

INSTITUTIONAL BEST PRACTICES

1. THEATRE PEDAGOGY

1. Title: Theatre Pedagogy in teacher education.

2. Objectives of the Practice:

- I. To orient trainee teachers with exercises, related to personality development, speech therapy, psychological observation, removing audience fear etc.
- II. To train pre-service teachers with Indian Arts and Culture through theatre.
- III. To train pre-service teachers to use theatre experience in teaching learning process.
- IV. As an outcome of the workshop a play was prepared and performed through the pre-service teachers got the real feelings of modern Indian theatre.

3. The Context:

It was observed during the internship programme that some trainee teachers are very good in communication, they can express their feelings and knowledge freely, and effectively, but many of the trainees are not good in communication. Despite of good knowledge they can not express effectively. Communication is achieved not only through their language and spoken word but also done through many things, especially how to use the visual objects in their effective communication.

This was observed by every faculty when they were on Internship observation. After lots of discussions, One Institute faculty member came with a solution that a full fledged theatre workshop and performance of a play in front of teachers and students can be helpful for students in their better communication. It was also decided that this workshop will be held just before their internship so, that they can apply their skills learned during theatre workshop.

4. The Practice:

Theatre in School and colleges is not a new idea, but generally this practice is done only for those who are interested in arts, acting etc. but Theatre pedagogy was meant for all those students of the class who were going to teaching internship in next year or semester. It was a workshop where main objective was to enhance the communication skill of the trainee students. This object was achieved through different step.

Realisation of Self: The first step of the workshop was realisation of the self, who am I? what is our role in life? What is our physique and what are the strength and weaknesses of our body?

Voice Modulation: Third step was voice modulation and use of silence in our verbal communication. Many exercises were done to make our voice more effective, introduction of voice

organs, their work, their exercises, how and when to speak a loud, when normal, when slower and when you need to keep silence so that others listen you more carefully.

Singing Skills: After these exercises, students were given exposure with music, and singing skills. It is not necessary that everyone will become a good singer through some practice but through these exercises every student can develop little better singing skills and by using music in their communication. Every student can have a minimum level of music sense.

Reading Text: It was another important practice, how to read a text in better way, students learned that every word should get proper attention and stress. Reading of a text was also connected to class room reading.

Body Language and Movements: Body language and movements are very important on stage as well as in class room that is how a personality should behave on stage. Students also got to know that how a person or a teacher get attention from audience and students.

Support Material: Let's other things on the stage, which are beyond the body make your communication more effective.

Lights: Lights play very important role in stage. In first look, you can say there is no provision of lights in the class room, but what we do through light is basically bringing few things in limelight and that can be done in class rooms as well.

Role-plays: Becoming something else by the use of body, cloths, make up etc. teachers become something else from their personal life and he/she becomes performer.

5. Evidence of success:

There are many evidence of this successful programme in which Innovation was done. A detailed report was published which is available with the Institute.

Feed Back from Students: Detailed Feedback from students were taken, in which they described their experience of this theatre workshop, in which they told how this theatre pedagogy happened and how this workshop and performance was helpful in their internship programme. These feed backs are reflected in the report.

Media Coverage: There are many media coverages as evidence in different national newspapers as well as in social media platforms.

Paper Presentation on Theatre pedagogy at RIE, Bhopal: The coordinator of this programme presented a comprehensive paper on this experience and shared his experience with RIE Bhopal at academic forum. This presentation is available in the report of this programme.

Pictures and Videos of the programme: Photography and Videography was done during the workshop as well as final presentation of the play. All details are available with the coordinator and in the report available with extension department of the institute.

6. Problems Encountered and Resources Required

There were many challenges, at every step. First thing was to conceptualise it properly and discuss every challenge we can face, then it comes convincing principal for this concept, then there was another problem how students can spare the time, because from morning to evening students were busy in curricular activities, there was no free time, and this activity was for 10 days about 4 hours a day. And there was no tradition of students staying in the academic campus till 8.00 pm in the evening especially for girls. And then it comes for the funds, which was needed for inviting experts from theatre, and then for costume, lightings, tea, snacks etc. for this purpose we approached to principal and it was made possible through PAC of NCERT. This all could happen only because principal was convinced properly with this innovation.

7. Notes (Optional)

This experience has repeated many times and results are very good always, now it is recommended that other institutions of India should also do this workshop. And it should be the part of the curricular of every teacher education programme.

2. Library Best Practices in RIE Bhopal

Best practice is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things. Best practices are used to maintain quality as an alternative to mandatory legislated standards and can be based on self-assessment. Quality collection, quality of services, ICT integration, benchmarks and best practices adopted by the academic libraries are the main concerns of NAAC. Best practices improve users' maximum utilization of the library resources and quality of library services. In addition to the routine activities some best practices can be adopted and persistently practised in the academic libraries for the quality enhancement. RIE Bhopal Library has been constantly exploring innovative methods to meet users' information needs by improving efficiency and simplifying work processes through digital technologies.

Objectives of the e-Library

The primary objectives of establishing the e-Library in Regional Institute of Education, Bhopal are:

- i. To enable library to manage very large amounts of digital information available in various forms like, e-books, online journals, databases, OA materials, Web materials, etc.
- ii. To preserve unique collections through digitisation
- iii. To preserve Institutional publications in digital form and provide online access to these materials.
- iv. To provide faster access to information on campus and off campus
- v. To facilitate dealing with data from more than one location
- vi. To enhance distributed learning environments

E-Library of RIE, Bhopal

Library of the Institute is called as Learning Resource Centre, was established in 1964 with the aim to provide right impetus for the intellectual growth of students, teachers and researchers. It holds knowledge resources predominantly related to the subject 'Education' and provides access to various information resources on and around the subject stretching to latest books, journals and audio-visual materials. At present the Library has around 72,000 print and more than 2000 e-books, 128 print and 130 e-journals, 4 CD-ROM and on-line databases, Infilnet N-List consortium materials, more than 5000 dissertations and reports, and many other Open Access downloaded materials.

Digital library of the Institute was established in the year 2012 and continuously growing with the collection of e-resources like: e-books, on-line journals, databases, Open Access materials, etc. for the students with the intension of learning at their own convenience. Students can have access and read the library digital materials in various digital format (e-Books, audio-books, videos, etc. on demand 24X7) anytime and anywhere using their preferred devices. The library is developed in hybrid model with the most advanced technological applications. The library is now fully computerized with KOHA (LMS), DSpace based Institutional Repository (IR), RFID based circulation and security system, Joomla powered website and many state-of-art technologies. On-line Public Access Catalogue (OPAC) Kiosks facility is available in all halls of the Library and Web-OPAC access is through website.

ICT hardware and software used in RIE, Bhopal Library are for enabling itself to operate within modern digital environment:

Hardware used:

SN	Technologies	Purpose	Quantity
1	State of art Servers	Library automation, Institutional Repository (IR) and Library Web-OPAC.	03
2	Biometrics system	For user attendance	03
3	Wi-Fi	Wi-Fi access points for library service access in mobile and laptops.	06
4	RFID (Radio Frequency Identification) technology	For automated circulation system and theft detection.	A set
5	High-end Scanner	Digitisation and OCR of documents for Institutional Repository (IR)	01
6	Text Reading scanner	Inclusive instrument for reading printed and hand written text for visually impaired.	01

Software used:

SN	Library operations/services	OSS used/Versions
1	Computer Operating System	Ubuntu (18.04)
2	Library Management Software	KOHA (20.05)
3	Institutional Digital Repository	DSpace (6.3)
4	Library Website (CMS)	Joomla (3)
5	Discovery tool	VUfind (7.0)
6	Subject guide	Subject plus (4.0)
7	Bar coding	ID automation
8	Publishing Journals	Open Journal Systems (OJS)
9	Mobile App	Android Studio (BETA Version)
10	Reference Management Tools	Mendeley and Zotero

E-Library System and Services:

The e-library of the Institute provides various services to users with the existing hardware, software, Internet and local network platforms available in the Institute library system. The e-Library comprises of the components like:

1. One High-end Server
2. LIBSYS open source software for library automation
3. Subscription of e-books, on-line journals, databases, OA materials, etc.
4. On campus access to users to use e-resources
5. Library website on Wordpress OS platform for single point access to e-resources
6. Use of Open Source Software (OSS) in different operations

Outcome of the Best Practice:

Prolonged use of technologies experienced to say that the innovative ways of using digital technologies increases the quality of services, sets benchmark and ultimately brings elevation in the image of the library among the user community. The major outcomes of the e-library are:

- i. The usership of library materials increased multi fold involving virtual users.
- ii. Library users got 24x7 access to library materials
- iii. Remote access to the library materials could be possible
- iv. The space problem and budget crunch could be managed by acquiring Open Access materials and using Open Source software.

In time to come, the digital library best practice will definitely help the Institute library motivating to meet the information requirements of users in best possible way.