

((iii) Audio Visual Equipment

Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, blank audio video cassettes, video-audio tapes, slides, films, charts, pictures. ROT (Receive Only Terminal) and SIT (Satellite Interlinking Terminal) would be desirable.

(iv) Musical Instruments

Simple Musical Instruments such as Harmonium, Tabla, Flute, Mridangam, Veena, Manjira and other regional indigenous musical instruments.

(v) Books, Journals and Magazines

A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, and reference books, books on professional education, teachers' handbooks, and books on and for children (including comics, stories, picture books/albums, and poems). The institution should subscribe to at least three journals of which at least one should be on art education.

(vi) Games and Sports

Adequate games and sports equipment for common indoor and outdoor games should be available.

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any, of the concerned State Government. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust, Art Educationists, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX-12**Norms and Standards for diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)****Preamble**

The Diploma in Arts Education (Performing Arts) is a professional pre-service teacher education programme which aims to prepare teachers to teach Performing Arts up to class VIII.

Duration and Working Days**2.1 Duration**

The Performing Arts programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least 16 weeks shall be for school internship in elementary schools.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogues and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80 % for all course work and practicum, and 90 % for school internship.

3 Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of fifty students for each year, with two sections of twenty five students each. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

(a) Candidates with at least fifty percent marks in the higher secondary examination (+2) with music/dance/theatre as elective subject(s) at the senior secondary stage are eligible for admission.

Or

(b) Candidates who do not have performing art subjects at higher secondary examination but who have learnt music/dance/theatre from a professional institution and has acquired a certificate recognized as equivalent to higher secondary are eligible for admission.

(c) The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government /UT Administration.

3.4 Fee

The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provision of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institution) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee, etc. from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The two year curriculum has the following courses/ components;

- A. Theory
- B. Practicum
- C. School Internship Programme
- D. Workshops, visits, projects, displays and performances

A. Theory

a) Core Courses

In case of theory, some of the theory courses will be common to all Arts Education programmes (Visual and Performing Arts).

- (i) **Child Studies** shall include an in-depth study of theories of child and adolescent development; context and processes of socialization; social and emotional development; self and identity; cognition and learning; language acquisition and communication; constructs of childhood and child-rearing practices; to enhance critical and analytical thinking; learning processes involving performing arts and its related activities/experiences, physical health and inclusive education.
- (ii) **Contemporary Studies** shall engage students with concepts and approaches of different art forms specially the role of arts in society and the pluralistic nature of contemporary Indian society. These courses also include concepts of culture and its diversity across nation, constitutional values and provisions of culture and societal stratification; engagement with concerns of contemporary Indian art and artistic trends; pluralistic culture, equity, gender, poverty and diversity, questions of identity and self and its discovery through various art forms; examining their positions in society etc.
- (iii) **Educational Studies** shall integrate philosophical questions about the fundamental aims and values of education; relationship between education and society; an in-depth study of status, problems and concerns of school education in India; engagement with school culture and school as a learning organisation. There shall be integration of theoretical and practical components of the preparation of a teacher.

(iv) **Language Proficiency and Communication** shall include hands-on experience in using the language in different contexts, dialects, local languages, meta-linguistic awareness with a focus on listening, speaking, reading comprehension and writing for varying contexts. Art is another form of language or language is an art form. The language proficiency specially to critique and give content to different art forms plays a crucial role. The students must learn to appreciate the convergence between two forms of expression.

(v) **Appreciation of Arts**

Though the subjects of Visual and Performing arts will have its own theory and historical perspective embedded in their course, this component is essential everyone. This course shall make the students aware of different traditions and dimensions of Indian art forms from their origin to the present day.

Appreciation of different art traditions is possible only by giving adequate exposure to the student teachers through studying books, texts, articles, observing performances, visiting museums, monuments, artists, craftspersons, looking at the resources available online and offline.

B. Music (Vocal and Instrumental)

(i) **Theory**

Theory of Music includes the role of music in child development, music as a tool in child education, aims and objectives of teaching music in schools, music and its relationship with mathematics, culture, sociology, psychology, physics (sound and its propagation etc.), music and physiology and healing/ music therapy, voice culture and physiology of human throat and ear, nurturing and cultivating adolescent voice. Study of following texts over two years: Natyashastra, Sangeet Ratnakara, Swar Mela Kalanidhi, Chaturdandi Prakashika and Sangeet Parijaat Indian Aesthetics [Theory of 'Ras'] and introduction of Indian notation system and basic knowledge of four fold classification of musical instruments.

(ii) **Practicum**

Student teachers can opt either for vocal/ instrumental (melody) Hindustani or Vocal/instrumental (melody) Carnatic music and pursue it for pedagogical interventions in schools. They will be doing planning and development of lessons keeping in view an inclusive participatory classroom.

They should be able to tune one's own instrument and also able to tune and play Tanpura and Tabla [basic thekas], compose music for stage productions i.e. ability to compose and direct an ensemble and orchestra, experimentation in music, collection of regional and folk songs, devotional songs, patriotic songs etc. Critical appreciation and comparative study of ragas and talas having common features and learning of the following ragas: Yaman, Bhairav, Bihag, Vrindavani-Sarang, Jaunpuri, Alhiya Bilawal, Pilu, Kafi, Bharavi etc. should be a part of the practicum.

They should also be able to maintain and repair the musical instruments.

C. Drama /Theatre

(i) (Foundations of Drama/Theatre) This subject would include study of two broad areas in both theory and practice i.e.

(a) The History and overview of various disciplines in theatre so that they can contextualize their study in each of the areas.

(b) Study and understanding through practice the complexities and possibilities of various elements of theatre ie Acting, Design Direction and Theatre Techniques to be able to employ theatre within the educational framework with greater ease and confidence.

Student teachers shall study the history of World Drama and Indian Drama from the Classical to the modern times, alongwith the history of Design, Acting and Play Production. This must also include study of iconic play texts ie Natyashastra and Abhinaya darpan and productions to understand the unique nature of Drama as different from other modes of expression. The History teaching could be done through theatre techniques to introduce methods of teaching theory through the experiential mode which they can later use with children when they teach in schools.

The theory will also include the study of pedagogical importance and concept of each of the skills and techniques they learn.

Drama in Education could also be divided into two distinct segments. One that concentrates on performance for and by children could be termed **Theatre in Education** which focuses on the key approaches and practices in theatre for children. This aims at providing practical, hands on experience of diverse theatre practices used for engaging children along with a brief background of theoretical basis underlying each approach. The other is **Drama in Education** which is more class room based and aims to impart methods and conventions to use theatre as a pedagogic tool, and to evolve a comprehensive perspective of the learning process.

- (a) The Student teachers shall study History of the interface between Theatre and Education over the years. They will therefore be looking at the importance of this interface, approaches and Strategies on the use of drama in teaching learning process both in India and the West.
- (b) Role of Drama in personality development, confidence building, enhancing socializing skills and stoking intellectual curiosity, in addressing cultural diversity, in therapy etc.
- (c) History and Practice of participatory theatre in the world.
- (d) Theory of key drama conventions evolved by DIE practitioners, techniques, strategies.
- (e) Introduction to the conceptual framework/pedagogy of subjects in schools ie Languages, Social Studies, Mathematics, Science and arts and Crafts.

(ii) Practicum

They would be required to undergo practice training for each of the elements of theatre.

- (a) Within the Acting component they would learn Yoga, Movement, Martial arts, Clowning, Acrobatics, Voice Speech, Story Telling, Theatre Games, Improvisations, and Characterisation.
- (b) Within the Theatre techniques and Design they will have to learn to make properties, masks, puppets, Lighting, Make Up, Costume Design and Set Design and explore ways of using them.
- (c) To understand and consolidate different elements of theatre learnt, they should rehearse and perform a play, around issues of interest to children and learning child psychology as well as to act as children. The plays chosen or evolved could be on the pattern of the Gripps methodology. This can also be seen as a practical related to their study of Theatre in Education.
- (d) Learn the Process drama conventions that can be employed very effectively for teaching theatre or any other subject, conducting theatre workshops and creating participatory performances.
- (e) Create a participatory performance under the direction of an expert using all the drama conventions and perform in schools.

D. Dance

(i) Theory

What is dance? What are the types of Dances? Introduction to Classical, folk/ regional, and other dances. The variety that is seen in the Dances of India is to be identified. A brief introduction to the dancing deities like the Nataraja, Krishna and other familiar ones. The student teachers shall learn the Folk dances of their state. A brief introduction to Natyashastra and Abhinaya Darpanam is to be read. The student teachers shall study history of Classical Dances of India and the role of the kings and the temples in patronizing dance, basic knowledge of prevelant-notation system and Four fold classification of musical instruments.

Modern dance thinkers like Udayshankar, Rabindranath Tagore, Rukmini Devi Arundale, Balasaraswati, Madam Menoka, Ramgopal and other personalities' contribution to dance in India.

(ii) Practicum

Following this exploration of rhythm and its variation is an important part of the curriculum, where beating, clapping and spacing is highlighted. Semiotic Study related to Dance includes the hastamudra of Abhinaya Darpanam or any other text as followed by Classical dances along with facial expressions. These may be applied on children's stories, epics, jatakas and other well known stories. Within the dance component they would learn yoga, movement, acrobatics, improvisation and characterization. They would also learn stage management, lighting, makeup, costume design etc.

4.2 Programme Implementation

- (i) **School Internship:** Students during this two year course will have to undergo school experience programme of 16 weeks each year. This will include school observation its systems and activities, observation of children in classes through music, theatre and dance observing the children in other locations as well as observe the environment around them to create improvised performances in the first year and in the second year they will be attached to some schools as interns where they teach theatre for 20 days with adequate lesson plans using the various skills and methodologies learnt during the entire course. This will be guided, observed and assessed by experts. The student teachers will be asked to maintain a Self Reflective Journal (SRJ) to analyse their performance through the term and through the sessions in the Schools. They may also do summer workshops/ apprenticeship/ internship independently during the summer vacations culminating in a small performance prepared by/with children.

Note: There shall be integrative aspects in the **pedagogic courses** of all forms of Arts Education, where enduring issues of assessment including CCE, classroom management, and the role of ICT will be addressed. A course integrating aspects of curriculum across the areas shall be included comprising of review of principles and processes of curriculum formulation, pedagogic principles across the curriculum, classroom processes, especially in the context of stipulations of RTE 2009. The courses shall be designed to help student teachers understand the nature of basic disciplines, key concepts and construct, critical understanding of school curriculum, content of elementary school subjects, and how children learn in general and how they learn arts education areas in particular.

4.3 Assessment

Since the Arts Education subjects are more practical based, the ratio of weightage for theory and practical should be 40:60. Out of the total marks for the entire programme, 25% marks may be earmarked for the assessment of internship activities. An Assessment plans which is valid and reliable, time efficient and manageable should be prepared. Students should receive on-going feedback from teachers and peers and be encouraged to take responsibility for their own learning through discussion, self-reflection and peer assessment. Teachers might record students' achievement as part of this strategy but students should know if these results will be used as part of a formal assessment and reporting practice. Each of the outcome may not be assessed individually. It is important that teaching programs allow for and encourage students to address all the syllabus outcomes and that assessment strategies allow for each student to demonstrate their achievement.

While the theory component can be assessed through written projects/ seminars and written paper, the practice component should be assessed on a continuous basis by the teacher. The criteria would be understanding, implementing, creativity in implementation, initiative and performance output through the sessions including quality of participation in production and workshops.

In theatre production and performance will be a part of the main course and assessment will take place in production, thus more hours will be required for practice and preparation which should be provided to students.

5. Staff

5.1 Academic Faculty

For a basic unit of fifty students or less with combined strength of one hundred or less for the two year course:

1. Principal	- One
2. Lecturers (Arts)	- Four
3. Lecturer in Education	- One
4. Lecture in Literature	- One
5. Lecturer in Health & Physical Education	- One

(5.1) Qualifications

(a) Principal/Head

- (i) Academic and professional qualification will be as prescribed for the post of lecturer; and
- (ii) Five years experience of teaching in arts teacher education or elementary/secondary teacher education institution, or institutions of performing arts.

Lecturer **Seven**

(b) Lecture in Education **One**

M.Ed. /M.Ed(Elementary) with fifty five percent marks

OR

- (i) M.A. in Education with fifty five percent marks
- (ii) Diploma/Degree in art education/Elementary Education /secondary education with fifty percent marks

(c) Performing Arts **Four**

- (i) Vocal Music

- | | | |
|-------|-----------------------------|-----|
| (ii) | Instrumental Music | One |
| (iii) | Dance/ (melody instruments) | One |
| (iv) | Theatre Arts | One |

Essential

Master's degree in music/dance/theatre arts with fifty five percent marks with specialization in the concerned discipline as mentioned above.

Desirable

Degree/diploma in education and proficiency in the use of computer for educational purpose.

- (i) Working knowledge of Harmonium.
- (ii) Working knowledge of Table/Pakhawaj/mridangam
- (iii) B grade artist of AIR/Doordarshan.

Note:

The services of local artists and/or eminent artists may be availed from time to time as guest faculty.

(d) Lecturer in Literature One

- (i) Post graduate degree in English or Regional Language with minimum 55% marks
- (ii) Degree/Diploma in Education with 50% marks

(e) Health and Physical Education – Lecturer One**Essential**

Post-graduation in Physical Education (M.P.Ed.) with fifty five percent marks.

(f) Tabla Accompanist One

- (i) Bachelor in music (tabla) with fifty percent marks.

Or

- (ii) Bachelor degree with diploma in performing arts education with fifty percent marks.

Or

- (iii) Any other equivalent degree

Or

(A) gharandar artist with good performing ability

(B) high grade artist of AIR/ Doordarshan

- (g) Harmonium or any other melody instruments accompanist -One
Same as Table accompanist.

(h) Librarian One

Bachelor degree in Library and Information Science with fifty percent marks.

5.3 Administrative Staff**(i) Number**

- | | | |
|-----|---------------------------|-------|
| (a) | UDC/Office Superintendent | - one |
| (b) | Computer Operator | - one |

(ii) Qualifications

As prescribed by State Government/UT Administration concerned.

Note:

For additional intake of fifty students, the additional staff shall comprise five full time lecturers, one Library Assistant and one Office Assistant.

In a composite institution, the Principal, and academic, administrative and technical staff can be shared.

5.4 Terms and conditions of service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

(1) Infrastructure

- (a) The institutions shall possess 2500 sq. mts. (two thousand five hundred square meters) land for the initial intake of one unit out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one unit or part there it shall possess additional land of 500 sq mts (five hundred square meters), out of which 300 sq mts (three hundred square meters) shall be the built up area.
- (b) The institution must have the following infrastructure:
 - (i) One classroom for every 25 students
 - (ii) Multipurpose Hall with seating capacity of two hundred and a dias
 - (iii) Library-cum-Reading Room
 - (iv) Resource Centre for Arts Education with ET and ICT facilities.
 - (v) Performing arts resource centre with mirrors.
 - (vi) Instrumental music room with mirrors,
 - (vii) Vocal music room with mirrors,
 - (viii) Health and physical education resource centre,
 - (ix) Principal's Office
 - (x) Staff Room
 - (xi) Administrative Office
 - (xii) Store rooms for storing arts materials (Two)
 - (xiii) Girl's Common Room (xiv) Canteen (xv) Visitors Room
 - (xvi) Separate Toilet Facility for Boys and Girls
 - (xvii) Parking Space
 - (xviii) Open space for lawns, gardening activities, etc.
 - (xix) Store Room for administrative office
 - (xx) Multi purpose playfield
 - (xxi) Make up and dressing rooms (for boys and girls) with mirrors etc.
 - (xxii) Dance room with mirror

The institutional campus, building, furniture etc should be disabled friendly.

If more than one courses in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.

6.2 School Internship Facilities

The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching. Not more than 10 student teachers shall be attached with each school.

6.3 Equipments and Materials

- (i) The institution shall establish music rooms and Resource Centres as given in 6(1) wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. These should include:

Books on music/dance/theatre arts, journals and magazines.

Children's books.

Audio-visual equipment - TV, DVD Player, Slide Projector.

Audio-visual aids, video - audio tapes, slides, films.

Teaching aids - charts, pictures.

CDs on both performing and visual arts.

Developmental assessments check lists and measurement tools.

Computers with internet facility.

Photocopying machine

(ii) Musical Instruments and Related Material

- (a) (i) Basic musical instruments-harmonium, keyboard tabla, dholak/Naal, Tanpura, Hammer.
 (ii) Costumes, jewellery used in various dance forms and theatrical forms.
 (iii) Instruments used in hindustani and carnatak music, like sitar, Veena, Mridangam/Pakhawaj, electronic tanpura.
 (iv) Regional musical instruments.
 (v) Make up material.
 (vi) Costume ward.
 (vii) Showcase for storing musical instruments.
 (viii) Carpets, durries.
 (ix) Sound system.

- (b) The equipment and materials should be suitable and sufficient in quality and quantity for the variety of activities planned in the programme. These include the following:

Collection of CDs and DVDs, documentaries on the methods and procedures in different fields of arts, art education kits, models, play materials, books on art subjects, puppets, photographs, blowups, charts, flash cards handbooks, pictures, etc.

(iii) Audio Visual Equipment

Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, blank audio video cassettes, video-audio tapes, slides, films, charts, pictures. ROT (Receive Only Terminal) and SIT (Satellite Interlinking Terminal) would be desirable, microphones, headphones.

(iv) Books, Journals and Magazines

A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, and reference books, books on professional education, teachers' handbooks, and books on and for children (including comics, stories, picture books/albums, and poems). The institution should subscribe to- at least three journals of which at least one should be on art education.

(v) Games and Sports

Adequate games and sports equipment for common indoor and outdoor games should be available.

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the concerned State Government. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust, Performing Arts Experts, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX -13**Norms and Standards for 4-year integrated programme leading to B.Sc.B.Ed / BA.B.Ed Degree****1. Preamble**

1.1 The four-year integrated programme aims at integrating general studies comprising science (B.Sc.B.Ed.) and social sciences or humanities (B.A.B.Ed.), and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.

1.2 The programme shall be offered in composite institutions as defined in Regulations 2.1.

2. Duration and Working Days**2.1 Duration**

The B.Sc.B.Ed and B.A.B.Ed programmes shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

2.2 Working Days

- (a) In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.
- (b) A working day will be of a minimum of 5- 6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring – providing group or individual guidance.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 There shall be a basic unit of fifty (50) students. Initially two units may be permitted. The affiliating university may prescribe distribution of students for different subjects.

3.2 Eligibility

- (a) Candidates with at least 50% marks in the senior secondary/+2 or its equivalent are eligible for admission.
- (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.

3.3 Admission Procedure

- (a) Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/University / U.T. Administration.
- (b) At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

3.4 Fees

The institution shall charge only such fee as is prescribed by the affiliating body/State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time.