









EXPLORING THE INFLUENCE OF A TRIBAL ART WORKSHOP ON THE CREATIVE GROWTH OF DESIGN STUDENTS: A CASE STUDY AT AMITY SCHOOL OF FASHION DESIGN & TECHNOLOGY, AMITY UNIVERSITY GWALIOR, MADHYA PRADESH, INDIA, IN ALIGNMENT WITH NEP2020

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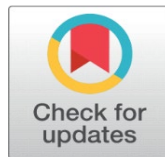
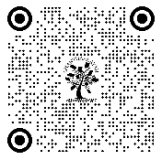
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ABSTRACT

In the ever-evolving landscape of modern higher education, the fusion of academic exploration with market dynamics emphasizes the inherent value of foundational craft principles. This synergy is particularly evident in specialized fields such as artisanal crafts, where individuals engage in a unique learning environment to enhance their proficiency and skills. Craft workshops, universally recognized as a critical priority, go beyond traditional teaching methods, serving as essential platforms for participants to not only grasp theoretical concepts but also apply them in practical, industry-relevant settings. The transformative impact of such craft workshops is significant, effectively bridging the gap between academic knowledge and real-world craft scenarios. This research article explores the transformative influence of a one-day Tribal Art & Sketching Workshop held at Amity School of Fashion Design & Technology (ASFDT), Amity University Madhya Pradesh (AUMP), on December 12, 2023. Led by the renowned artist Mr. Aalok Sharma, a national painting and sculpture artist and former fine art educator at Scindia Kanya Vidhyalaya, Gwalior, the workshop aimed to familiarize design students with the rich cultural heritage of Madhya Pradesh folk art, with a specific focus on Gond Art. Through a thorough analysis of the workshop's structure, participant engagement, and outcomes, this study aims to uncover the profound impact of the Indian art experience on the creative development of design students. The research methodology employs a combination of qualitative and quantitative approaches, aligning with the principles of the National Education Policy (NEP) 2020. This includes the use of a 5-point Likert scale for data collection to meticulously analyze the objectives, outcomes, and feedback from design students actively participating in the workshop. The results highlight a significant gap in traditional fashion design education that dynamic learning experiences like these seamlessly fill. By equipping students with practical skills and insights, the findings underscore the symbiotic relationship between workshops and holistic learning, aligning with NEP 2020's emphasis on experiential and multidisciplinary education. The resounding endorsement from students further supports the crucial role of workshops in enhancing their educational journey and aligns with NEP 2020's vision for learner-centric education. In essence, this study contributes to narrowing the theoretical-practical divide that often impedes comprehensive education. It emphasizes the transformative potential of workshops, redefining their status from peripheral add-ons to integral components of the educational framework. By showcasing the case of Amity School of Fashion Design and Technology in Amity University Gwalior, Madhya Pradesh, the study provides a model for educational institutions worldwide to incorporate innovation, relevance, and efficacy into their curriculum through the strategic integration of workshops in the craft sector, aligning with the progressive vision outlined in NEP 2020. (National Education Policy 2020).

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Keywords: Gond Art, Craft Workshop, Amity University, Likert Scale, Hands-On Learning

1. INTRODUCTION

The National Education Policy (NEP) of 2020 represents a groundbreaking framework designed to revolutionize India's education system, centered around three pivotal pillars: research, multidisciplinary education, and vocational training. These pillars aim to cultivate a knowledge-driven society, empowering individuals with diverse skills while fostering innovation, critical thinking, and holistic development. This visionary approach closely aligns with the fundamental principles of fashion design education, especially at the higher education level. Let's explore the intersection of NEP 2020 and the essence of fashion design education, envisioning a transformative alliance that could usher in a revolutionary shift in higher education in India.

- 1) **Research in Higher Education towards knowledge creation and Innovation in Fashion Design Education:** Research forms the cornerstone of fashion design education, urging aspiring designers to embark on a journey of exploration, delving into user needs, cultural nuances, market trends, and cutting-edge technologies. This research-driven approach empowers designers to create solutions that are not only aesthetically pleasing but also user-centric and practical. (Today, 2023)
- 2) **NEP-2020's Recognition of Research:** NEP-2020 recognizes the integral role of research in higher education and aspires to elevate India's research culture to global standards. The proposal to establish the National Research Foundation (NRF) is a significant step in this direction. However, concerns about potential influences on research directions warrant careful consideration. Digital Infrastructure and E-Education: NEP-2020's emphasis on digital infrastructure aligns with fashion design education's adoption of technology in research methodologies. Digital platforms enable global collaboration, access to vast design knowledge repositories, and advanced research tools for data analysis and visualization. (Matta, 2023)
- 3) **Multidisciplinary Education: Fostering Holistic Learning in Fashion Design Education:** Multidisciplinary collaboration is inherent in fashion design education, with designers frequently collaborating with experts from various fields to address complex problems.
- 4) **NEP-2020's Focus on Multidisciplinary Education:** NEP-2020's focus on promoting multidisciplinary education aligns seamlessly with fashion design education's commitment to nurturing a collaborative mindset.
- 5) **MERUs and Cross-disciplinary Collaborations:** The proposal to establish Multidisciplinary Education and Research Universities (MERUs) holds promise in creating hubs for cross-disciplinary collaborations, fostering synergies between design and various domains. (universities, 2021)
- 6) **Integration of Humanities and Arts:** NEP-2020's recognition of integrating humanities and arts with STEM resonates with fashion design education's approach. This integration enriches creativity, fostering a broader perspective to address global challenges.
- 7) **Incorporating Liberal Arts Education:** Integrating liberal arts education into fashion design curricula enhances the intellectual and emotional intelligence of designers, ensuring their work positively impacts society. (Nikolay Popov)

8) Vocational Training bridging Skills Gap for Employability in Fashion Design Education:

Vocational training is integral to fashion design education, equipping students with practical skills crucial for employability. The NEP-2020's emphasis on integrating vocational training aligns with fashion design education's approach, providing students with the knowledge and skills needed for the design industry. The integration of vocational training with fashion design education can cultivate a culture of entrepreneurship, aligning with NEP-2020's focus on promoting innovation and research. (Arora, 2023)

Fashion design education can empower students not only to work within established industries but also to become pioneers, creating design-led businesses contributing to India's economic and social progress. (IIFD, 2022) Artistic expression is a potent force in shaping the perspectives and nurturing the creative capacities of design students. The fusion of traditional art forms with contemporary design thinking not only provides a unique avenue for holistic learning but also aligns seamlessly with the aspirations outlined in the National Education Policy 2020. The Tribal Art & Sketching Workshop on Gond Art at Amity School of Fashion Design and Technology, Gwalior, serves as a compelling case study, offering insights into the multifaceted impact of cultural immersion on design education within the framework of the newly envisioned educational policies. (Mentor) The National Education Policy 2020, with its emphasis on holistic and multidisciplinary education, recognizes the pivotal role of the arts in fostering creativity, critical thinking, and cultural awareness. The workshop, designed to integrate traditional Gond Art with contemporary design principles, inherently aligns with the policy's vision of providing students with a well-rounded education that goes beyond conventional boundaries. At its core, artistic expression serves as a conduit for students to explore and articulate their ideas, emotions, and cultural interpretations—a key tenet of the National Education Policy's focus on nurturing creativity and critical thinking. The amalgamation of traditional Gond Art with contemporary design thinking becomes a reflection of the policy's objective to promote the integration of indigenous knowledge and cultural practices into educational curricula. (Monika Murzyn-Kupisz, 2021) The Tribal Art & Sketching Workshop becomes a transformative experience not only in the context of skill development but also as a vehicle for promoting cultural literacy and diversity, aligning with the National Education Policy's emphasis on a more inclusive and culturally sensitive educational framework. By engaging students in hands-on sketching and exploration of intricate Gond Art patterns, the workshop contributes to the policy's goal of fostering an appreciation for India's rich cultural heritage. (IIFD, Fashion Design Education: Theory Vs Practical Learning, 2023)

Furthermore, the collaborative and communicative aspects of the workshop resonate with the policy's vision for promoting experiential learning, interdisciplinary studies, and collaborative practices. As students engage with Gond Art, they not only gain technical proficiency but also actively participate in discussions, sharing insights and interpretations—a practice that dovetails with the policy's encouragement of interactive and participatory learning methodologies. The Tribal Art & Sketching Workshop on Gond Art at Amity School of Fashion Design and Technology, Gwalior, stands as a testament to the transformative potential of integrating traditional art forms with contemporary design thinking within the framework of the National Education Policy 2020. By embracing the principles outlined in the policy, the workshop offers a holistic and immersive learning experience that not only shapes the perspectives and creative abilities of design

students but also aligns with the broader vision of the nation's educational landscape. (inspiria-author, 2020)

2. OBJECTIVE

- 1) To Introduce design students to the rich cultural heritage of Madhya Pradesh folk art, particularly Gond Art, through immersive hands-on experiences. Cultivate cultural sensitivity and appreciation as students actively engage in Gond painting, patternmaking, and draping during the workshop.
- 2) To Encourage a culture of creativity and innovation by providing a platform for students to freely experiment with various Gond Art techniques and styles. Foster teamwork, collaboration, and problem-solving skills through engaging group activities, equipping students for the dynamic demands of the fashion industry.
- 3) Contribute significantly to the enhancement of students' design portfolios by showcasing their Gond Art creations. Emphasize competition and acknowledge outstanding creativity and skill through the evaluation of Gond Art pieces, aligning with the dynamic and industry-relevant aspects of the National Education Policy (NEP) 2020.
- 4) Seamlessly align the Gond Art Workshop objectives with the National Education Policy (NEP) 2020's focus on holistic development. Enhance not only artistic skills but also foster cultural understanding, creativity, and interpersonal skills among fashion design students.
- 5) Embrace NEP 2020's emphasis on experiential learning by providing hands-on experiences in Gond Art, fostering practical skills essential for the real-world application of knowledge. Align with NEP 2020's commitment to promoting inclusivity and cultural sensitivity in education through the cultural integration aspect of the workshop.

3. LIMITATIONS OF THE STUDY

- This research is confined to the specific workshop conducted within the Fashion Design Department of Amity University Madhya Pradesh, Gwalior.
- The study's scope is restricted to students enrolled in the first to fourth years of the Fashion Design Department.
- The duration of the workshops is limited to a single day.
- The workshop's focus is exclusively on Gond art.

4. METHODOLOGY

The research methodology employed a combination of qualitative and quantitative approaches. Surveys and observational analyses were conducted to gather data on participants' perceptions, skill development, and overall workshop experience. A sample size of 61 students who actively participated in the workshop was selected for in-depth exploration shown in

Table 1

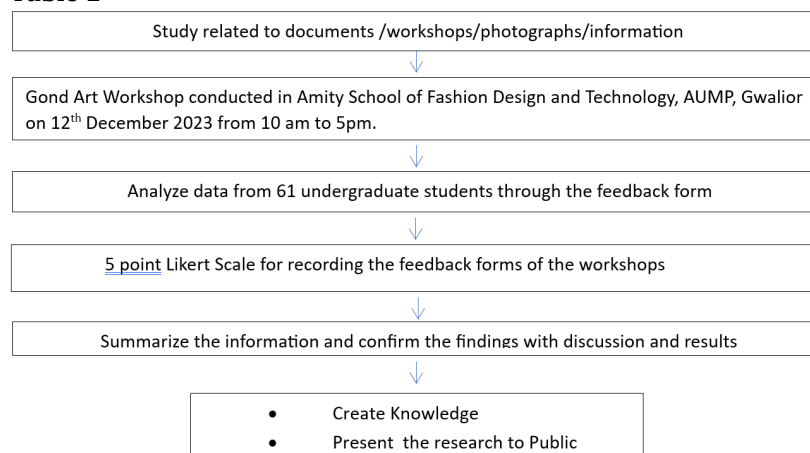


Table 1 Methodology Process

Source Developed by the author

4.1. WORKSHOP STRUCTURE AND CONTENT

The initiation of the workshop aligns with the principles of the National Education Policy (NEP) 2020 by fostering an inclusive and culturally rich learning environment. The introduction of Mr. Aalok Sharma as a guest lecturer reflects the NEP's emphasis on interdisciplinary exposure and collaboration, as per the session schedule in table:2, providing students with insights from an expert in the field of Gond Art, which goes beyond traditional academic boundaries. The overview of Gond Art serves as a bridge between traditional knowledge and indigenous cultural practices, addressing NEP 2020's focus on promoting a holistic and multi-disciplinary approach to education. By introducing students to a significant folk and tribal art form in Madhya Pradesh, the workshop contributes to preserving and promoting India's diverse cultural heritage, in line with NEP 2020's goals. The subsequent days of the workshop, involving live demonstrations, hands-on activities, and individual guidance from Mr. Sharma, reflect NEP 2020's emphasis on experiential and active learning. The participatory nature of the workshop encourages students to move beyond passive learning, aligning with NEP's vision of fostering critical thinking, creativity, and practical skills development. The encouragement for participants to experiment with vibrant colors and explore Gond painting techniques on canvases resonates with NEP 2020's call for promoting artistic and creative capacities among students. The workshop provides a platform for students to express themselves creatively, aligning with the policy's aim to nurture well-rounded individuals with a holistic skill set. In essence, the Gond Art Workshop at Amity School of Fashion Design & Technology, with its introduction, live demonstrations, and hands-on activities, not only embraces the cultural richness of India but also aligns with the transformative goals outlined in NEP 2020, emphasizing interdisciplinary learning, experiential education, and the development of diverse skill sets.

4.2. PARTICIPANT ENGAGEMENT

The participants in the workshop, representing students from fashion design department at Amity University, demonstrated a notable level of enthusiasm and engagement throughout the event. This active participation was particularly evident

due to the effective fusion of theoretical concepts with practical application, aligning with the principles advocated in the National Education Policy (NEP) 2020. The workshop successfully captured the attention of the participants by seamlessly integrating theory and hands-on practice. This approach corresponds to the NEP 2020's emphasis on experiential learning, wherein students are encouraged to actively engage with the subject matter, moving beyond rote memorization to foster a deeper understanding. Led by Mr. Aalok Sharma, the interactive sessions played a crucial role in creating a collaborative learning environment. This collaborative approach resonates with the NEP 2020's focus on promoting a multidisciplinary and holistic education system. The interactive nature of the sessions not only facilitated knowledge exchange but also encouraged students to share their unique insights and perspectives. In the context of NEP 2020, which envisions a learner-centric, skill-oriented, and collaborative educational framework, this workshop exemplified the principles of active engagement, experiential learning, and collaborative exploration. The high level of enthusiasm among the participants reflects the success of integrating these principles into the educational experience, aligning with the transformative goals set forth by the National Education Policy. (National Education Policy 2020)

Table 2

Introductory Session	
10:00 -10:30 Inaugural Session and Guest Introduction	10:30 - 11:30 Introduction about the gond art to the students by Mr. Aalok Sharma .
↓	
Training and Learning Session	
11:30 -1:00 pm Live Demonstration by Mr. Aalok Sharma .	2:00pm-4:00pm Hands-on Session: Creating Gond Art
↓	
Feedback and Presentation Session	
4:00pm-4:30pm Individual Work and Feedback from Mr. Aalok followed by Hi-Tea	Evaluation of Gond Art Pieces and Closing Remarks along with Prize and Certificate Distribution

Table 2 Workshop Session Schedule

Source Developed by the Author

5. RESULTS AND DISCUSSION

This study documents a series of design-focused workshops conducted in english for 61 undergraduate fashion students enrolled at Amity University (Gwalior, Madhya Pradesh) on 12 december 2023. The objective of the workshops was to encourage students to explore the creative influence of gond art in fashion design education. The workshop comprised of a 7-hour session with in-between breakups as shown in table:2, followed by in-person discussions between students and the workshop facilitator as shown in fig 3&4. To demonstrate their understanding, students were required to produce relevant outcomes for the workshop. The (N=61) students provided feedback through a Google Form on the same day as the workshops, which was recorded for analysis. All over six questions was asked in the feedback form with respect to the effectiveness of workshop, demonstrations and presentations and how much it inspired students through 5-point likert scale. In evaluating the impact of the Gond Art Workshop on design

students, a Likert scale was employed to gather valuable insights. Participants were asked to provide their feedback on various aspects of the workshop, using a meticulously designed 5-point scale. This scale, a psychometric tool, allows respondents to express their opinions quantitatively, offering a nuanced understanding of their perspectives. The Likert scale, a common instrument in academic research, enables participants to rate their views on the effectiveness of the workshop, the quality of demonstrations and presentations, and the level of inspiration derived from the experience. The scale's structure provides a balanced range of responses, facilitating a comprehensive analysis of participants' sentiments without imposing polarized choices.

Figure 1



Figure 1 Demonstration by the Workshop Felicitor and Coordinator

Figure 2



Figure 2 Demonstration by the Workshop Felicitor and Coordinator

Figure 3



Figure 3 One to One Guidance by Mr. Aalok Sharma

Figure 4



Figure 4 One to One Guidance by Mr. Aalok Sharma

Figure5



Figure 5 Closing Remarks and Prize and Certificate Distribution

Figure 6

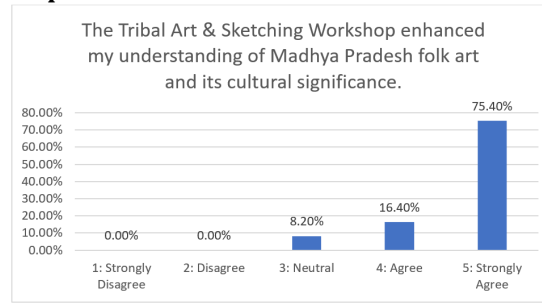


Figure 6 Closing Remarks and Prize and Certificate Distribution
Source Pictures Taken During the Workshop Session by The Author.

5.1. FEEDBACK ANALYSIS

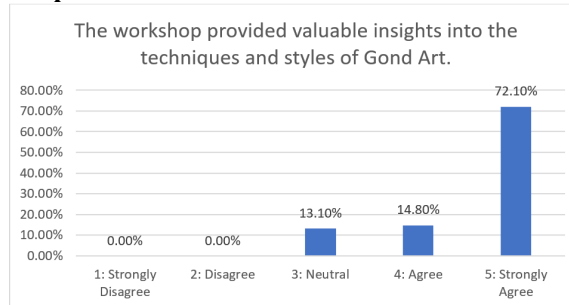
N = Number of Students

Graph 1



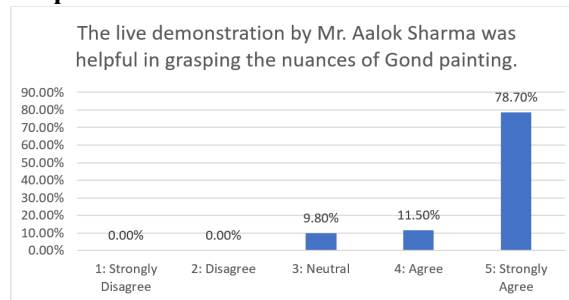
Graph 1 The Tribal Art & Sketching Workshop Enhanced my Understanding of Madhya Pradesh Folk Art and its Cultural Significance

Graph 2



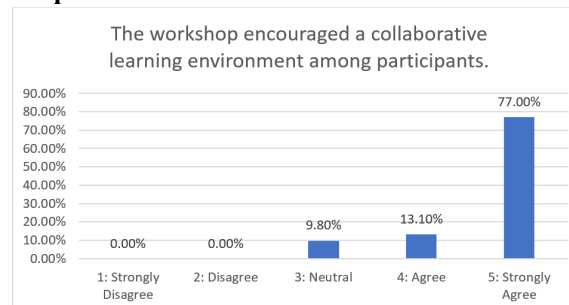
Graph 2 The Workshop Provided Valuable Insights into the Techniques and Styles of Gond Art.

Graph 3



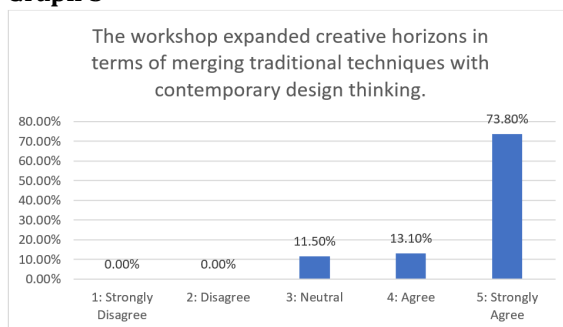
Graph 3 The live demonstration by Mr. Aalok Sharma was helpful in grasping the nuances of Gond painting.

Graph 4



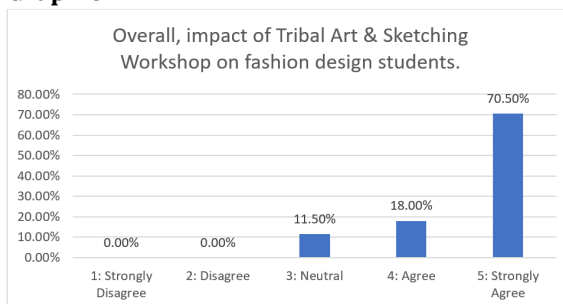
Graph 4 The Workshop Encouraged a Collaborative Learning Environment Among Participants.

Graph 5



Graph 5 The Workshop Expanded Creative Horizons in Terms of Merging Traditional Techniques with Contemporary Design Thinking.

Graph 6



Graph 6 Overall, Impact of Tribal Art & Sketching Workshop on Fashion Design Students.

Source All the Graphs Developed by the Authors

- In Graph 1, 75.40% students strongly agreed that workshop has enhanced their understanding of Madhya Pradesh Folk Art and its cultural significance, N=61
- In Graph 2, 72.10% students strongly agreed that the workshop provided valuable insights to techniques and styles to gond art, N=61
- In Graph 3, 78.70% students finds the demonstration by Mr. Aalok Sharma very helpful and effective, N=61
- In Graph 4, 77% students strongly agreed that this workshop encouraged them to built a collaborative learning environment among participants, N=61
- In Graph 5, 73.80% students strongly agreed towards the expansion of their creative horizons in terms of merging traditional techniques with contemporary design thinking, N=61
- In Graph 6, 70.50% students strongly finds the workshop effective and efficient, N=61

5.2. ARTISTIC OUTCOMES

The feedback graphs provide insightful outcomes regarding the impact of the Gond Art Workshop on the participating students:

- **Cultural Understanding:** A significant majority, 75.40%, strongly agreed that the workshop enhanced their understanding of Madhya Pradesh Folk Art and its cultural significance. This indicates a positive outcome, showcasing the effectiveness of the workshop in imparting cultural knowledge.
- **Insights into Gond Art Techniques:** Graph 2 demonstrates that 72.10% of students strongly agreed that the workshop provided valuable insights into techniques and styles of Gond Art. This outcome suggests that students gained practical knowledge, enriching their artistic skills.
- **Effectiveness of Demonstrations:** The majority, 78.70%, found Mr. Aalok Sharma's demonstrations very helpful and effective (Graph 3). This outcome indicates that the guest lecturer's expertise positively contributed to the students' learning experience.
- **Promoting Collaboration:** Graph 4 reveals that 77% of students strongly agreed that the workshop encouraged the development of a collaborative learning environment among participants. This suggests that the workshop fostered teamwork and mutual learning.
- **Creative Horizon Expansion:** A substantial 73.80% of students strongly agreed, as shown in Graph 5, that the workshop expanded their creative horizons by merging traditional techniques with contemporary design thinking. This outcome reflects the workshop's success in encouraging innovative approaches.
- **Overall Effectiveness:** Graph 6 demonstrates that 70.50% of students found the workshop effective and efficient. This general satisfaction suggests that the workshop achieved its objectives and met the expectations of a significant portion of the participants.

The artistic outcomes of the Gond Art Workshop at Amity School of Fashion Design & Technology vividly echo the principles set forth in the National Education Policy (NEP) 2020, fostering a comprehensive and inclusive educational environment. (Vanderschelden, 2024) As the workshop culminated, participants showcased a diverse array of Gond Art pieces, embodying a rich tapestry of artistic expressions—a testament to NEP's emphasis on promoting diversity in education. Notably, the workshop transcended mere technicalities, with students delving into the realm of storytelling through intricate depictions of horses, elephants, tigers, birds, gods, and everyday objects. This aligns seamlessly with NEP's broader goal of integrating arts and humanities into education to provide students with a holistic learning experience that nurtures creativity and expression. The individual growth of participants, evident in the emergence of unique artworks, resonates with NEP's focus on holistic learner development. (Ajaz Ahmed Wani, 2023) Moreover, the workshop's recognition of outstanding contributions by Bhumika Rawat, Akshat Nair, and Aayush Kumar Shrivastava showed in fig 5, underscores NEP's commitment to celebrating individual talents within a learner-centric system. Additionally, the appreciation and engagement with Madhya Pradesh folk art in the workshop contribute to NEP's objective of integrating traditional arts into the education system, fostering cultural preservation and appreciation. In essence, the Gond Art Workshop exemplifies the transformative potential of arts education, aligning with the visionary goals of NEP 2020. The evaluation criteria chart showed in table 3 provided a structured approach to assess and recognize the participants'

achievements in the Gond Art Workshop, promoting a fair and comprehensive evaluation process.

Table 3

Table 3 Evaluation Criteria for the best three winners		
S. No	Criteria along with Wieghtage	Description
1	Creativity (30%)	Emphasizes the originality and uniqueness of artistic expression, encouraging participants to bring their creative vision to Gond Art.
2	Techniques (25%)	Assesses the proficiency in using Gond painting techniques and adherence to traditional methods, reflecting the participants' skill in the craft.
3	Interpretation of Theme (20%)	Evaluates how well the artwork aligns with the theme of the workshop, Tribal Art & Sketching, encouraging participants to reflect the essence of the theme.
4	Composition (15%)	Considers the arrangement and balance of elements within the artwork, focusing on storytelling through art and visual aesthetics.
5	Presentation (10%)	Assesses the overall quality of the final artwork presentation, including neatness, clarity, and the artwork's visual appeal.
TOTAL WIEGHTAGE 100%		

Source Developed by the author

6. FUTURE IMPLICATIONS

The positive outcomes revealed in this case study highlight a compelling argument for the continued integration of cultural immersion experiences within the framework of design education. The success of the Gond Art Workshop in enhancing students' understanding of Madhya Pradesh Folk Art and its cultural significance, providing valuable insights into Gond Art techniques, and fostering collaboration underscores the potential impact of such initiatives. These positive results not only validate the effectiveness of this specific workshop but also emphasize the broader implications for design education. The future of design education could benefit significantly from a continued emphasis on cultural immersion experiences, as demonstrated by this workshop. By integrating more of these experiences into the curriculum and developing targeted workshops, educational institutions can play a pivotal role in cultivating a diverse cohort of design professionals who are not only technically skilled but also culturally aware. This approach aligns with the evolving landscape of design, emphasizing the importance of cultural sensitivity and global perspectives in creating meaningful and innovative designs.

7. CONCLUSION

In conclusion, the Tribal Art & Sketching Workshop at Amity School of Fashion Design & Technology, aligned with the principles of NEP 2020, showcased the transformative potential of cultural immersion experiences in design education. The integration of Gond Art not only enriched students' understanding of Madhya Pradesh Folk Art but also provided valuable insights into techniques, fostering collaboration and expanding creative horizons. The research methodology, employing a combination of qualitative and quantitative approaches, supported by Likert scale feedback, highlighted the success of the workshop in achieving its objectives. The positive outcomes, including enhanced cultural sensitivity, skill development, and collaborative learning, resonate with NEP 2020's vision for

holistic education. The artistic outcomes, as demonstrated by the diverse Gond Art pieces, underscored the workshop's contribution to learner-centric development and the celebration of individual talents. The structured evaluation criteria further promoted fairness and recognition of participants' achievements. Looking forward, the case study suggests future implications for design education, emphasizing the continued integration of cultural immersion experiences. This approach aligns with the evolving demands of the design industry, emphasizing cultural sensitivity and global perspectives. By incorporating more such workshops, educational institutions can foster a diverse cohort of culturally aware and technically skilled design professionals, contributing to the progressive vision outlined in NEP 2020.

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CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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