



केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/ACAD/JS(Dr. SG)/2024

Date: 15.02.2024

Circular No: Acad-16/2024

All the Heads of Schools affiliated to CBSE

Subject: Inviting articles for CENBOSEC (Jan-June 2024) – reg.

Dear Principal,

Greetings from CBSE!

It is hoped that your school fraternity must have gone through the latest issue of the Board's biannual e-magazine **CENBOSEC flipbook**. The flipbook can be accessed through the CBSE Academic website. CENBOSEC is a unique forum which helps affiliated schools to reach out to all the other schools through exchange of innovative pedagogical ideas and become aware of latest educational initiatives taken up by the Board.

In continuation of Boards efforts to weave the concepts of New Education Policy 2020 and National Curriculum Framework for School Education 2023; with school education, the theme for the upcoming edition of CENBOSEC spanning from January to June 2024 will be with the objectives based on the para 4.6 of NEP 2020 (page 12) "*In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects*".

Therefore, the theme for this six monthly CENBOSEC shall be "**Art integrated learning: Integrating Art activities into Lesson Planning**". A concept note is attached.

Schools are requested to share their articles which will be published in this edition of CENBOSEC e-magazine. Please send in your articles on or before **15th April 2024**.

Sub-themes:

1. PLANNING THE LESSON:

- Innovative transdisciplinary lesson plans
- Innovative multidisciplinary lesson plans
- Art integration lesson plans for STEM

Principals and Teachers are invited to send their original articles in English or Hindi for the present issue of **CENBOSEC** before **15th April, 2024** using the given Google form link <https://shorturl.at/fuIN2>. The best 20 articles will be published in this issue.

School students are also invited to send a cover design on the given theme for the present issue of **CENBOSEC** before **15th April, 2024** using the given Google form link <https://shorturl.at/jlpCH>. The best cover design submitted by a student will be acknowledged in the bulletin and will be used in this issue.



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली –110002
'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi – 110002





केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



Guidelines for submission of articles:

- **Each article should contain the following -**
 - Title of the sub-theme,
 - Introduction,
 - The content or body of the article,
 - Conclusion,
 - Reflection/ best practices for sharing with others,
 - End notes/ References.
- Each article should have complete details of the author with his/her coloured passport size photograph.
- The article sent for submission must be previously unpublished and in English or Hindi. Articles should be well-written with grace as well as clarity and copy-edited carefully before submission.
- The articles must be checked for plagiarism. Plagiarism is seen as a serious professional misconduct by the Board and if identified, the submitted article will be rejected.
- The author shall submit the article in MS-Word only (PDF will not be considered). The word file should be named "Name of author_School affiliation number". The length of articles should not exceed 1000 words/ 2 pages (A4 size) including images. Font size should be 11-point Arial, whether in normal, bold or italic; including endnotes.
- Please do not insert line breaks in the text or special spacing for formatting. All texts / paragraphs should have one and a half spacing. In case of articles in Hindi, the software used to create the document needs to be mentioned / link to be given in page 3 of your attachment.
- Tables and images should be placed close to the text where they are referred. Table headings should be above the tables. The image caption should be centered below the image. The author should insert a self-photograph at the end of the article and mention her/his name, designation, school name and address with school affiliation number.
- All citations should be in endnotes and not in the text. It is the responsibility of the author to obtain permission for the use of any copyrighted material, including images.

For any queries, the schools may contact at 011-23231070 or email at cenbosec.cbse@cbseashiksha.in

With Best Wishes

Dr. Joseph Emmanuel,
Director (Academics).



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली –110002
'Shiksha Sadan', 17, Rouse Area, Institutional Area, New Delhi – 110002





केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001.
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odisha-751005.
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Island
12. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector -3, Rohini, Delhi
13. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
14. The Secretary AWES, Integrated Headquarters of MoD (Army), FDR Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
15. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
16. All Joint Secretary/ Deputy Secretary/ Assistant Secretary/SPS / Analyst, CBSE
17. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
18. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
19. In-Charge, Library
20. The Head (Media & Public Relations), CBSE
21. DS to Chairperson, CBSE
22. SPS to Secretary, CBSE
23. SPS to Director (Academics), CBSE
24. SPS to Director (Information Technology), CBSE
25. SPS to Controller of Examinations, CBSE
26. SPS to Director (Skill Education), CBSE
27. SPS to Director (Professional Examinations), CBSE
28. SPS to Director (Training), CBSE
29. SPS to Director (CTET), CBSE
30. SPS to Director (EDUSAT), CBSE
31. Record File

Director (Academics)



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली –110002
'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi – 110002



Concept Paper

Art integrated learning: Integrating Art Activities into Lesson Planning

Dr. Swati Gupta, Joint Secretary, Academics.

Key words- Action Competence, Art Integration, Transdisciplinary Approach, Inclusivity

Introduction-

Action competence is concept that deals with an individual's capacity of critically selecting and conducting possible actions that may solve societal problems through democratic mechanisms (Odabaşı, Kurt, et al., 2011, p. 1). Education, when it moves beyond rote learning of concepts and enters into daily life situations of learners enabling them to take or suggest remedial measures leads to transdisciplinary approach.

In this process, involving art integrated activities as a means to teach lessons which not only develop capacity for action competence but also leads to transdisciplinary approach can create myriad understanding in the learners having a rippling effect on their future understandings and actions. Making a proactive, self-aware learner is also envisaged in the NEP 2020 and NCF 2023.

Review of Literature-

Jensen and Schnack (1997) in their influential paper on the 'Action Competence Approach' defines Action competence as being able, willing and qualified to act and has been defined as 'someone's insightful readiness to act in a way that meets the challenges of a given situation'. Observing that knowledge does not per se lead to much-needed action, Jensen (2002, 2004) has argued that the way knowledge is typically taught in formal education is not sufficiently action-oriented. He distinguishes four types of knowledge through which a problem can be approached and analysed:

- (1) knowledge about the existence and consequences of the problem ('WHAT is the problem?'),
- (2) knowledge about its root causes ('WHY do we have this problem?'),
- (3) knowledge about alternatives and visions ('WHERE do we want to go?') and
- (4) knowledge about strategies for change ('HOW do we change things?').

Jensen emphasises, that students are limited to 'landscape of knowledge' that is not necessarily conducive to action as it reduces the focus to the existence and consequences of the problem. For education to be action-oriented, he argues, it should strive to explore and develop all four dimensions of knowledge (Jensen 2002). Also, Almers (2013) highlights the important role that teachers play in students' pathways towards action competence. For example, how topics such as critical thinking or reflection on complexity can be taught to students in a more tangible manner? Collis (2021) speaks about Learning through the arts as both experiential and visceral, which can make it unforgettable and participatory.

Marshall (2015) suggested five strategies for the integration of art: deception, extension/ projection, reformatting, mimicry and metaphor. These strategies offer teachers and students in elementary, middle and high school; some concrete and doable art-based methods to connect art with the curriculum. Marshall (2010) proposed using contemporary art strategies to integrate art and key ideas in other subjects and to view visual arts integration as a transdisciplinary space.

Often classroom teaching takes students away from current challenges of their daily lives. The teachers don't equip the students to deal with issues such as separation anxiety from parents, making

friends, communication, bullying etc. The ability to weave class room teaching with these issue, brings a Transdisciplinary approach. The Problem/Project based on a real-life context. In such teaching, the discipline boundaries are de-emphasised and students work on a real-life problem or project. These concepts and skills bridge between the disciplines, real-world contexts and, students' interests and concerns

An effective manner in which students can be engaged into learning is to include various forms of art in the learning process. It is also both creative and interactive, as the art process is one of both exploration and involvement; it includes high-level skills such as working collaboratively, competitive thinking, creativity, resilience in problem solving and self-assessment. In inclusion, using the arts in learning provides students with visible tools for self-expression and encourages them to identify their own personal interests and pursue solutions to problems [Stainback and Stainback (1996), Vandercook and York (1990), Thousand and Villa (2000) and Weiner (2002)]. There are some important considerations to keep in mind while applying the Art Integrated Learning approach in the classroom to foster inclusivity:

1. A comprehensive approach to learning.
2. Aesthetic encounters.
3. Ability to switch back and forth between nonverbal and verbal communication.
4. The ability to see the similarities and differences between different arts.
5. Artistic reinforcement in integration.
6. Using integrated learning to empower students.
7. Encouraging others to think about things differently.
8. Creating an environment in which all opinions are welcomed.
9. Providing youngsters with decision making opportunities.
10. Identifying each child's unique strength.
11. Encouraging children to collaborate and work together while simultaneously working independently.
12. Every day of learning should be filled with fun, laughter and, new experiments and experiences.
13. Provide opportunities for students to role-play.
14. Allow kids to sketch and name their thoughts, ideas, and feelings to express themselves.
15. Encourage the use of art-related vocabulary.

Result and Discussion-

Integration of arts with subjects means that arts (visual arts, performing arts and literary arts) becomes an integral part of teaching-learning processes through adopting an art integrated lesson plans, where art becomes the basis of classroom learning (NCERT, 2019). Art Integration as means of Transdisciplinarity further signifies a unity of knowledge beyond disciplines and making it real life centric; Piaget, (1972). Arts at the centre of the lesson plan creates a doable solution other than clarifying concepts, therefore, making learning holistic, joyful and experiential. Such learning increases the capacity of learners to deal with situations and thereby making them action competent.

References-

1. Almers, E. 2013. "Pathways to Action Competence for Sustainability—Six Themes." *The Journal of Environmental Education* 44 (2): 116–127.
2. Collis, A. (2021). "Heutagogy in Action: An Action Research Project in Art Education" In: Hase, S. and Blaschke, L.M., Eds., *Unleashing the Power of Learner Agency*, EdTech Books. <https://edtechbooks.org/up/art>

3. Jensen and Schnack (1997) "The Action Competence Approach in Environmental Education." *Environmental Education Research* 3 (2): 163–178.
4. Jensen, B. B. 2002. "Knowledge, Action and Pro-Environmental Behaviour." *Environmental Education Research* 8 (3): 325–334.
5. Jensen, B. B. 2004. "Environmental and Health Education Viewed from an Action-Oriented Perspective: A Case from Denmark." *Journal of Curriculum Studies* 36 (4): 405–425, 326.
6. Marshall (2015). "Art education five ways to integrate: using strategies from contemporary art". *Art Educ* 63(3):13–19.
7. Marshall (2010). Transdisciplinarity and art integration: toward a new understanding of art-based learning across the curriculum. *Stud Art Educ* 55(2):104–127.
8. NCERT (2019). Retrieved from itpd.ncert.gov.in/mss/course_content/Module%203%20-%20Art%20Integrated%20Learning.pdf
9. Odabaşı, H., Kurt, A. et al. (2011). ICT action competence in teacher education. *EDULEARN11 Proceedings*. Retrieved from <http://library.iated.org/view/ODABASI2011ICT>
10. Piaget, J. 1972. « L'épistémologie des relations interdisciplinaires ». In *L'interdisciplinarité – Problèmes d'enseignement et de recherche*, ed. L. Apostel et al.
11. Stainback and Stainback (1996). "Collaboration, support networking, and community building" In W. Stainback & S. Stainback (Eds.), *Inclusion: A guide for educators* Baltimore: Paul H. Brookes Publishing Co, 1996:193- 202.
12. Thousand and Villa (2000). " The Many Faces of Collaborative Planning and Teaching" In Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, *Theory Into Practice*, Vol. 45, No. 3, *Inclusive Schooling Practices: From Why to How* (Summer, 2006), pp. 239-248 (10 pages)
13. Vandercook and York (1990). "Strategies for Achieving an Integrated Education for Middle School Students with Severe Disabilities" Volume 11, Issue 5, <https://doi.org/10.1177/074193259001100503>
14. Weiner, M (2002). *Learner Centered Teaching: Five Key Changes to Practice*. San Francisco: Jossey Bass.

XXXXXX