

Notification No. : **554/2024**  
Notification Date : **14-02-2024**  
Name of the Scholar : **Manvinder Kaur**  
Student ID : **20169220**  
Name of the Supervisor : **Prof. Mehnaz Ansari**  
Name of the Co-Supervisor: **Dr. Sarwat Ali**  
Department : **Department of Teacher Training and Non-Formal Education (IASE)**  
Title of the study : **An Evaluative Study of Art Integrated Pedagogy in Social Science Classrooms**  
Keywords : **Social Science, Art Integrated Pedagogy, Art-Integration Training Module, Teacher Training, Pre-Service Teachers**

### **ABSTRACT**

Art is a varied and evolving form of human expression that mirrors our creativity, emotions, culture, and experience. It serves many purposes, it helps us in expressing ourselves, releasing emotions, making social statements, and preserving culture. There are two major categories in which art is presented and understood: Visual Arts and the Performing Arts. Visual Arts are those that are primarily visual and intended to be appreciated or perceived primarily by viewing, like painting, drawing, clay modelling, pottery, paper crafts, mask and puppet making, etc. Performing Arts involves body movements, use of space and are performed for an audience like dance, music (vocal and instrumental), drama, puppetry, mime, storytelling, etc .

#### **Objectives of the Study**

[1] To train pupil teachers for Art Integrated Pedagogy, [2] To study the difference in the achievement in Social Sciences among Class VI students taught through Art Integrated Pedagogy and through Traditional Teaching Method. [3] To study the difference in the achievement in Social Sciences among Class VII students taught through Art Integrated Pedagogy and through Traditional Teaching Method. [4] To study the attitude of Students learning through Art Integrated Pedagogy in Social Science. [5] To study the attitude of Pupil Teachers teaching through Art Integrated Pedagogy in Social Science. [6] To compare the Pupil Teachers' Behavior in Art Integrated Pedagogy Classroom and Traditional Teaching Classroom. [7] To compare the Students' Behavior in Art Integrated Pedagogy Classroom and Traditional Teaching Classroom.

#### **Methodology**

The methodology employed for the study was Quasi-Experimental, Two-Group Pre-test-Post-test design. It included three phases- Pre-Experiment, Experiment and Post-Experiment .

#### **Sample of the Study**

For the present study, sample was selected consisting of 20 Pupil teachers with Pedagogy of Social Science as their teaching subject from Guru Ram Dass College of Education affiliated with Guru Gobind Singh Indraprastha University, Delhi. Along with this 500 school students of Class VI and VII studying in Five CBSE affiliated schools in North East Delhi being taught by the above teachers during the Practice teaching period were also selected as sample of the study.

#### **Tools of the Study**

[1] Art Integration Training Programme [AITP] - Adapted from NCERT's Training Package on Art Education for Primary Teachers, 2015; [2] Art Integration Training Survey [AITS] - (self-developed) ;[3] Social Science Achievement Test For Class VI [SSAT-VI] - (self-developed); [4] Social Science Achievement Test For Class VII [SSAT-VII] - (self-developed); [5] Students' Attitude towards Art Integrated Pedagogy Scale [SAAI] - (self-developed); [6]. Pupil Teachers' Attitude towards Art Integrated Pedagogy Scale [PTAAI] - (self-developed); [7] Focus Group Discussion of School Students about Art Integrated Pedagogy [FGDS-AIP] - (self-developed); [8].Focus Group Discussion of Pupil teachers about Art Integrated Pedagogy [FGDPT-AIP] - (self-developed); [9] Classroom Observation Schedule for Art Integrated Pedagogy and Traditional Teaching Method [COS] - (self-developed).

### **Data Analysis**

The data was analyzed quantitatively using descriptive and inferential statistical techniques - Correlation, Mean, SD, Frequency Analysis, Percentage Analysis and t-test. The qualitative aspect of the data was analysed through Content Analysis.

### **Findings**

The study findings revealed significant difference in the achievement of Social Sciences of students taught through Art Integrated Pedagogy and Traditional Teaching Method. Art-integrated activities provided students with creative ways to connect with abstract concepts and express their understanding through art as well. Students reported having a joyful learning experience with Art Integrated Pedagogy as they were able to explore social science concepts individually and with peers. Students in Art Integrated Classes benefited from increased opportunities for exploration, movement, interaction, expression and engagement in various activities. In contrast, traditional classes were criticized by students for relying solely on textbooks and not encouraging exploration. This highlighted the limitations of traditional teaching methods in promoting active learning and student engagement. The study also found significant difference in Pupil Teachers' use of Art Integrated Pedagogy before and after the Art Integration Training programme. It was reported that the Art Integration Training Programme was beneficial for the Pupil teachers as it helped them learn about various Art Forms and ways to integrate them into their teaching-learning process and removed their initial apprehension about the incorporation of art in learning. The study also found a significant difference in Pupil Teachers' and Students' Behavior in Art Integrated Pedagogy Classroom and Traditional Teaching Classroom. The Classes where Art Integrated Pedagogy was being practiced had more opportunities for student engagement with social science content. Also, the teachers in Art Integrated Pedagogy classrooms exhibited confidence in content presentation and instructional clarity as compared to teacher counterparts of the traditional teaching classrooms.

### **Conclusion**

We can conclude from this the present study that Art Integrated Pedagogy epitomizes a transformative approach to education that brings joy to students and empowers pupil teachers. It not only revitalizes the learning process but also aligns education more closely with the needs and preferences of students. This innovative approach has the potential to reshape the future of education, offering a more engaging and enriching experience for all involved.