



EFFECTIVENESS OF ART INTEGRATED LEARNING PROGRAM FOR ENGLISH LANGUAGE (AILPEL) ON ACADEMIC ACHIEVEMENT OF STUDENTS OF STD VIII IN CBSE SCHOOLS

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Abstract:

NEP 2020 emphasized the fundamental transformation of education by enhancing the inclusive approach. In the transformation of education Art integration plays a vital role. Art integration is a pedagogy of joyful and explanation learning. It is the medium through which the child can express his emotions ideas feeling freely without any burden. It provides the platform to find out the potential, hidden talent and scales of the students and promotes learning. Hence it is the best alternative to transform the classes into a joyful learning place. Art Integrated Learning Program for English Language (AILPEL) includes various art Integration activities to integrate in the teaching of English language of Std. VIII. The program develops self -awareness, critical thinking, problem solving, decision making and communication, collaboration and social skills of the student. It helps the students to apply Art based enquiry, exploration of critical thinking and creativity for the deeper understanding of the content. The Art Integrated activities in the AILPEL program helped the student to develop the life skills, confidence, self –esteem, collaborative learning and appreciation of English literature. This AILPEL program is based on the constructivism and the researcher felt the need to test the effectiveness of the developed program. The present research is an experimental research testing the effectiveness of the AILPEL program for the students of Std. VIII learning in CBSE school. In the current scenario there is no specific resource material available for the teachers and students for art integration in English language with reference to the Indian culture, art and tradition. The developed art integrated learning program for the English language is found very effective as far as the academic achievement of the students is considered.

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Introduction:

NEP 2020 emphasized the fundamental transformation of education by enhancing the inclusive approach. In the transformation of education Art integration plays a vital role. Art integration is a pedagogy of joyful and explanation learning. It is the medium through which the child can express his emotions ideas feeling freely without any burden. It provides the platform to find out the potential, hidden talent and scales of the students and promotes learning. Hence it is the best alternative to transform the classes into a joyful learning place.

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

-MaryAnn F. Kohl

Art engages children’s senses in open ended play and supports the development of cognitive, social-emotional and multisensory skills. As children progress into elementary school and beyond, art continues to provide opportunities for brain development, mastery, self-esteem and creativity. Artistic expression in music, poetry, and dance theatre and in the creation of form has been an integral part of human’s growth and development. Cave paintings, potteries, seals, ornament etc. found during excavation clearly indicate the importance of arts science the beginning of human civilization. Art has the power of expressing the innermost thoughts of an individual.

According to Galvez (2018) learners respond to information differently. To use different formats, strategies, techniques and approaches while teaching a subject is always beneficial to the teacher which makes teaching- learning effective. Numerous authors like Caldwell and Vaughan (2012), Dwyer (2011), Melnick, Whitmer and Strickland (2011), Hartle (2015) and Reeves (2007), noted that art education deserves an extraordinary part in the heart of education curriculum because of its numerous counts regarding its benefits mainly in reasoning and critical thinking. Melnick (2011) had revealed many cognitive advantages form art education like higher academic achievement, creativity, imagination, self –expression, and stimulation of the brain. He suggested that art education as a future model for useful educational hopes and practices.

Art Integrated Learning Program for English Language (AILPEL):

Art Integrated Learning Program for English Language (AILPEL) is the program developed by using various most suitable Indian art forms: Visual Art, performing art, 3Dimansional Art, Culinary Art and Literary Art to integrate in the teaching of English language of Std. VIII to develop self -awareness, critical thinking, problem solving, decision making and communication, collaboration and social skills of the student. It helps the students to apply Art based enquiry, exploration of critical thinking and creativity for the deeper understanding of the content. The Art Integrated activities in the AILPEL program helped the student to develop the life skills, confidence, self –esteem, collaborative learning and appreciation of English literature.

Need and Importance:

The National Curriculum Framework 2005 has recommended “Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre” It also states, “The importance of India’s

heritage, crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education”.

Art Integrated Learning:

Art Integrated Learning is a creative and constructive teaching- learning approach through which students demonstrates their understanding of a concept through various art forms. Art integration signifies exploration of academic content, ideas, concepts and skill sets to be acquired by a student through the lens of various forms of arts.

Statement:

“To study Effectiveness of Art Integrated Learning Program for English Language for academic achievement of Std. VIII in CBSE school.”

Objectives of the study:

- I. To identify the needs and requirements of teachers in context to Art Integrated Learning for Std. VIII English language.
- II. To analyze the syllabus of English language Std. VIII in relation to various Art forms.
- III. To develop an Art Integrated Learning Program for English Language (AILPEL) for Std. VIII.
- IV. To study the effectiveness of Art Integrated Learning Program for English Language (AILPEL) for Std. VIII.

Definitions of the Key Terms: Operational Definitions:

1. Art Integrated Learning

A learning process in classrooms which integrates art (Visual, Performing and Literary) with teaching & learning process and involves working on all three Domains-Cognitive, Psycho-motor and Affective to fulfil the need of competency based learning of English language for Std. VIII

2. English language

The language taught as a First Language in CBSE schools which impart education through English medium.

3 CBSE Schools

Schools in Pune District, those are affiliated with the Central Board of Secondary Education and are following all the norms and guideline of NCERT in their curriculum.

Research question of the study:

- I. What are the various Art Forms in relation with syllabus of Std. VIII?
- II. What is the impact of Art Integrated Learning Program for English Language(AILPEL) on academic achievements of students of Std. VIII?

Research Hypothesis:

There will significant difference in achievement scores of students in Pre- tests and post- tests with regards to three forms of Arts (Visual Art, Performing Art and Literary Art) integrated with English language learning before and after implementation of the program at 0.0 level of significance.

Null Hypothesis:

There will be no significant difference in achievement scores of students in Pre- tests and post- tests with regards to three forms of Arts (Visual Art, Performing Art and Literary Art) integrated with English language learning before and after implementation of the program at 0.0 level of significance.

Review of related literature:

No	Aspects	Theoretical reviews	Research reviews
1	Art Forms used for Integration in teaching English	6	8
2	ADDIE Instructional Model to develop program	3	4
3	Effectiveness of AILPEL model		

Research Methodology:

Present research is a multi-method research. It is a combination of survey, program development and experimental method.

Tools and techniques used for collection of data:

1. Survey- Questionnaire and Interview

Assumptions of the study:

1. Art is most important in cognitive development of a child. (AIL-Guidelines pdf)
2. Learning through Arts develops Cognitive- (thinking, reading and reflecting) Affective- (social and emotional) and Psychomotor- (use of body and movements) abilities of learner. (Seoul Agenda 2010)

Scope:

The study covers Art Integrated Learning Program for English language of Std. VIII CBSE Board student and its effectiveness. It will be conducted in the CBSE schools in Pune city.

Limitations of the study:

Many affective elements such as skills, experience, artistic attitude, cultural and social background, interests are highly subjective and are uncontrollable.

Delimitations of the study:

1. The present study is delimited to CBSE schools of Pune District only.
2. The present study is delimited to Std. VIII students of CBSE Board School only.
3. The present study is delimited to Art Integrated Learning Program for English language only.

2. Program development based on ADDIE instructional model -Art Integrated Learning Program for English Language (AILPEL).
3. Experiment – Post tests

Statistical interpretation tools:

1. Percentage
2. Mean

3. Standard Deviation

4. t-test

Major findings of the research:

Objectives	Major Findings
Objective I To identify the needs and requirements of teachers in context to Art Integrated Learning for Std. VIII English language.	<ul style="list-style-type: none"> • Majority of the teachers highlighted the fact that the available material in the market related to Art integration is not suitable to Indian context. • Majority of the teachers underlined the fact that the available resources for Art integration are not sufficient and there is a need to develop more reference material. • Majority of the teachers recommended to develop the reference material in the form of Teachers handbook and Activity guide.
Objective IV To study the effectiveness of Art Integrated Learning Program for English Language (AILPEL) for Std. VIII.	<ul style="list-style-type: none"> • With the implementation of The Art Integrated Learning Program for English Language a significant improvement observed in students' communication skills, problem solving, decision making, team work, Social skills and aesthetic skills. • Teaching with AILPEL program developed students interest in English literature. • The Art Integrated Learning Program for English Language positively affected on students' academic performance. <p>Conclusion: The Art Integrated Learning Program for English Language is effective.</p>

Conclusion:

Survey regarding the teachers needs to implement Art Integrated Learning Approach for teaching of English language highlighted the fact that though there is resource the material available in the market related to Art integration, is not suitable to Indian context, Indian culture, tradition and heritage. It also underlined the fact that the available resources for Art integration are not sufficient and there is a need to develop more reference material. Majority of the teachers recommended to develop the reference material in the form of Teachers handbook and Activity guide.

The Art Integrated Learning Program for English Language positively affected on students' academic performance. With the implementation of The Art Integrated Learning Program for English Language a

significant improvement observed in students' communication skills, problem solving, decision making, team work, Social skills and aesthetic skills. It positively affected on students' academic performance.

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