

NO.EDN-KGR (Sc. Consultant) **Role Play/2024-25/**
O/o. The Dy. Director of Higher Education
Kangra at Dharamshala- 176215
Email –ddhekangra3@gmail.com, website – ddhekangra.edu.in



Dated Dharamshala-176215 the
To The Principals / Headmaster's (**Dharamshala Block only**)
GMS /GHS/ GSSS of Distt Kangra.

Sub – **Regarding National Role Play & Folk Dance Competition under National Population Education Project 2024-2025.**

Memo,

This is in reference to letter no. EDN/SLN/SCERT/NPEP/2024/2885-97 Dated 01.10.2024, received from Principal SCERT Solan HP, & online meeting held on Dated 30.09.2024 on the subject cited above.

In this regard the Distt. Level National Role Play & Folk Dance Competition will be organized at **GHS Sidhbari on Dated 05-10-2024. In which only GHS, GMS & GSSS of Dharamshala Block can participate in the above said Competition. Therefore all the GMS/GHS/GSSS schools falls under the Dharamshala Block are directed to ensure their participation in Role Play & Folk Dance Competition 2024-2025.**

All the Principals/HM are directed to ensure their participation & send the list of participant to venue holder Headmaster GHS Sidhbari till 04.10.2024. So that necessary arrangements in connection with National Role Play & Folk Dance Competition under National Population Education Project 2024-2025 can be made.

For any query you can contact Dr. Janmajay Guleria Ji (HM) – 70186-70106.

Terms & Condition for Role Play & Folk Dance as under are attached

Encls –Detailed Guidelines for RP & FD

Dy. Director of Higher Education
Kangra at Dharamshala

Copy to:

- 1.The Director Higher Education Shimla-1 for information
- 2.The Principal, SCERT Solan for information

Dy. Director of Higher Education
Kangra at Dharamshala

A Scheme
On
NATIONAL FOLK DANCE COMPETITION IN POPULATION EDUCATION

Background:

A **folk dance** is a dance that reflects the life of the people of a certain country or region. India is a land of varied cultures and traditions. Diversities in all spheres make the Indian culture quite unique. Indian folk and tribal dances are product of different socio-economic set up and traditions evolved over ages. In India, we have festivals and celebrations virtually every day, and dances are performed to express joy and festivity. This has added to the richness of Indian culture. Since every festival is accompanied by celebration, folk dances have become an integral part of our social milieu. There are numerous folk and tribal dances, and almost all of them have continuously evolved and improvised.

Folk dances are performed for every possible occasion - to celebrate the arrival of seasons, birth of a child, a wedding and festivals, which are a plenty. The folk dances are extremely simple with minimum of steps or movement. Indian folk dances are full of energy and vitality. Some dances are performed separately by men and women while in some performances men and women dance together. On most occasions, the dancers sing themselves, accompanied by artists with instruments. Each form of folk dance has a specific costume and rhythm. Most of the costumes, worn for folk dances, are colorful with extensive jewels and designs. The NEP 2020 also focused on using integration of art as pedagogy for classroom transaction and promotion of our culture.

1. Themes of Folkdances:

The following are the themes for Folk Dance Competition: *The Transition*

Sub Themes

1. The Transition in the Technology
2. The Transition in the Family Values
- 3 The Transitional Impact of Social Media and Mobile Phones
4. The Transition in the Emotional and the Physical Well Being

Each team will select any of the above themes and will elaborated dancers during performance.

2. National Competition on Folk Dance:

Under National Population Education Project, Folk Dance Competition will have both dance and a song component.

3. Specific Objectives:

1. The Folk dance which passed down through generations, are not just forms of entertainment but also serve as an expressions of joy, rituals, and storytelling. It delves us into the mesmerizing world of India's tribal and folk dances, each a testament to the cultural mosaic of the nation.

2. Learning folk dance has a positive impact on college students' self-perception and self-esteem. Through the study and performance of dance, the students can deeply understand their own bodies and emotions, and gradually realize their own strengths and potentials. . This kind of self-perception enhancement helps students' self-confidence and self-esteem, and cultivate a positive mindset, so that they can better face the challenges and difficulties in life

3 **Exposure to Diverse Cultures:** Student participating in ethnic folk dance gets to experience dances from various regions and ethnic groups, broadening their cultural horizons.

4 **Motivation for Learning:** Students have different reasons for learning folk dance, including a love for dance, a desire to connect with traditional culture, and using dance as a form of exercise and stress relief.

5 **Psychological Benefits:** Learning folk dance positively impacts students' self-concept and self-esteem. It helps them understand their bodies and emotions better, recognize their strengths, and build self-confidence and a positive mindset.

a. What is a Folk Dance?

Indian folk dances are simple dances, and are performed to express joy and convey the messages. Folk dances are performed on every possible occasion. For example, folk dances are performed to celebrate the arrival of seasons, birth of a child, a wedding and festivals. Men and women, boys and girls perform some dances exclusively, while in some performances dance together. On most occasions, dancers sing themselves, while being accompanied by artist on

the instruments. The specific costumes are used for folk dance as the per need of the situation. The skill and the imagination of the dances influence the performances.

b. Target group:

National Folk Dance Competition can be organized by the implementing States/UTs by involving students of classes VIII or IX or from both classes' studying in Government schools only. Those students who are participating in the National Role Play Competition are strictly not eligible to participate in the Folkdance competition.

c. Basic requirements:

Space

It will be organized for students of class-VIII or IX or from both Class-VIII and Class-IX of the school. However, students from other classes may be invited as audience. A hall/open space may be used for this activity.

Time

Each team will be given **5-6 minutes** time for Folkdance at every level.

Language

The language of Folkdance will be local language. However, the script at the National Level will be provided in Hindi or English to the jury.

Number of Folk dancers

The number of folk dancers in each team of folk dance will be **4 to 6 students**. If there are boys and girls in the selected team, then two teachers one male and one female will accompany the team for participation at the State/National level competition.

Costumes

Folk dancers will use costumes according to the need of the dance related to the selected theme.

d. Guidelines for implementation:

This activity will be organized at five levels i.e., Schools, Districts, States, Regional Level and National Level. However, the number of levels from schools to district may be decided by the concerned implementing agency, keeping the expenditure into consideration. In States and UTs where the number of schools are limited, it can be organized at less than five levels. For every level, only one team will be selected for sending to the next level. For example, from every school only one team will be sent at the block level and one team from block to the district level and from every district only one team will be sent at the State Level. Each State/UTs will send only one selected team at the Regional Level. There will be four regional folk Dance Competitions for all States/UTs. From each Regional Level, two teams will be selected to the National Level Folk Dance Competition. Prizes will be given from District Level onwards to three teams (First, Second and Third). While organizing this competition, the following points may be considered. The Regional and National Level folkdance competitions will be organised by NCERT, New Delhi. Whereas, up to State Level, the responsibility of this competition will of Population Education Cell of the concerned State/UT at the State/UT Level. If possible, these competitions may be organised in close collaboration with School Health and Wellness Team of the Health Department.

A. Planning

1. Population Education Cell (PE Cell) has to translate the scheme, if need be, in their state/UT language.
2. Efforts need to be made by PE Cell to widely disseminate the scheme to all secondary school by PE Cell.
3. PE Cell should organize sensitization programme with district level officials about the scheme and guidelines.
4. Date, time and venue for the role play should be fixed and communicated to all the concerned persons well in advance.
5. PEC will also prepare and share the Dos and Don'ts of the competition during the sensitization programme. These Dos and Don'ts should also be shared at the time of competition.
6. Each team will come with recording of the song along with the music needed. to be used during the performance. The team can bring the recording in CD form or on pen drive.
7. For each situation 4 to 6 number of students, boys, girls or both should be identified to constitute a team for enacting the folk dance. The selection should not appear to be discriminatory in any way. Steps may be taken to include disabled child in the folkdance team.
8. Specific theme may be assigned to each member of that group. Their respective roles may be explained properly. Each one of them must know and understand the specific ideas that he/she has to express while performing the folk dance.
9. It is the responsibility of the teacher to explain about the objectives, themes, intended messages and role of each member of the team. When the teacher is assigning students their respective roles for folk dance, he/she should make it clear that each one of them understood their respective roles. The concerned teacher will prepare script of the song and submit at the competition level. The folk dance may be in their own language up to the State/UT Level. However, the script of the song needs to be in English or Hindi language at the National Level. In the presentation, originality of thoughts and actions need to be reflected.
10. Students should be given appropriate time to be well prepared with their respective folk-dance roles and also for rehearsal.

11. Local educational functionaries, parents and other community members may be invited to this activity. For wide coverage of this activity, local media both (electronic and press) may be invited to the folkdance competition.
12. Guidelines for judging the role play be shared and discussed before starting the role play competition.

Process for Conducting the Folk Dance Competition.

The team performing the folk dance may be positioned according to the need of the situation of the folk dance. It should be ensured that the group is visible by the rest of the students, teachers, parents and others who will constitute the audience. The jury has to evaluate the team as per the criteria and the originality in terms of content, presentation, responding to the questions and summarization. Every team has to adhere to the allotted time above while performing folkdance.

B. Review and Feedback of Audience

1. Once the folk dance is played, the audience may be requested to make comments.
2. After the folk dance is over, the audience may be requested to discuss the points made by different actors.
3. It can be obtained on the effectiveness, strengths and weaknesses, frequency and other relevant dimensions of the Folk Dance Competition.

8. Selection of Judges:

There will be three judges at every level. The persons selected to judge the Folk dance may be drawn from the area of Health, Education and Performing Art. Preferably both male and female and able to appreciate this area. The judges may be as follows at various levels:

- School Level:**
- (i) Principal
 - (ii) Two teachers nominated by the Principal

- District Level:**
- (i) DIET Principal or District Education Officers (DEOs)
 - (ii) Head master/Principal from the non-participating schools who has experienced in Population / Adolescence Education/ Health and Wellbeing.
 - (iii) Person having background in performing Art.

- State/UT Level:**
- (i) Experts in Population/Adolescence Education/ Health and Wellbeing
 - (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art.

- National Level:**
- (i) Experts in Population/Adolescence Education/Health and Wellbeing
 - (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art.

9. Criteria for Evaluation of Folk Dance by Judges:

Each role play will be evaluated as follows by the judges:

	Marks
(i) Coverage of qualitative theme	25
(ii) Presentation of folk dance (costume, rhythm and choreography)	20
(iii) Reflection of Life Skills during folkdance	35
(iv) Questioning by the Audience (Student/Teacher/Jury/Audience)	10
(v) Summarisation of the Folkdance theme by the team	10
Total (Marks)	100

10. Monitoring and Feedback:

School Level: -Monitoring Performa to be used for Folk Dance and follow-up.

Every State/UT Project Coordinator has to prepare the detailed report of the Folk dance stating the number of schools, number of participants, themes covered and the number of audiences attended the competition at various levels. The detailed report must be submitted while performing at the National Level.

11. Appreciation Certificate:

- District level - Merit and participation certificate.
- State / UT level - Merit and participation certificate with Memento (Optional).
- National level - Merit and participation certificate with Memento.

12. Remuneration to Judges:

Remuneration to judges will be as per State/UTs norms upto State/UT Level and at the National Level will be as per NCERT norms.

13. Time Schedule:

S. N.	Level of Folk Dance Competition	Duration
1	School	September, 2024
2	Block/Zone	October, 2024
3	District	October, 2024
4	State/UT	October, 2024
5	Intimation to NCERT about State/UT winning team along with detailed report.	October, 2024
6	National Level	December 2024 /January, 2025

A Scheme
On
NATIONAL ROLE PLAY COMPETITION

Background:

Education is a never-ending journey. The aim of education is to promote the child's holistic development. As the child grows, the result of education is visible in the form of a better and prosperous life. This is mainly because education empowers us to become mindful of the liberties and obligations in a societal structure. Education can be defined as a process that equips the child with cognitive ability, physical growth, morals, and ideas. In this way, by empowering future citizens, education also benefits society.

Education teaches us to distinguish between fair and evil, unethical and ethical.

- Education provides a person hope that they will be able to address the difficulties that humanity is currently facing.
- Education empowers us to challenge everything that appears to be incorrect.
- Education teaches us how to conduct, correctly and effectively.
- Education assists us in discovering the truth and challenges you to think in new ways.
- Illusions get dispelled by proper education.
- It increases your awareness and confidence.
- Education aims to develop children into good citizens. Responsible citizens apply their learning and gained skills to help themselves and others. They help to move the human race ahead in areas such as equality, justice, and harmony.

School education aims at the all-round development of the learners. It enables them to acquire knowledge, develop concepts and inculcate attitudes, values and skills conducive to their intellectual, physical, psychological and social development. The achievement of these aims depends largely on the way the curriculum is implemented. Which is why, adoption of appropriate instructional approaches for providing comprehensive learning experiences to pupils is required. The instructional approaches for curriculum transaction as per NEP 2020 need to be experiential learning, art-integrated learning, sport-integrated learning and integration of technology and story-telling pedagogy for teaching different subject areas. The curricular approach which is popularly used by teachers in schools, is mainly cognitive and helps learners acquire knowledge, and at best, devise their own methods of learning, organizing and applying the knowledge which they gather or discover. It may not be very effective in relation to the non- cognitive learning objectives like applying critical thinking etc. for life skill, learning beyond intellectual development.

These objectives may be achieved more effectively with the application of instructional strategies that provide opportunities to learners for going beyond the process of passive listening and receiving information to that of thinking, reasoning, feeling and doing. In fact, “doing and discovering has been the natural and normal course through which the humankind has been able to gather, gradually to this day, the vast fund of knowledge about, and control over, various facts and events. By following the process of experiential learning strategy, it would be possible to make learning more absorbing, meaningful, experiential and stable.”

Life skills focused activities belong to a category of transactional strategies that has abundant potential to influence the non-cognitive learning. These activities strengthen and clarify the content transacted through the curricular approach and provide a variety of learning experiences that help learners enrich themselves by not only acquiring knowledge but also developing better understanding, positive attitude and the life skills.

Life Skills focused Curricular Activities:

Curricular approach may prove effective especially in an innovative area like population education, adolescence education and school health. Since these curricular areas and has culturally very sensitive, integration in the school syllabi and textbooks will take a rather long time. But in view of the urgent needs, it is felt that the teaching of these curricular concerns may not be postponed further. In order to initiate the teaching in these curricular concerns forthwith, therefore, curricular activities can prove very handy. Moreover, even though the desired integration of these concerns is actualized, all its concerns may not be covered through textbooks of the subjects presently being taught at the school stage. Life skills-based activities will facilitate the coverage of entire content of these concerns.

Life Skill Development through Experiential Learning Activities:

Curricular approach has a special significance for these curricular areas. One of the main aims of these concerns are the development of life skills relating to adolescent reproductive and sexual health among learners, besides making them aware of and developing in them positive attitudes towards these concerns. These activities may be used as an effective pedagogical method to realize the objective of development of life skills among the learners. Appropriately designed

activities aimed at skill development may provide opportunities to learners to participate in learning experiences on an individual basis or in groups. Since these activities lay special emphasis on *experiential learning*, learners will be engaged in a dynamic teaching-learning process, which will lead them to an active acquisition, processing and structuring of experiences.

1. National Competition on Role Play:

Under National Population Education Project, many co-curricular activities are being organized. Out of all Curricular activities, National Role Play Competition is an important one. It is found that all States/UTs, teachers, parents and students have a great interest towards this activity at every level.

2. Specific Objectives:

1. To promote Interactive participation of student for providing them opportunities for experiential learning for life skills development.
2. To Validate the strategies of the role play for development of ability to apply life skills in peer group situations.
3. To create enabling environment for effective transaction of holistic health in Schools.

3. What is Role Play?

Role play is an activity presenting a small spontaneous play which describes possible real-situations. In this activity participants imitate someone else's characters involved. Role play allows students to enact situations before they meet those in real life. It also gives them an opportunity to practice the application of life skills that are important for themselves to protect them from risky situations. As an educational activity, it provides opportunity to students for a truly experiential learning. It is different from the one-act-play, as role play is conducted without any script, without any costumes etc., whereas the one-act-play has to have a script.

The following themes have to be considered for the Role Play and Folk Dance: *The Transition*

Sub Themes

1. The Transition in the Technology
2. The Transition in the Family Values
- 3 The Transitional Impact of Social Media and Mobile Phones
4. The Transition in the Emotional and the Physical Well Being

Under each theme, suggested situations have been prepared. Under each situation, the roles in brief have been explained. These roles are to be elaborated by the role players. Any situation under four identified themes given in appendix can be selected for Role Play.

4. Target group:

National Role Play Competition has to be organized by the implementing States/UTs for class-IX students studying in Government schools/ KGBV schools having class- IX can also participate.

5. Basic requirements:

6.1 Space

It will be organized for students of class-IX of the school. However, students from other classes may be invited as audience. A hall/open space may be used for this activity.

6.2 Time

Each team could be given 5-6 minutes time for role play at every level.

6.3 Language

The language will be either in Hindi or English, since it is a National Level Competition

6.4 Number of Role Play Players

The number of role players in each situation can be 4 or 5. Efforts may be made to include at least one child with disability.

6. Guidelines for implementation:

This activity will be organized at five levels i.e., Schools, Block, Districts, States, Regional Level and National Levels. However, the number of levels from schools to district may be decided by the concerned implementing agency, keeping the expenditure into consideration. In States and UTs where the number of schools are limited, it can be organized at less than five levels. For every level, only one team will be selected for sending to the next level. For example, from every school, only one team will be sent at the block level and one team from block to the district level and from every district only one team will be sent at the State Level. Each State/UTs will send only one selected team at the Regional Level. There will be four Regional Level Role Play Competitions for all States/UTs. States/UTs to be involved at the regional level will be as the domain of each Regional Institutes of Education of NCERT. Two teams will be selected to the National Level Role Play Competition. However, from District Level onwards

three teams (First, Second and Third) may be selected for giving the prizes. While organizing this competition, the following points may be considered.

A. Planning

1. Population Education Cell (PE Cell) has to translate the scheme, if need be, in their state/UT language.
2. Efforts needs to be made by PE Cell to widely disseminate the scheme to all secondary schools by PE Cell
3. PE Cell should organize sensitization programme with district level officials about the scheme and guidelines.
4. Date, time and venue for the role play should be fixed and communicated to all the concerned persons well in advance.
5. PEC will also prepare and share the Dos and Don'ts of the competition during the sensitization programme. These Dos and Don'ts should also be shared at the time of competition.
6. Guidelines for judging the role play be shared and discussed before starting the role play competition.
7. For each situation 4 or 5 number of students, boys, girls or both should be identified to constitute a team for enacting the role play. The selection should not appear to be discriminatory in any way.
8. Specific theme may be assigned to each member of that group. Their respective roles may be explained properly. Each one of them must know and understand the specific ideas that he/she has to express while playing the assigned role.
9. When the teacher is assigning students their respective roles, he/she should make it clear to each one of them that while attitudes of all the characters are already defined, they should expand on their respective roles. There will not be any written script on different roles. The students should prepare their respective write ups and play their roles. In the presentation originality of thoughts and actions need to be reflected.
10. Students should be given appropriate time to be well for prepared with their respective roles and also for rehearsal.
11. No costumes will be used by the Role Players.
12. Local educational functionaries, parents and other community members may be invited to

this activity. For wide coverage of this activity, local media both (electronic and press) may be invited to the role play competition.

B. Rules for Conducting Role Play Competition.

1. The group enacting role play may be positioned according to the need of the situation of the role play. It should be ensured that the group is visible to the rest of the students, teachers, parents and others who will constitute the audience. The jury has to evaluate the team as per the criteria and the originality in terms of content, presentation, responding to the questions and summarization. Every team has to adhere to the allotted time above while performing role play.

C. Review and Feedback of Audience

1. Once all the members of the group have played their respective roles, the audience may be requested to make comments.
2. After the role play is over, the audience may be requested to ask question from the team.
3. It can be obtained on the effectiveness, strengths and weaknesses, and other relevant dimensions of the Role Play Competition.

7. Selection of Judges:

There will be three judges at every level. The persons selected to judge the Role Play may be drawn from the area of Health, Education and Performing Art. It is better that these persons represent both male and female and able to appreciate this area. The judges may be as follows at various levels:

School Level: (i) Principal

(ii) Two teachers nominated by the Principal

District Level: (i) DIET Principal or District Education Officers (DEOs)

(ii) Head master/Principal from the non-participating schools who has experienced in Population / Adolescence Education/ Health and Wellbeing.

(iii) Person having background in performing Art.

State/UT Level: (i) Experts in Population / Adolescence Education/ Health and Wellbeing

- (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art.
- National Level:**
- (i) Experts in Population / Adolescence Education/ Health and Wellbeing
 - (ii) Person with Education background (Educationist)
 - (iii) Person having background in Performing Art.

8. Criteria for Evaluation of Role Play by Judges:

Each role play will be evaluated as follows by the judges:

	Marks
(i) Coverage of qualitative theme and situations	25
(ii) Presentation of Role Play	25
(iii) Reflection of Life Skills during Role Play	30
(iv) Questioning by the Audience (students, teachers and Jury members)	10
(v) Summarisation of the Role Play Theme by the Team	10
Total (Marks)	100

9. Monitoring and Feedback:

School Level: -Monitoring Performa to be used for role play completion and follow-up. Every State/UT Project Coordinator has to prepare the detailed report of the role play stating the number of schools, number of participants, themes covered and the number of audiences attended the competition at various levels. The detailed report must be submitted while performing at the National Level.

10. Appreciation Certificate:

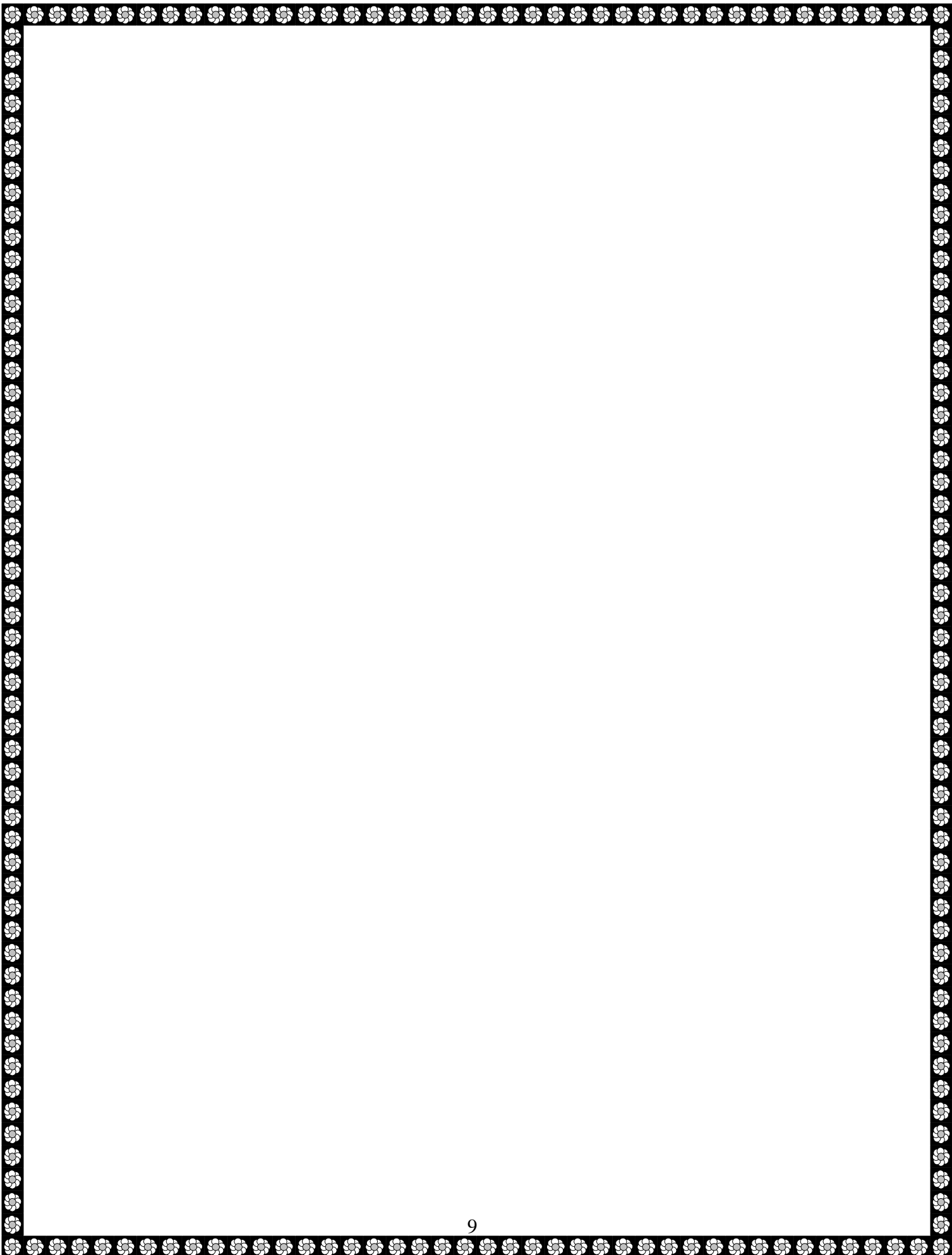
- District level - Merit and participation certificate.
- State / UT level - Merit and participation certificate with Memento (Optional).
- National level - Merit and participation certificate with Memento.

11. Remuneration to Judges:

Remuneration to judges will be as per State/UTs norms in States and UTs and at the national level as per NCERT norms

12. Time Schedule:

S. N	Level of role Play Competition	Duration
1	School	September, 2024
2	Block/Zone	October, 2024
3	District	October, 2024
4	State/UT	October, 2024
5	Intimation to NCERT about State/UT winning team along with detailed report.	October, 2024
6	National Level	December 2024 /January, 2025



6. Criteria for Evaluation

Sr. No.	Folk Dance	Role Play
1.	(i) Coverage of qualitative theme 25 (ii) Presentation of folk dance (costume, rhythm and choreography) 20 (iii) Reflection of Life Skills during folkdance 35 (iv) Questioning by the Audience (Student/Teacher/Jury/Audience) 10 (v) Summarization of the Folkdance theme by the team 10 Total (Marks) 100	(i) Coverage of qualitative theme and situations 25 (ii) Presentation of Role Play 25 (iii) Reflection of Life Skills during Role Play 30 (iv) Questioning by the Audience (students, teachers and Jury members) 10 (v) Summarization of the Role Play Theme by the Team 10 Total (Marks) 100

7. Themes

Sr. No.	Folk Dance	Role Play
	<ul style="list-style-type: none"> ➤ 1.The Transition in the Technology ➤ 2.The Transition in the Family Values ➤ 3.The Transitional Impact of social Media and Mobile Phones ➤ 4.The Transition in the Emotional and the Physical Well Being 	<ul style="list-style-type: none"> ➤ 1.The Transition in the Technology ➤ 2.The Transition in the Family Values ➤ 3.The Transitional Impact of social Media and Mobile Phones ➤ 4.The Transition in the Emotional and the Physical Well Being

8. Prize Money

Sr. No.	Folk Dance	Role Play
1.	Prize at District level I (300/-) per student in the team II (200/-) per student in the team III (150/-) per student in the team	Prize at District level I (300/-) per student in the team II (200/-) per student in the team III (150/-) per student in the team

9. Monitoring and Feedback:

Every district nodal officer has to prepare a detailed report of the role play stating the number of schools, number of participants, themes covered and the number of audiences attending the competition at various levels.