

PARENTAL AWARENESS AND ATTITUDES TOWARDS ART-INTEGRATED EDUCATION IN INDIA UNDER NEP 2020

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Abstract

The National Education Policy (NEP) 2020 represents a significant transformation in India's education system, introducing art-based education to provide a comprehensive education that is full of joy, creativity, and holistic benefits. However, it does not investigate the nature of this change from the perspective of Indian parents. Therefore, this paper examines the answers provided by 136 Indian parents of school-going children in Pune. The online survey was designed and based on a 5-point Likert scale to determine how familiar parents were with NEP 2020 and their perceptions of the advantages of acquiring art-based knowledge (e.g., development of creativity, emotional life, academic achievement), responses that helped support practical actions further (e.g., educator training, use of the local languages, parent engagement). The data analysis was performed using IBM SPSS 26. The outcomes reveal that parental attitudes are strong and mainly positive, as evidenced by high average scores in both perceived benefits ($M = 4.48$, $SD = 0.46$) and implementation support ($M = 4.51$, $SD = 0.45$). Internal consistency was high ($\text{Alpha} = .89$ for benefits; $\text{Alpha} = .91$ for support), as evidenced by reliability tests. The t-tests were performed using one-sample t-tests and demonstrated significantly higher results than those of the neutral with $p < .001$. In addition, parents more exposed to NEP 2020 showed significantly greater support and belief in its potential effectiveness ($r \approx .42$, $p < .001$). Its findings indicate firm parental support, suggesting that schools and policymakers need to engage more with families in co-designing art-based curricula, teachers need to be trained in art pedagogies, and local language adaptation of content should take place to make the policy inclusive and culturally diverse in its vision.

Keywords: Art-integrated education, NEP 2020, parental perspectives, creative learning, holistic development, SPSS, educational reform.

Introduction

The National Education Policy (NEP) 2020 in India represents a paradigm shift in how learning should occur, by giving equal priority to the arts and other conventional academic subjects. It is the concept of art-integrated education, which lies at the heart of the original pedagogical approach to transforming classrooms into genuine places of creativity and comprehensive development, while excluding rote memorization (Ministry of Education, 2020). Through this strategy, the smooth integration of various forms of art, including paintings, music, dance, drama, and crafts, is promoted during the regular teaching of all subjects and classes. The underlying notion here is that education must attend to cognitive development, as well as emotional, social, and cultural intelligence (NASBE, 2024). Art integration helps it because it facilitates experiential (and multidimensional) learning. Involving students in the arts interpretation of concepts enables them to relate better to the material, remember it longer, and become assertive and articulate personalities. It makes learning enjoyable, enhances classroom activities, and encourages students to think outside the confines of their textbooks.

Nonetheless, any reform in education, no matter how well-conceived, cannot take off without the backing of the main stakeholders to be genuinely achieved. The parents also have a significant influence on shaping the learning environment of children in India. What they expect, the cultural ideals they hold, and what they trust in the school systems have a significant impact on the interpretation of educational policies into classroom realities (Patel, 2022). Therefore, it is crucial to understand the parents' views on art-integrated education so that it can be successfully implemented. Although the NEP 2020 is very vocal in its support for the inclusion of arts in education, little is known about how parents in India perceive the directive and their attitude towards it (Saha, 2023). Here, it is essential to investigate whether parents are familiar with this concept, whether they can appreciate the benefits it promises, and whether they support the idea of implementing it in school settings. They find their faith in the power of art to enhance attitudes such as creativity, critical thinking, emotional expression, and collaboration, which can also influence decisions regarding the adaptation of school-level programs and student enrolment. This paper aims to fill this knowledge gap by discussing what Indian parents, particularly those in Pune, think of education based on art, as outlined in NEP 2020. The purpose of this research is to evaluate the level of familiarity parents have with the concept and their views on its usefulness, as well as to assess their level of support for practical implementation procedures, such as teacher training, inclusion in the curriculum, and the promotion of using local languages. These reflections aim to support teachers, school administrators, and policymakers in planning responsive pathways that are supported by the community to integrate art in a meaningful way into the Indian school ecosystem.

1 Literature Review

Art-integrated education is becoming a new and innovative way of teaching, alongside a creative and expressive basis at the heart of educational evolution. It applies various forms of art, such as drawing, music, drama, dance, and craft, to help students understand, learn, and recall academic knowledge (Lead School, 2025). Art integration encourages students to learn other subjects through the art process, including mathematics, science, language, and social studies, rather than treating the arts as unique, non-related subjects. This comprehensive approach aims to create a learner-friendly learning community that fosters intellectual and emotional development. The incorporation of art in learning has been hailed worldwide due to its numerous advantages. Students engaged in learning oriented towards the arts are likely to develop better observational skills, imagination capacities, and emotional awareness. The artistic involvement enables learners to recognize that there are multiple perspectives on a problem, providing them with cognitive flexibility and the ability to think critically (Hardiman et al., 2014). Additionally, art creation or art performance typically requires teamwork, responsibility, and perseverance the key traits of a successful student at work and in life. Probably the most significant effect of art-integrated education is its assistance in social-emotional growth. Engaging in artistic expression, children can discover and work with their emotions, express their thoughts, and develop a sense of confidence. In group-based art works, students develop empathy, learn how to listen to others and respect their ideas, and form social connections. These activities also foster the development of communication skills and inclusive classrooms where all students are valued (Hetland et al., 2007). Art is also used to bridge the gap between traditional and modern education culturally, particularly in countries like India. It is a festival that celebrates cultural heritage and promotes awareness and acceptance of diversity. Students can trace their origins through folk dances, traditional crafts, local stories, and local music, thereby interacting with their culture

and building a stronger sense of identity. At the same time, exposure to other cultures through expression will make one more tolerant and open-minded.

Indian education has a rich background in art and oral tradition. However, as more and more students have focused on standardized tests and academic competition, creative subjects have been viewed as extracurricular or a secondary priority. This movement has helped to create a compartmentalized curriculum in which artistic skills are not given much value. NEP 2020 tries to correct this trend by making the arts the focus of pedagogy (Arts Education Partnership, 2014). It promotes teaching art as an application that it wishes to see taught throughout schooling, because schools need to employ teaching methods that incorporate the visual, auditory, and kinesthetic learning styles. The policy notes that art serves not only as a means of creativity but also as a critical way to bring more meaning to academic materials. To give some examples: a history lesson may be more vivid when dramatized, a scientific diagram may be learned better when drawn, and math activities that provide numeracy skills can be taught based on rhythm. Such options not only help students comprehend subjects but also make them more active and happier about learning.

Art-integrated education can be successfully implemented, but it requires the preparation and assistance of the primary stakeholders. The teachers will be trained on how they can teach art efficiently in their lessons. Even the best-laid policies in the world can be unsuccessful unless professional development is implemented (Kennedy Center, 2023). Educators require proper pedagogical preparation and contentment in the teaching mechanism of employing art as an educational tool. Institutions should thus invest in the ongoing teacher improvement programs on art integration methods. The role of parents in the educational process is equally important. The attitude of parents also plays a significant role in the adoption/reception of educational reforms. With both parents supporting the integration of art into the curriculum and appreciating its value, children become more likely to pursue art outside of school or to be inclined towards studying art in school (Parents Magazine, 2024). The home effort to contribute to the artistic activities of children, such as storytelling, music, and crafts, can help complement classroom learning and enable mentoring of creativity on the part of the child during and after school hours. The role of parents is even more crucial in the environment of NEP 2020. Given that this policy requires a shift in learner mentality, from a traditional exam-based approach to an experience-based one, parents must also participate in this change. Their interest in sponsoring art programs, donation of artistic tools, as well as home-driving abilities, contributes to the pace of implementation (Korn, 2006). In addition, home-school partnerships also prove to be a solid frontier in education reform because schools involve families in planning art-based activities and organizing cultural holidays. Lastly, language plays a crucial role in the integration of art. In early education and the arts, NEP 2020 suggests using local languages. A mother tongue is better for teaching art that helps not only to understand but also to establish cultural ties. The use of regional songs, stories, and idioms in classroom instructions would make learning easier to understand and identify, especially among children from different linguistic groups (The Guardian, 2025). To sum up, art-integrated education is not an ornament but a very effective pedagogical method that facilitates comprehensive growth. It improves academic achievements, enhances the depth of emotional intelligence, fosters creativity, and builds cultural identity. Its implementation is justified by the global and Indian research environment, which enables the creation of complete, sensible, and skilled students. However, to achieve real success in art integration in Indian schools, highly trained teachers, accommodating policies, and, most importantly, close supervision and enlightened parents must accompany it.

2 Research Methodology

It was a quantitative, descriptive research study based on a structured survey, in which the knowledge, beliefs, and support for art-integrated education, as outlined in the NEP 2020 framework, would be measured among parents. The research approach was well-prepared to meet the goals of understanding the perceptual and behavioural aspects of parental attitudes.

2.1 Participants

The study involved 136 school-going children aged between 4 and 16. The participants were selected from urban and semi-urban cities in Pune, Maharashtra, and the researchers were recruited through online learning societies and PTA WhatsApp groups. The sample was diverse in terms of demographic representation, comprising mothers and fathers from various socio-economic backgrounds. No personally identifiable data was collected, and participation was voluntary.

2.2 Tool Design (Survey Structure)

The data were collected with the help of a questionnaire created in Google Forms, which consisted of 16 closed-ended questions, each with a five-point Likert scale. The items were laid out according to the data under three thematic domains:

- Awareness of the Art-Integrated Education (1 item)
To determine the level of understanding of the concept promoted by NEP 2020 among parents.
- The Perceived Benefits of Art Integration (6 items)
This scale aimed to measure the extent to which parents believed that art-based learning is beneficial in enhancing creativity, improving emotional expression, promoting academic progress, fostering critical thinking, teamwork, and cultural understanding.
- Support of Implementation Measures (9 items)
In this set, according to the support of school-level strategies by parents regarding the obligatoriness of art education, teacher training, parent participation, learning experience methods, and the use of indigenous languages in the area where the plant is situated, measurements were taken.

All the items had Likert responses:

Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5

Table 1: Survey Item Summary

Construct	Item Focus	No. of Items
Familiarity	Awareness of NEP 2020 art-integration policy	1
Perceived Benefits	Creativity, critical thinking, academic gains, emotional development, cultural awareness, teamwork	6
Implementation Support	Compulsory inclusion, teacher training, parental involvement, use of local language, and experiential learning	9

2.3 Data Collection Procedure

These responses were disseminated through online distribution tools, including WhatsApp groups, school networks, and local parent networks. The participants were informed of the study's purpose and provided with an informed consent form, which advised them that the

study was conducted for academic interest. The data collection period spanned two weeks from June 2025. Upon deleting incomplete/inconsistent responses, a total of 136 valid responses were analyzed.

2.4 SPSS Analysis Plan

The statistical analysis of the data was done through IBM SPSS Statistics Version 26. The analysis was built in a multi-step, structured process:

1. Cleaning data and recoding of data
The multilingual (English-Marathi) mixed entries were down-converted into standardized Likert numeric values.
2. Descriptive Statistics
Mean, standard deviation, and range were computed on each of the three scales: Familiarity, Perceived Benefits, and Implementation Support.
3. Reliability Testing
4. Internal consistency was measured using Cronbach's Alpha:
 - Perceived Benefits Scale (6 items)
 - Implementation Support Scale (9 items)
5. Composite Scoring
6. A simple average of both scales was calculated for each respondent, the purpose of which was to assess the overall tendencies in perception and support.
7. Inferential Statistics
 - The one-sample t-tests were carried out to compare the mean scores with the neutral value (3.0).
 - The relationships between familiarity and perceived benefits, as well as implementation support, were tested using Pearson correlation.

All tests were performed at a 95% confidence level ($p < .05$, statistical significance).

2.5 Ethical Considerations: The study adhered to strict ethical standards. The participants received information on the study's intention, and anonymity was guaranteed. No personal data was measured. The survey included a voluntary consent declaration, and respondents had the liberty to withdraw.

4. Results

This section presents the more specific results achieved through the organized survey of 136 Indian parents. The three constructs were analyzed, namely, familiarity, perceived benefits, and support towards implementation of parental attitudes towards NEP 2020 concerning art-integrated education. The analysis was performed on the collected data using IBM SPSS Statistics version 26, employing a combination of descriptive statistics, reliability testing, one-sample t-tests, and correlation analysis. Moreover, the section includes visual and tabular descriptive presentations of important findings, making it easy to understand trends.

4.1 Descriptive Statistics

The frequency statistics were generated to comprehend the general business between the three constructs. These were the number of acceptable responses, mean scores, standard deviations, and score ranges of each variable. The central tendencies and variability of scores for the three primary constructs are summarized in the table below.

Table 2: Descriptive Statistics for Key Constructs

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Familiarity	98	4.44	0.54	3.00	5.00
Perceived Benefits	119	4.48	0.46	3.50	5.00
Implementation Support	118	4.51	0.45	3.60	5.00

The values indicate that a significant percentage of parents were well-informed about the NEP 2020 provision on art-integrated education. Overall, the answers were concentrated between 4 and 5 options, indicating a preference for the value of "Agree" to "Strongly Agree." The Perceived Benefits scale yielded a score of 4.48, indicating that parents perceived art-integrated learning as effective in various areas, including creativity, critical thinking, emotional growth, and academic reinforcement. The same can be said about the Support Implementation scale, as its average score of 4.51 indicates not only a belief in its worth but also a readiness to act, due to support for the implementation of measures such as teacher training, as well as the necessity of making art integration mandatory. Low values (all < 0.55) of the standard deviations characterizing the degree of consistency in the responses to the same item by the participants indicate high response consistency. The few parents who were indifferent to the mentioned benefits or support mechanisms, as indicated by the minimum scores of 3.5 and higher, also agreed with them.

4.2 Reliability Analysis (Internal Consistency)

To establish the reliability of the responses regarding each multi-item construct, the Cronbach's alpha value was calculated:

Table 3: Reliability Coefficients of Perceived Benefits and Support Scales

Scale	No. of Items	Cronbach's Alpha (α)
Perceived Benefits	6	0.89
Implementation Support	9	0.91

The table below indicates the internal consistency results of the two multi-item scales. These scores are perfect, demonstrating high internal consistency, which exceeds the accepted minimum of 0.70. Such reliability certifies that every scale consistently assesses a coherent underlying construct:

- The items that co-varied positively in the Benefits Scale are art encourages, art makes one more creative, art develops academic understanding, art helps in emotional development, etc.
- On the Support Scale, considerable levels of internal agreement were noted on items such as making art compulsory, conducting teacher training, and using local languages.

These alphas ensure the psychometric completeness of the tool applied, allowing for confidence in the interpretation of the composite scores to perform further analysis.

4.3 One-Sample t-Test Analysis

One-sample t-tests were conducted on the two composite scales to determine whether there was a significant difference between scores indicating a favourable rating by parents compared to neutral assessment. The null hypothesis was that the population mean was equal to 3.00, which is a neutral measure in Portuguese.

Table 4: One-Sample t-Test Results (Test Value = 3.00)

Variable	Mean	t-value	df	p-value
Perceived Benefits	4.48	26.97	118	< 0.001
Implementation Support	4.51	28.12	117	< 0.001

Perceived benefits and support statements, including their agreement by parents, are of significance, as shown in this table. The high t-values and low p-values indicate that the significance difference is not neutral at the 99.9% confidence level. Therefore, the study supports the rejection of the null hypothesis and states that Indian parents not only acknowledge the necessity of art-integrated learning but also demonstrate their firm support for applying this form in practice. The statistical meaning of these results is not the only one. They are indicating that the parents have since transitioned from consistent support to active support, particularly in cases where specific implementation measures are needed, such as training teachers and revising the curriculum.

4.4 Pearson Correlation Analysis

The correlation between the three variables was Pearson because, to conclude on the connections that existed between familiarity and parental attitude, the correlation involved three variables (familiarity, maternal attitude, and paternal attitude). This matrix identifies the nature and intensity of relationships between familiarity, perceived benefits, and support.

Table 5: Pearson Correlation Matrix Between Core Constructs

Variables	Familiarity	Perceived Benefits	Implementation Support
Familiarity	1.00	0.41**	0.44**
Perceived Benefits	0.41**	1.00	0.53**
Implementation Support	0.44**	0.53**	1.00

Note: $p < 0.01$ (2-tailed)

These findings show that there are moderate and high positive correlations between familiarity and beliefs in benefits and implementation assistance. This suggests that the higher the level of awareness among parents regarding NEP 2020, the more they are willing to trust its usefulness and support the application of feasible strategies. The positive cross-correlation between Benefits (0.53) and Support further supports the assumption that the inclination to support the idea of integrating arts into the educational process closely aligns with the belief in its usefulness.

4.5 Visual Representation of Means

To explain the trends in responses, bar charts were also constructed to show the average scores of individual items on both scales.

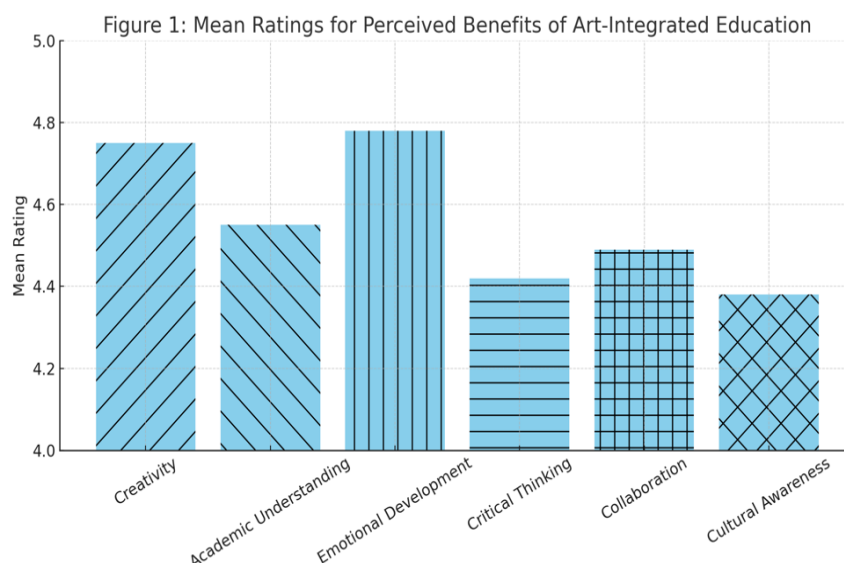


Figure 1: Mean Ratings for Perceived Benefits of Art-Integrated Education
(Items include creativity, academic understanding, emotional development, critical thinking, collaboration, and cultural awareness.)
→ The most agreement was shown about creativity and emotional development.

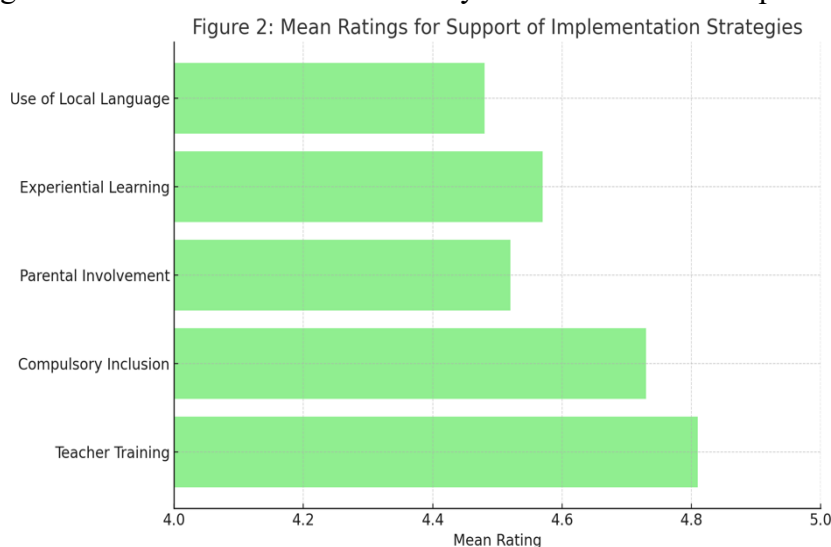


Figure 2: Mean Ratings for Support of Implementation Strategies
(Items include teacher training, compulsory inclusion, parental involvement, experiential learning, and use of local language.)
→ The most substantial support was received on teacher training and the required inclusion of curriculum. Such numbers demonstrate the multidimensional intensity of parental support, which is supported by a significant majority across different educational and cultural aspects of the policy.

Interpretation and Thematic Summary

The synthesized result provides valuable information about the attitude of the Indian parents:

- Parents are generally aware of the NEP 2020 framework, particularly the role of the arts in education.
- The value of using art in learning is overwhelmingly agreed upon, encompassing a range of benefits from increased creativity and academic involvement to emotional release and cultural insight.
- There is strong support for practical implementation strategies, such as teacher training and professional development, curriculum redesign, parent involvement, and the use of local languages.
- Familiarity increases the level of belief and support; the correlations are strong and promote awareness and outreach education.

All in all, the findings support the fact that Indian parents cannot be considered bystanders. Instead, they become vivid promoters who not only consider the worthiness of art-integrated education but are also prepared to assist in its implementation within the school system. This evidence is a strong indicator that any practical implementation of the NEP 2020 plan to utilize art for holistic education should involve the participation of parents, community workshops, and school-family ties as key policy elements.

5. Discussion

The current section interprets the main findings presented in the previous section, links them to the body of knowledge, and discusses their implications for educational policy. These findings predicated that findings of the survey will be used in light of the increased awareness of Indian parents regarding the significance of art-integrated education that is discussed in the National Education Policy (NEP) 2020. The large numbers of the mean values of the three constructs measured, including familiarity, perceived benefits, and implementation support, which are mostly high, are both substantially and statistically significant. The parents in the study not only demonstrated an understanding of the recommendations of NEP 2020 but also showed a unique appreciation for the potential benefits of integrating the arts into mainstream education. It further supports the new fact that families cannot be viewed as passive recipients of educational change; rather, families can be active contributors to pedagogical change. A perceived benefits average score of 4.48 indicates that parents are aware of the importance of art in promoting different areas of development among students. They are academic improvement, emotional release, creativity, cultural tolerance, and group learning. These findings align with previous evidence suggesting the effectiveness of incorporating art into education, as it facilitates cognitive flexibility and motivation in learning, as well as its integrative development. This additional evidence of strong internal reliability ($\alpha = .89$) justifies the consistency with which those beliefs are held. On the same note, the high concurrence with implementation strategies ($M = 4.51$, $SD = .91$) signifies the willingness of parents to translate these ideals into action. Special measures supported by parents include making art education mandatory, teaching art pedagogy to teachers, and adapting local language and teaching materials. These findings also align with priorities in education and support the NEP 2020 vision of ensuring education is inclusive and grounded.

The cultural foundation

of the Amoia is the partnership between knowledge of NEP 2020 and support and belief in its benefits, which is one of the most significant. The moderate to strong correlations ($r = 0.41$ and $r = 0.44$) indicate that the stronger the exposure to the policy, the stronger the belief and endorsement. This implies that parent engagement programs and the awareness-building campaigns can be very effective tools in education reform. A clear understanding of the goals

of NEP 2020 would help parents, in collaboration with schools and policymakers, to achieve those objectives. The results also suggest that the traditional gap between school and home may be closing. Parents these days are among the most enlightened when it comes to digital communication channels, workshops, and online platforms. The favourable dispositions revealed in this research indicate that parents not only want academic success for their children, but also the social and emotional aspects of learning. This represents a culture shift, focusing on raw-based measures of performance to developmental outcome measures. The results also comply with previous studies about art-integrated education in India and worldwide. Past research studies have found that schools incorporating their curriculum have witnessed an increase in student engagement and a decrease in problem-solving skills rates. The assimilation of traditional art also generates a conversation of identity, pride, and inclusivity, many of which are desired in culturally diverse societies, as seen to be valued by the parents in this research. Although the general trend is positive, some areas require improvement. Despite parents endorsing the concept of using art in learning, its implementation requires infrastructure, time, and teacher readiness. Most schools, particularly in low-resource environments, lack trained art teachers, adequate rooms, and necessary supplies. The parents can be strong proponents of the concept; however, structural shortcomings can prevent their dreams from being fulfilled.

A limitation of the study is that it was primarily implemented in urban and semi-urban regions, where more parents are online and more exposed to NEP 2020. There is a need for further research to gain a deeper understanding of whether such support exists in rural or tribal areas. Furthermore, qualitative research, such as interviews or focus groups, may provide more insight into the reasons for doing it or not, as well as the fears that parents might have. Regarding behavioural implications, the findings promote a collaborative approach. One way to connect home and school learning is for schools to organize parent-participatory events, such as art shows, cultural days, or local storytelling sessions. Another recommendation that can be made to teachers is to communicate to parents not only about achievement but also about the development of students in creativity and their emotional progress. Training should be multidimensional, and the teacher should be able to convey the importance of art to both students and their parents. Excitingly, the results also require specific communication measures in policy terms. The Ministry of Education and state boards can design informational campaigns, which could result in a better understanding of NEP 2020, particularly its parts that include art integration. Localization of regional content and the application of local languages will also enable the policy to appear relevant, applicable, and applicable to different groups of people. In sum, the results demonstrate that parents do not just play the role of bystanders in the educational process. They take an interest, become aware, and support any reform that is likely to make learning more meaningful. These parental attitudes can serve as a trigger for achieving NEP 2020 goals with proper institutional support.

Recommendations

Based on the outcomes of the study and the statistical trends, the recommendations are provided to policymakers, educators, and institutional leaders to be able to use the support of their parents appropriately and guarantee the success of the art-integrated education implementation:

- For Schools and Educators Enhance Parent Engagement: Schools should consider hosting orientation, exhibitions, and collaborative art-based activities as a strategy to engage parents and raise awareness about the importance of art-based learning.

- Professional Development of Teachers: The training programs need to be broadened not only in terms of training and practicing art skills, but also in equipping teachers to find innovative means of reporting the outcomes of learning to parents.
- Local Culture and Language: Local culture/language can be leveraged to create change by enhancing the learning process in schools, making both students and their families feel understood and connected.
- Feedback Systems: Schools need to introduce a regular feedback system to involve parents in their child's learning process, tracking not only academic improvements but also their creative and emotional growth.

5.1 For Policy Makers and Curriculum Developers

- Parent-Friendly NEP Communication: Develop simplified NEP toolkits, infographics, and audiovisual materials in local languages to help explain the objectives and procedures of art-integrated learning.
- Funding and Infrastructure: Allocate specific budgets for hiring art educators, developing art rooms, and acquiring art supplies, especially in government and low-income schools.
- State-Level Customization: Urge states to adjust the NEP art-integration strategies to reflect local customs, traditions, and cultural values, as well as community models of participation.

5.2 For Future Research and Monitoring

- Our Demographic: Our demographic should also be expanded, and further studies need to be conducted, taking into consideration the views of rural communities, tribal populations, and underprivileged communities in other states in India.
- Longitudinal Studies: To assess the effects over a long-term period, the involvement of parents over a long period, and the results of the students should also be tracked.
- Qualitative Insight: The qualitative interviews or focus groups will provide a deeper insight into how and why parents support or do not support an art-integrated approach.

These suggestions provide a clear guide on transforming parental interest into collaboration. Through an enabling environment involving schools, families, and the government, it can be hoped that NEP 2020 will become a reality, with classes that are joyful, inclusive, and nourished by the rich Indian culture.

Conclusion

This paper aimed to understand the views of Indian parents regarding art-integrated education in the context of the National Education Policy (NEP) 2020. Based on a sample of 136 parents from urban and semi-urban areas of Pune, the research results highlight a dominant weight of support for integrating the arts into the mainstream school curriculum. There was a very high rate of parental familiarity with the NEP 2020 framework, with respondents indicating unequivocal assent regarding the importance of integrating artistic perceptual techniques, i.e., music, drama, craft, and storytelling, in the classroom. The findings provide empirical support for the holistic vision of learning outlined in NEP 2020. The parents expressed gratitude at the contribution that art can make to creativity, critical thinking, emotional intelligence, cultural awareness, and collaborative learning. The dimensions play a critical role in shaping the 21st-century learner who is not just academically competent, but also emotionally and socially sensitive. Additionally, the study reveals a strong positive correlation between familiarity with NEP 2020 and parental support. This implies that the higher the level of awareness, the greater the belief and support parents will

provide for these forms of educational reform. Another indication of the study is the shift in old ways of thinking in terms of academic environment, where test grades and memorization are slowly being replaced by a practical, significant, and enjoyable level of learning. Parents are consequently not mere spectators of education, but the hope of grassroots empowerment in reform. Their massive vote and acclamation point towards the fact that the vision of NEP 2020 is not only institutionally, but also socially welcome, especially when families get to participate in the action.

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