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Effect of Indian Knowledge System-Based Innovative Pedagogy in Art on the Self-Esteem of Pupil Teachers

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Abstract

The National Education Policy (NEP) 2020 advocates the integration 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 administered before and after the intervention to assess changes in participants' self-esteem. The collected data were analyzed using descriptive statistics and t-test. The findings indicated a statistically significant improvement in the self-esteem of pupil teachers after participation in the IKS-based art pedagogy programme. The study highlights 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. The study contributes to the growing body of literature on

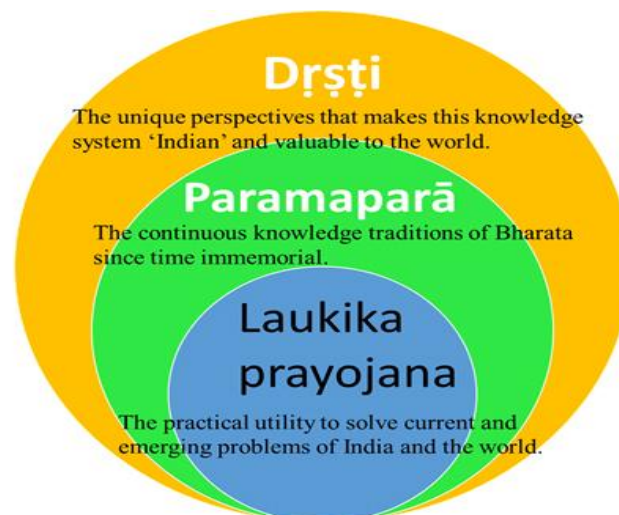


IKS and offers practical implications for curriculum developers, teacher educators, and policymakers working towards the effective implementation of NEP 2020 in teacher education.

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

Indian Knowledge System (IKS)

Indian Knowledge Systems, or IKS, means the old and traditional knowledge that was developed in India over many years. It includes things like Ayurveda (traditional medicine), Yoga, Vedic Maths, Astronomy, Literature, Music, Art, Agriculture, and Architecture. In easy words, IKS is how people in ancient India understood the world and found ways to live a better life. This knowledge was shared from one generation to another, sometimes by speaking, and sometimes by writing in old languages like Sanskrit and Tamil. The Indian National Education Policy (NEP), as enacted in 2020, emphasizes the inclusion of IKS into curriculums at all levels of education. The Indian Knowledge System (IKS) emphasizes holistic education, creativity, values, self-awareness, and experiential learning. Integrating IKS-based pedagogical practices into art education can help pupil teachers develop confidence, cultural identity, emotional well-being, and positive self-esteem. Activities such as traditional folk art, meditation, yoga, storytelling, and craft-based learning encourage self-expression and appreciation of one's abilities.





Indian Knowledge System (IKS) Based Innovative Pedagogy in Art

Indian Knowledge System (IKS) emphasizes holistic, experiential, value-based, and culturally rooted education. In art education, IKS-based pedagogy connects students with India's rich artistic traditions while promoting creativity, critical thinking, and life skills.

Innovative Pedagogical Approaches

Guru–Shishya Pedagogy- Learning through observation, practice, and guidance from the teacher. Encourages discipline, patience, and mastery of artistic skills.

Experiential Learning (Learning by Doing) Students create artworks using traditional techniques such as Madhubani, Warli, Pattachitra, Kalamkari, Gond, or Rangoli. Learning occurs through direct experience and reflection.

Storytelling-Based Art Integrate stories from the Ramayana, Mahabharata, Panchatantra, Jataka Tales, and local folklore into art activities. Enhances imagination, values, and cultural understanding.

Nature-Based Learning- Use natural materials such as leaves, flowers, clay, bamboo, and natural dyes. Promotes environmental awareness and sustainable practices.

Craft-Centered Learning- Introduce traditional crafts like pottery, weaving, mask making, block printing, terracotta, and bamboo craft. Develops creativity, fine motor skills, and appreciation for indigenous knowledge.

Yoga and Mindfulness in Art- Begin art sessions with brief yoga or meditation. Improves concentration, emotional balance, and creative expression.

Collaborative Community Learning- Invite local artisans and folk artists for demonstrations and workshops. Preserves traditional knowledge and strengthens community engagement.

Art Integration Across Subjects - Integrate visual arts with mathematics (mandalas, symmetry), science (natural pigments), social science (heritage art), and language (illustrating poems and stories).

Project-Based Learning - Students document local art traditions, visit heritage sites, or create exhibitions based on Indian cultural themes. Encourages research, teamwork, and presentation skills.

Digital Documentation of Traditional Arts - Use digital tools to document, preserve, and present Indian art forms through videos, e-portfolios, and virtual exhibitions.

Self Esteem

Self-esteem is how a person thinks and feels about their own qualities and characteristics. A person who has positive thoughts about their qualities and characteristics has high self-esteem. On the other hand, a person with negative thoughts about their qualities and characteristics has low self-esteem. This is important because higher levels of self-esteem translate into improved mental health, and lower levels of self-esteem are related to poor mental health conditions.^{21st}



century is the age of technology and Artificial Intelligence. Technological advancement has made life fast and competitive. Now a days level of stress has increased. Teacher4s and students feel mentally stressed. Teaching learning through Indian Knowledge System based pedagogy can provide constructive solutions to the problem. Knowledge provided through IKS lasts forever. Researches have proved that art integrated pedagogy helps in reducing stress and increases self esteem. Kim, H. M., & Kwon, H. Y. (2017) conducted a research on *A meta-analysis on the effects of group art therapy for improving adolescents' self-esteem*. They found that group art therapy has a strong positive effect on adolescents' self-esteem, particularly among middle school students. Franklin, M. (1992) in his research *Art therapy and self-esteem* found how art-making contributes to developing self-esteem by encouraging self-expression, competence, and personal identity within therapeutic settings.

Signs of Low Self-Esteem

The specific signs of low self-esteem depend on the type of low self-esteem, or the area of self-concept or life related to the negative beliefs. However, some signs can help to identify general low self-esteem.

Someone may have low self-esteem if they are experiencing:

- An inner voice of self-talk that is negative
- Difficulty accepting or responding to compliments
- Difficulty accepting or responding to constructive criticism or feedback
- Unhealthy methods of coping, such as overeating, drinking, or smoking
- Avoidance of social gatherings or situations
- Avoidance of challenges or difficult situations
- Focus on what is unwanted more than what is wanted
- Hesitance to try new things
- Low level of confidence
- Excessive sensitivity
- Intense focus on personal problems
- Mental health conditions such as anxiety, depression, or eating disorders

The earlier signs of low self-esteem, if not addressed, could lead to more serious concerns, including mental health conditions such as depression or anxiety, harmful habits such as smoking or drinking, or other negative effects on health and life.

Benefits of Learning IKS for Students

- **Builds cultural awareness:** IKS helps students understand India's deep cultural roots and achievements. It makes them feel proud of their heritage and identity.



- **Makes learning more meaningful:** Subjects like Ayurveda, Yoga, Vedic Mathematics, and ancient literature are not only interesting but also add real value to what students learn in school.
- **Develops strong moral values:** IKS gives importance to values like truth, discipline, respect, and harmony. These are essential for building good character and leading a responsible life.
- **Boosts critical and creative thinking:** Many Indian philosophies encourage self-reflection and logical thinking. This helps students improve their problem-solving and decision-making skills.
- **Promotes health and well-being:** Practices like yoga, meditation, and natural healing methods support both physical and mental health.
- **Encourages sustainable living:** IKS teaches students how to live in harmony with nature, use resources wisely, and adopt eco-friendly habits.
- **Inspires innovation:** Traditional knowledge can spark new ideas. By combining ancient wisdom with modern thinking, students can find creative solutions to today's problems.

Expected Learning Outcomes-

- Appreciation of Indian art and cultural heritage.
- Enhanced creativity and aesthetic sensitivity.
- Development of critical thinking and problem-solving skills.
- Promotion of sustainable and eco-friendly artistic practices.
- Strengthened cultural identity and ethical values.
- Improved collaboration, communication, and self-expression.

Statement of the Problem

To study the effect of Indian Knowledge System (IKS)-based innovative pedagogy in art 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 on the self-esteem of pupil teachers.

To compare the self-esteem of pupil teachers before and after the intervention.

To examine the effectiveness of IKS-based pedagogy in enhancing confidence, creativity, and self-worth.

Hypotheses

H_0 : 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.

Dependent Variable: Self-esteem of pupil teachers.

Research Design:

A quasi-experimental method has been used with an 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 the experimental and Control Groups.

Tools –

1. A self-made Self-Esteem Scale consisting of 30 items related to three dimensions has been used in the present study. Questions are based on the 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 the 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 scored significantly higher on self-esteem than the control 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 traditional Indian wisdom with modern 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.

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