

# Exploring Multisensory Art Practices: A Curriculum Approach to Hearing Impairment Education as Guided by NEP 2020

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**Abstract:** *This study examines the integration of multisensory art practices within the educational curriculum for learners with hearing impairment, aligning with the principles and pedagogical reforms proposed in India's National Education Policy (NEP) 2020. Grounded in constructivist and multimodal learning theories (Fleming, 2006; Mayer, 2009), the abstract highlights how sensory-rich artistic approaches—particularly visual, tactile, and kinesthetic modalities—can enhance accessibility, inclusion, and meaningful learning outcomes for hearing-impaired students.*

*The inquiry situates multisensory art education as not only a creative endeavor but also a pedagogical tool that supports cognitive development, emotional expression, and social participation. NEP 2020 strongly emphasizes inclusive education, flexible curricula, experiential learning, and the integration of arts across subjects. Drawing on these tenets, the abstract outlines a curriculum model that incorporates hands-on activities, environmental interactions, material explorations, and visual literacy components to meet the diverse sensory needs of students with hearing impairment.*

*A key argument developed is that traditional auditory-dependent instructional methods often limit full participation for deaf and hard-of-hearing learners. Multisensory artistic strategies, however, compensate for auditory gaps by expanding alternative sensory pathways for comprehension and expression. The proposed curriculum approach foregrounds tactile sculpting, textured mapping, visual storytelling, pattern recognition, gesture-based creative performance, and technology-supported art tools as core components that align with universal design for learning (UDL) principles (CAST, 2018). These practices help cultivate spatial awareness, conceptual understanding, and communication skills through non-verbal, highly interactive means.*

*The abstract also identifies the significance of teacher training in inclusive art pedagogies. NEP 2020 underscores the need for professional development in special education competencies, and this curriculum framework responds by recommending workshops on visual-tactile communication methods, Indian Sign Language (ISL) integration in art instruction, and the creation of barrier-free art studios. Such teacher preparedness strengthens the implementation of multisensory activities and ensures fidelity to inclusive methodologies.*

*Moreover, the framework supports holistic education by embedding emotional, cultural, and aesthetic experiences into learning. Art practices allow students with hearing impairment to articulate identity, communicate narratives, and engage collaboratively with peers, thereby fostering socio-emotional growth. Through multisensory engagement, learners can participate in community-based art projects and experiential activities that reflect the NEP's focus on creativity, critical thinking, and interdisciplinary learning.*

*Ultimately, this curriculum approach imagines the role of art in special education by positioning multisensory practices as essential to equitable learning. It demonstrates how NEP 2020's inclusive vision can be operationalized in classroom settings through creative pedagogies that honor diverse sensory profiles. The abstract argues that adopting these practices advances educational accessibility,*



*promotes aesthetic literacy, and empowers hearing-impaired learners to flourish academically and personally..*

**Keywords:** Hearing Impairment, Multisensory, NEP2020, Classroom, Curriculum

