

A Study of the Effectiveness of Dramatization Method in Teaching Sanskrit Subject in Standard-VIII

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1.Introduction:

Education is a lifelong process. Since ancient times, human beings have constantly been striving to make their life progressive. They have been continuously inspired to learn new things, and education has remained the foundation of holistic development. In ancient times, students used to stay at the teacher's hermitage to receive education. This method was called the ancient, traditional, Gurukul, Pandit or Vyasa system. Through the ancient system, students acquired education in the form of Shruti (oral tradition) and Smriti (memory).

Today, technology has advanced in every field, including education. Classrooms are equipped with physical facilities, but teaching is often carried out using a single method for all children, despite their individual differences. This makes it difficult to sustain students' interest in learning. To bring out the latent potential of children, to develop creativity, and to make education useful in real life, effective teaching is essential.

Children are not mere recipients of knowledge but creators of knowledge. To foster creativity in children, the use of multimedia resources such as pictures, maps, graphs, diagrams, plays, films, YouTube videos, and dramatization in classrooms has become essential. This enhances students' interest, concentration, creativity, interpretation, practical application, and ability to draw conclusions. Many times, what is taught is forgotten; however, when students themselves act out incidents or witness them firsthand, learning becomes long-lasting and meaningful. Dramatization thus proves highly effective. Drama is a beautiful medium of self-expression that motivates students to address educational challenges creatively.

According to Gunvant Shah, "When students enact certain roles and thus reinforce the subject matter, that is the objective of dramatization. One or more children may participate, and such depiction of incidents can be made very effective."

Through dramatization, students become capable of expressing their thoughts and emotions genuinely, thereby grasping the essence of the subject matter and retaining it for a longer period. This not only aids memory but also enables practical application in life. Particularly in subjects like Sanskrit and English, where student enthusiasm is often lacking, dramatization can be a powerful tool. Sanskrit, being one of the world's most ancient languages and the root of many others, holds unique importance. Although less used in daily communication today, its cultural and intellectual heritage is immense. Therefore, to preserve its value and generate student interest, dramatization becomes a significant teaching method.

Considering this, I have selected the topic "Study of the Effectiveness of Dramatization Method in Teaching Sanskrit Subject in Standard-VIII" for my Ph.D. research.

2. Title of the Research:

“Study of the Effectiveness of Dramatization Method in Teaching Sanskrit Subject in Standard-VIII”

3. Objectives of the Research:

1. To test the effectiveness of dramatization method in teaching Sanskrit subject in standard 8.
2. To select specific content from Sanskrit and transform it into dramatization.
3. To compare the achievement of boys taught through dramatization method.
4. To compare the achievement of girls taught through dramatization method.

4. Hypotheses of the Research:

1. There will be no significant difference between the mean scores of the experimental group and the control group in the post-test.
2. There will be no significant difference between the mean scores of boys taught through dramatization and lecture method.
3. There will be no significant difference between the mean scores of girls taught through dramatization and lecture method.
4. There will be no significant difference between the mean scores of boys and girls taught through dramatization method.

5. Field of Research:

According to the fifth survey of educational research by M.B. Buch, this research falls under the field of ‘Language Education’.

6. Type of Research:

The present research is practical in nature.

7. Research Method:

The experimental method will be used for this research.

8. Variables Included in the Research:

1. Independent Variable: Teaching Method (Traditional Method, Dramatization Method)
2. Dependent Variable: Academic Achievement (High Achievement, Low Achievement)
3. Control Variable: Gender (Boys, Girls)

9. Importance of the Research:

1. This study will help to identify the teaching method by which children can learn faster.
2. It will improve students’ attitude towards Sanskrit subject.
3. It will remove the disinterest of students towards Sanskrit and prepare them for competitive exams.
4. It will guide teachers in using dramatization activities and organizing co-curricular programs.

10. Population and Sample:

The population of this research consists of all government primary schools of South Gujarat. The sample will include 10 primary schools of Mahuva Taluka, Surat district.

11. Limitations of the Research:

1. A self-constructed post-test will be used.
2. Only mean, standard deviation, and t-test will be applied.
3. The study will be limited to 10 primary schools of Mahuva Taluka, Surat district.

12. Research Tool:

An attitude scale was prepared by the researcher due to the lack of interest among upper primary students in Sanskrit. After expert suggestions and pilot testing with 400 students, the scale was finalized with 29 statements.

13. Data Collection:

First, a list of government schools of Mahuva Taluka was obtained. From this list, 10 schools were selected. After obtaining permission from principals, teaching was carried out using dramatization and lecture method. Pre-test and post-test were constructed to measure achievement.

14. Data Analysis and Interpretation:

The pre-test and post-test scores will be analyzed using t-test to determine significance.

15. Findings of the Research:

1. Primary school students showed a lack of interest in Sanskrit.
2. Rural students faced inferiority complex in expressing themselves in Sanskrit.