



Research Article

DRAMATIZATION: BRINGING LESSONS TO LIFE

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ABSTRACT

Our education system is dealing with the problem of drop out students in primary and secondary education. Poverty, illiteracy, lack of basic structural system are some of the main reasons for this. The Government and the department of education are trying hard to resolve this issue but still lacs of students are out of the basic education. Many activists suggested diffrent solutions to deal with this problem. Dramatization in schools and classrooms is one of the best solution to reduce the number of drop out. This research conducted in balsasheb bharde high school, shevgaon dist-- ahmednagr showed that when we use out of box methods to engage the students in classromms the respond joyfully by heart and take keen interests in studies. sramatization can be proved as the best laering method in future. This research is based on the finding of more than 1000 students and 15 teachers for three month long period. The research is co9nducted with the help of renouned children theater activists and psychological counselor.

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INTRODUCTION

The Indian education system is dealing with a severe problem with the high dropout rate of primary and secondary school students. Numerous solutions have been put out as a result of the lengthy discussion on this problem. However, the issue is complicated and has a foundation in illiteracy, poverty, ignorance, and disparity. As a result, a long-lasting and effective solution to this problem has not yet been discovered. The Eleventh Five-Year Plan statistics show that India's primary and secondary school dropout rates are very high.

52% of students who reach class X drop out. In other words, 52 out of every 100 pupils that are admitted to the school drop out of class X. For class V, this is 13%, and for class VIII, it is 22%.

The dropout rate for class X is significantly higher for Scheduled Castes (SC) and Scheduled Tribes (ST), at 53% and 76%, respectively.

There are several causes of school abandonment, and numerous remedies have been suggested. To address this issue, the government is putting in place a number of programs, such as the Midday Meal Program, scholarships for women, benefit programs for students from indigenous and underrepresented groups, and free uniforms. When we examine this issue more closely, we uncover a more serious problem that has gone unnoticed. Why don't the pupils want to attend class?

This study aims to clarify this problem and identify remedies. In order to do this, we polled 2,000 kids from the state and asked academics, educational groups, educationists, and child

psychology specialists working in the field of education for their thoughts.

Children should be as thrilled to begin their school day as they are to conclude it, according to Sane Guruji. This study discovered that there are several explanations for why this isn't always the case. The following are the factors that came up during the discussion with the students:

1. The atmosphere in the classroom or school is not interesting enough.
2. Ineffective and dull teaching strategies.
3. Kids who are experiencing emotional or mental health issues.
4. They are coping with difficulties like a disintegrated family.
5. Health-related issues.

The issues that stop kids from enjoying school are complicated and nuanced. A pilot initiative being operated by Balasaheb Bharde High School in Shevgaon, Ahmednagar District, seeks to address some of these issues, but there is no universal answer that will work for everyone. Making learning more pleasant while also assisting pupils in putting their problems aside during the school day.

Lessons from the pilot study were dramatized. In classes VII and VIII, it was used from June 20 to August 15. Four class plays on Marathi and Social Studies were performed in each seventh-grade class, while each eighth-grade class opted to dramatize Marathi and Science.

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METHODOLOGY

1. Professional trainers held a two-day training on script writing, facial expressions, and silent acting for teachers and students. For several Marathi, History, Science, and Geography lectures, the teachers wrote scripts.
2. The teachers picked a few acting-interested males from the class. These children were then required to memorize the scripts and perform them in front of their classmates.
3. Since the class presentation was going to take place in the classroom, makeup and mime acting were done with readily available objects. The presentation was limited to 15 to 20 minutes.
4. Following the presentation, the kids were quizzed to determine their level of understanding.
5. Children in the crowd were asked for their opinions.

Findings

1. The dramatization method was preferred by all of the kids over the narration method.
2. After learning the lesson through dramatization, the material and concepts were better grasped.
3. Since this method is enjoyable and engaging, kids are more likely to learn without getting bored.
4. Without even realizing it, dramatization instills traits and values like teamwork, mental clarity, cooperation, punctuality, self-assurance, and efficient communication.
5. Automatic class control takes place.
6. Significant reduction in absenteeism.
7. It is possible to foster students' innate skills in order to help them grow as individuals.

8. Information was provided to parents and students about potential acting careers.
9. When teachers had the chance to exercise their creativity and talent, their instructional strategies advanced, which made them happier at work.
10. Both rural and urban locations can simply employ this economical technique.

Limitations

1. A stage cannot be made available for all students at once.
2. Since they must finish the scheduled syllabus by the deadline, teachers might not have time to employ the stage technique in their everyday instruction.
3. Student chatter could disrupt nearby classes.
4. The success of this approach is dependent on the support of the institution's director, chief executive, teachers, and parents.

CONCLUSION

Classroom theater can be a useful remedy for:

- Making learning fun in the classroom.
- Giving teachers and students room for inventiveness.
- Supporting theatrical creativity.
- Decreasing absences.
- Preventing potential school dropouts.

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