

Report No  
353



**PARLIAMENT OF INDIA**  
**RAJYA SABHA**

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON  
EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS**

**THREE HUNDRED AND FIFTY THIRD REPORT  
ON**

**Action Taken by the Government on the  
Recommendations/ Observations contained in the Three  
Hundred Thirty Fifth Report on Reforms in the Education of  
Performing and Fine Arts**

(Presented to the Rajya Sabha on 8<sup>th</sup> August, 2023)  
(Laid on the Table of Lok Sabha on 8<sup>th</sup> August, 2023)



**Rajya Sabha Secretariat, New Delhi**  
**August, 2023 / Sravana, 1945 (Saka)**

**Website: <https://sansad.in/rs>**  
**E-mail: [rsc\\_hrd@sansad.nic.in](mailto:rsc_hrd@sansad.nic.in)**



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To be annexed later

**COMPOSITION OF THE COMMITTEE**  
(Constituted *w.e.f.* 13<sup>th</sup> September, 2022)

**1. Shri Vivek Thakur - Chairman**

**RAJYA SABHA**

2. Dr. Faiyaz Ahmad
3. Shri Bikash Ranjan Bhattacharyya
4. Ms. Sushmita Dev
5. \*Dr. K. Keshava Rao
6. Shri Akhilesh Prasad Singh
7. Dr. Kanimozhi NVN Somu
8. Dr. M. Thambidurai
9. Shri Ghanshyam Tiwari
10. Shrimati Sangeeta Yadav

**LOK SABHA**

11. Shri Rajendra Agrawal
12. \*\*Dr. T.R. Paarivendhar
13. Dr. Dhal Singh Bisen
14. \*\*\*
15. Shri Sangam Lal Kadedin Gupta
16. Shri Sri Krishna Devarayalu Lavu
17. Shri Ghanshyam Singh Lodhi
18. Shri Sadashiv Kisan Lokhande
19. Dr. Jaisiddeshwar Shivacharya Mahaswamiji
20. Shri Asit Kumar Mal
21. Shri Anubhav Mohanty
22. Shri Balak Nath
23. Shri Chandeshwar Prasad
24. Shri T. N. Prathapan
25. Shri Ratansinh Magansinh Rathod
26. Shri Jagannath Sarkar
27. Dr. Arvind Kumar Sharma
28. Shri Vishnu Datt Sharma
29. Shri Dharambir Singh
30. Shrimati Pratibha Singh
31. Shri S. Venkatesan

\*Nominated *w.e.f.* 11.10.2022

\*\*Nominated *w.e.f.* 16.11.2022

\*\*\* Vacant

**SECRETARIAT**

Shri Vimal Kumar, Joint Secretary  
Shri A. K. Mallick, Director  
Shri Har Prateek Arya, Deputy Secretary  
Shri Vijay Kumar Rai, Under Secretary  
Shri Rohit Kumar Mishra, Committee Officer  
Shri Agam Mittal, Assistant Committee Officer

## PREFACE

I, the Chairman of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Fifty Third Report of the Committee on the Action Taken by the Government on the Recommendations/ Observations contained in the Three Hundred and Thirty Fifth Report of the Committee on "Reforms in the Education of Performing and Fine Arts ", which was presented to the Rajya Sabha and laid on the Table of Lok Sabha on 9<sup>th</sup> February, 2022.

2. The Action Taken Notes in respect of Recommendations/ Observations contained in above mentioned Report were received from the Department of Higher Education, Ministry of Education *vide* their communications received on 10<sup>th</sup> December, 2022, 8<sup>th</sup> February and 13<sup>th</sup> April, 2023.

3. The Committee considered the draft Report and adopted the same in its meeting held on 7<sup>th</sup> August, 2023.

NEW DELHI  
7 August, 2023  
*Sravana 16,1945 (Saka)*

**Vivek Thakur**  
*Chairman*  
*Department-related Parliamentary*  
*Standing Committee on Education,*  
*Women, Children, Youth and Sports*

## ACRONYMS

AICTE	All India Council for Technical Education
CCRT	Centre for Cultural Resources and Training
CSR	Corporate Social Responsibility
DoR	Department of Revenue
ELs	Education Loans
FTII	Film and Television Institute of India
HEIs	Higher Education Institutions
IIH	Indian Institute of Heritage
IKS	Indian Knowledge Systems
INI	Institute of National Importance
LOCF	Learning Outcomes-based Curricular Framework
MoE	Ministry of Education
MSDE	Ministry of Skill Development and Entrepreneurship
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCTE	National Council for Teacher education
NEP	National Education Policy
NISHTHA	National Initiative for School Heads' Teachers' Holistic Advancement
NMI	National Museum Institute of History of Arts, Conservation and Museology

NSD	National School of Drama
NSQF	National Skills Qualification Framework
SKIFT	Skilling India in Film and Television
UGC	University Grants Commission



## **REPORT**

The Report of the Department-related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports deals with the action taken by the Government on the Observations/Recommendations contained in its 335<sup>th</sup> Report on "Reforms in the Education of Performing and Fine Arts", which was presented to the Rajya Sabha and laid on the Table of Lok Sabha on 9<sup>th</sup> February, 2022.

2. The Action Taken Notes in respect of Observations/Recommendations contained in above mentioned Report were received from the Department of Higher Education, Ministry of Education *vide* their communication received on 10<sup>th</sup> December, 2022, 8<sup>th</sup> February and 13<sup>th</sup> April, 2023. These have been categorized as follows.

Chapter I: Observations/Recommendations which have been accepted by the Government

Paras –6.3, 6.7, 6.8, 6.10, 6.12, 6.15, 6.16, 6.19, 6.20, 6.21, 6.22

Total - 11

Chapter II: Observations/Recommendations which the Committee does not desire to pursue in view of Government's replies:-

Paras –6.1, 6.2, 6.9, 6.13, 6.14, 6.18,

Total - 6

Chapter III: Observations/Recommendations in respect of which replies of the Government have not been accepted by the Committee:-

Paras- 6.4, 6.5, 6.6, 6.11, 6.17

Total - 5

Chapter-IV: Observation/recommendations in respect of which replies of the Government is still awaited:-

Paras – Nil

Total - Nil

## CHAPTER-I

### RECOMMENDATIONS WHICH HAVE BEEN ACCEPTED BY THE GOVERNMENT

#### Recommendation

1. *At the current stage of evolving a National/State Curriculum Framework, a mechanism be created to impart basic knowledge of Indian Performing arts like dance, music, instrumental music etc. from an early age, as this will help children to appreciate and understand the arts better and will also motivate them to take it up as a vocation. It is felt that this would help to give adequate thrust to the promotion of Performing Arts education in the country and this would also help in early identification and honing of real talent.*

[Para: 6.3 of the 335<sup>th</sup> Report of the Committee]

#### Action Taken

NCERT is in the process of developing a Position Paper in Art Education. This will provide inputs for the four National Curriculum Frameworks as per the perspective of NEP-2020 with regard to Arts Education.

The recommendation made in the 335th Report of the Department-related Parliamentary Standing Committee will be kept in view while finalizing the position paper and formulation of NCF.

#### Recommendation

2. *Art education should be made a compulsory subject up to Class X, as NEP 2020 has called for Integration of Art in Education and that infrastructure and facilities be provided for the same in every school. Art education should cover four main streams, namely music, dance, visual arts and theatre with special emphasis on Indian traditional and folk arts. It should also include local traditions like episodes from folk tales, stories, plays, paintings, etc. so that its learning generates interest and becomes appreciable. A village-attachment component, associated with that form of art, should be a vital part of the curriculum. Another area of Arts is film making, which has been accepted as an educational tool besides having its entertainment value. Therefore, following the practice of some other countries, the possibility of inclusion of film making in the school curriculum may be explored, considering its long-term benefit.*

[Para: 6.7 ibid]

#### Action Taken

The recommendation will be addressed in the Position Paper on Art Education and during the formulation of National Curriculum Frameworks, which are in progress.

#### Recommendation

3. *In order to effectively implement the suggestion under NEP, 2020 towards hiring of artists and crafts persons, especially from local communities, as guest faculty to promote music, art, languages, and handicraft and to ensure that the guest faculty thus employed make students privy to local culture and pool of knowledge, clear instructions must be issued by CBSE/Ministry of Education to Schools, along with definite criteria and parameters laid down for such hiring. Similarly, suitable guidelines for schools to follow to take forward the proposal of Artists-in Residence in schools or schools complexes, to expose students to art and creativity is required to be formulated.*

[Para: 6.8 ibid]

### **Action Taken**

Education is in the concurrent list of the Constitution. Recruitment and service conditions of teachers come primarily under the domain of the State/UT governments. However, the Department has assured that the recommendation made by the Department-related Parliamentary Standing Committee will be kept in view during the formulation of National Curriculum Framework.

### **Recommendation**

4. *Opening of Performing, Visual and Fine Arts Departments with adequate infrastructure may be encouraged/incentivized in Universities across the country. This would help universities/institutions design and implement their programmes following a multi-disciplinary approach and multiple exit options as envisioned in the NEP 2020.*

[Para: 6.10 ibid]

### **Action Taken**

Universities as such are autonomous to start any such courses. Several universities and colleges already have such Departments. UGC has framed Learning Outcomes based Curricular Framework (LOCF) for undergraduate programmes in Visual and performing Arts. The Learning Outcomes-based Curriculum Framework (LOCF) for BFA (Painting, Applied Arts, and Sculpture, etc.) and BPA (Music, Dance, and Theatre) 4-year degree programs are designed to make the education of arts more specific and systematic and on par with professional courses, as well as to revitalize existing courses in various institutions and open up areas of non-developed possibilities.

### **Recommendation**

5. *Possibility of introducing a Creative Arts Quota like Sports Quota be explored to add value to arts education as an elective subject at school level and recognition to the budding talents. Also, in order to offer more avenues for interested individuals to learn about art and appreciate its creativity, premier Art institutions should reach out to wider community by opening*

*their doors to interested curious minds and make available their teachers and Masters students, as resource persons, when schoolchildren visit the heritage sites or museums. Also, the institutions can conduct Certificate courses on Art appreciation for schoolteachers which will help bring innovative changes in the school curriculum, incorporating the suggestions of NEP 2020 and thus help in making desired changes in sync with the new Education Policy.*

[Para: 6.12 ibid]

### **Action Taken**

The Department has informed that the recommendation of the Committee have been noted for compliance.

### **Recommendation**

6. *As the availability of proper infrastructure for the education and practice of Fine Arts cannot be discounted and students need to be facilitated with well-equipped studios where they can interact and learn from the artists, such well-equipped studios with the latest facilities must be developed in adequate numbers in Colleges/ Universities across the country. Also, all the studios must be open 24x 7 to give complete artistic freedom to students.*

[Para: 6.15 ibid]

### **Action Taken**

The Department has informed that the recommendation of the Committee have been noted for compliance.

### **Recommendation**

7. *Efforts be made towards Craft documentation, compilation and publishing of data through online and physical directories and books as this will benefit the crafts sector as well as higher educational institutions. Also, to create awareness of crafts among the young generation, design institutes should conduct workshops for school children and their teachers, which will go a long way in sensitizing them to these traditions and inspire them to introduce such traditions in their academic practice. The fundamental need is to do away with the binary of Arts and Crafts. Every traditional art like Madhubani, Warli, Pattachitra or sand-art is also equally respectable form of Art like the modern art or abstract paintings. Hence, they need not be categorized separately as craft as it would amount to value judgement. This denotes a certain kind of colonial mindset and hence, is unacceptable.*

[Para: 6.16 ibid]

## **Action Taken**

The Department has informed that the Ministry of Culture through its Autonomous Body “Centre for Cultural Resources and Training (CCRT)” has been organizing a 10 days’ Workshop on “Integrating Craft Skills in Education”. The resources related to craft, craft persons and knowledge about the craft activities is disseminated among the teachers fraternity which multiplies towards the overall development of school going children. CCRT is also implementing Extension Services and Community Feedback Programme which covers around 1 Lakh students every year across the country extending training on Traditional Craft at school level for school going children. Above two programmes have varieties of activities in the field of Traditional Craft like Madhubani, Warli, Pattachitra, Bamboo & Cane Work, Jute Work or sand- art etc. CCRT is having already resources as Publication, Documentation and Teaching Learning Material on Traditional Crafts.

It has also been informed that Kalakshetra Foundation, another Autonomous Body of Ministry of Culture, undertaken a project for documenting adai designs of Smt. Rukmini Devi Arundale and to weave the designs on textiles. The final outcome is expected to create a directory for Rukmini Devi Design Directory and copyright those designs. Adai is the traditional method of harness for design/ pattern weaving in handloom. This is a system, where a design is tied into a series of knots on cords, which when mounted on to the loom, creates the pattern by moving the yams of the warp, for the shuttle to pass through.

Further, documentation of colour pattern in mixing different colours of natural dyes with respect to block printing and Kalamkari printing are also being.

## **Recommendation**

8. *The Government needs to address, on priority, 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 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”. Some of the prominent Institutes which can be considered for INI status are Film and Television Institute of India (FTTI), Pune and National School of Drama (NSD), New Delhi besides other public institutions. Also the possibility of conferring such a status or helping such pioneering bodies/ institutes like Bhandarkar Oriental Research Institute, Pune; Akhil Bharatiya Gandharva Mahavidyalaya, Mumbai and Sir J.J. School of Arts, Mumbai needs to be explored with a positive approach. Such accreditation/ recognition to these reputed institutes/ bodies will help them immensely in expanding their work and vision and to validate and document their learning. It will also address the issues of award of Graduate/ Post-Graduate/Doctorate degrees, allocation of Grants for enhancement of physical infrastructure and human resources, and ameliorate the difficulties being faced by their students in availing opportunities for appointment in positions of faculty in Government institutions.*

[Para: 6.19 *ibid*]

## **Action Taken**

The Department has informed that the recommendation of the Committee has been noted for compliance.

## **Recommendation**

9. *In order to expand its reach, as a premier institution, FTII should open more regional centres to associate more students, start courses based on emerging technologies like artificial intelligence, augmented reality and mobile telephony, set up a wing to provide subtitles in foreign languages for Indian movies for export to different countries, set up a music department and courses on film management. Also, FTII's 'Skilling India in Film and Television' (SKIFT) programme in various disciplines of filmmaking may be extended at the school level to enthuse students about learning about the various facets of film craft. For the purpose, FTII should endeavour to engage itself with schools across the country to offer its courses to interested students, who may choose this career path in future.*

[Para: 6.20 ibid]

## **Action Taken**

The Department has informed that the recommendation of the Committee has been noted for compliance.

## **Recommendation**

10. *In order to give a fillip to the promotion and sustainability of arts education in schools/colleges/universities/institutions and to carry out the necessary reforms, the Budgetary allocations be reviewed and enhanced, if required, to help in setting up of more infrastructure, proper appointment of teaching staff and other logistics.*

[Para: 6.21 ibid]

## **Action Taken**

The Department has informed that the recommendation of the Committee has been noted for compliance.

## **Recommendation**

11. *The Ministry must make efforts to work out partnerships with reputed Private/ Public Institutions/ Trusts working in the field of various arts and take them onboard for developing a roadmap for promoting various facets of Art education, its teaching and for helping evolve a refined cultural ethos in the country.*

**Action Taken**

The Department has informed that efforts are being made to have partnership with private /public institutions working in the field of Art.

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## CHAPTER-II

### **OBSERVATIONS/RECOMMENDATIONS WHICH THE COMMITTEE DOES NOT DESIRE TO PURSUE IN VIEW OF THE GOVERNMENT'S REPLY**

#### **Recommendation**

1. *A massive public campaign and advocacy to promote the Arts in the educational system be undertaken forthwith in the light of the provisions in the National Education Policy 2020 (NEP). This would help change the mindset of parents, guardians, school authorities and even policy makers and will help evolve an enlightened consensus about the need for inclusion of arts in any of its forms in the curriculum and will enrich the development of young minds and its benefits in general.*

[Para: 6.1ibid]

#### **Action Taken**

As per NEP-2020, development of four National Curriculum Frameworks viz. School Education, Early Childhood Care and Education, Teacher Education and Adult Education have been initiated in consultation with the Governments of all States/UTs. For these curriculum frameworks, National Focus Group on Arts Education will provide a road-map for inclusion of arts in curriculum for holistic development of children.

#### **Recommendation**

2. *A robust policy framework and a sustained methodology be evolved to bring about a radical change in the colonial orientation in the understanding of Arts education and the practice of the arts. This is critical as the colonial orientation and the resultant attitude/mindset is producing a non-reflective mechanical workforce which is only capable of routine design and production, and is afraid to indulge in bold and creative experimentation.*

[Para: 6.2 ibid]

#### **Action Taken**

The NEP, 2020 envisages mainstreaming and universalizing education, while building upon India's traditions and value systems and lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.



The policy envisages a broad based multi-disciplinary, holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields having imaginative and flexible curriculum structures, creative collaborations of study, integration of vocational education and multiple entry/ exit points.

National Education policy 2020 encompasses all undergraduate programs to emphasize visual and performing arts an interdisciplinary nature manifest in successful arts programs that bind together curricular themes and encourage cross department collaboration.

With regard to Indian Knowledge System, it has been informed that India being the Home to the oldest continuously living civilization of the world, the Indian subcontinent was the knowledge and manufacturing powerhouse of the world for most of the known history. A Dharmic culture that emphasized the development of all dimensions of humanity with an emphasis on living in harmony with oneself, one's environment, and the universe at large. It is becoming very apparent with the recent developments around the world that the current models of development are unsustainable and are in direct conflict with nature.

There is an Indian way that is both sustainable and strives for the welfare of all. The grand vision for the Indian Knowledge System of Ministry of Education at AICTE is to train generations of scholars who will show the '**Indian way**' to the world.

It aims to promote interdisciplinary and trans-disciplinary research on all aspects of Indian Knowledge Systems (IKS), preserve and disseminate IKS knowledge for further research, and societal applications.

Under the Indian Knowledge System, Ministry of Education has launched following initiatives:-

1. **Introduce 75 Bharateeya games in schools:** The objective of this initiative is to introduce Bharateeya games to our children. Many of the traditional games are less resource intensive and encourage creativity, camaraderie and connect with the culture of Bharata. Each month, a seasonally appropriate Bharateeya game will be introduced in schools through the PT teachers. The PT teachers will upload the pictures and short videos. Best performing schools and PT teachers will be recognized with a certificate. Simultaneously, the students will be able to participate in a quiz on the mygov.in portal and earn certificates.

2. **Launch of Kalashala initiative in 750 schools to promote and support local arts:** The initiative is collaboration between the Ministry of Education and Ministry of Culture. The goal of this initiative is to educate children about various art forms of India and help them discover and appreciate the rich cultural heritage of India. The initiative achieves this by introducing various art forms of India to school children in India through lecture demonstrations by visiting artists. For every month during the school year, a practicing artist will visit the school for a month. The children will attend 1-2 classes per week and learn about the art form from the practicing artist. This way, every child will be exposed to a minimum of 7-8 arts forms per year. Such culturally aware children will grow into culturally aware citizens who appreciate, support, and practice some

of these art forms. The Indian Knowledge System (IKS) Division of the Ministry of Education seeks to implement NEP 2020's suggestions for educational institutions through the IKS Kalashala resident artist programmes.

### **Observation**

3. *An independent All India Council for Creative Arts Education on the lines of AICTE be created to take care of the need for a regulatory mechanism for higher education as well as research in Performing, Fine and Visual Arts. Setting up of such an Apex body for the promotion, coordination and maintenance of standards in Arts education, through continuous monitoring, assessment and accreditation of the various institutions, as well as the allocation of and development 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. For the present, 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.*

[Para 6.9 ibid]

### **Action Taken**

The NEP-2020 has recommended a single regulator for Higher Education, except the professions of Medical and Law. The current recommendation will be examined in view of the NEP-2020.

### **Recommendation**

4. *A Task Force may be appointed jointly by the Ministry of Education and the Ministry of Culture to identify sectors and institutions where Graduates/ Diploma holders in the field of Performing and Fine arts can find viable career opportunities. Also, new courses in different fields of Arts, with application in modern world, such as translation and interpretation, art and museum administration, art management, curatorial practices, artifact conservation, graphic design, and web design etc. for students who take Performing/ Fine Arts subjects in Classes XI-XII, should be started in more Colleges/ Universities to enable the students find more viable career choices.*

[Para: 6.13 ibid]

### **Action Taken**

Universities as such are autonomous to start any such courses. Several universities and colleges already have such Departments. UGC has framed Learning Outcomes based Curricular Framework (LOCF) for undergraduate programmes in Visual and performing Arts. The Learning Outcomes-based Curriculum Framework (LOCF) for BFA (Painting, Applied Arts, and Sculpture, etc.) and BPA (Music, Dance, and Theatre) 4-year degree programs are designed to make the

education of arts more specific and systematic and on par with professional courses, as well as to revitalize existing courses in various institutions and open up areas of non-developed possibilities.

### **Recommendation**

5. *Methodologies and mechanisms be actively explored/developed to recognize and incorporate the home-cultivated or traditionally acquired talent of indigenous/folk artistes in the education system, to offer them career choices and help get mobility. As emphasized earlier too, endorsement of local tradition and culture through arts education is a very important requirement, while exploring/developing such avenues/methods. Sustained efforts for further diversification of the crafts sector and its progress are required since many craft clusters are entirely dependent on the governmental and non-governmental schemes for their sustenance. Also, in order to promote folk and tribal artists and give recognition to them, a skill capability measuring mechanism, based on defined parameters as evaluated by experts/ institutions in the respective fields, needs to be developed which can help such artists getting some form of diploma or certificates from the University/Institutions, so that they become eligible for occupying teaching/faculty positions in schools/ colleges.*

[Para: 6.14 ibid]

### **Action Taken**

In order to provide employment opportunities to diverse sections of the society, especially youths, UGC has been facilitating HEIs to offer skill courses at the level of Certificate, Diploma and Degree under National Skills Qualification Framework. The skill programmes under NSQF promotes linkage between the educational institutions and local industry. A few institutions have also been approved to run skill based courses in the areas of performing arts and various arts and crafts. Recently, the MoE and Ministry of Skill Development and Entrepreneurship (MSDE) in association with various organisations like NSDC, UGC and AICTE have implemented an initiatives called Skill Hub initiative targeting the school drop outs and out of school population. This initiative provides an opportunity to out of school people to acquire basic skills in various fields including traditional arts and crafts, and thereby get employment.

### **Recommendation**

6. *As the traditional crafts persons who are engaged in making of musical instruments are afflicted by poverty, as well as the lack of any structured means for passing on their knowledge to the future generations, there is a pressing need for developing courses, incorporating aspects of marketing, finance and technology, to be offered to students through which such skills can be taught. The knowledge of master craftsmen who have decades of experience in such traditional instrument making should be preserved by taking them onboard while developing such courses.*

*This will serve the twin purpose of preservation of traditional knowledge and financial upliftment of the craftsmen who are repositories of this knowledge, besides aiding in development of such acoustic instrument manufacturing hubs like Varanasi, Kolkata and Miraj and others. Also, Banks/ financial institutions can explore the possibility to provide grants to folk artistes for organizing training programmes/workshops to serve the purpose of transfer of traditional skills down the generations. Reconsideration or abolition of Taxes on buying of Musical Instruments, which are mostly handmade, and are generally bought by artisans, musicians and students will also help in spread and showcasing of these skills.*

[Para: 6.18 ibid]

### **Action Taken**

With regard to the observation in recommendation at 6.18, the Department has opined that “Banks/ financial institutions can explore the possibility to provide grants to folk artistes for organizing training programmes/workshops to serve the purpose of transfer of traditional skills down the generations”. The Department has further informed that Banks/FIs directly or through the entities set by them as Foundation/Trusts undertake various initiatives as a part of their Corporate Social Responsibility (CSR) in line with the activities as per schedule VII of the Indian Companies Act, 2013 that provides one of the areas of engagement as ‘Protection of National Heritage’ by promotion and development of traditional art and handicrafts.

The Department has also informed that with regard to tax related matter referred in the recommendation, the administrative department is Department of Revenue (DoR), Ministry of Finance and in a deregulated credit environment, all the credit decisions are taken by banks in terms of their board approved policies and extant Reserve Bank of India’s guidelines/regulations.

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## CHAPTER-III

### **OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT HAVE NOT BEEN ACCEPTED BY THE COMMITTEE**

#### **Recommendation**

1. *A serious exercise of National Consultation on incorporating Arts in School Education, be undertaken with the involvement of bodies like NCERT, SCERT, NCTE and various University Departments of Performing and Visual Arts. This would help evolve common understanding and perfect synergy in approaches. Designing of Performing and Fine Arts educational curriculum should be undertaken considering regional and language sensibilities.*

[Para 6.4 ibid]

#### **Action Taken**

The process of development of four National Curriculum Frameworks as per the NEP-2020 has been initiated. Under this process, consultations at the NCERT, SCERT, NCTE and University level are already in progress on various aspects of School Education, including Arts Education.

#### **Comments of the Committee**

**The Committee is of view that the process of development of the National Curriculum Framework (NCF) be completed in a defined time frame as far as doable so that requisite follow up action wherever required can be initiated to make the vision of the NEP become reality.**

#### **Recommendation**

2. *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. Considering the important role of teachers in laying the strong foundation of Arts education and building upon it thereafter, it is important to appoint experienced teachers and experts in the field to create the necessary human resources required.*

*As an immediate redressal measure, the Ministry of Education take a relook at essential/desirable educational qualifications for recruitment of teachers to different universities/colleges/schools, making them more liberal by giving more weightage to the accomplishments in the field of Performing Arts. Also, the present policy of hiring ad hoc teachers by Universities for Arts, especially Music teachers, against existing vacancies and keeping them*

*vacant needs to be reviewed by either posting of permanent teachers against such existing vacancies or by regularizing the ad hoc teachers.*

[Para 6.5 *ibid*]

### **Action Taken**

UGC has notified Regulations on Minimum Qualification for appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2018.

Also, the UGC issued guidelines for recruitment of Faculty in Universities, Colleges and Institutions Deemed to be Universities to address the issue of quality teaching faculty in Higher education Institutions (HEIs) wherein it outlines the selection procedure and the time frame for recruitment. It issued subsequent letters to HEIs regarding the filling up of vacant position of teachers in Universities. Further, UGC has been repeatedly requesting all Central Universities to fill up the vacancies at the earliest.

The UGC regulations and guidelines are applicable to all HEIs for the recruitment of faculty of all departments including Art teachers and faculty.

Further, the UGC vide notification dated 11.10.2021 has exempted the Ph.D. Degree for the direct recruitment to the post of Assistant Professor in the Department of the Universities upto 01.07.2023. From 01.07.2023, the Ph.D. degree shall be a mandatory qualification for direct recruitment to the post of Assistant Professor in the Department of the Universities.

Since, Education is in the concurrent list of the Constitution, recruitment and service conditions of school teachers come primarily under the domain of the State/UT governments. However, the recommendation made in the 335th Report of the Department-related Parliamentary Standing Committee will be kept in view during the formulation of National Curriculum Framework.

### **Comments of the Committee**

**The Committee appreciates the Action taken by the Department. In case, of institutions being run by the state Governments, the Committee recommends the Department to pursue the matter of appointment of permanent teachers with the state Governments regularly.**

### **Recommendation**

3. *Adequate measures be taken for evolving requisite understanding of Performing, Fine and Visual Arts amongst the teaching community. This should also form an essential part of teacher training, and it should be included in the curriculum of teacher training institutions across the*

*country. Formulation of a defined policy and a fixed Calendar for conducting various training programmes, on regular basis, towards sensitizing in-service teachers for promotion and preservation of Indian Arts, Culture and Heritage with sessions on various Classical Dances and Music is essential. Creation of Resource Centers for Performing and Visual Arts in terms of making printed as well as audio-visual material available for both learners and teachers is necessary. Also, in light of the increasing use of the digital space for access to resource material, and reorientation of the functioning of museums and art galleries to keep pace 'with the changing times, efforts need to be made to make such resources available to Art teachers and students to understand, appreciate and expand their vision of Art. Further, in order to reap the benefits of technology in Arts education, institutions of art may explore the possibility associating with Technology Innovation Hubs for capacity building activities.*

[Para: 6.6 ibid]

### **Action Taken**

Art Integrated Education has already been made essential part of In-service Teacher Education. NCERT has extended training to develop master trainers in different states. Art Integrated Learning as pedagogy of experiential learning is an essential part of the National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), both Elementary and Secondary levels.

Resource material for Building Capacity of Teachers on Art Integrated Learning for NISHTHA has already been developed and Handbooks for different stages are in progress.

Art Integrated Learning - Guidelines for teachers and teacher educators of classes I-V and Classes VI-VIII have been published and are being disseminated through different modes.

Capacity Building of Art Teachers (Visual and Performing Arts) on Arts as curricular will be taken up once the National Curriculum Frameworks as per the NEP-2020 are in place.

### **Comments of the Committee**

**The Committee while noting and appreciating the various steps that have been taken in respect of synergizing the teaching community with Art Education as envisioned under NEP 2020, recommends that a status note specifically on the points relating to the following be submitted for consideration of the Committee.**

- (i) Increasing the use of the digital space for better access to resource material;**
- (ii) Reorienting the functioning of museums and art galleries to keep pace with the changing times; and**

- (iii) **Benefits of technology in Art education and exploring the possibility of associating with Technology Innovation Hubs for capacity building activities by institutions of art.**

### **Recommendation**

4. *The possibility of establishing a Central University like Rashtriya Kala Vishwa Vidyalaya (National University of Arts) through an Act of Parliament, with regional Centres at prominent Art/ cultural locations, to become a benchmark institution in all areas of Arts can be explored forthwith. In this context, the efforts being made for the establishment of the Indian Institute of Heritage and Conservation (IIH) under Ministry of Culture with the status of a deemed University, have been noted. The Committee recommends that for the IIH to fulfill its envisaged aim and emerge as a reality, a specific action plan delineating all the preparatory activities for setting up of the Institute should be drawn up by the Ministry of Culture in coordination with Ministry of Education and University Grants Commission (UGC) with clearly defined timelines for each activity.*

[Para: 6.11 ibid]

### **Action Taken**

Pursuant to the announcement in the Union Budget 2020-21 for setting up of an Indian Institute of Heritage with the status of a Deemed to be University, a series of deliberations with all stake holders were held. After due deliberations, it was decided to change the name of the society of the National Institute of History of Arts, Conservation and Museology (NMI), already a Deemed University, to Indian Institute of Heritage(IIH). The Registrar of Societies has issued certificate of change of name of society of National Museum Institute of History of Arts, Conservation and Museology to Indian Institute of Heritage *vide* certificate dated 22.07.2021 along with revised Memorandum of Association of IIH. Ministry of Education has also given in principle approval to change the name of the Society from NMI to IIH. Subsequently, OM dated 19.09.2022 changing the name/address of National Museum Institute of the History of Art, Conservation and Museology, Delhi to Indian Institute of Heritage and the constitution of the Society of the Indian Institute of Heritage has been issued.

Now, National Museum Institute of History of Arts, Conservation and Museology (NMI) is in the process of legally transferring all its moveable and immoveable assets in the new name of



the Indian Institute of Heritage. Simultaneously, the NMI is revising its Memorandum of Association in accordance with University Grants Commission (Institutions Deemed to be Universities) Regulations, 2019 and its amendment dated 18.11.2020 and the latest amendment in 2022. Thereafter, Ministry of Education (Department of Higher Education) will be approached for according its final approval for change of name of Institution.

In this regard, a meeting was held on 13.12.2022 with the NMI officials to chart out future course of action. NMI was requested to complete the process of legally transferring the assets in the name of IIH with the help of a Lawyer and a Chartered Accountant and complete the process as soon as possible. NMI was also requested to prepare the Recruitment Rules and Course Curriculum of IIH.

Next meeting with NMI officials was fixed on 21.12.2022 to assess the progress made so far and to draw up plans to speed up the various activities associated with the setting up of the Indian Institute of Heritage.

### **Comments of the Committee**

**The Committee notes the position and directs the Department to apprise current status of the progress made towards setting up of the Indian Institute of Heritage.**

### **Recommendation**

5. *Education loan as granted for various other courses may also be considered 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 loan like that given to start-ups, so that they can spread their wings. Banks/financial institutions should also devise policies for providing financial assistance to the students not only through educational loans but also through grants.*

[Para: 6.17 *ibid*]

### **Action Taken**

The Department has submitted that the Ministry of Culture has informed that the Indian Banking Association (IBA) Model Educational Loan Scheme aims at providing financial support from the banking system to meritorious students for pursuing higher education in India and abroad. The main emphasis of the scheme is that a meritorious student, though poor, is provided with an opportunity to pursue education with the financial support from the banking system at affordable terms and conditions. Further, the scheme provides to consider Education loans (ELs) for eligible courses such as (a) Courses as initiated under various Government Subsidy Schemes:

and (b) Approved courses leading to graduate/ post graduate degree and PG diplomas/certificate conducted by recognized colleges/ universities recognized by UGC/ Government/ AICTE/ AIBMS/ ICMR etc. Ministry of Education (MoE) is accordingly requested to ascertain whether Performing/Fine Arts is included in the courses eligible as per IBA Model Educational Loan Scheme (list enclosed as Annexure 1), and if not, may take necessary steps to get it included in the list.

For giving loans at concessional rate of interest for those who already have experience in the Performing/Fine Arts, MoE may also consider formulating Interest Subvention Scheme or Credit Guarantee Scheme like the recently formed 'Credit Guarantee Scheme for Start-Up' by Department for Promotion of Industry and Internal Trade (DPIIT). This may enable financial assistance from Banks/financial institutions for persons working in these fields.

### **Comments of the Committee**

**The Department has furnished list of courses eligible as per IBA Model Educational Loan Scheme, which can be seen at Annexure 1. The Committee notes the position and directs the Department of Higher Education to ascertain whether Performing/Fine Arts is included in the courses eligible as per IBA Model Educational Loan Scheme, and if not, to take necessary steps to get it included in the Scheme. The Committee further is of the view that for giving loans at concessional rate of interest for those who already have experience in the Performing/Fine Arts, the Department may consider formulating Interest Subvention Scheme or Credit Guarantee Scheme like the recently formed 'Credit Guarantee Scheme for Start-Up' by DPIIT as this may enable financial assistance from Banks/financial institutions for persons working in these fields.**

CHAPTER-IV

**OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE  
GOVERNMENT IS STILL AWAITED**

*-Nil-*

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## **RECOMMENDATIONS OF THE COMMITTEE - AT A GLANCE**

RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT HAVE NOT BEEN ACCEPTED BY THE COMMITTEE (CHAPTER-III)

**The Committee is of view that the process of development of the National Curriculum Framework (NCF) be completed in a defined time frame as far as doable so that requisite follow up action wherever required can be initiated to make the vision of the NEP become reality.** (Para: 6.4)

**The Committee appreciates the Action taken by the Department. In case, of institutions being run by the state Governments, the Committee recommends the Department to pursue the matter of appointment of permanent teachers with the state Governments regularly.** (Para: 6.5)

**The Committee while noting and appreciating the various steps that have been taken in respect of synergizing the teaching community with Art Education as envisioned under NEP 2020, recommends that a status note specifically on the points relating to the following be submitted for consideration of the Committee.**

- (iv) Increasing the use of the digital space for better access to resource material;**
- (v) Reorienting the functioning of museums and art galleries to keep pace with the changing times; and**
- (vi) Benefits of technology in Art education and exploring the possibility of associating with Technology Innovation Hubs for capacity building activities by institutions of art.**

**(Para: 6.6)**

**The Committee notes the position and directs the Department to apprise current status of the progress made towards setting up of the Indian Institute of Heritage.**

**(Para: 6.11)**

**The Department has furnished list of courses eligible as per IBA Model Educational Loan Scheme, which can be seen at Annexure 1. The Committee notes the position and directs the Department of Higher Education to ascertain whether Performing/Fine Arts is included in the courses eligible as per IBA Model Educational Loan Scheme, and if not, to take necessary steps to get it included in the Scheme. The Committee further is of the view that for giving loans at concessional rate of interest for those who already have experience in the Performing/Fine Arts, the Department may consider formulating Interest Subvention Scheme or Credit Guarantee Scheme like the recently formed ‘Credit Guarantee Scheme for Start-Up’ by DPIIT as this may enable financial assistance from Banks/financial institutions for persons working in these fields.**

**(Para: 6.17)**

**I Studies in India: (Indicative list)**

- a) Courses as initiated under various Government Subsidy Schemes.
- b) Approved courses leading to graduate/ post graduate degree and P G diplomas/certificate conducted by recognized colleges/ universities recognized by UGC/ Government/ AICTE/ AIBMS/ ICMR etc.
- c) Courses like ICWA, CA, CFA etc.
- d) Courses conducted by IIMs, IITs, IISC, XLRI, NIFT, NID etc.
- e) Regular Degree/Diploma courses like Aeronautical, pilot training, shipping, degree/diploma in nursing or any other discipline approved by Director General of Civil Aviation/Shipping/Indian Nursing Council or any other regulatory body as the case may be, if the course is pursued in India.
- f) Approved courses offered in India by reputed foreign universities.

**II Studies Abroad (Indicative list)**

- a) Courses as defined under various Government Subsidy Schemes.
- b) Graduation: For job oriented professional/ technical courses offered by reputed universities / institutions.
- c) Post-graduation: MCA, MBA, MS, etc.
- d) Courses conducted by CIMA- London, CPA in USA etc.

Degree/diploma courses like aeronautical, pilot training, shipping etc. provided these are recognized by competent regulatory bodies in India /abroad for the purpose of employment in India/abroad