



### Critical Analysis of ‘Art in Education’ Subject in Teacher Education in Context of National Education Policy-2020

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#### Abstract

The National Education Policy 2020 recognizes and identifies teachers and faculty as the heart of the learning process. The New Education Policy (2020) emphasizes Experiential learning and Art integrated learning. Teachers play a key role in the education system. This study was conducted on Prospective teachers to know the views and opinion about ‘Art In Education’ subject which is a part of the Curriculum framework of Teacher Education AY 2020-21. In the present study 335 Student-teachers of 2 Years B.Ed. programs under IITE University, Gujarat State were selected as a sample. Survey Method was used for present research work. To know the opinions of Student –teachers Opinionnaire was constructed in Google form by the researcher. Collected data was analyzed with the help of MS Excel Program. Majority of teacher trainees replied positively (more than 90%) that means they like “Art in Education” subject and it became helpful to enhance their professional capabilities moreover they could be prepared TLM and could be innovated their subject teaching through “Art in Education” subject. Experiences or knowledge gained in "Art in Education" would be helpful for effective classroom teaching and they would be able to bring out inner talent, ability and expression through this subject. Mass community replied positively (98.5%) that it is a very important subject in the context of NEP 2020.

**Keywords: Student-teacher, Art in Education subject, NEP 2020, Teacher Education Institution, IITE, B.Ed. Program, Teacher Educator**

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### INTRODUCTION

As per the Kothari Commission (1964) “Future of India is being shaped in its classroom.” Teachers play a key role in creating a positive teaching environment in the classroom. They have the power and influence to spark curiosity, to help students develop the ability to explore and ask questions. Teachers can bring this shift by making learning interactive, innovative and interesting by encouraging students to take part in the various activities like debate, art & craft, dance & drama etc. The National Education Policy 2020 recognizes and identifies teachers and faculty as the heart of the learning process. The New Education Policy (2020) emphasizes experiential learning and Art integrated learning. It will help the next generation to prepare for life and nurture Indian culture in the teaching –learning process. With NEP 2020, teachers will have an opportunity to nurture these very same values of adaptability and innovation in their classrooms. A key focus area of NEP2020 is transforming the 'quality of teaching,' where teachers will be empowered to lead change.

Teacher –students have to study various subjects along with practice teaching tasks and co-curricular activities in 2 years B.Ed. program. Art in Education is one of the subjects of Semester-1 and has two sections . Section A: Music and Fine Arts in Education and Section B: Dance and Drama in Education. Student-teachers have to submit different activities or tasks in Section A and Section B. Student-teachers have been evaluated by their performances or presentations. Many student-teachers and Teacher Educators cannot understand objectives and concepts of ‘Art in Education’ subject and they are facing problems in submission work. It is the need of time to know and understand the problems of Student-teachers and reflection on Teachers Education Institutions. The investigator has some other questions that Why ‘Art in Education’ is in the Teacher Education Curriculum? And How is the ‘Art in Education’ subject connected with NEP 2020? That is why the researcher has chosen this topic for study.

### ‘ART IN EDUCATION’ IN CONTEXT OF NEP 2020

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The National

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Education Policy 2020 consists of 4 parts and 27 chapters. Part -1 School Education 4. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging Experiential learning. 4.7. Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of 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 integration of Indian art & culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education & culture. (NEP 2020)

### NEP 2020 IMPLEMENTATION PLAN AND ART INTEGRATED EDUCATION

It is mentioned in one year achievements of the National Education Policy (NEP 2020) implementation under Section-D. Curriculum reforms & Joyful learning and sub topic No. 12. Art Integrated Education NEP Para: 4.7, 4.15, 4.16, 4.21 and 4.29. How Implemented: Vide Circular No. Acad-12/2019 dated 8th March 2019, CBSE guidelines on Art-Integrated learning were released by CBSE to initiate the implementation of Art-Integrated Education in its schools. Subsequently, Art-Integrated Project aligned with Ek Bharat Shreshtha Bharat (EBSB) was introduced as part of Subject Enrichment Activities for Internal Assessment for classes 1st to 10th vide circular no. Acad-33/2020 dated 14th May 2020. A portal named KALASETU was launched at [www.cbse.nic.in](http://www.cbse.nic.in) for reporting on the implementation of Art-Integrated Learning and Projects by CBSE Schools. Art-Integrated Exemplar Online Competition for teachers was organized from 14th October to 14th November 2020 and another Competition was organized on 8th-9th April 2021. The aim of this initiative is to create joyful classrooms and help imbibe the Indian ethos through the integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.(NEP 2020 implementation plan)

### 'ART IN EDUCATION' SUBJECT IN TEACHER EDUCATION

Curriculum Framework Bachelor of Education (2- Year) in force From Academic Year 2020-21 based on NCFTE & NEP 2020 prepared and published by Indian Institute of Teacher Education (IITE), Gandhinagar. It has EPC-2 Paper 'Art in Education' in Semester -1. This paper includes Section A : Music and Fine Arts in Education and Section B : Dance and Drama in Education. This is an Activity based practical paper and student-teachers have evaluated their performance. This are the objectives of 'Art in Education'. To enable the prospective teachers:

- to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.
- to develop skills of identifying and

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appreciating values related to music, fine arts, dance and drama in the school textbooks. • to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art. • to develop skills and abilities to identify art in the curriculum and relate it to day-to-day teaching and learning and lifelong learning.( B.Ed.Curriculum Framework, 2020-21)

### RESEARCH QUESTIONS

1. How is an 'Art in Education' subject conceptualized by Student-teachers?
2. How can Student –teachers enhance their Professional Capabilities through 'Art in Education' subject?

### TOOL

To know the views and opinions of Student –teachers of 2 years B.Ed. Program about 'Art in Education' subject Opinionnaire was constructed in Google form by the researcher.

### SAMPLE

In the present study 335 Student-teachers of 2 Years B.Ed. programs under IITE University, Gujarat state were selected as a sample. Survey Method was used for present research.

### DATA ANALYSIS AND INTERPRETATION

For the present study data were collected by self-made Opinionnaire through Google Form. Collected data was analyzed with the help of MS Excel Program. Total 335 responses of Student-teachers were received through Google form. Gender wise 72.9% responses of Female trainees and 26.8 % of Male trainees were received from Semester-1(82.4%)and Semester-3(17.3% ) of Academic Year 2020-22 and 2021-23. Again Method -1 wise distribution of responses : 11.4% of Gujarati method, 3.6 % of Sanskrit method , 17.7% of English method, 2.1% of Hindi method, 15% of Maths method, 19.8% of Science method, 9% of Accountancy method, 1.2% of OCM method, 0.9 % of Economics method and 18.9% of Social sciences method were received from Student –teachers. Sr. No. Statement and positive (YES) responses percentage are shown in the following Table.

**Table-1**

Sr. No.	Statement	Responses Yes (%)
1	Do you like to learn "Art in Education" subject?	98.8
2	"Art in Education" subject helps to enhance your Professional Capabilities.	97.6
3	Can you innovate your subject teaching through the subject "Art in Education"?	98.2

4	Is it easy to prepare a TLM with the help of "Art in Education" subject?	93.1
5	Experiences or knowledge gained in "Art in Education" will make your classroom teaching effective?	98.5
6	Have you been able to bring out your inner strength or ability through the subject "Art in Education"?	98.5
7	Could you reveal your verbal & written expression through this subject?	96.7
8	Is "Art in education" subject appropriate for experiential education?	95.5
9	Is "Art in Education" need to be studied by the Drawing teacher only ?	26.9
10	Do you feel anxious or stressed while studying this subject?	88.1
11	Is " Art in Education " subject important in the context of NEP 2020?	98.5

Graphical presentation of Statement No.1 to 11 with 'Yes' and 'No' percentage is shown below.

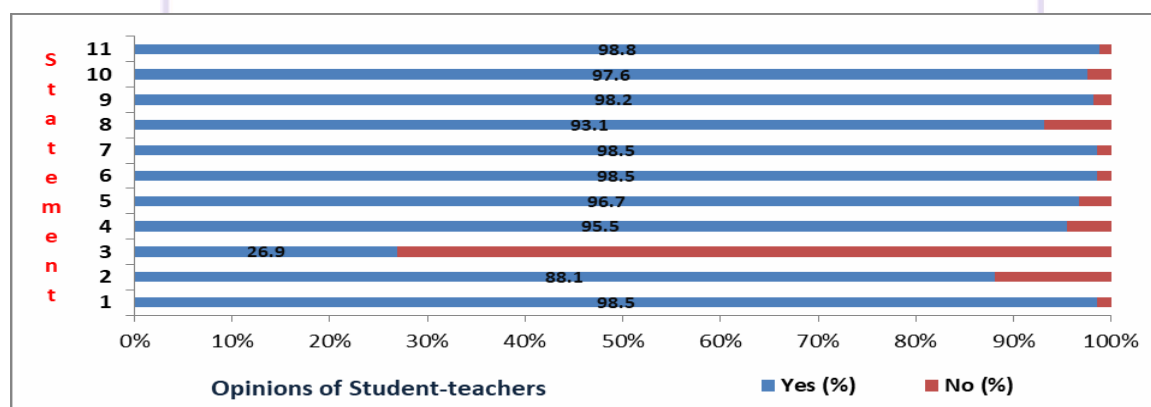


Figure-1

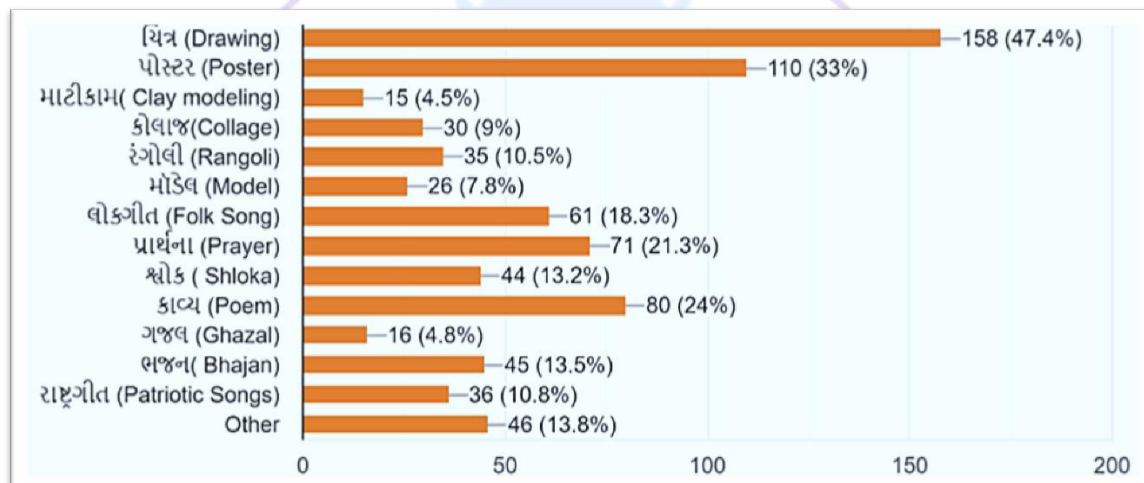
It can be seen from the above data analysis that in Statement No. 1 to 8 majority of teacher trainees replied positively (more than 90%) that means they like "Art in Education" subject and it became helpful to enhance their professional capabilities moreover they could be prepared TLM and could be innovated their subject teaching through "Art in Education" subject. Experiences or knowledge gained in "Art in Education" would be helpful for effective classroom teaching and they would be able to bring out inner talent, ability and expression through this subject. They also believed that this subject studied by all subject teachers was not limited to drawing teachers only as per Statement No.9. 88% trainees feel anxiety or stress in studying or performing activities or submission of Art in Education Subject as per Statement No. 10. Mass community replied positively (98.5%) that it is a very



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important subject in the context of NEP 2020. In the Statement No. 12 And 13 Student-teachers have to select more than one option /options which they have been prepared or performed for their Training college or University practical. Graphical as well as percentage of selected task / activity/ category wise details of Statement No.12 and 13 are given separately as under.

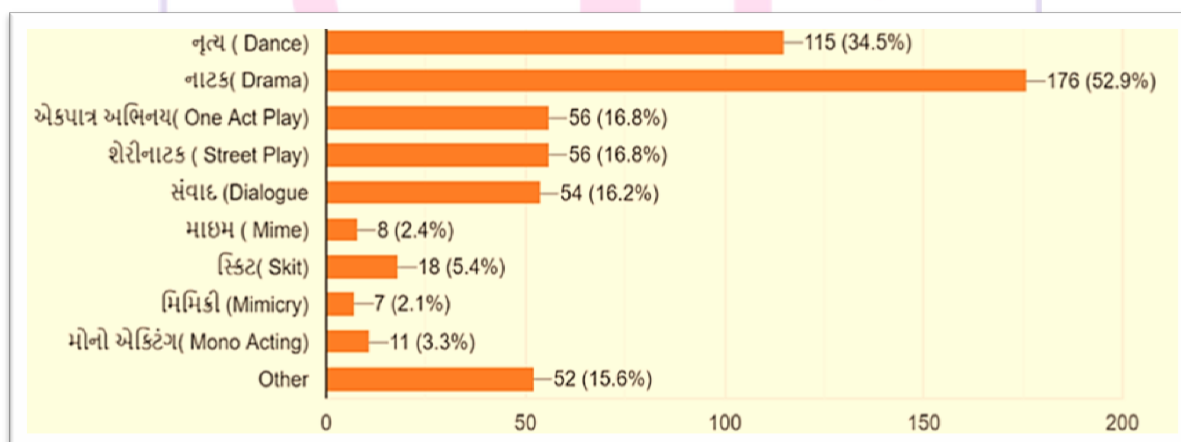
**12. Which of the following activities /tasks has been prepared/ performed by you in section-1 of "Art in Education" subject?**



**Figure-2**

It was cleared from above graphical presentation that most of the students have chosen Drawing, Poster, Folk song, Prayer, Poem , Shloka and Bhajan activity while some of the student have chosen Clay modeling, Collage ,Rangoli, Modeland Ghazal activity in Section - 1 of ' Art in Education'.

**13. Which of the following activities /tasks has been prepared/ performed by you in Section-2 of the "Art in Education" subject?**



**Figure-3**

It can be seen from the above graphical presentation that half of the trainees have chosen Drama and Dance activity while some of trainees have chosen One Act Play, Street play, Dialogues, Other activity, skit, Mono acting, Mime and Mimicry activity in Section -2 of 'Art in Education'.

### OUTCOMES OF THE STUDY

Present study reflected student teachers' views about 'Art In Education' subject and tried to solve their confusions about concepts of 'Art in Education Subject. Also suggested ways to submit section wise activities/tasks and Enhance their Professional Capabilities through this subject in context of NEP 2020. From the data analysis and interpretation findings of the study were as under.

#### ➤ Conceptualization of 'Art in Education' Subject

In the present study researcher has collected opinions about 'Art in Education' from Student-teachers of 2 Years B.Ed. program under IITE University which reflected conceptual understanding of trainees, Teacher Educators as well as Teacher Education Institutions. Researcher has been working in the Teacher Education Institute since 2019 and has experience as a University Practical Examiner of EPC-2 from the last two years. So researchers realized that many trainees didn't know the full form of EPC and even they were not able to understand the main objectives and concepts of EPC-2 'Art in Education' subject. Some trainees were facing problems to submit activity/tasks / performances as per Section –A and Section -B. Trainees have chosen activities as per the guidance of their mentor but they were not able to correlate that task or activity with School curriculum. Some trainees were good at creating various forms of arts but failed to represent inherent values behind it. It could be seen from the data analysis and interpretation that most of the trainees have chosen common activities or tasks in section -1 and section -2 of 'Art in Education' Subject which were very easy and readily available but somehow they failed to identify Art in the curriculum and relate it to the day-to-day teaching. Indirectly it also reflected that insufficient knowledge of Teacher Educator and lack of proper guidance from Teacher Education Institutions as well.

It is very important for Teacher Educators and future teachers to understand the concept of 'Art in Education' subject in the context of NEP 2020 because NEP 2020 draft also suggested experiential learning and Art integrated education in the school education. In future prospective teachers would be performing their duties in schools by following NEP 2020 guidelines so it is the time to think and adapt innovation in curricular and co-curricular activities with help of 'Art in Education under the guidance of their Teacher Educator. It must

be necessary to understand objectives and purpose of studying 'Art in Education' subject in Teacher Education Curriculum for Prospective Teachers. Conceptual understanding of 'Art in Education' subject and oriented all elements and forms of Music, Fine Arts, Dance and Drama to Student- teachers before their performance or submission work hence mentor became helpful to reduce their stress or anxiety. As per the Curriculum Framework by IITE University EPC-2 Art in Education syllabus is divided into two sections; Section A containing Music and Fine Arts and Section B containing Dance and Drama. These sections will be dealt with in complete workshop mode and practicum. Teacher Trainees can select any one of their interest (or both) that they can perform the best. Trainees will select one activity from each unit for submission but for better exposure minimum three activities from each unit will be carried out at institutional level.

### ➤ **Enhance Professional Capabilities (EPC) through 'Art in Education' subject**

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. NEP 2020 has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities. Researcher tried to answer the second research question that Student -teachers can enhance their Professional Capabilities with the help of 'Art in Education' subject by including following points in the context of NEP 2020.

#### **Innovation in Teaching**

Prospective Teachers could innovate their subject teaching by utilizing various elements and forms of fine arts like Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc. Future teachers could be willing to try new things, from new educational apps to teaching skills and electronic devices also. With help of 'Art in Education' subject teacher trainees could be able to think out of box.

#### **Effective and Joyful Teaching-learning**

The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching learning. The teacher trainee would identify the content from the syllabus that can be presented or made easier to understand by the elements and forms of dance, drama and theatre and could create a joyful environment where students could express their views freely. Activity based learning was possible through this subject so the teaching learning process became more interesting and long lasting.

#### **Inner strength, abilities and skills**

The main purpose of the 'Art in Education' subject is to bring out the inner strengths and abilities of the prospective teachers hence the teaching learning process became more



powerful. Individual differences of prospective teachers could be identified and assigned tasks or activities as per their interest and taste. Self- confidence could be built up by verbal & written expression by choosing different activities listed in Section- 1 and Section-2. Prospective teachers could develop skills and abilities to identify art in the curriculum and relate it to day-to-day teaching and learning.

### **Creativity**

The course on Drama and Art in Education also helps in understanding the self and as a form of self- expression for enhancing creativity. Correlate different Art forms with different subjects or curriculum and assign tasks or activities based on that where they could reflect their creativity and inner talent. Prospective teachers need to be creative and think of unique ways to keep their students engaged in learning, especially into their curriculum.

### **Experiential Learning**

Learning is enhanced through Drama in Education which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. It is possible to provide Audio, Visual and Audio-visual teaching –learning experiences through various elements and forms of Music, Fine Arts, Dance and Drama. Experiential learning also helps to improve academic performance, not just through creativity, but it improves learning in areas like math and science as well as the literary field.

### **Education and culture**

Drama as critical pedagogy can move beyond the classroom, to invoke the collective. Consciousness and involve the community to participate in educational and social change. Student teachers would visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Student teachers could co-relate the syllabus to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.

## **CONCLUSION**

The challenge of teacher educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work. It could be concluded after critical analysis of this study that student- teachers of 2 years B.Ed. IITE university could be faced with future challenges and be able to enhance their professional capabilities with the help of 'Art in Education subject' in the context of NEP 2020.

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