



International Journal of Research Publication and Reviews

Journal Homepage: www.ijrpr.com ISSN 2582-7421

Effectiveness of Indian Knowledge System Based Pedagogy in Art Education in Enhancing Self-Esteem among Pupil Teachers

Dr Kalpana Gupta

Assistant Professor (Selection Grade), Faculty of Education, Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra, UP Pin 282005
Email- kalpanagupta@dei.ac.in

DOI : <https://doi.org/10.55248/gengpi.07.0926.3002>

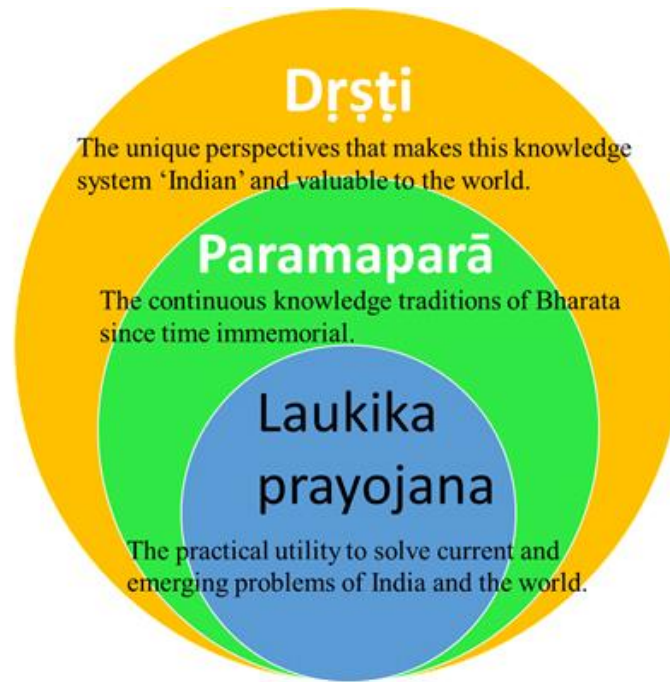
ABSTRACT

The National Education Policy (NEP) 2020 advocates the collaboration of the Indian Knowledge System (IKS) into teacher education to promote holistic development, cultural rootedness, and experiential learning. Art education provides an effective platform for implementing IKS through indigenous art forms, traditional crafts, storytelling, yoga, mindfulness, and reflective practices. The present study investigates the effect of Indian Knowledge System-based innovative pedagogy in art on the self-esteem of pupil teachers. The study employed a quasi-experimental pre-test-post-test design involving pupil teachers enrolled in Dayalbagh Educational Institute, Dayalbagh, Agra. An IKS-based art pedagogy module was developed by the researcher and implemented over a period of eight weeks. The intervention included activities such as Madhubani, Warli, Gond and Mandala art, clay modeling, eco-friendly craft, storytelling based on Indian traditions, yoga, meditation, and reflective discussions. A standardized Self-Esteem Scale was applied prior and after the treatment to assess changes in participants' self-esteem. Analysis of data was done using descriptive statistics and t-test. The output indicated a statistically relevant progress in the self-esteem of pupil teachers after participation in the IKS-based art pedagogy programme. This study shows that integrating traditional Indian artistic knowledge with innovative teaching strategies fosters creativity, confidence, self-expression, cultural identity, and emotional well-being. It also reinforces the role of IKS in preparing reflective, value-oriented, and professionally competent teachers. This study supports to the expanding knowledge of literature on IKS and offers practical implications for curriculum developers, teacher educators, and policy designers working towards the effective implementation of NEP 2020 in teacher education.

Keywords: *Indian Knowledge System, Innovative Pedagogy, Art Education, Self-Esteem, Pupil Teachers, Teacher Education, NEP 2020.*

Indian Knowledge System (IKS)

Indian Knowledge Systems (IKS) are the traditional forms of wisdom that have evolved in India over a long period of time. These systems include subjects such as Ayurveda, Yoga, mathematics, astronomy, literature, music, visual arts, farming, and architecture. Simply put, IKS reflects the knowledge, ideas, skills, and practices used by people in ancient India to understand life and live in harmony with their surroundings. Such knowledge was preserved and transferred across generations through oral teaching and written works, particularly in languages like Sanskrit and Tamil. The NEP 2020 gives importance to bringing IKS exist in the education system. It focuses on developing the whole person by encouraging creativity, moral values, self-awareness, and practical learning. Using IKS approaches in art education can support pupil teachers in developing confidence, cultural awareness, emotional balance, and healthy self-esteem. Folk-art activities, yoga, meditation, storytelling, and traditional crafts can promote creativity and self-expression while helping learners appreciate their cultural roots and individual strengths.



Indian Knowledge System (IKS)-Based Innovative Pedagogy in Art Education

The Indian Knowledge System (IKS) promotes education that is holistic, experiential, value-oriented, and deeply connected to cultural traditions. In art education, IKS-based pedagogy helps students explore India's diverse artistic heritage while developing creativity, critical thinking, practical abilities, and life skills.

Innovative Pedagogical Approaches

1. Guru–Shishya Pedagogy

This approach focuses on learning through careful observation, regular practice, and continuous guidance from the teacher. It develops discipline, patience, dedication, and proficiency in artistic techniques.

2. Experiential Learning (Learning by Doing)

Students learn by creating artworks through ancient Indian art styles such as Madhubani, Warli, Pattachitra, Kalamkari, Gond, and Rangoli. Direct participation, followed by reflection, makes learning more meaningful and effective.

3. Storytelling-Based Art

Stories from the Ramayana, Mahabharata, Panchatantra, Jataka Tales, and regional folklore can be incorporated into art activities. This method encourages imagination, moral understanding, creativity, and awareness of cultural heritage.

4. Nature-Based Learning

Students can use things obtained from nature such as leaves, flowers, clay, bamboo, and naturally derived colours. This approach connects art with nature and promotes environmental consciousness and sustainable practices.

5. Craft-Centered Learning

Traditional crafts such as pottery, weaving, mask-making, block printing, terracotta work, and bamboo crafts can be incorporated in classroom activities. These experiences enhance creativity, hand-eye coordination, fine motor skills, and respect for indigenous knowledge.

6. Yoga and Mindfulness in Art

Short yoga, breathing, or meditation activities can be introduced before art sessions. Such practices help improve concentration, emotional stability, self-awareness, and the ability to express ideas creatively.

7. Collaborative Community Learning

Local artisans and folk artists can be invited to schools to demonstrate their skills and conduct workshops. This provides students with authentic learning experiences, supports traditional practitioners, and helps preserve indigenous artistic knowledge.

8. Art Integration Across Subjects

Art can be connected with other areas of learning. For instance, users can find symmetry and geometry through mandalas in mathematics, natural pigments in science, heritage art in social science, and illustrations of poems and stories in language classes.

9. Project-Based Learning

Students can undertake projects involving the study and documentation of local art traditions, visits to heritage places, or the creation of exhibitions based on Indian cultural themes. Such activities build research abilities, teamwork, communication, creativity, and presentation skills.

10. Digital Documentation of Traditional Arts

Digital technologies can be used to record, preserve, and share traditional Indian art forms. Students may create videos, digital portfolios, online

Self Esteem

Self-esteem refers to the way individuals perceive and evaluate their own qualities, abilities, and personal characteristics. People who have positive thinking about themselves generally demonstrate high self-esteem, on the other hand those having negative perceptions of their abilities and characteristics reflect to experience low self-esteem. Self-esteem plays an important role in an individual's overall well-being, as higher self-esteem is perceived with good mental health, while low self-esteem is often linked with various psychological and emotional difficulties.

The 21st century is characterized by rapid technological development and the increasing influence of Artificial Intelligence. Infact progress in technology has made life more efficient and fast-paced, it has also intensified competition and stress. Teachers and students, in particular, may experience considerable mental pressure due to academic, professional, and social demands. In this context, pedagogy based on the Indian Knowledge System (IKS) can offer meaningful and constructive approaches to addressing stress and promoting holistic development. The knowledge and values embedded in IKS emphasize lifelong learning, balance, self-awareness, and overall well-being.

Research also indicates that art-integrated pedagogy plays a crucial role in reducing stress and enhancing self-esteem. Kim and Kwon (2017), in their meta-analysis titled *A Meta-Analysis on the Effects of Group Art Therapy for Improving Adolescents' Self-Esteem*, reported that group art therapy puts a quite relevant effect on adolescents' self-esteem, with particularly notable effects among middle-school students. Similarly, Franklin (1992), in *Art Therapy and Self-Esteem*, highlighted that participation in artistic activities can help in the development of self-esteem by promoting self-expression, a sense of competence, and the formation of personal identity within therapeutic contexts.

Signs of Low Self-Esteem

The specific signs of low self-esteem can vary depending on the individual and the area of life affected by negative self-beliefs. However, several common behaviors and feelings may indicate low self-esteem.

A person may be experiencing low self-esteem if they:

- Have frequent negative or critical self-talk
- Find it difficult to accept compliments
- Struggle to accept or respond positively to constructive criticism or feedback
- Use unhealthy coping behaviors, such as overeating, smoking, or drinking
- Avoid social events or interactions
- Avoid challenges because they fear failure or judgment
- Focus more on negative or unwanted aspects of life than on positive goals
- Feel reluctant to try unfamiliar activities or experiences
- Have little confidence in their abilities
- Are overly sensitive to criticism or rejection
- Spend a lot of time worrying about personal problems
- Feel mental health problems such as anxiety, depression, or eating disorders

If these signs are ignored or continue for a long time, they may contribute to more serious difficulties. Low self-esteem can be associated with problems such as depression and anxiety, unhealthy habits like smoking or excessive drinking, and other negative effects on a person's overall health and quality of life.

Benefits of Learning IKS for Students

- **Builds cultural awareness:** IKS helps students learn about India's rich heritage, traditions, knowledge, and achievements. It develops a sense of pride in their culture and identity.
 - **Makes education more meaningful:** Subjects such as Ayurveda, Yoga, Vedic Mathematics, and ancient Indian literature make learning more engaging while connecting education with practical and traditional knowledge.
 - **Develops moral values:** IKS promotes values such as honesty, discipline, respect, compassion, and harmony. These values help students develop good character and become responsible individuals.
 - **Improves critical and creative thinking:** Indian philosophies encourage students to think deeply, reflect on themselves, and use reasoning. This can strengthen their ability to solve problems and make thoughtful decisions.
 - **Supports health and well-being:** Practices such as yoga, meditation, and traditional approaches to wellness can contribute to better physical fitness, mental peace, and overall well-being.
 - **Encourages sustainable lifestyles:** IKS teaches the importance of respecting nature, conserving resources, and living in balance with the environment. This encourages students to develop environmentally responsible habits.
 - **Encourages innovation:** Traditional Indian knowledge can provide inspiration for modern ideas and solutions. Joining traditional wisdom with recent knowledge can help students find innovative approaches to present-day challenges.
-

Expected Learning Outcomes-

- Higher appreciation of Indian art and cultural traditions.
- Increased creativity and awareness of beauty and aesthetics.
- Improved critical thinking and ability to solve problems.
- Encouragement of environmentally friendly and sustainable art practices.
- A robust sense of cultural familiarity and moral values.
- Enhanced teamwork, communication, and confidence in self-expression.

Statement of the Problem

To study the effect of Indian Knowledge System (IKS)-based pedagogy in Art Education on the Self-Esteem of pupil teachers.

Objectives

- To develop an IKS-based pedagogy module for art education.
- To study the effect of IKS-based pedagogy in art education on the self-esteem of pupil teachers.
- To compare the self-esteem of pupil teachers prior and later the treatment.
- To assess the relevance of IKS-based pedagogy in enhancing confidence, creativity, and self-worth.

Hypotheses

H₀ : There is no significant difference in the self-esteem of pupil teachers before and after receiving IKS-based pedagogy in art.

Variables

Independent Variable: IKS-based pedagogy in Art Education

Dependent Variable: Self-esteem of pupil teachers.

Research Design:

Quasi-Experimental Method has been used with Experimental and Control Group (Intact groups have been used).

Control Group (n = 30): Traditional teaching

Experimental Group (n = 30): IKS-Based Innovative Pedagogy in Art

Sample: 60 B.Ed. semester I pupil teachers.

Sampling Technique: Simple Random sampling method has been used to form Experimental and Control Groups.

Tools –

1. A self made Self-Esteem Scale consisting of 30 items related to three areas has been used in the existing study. Questions are based on following Three dimensions (10 items each): Personal self-esteem, Family self-esteem & Professional self-esteem

2. IKS-based Art Pedagogy Module developed by the researcher.

Intervention (Two Months)

In B Ed Semester 1st a paper namely Fundamentals of KART(Knowledge Acquisition, Retention and Transformation) is taught to students. The content was taught to students using IKS based Pedagogy having following-

Madhubani, Warli, Gond, and Pattachitra painting.

Rangoli and Mandala art.

Clay modeling and eco-friendly craft.

Storytelling based on Indian epics and folklore.

Yoga, meditation, and mindfulness before art sessions.

Reflection and group discussions.

Statistical Techniques

Mean, Standard Deviation & Independent t-test have been used to draw results.

Item	Control Group	Experimental Group	Mean difference = 18.24 t(58) = 4.76 p < .001 (highly significant)
N	30	30	
Mean	214.63	232.87	
SD	15.21	14.46	

Table 1. Scores of Self Esteem of Pupil Teachers

Interpretation of Data

The experimental group achieved significantly higher on self-esteem than the treatment group after the implementation of Indian Knowledge System-based innovative pedagogy in art. Thus, the intervention appears to have had a positive effect on the self-esteem of pupil teachers

Conclusion

IKS-based innovative pedagogy in art combines ancient Indian wisdom with 21st century's teaching methods. It makes learning meaningful, experiential, and culturally relevant while supporting the goals of the National Education Policy (NEP) 2020 by fostering holistic development, creativity, and respect for India's diverse artistic heritage.

References:

Kim, H. M., & Kwon, H. Y. (2017). *A meta-analysis on the effects of group art therapy for improving adolescents' self-esteem. Journal of Art Therapy*, 24(1), 157–175.

Franklin, M. (1992). Art therapy and self-esteem. *Art Therapy: Journal of the American Art Therapy Association*, 9(2), 78–84.

<https://iks.aicte-india.org/about.php>

<https://mapmycourse.in/what-is-indian-knowledge-system/>

https://en.wikipedia.org/wiki/Indian_Knowledge_Systems

<https://www.verywellhealth.com/what-is-self-esteem-5205044>