



The Changing Landscape of Pedagogy: Exploring Challenges and Possibilities of Art-Integrated Learning for Sustainable Development

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ABSTRACT

There's a far-reaching notion that educational systems should enable learners with skills and competencies to navigate in a continually changing landscape within the 21st century. When children are exposed to the arts, they are presented with "authentic learning experiences that engage their brains, hearts, and bodies" (Lloyd, 2017). Throughout the period spanning from NCF 2005 to the NEP 2020, there has been a persistent focus on the significance of incorporating art into the learning process with multifaceted objectives to make learning interactive and participatory. Concurrently, educators are obligated to embrace innovative pedagogical measures in a meaningful way to accelerate learning. This paper aims to examine the origin of AIL, its relevance in catering 21st century needs, roadblocks that may arise during its implementation, and potential strategies to overcome them. A literature review of policy & framework analysis has been done to trace AIL's evolution and its impact on pedagogy in India.

KEYWORDS: *Art Integrated Learning, Interdisciplinary Approach, Paradigm Shift, Innovative Pedagogy, Creative Expression, Intellectual Contribution*

INTRODUCTION

Education is a process of nurturing and cultivating the full spectrum of human potential—intellectual, moral, physical, and aesthetic. It is a transformative process that imparts knowledge, skills, and attitudes, closely tied to upbringing. Together, education and upbringing are crucial, irreplaceable forces in society's development. The educative process is a multifaceted journey of discovery and growth, encompassing a myriad of interactions, experiences, and learning opportunities. This world has changed so much that the roles of learning and education have also changed a lot. In the 21st century, education isn't just about teaching old skills. It's also about teaching new skills like how to think critically, communicate, work as a team, and be creative so that students can meet the challenges and take advantage of the chances that the world has to offer. "21st Century Learning" is a way of teaching and learning that doesn't use familiar ways like teaching by rote or learning by heart. Instead, it focuses on giving students the real-world skills they need to succeed in today's global economy.

BREAKING DOWN SILOS: PARADIGM SHIFT IN PEDAGOGY

Pedagogy is the study or practice of how to teach and help people learn. To teach young people to learn for life, to have a deep understanding of the subject and a wide range of social skills **Paniagua & Istance (2018)**. Many factors influence learning and student achievement, but a key one is the quality of the learning experience and the genuine interaction between teachers and students. Each era in history has shaped its philosophy, reflecting the social, political, scientific, technological, and economic developments of the time. In the past century, the world has seen unprecedented changes, with innovations transforming socio-cultural structures, economic systems, education, and other aspects of society. With time, the needs, social structure,

educative process, and pedagogy have transformed from rigid, teacher-directed methods to dynamic, learner-focused & innovative approaches as depicted below.

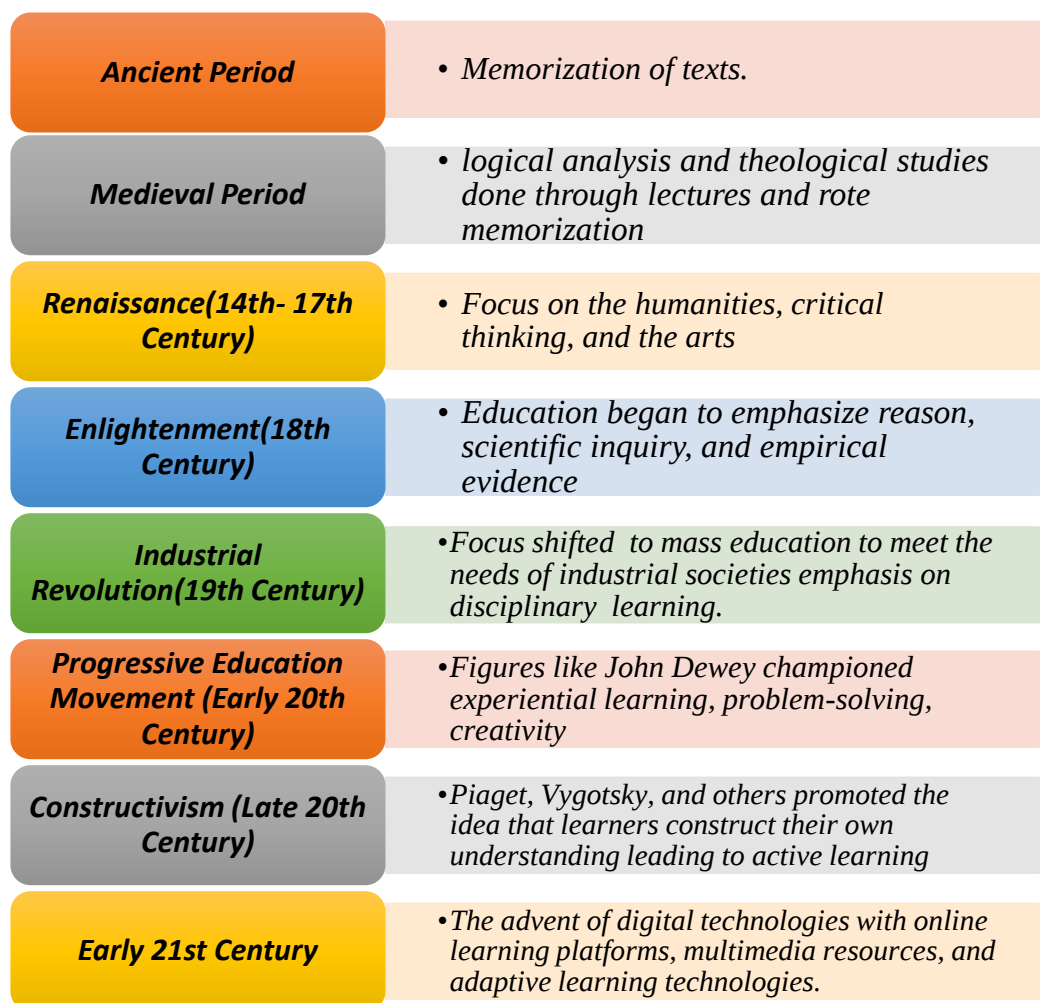


Figure 1: Evolution of Pedagogical Approaches

Figure 1. showcases the timeline of pedagogy, from rote memorization to learner-centered, reflecting shifts to critical thinking, and experiential learning.

In the 21st century, we need innovative pedagogical approaches to cater to the needs of today's learners, when discussing innovative pedagogies, we refer to the explicit call to imagination in designing, facilitating, and debriefing learning processes. While still focusing on information, skills, and attitudes, new ways of teaching go above and beyond by using strategies, methods, and tools that make the learning environment effective. Innovative practices are different from accepted and conventional practices to promote 21st-century skills of creativity, communication, collaboration, and critical thinking. **Burden, Kearney, Schuck, & Hall (2019)**

WHAT is ART INTEGRATION?

UNESCO in the World Conference of Arts Education in 2006, outlined the critical role of art education in improving educational quality through capacity building and in meeting the need for creativity and cultural awareness in the 21st Century. **Seoul Agenda in the Second World Conference in 2010** charted *three* goals for the development of arts education for constructive transformation of education system to meet the needs of learners in a rapidly changing world. Arts as a vehicle can also be used to empower students to achieve the United Nations' 17 Sustainable Development Goals (SDGs) adopted in 2015. These goals are interconnected to balance social, economic, and environmental sustainability. Progress towards one goal makes it easier to achieve others. In this process, art integration can be used effectively to achieve these goals. Arts integration is an inquiry-based curricular strategy that allows students to examine content and concepts from all disciplines through art processes in ways that connect art to real-world challenges and ideas. **Marshall, (2013).** Arts-Integrated Curriculum uses the arts as a vehicle for learning and as a method of teaching.

Students are engaged in dual learning objectives by doing the creative process and exploring connections between art forms and other subject areas to gain multidisciplinary understanding (**Kennedy Center, 2014**). It is based on learning "*through the arts*" and "*with the arts*," which means using dance, theatre, music, visual arts, and other arts. Art is used as a way to learn and to help kids understand ideas in any subject. Students here use their imaginations by creating or performing skills and seeing how those activities relate to ideas. The idea behind combining the arts is that it will not only make learning more fun and meaningful, but it will also help people understand and appreciate the arts better. This works well with the way of learning by doing. Innovating ways to teach like AIL could meet the wants of people in the 21st century. **NCERT in its Art Integrated Learning Guidelines (2019)** stated that Art Integrated Learning (AIL) is a framework of experiential learning that provides an equitable environment for all students to learn at their own pace and they can construct their knowledge with the support of art integrated activities provided to them. Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process that connects an art form and another subject area and meets evolving objectives in both. ***Changing Education Through the Arts Program (CETA)***.

WHY ART-INTEGRATED LEARNING MATTERS?

Lynch (2007) highlighted qualities of Arts Integration that cause the students to be more engaged in the classroom activities. One of these qualities was how students were encouraged to "use their hands, bodies, and voices in meaningful ways. Through Arts Integration, students have more freedom in their classroom as well as a greater responsibility for the tasks they work on. Students gain freedom in the classroom by being able to select their own tasks that fit their interests, giving them a greater responsibility in the classroom. In addition to giving students more responsibility in the classroom. When students are given the chance to select their own task that fits a set of characteristics, they can make a decision about what may help them the most with the content. In addition to helping how students relate to classroom material, incorporating the arts into the classroom benefits students by providing them with the opportunity to express their knowledge creatively, with no right or wrong answer. Through this creative expression of their knowledge, students are challenged to look beyond the obvious and consider What if? **Davis (2009)**. Arts Integration turns students from boring questions and explicit answers, helping them to exercise critical thinking skills that challenge them to combine their knowledge from multiple subject areas. In the book *Creating Meaning through Literature and the Arts*, **Cornett (2011)** broke these benefits down even further, placing them in three categories. The first set of benefits addressed includes "Intellectual Contributions" which include creative problem-solving, critical thinking, comprehension, and composition or expressing meaning. Through each of these, Cornett highlighted how it takes "high-level thinking to understand and create through the arts.

JOURNEY OF AIL: NOTABLE MEASURES TAKEN IN INDIA

Art-based Education in India has long been more than a fleeting trend; it's a tradition deeply rooted in the nation's educational fabric. Since 1937, when Gandhiji first formally integrated craft into the school curriculum, India embraced a vision where creativity thrived alongside academics. Since then, many commissions, policies, and frameworks have recommended art in education as an inseparable component. NCF 2005 set a milestone in officially coining the term Art-integrated learning at all levels of school. Recently NEP 2020, has strongly stressed incorporating art-integrated pedagogy.

1.	NCF 2005 in its Position Paper on Music, Arts, Dance, and Theatre: recommended 'education through the arts, where learning takes place using different art forms as tools in the teaching-learning process'
2.	Need Analysis: Focus Group Discussions (FGDs) with different stakeholders Teachers and Heads of Schools, SCERTs, DIETs, and Departments of Education to form a capacity-building program to implement AIL.
3.	Designing of Training Modules: The seven modules package in 2010
4.	Field Testing of the Training Module: the package was field tested in Municipal Corporation Primary schools of District West of Delhi state.
5.	Capacity Building of the School: The final package was then used for the capacity building of selected teachers from Delhi schools. 10-day intensive training which included hands-on experience
6.	Field Study After one year of AIL implementation, an Impact Study was conducted by DIET Rajinder Nagar, SCERT, Delhi, in collaboration with Jamia Millia Islamia with a sample size of 34 schools (17 AIL and 17 non-AIL). The findings indicated visible improvement in terms of teaching-learning effectiveness as well as differences in children's participation

7.	National Seminar: 2012 by NCERT provides a platform for AIL practitioners (teachers and teacher educators) to share their classroom experiences, case studies, and the impact of AIL on the lives of students and practitioners.
8.	NCERT GUIDELINES (2019) Art integration for primary, middle as well and secondary stages
9.	CBSE vide Circular no. Acad 33/2020 , has introduced mandatory Art Integrated Project work for classes I to X, as part of Subject-Enrichment activities under the Internal Assessment to be submitted at the KALASETU Portal
10.	NEP 2020 para. 4.7 mentions it- A cross-curricular pedagogical strategy known as "arts integration" uses various facets and expressions of art and culture as the cornerstone for the understanding of concepts in a variety of disciplines at all levels of the teaching and learning process.
11.	NCF 2023 Teachers of all subjects explore Art integration in their classes. It provides experiential and joyful learning opportunities for students by focusing on meaningful linkages between knowledge of the Arts and the knowledge of other subjects.

Table: 1

Table 1 shows the trajectory of Art Integrated Learning from NCF 2005 to NCF 2023, India exemplifies & promotes the transformative fusion of arts and academics, cultivating enriched, experiential pedagogy.

ROADBLOCKS TO SUCCESSFUL INTEGRATION

Certain areas have been identified as areas of concern for India in implementing Art Integrated Learning. They are discussed below.

1. Resource Constraints

Many schools and other educational institutions don't have a lot of money to spend on arts education, which makes it hard to get art materials, equipment, and teachers with the right training. Most schools don't have much or any room set aside for art activities, and art supplies aren't used very often. Space issues can also make it hard to adopt. According to the **UDISE report 2021-22**, there are only **3.3%** of government schools, **16.9%** of government-aided schools, and **19.4%** of private schools have an extracurricular exercise room or arts and crafts room. This is a scary sign for all of us.

2. Ineffective Teacher Education Curriculum

The NCTE tried three main times to come up with a program for teacher education. 'Teacher Education Curriculum' (1978), 'National Curriculum Framework Teacher Education A Framework' (1988), and 'Curriculum Framework for Quality Teacher Education' (1998) were these. Finally, in the 21st century, the "National Curriculum for Teacher Education: Towards Preparing Professional and Humane Teachers" 2009 by NCTE was an attempt to bring teacher education up to date, make it more relevant to real life, and make it more professional. Since 2009, there has been no new curriculum plan for teachers.". The way the program is set up now doesn't help build a positive attitude towards art-integrated learning.

3. Time Constraint

Time is another obstacle that educators face when trying to implement innovative and integrated lessons. At this point, teachers don't just help students learn; they also have other jobs in education. Teachers have to do a lot of different tasks, such as admissions work, administrative work, and more **Subramani & Iyappan(2018)**. In addition to giving and showing lectures, teachers have to do things like prepare test papers, help students with projects, give advice at seminars and presentations, collect attendance reports, keep the syllabus up to date, and work with the examination committee. **Abhinandan (2022)**

4. Overburden Curriculum

National Education Policy 2020, Para 4.5 states to Lessen the curriculum & to make it easier to learn the basics and think critically. Each subject's curriculum will be cut down to its most important parts so that students can think critically and learn more completely through inquiry, discussion, and analysis. **para 4.31**. As the school curriculum becomes less rigid and more open to change, and learning by doing is emphasized more than memorizing facts, school textbooks must also change to reflect this. From the Mudaliar Commission to NEP 2020, many commissions and policies have warned that the worryingly overloaded curriculum in school has terrible effects on students' performance, teachers' ability to teach well, and their willingness to try new things.

5. Lack Of Initiatives by Different Institutions

Teachers in the Washington, D.C. local area have been able to get professional development opportunities at the Kennedy Centre since 1976. The Kennedy Centre set up CETA in 1999. CETA stands for "Changing

Education Through the Arts." The Kennedy Centre gives professionals the chance to learn how to teach the arts and how to use the arts in other subjects. Every year, more than 700 teachers take part in around 60 workshops and classes. There are many such collaborations is found in many places such as **Chicago Arts Partnerships in Education**. However, to meet the needs of India's 26.5 crore students who are enrolled in 14.8 lac schools and are supervised by about 95 lac teachers (UDISE+ 2021-22), no such collaboration is evident in India.

6. Acute Shortage of Teachers

According to the 2021 State of the Education Report (SOER) for India: 'No Teacher, No Class' from the (UNESCO), there are up to 110,971 schools in the country with only one teacher. Of these, 89% are in rural areas schools in Arunachal Pradesh, Goa, Telangana, Andhra Pradesh, Jharkhand, Uttarakhand, Madhya Pradesh, and Rajasthan only have one teacher. The annual State of the Education Report from the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) says that India's schools still don't have enough teachers and have a bad number of students to teachers. It also says that up to 69% of teachers don't have job contracts. The Right to Education Act became law almost 11 years ago, and this study comes after that the big problem with putting Art Integrated Pedagogy into many schools across India is that there aren't enough teachers.

FUTURE PERSPECTIVES: TIME FOR CHANGE

The challenges discussed above can be overcome by policymakers, administration, and teachers adopting these suggestions.

Weaving AIL in Teacher Preparation Programs

Brianne & Kathryn (2018) argue that including the arts in teaching and training makes it more meaningful and complicated and that It has the chance to change the way things are done now, or "default pedagogy." The NCTE should be responsible for constructing a curriculum for teachers that reflects the interdisciplinary nature of art integration and emphasizes its relevance across different academic disciplines' **NEP 2020 Para 15.5**, The 4-year integrated B.Ed. will be a bachelor's degree with two majors. NCTE has come up with ITEP, which stands for "INTEGRATED TEACHER EDUCATION PROGRAMME." Its goal is to get teachers ready for the Foundational, Preparatory, Middle, and Secondary steps of the new NEP2020 school structure. NCTE needs to make sure that when the program is redesigned for all levels. Pre-service teachers should be able to learn about different types of art in depth, get hands-on experience with art supplies and techniques, and work together with other students and experienced artists.

Empowering Educators: Specialized Training to In-Service Teachers

The hard part starts once teachers know how important it is to include the arts. Putting together a skills program that is fed into the schools. They can learn about different types of art through arts-based career development. They know that anyone can enjoy art, not just artists. That's the most important thing. For a program that includes the arts to work, teachers need to get professional development. This can come from advice from teaching artists and professional development led by other teachers. **(Burnaford, 2009; Wilcox et al, 2010; and Oreck, 2004)**. Training should be set up at the regional and state levels.

Cultural Collaborations: Building Bridges with Arts Institutions and Museums

Schools should be able to get help from experts, teachers, and programs that help students learn more. By giving teachers the tools and support they need, policymakers can give teachers the freedom to use the arts in a variety of subject areas to make learning more interesting and relevant. To move arts-integrated education forward in India, it is very important to support the creation of more organizations like the Centre for Arts Education (CAPE) and the Centre for Education, Training, and Assessment (CETA) that can work with schools to provide training in Art Integrated Pedagogy. Public-private partnerships can help these efforts even more by using resources and knowledge from different fields to make projects that have a big effect. Entrepreneurs-to-be and groups that want to lead AIP training programs can grow with the help of seed funds, incubator programs, and mentorship opportunities.

Advancing Pedagogy through Research: Unveiling the Power of Art Integration

It is important to support research on successful art-integrated pedagogical approaches if we want to learn more about how the arts can improve learning in a wide range of subjects. The government should give researchers, universities, and educational groups money and other resources to look into how incorporating art into schools affects student involvement, academic success, and overall growth. Different parts of art integration should be looked at in this study, such as teaching methods, program design, assessment methods, and ways to train teacher

Reimagining STEM: Elevating Education with STEAM Integration

Promoting STEAM (Science, Technology, Engineering, Arts, and Math) should be more important to policymakers than the standard STEM (Science, Technology, Engineering, and Mathematics) framework. This will help schools take a more complete and well-rounded approach. Arts and STEM subjects are taught together in STEAM classes. This helps students get better at technology and also inspires them to be artistic, think critically, and come up with new ideas.

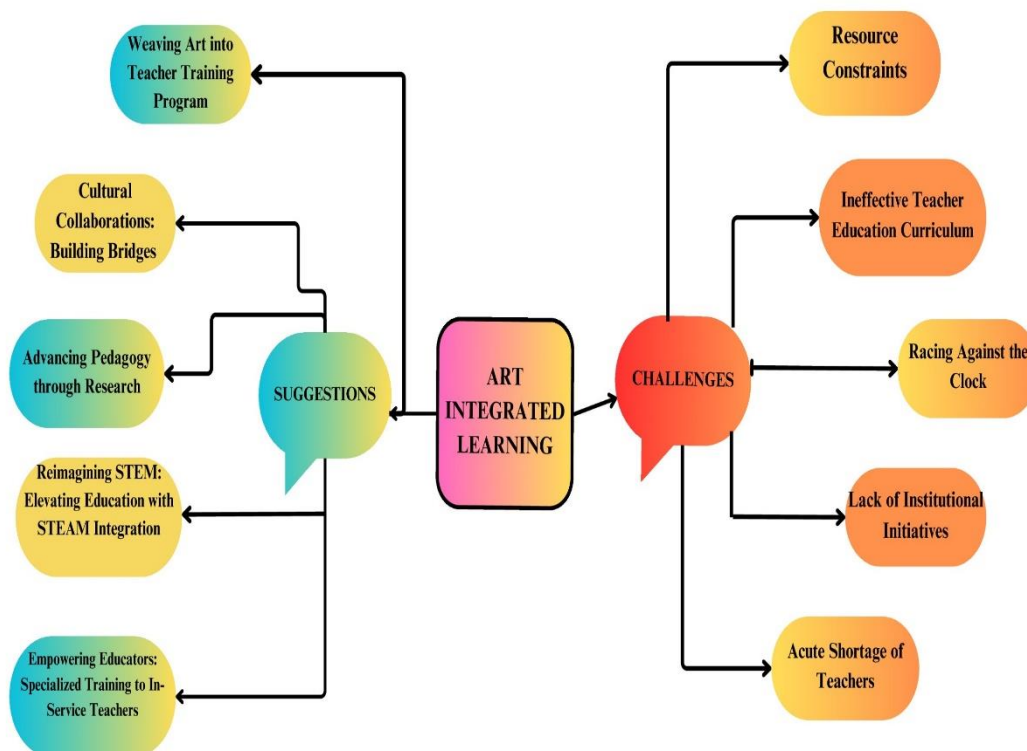


Figure2: Challenges & Suggestions

Figure 2 paints a dynamic contrast between hurdles, like insufficient resources, and visionary solutions such as infusing art into teaching, merging STEAM, and empowering educators to chart a path toward a more creative, integrated educational future.

CONCLUDING REMARKS: SYSTEMS AND SYSTEMIC CHANGE

Lenore Blank Kelner (2010) "As I reflect...I realize that there is no mystery about why the arts produce many miracle moments in classrooms." In conclusion, art-integrated learning is an exciting way to teach that gets students more involved, helps them grow in all areas, and encourages creativity and new ideas. There are some problems with art-integrated learning, but the benefits and wider effects show that it has the power to change how we teach and learn. To solve these problems, Policymakers, teachers, parents, and other community members need to work together. Some ways to deal with these problems could be to push for more money and resources for arts education, give teachers ongoing professional development and support, encourage teachers from different fields to work together, and push for a shift in educational paradigms towards a more holistic and inclusive way of learning. By taking these problems head-on, stakeholders can work together to make settings that help implement Art Integrated Learning and get the most out of its benefits for students.

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