CHAPTER - III
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REVIEW OF RELATED LITERATURE

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3.1. INTRODUCTION

A review of related literature facilitates the investigator to have a clear understanding of the research problem. Only when the investigator views the area of related literature in its various perspectives, she could choose the appropriate techniques and procedures to be adopted in the course of the present study. For any worthwhile study in any fields of knowledge, the investigator needs an adequate familiarity with the works that have already been done in the area of his choice. He or she needs to gain with up-to-date information about what had been thought and done in the particular area.

A research project is always a relief against a background of past studies in the same field. A survey of related literature enables the investigator to see that the study has been largely supported by a number of other studies and it is settled on firm ground. An investigator must take the distilled essence of the past studies as the past studies serves as a foot- hold for the study.

Here is an attempt made by the investigator to highlight the findings of some research studies in India and abroad. This chapter consists of researches done on Folk-arts and National Integration teaching, summary of the review, inference of the review of related studies and conclusion.

Effective research will be possible only with the help of related literature. The methodology and the findings of the previous researches are of great help to the researcher. According to John W. Best Since
effective research must be based on past knowledge, this step helps to eliminate duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation”. In order to gain conceptual clarity, the present investigator surveyed a number of books, journals, encyclopedias, dictionaries and magazines.

A brief summary of previous research related to the investigation is presented in this chapter. The available literature shows that there have been only a very few studies conducted on National integration. The available literature may be classified under the following headings.

(i) Studies done in India
(ii) Studies done Abroad

Such studies are listed out in their chronological order.

3.2. RESEARCHES ON NATIONAL INTEGRATION

The NCERT conducted a study on “Teacher’s Views on National Integration” in 1969-70. The investigation aimed at studying the teacher’s awareness of the problems of National Integration and the reasons for the existence of problems as viewed by the teachers and the solutions suggested for the promotion of national integration.

The major findings are:

(i) More than 60 percent of the teachers were not aware of the existence of the National Integration Council.

(ii) The respondents felt that the reasons for national disintegration were,

a. Cultural Background (54.2 %)
b. Religious Organisation (41.8 %)
c. Political parties (81.2 %)

(iii) According to the majority of respondents (60.4 %) the reorganization of states on the linguistic basis created imbalances which lead to national disintegration.

Fishman, Joshua A (1968) did a research on “Nationality-Nationalism and Nation-Nationism.”

The process of national integration does not necessarily require monolingualism. The western, post-Versailles, intellectual heritage prompts contemporary sociologists to assume that cultural and linguistic differences automatically tend toward demands for nation formation and language recognition.

Fishman, Joshua A (1968) did a research on “ Language Problems and Types of Political and Socio-Cultural Integration: A Conceptual Postscript.”

The author outlines the socio-cultural and language problems of three main types of developing nations. The first type, the "new developing nations," (sub-Saharan and East Africa) have little to draw upon in terms of a useable socio-cultural or political past.

Trujillo. Lorenzo A. (1975) did a research on “The Masculine Mexican Folk Dance.”

Present day ethnic and/ or folk dance grew from the remnants of primitive dances. A definition of folk dance of the common people of a specific region of the world, which becomes ethnic when the dance is presented by the members of the ethnic race from where the dance
originates. Within every folk dance is contained the history, psychology, and culture of a race of people. In order to execute a dance in its proper perspective, many facets must be studied, e.g., geography, customs, and clothing of the region of origin. Dances also tend to reflect the people's economic, political, and home situation. The Mexican Folk Dance reflects the history and cultural attitudes of the Mexican people. Through this medium, they express their inner-self. The totality of the Mexican's history and culture created the basis upon which the Mexican Mestizo Folk Dance was built. In order to understand the nature of dance, one must be aware of the cultures that created the Mexican Mestizo dance, e.g., the Pre-Columbian Indians, Spaniards, and the Church. Then it becomes very obvious that this dance form is not only violent in character, but it is also very masculine.

Olivier, S. F (1976) did a research on “The Accommodation of Some Historic Determinants in a Culturally Pluralistic Society.”

Ways in which pluralistic communities can exist in peace and harmony through consent rather than force are discussed. Historical and sociological determinants, which should be considered when coexistence is sought, are politics, color, religion, nationalism, national aspirations, language.

Sing (1978) investigated the “Development of religious identity and prejudice in Indian children.”

The objectives of the study were to examine the origin and development of religious identity and prejudice in Indian children and to examine the relationship of parental and children’s prejudices.
The sample consisted of Hindu, Muslim and Sikh students aged from 4-5 to 14-15 years selected from the schools of Ranchi town. A Likert type of attitude scale was used to measure the prejudices of children and parents.

The major findings of the study are:

(i) Religious information about one’s own religion and other religions increased with age and by the age of 14 – 15 years it was complete.

(ii) A child had more information about his own religion, but this difference was less at a younger age than at an older age.

(iii) Muslims were the main targets of prejudice for the Hindus and Sikhs and for the Muslims, the main target was the Hindus.

Kerawalla (1979) conducted a study on ‘Language problems and policies in India and the USSR’.

The objectives were,

(i) To identify and analyses the language problems arising in the multi-lingual societies of India and the USSR.

(ii) To examine the language policies of the two countries with regard to language learning at the various stages of education and the selection of an official language at the national and state level.

(iii) The methodology of the study was historical and sociological approaches based on analysis of data library research and interview.

The major findings were,

The nature of the language problems in India and the USSR were not identical.

(i) Unlike India, the USSR gave constitutional recognition to the right to education through mother tongue.
(ii) The teaching of Russian was compulsory in all Soviet schools, this was not the case with the teaching of Hindi in India.

(iii) Education, being a state subject in India uniform implementation of language policies like the three language formula is absent.

Roy Choudhury (1979) undertook the study of ‘Religious education in school of Bombay with special reference to its impact on the secular concepts of the pupils’

The objective of the study were,

(i) To study the status of religious education in the schools of Bombay

(ii) To find out the impact of religious education on the religious and secular concepts of the pupils belonging to the same religion of the same denominational schools.

(iii) To find out the relationship between the secular concepts of the principals, the teachers and the pupils.

The sample consisted of pupils within the age-range of 15-17 years of high schools and the principals and the teachers of the schools to which the pupils belonged.

The major findings were,

(i) There was a significant difference in the secular concepts of the pupils of different groups of the denominational schools.

(ii) The teachers and the principals of the denominational schools were found to be more religious and less secular in the concept scores than those of the non-denominational schools.
Basu and Rao (1979) investigated the ‘Concept of National Integration’. The study attempted to formulate a concept of National Integration.

The sample consisted of thirty expert educationists in the departments of philosophy, sociology, languages and the Faculty of Education of the Osmania University. On the basis of various definitions of National Integration given by different thinkers, an opinionnaire was constructed. The aspects were stated under the sub-heading of knowledge, understanding, attitude, Interest and values. The attitude scale was of three points, essential, necessary and not necessary. The chi-square test was employed to analyse the data.

The findings were,

(i) Elements from the Knowledge sub-heading found significant were physical features, mineral resources, other natural resources, industries, trade and commerce, social customs of the people, social development, rituals followed by different people, important festivals, the political history of different parts of the country, the national movements of the country, great poets and musicians and the educationists of different parts of the country.

(ii) Elements from the Understanding sub-heading found to be significant were understanding of national heritage, techniques of grouping, concepts of patriotism, secularism, inter-cultural understanding amongst sub-cultures, ideas of democratic pluralism, social, economic and political justice, liberty of thought, expression and belief etc.,

(iii) Elements from the attitude sub-heading, which were found to be significant were brotherhood amongst people, co-existence with sub-cultures, tolerance of different languages, religions
and cultures, inclusion of democratic methods and outlook and respect for equality of opportunity for all.

(iv) From the Interest sub-heading such elements as interest about sub-cultures were found to be significant.

(v) From the Values sub-heading, cultural values and democratic values were found to be significant.

Willens, Anita J. (1979) did a research on “Montgomery County Summer School for the Performing Arts.”

Outlines a summer session for gifted students in the performing arts held by the Montgomery County Public Schools in Rockville, Maryland.

Trujillo, Lorenzo A (1981) did a research on "Enhancement of Self-Concept and Academic Achievement through Ethnic Dance".

Sixty students in San Francisco’s Mission High School were divided into treatment (30 students) and control (30 students) groups to examine the relationship of participation in a Hispanic Ethnic Dance Curriculum to various aspects of behavior and to gain in knowledge of specific aspects of Hispanic culture. Students were administered the Tennessee Self-Concept Scale, Folklorico Culture Quiz and a general questionnaire. Tests and questions were presented in written and audio form via a tape recording. The treatment group then participated in a 6-week Hispanic Ethnic Dance Curriculum, which emphasized Hispanic dance and ethology. Chemical observations were made of the students’ in class attitudes and cooperations, and their verbal statements and responses. Variables analysed were profile, ethnic group membership total self concept score, and Folklorico culture quiz scores. Enhancement of the
self-concept, positive observable behavior, and cognitive growth occurred in the treatment group at significant levels.

**Murray Ed., (1981)** did a research on “The Migration Project Resource Handbook, Folk-Arts to Enhance the curriculum”

“Migrations” is a multi-ethnic, interdisciplinary approach to the exploration of ethnic heritage. Designed by the Teacher Center, Inc. (New Haven, Connecticut), the project is conceived on the principle that ethnic heritage can be a source of pride and unity for all members of a community. It provides an active link between the ethnicity of the community and that of its schools.

**Karim (1982)** made “an analysis of the contents of the history text-books followed in Kerala schools with a view to developing models and materials for National Integration”

The study was intended to analyse the history text-books prescribed for standards VIII, IX & X in Kerala to assess the extent to which they promoted National Integration.

The text-books were analysed to identify instances which would hinder promotion of National Integration classified under obscurantism, communalism and regionalism and instances which would promote National Integration. It was found that the content of the text-books was not consciously intended to promote National Integration.

**Basu (1983)** Studied the “Curricula prescribed by the Board of Secondary Education for the High school level - An analysis in relation to the promotion of National Integration.”
The objective of the study was to analyse the curriculum in relation to the promotion of National Integration.

The sample for the study consisted of 100 eminent educationists, 20 judges to judge the syllabus, 100 teachers of schools and 100 students.

The findings were,

(i) All syllabi prescribed by different Boards of Education emphasized almost all the elements of National Integration.

(ii) All sample teachers taken together, indicated that they were equally distributed in their positive and highly positive attitude towards the promotion of National Integration.

(iii) There is no significant difference in the percentage of male and female teachers within 35 years of age and teachers above 35 years of age in their positive attitude.

(iv) The scores obtained about various activities going on in the school showed a variation.

Peares, Harold; Webb, Nick (1984) did a research on “Borderline cases: A philosophical approach to child and Folk-Art.”

Discussed is whether or not folk-Art children’s art are really art. Child and folk-Art are two rich sources of imagery that can lead to a reexamination of the connections between the ethical and aesthetic in other more traditionally accepted forms of art.

Ahmed (1985) investigated the “Placement of Education of Minorities in Secular India and its Role in National Integration with special reference to the Muslims in India”

The objectives of the study were,
To study the views of a cross section of the Muslim minority about secular democracy and National Integration.

(ii) To compare and contrast the religious education of Muslim with the attainment of National Integration.

The study was an explanatory one following theoretical method. It was based mainly on library information contained in various records like census data, voting patterns, voting behaviour etc.

The major findings were,

(i) Muslims accounted for 11.21 % of population of the country and came next to the Hindus.

(ii) The rights to culture and educational self-determination created hurdles in the paths of making of a strong nation.

(iii) A national education programme was not possible without the assimilation of the minorities.

(iv) National Integration was possible through peaceful co-existence and mutual trust between the majority and minority communities.

Congdon, Kristin G (1986) did a research on “An Analysis of the Folk-Artist in Education Program.”

Discussed are (1) the goals and practices of the Folk Artist in Education (FAIE) program, (2) the FAIE in relationship to the Artist in Education criticisms, (3) Improving FAIE programs, and (4) Reasons for its support.

3.2.2 STUDIES DONE ABROAD

Akinde, Adebisl (1989) studied the “religious conflicts in Nigeria”. Modern Nigeria like most other African nations has many problems, the main one
being economic and religious problems. From 1977 Nigeria has been witnessing sporadic outbreaks of inter-religious conflict.

This study aimed at identifying a form of religious curriculum which can promote tolerance among the three religious communities in Nigeria. The study argued for an integrated religious education in Nigerian secondary schools.

Silutzer, Randi, Ed, Watrous, Beth Eildin Ed (1990) did a research on “Drawing from the Well, Oral History and Folk-Arts in the Classroom and Community”

Each chapter of this document describes a different project and approach for introducing students (elementary to high school) to oral history and folk-Arts. All chapters use a standard format in which a general overview of the project, describing themes, philosophies, and methods are followed by sample lesson plans, teacher guidelines, and student materials.

This booklet describes an apprenticeship program that encourages and perpetuates west Virginia folk-arts. The program is an ongoing project administered by the Augusta Heritage center located on the campus of Davis and Elkins College in West Virginia. Folk-Art is the artistic expression of values shared by communities of people. In west Virginia, folk-art traditions include music crafts, dancing.

Cusby, Territa (1990) conducted a study on “The ethnic and academic socialization of American – African male learners”.

This study investigated the cultural differences of African-American male learners which were on direct result of academic and ethnic
socialization process”. The results of the study have resolved that the teacher is a vital component in the intellectual, moral and ethical personality development of the learner. Teachers are to be aware that racial and ethnic variables affect the perception of how the learners viewed, talked and got educated.

**Porter, Althea Terasa**’s (1991) investigation was on the “Social Integration and persistence of commuter, resident African-American and Hispanic students, in predominantly white higher educational institutions”.

The purpose of the study is to examine the relationship between social integration and the persistence of commuter and resident African, American and Hispanic students in the predominantly white institutions of higher education.

A survey method was employed in this study. The social integration persistence survey was developed and administered to African, American, Hispanic and white individuals. The results of the study indicated that there is significant relationship between social integration and persistence.

**Wilhelm, Ronald Wayne** [1991] conducted a study on “The Role of National curriculum in Ethnic Image portrayal and an Analysis of Teacher Practice and Text-books in Guatemelam Elementary Schools”.

The dissertation examined the portrayal of ethnic images in the public elementary school curriculum of ‘Guatemelame’. The research revealed that in an ethnically plural society one ethnic group tends to dominate the other groups through various societal institution, including schools. The school curriculum therefore functions to promote selected and preferred images about the various ethnic groups in order to legitimize and to maintain extent power relationships.

The analysis of text-book contents focused on ethnic images portrayed and projected in both printed text and illustrations. This dissertation provides narrative and interpretive portrayal and insight into...
the manner in which the ideology of a dominant society elite is embedded in a national curriculum’s daily classroom practices and textbooks.

**Palton, Mary Cecelia** (1991) investigated the “Perceptions of secondary social teachers of moral educations regarding moral issues in the curriculum”.

This dissertation studied the presentation of moral education through the social studies curriculum in private high schools. The study pointed out two questions.

(i) Is a moral component included in the social studies curriculum?

(ii) Do social studies teachers perceive themselves as moral educators?

The research findings indicated the positive presence of moral clarity in the social studies departments of the catholic and other private schools.

**Payne Jane Elizabeth** (1991) studied the “Identification and analysis of currently implemented peace curricula in public schools K-12 in Indiana”.

The purpose of this study was to determine whether or not peace education materials were a part of the curricula of public schools K-12 in Indiana.

The survey of all Indiana superintendents of schools was conducted and follow-up questionnaires and interviews with teachers and principals. Only a few teachers displayed a strong commitment to peace education.

**Begley Carl Alexander** (1991) investigated the “Marginalisation of Racism- A Study of Local Education – Authority Project on Multicultural Education”.

The Study originated from an independent evaluation of a Local Education Authority (LEA) project on multicultural education undertaken by a team of four teachers in two schools.
The research findings questioned the adoption of low-key multicultural approaches suggesting that they might marginalize the ability to address the issue of racism in schools.

**Finazzo, Denise** (1992) probed the “effects of a multi-cultural curriculum on the attitudes of first grade students”.

The main purpose of this study was to examine the effect of an innovative multicultural curriculum on the attitudes of first grade students.

The multicultural curriculum “About me and others” is a child-centred additive approach that serves to enhance an intact conventional curriculum. Both the experimental and the control groups received pre-test and post-test survey that was written and developed by the researcher in order to measure the changes in student’s attitude towards self-esteem diversity and bias.

The ‘About Me and Others’ multicultural curriculum seemed to enhance students’ attitude toward themselves and others. As young children move towards future in a more pluralistic society, they face the continuing challenge of recognition and acceptance of diversity while retaining their own identities and positive self-image. This particular curricular approach strengthened the cultural consciousness of young children at an early awareness stage.

### 3.3 RESEARCHES ON FOLK-ARTS

The following researches have done studies on folk-arts.

**Trybus, Margaret** (1992) did a research on “Reaching Out through the Common Language of the Folk-Arts”

A folk-Art curriculum in a Cicero (Illinois) high school addressed reading a language arts skills while promoting cross-cultural
understanding. Techniques included sharing of cultural experiences, consultation with a folklorist in residence, and a folk-Art festival.

**Lambrecht, Winifred, Bell Michael** (1992) did a research on “A Guide to Folklife and Folk-Arts programs for Schools and Cultural Institutions, Revised”

This guide is specific to Rhode Island in its resource orientation, but is broadly applicable to any geographic area in its overall approach and format. Designed to introduce folklore, folklife, folk-Arts, and ethnic arts to students of all ages, this program guide takes advantage of ongoing multicultural activities of the Folk-Arts program and the Arts-in-Education Program at the Rhode Island.

**Greer.W Dwaine** (1993) did a research on “Developments in Discipline-Based Art Education (DBAE): From Art Education towards Arts Education.”

Reviews the evolution of Discipline Based Art Education (DBAE) since its inception in 1984. Asserts that DBAE has had a major impact on art education and now is influencing the performing arts as well. Recommends that DBAE principles should be applied to all of arts.

**Kranz, Beila** (1994) did a research on “Identifying Talents among Multicultural Children. Fastback 364.”

This pamphlet examines the limitations of traditional identification strategies as they are applied to children from minority and nontraditional cultural backgrounds, and then suggests more effective alternatives. Conventional group tests are criticized for not providing a sufficient basis for addressing students' needs with regard to enrichment.

This resource guide recognizes that the arts provide a natural arena for teaching multicultural perspectives to students of all ages. The guide features the four most prevalent ethnic minorities in Colorado, African American, Asian American, Hispanic American, and Native American, plus a section prepared by Colorado’s state folk-lorists. The resource guide provides information to Colorado schools.

**Lopez, Alejandro** (1996) did a research on “Hispanic Folk-Arts and the Environment, An interdisciplinary Curriculum Guide, A New Mexican Perspective”

This interdisciplinary, bilingual curriculum resource, contains a 29-minute video tape program, 20 colorplate posters, and a curriculum guide. The resource presents an examination of the folk life and folklore expression of the Hispanic people of New Mexico. The focus of the curriculum is the relationship of survival based folk activities to the region’s climate, geography, natural resources.

**Rosenberg, Jan** (1996) did a research on “A Tie That Binds; The concept of Character Formation in Folk-arts in Education and the History of Education in the United States”

This paper discusses the concept of character formation as it can be positively impacted by folk-arts in education. A long-standing tradition in
U.S., education is for the teacher to take a leading role in molding the character of young people, as outlined through the years by such scholars as Thomas Jefferson, Horace Mann, and Rachel Davis DuBis. The document compares what these scholars exhorts.

**Wedekind, Almute** (1993) did a research on “German Folk Dances: An Innovative Teaching Tool.”

This paper proposes the incorporation of folk dances in to the German curriculum on all instructional levels. From kindergarten to college. Learning and performing folk dances provides students not only with cultural information about foreign countries but also with specific structural features of the foreign language. The teacher can select certain dances to teach numbers. Prepositions grammatical cases Imperative forms, etc. additionally, current publications on the topic of teaching folk dances are evaluated and discussed, including booklets and videos available in the United States.

**Banya, Kingsley** (1993) did a research on “ Multicultural Education: An International Perspective.”

The various ways in which countries use their educational systems to socialize ethnic minorities to the dominant culture is the topic of this paper. Different approaches countries have taken toward the education of minorities are identified. In the "recognition approach," the rights of minority languages, culture, and education.
Walsh, Daniel J. (1993) did a research on “Art as Socially Constructed Narrative: Implications for Early Childhood Education”

Discusses the idea of narrative being central to all human experience. Asserts that Piagetian theory and other developmental approaches limit the place of art in early childhood education. Recommends exposing young children to folk-Art and music that represent significant cultural traits.


Reports on a visit to Nepal to observe art education in rural and urban schools. Discuses art activities among rural families and in schools. Contends that art education is discouraged in urban or more modern school settings because of the influence of western lifestyles.

Eipman, Doug (1994) Did a research on “We All Go Together. Creative Activities for children To Use with Multicultural Folksongs”

The Appalachian Folk Music Project developed methods to teach folk music in the schools. Authentic material was identified and teaching methods appropriate to rural Appalachia were selected. Departures form the norm included teaching of instruments like the dulcimer, harmonica, and fiddle and the use of folk models whenever possible.

Nikoltsos, Catherine (2000)– did a research on “Folk-Arts—Traditional Arts of Greece: Art Activities with Fibers, Fabrics and weaving for young children”
This paper describes a developmental arts activities program for preschool children centered on traditional Greek arts, collection and categorization of textile materials

Joshee, Reva (2003) did a research on “A Framework for Understanding Diversity in Indian Education.”

Analysis of key educational policy since Indian independence highlights a diversity framework implicit in the Indian approach to education. This framework is based on three interrelated goals, identified in the policy documents one is national integration.

Silverstein (2004) did a research on “Folk-Arts in the sky“

In this article, the author discusses how because of its simple and pure form, folk-Art appeals to younger students because they identify with its whimsical qualities. She tells the story of how her students enjoyed learning about folk-Art in her own art class. Projects completed by the students are described in detail in this

Stambaugh, Laura – (2005) did a research on “Special Learners with Special Abilities”

Profiles a summer music and arts program specifically designed for children and adults with Williams Syndrome. Williams Syndrome is a chromosomal aberration, usually resulting in mild or moderate

Worley, Bess B (2006) did a research on “Differentiation in the Arts: What Does This Mean?”
In most schools, the term "arts" represents visual arts (art appreciation, painting, clay, etc.), performing arts (including music, dance, and theater), creative writing, and media arts

Mardirosian (2007) did a research on “transforming the classroom teacher into a teaching artist”

In this article, Mardirosian describes the outcomes of a Continuing Professional Development (CPD) course that offered a pedagogical innovation called "Imagination Quest." This CPD course was a part of a 2-year project entitled Teaching to Reach Potential. Participants were all from Montgomery County (Maryland) Public Schools' (MCPS') Program of Assessment, Diagnosis, and Instruction (PADI) school

Park, Minjeong (2008) did a research on “Implementing Curriculum Integration: The Experiences of Korean Elementary Teachers”

This study examines 1) how Korean elementary teachers implement curriculum integration in their teaching practice and 2) what Korean elementary teachers experience in implementing curriculum integration. Several issues evolved from the analysis of three teachers' experiences: firstly, the teachers' lack of theoretical framework

Wentworth, Nancy; Graham, Charles R.; Tripp, Tonya (2008) did a research on “Development of Teaching and Technology integration: Focus on Pedagogy”

The development, implementation, review, and subsequent revision of a capstone assignment during teacher education candidates' field experience and the assignments-related rubric was based on research that
points teacher education programs to give candidates experiences in rethinking their views of pedagogy as they integrate.

**Osler, Audrey** (2008) did a research on "Citizenship Education and the Ajegbo Report: Re-Imagining a Cosmopolitan Nation”

Following the 2005 London bombings, there is widespread public debate about diversity, integration, and multiculturalism in Britain, including the role of education in promoting national identity and citizenship in response to official concerns about terrorism

**Hanna, Judith Lynne** (2008) did researches on “A Nonverbal Language for Imagining and Learning: Dance Education in K-12 Curriculum”.

Curriculum theorists have provided a knowledge base concerning aesthetics, agency, creativity, lived experience, transcendence, learning through the body, and the power of the arts to engender visions of alternative possibilities in culture, politics, and the environment. However, these theoretical threads do not reveal the potential of K-12 dance education.

**Chen, Yu-Ting** (2008) did a research on “Understanding, Experiencing, and Appreciating the Arts : Folk Pedagogy in Two Elementary Schools in Taiwan”

Drawing on Bruner's notion of folk pedagogy, this research explores how Chinese aesthetic education is perceived and valued at two elementary schools in Taiwan. Using qualitative methods, the research explores how arts teachers guide children to experience arts through the arts.
Robinson, Lena (2009) did a research on “Cultural Identity and Acculturation Preferences among South Asian Adolescents in Britain: An Exploratory Study”

The study reported in this article is part of a wider research project on the adaptation of South Asians in Britain. It examines and compares the acculturation attitudes and cultural identity of Indian and Pakistani second-generation adolescents Indian (Punjabi Sikh and Gujarati Hindu) and Pakistani (Muslim) in Britain.

Morris, Roma-(2009) did a research on “A School Revitalized through the Arts”

Many people talk about arts integration, but not everyone can actually walk the talk. In this article, the author describes how she vigorously embraced arts integration as an administrator at Casey Elementary, an urban, art-integrated school located in central Mississippi. The author contends that it requires total focus.


The paper analyses how the formal aims of citizenship education, as declared in legislation and policy documents, have changed since the end of the 1980s in response to the transformation of the political scenery in Finland and the Russian Federation. One central question framing the analysis of Finnish citizenship education is whether nationally-based citizenship is becoming obsolete.

Sunier, Thijl (2009) did a research on “Teaching the Nation: Religious and Ethnic Diversity at State Schools in Britain and the Netherlands”
Background/Context: The article presents the outcomes of international comparative anthropological (qualitative) research on multiculturalism, citizenship, and nation building in schools in Paris, Berlin, London, and Rotterdam. The findings presented are based on fieldwork carried out over a period of 1 year at secondary schools in the Dutch city of Rotterdam and in London.

Philippou, Stavroula (2009) did a research on “Citizenship Education Curricula: Comparing the Multiple Meanings of Supra-National Citizenship in Europe and Beyond“

This special issue of "JCS" has examined the changes and challenges facing citizenship education policy and curricula by way of case studies from Europe and beyond. It is indicated that European and/or global integration have had an impact on all of the citizenship curricula examined. However, it is also noted that each case conceptualizes supra-national.

Graham, Roderick (2009) did a research on “The Function of Music Education in the Growth of Cultural Openness in the USA”

This study asks the question: What is the relationship between cultural omnivorousness and music education in the USA? Cultural omnivorousness is a general disposition towards the consumption of culture in which the person possessing such an attitude is open to consuming a broad range of cultural products. Survey data used for this analysis comes from the Cultural Policy and the Arts National

Mehta, Shital (2009) did a research on “Connecting through the Power of Art”
Can art be powerful enough as medium to connect two economically and culturally diverse groups of students totally unfamiliar with each other? The author put this question to the test by introducing a lesson on Madhubani, a traditional folk-Art from a remote region in India.

**Geier, Denise B** (2009) did a research on “Traveling the World with Folktales and Nonfiction”

Stories are a great way to acquaint young learners with geographic locations. A plethora of choices are available in the folktale genre, so librarians and teachers will have little difficulty locating a variety. Folktales provide an accessible and child friendly approach for engaging students. In addition, when connections are made between stories, facts, and other meaningful classroom activities

**Jagodzinski, Wolfgang** (2010) did a research on Economic, Social, and Cultural Determinants of Life Satisfaction: Are There Differences between Asia and Europe?

This paper investigates the influence of the economic, social, and cultural variables on life satisfaction in Asia and Europe. The second section sets a unifying theoretical framework for all three domains by defining life satisfaction as a function of aspirations and expectations which in turn are affected by micro- and macro-level variables.
3.4 SUMMARY OF THE REVIEW OF RELATED LITERATURE

The summary reveals that no investigator has done investigations on the combination of two ie National Integration and Folk-Arts. Hence the investigator attempted to find out the effectiveness in promoting folk-arts awareness on National Integration at the secondary level.

3.4.1 THE FOLLOWING RESEARCHERS HAVE DONE RESEARCHES ON NATIONAL INTEGRATION


3.4.2 THE FOLLOWING RESEARCHERS HAVE DONE STUDIES ON FOLK-ARTS.


3.5 INERENCE OF THE REVIEW RELATED STUDIES

Researches have been carried out in the area of folk-arts. Similarly researches were carried out separately in the area of National Integration but no researches have been undertaken combining folk-arts and national integration.

Thus, the investigator identified the research gap and attempted to undertake this research titled “Effectiveness of folk-arts in promoting awareness about National Integration to the students at the Secondary level”.

Hence in this research, the researchers not only tried to utilize the folk-arts teaching but also attempted to identify its impact and compare it with that of the traditional teaching.

3.6 CONCLUSION

The present chapter has been so far described the need for review and related literature, the studies done in folk-arts and national integration teaching and the related area and inferences drawn from the review. Thus, the review has helped the researcher in formulating hypotheses and deriving the research design. The following chapter deals with in detail, the methodology of the study.