

From Chalkboard to Canvases: NEP 2020 and Art Integrated Learning

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Abstract: Art-Integrated Learning (AIL) is the way to create engaging learning environment in the classroom. Art integration is one of the effective instructional strategy where students actively participated in the learning activities. This study, explains the transformation from chalk board to canvas. A canvas, in its artistic sense, is a surface upon which an artist expresses thoughts and emotions through colors, lines, and forms. Into the pedagogy, the canvas symbolizes an open, imaginative, and inclusive educational space that integrates visual and performing arts such as drawing, music, dance, theatre, storytelling, and digital media into the learning process. It encourages learners to think critically and creatively, connect concepts with real-life experiences, and express ideas in multiple modes. NEP 2020 introduces Art integration instructional strategy to make learning interesting, easier, enjoyable, and understandable. As we are aware that the traditional methods of instruction are not suited for the present time, we have to make a better version of learning through various instructional strategies. The study explains how NEP 2020 changes the education system and provides guidance for quality education. This study also explains about the concept of Art Integrated Learning (AIL) and its benefits, explaining how art integration learning helps in making students skillful and learning more joyful. It also discusses the effective strategies for implementation of art into different subjects for better learning. It further discusses the challenges faced during adoption of AIL. The article also provides a global perspective on Art integrated learning and concludes with key suggestions and feedback for strengthening AIL practices in India.

Key words: Art Integrated Learning, NEP 2020, Chalkboard, Canvas.

INTRODUCTION

Indian education has seen several paradigm shifts, with experiential and holistic methods taking the place of chalkboard-based learning and rote memorization. The chalkboard represents the conventional mode of instruction which is teacher-directed, text-heavy, and largely one-dimensional-where learners are passive recipients of knowledge. In contrast, the canvas symbolizes an open, interactive, and imaginative platform where both teachers and learners co-create knowledge through artistic expression, dialogue, and reflection. A canvas, in art, is a surface on which an artist paints. In education, it metaphorically represents a space for exploration and transformation, where ideas, emotions, and concepts take shape through multiple art forms such as drawing, drama, music, dance, storytelling, and digital media. It is not confined to physical art materials but extends to any pedagogical approach that allows students to construct meaning through creativity. Thus, the shift from chalkboard to canvas denotes:

- A shift from instruction to interaction;
- From rote learning to experiential learning;
- From teacher as transmitter to teacher as facilitator;
- From linear, textual expression to multidimensional, visual, and performative expression.

In the context of Art-Integrated Learning, the canvas becomes a symbol of learner agency, creativity, and holistic development. It invites students to become artists of their own learning journeys and painting their understanding through diverse art forms, connecting academic content with emotion, culture, and lived experience.

The National Education Policy 2020 (NEP 2020) marks a sea change in Indian education by emphasizing creativity, critical thinking, and competency-based learning. One of its primary recommendations for encouraging joyful learning, cultural rootedness, and multidisciplinary connections is Art-Integrated Learning (AIL) (NEP, 2020).

The term "art-integrated education" refers to a teaching approach that incorporates art into all subject areas, not simply the performing and visual arts (NCERT, 2019). The arts foster creativity, beautiful, sensitivity, and higher-order thinking skills, all of which are essential for pupils in the twenty-first century, claim academics like Eisner (2002). In India, the transition "from chalkboard to canvas" reflects a larger movement away from traditional teacher-centric teaching and learning methods and towards student-centered, constructivist, and experiential approaches.

2. Emergence of the Study

"From Chalkboard to Canvases" has become popular, which reflects India's move away from rote, lecture-based education and towards practical, creative learning. The National Curriculum Framework (2005) emphasised activity-based methods, and the National Education Policy (2020) reinforced this by highlighting Art-Integrated Learning (AIL) as a crucial element of a comprehensive and enjoyable education (NCERT, 2005; Ministry of Education, 2020). Therefore, in addition to being a subject, art also functions as a medium for inclusive, multidisciplinary, and meaningful learning.

Global educational talks that emphasise creativity and holistic development serve as the foundation for art-integrated learning. UNESCO made the case that the arts ought to be the frame of high-quality education in its Road Map for Arts Education (2006). In India, the use of art integration as a cross-curricular teaching method was required by the NCERT position paper on Teaching Art Education (2005) and later CBSE circulars (2019, 2020).

These developments are strongly reflected by the NEP 2020, which supports a multidisciplinary, skill-oriented educational system where "art integration is a cross-curricular pedagogical approach that uses various forms of art with the objective of not only making learning joyful, but also adopt Indian values." The current study intends to explore how **NEP 2020** has envisioned art-integrated learning as a transformative pedagogy in light of this significant change.

3. Justification of the Study

The rationale behind this study is based on several linked topics. Although art-integrated learning is emphasised in NEP 2020, nothing is known about how it is being used in Indian classrooms. The role of art in education has primarily been studied in the past, but not specifically in light of post-NEP 2020. In his research on art in education, **Srivastava (2017)** concentrated on the visual arts and the growth of creativity. **Ranjan (2018)** looked into how the performing arts might boost motivation, however she didn't connect her findings to any frameworks for policy. Despite lack of empirical classroom research, **NCERT (2019)** provided guidance for educators. The practical impacts of the art-integrated project work that CBSE (2020) mandated for classes I-XII have not been thoroughly studied. The study "From Chalkboard to Canvas: NEP 2020 and Art-Integrated Learning" is justified by the urgent need to move away from traditional, test-focused teaching strategies and towards ones that encourage creativity, critical thinking, and holistic development. Traditional chalk-and-talk methods are good at imparting knowledge, but they often fail to engage pupils or apply what they have learnt to real-world scenarios (**Dewey, 1938**). According to the National Education Policy (NEP 2020), art-integrated learning (AIL) provides a multimodal, immersive, learner-centred approach that develops not only intellectual understanding but also socioemotional and cultural skills (**Ministry of Education, 2020**).

Objectives of the study

- To investigate the idea and importance of Art-Integrated Learning (AIL) as an innovative, learner-centered teaching strategy.
- To examine how NEP 2020 may support Art-Integrated Learning as a way to make learning more enjoyable, inclusive, creative, and engaging.
- To determine the best ways to incorporate diverse artistic mediums—such as digital media, music, dance, theater, storytelling, and drawing—with different academic disciplines.
- To investigate the difficulties that educators and educational institutions encounter when putting AIL into practice, including problems with curriculum, time, resources, teacher readiness, and institutional support.

4. Review of Related Literature

S. No.	Year	Title	Author Name	Findings
1.	2025	Perception of Teacher toward Art Integrated Learning in Arunachal Pradesh	Sharma, H., Nyori, I.	Examines teachers' opinions about art-integrated education in Aalo, West District, Arunachal Pradesh. A self-created 30-item, 3-point Likert scale was used to examine four dimensions: Meaning of AIL, Impact on Students, Communication Skills, and Teaching Management. Data were gathered quantitatively from 70 teachers in five different schools. The results show that curriculum creation, resource distribution, and teacher preparation need to be addressed.
2.	2025	Content knowledge in mathematics with arts integrated learning: A study on high emotional intelligence	Hartatik, S., et al.	This study used qualitative methods in a descriptive exploratory manner. In-depth interviews, observations, and document analysis related to lesson plans and task fulfillment were all part of the data collection process. The results of this study show that elementary school teacher education college students with strong subject knowledge have excellent emotional intelligence in mathematics, especially in the field of flat shapes linked with art.
3.	2025	Creative Classrooms: The Journey of Art-Integrated Learning (2005–2023)	Prajapati, S., Pachauri, Y.	This research offers a comprehensive assessment and synthesis of 56 manuscripts published between 2003 and 2024 that look at pedagogical outcomes, instructors' perceptions, and worldwide perspectives on implementation. The results demonstrate how AIL significantly increases student engagement, fosters creativity, and improves conceptual knowledge in a variety of subject areas. The results demonstrate how AIL may foster a more dynamic, inclusive, and engaging learning environment that promotes substantial cognitive and personal development.

				Despite resource and training constraints, educators generally acknowledge the educational value of AIL.
4.	2025	Reconfiguring Pedagogical constructs: a scoping review of art-integrated learning.	Zehra, A. Masih, A.	This research offers a comprehensive assessment and synthesis of 56 manuscripts published between 2003 and 2024 that look at pedagogical outcomes, instructors' perceptions, and worldwide perspectives on implementation. The results demonstrate how AIL significantly increases student engagement, fosters creativity, and improves conceptual knowledge in a variety of subject areas. The results demonstrate how AIL may foster a more dynamic, inclusive, and engaging learning environment that promotes substantial cognitive and personal development. Despite resource and training constraints, educators generally acknowledge the educational value of AIL.
5.	2024	Overcoming Obstacles: The Impact of Art Integrated Learning on Fostering Inclusive Education.	Priya, K.	The main findings show that by encouraging kids to participate in creative activities, an art-integrated learning method in the classroom promotes inclusion. Additionally, it fosters an inclusive classroom atmosphere, accommodates individual differences, makes decision-making easier, encourages collaborative learning, enhances enjoyable learning experiences, contributes to holistic development, permits personalized learning, and increases self-expression. Important results show that the use of art serves as a catalyst for greater student empowerment, engagement, and involvement. The all-encompassing elements of artistic activities support individualized expression, cooperative learning, and customized education while addressing each learner's unique abilities.
6.	2024	Teachers' perspective towards Implementation of Art-Integrated learning (AIL) for Quality Education at Elementary Stage.	Das, S.	The study aims to investigate how primary school teachers see the use of AIL. Thirty teachers from the Saralsingh cluster of Chilika block were selected as the study's sample using the case study approach. Phonetic interaction and a Google form questionnaire were used to get the data from the teachers, and descriptive form and percentage analysis were used for analysis. The findings showed that most teachers had a positive opinion of the use of art-integrated learning. During classroom transaction procedures, the teachers firmly believe that ice-breaking techniques, collaborative learning, multigrade classrooms, and experiential learning should be encouraged.

5. NEP 2020 and its Vision of the Education

As the first education policy of the twenty-first century, the National Education Policy 2020 seeks to address our nation's numerous expanding developmental needs. This Policy recommends revising and redesigning all areas of the education structure, including legislation and governance, to develop a new system that is consistent with the aspirational aims of 21st century education, including SDG4, while drawing on India's traditions and value systems.

The National Education Policy places special focus on helping each person reach their full creative potential. It is founded on the idea that education should foster social, ethical, and emotional skills and dispositions in addition to cognitive abilities, including the "foundational capacities" of literacy and numeracy as well as "higher-order" cognitive abilities like critical thinking and problem solving.

All children, regardless of where they live, must have access to a high-quality educational system under the new education policy, with special attention paid to under-represented, historically marginalised, and disadvantaged groups. The best way to achieve social and economic mobility, equality, and inclusion is through education, which also acts as a great leveler. Despite inherent barriers, efforts must

be made to guarantee that every student from these groups has access to a variety of focused opportunities to enroll in and succeed in the educational system.

6. The Vision of this Policy

By offering the best education to everyone, this National Education Policy aims to create an education system with roots in Indian culture that directly contributes to making India—that is, Bharat—a global knowledge superpower and transforming it sustainably into an inclusive and adaptable knowledge society. According to the Policy, our institutions' curricula and pedagogy should foster in students a profound respect for the Constitutional values and Fundamental Duties, a sense of national pride, and an understanding of one's own roles and responsibilities in a changing global environment.

The Policy aims to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, reflecting a truly global citizen (NEP 2020). It also aims to instill in the students a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deeds.

This strategy calls for a new pedagogical and curriculum restructuring of 5+3+3+4 covering ages 3-18, replacing the current 10+2 system in school education. Since Class 1 starts at age 6, children in the age range of 3-6 are currently not covered by the 10+2 structure. With the goal of fostering improved general learning, development, and well-being, the new 5+3+3+4 structure also incorporates a robust foundation of Early Childhood Care and Education (ECCE) starting at age 3. (2020 NEP).

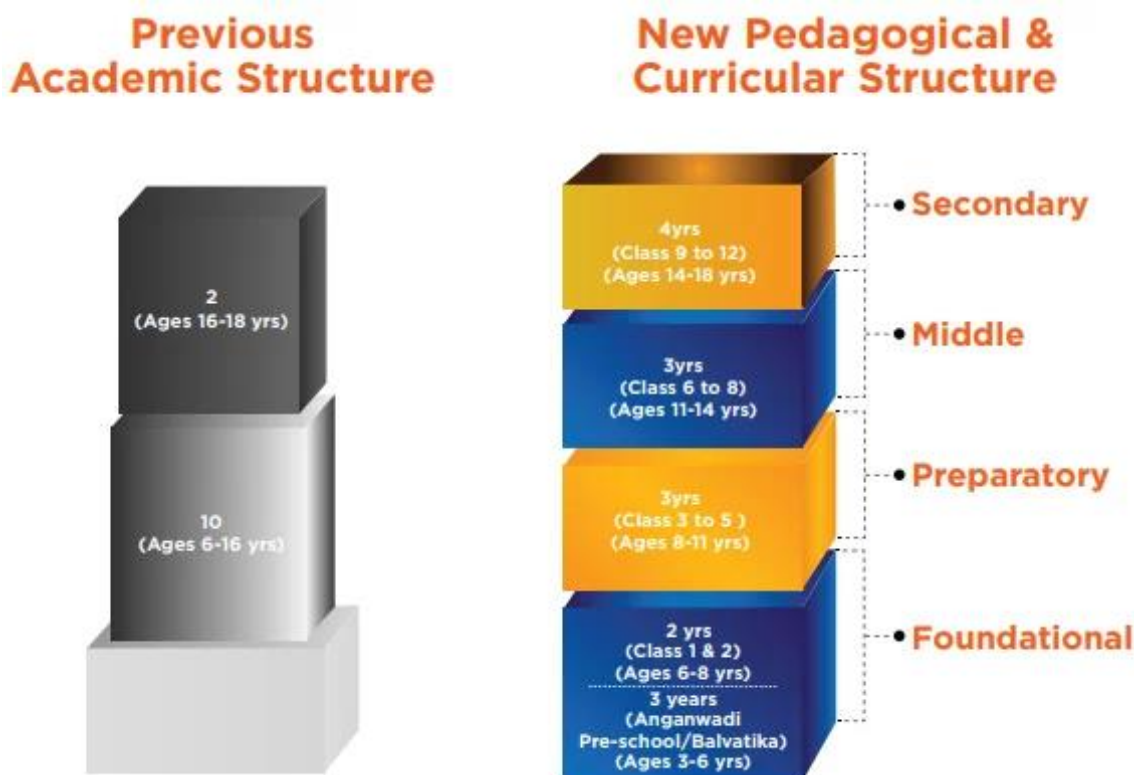


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7. Art - Integrated Learning (AIL): Concept

A cross-curricular teaching strategy known as "art-integration" uses different facets and presentations of art and culture as the foundation for subject-specific idea learning. Art-integrated education will be incorporated into classroom transactions as part of the emphasis on experiential learning. This will not only create happy classrooms but also instill the Indian ethos through the incorporation of Indian art and culture into the teaching and learning process at all levels. The connections between education and culture will be strengthened by this art-integrated strategy (NEP 2020).

Art Integrated Learning (AIL) is a teaching-learning approach that is founded on learning "through the arts" and "with the arts." It is a process in which art serves as a teaching-learning medium and a means of understanding ideas in any curricular subject. Through a variety of artistic mediums, students engage in creative exploration while establishing links between various concepts. Drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making, heritage crafts, and other visual and performing arts activities help people better understand and construct their knowledge of many subjects. The arts are adaptable enough to provide learners with age-appropriate chances to explore at their own pace. The experiential learning approach is in line with this. (GOI) Vikaspedia.

The Kennedy Centre defines Arts as Curriculum as the arts programs that many schools provide, such as dance, theatre, music, and drama, which are designed to help students learn and become proficient in a particular art form while keeping to local, state, or national criteria for each art form. "Arts integration is a teaching strategy where students use an artistic medium to create and exhibit their learning. According to the Kennedy Centre, "students participate in a creative process that connects an art form and another subject area and meets evolving objectives in both."

Students with disabilities, English language learners, frightened and/or distressed students, and exceptional and talented students are all supported by the inclusive teaching methodology known as arts integration. The principles of full Child initiatives—physical and emotional safety, active involvement, and individualised and challenging learning—are supported by this approach, which is an effective educational method for offering "whole, healthy, and connected ways to learn."

8. From Chalkboard to Canvases: The Transformation

The results of incorporating art into science education are better than those of more conventional pedagogical approaches. **Hardiman (2017)**.

According to a comparative research, art- integrated scientific instruction greatly improved student retention and teamwork compared to typical teaching approaches. (Ooms et al., 2018). A study by **Hardiman et al. (2014)** found that the art-integrated condition had stronger retention than the traditional teaching method. Art-integrated learning changed traditional teaching into a student-centered approach, according to a qualitative ethnographic study. According to the study, art-driven activities inspired students to take charge of their education and increased their interest in academic subjects (**Prince 2020**). In a similar vein, **Goldberg (2016)** noted that pupils in art-integrated classrooms demonstrated more creativity, higher drive, and enhanced confidence. These results were supported by **Liao (2016)**, who found that exposure to the fine arts encouraged students to think critically and develop a more dynamic relationship with knowledge by pushing them beyond the strict confines of textbook-based learning.

The use of art-based methods and art therapy in the classroom has been shown to be beneficial in promoting both intellectual and emotional growth (**Eisner, 2002**). According to **Horowitz and Webb-Dempsey (2002)**, using art techniques involves developing skills and competencies that can affect children's relationships with their teachers, peers, and family members. It also helps produce emotional responses in children who might find it difficult to do so in a traditional educational setting.

9. Benefits of AIL in the NEP 2020 Framework

1. Cross-curricular pedagogical approach:

AIL makes it possible to incorporate art ideas and practices into a variety of subject areas, removing disciplinary boundaries and promoting a more integrated educational process.

2. Utilizes various aspects and forms of art and culture:

To enhance learning across disciplines, the framework promotes the use of a variety of artistic mediums, including dance, music, visual arts, theatre, and cultural traditions.

3. Embedded in classroom transactions:

Students can use artistic thinking and skills in their everyday learning since AIL is smoothly integrated into regular classroom instruction rather than existing as a stand-alone activity.

4. Competency-based learning: AIL can facilitate the development of critical thinking, problem-solving, creativity, and teamwork by using art as a teaching tool.

5. Strengthens linkages between education and culture:

By incorporating art and culture into the curriculum, children are better able to comprehend different viewpoints, connect with their family history, and have a more comprehensive understanding of culture.

10. Implementation of AIL for different subjects

1. Visual/ Performing Arts with Mathematics

Subject: Fractions Grade: 5

Art Forms Used: music, rangoli, and origami paper folding

Activity: To illustrate various fractions, students construct a paper pizza model that is cut into slices.

- Use fractions ($\frac{1}{2}$ red, $\frac{1}{4}$ green) and symmetrical patterns to create Rangoli.
- Use beats and claps to create a rhythmic song about fractions.

Learning objectives include: • A visual comprehension of the components of a whole.

A practical, multisensory learning experience is offered by combining mathematics with the visual and performing arts. The intended exercises use origami paper folding, Rangoli, and music to demonstrate different fractional concepts. In order to see the parts of a whole, students will first build a model of a paper pizza and cut it into slices. Making a Rangoli design that highlights symmetrical patterns and uses fractions is another artistic endeavor. Students will combine claps and beats to create a rhythmic song on fractions for the performing arts component, which will reinforce the ideas aurally. The main learning goals are to enhance the grasp of equivalent and unequal fractions and to develop a visual awareness of the parts of a whole. The students' participation, inventiveness, and accuracy in representing the fractions in their models and designs will be the main evaluation criteria.

2. Science with Drama/ Visual Arts

Topic: Water Cycle

Grade: 6

Art Forms Employed: Dance, posters, and role-playing

Activity:

- Act out a skit in which students take on the roles of water droplets undergoing condensation, evaporation, and precipitation.
- Make a poster or chart that illustrates the water cycle with labels and images.
- A dance rendition of the cycle that incorporates motions and music.

Learning Outcomes:

Role-playing helps students understand natural processes.

- Retention through narrative and movement.

Using dance, posters, and role-playing, this captivating cross-curricular exercise combines Science (Water Cycle) with Drama and Visual Arts. In order to dramatically illustrate the processes of condensation, evaporation, and precipitation, students perform a scene in which they take on the roles of water droplets. In order to reinforce the scientific ideas, students will simultaneously make a poster or chart that graphically depicts the water cycle, complete with labels and pictures. Lastly, they will perform a dance version of the cycle, using particular movements and music to symbolize the water's constant flow.

A deeper comprehension of these natural processes through role-playing and improved information retention through narrative and physical movement are the anticipated learning goals. The evaluation criteria will center on how well the water cycle concept is explained and performed, as well as how creative and cooperative the students' work.

Activity of Dance on Water cycle:

Water Cycle Stage	Movement Suggestions	Music/ sound suggestions
Collection	In order to show water collected in a lake or ocean, students bend down to the earth and move slowly and closely together. They might sway slightly.	Deep, calm, peaceful music; waves or flowing water sounds.
Evaporation	As they slowly climb from their seated position, students become "water vapor" (gas) by stretching their arms toward the ceiling and gently dancing. They move fast but softly.	Light, airy music that goes upward (e.g., flutes, bells, or soft upward strings).
Condensation	Students assemble in the middle and make a tightly connected, tiny group (the cloud). They softly move while keeping their arms close to their bodies to show how water vapor cools and gathers.	A change to a softer tone; mild, slightly cooler music.
Precipitation	Students stretch out from the "cloud" and use their hands and bodies to resemble falling objects, such as rain, snow, or hail. They go from the light, upward motion back down to the ground.	Rain sounds or a soft drum roll music with a falling beat or rhythm.
Infiltration	After landing on the ground (collection), students may go smoothly, softly, and continuously back to the beginning "collection" place, prepared to start the cycle over.	The music returns to its peaceful, quiet, and meaningful theme.

3. Social Science with Craft/Drama

Topic: Community Volunteers/Freedom Struggle

Grades 3–8

Art Forms Employed: Street theatre, collage, and puppetry

Activity:

- Create stick figures of neighbourhood volunteers and portray their roles.
- Using cuts and repurposed materials, make a collage of liberation fighters.
- Show a street drama on social reformers called nukkad natak.

Learning Outcomes:

- Knowledge of social roles.
- A sentimental attachment to past occurrences.

In order to engage students with the themes of Community Volunteers and the Freedom Struggle, this interdisciplinary project integrates Social Science with Craft and Drama. By making stick figures of local volunteers and describing their activities, students will learn about societal roles. By showcasing freedom soldiers, a collage created from recycled materials would encourage an emotional connection to historical events. Last but not least, a street theater production on social reformers, or Nukkad Natak, will offer an engaging and unforgettable means of examining historical personalities and their influence. Deep learning and an emotional connection to the subject matter are guaranteed by this interactive, multimodal method.

4. English with Music/Drawing

Topic: poem "The Road Not Taken"

Grade: 9

Art forms used include musical recitation, poetry illustration, and drawing.

Activity:

Using pencil shading, depict the poem's message with two routes.

- Create a soundscape or background music for reciting poetry.
- Draw a comic strip that explains the poem's main idea.

Learning Outcomes:

- A deeper understanding of poetry.
- The capacity to visually and musically perceive symbols and metaphor.

The topics of Robert Frost's poem "The Road Not Taken" will be explored through this multifaceted exercise, which includes musical recitation, poetry illustration, and drawing.

Visual Representation: Comic strip and pencil shading
For the first visual challenge, illustrate the poem's main metaphor—two diverging roads—using pencil shading. To illustrate the significance of the choice, the drawing should make use of shading and contrast. In order to convey the complexity and originality of the decision, one path might look well-traveled, while the other—the one the speaker finally chooses—should appear grassy and less used.

Next, illustrate the primary idea of the poem using a comic strip. The story should be broken down in the comic portion:

Panel 1: The speaker (possibly a stick figure or straightforward character) stands in yellow wood near the road's fork.

Panel 2: The speaker considers the first road as far as he can see.

Panel 3: The speaker selects the second route, pointing out that it appears "just as fair" but may be less crowded.

Panel 4: The last panel, which shows the speaker leaving on the selected route, has a thinking message or caption that conveys the speaker's final remarks regarding the impact of the decision.

Sound/ Background Music:

Make an arrangement of sounds or background music to improve the poem's recitation. This is a chance to interpret the poem's meaning and symbols musically. Think about the following components:

Starting: To depict the speaker's initial stop and thinking at the turning point, use calm, reflective, and possibly slightly sad music (such as a simple slow piano or acoustic guitar melody).

The Option: When the speaker makes the decision, add a single, defining sound (such as a breath or a gentle, echoing chord) or a slight, nearly noticeable shift in tone.

The Conclusion: The music should convey feelings of thoughtfulness and fear, possibly concluding with a long, vibrating note that alludes to the decision's long-term effects. A cool wind or leaf movement, a natural sound that could be used to symbolize the "yellow wood."

5. IN Hindi with Dance/Music

Topic: "Bharat Mata" or "Jhansi Ki Rani," a poem by Subhadra Kumari Chauhan

Grade: 8

Art Form: Dramatisation, folk dance, and patriotic songs

Activity:

Using incidents from Rani Lakshmibai's life as inspiration, students create a dance drama.

- To go with poetry, prepare a musical recital using the tabla or dholak.
- Create a storyboard that provides a summary of the poetry.

Learning Outcomes:

- Language instruction that takes historical and emotional context into account.
- The growth of rhythm and expressive language.

This exercise, which is based on the poetry "Jhansi Ki Rani," is a great method to link language and history with the arts while encouraging students' growth in expressiveness and rhythm.

Students will produce a dance-drama based on the brave events from Rani Lakshmibai's life, inspired by the poem "Jhansi Ki Rani" by Subhadra Kumari Chauhan. Through this performance, they will learn how to use their language and expressions to convey significant historical and emotional situations, such as Rani Lakshmibai's early years, her military skills, her marriage, and her extraordinary bravery during the 1857 War of Independence.

Students will compose a musical performance utilizing traditional instruments like the tabla or dholak, which will help them gain a sense of rhythm and beat, in order to highlight the poem's intensity and Vir Rasa (the sentiment of heroism). In order to improve their creative and narrative structuring skills, students will also need to make a "storyboard" that summarizes the poem. In addition to introducing students to Rani Lakshmibai's courage, the entire exercise will improve their language beauty and expressive abilities.

6. Computer Science with Design

Topic: Cybersecurity

Grade: 7

Art Forms Used: role-playing, digital art, and poster creation

Activity:

Using Canva or Microsoft Paint, create a poster about safe online conduct.

- Make a digital comic strip that tells the tale of a youngster who is threatened online.
- Act out the brief skit "Think Before You Click!"

Learning Objectives:

- Knowledge of digital stewardship.
- Innovative use of technological tools.

Cybersecurity Project:

This project teaches safe online behavior using three creative activities:

Poster Creation (Digital Art): Students use Microsoft Paint or Canva to make a poster that highlights three to five guidelines for safe online behavior (e.g., strong passwords, protecting personal information, telling an adult).

Comic Panel (Digital Art): Students create a digital cartoon with four to six panels that describes a character's experience with an online threat (such as stalking or hacking) and illustrates the safe, helpful answer (Stop, Think, Tell).

Role-playing (Skit): Students perform the brief skit "Think Before You Click!" with a focus on the critical time of decision-making when coming across uncertain material or pressure on the internet.

The overall goal of the exercises is for the pupils to display creative use of technology and a solid understanding of digital management.

11. Strategies for Implementation:

The following steps are recommended by NCERT for secondary level for effective implementation of AIL

1. Capacity Building

Adapting the educational system to use art as a pedagogical tool is necessary to introduce it as a resource. All parties involved in school education, including the administration, must be made aware of the significance and applicability of this methodology. Any attempt to increase educators' and others' knowledge and abilities to apply AIL in their school is referred to as capacity building. By increasing a school's internal capability, it lessens its dependency on outside assistance or services. To change the way teachers and students approach teaching and learning, it is important to implement teacher observation programs and teacher training workshops.

2. Planning of Activities

The teacher would need to focus on the dynamics of planning after she started using the AIL methodology. It would be necessary for AIL to find ways to engage kids in group activities and to smoothly connect art experiences to the subject matter. The journey will remain on course thanks to the teacher's preparation, subject-matter expertise, and attention to directing and evaluating the students' reactions.

3. Planning of time

An essential component of teachers' professional competence and productivity is time management at every level. Due to time constraints, teachers may find it difficult to set aside time for planning art activities. This may endanger the development of a happy and engaging learning environment. On the other hand, schools offer engaging timeslots like morning assembly, festivals of celebration, special assemblies and field trips that can be used for mass art experiences and are readily connected to the learning objectives and subject matter.

4. Resource Planning

An innovative element is added to the art-integrated experience through careful resource planning. The teacher's thorough preparation and ongoing study enable them to compile a wealth of resources, including local and regional ones. Because their easy availability will guarantee higher utilisation frequency, the resources should be simple to use and convenient to obtain. One should feel secure in the knowledge that there is freedom in the selection of resources, particularly the physical ones. Resources used which are locally available, reusable, innovative and environment friendly.

5. Class Room Management

- If used and handled properly, the classroom can become a productive learning environment. Some ideas for efficient classroom management are listed below:
Adaptable seating arrangements that allow teachers and students to move freely during activities. It is advised that typical seating patterns (rows and columns) be discouraged for improved AIL effectiveness and that U-shaped, semi-circular, and other seating arrangements be promoted to make room for presentations and activities.
- When engaging with the students, teachers and facilitators should roam around the classroom. Every child in the classroom will be reached and assisted by the instructor thanks to this.
- For active participation and group learning, the AIL model suggests that kids work in groups. Group sizes in the pre-primary level should be two; in standards one and two, they can be two to three children at a time; and in standards three to five, they can be four to five children. Children in the upper-primary stage have improved group dynamics, so teachers can group students according to the purpose of the activity rather than the quantity of students.
- Continue rearranging the groups to improve outcomes by helping students get to know one another better, recognise one another's skills, and work together to improve understanding of the material and develop socioemotional competencies. Promote the inclusion process while honouring all forms of diversity. The fact that the classroom is multi-level and multi-grade should also be considered while group formation is taking place.
- To foster an engaging learning environment, children's presentations ought to be promoted.
- There should be exhibition spaces in every classroom where kids' work may be seen.
- Children can have ready access to storybooks, comics, folklore, fables, and other materials by setting up a reading nook.
- Regular presentations and performances can take place in the classroom's creative performing environment.

12. Challenges in implementing Art- Integration in Education

Lack of Time: It can be challenging for teachers to include art-based activities into a curriculum that is already full, and it may be seen as taking time away from topics that are being tested.

- **Lack of Proper Training and motivation:** The majority of teachers lack the motivation and training necessary to meet the needs of all of their students, including those with disabilities. Lack of proper teacher training and motivation level creates hindrances in integrated education. Integrated education faces obstacles by inadequate training for teachers and motivation.
- **Lack of funds and Resources:** The majority of educational institutions, including schools, lack adequate resources and teaching materials and do not invest in implementing new instructional methodologies. The absence of appropriate resources makes it extremely difficult for kids to prepare appropriately.
- **Lack of Community Engagement:** Implementing innovative programs can be restricted by a lack of support from the school administration.

2. Administrative support: Teachers training and support

Our children's futures and, thus, the future of our country are largely shaped by their teachers. In India, teachers were the most esteemed members of society due to their noble function. Teachers were only the best and most intelligent people. Society provided gurus with the tools they needed to impart their knowledge, abilities, and morals to students in the best possible way.

➤ Continuous Professional Development (CPD)

➤ Teachers will have ongoing opportunities to learn about the newest developments in their field and to better themselves. These will be provided in a variety of formats, such as online teacher development modules and workshops at the local, state, national, and international levels. Teachers will be able to exchange ideas and best practices through the development of platforms, particularly online platforms. It will be expected of every teacher to engage in at least fifty hours of professional development opportunities annually, motivated by their own interests. The most recent pedagogies for foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies like experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, among others, will be methodically covered in CPD opportunities.

Orientation of Educational Administrators Including School Principal/HoS (BY NCERT)

Educational leaders, especially the principal and head of school, must understand the importance of AIL, a pedagogy of happy and experiential learning, and assist in establishing an atmosphere that supports its actual application.

Training of all Teachers on AIL Pedagogy For the effective implementation of this pedagogy, the teacher needs adequate training in the following aspects:

- Being aware of the AIL pedagogical idea
 - Practical instruction in the AIL techniques: This would help all educators, including art educators, comprehend how art forms can become captivating ways for students to be happy, focused, expressive, curious, and astute observers, which helps them build their own knowledge.
 - The ability to establish inclusive classrooms that use art as a teaching tool
- Skills in presenting and exhibiting children's work; planning and carrying out AIL activities working with teachers of various disciplines, such as art education, health, and physical education; creating affordable and locally relevant resources utilising AIL as an assessment tool; and practical training in utilising various art forms' methods and materials as part of the teaching-learning process.

Conclusion

NEP 2020's proposed switch from "chalkboard to canvas" exemplifies how art-integrated learning is transforming education in India. Through the curriculum's integration of creativity, cultural values, and experiential learning methodologies, AIL improves conceptual clarity while also fostering critical thinking, teamwork, and a love of learning. Notwithstanding the fact that both worldwide and Indian research affirm the significance of art integration, there are still unresolved issues surrounding its systematic use under NEP 2020. This study consequently reaffirms the significance of AIL as a powerful educational tool to accomplish inclusive, comprehensive, and future-ready education.

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