

1. Title of the practice - Upgrading of Teaching Methodology using Elements of Theatre

The context that required the initiation of the practice

The subject Performing Arts was introduced, when the Goa University changed the B.Ed. course to two years and also began with the integrated B.Ed. course. Guidelines are given by The National Council for Teacher Education (NCTE) in the subject of Performing Arts but no proper methodology has been developed at present. Hence the state level workshop titled: **“Upgrading of Teaching Methodology using Elements of Theatre”** was conceptualised not only to help the teacher trainee participants in applying the skills learnt in teaching their curriculum in schools, but also their faculty by providing them creative ideas in developing the methodology required to teach the subject

Objectives of the practice

- To link creative knowledge, expression, every day existence and mental skill through a stress-free mode.
- To provide powerful tools of drama which can be adapted to the basic principles of education.
- To develop learners socially, emotionally and intellectually.
- To integrate Drama methods and techniques into the curriculum thus engaging learners more effectively in the learning process

The Practice

A Four-day workshop was conducted by Nirmala Institute of Education on the 4th to 7th March 2020 in association with The Directorate of Higher Education titled: **“Upgrading of Teaching Methodology using Elements of Theatre”**. Renowned theatre experts Mr. Vidyandhee Vanarase and Mr. K. G. Krishnamurthy conducted the sessions for 44 participants including young teacher trainees and their performing arts professors coming from five different colleges namely P.E.S College of Education, Ganpat Parsekar College of Education, Vidhya Prabhodini College of Education, GVM’s Dr. Dada Vaidya College of Education and Nirmala Institute of Education. The workshop began with an Inaugural with welcome address by the Director NIE to the dignitaries and the participants, followed by the lighting of the lamp. Both the experts, Officiating Principal of NIE Dr.Delia Antao and on the behalf of the DHE Dr. Uday Kulkarni as an observer were present for the Inaugural.

A variety of dramatic techniques and activities were explained and carried out throughout the workshop giving the participants a first-hand experience whereby they could judge the effectiveness of these activities in a normal setup. Every session was followed by an evaluation, brainstorming on what improvements can be done and how to improvise on these activities to best suit the needs of the

students. Some of the activities were: 'Stop, Walk, Jump', 'Theatre in education', 'Role play: Panchatantra or fantasy literature', 'Know your partner', 'Arrival, Journey and Destination', 'Personification', 'Dialogue', 'Subject based improvisation' and 'Photo frame'. The workshop also included a few discussions on topics like 'Equality in drama' and 'Passion v/s Profession'.

Another very effective session was conducted by Mr. Vidyanidhee Vanarase on voice exercises along with Mr. K.G Krishnamurthy who continued the session with breathing exercises.

The workshop concluded with the valedictory where a video was presented compiling the wonderful moments created during the four-day workshop. Chief Guest Mrs. Padmashree Josalkar, former Director of Kala Academy's School of Drama, addressed the audience and presented certificates to the participants. The workshop was a great success and well appreciated in all the feedback. The Coordinator Mrs. Anagha Despande, Asst. Prof. Performing Arts and her team were felicitated by Dr. Delia Antao, the Officiating Principal of Nirmala Institute of Education for their untiring efforts to make this workshop a one of its kind in the state of Goa.

Impact of the practice

Received very encouraging feedback from all the participants which briefly reflects that, the workshop was really helpful in understanding the methodology to teach various subjects and clarify various concepts in the classroom, using the elements of Theatre.

Resources required

The major resource was the non-recurring grant in aid of Rs. 75000/- from The Directorate of Higher Education, Government of Goa; under the Scheme to provide financial support for Quality Improvement.

About the Institution

i. Name of the Institution: Nirmala Institute of Education

ii. Year of Accreditation: 2014

iii. Address: Altinho Panaji _ Goa

iv. Grade awarded by NAAC: B

v. E-Mail: niegoa@gmail.com

vi. Contact person for further details: Asst. Prof Ms. Anagha Deshpande (9657610902)

vii. Website: <http://www.nirmalainstitute.org/>



Nirmala Institute of Education
 Altinho - Panaji, Goa
 in association with
Directorate of Higher Education
 Porvorim, Goa



Four-Day State Level Workshop on
"Upgrading of Teaching Methodology using Elements of Theatre"
 4th - 7th March, 2020
Feed back

Name of the participant: ROHIT BHOSE

Name of the Institute: PES'S COLLEGE OF EDUCATION

1. Which session did you like the most? Why?

The second session on the third day wherein a dialogue was given and we were told to adapt and perform. This exercise ignited possibilities of being a scenario from different

2. Review in Brief perspectives.

I enjoyed all the activities that were taken during four day workshop. It was engaging, It was about thinking out of box, building up confidence level, believing in yourself and it touched upon various aspects of life. All the exercises were fantastic.

3. Suggestions:

Only one suggestion i.e. It will be better if we keep such workshop for a little longer duration.



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Feed back

Name of the participant: Andrea Siquiera

Name of the Institute: N.I.E.

1. Which session did you like the most? Why? I loved all the sessions, But the last one on voice exercises conducted by both the resource persons, was very interesting and engaging.

2. Review in Brief

the workshop was: 1) Informative
 2) Entertaining
 3) Engaging
 4) Allowed practical approaches.

3. Suggestions: 1) the review time allotted could be slightly shortened
 2) More topic of real time classroom difficulties could be dealt with.



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Feed back

Name of the participant: Shami Kamat
 Name of the Institute: PES's College of Education

1. Which session did you like the most? Why?

I liked the session on the 2nd day the most where 3 topics Arrival, departure & journey, one of each were given to each team. It really opened up our imagination & we were able to portray our topic in various ways.

This was the most amazing session that I have ever attended I enjoyed every bit of it. I learnt a lot & realized that I could look at things in multiple perspectives. This session has really added to my growth as a teacher.

3. Suggestions:

I just want to suggest that there was a lot to learn & a very little time. I hope we have this session again next year with the same mentors. 😊



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Feed back

Name of the participant: VISHARAD R. VELUZKAR
 Name of the Institute: Ganpat Paisekar College of Education

1. Which session did you like the most? Why?

session where in a dialogue is given & we have to act using it the way we want. It show how a simple conversation could be thought of in different ways.

2. Review in Brief

- Very well organised
 - Activities conducted will be useful to us in our personal as well as professional life also.

3. Suggestions:

Kindly arrange more of such workshops not based on only theatre but use other elements also can be used in education.



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Feed back**

Name of the participant: Miss Shubha Prabhugaonkar

Name of the Institute: P.E.S. College of Education - Farmagudi Ponda Goa

1. Which session did you like the most? Why?
 - Voice and Speech improvement - because it could be the one easily used in classroom environment.
 - Also improvisation of skit - helped me to build confidence in me about acting.
2. Review in Brief
 - Overall the 4 days workshop was wonderful. Enjoyed every bit of it.
 - All activities were kind of stress buster and specially helped in keeping ourselves away from cell phones.
3. Suggestions:
 - This kind of workshops can be arranged in future and for little more days. (maybe for a week)

Conclusion \ evidence of success

The outcome of this workshop can be evaluated on the basis of the activities done by the participants after the workshop while teaching their subject methods using the elements of Theatre. This was mentioned in the written assignment submitted by the workshop participants of NIE to their Performing Arts Faculty. Specimens of few activities from selected assignments of NIE students are attached.

Roll No: 53
Sampada Korde.

Hot seat

Class: VII C

Objectives: The pupil will develop their motor skills by enacting different words given to them.

Materials required: chalkboard, chalk and a chair

Procedure: Students were divided into 3 teams- Team A, team B and team C. One chair was placed in front of the chalkboard facing students. One student from each team was called and was made to sit on that chair facing other students. A science word was written on the board and the other team members were told to enact the word. The student seating on that chair if guesses the word correctly gets one point. The game was explained to students in the beginning and rules were mentioned. They were told that the team with the highest number of points wins the game.

Words:

1. Atmosphere
2. Sun
3. Aquarium
4. Image
5. Tree
6. Evaporation



Observation: Students enacted all the words nicely and the others were able to guess the words.

✓

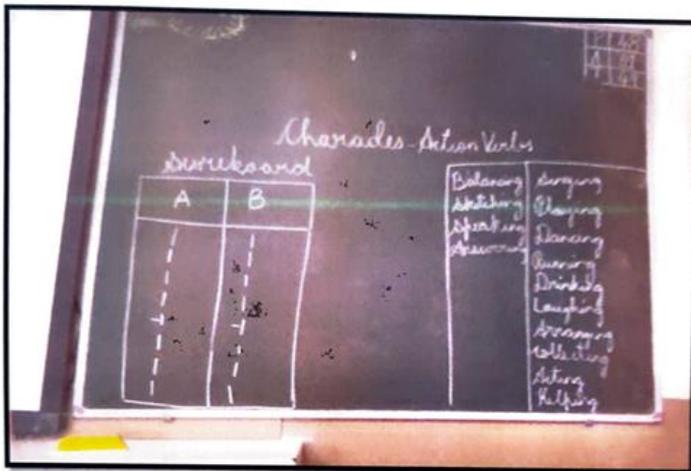
Activity 3

Title: Charades

Procedure: The teacher made a list of action verbs and introduced the game in the classroom. Instructions were given to students. The game was conducted by making three teams which were named A, B and C. One student at random was called from each row at a time. The teacher showed the action verb to be acted out to the student, which the student acted out to the remaining teammates. Other teams were instructed to maintain silence. If the teams did not maintain silence then they were given negative marks. A variation of this game was used in science class where a student was made to sit facing the class and the group had to convey the word written on the board by doing actions.

Activity outcome: The students enjoyed the activity to a great extent. In order to continue playing this game students made sure that they maintained silence. Almost everyone got a chance to participate in the game. Some students wanted second chances. The students also showed great teamwork and involved themselves in the game.

Evidence





Speech and Voice Classes- Sessions inspired by the theatre teacher at NIE

Personally, I enjoy dance, theatre, elocution, singing and mime but never did I dream that I would have to conduct classes for school children.

Every time there was dance choreography whether it was for a competition, or a prayer dance or filler or even a general performance on a theme made me feel more flexible and happy. Different classes gave me different experiences. Some were a small group of 12 students and some were a large group of 40 students. I have been enriched with theoretical and practical knowledge about theatre at college and hence could manage these classes every day at school. More than the subject classes I would look forward to these sessions as it provided a boost even to my own personality. I learnt so much from scripting, acting, props, time management. The final performance was always good. No group ever disappointed me. Each student was eager to go on stage and that was the biggest achievement for me.

CLASS: 7A

TIME TAKEN: 45 min

TITLE: Create your own commercial!

OBJECTIVES: The students will be able to write a script of an advertisement in correct English..

MATERIALS REQUIRED: paper sheets, pencil, eraser, laptops.

PROCEDURE: The teacher showed the class advertisements of Mentos, Happy Dent, Surf Excel, Swiggy- home delivery app and Fair and Lovely fairness cream.

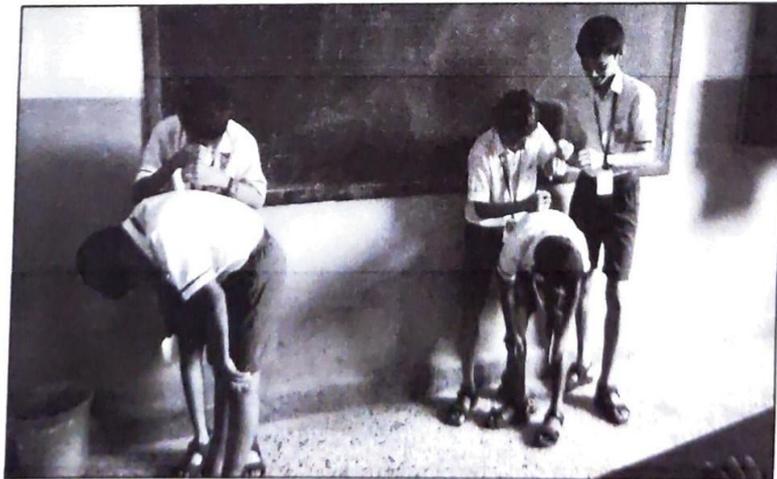
The teacher divided the class into six groups and asked the students to come up with an imaginary product and write the script of an advertisement of the same product. The students were then asked to act out the advertisement.

CONCLUSION: The students were excited to watch the different advertisements. They were also enthused to form their own advertisements and act out the same. This activity ignited the skill of creative writing and acting in the students. It also encouraged the shy to students in the class to explore their talent of acting.



PHOTOGRAPH

A group of students were given a topic to depict in front of the entire class (For example the Unity in Diversity, Precipitation and Deforestation) and are given 20 seconds to depict the topic and the rest of the class has to guess the topic/process/event. The students at first were very shy and refused to step forward to enact, but once they got comfortable, more of them wanted to participate. Thereafter the concept was explained to the students.



12/11/2020

ROLE PLAY



During the course of the lesson and also during the phase of evaluation, I had conducted several activities like

- Topsy-turvy – where in the teacher gives the command or instructions and the students have to listen to the command and do the opposite of what teacher instructs. For e.g. if teacher says sit they have to stand, the one who does the (Mistake) is out.
Objective: students will develop listening skills.
- Role plays : class 8th ; topic : ~~A~~. Visit to Cambridge – for this lesson I had conducted a role play for set induction wherein one student was asked to ~~play~~ the role of differently abled person and the other student a normal person .
The objective was to make students aware of the difficulties that are faced by the differently abled person.
Class :8th ; topic: the last bargain – for this poem I had conducted a role play for the set induction in order to make students aware of the two meanings of the word bargain.
- Guess the emotion : I had taught a poem crying in class 5th , so I conducted this activity wherein one student was called in front at a time and was asked to pick a slip of paper from the box on which emotions were written. So the student had to enact the emotion while the other students had to guess the emotion.
- Listen to the sound : wherein teacher blind folds a student and the selects one more student who stands in one direction and claps . The blindfolded student has to guess in which direction the sound came from.
Objective: student will develop listening **skills**.

CLASS: 9 A

TIME TAKEN: 30 min

TITLE: Photo Frame

OBJECTIVES: To encourage the students to think creatively

To be able to express oneself through acting.

MATERIALS REQUIRED: -

PROCEDURE: The teacher divided the class into groups of eight students each. Each group was given a historical event as the topic like Dandi march, Boston tea party, Evolution of man, Goa revolution day etc. The students had to collaborate, analyse the situation and enact the historical even and pose for a photograph in 3minutes

CONCLUSION:The students were initially shy but after encouragement given by the teacher, they participated very well in the activity. The teacher had to provide help to some groups after which they were successful in posing appropriately for the photograph. The students learnt to memorise and recollect historical content in a fun way and also learnt teamwork and collaboration.



Some of the Substitution Activities that made use of performing arts are as follows:

HOTSEAT: This activity was carried out with the students of Class VI. The students in the class were divided into teams. A student was asked to come to the front and sit on a chair (HOT SEAT) facing the class and backing the chalkboard. A word was written on the board. The students from that team were not allowed to say the word, but were rather instructed to use gestures and sounds to help the student in the 'Hot Seat' guess the word correctly.



CHARADES: This activity was carried out with the students of Class VI. The students in the class were divided into teams. A student was given a word to act out.

PERIOD: 6th

TITLE OF THE ACTIVITY: Objects as Innovative props

OBJECTIVES:

- The pupil develops their imagination and creativity to use a daily object as a prop and perform in an innovative way.
- The pupil acquires the ability to perform all of a sudden using a prop, in front of the whole class with great enthusiasm and confidence

MATERIALS REQUIRED: Objects- Book, Bottle, Umbrella, Ruler

PROCEDURE:

- The teachers asked the students to name all the four objects brought by them in the classroom and also asked to state its uses.
- The teachers then asked the students to come forward one by one and choose any one of those objects kept on the table and asked them to perform with that object in a unique way using their creativity and imagination.
- Each student was given 1 minute to perform.
- Other students sitting as audience was then asked to guess what the participant has performed using that particular object.

CONCLUSION:

The students enjoyed the activity very much. They came up with a lot of innovative and interesting ideas to perform with those objects. When some students were feeling shy to come forward and participate in the activity, other students motivated them that they can do it. This activity brought fun and laughter in the classroom.



PERIOD: 2nd PERIOD

TIME TAKEN: 30 MINUTES

CLASS: VII C

TITLE: Express Yourself!

OBJECTIVES: To enhance listening and active participation of almost all the senses while learning and having fun.

MATERIALS REQUIRED: Plenty of chits with one word written on each chit, a bowl, chalkboard, chalk and duster, stop watch.

PROCEDURE: The teacher gives instructions before the activity is conducted. The instructions are as follows: You must pick up one chit at a time. You are allowed to exchange the chit only once. If you are unhappy with the second chit you pick you cannot choose the topic on the previous chit you picked. You have to present the topic specified on the second chit. So exchange wisely! You will have five minutes to prepare on the topic you get. You can write out your points or piece and bring it with you as you come forward to present your topic. You cannot read from the paper, you can only refer to it. You must either recite what you have written with expression or use the elocution method. The piece or points you write can be an opinion, poem, paragraph, experience, story, article, essay etc. You have three minutes to present your idea to the class. All the best! As soon as the presentation starts you must listen and respect the presenter. I will ask anyone a question if required based on what is presented.

CONCLUSION: The learner enjoyed expressing their thoughts with action and various creative methods of acting, singing, dancing were included in their presentation of the topic given to them. The learner learnt many new things. There were some topics that gave rise to a debate and discussion to which almost every learner did contribute. The activity did not only increase knowledge but also enhanced self esteem, confidence and strong opinions and ideas being put forth with great conviction.





PERIOD: 2nd and 3rd PERIOD

TIME TAKEN: 1 HOUR

CLASS: IX A, B, C.

TITLE: ACT IT OUT...

OBJECTIVES: To check whether the learner remembers any important event in history and should work in groups to present this through either a mime or a verbal performance.

MATERIALS REQUIRED: Groups, a discussion and preparation time.

PROCEDURE: The teacher gives instructions before the activity is conducted. The instructions are as follows: you will get twenty minutes to prepare for your act. This act can be either a mime or a verbal performance which is a play. Your group performance cannot exceed seven minutes. No stage set up time will be given so if you want to use any props see to it that it can be brought and taken away immediately.

When a performance is on no one in the audience is allowed to discuss or talk, if found doing so 20 points will be deducted of that team. Every team is awarded fifty points for participation and the winning team receives hundred points.

Many plays were put up from the Jallianwallah Bagh Massacre, the storming of the Bastille in France, the guillotine, the Rani of Jhansi and the British, the transportation and discrimination of tribal groups and slaves. The Quit India Movement and Mahatma Gandhi were all depicted through expression and speech.

CONCLUSION: The objective of the activity was achieved. The students followed the instructions. Every learner was occupied. The performances were brilliant and the time management was on point.

Evidence of Workshop:

- All the participants were given a certificate of attendance during the concluding function. Specimen of the certificate is attached.



Photographs of Inaugural of Workshop:



Activities During Workshop:





Photographs of Concluding Ceremony:



