



1. Title of the Practice :Drama

2. Objectives of the Practice

- **Enhancing Communication Skills:** Drama activities encourage students to express themselves clearly and effectively, both verbally and non-verbally. This is crucial for teachers to engage with students and convey information in a comprehensible manner.
- **Promoting Creativity and Imagination:** Drama fosters creativity by allowing students to explore different roles, scenarios, and perspectives. This creativity can be transferred to lesson planning and classroom activities, making teaching more dynamic and engaging.
- **Developing Confidence:** Through drama, B.Ed. students can build confidence in public speaking, improvisation, and performing in front of others. This confidence is essential for managing a classroom and engaging students effectively.
- **Facilitating Collaboration and Teamwork:** Drama often involves collaborative activities such as group performances, improvisation exercises, and role-playing scenarios. These activities help students develop teamwork skills, empathy, and the ability to work effectively with others.
- **Exploring Social and Cultural Issues:** Drama provides a platform for discussing and exploring various social, cultural, and ethical issues through role-play and scripted performances. This helps teachers-in-training develop a deeper understanding of societal issues they may encounter in the classroom.
- **Improving Emotional Intelligence:** Engaging in dramatic activities can help B.Ed. students develop emotional intelligence by exploring and understanding different emotions, perspectives, and human experiences.
- **Enhancing Teaching Skills:** Drama techniques can be directly applied to teaching methodologies, such as using role-play to simulate historical events or complex concepts, making learning more interactive and memorable for students.

3. Context of Drama

The B.Ed. course under KavayitriBahinabai Chaudhari North Maharashtra University, Jalgaon is of two years duration. Since the academic year 2015-16, the subject "Drama and Art in Education" (EPC 7) has been included in the second semester of the B.Ed. curriculum. This subject has been included from an educational perspective for both teachers and students, aiming to shape future teachers as artists who will mold future citizens.



Since ancient times, humans have actively participated in various forms of expression. Through drama, human beings express their emotions, and teachers play a significant role in giving proper direction to this expression. It is essential for teachers to preserve the heritage of our ancient culture and to carry forward this heritage in society. Therefore, drama and art are important aspects of education. In this regard, the university has prescribed this curriculum for second-year B.Ed. students. Through this curriculum, student-teachers learn how to effectively teach various forms of art and drama.

4. The Practice

Steps in Drama

The practical execution of drama practice at the college is conducted in the following manner: Admitted students are divided into groups of five to ten members. Each group is tasked with presenting a drama on a socially enlightening topic. The steps in drama presentation include preparation, introduction, performance, discussion, and conclusion.

Preparation

In the preparation phase, the entire group creates a drama on a chosen socially enlightening topic. They then write dialogues and scenes, conduct rehearsals, and plan stage setup, costumes, and hairstyles.

Introduction

During the introduction, one student from the group comes forward to introduce the topic of social awareness chosen for the drama. Through the introduction, the main purpose of the drama is clearly explained.

Performance

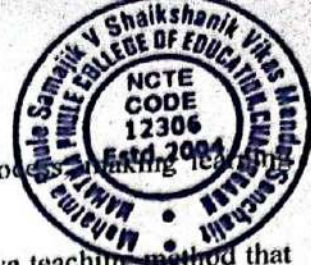
After the introduction, the drama performance begins. Based on the selected social awareness topic, the group presents various dialogues and acting sequences to the audience. Additionally, the group leader or a member occasionally steps in as a narrator.

Discussion

After the drama ends, all students gather to discuss the effectiveness of the drama, how it was presented, and its impact.

Conclusion

In the conclusion, the precise message intended for society through the drama is conveyed. Teachers aim to instill values in students through this process. Drama,



therefore, is used as an educational tool in the teaching process making learning enjoyable and meaningful.

In essence, drama is not only a form of art but also an effective teaching method that makes education interesting and impactful for students.

5. Evidence of Success

Evidence of success in implementing drama as part of the B.Ed. curriculum can be demonstrated through various indicators, including student feedback, improved skills, and tangible outcomes. Here are some ways to gather and present evidence of success:

❖ Student Feedback

- **Surveys and Questionnaires:** Distribute surveys to students at the end of the course to gather their feedback on how drama activities have impacted their learning and teaching skills.
- **Reflective Essays:** Ask students to write reflective essays about their experiences with drama in education, highlighting what they learned and how it has influenced their teaching approach.

❖ Improved Skills

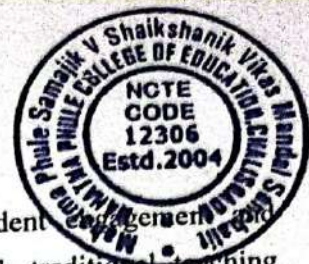
- **Communication Skills:** Assess improvements in students' verbal and non-verbal communication skills through peer evaluations and instructor observations.
- **Confidence Levels:** Monitor the increase in students' confidence in public speaking and classroom management through self-assessment and performance reviews.

❖ Tangible Outcomes

- **Student Performance:** Compare the academic and practical performance of students before and after the inclusion of drama in the curriculum.
- **Classroom Implementation:** Document instances where students successfully integrate drama techniques into their teaching during internships or practice sessions.

❖ Peer and Instructor Evaluations

- **Peer Reviews:** Implement a peer review system where students assess each other's performances, providing constructive feedback and noting improvements.
- **Instructor Assessments:** Instructors can provide detailed assessments of students' progress and highlight specific areas of growth observed during drama activities.



❖ Classroom and Community Impact

- **Classroom Engagement:** Measure the level of student participation in drama activities and compare it with traditional teaching methods.
- **Community Projects:** Document any community projects or social awareness campaigns initiated by students as part of their drama assignments, showcasing their impact on the community.

❖ Success Stories and Case Studies

- **Individual Success Stories:** Highlight individual student success stories where drama in education has significantly impacted their teaching style and effectiveness.
- **Case Studies:** Develop case studies of specific groups or classes that have shown remarkable improvement and success through the incorporation of drama.

❖ Visual and Audio Evidence

- **Photographs and Videos:** Capture photographs and videos of students participating in drama activities, rehearsals, and performances to visually demonstrate their engagement and progress.
- **Recorded Performances:** Record students' drama performances and use them as evidence of their ability to convey social messages and engage audiences effectively.

❖ External Recognition

- **Awards and Honors:** Document any awards or honors received by students or the institution for outstanding drama performances or innovative teaching methods incorporating drama.
- **Positive Media Coverage:** Collect any positive media coverage or public recognition of the drama activities conducted by students as part of their curriculum.

6. Problems Encountered and Resources Required

While conducting these practical drama exercises, several challenges often arise:

- **Lack of Consensus:** Students frequently struggle to reach a unanimous decision, especially when selecting the topic for the drama.
- **Topic Selection Difficulties:** Choosing an appropriate socially enlightening issue for the drama can be challenging and often leads to disagreements among group members.

- **Discussion Issues:** Discussing various social issues to incorporate into the drama can also present difficulties, as students may have differing opinions and perspectives.
- **Lack of Enthusiasm:** Some students may not be enthusiastic about participating in the practical exercise, making it difficult to form groups.
- **Practice Inconsistency:** There are students who do not practice adequately, which leads to them stumbling during the actual performance.
- **Lack of Memorization:** Even after participating in the drama, some students fail to memorize their dialogues, which can hinder the smooth execution of the performance. These challenges can impede the effectiveness of the drama practice, requiring additional effort from both teachers and students to overcome them and ensure successful execution of the drama activities.

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