CHAPTER – 2

REVIEW OF THE RELATED LITERATURE

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CHAPTER – 2

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

Educational Research is the foundation of the building of education. Review of the related literature is very necessary for improving the quality and importance of the research. Before conducting the research it is very important to know which and which kind of related researches have been undertaken in the field. By doing the review of the related literature the objectives of the earlier researches, their findings, can provide the missing links in the new research and on the basis of that the subject of the new research can be identified.

Desai says explaining the importance of the review of the related literature that,

“The review of the related literature is very important for the development of the problem. The discussion of the related literature should be very comprehensive and all the aspects of the problem should be incorporated into it. By the complete conclusion of the literature the background of the problem should get entirely clear.”

Thus, by the review of the related literature the investigator should get some kind of additional guidance in his / her work.

2.1 Importance of the Review of the Related Literature :

The literature which can give the research subject a more specific and deep knowledge and understanding is called related literature.

It is very important to gain some additional information, the ideas and the kind of work that is and has been conducted in the field in which the investigator has decided to conduct his / her research.

Research literature in which the earlier related literature to the investigators field of research are included. Each and everyone should
have the knowledge about what are the sources available in the field of research and how they are useful in his own research. The earlier related literature are as given below.

- By the review of the related literature, the investigator gets deep knowledge about the subject.
- The investigator gets guidance regarding which research methods and tools should be used; besides it helps in the analysis of the data as well.
- The research design for any future research can be framed by the review of the earlier related literatures.
- Information regarding which method and technique will be most suitable for the research initiated will be gained.
- From whatever results found, some useful and comparable facts can be reached at.
- The investigator gets clear about the concepts of his / her research, the basic conceptualization gets better and the knowledge of the investigator increases.
- The repetition of the research work can be avoided.
- If there is anything lacking or doubtful in the findings or research process of the earlier researches then it can be thought about in the present research.

2.2 Review of the Related Literature:

In the present age day by day there is development happening in the field of education and at such a time due to the traditional teaching methods used in the field of education the students get uninterested and bored in education. And due to this the student’s understanding ability also gets decreased. A subject like English creates a kind of fear among the students. Therefore the use of the innovative methods have become essential for removing it. The objective of the present study is to teach the students with the help of dramatization method and to study its effectiveness on the academic achievement of the students. For this it is very necessary for the investigator to know the importance of the English language. And for this the investigator has studied the English magazines, English literature etc.
2.2.1 Importance of the English Language:

Language is just like a blessing for a human being. A man is like a dumb person without language. Language is a unique specialty of a person. Language connects a man with the society, society with the country and country with the world. For a person language is the best medium for expression. English language is like a path to the current world of knowledge. English language is the prime language among the languages spoken worldwide. Due to the wide spread of this language the world has become a small family. In the present age the scope of education and educational technology has become very broad. To stay up-dated in the ever-changing world the necessity of English language has been increased. But in the primary schools there is a kind of fear observed among the students regarding English language. But to remove this fear various unique teaching methods can be used in the school and the teaching can be made interesting.

2.2.2 Meaning of Drama:

The root in the word ‘Dramatization’ is ‘Drama’. Therefore to understand the term ‘Dramatization’, it is necessary to first of all understand the term ‘Drama’. The term ‘Drama’ is derived from the Greek word ‘Drow’. ‘To Do’ means to act from which the term ‘Drama’ has been derived.

According to J. S. Joshi,

“काव्येषु नाटकं रिप्यम्”

According to this line the drama is considered as the best part of the poetry form. Drama is Audio – Visual. In which the subject matter is presented by the medium of dialogues of the characters. Acting is its main characteristics. In a drama the expressions, costumes and the scenes are presented in such a manner that they appear realistic.

2.2.3 Concept of Dramatization:
Various dramas are presented even in the prayer assembly or in the celebration of various festivals like mime, mono-acting or one act play etc.

Bharatmuni had also said that, अवस्थानुकृति नाटं

Means the following of any condition is a drama.

In the context of the present study dramatization means selecting a proper unit and teaching that with the help of dialogue between the characters this means that the subject matter of the units selected should be presented through the dialogues in between the characters.

2.2.4 Nature and Importance of Dramatization:

With the help of the dramatization method the feelings can be satisfied, amity can be developed, broad outlook can be developed and the power to make the ambiguous past into clear one. Therefore dramatization method has much importance in the education.

According to the ‘Natyashastra’, the Brahma created the ‘Natyaveda’ by taking the essence of the Vedas considering the request of the Devas (the Gods). The Brahma created a new ‘Pancham Veda’ by taking in the prose from the Rigveda, songs from the Samveda, acting from the Yajurveda and Rasa (रस) from the Atharvaveda.

Drama is the highest interesting form of poetry. In the time of Ramayana there was existence of small Drama units, by the acting and singing of the actors and dancers, the subject used to be happy.

In the modern time there are new horizons of knowledge spread in the field of knowledge. The use of science and technology has been increasing day by day. There are new teaching methods being used to keep the classroom teaching alive. With the use of the dramatization method, all the senses of mind, eyes, ears, and intelligence becomes concentrated and gains interest and the teaching keeps on happening indirectly. The learning with the help of dramatization method is very natural and long-lasting. The subject matter can be made to reach quite easily to the students with the help of the dramatization method.
2.3 **Summary of the Previous Related Researches:**

The earlier related literature provides a very important information to the investigator. The study of such related researches gives a new direction to the investigator.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Investigator, Uni. Degree, Year</th>
<th>Subject</th>
<th>Objectives</th>
<th>Population, Sample</th>
<th>Method / Tool</th>
<th>Findings</th>
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</table>
| 1.      | Darji Shantilal Maganlal ¹, Gujarat University, Ahmedabad, M.Ed., 1988. | Teaching Social Science subject with the help of Dramatization in Std. 8 and to study its effect on the achievement of the students. | - To assess the achievement of the students after teaching with the dramatization method.  
  - To study the effectiveness of the dramatization method.  
  - To study the effectiveness of reading teaching form of the dramatization method on the achievement of the students.  
  - To give suggestions to the colleague on the basis of the use and effectiveness of the new method. | Sample : 100 students from one school of rural area and one school of urban area. | Method: Experimental method of research  
  Tool: Booklet of teaching with Dramatization method in Social Science Subject Std. – 8 by Manhar J. Kadia | - The students of rural and urban area of Sabarkantha district of experimental and controlled groups are similar in the initial achievement.  
  - There has been a significant improvement in the achievement of the students working with the dramatization method.  
  - The C.R. of the students of rural and urban area of Sabarkantha |
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<tr>
<td>2.</td>
<td>Patel M. P.</td>
<td>North Gujarat University, Patan, M.Ed. 1991.</td>
<td>Teaching Gujarati subject with the help of Dramatization in Std. 8 and to study its effect on the achievement of the students.</td>
<td>To study the effect on the understanding ability of the students of the use of dramatization method in Gujarati subject.</td>
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<td>To make suggestions for the use of dramatization method.</td>
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<td>To study the effect of the achievement of the students in the reading and listening form of dramatization method in Gujarati subject.</td>
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<td>Sample : 60 girls and 64 boys thus a total of 124 students selected with the help of purposive sampling method from the Kheda village of Sabarkantha district was the sample of the study.</td>
<td>Method: Experimental method of research</td>
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<td>Tool: Self prepared post test</td>
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<td>district of experimental and controlled groups is significant in the second test.</td>
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<td>- The students of urban area of the Sabarkantha district of the experimental and controlled groups are similar in the achievement in the teachers made test.</td>
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<td>- The students of rural area of the Sabarkantha district of the experimental and controlled groups are similar in the achievement in the teachers made test.</td>
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<td>- The students of urban area of the Sabarkantha district of the experimental and controlled groups</td>
</tr>
</tbody>
</table>
| 3. | Vaghani Lalitaben T. | To study the effect of dramatization method on the teaching of **Gruhjivan Vidya** (Life-skill studies) subject of the **Uttar Buniyadi School**. | To study the effect of dramatization method on the unit of **Gruhjivan Vidya** (Life-skill studies) subject.  
- To teach a unit of **Gruhjivan Vidya** (Life-skill studies) subject with the help of dramatization method and a similar unit of the same subject with the help of traditional method and to compare their achievement.  
- To observe the effect of the achievement of the students in the reading, listening and self experience form of dramatization method in **Gruhjivan Vidya** (Life-skill studies) subject. | Population:  
Students of Std. 8 of Shree Kasturba Uttar Buniyadi Girls School of Sisadadara village.  
Sample:  
30 students of school of Sisodara village of Megharaj Block of Sabarkantha district. | Method:  
Experimental method of research  
Tool:  
Self prepared post test | - The achievement of the dramatization method is higher than the traditional method.  
- The students learn new things quite easily with the help of the dramatization method.  
- If the students have taken part in the dramatization, their acting ability, expression skill and understanding of the subject these three things get developed.  
- The achievement of the students staying in the hostel in the units taught with the help of dramatization method is found to

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| 4. | Tandel Hemlatta C.⁴, South Gujarat University, M.Ed. 1999. | A comparative study of the effectiveness of the teaching of Mathematics subject with the help of Dramatization method and traditional method to the students of Std. 8. | - To study the effectiveness of the teaching with the help of Dramatization method.  
- To study the dramatization approach of teaching on the gender based groups studying in Std. 8.  
- To study the dramatization approach of teaching on the students with different intelligence quotient studying in Std. 8. | Sample: 52 students of controlled group and 52 students of experimental group of two schools. | Method: Experimental Method of Research  
Tool: Intelligence Test Self – Prepared Pre – Test & Post Test | - The average of the students scores in experimental and controlled groups is subsequently found to be 85 – 48 and 87 – 71 whose t – value is 1.2 which is not significant at 0.01 and 0.05 level. Both the groups are similar.  
- There was no significant difference between the average scores of pre-test and post – test of traditional group.  
- There was significant difference between the average the average scores of... |
5. Patel Jayesh C., South Gujarat University, M.Ed., 2003. | Gujarati Language Teaching with the help of Dramatization in the Primary standard – An Experimental Study. | - To prepare a one act play on the teaching of the unit of ‘Jivram Bhatt’ of Gujarati subject for the students of Std. - 7.
- To prepare a one act play on the teaching of the unit of ‘Nag Daman’ of Gujarati subject for the students of Std. - 5.
- To study the effectiveness of the teaching prepared with the help of dramatization of the unit ‘Jivram Bhatt’. | Sample : 68 students were selected from two schools of Jambusar Block. | Method : Experimental Method of Research
Tool: Self – Prepared Post Test | - There was effectiveness observed of the dramatization method on the teaching of ‘Jivram Bhatt’ unit in Gujarati language teaching of the Std. 7.
- There was effectiveness observed of the dramatization method on the teaching of ‘Nag Daman’ unit in Gujarati language teaching of the Std. 5.
- There is difference observed in the mean score of pre – test and post – test on the teaching.
- To prepare test for some of the units of Hindi Subject textbook of Std. 6.  
- To study the effectiveness of dramatization method with the help of dramatization method. | Population: Primary schools of Talod Block  
Sample: Two classes of C. D. Patel Primary School and J. B. Upadhyay Primary School | Method: Experimental Method of Research  
Tool: Intelligence Test Self – Prepared Pre – Test & Post Test | - There is similarity observed in the scores of pre – test of experimental and controlled groups students.  
- The scores of the retention test were found to be higher of the experimental group than the traditional group.  
- The scores of the post test of the experimental group were higher than those of traditional group therefore it can be said that the dramatization method is effectiveness.  
- There is similarity in the scores of the pre test of the girls of ‘Nag Daman’ unit with dramatization experiment. |
| 7. | Raval Devyani, Ganpat University, Kherva, M.Phil, 2007. | Effect on the educational achievement of the teaching with the dramatization method and traditional method in Sanskrit subject of Std. – 9. | - To prepare dramas for the units – कृष्णस्य मृतिकाभक्तम् and कर्त्तवकुण्डलम् for the use of dramatization method.  
- To study the educational achievement of the students taught with the help of | Population: The students studying in Std. 9 of the Gujarati medium of Mehasana district were the population of the present study. | Method: Experimental Method of Research  
Tool: Achievement Test | - There is significant difference in the scores of the post test of the whole groups taught with the help of dramatization method and traditional method which is in favour of experimental group of the experimental and traditional group therefore it can be said that both the groups were similar.  
- The scores of the post test of the girls of the experimental and traditional group therefore it can be said that there is more effect of dramatization method on the girls of the experimental group. |
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<th>No.</th>
<th>Author</th>
<th>Title</th>
<th>Method</th>
<th>Sample</th>
<th>Population</th>
<th>Method</th>
<th>Result</th>
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<td>8.</td>
<td>Pandya Nilam C.</td>
<td>A study of</td>
<td>To construct teaching</td>
<td>- To study the effect of area and gender group on the educational achievement of the students taught with the help of dramatization method and traditional method.</td>
<td>A total of 240 students, 120 students from a rural area school named Matushri K. M. Mehta Highschool Chhathiyara and 120 students of an urban area school named Urban Bank School were selected as the sample.</td>
<td>- There is significant difference in the scores of the post test of the urban area students taught with the help of dramatization method and traditional method which is in favour of experimental group.</td>
<td>- There is significant difference in the scores of the post test of the rural area students taught with the help of dramatization method and traditional method which is in favour of experimental group.</td>
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<td>Ganpat University, Kherava, M. Phil., 2008.</td>
<td>effectiveness of lecture method, demonstration method and dramatization method in the teaching of Social Science subject of Std. – 8.</td>
<td>aids for teaching of the unit ‘Gandhiyugna Rastriya Andolano – 2’ of Social Science subject of Std. – 8.</td>
<td>All the students studying in Std. 8 of secondary school of Meghraj block in the year 2007 – 08.</td>
<td>Experimental Method of Research Tool: Post Test</td>
<td>difference in the average scores of the students of lecture method and demonstration method in their achievement test in which the demonstration method is found superior.</td>
<td>difference in the average scores of the students of lecture method and dramatization method in their achievement test in which the demonstration method is found superior.</td>
<td>difference in the average scores of the students of dramatization method and demonstration method in their achievement test in which the demonstration method is found superior.</td>
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| 9. | Patel Hansaben D.  
Hemchandracharya North Gujarat University, M. Phil., 2008. | A study of effectiveness of dramatization method in the teaching work of Sanskrit subject in Std. 8. | - To prepare a dramatization programme on a unit of Sanskrit subject of Std. – 8.  
- To apply the dramatization programme.  
- To prepare a post test on the basis of the selected unit.  
- To compare the lecture method and dramatization method in the context of educational achievement. | Population: Students studying in Std. 8 of Gujarati medium schools of Mehasana district.  
Sample: 140 students from the rural area schools – Smt. A. B. Patel & D. S. J. Patel school and from urban area – Sheth Shri M. L. Patel and Sheth Shri M. H. Sardar Patel | Method: Experimental Method of Research  
Tool: Desai Verbal – Non – Verbal Group Intelligence Test – Self prepared Post Test | - From the students who have studied with the help of dramatization method and lecture method, the achievement of the students who have studied with the help of dramatization method was found to be superior.  
- The students in rural area taught with the help of dramatization method have superior achievement than the students those taught with the help of discussion method in their achievement test in which the demonstration method is found superior. |
- To prepare script for the drama for teaching of this unit with the help of dramatization method.  
- To assess the effectiveness of three teaching methods on the educational achievement of Gujarati subject of School. | Population: All the students studying in Std. 8 of secondary school of rural area of Meghraj block in the year 2008 – 09.  
Sample: The school was selected purposively. In which total 90 | Method: Experimental Method of Research  
Tool: Post Test | - There is no significant difference in the average scores of the students in the evaluation test of the lecture method group and demonstration method group.  
- There is no significant difference in the average scores of the students in the evaluation test of the dramatization method. |
- To assess the most effectiveness teaching method for Gujarati teaching from all these methods.

- There is no significant difference in the average scores of the students in the evaluation test of the lecture method group and dramatization method group.

- From the demonstration method, lecture method and dramatization method, the dramatization method is found superior.

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<td>The students studying with the help of dramatization method have superior achievement than</td>
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<td><strong>12.</strong></td>
<td>Kanjariya Bhagyashri M.¹², Ganpat University, Kherva, M. Phil. 2011.</td>
<td>A study of effectiveness of dramatization method in teaching of English subject</td>
<td>- To prepare a dramatization programme on the selected units of English subject</td>
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- To compare the dramatization method and lecture method in the context of educational achievement.

- Gujarati medium of Std. – 9 in Mahesana district

- Sample: Total of 140 students from 70 students of rural area and 70 students urban area from Vishwabharati School, Kuvasana Village rural area, Nutan Sarva Vidyalaya School, Visnagar urban area

- Non – Verbal Group Intelligence Test – Self prepared Post Test

- In rural area the students studying with the help of dramatization method have superior achievement than the students studying with the lecture method.

- In urban area the students studying with the help of dramatization method have superior achievement than the students studying with the lecture method.
- To prepare a post test on the selected units of English subject of Std. – 9.
- To compare the dramatization method and lecture method in the context of educational achievement.

Gujarati medium in a rural area of Ahmedabad district in the year 2010 – 11.

Sample : 64 students of Std. – 9 of ‘Tirupati Vidyalaya’ in the academic year 2010 – 11.

Tool : Self – Prepared Post Test

- Educational achievement of the boys and girls of experimental group – 1 taught with the help of dramatization method was similar therefore it can be said that whatever difference that can be observed is only incidental.

- Educational achievement of the boys and girls of experimental group – 2 taught with the help of discussion method was similar therefore it can be said that whatever difference that can be observed is only incidental.
### Table – 2.2

**Research Conducted at Ph.D. Level**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Investigator, Uni. Degree, Year</th>
<th>Subject</th>
<th>Objectives</th>
<th>Population, Sample</th>
<th>Method / Tool</th>
<th>Findings</th>
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</thead>
</table>
- To prepare video cassettes for video lessons for the dramatization of the units which can be dramatized.  
- To prepare video cassettes for video lessons with acting for the dramatization of the selected units. | Sample : 375 students of Std. – 8 selected as the sample of the study. | Method : Experimental Method of Research Tool : Post Test and Audio Visual Cassettes | - The achievement of the dramatization method is found to be higher than the traditional method.  
- With the help of the dramatization method, the students learn many new things in an easy manner.  
- For the girls staying in the hostels, the educational achievement of dramatization method was found to be higher than the traditional method.  
- The achievement of the students doing up – down was found to be higher with the dramatization method. |
2.4 Critical Review of the Previous Related Researches:

2.4.1 Critical Review of the Previous Related Researches in the Context of Objectives:

In the present research the investigator had studied the 13 related researches and conducted a critical review in the context of their objectives, research method, tool and findings. From these researches 1 was at Ph.D. level while 6 were at M. Phil. Level and 6 were at M.Ed. level. Their discussion in the context of objectives is as given below:

1. Darji Shantilal Maganlal (1988) undertook the research to study the effect of the use of dramatization method on the achievement of the students in the teaching of Social Science subject of Std. – 8.

2. Patel M. P. (1991) conducted his research to assess the effect of the dramatization method on the understanding ability of students and on the listening and reading form of achievement.

3. Vachhani Lalitaben T. (1996) in her research attempted to teach a unit of *Gruhjivan Vidya* (Life-skill studies) subject with the help of dramatization method and a similar unit of the same subject with the help of traditional method and to compare their achievement and to observe the effect of the achievement of the students in the reading, listening and self experience form of dramatization method.

4. Tandel Hemlatta C. (1999) undertook the research to study the dramatization approach of teaching on the students with different intelligence quotient studying in Std. 8.

5. Patel Jayesh C. (2003) conducted his research to study the effectiveness of the teaching prepared with the help of dramatization of the unit ‘Jivram Bhatt’ and ‘Nag Daman’.

6. Gurjar Sunil J. (2004) undertook the research to study the effectiveness of dramatization method with the help of dramatization method in Hindi Subject of Std. 6.

7. Raval Devyani (2007) in her research attempted to study the effect of dramatization method in the context of area and gender on the educational achievement of the students.

8. Pandya Nilam C. (2008) in her research attempted to study of effectiveness of lecture method, demonstration method and
dramatization method in the teaching of Social Science subject of Std. – 8.


12. Kanjariya Bhagyashri M. (2011) conducted his research to compare the dramatization method and lecture method in the context of educational achievement in the context of English subject of Std. – 9.

13. Desai Kirit J. (1994) get opinions of the sampled language teachers of Gujarat state regarding drama units from the units of the present textbook of Std. – 8 and to prepare video cassettes for video lessons with acting for the dramatization of the selected units.

2.4.2 Critical Review of the Previous Related Researches in the Context of Research Method :

In all these researches experimental method of research was used.

2.4.3 Critical Review of the Previous Related Researches in the Context of Tool :

1. Darji Shantilal Maganlal used Booklet of teaching with Dramatization method in Social Science Subject Std. – 8 by Manhar J. Kadia as the tool for research.

2. Patel M. P. Vachhani, Lalitaben T., Patel Jayesh C., Raval Devyani, Pandya Nilam C., Patel Mukeshkumar H. and Kanjariya Bhagyashri M. used self prepared post test as their research tool.

3. Hemlatta C. Tandel used Intelligence Test Self – Prepared Pre – Test & Post Test as her research tool.
4. Sunil J. Gajjar used Self – Prepared Pre – Test & Post Test as the research tool.
5. Hansaben D. Patel and Bhavnaben K. Patel used Desai Verbal – Non – Verbal Group Intelligence Test – Self prepared Post Test as their research tool.
6. Desai Kirit J. in his research used Post Test and Audio Visual Cassettes as his tools.

2.4.4 Critical Review of the Previous Related Researches in the Context of Findings:

1. Darji Shantilal Maganlal found that there was a significant improvement in the achievement of the students working with the dramatization method and the achievement score of the students of rural and urban area was found to be higher with the help of dramatization method.
2. In the study of M. P. Patel it was found that there was no significant difference in the achievement of the students from rural area and urban area.
3. In the study of Lattaben T. Vachhani it was found that the achievement of the dramatization method is more than the traditional method and if the students have taken part in the dramatization, their acting ability, expression skill and understanding of the subject these three things get developed and the achievement of students staying in the hostel in the units taught with the help of dramatization method is found to be higher than the achievement of the teaching with the traditional method.
4. Hemlatta C. Tandel in her research found that there was no significant difference between the average scores of pre-test and post – test of traditional group while there was significant difference between the average the average scores of pre-test and post – test of Experimental group.
5. In the research of Jayesh C. Patel it was found that the dramatization method is effective.
6. Sunil J. Gajjar in his research found that the retention of the students taught with the help of dramatization method was higher than that of the students taught with the traditional method.
7. In the study of Devyani Raval it was found that there was significant difference in the scores of the post test of the whole groups, urban area students group and rural area students group taught with the help of dramatization method and traditional method which is in favour of experimental group.

8. In the study of Nilam C. Pandya from the demonstration method and lecture method the demonstration method was found superior, from the dramatization method and lecture method the dramatization method was found superior and from the dramatization method and demonstration method the dramatization method was found superior.

9. In the research of Hansaben D. Patel’s research the educational achievement of the students taught with the help of dramatization method was higher than that of the students taught with the discussion method.

10. Mukeshkumar H. Patel in his research found that from the lecture method, demonstration method and dramatization method, the dramatization method was found to be superior.

11. Bhavanaben K. Patel in her study found that the educational achievement of the students taught with the help of dramatization method was higher than that of the students taught with the discussion method.

12. In the study of Bhagyashri M. Kanjariya the dramatization method was proved more effective than discussion method and the educational achievement of the boys and girls taught with the help of dramatization method and discussion method was similar.

13. Kirit J. Desai in his research found that the achievement of the dramatization method was found to be higher than the traditional method and for the girls staying in the hostels, the educational achievement of dramatization method was found to be higher than the traditional method besides the achievement of the students doing up – down was found to be higher with the dramatization method.

2.5 **Difference of the Present Research :**

The present research is different from the above mentioned related researches in the following manner.
- The scope of the earlier related researches was some cities, districts or blocks etc. while the scope of the present study is the students studying in Std. – 8 in the district municipality primary schools of Padara block of the Vadodara district.

- All the earlier related researches were conducted mainly on the Hindi, Sanskrit and Gujarati language while the present study is conducted on English language.

- In the present study a self-prepared opinionnaire and self prepared objective question type post test for the dramatization method was used. Therefore from the perspective of the tools used also the present study differs from the earlier researches.

### 2.6 Conclusion:

In the present chapter the importance of the earlier related researches, review of the related researches, earlier related researches, review of the earlier related researches, difference of the present research etc. were described in detail.
References


3. Darji S. M., Teaching Social Science subject with the help of Dramatization in Std. 8 and to study its effect on the achievement of the students. An unpublished dissertation for M.Ed. degree, Gujarat University, 1998.


