



# TO STUDY THE IMPACT OF THEATRE IN EDUCATION TECHNIQUE ON FUNDAMENTAL DUTIES

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## ABSTRACT

*The purpose of this study was to study the impact of theatre in education technique on fundamental duties. There are 11 fundamental duties in Indian constitution which is taught teachers trainees at Education College. Collaborative learning and Activity based learning attracts the learners. Both are included in the theatre in education technique. It was experimental work and single group pre-test post test design was selected for this study. The sample was purposive. Forty nine trainees of F.Y.B.Ed was the sample. Total 13 sessions were allotted for this study. Pre-test was given in first session to know trainees' achievement score on fundamental duties. Eleven sessions were allotted for 11 fundamental duties. All duties were taught by theatre in education technique. The post-test was conduct in the last session. The average score of pre test was 7.28 and the average score of post test was 44.08. It was found that there was significance difference between the result of pre-test and post-test at 0.01 levels in T-test. The result gave a clear message that theatre in education technique was effective.*

**KEY WORDS:** *Theatre in education technique, Fundamental Duties*

## INTRODUCTION

Duties are more important than rights that are why fundamental duties are written in the beginning of every text-book. It is taught teachers trainees also. The researcher has been teaching fundamental duties every year to the teacher trainees. Various teaching techniques were used to teach the various topics. The researcher likes to study impact of teaching techniques. He wants to examine the theatre in education teaching technique. Fundamental duties were the appropriate topic for that. So it was decided to implement the theatre in education teaching technique on fundamental duties.

## OBJECTIVES

1. To study the impact of the theatre in education teaching technique on fundamental duties.

## HYPOTHESIS

There will be no significance difference between mean score teacher trainees achievement of pre-test and post-test on fundamental duties.

## SIGNIFICANCE OF STUDY

This study will be helpful the teachers who want to know the impact of the theatre in education teaching technique.

## LIMITATION

1. The teacher made test was used in pre-test and post-test. It was not standardized.
2. The sample was purposive. Forty nine students were in sample which was from the teacher education college where the researcher works.
3. The data was collected by pre-test and post-test only, no other techniques for data collection were used.

## RESEARCH DESIGN

It was experimental research work and single group pre-test post-test experimental design was used in this study.

## SAMPLE

Forty nine B.Ed. trainees of the academic year: 2017-18 from V.T.Choksi Sarvajani College of Education, Surat were selected for sample. It was purposive sample.



## TOOLS

1. Test
  - a. The teacher made test which were used in pre test and post test was developed to know the trainees' achievement score on fundamental duties.
  - b. There were 25 multiple choice questions and 5 essay type questions

in the test which were develop to know the trainees' achievement score on fundamental duties. The 25 multiple choice questions contained 25 marks and 5 essay type questions contained 25 marks. It was 50 marks teacher made test and time duration was 1 hours.

## RESEARCH DESIGN

Session	Session	Time
1	Pre-Test	1 hr.
2	First Duty: To abide by the Constitution and respects its ideals and institutions, the National Flag and the National Anthem;	1 hr.
3	Second Duty: To cherish and follow the noble ideals which inspired our national struggle for freedom;	1 hr.
4	Third Duty: To uphold and protect the sovereignty, unity and integrity of India;	1 hr.
5	Fourth Duty: To defend the country and render national service when called upon to do so;	1 hr.
6	Fifth Duty: To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;	1 hr.
7	Sixth Duty: To value and preserve the rich heritage of our composite culture;	1 hr.
8	Seventh Duty: To protect and improve the natural environment including forests, lakes, rivers and wild life, and have compassion for living creatures;	1 hr.
9	Eighth Duty: To develop the scientific temper, humanism and the spirit of inquiry and reform;	1 hr.
10	Ninth Duty: To safeguard public property and to abjure violence;	
11	Tenth Duty: To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;	1 hr.
12	Eleventh Duty: To provide opportunities for education by parent or the guardian, to his child or a ward between the age 6-14 years as the case may be.	1 hr.
13	Post Test	1 hr.

\*Constitution of India: Section 51-A

## DATA COLLECTION

The teacher made test was given as a pre-test was given to the trainees in first session and the same test was given as post-test the last session. The answer sheets were collected and examined properly.

The mark sheets were developed. The research data was collected in this way.

## DATA ANALYSIS

The collected data was in numerical for so Mean, Standard Deviation and T-test statistical technique were used for data analysis.

	Number of trainees	Mean	S.D.	T-test
Pre- Test	49	07.20	0.11	Significant at 0.01 level
Post- Test	49	44.08	1.03	

The teachers' trainees mean score in pre test was 07.20. It indicated that trainees were not aware about fundamental duties. The mean score of post test was 44.08. It reflected that the theatre in education teaching technique was an effective teaching technique. The data presented in table clearly

indicated that there is significant difference between the result of pre-test and post-test. The mean score of post test is 36.88 marks higher than pre test. Thus the null hypothesis was rejected. So it can be said that the theatre in education teaching technique was an effective teaching technique.



## DISCUSSION

This study proves that the theatre in education teaching technique was an effective teaching technique. It is a student centred teaching technique. Teachers can use it in their teaching to make class room live. It was also found in previous researches Babi(2006), Pandya(2008), Kunjariya(2011), Deshmukh(2012), Dave(2013), Thaker(2014) and Kolsawala(2017) that dramatization technique was very popular in classroom teaching. A researcher can compare this technique with other teaching technique. Activity based learning and collaborative learning is a demand of 21<sup>st</sup> century and the theatre in education teaching technique is one of the solutions.

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