

NEP2020 – POSITION PAPER
ART EDUCATION

FINAL DRAFT
(Answers to Anchor document)

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EXECUTIVE SUMMARY

विद्याविहीना बहवोऽपि पुत्राः कल्पायुषः सन्तु पितुः किमेतैः।
क्षयिष्णुना वाऽपि कलावता वा तस्यः प्रमोदः शशिनेव सिंधोः ॥११॥

*What is the use of having many children who live for many years, but have no knowledge?
Instead, if they are experts in various arts, even with a short lifespan, they bring extreme joy to
their parents, just like the Full Moon makes the Ocean tides joyful*

As the above stanza equates all learning and knowledge to the arts, we understand the value and stature given to the arts in the ancient Indian education system. Infact it was never considered a separate subject. It seamlessly blended into a child's learning as a part of everything that was taught about the world around. It is this quality of integrated and holistic education that the NEP 2020 aims to achieve in the next few years of education in India.

Schools – a need for change in perspective

With the enormous advent of technology and internet across the world, the nature of information access and learning itself has changed. Schools and classrooms are no more required to be places where children are 'taught' or 'given information' about science, history, geometry or any other subject. Each child already has access to all the information at the tip of its fingers, sometimes more than the teacher! Hence, it becomes crucial for the education system to re-invent itself and look at what it needs to focus on, as the most important need for children to grow into, in the 21st century.

This brings us to the biggest need of not just children, but if the entire humankind in the forthcoming decades – **Emotional and Mental Wellbeing**. It is the lack of this aspect of life that cannot be fulfilled either by technology or wealth. No amount of information, internet or money can make a person feel joyful, positive and balanced in the long run. For every individual to find happiness from within, it becomes the biggest need to embrace the arts, which not only creates a positive energy, but also builds an excellent emotional balance in the human mind at the conscious and sub conscious levels.

In a world filled with stress, negativity, anxiety and insecurities that our children are growing into, introducing the arts in a significant measure from the childhood becomes a big necessity, in order to ensure the children are in a better position to handle and take over the toxic environment that we are handing over to them.

This paper aims to look at the various facets of Art education in schools along with the practical conditions of the working of schools in the grassroot level. With the removal of the 'extra-curricular' and 'co-curricular' categories of the subjects taught, the acceptability and the practicalities of the implementation though poses as a challenge, the paper does try to address this aspect in order to make the Integration of Art in the education system as seamless as it was in the Ancient Gurukula system. It would be a redundant act of reinventing the wheel if we try to find a new pedagogy and methodology of education, discarding the excellent structure of the **Pramanas** as a means to gain knowledge. It includes all the existing pedagogies in today's context, constructed as one holistic unit with an aim to give every student an all-round viewpoint along with an opportunity for experiential, self-explorative process with the role of the teacher as a guide, facilitator and a teacher- perfectly defined.

In conclusion, Integrating Art in school education, as an immediate step, needs to be taken in order to bring about the change that the world needs, a change that NEP 2020 envisions.

THE TEAM

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The need for Art Integration in the school education system has been spoken about in the curriculum frameworks formed in the previous years. But the necessity has all more become paramount with the NEP 2020 stressing on the importance of an integrated approach.

The team feels extremely thankful to the authorities for making the team, a catalyst in getting this vision closer to implementation.

Heartfelt Gratitude to the entire team at DSERT for making this a smooth journey for all of us.

The time and effort that was taken to help us with all the needs that were put forward is appreciated, knowing it is definitely not easy to manage so many people. Every member in the office was accountable and answerable to any request put forth, and well within the time.

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Art Education PP team

INTRODUCTION

The Vision - *Making Education Enjoyable!*

The need to be happy is one of the most basic needs, present in all living beings, not just humans. To be happy and joyful is something we all strive towards, work towards and even struggle towards. This natural characteristic of ours, becomes all the more relevant when it is about children.

A recent study by the American Psychological Association found that people who have fond memories of childhood, tend to have better health, less depression and fewer chronic illnesses as older adults. A positive state of mind enables a positive physical health, and that in turn builds a positive society and that in turn creates a happier world. This is aptly summarised in this Sanskrit subhashita-

चित्ते प्रसन्ने भुवनं प्रसन्नं चित्ते विषण्णे भुवनं विषण्णम् ।
अतोऽभिलाषो यदि ते सुखे स्यात् चित्तप्रसादे प्रथमं यतस्व ॥

If the mind is happy, the entire world (seems) happy. If the mind is despondent, the entire world (seems) despondent. Hence, if you desire happiness, strive towards the happiness of the mind first.

1.1 TODAY'S HAPPY CHILD, TOMORROW'S WELL-BALANCED CITIZEN

The biggest challenge is, how to keep this positive state of mind that would create a happier world. Studies show that art can make you happier – whether you're creating your own art, or enjoying someone else's. A study by neurobiologist and University College London professor Semir Zeki found that looking at a work of art can actually have the same psychological effect as the euphoric experience of being in love.

(Source : A vision of the brain, By Samir Zeki. Published : Wiley-Blackwell 1993)

The medical scans show that involving in art (as audience or creator) triggered a surge of dopamine, the happy chemical, into the brain, which results in feelings of pleasure and satisfaction. What's more, these positive sensations are almost immediate and long lasting.

1.2 ART – SOURCE OF EMOTIONAL INTELLIGENCE

What is it that makes art so positive? All art, from painting and sculpture to theatre and music has EMOTION as its central aspect. A good understanding of emotions and regular working with it helps the child's mind in building a healthy EMOTIONAL INTELLIGENCE. Emotional Intelligence is

important in helping how each individual (child) navigates through the challenges they encounter. The challenges of 21st century require new ways of thinking, making it crucial for educators and policy makers to understand the processes and the link between creative thinking and achievement. This has all the more come to the spotlight due to the drastic changes that the humankind went through during the covid lockdown, along with the rising cases of depression, anxiety and stress related disorders very early in the lives of children. Unesco mentions qualities like self awareness, empathy, integrity, handling failure, social skills as some signs of emotional intelligence. (Source - <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/e/emotional-intelligence>). The fundamental principles that guide curriculum devpt as per the NEP 2020 also mentions these key aspects of Emotional well-being for a child –

- every student feels welcomed,
- a safe and stimulating learning environment exists,
- a wide range of learning experiences are offered,
- can question and share thoughts, feelings and ideas
- good physical infrastructure with appropriate resources is available.

This state of mind required to handle these 21st century challenges is innately in-built in the arts, due to its core being Emotion as a means of connecting every individual.

Regular involvement in Visual arts and Performing Arts during their growing years, makes every child more capable and adept at handling every situation with more awareness.

1.3 21st CENTURY SKILL BUILDING

With strong Emotional intelligence as the foundation, and in view of the 21st century requirements, the true purpose of education is no more about imparting facts. Giving information about the various subjects and the world around the child was necessary for an era when the children did not have direct access to news, data and information. Today, when every child has all the information at their fingertips, education has a bigger role to play in building their minds and personalities to handle the new changing world that they will be living in, in the next few years.

These crucial skills that help in making our children such citizens are the 21st century Life skills.

Listing these skills as per UNESCO* – Collaboration, leadership, communication, social & cultural competencies, creativity, critical thinking and problem solving. (Source

<http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/twenty-first-century-skills>)

It almost goes without saying that all these skills are inherently built-in in the arts! The education system will not have to consider programs or structures to exclusively build these skills.

Building in elements of performing arts and visual arts in education would innately make every child create their competencies, understand their strengths and create a vision for themselves – along with the happiness that comes along with the arts!

1.4 IMPROVING QUALITY THROUGH INTEGRATION

When a child has a secure environment and an eco-system that enables a positive outlook, the child invariably is self-motivated and learns with inquisitiveness and curiosity. This can further become a stepping stone to enable learning that goes beyond the limitations of the particular subject or textbook, as mentioned in the Operational Principles that Guide curriculum development as per NEP 2020 –

- No hard separation of different disciplines and fields of study.
- An integrated approach towards all disciplines and fields of study.
- No hierarchies across disciplines and fields.

It can be termed as true education when the child is capable of independent thinking, and has the ability to build its knowledge through questioning and research, however simple it can be. When a child looks at a bird and sees physics of flight, biology of its anatomy, mathematics of symmetry & balance and the art of colour, shade and contrast, we know we are on the right path.

Though this is practically not an easy task as it requires specially trained and skilled teachers, visual art and performing arts could be used as a medium to conveniently connect multiple topics through a neutral medium of drama, song or dance enabling the child to adapt to an open process of thinking and exploring.

2.7.3. Responses to questions as per the Position Paper Anchor Document

2. What are the problems currently faced in Arts Education

Let us just observe these statements -

- On visits, school authorities proudly draw attention to the presence of computers/computer labs in their schools with a sense of achievement, but no mention is made of an art center/gallery.
- When exams are approaching, all classes allotted for drawing, music and dance are used as revision classes for science, maths and other subjects
- The only opportunity for children to involve in anything related to the arts, for the whole year, is for about 2 weeks prior to their annual day/talents day
- Any child showing an inclination towards an art-form, is said to be escaping the hard work that needs to be put in for the high marks; or that it is a mere 'distraction' that has no 'scope for future growth'.

The above statements are not about specific institutions. It is true to most schools across the state. These statements are self-explanatory about the existing state of arts in schools and the way the arts are perceived in the times we live in.

2.1 THE RESULT

A complete neglect of all forms of art in the growing phase of every child has been damaging in more ways than one.

- The psychology of the child, leading to long-term issues like **Anxiety, Depression, Hyperactivity** disorders and numerous other issues that are consciously ignored as long as the marks on the answer sheet are acceptable to the standards of the system.
- The visual and performing arts together are the treasure box and the knowledge bank of the Indian culture, heritage and philosophy. The sidelining of the arts in the education system has built a **lack of awareness of our own culture, roots and identity as Indians**. This has caused a huge damage to entire generations. Children, who were never taught about art and culture in the education system fail to motivate their children to learn about it. As the education system too remains unchanged, avoiding that entire stream of knowledge of the culture of Bharata hidden from its own children – its own citizens. This has not only kept

the population unaware but also led to the dying down of numerous art forms that existed since centuries.

- The extensive focus only on subjects like science and mathematics for all children despite their individual capabilities and aptitudes has limited the children from exploring their true skills and talents. An extremely **water-tight structure, where free exploration and questioning is discouraged** even for Science and Maths has made school-life and education seem extremely dry, stressful and a burden that every child is waiting to do away with.
- Not only is this imbalance causing problems in the child, but we as a society are getting highly imbalanced with a strong polarized approach to specific courses and professions while a significant set of other professions are suffering with lack of quality professionals
- Despite a proven, extensive **NEED for Emotional health and crucial life skills** that the Arts can provide, the child is perceived as a passive recipient of information and knowledge which finds no points of reference in his/her own lived reality. Despite the awareness about the need to bring in the arts into mainstream education, they remain in the periphery at best as co-curricular activities or 'material' for cultural shows and competitions.

3. How can we ensure in the new curriculum and pedagogy that the problems listed in #2 are addressed/overcome?

It is inevitable to make Arts a major and crucial aspect of both curriculum and pedagogy in the school education system in order to bring about the necessary changes.

3.1 Curriculum : Making both Visual Arts and Performing Arts a part of the mainstream curriculum and not categorising it as co/extra curricular is the first step, as already mentioned in the NEP 2020.

Introducing it at the foundational level, as arts is the first and the friendliest way to connect with toddlers, and gradually taking it forward as they grow up, as a **subject taught in class with the required evaluations and assessments**, will not only enable them to explore the numerous kinds of folk and classical arts but also discover their talents and skill sets that they can decide to specialise in as they go into higher education.

Getting the children to learn and acquire skills in the numerous local arts, handicrafts etc that can be awarded with **Government recognised certificates** can go a long distance in **creating jobs & vocations** for the numerous children who may not be able to complete the higher educational qualifications.

3.2 Pedagogy : Arts as a tool for teaching subjects textbook curriculum is a very powerful pedagogy particularly for children in school. Integration of performing and visual arts in the process of everyday lessons in the classroom creates a holistic, all-round approach to the child's understanding of a concept. This is possible due to the **Auditory – Visual – Kinaesthetic** inputs that the child gets, through the arts, unlike the existing system which is predominantly auditory. This helps children of varying perception and intelligences to grasp the concept with ease.

The classes also will have more energy and enthusiasm for both the students and teachers, making it a lively means to acquire knowledge.

3.3 The Impact : With this combination of arts in curriculum & pedagogy, the problems mentioned in #2 can be sorted.

- The energetic and enjoyable classrooms along with classes in arts like music will make every child mentally and emotionally healthier, thereby drastically reducing the cases of anxiety, fear and stress that are seen in young children of today.
- Knowledge about our culture is naturally enriched, without any forced learning
- The use of arts as a tool for teaching gives ample scope to break the water-tight barriers of the subjects and enable children to explore the world as it naturally exists in nature.

Example : A bird flying, can be connected to learn biology(anatomy), physics(aerodynamics), Maths(symmetry) – all at the same time with the help of performing arts! Though this is how it exists in nature, this would be difficult to achieve for the teachers of the specific subjects (Biology teacher may not be willing to talk about aerodynamics and physics teacher would not talk about beaks, claws and wings.)

- As arts are applied in its various forms and capacities in the classroom, the skills that come along with it are effortlessly built. Without exclusive workshops or sessions, they learn about team building, leadership, problem resolution, handling failure and others along with the subjects in the curriculum

4. How will the new arts curriculum be reoriented towards developing holistic learners? What are the challenges and limitations in the current art curriculum with respect to development of holistic learners?

Holistic learning – a process that includes exploration, information and enjoyment is almost impossible in an environment that allows for imagination, creativity, space to make mistakes and free communication. All the above aspects are inherent to the arts.

A curriculum structure that does not prioritise the arts is denying its students of all the above opportunities and more. That is the existing situation in schools. The prime areas of problem that have plagued the art curriculum so far (**challenges & limitations**) –

- Teaching of art forms in schools is only considered optional
- The art subjects are not brought under evaluation procedures
- This makes the child and parents feel 'this is not important'
- Since it is assumed as 'not important' it has not specific physical infrastructure in schools
- Its classes are either considered 'free periods' or given away to more 'important' subjects like maths or science

The **new arts curriculum** would have all prerequisites of the other subjects met along with additional incentives in order to make learning in schools something that the children look forward to.

1. Specific syllabus, lessons and structure
2. Text books, reference material, technology support to aid fruitful learning of art forms
3. Trained teachers and instructors to help seamless integration
4. Brought under the evaluation system and awarding of credits
5. Certificates and recommendations for students to enable them to pursue it further

5. What will be the horizontal connections that the arts curriculum would have with other curricular areas for such holistic development?

For a change to be brought in, to a process that has been in practice for many decades, it requires coordination and cooperation from all the aspects present in that process. This is specifically true to our education system. For the holistic and integrated approach to be brought in, as per the policy document of NEP 2020, it requires a change in perspective for all focus groups.

Below are the recommendations of how successful Art Integration can be implemented through the efforts of the other focus groups -

5.1 Core Subjects and Languages :

A fundamental change in perspective from Art is a 'separate Subject' and is different from Maths, science, Social studies and languages, to '**Art is a part of everything around us**' is to be brought in. Efficiency of the concepts learnt can be significantly enhanced if Art can be seamlessly blended into everyday learning of these concepts. This requires an initial effort with an open mind is made by the curriculum makers and the teachers. Art is that versatile tool that can connect the core concept of one subject to a other in the most engaging manner.

Example: A flying bird (Core concept) : → Physics and aerodynamics of flying → Biology of Beak, claws and wings → Maths of symmetry and balance → Visual Art of colour and contrast → Geography of the path of flight in migration

5.2 Evaluation :

Art as a tool for Evaluation - Since Art brings in a holistic approach to learning concepts through Auditory, Visual and Kinaesthetic means, it is imperative that the assessment of the child's learning also employs these elements. **Example:** A child which has learnt a science concept through story and dance should not be subjected to pen and paper exams to explain it. The evaluation, to be aimed at understanding the fruitfulness of teaching and learning in the classroom instead of judging the child's memory skills. Art based evaluation enables this.

As Art is also now a major a part of the curriculum, a good understanding into qualitative assessments of art lessons which move away from just marks to encouraging creativity and the child's involvement in the particular art-form needs to be considered.

5.3 Technology in School Education

The advantages of immense progress in technology in the world, needs to be leveraged to enhance the quality of education in classrooms, which is specifically true to art education. Introducing Virtual museums and performances could eliminate the problem of practical logistics of taking all the children to a different location. This would enable critical appreciation of art that would inspire them to do similar work.

Encouraging children to make Innovative Creations of digital art through technology could add a new dimension in understanding technology. All this, along with Live Events that can be conducted virtually where Children can meet and interact with people across the globe could open up immense possibilities of furthering growth and networking opportunities for children.

5.4 Gender Education

One of the biggest issues that can be a barrier to implementation of Art integration in schools are the **Gender Stereotypes** that are predominantly present in the minds of people in our society. Art could also be a great way to break these stereotypes if applied in the right manner at every stage in the new structure. It needs to be tackled at the level of parents, teachers and the community as a whole.

Example : A common stereotype that Boys should not dance or draw rangoli – could become a major barrier, unless they are positively encouraged to do it, enabling them to explore new facets about their talent. Showing examples of achievers in all areas beyond the gender barriers and bringing this change starting from the early years could help bringing about this change.

5.5 Teacher Education

The most crucial aspect of the whole education system – the teacher. The only person who can make immense impact on the child's mind as they interact and spend time on a daily basis.

As the monotony and the mundaneness of their work along with the stress of the workload could make the teacher less enthusiastic, integration of art would not only make the classes **lively and more enjoyable for both teacher and students, it would also enhance the quality of learning**. It is also crucial to focus on the teacher and their constant upskilling in order to allow for new ideas to be explored in class.

Along with the existing courses in teacher training, a new course, focusing on the pedagogical application of using art as a tool for imparting classroom education need to be structured. These trained experts would support teachers in schools to create lesson plans that seamlessly blend art and also help in getting access to required resource persons for relevant topics.

5.6 Inclusive Education

Art can be the biggest leveller when it comes to discrepancies and variations not just among children but the entire population. The right approach and use of art in classrooms could work wonders in enabling children with slow-learning abilities or even those with physical disabilities. Art being used in therapy is not new at all. Productively applying them in schools with teachers who are also trained

in this could make a world of difference in not just the children with disabilities to feel equal, but also sensitise the other children to appreciate and accept differences in a positive environment.

5.7 Health and well-being

Building quality physical health and mental health is a crucial responsibility of the education system as a healthy body and mind is always necessary for enhanced learning, grasping of concepts creativity and skill building. Just as sports enables physical health and builds skills like team spirit, accepting failure etc, **Art enables in building a strong mental and emotional health** in every child along with the skills. Emotional well-being is a grossly neglected area leading to cases of anxiety and depression in children as early as 11 – 12 years! It is therefore vital for the system to look at Mental and emotional health of every child along with the physical health.

5.8 Vocational Education

Every art form learnt is not just another lesson learnt. It is a new skill that has potential to become a full-fledged career. With appropriate certification and focused training to children who are more inclined to a particular art form could enable in building a means of livelihood to the child. It could also help in preserving rare forms of art that are dying out due to its inability to generate a revenue, by aligning with skill India and other such organisations who can create opportunities for talented and capable children. This would be possible only if it is integrated in School education as separate training outside of the school could either be un-affordable or in-accessible to the child

5.9 Value Education and Knowledge of India

Art and culture always go hand in hand. It is the art forms of every specific age/period or population that spoke louder than the written documents. India specifically has been an excellent example of how it has been able to hold on to its centuries-old knowledge and culture despite an onslaught of numerous foreign rulers and physical destruction of its rich art and architecture. This has been possible only through the numerous art forms that were propagated through oral traditions which prevented the destruction of it.

India has been known to provide everything from everyday value systems to great philosophies of life through the form of lyrics, shlokas, songs and literature.

Therefore, introduction of these precious art forms shall inherently build a strong value system and pride of being an Indian and a unique ability to appreciate the non-Indian cultures as well.

6. How would the art-integrated approach be used as a cross-curricular pedagogical approach?

Art has a unique versatility that can be used to connect a cross-curricular system. A separate strategy or structure is not a necessity when it comes to connecting various curriculum through the arts. The natural character of the arts with its infinity canvas can build into it the subjects in the curriculum along with the values, skills and culture that make the learning experience of every child holistic and complete.

Example : A play performed to understand Photosynthesis in science could combine the values of team work in the plant (how leaves, root, stem work together for a common goal) in reference to the united effort put by the Indians to fight British, along with music & rhythm to show the repeated persistence of the plant.

Such a unique experiential process can be achieved by a creative team of experts who can write the curriculum with the cross-curricular concepts.

7. How would the art curriculum assist in imbibing Indian ethos and culture?

Art and culture always go hand in hand. It is the art forms of every specific age/period or population that spoke louder than the written documents. India specifically has been an excellent example of how it has been able to hold on to its centuries-old knowledge and culture despite an onslaught of numerous foreign rulers and physical destruction of its rich art and architecture. This has been possible only through the numerous art forms that were propagated through oral traditions which prevented the destruction of it.

Integrating art in school curriculum would inherently create an environment of culture specially with the Indian classical and folk arts. This would be seen in all forms of visual arts, music, dance & theatre. Its integration in school curriculum would –

- Build a sense of pride in the Indian richness of its culture
- Bring in a strong value for arts in the minds of children and parents
- Enable the awareness of numerous facts of Indian wisdom which are otherwise left untold
- Integrated learning is the original essence of the Gurukula system – which would make our system one of the best in the world

8. How will the arts curriculum provide a basic exposure (breadth) to different art forms as envisaged in NEP?

The Arts curriculum has 2 core intentions

- i) get familiar with the different art forms from across the state / country / world
- ii) get a deeper understanding/specialise a chosen art form.

In order to achieve the second level, (specialising in a chosen art form) the child needs to be aware of the different art forms that exist. Therefore, the first level is recommended at the preparatory stage (8 to 11yrs). This is the age when there is immense curiosity and enthusiasm to discover and learn. It is enhanced when the right inputs are given.

Art curriculum for 3 years of this preparatory stage is structured in a way that helps them **Get introduced, experience and enjoy** that particular art form. They shall have short duration workshops / courses, just enough to achieve these three stages (Get introduced, experience and enjoy). This will include mostly practical classes along with around 25% to 30% dedicated to theory aspects of learning. Once this is completed, the class would move on to the next art form.

As the children complete short duration courses / workshops, they could be awarded certificates (for all) and awards (to those who show good skills and talent in that art form) to motivate them. These could be used for vocations or specialisations during the later years of their life.

Implementation in Schools : It would be impossible for all schools to employ experts from all art forms. But the diversity can be achieved with the help of **i)collaborations ii)inviting experts for short terms iii)tech-based learning.**

This structure would not just help in the basic exposure, but also motivate them to think and find out more about it if it interests them.

9. Arts and music are essential in the early years (DNEP P4.6.2.1). Describe the approach to make arts and music integral in the Foundational Stage

In this stage, children are both highly inquisitive and energetic. Creative activities such as drawing, painting, clay work, music, or dance are appealing and engaging for young children. At this stage, all education should be through the arts. The overall approach in Storytelling, Music, Dance, Visual Arts, Drama, Free play and exploration should focus on the child's self-expression individually and collectively, and providing opportunities for multi-sensory explorations of their surroundings.

The reception of information is mostly through constant exposure to that particular learning. With this in mind, and the specific objective of music, the children need to be constantly exposed to different kinds of music, throughout their time in school. A pleasant instrumental music playing in the background not only enhances the atmosphere, but also augments brain development. (Source : [De Pisapia, N., Bacci, F., Parrott, D. *et al.* Brain networks for visual creativity: a functional connectivity study of planning a visual artwork. *Sci Rep* 6, 39185 (2016). <https://doi.org/10.1038/srep39185>])

10. How will the arts curriculum provide opportunities for students to gain deeper knowledge and skills (depth) in at least one art?

As mentioned in Q #8, Arts curriculum has 2 core intentions.

- i) get familiar with the different art forms from across the state / country / world
- ii) get a deeper understanding/specialise a chosen art form.

After the preparatory stage, where the children are exposed to various art forms (mentioned in detail in #8), the middle and secondary stage would look at gradually focusing their attention towards one or two specific arts. This would be made possible through the optional subjects that the children can pick as per their interests. This would be treated on par with the other subjects (like the optional languages) in terms of evaluations and credits given in the Holistic progress card.

Apart from teaching the art form in theory and practical formats, the children would also be exposed to it in the real world. With activities like –

- Regular visits to exhibitions, concerts, shows and events
- meetings and discussions with experts
- encouraging them to write reviews and make critical appreciations
- encouraging them to organise small events in school, by themselves

These would not only give them different perspectives about the art form, but also enable them to look at various professional options other than being an artist itself.

11. How will the curriculum use technology effectively for bringing the arts to more students?

Technology is one of the most crucial aspects of tomorrow's education system. Art education, though is best kept live and in-person for learning and experiences, there are certain advantages that can be leveraged in order to make learning more accessible and fruitful.

The 3 areas where technology can be of great advantage

- **Efficiency:** Regular practice sessions even during teachers absence, recorded lessons for children to practice at home, innovative home assignments and projects to enhance creativity

Possible through: Smart classrooms, web/smart phone-based applications

- **Communication & reach:** Huge number of students can be reached at the same time. This could be used to host weekly performances of children for the entire district (every school would be allotted specific weeks when they have to put forth a performance for the rest of the schools in that district). This would not only boost the confidence of the children but also motivate the other children to do better when it is their turn.

Popular artists from different parts of the world can be brought into every classroom for Masterclasses and interactive sessions. This is something that only technology can achieve.

- **Automation :** The repetitive nature of some lessons and practice work can be automated to also involve assessments and special skill identification. The talented kids could also be given more opportunities through a centrally setup repository of these talents
A well-planned LMS (Learning Management System) could be put in place to make it convenient for the teachers to keep tab of the children's progresses, unique ideas and skills.

12. How will the curriculum ensure that local arts are well represented and nurtured in each community? How will the curriculum and pedagogy facilitate interaction with local artists?

As mentioned in #8 the Preparatory and Middle stages are specifically meant to encourage children to explore and learn various art forms, the focus here would be to bring an emphasis on the local art forms. The artists from the nearby villages, taluks and districts would be employed on a regular bases to conduct workshops and classes. The children and their families would also be encouraged to watch performances of that professional team when they have public performances. This process would not only keep the children in touch with the local artists but also encourage them to take up the art later in life, since they have easy access to the professionals and experts.

To enable proper and efficient workshops by the professional artists a one-time training could be given to help in structuring a short course that would give the essence of the art and involves both theory and practice.

13. How will local and relevant tribal knowledge systems be incorporated into the in these subjects.

During the Preparatory and the middle stages, there would be no distinction made in terms of importance and value given to any kind of arts.

The tribal arts

Folk arts

Vocational arts

Classical arts

would all be introduced in equal effort and importance to make sure the children have access and the choice to select the kind of art they want to pursue either for practice or deeper study at a later stage.

2.7.3.2. Stagewise approach to Arts education.

14. What are the core learning objectives and outcomes, i.e., key concepts, skills, values, dispositions, and capacities, that all students must develop in this subject by Grade 12? How should these capacities be developed across each stage

STAGE	OUTCOME
<p>Foundational 5 Years Age 3 to 8</p>	<ul style="list-style-type: none"> -Sensorial & perceptual learning -Coordination -Constructive approach-build on what kid does -Connect concepts to real life -Dialogue
<p>Preparatory Stage 3 Years Age 9 to 11</p>	<ul style="list-style-type: none"> - Social awareness and basic empathy - Child-led, Curiosity based learning with teacher’s guidance - Exchange of views and perspectives - Better ability to communicate - Sense of ownership - Exploration and fetching information

<p>Middle Stage 3 Years Age 11 to 14</p>	<ul style="list-style-type: none"> - Multiple perspectives of concepts - Knowledge of themes, subjects, and concepts with interdisciplinary connections - Basic principles of design. - Develop a pluralistic approach & appreciate different possibilities - Teamwork and mutual appreciation
<p>Secondary Stage 4 Years Age 14 to 18</p>	<ul style="list-style-type: none"> - Organisation and Management skills - Critical appreciation of all art forms - Deepen understanding by relating artistic ideas to societal, historical, and cultural contexts

15. For each of the concepts/capacities and stages described in #14 describe stagewise, experiential/play based/sports-based/story telling activities and pedagogy that will enable and greater creativity and analytical/critical thinking.

STAGE	OBJECTIVE	CONCEPTS / TOPICS
<p>Foundational 5 Years Age 3 to 8</p>	<p>Make learning joyful and engaging</p> <p>Environment awareness through keen observation.</p> <p>Allow free expression, communication, and creative involvement</p>	<p>Bala sangeet (rhymes) Stories through music</p> <p>Games with swaras & action</p> <p>Introduction to rhythm, movement, Colours, lines</p> <p>Basic origami, Simple Role plays</p>
<p>Preparatory Stage 3 Years Age 9 to 11</p>	<p>Learn to live in an inclusive environment</p> <p>Interdisciplinary connections</p> <p>Enhanced observation, curiosity, exploration, and creative and free expression</p> <p>Develop critical thinking skills</p> <p>Create awareness of rich heritage and cultural diversity</p>	<p>Ideate/create stories, drama, rhythm patterns</p> <p>create visual artworks</p> <p>Patriotic Songs, Songs about values, nature etc. Simple melodies for instruments Identifying swaras & notes through audio clips</p> <p>Work in groups</p> <p>Choice of one visual art and one performing art (structured learning)</p>

<p>Middle Stage 3 Years Age 11 to 14</p>	<p>Theme based – cross subject connections</p> <p>collaborative teaching – shared responsibility</p> <p>Connected experiences</p>	<p>Learning regional music/ folk music. Music appreciation training</p> <p>Abstract, Realistic art</p> <p>Watching plays and dance recitals. Create theme based performance pieces</p> <p>Guided experiments with arts and academics (integrating subjects)</p> <p>Continuation of the chosen art form (structured)</p>
<p>Secondary Stage 4 Years Age 14 to 18</p>	<p>Specialization</p> <p>Experimenting</p> <p>Creating independently</p>	<ul style="list-style-type: none"> - Live Projects with tangible outcomes - Create their own scripts & shows - Specialise in arts forms of choice - Review and Analyze Performances - Technology based sound, light & SFX

16. Describe how to develop useful/interesting/illuminating horizontal connections in the curriculum and pedagogy of this subject (with other subjects and real life) for each of these concepts (or for as many of these concepts as possible) that would promote a more holistic and multidisciplinary experience for students.

Art Integration with Curriculum

- The existing **kindergarten (Foundational) stage** includes a lot of song, dance and games involved in its plan which can be retained. Focus to shift from ‘teaching the child’ to ‘Child-led learning’ (building on what the child says/does.) is crucial.
- **Preparatory Stage** : Introduction to various art forms, through the **use of it as a tool** to enable better understanding of mathematics, science, language and social science concepts.

Example- Folk art / rangoli to understand shapes and symmetry

- Use of songs and role-play for Introduction to new languages
- Using simple costumes and props made by kids for history lessons
- Tribal song-and-dance routine to learn multiples

- **Middle Stage** : Opportunities to explore and correlate between subjects and concepts through the medium of art. Enable thinking on real life applications of concepts along with creating their own pieces of art (any form)
Example – Apply Story telling to connect eclipses to a battle between 2 kings(history)
 - Use digital art to emotionally express the British rule in India
 - Understand interdependent life in humans through plant life with a skit
- **Secondary Stage** : A stimulative environment to understand organising and management skills through planning of shows ; working with younger children in direction / choreography. All within the purview of the curriculum and its extension in terms of analysis, interpretation and application.
Example – Write and direct a short play on based on the concept of accounting & saving money, with all technical planned and get the children of class 5 & 6 to perform them.This would enable them to understand organising, problem solving, leadership.

Implementation

This concept of horizontal connections between subjects is something that the existing teachers are not familiar with as the subjects have always been studied separately, in different silos. Using Art as a means of integrating the curriculum subjects is also an alien concept to the teachers who are not trained in these areas.

This requires a well-planned training structure that has '**Trained Art Integration Experts**' in every school, who can work with the respective subject teachers and not only give inputs on how to create new experiences, but also connect with a particular artist who would seem relevant to that particular chapter/lesson that is being planned for.

Support Material: The curriculum also needs to provide all required material in written and digital forms that help and support the teachers in integrating art in the classrooms. Detailed explanations, scripts, lyrics, diagrams to be provided along with audio and video samples of how they can be successfully executed in the classroom. The key is to have Simplicity and easy in the process, but heavy in ideas and concepts. The core purpose is to enable the children to think further on their own, and not limit them to what is there in the text books.

17. Describe ways in which each of these concepts (or as many as possible) can be rooted in India such as through Indian and local traditions (including stories, poems, music, dance, drama, games, toys, etc.) and Knowledge Systems.

The above-mentioned examples (in #16) are the means in which education of every stage can be made interesting and fun oriented for children. This not only builds horizontal connections across curriculum, but also help in getting the children familiar with numerous art forms in the process.

In the process of getting the children familiar with the art forms, the first and foremost set of art forms would be from the local, surrounding areas, communities and their traditions. All the stories, music, visual art and dance would be from the local traditions and cultures. This would slowly broaden in terms of its reach, to let the children explore other artforms in the state, country and the world. It is important for the children to know the world culture with a strong understanding of the traditions that they belong to.

Hence, the children would start off exploring art forms through the local forms like **the gee-gee pada of North Karnataka** or the **wooden toys of Channapatna**. While the numerous stories of Krishnadevaraya and **Tenali Rama are perfect for enabling lateral thinking, critical thinking and problem solving**, it could be combined with lessons in curriculum could make it more interesting.

Collaboration with local organisations (government and private) that promote such local Indian art and culture would enhance the quality of these efforts. The diversity and professional approach of these organisations would compliment the efforts of the teachers in the classroom.

Example : Janapada Loka – A government initiative by the Karnataka Janapada Academy, Govt of Karnataka has volunteered to create curriculum related content originating from the folk and tribal arts. They are willing to create structured courses for –

- Teacher training in familiarising them with folk arts and their application in curriculum (short-term workshops at regular intervals)
- Certificate courses for children in not just integrating with curriculum but also learning the particular art form in its pure structure.
- Making festivals and special days of the local area as events involving school children that enable them to discover the value of the local **tradition and culture along with the scientific or the historic relevance** of that special day, that could be connected to a lesson in science, history or geography.

18. Describe ways in which local knowledge and flavor could be included in the curriculum and pedagogy of this subject area.

Collaboration, teacher training, Art integration experts and other details as mentioned in #17

19. Describe ways in which families and local communities could be involved in the teaching and learning of this subject area.

The family is the smallest unit that holds the treasures of information and values of traditions and culture. Leveraging this to add value to the school education would be extremely impactful and effective.

'Aji Kathe' – Grandparents are the sources of stories and tales from the Mythology, history and folk traditions. Associating with enthusiastic senior citizens who might be willing to spend an hour every week with the children telling stories, having interactive discussions and playing board games like chowka-bhara would enable a great connect between them and the children. It would also be a wonderful way to keep the senior citizens occupied and engage proactively in the lives and progress of the children in their locality.

Kala-beedhi : Initiated by the school. a street would be identified every month when the residents of that street would decorate their street and organise fun events on a weekend. A specific theme could be given in order to encourage the children and teachers of the school to work with the community to create an artistic-cultural experience every month.

Encouraging parents to volunteer to initiate discussion sessions, experiential trips or talks when they are free would bring in new perspectives and ideas into the monotonous school life.

20. Approaches to inclusion for children from SEDGs that are necessary for this curricular area need to be elaborated.

Art is a great neutraliser when it comes to the societal discrepancies. As talent and connection to music dance drama and paintings don't see the man-made hierarchies, a significant integration of art will inherently build an eco-system of equality where the children would work together in creating art works based of the curriculum. The individual talented ones also get recognition and encouragement as they are now seen as adding a lot of value into the work they are doing.

As the focus shifts to the arts, every community, group and tribe would have their own set of stories and songs. The opportunity to share them and letting the other children learn and perform the same, would erase all lines of differentiation.

This would also encourage more and more children from SEDGs to start attending schools more regularly as they feel they connect to what is being gone and their contribution has immense value.

Celebrating all festivals together in schools understanding its relevance and learning new traditions are a beautiful way to include all children through the medium of art.

21. Describe how assessment in the subject may be transformed from one that primarily tests rote memorisation skills to one that is more formative, promotes learning and development, and tests higher-order capacities such as analysis, critical thinking, and conceptual clarity. Assessments should respond to the need for being formative and competency based and promoting learning. Different modes of assessment that are age appropriate should be illustrated for each stage.

Evaluation as we know today is the half-yearly and yearly examinations and regular 'class-tests' conducted in the academic calendar to decide the level of each child's understanding of the lessons taught, resulting in a Progress report that designates the child as 'pass' or 'fail'.

Going by definition, "Evaluation in education is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have."

Though the existing situation, in comparison with the definition seems vastly different. The Indian education system for all its strength has for very long depended on a slip of paper called a marks sheet. It is now imperative that we bring about a change in the way Assessments and evaluations are perceived in the NEP 2020

21.1 Objectives of Evaluation

Our concept of learning focused on mere memorizing of facts and figures has probably caused more harm than good in the long run since reproducing them in an unchanged context and evaluating the same becomes an obsolete process along with exerting unnecessary stress on the

young minds. Since the basic objective of ensuring they remember the lessons learnt is not met as most of them tend to forget them after the exams are over.

- **Identify Skills and Aptitudes**

A child's development from the time it starts schooling (3yrs) to the point it is considered an adult (18yrs) undergoes innumerable **changes Physically, Mentally and Emotionally**. Each of these changes are crucial and play an important role in shaping the future personality of that individual. Therefore our evaluation systems need to be structured in a way that the teachers and parents notice these unique abilities of every child and nurture them in the best way possible to enable those young gentle minds to bloom into confident and self-aware individuals who know about their strengths and weaknesses and are prepared to put their best foot forward in their professional lives.

- **Competition is important but not the end**

A sense of competition and achievement is important to motivate children towards higher goals and build an environment that is filled with energy and enthusiasm. This also helps them handle the cut-throat competition that they might face in the life they will lead as adults. Having said that, one needs to be very careful in the amount of importance given to this concept of competition. It is a well-known fact that some minds work better under pressure while some thrive when given freedom from pressure. A classroom might have children of both personalities. It is therefore important to have a balanced environment of **competitive and non-competitive assessments** where answering written questions is not the only way of achievement.

- **As a means of Teacher Feedback**

With the changing face of education, the job of a teacher is no more limited to imparting the set of information given in text books to children with the help of notes. The changing needs require the teacher to understand the variable skills and aptitudes of each child in the class and structure a plan that works towards encouraging the talents and providing the right support where the child needs it. In order to make this possible the teacher has to get regular information on the progress of every child – which is available through evaluations and assessments. The results of these assessments not only talk about the child's progress, but also **gives insights to the teacher regarding the next set of plans that will have to be structured for that particular class.**

21.2 Evaluation Methods

With the existing 'paper-pencil' format of exams proving insufficient in fulfilling the objectives of evaluation, it is important to include newer methods that fulfil the objectives with a more holistic approach.

- Project & Experience based Assessments

Assigning a project (individual or group) and assessing through observation of the way the child handles the project would not only give numerous insights not just into the child's understanding of the particular topic, but also its skills and abilities like –

- Clarity in understanding a given task
- Ability to plan and structure the requirements
- Procure / get access to required materials or information
- Coordinate with people / allocate tasks
- Problem solving & Critical thinking when there is an obstacle to the process
- Persistence in completion as per given requirements

- Group assessment, peer assessment

Encouraging each child to give their opinions on each other would give a different perspective to understanding the child's personality. This would provide a more rounded assessment as it would include facets of the child's personality that is otherwise unnoticed by the teachers.

This would, in a subtle way, also start a critical thought process of **Self-reflecting and Self-awareness**

21.3 Art as a tool for Evaluation

With a strong requirement for a personality and skill-based assessment in place of the existing uni-dimensional written exams using various forms of art as tools could be extremely impactful in –

- Building a holistic approach to assessment that can combine text book lessons, skills and aptitude
- Eliminating the stress, anxiety and fear associated with examinations, making it seem like an enjoyable process of understanding where they stand – as an opportunity to improve.

Example

Scenario 1 : Giving a written test with 5 questions and 3 fill in the blanks about Solar system in Science.

Scenario 2 : Using story telling – Asking the child to explain a science concept about Solar System in the form of a story could make the child remember better with the help of characters that represent each planet and its characteristics. It would additionally enhance public speaking and confidence as skills.

Scenario 3 : Giving the same science lesson on Solar System as a group project where each child narrates the science story with the help of puppets would add insights in team work, coordination, leadership and decision making. All this with so much fun with colours, drawing, cardboard, voice modulation and creativity others!

With a Versatile tool like the Arts, that can include the curriculum topics as well as skill based learning into its purview of working, Evaluation Through Arts is a must-have, under the Examination structure, NEP 2020.

21.4 Evaluating Art

The work of creativity in its purest sense is extremely unique and exclusive to the individual who has created it. This is what makes every art and the artist unique. But Art in education takes a different role than just individual imagination and creativity. Art as a part of an education system needs to have a structure with an age related teaching pedagogy in place. It becomes important to understand the child's level of participation and understanding in the art form in order to develop it further.

a. Pure art forms

Every classical art form (Indian and Western) has a specific structure to it in terms of the step-by-step understanding of the art-form moving gradually from the basics to mastery. Though this could be slightly altered to suit the school structure (as opposed to the exclusive classes taken privately), the following are some aspects that could be evaluated-

- the ability of the child to pick up the abstract concepts
- the pace and time taken to master a particular level of art and move to the next
- connecting it to reality, visualisation
- the finesse and attention to detail
- persistence towards mastering a difficult part

b. Unstructured Art forms

As the children would be exposed to all kinds of art forms during their schooling, it would include some unstructured ones like the folk arts etc. These may be short term in its learning duration depending on the particular art. In such circumstances the following are some aspects that could be evaluated-

- understanding the spirit and energy of the art
- history and its cultural background
- ability to apply this in different contexts
- ability to improvise and build more content into it

These could be further refined during the curriculum framing process with the help of experts from the specific art forms. But what is crucial is that as Art is now considered a part of the curriculum, the children learning it need to be evaluated and assessed for it, unlike the previous structure where art was considered 'extra curricular' activity and hence was kept away from evaluations and examinations

Why is it important to evaluate art?

Though the concept of evaluating art, where a work of creativity and imagination is to be put into certain categories that can be calculated or estimated – seems unfair, it needs to be seen in a different perspective when it comes to art in school education.

Now, with the Policy Document (NEP 2020) making Art an important part of the curriculum it is imperative that Evaluating art needs to be there under the school structure. The only change in this premise is that **the child's art work is not evaluated, but the learning abilities and progress of the child is evaluated.**

21.5 Stage-wise Evaluation Structure

Foundational: Teacher's assessments based on observation of child in class. Parents to be regularly updated in order to take suitable measures in specific areas. The involvement of parents and teachers to be equally important at this stage.

Preparatory: Predominantly activity based evaluation, in group and individual formats. Areas of assessment : Verbal – linguistic, Logical thinking, spatial and kinaesthetic, intra-personal and

Interpersonal, reasoning ability. To be customised depending on the particular lesson/topic in question. Conducted at an interval of every completion of 2-3 chapters. Time to be allotted for those who haven't understood, to catch up, before moving on to the next.

No annual exams. A cumulative report of all the activity based assessments done throughout the year shall be shared with the parents to understand the child's areas of interest and areas that need more attention.

Middle : Group Projects and Individual assignments to be used to understand the child's growth and understanding at regular intervals. Peer to peer assessments and teacher assessments could be introduced at this stage. Skills like abstract thinking, problem solving, long term planning etc need to be assessed

Secondary : Group and individual assignments, Peer to peer assessments and teacher assessments could continue as it was in the Middle stage. This could be combined with a combination of oral and written exams that enable in getting them acclimatized to the competitive exams, entrance exams and group discussions that they will have to take up in their future

22. Describe the approach to textbook and TLM development keeping in mind the curriculum and pedagogical shifts.

22.1 TextBooks and TLM for Art Integration

The integration of art for teaching curriculum subjects will need appropriate training, support material, textbooks and manuals. Any appropriate art form for every topic in the textbook can be utilised at 3 varying stages –

- i) Introducing the concept
- ii) Reinforcing the concept
- iii) Summarising and motivating further research or learning

Art-based activities need to be designed by understanding at what stage it would be Most Impactful for the learning of the concept. The right art form that would do justice to that specific concept needs to be chosen keeping in mind, the age and geographical location of the child.

Some specific guidelines for preparing TLM for art integrated curriculum

- a) Every subject textbook to have an art activity as a part of the chapter. The appropriate art form can be used that is best suited to reinforce the idea of the lesson. This can be planned depending on the nature of the topic and the nature of the art.
- b) Teachers need to be given enough support material to rely upon, when they have to apply art, as this is new not just to the children but the teachers also. Though enough freedom needs to be given to teachers to build creative forms of imparting education, a support material is a requirement in order to maintain uniformity
- c) A trained resource person – who has expertise in integrating art forms with curriculum need to be allocated to every school or a school complex in order to help the teachers to consult in case of requirement of help in integrating art in day-to-day classes.

It is also important to have a trained resource person for Art Integration as some art forms need to be altered / customized keeping in mind the geographical location and the predominant local arts of that region.

- d) Support Manuals - The TLM also needs to provide all required material in written and digital forms that help and support the teachers in integrating art in the classrooms. Detailed explanations, scripts, lyrics, diagrams to be provided along with audio and video samples of how they can be successfully executed in the classroom. The key is to have Simplicity and easy in the process, but heavy in ideas and concepts. The core purpose is to enable the children to think further on their own, and not limit them to what is there in the text books.
- e) Road Map – a phase-wise capacity building process to be implemented

22.2 TextBooks and TLM for Art Education (learning pure art forms)

The pedagogy for teaching dance, music, painting or sculpture is very different from the way science, math or languages is taught. Therefore the TLM also needs to be planned with a different perspective.

- Text books : these are books are meant for reference purposes only. The content of these books contain the theoretical elements of the art that is taught, along with some historical references and background information. It is important that the art teachers use these books

regularly to encourage children to not down any creative unique ideas that the children might have got during the practical classes.

- Regular activities that encourage children to think creatively and apply the learning of the art in projects designed to check their understanding levels as well as their imagination and creativity.
- Activities to be designed differently for individual students, small group and large group structures in order to enable various skills that are build in those changing structures.
- Each of these projects shall be means of evaluation. They shall be evaluated on the
 - Understanding of the art itself
 - Skills (art related and Life skills)
 - Application of the art
 - Self discovery and motivation to learn more
 - Assessments of peers and teaching methodologies

Apart form the project based evaluations, the evaluation done at the end of the academic year shall be based on an art related project for which marks/grades are assigned. A written and oral test too shall be a part of it, to enable a 360 degree assessment. These marks/grades shall add up to the overall total.

23. Describe ways in which technology could be used to enhance teaching an effective and equitable manner.

The details w.r.t the pedagogy is mentioned in #11

Usage of **smart classrooms** to expose the children to world-class performances, concerts and shows. It could be live performances or taken from the archives.

But the teacher should be able to relate every video shown to the classes that are being conducted by him/her. **Passive viewing is discouraged.** The teacher is required to initiate discussions that make the children think about the what they are watching. It should have direct impact in the classes completed or the ones that follow.

Usage of **Authorised Mobile Apps** for

- home assignments
- art based engagements
- regular assessments & activities
- as a Learning Management System to get accurate data of every child's progress

Digital Art itself is a new means of creating innovative visual art pieces needs to be taught as an art form. This could have immense impact in the vocational possibilities of the child.

- Creating 2D and 3D art pieces using technology
- Understanding the lighting and sound design for live and studio shows
- Animation
- Video and sound editing
- Design tech (apparel / interiors etc)

24. How should teacher capacity, support, and education be reformed to enable all the above transformations?

- All teachers need to be regularly upskilled with short-term workshops in different areas
- It is important for teachers to have a basic knowledge of at least one art form and an openness to explore new ways of teaching.
- A trained Art Integration expert to be present in the art department at DSERT/DIET and every school to enable fruitful engagement of children and subject teachers throughout the year.
- Constant collaboration with art experts in order to integrate it successfully in classes.
- The goal of the teacher needs to shift from 'completing the syllabus' to 'enjoyable learning of concepts' with an effort to go beyond textbooks.
- Significant training in understanding technology and using its advantages in classrooms
- Integrating Art will not only enable better learning, but also bring in new energy and enthusiasm in the classroom by breaking the monotony.
- Art teachers to be equipped with child-centered pedagogical understanding and structure through short term courses.

25. What other enabling conditions (e.g., school culture, practices, infrastructure, equipment, governance, etc.) should be in place to effectively enable all the above transformation

Infrastructure :

A dedicated space for Arts – that has space for practice, resources including books (picture books, comics, poetry etc.), audio-video files, films (animation, documentary and others), toys, models etc. This space should be imagined as a growing space where students' works are stored and used for display from time to time.

The entire environment of the school should be reflective of the Indian heritage and culture. The spirit of being an Indian, the Pride of being an Indian and the power of being an Indian needs to be built by making every wall of the school reflect the rich history, philosophy and heritage we have.

Constant Indian instrumental music to be played as the children enter the school in the morning, leave the school in the evening and are out of class during breaks. These not only create a positive atmosphere but also sub-consciously build a healthy emotional state of mind enabling better learning.

Collaborations

It is important to bring in professional expertise in learning the arts and not be solely dependent of the specific teacher. Though the teacher plays a major role, these organisations could contribute immensely in their structure and resources

- **National Skill Development Corporation**

In the area of giving Certification / Diploma at every level to aid credits and future vocational opportunities.

- **Dept of Women and Child Welfare**

To initiate suitable programs in schools as per their Objectives-

1. Empower adolescent girls (11-18 yrs) through nutrition, healthcare, life skill, education.
2. To promote and bring out the creative talent among children by exposing them to various extracurricular activities.

- **Bal Bhavans**

Their initiatives in Inclusive education and experiential education contribute immensely if implemented at school levels. The teacher training courses also add value due to its excellent plan and structure.

- **Dept of Kannada & Culture**

Art Integration & education is a key source of enhancing the richness of Kannada language and Literature. Higher support in terms of resources to build this in schools will help in its success.

- **Nataka Academy, Lalithakala Academy, Janapada Academy, Shilpakala Academy, SangeetaNritya Academy, Yakshagana Academy and other academies**
Government departments could be associated with for giving Scholarships for talented children who choose to pursue their higher education in the chosen art form or pursue a vocation in that area
- **Akashvani and Doordarshan**
For access to valuable resources and their connect in enriching the learning and experiences of the school students through special programs. The Archives are a huge treasure not only for research and study, but also for a detailed understanding of the journey of the trends and styles of performing arts.
- **Indian Music Experience, Percussive Arts Center, SAPA (Subramanyam Academy for Performing Arts), YouAndMe Theatre, Rangayana, Neenasam**
Organisations and Institutions that are constantly involved in working towards building innovative pedagogies in enabling children learn various forms of art could work towards creating innovative initiatives and programs to give access to art experiences and connects with artists.
- **Science Gallery, Bengaluru, Vishweshwaraiah Museum**
These could enable art and design integration with science. The encouragement given to look beyond the limits of the textbook and connect with today's environment could add a significant value towards school education.

In the process of implementing something new, it is important to look at the possible roadblocks and problems that we might encounter as a system and have a plan to overcome them in the best way possible.

Below is a list of such challenges and possible solutions

POSSIBLE CHALLENGES(•) ITS SOLUTIONS (○)

- Stereotypes associated with learning art
 - More application of art forms to real life contexts
 - Regular Art practices leading to improved brain development and academic achievements
 - Training and certification leading to Vocation and job opportunities
- Availability of Quality teachers
 - Exclusive courses & training in Art Integration for schools
 - Regular Upskilling workshops for existing teachers
 - Creating a stress-free environment for teachers
- Physical Infrastructure (space)
 - Shared resources with Government and Non government organisations
 - Coordinating with other schools in the school complex
 - Use of technology
- Availability of art materials
 - Shared resources within the school complex
 - Creative use of material that is easily available / recycling
 - Application of digital and tech-based resources
- Perceived lack of expertise / Fear of unknown (among management and teachers)
 - Gradual introduction of concepts
 - Easily accessible professional help
 - Manuals and tech-based support systems
- Worries about completing syllabus
 - Art integration – not an additional burden. Works with the regular flow
 - Seamless blending with classroom work and home assignments
 - Structured integration to make completing syllabus faster and easier!

BASIC GUIDELINES FOR IMPLEMENTATION

- Make the integration gradual
- The recommendations need not be watertight
- Customizable as per the school, location, population etc
- Basic premise should not be compromised upon
- Introductory, reinforcing and summative elements
- In class activity, home activity, focused art activity

Cumulative Recommendations

ACADEMIC

- Stage wise & class-wise curriculum for i) Art integration with other curriculum subjects and ii) Art Education (of art forms) to be separately made. Integration with subjects enables children to learn experientially making the child remember the concepts better, resulting in better results.
Advantage: Works for kids of all intelligence levels. Passive classes become active & enjoyable
- Required textbooks, workbooks, activity records – for students and support materials like Teaching manuals, audio and visual material, access to workshops and expert consultations to be compulsorily made. Technology application to be increased.
Advantage: Reduced burden on individual teachers, Better response & results from students
- Choice of Art form – at least 2-3 options to choose from needs to be provided to every student. This must provide credits for exams and assessments and separate certification for every new art form learnt.
Advantage: This is to enable vocational and job opportunities or options for specialisation
- Evaluation and scoring process to be structured for all art forms. **Art to be used as a tool for Evaluation.** In order to gain a holistic approach in understanding the varied learning processes (Auditory, Visual & Kinesthetic) along with the skills of the child like innovation, creativity and application of the concepts.
Advantage: Can be applied to all subjects, Removes fear of exams
- Clear targets and deadlines (ex: a grp sculpture or a play performance every 3 months)
- Introductory, reinforcement and summative levels of integration
 - In-class, Home assignments and focused art activity as segments
- Technology application in the form of Smart classes, Authorised Mobile Phone Apps and websites, for pedagogical learning and Learning Management systems

Cumulative Recommendations

ADMINISTRATIVE

As this paper proposes new concepts that are to be initiated into a system that is not acclimatised to it, the paper strongly recommends certain administrative additions to be introduced in order to ensure its continuity in the system

- A strong team of experts in Art Integration – who understand education and the arts in a good balance need to be in authority for a minimum of 3 to 4 years to ensure its successful implementation.
- A Governing body that ensures the appropriate decisions are made and suitable initiatives are taken needs to be set up. A Directorate of Arts in education, under the Government of Karnataka would enable responsible, like-minded experts who would monitor the schools and take necessary decisions at the right time. This would avoid administrative delays which might cause damage to the overall implementation of the envisioned NEP 2020.
- As mentioned previously, a new initiative proposed would need a fresh set of financial planning, budget allocation, human resource management and strategic planning. This would only be possible by the Directorate of Arts in Education.
- The Curriculum framework team and the textbook committees formed henceforth, to have at least 2 members from the Position paper team, in order to avoid the disconnect in the thought and intention from the position paper and the curriculum thus formed. A common flow of thought would ensure the appropriate implementation of new ideas.
- An Art Integration Course to be structured to train faculty in blending art and curriculum- Outcome – Art Integration experts to be employed in every school

CONCLUSION

Today's educational needs are not about gathering/giving information. Information is available at every child's fingertip. It is more about the crucial skills of decision making, working under pressure, handling failure etc. and the overall wellbeing of each child mentally and emotionally.

Currently the arts have been significantly ignored in the entire education system. It requires not just the team of Arts and artists to revive the value of it in education, but also every other subject department and teacher to open up and explore the possibilities that we have so far missed out on.