

**A DRAMA IN TEACHER EDUCATION: PLAN, ACTION AND TRANSFORM**

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SRJIS IMPACT FACTOR SJIF 2015: 5.401

Date of Issue Release: 04/03/2017,

Volume: SRJIS, Jan-Feb, 2017, 4/30

ABSTRACT

Today, the role of performing arts is gaining importance gradually in education applied in different educational contexts. It is recognized widely that use of music, dance, drama and movies create interest towards learning among the students. The author has reviewed the concept of performing arts especially drama and partake analysis of B.Ed. syllabus in view point of use of drama in enhancing the valuable aspect of education. The author has provided information on design and development of drama, as well shared exemplifying drama uniformly blended with content. The paper provides comprehensive information, which would helpful in forming future strategies in the direction of use of performing arts in education.



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It is highlighted by the experts that education in today's society have a need of many improvements, for an instance, preparing students in facing challenges of life in their career in today competitive world. The students have enormous career paths to choose that exist today, each student carries different personality, so each student grow with their different experiences in the educational system. The requisite is to prepare them to think critically which would leverage for selection the opportunities as per their individual requirements.

Arts in education is an expanding field. For gaining the interest in learning among students, the performing arts is one of the stimulating tool in teacher's toolkit which can be blended with teaching & learning process. Art has always been recognized as vital part of an accomplished education. Additionally, when it comes down to budget, the arts rarely rise to the top. The teachers can integrate the content and arts to create creative confidence in their expressions. For this, artistic learning goals are apprehended as equals to academic standards. It is proven that the art can be integrated with the subject with no extra cost and efforts. The integration of art really pushed students to collaborate. The use of art taps into various interests and abilities of students in process of learning which is essential to succeed in their chosen paths.

Likewise, the performing arts in education offers students with different opportunities to engage the mind, the body and the emotions. This results into a collaborative & communicative expressions. The students discover and present great themes & ideas through study and performance. They discover their own voice, they grow in self-confidence, which develops empathy and ethical insight into the uncertainties of the human behaviour.

The scope of areas covered by the performing arts integrating with teaching and learning is wide, that includes majorly,

- Acting
- comedy
- drama
- magic
- motion pictures
- theatre
- music - singer, musician
- dance - dancer
- drawing & painting

Specifically in teacher education, music, drama & movie really worth to be blended with learning process to create the interest among the student-teachers. If integrated appropriately, it demonstrates wonderful results. Next section provides in-depth on overview of drama integrating with education.

A drama in Education

Basically, a drama is a representation through dialogue and performance. It is a composition in verse or prose presenting a story in pantomime or dialogue, containing conflict of characters, particularly the ones who perform in front of audience on the stage. It is further categorised into many types.

Types of Drama

1. **Comedy drama:** funny experiences in life, or any type of fun-provoking situation.
2. **Tragedy drama:** It exposes the plight and suffering of humans to the audience.
3. **Farce drama:** a comic dramatic piece that uses highly improbable situations, stereotyped characters, extravagant exaggeration
4. **Melodrama drama:** exaggeration of emotions

5. **Fantasy drama:** a complete fictional work where characters virtually display supernatural skills.

6. **Musical drama:** Music, melody, and dance play a significant role in a musical drama.

Basic Elements of Drama

Aristotle was the first to write about the essential elements of drama more than 2,000 years ago. Following are basic element of a drama explained below.

1. **Plot:** This is what happens in the play. Plot refers to the action; the basic storyline of the play.
2. **Dialogue:** This refers to the words written by the playwright and spoken by the characters in the play
3. **Character:** Characters are the people (sometimes animals or ideas) portrayed by the actors in the play.
4. **Audience:** This is the group of people who watch the play.
5. **Stagecraft:** It includes constructing, hanging and focusing of lighting, design and procurement of costumes, makeup, and procurement of props, stage management, and recording & mixing of sound.
6. **Genre:** Genre refers to the type of play. Some examples of different genres include comedy, tragedy, mystery and historical play.
7. **Convention:** These are the techniques and methods used by the playwright and director to create the desired stylistic effect
8. **Theme:** While plot refers to the action of the play, theme refers to the meaning of the play

Literary Elements

Six stages in a drama are stated as below,

1. **Initial incident:** The event that “gets the story going”
2. **Preliminary event:** Whatever takes place BEFORE the action of the play that is directly related to the play
3. **Rising action:** A series of events following the initial incident and leading up to the dramatic climax
4. **Climax:** The turning point or high point of a story, when events can go either way
5. **Falling action:** The series of events following the climax
6. **Denouement:** The events from the end of the falling action to the actual ending scene of the drama

Technical Elements

1. **Scenery (set):** The theatrical equipment, such as curtains, flats, backdrops, or platforms, used in a dramatic production to communicate environment
2. **Costumes:** Clothing and accessories worn by actors to portray character and period.
3. **Props:** Short for properties; any article, except costume or scenery, used as part of a dramatic production; any moveable object that appears on stage during a performance, from a telephone to a train

Performance Elements

1. **Acting:** Use of face, body, and voice to portray character
2. **Character motivation:** The reason or reasons for a character's behaviour; an incentive or inducement for further action for a character
3. **Character analysis:** In responding to dramatic art, the process of examining how the elements of drama – literary, technical, and performance – are used
Empathy: The capacity to relate to the feelings of another
4. **Nonverbal expression Gestures:** Any movement of the actor's head, shoulder, arm, hand, leg, or foot to convey meaning
Facial expression: Physical and vocal aspects used by an actor to convey mood, feeling, or personality

Importance of Drama in a classroom

1. Students gain significant life skills like the value of critical feedback, both positive and constructive.
2. Students gain occasions to rejoice the depth of human expression in all of its forms like to comprehend our world better which help them to navigate the challenges.
3. Drama permit an opportunity to develop cognitive abilities.
4. It builds confidence which benefits public speaking opportunities.
5. Communication while performing drama is enhanced as they work together in group. It provides opportunity for students to show cultural leadership qualities.
6. Students are benefited in developing a profound sense of individualism, self-reflection and self-esteem.
7. It builds strong relationships between students, teachers and principals strengthening their distinctiveness within their educational community
8. It also provide opportunity to students to pursue drama or acting as a profession.
9. It improves communication and social skills.

10. It helps us present ourselves well and be confident in our body language
11. It gives confidence to be a leader.
12. It encourages creativity and imagination.

Analysis of B.Ed. Syllabus of Savitribai Phule Pune University for Drama Element

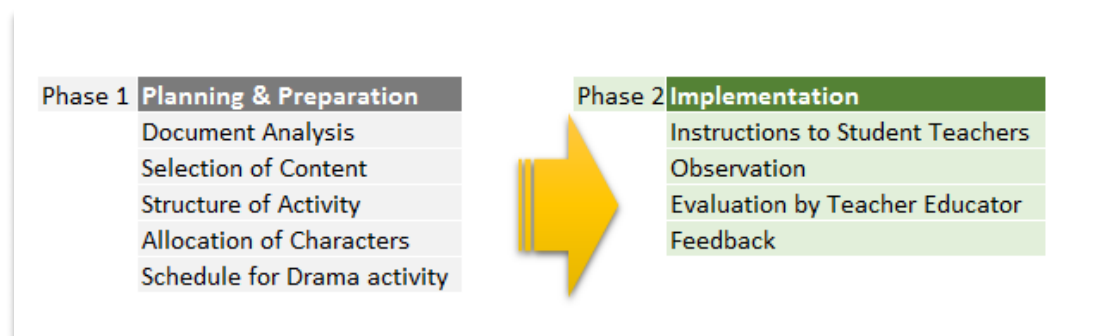
The author thinks that a drama can be used efficiently in teaching-learning of B.Ed. syllabus. Further to that the author has studied and analysed the topics, subtopics where use of a drama would be applicable.

B.Ed. (1st year)	
Course Number	Topics/Subtopic
Course: 101	<ul style="list-style-type: none"> • Role of the teacher in a multicultural classroom <ul style="list-style-type: none"> ○ Cultural dimensions: Social values, customs, traditions
Course: 102	<ul style="list-style-type: none"> • Role of Education in Contemporary Issues <ul style="list-style-type: none"> ○ Gender and school: Issues related to gender in school ○ Sustainable Development ○ Thinkers: Swami Vivekanand, Dr. Ravindranath Tagore, Dr. Babasaheb Ambedkar, J.P Naik, Mahatma Phule and Savitribai Phule.
Course: 103	<ul style="list-style-type: none"> • Theory of Constructivism
Course: 106	<ul style="list-style-type: none"> • dialogue writing • Story Writing Phonetics :Intonation – Stress , accent , Intonation pattern
Course: 106-06	<ul style="list-style-type: none"> • India: Cultural. • Maharashtra before the times of Shivaji Maharaj. • Democracy and Diversity • Caste and Democracy • Religion and Democracy • Fundamental Rights and Duties • Fundamental Rights and Duties mentioned in Indian Constitution • Human Rights.
Course: 106-07	<ul style="list-style-type: none"> • Causes and effects of population explosion • Pollution – Meaning, types, causes, effects and pollution controlling measures
Course: 106-08	<ul style="list-style-type: none"> • Striving for a better environment – Waste Management
Course: 107-1	<ul style="list-style-type: none"> • Core elements, values and life skills
Course: 107-2	<ul style="list-style-type: none"> • Qualities of good Marathi teacher • Role and Responsibilities of Marathi Teacher
Course: 107-3	<ul style="list-style-type: none"> • Communicative Approach • Techniques :- Dramatization , Story telling • Skills: - Listening , speaking , reading and writing

B.Ed. (2nd year)	
Course Number	Topics/Subtopic
Course: 201	<ul style="list-style-type: none"> • Leadership:- Concept , Styles and Types
Course: 202	<ul style="list-style-type: none"> • Social basis of framing curriculum in education • Values in the Indian Constitution and their reflection in curriculum of secondary education • Dr. Babasaheb Ambedkar's views on curriculum of secondary education • Mahatma Gandhi's views on curriculum of secondary education • Tagore's views on curriculum of secondary education • Issues and Concerns in Inclusion – Support and active participation of children in the classroom, Parental attitude and Community awareness for inclusion
Course: 204-01	<ul style="list-style-type: none"> • Counselling for the children with special needs
Course: 204-03	<ul style="list-style-type: none"> • Programmes for the betterment of women education • Raja Ram Mohan Roy • Maharshi Dhondo Keshav Karve • Tarabai Shinde • Mahatma Phule • Dr. Babasaheb Ambedkar
Course: 204-05	<ul style="list-style-type: none"> • Problems of Population • Planned Parenthood, family relationships, communication in family.
Course: 204-6	<ul style="list-style-type: none"> • Role of individual in prevention of pollution: air and water etc
Course: 208	<ul style="list-style-type: none"> • Reading and reflecting the Text
Course: 211	<ul style="list-style-type: none"> • Report on the folk life • Appreciation of a film/drama/novel/folk drama • Use of Music/ Arts in Education
Course: 212	<ul style="list-style-type: none"> • Team building skills • Social awareness skills • Spoken English skills • Creative writing skills • Communication skills • Presentation skills • Leadership skills

Design & Development of Drama in a classroom

Author has designed and developed the structure of drama in two phases in general.



Phase-1 Planning & Preparation

1. **Document Analysis-** Syllabus Analysis of B.Ed. has to be completed to see which topics have dramatic elements. And, such topics can be selected.
2. **Selection of Content:** For an example, a Teacher Educator can select Course 208 Reading and reflecting the text to improve reading & reflecting skill of students. An Extract from Hamlet can be provided to the student teachers which consisted element for drama.
3. **Structure of Activity**
 - Introduction
 - Discussion in group
 - Character analysis
 - Selection of Costume & Prop
 - Practice
 - Action
 - Feedback
4. **Allocation of characters:** According to the content, characters can be discussed and allocated within themselves.
5. **Schedule for drama activity:**

Tentative timing for each drama activity has drafted as below, those may varies based on content and objectives.

Reading Time	Group Discussion	Preparation Time	Execution
15 Minutes	15 minutes	20 minutes	15 Minutes

Phase-2 Implementation

1. **Instructions to students:** Teacher educator can provide general instructions about the procedure of drama.
2. **Observation:** Teacher educator has to observe the performance of Student-Teachers thoroughly, keeping all the elements of drama in the consideration.
3. **Evaluation:** Teacher Educator need to evaluate Student-Teachers through the criteria applicable for the evaluation.
4. **Feedback:** After the performance, Teacher Educators and performers can provide feedback for their overall experience.

In this manner, Teacher Educator can conduct drama to observe the reflecting skills of student teachers. A Teacher Educator may offer the Student Teachers time to read (15 minutes), next would be, group discussion. Subsequently, time (20 Minutes approx.) can be provided for preparation for the drama. Later, Student Teachers perform the drama. Their delivery of drama will show the outcomes if Student Teachers understand the content from the book (example – an extract from Hamlet).

It concludes that drama, dance, music or arts can be very well blended with the content in the classroom. It keeps the class alive and energetic. Comprehension of the content results into long term memory for the students. Furthermore, students get motivation for learning as well it focuses the personality development too.

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