



## TOWARDS INTEGRATING PEDAGOGY OF ART AND TEACHER EDUCATION IN THE VISION OF NEP 2020

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### RESEARCH ARTICLE



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**DOI:**  
<https://doi.org/10.70096/tssr.250302022>

### Abstract

Art-integrated pedagogy is a process of instruction that focuses on applying the arts as a means of learning and instruction. It involves integrating artistic components into the educational process, thereby promoting an in-depth understanding of topics across various subjects in the curriculum. Learners participate in creative exploration as they establish connections among diverse concepts through the use of various art forms. The emergence of innovative pedagogical approaches in the context of the Indian education system opens vistas for expert thinking, knowledge, and skills for the implementation and execution of the various strategies, methods, and techniques for teachers and researchers. In order to make India a 'global knowledge superpower, NEP 2020, focuses on including innovative pedagogies in the teaching and learning process. The present study aims to highlight emerging pedagogies like Art Integrated Pedagogy, its critical analysis in the context of NEP 2020, the principles and practices of art-integrated pedagogy in the present classroom teaching, and the techniques of assessment of the learning outcomes through the integration of art.

**Keywords:** *Art-integrated Pedagogy, Teacher Education, NEP 2020 and Learning Outcomes*

### Introduction

Arts integration, as a component of the curriculum, offers a wealth of educational opportunities. There are various chances available for teaching artists to establish and enhance their practice when working with children and educators within educational institutions. The arts integration has provided opportunities for professionals in various curriculum areas such as literature, mathematics, natural sciences, and social sciences, to engage in discourse, encounter and instruct in applying arts. Educational institutions promote the integration of the arts as a means to foster interdisciplinary learning among classroom educators (Burnaford, et al., 2007). The utilization of technology may have a significant impact on the instructional practices employed within educational settings. Learners participate in creative exploration as they establish connections among diverse concepts through the use of various art forms. Artistic experiences encompass a wide range of activities, including visual forms such as drawing, pottery, painting, paper crafts, clay modelling, mask and puppet making, as well as performance arts like music, dance, theatre, and puppetry. Engaging in these artistic explorations helps the learners to an enhanced comprehension and development of knowledge across various topics. The field of arts offers a range of options that can be customised according to the age and developmental stages of learners, allowing them to explore and progress at their own speed. This statement aligns with the principles of the experiential learning approach.

### Objectives of the Study

- To explore the new approaches to teaching and learning in light of NEP 2020.
- To critically analyze the concept of art-integrated pedagogy as an emerging pedagogy of NEP 2020.
- To apply the principles and practices of art-integrated pedagogy in the present classroom teaching.
- To explore the techniques of assessment of the learning outcomes through the integration of the arts.
- To address the role of teacher education towards implementing art-integrated pedagogy.

**Methodology:** The present study is based on the data collected from secondary sources like publications, websites, books, journal articles, internal records etc.

### Emerging Pedagogical Approaches in the Light of NEP 2020

The acquisition of 21<sup>st</sup> century skills and the cultivation of the 4Cs (communication, collaboration, critical thinking, and creativity) are essential for the development of learners' cognitive abilities, literacy proficiency, and overall life skills (Thornhill-Miller, et al., 2023). The National Education Policy 2020 also emphasizes the importance of redesigning the curriculum, using

effective teaching practices, and addressing the difficulties and solutions related to the curriculum and learners. The application of learning paradigms in education has been proposed as an effective approach for developing learners' competencies for the future. Therefore, the successful integration of these novel pedagogical approaches in education has the potential to empower individuals. The pedagogical approaches as proposed in NEP 2020, emerged as the useful to the potential development of the learners are Experiential pedagogy, Activity based pedagogy, Exploratory pedagogy, Eco-pedagogy, Art-integrated pedagogy, Sports-integrated pedagogy, Reflective pedagogy, Critical pedagogy, Inclusive pedagogy, Contemplative and Mindfulness Pedagogy, Transformative and Contextual Pedagogy, Digital pedagogy, Happiness pedagogy and Outcome – based pedagogy.

### **Art-Integrated Pedagogy as an Emerging Pedagogy of NEP 2020**

Art integration is an educational strategy which involves diverse elements and expressions of art and culture as a basis for gaining knowledge and understanding across multiple subject areas. As a component of the emphasis on experiential learning, the incorporation of art-integrated education will be combined into classroom interactions. In order to cultivate an enjoyable and engaging atmosphere for learning, as well as foster a sense of Indian cultural values, it is necessary to incorporate Indian art and traditions into classroom settings (NEP 2020). The present instructional approach in schools focuses to enrich the students to independently generate knowledge based on their concrete understanding. The acquisition of knowledge if based on constructivism, can empower the students and engage in self-learning by involving themselves with the phenomena and reflecting upon these experiences. The educators assume the role of facilitators, creating an environment for students, employing innovative pedagogical techniques to enhance teaching and learning, and assisting students in constructing knowledge. Art-Integrated Learning represents a novel pedagogical strategy that educators can implement within a constructivist classroom, emphasizing practical application. Art-integrated pedagogy represents an educational strategy that emphasizes the use, application, and incorporation of the arts as a fundamental method for facilitating learning and instruction (Gopinath. S, 2023). Art-integrated pedagogy encompasses the capacity to skillfully design and implement age-appropriate artistic experiences that boost the value and engagement of various subjects. This methodology fosters an innovative setting that allows each student to investigate, engage with, and articulate their thoughts, while simultaneously addressing unique requirements and inclinations (Basu & Mohalik, 2020).

### **Application of the Principles and Practices of Art-Integrated Pedagogy in the Present Classroom Teaching**

Art-integration represents a pedagogical approach that weaves together various components from different subjects within the educational framework. The integration of art into educational practices serves as a vital element of experiential learning, aiming to enhance classroom interactions and cultivate a positive and engaging learning atmosphere. Furthermore, this methodology aims to incorporate Indian values by weaving Indian art and culture into the educational framework at all levels of instruction. The adoption of an art-integrated approach has the potential to strengthen the connection between educational practices and cultural contexts (NEP 2020). The use of arts-based approaches to learning has been found to enhance students' understanding skills and improve their focused attention span. Art- integrated pedagogy has the potential to foster the development of various attributes, such as teamwork, empathy, coordination, cooperation, and communication. This particular mode of education places a greater emphasis on socio-emotional development. In addition to conventional fields of study, it is important to prioritize cultural and mental health aspects. Furthermore, it has the potential to facilitate the establishment of inclusive classrooms.

### **Resources**

Resources of the inclusion of art possess economic viability, environmental friendliness, reusability, innovation, and local availability. Several items that can be utilized include old newspapers and magazines, as well as both old and new books, together with discarded packing materials. The useful resources of art-integration are- a) Used garments, specifically old clothing items, socks, and traditional Indian garments such as duppattas and saris. b) Various crafting materials including clay strings, threads, beads, and ribbons of different colors. c) Ornamental accessories like bangles and bindis. d) Miscellaneous objects such as fish clips and buttons. e) Natural materials like coconut shells, pistachio shells, and shells from walnuts or almonds. f) Natural elements like pebbles, feathers, sand, bamboos, matchsticks, and broomsticks. g) Recyclable items such as lids, bottles, bottle caps, and carton boxes. h) Additional items like invitation cards, balloons, balls, and sponges.

The appropriate utilization of community resources can greatly enhance the effectiveness of art-integrated pedagogy. School authorities have the ability to extend invitations to local craftsmen, weavers, potters, and other service providers in order to foster a greater awareness of and respect for indigenous cultural heritage. Regular field trips and expeditions are incorporated into the curriculum to provide students with the opportunity to visit various establishments such as hospitals, post offices, bus depots, and railway stations.

### **Approaches to Art Integration**

A diverse range of art-integrated activities can be employed within a classroom setting to effectively facilitate the transmission of the curriculum. Various activities that can be employed across different academic disciplines. For example, in the English classroom, various instructional methods are employed to enhance students' learning experiences. One such method involves the exploration of poetry, particularly through the medium of songs. By analyzing and dissecting the poetic elements within songs, students are able to develop a deeper understanding and appreciation for the art form. The various approaches which can be used in the class are given in the following, Table 1.

**Table 1. Art Integration Approaches**

English	Science	Mathematics	Social Science
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Poetry (through songs)</li> <li>• Clay modelling</li> <li>• Story through drawing Puppets</li> <li>• Spin a yarn</li> <li>• Scrap book</li> <li>• Story telling through origami</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing &amp; Colouring</li> <li>• Concept through story</li> <li>• Craft Work</li> <li>• Clay modelling</li> <li>• Dance (rotation &amp; revolution)</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Math Art</li> <li>• Pattern Drawing</li> <li>• Rangometry</li> <li>• Mandala Art</li> <li>• Tesselations</li> <li>• Warli Art</li> <li>• Fractals</li> <li>• Spidorns</li> </ul>	<ul style="list-style-type: none"> <li>• Poster making</li> <li>• Mock elections</li> </ul>
Source-Gopinath. S, (2023)., Art-Integrated Learning Pedagogy in a Constructivist Classroom			

**Assessment of the Learning Outcomes Through the Integration of the Art**

The objective of assessment within the educational framework will undergo a transformation, moving away from a predominantly summative approach that evaluates memorization abilities towards a more frequent and formative approach. This revised approach will be competency-based, fostering the growth and learning of our students while also assessing advanced cognitive skills such as analysis, critical thinking, and conceptual understanding. The basic objective of assessment is to facilitate learning by enabling teachers, students, and the educational system as a whole to consistently evaluate and enhance teaching and learning methods in order to maximize the educational growth and progress of all students. The aforementioned notion will serve as the foundational basis for evaluation at all educational levels (NEP 2020).

In accordance with the methodology of art-integration, each art experience must adhere to the need to achieve certain learning outcomes that align with the topic or concepts being addressed. Explored via diverse forms of art the evaluation process employs art integration for ongoing improvement in their instructional practices. The utilization of a thorough assessment procedure that facilitates a complete evaluation. Thus, it is important to consider both the individual components and the overall comprehensive evaluation while conducting a holistic assessment. The proposed art-integrated pedagogical approaches encompass a diverse range of academic areas by developing their own methodologies to enhance the quality of the evaluation process.

**Key Techniques for Assessment**

- a) *Brainstorming*- The objective is to gather a multitude of ideas pertaining to a particular subject within a designated timeframe, without any constraints or inhibitions.
- b) *Ice Breaker*- The activities facilitate art-based experiences by establishing an engaging classroom environment in the process of thinking and doing.
- c) *Group Activity*- Tt enhances collaborative learning.
- d) *Presentation*- The objective of presentation is to disseminate information, knowledge, and ideas to the students or learners.

**Tools for Assessment of Art Integration**

a) *Observation*

This technique entails the act of closely studying the children's behavior and actions while they are engaged in their work activities. In order to acquire pertinent information regarding their work habits, engagement, growth, and other related factors.

b) *Project or small activity*

This strategy proves to be advantageous in evaluating the child's comprehension of the entire subject. This evaluation measures the extent of knowledge acquisition and its practical use in real-world contexts

c) *Portfolio*

This type of assessment offers a comprehensive documentation of the child's academic progress. Additionally, it demonstrates the progression of the child's growth through time, as well as identifies the persistently underdeveloped regions that require enhancement.

d) *Check lists*

Checklists serve as a systematic collection of criteria that educators or facilitators determine essential for evaluating a child's development at a particular moment in time. The application process is both efficient and clear, providing comprehensive insights into specific objectives.

e) *Rating scale*

This tool examines the degree to which a particular observed knowledge or skill is present or absent. This instrument aims to systematically record and assess the quality of a child's output in accordance with established criteria.

f) *Anecdotal Records*

It offers observational and narrative records of significant events in a child's childhood.

g) *Displays*

This tool enables the exhibition of children's work, therefore assuring adherence to high standards.

### Activities in Art- Integration

The activities which can be applied in execution of the art-integration in the classroom are stated below in the Table 2.

**Table 2. Art-Integration Activities**

Visual Arts	Performing Arts
a. Drawing b. Painting c. Collage d. Modelling and Construction <ul style="list-style-type: none"> <li>• Clay Modelling (Making Objects, Press and pinch, make coils, slabs)</li> <li>• Construction (Paper Sculpture, Box Sculpture, Papier-Mache, Wire sculptures, Assemblage of different objects, Carving)</li> <li>• Printmaking (Stamp pad prints, Leaf prints, Potato and vegetable prints, Eraser prints, Found object printing, Monoprints,</li> </ul> e. Crafts and Design (Paper crafts, Weaving, Mask-Making and Puppet Making, Toys) f. Wall Painting g. Rangoli Making	<ul style="list-style-type: none"> <li>• Music</li> <li>• Dance</li> <li>• Mime</li> <li>• Puppetry</li> <li>• Drama and Theatre</li> <li>• Storytelling and Story Making</li> </ul>
Source-Art-Integrated Learning Guidelines: National Council of Educational Research and Training	

### Role of Teacher Education Towards Implementing Art-Integrated Pedagogy

Teacher education assumes a central role in the implementation of art integration pedagogy that is in line with the National Education Policy (NEP) 2020 principles. The National Education Policy 2020 outlines a comprehensive and interdisciplinary framework for education, emphasizing the significance of art. The integration of this philosophy is of extreme significance. Educators who are well-versed in both the subject matter and the intricacies of art integration are essential for ensuring its successful incorporation into the curriculum.

1. **Comprehending the Philosophy of NEP 2020:** Educators must be proficient in the fundamental tenets of NEP 2020, which prioritize critical thinking, creativity, and integrated development. This comprehension underpins the integration of art across several disciplines, fostering experiential learning and enhancing students' cognitive and emotional development.
2. **Proficiency in Art Integration Strategies:** Teacher education programs must provide educators with a comprehensive array of art integration techniques. These may encompass visual arts, music, drama, dance, and literary components integrated into teaching across several areas. The educators must choose the suitable strategy for the designated lesson by creating a meaningful link between art and the subject matter.
3. **Curriculum Design and Lesson Planning:** Educators must possess the proficiency to develop curriculum and lesson plans that incorporate diverse art forms and engage in suitable activities to promote creativity, expression, and knowledge acquisition.
4. **Cross-Disciplinarity in Integration:** NEP 2020 promotes cross-disciplinary cooperation in teacher education by uniting educators from diverse disciplines to facilitate the integration of art. The educators' responsibility is to facilitate extensive learning opportunities through effective collaboration of distinct areas of expertise.
5. **Assessment and Constructive Feedback:** The teachers must have the ability to assess the content knowledge as well as the artistic expression and creativity of the students by applying the constructive feedback strategy with the aim of assessing learners' artistic efforts and the mastery of subject matter.
6. **Valuing Cultural Sensitivity and Inclusivity:** Inclusion of art in Teacher education programs requires the incorporation of cultural sensitivity and diversity as essential components. The art forms should be based on the diverse backgrounds and perspectives for encouraging the participation.
7. **Continuous Professional Development:** NEP 2020 has aimed to transform the teachers with necessary training and continuous professional development in order to integrate the art with the pedagogy. Continuous upgradation of the teachers is needed for the knowledge of latest technology, tools and the emerging strategies.
8. **Confronting Challenges:** Educators should undergo the training process for overcoming the practical challenges such as time factor, resources unavailability and the resistance to change in order to adapt the art integration techniques in classroom contexts.
9. **Modeling Art-Integration:** The teacher education programs should practice and implement the art integration model so that the educators experience the effects of art integration and replicate the same in their classes.
10. **Contributing to Research:** Teacher education should foster the practice of art-integration experience in the form of research. The research and reflection in this field will help the educators to analyze the impact of art-integration on student learning.

## Discussion

Art-integrated pedagogy is a unique and emerging pedagogical approach that focuses on the teaching with effective and engaging classroom instruction for drawing students' attention, boosting learners' motivation, establishing active student participation in the learning process, and increasing the development of innovative thought processing. According to Robinson (2013), arts integration can be classified in three different dimensions: art-based learning, linking with the curriculum, and engagement in collaborative activity. Art-integration pertains to the incorporation of several art forms into the curriculum with the aim of enhancing the significance and efficacy of learning. This integrates the abilities to strategically design and arrange art activities that are suitable for all age groups, enhancing the appeal and engagement of learning across multiple disciplines. Additionally, it offers a creative environment that encourages each learner to actively explore, experience, and express themselves while also accommodating their unique requirements and preferences. The integration of the arts in education facilitates experiential learning and the creation of individual knowledge through the utilization of various artistic forms. The engagement of students in the arts can be perceived as an enjoyable experience. A significant aspect of this engagement is the establishment of a diverse classroom environment that fosters creative problem-solving, risk-taking, experimentation, and learning (Cornett, 2006). NEP 2020 has properly mentioned art-integrated pedagogy as an effective medium for enabling the students to acquire the 21<sup>st</sup> Century skills for the better outcomes for life. Thus, the teachers can focus on the multiple approaches, methods, strategies and activities for the inclusion of the art-integrated pedagogy in the curriculum so that the content can become easy for the students to have mastery over learning.

## Conclusion

Art serves as a powerful instrument for facilitating curriculum delivery. The activity fosters the development of fine motor skills and increases eye-hand coordination. Art-integrated pedagogy facilitates children's engagement in practical experimentation, applying art as a means to establish connections between various academic subjects, and expressing their responses to experiences via creative expression. Instead of instructing art as an independent discipline, teachers have the opportunity to employ numerous forms of art, such as drama, music, sketching, and others, to facilitate the instruction of various subjects in a more exciting manner. The integration of art in the classroom enables the attainment of a comprehensive and all-encompassing holistic learning experience, encompassing every angle possible. The utilization of creativity and invention in the artistic process serves to stimulate children's creative thinking abilities and facilitates the development of these talents in real-life situations and future teaching and learning environments. In conclusion, the successful implementation of a pedagogy of Art Integration in alignment with NEP 2020 requires a well-prepared cadre of educators. Teacher education programs play a crucial role in equipping teachers with the knowledge, skills, and attitudes necessary to embrace this approach effectively and create enriching learning experiences for their students.

**Acknowledgment:** No

**Author's Contribution:** Milan Kumar Jana: Concept Framing, Methodology, Data Collection, Drafting, and Referencing; Dr. Chandan Adhikary: Methodology, Analysis and Referencing.

**Funding:** Not applicable

**Declaration:** All the authors have given consent for the publication.

**Competing Interest:** No

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