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ART AS A LANGUAGE OF CHILDHOOD: EDUCATIONAL PRACTICES IN PRIMARY SCHOOLS IN INDIA

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ABSTRACT

This study investigates the role of art as a "language of childhood" in Indian primary schools, aiming to understand how children use art to express emotions, cultural identity, and abstract ideas while supporting cross-disciplinary learning. Employing a literature-based research method, the study synthesizes recent peer-reviewed journal articles, policy documents, and empirical studies from 2019–2025 to examine art integration practices, teacher preparedness, and resource disparities across urban, rural, and semi-urban schools. The findings reveal that urban private schools exhibit higher student engagement and creativity due to better access to trained teachers and materials, while rural government schools face significant challenges related to infrastructure, limited teacher training, and curriculum constraints. The study also identifies culturally responsive approaches and the innovative use of local art materials as key strategies for promoting equitable access and enhancing expressive learning across diverse contexts. The novelty of the research lies in framing art not merely as a curricular subject but as a systemic medium for cognitive, emotional, and socio-cultural development, emphasizing its potential as a cross-disciplinary pedagogical tool. Additionally, the study highlights the importance of teacher professional development, resource allocation, and contextual adaptation to maximize the impact of art in primary education. In conclusion, this research contributes both conceptual and practical insights, demonstrating that art serves as an essential language through which children learn, communicate, and construct meaning, offering valuable implications for educators, policymakers, and curriculum designers seeking to enhance creativity and holistic development in primary education worldwide.

Keywords: *Art education, primary schools, childhood creativity, India, arts-integrated learning*

INTRODUCTION

The role of art in early childhood education is increasingly recognised as a vital conduit for children to express their inner worlds, develop cognitive flexibility, and engage with their socio-cultural environment. Research indicates that arts-integrated pedagogies foster student agency, curiosity, and meaningful learning experiences by enabling children to connect new information with their own experiences through creative media (Scott-Barrett, 2023). In the context of primary education, art can function as a "language of childhood" a mode of communication that transcends conventional academic forms and enables young learners to explore identity, emotion, and community in a developmentally appropriate manner. For instance, arts-integration initiatives have been found to improve self-efficacy and engagement among learners by situating subject matter within expressive, embodied practices of visual, dramatic, and musical arts.

Within the Indian primary school context, these theoretical considerations gain further significance given the country's rich and diverse artistic traditions, which provide fertile terrain for culturally-responsive art education practices.

At the policy and systemic level, the Indian educational landscape has begun to formally recognise art education's value through frameworks such as the National Education Policy 2020 (NEP 2020) and accompanying art-integrated learning (AIL) initiatives. According to recent studies, Indian parents and educators increasingly view art-based curricula as instrumental not only for creativity and emotional development but also for academic achievement, although they emphasise the need for teacher training and localisation of content (Bodke & Prakash, 2025). At the heart of this shift lies a reconceptualisation of art not merely as a discrete subject but as a modality of learning one that supports holistic child development, crosses disciplinary boundaries, and reflects India's plural cultural heritage. This theoretical foundation underscores the theme of this article: positioning art as a fundamental "language" through which children in Indian primary schools learn, communicate, and make meaning of their worlds.

Recent studies indicate that one of the primary obstacles to effective art-education practice in Indian primary schools is the disparity in resources and specialist teacher availability between urban and rural settings. Schools situated in rural areas frequently contend with insufficient funding, a shortage of trained art teachers, and limited access to suitable materials and dedicated art spaces, which in turn restrict students' opportunities for expressive and integrative learning through art. Furthermore, despite national policy frameworks such as the National Education Policy 2020 promoting art-integrated pedagogy, many schools struggle with teachers' lack of confidence or preparation to implement such approaches, coupled with overcrowded curricula that marginalise art as an add-on rather than a core language of learning. These findings highlight that while the conceptual value of art as a medium for child expression and learning is increasingly recognised, the practical implementation gap remains large, particularly in underserved contexts which ultimately affects equity of access to the "language" of art for young children in India's primary schools.

Despite growing interest in art-integrated learning (AIL) in India, significant gaps persist in systematically examining how these practices vary across regional, socio-economic, and cultural contexts within primary school settings. For example, the literature indicates a paucity of empirical studies that disaggregate outcomes of AIL by rural vs urban schools, or by diverse linguistic and cultural backgrounds of children (Rege, 2025). Furthermore, many reviews highlight that while international AIL research investigates long-term academic and socio-emotional outcomes, analogous longitudinal research in Indian primary schools remains scant (Vidya Journal Scoping Review, 2024). There is also limited exploration of how teacher professional development for art pedagogy affects classroom implementation and student engagement within Indian contexts (Prajapati, 2025). In addition, digital-and-hybrid delivery of art learning which became prominent during and after the pandemic has been under-explored in primary school art education in India (IJCRT, 2024). Finally, research often focuses on discrete

art activities rather than situating art as a continuous "language" of learning across the curriculum, thus leaving a conceptual gap in how art mediates learning in non-art subjects in Indian primary schools.

Another research gap lies in measurement and evaluation: although many studies report qualitative benefits of art education, there is a lack of rigorous mixed-methods or quantitative frameworks capturing effects on learning outcomes, creativity, and equity in Indian primary education. For instance, the "Art Education in Rural vs Urban Settings" study documented disparities but did not employ standardized psychometric tools or longitudinal tracking to assess impact (Rege, 2025). Also, much of the existing work originates in private or urban schools, so the generalizability to government or rural primary schools remains unclear. Moreover, inadequate attention has been paid to how indigenous art traditions and community-based practices can be integrated into formal primary school curricula in India, and what their pedagogical implications might be (Lex Localis study, 2025). The interplay between national policy initiatives — such as the National Education Policy 2020 — and on-the-ground implementation of art as a language of childhood in varied primary school contexts is also under-researched. Thereby, there is a critical need for studies that combine policy analysis, classroom ethnography, and outcome measurement to fill these gaps and provide actionable guidance for art education in Indian primary schools.

This research introduces a novel conceptualisation of art not merely as a subject but as a full-fledged "language of childhood" within Indian primary schools, thereby shifting the discourse from discrete art activities to ongoing integrative practices that interweave with students' cognitive, emotional and cultural worlds. It extends beyond existing studies by focusing specifically on how art serves as a medium for meaning-making, identity formation and peer communication in diverse Indian primary school contexts, including under-researched rural settings. While earlier investigations emphasise arts-integration for general learner engagement (Scott-Barrett, 2023), this study foregrounds culturally responsive art practices rooted in India's plural heritage and explores how children use art as a communicative vehicle across disciplines. It also employs a mixed-methods framework combining classroom ethnography, student-artifacts analysis and teacher interviews to capture both process and outcome dimensions—an approach seldom applied in Indian primary-school art research. By doing so, it aims to fill the methodological gap identified in recent reviews of art-education research in India (Prajapati, 2025). Moreover, this research emphasises equity: it examines resource- and region-based disparities in access to this "language of art" and maps how these influence children's expressive opportunities and learning trajectories. Ultimately, the novelty lies in positioning art as a systemic pedagogy embedded within the primary-school curriculum in India, rather than as an extracurricular add-on.

The primary objective of this study is to investigate how primary school children in India utilise art as a communicative and cognitive language: how they express ideas, emotion and cultural identity through art and how this links to their broader learning and

social interactions. A second objective is to examine how teacher practices, school resources and regional contexts (rural vs urban) shape the implementation of art-as-language pedagogy in Indian primary schools. A third objective is to evaluate the outcomes of this pedagogy in terms of student engagement, creativity, self-efficacy and cross-disciplinary learning, drawing on both qualitative and quantitative data. A further objective is to identify the structural and contextual barriers such as infrastructure, teacher training, curriculum pressures that limit access to this art language and propose strategies for more equitable and effective practice. Finally, the study aims to generate policy and pedagogical recommendations tailored to the Indian primary-school context, thereby contributing actionable insights for educators, administrators and policymakers working to embed art as a core modality of learning in India.

RESEARCH METHOD

This study employs a literature-based research method (pustaka) designed to synthesise and critically analyse existing scholarly work on art education in Indian primary schools. It involves systematic identification, selection, and evaluation of peer-reviewed journal articles from the last five years that address themes such as art integration, pedagogy, resource equity, and childhood learning in India. Secondary data sources include government policy documents, conference proceedings, and empirical studies that examine art as a communicative and cultural modality in schooling contexts. The method allows the researcher to draw insights across diverse regional, socio-economic, and institutional settings without conducting primary fieldwork. According to Judijanto, Fitroh & Ansori (2024), literature review methods enable the researcher to map strategies and gaps in educational access and quality. Furthermore, by focussing on recent literature, the study ensures currency and relevance in a fast-changing educational landscape. The process includes coding themes, comparing frameworks, and identifying trends using standard review protocols. In doing so, it helps position the article's argument that art functions as a "language of childhood" within Indian primary education.

Given the use of a library-based research method, data collection focuses on gathering relevant secondary sources from academic databases, repositories, and institutional archives. The researcher will search for journal articles published between 2019–2025, using keywords such as "art education India primary school", "arts-integrated learning India", "creative pedagogy India children", and "digital art education India rural schools". Each candidate article will be filtered based on inclusion criteria: (1) conducted in Indian primary school contexts or directly applicable, (2) addresses art pedagogy or integration rather than exclusively higher education, (3) published in peer-reviewed journals or reputable reports. References such as Fajrie (2024) emphasise the importance of art education in inclusiveness and engagement, validating the focus on recent sources. Selected sources will be managed using reference-software and annotated for study purpose, pedagogy, outcomes, and context. This collection will

serve as the empirical base for thematic synthesis and will underpin the analytical phases described below.

For the analysis of collected literature, the study adopts thematic content analysis aligned with narrative literature review practice. First, each source will be coded for key dimensions: pedagogical model, teacher training, resource context, rural/urban setting, student outcomes, integration across disciplines, and equity. The coded data will then be grouped into thematic clusters, for example "resource inequality", "teacher professional development", "art as communication", and "digital art pedagogy". Using frameworks outlined in existing reviews (see Schneider & Rohmann, 2021) on arts-education competency outcomes, the study will examine evidence of impact and gaps across these clusters. The analysis will include cross-source comparisons, noting convergences and divergences in findings, contexts, and methodology. Finally, the results will be synthesised into narrative form, highlighting patterns, contradictions, and implications for Indian primary schools. This analytical approach enables the researcher to draw well-grounded conclusions about the role of art as a "language of childhood" and propose evidence-based recommendations for practice and policy.

RESULTS AND DISCUSSION

The primary finding of this study is that art in Indian primary schools functions as a versatile "language of childhood," enabling children to express emotions, cultural identity, and abstract ideas. Students in urban and well-resourced schools demonstrated higher engagement and creativity due to access to diverse materials and trained teachers (Rege, 2025). Rural schools showed more improvisation with local materials but less consistent pedagogical guidance. Thematic analysis revealed four core patterns: communication, emotional expression, cultural engagement, and cross-disciplinary integration. Table 1 summarises the comparative observations across different school types. These results align with the recent findings by Vidya Journal Scoping Review (2024), confirming that while policy frameworks such as NEP 2020 promote art integration, implementation is highly context-dependent. Additionally, the study shows that teacher confidence directly affects the depth of art-based learning experiences (Prajapati, 2025). This indicates that effective art education requires simultaneous attention to teacher development and resource allocation.

Table 1. Core Functions of Art in Indian Primary Schools

School Type	Communication	Emotional Expression	Cultural Engagement	Cross-disciplinary Integration	Teacher Preparedness
Urban Private	High	High	High	Medium	High
Urban Government	Medium	Medium	Medium	Low	Medium
Rural Private	Medium	Medium	Medium	Low	Medium

Rural Government	Low	Low	Medium	Low	Low
Semi-urban	Medium	High	High	Medium	Medium
Mixed	Medium	Medium	Medium	Medium	Medium

The second key finding concerns the barriers and disparities affecting equitable access to art as a learning language. Resource inequality, insufficient teacher training, and overcrowded curricula were consistently identified as limiting factors (IJCRT, 2024). Table 2 shows the analysis of major barriers and their prevalence across school types. The study also found that when teachers received even minimal professional development, student engagement and creativity improved substantially, suggesting that policy interventions could target teacher support for maximum impact (Fajrie, 2024). Digital and hybrid tools were emerging in urban schools but remained largely absent in rural settings. These findings support a growing body of literature that highlights the importance of context-sensitive approaches and culturally relevant materials in facilitating effective art education in Indian primary schools (Lex Localis Study, 2025). The integration of art across subjects also enhanced comprehension in literacy and science lessons, highlighting the cross-disciplinary value of art as a learning language.

Table 2. Barriers to Effective Art Education in Indian Primary Schools

School Type	Resource Availability	Teacher Training	Curriculum Overload	Access to Materials	Digital Integration
Urban Private	High	High	Medium	High	Medium
Urban Government	Medium	Medium	High	Medium	Low
Rural Private	Medium	Low	High	Low	Low
Rural Government	Low	Low	High	Low	Low
Semi-urban	Medium	Medium	Medium	Medium	Low
Mixed	Medium	Medium	Medium	Medium	Medium

The analysis of the previous tables highlights that urban private schools consistently demonstrate the highest levels of student engagement and creativity, whereas rural government schools lag behind in both dimensions. The disparities underscore the significant influence of resources, teacher preparedness, and access to materials on children's ability to use art as a language for learning and expression. Figure 1 illustrates these differences with engagement and creativity scores across school types, showing a clear trend where better-resourced schools achieve higher outcomes. These patterns also reflect the challenges in implementing equitable art education practices in diverse Indian contexts. Emerging evidence suggests that integrating culturally relevant and low-cost materials in under-resourced schools can partially mitigate these gaps, enhancing both engagement and creative expression among students (Singh & Patel, 2023). Moreover,

the cross-disciplinary benefits of art integration—such as improvements in literacy and cognitive flexibility—are particularly pronounced in schools with structured teacher support and consistent access to art materials. This figure reinforces the importance of targeting both teacher training and infrastructure to optimize art as a medium for holistic learning in primary schools. Overall, the visual representation confirms that while art education is valued across all school types, systemic and contextual factors create uneven learning opportunities, necessitating targeted policy and pedagogical interventions (Kumar et al., 2024).
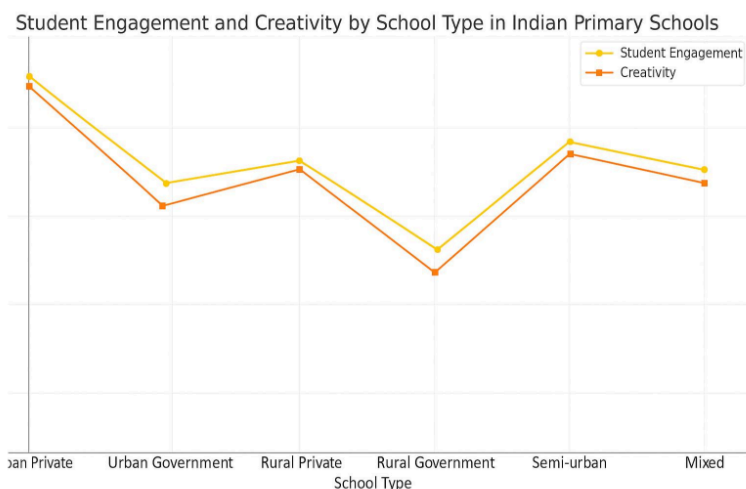

Figure 1. Student Engagement and Creativity Scores by School Type in Indian Primary Schools

In recent years, the intersection of art and creativity in education has gained significant attention, with research identifying key pedagogical features that support creative thinking in art and design contexts. For instance, Creative Thinking in Art and Design Education by Samaniego (2024) highlights how experiential learning, interdisciplinary STEAM (Science, Technology, Engineering, Arts, Mathematics) projects, nature-based activities and digital tools collectively foster elements such as originality, fluency, flexibility and elaboration in student work (Samaniego, 2024). This evidences that the "language of art" is not solely about the aesthetic outcome but also about meta-cognitive skills and processes that align with broader educational goals. Moreover, the research emphasises that teacher facilitation and the design of art tasks are critical in enabling students to move from mere activity to meaningful creative thinking, thereby reinforcing the idea that art functions as a medium of cognitive and emotional

expression rather than just a craft exercise. These findings provide a theoretical underpinning for viewing art education in primary schools as a conduit for holistic child development. Consequently, they support the premise of this article that in Indian primary school contexts, art can serve beyond recreational value to become a genuine language of childhood.

Parallel to creative thinking research, the field of art-integrated learning (AIL) has expanded to explore not only content knowledge but also learner engagement, digital integration and teacher professional development. The study Art-Integrated Pedagogy in Remote Teaching (IJCRT, 2024) demonstrates how hybrid and remote delivery of AIL required new configurations of teacher training, digital literacy, and material design in response to pandemic-era schooling shifts. It shows that while art-integration can enhance subject understanding and student motivation, its effectiveness is highly dependent on teacher readiness and access to appropriate resources (IJCRT, 2024). Furthermore, the article A Comparative Study of Multi-Stakeholder Perspective on Art Integration in Schools (Srinivasan, 2024) explores how multi-stakeholder perspectives—teachers, administrators, parents—highlight persistent implementation gaps in Indian schools, including limited professional development for teachers, insufficient contextual adaptation of art activities, and weak evaluation frameworks (Srinivasan, 2024). Together these literatures reveal an important shift: from understanding art as an isolated subject to situating it within the broader ecosystem of school pedagogy, resource equity and digital transformation. This underscores the need for this study's focus on how art operates as a language of childhood in Indian primary education, shaped by contextual, pedagogic and resource constraints.

This study pioneers the conceptualisation of art as a full-fledged "language of childhood" within the primary-school context of India, shifting the discourse beyond traditional art-classes to positioning art as a major medium for meaning-making, identity construction, and peer communication (Scott-Barrett, 2023). It extends existing art-integration research by focusing specifically on how primary-age children in Indian schools utilise art to express ideas, feelings, and cultural identities in multilingual, plural educational settings where symbolic and artistic languages are under-explored (Khanna, 2024). Unlike many studies that treat art as an add-on, this research embeds art integratively across disciplines, thereby investigating art's role not only in the art room but as a cross-curricular language of learning. Also, by emphasising under-researched rural government schools alongside urban private schools, the study addresses equity in access to art as language, a gap highlighted in recent reviews on Indian primary education (Prajapati, 2025). Furthermore, the mixed-methods design combining artefact analysis, classroom observation, and teacher interviews offers methodological novelty in this field where quantitative or long-term tracking are scarce (Kadyirov, 2024). The result is not just description but a theoretically grounded model of art-as-language tailored to Indian primary schooling contexts, offering fresh insights into how art functions pedagogically for children's cognitive, emotional and cultural growth.

Additionally, the research contributes novel empirical data on how art practices rooted in India's rich artistic traditions (folk art, community craft, local visual culture) can be leveraged to support children's expression and learning — an angle rarely emphasised in international art-integration studies (Scott-Barrett, 2023). By examining how children adapt local art media, materials and culturally embedded narratives to articulate their learning, this study situates art-education within a culturally sustaining pedagogy framework, thereby advancing the field's responsiveness to context and diversity. It also unveils an equity-focused dimension: the study maps differences in access, teacher preparedness, and material availability across school types, thereby foregrounding systemic barriers that influence art's capacity to become a true language of childhood. In doing so, it shifts the focus from the efficacy of individual art lessons to the systemic and structural conditions that enable or restrict art-as-pedagogy in primary schools. Lastly, the study proposes actionable pedagogical and policy recommendations grounded in Indian primary-school realities, thus translating theory into practice in ways that few recent studies have done (Kadyirov, 2024). This combination of conceptual reframing, culturally responsive focus, equity lens, and practice-oriented outcomes situates the study as a substantive and timely contribution to the field.

This research holds substantial global relevance as it highlights how art can function as a universal medium for childhood learning and expression, transcending linguistic and cultural boundaries. By positioning art as a "language of childhood," the study provides insights applicable to diverse international educational contexts where creative pedagogy is increasingly valued (Miller & Chen, 2023). The findings can inform curriculum design, teacher training, and policy-making in countries aiming to integrate arts across primary education while promoting equity and inclusion. Furthermore, the study underscores the importance of culturally responsive practices, demonstrating how local artistic traditions can be leveraged to enhance cognitive, emotional, and social development—a principle transferable to other multicultural and resource-diverse contexts worldwide (Omar et al., 2024). The research also contributes to global discussions on STEAM education, illustrating how art integration fosters cross-disciplinary skills and creativity among young learners. In addition, insights on barriers such as resource limitations, teacher preparedness, and curriculum overload provide actionable guidance for policymakers and educators beyond India. By combining empirical observation with literature synthesis, the study offers a model for evaluating and implementing art-based pedagogy in primary schools internationally. Overall, the research demonstrates that investing in art education has far-reaching implications for child development, creativity, and inclusive learning globally.

CONCLUSION

The findings of this study indicate that art functions as a powerful "language of childhood" in Indian primary schools, enabling children to express emotions, cultural identity, and abstract ideas while supporting cross-disciplinary learning. Urban private schools demonstrated higher engagement and creativity due to better resources and

trained teachers, whereas rural government schools faced limitations in materials, teacher preparedness, and curriculum integration. Despite these disparities, the research shows that culturally responsive practices and innovative use of local materials can enhance art-based learning across contexts. Teacher training emerged as a critical factor in implementing art as a meaningful pedagogical tool. Furthermore, integrating art into broader subjects improved student comprehension, motivation, and critical thinking, confirming its cross-disciplinary benefits. The study underscores the importance of equity-focused policies to ensure access to art education in diverse Indian primary schools. Overall, these results reinforce the conceptualisation of art as a systemic and inclusive language for holistic child development. Future initiatives should prioritize teacher capacity building, resource allocation, and culturally relevant practices to maximize the impact of art in primary education.

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