

## STANDING COMMITTEE ON EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS

### Reforms In The Education Of Performing And Fine Arts

#### THREE HUNDRED AND THIRTY FIFTH

#### INTRODUCTION

India has been a cradle of various art forms that have worked to preserve its rich culture, traditions, norms and ethos. This repertoire has been passed on to the next generation through various forms like Performing Arts, Fine Arts, Visual Arts and Folk Arts, which become a creative reflection of the society. The guru shishya tradition has remained central to the Indian teaching system for transmitting dance and several other art forms. The importance of these creative expressions is emphasised in terms of their impact on overall development through education.

The inclusion of the various art forms in the educational curriculum would make the learning environment more inclusive and holistic towards the needs of the children, fostering qualities like empathy, self- confidence, harmony, sense of self etc.

The various types of art forms are :

**Fine Art:** It is practised for its aesthetic value rather than its functional value and is appreciated for their innovative,intellectual content. Fine arts mainly consist of seven disciplines including music, dance, painting, sculpture, architecture, poetry and literature.

**Performing Art:** It involves presenting music (vocal, instrumental, percussion), dance and theatre skills, which includes classical, semi classical and traditional art form. In our Vishwa Vidyapeetham, such as the Takshashila, Nalanda, etc, performing arts have been taught as a discipline of education from ancient

times. Its performance covers opera, theatre, dance, and music, among other things. These are human expressions utilised in communication such as body language, hand gestures, costumes, etc.

**Visual Art:** For visual, sight becomes the medium of expression. The five purposes for visual art are: Ceremonial, Artistic Expression, Narrative, Functional and Persuasive.. It includes painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, architecture, etc.

**Traditional Art:** Traditional art becomes a part of the culture of a certain group of people, with skills and heritage passed down through generations. It includes literature (poetry, drama, story), the visual arts (painting, sculpture, etc.), graphic arts (painting, drawing, design etc), artificial arts (sculpture, clay modelling), the decorative arts (enamelwork, furniture design, mosaic, etc.), performing arts (theatre, dance), music (as composition), and architecture (often interior design).

**Indigenous Art:** It is created by the original people who are inhabitants of a land wherein different traditions, culture and region exist to preserve their identity and existence through their language, culture, folktales, arts, crafts etc. These provide a means for cultural expression and includes all art forms like paintings, metal crafts, pottery and terracotta, weaving, textile, dance, instruments and drama.

Inclusion of such various art forms in education is considered pivotal to engage children creatively and culturally. Besides, it works to build an informed and acknowledged audience and motivates their development in professional teaching of the art forms.

UNESCO's convention on Safeguarding of the Intangible Cultural Heritage, mentions performing arts as one of its domains and promotes measures including its identification, documentation, research, preservation, transmission, through formal and non-formal education. April 15 is designated every year as the World Art Day to celebrate and promote the diffusion of art.

The National Education Policy 2020 with its proposed amendments for inclusion of various art forms into the curriculum would provide a huge impetus to art as a way of creative expression. It pushes for a holistic, multidisciplinary framework to facilitate amongst the students knowledge of their own rich culture and a sense of belonging to the nation. It is in this context of the realisation of the importance of

art and the need for its inclusion, that this report works to build on the subject of, “Reforms in the Education of Performing and Fine Arts”.

## **INPUTS RECEIVED FROM STAKEHOLDER MINISTRIES/ DEPARTMENTS / BODIES**

### **I ) Ministry Of Culture**

The Ministry strives for the preservation and development of the country's cultural heritage and maintains a holistic knowledge system, which would be useful in pushing towards the cause of reforms. The various autonomous bodies under the Ministry also support a comprehensive education curriculum that would promote an appreciation, analysis and spread of cultural knowledge. It could be done through basic introduction of an art form and then subsequently moving to their finer aspects to build appreciation of the techniques and global practices about the same.

Following are the various autonomous bodies under the Ministry of Culture :

a) **Centre for Cultural Resources and Training (CCRT)** : CCRT has been working for the dissemination of art and culture through education and has conducted detailed research to identify methods for adapting the technical education set up to involve art forms. It recognises challenges to art education like, the shifting to online teaching due to covid which certainly slackened practical classes that are important for practising the art forms ; considering arts as still a secondary subject while attaching greater importance to sciences more and problem within the administrative level as including art education into the syllabus.

Further, according to CCRT the impact of Art education cannot be assessed through grades or marks, instead, **focus must be on considering the effect of art education on personality development and creative problem solving.**

b) **Lalit Kala Akademi, New Delhi:** The Akademi aims to develop and propagate Visual Arts and its allied art forms. Its regional centres work to upscale skills in fields of graphics, paintings etc. It creates a space for young budding artists, equipped with infrastructure necessary for enhancing visual art forms. The Akademi acts as a platform for exhibitions of different artists, institutions etc to showcase their

talent and also provides scholarships to 40 young and budding artists in the field of Visual Arts. The issues highlighted by the Akademi include lack of - quality research, manpower, infrastructure, preservation, art scholars etc. It suggests **uniformity of syllabus in higher education with bilingual publications for reform in Art education.**

**c) National Gallery of Modern Art (NGMA):** According to the NGMA, there are 3 ways of structuring art education, involving study of artistic works, direct contact with artistic works and engaging in art practices. NGMA suggests **upgradation of curriculum** through thorough research and provision of infrastructure including qualified teachers. Besides, learning in and through the arts' (Arts Education and Arts In-Education) would enhance active learning and study of local communities and cultures; artworks would foster knowledge and respect for diversity.

**d) Kalakshetra Foundation (KF), Sangeet Natak Akademi(SNA) and Indira Gandhi National Centre for the Arts (IGNCA):** Kalakshetra Foundation (KF) is recognized as an Institution of National Importance by an Act of Parliament. It has been awarding 4 year Diploma and Post Graduate Diploma in Bharatanatyam / Music / Visual Arts for 2 years for the Diploma holders. Through Sangeet Natak Akademi, the Ministry has created several schemes to ensure sustenance to art and culture throughout the country in actual and virtual modes. The IGNCA offers seven one-year Post Graduate Diploma courses and four short-term Certificate courses to attract people towards Indian art and nurture it.

**e) National School of Drama (NSD) :** The institution offers a three-year diploma course in Acting, Design & Direction. It conducts workshops over the year in theatre and allied fields and aims at social integration of children from various backgrounds.

### **Centralization of Cultural Centres**

The government has proposed to establish an **Indian Institute of Heritage and Conservation(IIH)** under the Ministry of Culture. This will integrate the Institute of Archaeology (Pt. Deendayal Upadhyaya Institute of Archaeology), School of Archival Studies under National Archives of India, New Delhi, the National Research Laboratory for Conservation of Cultural Property (NRLC), 10 Lucknow, National Museum Institute of History of Art, Conservation and Museology (NMICHM) and

Academic Wing of Indira Gandhi National Centre for the Arts (IGNCA), New Delhi. Upon UGC's approval, Pg diploma and other short term courses will be launched by these schools.

## **DEPARTMENT OF SCHOOL EDUCATION & LITERACY, MINISTRY OF EDUCATION**

The Department works in accordance with the NEP 2020, and its provisions include **basic art, craft, fames, languages, traditional values along with the hard sciences to make the curriculum more holistic.**

The Central Board of Secondary Education (CBSE) has initiated the following measures :

- Compulsory Arts Education as subject in IXth & Xth
- Guidelines for Art Integrated Learning
- Expression series to promote creative activities on various topics
- Trainings for instructors to integrate art mediums in studies

Along the same lines, NCERT has prepared position papers on art integration and Knowledge of India and is working to introduce student friendly tools in multiple languages and art forms to familiarise them with the same. Series of monographs on Indian art forms, architecture, crafts, films, etc. are to be prepared by NCERT along with events like Kala Utsav or Toy Fairs annually.

## **NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)**

NCERT has been working in the area of art education ever since the beginning and has been consistent in updating its resources for all classes with the recommendations of the various education policies. On the recommendation of the 1967 K.G. Sadayeen Committee, a separate unit named Department of Education in Art & Aesthetics, was established in 2005 within NCERT, to promote arts in schools. NCERT practises 3 forms of art inclusion, namely, Arts as Curricular Area to learn its different forms; Art as pedagogy to learn its application in forms of music, dance, drama, etc. and also to sensitise students about various traditional art forms.

NCERT has developed various materials to facilitate art education including textbooks, teacher's handbook and training modules and packages. Training involves **capacity building programmes and workshops to spread the knowledge of various art forms and their applications**. Kala Utsav is a flagship programme of the Ministry to fulfil the same.

**Ek Bharat Shresth Bharat** : The concept of KVS Ek Bharat Shrestha Bharat is an extensive platform for the students to display their creativity, originality, artistic skills, etc. It gives students an opportunity to know about the culture, traditions, art and heritage of other States of India.

### **NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)**

NIOS works to promote Indian Culture and Heritage and has introduced subjects in the domain both at secondary and senior secondary schools, including aspects of Language and literature, Religion, Arts, Science and Technology, etc. A new stream named **Bhartiya Gyan Parampara** at Open Basic Education has also been launched for reviving Indian Knowledge Traditions. In line with the provisions of NEP, 2020, NIOS has submitted initiatives like **Art Integrated Learning (AIL)** into curriculum and research on its effectiveness, instructor's capacity building, online sessions on Art Integrated learning for classes I–V through SWAYAMPRAKASH, preparing provisional handbooks, etc. The preparation of the National Curriculum Framework (NCF) is now being carried out in terms of NEP 2020, with focus on Art Education and Knowledge of India as main themes. An Integrated Teacher Training Programme called **NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement** has been launched for capacity building in teaching infrastructure.

### **DEPARTMENT OF HIGHER EDUCATION, MINISTRY OF EDUCATION :**

The Department's main concern is to cover art education in Universities and Colleges. According to the data of All India Survey on Higher Education (AISHE), there are eight(8) specialised Fine Arts universities, 125 public and private universities and 117 exclusive colleges and 313 colleges offering programs in Fine Arts and Performing Arts across the country.

**University Grant Commission(UGC)** : The Institution works for diversification, relevance and adapting academic programmes to both regional and national needs, including Art education. It aims at creating professionals with full mastery of their field. Its initiatives include -

**UGC NET examination** : NET examination is conducted in the subject of Visual & Performing Arts, since its inception in 1989, along with academic curriculum reforms.

**e-PG Pathshala** : Under the National Mission on Education through Information and Communication Technology (NME-ICT), the initiative is being executed by UGC to develop high quality, well researched curriculum related interactive e-content.

**Learning Outcome based Curriculum Framework (LOCF)** : UGC has prioritised curriculum reforms to inculcate learning outcome-based approach to equip the students with knowledge, skill values. There are 4 year degree programmes in Fine Arts and Performing Arts.

**Massive Open Online Courses (MOOCs) for SWAYAM** : There are courses in various art fields including fine art education in 13 different languages.

**STRIDE** : The Scheme for Trans-Disciplinary Research for India's Developing Economy (STRIDE) is formulated to strengthen research culture in Higher Education institutions in the various art forms.

IN terms of NEP 2020 guidelines, UGC is finalising its Implementation plans aimed at supporting arts curriculum, ensuring equity, strengthening collaboration and funding for art education.

**National Council for Teacher Education (NCTE)** has notified the Norms and Standards of Diploma in Arts Education (Visual Arts) Programme leading to Diploma in Arts Education (Visual Arts) and Diploma in Arts Education (Performing Arts) Programme leading to Diploma in Arts Education (Performing arts) . The **Diploma in Arts Education (Visual Arts)** is a professional pre- service Teacher education programme which aims to prepare teachers to teach Visual Arts upto Class 8. The **Diploma in Arts Education (Performing Arts)** is a professional pre-service teacher education programme which aims to prepare teachers to teach Performing Arts upto Class 8. In respect of measures being taken to train and develop a requisite number of faculty in the field of Arts and crafts, UGC has been making proactive efforts to upgrade the knowledge and skills of teachers of Performing Arts and Visual Arts in higher education institutions. Orientation and refresher courses are organised periodically for in service faculty members

### **Film and Television Institute of India, Pune, Ministry of Information and Broadcasting (FTII) :**

With regard to disseminating cultural education through Performing Arts, FTII has informed that the **2-year Screen Acting Course** is offered, which falls under the category of Performing Arts. Under the **Centre for Open Learning (CFOL)**, which is the outreach arm of FTII, in the past 4 years, FTII has conducted 41 Online & Offline Short Courses on Acting, which includes 14 courses for Children and 4 further specialized courses on Comic Acting. As there is no placement cell at FTII, during the course of study, students are trained to become freelance professionals. Also, students are introduced to a casual network of alumni and industry professionals that enable them to find a suitable work environment in the industry

### **MINISTRY OF EDUCATION**

**Department of School Education and Literacy :** The Department is working on the guidelines of NEP 2020 and emphasising the importance of Indian culture, arts etc. It has formulated exclusive chapters on these specific topics.

**Department of Higher Education :** The representatives threw light upon the festivals in Universities/ Colleges and some key results of the All India Survey on Higher Education. Activities such as ‘Azadi ka Amrit Mahotsava’, ‘Ek Bharat Shreshtha Bharat’ etc. are also being focused to motivate school students. They appraised ncert for its AI tools promoting traditional languages.

**Indira Gandhi National Open University (IGNOU) :** The School of Performing and Visual Arts (SOVPA), IGNOU focuses on all round development, focusing on art education. It offers Certificates, diploma, UG, PG, PhD level courses in Fine arts and Visual Arts.

### **OBSERVATIONS**

1. Although art has found a place in the educational system its importance is not much focused upon. The need of the hour is to move beyond rote learning form of education and introduce creative and innovative ways of integrating art education in the curriculum.
2. The ethos of teaching discipline thriving on Guru-Shishya parampara, in order to enable the field of Performing/Fine Arts to find broad based calling and growth, through the established



university education system, this type of education needs to incorporate learner centric approaches with better qualified staff and infrastructure.

3. With the Pandemic's experience it's clear that the need to develop online tools to expand the learning base. Virtual walkthroughs, quizzes, graphics with information about integrated art forms will serve the expanding online audience.
4. There is a lack of interested audience involved in experiencing art forms and their representations which often disheartens the performers and so there is a need to inculcate an art friendly environment. The demand for musical instruments has shown significant increase with new age instruments being promoted in the market space but at the same time. Traditional instruments and even folk artists don't find such an expansive audience because of the lack of commercialisation and instructors of the same.
5. The Committee notes that NEP, 2020 emphasises the 'Promotion of Indian Languages, Arts and Culture', and is probably the first policy document to clearly visualise the importance of interaction between education and art & craft. Educational institutions should formulate renewed policies based on the same.
6. Learning by Doing concept of education in Fine Arts that stresses on the studio practice as an essential component should be practised. Fine Arts studios need to be well equipped to serve each artists' individual needs.
7. Certain programmes and courses offered by institutions like FTII, Pune or National School of Drama welcome overwhelming responses across the country and so a need to formalise and increase awareness about them is necessary. Theatre workshops and film making courses like these contribute to enhance the emotional quotient and sensitise the artists towards socio-political issues.

## RECOMMENDATIONS

1. A massive **public campaign and advocacy to promote the Arts in the educational system** should be launched in line with the provisions of the National Education Policy 2020. This would help change the mindset of parents, school authorities and even policy-makers about the need for arts in schools.

2. A **robust policy framework and a sustained methodology** must be evolved to bring about a radical change in the colonial orientation in the understanding of Arts education and move beyond routine ways to more creative ideas
3. There is a need to devise a National/State Curriculum by bodies like NCERT, NCTE etc that integrates art education from school level only so that students acknowledge the various Indian forms and work towards its propagation. This should also cater to the diverse population India caters
4. The Ministry must address the issue of lack of qualified teaching staff and make requisite efforts to induct and **fill up the vacancies of art teachers** at the earliest, especially in the light of the thrust of the NEP 2020 on such education. The educational qualifications must be reviewed and suited to allow better trained teachers in the field of arts.
5. An **independent All India Council for Creative Arts Education** on the lines of AICTE to be created to regulate mechanisms for higher education as well as research in Performing, Fine and Visual Arts. Setting up such an Apex body for the promotion and maintenance of Arts education standards , through continuous monitoring and allocation of resources for research and training, and preparation of course material for Art education will be able to radically alter the current scenario of Art education in Colleges/Universities across the country.
6. AICTE needs to **address the issue of misclassification of clubbing creative areas of art education**, such as media and entertainment, under the ‘Technical Education’ or under the overarching umbrella of Bachelor of Arts and critically evaluate its classification methodology.
7. The possibility of **establishing a Central University** like Rashtriya Kala Vishwa Vidyalyaya (National University of Arts) formalised through an Act of Parliament, with regional Centres at prominent Art/ cultural locations will establish itself as a benchmark institution on art education.
8. Introduction of a **Creative Arts Quota** like the Sports Quota can be considered to recognise the budding talents and offer lucrative opportunities. The various informed teachers and students must be accessible to the interested individuals to make them aware of the options open to them.
9. A **Task Force for career opportunities** may be appointed jointly by the Ministry of Education and the Ministry of Culture to identify sectors and institutions where art education degree holders can find viable career prospects. New courses, like museum administration, artefact conservation, graphic or web design etc must be inculcated more in the curriculum.

10. **Education loans for Students/ Artistes of Performing/ Fine Arts** at very liberal rates of interest. Also, Schemes need to be formulated so that those who already have experience in the field may also be given loans like that given to start-ups, so that they get better options to explore.
11. **Bank loans for traditional craftsmen and artists** to enable them to make a viable profession for themselves and also to incorporate it into the commercialised market to teach and pass on their talent. Reconsideration or abolition of taxes on buying of Musical instruments, mostly handmade, and are generally bought by artisans, musicians and students will also help in easy access and showcasing of the skills.
12. There is a need to address the requirement of conferring the **status of Institute of National Importance (INI)** on premier higher education institutions set up / working in the field of furthering Performing, Fine and Visual Arts education and culture in the country, like FTTL, Pune or NSD, Delhi etc and meeting the defined tag as institutions “serving as a pivotal player in developing highly skilled personnel within the specified region of the country/state”.
13. The Ministry must make efforts to work out **partnerships with reputed Private/ Public Institutions/ Organisations** that are working in the field of various art forms and chart a **roadmap for promoting and preserving various facets of Art education**, its teaching and evolving a refined cultural spirit and respect towards it in the country.