CHAPTER V

Summary and Implications
**Summary and Implications of the study**

1. Statement of the problem 207

2. Objectives of the study 208

3. Hypotheses 209

4. Methodology of the study 218

5. Sampling 220

6. Techniques used for statistical analysis 220

7. Analysis and interpretation of the data 221

8. Implications to the field of education 233

9. Scope and limitations of the study 235

10. Suggestions for further researches 236
SUMMARY AND IMPLICATIONS OF THE STUDY

This chapter concludes the research work with a brief summary of the investigation and it suggests certain recommendations to the field of education in general and art education in particular.

Art education has gained importance after 2000 A.D. in almost all the nations as an instrument to face the effects of globalization. The nations have clearly felt the need for cultural education and the enhancement of creativity to develop emotional intelligence on one hand and to face the new problems of globalization on the other hand. UNESCO has made the need for art education felt by all the nations. Theatre education is a part of the art education which is the combination of all the liberal arts. The importance of the theatre education in the schools has been realized by many nations and the focus group for art education under National Curriculum Framework has recommended for full pledged theatre education or theatre education as a subject in the schools from 1\textsuperscript{st} to 10\textsuperscript{th}.

NINASAM, Heggodu and Shivakumar havyasi kala sanga at Sanehalli with thirugata and Shivasanchara repertories have been doing a lot of work in the theatre in Karnataka state. Both have conducted number of experiments on the schools nearby. Both the movements are rural movements which have made the villages to be recognized at the international level by the theatre activities.
It is the firm faith that the theatre activities change the values, interests and even the awareness about the culture. Each theatre movement leaves a strong impact on the society of its own. This investigation is a humble study to explore the impact of these two rural theatre movements on the children in their geographical vicinity and the impact on the community at large.

At a period when art education is gaining its due importance, curriculum planners are feeling that they should emerge as full pledged subjects, and Governments are supporting the idea by providing staff and finance to conduct number of programs integrating dramatics with education, when the National schools of drama are being started at different centers including Karnataka, and we observe a rapid development, the development should be preceded by research. And this is a humble research in that direction.

STATEMENT OF THE PROBLEM

The problem of the present investigation is “IMPACT OF NINASAM AND SHRI SHIVA KUMARA HAVYASI KALA SANGA THEATRE MOVEMENTS ON ART EDUCATION- A PERSPECTIVE STUDY”
OBJECTIVES OF THE STUDY

The study proposes to,

Document the different activities conducted by the two theatre projects from the date of their inception to the date.

Assess the level of awareness in the student community in the nearby schools in the fields of art and literature.

Evaluate the interest evinced by the students is the vicinity about art and literature.

Evaluate the changes in the value pattern brought about by the theatre movements.

Compare the awareness of the students in the schools under the influence of the theatre movements with students of the schools which are away from them.

Compare the interest evinced by the students under the influence of the theatre movements about art and literature with students of the schools which are away from them.

Compare the value pattern of the students under the influence of the theatre movements to students of the schools which are away from them.

Collect and analyze the opinions of the theatre experts and local community about the impact of the theatre movements.

The hypotheses are presented in their null form.
HYPOTHESES

Hypothesis 1. There will not be any significant differences, in the mean scores in the awareness about culture, of the students of the schools in the vicinity of the theatre projects and the students in the schools who are away from the theatre projects.

Hypothesis 2. There will not be any significant differences in the mean scores in the value development of the students of the schools in the vicinity of the theatre projects and students who are away from the theatre projects.

The second hypothesis may be analyzed having several other hypotheses which may be stated as sub hypothesis.

Sub hypothesis 2.1

There will not be any significant differences in the mean scores in the development of the aesthetic value of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

Sub hypothesis 2.2

There will not be any significant differences in the mean scores in the development of theoretical value of the students under the influence of the
theatre movements and students in the schools who are not under the influence of the theatre movements.

**Sub hypothesis 2.3**

There will not be any significant differences in the mean scores in the development of religious value of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

**Sub hypothesis 2.4**

There will not be any significant differences in the mean scores in the development of political value of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

**Sub hypothesis 2.5**

There will not be any significant differences in the mean scores in the development of social value of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.
Sub hypothesis 2.6

There will not be any significant differences in the mean scores in the development of economic value of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

Sub hypothesis 2.7

There will not be any significant differences in the mean scores in the development of hedonistic value of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

Hypothesis 3. There will not be significant differences in the mean scores in the interests of the students of the schools in the vicinity of the theatre projects and the students of the schools who are away from the theatre projects in the fields of fine-arts and literature.

The third hypothesis may be analyzed having several other hypotheses which may be stated as sub hypothesis.

Sub hypothesis 3.1

There will not be any significant differences in the mean scores of interest about music and drama of the students under the influence of the
theatre movements and students in the schools who are not under the influence of the theatre movements.

**Sub hypothesis 3.2**

There will not be any significant differences in the mean scores of interest about drawing painting and sculpture, of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

**Sub hypothesis 3.3**

There will not be any significant differences in the mean scores of interest about activities of the theatre, of the students under the influence of the theatre movements and students in the schools who are not under the influence of the theatre movements.

**Hypothesis 4.** There will not be any significant differences in the mean scores in the awareness about culture, of the students of the school at Heggodu and the school at Sanehalli.

**Hypothesis 5.** There will not be any significant differences in the mean scores in the value development of the students of the school at Heggodu and the school at Sanehalli.
The fifth hypothesis may be analyzed having several other hypotheses which may be stated as sub hypothesis.

Sub hypothesis 5.1

There will not be any significant differences in the mean scores in the development of the aesthetic value of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 5.2

There will not be any significant differences in the mean scores in the development of theoretical value of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 5.3

There will not be any significant differences in the mean scores in the development of religious value of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 5.4

There will not be any significant differences in the mean scores in the development of political value of the students of the school at Heggodu and the school at Sanehalli.
Sub hypothesis 5.5

There will not be any significant differences in the mean scores in the development of social value of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 5.6

There will not be any significant differences in the mean scores in the development of economic value of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 5.7

There will not be any significant differences in the mean scores in the development of hedonistic value of the students of the school at Heggodu and the school at Sanehalli.

Hypothesis 6. There will not be any significant differences in the mean scores in the interests of the students of the school at Heggodu and the school at Sanehalli.

The sixth hypothesis may be analyzed having several other hypotheses which may be stated as sub hypothesis.
Sub hypothesis 6.1

There will not be any significant differences in the mean scores in the interest about music and dance of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 6.2

There will not be any significant differences in the mean scores in the interest about drawing painting and sculpture, of the students of the school at Heggodu and the school at Sanehalli.

Sub hypothesis 6.3

There will not be any significant differences in the mean scores in the interest about activities of the theatre, of the students of the school at Heggodu and the school at Sanehalli.

Hypothesis 7. There will not be any significant differences in the mean scores, in the awareness about culture, of the boy students of the schools under study and girl students in the schools under study.

Hypothesis 8. There will not be any significant differences in the mean scores of value development of the boy students of the schools under study and girl students in the schools under study.
The eighth hypothesis may be analyzed having several other hypotheses which may be stated as sub hypothesis.

**Sub hypothesis 8.1**

There will not be significant differences in the mean scores in the development of the aesthetic value of the boy students of the schools under study and girl students in the schools under study.

**Sub hypothesis 8.2**

There will not be any significant differences in the mean scores in the development of theoretical value of the boy students of the schools under study and girl students in the schools under study.

**Sub hypothesis 8.3**

There will not be any significant differences in the mean scores in the development of religious value of the boy students of the schools under study and girl students in the schools under study.

**Sub hypothesis 8.4**

There will not be any significant differences in the mean scores in the development of political value of the boy students of the schools under study and girl students in the schools under study.
Sub hypothesis 8.5

There will not be any significant differences in the mean scores in the development of social value of the boy students of the schools under study and girl students in the schools under study.

Sub hypothesis 8.6

There will not be any significant differences in the mean scores in the development of economic value of the boy students of the schools under study and girl students in the schools under study.

Sub hypothesis 8.7

There will not be any significant differences in the mean scores in the development of hedonistic value of the boy students of the schools under study and girl students in the schools under study.

Hypothesis 9. There will not be any significant differences in the mean scores of interests of the boy students of the schools under study and girl students in the schools under study.

The ninth hypothesis may be analyzed having several other hypotheses which may be stated as sub hypothesis.
Sub hypothesis 9.1

There will not be any significant differences in the mean scores in the interest about music and drama of the boy students of the schools under study and girl students in the schools under study.

Sub hypothesis 9.2

There will not be any significant differences in the mean scores in the interest about drawing painting and sculpture, of the boy students of the schools under study and girl students in the schools under study.

Sub hypothesis 9.3

There will not be any significant differences in the mean scores in the interest about activities of the theatre, of the boy students of the schools under study and girl students in the schools under study.

METHODOLOGY OF THE STUDY

The investigation consisted of both quantitative and qualitative methods. The quantitative method consisted of administration of three different tests to the selected sample of 400 students. The qualitative part consisted of number of interviews with the theatre personalities, academicians and public of the places to gather information on the impact created by the theatre movements on the society at large.
The tests administered to the students consisted of a cultural awareness test constructed and standardized by the investigator, a test to measure the interest constructed by the investigator and new test for values by Shashi Gilani translated and adapted by the investigator.

The first test was constructed and standardized by the investigator for the purpose of the research consisted of 40 questions whose validity and reliability was tested. The questions were selected on the basis of the difficulty level and discrimination indices and ordered on the basis of the difficulties of the items. Reliability was tested with test-retest method.

The test to measure the interest consisted of 50 statements with Likert scale and the statements were on the activities related to music, dance in a set drawing, painting and sculpture in a set and activities related to theatre on the third set. The validity and reliability were tested. The reliability was tested by test-retest reliability method.

The new test for values by Shashi Gilani was translated into Kannada by the investigator. The translated test was tested for its reliability with test-retest method.
SAMPLING:

All the students of 9th standard in the Vidhyavardaka sanghada high school Kedalasara, Heggodu and Sri Gurupadeshvara high school at Sanehalli were selected for the test 100 students from each school were given all the three tests. Here the sampling was cluster sampling.

100 students from the two schools namely Sharavathi High school, Harige and Government high school Pillangere, both in Shivamogga districts and 100 students of 9th standard from Girisha High school Hriyur, in Chitradurga district were selected and tests were administered to them also. These schools were chosen randomly.

20 people on different capacities were interviewed and 10 focus group discussions were conducted to collect information and opinions about the theatre movements.

TECHNIQUES USED FOR STATISTICAL ANALYSIS

Investigator has used the co-efficient of correlation for finding out the relation between the different independent and dependent variables.

The paired group t-test was used to test the hypothesis.

The independent group t-test with equal variances assumed was used to test hypotheses related boys and girls.
ANALYSIS AND INTERPRETATION OF THE DATA

The scores of the 400 students on the three tests were scored and tabulated. The co-efficient of correlations for the independent and dependent variables were calculated.

The mean values on the tests show that the development in all the aspects is average.

The table of coefficient of correlation establishes that the awareness that is knowledge in the fine arts is not correlated with the affective values and interests but the interests and the values are interrelated.

The statistical analysis has established the following.

1. The obtained t-value is 6.186 was found to be significant beyond 0.01 level of probability and as it is more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in cultural awareness.

2.1 The obtained t-value is 2.610 was found to be significant beyond 0.01 level of probability and is more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students under the influence of the theatre movements and mean scores of
those who are not under the influence of the theatre movements in the
development of the aesthetic value.

2.2 The obtained t-value is 2.186 found to be significant beyond 0.05 level of probability and more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in development of theoretical value.

2.3. The obtained value for t is 0.196 which is non-significant beyond 0.05 level of probability and less than the theoretical value of t, it can be concluded that there is no significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence in the development of religious value.

2.4. The obtained t-value is 0.903 found to be non-significant beyond 0.05 level of probability and less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in development of political value.
2.5. The obtained t-value is 0.275 found to be non-significant beyond 0.05 level of probability and less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in development of social value.

2.6 The obtained t-value is 0.935 found to be non-significant beyond 0.05 level of probability and less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in development of economic value.

2.7 The obtained t-value is 2.540 found to be significant beyond 0.01 level of probability and more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in development of hedonistic value.
3.1 The obtained t-value is 3.141 found to be significant beyond 0.01 level of probability and more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in interest in music and dance.

3.2 The obtained t-value is 1.019 found to be non-significant beyond 0.05 level of probability and more than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in interest in drawing, painting and sculpture.

3.3 The obtained t-value is 2.019 found to be significant beyond 0.05 level of probability and more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students under the influence of the theatre movements and mean scores of those who are not under the influence of the theatre movements in interest related to the activities of the theatre.

4. The obtained t-value is 3.486 was found to be significant beyond 0.01 level of probability and as it is more than the theoretical value of t, it may be
concluded that there is significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the cultural awareness.

5.1 The obtained t-value is 0.131 was found to be non-significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the development of aesthetic value.

5.2 The obtained t-value is 0.976 was found to be non-significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the development of theoretical value.

5.3 The obtained t-value is 1.536 was found to be significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of...
Sri.Gurupadeshvara High School, Sanehalli in the development of religious value.

5.4 The obtained t-value is 0.803 was found to be non-significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the development of political value.

5.5 The obtained t-value is 2.120 was found to be significant beyond 0.05 level of probability and as it is more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the development of the social value.

5.6 The obtained t-value is 1.114 was found to be non-significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students
5.7 The obtained t-value is 0.997 was found to be non-significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the development of hedonistic value.

6.1 The obtained t-value is 2.764 was found to be significant beyond 0.01 level of probability and as it is more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in their interest in music and dance.

6.2 The obtained t-value is 1.019 was found to be non-significant beyond 0.05 level of probability and as it is less than the theoretical value of t, it may be concluded that there is no significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in the development of economic value.
of Sri.Gurupadeshvara High School, Sanehalli in their interest in drawing, painting and sculpture.

6.3. The obtained t-value is 3.776 was found to be significant beyond 0.01 level of probability and as it is more than the theoretical value of t, it may be concluded that there is significant difference between the mean scores of students of V.V.S. High School, Kedalasara and mean scores of students of Sri.Gurupadeshvara High School, Sanehalli in their interest in activities related to theatre.

7. For the independent sample t-test the obtained t value is 2.059 which is found to be significant beyond 0.05 level probability and more than the theoretical value, it can be concluded that there is a significant difference between the mean scores of boys and girls in cultural awareness.

8.1 For the independent sample t-test the obtained t value is 1.393 which is found to be non-significant beyond 0.05 level probability and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in the development of aesthetic value

8.2 For the independent sample t-test the obtained t value is 0.040 which is found to be non-significant beyond 0.05 level probabilities and less than the
theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in the development of theoretical value.

8.3 For the independent sample t-test the obtained t value is 0.057 which is found to be non-significant beyond 0.05 level probability and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in the development of religious value.

8.4 For the independent sample t-test the obtained t value is 1.015 which is found to be non-significant beyond 0.05 level probability and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in the development in the political value.

8.5 For the independent sample t-test the obtained t value is 0.851 which is found to be non-significant beyond 0.05 level probability and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in the development of social value.

8.6 For the independent sample t-test the obtained t value is 1.992 which is found to be significant beyond 0.05 level probabilities and more than the
theoretical value, it can be concluded that there is a significant difference between the mean scores of boys and girls development of the economic value.

8.7 For the independent sample t-test the obtained t value is 1.178 which is found to be non-significant beyond 0.05 level probabilities and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in the development of hedonistic value.

9.1 For the independent sample t-test the obtained t value is 1.831 which is found to be non-significant beyond 0.05 level probabilities and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in their interests in music and dance.

9.2 For the independent sample t-test the obtained t value is 1.061 which is found to be non-significant beyond 0.05 level probabilities and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in their interests in drawing, painting and sculpture.
9.3. For the independent sample t-test the obtained t value is 1.023 which is found to be non-significant beyond 0.05 level probabilities and less than the theoretical value, it can be concluded that there is no significant difference between the mean scores of boys and girls in their interests in activities related to theatre.

The interviews and focus group discussions were analyzed and interpreted. Both the theatre movements are appreciable as they have decentralized the activities of theatre. Both have brought the world into villages which were the dream of Mahatma Gandhi. Both have shown clear cultural alternatives for the nation. Both the theatre movements have used the minimum local resources to start with and they have made use of the local talents to start with. Both the theatre movements have contributed to different fields of fine arts in their own way. Both the theatre movements have developed a taste for culture in the public and they have changed the attitudes also. Both the movements have contributed to the creation of public awareness in fields like environmental awareness anti addiction etc. Both the movements have been educational in their spirit. They have worked as mass media.

NINASAM has created an interest in the music in the people nearby. The fact is justified by the attendance of the people for the musical concerts. The pressure on the theatre to conduct a national level concert every year is
an indication of the interest inculcated in the people. The people of the place can criticize the music in scientific manner. Sanehalli has contributed to vachana gayana and vachanas are put to scale. The people have developed taste for music and can appreciate music.

Rural art like Hase has been taken to other fields like textile because of the work of NINASAM. NINASAM has made arts like Madubani popular. Abstract sculpture on wood has been popularized in the place. The public have an inclination towards such art. Sanehalli has supported work shops on sculpture and many realistic art pieces are produced in the work shop. Both the theatre movements have used different media from wood, metal, mashie, cotton, Plaster of Paris, clay, U-foam, glass fiber etc for the preparation of the stage properties.

Both the theatre movements have encouraged the other art forms like dance by creating stage for them. The folk arts like Yakshagana is used by Heggodu and Viragase has been used by Sanehalli and the theatre movements had their impact on the folk theatres in their own way in organization etc.

NINASAM has contributed a lot to Kannada literature. It is the only publication which has stood the test of time leaving Manohar grantha mala.
Akshara Prakashana has produced books of great importance. Sanehalli also is publishing books with specific purposes.

NINASAM had an impact on the literary criticism. A new school of criticism appeared because of NINASAM in Kannada literature.

NINASAM had an impact on the attitudes of the people when “Siddi” people were involved in the play “Things fall apart” The whole project brought the scheduled tribes to the main stream. NINASAM has always supported socially sustainable programs by sponsoring them. Sane halli theatre also is known for its activities for social good.

Both the rural theatre movements have provided models for the other movements and decentralized the theatre activities and theatre learning from the cosmopolitan cities and they have proved that the cost of such activities can be with in the reach.

**IMPLICATIONS TO THE FIELD OF EDUCATION**

Depending on the interpretation of the results of both qualitative and quantitative data investigator recommends the following.

1. More emphasis is to be given to the cultural education. This will be possible only when art education is given its due place in the curriculum and taught as subjects with proper content outline and an evaluation procedure.
2. A package is to be developed for the development of political, economic and social awareness as the scores on these are really not satisfactory.

3. The children are to be exposed to theatre activities such that the values and interests in the fine arts develop in the children which will help the preservation of culture.

4. The theatre education should be given importance because it develops creativity.

5. Theatre education is to be provided from the pre-primary to 10th standard and the required infra structure and appointments are to be made because theatre helps the development of emotional intelligence.

6. Theatre education is to be introduced for teacher training courses at primary and secondary levels.

7. The children are to be exposed to the activities of the theatre as theatre is to be conserved.

8. Educational Institutions should open their doors to the theatre specialists such that the school will have more and more play activities.

9. The recommendations of the focus group on art education for N.C.F. are to be introduced in all the states with immediate effect.
10. Formal educational institutions and non-profit organizations should encourage the activities of such theatre movements to further their deep impact on the society and to conserve culture.

SCOPE AND LIMITATIONS OF THE STUDY

The study extends over two very important rural theatre movements. Both the movements are innovative in their nature and educational in their purposes.

Though the two movements seem to cover two districts in Karnataka both the movements have outreaches which are national and international.

The activities of the two movements are spread throughout the state and nation.

The study is anyhow limited to the two movements mentioned and it is limited to the two villages namely Heggodu and Sanehalli belonging to the districts of Shivamogga and Chithradurga.

The study is further limited to a sample of 400 students in each of the tests given.

The study is limited to awareness of culture, interests in art and literature and value patterns only.
SUGGESTIONS FOR FURTHER RESEARCHES

1. Studies on other theatre movements like Rangayana, Kinnara mela, Chinn-banna etc and their impact on the school children, can be taken up.

2. The impact of summer camps in theatre activities held at different places on the values and attitudes of the children can be taken up.

3. The impact of workshops held by theatres for teachers in service on the improvement of the teaching skills can be studied.

4. The impact of art education on the core subjects can be taken up.

5. The impact of art education on different skills in the students can be pursued.

6. Impact of theatrical activities on the students as an intervening variable, can be pursued.

7. A follow up study on the students who have performed well in art education as to their achievements in future, can be taken up.

8. A study of creative personalities can be taken up studying their historical back ground and interest in art education in their school period.

9. The opinions of the teacher educators about introducing the art education as independent subjects in the school curriculum as suggested by N.C.F. can be studied.
10. A survey on the opinion of teachers, parents, and students on introduction of theatre education as a compulsory subject, can be taken up.

11. The impact of theatre education in the primary schools with their specific impact on communication and other specific skills can be taken up.

12. A comparative study between the regular method of teaching and dramatized teaching can be studied.

13. Impact of learning music on the language development in general and spoken language in particular, can be studied.

14. The impact of learning drawing and painting on the skills related to vision and nonverbal creativity can be taken up.

15. The impact of learning of sculpture on specific scientific skills and imagination can be studied.

16. A study of interests of the in service teachers in different arts, can be studied.

17. The correlation between the performance in music and mathematics can be studied.

18. The values and attitudes of the theatre workers, who have passed out of the NINASAM, can be studied.

19. The achievement of alumni of NINASAM theatre training centre can be studied.
20. The impact of theatre activities on disabled children can be studied.

21. Children theatres of Karnataka can be studied with their contribution to the field of education.

22. The children play in Kannada and how they may be utilized for the formal education, can be a study.

23. Documentation of the children theatre and its effect on the participants, can be taken up

24. Effect of drama on communication skills, can be pursued.

25. Effect of the theatre education on life-skills can be studied.

As the field of art education and theatre education are genuinely virgin there is a lot of scope to work in this area.