



# REVIEW OF RESEARCH

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## RURAL SCHOOLS AND THEATRE PEDAGOGY- ITS SIGNIFICANCE IN PRESENT SCENARIO

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### ABSTRACT:

*From ancient times to the present, the theater has made contributions to education and other fields of study. Theatre's growth and perception of performance have been influenced by the ever-changing social, economic, political, and cultural landscape. Even the educational sector has benefited from theatre as a cultural study. It has been the goal of numerous academics and sociocultural theorists to incorporate theatre into education as a way of life. The current globalized environment has significantly altered the scope of theater and its capacity to impart knowledge to students and individuals with a wealth of skills.*



*This paper, which focuses on teaching through theatre, tries to look into how teachers in rural areas can use theatre as a major pedagogical tool to teach the curriculum at schools. The paper will be very important, particularly in the context of globalized and post-colonial India.*

**KEYWORDS:** Pedagogy, Rural Schools, Theatre, Education, Curriculum.

### INTRODUCTION:

60% of private kindergartens and some private elementary schools in Karnataka offer drama classes, have drama teachers, and include theater in their activity programs that cover a variety of subjects like puppetry, storytelling, music, painting, and the use of masks. In order to serve as a central authority for the education of new teachers, the association for contemporary theatre provides kindergartens, elementary, and secondary schools with in-service training upon request.

The Department of State's Department of Education Research and Training (DESERT) regularly organizes workshops for teachers, provides academic leadership in rural school education, and works to raise the standard of instruction in the state's rural primary and secondary schools. At the school, college, and university levels, the Ministry of Education organizes training programs in theatre for pre-service teachers. Creative drama courses are offered by a number of institutions through various departments at both the undergraduate and graduate levels.

In the field of education, Karnataka State has implemented several successful experiments: The activity-based learning program known as "Nali-Kali," the activity-based teaching method known as "Chaitanya," the multi-grade, multi-level teaching method known as "Bahumukhi," the direct-to-classroom radio broadcasts known as "Keli-Kali," the dramatization of the teaching method known as "Shikshanadalli Rangakale," the introduction of activity-based textbooks in all classes, yoga and value education. Introduction of activity based textbooks in all classes, Yoga and value education, providing training modules and preparation of Arts education syllabus based on NCF 2005.

Education through theatre is one of the methods strongly recommended by the NCERT (National Council of Educational Research and Training) in its syllabi recently and NGOs have been requested to support its recommendations.

Numerous organizations and initiatives have used theatre as a development tool: for education or propaganda, as therapy, as a participatory tool, or as an exploratory tool in development.

In recent years, many theatre groups and organizations have helped to enhance the progress of theatre in education. The Universities, The National Bal Bhavan, Navodaya Vidyalayas, The National School of Drama, Centre for Cultural Resources and Training, The National Museums, Sangeeth Natak Academy, Indian Mime Theatre, Indian Foundation for the Art, Sutradhar, Ninasam, and so on, have been constantly working in the area of theatre and education inspiring would-be scholars to take up research. These organizations have created cadres of informed enthusiasts, imparted knowledge about dramatic literature, and generated theatre activities involving many students.

The play is the thing, but the power and promise of the theatre education lie not only in students observing drama on the stage and screen but also in their own theatre in the classroom," according to a quote by William Shakespeare. While students can watch and observe a variety of plays on stage and screen, the classroom theater provides them with the full experience of observing and performing, which is just as important.

"Imagination is more important than knowledge," according to Albert Einstein, makes theater potentially the most powerful educational experience, especially for young people. Through a completely imagined structure, it accomplishes all of these. Education is nothing more than intellectual recycling of the same information passed from teacher to student and back to teacher during tests if there is no imagination. Although a number of projects are working successfully in this area, the work or service has not yet reached many rural schools. According to the previous study, most of the urban and rural schools under the research study show that more than 70% of schools have inadequacy of curriculum guides, teaching materials, teacher training by the Government, drama professionals support, class time, and so on., Without these resources, especially rural schools find it difficult to implement or continue theatre activities.

#### STATEMENTS:

13,800 government schools with fewer than 25 students in our state of Karnataka are on the verge of closing. There are approximately 1,800 of these rural schools, all of which have fewer than ten students. Even though the department of school education and literacy asserts that there is no possibility of closure, the plan to transform one school in every hobli into a "model school" has sparked controversy. According to experts, the department will transfer students from low-admission schools to model schools in the name of a merger. If theatre practitioners consistently experimented with theatre elements to bring about a qualitative change at this time, students would be enticed and encouraged to attend these schools. The research was conducted with an experimental design that rural students have shown improvement both subject-wise as well as overall personality development using theatre as a method to learn. Even the teachers analyzed the process of teaching as productive. But the teachers felt that they lack the knowledge resource of theatre and the resource available in their teaching process environment.

From the data/information collected through descriptive and qualitative vs quantitative research design, it is found that teachers from many rural and semi-rural schools accepted the process of teaching the curriculum using theatre as a medium. But once asked about the implementation of this process their response suggested that they lack theatre knowledge and resources. This led to the analysis and finding that a policy or syllabus should be implemented in the curriculum in teacher training (D.Ed, B.Ed, M.Ed), or related teaching sector.

The paper tries to examine the potential for educational knowledge through theatre while collecting ethnographic and empirical data using this conceptual layer.

In the process of studying or teaching through theatre, the majority of our understandings and learning will always be pushed to the limit and collide with one another. Scenic design will allow the

learner to become creatively engaged in the learning process since it contrasts most physical displays of content. This paper which is focused on theatre and education tries to explore theatre as a major pedagogical tool in teaching rural students school curriculum. The paper will surely be of great importance, especially in the context of post-colonial and globalized India.

**Table shows Rural school teachers' opinion on theatre education.**

Sl. No.	Views on Theatre Education	Highly Agree		Agree		Disagree		Highly Disagree		No Comment	
		F	%	F	%	F	%	F	%	F	%
1.	Theatre enhances aesthetic development	3	3.0	6	6.0		.0				
2.	Theatre is an Effective teaching method	8	8.0	1	1.0						.0

**Source:** Field Research

According to the table above, 33% of teachers strongly agree that theater helps students develop their aesthetic sense, 66% agree, and 1% disagree. 38% and 66%, respectively, agree that theater is a good way to teach, and 1% say they don't know. In general, 98% of teachers agree that teaching students in rural schools how to appreciate the beauty of things helps them develop their aesthetic sense.

The overall conclusion drawn from the aforementioned table is that more than 95% of rural school teachers believe that teaching theatre is an effective teaching method in rural schools and that it enhances aesthetic development.

#### **Importance of introducing Theatre in Pedagogy:**

- To advertise theatre as an effective teaching instrument in far-off places.
- To cultivate theatre as an ethno-educative method that makes it possible to work with rural teacher communities. to work together on theatrical techniques and how to incorporate them into the teaching process with B.Ed, D.Ed, M.Ed, and rural teachers.
- Providing these teachers in isolated locations with a space or sphere where they can experiment with the kids and explore problems and opportunities while imparting knowledge utilising theatrical techniques.
- Analyzing the shortcomings of the traditional, mainstream teaching strategy.
- To look into the use of theatre as a teaching tool in India, with a focus on female teachers in particular.
- Provide a cutting-edge curriculum that encourages the teaching of multiple disciplines.
- Teachers in remote schools should receive training in theatre.

At a time when educators all over the country are experimenting with novel strategies to motivate rural students to stay in school and continue, as well as novel strategies to prepare a whole new generation for life in a world that is rapidly changing, the theater may be a significant and useful resource.

A lot of research is not done from the perspective of theatre, especially from the performative point of view of theatre in the rural setting.

It also tries to look at theatre history from a teaching point of view, especially in the context of rural education, which is an important aspect. This will help us better understand theatre because educational theater has historically been marginalized.

### CONCLUSION:

Theatre education is a popular method in urban areas. However, education will benefit from the use of this medium in our rural area, which has a richer culture than the rapidly changing city.

Because education is one of the factors that influences trainees' quality of life, numerous educators have worked to improve it. children based on their grade level, and education has become a one-sided process. A novel approach or strategy is required in order to identify, motivate, and satisfy the various requirements of rural schoolchildren.

These students have access to a genuine alternative to traditional classroom instruction through theatrical education. It's a form of entertainment that never ends and never stops evolving. Working with low-income, special-needs, rural, or urban children does not limit one's ability to capture their creative enthusiasm and imagination. As a result, everyone needs to support and encourage the use of theatre pedagogy in rural schools. Therefore, everyone needs to support and promote theatre education in rural schools.

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