

## Perception of Students and Teachers towards Art Integrated Learning At Elementary Level in Odisha

**Rasmirekha Sethy**

Associate Professor, Regional Institute of Education, Bhubaneswar-751022, India

### Abstract

The main objectives of this study was to examine the perception of students and teachers towards Art Integrated Learning (AIL) and find out the problems faced by teachers in implementing AIL. Survey was conducted on 53 students and 21 teachers of Elementary level schools of Chilika, Odisha, India. The sample was selected purposefully from four elementary schools. Self-developed perception scale consisting of 30 items based on different aspects of AIL was used for studying the perception of students and teachers. Focused group discussion was conducted on teachers and students to identify problems and issues in implementing the AIL. Collected data are entered in the Excel and processed in terms of the frequency and percentage. The study found that (i) cent percent students agreed that AIL makes learning joyful and 79.2% agreed that role play helps in understanding the concept easily and clearly and teacher treats all students equally in class, (ii) 96.2% agreed that AIL motivate students to come to school regularly and 81.1% agreed that it creates interest and liveliness in the class, (iii) 52.8% students agreed that AIL takes more time than general class and 69.8% students disagree that the teachers do not allow students to ask question during AIL and AIL disturbs the nearby class by producing noise, (iv) cent percent teachers agreed that AIL makes learning joyful, participation in role play helps students in understanding the concept and develops co-operation among students, (v) 85.7% teachers agreed that AIL unfolds hidden talent and 90.5% teachers agreed that AIL builds confidence in speaking, establishes good relationship between teacher and students and develops aesthetic sense among students, and (vi) 87.5% teachers agreed that students get chance to express their creativity during AIL class and 95.2% teachers agreed that AIL enables student to develop social competencies. The study has suggested educational implications for different stakeholders to effectively implement AIL in classroom teaching.

**KEYWORDS:** Art Integrated Learning, Role Play, Dramatization, Joyful Learning

### INTRODUCTION:

Art Integrated Learning is an important tool or instrument for students learning outcomes. It is a pedagogical process to make the classroom effective, lively, interesting and joyful. It breaks the monotony of the students and develops concentration power. It is just like energizer. Arts become an integral part of teaching learning processes. Arts as the centre of the curriculum, helps in clarifying concepts. It can provide means to content of different subjects, logical learner centric and meaningful ways. Abstract concepts of different subjects can be correlated, linked, concretised and learned effectively with art the centre. Learning by this method becomes holistic, joyful and experiential. Art Integrated Learning has positive effects on the child's holistic development. Art cannot be separated from any individual's life as it is all round us. As individual each person has an inherent need of expressing herself/himself through arts. Understanding Arts as

pedagogical tool and its impact on holistic learning and development of every child, the teachers are using this in the classroom. Familiarity with art experiences (different art forms- Visual, Performing and Literary) as medium of exploring his/her creative expression. The skills of planning and organising in age appropriate experiences to make learning appealing through different kinds of art.

**NEED OF THE STUDY:**

Art education is perceived as a tool for the development of aesthetic sensibility among learners to enable them to respond to the beauty in colour, shape, form, movement and sound. The NCF 2005 reported that experiences gained by learners at primary stage in the fine arts will develop enough motivation and interest among learners to pursue various forms of arts in the next stage of school. Indian philosophers like Aurobindo, Plato has emphasized on importance of art and music in education from the time immemorial and today we are realizing its importance.

There are two approaches to gain knowledge on arts, one is arts as subject and another is art integrated learning. Arts as subjects include various types of art forms such as visual and performing. But Art Integrated Learning is learning through the Arts. Art Integrated Learning is an important tool or instrument for improving students learning outcomes. It is a pedagogical process to make the classroom more effective, lively, interesting and joyful. It breaks the monotony of the students and develops concentration power. It is just like energizer for students. Realizing the importance of the art in the teaching learning process, NCERT and CBSE has made an attempt to integrate art in the teaching learning process. Art integrated learning is one of the interventions carried out by the NCERT in selected blocks of different states. The RIE Bhubaneswar has implemented the same in the Chilika Block of Odisha. All the teachers has been oriented in the process of integrating art in the teaching learning process of Chilika block and teachers are stated using art integrated teaching in schools.

Many research studies have been conducted on different aspects of Art Integrated Learning. Some of the studies are listed in the following paragraph.

Blagoeva, et. al. (2019) indicated that the integrated presentation of teaching material enhances the students' learning abilities to make associative connections between the different subjects, to transfer their skills from one subject area to another by processing various sources of visual or verbal information in their creation of art works. Hardima, et. al. (2019) found that the students who took art integrated science in the first session remembered more science in the second session when they learned science through conventional lessons. Miller and Bogatova (2018) found number of positive outcomes related to quality of teaching, student engagement and learning habits and due to limited time the level of exposure for individual students was not long-term, the impact of arts-integration on student achievement in math and reading could not be definitively determined. Krakaur (2017) revealed that that all of the teachers were able to achieve a co-equal style, but not sustain it over the course of the lesson and they demonstrated artistic habits of mind, made creative pedagogical choices, and facilitated arts-based discourses during instruction. Bautista et. al. (2015) indicated that integrated curriculum "Space in the Arts" help students develop a broader perspective towards the arts, enabling them to acquire more sophisticated levels of appreciation, analysis and expression. Tomljenovic (2015) revealed that visual arts establish more efficient teaching and learning in primary school. Kennedy (2014) indicted that the combined ranking of

agreement that they were confident to include the arts in their teaching and that they could bring together different art forms in their teaching even though they had limited experience and did not engage with the arts in their personal lives. Lemon etc. al. (2013) found the combined ranking of agreement that they were confident to include the arts in their teaching and that they could bring together different art forms in their teaching even though they had limited experience and did not engage with the arts in their personal lives.

The above discussion of findings reveals that studies have been conducted in different parts of the world on different aspect of Art Integrated Learning in elementary education. But few studies were done in Indian context. Hence it is relevant to study the perception of students and teachers towards art integrated learning and problem and issues in implementation.

### OBJECTIVES

- To study the perception of students and teachers towards art integrated learning
- To identify the problems and issues in implementing the art integrated learning in classroom

### METHODOLOGY

Qualitative method was used for studying the perception of students and teachers and identifies problems and issues in implementing art integrated learning. The study was conducted in the elementary schools located in Chilika Block. Two primary schools and two upper primary schools were selected purposefully from Dasarathi cluster, Chilika Block, Odisha, India. Total 53 students and 21 teachers of elementary schools were selected as sample by using purposive sampling. Self-developed perception scale consisting of 30 items based on different aspects of art integrated learning was used for studying the perception of students and teachers. The tool has three options such as agree, undecided and disagree. Further, focused group discussion was conducted on teachers and students to identify problems and issues in implementing the art integrated learning. The investigators personally visited the selected schools and collected data from students and teachers. Collected data are entered in the Excel and processed in terms of the frequency and percentage.

### DATA ANALYSIS AND INTERPRETATION

The collected data are analyzed as per the objectives of the study in terms of frequency count and percentage, which are presented in tables.

### PERCEPTION OF STUDENTS TOWARDS ART INTEGRATED LEARNING

**Table-1: Perception Related to Students Achievement through AIL**

Sl. No	Items	Agree (F& %)	Undecided (F& %)	Disagree (F& %)
1	Syllabus completed on time through AIL	43 (81.1) *	00	10 (18.9)
2	AIL unfolds hidden talents of the students	22 (41.6)	21 (39.6)	10 (18.9)
3	Students get chance to reflect on the day's lesson at the end of the class	50 (94.3)	00	3 (5.7)
4	AIL is effective in getting good marks	40 (75.5)	8 (15.1)	5 (9.4)

*N-53, \*Indicates Percentage, F- indicates frequency count*

It is found from the table-1 that 81.1% students agreed upon the syllabus is completed on time through AIL. It also indicates that 41.6% students agree AIL unfolds the hidden talent and 94.3% students agree that AIL provides chance to reflect on the day's lesson at

the end of the class. Further again 75.5% students agreed that AIL is effective to secure good marks in the exam.

**Table-2: Perception Related to Classroom Teaching through AIL**

Sl. No	Items	Agree (F & %)	Undecided (F & %)	Disagree (F & %)
1	AIL makes learning joyful	53 (100)	00	00
2	Performing in the role play helps in understanding the concept	42 (79.2)	6 (11.3)	4 (7.5)
3	Teacher gives emphasis on art forms than the subject	11 (20.8)	16 (30.2)	25 (49.1)
4	AIL motivates student to come school regularly	51 (96.2)	00	2 (3.8)
5	AIL creates interest and liveliness in the class	43 (81.1)	1 (1.9)	9 (17)
6	Teacher treats all student equally during AIL	42 (79.2)	00	11 (20.8)
7	AIL enhances rote learning	20 (37.7)	14 (26.4)	19 (35.8)

The table-2 reveals that 100% students agree AIL makes learning joyful and 79.2% says role play helps in understanding the concept easily and clearly and teacher treats all students equally in class. It also shows that 96.2% agree AIL motivate to come to school regularly and 81.1% agree it creates interest and liveliness in the class. 49.1% students disagree that teachers gives more emphasis on art forms than subject during AIL. Again the table reflects 37.7% students are agree that AIL enhances rote learning and 26.4% were undecided and 35.8% students were disagree about it.

**Table-3: Perception Related to Learning Resources for AIL**

Sl. No	Items	Agree (F & %)	Undecided (F & %)	Disagree (F & %)
1	Materials used during AIL were locally available	50 (94.3)	1 (1.9)	2 (3.8)
2	Teacher gives easy examples from real life	45 (84.9)	00	8 (15.1)
3	Any concept can be easily understood through a song	16 (30.2)	7 (13.2)	30 (56.6)

It is found from the table-3 that 94.3% students agree teachers use locally available resources during AIL class. It also highlights that 84.9% students agree teachers use real life examples during AIL and 30.2% agree on any concept can be easily understood through song.

**Table-4: Perception Related to Problems in AIL**

Sl. No	Items	Agree (F & %)	Undecided (F & %)	Disagree (F & %)
1	AIL takes more time than general class	28 (52.8)	7 (13.2)	18 (34)
2	AIL requires costly materials	4 (7.5)	13 (24.5)	36 (67.9)
3	During AIL teacher do not allow students to ask questions	16 (30.2)	00	37 (69.8)

4	AIL disturbs the class by producing noise	3 (57.5)	13 (24.5)	37 (69.8)
5	During AIL the nearby class get disturbed	24 (45.3)	14 (26.4)	15 (28.3)
6	AIL do not allow all students to take active part in classroom activities	5 (9.4)	10 (18.9)	38 (71.7)
7	Students do not get equal scope to take part in classroom activities during AIL	15 (28.3)	18 (34)	20 (37.7)

The table-4 reveals that 52.8% students AIL takes more time than general class and 67.9% students disagree AIL requires costly materials. It also shows that 69.8% students disagree the teachers do not allow students to ask question during AIL and AIL disturbs the class by producing noise. The table also indicates that 71.7% students disagree AIL do not allow students to take active part in classroom activities and 37.7% students disagree AIL do not provide equal scope to take part in classroom activities.

**Table-5: Perception Related to Development of Other Qualities in AIL**

Sl. No	Items	Agree (F& %)	Undecided (F& %)	Disagree (F& %)
1	Chart/Poster making helps in getting the cause and effect relationship	53 (100)	00	00
2	AIL develops co-operation among the students	53 (100)	00	00
3	AIL builds confidence in speaking	48 (90.6)	1 (1.9)	4 (7.5)
4	During AIL students get chances to express their creativity in painting, drawing, singing, dancing and other curricular activities	50 (94.3)	00	3 (5.7)
5	AIL establish good relationship between the teacher and students	51 (96.2)	1 (1.9)	1 (1.9)
6	During AIL students get a chance to know about different art forms	51 (96.2)	00	2 (3.8)
7	AIL develops sense of appreciation among students	52 (98.1)	1 (1.9)	00
8	AIL develops aesthetic sense among students	48 (90.6)	1 (1.9)	4 (7.5)
9	AIL enables student to develop social competencies	47 (88.7)	1 (1.9)	5 (9.4)

The table-5 shows that 100% students agree chart/ poster making helps in getting the cause and effect relationship, develops co-operation and sense of appreciation among students. It also depicts that 90.6% of students agree it helps in building confidence in speaking and it develops aesthetic sense among students. The table also depicts that 96.2% students get a chance to know about different art forms and it establish good relation between teacher and student. Again the table shows that 98.1% students agreeit develops aesthetic sense of appreciation and 88.7% agree AILenable student to develop social competencies.

**PERCEPTION OF TEACHER TOWARDS ART INTEGRATED LEARNING****Table-6: Perception Related to Engaging Learners during AIL**

Sl. No	Items	Agree (F & %)	Undecided (F & %)	Disagree (F & %)
1	Art Integrated Learning (AIL) makes learning joyful	21 (100) *	00	00
2	Participation in role play helps students in understanding the concept	21 (100)	00	00
3	AIL develops co-operation among the students	21 (100)	00	00
4	AIL creates interest among students and liveliness in the class	21 (100)	00	00
5	AIL unfolds many hidden talents of the students	18 (85.7)	3 (14.3)	00

*N-21, \*Indicates Percentage*

The table-6 depicts that 100% teachers agree AIL makes learning joyful, participation in role play helps students in understanding the concept, AIL develops co-operation among students and it creates interest among students and liveliness in class. It also shows that 85.7% teachers agree it unfolds hidden talents of the students and 14.3% were undecided about the unfolding of talent.

**Table-7: Perception Related to Facilitating Learners during AIL**

Sl. No	Items	Agree (F & %)	Undecided (F & %)	Disagree (F & %)
1	AIL builds confidence in speaking among students	20 (90.5)	1(4.8)	00
2	Teacher gives emphasis on art forms than the subject during AIL	8 (38.1)	5 (23.8)	8 (38.1)
3	Students get chances to express their creativity during AIL class	18 (85.7)	3 (14.3)	00
4	AIL establish good relationship between the teacher and students	3 (90.5)	2 (9.5)	00
5	AIL promotes rote learning of subjects	8 (38.1)	2 (28.6)	7 (33.3)
6	AIL develops aesthetic sense among students	19 (90.5)	2 (9.5)	00
7	AIL enables student to develop social competencies	19 (95.2)	1 (4.8)	00

It is found from the table-7 that 90.5% teachers agree AIL builds confidence in speaking; it establishes good relationship between teacher and students and develops aesthetic sense among students. It also highlights that 38.1% teachers agree teachers give emphasis on art forms than the subject during AIL. AIL promotes rote learning of subjects. It reflects that 85.7% teachers agree students get chance to express their creativity during AIL class and 95.2% teachers agree AIL enables student to develop social competencies.

**Table-8: Perception Related to Learners Resources for AIL**

Sl. No	Items	Agree (F& %)	Undecided (F& %)	Disagree (F& %)
1	AIL requires costly materials for conducting activities	1 (4.8)	1 (4.8)	19 (90.5)
2	Any concept can be easily understood through a song	8 (38.1)	6 (28.6)	7 (33.3)
3	Materials used during AIL are locally available	15 (71.4)	4 (19)	2 (9.5)
4	AIL familiarize students about famous tribal arts of India	20 (95.2)	1 (4.8)	00
5	Teacher gives easy examples from real life while teaching with AIL	20 (95.2)	1 (4.8)	00

It is found from the table-8 that 71.4% teachers agree materials used during AIL are locally available. It also reflects that 95.2% teachers agree AIL familiarize students about famous tribal arts of India and teacher gives easy examples from real life while teaching. 90.5% teachers disagree that AIL requires costly materials for conducting and 38.1% teachers agree that any concept can be easily understood through a song.

**Table-9: Perception Related to Classroom Management during AIL**

Sl. No	Items	Agree (F& %)	Undecided (F& %)	Disagree (F& %)
1	AIL disturbs the class by producing noise	2 (9.5)	6 (28.6)	13 (61.9)
2	AIL motivates student to come school regularly	16 (76.2)	5 (23.8)	00
3	During AIL the nearby classes get disturbed	6 (28.6)	5 (23.8)	10 (47.6)
4	Some students take active part in classroom activities during AIL	16 (76.2)	00	5 (23.8)
5	Teacher treats all students equally during AIL	21 (100)	00	00
6	AIL help students to reflect on the day's lesson at the end of the class	18 (85.7)	3 (14.3)	00

The table-9 reveals that 100% teachers agree teachers treats all students equally during AIL and 85.7% teachers agree AIL help students to reflect on the days lesson at the end of class. It also reflects that 76.2% of teachers agree AIL motivates student to come to school regularly and some students take active part in classroom activities during AIL. It also highlights that 61.9% disagree AIL disturbs the class by producing noise and only 9.5% teachers agree at this.

**Table-10: Perception Related to Assessment of Students during AIL**

Sl. No	Items	Agree (F & %)	Undecided (F & %)	Disagree (F& %)
1	AIL develops sense of appreciation among students	21 (100)	00	00
2	All student get equal scope to take part in class room activities	20 (95.2)	00	00

3	Chart/Poster making helps students in understanding the cause and effect relationship	21 (100)	00	00
4	AIL is beneficial in getting good marks in exams	17 (81)	4 (19)	00
5	The syllabus can be completed in time through AIL	15 (71.4)	6 (28.6)	00
6	AIL takes more time than general teaching strategy	11 (52.4)	4 (19)	6 (28.6)
7	Teacher do not allow students to ask questions during AIL	00	2 (9.5)	19 (90.5)

The table-10 reflects that 100% of teachers agree AIL develops sense of appreciation and chart/poster making helps students in understanding the cause and effect relationship. 95.2% teachers agree that all students get equal scope and 81% are of the opinion that AIL is beneficial in getting good marks in exams. The table also reveals that 71.4% teachers agree syllabus can be completed in time through AIL and 52.4% teachers agree that AIL takes more time than general teaching. Again the table reflects that 90.5% disagree teacher do not allow students to ask questions during AIL.

#### **PROBLEMS AND ISSUES RELATED TO AIL AS REPORTED BY STUDENTS AND TEACHERS**

As per FGD all the students enjoy AIL class because this class is student friendly, can study the topic/problem easily, feel interested and enjoyed, and understand the topic. Through AIL the learning is very easy for students. The result of teaching is good. Students get pleasure by participating in dance. As the students are fond of dance, song, games they like AIL very much. AIL develop confidence among students through games, song, story and dance. The teachers take the class for different topic such as Sapana mo Bahuta Bada, bidesi sasanare, Ramayana, rain rain go away, good morning sky etc. through AIL.

All students participate in AIL class activities such as storytelling, role play, debate competition, drawing and painting, singing and dancing. The activities undertaken by teachers in different subjects during AIL class are painting and drawing, mask making and experiment. The topics like odd and even number in math, how we rule us in EVS, import and exports in English were taught by AIL.

The students feel that math and science can be taught through AIL and they are studying mathematics topics such as Addition, Subtraction, Multiplication and Division by AIL. The teachers are taking the class of science topics such as Health and Disease, Cleanliness, Air Pollution, Peace and work by AIL. i.e. role play by the students. Majority of students stated that they do not face any problems during AIL class. Few students stated that noise created during AIL disturb the class and all students did not get chance to participate.

Five open ended questions were asked to 21 teachers regarding AIL in schools regarding problems and suggestions. All teachers stated that taking class through AIL is very interesting because it gives hands on experience to both teachers and students. Majority of the teachers are of the opinion that it helps in making teaching learning very effective in real setting and teacher will be able to have their eyes on each and every student. Attendance of students also got improved and it creates liveliness in the class.

Most of the teachers had opted teaching through singing song, dance, drawing, painting, number games for maths, storytelling and only 5 teachers said that they go for demonstration and experimental activities. Cent percent teachers are of the opinion that science and maths can be learnt through AIL as both are very interesting subjects. Mathematical and science kit are available to do the things practically.

### MAJOR FINDINGS

- 81.1% students agreed that syllabus is completed on time through AIL and 94.3% reflected that it provides chance to reflect on the day's lesson at the end of the class.
- Cent percent students agreed that AIL makes learning joyful and 79.2% agreed that role play helps in understanding the concept easily and clearly and teacher treats all students equally in class.
- 96.2% agreed that AIL motivate students to come to school regularly and 81.1% agreed that it creates interest and liveliness in the class.94.3% students agreed that teachers use locally available resources during AIL class.
- 52.8% students agreed that AIL takes more time than general class and 69.8% students disagree that the teachers do not allow students to ask question during AIL and AIL disturbs the nearby class by producing noise.
- 96.2% students agreed that AIL establish good relation between teacher and student. 94.3% students opined that students get chance to express their creativity in singing, dancing and painting during AIL class.
- Cent percent teachers agreed that AIL makes learning joyful, participation in role play helps students in understanding the concept and develops co-operation among students.
- 85.7% teachers agreed that AIL unfolds hidden talent and 90.5% teachers agreed that AIL builds confidence in speaking, establishes good relationship between teacher and students and develops aesthetic sense among students.
- 87.5% teachers agreed that students get chance to express their creativity during AIL class and 95.2% teachers agreed that AIL enables student to develop social competencies.
- 90.5% teachers agreed that AIL does not requires costly materials for conducting activities and 38.1% teachers agreed that any concept can be easily understood through a song.
- Cent percent teachers agreed that teachers treat all students equally during AIL and 85.7% teachers agreed that AIL help students to reflect on the days lesson at the end of class.
- 76.2% of teachers agreed that AIL motivates student to come to school regularly and 61.9% disagreed that AIL disturbs the class by producing noise.
- Cent percent teachers agreed that AIL develops sense of appreciation and chart/poster making helps students in understanding the cause and effect relationship.
- 95.2% teachers agreed that all students get equal scope to take part in class room activities and 81% of teacher opined that AIL is beneficial in getting good marks in exams.
- 71.4% teachers agreed that syllabus can be completed on time through AIL and 52.4% teachers viewed that AIL takes more time than general teaching.

## EDUCATIONAL IMPLICATIONS

1. It is rightly said that anyone can learn by doing than through eyes and ears. Here it is found that all students and teachers were happy as AIL makes learning joyful, liveliness in classroom, reduces partiality in the class by teacher. So AIL must be implemented for classroom transaction in school.
2. Curriculum developers can incorporate art integrated learning principles in textbook as well as in syllabus so that it becomes easy for teacher and students to use in classroom teaching.
3. Teachers use locally available resources in the class and gives real life examples, with whom students are familiar and due to this they can get the things easily. Govt. should take the initiative to recruit more teachers who are creative and use different art integrated strategies in teaching. Proper monitoring should be done by educational authority in the process of AIL teaching.
4. AIL helps in establishing good relation with teacher and students, develop co-operation among students, provide chance to express creativity, develop social competencies. Educational authority starting from school HM to Secretary of Education must encourage teachers in using AIL in classroom teaching across the subjects.
5. AIL does not require costly material for doing activities but basic materials must be provided by the government in the schools so that these activities can be conducted smoothly and material should not be the barrier for using AIL for quality education.
6. AIL also increases the general knowledge of students as it helps to familiarize them about famous tribal arts of our culture which is the asset of nation and it must be transformed from one generation to another generation.
7. This study reveals that in AIL students took active part in classroom activities and motivate to come to school regularly. AIL has potential to reduce the dropout level in elementary level if implemented in true spirit.
8. Pre-service teacher education programme must include training in art integrated learning for trainees so that AIL can be implemented in all elementary schools. Further, orientation programme must be organized for in-service teachers on AIL.

## CONCLUSION

AIL is the initiative by the Govt. of India for quality and joyful learning of the student at elementary level. It is an important step for better learning outcomes. Though it was suggested to include AIL in school education from the time immemorial but it was re-emphasized by NCF 2005 and NCERT. The Govt. should take necessary steps to encourage Art Integrated Learning in schools by recruiting efficient and creative teachers so that students will be benefitted to learn from different techniques and quality of learning will be enhanced in the country.

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