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## **An Attitude of Prospective Teachers towards Integration of Drama, Art, and Music in Science Teaching**

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### **Abstract**

*Teachers are the most respected people in society for their Nobel work. In this context, an effective teacher education system is vital for our education system. But NCF, 2005; NEP,2020 & NCTE, 2014 point to the present low-quality outcome of the teacher education system. Whereas, the 21st century demands a quality teacher and a student-friendly learning environment. In this context NEP,2020 and NCF,2005 recommended incorporating the arts in the curriculum for engaging the students in the learning process and indicate that drama/art /music has the natural power to create a joyful environment. In this context UNESCO 2000 recommended the promotion of arts education and creativity to develop cultural peace and NCF, 2005 also emphasized arts education for quality enhancement. Importantly NCF, 2005 & UNSECO, 2000, indicate that arts education has deeply crouching on the student's mind and students can express freely their capability through drama/arts/music. Whereas, to see the importance of drama, art, and music in the teaching-learning process, researchers want to see the attitude of the prospective teacher toward the integration of drama/arts and music in their pedagogic practices. In the study, the researcher selected 200 prospective teachers and used the descriptive survey method. The researcher analyzes a self-made questionnaire (based on Likert's scale) for finding the result.*

**Key terms-** attitude, Integrated and non-integrated teacher education program, drama, art, and music.

"When we rejoice in our fullness, then we can part without fruits with joy."

..... Rabindranath Tagore

**UGC-CARE enlisted & Indexed in the EBSCO International Database of Journals****Introduction:**

Teachers are the main facilitators for providing the facility of the knowledge input in the educational institute as well as at the global level (NEP, 2020; OECD,2018 & NCERT, 2014).

But it is not an easy task to input the knowledge into the child's brain in a few seconds. Whereas, an effective teaching process is needed and it is properly dependent on the potentiality of a teacher. In context, teachers need proper training to push the inner quality for the proper educational outcome. Ergo, NEP, 2020 recommended pedagogic practices must evolve to the level that created the joyful learning environment for the students. In this context NEP, 2020 And NCF,2005 recommended incorporating the arts in the curriculum. Under the chairperson Prof. Yash Pal, a committee was formed in 1992 and the 'Learning without burden' concept was accepted. Means the indication of the committee is to demolish the curriculum load and increase the quality of learning. In this context UNESCO in 2000 recommended the promotion of arts education and creativity to develop cultural peace and NCF, 2005 also emphasized arts education for quality enhancement. Importantly NCF, 2005; UNSECO, 2000 & NEP, 2020 indicating that arts education has deeply crouching on the student's mind and students can express freely their capability through drama/arts/music. Whereas, drama/arts/music are the natural therapy for creating a joyful and effective learning environment (Oleksiuk, Rebrova & Mikulinska, 2019). Many types of research indicated that drama/arts/music can change the human mind for the progressive development and it is found that the people have proper development and do best in his/her work those who are actively involved in drama/arts/music (Zakaria, Ahmad & Rahman,2021; Özmen ,2011). Ergo, NCERT, 2014 report indicates that implementation of the art education as innovative practices in the teaching-learning practices helps to improve the creativity of the students, and the innovative practices also create a learner-friendly environment. This means we can understand the importance of drama/arts/music in the teaching-learning process and we should also rethink the potential of arts education. Whereas, Education commission 1952-53 Ergo, we need a competent teacher for conducting joyful learning conditions. The 21<sup>st</sup> century demands the competence of teachers (NEP,2020; OECD,2014; OECD, 2014 & NCTE, 2014). Whereas, the Indian education system does not reflect the level of competent teachers (NEP, 2020 & NCERT, 2014). Moreover, NCERT, 2014 clearly recommended a two-year B.Ed. training program for the outcome of competent teachers and it is also reported by Jayasree (2007) & Tamang (2018). But within a few years, NEP 2020 fully projects on the Integration teacher education program, which is popularly known as ITEP. But it is raising confusion about the effectiveness of the present teacher education models.

**UGC-CARE enlisted & Indexed in the EBSCO International Database of Journals****Rationale of the study:**

The 21<sup>st</sup>-century education system demands Competent teachers. The present ideology of education is believing that competent teachers can change the pedagogical technique (OECD,2018; NEP,2020). Whereas NEP, 2020 especially emphasizes Visual Art, Drama, and Song and parallelly indicates that Art, Drama, and Song are crucial for the teaching purpose (Rives jr,1979; Özmen,2010). In a priority (Zakaria, Ahmad &Rahman,2021; Özmen ,2011) it also indicated that learning becomes increased when a teacher teaches through using the Visual Art, Drama, and Song, for the founder to Secondary stage students, it is also known as acting pedagogy. It is recommended that 85% of the brain will develop within six years of a child. Whereas the attitude of a person indicates that he/she has affection towards his/her work and by this his/her can adopt professional skills (Aktan, Toraman & Orakci, 2020). This means an attitude of a teacher is the most important for the education system for developing the joy-full learning (Bhargava & Pathy, 2014) and it will help to integrate of the drama/arts/music in to the science pedagogic study for an innovative way of teaching practices Van (Hoose & Hult, 1979). In this context, we should focus on our teacher education model but the Indian teacher education does reflect that much level of effectiveness (NEP, 2020; NCERT,2014 and NCF,2005). Whereas. NCTE (2014), fully recommended the shifting of the two years B.Ed. from one-year B.Ed. program for increasing the training duration. Jayasree (2007) & Tamang (2018), enlisted in their studies for the two years B.Ed. The program is better for developing competent teachers for the quality of education but recently NEP, 2020 recommended shifting of non-integrated B.Ed. program (where overconcentrated on pedagogical practices means a training program will be started after the completion of the graduation degree) towards an integrated B.Ed. program (whereas, pedagogical practices done with the liberal subject means B.Ed. training will be running parallel with the graduation degree (NCERT, 2014). In the 21<sup>st</sup> century, many countries are conducting both integrated and non-integrated teacher education models. But contextually some researchers reflect that both integrated and non-integrated teacher education programs have equal effectiveness for preparing the true professional (Li, 1999). Whereas some researchers indicated that a non-integrated teacher education program is better than an integrated teacher education program for the preparation of effective teachers and on the other side more money is suspensor integrated programs (Zuzovsky & Donitsa-Schmidt, 2017). But the reviews of the research findings cannot truly reflect the effective teacher education models and whereas, 4 years integrated teacher education program started in 1963 in India. Hence to find out the effectiveness of the teacher education program researcher wants to work on the 21<sup>st</sup>-century leading factor of competence. In the study, contextual research entitled the topic ‘A study of Comparative Competence between prospective teachers of integrated and non-integrated teacher education programs in respect to the integration of drama, art, and music as innovative pedagogy practices in science study’.

**UGC-CARE enlisted & Indexed in the EBSCO International Database of Journals****Objectives of the study**

- To study the comparative attitude of the prospective teachers between integrated and Non-integrated teacher education programs towards the integration of drama/arts/music in the science pedagogic practices.

**Methodology of the study:****Method**

Descriptive survey method was used for conducting the study.

**Population**

The prospective science teachers of the non-integrated and integrated teacher education program of the West Bengal district.

**Sampling**

200 prospective science teachers were selected by the purposive sampling method for conducting the study. Whereas 100 prospective teachers were selected from the non-integrated teacher education program and another 100 prospective teachers were selected from the integrated teacher education program.

**Tool**

Researchers used self-made Questionnaires for conducting the study. The tool has ten items and it has a three-point scale based on the Likert's scale and is administered to 200 participants. For the purpose of construction of the first version of the questionnaire, 30 statements (items) were developed. The statements were based on the relevant literature and were developed following rules and recommendations for questionnaire writing, and 11 items were chosen for final validation. Factor analysis was used to find out the factor structure of the questionnaire and to measure construct validity.

**Result**

Finding of the study and analysis of the data (item-wise analysis):

Sl. no.	Statement	Integrated			Non-integrated		
		Agree (%)	Neutral (%)	Disagree (%)	Agree (%)	Neutral (%)	Disagree (%)
1.	I am interested in using drama/art/music in my pedagogical practices.	30	20	50	50	25	25

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2	I did not think that drama/art/music integration in the pedagogical practices of sciences is important.	50	30	20	20	25	55
3	I think the use of drama/art/music in pedagogical practices can create a joyful learning environment.	45	15	40	60	20	20
4	I think that the use of drama/art/music in pedagogical practices can hamper the gain of knowledge rather than creating a joyful learning environment	55	10	35	65	20	15
5	The use of drama/art/music in science pedagogical practices can enhance learning outcomes.	20	50	50	60	30	10
6	The use of drama/art/music in science pedagogical practices is a waste of time instead of increasing the learning outcome.	40	25	35	10	40	50
7	The use of drama/art/music in science pedagogical practices is necessary for creative thinking.	35	20	45	45	35	20
8	The use of drama/art/music in science pedagogical practices does not enhance the creative thinking of the students.	30	30	40	20	30	50
9	In the 21st century, we really need drama/art/music in science pedagogical practices for growing the student's focus on his /her study.	20	40	40	60	20	20
10	There is no relation between	30	50	20	20	30	50

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	science subjects with drama/art/music.						
11	The use of drama/art/music in science pedagogical practices is time-consuming, so we should neglect the procedure to use drama/art/music in the teaching-learning process.	50	20	30	20	25	55

- The prospective teachers of non-integrated teacher education programs (50% agree, 25% neutral and 25% disagree) have comparative better interest than integrated teacher education programs (30% agree, 20% neutral and 50% disagree) for integration of drama/arts/music in science pedagogic practices. (Analysis by item 1)
- 20% of prospective teachers of non-integrated teacher education programs and 50% of prospective teachers of integrated teacher education programs did not think that drama/art/music integration in the pedagogical practices of sciences is important. Whereas, 55% of prospective teachers of non-integrated teacher education programs and 20% of prospective teachers of integrated teacher education programs think that drama/art/music integration in the pedagogical practices of sciences is important. (Analysis by item 2)
- Whereas, 60% of prospective teachers of non-integrated teacher education programs and 45% of prospective teachers of integrated teacher education programs think the use of drama/art/music in pedagogical practices can create a joyful learning environment (analyzed by item no.3). In context, 65% of prospective teachers of the non-integrated teacher education program and 55% of prospective teachers of the integrated teacher education program think that the use of drama/art/music in pedagogical practices can hamper the actual subject knowledge gain rather than the creation of joyful learning environment (analysis by item no. 4).
- Whereas, 20% of integrated prospective teachers and 60% of non-integrated prospective teachers of non-integrated teacher education programs think that the use of drama/art/music in science pedagogical practices can enhance learning outcomes (analyzed by item no.5), and 40% of prospective teachers of integrated teacher education program and 10% prospective teachers of the non-integrated teacher education program agree that Use of drama/art/music in science pedagogical practices is a waste of time instead of increase the learning outcome(analyzed by item no.6). Whereas 35% of prospective teachers of integrated teacher education programs and 50% of prospective teachers of the non-integrated teacher education program agree that the use of drama/art/music in science pedagogical practices is necessary for creative thinking (analyzed by item no.7) and in this context, 35% prospective teachers of integrated

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teacher education programs and 50% prospective teachers of the non-integrated teacher education program agree use of drama/ art / music in science pedagogical practices does not enhance the creative thinking of the students(analyzed by item no.8). Ergo, 21<sup>st</sup> century context 20% prospective teachers of the integrated teacher education program and 60% prospective teachers of the non-integrated teacher education program admitted that we really need the drama/ art / music in science pedagogical practices for growing the students' focus in his /her study (analyzed by item no.9). Interestingly, 40% prospective teachers of the integrated teacher education program and 20% prospective teachers of the non-integrated teacher education program agree that there is no relation between science subjects with drama/ art / music (analyzed by item no.9). whereas, 50% prospective teachers of the integrated teacher education program and 20% prospective teachers of the non-integrated teacher education program use of drama/ art / music in science pedagogical practices is time consuming, so we should neglect the procedure to use of drama/ art / music in the time of teaching-learning process.

**Discussion:**

Teachers are the main architect to create the student's good future. Whereas, a future teacher can achieve the title 'successful teacher' or 'good teacher' if he/she can do his/her job in a proper way. In this context, proper teacher training is important and we should give special emphasis on the teacher education system for quality of teacher. For this reason, the Kothari commission (1964-66), NEP (2020), NCF (2005), NCFTE (2009), NCERT, NCTE rigorously given emphasis on the teacher education system. In this context, NCF, 2005 clearly recommended 'learning without burden' and NCERT recommended a joyful learning environment. Ergo, NCF, 2005; UNSECO; NPE, 2020 indicating that arts education has a deep influence on the student's mind and students can freely express their capability through drama/arts/music and it is also supported by Zakaria, Ahmad & Rahman, 2021; Özmen, 2011. Whereas, drama/arts/music are the natural therapy for creating a joyful and effective learning environment (Oleksiuk, Rebrova & Mikulinska, 2019). Many researches indicated that drama/arts/music can change the human mind for the progressive development and it is found that the people have proper develop and doing best in his/her work those who are actively involve drama/arts/music (Zakaria, Ahmad & Rahman, 2021; Özmen, 2011). Means the 21<sup>st</sup> century demand a properly trained teacher for creating joyful learning environment through drama/arts/music. So, NCERT, 2014 recommended the two-year teacher training program for one year for competent teachers. But recently NEP, 2020 recommended the ITEP for the quality of teachers but not neglecting the two- year teacher training program. But the item wise analysis reflects that prospective teacher of the integrated prospective teachers have less attitude towards integration of the drama/arts/music in the teaching-learning process. Whereas, prospective teachers of the non-integrated teacher education program have a better attitude to use the drama/arts/music in the teaching-learning process. This

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result creates the question mark for the effectiveness of the four-year integrated teacher education program.

**Conclusion:**

Teacher education system of the Indian education system is vital for the enhancement of the quality of education. In the quality context, NCERT,2014 increased the time duration of the teacher education program (Moruskar, 2004) but further NEP,2020 focusing on the integrated teacher education program to attract the young aspirant towards the teaching profession with the quality enhancement. Whereas, NCF,2005; Kothari commission,1964-66; NEP,2020 reflect that drama/ art / music are important for joyful learning. But the findings of the study clearly reflect that prospective teacher of the non-integrated teacher education program have comparatively better attitudes for integration of the drama/arts /music in the science pedagogical study.

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