

A RESEARCH BASED ON THE COMPARATIVE STUDY BETWEEN THE OLD AND NEW TECHNIQUES. THE IMPLEMENTATION OF NEW METHODOLOGY AND ITS ASSESSMENT METHOD.

Author

BARKHA BALI

Masters Degree in Classical Dance (Kathak)
Gold Medal (Panjab University, Chandigarh)
Dance Instructor
Chitkara International School,
Sector 25 (West) | Chandigarh

ABSTRACT:

Dance is an expressive human movement that engages the physical, the intellectual, the emotional and the spiritual dimensions of people. It is a unique art form, which uses the body as an instrument of communication. Dance, is in essence a social and cultural activity where people dance with partners, within a group or for an audience. It is a powerful means of sharing languages, cultures, abilities, identities and other issues across boundaries. The subject Dance Studies encompasses dance technique, styles, performance, choreography and dance theory, including health care, history and music for dance.

A comparative study of the curriculum of classical dance followed with a group of students for the session (2013-14) and the New Methodology (Theory and Practical), that is being followed in the new session 2014-15. The work has been done upon different assessment criterion, taking into consideration both the aspects, namely theory and practical

All the evidences and proofs are enclosed in the research work. It includes the individual assessment of a student and the group assessment as well. Different statistics and data have been used to support the research work.

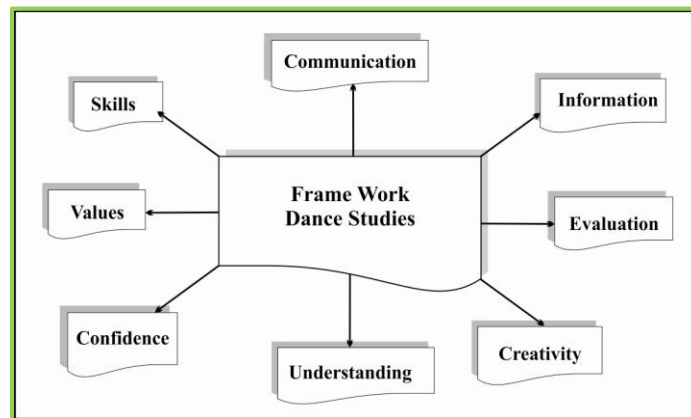
OBJECTIVE: “Every work should be research oriented” same is the case with this thesis compiled. The main motto behind this research is to make students familiar with the most traditional art form that is Classical Dance (Kathak) of our country. It is an initiative to preserve the heritage of our Indian culture. As it is the most ancient dance form of our Indian Culture.

AIM: It is rightly said “Keep your aims high and you would be a successful person one day”. The sole aim for this research work is to overcome the weaknesses or short coming prevalent for the institution in the way of imparting knowledge related to Classical Dance. The Dance Syllabus is for students to experience, understand, value and enjoy dance as an art form through the interrelated study of the performance, composition and appreciation of dance.

INTRODUCTION:

“Life is a continuous journey of transformation”.

During the tenure of teaching it was felt that there were many misconceptions in the minds of the students in relation to Classical Dance form. Change of the whole pattern of teaching was the need of the hour. A complete knowledge about the theory and practical aspect related to the dance form was to be imparted, so the change was brought into the system. Initially the concept was introduced using a “**CONCEPT MAP**” where the students came up with all sort of vocabulary words related to the Classical Dance form. The example of the same is attached for the reference. And later on the new methodology was adopted for teaching theory and practical. It is rightly said that “**Change is the spice of life**”, hence the change in the teaching methodology has brought a drastic improvement in the knowledge graphs of the students. The framework has been designed to provide a set of broad learning outcomes that summarize the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. This broadens the learning outcomes of the students:



It helps students:

- To understand, develop and communicate ideas and information in their individual life.
- Work collaboratively with others in a group and individually to achieve goals.
- To attain the knowledge and skills necessary to maintain our self in social circle.
- Understand and appreciate the physical and technological world to make decisions.
- Understand and appreciate social, cultural and historical contexts of the subject.
- Express themselves through creative activity with the artistic, cultural and intellectual skills.
- Understand and apply a variety of techniques and connect it to solve problems in day to day life.
- Be productive, creative and confident in the use of technology taught to them.
- Develop personal values based on their understanding of moral and ethical matters.

INTRODUCTION OF SUBJECT:

The framework ensures that syllabus and curriculum requirements are designed to provide educational opportunities that:

- engage, students to maximize their individual talents and capabilities.
- develops a positive self-concepts and a capacity to establish and maintain safe and rewarding lives.
- to learn effective participation in the society.

- enable all the students to enjoy learning, and to be self-motivated, reflective and competent learners.
- promote continuity of learning, and facilitate the transition between primary and secondary schooling.

Subject- Classical Dance: Kathak

Classical Dance: Kathak is the major classical dance drama from North India. The word Kathak is derived from Sanskrit meaning ‘telling a story’. This dance is performed with beautiful expressions on the face, fast footsteps and also the fast body spinning. In classical dance, the school has been covering the basic taal of kathak; Teen Taal and its description, notation, ‘Theka’. The students learn the standing posture, the walk and rhythm of Teen Taal. They have been taught about the various hand movements and facial expression. The students get complete knowledge of the dance form Kathak.

Curriculum:

Note: Dance- is compulsory for all the students. One dance class is compulsory in a week. The duration of the class is 40 minutes. The number of classes in a month is 4 in which one theory class and 3 practical classes have been dedicated to each group. The number of classes in one session is approximately 40 (1600 minutes)..

The old method in the curriculum for Dance studies for the session 2013-14 that was followed previously.

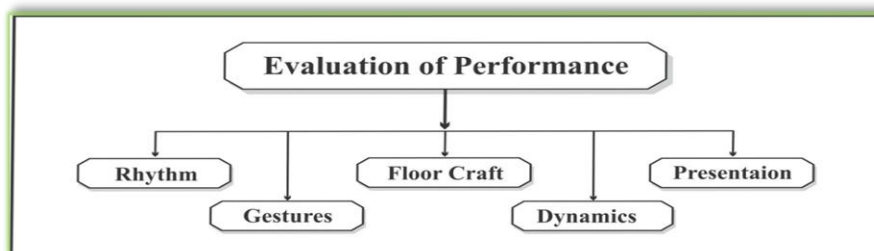
Note: Dance is compulsory for all the students. One dance class is compulsory in a week. The duration of the class is 40 minutes. The number of classes in one session is approximately 40 (1600 minutes). The syllabus of Dance is done in the pattern of two months planner.

Topic	Month	Reference Video link
Basic taal of Kathak <ul style="list-style-type: none">• Teen taal• 16,32 counts of Teen Taal Sequence, Variation, repetition of Taal Basis of Thaata Making – standing posture, hand movements and foot movements.	April / May	http://www.youtube.com/watch?v=bLTY-vepySA
Kathak (16 matras)Guru Pranam Bowling to the stage Entering on stage Starting of performance	July- August	http://www.youtube.com/watch?v=PYcID4KWKe4

Kathak (16 matras) Feet movement or <i>Pad Sanchalan in 16,32,64 counts</i>	September-October	http://www.youtube.com/watch?v=NPHORgWy3Vk
Kathak (16 matras) Introduction of new taal 8 counts Dadra	Nov- Dec	http://www.youtube.com/watch?v=nO5zQfgBARg
Kathak (16 matras) Different actions with facial expressions in dadra taal Bansuri, Matki, Ghunghat	Jan-Feb-Mar	http://www.youtube.com/watch?v=qj6QSVuNa20

Sample

	EVALUATION GUIDELINES
Classical Dance	Rhythm
	Gestures
	Floor Craft
	Presentation
	Dynamics



Introduction of New Methodology

The New method in the curriculum for Dance studies for the session 2014-15 for the one month is 15th April to 15th May.

OBJECTIVES: (New Methodology)

The emphasis of Dance Studies at level 2 is on self expression. Dance promotes creativity, it gives pleasure's is a physical exercise of the body and it expresses the natural emotions of all human beings. As dance is a part of the formal school curriculum it provides a number of advantages; an aesthetic culmination of movement, musical expression, literature, mythology,

philosophy, rhythm, yoga, sadhana etc. The self expression through dance addresses many corrective methods for the problems currently being faced in the formal education system.

Dance studies curriculum designed with the following objectives:

- To provide complete awareness of one’s own body.
- To express human feelings and expressions by creating harmony in a natural way.
- To enhance the aesthetic sensitivity among children.
- To improve concentration, mental alertness, quick reflex action, physical ability and in relieving stress.

OUTCOMES:

- ❖ To provide complete awareness of one’s own body,
- ❖ To improve concentration, mental alertness, quick reflex action and physical agility, to relieve stress.
- ❖ To help the child imbibe the basic training of performing arts, such as – singing, dance movements and basics of playing some instruments mainly percussion and harmonium based instruments.
- ❖ To makes the child aware of the functions of the body through physical exercise every day.
- ❖ To coordinate different parts of the body like - hands, eyes, fingers, feet.
- ❖ To introduce students with the classical and regional styles of dance.
- ❖ To encouraged students to interact with performing artists and watch various programs that help children to appreciate dances better.

Note: Dance is compulsory for all the students. One dance class is compulsory in a week. The duration of the class is 40 minutes. The number of classes in one session is approximately 40 (1600 minutes). The syllabus of Dance is done in the pattern of two months planner.

Month – April/May	Theme	Content	Methodology/Suggested ways of application	Learning Outcomes
Period I – Classical Dance (40 minutes)	The Basics of Teen Taal 16 and 32 counts	On the basis of counts, the division of different counts of Teen Taal	With the help of live rhythm of tabla and harmonium, different patterns of Laya in the Tala have to be woven E.g. ‘Tatkar’ in the Kathak style which will be taught with varied Laya patterns	The students should understand these basics. Dance has not originated from some outside source, it is a regular practice which we do in our day to day practice
Period II –	The Basics of	On the basis of	In the usual course of	All dance movement

Classical Dance (40 minutes)	Teen Taal 16, 32	counts, the division of different counts of Teen Taal	discussion the points to be taken up are 1. Sequence, 2. Transition, 3. Repetition, 4. Variation,	involves some of these elements in various combinations. The dancer chooses various aspects to be emphasized in relation to a specific intent
Period III – Classical Dance (40 minutes)	The basics of Thaat making in 16 counts	Body movements that will include 1. Standing Postures 2. Hand movements 3. Foot movements	With the help of live rhythm of tabla and harmonium. 1. Feet movement 2. Hand movement 3. Body movement within the 16 counts	Student will be able to understand every terminology. The heading given to a particular art form has relevance to its content.
Period IV – Classical Dance (40 minutes)	Awareness of basic disciplines in any dance	Basic etiquettes for a dance presentation	Imparting the knowledge about the content and show the students, what artists do before a performance	Learning proper etiquettes and paving the way for something special or Sadhna



Fig. Concept Map

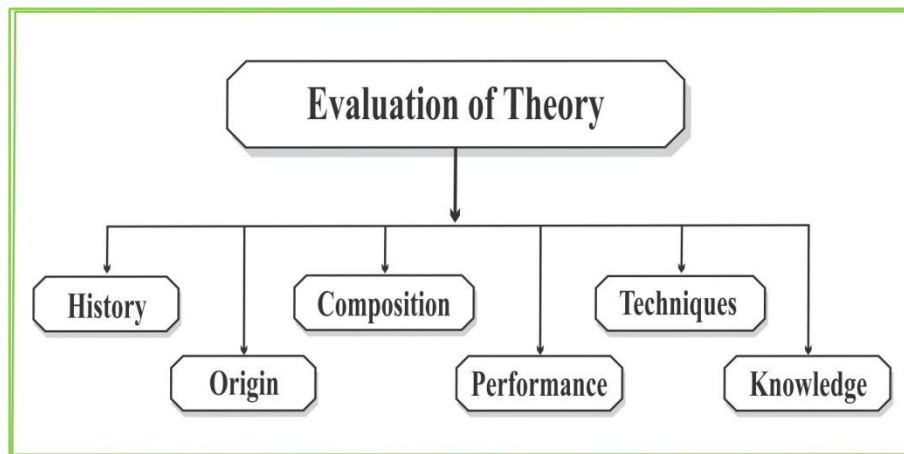
Concept map is an innovative idea on making learning easier and memorable.

Analysis and Interpretation (Theory): For the analysis of above mentioned methodology (Dance Theory) the two questionnaires covering all the areas of classical dance were given to the 30 students.

First questionnaire was given to the students to check their previous knowledge. Then the new methodology was introduced.

❖ The Second questionnaire was given to the students to check and test what they have learnt and grasped while they were taught with new methodology.

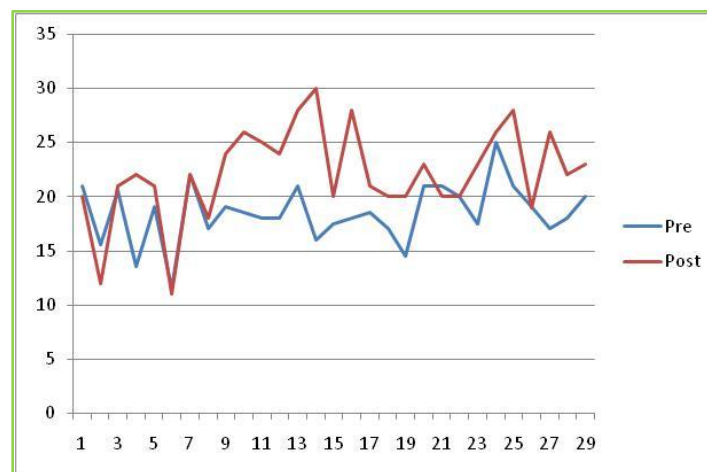
The below mentioned study and graph explains the comparative study between old methodology and the new techniques followed during the course of one month. The table and graph mentioned below, shows the sample of theory performance followed by the case study of six students.



Comparative Diagnosis

(Pre and Post)

Class Evaluation - (Classical Dance Theory)

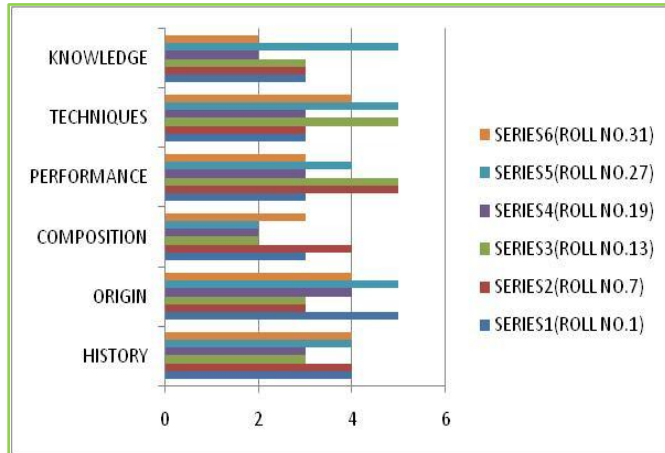


Case Study of 6 Students from (Classical Dance Theory)
Roll Numbers: - 1, 7, 13, 19, 27, 31 (Sample Evaluation)

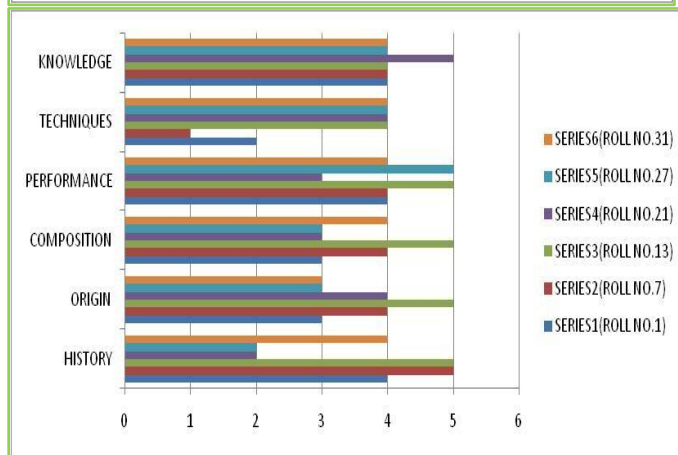
Parameters	Roll No. 1		Roll No. 7		Roll No. 13		Roll No. 19		Roll No. 27		Roll No. 31	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
History	4	4	4	5	3	5	3	2	4	4	4	4
Origin	5	3	3	4	4	5	4	4	5	4	4	3
Composition	3	3	4	4	2	5	2	3	2	3	3	4
Performance	3	4	5	4	5	5	3	3	4	5	3	4
Techniques	2	3	3	1	5	4	3	4	5	5	4	4
Knowledge	3	4	3	4	3	4	2	5	3	4	2	4
Total	20	21	22	22	22	28	17	21	23	25	20	23

Comparative Diagnosis

Pre



Post

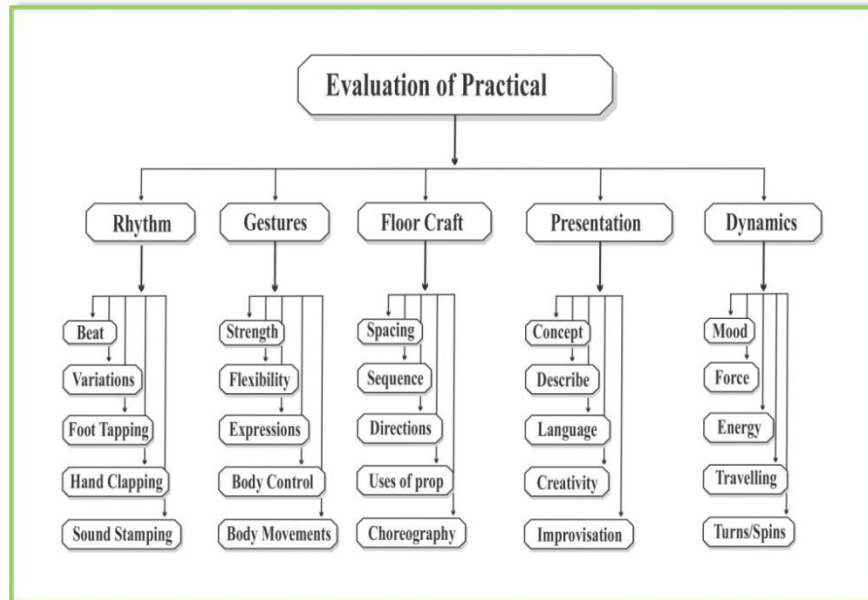


Analysis and Interpretation (Practical)

For the analysis of above mentioned methodology (Dance Practical), an exam was conducted covering all the areas of classical dance for 30 students.

- ❖ First practical exam was taken to check the pervious knowledge of the students. Then the new methodology was introduced.
- ❖ The Second practical exam was taken to check and test what they have learnt and grasped from the methodology of teaching.

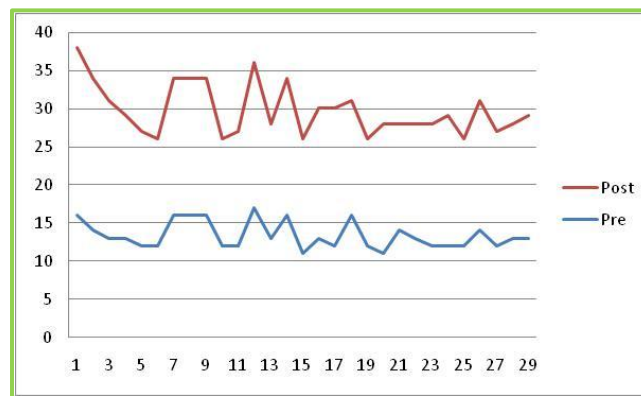
The below mentioned comparative study shows the tables and graphs between old methodology and the new techniques followed during the course of one month followed by a complete case study of one student (Roll No. 1) on the basis of different parameters.



Comparative Diagnosis

(Pre and Post)

Class Evaluation - (Classical Dance Practical)



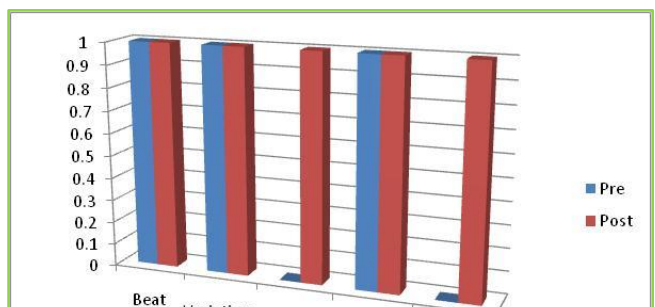
Case Study of one Student (Classical Dance Practical)

Roll Number: - 1 (Sample Evaluation)

Comparative Diagnosis

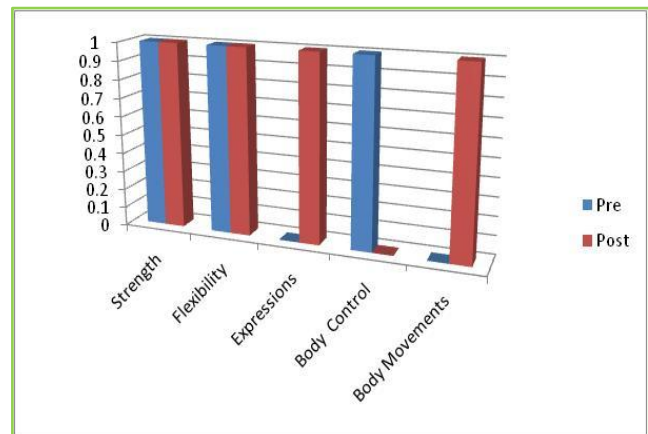
(Pre and Post)

Parameter of Rhythm		Pre	Post
Beat	The performance according to the beats given.	1	1
Variations	Uses of	1	1



	different variations.			Excel Format
Foot Tapping	Foot tapping coordinated with given rhythm	-	1	
Hand Clapping	Hand claps coordinated with taal	1	1	
Sound Stamping	Coordination of different steps with different sounds	-	1	

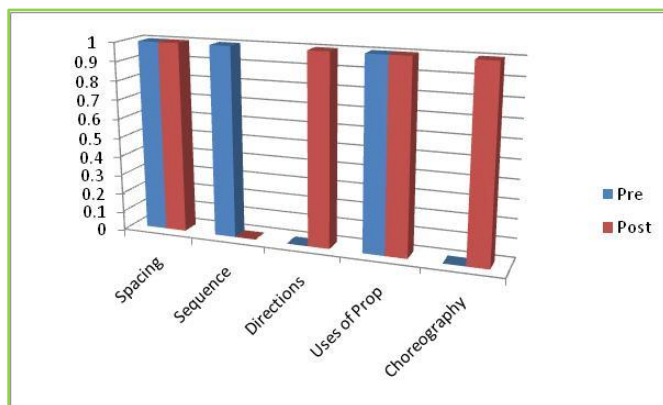
Parameter of Gestures		Pre	Post
Strength	Potential of subject shown in the performance	1	1
Flexibility	Precision and elegance in the performance	1	1
Expressions	Expressing the movements coordinated with beats	-	1
Body Control	Usage of proper body alignment and postures.	1	-
Body Movements	Usages of different movement	-	1



Excel Format

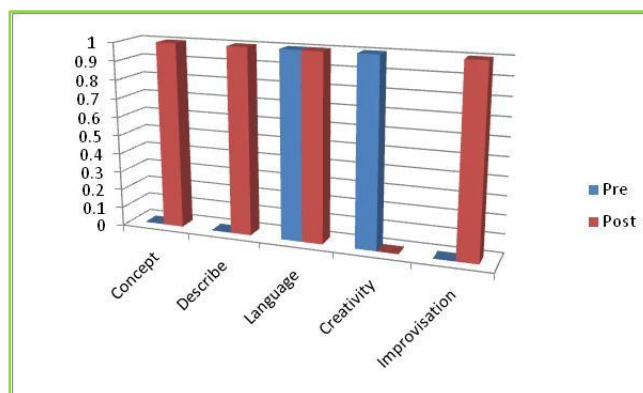
	variations			
--	------------	--	--	--

Parameter of Floor Craft		Pre	Post
Spacing	Usages of elements of composition	1	1
Sequence	Steps that are repeated during the dance	1	-
Directions	Knowledge of four directions (left, right, forward and backward)	-	1
Uses of Prop	Able to perform well with a prop	1	1
Choreography	Composition of the performance	-	1



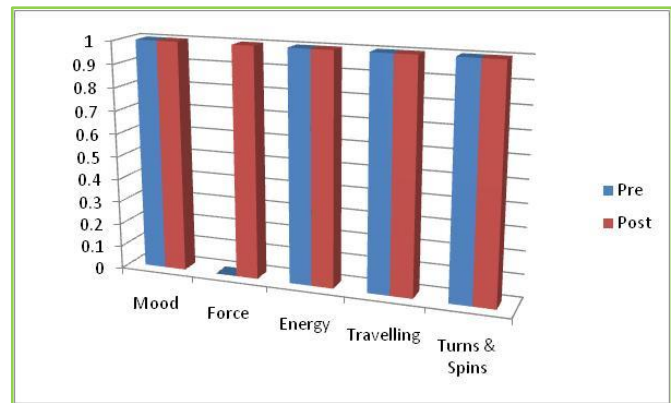
Excel Format

Parameter of Presentation		Pre	Post
Concept	Basic knowledge of the topic given	-	1
Describe	Description of the subject given	1	1
Language	Usages of accurate	1	1



	pronunciation of terminology in dance			Excel Format
Creativity	Usages of different components	1	-	
Improvisation	Usages of appropriate dance techniques in a given topic	-	1	

Parameter of Dynamics		Pre	Post
Mood	Coordination of facial expression with body movements	1	1
Force	Ability to generate appropriate force in performance	-	1
Energy	Efforts used to perform well	1	1
Travelling	Ability to perform on ekgun, dugun and chougun terminologies	1	1



Excel Format

	of Taal			
Turns & Spins	Coordination of the turns and spins taken	1	1	

Feedback given by the students

- The students' really enjoyed making the concept map related to dance. They gave the feedback that they never thought that dance could be so interesting and informative.
- With the introduction of new methodology in the system students could learn about Dance in a detailed form.

Duration:

One month starting from 15th April 2014 to 15th May 2014

Time:

Duration of 4 classes is 160 minutes (One class is of 40 minutes)

Findings and conclusion

The above analysis provides with the information about the enhanced performance of the students. The impact of the new methodology (practical and theory) was remarkable. When the change was initiated into the system it seemed challenging. But in the due course of time, the alternation in the methodology turned to be fruitful. It proved beneficial for the students. Student's horizons enhanced and developed tremendously. It was visible from the assessment graph that the performance of the students improved due to the latest methodology and techniques. Now the student's knowledge and comprehension in the field of this performing art has widened. As it is rightly said that **"To be successful in life only theoretical knowledge is not required but the person has to be an all-rounder"**. Keeping in view the result obtained,, the changes were brought into the system. The major support has been provided by the CCE System launched by the CBSE which focuses on scholastic and co-scholastic areas of education.

References:

www.cbse.nic
www.google.com

Conflict of Interest Reported: Nil; Source of Funding: None Reported.