



Government of Maharashtra

School Education and Sports Department

State Council of Educational Research & Training, Maharashtra

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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

<https://scertmaha.ac.in/positionpapers/>

Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Art Education

**e-Template for the Position Paper of the Focus Group**

1. **Preliminary information**

This section contains preliminary information regarding the focus group.

* 1. **Executive Summary/Abstract** (0-500 words)
1. **Introduction**
	1. **Introduction to Art Education**

(What is the present status/position regarding Art Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level.) (0-300 words)

# National Education Policy 2020 and Art Education

**(**Please respond to the NEP 2020 points on Art education, including any suggestions you may have regarding additions or modification #1) (0-300 words).

# Current Challenges

(What are the problems currently faced in the curriculum and pedagogy of Art Education? #2) (0-300 words)

# Addressing Current Challenges

(How can we ensure that the problems listed in 2.3 are addressed/overcome? What is currently being done well in Art Education, and how can these present good practices/innovations/initiatives be strengthened/scaled up? #3 and #4) (0-300 words)

### Arts Curriculum and Pedagogy: Cross-Cutting Themes

* 1. **Arts Curriculum for Holistic Development of Learners** *(How will the new Arts Curriculum be reoriented towards developing holistic learners? What are the challenges and limitations in the current Arts Curriculum with respect to the development of holistic learners? What will be the horizontal connections that the arts curriculum would have with other curricular areas for such holistic development? #5 and #6)* (0-300 words)
	2. **Integrating Indian Knowledge Systems in Arts Curriculum** *(How would the Art Curriculum assist in imbibing Indian ethos and culture? How will the curriculum ensure that local arts are well represented and nurtured in each community? How will local and relevant tribal knowledge systems be incorporated into the arts curriculum? #8, #13 and #14)* (0-300 words)
	3. **Arts Curriculum for Basic Art Forms** *(How will the Arts Curriculum provide a basic exposure (breadth) to different art forms as envisaged in NEP? # 9)* (0-300 words)
	4. **Arts Curriculum for Deeper Learning** *(How will the Arts Curriculum provide opportunities for students to gain deeper knowledge and skills (depth) in at least one Art? #11)* (0-300 words)
	5. **Arts Curriculum for 21st Century** *(How can the Arts curriculum be made more engaging, multidisciplinary, and its learnings relevant to the child and help in developing 21st-century skills? What are other subject areas under the Arts that should be introduced at the secondary stage to fulfill present-day demands and needs and provide appropriate linkages with higher education? How can this be implemented? #15)* (0-300 words)

# Developmental Stages (5+3+3+4) and Arts Curriculum

## (The 4-stage design of Foundational (ages 3-8), Preparatory (ages 8-11), Middle (ages 11-14), Secondary (ages 14-18) is critical for realizing the vision of NEP 2020. In this section, please give specific proposals and illustrations for the 4 stages of this curricular area)(0-300 words)

* 1. **Core Learning Objectives of Art Education**

(What are the core learning objectives and outcomes, i.e., key concepts, skills, values, dispositions, and capacities, that all students must develop in this subject by Grade 12? How these capacities should be developed across each stage (Foundational, Preparatory, Middle, Secondary (#16)? (0-300 words)

### Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
		2. Middle stage (0 -200 words)
		3. Secondary stage
			1. Classes IX and X (0 -200 words)
			2. Classes XI and XII (0 -200 words)
	1. **Pedagogy for achieving the Learning Outcomes in Art Education** *(For each of the concepts/capacities and stages described above (or for as many as possible), describe stage-wise, experiential/ play-based/ toy-based/ discovery-based/ experiment- based/ art-based/ sports-based/ storytelling-based/ interactive/ less-textbook- centric/ creative/ enjoyable activities and pedagogy that will enable students to develop these capacities through less rote and greater creativity and analytical/critical thinking. What specific strategies/provisions may be used for providing Art education to Children with Special Needs? #17).* (0-300 words)

### Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
		2. Middle stage (0 -200 words)
		3. Secondary stage
			1. Classes IX and X (0 -200 words)
			2. Classes XI and XII (0 -200 words)
	1. **Art Integrated Education (Art as Pedagogy)**

(Arts and music are essential in the early years (DNEP P4.6.2.1). Describe the approach to make arts and music integral in the Foundational Stage? How would the art-integrated approach be used as a cross-curricular pedagogical approach? #7 and #10) (0-300 words)

### Foundational stage (0-200 words)

* + 1. Preparatory stage (0-200 words)
		2. Middle stage (0-200 words)
		3. Secondary stage
			1. Classes IX and X (0 -200 words)
			2. Classes XI and XII (0 -200 words)
	1. **Multidisciplinary and Interdisciplinary Experience in Art Education**

(Describe how to develop useful/interesting/illuminating horizontal connections in the curriculum and pedagogy of this subject (with other subjects and with “real life”) for each of these concepts (or for as many of these concepts as possible) that would promote a more holistic and multidisciplinary experience for students. #18) (0-300 words)

### Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
		2. Middle stage (0 -200 words)
		3. Secondary stage
			1. Classes IX and X (0 -200 words)
			2. Classes XI and XII (0 -200 words)
	1. **Stage-wise Integration of Indian Knowledge Systems in Art Education**

(Describe ways in which each of these concepts (or as many as possible) can be rooted in India, such as through Indian and local traditions (including stories, poems, music, dance, drama, games, toys, etc. and knowledge systems. #19) (0-300 words) (ECCE, SE, TE)

### Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
		2. Middle stage (0 -200 words)
		3. Secondary stage
			1. Classes IX and X (0 -200 words)
			2. Classes XI and XII (0 -200 words)
	1. **Local Knowledge in Curriculum and Pedagogy**

**(**Describe ways in which local knowledge and flavor could be included in the curriculum and pedagogy of this subject area #20) (0 -300 words) (ECCE, SE, TE)

* 1. **Indian Art and Artists (***How will the curriculum ensure that local arts are well represented and nurtured in each community? How will the curriculum and pedagogy facilitate interaction with local artists? #13)* (0-300 words)

# Inclusion for Children from SEDs

(Approaches to inclusion for children from SEDGs that are necessary for this curricular area need to be elaborated #22). (0-300 words) (ECCE, SE, TE)

# Assessment in Art Education

(Describe how assessment in the subject may be transformed from one that primarily tests rote memorization skills to one that is more formative, promotes learning and development, and tests higher-order capacities such as analysis, critical thinking, and conceptual clarity. Assessments should respond to the need for being formative and competency-based and promoting learning. Different modes of assessment that are age appropriate should be illustrated for each stage. #23) (0 -400 words)

### Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
		2. Middle stage (0 -200 words)
		3. Secondary stage
			1. Classes IX and X (0 -200 words)
			2. Classes XI and XII (0 -200 words)
	1. **Time allocation for Art Education in School Time Table** *(Time to be allocated (in percentage) for Art Education in the time table across the stages also keeping in view bag-less days-internship, practicals, experiential learning, etc.?)* (0 -300 words) (SE, TE)

### Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
		2. Middle stage (0 -200 words)
		3. Secondary stage (0 -200 words)
	1. **Family and Community Participation in Art Education**

(Describe ways in which families and local communities could be involved in the teaching and learning of this subject area #21) (0-300 words)

# Educational Technology for Art Education

(How will the curriculum use technology effectively for bringing the arts to more students? Describe ways in which technology could be used to enhance teaching-learning in this subject in an effective and equitable manner? #12 and #25) (0-300 words)

# Teacher Capacity Building

(How should teacher capacity, support, and education be reformed in order to effectively enable all the above transformations? #26) (0-300 words)

# Enabling Conditions for Quality Art Education

(What enabling conditions (e.g., school culture, practices, infrastructure, equipment, governance, etc.) should be in place in order to effectively enable all the above transformations? #27) (0 -200 words)

### School Culture and Practices (0-200 words)

* 1. Infrastructure and Equipment (0-200 words)
	2. Human Resource – Teaching as well as supporting (0-200 words)
	3. Teaching Learning Material (0-200 words)
	4. Technology related (0-200 words)
	5. School Governance (0-200 words)
	6. School Complex (0-200 words)
	7. Any other (0-200 words)
1. **Guidelines for Textbook and Teaching-Learning Material (TLM) Developers**

(Describe the approach to textbook and TLM development keeping in mind the curricular and pedagogical shifts #24) (0-300 words) (ECCE, SE, TE)

### Foundational stage (0 -200 words)

* 1. Preparatory stage (0 -200 words)
	2. Middle stage (0 -200 words)
	3. Secondary stage (0 -200 words)
1. **Role of various agencies for providing quality Art Education in Schools**

(What roles, various agencies for example, SIETs, SCERTs, DIETs, CTEs, IASEs, NIEPA, NCERT, KVS, NVS, CBSE, School Education Boards, Universities, CSR initiatives, philanthropic organizations, NGO, SIEMAT, local administration etc., can play in providing Art education at different stages in schools?) (0-200 words)

### Local organizations (0 -200 words)

* 1. State-level organizations (0 -200 words)
	2. National level organizations (0 -200 words)
	3. Any other (0 -200 words)
1. **Specific Recommendations for the National/State Curriculum Frameworks**

(What are your specific recommendations for four curriculum frameworks with regard to Art Education?) (0-300 words)

### Specific recommendations for NCF/SCF ECCE (0 -200 words)

* 1. Specific recommendations for NCF/SCF SE (0 -200 words)
	2. Specific recommendations for NCF/SCF TE (0 -200 words)
	3. Specific recommendations for NCF/SCF AE (0 -200 words)
1. **Any other Comments and Suggestions on this Theme**

(In this subsection, please provide other suggestions about Art Education that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020). (0- 400 words)

### Bibliography and References

**(**Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendations wherever applicable. A bibliography would also be most helpful for easy reference.**)**

***(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)***

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Annexures

(Not mandatory. Please put in a title for an annexure along with a one-line description)