

Implication of Creative Drama Method of Teaching at Elementary Level Classroom Teaching

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Abstract

Science has affected all the spheres of human life thus it is essential to initiate the scientific temper into children as early as possible. Mans' future is stubbornly linked to scientific advances and the development of productive activity. Obviously therefore, science must find a respectable place in the school curriculum. In India, through the efforts of National Council of Educational Research and Training Science has been made a compulsory subject throughout the school stage. In the present era children are naturally curious and scientific inquiry is a part of their behavior from birth. Children begin to learn about themselves and the world around them through observation and experimentation. Therefore much emphasis should be laid upon effective teaching of science. A number of new teaching strategies are being used by teachers to enhance students' achievement in science. Creative Drama Method of teaching involves elements such as demonstration, Imagination, Journeys, Theatre Games, Role Play etc. which attract students' attention as well as interest for better understanding of scientific concepts. The paper highlights the empirical results of a study on effect of Creative Drama Method of teaching on achievement in science of VII class students. The objectives of the study were to compare the effectiveness of creative drama method of teaching and conventional strategies. The results revealed that experimental group students taught with Creative Drama Method of teaching achieved significantly higher scores in science as compared to the control group students.

Introduction

Men throughout the world can no longer ignore Science. Since the dawn of atomic age, with its potential for destruction or tremendous good and the more recent explorations and discoveries in space, in transportation and in communications, people in every walk of life engage more frequently in conversations about Science. Achievements of Science are countless and are inspiring. As everyone knows, atoms have been smashed and the gene decoded, the space has been conquered and we have ushered in green revolution promising and era of abundance free from hunger and poverty. We can communicate instantaneously with persons anywhere on the globe and can travel faster than sound, and we have the microchips which promise to surpass the best of human brains. The test of miraculous achievement of modern age could go on almost endlessly. Realizing the importance of science in every sphere Achievement in science must be enhanced to develop scientifically literate citizens. .

In the present era children are naturally curious and scientific inquiry is a part of their behavior from birth. Children begin to learn about themselves and the world around them through observation and experimentation. Therefore much emphasis should be laid upon effective teaching of science.

Teaching of science has become an unavoidable part of general education. It is included in the school curriculum as it inculcate certain special

values peculiar to it which no other subject can provide science learning provide training in science method and helps to develop scientific attitude, scientific creativity, scientific interest, scientific aptitude etc. Therefore science is compulsory subject right from elementary level.

Objectives

The study was conducted by keeping following objectives:

1. To compare the effectiveness of creative drama method of teaching with conventional teaching method.
2. To compare the achievement in science of boys and girls taught with Creative Drama Method of teaching.

Method and Procedure

TABLE- 4.1 Mean Gain Scores of Experimental and Control Group

Group	M	Mdn	N	Sd	D	Se	t-value	Level of significance
Experimental	22.2	22	30	2.63	4.633	0.622	7.466	Significant at both 0.05 and 0.01 level
Control	17.56	18	30	2.17				

It has been observed that t-ratio for difference in academic achievement of Experimental and Control group comes out to be 7.467. The calculated t- value was found to be significant at 0.01 as well as 0.05 level of significance. Hence we can infer that Experimental and Control group differ significantly from each other on Achievement in Science. It clearly indicates that when students are taught science through Creative Drama Method, they tends to perform better, than when they are taught Traditional method of teaching.

Present study is Experimental in nature. Pre- test Post- test Control group Design has been employed. Experimental group is taught through Creative Drama Method and Control group was taught through Traditional method of teaching. Both the groups were taught similar topic for equal duration. After instructional treatment post test was employed to see effectiveness of Creative Drama Method.

Discussion of Results

To study the gain scores on Achievement in Science, the means and S.D. along with significance of difference was calculated for both Experimental and Control group students. The calculation has been presented in the Table 4.1 below:-

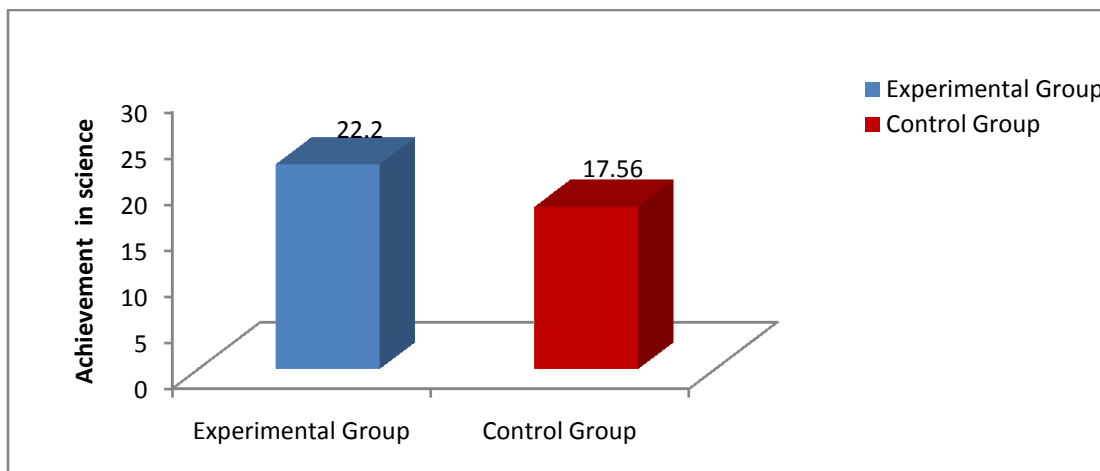


Figure 4.1 Bar graph showing mean gain on Achievement in Science

To study the Significance of difference between achievement in science of boys and girls taught with Creative Drama Method of teaching, M, N, SD and t- ratio were computed. The computation has been presented in the table 4.2 below:

TABLE – 4.2 Means of Gain Scores for Achievement of Boys and Girls Taught With Creative Drama Method of Teaching

Gender	M	Mdn	N	Sd	Se	D	t- value	Level of significance
Boys	22.33	22	15	3.2011	0.958	0.27	0.2818	Non significant at both .05 and .01 level
Girls	22.06	22	15	1.8785				

Further, It has been observed that t- ratio for difference in Achievement of boys and girls taught through Creative Drama Method of teaching comes out to be non significant at both .05 and .01 level. Therefore boys and girls taught with Creative Drama Method did not differ significantly on Achievement in Science.

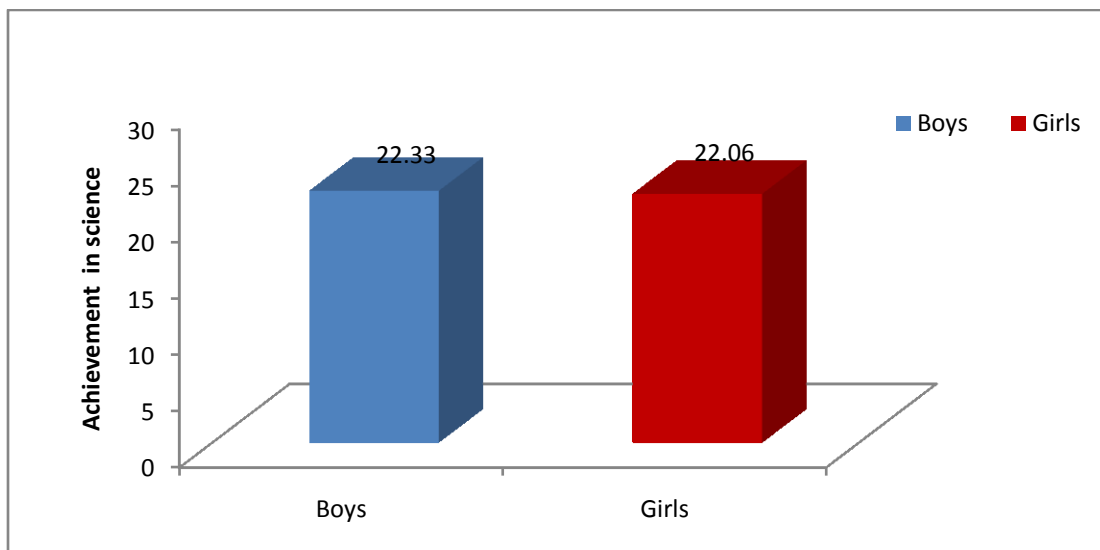


Figure 4.1 Bar graph showing mean gain on Achievement in Science of Boys and Girls.

Implications of the study

The results obtained from present research can be interpreted as below:

1. The results in the present study reveal that Creative Drama Method is an effective method of teaching Science and thus can be used in Indian context for teaching science effectively.
2. Results also revealed that there is no difference in the achievement of boys and girls taught by Creative Drama Method and gender difference does not encounter to the present method of teaching.

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