश वर्मा	शा.प्रा.शाला	कमांक-2 इछावर	प्रभारी	15-02-2021	
9	इछावर	श्रीमति समा बानो	शा.प्रा.शाला	कमांक-3 इछावर	प्रभारी	15-02-2021	
10	इछावर	श्रीमती तस्लीम बानो	शा.प्रा.शाला	कमांक-1 इछावर	प्रभारी	15-02-2021	
1	भाउखेड़ी	श्री मुकेश वडोदिया	शा.प्रा.शाला	देहरखेड़ा	प्रभारी	15-02-2021	
2	भाउखेड़ी	श्री मुकुन्द सिलोरिया	शा.मा.शाला	बरखेड़ाकुर्मी	प्रभारी	15-02-2021	

शिक्षक प्रशिक्षण सूची

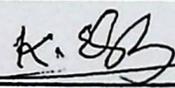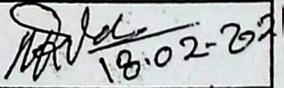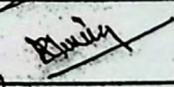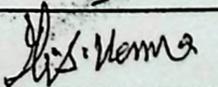| कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
3	भाउखेडी	श्री बजलाल शर्मा	शा.प्रा.शाला	प्रतापपुरा	प्रभारी	15-02-2021	
4	भाउखेडी	श्री मोजराज चंद्रवंशी	ईपीएस शाला	इन्द्रानगर काकड़खेडा	प्रभारी	15-02-2021	
5	भाउखेडी	श्री मोहनलाल चौहान	शा.प्रा.शाला	नरसिंह खेडा	प्रभारी	15-02-2021	
6	भाउखेडी	श्री नन्दकिशोर वर्मा	शा.प्रा.शाला	मोहनपुर लेण्डी	प्रभारी	15-02-2021	
7	भाउखेडी	श्री भानू प्रताप	शा.प्रा.शाला	जोगडा खेडी	प्रभारी	15-02-2021	
8	भाउखेडी	श्री शंकरलाल मेवाडा	शा.प्रा.शाला	बिशनखेडी	प्रभारी	15-02-2021	
9	भाउखेडी	श्री रामचन्दर वर्मा	शा.मा.शाला	पटारिया सीधा	प्रभारी	15-02-2021	
10	भाउखेडी	श्री राधेश्याम वर्मा	शा.प्रा.शाला	सेटे. काकड़खेडा	प्रभारी	15-02-2021	
1	धामंदा	श्री श्यामसुन्दर विश्वकर्मा	शा.प्रा.शाला	गोलूखेडी	प्रभारी	16-02-2021	
2	धामंदा	श्री रमेश सिलोंरिया	शा.प्रा.शाला	छापरीकरण	प्रभारी	16-02-2021	
3	धामंदा	श्री राजाराम वर्मा	शा.प्रा.शाला	दुर्गपुरा	प्रभारी	16-02-2021	
4	धामंदा	श्री नन्दकिशोर बुटावदिया	शा.प्रा.शाला	लसूडिया शेखू	प्रभारी	16-02-2021	
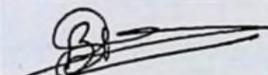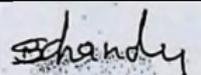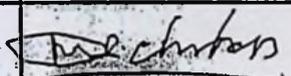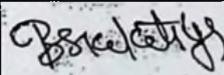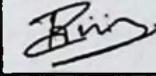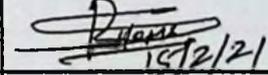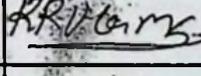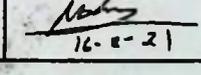
कायालय जनफ़द शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
5	धामंदा	श्री संतोष वर्मा	इजीएस प्रा.शा.	धामंदा	प्रभारी	16-02-2021	
6	धामंदा	श्रीमती बिन्दू मेवाड़ा	शा.प्रा.शाला	धामंदा	प्रभारी	16-02-2021	
7	धामंदा	श्रीमती अनिता भ्रेंटिया	इजीएस प्रा.शा.	अमलाह	प्रभारी	16-02-2021	
8	धामंदा	श्रीमती शीला साक्य	शा.प्रा.शाला	अमलाह	प्रभारी	16-02-2021	
9	धामंदा	श्री बाबूलाल मलवीय	शा.प्रा.शाला	तोरनिया	प्रभारी	16-02-2021	
10	धामंदा	श्रीमती पुष्पा सवासिया	शा.प्रा.शाला	भाडाखेडी	प्रभारी	16-02-2021	
1	रामनगर	श्री सोभालसिंह चौहान	शा.प्रा.शाला	अरोलिया	प्रभारी	16-02-2021	
2	रामनगर	श्री सुरेश वर्मा	शा.प्रा.शाला	सतपिपलिया	प्रभारी	16-02-2021	
3	रामनगर	श्री संजय जाट	शा.प्रा.शाला	रामनगर	प्रभारी	16-02-2021	
4	रामनगर	श्री इन्दरसिंह ठाकुर	शा.मा.शाला	मोलगा	प्रभारी	16-02-2021	
5	रामनगर	श्री मुकेश बलोनिया	शा.प्रा.शाला	शाहपुरा	प्रभारी	16-02-2021	
6	रामनगर	श्री संजय वर्मा	शा.प्रा.शाला	चैनपुरा	प्रभारी	16-02-2021	
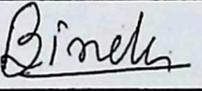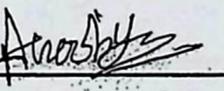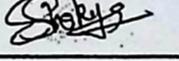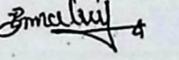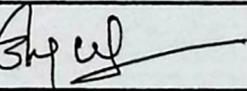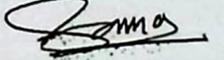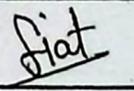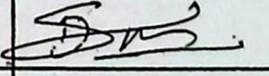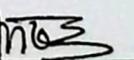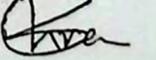
कायालय जनपद शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

कं0	जिसके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
7	रामनगर	श्री सीताराम धनावत	शा.प्रा.शाला	भगवतपुर	प्रभारी	16-02-2021	
8	रामनगर	श्री रामचन्द्र माहेश्वरी	शा.प्रा.शाला	ढाबलाराय	प्रभारी	16-02-2021	
9	रामनगर	श्री बाबुलाल मालवी	शा.प्रा.शाला	खजुरिया	प्रभारी	16-02-2021	
10	रामनगर	श्री जमना प्रसाद गोयल	शा.प्रा.शाला	लसुडिया गोयल	प्रभारी	16-02-2021	
1	खैरी	श्री सिद्धार्थ सिंह वर्मा	शा.मा.शाला	खैरी	प्रभारी	17-02-2021	
2	खैरी	श्री लखनलाल वर्मा	शा.मा.शाला	जामली	प्रभारी	17-02-2021	
3	खैरी	श्री श्रवण कुमार परमार	इजीएस प्रा.शा.	नान्दियावाली	प्रभारी	17-02-2021	
4	खैरी	श्री लाड़सिंह ठाकुर	इजीएस प्रा.शा.	सुआखेडा	प्रभारी	17-02-2021	
5	खैरी	श्री दिनेश कुमार वर्मा	इजीएस प्रा.शा.	सेवनिया पठार	प्रभारी	17-02-2021	
6	खैरी	श्रीमती सुनिता चौहान	शा.प्रा.शाला	गादिया	प्रभारी	17-02-2021	
7	खैरी	श्रीमती निर्मला विश्वकर्मा	शा.प्रा.शाला	कुशलपुरा	प्रभारी	17-02-2021	
8	खैरी	श्री रवि मालवीय	इजीएस प्रा.शा.	डुण्डालावा	प्रभारी	17-02-2021	

कार्यालय जनपद शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

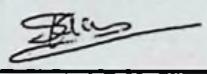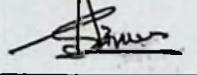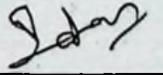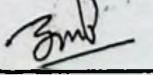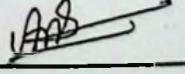| कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
9	खैरी	श्री भुपेन्द्र सगवालिया	शा.प्रा.शाला	रूपादेह	प्रभारी	17-02-2021	
10	खैरी	श्री सुन्दरलाल बागवान	शा.प्रा.शाला	बावडिया गोसाई	प्रभारी	17-02-2021	
1	दीवड़िया	श्रीमती लता वर्मा	शा.प्रा.शाला	दीवड़िया	प्रभारी	17-02-2021	
2	दीवड़िया	श्री चन्दरसिंह वर्मा	शा.प्रा.शाला	उमरखाल	प्रभारी	17-02-2021	
3	दीवड़िया	श्री रमेश प्रसाद बामनिया	शा.प्रा.शाला	हिम्मतपुरा	प्रभारी	17-02-2021	RP Bamniye
4	दीवड़िया	श्री राजेन्द्र मालवीय	शा.प्रा.शाला	रतनपुर	प्रभारी	17-02-2021	
5	दीवड़िया	श्री दशरथ सिंह ठाकुर	शा.प्रा.शाला	चैनपुरा	प्रभारी	17-02-2021	
6	दीवड़िया	श्री राजेश कुमार राठौर सूरज सिंह ठाकुर	शा.प्रा.शाला	रामदासी	प्रभारी	17-02-2021	
7	दीवड़िया	श्री जीवनसिंह ठाकुर	शा.प्रा.शाला	आर्या	प्रभारी	17-02-2021	
8	दीवड़िया	श्री महेन्द्र कुमार जाट जबेद अहमद	शा.प्रा.शाला	रूपदी	प्रभारी	17-02-2021	
9	दीवड़िया	श्री मोहन जाट	शा.प्रा.शाला	रूघनाथपुरा	प्रभारी	17-02-2021	
10	दीवड़िया	श्रीमती सायमा बानो	शा.प्रा.शाला	हरसपुर	प्रभारी	17-02-2021	
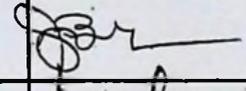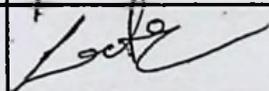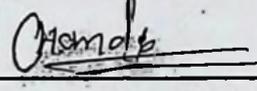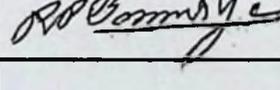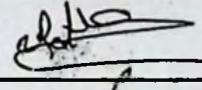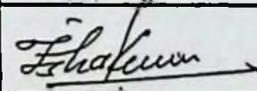
कार्यालय जनपद शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
1	ब्रिजिशनगर	श्री अतिक खान	शा.मा.शाला	गुराडी	प्रभारी	18-02-2021	
2	ब्रिजिशनगर	श्रीमती सीमा राठौर	शा.प्रा.शाला	ब्रिजिशनगर	प्रभारी	18-02-2021	
3	ब्रिजिशनगर	श्री दौलतसिंह ठाकुर	शा.प्रा.शाला	इन्द्रानगर बोरदी	प्रभारी	18-02-2021	
4	ब्रिजिशनगर	श्री राकेश वर्मा	शा.प्रा.शाला	पानीगाव	प्रभारी	18-02-2021	Ram 18.02.2021
5	ब्रिजिशनगर	श्री चन्दरसिंह	शा.मा.शाला	अलिपुर	प्रभारी	18-02-2021	18.02.2021
6	ब्रिजिशनगर	श्रीमती किसलावती	शा.प्रा.शाला	समापुरा	प्रभारी	18-02-2021	K.
7	ब्रिजिशनगर	श्री मेहरबानसिंह प्रजापती	शा.प्रा.शाला	नादान	प्रभारी	18-02-2021	
8	ब्रिजिशनगर	श्री अतुल सेन	शा.प्रा.शाला	मोयापानी खेडा	प्रभारी	18-02-2021	
9	ब्रिजिशनगर	श्री नन्दलाल वर्मा	शा.प्रा.शाला	लसूडिया कांगर	प्रभारी	18-02-2021	18.02-2021
10	ब्रिजिशनगर	श्री दरियाव सिंह गौयल	शा.प्रा.शाला	कालापीपल	प्रभारी	18-02-2021	8/2/21
1	सेमलीजदीद	श्री नरेन्द्र वर्मा	शा.प्रा.शाला	बिछोली	प्रभारी	18-02-2021	
2	सेमलीजदीद	श्री गोपाल वर्मा	शा.प्रा.शाला	शिवपुरी तालाब	प्रभारी	18-02-2021	G.Verma
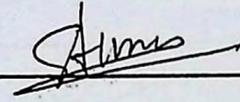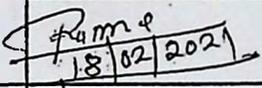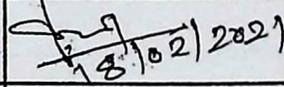
कायोलय जनपद शिक्षा कन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

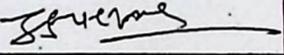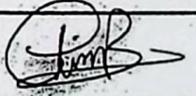| कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार	शाला का नाम	शाला प्रभारी / शिक्षक	दिनांक	हस्ताक्षर
3	सेमलीजदीद	श्री रमेश वर्मा	शा.प्रा.शाला	सेमलीजदीद	प्रभारी	18-02-2021	
4	सेमलीजदीद	श्री प्रहलाद मालवीय	शा.प्रा.शाला	मुआडा	प्रभारी	18-02-2021	
5	सेमलीजदीद	श्री शिवराज प्रजापती	शा.प्रा.शाला	टाकपुरा	प्रभारी	18-02-2021	
6	सेमलीजदीद	श्री प्रेमनारायण वर्मा	शा.प्रा.शाला	राजपुरा	प्रभारी	18-02-2021	
7	सेमलीजदीद	श्री अमरसिंह सोलंकी	शा.प्रा.शाला	लसुडिया गोण्डी	प्रभारी	18-02-2021	
8	सेमलीजदीद	श्री अर्जनसिंह ठाकुर	शा.प्रा.शाला	कनेरिया	प्रभारी	18-02-2021	
9	सेमलीजदीद	श्री मनोज कुमार वर्मा	शा.प्रा.शाला	गाजीखेडी	प्रभारी	18-02-2021	
10	सेमलीजदीद	श्री सुनिल वर्मा	शा.प्रा.शाला	कुडी	प्रभारी	18-02-2021	
1	बलोंडिया	श्री रामेश्वर मीणा	शा.प्रा.शाला	खामखेडा	प्रभारी	19-02-2021	
2	बलोंडिया	श्री नीलश राव	शा.प्रा.शाला	रामगढ़	प्रभारी	19-02-2021	
3	बलोंडिया	श्री जावेद खान	शा.प्रा.शाला	महुबल्ला	प्रभारी	19-02-2021	
4	बलोंडिया	श्री लक्ष्मणसिंह	शा.प्रा.शाला	टंट्यापठार	प्रभारी	19-02-2021	

कार्यालय जनपद शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षक	दिनांक	हस्ताक्षर
5	बलोंडिया	श्री लालसिंह सोलंकी	शा.प्रा.शाला	भारला पठार	प्रभारी	19-02-2021	
6	बलोंडिया	श्री प्रतापसिंह	शा.प्रा.शाला	गुर्जरपुरा	प्रभारी	19-02-2021	
7	बलोंडिया	श्री विनेश सिंह सेंगर	शा.प्रा.शाला	नवलपुरा	प्रभारी	19-02-2021	
8	बलोंडिया	श्री सुरेश चन्द्र वर्मा	शा.प्रा.शाला	जमुनछापरी	प्रभारी	19-02-2021	
9	बलोंडिया	श्री अमरसिंह चौहान	शा.प्रा.शाला	भूरीघाटी	प्रभारी	19-02-2021	
10	बलोंडिया	श्री सुनिल कुमार कलमोदिया	शा.प्रा.शाला	देहरिया मुकाती	प्रभारी	19-02-2021	
1	वीरपुरडेम	श्रीमती रीतो सोनी	शा.प्रा.शाला	बामलादड़	प्रभारी	19-02-2021	
2	वीरपुरडेम	श्रीमती हेमलता गौर	शा.प्रा.शाला	बारेलामोहल्ला	प्रभारी	19-02-2021	
3	वीरपुरडेम	श्री सुरेश कुमार शर्मा	शा.प्रा.शाला	सूरत टप्पर अबि.	प्रभारी	19-02-2021	
4	वीरपुरडेम	श्री विजय शंकर यादव	शा.प्रा.शाला	कोरकूपुरा जीवन.	प्रभारी	19-02-2021	
5	वीरपुरडेम	श्री ओम्प्रकाश परमार	शा.प्रा.शाला	कलमखडा	प्रभारी	19-02-2021	
6	वीरपुरडेम	श्रीमती अंशुया वर्मा	शा.प्रा.शाला	आबिदाबाद	प्रभारी	19-02-2021	
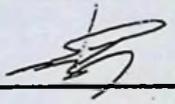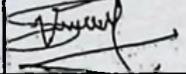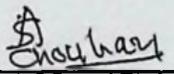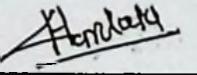
कार्यालय जनपद शिक्षा केन्द्र (सर्व शिक्षा अभियान) इछावर

शिक्षक प्रशिक्षण सूची

कं0	जशिके का नाम	शिक्षका नाम	शाला का प्रकार/शाला का नाम		शाला प्रभारी/शिक्षंक	दिनांक	हस्ताक्षर
7	वीरपुरडेम	श्री स्वरूपसिंह वर्मा	शा.प्रा.शाला	लावाखाडी	प्रभारी	19-02-2021	
8	वीरपुरडेम	श्रीमती रेशम सोलंकी	शा.प्रा.शाला	जीवनताल	प्रभारी	19-02-2021	
9	वीरपुरडेम	श्री प्रभूदयाल विश्वकर्मा	शा.प्रा.शाला	वीरपुरडेम	प्रभारी	19-02-2021	
10	वीरपुरडेम	श्री तिलकराम वर्मा	शा.प्रा.शाला	कासमपुरा सारस	प्रभारी	19-02-2021	

अंकों का जादू

आओ बच्चों जोड़ और घटाना सीखें