

BEST PRACTICE

FOUNDATION COURSE AND ENGLISH DEPT

1. **Title of the Practice:** ‘From Script to Screen: Training in genre of Short Films’
Collaboration between the department of English and Foundation Course

1 Objectives of the Practice

- To train students in the genre of short film making as an innovative teaching learning method, so as to make learning an experiential, participative and enjoyable experience. The training also gives an opportunity to the students to hone their talents in different fields like writing, designing and photography.
- To use this film to reach out to a wider audience by putting it up on the YouTube, as it deals with multiple issues like marginalization, inclusiveness, self-esteem and peer pressure on its impact on adolescents
- To create an intellectual property which can be used as a teaching tool by courses in Psychology, Food and Nutrition, Child Development as the issues dealt with in the film are usually a part of their syllabus.

2 The Context

- The Foundation Course covers issues related to Gender, Environment, Culture and Current Concerns and Issues. The scope and delivery of the course provides flexibility to teachers while teaching various modules.
- Having identified advanced learners from DC English and Foundation Course, we found that they had diverse talents like writing, leadership qualities, designing, photography etc. We wanted to hone the talents of students by being creative and innovative. We therefore decided ‘**From Script to Screen: Training in Genre of Short Films**’.

3 The Practice

‘**From Script to Screen**’ is a Skill Development program of training in the short film making by the Department of English & Foundation Course. The aim was to make learning a fun filled, innovative experience, which the students would cherish forever.

In January 2017, Mr. Rajeshwar Nag Actor, Model, Television anchor was invited to train the students in making short films. Under the expert guidance of Mr. Nag, the students made five short films of one minute duration each, on the issues related to women. These films were uploaded on YouTube on 5th July 2017 to celebrate SNTD Women’s University Foundation

day. The films received many likes on YouTube. The You Tube URL:

<https://www.youtube.com/watch?v=gsz14ynotB8>

This year 15 students from B.A. II were identified for training in short film making. Mr. Prateek Sapra and Mr. Kundan Kumar were invited for training the students. Mr. Prateek Sapra is a noted film maker, Director and Story teller. Mr. Kundan Kumar is an Actor and has worked in the films like 'Chotu', winner of 'Coffii' short film contest, 4th viewer's choice contest 2016.

The training sessions were held after the college hours in the month of August, September & October 2017. The sessions covered basics of film making, story, screen and play writing, basics of camera & lighting, acting workshop, which included, facing the camera, understanding camera angles and shots & editing. After the training sessions were completed, it was time to actually conceive and write a screen play, on issues related to women and direct it. Each unit of film making worked in complete synchronization to translate their training into a making a short film. .

A short film '*Desi Girl from Mangrol to Mumbai*' was made. The film deals with multiple issues like marginalization, inclusiveness, self esteem, peer pressure and their impact on adolescents, more specifically, it highlights the eating disorder, Bulimia and how cognitive behavior therapy can be used for its treatment.

4 Evidence of Success

We are proud to say that for the first time in the history of MNW college, a film is made by the students. The Skill Development program of training in the short film making culminated in a short film '*Desi Girl from Mangrol to Mumbai*'. The film was screened on Certificate Distribution Day, where the Pro.VC of the SNDT Women's University, Management, Parents, Students and teachers were present and it was well received by them. The film was conceived, scripted and executed by the students under the guidance of Mr. Prateek Sapra and Mr. Kundan Kumar.

The film is an innovative teaching learning method. The students of the two departments have created an intellectual Property in the form of a film, which can be used as an effective tool for learning, not only by other departments of the college but, other colleges can also use it.

Moreover, since we are going to put up the film on You Tube, we are ensuring that issues dealt with in the film will have a wider viewership. You Tube URL: <https://youtu.be/Tj5YgwOzWkg>

5 Problems Encountered and Resources Required

The training programme and making of the film required physical infrastructure and financial resources. Since the story of the film is set against a college backdrop, the college premises like

the college foyer, class rooms, rest rooms, library, terrace and canteen were used extensively for shooting the film.

Dr Jayashree Palit and Dr Falguni Desai financed and produced the film.



DEPARTMENT OF ENGLISH

Title of the Practice: PROJECT S.P.E.A.K :THE ENGLISH LANGUAGE IMPROVEMENT PROJECT THROUGH LINGUAPHONE

S – Speak fluently

P – Present Confidently

E – Express Intelligently

A – Assert Fearlessly

K–KeepThinking Critically

To produce a work force capable of serving the need of national development.

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

This project will develop the students’ ability to use English :

- 1) In public places for oral communications (use vocabulary appropriately ,use grammatical structures appropriately)
- 2) In private for reading and listening purpose (discuss and respond to content of a reading or listening passage, to watch entertainment programmes, news channels, films etc.)
- 3) For classroom purpose (use communication strategies to participate in group and class discussions,select, compile, and synthesize information for an effective oral presentation.
- 4) For formal purpose in colleges (to use library, to communicate with the professors and the Principal, demonstrate behavior and attitudes appropriate to a college environment (work collaboratively, manage time, be prepared, comply with academic integrity rules).
- 5) For professional purpose in workplace(interviews , meetings , group discussions , seminar etc)

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Wagner raises two important questions that are facing all educationists all over the world. Are we teaching and testing the skills that matter most in the global knowledge economy? And what does it mean to be an educated person in the 21st Century?

Wagner notes a profound disconnect between what potential employees are looking in young people today and what is being done in classrooms. The course curriculum and teaching practices have remained the same for a long time. He is of the view that the nature of teaching is such that it tends to isolate it from the larger world of rapid change.

The need of the hour is a challenging and vigorous curriculum which addresses the needs of the present-day students. This is especially true of English Language teaching [ELT]. English is fast becoming a global language. This statement has been debated, challenged, opposed and accepted by many but the fact remains that it has become a truly global language. Today, it is widely learnt as a second language and used as an official language in many Commonwealth countries. Today English has been labeled as “world language”, “lingua franca” and “linguistic imperialism” but it is worth noticing that English is a very flexible language which has absorbed many aspects of various cultures and today we have many “English dialects”, English based “Creole” languages and “pidgins”. Some of the well-known varieties of English language are Canadian English, Southern American English, Scottish English, Indian English and so on. These varieties also use different accents, vocabulary and grammar structures thus helping English language to evolve continuously.

In India, English language has been opted as a second language and is used as a leading language for higher education and occupations such as medicine and science.

Since English has taken on a new importance in the globalized world it is imperative for all those involved in ELT to ask how, in today’s highly competitive global economy, ELT can prepare students for careers and citizenship.

Wager has identified what he calls the “Seven Survival Skills” needed by students in a globalized world. They are Critical Thinking and Problem solving, Collaboration across Network and Leading by Influence, Ability and Adaptability, Initiative and Entrepreneurialism, Effective Oral and Written Communication, Accessing and Analyzing Information and finally, Curiosity and Imagination.

It is no secret that concern about poor communication skills is widespread across the globe. Poor communication skills are a major factor highlighted in dozens of studies over the years that focus on students lack preparation for both college and work, and these skills are only going to become more important as teams are increasingly composed of individuals from diverse cultures.

The skills most frequently shortlisted are the ability to communicate one’s thoughts clearly and concisely, the ability to create focus, energy and passion. More than poor grammar, punctuation or spelling leaders from various companies are complaining about fuzzy thinking and lack of speaking or writing with a real voice.

Wagner feels that the Seven Survival skills are for future generations what the Three Rs’ were for previous generations. They are the “new basic skills” for work learning and citizenship.

Wagner's views find a resonance in the ideas expressed by Prof V.S. Prasad in his article 'Value Framework for Assessment of Higher Education Institute'. He writes that "In India, we have paradoxical situation of limited opportunities for higher education and a large pool of unemployable educated. This is partly a result of the failure of education system to develop the competencies required for the world of work."

The Practice: Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

PILOT PROJECT UNDERTAKEN IN 2016-2017.

To make these objectives feasible and to experiment whether alternative methods can be used to facilitate teaching Spoken English, LINGUAPHONE- the I-Lotus software was used. This also helped to make productive use of the Language Laboratory.

The Methodology followed was:

1) Research Questions:

The focus of the project was to determine to what extent the language laboratory (Linguaphone) can be useful in improving the speaking skills of Third Year Non-English medium students of MNWC.

The following questions were at the core of the study:

- 1) Is using the language laboratory (Linguaphone) able to improve the students speaking skills?
- 2) How is using the language laboratory (Linguaphone) effective to improve students speaking skills?
- 3) What is the student's attitude about learning English?
- 4) What is the student's attitude about the use of language laboratory (Linguaphone) to improve their speaking?

2) Research Hypothesis:

The research undertaken hypothesizes that the language laboratory (Linguaphone) will improve the students speaking skills.

3) Data Collection

The required data for examining the hypothesis was gathered as follows:

- A questionnaire was administered at the start of the project (September 2016)
- Pre-recording of their speaking skills. The students' questionnaire consists of a number items and was given to the students. The aim was to know their attitude towards speaking skills and awareness about the significance of speaking, and the problems faced during speaking.

- Post recording of their speaking skills.

4) Research Findings:

- a) Analysis of Questionnaire
- b) Analysis of pre-audio recordings
- c) Analysis of post-audio recordings

TAKING IT FORWARD 2017-2018

- The project will widen its scope to include all Non English medium students FY, SY and TY
- It will also focus on Third Year BA English medium and Third year B.Com students (selected Students)
- The Methodology will be the same as that followed in the pilot project. However certain lacunae like students not filling the questionnaire , not completing the levels and not acquiring the minimum score required to move to the next level need to be removed
- The Departments of Gujarati and Hindi will provide support, Department of Gujarati will coordinate the project for SY and TY Non English medium students .

EXPECTED OUTCOMES OF THE PROJECT

By the end of the course students will be able to :

- Demonstrate ability to speak English fluently by using vocabulary connotatively and denotatively, using tense form accurately and understanding of different systems of sound, accuracy, appropriateness and fluency in Spoken Language .
- Use language in context for referential and inferential meaning. Keep up a casual conversation with a good degree of fluency, coping with abstracts expression and listening for implicit meaning.
- Speak fluently in English to make a presentation and engage in a debate. Learn ways of refusing, refuting and rejecting in a polite manner with the help of suitable words.
- Participate in interviews and group discussions and contribute effectively to meetings and seminars within their area of work

Timeframe

| | Description of Work | Start and End Dates |
|----------|-----------------------------------|---------------------|
| Part One | Level 1 for FY BA GUJARATI medium | JULY – JANUARY |

| | | |
|------------|---|-----------------|
| | students | |
| Part Two | Level 1,2 for SY & TY GUJARATI medium students | JANUARY – MARCH |
| Part Three | COMPLETE COURSE for TYBA & TY B.Com English medium students | JANUARY- MARCH |

Key Stakeholders

| | |
|--------------------------|--|
| COLLEGE | <p>Department of English,</p> <ul style="list-style-type: none"> • Dr. JayashreePalit • Dr. RajshreeTrivedi • Ms. TruptiSabharanjak • Ms. Annabel Rebello • Ms. ShifaShikalgar <p>Department of Gujarati</p> <ul style="list-style-type: none"> • Dr. Sejal Shah • Ms.GeetaVarun <p>Department of Hindi</p> <ul style="list-style-type: none"> • Dr. RavindraKatyayan <p>Students participating in the project</p> |
| LOTUS LEARNING PVT. LTD. | Mrs. UshaSrinivasanShahane, CEO Lotus Learning Systems & Mrs. NilimaWidge- Educational Consultant at Lotus Learning Pvt. Ltd |
| ROTARY | Funding |

Monitoring and Evaluation:

- A language laboratory time table has been drawn up to ensure smooth functioning of the project
- The course with the built - in teacher is a self learning tool which assesses and evaluates the progress of the learner through an assessment score.
- Documentation of progress report.
- Certificate from Linguaphone UK.

4. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

- 21 NON ENGLISH MEDIUM students completed Level I in 2017-18 with a minimum score of 60% and above.
- 5 TYBCOM students completed Level I with final scores
- 11 DC ENGLISH MEDIUM students
- 18 CC ENGLISH MEDIUM students

5. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice

Students find it challenging to adjust to the time slots given to them, pressure of studies and other activities, second language learners pronunciation problems

