

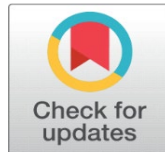
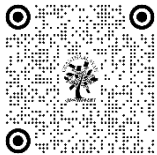
VISUAL AND PERFORMING ARTS AS TOOLS FOR TRANSFORMATION: EXPLORING TEACHERS' PROFESSIONAL DEVELOPMENT IN ART-INTEGRATED EDUCATION

Harshita Panjani ¹, Dr. Sheena Thomas ², Dr. Alka Mudgal ³

¹ Research Scholar, AIE, Amity University Uttar Pradesh, Noida, India

² Associate Professor, Bhopal School of Social Sciences, Bhopal, Madhya Pradesh, India

³ Professor, Amity Institute of Education, Amity University Uttar Pradesh, Noida, India



DOI

[10.29121/shodhkosh.v5.i2.2024.5245](https://doi.org/10.29121/shodhkosh.v5.i2.2024.5245)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

ABSTRACT

Interdisciplinary arts education or arts integration are examples of art-integrated learning. It involves incorporating fundamental academic disciplines like arithmetic, physics, language arts, and social studies with a variety of artistic mediums, including dance, music, theatres, and visual arts. Art-integrated learning promotes a holistic approach to education by encouraging teachers to include creative activities and artistic experiences in their lesson plans, in contrast to traditional teaching approaches that divide subjects into discrete areas. As per the recommendations of National Education Policy (NEP) 2020, CBSE promotes Art Integrated Education to foster India's cultural heritage in the classroom to encouraging joyful learning. The CBSE Capacity Building Program teaches educators how to use art as a teaching tool to help children develop socially, emotionally, and cognitively. This study explores the understanding and implementation of Art-Integrated Education (AIE) among 40 secondary school teachers who participated in a Capacity Building Programme on Art-Integrated Education. Using a structured questionnaire based on CBSE's training materials and NEP 2020 guidelines, the paper evaluates teachers' conceptual clarity, practical application, and the challenges they face. Findings suggest positive reception and intent to use AIE, though implementation is hindered by limited resources and administrative constraints.

Keywords: Art Integration, Art Integrated Education (AIE), Continuous Professional Development, NEP 2020



1. INTRODUCTION

Art-integrated learning includes arts integration or interdisciplinary arts education. It involves the integration of various art forms, such as visual arts, music, drama, and dance, with core academic subjects like mathematics, science, language arts, and social studies. Unlike traditional teaching methods that compartmentalize subjects, art-integrated learning encourages educators to incorporate creative activities and artistic experiences into their lesson plans, fostering a holistic approach to education.

Art-integrated learning is a powerful tool for engaging students and enhancing their educational experience. This innovative approach to education combines artistic expression with traditional academic subjects, creating a dynamic learning environment that nurtures creativity, critical thinking, and interdisciplinary understanding.

Art-Integrated Education (AIE) is an experiential learning approach that involves and combines visual, performing, and folk arts with academic subjects to create inclusive, engaging, and reflective classrooms (NCERT, 2023). Aligned with the National Education Policy (NEP) 2020, CBSE mandates AIE not only to promote joyful learning but also to nurture India's cultural heritage in classrooms (CBSE, 2020). The CBSE Capacity Building Programme apprise teachers to use art as a pedagogical tool, enhancing cognitive, emotional, and social development among students (CBSE, 2023).

Three variations to involve art in the Teaching-Learning process:

1.1. ART AS CURRICULUM

In this approach, students study art as a fundamental topic, and they work on a variety of projects, exercises, and activities that are meant to help them gain understanding and proficiency in the arts. Along with other artistic mediums like music, theatre, dance, and literature, the curriculum may include components of visual art including drawing, painting, sculpture, and art history.

1.2. ART-ENHANCED CURRICULUM

Art art-enhanced curriculum is an educational approach that integrates art into various aspects of the curriculum to enrich and enhance the learning experience. It involves incorporating different art forms like visual art, music, theatre, dance, and literature into lessons and activities across different subjects.

1.3. ART-INTEGRATED CURRICULUM (ART-INTEGRATED LEARNING)

The art-integrated curriculum takes the concept of art-enabled curriculum a step further by seamlessly integrating art into every facet of the curriculum. This approach considers art as an essential component of teaching and learning in all subject areas rather than being treated as a distinct subject or as a supplementary tool. It involves designing lessons with the integration of artistic processes, techniques, and views that lead to exploration and a clear understanding of topics and concepts. This method seeks to develop students' critical thinking, creativity, and problem-solving abilities while allowing them to make connections across many subject areas.

1.4. RECOMMENDATIONS OF NEP (NATIONAL EDUCATIONAL POLICY) 2020:

"Art integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms but also for imbibing the Indian ethos through integrating Indian art and culture in the teaching and learning process at every level. This art-integrated approach can strengthen the linkages between education and culture." (Para 4.7, NEP 2020)

1.5. RECOMMENDATIONS OF NCFES (NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL STAGE) 2022

"Children express themselves, imagine, and create without any inhibition through the arts. The open-mindedness and playful qualities of the arts encourage self-expression, intuition, reasoning, imagination, and communication." (Para 1.4.3, NCFES 2022)

1.6. RECOMMENDATIONS OF NCFSE (NATIONAL CURRICULUM FRAMEWORK FOR SECONDARY EDUCATION) 2023

“Local art and culture would be the starting point for Art Education in all Stages of school education. This approach aims to develop an understanding among Teachers and students that the Arts are around us as an integral part of our lives and an essential subject for students of all Stages of education.”(NCFSE 2023)

2. PROVISIONS FOR IMPLEMENTATION OF ART-INTEGRATED LEARNING:

Creative thinking, teamwork, and meticulous planning are necessary for implementing art-integrated learning. Pedagogical Planning is required to incorporate Art-Integration into all subjects at all levels. The following common initiatives by educators can encourage Art Integration in education:

- Assigning interdisciplinary projects to students that incorporate academic content and artistic expression.
- Incorporating visual aids, music, drama, theatre, etc., to enhance learning experiences.
- Providing opportunities for hands-on experiences and creative exploration.
- Encouraging students to select artistic mediums and themes as per their interests.
- Integrating technology and multimedia resources to support artistic expression and collaboration.

Circular no. Acad 33/2020 dated 14th May 2020, CBSE has introduced mandatory Art-Integrated Project work for classes I to X, as part of Subject-Enrichment activities under Internal Assessment.

3. OBJECTIVES OF THE STUDY

- 1) To assess secondary school teachers' conceptual understanding of Art-Integrated Education.
- 2) To analyze the frequency and methods of art integration in classroom practices.
- 3) To explore the challenges faced by teachers in implementing AIE.
- 4) To identify areas for further training and resource support.

4. METHODOLOGY

Data were collected from 40 secondary school teachers from CBSE-affiliated institutions who participated in the CBSE Art Integrated Capacity Building Programme. A structured questionnaire based on teachers' awareness of Art Integrated Education, their attitude, implementation strategies, and support systems was used to collect the data from the teachers. The Responses were collected post-training through offline forms. The information collected through the questionnaire was analysed using descriptive statistics for closed responses and thematic analysis for open-ended responses.

5. DATA ANALYSIS AND FINDINGS

Table 1

Q. No.	Question	Response Type	Response Option / Summary	n	%
1	Teachers' familiarity with the concept of art-integrated learning	Multiple Choice	Very familiar	16	40%
			Somewhat familiar	12	30%
			Heard about it	10	25%
			Not familiar at all	2	5%

2	Purpose of integrating arts into teaching	Open-ended	Thematic summary: Enhance creativity, joyful learning, connect concepts, holistic development		
3	Art forms used/considered effective by teachers for subject teaching	Multiple Response	Visual arts	38	95%
			Music	28	70%
			Drama/Theatre	25	62%
			Dance	16	40%
			Culinary Arts	8	20%
4	AIE makes learning joyful and experiential	Likert Scale	Strongly Agree	18	45%
			Agree	17	42.5%
			Neutral	5	12.5%
			Disagree	0	0%
5	Implementation of AIE in the classroom	Multiple Choice	Regularly	8	20%
			Occasionally	21	52%
			Rarely	11	28%
			Never	0	0%
6	Challenges faced by teachers in implementing AIE	Multiple Response	Lack of resources	26	65%
			Inadequate training	21	52%
			Time constraints	19	48%
			Curriculum constraints	12	30%
			Low student interest	4	10%
7	Training (s) attended other than CBP on AIE	Yes/No	Yes	40	100%
			No	0	0%
8	AIE activities conducted or observed.	Open-ended	Thematic summary: Role play, drawing, music for grammar, etc.		
9	Support of school management in implementing AIE	Likert Scale	Very Supportive	12	30%
			Supportive	20	50%
			Neutral	6	15%
			Unsupportive	2	5%
10	Support/resources required for implementing AIE effectively	Open-ended	Thematic summary: AIE kits, lesson plans, artist collaborations		

5.1. FAMILIARITY WITH AIE

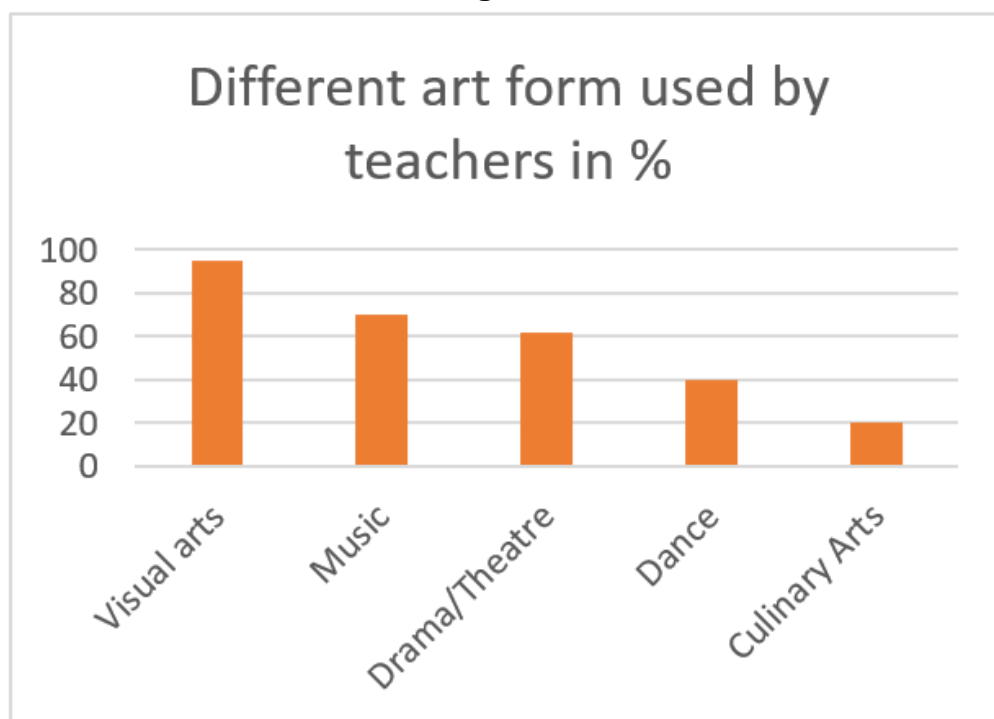
70% of respondents reported being “very familiar” or “somewhat familiar” with AIE, indicating the programme's effectiveness in improving conceptual awareness.

5.2. PURPOSE OF AIE

Educators found AIE integration beneficial to foster creativity, diversity, and student participation. Feedback also highlighted the ways in which, students can be assisted in comprehending abstract concepts better via the performing and visual arts.

5.3. ART FORMS IDENTIFIED FOR INTEGRATION (% OF RESPONSES)

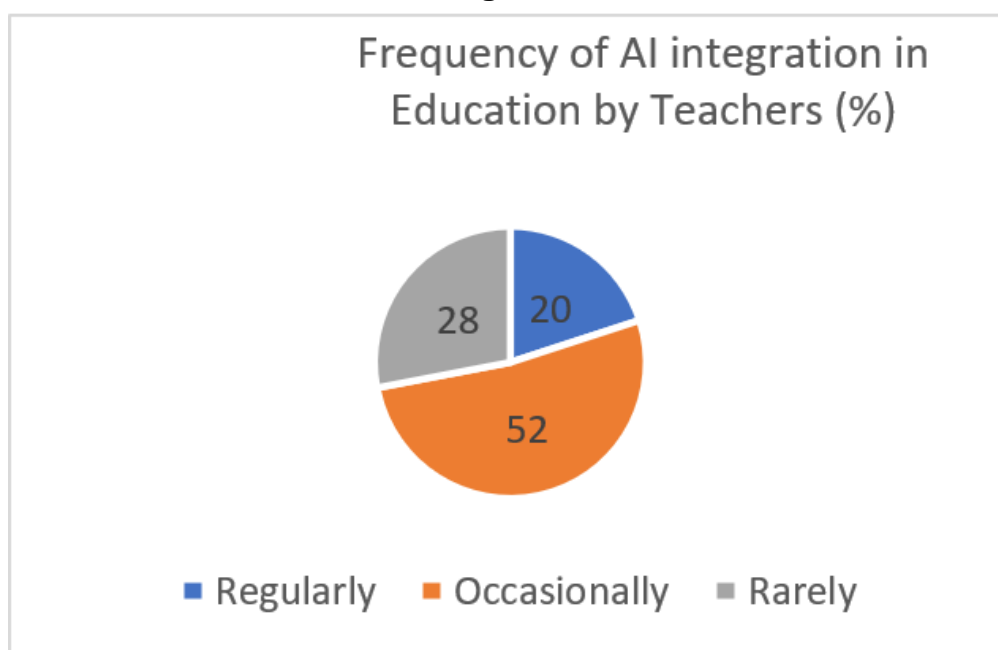
Figure 1



Visual arts (95%), music (70%), drama/theatre (62%), and dance (40%) were identified as the most applicable forms for integration across subjects.

5.4. FREQUENCY OF IMPLEMENTATION OF ART INTEGRATED LEARNING

Figure 2



This response indicates that the interest among teachers for Art Integration in education is high as 20% teachers implement it on regular basis but 52% are using Art integration form occasionally. 28% teachers have

accepted that they use it rarely. This indicates interest among teachers, but its full implementation and execution needs further support.

5.6. CHALLENGES IN IMPLEMENTATION

Majority of teachers considers lack of resources (65%) as one of the challenges, others find insufficient training (52%), and time constraints (48%) as key barriers to AI integration. These responses align well with prior research conducted in the area reflecting on structural limitations in scaling Art Integrated Education.

5.7. TRAINING AND SUPPORT

Training and implementation both are interrelated and should go hand in hand. (Burnaford, 2009). As per the findings, all participants had attended the CBSE workshop, yet only 40% reported regular follow-up or support at the school level. This reveals a gap between training and implementation.

5.8. SAMPLE CLASSROOM APPLICATIONS

Art Integration can be implemented in every subject through various art forms. (CBSE, 2023). Through open ended question on sample classroom applications, Teachers shared examples such as using theatre to teach social science concepts and conducting role plays through youth parliament, drawing and collage in environmental science, use of graphical representation, objects in Mathematics, 3D diagrams, posters etc. in science and role play, drama, music composition to reinforce language skills.

5.9. ADMINISTRATIVE SUPPORT

Administrative support is required for any innovative initiative in the field of Education. (Pool et al., 2011). 30% of teachers felt "very supported" by their school management, while 15% of teachers reported no significant support, highlighting the importance of leadership in fostering innovation.

6. RECOMMENDATIONS BASED ON RESEARCH

- School-level initiatives required to ensure Art-Integration in Education such as Art Integration Committees, teachers' collaboration for the pool of resources to facilitate continuous use of resources.
- Development of a centralized repository of AIE lesson plans and materials to equip teachers with resources and planners.
- Strengthening partnerships with local artists and cultural bodies to provide additional support to teachers and enriching learning experiences to students.
- Including AIE practices in annual pedagogical plans and curriculum mapping.

7. RECOMMENDATIONS FROM TEACHERS

Teachers recommended some initiatives for Art Integration in their respective subjects. Suggestions included the provision of material kits, local artist collaborations, regular workshops, and the inclusion of AIE in school pedagogical plan, academic calendar and other development plans.

8. DISCUSSION

The study aimed to investigate how secondary school teachers who took part in a capacity-building program run by the CBSE understood and applied art-integrated education (AIE). The results offer insightful

information about the state of AIE awareness, application, and support mechanisms in schools connected to the CBSE.

The findings support the view that capacity-building programmes enhance awareness and motivation for AIE, echoing earlier studies (Garrett, 2010; Saraniero et al., 2014). However, systemic issues such as resource limitations and inconsistent administrative support undermine sustained implementation. Teachers show readiness and creativity but need consistent institutional backing and subject-wise AIE exemplars to mainstream the approach. Teachers exhibited a conceptual grasp that was in line with the NEP 2020 tenets of interdisciplinary linkages, joyful learning, and holistic development (NCERT, 2023). These results are consistent with past studies that highlighted how AIE not only improves students' academic comprehension but also encourages their creativity and critical thinking (Saraniero, Goldberg, & Hall, 2014). With 87.5% "agreeing" or "strongly agreeing" that AIE fosters happy and engaging learning environments, teachers overwhelmingly regarded it as a potent pedagogical tool. This backs the CBSE's assertion that AIE can increase student engagement and make subjects more interesting (CBSE, 2020). Garrett (2010) observed that teachers who have participated in AIE professional development reported increased classroom enthusiasm and student responsiveness. Furthermore, open-ended replies showed that instructors linked AIE to inclusivity, cultural connection, and greater conceptual understanding—elements emphasized in the academic literature and training materials (Burnaford, 2009; Upitis, 2007).

While interest in AIE was high, its consistent classroom implementation remains moderate. These findings are consistent with Pool, Dittrich, and Pool's (2011) work, which identified structural limitations—such as rigid curricula and insufficient materials—as deterrents to integrating the arts into teaching. Despite the obstacles, several educators offered excellent instances of creative integration, such as incorporating collage and sketching into science lessons, using theatre to teach historical events, and writing songs to teach language grammar. These demonstrate the professional innovation that can arise when instructors feel empowered and encouraged, and they align with the exemplars of the CBSE training (CBSE Training, 2024; NCERT, 2023). These illustrations support the idea that, with the correct resources and self-assurance, educators can engage in transdisciplinary innovation, a point that Saraniero et al. (2014) also emphasize. Half of the participants rated their school administration as "supportive," while 30% felt "very supported." Nonetheless, a significant 20% of respondents gave "neutral" or "unsupportive" answers, indicating that various schools operationalize AIE differently. Burnaford (2009) asserts that administrative leadership is essential to maintaining innovation and that even highly qualified educators may find it difficult to incorporate AIE into their regular lessons in the absence of institutional alignment. The results show that rather than relying solely on individual efforts, comprehensive school-wide adoption is required. All teachers in the study had attended the CBSE AIE training, yet several called for more subject-specific examples, collaborative lesson planning, and access to local art resources. This backs up Upitis's (2007) assertion that revolutionary educational change requires ongoing professional development rather than one-time training. To mainstream AIE methods, there is an obvious need for inter-school collaborative forums, community artist alliances, and carefully curated digital toolkits.

9. CONCLUSION

Art-integrated learning offers a dynamic and engaging approach to education and can have a profound impact on student learning outcomes. By incorporating art into the curriculum, educators can create meaningful learning experiences that inspire students to explore, innovate, and express themselves artistically and authentically. The significance of holistic and student-centred approaches to education is growing, and art-integrated learning is emerging as a useful tool for preparing students for success in the 21st century. The study's conclusions highlight the potential benefits of integrating AIE into secondary school as well as its real-world difficulties. Although the CBSE program effectively establishes fundamental knowledge, long-term use requires a supportive environment. For AIE to reach its full transformative potential, targeted investment in

school-level capacity, leadership engagement, and contextualized resources would be necessary as India transitions to holistic and culturally based education in accordance with NEP 2020.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Burnafor, G. (2009). A Study of Professional Development for Arts Teachers: Building Curriculum, Community, and Leadership in Elementary Schools. *Journal for Learning through the Arts*, 5(1).
- CBSE. (2020). Art-Integrated Learning Guidelines. Retrieved from http://cbseacademic.nic.in/web_material/Manuals/Art_Integration.pdf
- CBSE. (2023) Art-Integrated Projects from classes I to X with Pairing of States/ Union Territories. https://cbseacademic.nic.in/web_material/Circulars/2023/54_Circular_2023.pdf
- Garrett, J. A. (2010). Arts Integration Professional Development: Teacher Perspective and Transfer to Instructional Practice (Doctoral dissertation, Walden University).
- NCERT. (2023). Art Integrated Learning: Guidelines for Secondary Stage. Retrieved from <https://ncert.nic.in/pdf/announcement/AILG-Secondary-English.pdf>
- Pool, J., Dittrich, C., & Pool, K. (2011). Arts Integration in Teacher Preparation: Teaching the Teachers. *Journal for Learning through the Arts*, 7(1).
- Saraniero, P., Goldberg, M. R., & Hall, B. (2014). "Unlocking My Creativity": Teacher Learning in Arts Integration Professional Development. *Journal for Learning through the Arts*, 10(1).
- Upitis, R. (2007). Experiences of Artists and Artist-Teachers Involved in Teacher Professional Development Programs. *International Journal of Education & the Arts*, 8(7).