

**No. Shiksha-Shimla-5-2 (Role Play)/2017-18 -117612- 118017 Dated:24-09-2018**

To

All the Principals /Headmasters,  
 GSSS/GHS ----Distt. Shimla (H.P.)

**Subject: Regarding organizing ‘National Role Play & National Folk Dance Competitions 2018 ,District level.**

Memo,

In ref. to the Principal-cum-Project Direct(PE) SCERT,Solan letter No. EDN/SCERT-SLN/NPEP/2018-19-2437-48 dated 28-08-2018 ,on the above cited subject.

This is to inform you that District Level **National Role Play & National Folk Dance Competitions 2018 shall be organized as per schedule given below;**

<b>Activity Details</b>	<b>Duration</b>
1. Nomination /Confirmation for Role Play & Folk Dance Competition for District Level Should reach in this office on or before	<b>Up to 10<sup>TH</sup> October,2018</b>
2. Role Play & Folk Dance Competition at District level	<b>15<sup>th</sup> October, 2018</b>
3. Venue	<b>GSSS Chhota Shimla</b>
4. Time for Registration & Date	9:30 am Sharp on 15-10-2018

**TOPICS**

<b>National Role Play (Hindi/ English Language)</b>	<b>National Folk Dance (Local language)</b>
1. Healthy relationship among adolescents.	1. Equal opportunities for boys & girls: Removal of female foeticide.
2. Charms & challenges of adolescence.	2. Respect & care for elders.
3. HIV/ AIDS: “Stigmatization” and vulnerability of adolescents.	3. Protection of environment.
4. Cause & impact of drug abuse.	4. Drug abuse.
	5. Charms & Challenges of adolescents.

**Following are the guidelines for organizing this programme: -**

	<b>National Role Play</b>	<b>National Folk Dance</b>
Target Group	Students of <b>Class- IX</b>	Students of Class- <b>VIII or- IX or both</b>
Time	6-8 minutes	8-10 minutes
Number of Role Players	4 or 5 (Fixed) No extra participants shall be entertained.	4 or 6 (Fixed) No extra participants shall be entertained.
Costumes	<b>No costumes</b> will be used by the Role Players	According to the need of the dance

**Any student can participate either in Role Play or Folk Dance but not in both during the same financial year.**

The information about name, Father's name and class of participating students must be verified by the concerned Principal alongwith the name and Designation and basic pay of Escort teacher. **The girls should be escorted only by lady teacher.**

**The scheme of National Role Play Competition is available on SCERT website: [www.himachal.nic.in/scert](http://www.himachal.nic.in/scert).**

You are directed to take necessary action to implement the scheme of National Role Play Competition as above as per schedule under **intimation to this office on or before 10th Oct,2018 positively. You may confirm your participation on mobile number: 9418060448.**

  
Deputy Director of Higher Education,  
District Shimla, US Club Shimla-1

*Endorsement No. Even, Dated: Shimla, the, \_\_\_\_\_*

*Copy to the following for information & necessary action:-*

1. The Director of Higher Education ,HP. Shimla -1
2. The Principal, GGSSS Chhota Shimla for necessary arrangements and appropriate action accordingly.
3. The Principal SCERT Solan at Rabon, HP-173211

Deputy Director Higher Education

Sd/-

District Shimla, US Club, Shimla-1

# ***A Scheme***

On

## **NATIONAL ROLE PLAY COMPETITION**

### **I. Background:**

School education aims at all-round development of the learners. It enables them to acquire knowledge, develop concepts and inculcate attitudes, values and skills conducive to their intellectual development and also to their physical, psychological and social development. The achievement of these aims depends largely on the way the curriculum is transacted. Which is why, adoption of appropriate instructional approaches for providing comprehensive learning experiences to pupils is required. The instructional approaches for curriculum transaction are generally categorized as *curricular integration* and *co-curricular* activities. 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 same process as the teaching learning strategy it would be possible to make learning more absorbing, meaningful, experiential and stable."

Curricular 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.

### *Curricular Activities and Adolescence Education*

Curricular approach may prove effective especially in an innovative area like adolescence education. Since adolescence education is a new curricular area 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 this curricular concern may not be postponed further. In order to initiate the teaching in this curricular concern forthwith, therefore, curricular activities can prove very handy. Moreover, even though the desired integration of adolescence education is actualized, all its concerns may not be covered through textbooks of the subjects presently being taught at the school stage. Curricular activities will facilitate the coverage of entire content of adolescence education.

### *Life Skill Development through Co-curricular Approach*

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

## **II. 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.

## **III. Specific Objectives:**

1. Interactive participation of student providing them opportunities for experiential learning for life skills development.
2. Validating 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 Adolescence Education in Schools.

## **IV. What is Role Play?**

Role play is an activity presenting a small spontaneous play which describes possible real life 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 practice in the application of life skills that are important for themselves to protect them from risky situations. As an educational activity it provides opportunities 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.

## **V. Themes:**

The following themes have to consider for National Role Play Competition.

- 1. Healthy relationships among adolescents**
- 2. Charms and challenges of adolescence**
- 3. HIV/AIDS: “stigmatization” and vulnerability of adolescents**
- 4. Cause and impact of drug abuse.**

Under each theme, 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.

## **VI. 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** also participate.

## **VII. Basic requirements:**

### **5.1 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.

### **5.2 Time**

Each team could be given 6-8 minutes time for role play at every level.

### **5.3 Language**

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

### **5.4 Number of Role Play Players**

The number of role players in each situation can be 4 or 5.

## VIII. Guidelines for implementation:

This activity will be organized at five levels i.e. Schools, Districts, States, Regional Level and National Level. In States and UTs where the number of schools are limited, it can be organized 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 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 30 States/UTs. From each Regional Level, 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. For each situation 4 or 5 number of students, boys/girls should be identified to constitute a group for enacting the role play. The selection should not appear to be discriminatory in any way.
2. 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.
3. 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.
4. Students should be given appropriate time to be well prepared with their respective roles and also for rehearsal.
5. **No costumes will be used by the Role Players.**
6. 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.
7. Date, time and venue for the role play should be fixed and communicated to all the concerned persons well in advance.

### B. Conducting the Role Play Competition.

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 by the rest of the students, teachers, parents and others who will constitute the audience.

### 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 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 Role Play Competition.

#### **IX. 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, Language and Performing Art. It is better that these person 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 Adolescence Education (AE) or expert in AE.  
(iii) Person having background in performing Art.

- State Level: -** (i) Experts in Adolescence Education  
(ii) Person with Education background (Educationist)  
(iii) Person having background in Performing Art.

- Regional Level: -** (i) Experts in Adolescence Education  
(ii) Person with Education background (Educationist)  
(iii) Person having background in Performing Art

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

#### **X. Criteria for Evaluation of Role Play by Judges:**

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

	<u>Marks</u>
(i) Coverage of qualitative theme and situations	25
(ii) Presentation of Role Play	25
(iii) Reflection of Life Skills during Role Play	40
(iv) Effectiveness of evaluation between Role Play and Audience	10
<b>Total (Marks)</b>	<b>100</b>

**XI. Preparation required:**

- National Level: -**
- (i) Orientation of Project Staff.
  - (ii) Preparation of Scheme on Role Play.
  - (iii) Dissemination of the scheme.
  - (iv) Preparation of Plan of Action.
- State Level: -**
- (i) Translation of the scheme on Role Play.
  - (ii) Dissemination of the scheme to all secondary schools
  - (iii) Sensitization of district level officials
  - (iv) Preparation of Plan of Action (Day, Venue etc.)

**XII. Monitoring and Feedback:**

School Level: -Monitoring performa to be used for Role Play and follow-up.

**XIII. Prizes:**

There will be **no prize at the school and block level** competition. (The amount of prizes from district level in rupees for **per role player** is mentioned below)

- (i) Prize at District level-I (300/-), II (200/-), III (150/-),
- (ii) Prize at State level-I (500/-), II (300/-), III (200/-), and participation certificate.
- (iii) Prize at Regional Level – I (800/-), II (500/-), III (300/-) and participation certificate.
- (iv) Prize at National level- I (1000/-), II (700/-), III (500/-), and participation certificate.

**XIV. Remuneration to Judges:**

Remuneration to judges will be as per National and State/UTs norms.



## XV. Time Schedule:

Sr. No	Level of Role Play Competition	Duration
1	School	September, 2018
2	District	2 <sup>nd</sup> week of October,2018
3	State/UT	Last week of October, 2018
4	Intimation to NCERT of State/UT winning team:  (a) Name of participants (b) Address of selected school at State/UT level (c) Theme selected for competition (d) E-mail with mobile phone number of winning team school principal/escort teacher	<b>First week of November, 2018</b>
5	<b>National Level</b>	<b>First Week of December 2018</b>

### **Theme-1: Healthy relationships among adolescents.**

#### **Situation: 1.1**

Fourteen years old girl is studying in Class-IX .Her parents want to get her married as early as possible. When the girl heard the parents discussing about her marriage she becomes worried and upset. She shares this problem with her friend. Both of them approaches the teacher to convince her parents about not to marry her at this age.

#### **Role Play: Its Characters**

**First girl:** 14 years old intelligent and hardworking girl and worried about her studies. Her aim is to become a teacher.

**Parents (Mother & Father):** Parents of first girl discussing the marriage of their daughter. They want to marry her as soon as possible.

**Second girl:** She is the friend of first girl who shared her problem with her.

**Teacher:** Discusses the appropriate age at marriage, implication and consequence of early marriage to convince them not to marry their daughter at this age.

### **Situation 1.2-**

A girl studying in Class -X is 16 years old. She has one elder brother who is married. She is excited to know that her sister-in-law is pregnant. The girl's mother wanted only grandson. Due to the pressure of mother, the brother is also under pressure and asking his wife to go for determination of sex of the fetus. For this reason there are arguments between mother-in-law and daughter-in-law. The girl started thinking what will happen in future. She tries to convince both brother and mother by inviting the doctor who lives in her neighborhood.

### **Role Play: Its Characters**

**An adolescent girl:** An adolescent girl is well informed about sex-ratio, importance of the equality of male and female child and male responsibilities etc.

**Sister-in-Law:** She is of the opinion that male and female children are equal for the family and the society. She wants to give birth and nurture the baby irrespective of the sex of the fetus.

**Brother:** He strongly favours having only a male baby due to the pressure of his mother towards male child and also due to the prevailing strong son preferences in societies.

**Mother:** Mother pressurizes the son to have only male baby and get the fetus terminates, if it is female.

**Doctor:** Doctor who convinces the son and mother about implication of sex determination.

## **Theme-2: Charms and challenges of adolescence**

### **Situation: 2.1**

Three boys studying in Class-XI are friends. One of them lives in the neighbourhood of a girl studying in Class-X. The boy who is the neighbour of the girl is good. Whereas the other two boys always stand in her way after school is over. These two boys are always teasing the girl. The girl feels upset of their behaviour. The girl shared this problem with her friend. She advised to discuss this problem with that boy who lives in her neighbourhood and who is also their friend.

### **Role Play: Its Characters**

**First boy:** He is a student of Class -XI, good behavior, and neighbourhood of first girl with whom with she shared her problem

**Two boys:** Friends of first boy and they tease the first girl everyday.

**First girl:** Student of Class -X studying in Girls School who is upset of the behaviour of two boys.

**Second girl:** Friend of first girl who suggests speaking with first boy about his friends and their behaviour and wants helps in convincing the other two boys for not teasing her.

### **Situation 2.2**

An adolescent boy and a girl live in a neighbourhood. Both of them are friends studying in the same class. The boy imagines her friendship as love. The girl does not know about his feeling. One day the boy gives a gift to the girl. The girl became upset about his behaviour because she did not think in that way and wanted to get rid of the friendship. The girl discussed this problem with her two friends. One friend encourages her for the friendship and the two friends (one boy and one girl) explained about the responsibilities in relationships.

### **Role Play: Its Characters**

**First girl:** 16 years old adolescent girl lives in of a boy neighborhood of first boy, simple in nature.

**First boy:** 16 years old boy who is in love with first girl was sending a gift

**Second girl:** Friend of first girl who participated in a peer educator training discusses the implications of misunderstanding between attraction, love and infatuation.

**Third girl:** Friend of first girl who is of fickle in nature, encourages her to respond positively to make love with first boy

**Second boy:** Second boy discuss between friendship and love with all friends and help them to understand about the need of responsible behaviours

### **Theme-3: HIV/AIDS: “stigmatization” and vulnerability of adolescents**

#### **Situation 3.1**

A visitor got an invitation from a Public undertaking and comes to know that the daughter of a very senior Company Personnel was expelled from the school because their parents were detected HIV +ve. During discussion it was found that due to an illness, the mother underwent a blood test, and she was found HIV positive. The blood test of father also confirms as HIV+ve. In reaction to this news, the school administration expelled the daughter. The school Principal felt that the parents did not observe moral behaviour which led them HIV positive. Since it will have negative impact on the school environment, their child should not be allowed to study in school. However blood transfusion during an operation was the cause of HIV transfusion of mother.

#### **Role Play: Its Characters**

**Husband:** When the visitor meets the HIV infected husband, he was in a very negative state of mind and express the agony on account of the inhuman behaviour of school authority and his colleagues.

**Visitor:** The visitor holds discussion about, how the couple got the infection. He tries to provide emotional support to the socially isolated couple. He also hold discussion with school authorities and convince them to re-admit the expelled daughter.

**Wife:** She is emotionally broken because she was labelled to be a morally degraded person by the colleagues of her husbands and her neighborhood. She explains that she was HIV infected through blood transfusion during an operation. But her neighbor and others thinks otherwise. She is also very much disturbed what happened to her daughter.

**Daughter:** The daughter who is a student of class-VIII also looks broken; she asked the visitor why all that happened to them, why was she expelled from the school, although she is not HIV +ve. As she had read some booklet in which it is written that HIV +ve people are normal human beings and they need compassion and emotional support, as well as medical care, so that they can live healthy and normal life.

**School Principal:** The authority justifies his action on the basis of objection raised by parents of other students. But he gets convinced and realized the absurdity of his decision and immediately takes back the girl into the school.

#### **Situation 3.2**

A 14 years old boy is upset about an unknown serious problem in his family. He sees his parents quarrelling frequently and hears them arguing about HIV. He guesses that one of his parents is an HIV positive. He wants to share his problem with his teacher.

**Role Play: Its Characters**

**Boy:** A boy is 14 years old. He is very much concerned about his family. He is very upset due to frequent quarrel between parents and parent did not share the reason of quarreling to him .He decides to seek advice from his teacher.

**Parents (Mother and Father):** Parents leading to frequent quarrels and argument, as one of them is detected as HIV positive.

**Teacher (Male):** Very approachable and liked by students listens patiently to boy's problems and tries to help him and discusses with boys parents about some care related to HIV.

**Situation 3.3**

A young professional lives with his mother. He has been assigned an international project. As a rule for going abroad he has to have medical check up. During check up he has been diagnosed as HIV +ve. The doctor keeps his case confidential. The Managing Director throws him from his job. However his mother wants him to settle down and gets married to a girl whom he often talks. She advises him not to mention this to anyone.

**Role Play: Its Characters**

**Young professional:** 25 years old man diagnosed as HIV +ve during health check up and loses his job. After lost of job, he is shocked and depressed.

**Mother:** 55 years old lady. Anxious about her son and wishes that he marry a girl often he talks and wants her son being HIV patient is be kept as a secret.

**Managing Director:** A 45 years old man, highly professional. As soon as he knows about young professional's HIV +ve status he throws him from job without taking consent from other authorities.

**Girl:** 23 year old lady. She is innocent and ignore about young professional ailment/disease and wants to marry him.

## **Theme-4: Cause and impact of drug abuse.**

### **Situation 4.1:-**

In a Picnic Party four friends went out on a picnic party. They wanted to drink alcohol but one of the friends is in dilemma whether to drink or not. He thinks that if he does not drink, his friends may dislike. It may cost his friendship. But on the other hand, he is conscious that nobody drinks in his family. He is also aware that drinking alcohol is harmful for health.

### **Role Play: - It's Characters**

**First boy:** First boy is an adolescent who along with his friends going in a Picnic Party out of his locality. He proposes his friends to drink and enjoys the Party

**Second boy:** Second boy a friend of first boy denied. But first boy compelled him saying in this locality nobody will know what they are doing here and secondly as they are growing fast to be an adult they should behave like adult and drink alcohol.

**Third boy:** Third boy a good friend of first and second boy who always use to support first boy. He also supports him and tries to convince second boy to drink alcohol.

**Fourth boy:** Friend of first boy and third boy. He is astonished by the proposal of first boy to drink alcohol in the Picnic Party. He argues and does not drinking alcohol. He knows that drinking alcohol is harmful to health. He rather tries to convince them not to drink.

**Father and Mother:** Second boy's parents. Who are very friendly to second boy? Their behaviour and attitude come to rescue second boy from his dilemma in flash back.

### **Situation 4.2**

A student of Class-IX once suffers from cold and cough and is advised by the doctor to take cough syrup. During illness, his three friends come regularly to see him in his hostel room. One of his friend, taste the cough syrup and tempted to take it regularly. Later on he started buying from the chemist directly and becomes addicted to it. One day other friends come to his room and see many cough syrup bottles lying there. They become worried. All three friends decided to take him to the counselor.

### **Role Play: - It's Characters**

**First friend:** First friend who is a student of class-IX affected by cold and cough and advised by doctor to take cough syrup. His three friends come to his room to see him during his illness.

**Second friend:** Second friend is tempted to taste the cough syrup and starts buying it from the chemist shop directly and consuming it regularly. He becomes addicted.

**Third and fourth friend:** They visit the room of the second friend and become worried seeing many bottles of cough syrup and discusses with the first friend. They decided to take second friend to the counselor.

**Counselor:** Counselor discusses the effects of addictions and helps him to come out of the situation.

### **Situation 4.3**

An adolescent boy who is a student of Class-IX is being noticed by his teacher that his educational performance and grade is deteriorating day by day. The teacher asks the student about his deterioration. During discussion, he tells about his difficult relationship with parents particularly scared of his father. In order to avoid the tense situation in the home, he tends to stay out of the house, as long as possible. During this time he joins with some friends who used to take intra-venous drugs. He also falls prey to them.

### **Role-Play and its Characters.**

**Adolescent Boy:** An adolescent boy falls in the company of other boys taking intra-venous drugs.

**Parents:** Parents are strict and aggressive in nature particularly father always aggressive to his son without listening the son's view.

**Two friends:** Who take drugs including intravenous drugs also and motivates their friend to take intravenous drugs.

**Teacher:** Who is good approachable and discusses with parents the need and importance of good communication between parents and children.

# ***A Scheme***

On

## **NATIONAL FOLK DANCE COMPETITION IN POPULATION EDUCATION**

### **I. Background:**

Folkdances in India represent diverse cultures and traditions having each region of the country as a unique culture, specific folk music and dance, which proves to be a wonderful way of expression of their community and its traditions. Though these folk dances are not as complex as the classical dance forms, they are very beautiful, because of the essence of specific deep sited beliefs and traditions of a particular culture in them.

The folkdances are also considered to be auspicious by many of the tribal communities in the country. The most interesting part of a folk dance is the colorful dresses required for its performance. Every folk dance has its own specific costume and jewelry, which differs from dance to dance. The various folk dances are not only the exclusive art of a particular community, but also an asset of India's cultural heritage. The folk dances of any community are performed on almost every special occasion and festival, to express joy and local specific messages. Such folkdance can also perform very effective in conveying messages related to population and adolescence education related themes

### **Themes:**

The following themes have to consider for Folk Dance Competition.

- 5. Equal opportunity for boys and girls: Removal of Female Feticide**
- 6. Respect and Care for Elders**
- 7. Protection of Environment**
- 8. Drug Abuse**
- 9. Charms and Challenges of Adolescents**

Above themes will be elaborated by the folk dancers.

### **II. National Competition on Folk Dance:**



Under National Population Education Project, many co-curricular activities are being organized. Folkdance has not been tried out for the first time. It will have both dances as well as song component.

### **III. Specific Objectives:**

4. To convey effectively various issues related to Population Education and Adolescence Reproductive and Sexual Health (ARSH) by using their own folk as medium.
5. To provide them opportunities for experiential learning for life skills development.
6. Validating the strategies of the folk dance for transaction of Population and Adolescence Education.

### **IV. What are Folk Dances?**

Indian folk dances are simple dances, and are performed to express joy and convey the messages. Folk dances are performed for every possible occasion, to celebrate the arrival of seasons, birth of a child, a wedding and festivals. The dances are extremely simple with minimum steps or movement. Men and women perform some dances exclusively, while in some performances men and women dance together. On most occasions, dancers sing themselves, while being accompanied by artist on the instruments. The specific costumes may used for folk dance as per need of the situation. The skill and the imagination of the dances influence the performances.

### **V. Themes:**

The following themes have to consider for Folk Dance Competition.

- 10. Equal opportunity for boys and girls: Removal of Female Feticide**
- 11. Respect and Care for Elders**
- 12. Protection of Environment**
- 13. Drug Abuse**
- 14. Charms and Challenges of Adolescents**

Above themes will be elaborated by the folk dancers.

### **VI. Target group:**

National Folk Dance Competition can be organize by the implementing States/UTs by involving students of class-VIII or -IX or from both classes' studying in Government schools only. Those who are

participated in the National Role Play Competition for this financial year 2018-19, are not eligible to participate in the Folkdance competition.

## **VII. Basic requirements:**

### **5.1 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.

### **5.2 Time**

Each team could be given 6-8 minutes time for Folkdance at every level.

### **5.3 Language**

The language of Folkdance will be local language.

### **5.4 Number of Folk dancers**

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

### **5.5 Costumes**

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

## **VIII. Guidelines for implementation:**

This activity will be organized at four levels i.e. Schools, Districts, States, Regional Level and National Level. 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 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 33 States/UTs. From each Regional Level, two teams will be selected to the National Level Folk Dance 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. For each situation 4 or 6 number of students, boys/girls should be identified to constitute a group for enacting the folk dance. The selection should not appear to be discriminatory in any way.
2. 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.
3. When the teacher is assigning students their respective roles for folk dance, he/she should make it clear to each one of them. They should dance on their respective roles. The concerned teacher will prepare copy of the song and submit at the competition level. The folk dance may be in their own language. However, the song may preferably be translated in English/Hindi language.
4. Students should be given appropriate time to be well prepared with their respective folk dance roles and also for rehearsal.
5. 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.
6. Date, time and venue for the folk dance should be fixed and communicated to all the concerned persons well in advance.

## **B. Conducting the Folk Dance Competition.**

The group enacting role play 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.

## **C. 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.

#### **IX. 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, Language 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 Adolescence Education (AE) or expert in PE (Population Education)/AE.

(iii) Person having background in performing Art.

**State Level: -** (i) Experts in Population /Adolescence Education

(ii) Person with Education background (Educationist)

(iii) Person having background in Performing Art.

**Regional Level: -** (i) Experts in Population /Adolescence Education

(ii) Person with Education background (Educationist)

(iii) Person having background in Performing Art

**National Level: (i)** Experts in Population / Adolescence Education

- (iv) Person with Education background (Educationist)
- (v) Person having background in Performing Art.

**X. Criteria for Evaluation of Folk Dance by Judges:**

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

	<b>Marks</b>
(i) Coverage of qualitative theme	25
(ii) Presentation of folk dance (costume, rhythm and choreography)	30
(iii) Reflection of Life Skills during folkdance	40
(iv) Effectiveness of evaluation between folkdance and Audience	05

**Total (Marks) 100**

**XI. Preparation required:**

**National Level: -**

- (i) Orientation of Project Staff.
- (ii) Preparation of Scheme on Folk Dance
- (iii) Dissemination of the scheme.
- (iv) Preparation of Plan of Action.

**State Level: -**

- (i) Translation of the scheme on Folk Dance.
- (ii) Dissemination of the scheme to all secondary schools
- (iii) Sensitization of district level officials
- (iv) Preparation of Plan of Action (Day, Venue etc.)

**XII. Monitoring and Feedback:**

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

### XIII. Prizes:

There will be ***no prize at the school and block level*** competition. (The amount of prizes from district level in rupees for ***per folk dancer*** is mentioned below)

- (v) Prize at District level-I (300/-), II (200/-), III (150/-),
- (vi) Prize at State level-I (500/-), II (300/-), III (200/-), and participation certificate.
- (vii) Prize at Regional Level – I (800/-), II (500/-), III (300/-) and participation certificate.
- (viii) Prize at National level- I (1000/-), II (700/-), III (500/-), and participation certificate.

### XV. Remuneration to Judges:

Remuneration to judges will be as per National and State/UTs norms.

### XV. Time Schedule:

SI No	Level of Folk Dance Competition	Duration
1	School	September, 2018
2	District	2 <sup>nd</sup> week of 2018
3	State/UT	Last week of October, 2018
4	Intimation to NCERT of State/UT winning team:  (e) Names of participants (f) Address of winning team school (g) Theme selected for competition (h) E-mail with mobile phone number of winning team school principal/escort teacher	First week of November, 2018
5	(i) <b>National Level</b>	<b>December, 2018</b>

