CHAPTER I

INTRODUCTION

1.1 Preview 01
1.2 Rationale of the study 02
1.3 Statement of the Problem 04
1.4 Importance of the Study 05
1.5 Objectives of the Study 07
1.6 Hypotheses of the Study 07
1.7 Variables Observed in the Study 11
1.8 Operational Definitions of the Terms 14
1.9 Limitations of the study 15
1.10 Delimitations of the Study 16
1.11 Distinct characteristics of the study 16
1.12 Scheme of Proceeding Chapters 17
• References 19
Chapter I: Introduction

1.1 Preview:

Bharatmuni (400 B.C.) has considered Natyashastra as the Shastra which satisfies the people of varied interest. He stated in Natyashastra...

No knowledge, no sculpture, no art, no events or situation or no action is there in this world that is not found in drama.

Thus all the arts and knowledge (Vidya) can be dramatized and the dramatized creation contains some special characteristics. It activates the emotions of the actor, cultivates natural discourse, and brings about dynamism and interest in the events. These special characteristics of drama make the message easily understandable. This is why the great people of world have tried to transmit most of the knowledge into story or dramas. Dramatization is a handy tool to make knowledge interesting, live and long lasting.

Bharat Muni (400 B.C.) has said that

The western scholars have also echoed the same view and advocated drama as important tool to teach effectively. The Roman scholar, Horace (65 BC) has rightly said, “Drama is designed to delegate and instruct.” Modern academicians and the researchers of this field have emphasized Drama not only as a performing art but also an effective teaching
method. Most of the educationalists tend to believe that dramatization can contribute in activating students, enhancement of interesting in learning and retention of knowledge. So, method of teaching through dramatization in every subject should be developed. Imitation is the nature of child. By imitation one learns behaviors and becomes civilized. There are four types of acting Angik, Vachik, Aharya and Satvik. M. Mukhopadyay in 1988 included the research work of Vasant D. Bhat and Subhash Panda on theory and practice in teaching that roll-play has its own effectiveness and if we bridge the gap between theory and practice it sentences up to roll play. M.M Patel and others also stressed role play for joyful learning.

The present research work is an attempt to observe the effectiveness of teaching by dramatization of some of the points that can be dramatized for the subjects taught at primary level. The researcher, being associated with teaching at primary level for a long time and an author of more than 25 one-act and multi-act plays, has made an attempt to use his rich experience in educational research.

1.2 Rationale of the study:

After right to education and strengthened function of Sarva Shixa Abhiyan primary education has its prime importance in the present word of advance technology. Primary education has its own importance as it initiates for socialization along with initial cognitive process.

Innovations in teaching learning process at primary level are concentrated to learner centered and activity based. The formative cognitive structures are created during the year under primary education. The students are also provided school nutrition programme under mid day meal programme. It indirectly helps for retention of the
students at the school. The concept of joy full learning was well advocated by the educationalists and other thinkers who contributed in area of thinking for social concerns. The primary education in India received new input in the national policy of education 1986. Universal, compulsory and free primary education all are the provisions in Indian constitution. Primary education has distinct characteristics that compose diversities like language dialects, demographic characteristics including hilly, coastal and remote desert areas. The rate of illiteracy to be decreased with the adult education programme is also of the great importance.

The researcher identified the research problem by observing general teaching learning practices at primary school level in educational organization, the main activity is teaching and learning process with the help of prescribed text and some programmes focusing on language science environmental education and education of mathematics. The teaching learning process at primary education has its own importance for making learning joy full. The primary school students are in their formative years of three domains cognitive affective and psychomotor. The researcher also studied the content of languages and other objects that created good back ground to see the teaching learning process in a different way. A researcher was and is actively engaged in drama activities from schooling to higher education he is active writer drama director and performer on the stage. The long experience in drama activities motivated for assessing possibilities of dramatization of primary school contains in many ways. It serves the purpose of all round development of students. Drama includes joy full learning, team work, dialogues, speech and actions emotions imbibed interactions speech patterns and performance before the eyes of the audience. The researcher consulted selected educationists and senior teachers
and experts in child play and drama. After receiving inputs and clarity, researcher maid his mind for an experimental study on dramatization, Integrating four subjects for sustaining whether dramatization and play have its potential or not for making drama periodical but regular practices at primary school level.

All these consult led the researcher to the research problem “A Study of Effectiveness in Teaching through Dramatization at Primary School Level”

1.3 Statement of the Problem:

Educations being a process we may adapt, change modify replace or apply value additions in the process. Drama is one of the approaches through which we go for planned efforts for the all-round development of the learners with other efforts of development. Dramatization is a process of composing drama based on variety of themes under curriculum. Primary education is actually a formative education that provides base to further education. The general setup of education starts with primary education. The growing need of primary education demands for joyful and active learning processes. The diversity in learning experiences promotes learners participation. After referring experiments done at school level researcher was attracted to evolve drama following procedures that are expected for better classroom teaching in a newer way. The textbooks at primary level are well with concrete images, Drama is one of the approaches that includes gestures, dressing, make ups, dialogues and human feelings well appeared before the audience. Classroom situation for drama requires minor changes in terms of a small stage, space for learning actors and dresses suit to theme of the drama. Training to the learners is one of the important components in teaching through drama. The participating students are directed for group work with team spirit, interactive behaviors,
speed and accuracy during the playing of drama, speech patterns- intonations along with gestures and intentional movements on the classroom stage, forward and backward stage compositions with required articulations. It is also observed that students show great enthusiasm for participation in the present study researcher planed in a way that each student of the class gets an opportunity in drama. The researcher also visualized that full participation of the students only can help in deciding drama as one of the periodically regular activity of school in different subject practice at primary school level. Therefor researcher thought out four subjects Gujarati, Science social Science and English. The researcher also planned out for four experiments as replication to assess the possibility of drama as an effective practice at primary school level. The title of the study had been decided in following words as research problem

“A Study of Effectiveness in Teaching through Dramatization at Primary School Level”

1.4 Importance of the Study:

This study has its own importance in the field of teaching and learning. The question may arise why to adopt dramatization in the classroom particularly when we have many modern technological aids and equipments available to use in the classroom for better transaction! In fact, though the technological progress has provided many modern gadgets to the teachers and students to enhance the quality of teaching and learning, it is often observed that the technological aids remain untouched due to lack of efficiency to use it, lack of time or lack of availability in the remote areas. Dramatization is such a handy method that is always available to the teacher and it only requires some of the basic skills among the teachers.
If we observe the situation in the class room subject wise, we can see that Science is the subject that needs more than textual explanations. Demonstrations, experiments, practical or experience based approach is always required, but seldom applied. Dramatization can cover up all the above mentioned requirements just in single planning. There are many time referred events in Social Science, which, if dramatized, can be easily understood and retained. One of the objectives of teaching social science to the students of primary level is to aware of society and social relationship, that could not obtain by only teaching them by chalk and talk, but it can be easily obtained by dramatization. Mathematics is often considered to be dry subject. The concepts in Mathematics, being abstract in nature, cause allergy among many of the students. Dramatization in Mathematics can add interest and the applicable side of the so called dry concept may be uncovered. So far as the languages are concerned, we can see that students are losing interest. They may write correctly, but their pronunciation and speaking skill is more or less avoided. Oral expression, whether it is a mother tongue or second/ foreign language, is a neglected side. As drama is an interesting activity, it has a potential to enhance both, interest and oral efficiency among the students. Above all, putting up a drama is a social activity. It creates stronger bonds among students, between teacher and students and between students and curriculum. Certain qualities, like confidence, verbal and non-verbal expression, social interaction, clear pronunciation, and ability to face audience fearlessly are developed. Moreover, the content is repeatedly referred by the students without the anxiety of exam which may contribute to effortless retention and subsequently, higher achievement.
Thus, dramatization has the scope of filling many gaps in the teaching process of various subjects and it should be studied how well it does so. So this study is very important to observe scientifically the effectiveness of dramatization on the achievement in various subjects.

1.5 Objectives of the Study:

An objective of a research delineate the ends or aims which the investigator seeks to bring about as a result of completing the research, development, or evaluation undertaken. The objectives of the present study are as under.

1. To develop classroom ‘drama’ by applying process of dramatization for standard 6th in selected topics of (a) Gujarati (b) Science (c) Social Science (d) English.
2. To prepare a three-dimensional achievement test for following subjects of standard 6th at primary school level: (a) Gujarati (b) Science (c) Social Science and (d) English.
3. To study the effectiveness of the classroom ‘drama’ programme in (a) Gujarati (b) Science (c) Social Science (d) English of standard 6th at primary school level.
4. To study the effectiveness of the classroom ‘drama’ programme in term of gender and Family income.
5. To study the reactions of standard 6th students in term of their experience on classroom drama programme.

1.6 Hypotheses of the Study:

Hypotheses are linked to the speculative proposition of the problem statement, can be inferred from the overall conceptual framework of a study, and are of critical importance to data analysis and interpretation. In research studies, the term hypotheses
Chapter I: Introduction

imply a derivation, within a hypothetic-deductive theoretical system, of a particular assertion or prediction. The hypothesis is subject to test, i.e., to confirmation or rejection on empirical grounds. On the bases of the objective, variable and the research design, following Null Hypothesis were constructed in the present study.

\( H_{01} \) There will be no significant difference between the mean scores of achievement test of students under experimental group and control group in Gujarati subject.

\( H_{02} \) There will be no significant difference between the mean scores of achievement test of boys under experimental group and control group in Gujarati subject.

\( H_{03} \) There will be no significant difference between the mean scores of achievement test of girls under experimental group and control group in Gujarati subject.

\( H_{04} \) There will be no significant difference between the mean scores of achievement test of high family income students under experimental group and control group in Gujarati subject.

\( H_{05} \) There will be no significant difference between the mean scores of achievement test of low family income students under experimental group and control group in Gujarati subject.

\( H_{06} \) There will be no significant difference between the mean scores of achievement test of boys and girls under experimental group in Gujarati subject.

\( H_{07} \) There will be no significant difference between the mean scores of achievement test of high family income students and low family income students under experimental group in Gujarati subject.

\( H_{08} \) There will be no significant difference between the mean scores of achievement test of students under experimental group and control group in Science subject.
Chapter I: Introduction

\( H_{09} \) There will be no significant difference between the mean scores of achievement test of boys under experimental group and control group in Science subject.

\( H_{010} \) There will be no significant difference between the mean scores of achievement test of girls under experimental group and control group in Science subject.

\( H_{011} \) There will be no significant difference between the mean scores of achievement test of high family income students under experimental group and control group in Science subject.

\( H_{012} \) There will be no significant difference between the mean scores of achievement test of low family income students under experimental group and control group in Science subject.

\( H_{013} \) There will be no significant difference between the mean scores of achievement test of boys and girls under experimental group in Science subject.

\( H_{014} \) There will be no significant difference between the mean scores of achievement test of high family income students and low family income students under experimental group in Science subject.

\( H_{015} \) There will be no significant difference between the mean scores of achievement test of students under experimental group and control group in Social science subject.

\( H_{016} \) There will be no significant difference between the mean scores of achievement test of boys under experimental group and control group in Social science subject.

\( H_{017} \) There will be no significant difference between the mean scores of achievement test of girls under experimental group and control group in Social Science subject.
Chapter I: Introduction

**H_{018}** There will be no significant difference between the mean scores of achievement test of high family income students under experimental group and control group in Social Science subject.

**H_{019}** There will be no significant difference between the mean scores of achievement test of low family income students under experimental group and control group in Social Science subject.

**H_{020}** There will be no significant difference between the mean scores of achievement test of boys and girls under experimental group in Social Science subject.

**H_{021}** There will be no significant difference between the mean scores of achievement test of high family income students and low family income students under experimental group in Science subject.

**H_{022}** There will be no significant difference between the mean scores of achievement test of students under experimental group and control group in English subject.

**H_{023}** There will be no significant difference between the mean scores of achievement test of boys under experimental group and control group in English subject.

**H_{024}** There will be no significant difference between the mean scores of achievement test of girls under experimental group and control group in English subject.

**H_{025}** There will be no significant difference between the mean scores of achievement test of high family income students under experimental group and control group in English subject.

**H_{026}** There will be no significant difference between the mean scores of achievement test of low family income students under experimental group and control group in English subject.
Chapter I: Introduction

The hypothesis (H) for the study states the following:

H₀₁: There will be no significant difference between the mean scores of achievement test of boys and girls under experimental group in English subject.

H₀₂: There will be no significant difference between the mean scores of achievement test of high family income students and low family income students under experimental group in English subject.

1.7 Variables Observed in the Study:

Anything that changes its value is a variable. Variables are things, ideas, concepts or entities that can have more than one value. The values are levels of existence or reality that prevails. A brief description of the variables is given below.

- **Independent Variable:**

  Independent variable has levels, conditions, or treatments. Experimenter may manipulate conditions or measure and assign subjects to conditions; which are supposed to be the cause. In the present study, it was planned to measure the effectiveness of the dramatization programme on the achievement in various subjects at primary school. So hear treatments where the independent variables.

  There were two independent variables

  1. Drama by applying the process of dramatization.
  2. Traditional Classroom Teaching

- **Dependent Variable:**

  That factor which is observed and measured to determine the effect of the independent variable, i.e., that factor that appears, disappears, or varies as the
Chapter I: Introduction

experimenter introduces, removes, or varies the independent variable. In the present study effectiveness of the treatment was to be measured with reference to achievement in various subjects. So the factor which was observed and measured to determine the effect of the independent variable was achievement in Gujarati, science, Social Science and English. Achievements in all these subjects were the dependent variables of the study.

- **Moderate variables of the study:**

  Moderate variables of the study were Gender and family income.

- **Intervening Variables:**

  Intervening variables are the variables that cannot be controlled or measured directly and may have an important effect on outcomes. These modifying variables intervene between the cause and effect.

  “Intervening variables are hard, if not impossible, to observe because they usually have to do with an individual’s feelings e.g. boredom, fatigue, excitement.” (John Best, & Kahn James 2007).

  In the present study, the intervening variables were considered to be interaction between the groups, intrapersonal differences and students’ interest in the subject.

- **Extraneous Variable:**

  Extraneous variables are those factors which cannot be controlled. Extraneous variables are independent variables that have not been controlled. They may or may not influence the results. One way to control an extraneous variable which might influence the results is to make it a constant. If controlled, they are referred as controlled variables.
In the present study, the investigator had tried to control the variables that could be proved as extraneous variables, but as they were controlled, no such variable was found.

**Controlled Variables:**

In order to measure the effect of independent variables on the dependent variables, other factors which may affect the dependent variable are to be controlled so that they may not affect the dependent variable in any chance.

In the present study, the investigator had implemented the experiment on the students of standard six only. Moreover the teaching points of the subjects and the time duration for teaching in both the groups was kept the same. The students belonged to Gujarati medium schools. So, in this study standard, teaching points, subject, time of teaching, medium of instruction, and Economic Status were controlled variables.

**TABLE NO.1.1**

**Variables of the Study**

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1: Dramatized Programme (i.e. contents of subjects under study transformed into drama form for classroom performance)</td>
</tr>
<tr>
<td></td>
<td>2: Traditional Classroom Teaching</td>
</tr>
</tbody>
</table>

| Controlled Variables | ▪ School Standard  
|                      | ▪ Teaching Subjects and topics  
|                      | ▪ Time of Transaction  
|                      | ▪ Medium of Instruction  |

| Moderate Variables   | ▪ Gender  
|                      | ▪ Family Income  |

| Intervening          | ▪ Interaction between the groups  |
Variables

- Intrapersonal Differences
- Interest in the subject
- Confidence
- Stage Fear
- Sociability

Dependent Variables
- Achievement in Gujarati, Science, Social Science, & English.

1.8 Operational Definitions of the Terms:

**Primary school:**

Primary school means a school giving formal instruction, teaching the rudiments of learning extending usually up to seven standards. In present study primary school means school up to 5th standard and upper primary from standard six to eight as it is newly introduced. In this study, Vinay Mandir Primary School Palanpur of Banaskantha district of Gujarat imparting education from standard fifth to eighth is mentioned as a Primary School.

**Effectiveness:**

“Effectiveness means producing the intended results. It is the degree to which something is successful in producing a desired result.” In this research, effectiveness means the difference of scores of the post tests of experimental and control groups. So, here effectiveness indicates enhancement, improvement, increase or decrease in achievement of the children (the behavioral changes among the students) which was measured with the help of achievement test after implication of the experiment.
Chapter I: Introduction

The effectiveness of the experiment is also measured by observing practical significance of the study with the help of probability.

**Dramatization:**

“Drama is the specific mode of fiction, event or thought represented in performance. The term comes from a Greek word meaning action which is derived from the word meaning to do or to act. The enactment of drama is theater, performed by actors on a stage before an audience, presupposes collective form or reception.”

The word dramatization is the act or art of dramatizing, the creation of contents in a drama form or dramatized version of a novel, historical events, text book etc.

In this study Dramas are prepared for classroom teaching and are based on text books of standard sixth at primary level in four subjects: Gujarati, Science, Social Science and English. Hear, to present the contents of subjects under study are transformed into drama form for classroom performance with emotions and actions. The process of dramatization is done with the method that follows the following stapes

1. Selection of the text that has potential elements of dramatization
2. Converting the selected text into scenes and dialogs.
3. Performing the scenes and dialogs with appropriate acting and verbal intonations.

**1.9 Limitations of the study:**

Limitations are the inabilities of the researcher due to conditions and capacity for performing the research. There are certain limitations of this study.

1.9.1 The whole dramatization process and the dramatic versions of various lessons are prepared by the investigator himself and the team of experts. Thus, being
self prepared, it may have its own strengths and weaknesses resulting in one of the limitations of the study.

1.9.2 Dramatization consists of many aspects like stage craft, light effects, sound effects, sets, make up, costumes over and above acting of actors. These aspects may increase the impact of the dramas prepared and performed during the whole process. However, in this experiment, the dramatization is done in a school set-up; with an educational purpose, so many of the above mentioned aspects are deliberately not utilized which may also be a limitation of this study.

1.10 Delimitations of the Study:

“The characteristics that limit the scope and define the boundaries of the inquiry made in the study, as determined by the conscious exclusionary and inclusionary decisions that were made throughout the development of the research work are known as the delimitations of the study.” Among these are the choice of objectives and questions, variables of interest, alternative theoretical perspectives that could have been adopted, etc.

This study is delimited to the Gujarati medium primary schools of north Gujarat. The study is also delimited to certain lessons of four subjects taught in sixth standard which are Gujarati, Science, Social Science, and English.

It should be emphasized that the study deals with those chapters of mentioned subjects that can be dramatized. So, the inferences cannot be applied to all the chapters of mentioned subjects, notwithstanding the good dramatic elements available in the chapters.
The study contains the experiment of dramatization, which may contribute in enhancing certain skills and qualities related to overall personality development, but the investigator has only measured the achievement of students in various subjects. Hence, the study is delimited to the achievement of the students resulted by treatments.

Thus, medium of instruction, standard, subjects, chapters, (chapters having potentiality of dramatic elements), and achievement of students in various subject are some of the variables that are controlled to delimit the study up to a well-defined scope.

1.11 Distinct characteristics of the study:

In the field of educational technology, Drama as a method of teaching is a new concept, especially when it is being performed by the students. Drama as a process of teaching is itself an innovative concept. Hear students are not taciturn audience but active participants so that, the learning process occurs motivating, valuable and receptive. That is why the entire process becomes learner centered. In dramatization the learner have to think over the concept, teaching point or the core idea of the conversation. So this study is unique in the field of classroom interaction. It engenders new rules of making instructions more interactive. It also puts the learner in the quest of multiple meanings and its work outs in action.

1.12 Scheme of Proceeding Chapters:

Chapter II: Theoretical background and framework for dramatization: This chapter elaborates the theoretical background and frame work of the study. Theoretical background, ingredients of drama, conceptual framework, dramatization in Education,
Chapter I: Introduction

dramatization as a process and drama a product and frame work of the drama are the major points discussed in this chapter.

Chapter III: Review of past studies: This chapter contains review of related literature. The reviews that are mentioned in this chapter are selective. They concentrate on dramatization process and drama carried out in India and abroad as an innovation or experiments in this very area of research.

Chapter IV: Research Method and procedures: This chapter describes adequately the steps and procedure of the construction of the Dramatization and drama Program. It includes drafts of the scripts with action notes expert reviews and the piloting procedures, expert reviews.

Chapter V: Data collection analysis and interpretation: The fifth chapter is devoted to the presentation of inferences on data collection, the procedure of data analyses and interpretation.

Chapter VI: Summary conclusions and suggestions: This is a concluding chapter summarizing the whole study and presenting the findings of the study. It also deals with scope for further research, recommendations and suggestions.
References